



HAYDON SCHOOL

**KEY STAGE 4
CHOICES BOOKLET**

2018



Welcome to Key Stage 4

Entering Year 10 will mark a major change in your education as you are now able to make a choice regarding some of the subjects you will take. This is an exciting opportunity and you should take time to consider all the options fully.

Compulsory Subjects

You have already started your GCSE courses in Mathematics, English Literature and English Language and Religious Education and will continue these through to Y11. Along with these core subjects you will also have to continue to study science either as a double or a triple option and a language. You will also continue to take part in a core PE offer although this will not lead to a qualification.

Optional Subjects

You will have the choice of selecting up to three other subjects, depending on your science choice. It is important that you carefully read the information about the option subjects, especially those that you have not had the opportunity to study before.

ADVICE

- You need to take the options process very seriously. Please read the booklet carefully, even if you think you know what subjects you want to do. Talk to the appropriate Head of Department and if possible talk to students in Years 10 and 11 who are currently studying the subject.
- You will be given the opportunity to study new Applied Learning courses not just new subject areas, but a different way of working. Some BTEC options are equivalent to two GCSEs and this will mean a more in-depth study and will cut down on the number of different subjects you will take.
- All routes are equally valid. Choose the route where you think you can achieve greatest Success. The best advice to select subjects that you think you will enjoy and will be successful in; not the subjects your friends are doing.

Sixth Form Routes at Haydon School

The passport to most courses on offer after you are 16 will be six GCSE passes at level 4 to 9 in five or more subjects. It is important that you make the right choice for you. English and Mathematics at level 5 will be necessary to study **Advanced Level** courses.

NOTE: WE TRY TO MEET EVERY STUDENT'S OPTION CHOICES BUT IN SOME CASES THIS IS NOT POSSIBLE. SOMETIMES STUDENT'S CHOICES DO NOT FIT IN WITH THE POOLS SET UP. ALSO, SOMETIMES COURSES ARE CANCELLED DUE TO INSUFFICIENT STUDENTS TAKING THAT OPTION. IN BOTH THESE SITUATIONS STUDENTS WILL BE CONTACTED AND ASKED TO MAKE AN ALTERNATIVE CHOICE. STUDENTS WILL NEED TO HAVE A INDICATED A RESERVE SUBJECT ON THEIR OPTION CHOICE FORM, SHOULD SUCH A SITUATION ARISE.

ENGLISH LANGUAGE AND ENGLISH LITERATURE**Syllabus:**

AQA GCSE English Language

AQA GCSE English Literature

Course Description

All students follow the English Language and English Literature course, leading to two GCSE certificates. Students are taught in mixed ability groups of approximately 25 and the students have already started to study the new texts. There are no controlled assessments or coursework and all examinations are 100% of the GCSE qualification. There are no tiered entries so all students study and complete the same examination.

How Students Are Assessed**English Language**

There will be two examinations of 1 hour 45 minutes, both worth 50%, the contents of which are listed below.

- students must respond to 19th, 20th and 21st century texts in every exam series
- students must compare at least two unseen texts
- spoken language (currently called speaking and listening) will still be assessed but will not count towards exam results
- 20% assessment weighting will be for spelling, sentence structure, punctuation and grammar.

English Literature

There will be two examinations, one being 1 hour 45 minutes, worth 40% and the other 2 hours 15 minutes, worth 60%, the contents of which are listed below.

- students must study a 19th century novel, (A Christmas Carol) a whole Shakespeare play (Macbeth) and a selection of poetry, including representative Romantic poetry
- students must compare at two unseen poems
- the modern prose or drama is An Inspector Calls
- exams will be closed book.

For further information please contact:**Ms M Giddens – Head of English - mgiddens2.312@lgflmail.org****Ms D Jarrett – KS4 Leader - djarrett.312@lgflmail.org**

GCSE LANGUAGE CHOICE**Syllabus:**

Edexcel for French, German, Italian and Spanish

From this section you have to choose one Modern Foreign Language

FRENCH, GERMAN, SPANISH, ITALIAN

All languages are of equal status as far as careers are concerned. The ability to offer one or more languages will greatly enhance your attractiveness as a potential employee in all employment fields. Many universities require a good GCSE in a language for entry to their degree courses. If students intend to study foreign languages at degree level, remember they will normally need knowledge of more than one. If they wish to take two foreign languages then they need to choose French, German, Italian or Spanish as one of their GCSE Options, as well as choosing one of these as their Core language. Students cannot opt for a language that they have not studied before.

Course Description

There are four skills which are developed during the course, namely the ability to:

- Listen to the language spoken by native speakers and convey information
- Speak and interact in the Target Language
- Read 'authentic' texts in the language with understanding
- Write in the language to communicate facts, ideas and opinions to a reader

To develop these skills students will use a variety of materials and stimuli such as newspaper and magazine articles and recordings. Staff will speak to students in the foreign language whenever possible and will expect them to use the foreign language at every opportunity, too. They will continue to develop the linguistic abilities they have acquired at KS3.

How Students Will Be Assessed:

All 4 skills will be assessed in class throughout the course. Examinations will take place at the end of Year 11.

- Listening 25%
- Speaking 25%
- Reading 25%
- Writing 25%

The scheme of assessment consists of two tiers: Foundation Tier which assesses grades 1-5 and Higher Tier which allows students to access grades 4-9. Students cannot be entered for mixed Tiers. Most of the testing takes place in the foreign language to comply with the National Curriculum requirements.

The five themes will be:

- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension

All themes and topics must be studied in the context of both the students' home country and that of countries and communities where the target language is spoken.

For further information please contact:

Mrs C Whitehead - (Deputy Headteacher) - cwhitehead.312@lgflmail.org
Mrs K Daley – (Head of MFL Faculty) – kdaley.312@lgflmail.org

MATHEMATICS**Syllabus:**

AQA GCSE (9-1) in Mathematics (8300)

Course Description

In adult life it is very important to be numerate and to have good problem solving skills. Many employers, particularly in the commercial, scientific and technological fields, will look very carefully at the mathematical qualifications of potential employees. The level demanded varies but a high grade in GCSE Mathematics is virtually essential for entry into such careers as accountancy, architecture, banking and teaching. It is also worth bearing in mind that many universities and colleges are now making entry to their courses dependent on a high grade in GCSE Mathematics.

The course builds on and extends the work covered in Years 7 – 8 and includes, for example, work on application of number, statistics, graphical work, trigonometry and algebra. In addition, the department encourages use of interactive GCSE computer software. The syllabus is differentiated to allow for all levels of ability. A decision is made prior to the exam as to which tier students will be entered for.

We are currently going through a time of substantial change at GCSE, as the government is in the process of completely overhauling GCSE mathematics, with the aim of making the qualification more rigorous and robust. The two main objectives of the new GCSE are: for all students to leave school with the numeracy skills necessary for employment; and to stretch all students to their full potential. The style of exam questions has also changed radically, and will now test students on their overall approach to problem solving in a numerate context.

The following format applies for examination entry:

The most notable change to GCSE will be the grading system. The current letter grades are being replaced by a number between one and nine, with one representing a pass, and nine being awarded to the most able mathematicians.

Foundation Tier grades	-	1 2 3 4 or 5
Higher Tier grades	-	4 5 6 7 8 or 9

How Students Will Be Assessed

All external assessment is at the end of the course.

There will be three papers for each tier, one non-calculator and two calculator. The students will be given 1 hour and 30 minutes to complete each paper.

The exams are the only form of external assessment. There is no coursework and there are no controlled assessments in Mathematics but the examination questions will test students' ability to apply their Maths skills to practical situations.

As a department we set tests each half-term and individual teachers will be setting end of topic tests. Students will be expected to complete all of their homework. Altogether this will give a comprehensive assessment and feedback package so that each student should know what level they are working at and what they need to do to improve.

Support from parents to ensure that students meet their deadlines for homework is essential.⁶

The course encourages students to have a positive attitude towards Mathematics. Students will be expected to deliver a high level of commitment and will receive in return plenty of support from Mathematics Teachers.

For further information please contact:

Miss L Emerson – Head of Mathematics – lemerson2@lgflmail.org
MS D Patel – KS4 Coordinator – dpatel93.312@lgflmail.org

PHYSICAL EDUCATION

This is a non-examination subject that is compulsory for all Year 10 and 11 students based on the requirements of the National Curriculum.

Haydon PE Certificate

The Haydon PE Certificate is for those students in Year 10 that have not chosen PE as a GCSE subject. The course develops the students' enjoyment of Physical Education and prepares them for lifelong activity through the participation of a wide range of practical sports. Alongside performing and learning key skills students will learn how to make evaluative comments in relation to practical performance and learn the rules and etiquette associated with each activity.

Students are practically assessed within each activity they do such as netball, football, rugby, gymnastics, trampolining, athletics, cricket, basketball etc. Your best marks from two sports will then count towards your final overall grade and certificate.

Haydon Sports Leaders Award

Haydon Sports Leaders is about helping people to develop through sporting, or at least practical activity, essential life and work skills such as communication, organisation and working with others and, at the same time, making a positive contribution to the Haydon School community. It is a practical unit of work which will give you the skills required to lead others. Sports Leadership has roles for coaches, scorers, marshals, adjudicators and managers as well as players. Students are practically assessed throughout the course and certificates are awarded for those who complete the course successfully.

All students will have the opportunity to experience a wide and varied range of activities, with a focus on more complex skills and strategies.

The key focus of Core Physical Education is to prepare students for a lifetime of being, fit healthy individuals.

For further information please contact:

Mrs M Richards – Head of PE – mrichards.312@lgflmail.org

Miss H Egan - Head of Girls PE – hegan2.312@lgflmail.org

RELIGIOUS STUDIES**Syllabus:**

AQA RELIGIOUS STUDIES (SPECIFICATION A – CHRISTIANITY AND ISLAM)

Note: All students started this course at the start of Year 9**Course Description**

The Religious Studies course is studied over three years and has two main components. Firstly students will study the core beliefs and practices of the two largest religions both in the world and the UK (Christianity and Islam). The second component is thematic studies, where students will explore contemporary issues such as medical ethics, social justice, crime and punishment, and peace and conflict. They will explore controversial issues and be encouraged to express their own viewpoint as well as showing understanding of a religious point of view.

In the GCSE course students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

The final examination consists of two written papers and are taken at the end of Year 11. The examination makes up 100% of the assessment. There is no coursework.

The course is structured as follow:**YR9 (1 lesson per week)**

- CHRISTIAN BELIEFS (God, Jesus, Creation, life after death)
- RELIGION AND SOCIAL JUSTICE (Human Rights, Prejudice, Religious freedom, wealth and poverty)
- CHRISTIAN PRACTICES (Worship, prayer, sacraments, community work)

YR10 (3 lessons per fortnight)

- RELIGION AND LIFE (origins of life, animal rights, Euthanasia, Abortion)
- ISLAMIC BELIEFS (Allah, Qur'an, Sunni & Shia, Angels, Life after Death)
- RELIGION, PEACE AND CONFLICT (terrorism, war, nuclear weapons, pacifism, just war theory)
- ISLAMIC PRACTICES (Five Pillars, 10 Obligatory Acts, Festivals, Jihad)

YR11 (1 lesson per week)

- RELIGION, CRIME AND PUNISHMENT (Reasons for crime, aims of punishment, Capital punishment, forgiveness)
- REVISION AND PREPERATION FOR GCSE EXAMS

For further information please contact:**Ms P Deacon – Head of Religion, Ethics and Philosophy – pdeacon3.312@lgflmail.org**

SCIENCE CHOICES**Syllabus:**

GCSE Biology, GCSE Chemistry and GCSE Physics separate Sciences – New AQA specification codes 8461, 8462, 8463

GCSE Combined Science: Trilogy (Double Award) – New AQA specification code 8464

The Science Faculty is pleased to be able to offer a Science curriculum which we believe will suit every student at Haydon.

- Biology, Chemistry, Physics (three GCSEs) AQA
- Combined Science: Trilogy (two GCSEs) AQA

Course Description**ROUTE 1**

Biology = one GCSE grade
Chemistry = one GCSE grade
Physics = one GCSE grade
A level Science choice that will be available = Biology, Chemistry, Physics

Students expecting to study Science at A level should choose Route 1. All lessons will be taught as part of the normal school day. There will be 15 lessons per fortnight.

Biology – is the study of living things. Career choices open to people with biological qualifications include Health, Horticulture, Animal Husbandry, Pharmaceuticals and Environment.

Chemistry – is the branch of Science concerned with what makes up the world around us and the way they react with each other. Career choices open to people with chemical qualifications include Research and Development, Environmental Officers, Food Science, Geology, Pharmaceuticals and branches of Engineering.

Physics – is the branch of Science concerned with the properties of matter and energy, and the relationships between them. Career choices open to people with Physics qualifications include Engineering, Astronomy, Consumer Goods Research and Development.

Assessment for each of the Biology, Chemistry and Physics GCSE is 100% written exams taken at the end of Year 11. There will be two papers with foundation and higher tiers available. Both papers are equally weighted and last 1 hour 45 minutes each. There will be ten compulsory practicals per science subject which students will need to complete as they will be examined on them.

The written exams consist of two tiers: Foundation Tier and Higher Tier, both papers sat will either be both Foundation or both Higher for each of the GCSEs. Foundation Tier assesses grades 1 to 5 and Higher Tier allows students to access grades 4 – 9. For a science subject to be taken at A Level, a minimum relevant GCSE grades 5 is required with a recommendation of grade 6 or above.

ROUTE 2

Combined Science: Trilogy = two GCSE grades
A level Science choice available = Biology, Chemistry, Physics

Route 2 is recommended for the majority of students since it provides a balanced Science curriculum. Combined Science covers all three Sciences. There is less content compared to the separate Sciences option to reflect the fact that Combined Science is two GCSEs. All lessons will be taught as part of the normal school day. There will be 10 lessons per fortnight.

This GCSE Combined Science course is aimed at all ability levels and is of significant benefit to all students wanting to keep their options open in terms of taking a Science subject at A level. It will also be of direct relevance to many ancillary careers in Science e.g. Veterinary Nurse, Sports Science, Nursing, Teaching and many more career options.

Assessment for Combined Science is 100% written exams taken at the end of Year 11 and covering all three Sciences. There are six papers; two Biology, two Chemistry and two Physics papers with foundation and higher tiers available. Papers are equally weighted and last 1 hour 15 minutes each. There will be 21 compulsory practicals which students will need to complete as they will be examined on them.

The written exams consist of two tiers: Foundation Tier and Higher Tier. All six papers sat will either be all Foundation or all Higher for the Combined Science GCSE. Foundation Tier assesses grades 1 to 5 and Higher Tier allows students to access grades 4 – 9. For a science subject to be taken at A Level, minimum relevant GCSE grades 5,5 are required, with a recommendation or grades 6, 6 or above

For further information please contact:

Mrs A Houston – Head of Science – ahouston.312@lgflmail.org

Miss C Cook – Biology – ccook30.312@lgflmail.org

Mr N Francis – Chemistry - nfrancis.312@lgflmail.org

Mr L Rowe – Physics – lrowe11.312@lgflmail.org

Mrs C Brooks – Combined Science – cbrooks40.312@lgflmail.org

ART**Syllabus:**

Edexcel 1FA0

Course Description

The GCSE course provides opportunities for students to gain experience in the fields of drawing, painting, sculpture and alternative media. Students will undertake 'supporting studies' in a range of media in response to a set theme. This work will investigate the theme, show a progression of ideas and facilitate the production of a final piece. Students will be encouraged to make perceptive and informed connections between personal work and the work of other artists. During the course they will be asked to produce three coursework projects and one examination project. Sketch books will be an essential part of each project.

Students will be expected to spend approximately 2½ hours a week on homework. This will relate to the set theme and will extend and enrich their supporting studies.

How Students Will Be Assessed

The examination in Art has two parts: coursework (worth 60% of the mark) and the timed test piece accompanied by supporting studies (40% of the mark).

Students and their teachers will make formal assessment of their coursework on a half termly basis. This offers them the opportunity to improve project grades over the duration of the course before submission for the final examination.

At the end of Year 11 students will be set a final project from the Examination Board. They will have approximately 10 weeks to produce the supporting studies which will facilitate the production of the final piece during the 10 hour timed test.

Students are assessed on 4 assessment objectives: AO1 Develop, AO2 Refine, AO3 Record and AO4 Present. Students are awarded a maximum of 18 marks per assessment objective and are scored out of 72 marks. Students are then graded 9-1, 9 being the highest grade, according to their achievement.

All assessment will be graded internally, taking careful account of all previous grades, and then moderated to the final grade by a visiting examiner appointed by the Examination Board.

The examination board website for syllabus information is: www.edexcel.org.uk

For further information please contact:

Ms S Grealish - Head of Art - sgrealish.312@lgflmail.org

Ms H Eldridge - Head of Art - heldridge2.312@lgflmail.org

BUSINESS STUDIES**Syllabus:**

Edexcel (1BS0)

Course Description - Qualification aims and objectives

Enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business consists of two externally-examined papers. Students must complete all assessment in May/June in any single year.

During the two years students will study the following topics:

Theme 1: Investigating Small Business (50% of the GCSE qualification)

Topic 1.1 Enterprise and entrepreneurship

Topic 1.2 Spotting a business opportunity

Topic 1.3 Putting a business idea into practice

Topic 1.4 Making the business effective

Topic 1.5 Understanding external influences on business

Theme 2: Building a business (50% of the GCSE qualification)

Topic 2.1 Growing the business

Topic 2.2 Making marketing decisions

Topic 2.3 Making operational decisions

Topic 2.4 Making financial decisions

Topic 2.5 Making human resource decisions

How Students Will Be Assessed

Theme 1 and 2 are assessed through an external exam at the end of Year 11.

Each paper is divided into three sections:

Section A: 35 marks

Section B: 30 marks

Section C: 25 marks.

Each paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

Ways in which parents can help: Encourage students to take an interest in current issues through newspapers and other media sources.

For further information please contact:

Miss A Dunne – Head of Business Studies - adunne6.312@lgflmail.org

CLASSICAL CIVILISATION**BOARD AND SYLLABUS:**

OCR Classical Civilisation J199

Course Description

This subject involves the study of the religion and society of the ancient Greeks and Romans. During the course students will be looking at topics such as ancient gods and their powers, mythology, Heracles, temples, festivals and more. They will also be reading some of Homer's exciting and adventurous 'Odyssey', which includes one-eyed giants, sea monsters, powerful gods and enchantresses and learn about the everyday life in the Mycenaean Age, which is the age of the Trojan War, famous hero Achilles and beautiful Helen. Students will find this subject enjoyable if they like finding out about the past and are interested in how people used to live over 2000 years ago, and about how they have influenced our own lives. Anyone interested in history, archaeology, literature, politics and drama would find this subject particularly fascinating. It also goes well with many other subjects.

Examination

There will be two written examination papers accounting for 100% of the total mark. Each paper will be 1 hour 30 minutes long. Paper 1: Myth and religion (50% of the total marks), Paper 2: The Homeric world (50% of the total marks). The question papers will consist of both short answer and extended response questions.

Homework

Homework will be set each week and may take a variety of forms including essay writing, research and project work.

Why study Classical Civilisation

Classical Civilisation focuses on the civilisations of Greece and Rome, and is a wide ranging subject involving the study of literature, material culture, ancient thought and ideas, and the ancient historical context. You don't need to know any languages, all the texts are in translation, and it doesn't matter if you haven't studied the Greeks and Romans since primary school; all you need is an interest in the ancient world and its cultures.

What skills will I develop in Classical Civilisation?

- You will be encouraged to enquire actively into the classical world so that you develop as an effective and independent learner and a critical and reflective thinker;
- You will develop and apply analytical and evaluative skills;
- Through a variety of tasks you will develop your reading, writing and speaking skills.

For further information please contact:

Mr I Tsakiridis – Head of Classics - itsakiridis.312@lgflmail.org

COMPUTER SCIENCE**Syllabus:**

OCR J276

Would you like to be able to write your own apps and computer programs? This course will give you a real, in-depth understanding of how computer technology works. You will no doubt be familiar with the use of computers and other related technology. This course will give you an insight into what goes on 'behind the scenes', including computer programming. It will also develop critical thinking, analysis and problem solving skills that you will be able to transfer to other fields.

Course Description

During the course you will complete two units:

Component 1: Computer Systems – written exam (40%)

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Component 2: Computational thinking, algorithms and programming – written exam (40%)

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Component 3: Project – controlled assessment (20%)

You will be provided with a project brief that describes a problem that you will need to solve by developing a computer program using Python. Your program will need to include:

- data input and storage
- processing data
- producing output based on processed data.

The controlled assessment task has replaced what was traditionally referred to as coursework. All of the controlled assessment tasks must be completed in a supervised environment. The maximum time allowed for completing the controlled assessment is 20 hours.

The component 3 controlled assessment will take place at the start of Year 11. The examinations for components 1 and 2 will take place at the end of Year 11.

For further information please contact:

Mr S Burnaby – Head of ICT/Computing - sburnaby.312@lgflmail.org

GCSE DESIGN AND TECHNOLOGY**Specification:
AQA (8552)**

In Design and Technology students will combine theoretical content and practical application with creative thinking to design and make products that meet human needs. They will learn to use current technologies, consider the impact of future technological developments and will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. The use of mathematical skills is a key requirement, and is tested in the examination (15% of the written paper) Also an understanding of underlying scientific principles is also expected.

Our GCSE allows students to study core knowledge of technical, designing and making principles, including a knowledge of all material areas, a broad range of design processes, materials techniques and equipment. When choosing their options they will also select a specialist subject that they will study in greater depth, and can choose either:

- Resistant Materials
- Graphic Products
- Textiles

Resistant Materials

The course is concerned with the understanding of how resistant materials are linked to the design industry as a whole as well as a specialist area, through the designing, making and evaluating of products from a range materials. This involves being aware of the part resistant materials play in everyday life, the design ideas behind their creation and the processes involved in the production of the finished item, including computer generated imagery. This includes a huge variety of 3D products and possible design themes including Storage, Educational Toys, Lighting, Sports, The Environment, Gardens, etc.

This course provides a route to courses in Higher Education providing skills that could lead to a career in product design, architecture, engineering, industrial design, and many more. The design element also opens the door to a variety of related courses.

Graphic Products

The course is concerned with the understanding of how graphic communication is linked to the design industry as a whole as well as a specialist area through the designing, making and evaluating of products from a range materials. This involves being aware of the part graphic products play in everyday life, the design ideas behind their creation and the processes involved in the production of the finished item, including computer generated imagery. This includes a huge range of products such as books and magazines, packaging, display stands, posters, and computer game and CD covers.

This course provides a route to courses in Higher Education providing skills that could lead to a career in graphic design, game design, illustration, advertising & marketing, and many more. The design element also opens the door to a variety of related courses.

Textiles

The course is concerned with the understanding of textiles as a material and with the designing, making and evaluating of products from a range materials. This involves being aware of the part textile products play in everyday life, the design ideas behind their creation and the processes involved in the production of the finished item.

This course provides a route to courses in Higher Education with emphasis on both the fashion industry, and business and managerial posts in industry. The design element also opens the door to a variety of related courses.

How Students Will Be Assessed:

The GCSE assessment will consist of one major Design and Make project in Year 11, which will account for 50% of the marks. This will be carried out during 30 to 35 hours of supervised time during Year 11. A final two-hour written examination will take place at the end of Year 11, this will account for the other 50% of the GCSE grade.

Students should note that there will be a significant amount of practical work in the course for which they must be prepared to fully participate. There is an expectation that students attend extra-curricular twilight sessions in Years 10 and 11, to develop further their knowledge and understanding of the practical skills involved and to complete their coursework successfully.

For further information please contact:

Ms E Twiddy – Resistant Materials and Graphics - Etwiddy.312@lgflmail.org

Ms B Brock – Textiles - bbrock5.312@lgflmail.org

In addition Design & Technology also offers the following subjects:

- Construction in the Built Environment BTEC First Extended Certificate EDEXCEL
- Food Preparation and Nutrition WJEC

You can find information about these subjects later in this options booklet.

FOOD PREPARATION AND NUTRITION**Specification:**

WJEC

Course Description

This course equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

The course covers 6 content areas:

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

Topics that will be covered include major commodity groups, macronutrients and micronutrients, energy requirements of individuals, planning balanced diets, calculating energy and nutritional values, effect of cooking on food, food spoilage, food provenance, food manufacturing, factors affecting food choice, preparation and cooking techniques, and developing recipes and meals.

How Students Will Be Assessed

A final written examination takes place at the end of Year 11 – this is called 'Component 1: Principles of Food Preparation and Nutrition'. This examination lasts 1 hour 45 minutes and constitutes 50% of the overall exam grade. It assesses the six key topic areas and is marked out of 100.

The remaining 50% of the grade is assessed through coursework – this is called 'Component 2: Food Preparation and Nutrition in Action'. This component involves 2 assessments. Assessment 1 constitutes 15% of the final exam grade and Assessment 2 is worth 35% of the final exam grade.

- Assessment 1: The Food Investigation Assessment – A scientific food investigation which will assess students' knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food (8 hours)
- Assessment 2: The Food Preparation Assessment – Prepare, cook and present a menu which assesses students' knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food (12 hours).

These assessments will be based on a choice of tasks released annually by WJEC.

The course will involve a large amount of practical food preparation work on a weekly basis, for which ingredients must be purchased. This is essential for acquiring the practical food preparation skills required for the course.

However, it must also be emphasised that this is not simply a 'cooking' course. Students will not only be assessed on their practical work and there is a **strong emphasis** on theoretical knowledge. It is not an easy option.

For further information please contact:

Mr N Davis – Food Technology – ndavis35.312@lgflmail.org

DRAMA

This course engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. Students learn to collaborate with others, think analytically and evaluate effectively. The subject content for GCSE Drama is divided into three components:

- 1) Understanding drama
- 2) Devising Drama
- 3) Texts in practice

Component 1: Understanding Drama

What's assessed?

- The students will be assessed on their knowledge and understanding of Drama
- They will study a set text
- They will also study the work of a live theatre maker

How it's assessed?

- A written exam (1 hour 45 minutes)
- Open book
- 80 marks
- 40% of the overall grade

Component 2: Devising Drama (practical)

What's assessed?

- The process of devising a piece of drama
- The devised performance
- The analysis and evaluation of the performance

How it's assessed?

- Devising log
- Devised performance
- 80 marks in total
- 40% of the overall grade

Component 3: Scripted Drama

What's assessed?

- The performance of two extracts from a play

How it's assessed?

- A performance of the extracts
- 50 marks
- 20% of the overall grade

For further information please contact:

Mr T Daley – Head of Faculty - tdaley.312@lgflmail.org

Mr A Maclean - Head of Drama - amaclean1.312@lgflmail.org

GEOGRAPHY**Syllabus:**

Edexcel A – Geographical Themes and Challenges

Course Description

This course offers students the opportunity to study geographical themes within the context of physical and human geography, and also skills-based components. There will be opportunities to study a breadth of topics, while enabling students to spend time developing their own values and opinions.

Classroom activities will be based around a wide range of resources including PowerPoint presentations, video clips, decision making scenarios and current case study examples. Contact with textbooks will be kept to a minimum! We make extensive use of the interactive whiteboard for learning resources and student presentations and use of GIS software.

Unit 1 – The Physical Environment – Studying 4 topics:

Coastal landscapes and processes, river landscapes and processes, weather hazards and climate change and ecosystems, biodiversity and management.

Unit 2 – The Human Environment – Studying 3 topics:

Changing cities, global development and resource management.

Unit 3 – Geographical Investigations: Fieldwork and UK Challenges – Studying 2 topics:

Geographical fieldwork techniques and UK challenges. As part of this unit there will be a residential field visit to collect data, to be examined.

How Students Will Be Assessed**Exams**

There will be three examinations taken at the end of Year 11.

Unit 1 – The Physical Environment – 1 Hour 30 minutes – 37.5%

Unit 2 – The Human Environment – 1 Hour 30 minutes – 37.5%

Unit 3 - Geographical Investigations: Fieldwork and UK Challenges – 1 Hour 30 minutes – 25%

Please note: there is no coursework or controlled assessment in this GCSE course. It is assessed solely by examinations.

For further information please contact:

Mrs R Waters – Head of Geography – rwaters7.312@lgflmail.org

HISTORY**Syllabus:**

AQA GCSE History

Course Description: You will study a fascinating mix of history from the medieval to the modern world, considering everything from medical marvels and powerful people, to turning points in global conflicts that still affect us today.

Paper 1**Part One: Germany, 1890–1945: Democracy and Dictatorship**

This in-depth study of Germany covers the rise of nationalism and the impact of WW1 on the German people. Students will also investigate the consequences of the Treaty of Versailles and the Golden Years of the Weimar Republic. Analysis will go on to focus on the Wall Street Crash and the subsequent appeal of the Nazi Party. In the final section of the course students will be asked to consider life under the Nazi Party in Germany from 1933 to 1945 and will look at similarities and differences between boys and girls, the persecution of the Jewish population, and opposition within Germany to the Nazi Party.

Part Two: Conflict and tension in Asia, 1950–1975

The second part of Paper One focuses on the reasons for US involvement in South East Asia since the end of World War Two. We look at the causes and events of the Korean War and America's first attempts to defeat Communism as well as the campaign in Vietnam. We study the conflict in detail including the tactics of the Americans and the Vietcong, and the eventual defeat of the US. We will also look at the impact of both wars on Asia and America including a focus on the growth of protest towards the war.

Paper 2**Part One: Britain: Health and the people: c1000 to the present day**

The first part of the paper looks at the progress of medicine over the last 1000 years and the impact of medical changes on the health of individuals. There is also a focus on key individuals who have impacted and developed medicine over the time period. The content covers from medieval medicine and superstition right up to current scientific developments.

Part Two: Medieval England - the Norman Conquest

The final unit on paper two looks in depth at the Normans' conquest of England in the 11th Century, and the establishment of their rule. You will start by investigating what Viking raiders like Forkbeard and Rollo have to do with our country's past. You will then delve into analyzing battle tactics and discovering how a Norman man beat Viking and English noblemen to become King of England in 1066. The focus of your depth study will then be on how the Normans established their rule. You will analyse the economic, religious, political, social and cultural standpoints of this period and arising contemporary and historical controversies.

Why take history at GCSE? History is regarded as a strong academic subject and will be useful if you are interested in careers such as Journalism, Law, TV Research, management and Tourism. History is one of the most desirable courses that most employers and top Universities are looking for no matter what job or career you have in mind due to the transferable skills that you will develop on this course.

How You Will Be Assessed?

There is no coursework for this GCSE. You will be assessed in two exams.

Paper 1: 1 hour and 45 minute examination (50% of total grade)

Paper 2: 1 hour and 45 minute examination (50% of total grade)

For further information please contact:

Mr R Coombes – Head of History – rcoombes.312@lgflmail.org

MEDIA STUDIES**Syllabus:**

Eduqas

Course Description

It is recognised that the mass media (television, radio, film, video games, newspapers, magazines, comics and popular music) play an increasingly important role in contemporary society. It is not possible for anyone living in the western world in the twentieth century to escape the effects of the mass media's output. This course is designed to encourage students to develop a critical understanding of the role of the mass media in society. An important feature of the syllabus is the opportunity it affords you to actively investigate media processes and techniques through practical work.

If a student has a critical interest in the media and wishes to begin to understand its role in society, they will be well suited to this subject.

How Students Will Be Assessed**Coursework (30%)**

Students will submit several assignments which demonstrate an ability to analyse, research, plan, create and evaluate media products. This will include investigating magazines and the magazine industry and producing your own print product.

Students will be trained in using industry standard design software such as Adobe Indesign, Adobe Photoshop and Adobe Illustrator. Students will also be encouraged to hold photoshoots using professional studio equipment to generate original images for their productions. The coursework will encourage skills in creativity and software capability, as well as analytical skills in interpreting and discussing real media products.

Exams (70%)

Component 1: Exploring Media Language and Representation Written examination: 1 hour 30 minutes 30% of qualification

This component assesses media language and representation. It covers all of the following media forms: newspapers, radio news/current affairs programmes, advertising, video games, magazines and music videos. Learners will be assessed on three of these forms.

Component 2: Understanding Media Forms and Products Written examination: 1 hour 30 minutes 40% of qualification Four questions in total, including: Television Genres - Crime Drama or Sitcom and section B: Film Marketing.

Further details:

The department has created its own website at www.haydonmedia.co.uk which contains further details of all courses as well as examples of students work and a full variety of resources to support students learning.

For further information please contact:

Mr T Daley – Head of Faculty - tdaley.312@lgflmail.org

Mrs S Baker-Perkins - second in Media - sbaker11.312@lgflmail.org

MUSIC**Syllabus:**

AQA (9-1)

Course Description

This course seeks to develop students' knowledge, understanding and skills across the three main areas of musical experience: **Performing, Composing and Listening**. The course will mix practical performance and composition activities with study of the set works and their context in order to develop the listening and appraising skills required for the written exam.

Performance - 30%

Students will need to perform a solo piece and an ensemble piece. The combined performance time will need to be 4 minutes and both solo and ensemble elements will need to be at least 1 minute in length. At least grade 4 standard is desirable.

Composition - 30%

Students will need to compose 2 pieces: 1 from a set brief given by the exam board and the other a free composition chosen by the student. The combined time will need to be at least 3 minutes.

Exam - 40%

Students take an exam at the end of Yr11 with listening exercises and written questions using excerpts of familiar and unfamiliar music from areas of study. The areas of study provide an appropriate focus for students to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language. The four areas of study can also provide a rich source of material for students to work with when developing performance and composition skills.

Areas of study:

1. Western classical tradition 1650-1910
2. Popular Music
3. Traditional music
4. Western classical tradition since 1910

For further information please contact:**Mr J P Bowman – Music – jbowman10.312@lgflmail.org**

SOCIOLOGY**Syllabus:**

AQA Sociology

Course Description

Sociology is exciting, interesting and relevant to life. The course encourages students to take a questioning approach to evidence and issues, thus developing their critical, evaluative skills. They also develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues. The subject content is divided into sections that deal with particular kinds of social relations or with different aspects of the social structure of British society. By studying the course students will become familiar with a range of terms and concepts commonly used by sociologists.

During the two years students will study the following topics:

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

The sociological approach - debates within sociology including conflict versus consensus how sociological knowledge and ideas change over time and how these ideas inform our understanding of the social world. Students will research different sociological perspectives on social structures, social processes and social issues, including those informed by: feminism, functionalism, interactionism, Marxism and New Right as specified in the topics listed below and key arguments (identified through reading and how to use sociological research methods as outlined in the topics and how they apply in the

Social Structures, Social processes and social issues. -

Families – They will investigate what is meant by the family; changes in family patterns including marriage, fertility and divorce as well as the different Sociological approaches to the family.

Education – They will investigate why we have an education system; why some students do better than others; the influence of the government and different types of schools; the relationship between students, teachers and peers.

Crime and Deviance – They will investigate the concepts of crime and deviance and be able to describe the ways in which individuals are encouraged to conform to social rules as well as and the usefulness of official crime figures. They will also learn about the significance of criminal and deviant behaviour for victims, communities and society in general.

Social Stratification - They will investigate the issues of social stratification, class and poverty in particular looking at the works of influential sociologists Marx and Weber. They will also investigate factors which affect life

Sociological research methods – They will investigate how sociologists study society and some of the central terms and concepts relevant to the topic areas covered, during the course, such as class or poverty. They will look at all the different methods and be able to argue the advantages and disadvantages of each.

Social structures, social processes and social issues – chances in different socio-economic groups. Students will also be looking at power and authority.

How Students Will Be Assessed

All assessment is through external examination at the end of Year 11. Students will be internally assessed throughout the course through essays, practice papers, presentations and discussions.

Ways In Which Parents Can Help

To be successful on the course students need an understanding of current events. We encourage students to watch topical documentaries and to read quality newspapers.

For further information please contact:

Mrs M Hitchman– Teacher of Sociology – mhitchman.312@lgflmail.org

PHYSICAL EDUCATION**Syllabus:**

OCR

Course Description:

The aims and objectives of this qualification are to enable students to: Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.

Understand how the anatomy and physiology can affect performance in physical activity and sport, as well as how physical training can also affect it.

Understand the contribution that physical activity and sport make to health, fitness and well-being. Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport and how sports psychology affects performance.

Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. Develop their ability to analyse and evaluate to improve performance in physical activity and sport.

Overview of the OCR Qualification:

Content Overview	Assessment Overview	
Applied anatomy and physiology Physical training	Physical factors affecting performance (01) 60 marks 1 hour written paper	30% of total GCSE
Socio-cultural influences Sports psychology Health, fitness and well-being	Socio-cultural issues and sports psychology (02) 60 marks 1 hour written paper	30% of total GCSE
Practical activity assessment Analysing and Evaluating Performance (AEP)	Performance in physical education (03)* 80 marks non-exam assessment	40% of total GCSE

A full list of the approved individual and team sports can be found here:
<http://www.ocr.org.uk/Images/234827-guide-to-non-exam-assessment.pdf>

Who should take GCSE Physical Education:

Students should have a keen interest in how the body works, how to improve physical fitness and psychological and sociological elements of physical activity and health. A strong grasp of both mathematics and science would be a distinct advantage. Alongside this students should have regularly competed in sports teams or events, either representing the school or for an outside club.

For further information please contact:

Mrs M Richards – Head of Physical Education – mrichards.312@lgflmail.org

BTEC FIRST AWARD CHILDREN'S PLAY, LEARNING AND DEVELOPMENT

Syllabus:

Edexcel

Course Description

The qualification will give students knowledge, understanding and competency needed when considering entering employment in the children's care sector, specifically working with children under the age of 8. Students will gain grounding in the essential skills and broad fundamentals crucial to this area of study, giving them the opportunity to build on these afterwards by progressing to a qualification at Level 3, or to enter into their first job within this sector at a junior level within childcare. Students will be assessed largely through portfolio evidence. However one unit will be externally assessed.

Year	Course Content
10 + 11	<p>BTEC First Award Children's Play, Learning and Development 3 units derived with a work experience placement. Units include:</p> <p><u>Patterns of Child Development (externally assessed)</u> You will develop an understanding of the growth and development in children, as well as the characteristics of children's development from birth up to eight years. You will also develop an understanding of how adults in early year's settings can support children's development.</p> <p><u>Promoting Children's Development through Play</u> You will develop an understanding of how different play structures and routines promote children's development in early year's settings to promote children's development.</p> <p><u>The Principles of Early Years Practice</u> You will develop an understanding of the importance of inclusive practice in early year's settings as well as exploring ways in which early years settings implement inclusive practice. You will also look at how children are empowered in early year's settings focusing on the importance of the key person approach in supporting children's development.</p>

Tracking their own progress

Students will also have access to a tracking sheet which shows them their current progress.

For further information please contact:

Ms E Watts - Head of Department - ewatts.312@lgflmail.org

CERTIFICATE IN DIGITAL APPLICATIONS (CIDA)

Syllabus:

EdExcel/Pearson 600/6627/1

The Certificate in Digital Applications has been designed to engage and enthuse young people with an interest in creative computing, for example digital graphics and animations, interactive multimedia products and computer games. The aim is to encourage learners to consider pursuing education, training and career paths which will contribute to the nation's economic wellbeing, while achieving job satisfaction and reward.

Course Description

During the course you will complete units:

Unit 1 : Developing web products

When your attention is captured by a web page advertising a competition, promoting an event or launching a new product, what makes you stop and look? Don't be fooled by technical wizardry. It may have spectacular images, eye-catching animation or attention grabbing text, but what makes it effective is the way the components work together.

This unit aims to give you the knowledge and skills you need to produce attention grabbing web products using web authoring software, multimedia assets and navigation features.

You will demonstrate your ability to design, build and test a web product in a practical computer-based examination set by Edexcel.

Unit 2 : Creative Multimedia

This unit aims to give you the skills to use the tools and techniques provided by multimedia authoring software to design and create effective multimedia products for specified purposes and audiences. You will investigate a range of existing multimedia products to find out how different components are used to convey a particular message. You will learn how to design multimedia products of your own which will involve detailed designs setting out exactly how you want each screen to look, the components you need and how the user will interact with the product.

You will demonstrate your ability to plan, design, build and test interactive multimedia products through your work on a major project set by Edexcel. This will include the development of an e-portfolio that exhibits your achievements and is in itself an effective multimedia product.

How Students Will be Assessed

Examination:

1.	Unit 1: Developing Web Products – Practical computer based exam	2.5 hrs	25%
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Centre assessed tasks (externally moderated)

1.	Unit 2: Creative Multimedia – Summative project (internally assessed)		75%
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For further information please contact:

Mr S Burnaby – Head of ICT/Computing - sburnaby.312@lgflmail.org

MUSIC TECHNOLOGY**Syllabus:**

BTEC First Award

Course Description

The **BTEC First Award in Music (Technology)** is designed to introduce students to working in the music industry or prepare them for further study in Music Technology. It will apply musical knowledge and skills learnt in KS3 and introduce new ideas such as multi-track recording and using sequencers to compose music. BTEC Music Technology consists of **three coursework projects and one exam** that will be completed in Years 10 and 11.

Exam - Working in the Music Industry (Edexcel Unit 1 - 25%)

This helps students develop a broad knowledge of employment opportunities in the music industry and the jobs undertaken by those who work in it. Students will study the main job roles and organisations that operate within the music industry and complete an exam at the end of Year 11 to demonstrate their understanding.

Project 1 – Introducing Music Sequencing (Edexcel Unit 7 - 25%)

Students will explore music creation computer systems and gain an understanding of the components required. They will develop this knowledge by creating original compositions with music creation software. A range of musical and technical skills will be utilised.

Project 2 – Introducing Music Recording (Edexcel Unit 6 - 25%)

Students will be introduced to key live recording concepts, microphone techniques and use of related equipment and software. They will then apply these skills and knowledge to a project in which they will record live musicians and edit the audio.

Project 3 – Managing a Music Product (Edexcel Unit 2 - 25%)

Students will work in teams to plan, develop and deliver a CD of songs that they have sequenced and recorded. They will need to investigate music promotion and ensure the CD is publicised to the target audience. A review of the management of the music product will be completed at the end of the project.

The Music Department is equipped with a state of the art recording studio, music software (Logic Pro x and Reason) and hardware (Music Technology Apple Mac Computer Suite, USB Audio Devices, a mixing desk, PA Sound System and a selection of microphones, monitors and cables).

Students will need to be creative thinkers and be able to manage their projects effectively. The BTEC Music (Technology) requires students to work effectively in a team as well as work independently and reflect on their personal learning process throughout the course. This course is ideal for students who wish to follow Music Technology as a career path, or enjoy music and would like to explore it in technological context.

For Further information please contact:

Mr J P Bowman – Music – jbowman10.312@lgflmail.org

BTEC FIRST IN CONSTRUCTION AND THE BUILT ENVIRONMENT – EXTENDED CERTIFICATE

Syllabus:

Edexcel – Endorsed by BTEC

Course Description.

The BTEC First Diploma in Construction & the Built Environment Ext Cert is a practical work related qualification reflecting the knowledge, skills and understanding required in the construction industry. The course has a variety of practical and theory based specialist units to ensure that all learners develop skills and areas of essential construction knowledge. The qualification fits with the needs of employers and allows learners to either progress to Higher Education such as a Level 3 BTEC, or into a career path of their choice within the sector. This qualification is equivalent to three GCSE's at A* to C.

Student will study a total of 11 Units. (Units 1 & 11 will be externally assessed through exams).

Unit 1 – Construction Technology. (Theory Based)

This unit covers how buildings are constructed and allows learners the opportunity to understand the planning stages before site work commences, as well as exploring the technical aspects of how structures are constructed. Students will sit an exam for this unit.

Unit 2 – Construction & Design (Theory Based)

This unit examines the construction and design of our buildings. Learners will investigate the activity areas that the construction sector includes and the different types of work within these activity areas.

Unit 3 – Scientific & Mathematical Applications for Construction (Theory Based)

This unit provides an underpinning of scientific and mathematical knowledge required across all other units of the qualification.

Unit 6 & 16 – Exploring Carpentry & Joinery Principles & Techniques and Carpentry Operations. (Practical & Theory Based)

This unit explores the practical applications of marking out and creating joinery. It introduces the learners to the hand tools most commonly used by carpenters & joiners incorporating all relevant health & safety aspects. Using the practical skills gained, students will produce two carpentry & joinery installations for final assessment.

Unit 7 – Exploring Brickwork & Blockwork Principles & Techniques. (Practical & Theory Based)

This unit examines the practical applications of constructing brickwork and blockwork walls. It works towards a final test piece where the learner has to construct a cavity wall to set dimensions. The quality of the completed wall will then be assessed in terms of tolerances for the merit and distinction criteria. Using the practical skills gained, students will produce brick and block installations for final assessment.

Unit 9 & 19 – Exploring Plumbing Principles & Techniques and Plumbing Operations. (Practical & Theory Based)

This unit is a combination of some theoretical plumbing knowledge on tools, materials and equipment that will be used for the practical element. This is followed by some health and safety knowledge and understanding in the safe use and operation of the plumbing tools, materials and equipment. Using the practical skills gained, students will produce two plumbing installations for final assessment.

**Unit 10 & 20 - Exploring Electrical Principles and Techniques and Electrical Operations.
(Practical & Theory Based)**

This unit examines the installation of electrical operations for power and lighting supplies for a domestic house. Students will undertake some initial theoretical work. This will cover the tools, materials and equipment required by the learners for electrical installation. They will also receive direction on the health and safety aspects of working with electricity in a workshop environment. Using the practical skills gained, students will produce 3 electrical installations for final assessment.

Unit 11 – Sustainability in Construction (Theory Based)

This unit examines the impact of the construction industry on the environment and how this can be reduced. Students will sit an exam for this unit.

For further information please contact:

Mr N Taylor – ntaylor4.312@lgflmail.org

Mr S Knowles – sknowles.312@lgflmail.org

CURRICULUM ENRICHMENT OPPORTUNITIES

We are conscious of the fact that many of our students are capable of studying more GCSE subjects than the normal timetable will allow.

We offer the opportunity for students **to obtain a qualification in another language they may speak or study outside of school.**

If a student speaks a European or Community Language at home (e.g. Gujarati, Urdu, Punjabi, Russian, Mandarin, Greek) **we can where possible arrange** for accreditation (e.g. GCSE) in the language. Please note that we will not be able to provide any study support for this examination.

If you wish your child to be entered for an examination in another language that they may speak or study outside of school please contact the examinations department.

For further information please contact:

Mrs C Whitehead - cwhitehead.312@lgflmail.org

Please see draft choices forms

YEAR 9 KS4 CHOICES FORM 2018

Name:

Form:

Complete 1 Box: Route 1 or Route 2

Route 1
<p>3 Sciences (3 GCSEs)</p> <p>(Biology Chemistry Physics)</p> <p>Language Choice*</p> <p>.....</p> <p>.....</p> <p>Reserve.....</p>

Route 2
<p>Science (Combined Science) (2 GCSEs)</p> <p>Language Choice*</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Reserve.....</p>

- **Choose one Language – French, German, Italian or Spanish.**
- **** Choose from option list on the next page.**
- **In total, including Science and Language, you must choose 6 options.**

Student Signature:	Parent/Guardian Signature:	Tutor Signature:
Date	Date:	Date:

IMPORTANT DATES

Thursday 23 November 2017 - Options Evening	Thursday 30 November 2017 - Deadline for Return of final KS4 Choices
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YEAR 9 KS4 CHOICES FORM 2018

FULL LIST OF SUBJECTS

SUBJECTS

1 Option

Art
Business Studies
Classical Civilisation
Drama & Theatre Arts
DT: Food Preparation and Nutrition

DT: Graphic Products
DT: Resistant Materials
DT: Textiles
*only one option can be picked and not a combination

French
German
Geography
History
Computer Science
Italian
Media Studies
Music
Physical Education
Sociology
Spanish

SUBJECTS

(BTEC unless otherwise stated)

Music Technology (1 option)
Childrens Play, Learning and Development with Paediatric
First aid award (1 option)
Construction and The Built Environment (2 options)
Certificate in ICT

LANGUAGES

1 Option (All GCSE)

French
German
Italian
Spanish

Students must take at least one Language Option

SCIENCES

Biology/Chemistry/Physics – 3 GCSEs (3 options)
Science (Combined Science) – 2 GCSEs (2 options)

Students must take at least one Science Option