



# Year 9 GCSE Options Booklet

*Version 2*  
*April 2020*

**January 2020**

Dear Y9 Student,

Welcome to the **Y9 Options Booklet**.

You are now embarking on one of the most important decisions of your educational career. Making sure you pick the Key Stage 4 courses that are right for you will make a big difference to the next two years and beyond. Getting it right will help you to finish Year 11 with a great set of GCSE results; getting it wrong will put that at risk. It might affect whether or not you are able to attend university or a quality apprenticeship. It might influence which sixth form you can attend. It might also mean the difference between securing a future job of your dreams, or having to settle for something less than this. So, it's important, and you should treat it as such.

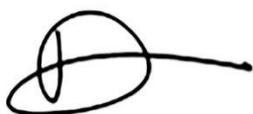
This booklet sets out the decision making process and provides you with some of the advice you will need in order to get it right.

Speaking to your parents, your teachers and your form tutor will also be important. These groups of people know you best of all and can give you advice based on this. Also, there is no substitute for doing your own research. Please gather as much support as you can over the next few months to help you decide. Once your choices have been made and agreed, it will be very difficult to change them.

You will be working on the KS4 courses you choose throughout years 10 and 11 (starting in September 2020). KS4 has always been demanding, however the new 'strengthened' GCSEs that the government have recently introduced, are even more challenging. This means you must now be even more confident that you **like** the subjects you have chosen, and that **you know you can do well in them**. If either of these are not true, you will find life at KAA over the next two years much more difficult.

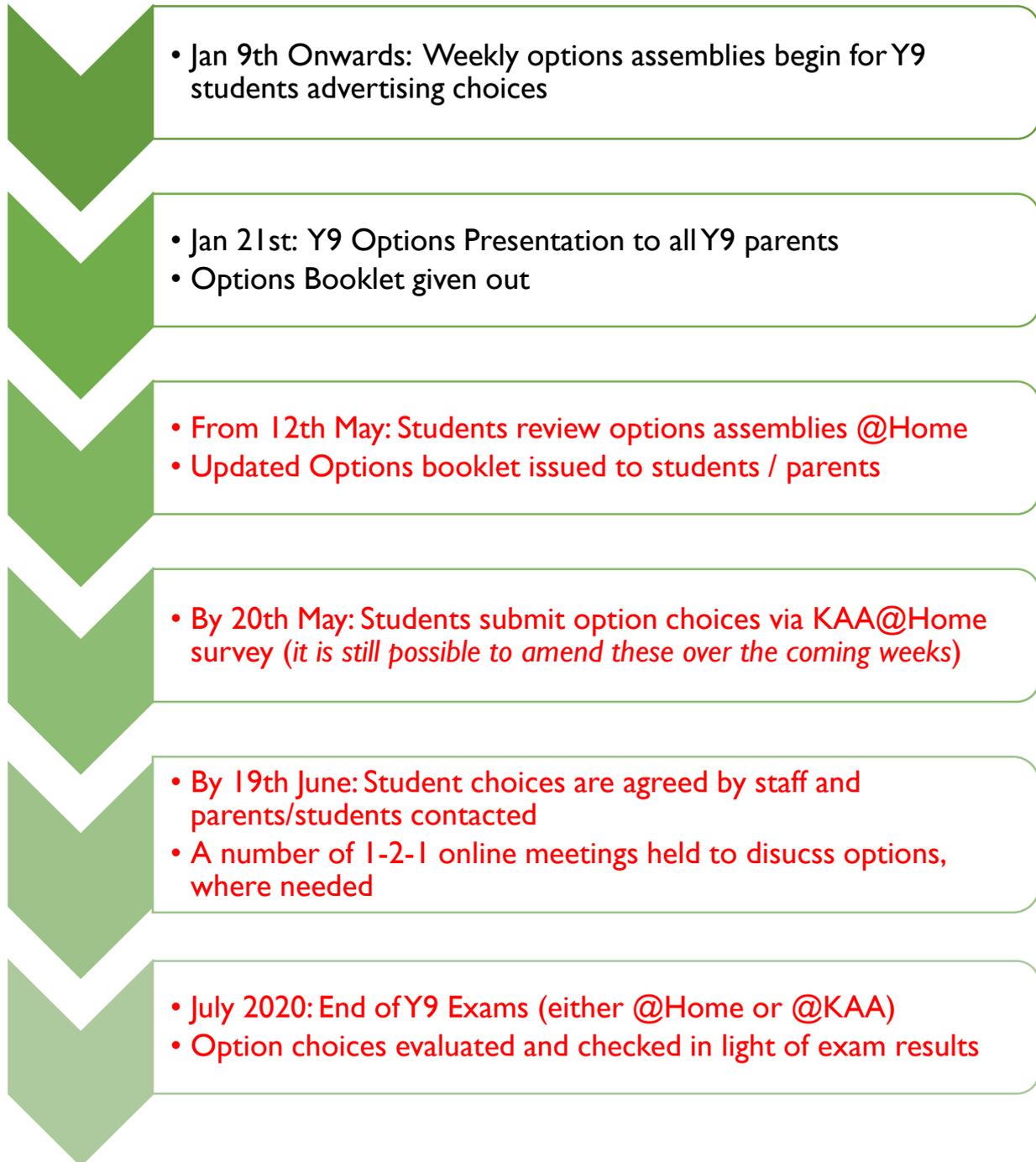
I am very proud of every subject area and every teacher here at KAA, and have great confidence in our staff. I know whichever courses you choose to do, you will receive the highest quality teaching and opportunities that rival any in other schools nationally. You will be supported at every stage by your Form Tutor, Director of Learning and all staff. However, you also need to know that being successful at KS4 demands maturity, and that maturity begins now by making sure **you** choose your courses wisely.

I very much look forward to supporting you with this process and the next exciting chapter in your life at KAA.



**David Benson**  
**Principal**

## The Key Stage 4 options timeline looks like this...



## Key Stage 4 – Recent Changes

Key Stage 4 begins for all KAA students at the start of Year 10. Some ‘core’ subject areas may begin working towards the GCSE course before this (for example science) in order to maximise the amount of lesson time available. However, most subjects will begin in September 2020.

Students will work on their KS4 courses until the end of Year 11. Recent government changes mean that the vast majority of GCSE courses are now ‘linear’, meaning they are assessed in the main at the end of Year 11. Coursework and controlled assessment has gone in most subjects, and where it remains, its weighting in the overall subject grade has been heavily reduced. Most GCSE courses have also had their content and specifications revised very recently. It is generally accepted that the new ‘strengthened’ courses are much more demanding and require much more of students than they have in recent years.

In addition to this, students are now measured against a new GCSE grading system. Exam boards no longer award A\*-G grades, but instead numbered grades 9 to 1. There is no perfect conversion between the old and new grading systems, except to say a new Grade 5 is equivalent to a ‘high old-style C’ / ‘low old-style B’ and 9 is much more demanding than the ‘old-style A\*’. Please see the table below for more detail.

Old-style Grades	Future Grades	Ofqual guidelines
A**	9	“Broadly the same proportion of students will achieve a Grade 7 and above, as used to achieve a Grade A and above”
A* / A	8	
A	7	
A / B	6	“Broadly the same proportion of students will achieve a Grade 4 and above, as used to achieve a Grade C and above”
<b>B / C</b>	<b>5 (Strong Pass)</b>	
C / D	4 (Standard Pass)	
D / E	3	“The bottom of Grade 1 will be aligned with the bottom of an ‘old-style’ Grade G”
E / F	2	
F / G	1	
U	U	Unclassified

All of this therefore means standards and expectations at KAA must be high from the outset. We make no apologies about expecting the best from our GCSE students. To give them the best chance of turning these high expectations into great results, however, we must make sure they choose the courses that suit them best.

## Courses at Key Stage 4

The courses students will study at KS4 are either **core** or **optional**.

### Core

Core subjects must be studied by all students and most (but not all) of them are examined at GCSE.

Core Subject	Lessons per wk	Number of GCSEs	Description
English	5	2	Eng Literature & Eng Language
Maths	5	1	Mathematics GCSE
Science	5	2 or 3 depending on pathway	'Combined' or 'Separate' Sciences
PE**	2	None – subject is not examined	Core PE
PSHE	*	None – subject is not examined	PSHE

*\*As part of PSHE students will look at what it means to be a 21<sup>st</sup> Century Global Citizen, Sex and Relationships Education, British Values and health and wellbeing. PSHE will be taught across the year in full 'drop down days'. This means the normal timetable for that day is collapsed and students spend a full day working on an area of PSHE.*

*\*\*Core PE is an important lesson for all students, every week. PE promotes a healthy lifestyle, a healthy mindset, and allows students the time to work with their peers in a fun, assessment free environment.*

### Optional

Optional subjects are chosen by students. All are examined, and most at GCSE. All option subjects will be taught in 3 lessons a week and students should **choose 4**.

Optional Subject	Number of GCSEs	Description
History	1	Part of the EBacc suite of subjects
Geography	1	Part of the EBacc suite of subjects
French	1	Part of the EBacc suite of subjects
German	1	Part of the EBacc suite of subjects
Computer Science	1	Part of the EBacc suite of subjects
Art	1	
Textiles	1	
Food & Nutrition	1	A Design and Technology GCSE
Product Design	1	A Design and Technology GCSE
Dance	1	
Drama	1	
Music	1	
PE	1	
Psychology	1	
RE	1	
Statistics	1	
Citizenship*	1	
Health & Social Care*	None	This is a BTEC Level 2 Qualification
Life Skills*	None	Not a GCSE or formal qualification

*\*These courses are not open to everyone. Please don't choose these courses unless you have discussed them with a senior member of staff. You can do this as part of your Options Interview.*

## **How to choose**

Most students should choose 4 GCSE options. We strongly advise that **students pick subjects that they enjoy and are doing well in at KS3**. Almost half a student's week will be devoted to these option subjects and the demands of each course will be high. It will be difficult to achieve good GCSE grades without having a good grounding at KS3 and without the desire to work independently in each subject area.

As a starting point, I would suggest students ask themselves the following questions and use the answers to guide their thinking...

**Do I enjoy this subject?** For example, when sitting down to work in this lesson, or when completing homework at home, you might feel more motivated than you do with other subjects.

**Am I doing well in this subject?** For example, you might find that you consistently get good feedback from your teacher in this subject and have consistently met or exceeded your target. Your target might also be higher for this subject than it is for others.

*Some linked points - If you wish to study a language as one of your options, you must make sure you have studied the same language at KS3. Students who have a home language other than English, will also be encouraged to take an additional GCSE in this language at a later date. If you wish to study music, you need to play an instrument yourself (see music page below).*

**Do you have an interest in this subject beyond the classroom?** For example, you might attend enrichments in this subject area. You might also have represented your house, or the school, in something relevant to this subject. (The School production? Sports teams? Art Club? Debating?)

**What do I want to do after Year 11?** Does this subject directly, or indirectly feed in to a course at A-Level? For example, if you want to study history A-Level then you will need to have done history GCSE. This is not the case with everything. For example, if you want to study government and politics A-Level then you don't need to (and cannot) do politics GCSE. It would be a good idea, however, to do something similar, for example GCSE history.

**Does my preferred way of working fit with the demands of this subject?** For example, if you like writing essays and are confident drafting and re-drafting pieces of work, then more literacy based subjects (such as history and RE) are probably well suited to you. If you like completing practical work and are happy planning larger projects, then DT is probably well suited to you. If you are happy performing in front of your peers, then drama, dance and music are probably a good fit.

**Do I want to go to University?** If so then making sure you have a broad range of subjects that feed into lots of A-Levels and degree subjects is probably advisable (see the EBacc comments below).

Students at KAA will be guided to select a broad, yet strong range of GCSEs/courses. We aim for every student to achieve the following by the end of Year 11...

**2 GCSEs in English**

**1 GCSE in Mathematics**

**3 or 4 GCSEs in Sciences and other EBacc subjects (see below)**

**3 further GCSEs (either EBacc subjects, further GCSEs, or in some cases BTECs)**

This means each student at KAA can achieve **at least 9** strong qualifications, and in many cases 10.

## **The EBacc**

The English Baccalaureate - though not a qualification in itself - is a measure of strength in some core academic subjects; specifically, English, mathematics, history or geography, the sciences (including computer science) and a language.

Research with universities and employers have shown that these subjects most of all indicate overall academic strength and are therefore the ones that will keep the most 'doors open' for students in the future. Students wishing to apply to the Sixth Form and Russell Group universities, or those who are unsure about future career plans, are encouraged to include a range of EBacc subjects if appropriate.

All pupils will study English, mathematics and the sciences (either double science or triple science) as part of their core curriculum. Students are encouraged to also study a Language (French or German) **and** a humanity (history or geography) as part of their 4 option subjects.

For example, a typical KAA student studying an EBacc compliant curriculum might take...

**English, maths, double science, history** (first option choice), **French** (second option choice), **drama** (third option choice) and **art** (fourth option choice)

Importantly, however, it is **not** the case that EBacc subjects are necessarily better than other subjects. At KAA we know the value of DT, drama, dance, art, RE, music, PE (and other non-EBacc subjects) for both the development of the individual and as areas of study in their own right. We strongly believe that students should also include at least one of these subjects in their option choices, more if they wish. We do however recommend all students seriously consider Ebacc, and because students have four choices it is possible to do Ebacc and have a creative course too.

## **Starred courses**

For a small number of students, we would recommend choosing **3** GCSE options and one of the starred (\*) options. These additional courses are designed for students who feel they may struggle to meet the demands of a full GCSE curriculum. The courses vary in style (for example Citizenship is still a GCSE but the style of assessment is slightly different to other GCSEs, Life Skills is not a formal qualification at all, BTEC's are valuable Level 2 qualifications but are much more vocational than GCSEs) and may suit some students better. They are more applied and practical, with less theory, than most of the GCSE options.

Please only choose these courses however, if you have **discussed it with a senior member of staff** beforehand. They are not suitable for all students and may affect a student's chances of entering a post-16 place of their choice if not appropriate.

In this booklet, there are no subject pages devoted to these courses, as they are not open to all students. If you would like some further information please speak directly to Ms Barrow, Ms Jordan or another senior member of staff who can advise you.

## **Additional Language GCSE**

If you are fluent in a language other than English, we would encourage you to take an additional GCSE in this language at the end of Y10. You must be able to read, speak, write and listen (comprehend) to a high level in this language in order to pass the GCSE. **You do not need to choose this as one of your option subjects** as you will not have weekly lessons in it. Please discuss the details of this separately with Mrs Pedley (Head of Languages) at some point in Y10.

## How to choose your Options...

Having taken on board the information above and the options assemblies and other information we share, you are then free to make your choices.

You must, however, choose your subjects from the table below; **2** from **Group A** and **1** each from **Group B** and **Group C**.

This gives 4 choices in total.

Please note, if you have a strong preference for a combination of four subjects that is not possible based on this system, you should raise this directly with Miss Jordan. Although we cannot guarantee that all combinations are possible, we will try and make them work.

<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
History	French	French
Geography	German	German
French	Computer Science	Computer Science
German	Psychology	Psychology
RE	Art	Art
	Drama	Drama
	Dance	PE
	Design & Technology	Food & Nutrition
	Statistics	Design & Technology
	Textiles	Music
	RE	<i>Life Skills*</i>
	PE	<i>Health &amp; Social Care*</i>
	<i>Citizenship*</i>	

\*Not open to all students – please make sure you have discussed these in advance.

## Option Choices Form

At the end of this booklet you will find your Choices Form

Once you have made your decisions, this form should be completed with your 4 subject choices and handed in to your Form Tutor.

You and your parents will be invited to a meeting shortly after this to discuss and finalise the decision.

# GCSE English Literature

Course Leader: Mr J Waller



At GCSE, English becomes two subjects: English Literature and English Language. You will get two separate GCSE grades and qualifications at the end of Year 11.

The English Literature course will test the following skills:

- Comprehension skills: how well can you infer information about plot, character, events and settings?
- Critical Reading: how well do you consider different ways of interpreting a text? Does the historical context of a text help you come to your own informed opinion?
- Analytical skills: how well can you analyse how writers use language, form and structure.
- Comparison skills: how well do you compare and contrast texts that you have studied.

Over the course of year 10 and 11, you will study the following texts in full:

- **A Christmas Carol** by Charles Dickens
- **An Inspector Calls** by J.B. Priestley
- **Macbeth** by William Shakespeare
- **Conflict Anthology** by Various Poets

You will sit 2 exam papers at the end of the course:

## **Exam Paper 1: Shakespeare and 19th Century novel (A Christmas Carol)**

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of Lit GCSE

**Section A:** Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B:** The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

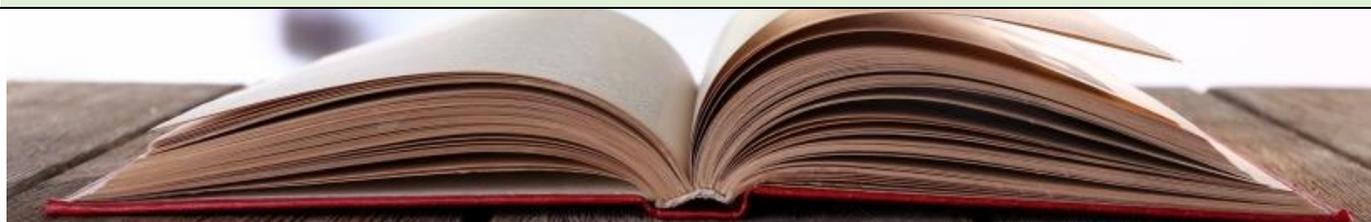
## **Exam Paper 2: Modern Text (An Inspector Calls) and Poetry**

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of Lit GCSE

**Section A:** Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B:** Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C:** Unseen poetry: Students will answer one question on one unseen poem and one question



# GCSE English Language

Course Leader: Mr J Waller



The English Language course develops your reading and writing skills. The final exams will test:

- Your ability to retrieve information from a range of different texts.
- Your ability to comment on the overall structure of a text
- Your ability to analyse a writer's use of language.
- Your ability to compare the content of two different texts.
- The overall structure of your writing: how well you can plan and paragraph.
- Your ability to use different types of sentences.
- The breadth of your vocabulary
- Your accuracy with spelling and grammar.

There are two papers which ask you to look at different types of text.

**Paper 1** asks you to read and comment on an **extract of fiction** and write a piece of **descriptive or narrative writing**.

**Paper 2** asks you to read and comment on **an extract from non-fiction text** and write **to present your viewpoint on a topic**.

The structure of the exams is below:

## Exam Paper 1: Creative Reading and Writing

### What's assessed?

#### Section A: Reading

- one literature fiction text

#### Section B: Writing

- descriptive or narrative writing

### How is it assessed?

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

## Exam Paper 2: Non-Fiction Texts

### What's assessed?

#### Section A: Reading

- one non-fiction text and one literary non-fiction text

#### Section B: Writing

- writing to present a viewpoint

### How is it assessed?

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE





# GCSE Science

Course Leader: Ms I Denniston



There are two pathways students can take when working towards GCSE science at KAA. Some students will work towards the **AQA Combined Science** course, worth **2 GCSEs**. Some students will take the AQA separate sciences courses and achieve a separate **GCSE in Biology, one in Chemistry and one in Physics, (3 GCSEs in total)**.

From the start of the year, all students in Year 9 will begin GCSE Science. It will not be until later in Y10 that students are separated into the two distinct courses.

Whichever course students follow, the AQA exam board specification encourages the development of knowledge and understanding by providing opportunities for students to work scientifically. Students will build on their understanding of the following areas:

For **GCSE Biology** students should have an understanding of the following biological principles:

- The structure and functioning of cells and how they divide by mitosis and meiosis.
- That variation occurs when gametes fuse at fertilisation.
- The two essential reactions for life on Earth: photosynthesis and respiration.
- Metabolism is the sum of all the reactions happening in a cell or organism, in which molecules are made or broken down.
- All molecules are recycled between the living world and the environment to sustain life.

For **GCSE Chemistry** students should have an understanding of the following chemical principles:

- Matter is composed of tiny particles called atoms and there are about 100 different naturally occurring types of atoms called elements.
- Elements show periodic relationships in their chemical and physical properties and these periodic properties can be explained in terms of the atomic structure of the elements.
- Atoms bond by either transferring electrons from one atom to another or by sharing electrons.
- The shapes of molecules (groups of atoms bonded together) and the way giant structures are arranged is of great importance in terms of the way they behave.
- There are barriers to reaction so reactions occur at different rates.
- Chemical reactions take place in only three different ways: proton transfer, electron transfer & electron sharing.
- Energy is conserved in chemical reactions so can therefore be neither created nor destroyed.

For **GCSE Physics** students should have an understanding of the following physical principles:

- The use of models, as in the particle model of matter or the wave models of light and of sound.
- The concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions.
- The phenomena of 'action at a distance' and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects.
- That differences, for example between pressures or temperatures or electrical potentials, are the drivers of change.
- That proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science.

That physical laws and models are expressed in mathematical form.

## AQA Assessment details:

### Route 1 – 3 Separate Sciences (Biology, Chemistry & Physics)

Students will sit two exam papers for each GCSE, each lasting 1 hour 45 minutes. Students will receive separate grades for each of biology, chemistry & physics, therefore achieving 3 GCSEs.

### Route 2 - Combined Science GCSE

Over 6 terms students will alternate between studying biology, chemistry & physics, giving time to develop skills & a deep understanding of key concepts in one topic at a time.

Students will sit 6 exam papers in total (2 in each separate discipline), each lasting 1 hour 15 minutes. Students will receive a 'double' grade worth 2 GCSEs.

# GCSE Fine Art

Course Leader: Ms A John



In Fine Art GCSE, students will explore a range of materials, techniques and processes whilst developing their contextual knowledge and critical understanding. Students will develop their knowledge of contemporary and traditional artists; improving their visual literacy and gaining a better understanding of the visual and creative world. Students will be encouraged to use a wide range of materials and refine their skills, producing artworks that are relevant and personal to them in individual projects; projects that are reflective of their experiences, identities, cultures and aspirations. By working in this way, students will improve their practical and theory skills and develop into conscientious young artists.

## GCSE content

At the start of year 10, students will spend the first term refining their practical skills and learning how to use new materials, as well as developing their critical analysis skills. Students will be assessed on 2 coursework projects and an externally set exam project. In all projects, students will create a body of work in response to a theme demonstrating their knowledge of materials, techniques and artists. The coursework projects amount to 60% of the overall grade and are completed in year 10 and 11, the exam project is the final 40% of the GCSE grade and culminates in a 10 hour practical exam.

## What does the examination involve?

Coursework and the externally set exam are marked in the same way. With students being assessed on:

- **Developing ideas (AO1)**
- **Experimenting with materials (AO2)**
- **Recording ideas (AO3)**
- **Presenting ideas in a final piece (AO4)**



For their coursework projects, students must produce work from 2 different Fine Art disciplines (printmaking, painting, drawing, 3D, collage, to name a few). For the exam, students select a theme from the exam paper and produce a body of work demonstrating their skill and contextual knowledge, with their final piece being created in a 2 day 10 hour practical exam.

## Career opportunities

The number of creative jobs in the UK totalled 2.8 million last year, including not only careers in Art and Design, but in areas such as manufacturing, engineering and health. The careers open to the artistically-minded individual are nearly infinite. Art and Design gives you the skills to go into a wide variety of different fields. Some of the skills that you will gain are resilience, courage, resolve, self-awareness, the ability to reflect, creativity, and collaboration.

Fine Art GCSE, and then later A Level, can lead students into careers such as:

- Architect
- Graphic Designer (web design, editorial design)
- Art Therapist
- Illustrator
- Photographer (photojournalist, documentary photographer, fashion photographer)
- Curator
- Practicing Artist (painter, printmaker, ceramicist, glass blower)



# GCSE Computer Science

Course Leader: Mr A Crook



In Computer Science, students will learn about the fundamental computing principles and concepts, such as logic and algorithm design. They will learn to analyse problems in computational terms by solving real problems and will design, code and debug their own programs. Students will also learn how to think creatively and analytically. Students will do this by learning about how digital systems like computers and smart phones work and communicate with one another. Finally, they will study the impacts of digital technology on individuals and the wider society.

The course in Computer Science has three main topics:

**1: Computer Systems**

**2: Computational Thinking, Algorithms and Programming**

**3: Practical Programming**



The grid below explains how each of the three topics will be assessed

Component Number	Component Name	Mark	Duration	Weighting
J277/01	Computer Systems	80	1.5 hours	50% of total GCSE
J277/02	Computational Thinking, Algorithms and Programming	80	1.5 hours	50% of total GCSE

## What are the topics in each component?

The GCSE topics are very similar to those studied in year 7, 8 and 9:

### Computer Systems

• Systems architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • Systems software • Moral, legal, cultural and environmental concerns

### Computational Thinking, Algorithms and Programming

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

### Practical Programming

*All students must be given the opportunity to undertake programming tasks to solve a problem during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.*

**Career opportunities** - The advantage of learning computer science is that computers are used in every sector of the job market. It is nearly impossible to find a job where a computer is not used. As a result businesses will always need software, and will always need someone to write it and maintain it. The following are some career opportunities that can lead on from studying computer science:

- **Web developer.** Web developers plan, create and code web pages, using both non-technical and technical skills to produce websites that fit the customer's requirements. They are involved in the technical and graphical aspects of pages, producing not just the look of the website, but determining how it works as well.
- **Game designer.** Working in games design you'll be involved in the creation and production of games for personal computers, games consoles, social/online games, arcade games, tablets, mobile phones and other hand-held devices. Your work will usually be concerned with either design (including art and animation) or programming.
- **Software Architect.** Software architects apply their knowledge of computer science, engineering, and mathematics to design and develop computer programs and applications. They may create new software or modify existing software with the goal of producing an efficient, reliable, and easy-to-maintain product.

# GCSE Dance

Course Leader: Mr R Dunning



GCSE dance will help you to develop technical and expressive skills as well as knowledge and understanding of dance through performance, choreography and critical appreciation. As GCSE dance students you will demonstrate your abilities in the three practical elements of the course worth 60%, as well as your theory and understanding in the written paper, worth 40%.

Component 1 60% of overall GCSE	
<b>Performance</b>  <b>40 marks</b>  <b>30% of GCSE</b>	<b>Set Phrases (12 marks)</b> Students will learn three set phrases from the exam board and perform them through a solo performance (one minute in duration) <b>Duet/trio performance (24 marks)</b> Students will perform in a Duet/trio performance created by the teacher and students consisting of technical dance movement and the three set phrases (three and a half minutes in duration) <b>Mental skills (4 marks)</b>
<b>Choreography</b>  <b>40 marks</b>  <b>30% of GCSE</b>	<b>Solo or group choreography (40 marks)</b> Students will create a dance based on a given stimulus set by the exam board and will get to decide whether they create a solo or group choreography. <b>Solo-</b> Two to two and a half minutes <b>Group dance for two to five dancers-</b> Three to three and a half minutes
Component 2 40% of overall GCSE	
<b>Written paper</b>  <b>80 marks</b>  <b>40% of GCSE</b>	<b>Dance appreciation (80 marks)</b> Students will have to answer questions based on their: <ul style="list-style-type: none"> <li>• Knowledge and understanding of choreographic processes and performing skills.</li> <li>• Critical appreciation of own work.</li> <li>• Critical appreciation of eight professional works from the GCSE Dance anthology.</li> </ul> The written paper is 1 hour 30 minutes duration

## Why choose GCSE Dance?

GCSE Dance isn't just a subject which trains you to become a dancer, although many students go onto work in this industry. The course also has many transferable skills which can be applied to other subjects and make you much more employable in the future.



### Transferable skills include:

Communication skills	Organisational skills	Creativity
Collaborative skills	Self-discipline	Leadership skills
Confidence	Time management	Team work
Research skills	Self-awareness	The ability to deal with critique

## Where next?

This course provides a strong foundation from which students can take other courses in dance and performing arts. These include A-level dance, higher education dance, and professional training. In addition, the skills acquired such as teamwork, problem-solving, management and motivation of others are transferable to almost any career and further studies.

### Future career pathways include:

Dancing professionally	Dance therapy	Fitness instructor
Teaching	Charity work	Youth work
Choreographer	Physiotherapy	Theatre critic

## The dance department at KAA:

- Teachers with a diverse background in theatre and dance, who have worked professionally.
- Workshops helping to consolidate practical skills.
- Frequent theatre trips.
- Excellent facilities including a professional dance studio.



# GCSE Drama

Course Leader: Ms A Miller



GCSE Drama will help you to develop practical and evaluative skills - whilst gaining an appreciation of drama through performance, devising and critical deconstruction of live theatre. You will demonstrate your own abilities through practical elements of the course as well as your theory and understanding in the written paper.

## Component 1: Devising Theatre

Non-exam assessment: internally assessed, externally moderated  
40% of qualification

Learners will be assessed on **either** acting **or** design.

Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of an influential theatre practitioner **or** a genre, in response to a stimulus set by WJEC.

Learners must produce:

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

## Component 2: Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner  
20% of qualification

Learners will be assessed on **either** acting **or** design.

Learners study **two** extracts from the **same** performance text chosen by the centre.

Learners participate in **one** performance using sections of text from **both** extracts.

## Component 3: Interpreting Theatre

Written examination: 1 hour 30 minutes  
40% of qualification

### Section A: Set Text

A series of questions on **one** set text from a choice of five:

1. *The Tempest*, William Shakespeare
2. *The Caucasian Chalk Circle*, Bertolt Brecht
3. *Hard to Swallow*, Mark Wheeler
4. *War Horse*, Michael Morpurgo, adapted by Nick Stafford
5. *DNA*, Dennis Kelly.

### Section B: Live Theatre Review

**One** question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

## Why choose GCSE Drama?

The content of the course is designed to allow students to develop their practical, theoretical and analytical skills. The focus of creativity, communication and culture runs through student work at KS3, KS4 and KS5 and their deconstruction of live theatre, devised theatre and published texts strengthens their deeper understanding of the performing arts.

GCSE Drama is not simply about 'becoming an actor'. The course has many transferable skills which can be applied to other areas of study and future careers.

### Transferable skills include:

Creativity	Organisational skills
Cultural understanding	Self-discipline
Confidence	Time management
Research skills	Self-awareness
Communication skills	Team work
The ability to deal with critique	Leadership skills

## Where next?

This course provides a strong foundation for courses in Drama, Media, Law and the Performing Arts.

### Future career pathways include:

Actor/Presenter/Voice Over Teacher Director/Producer	Drama therapist Researcher Lighting/Sound/Costume Designer	Television/Theatre Crew Playwright Lawyer
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## Drama at KAA

- Teachers with a diverse background in theatre and media who have worked professionally.
- Workshops helping to consolidate practical skills with links to LAMDA.
- Frequent theatre trips.
- Excellent facilities including a professional theatre.

# GCSE Textiles

Course Leader: Ms A John



In Textiles GCSE, students will explore a range of materials, techniques and processes whilst developing their contextual knowledge and critical understanding. Students will develop their knowledge of contemporary and traditional textiles designers; improving their visual literacy and gaining a better understanding of the visual and creative world. Students will be encouraged to use a wide range of materials and refine their skills, producing pieces that are relevant and personal to them in individual projects; projects that are reflective of their experiences, identities, cultures and aspirations. By working in this way, students will improve their practical and theory skills and develop into conscientious young designers.

## GCSE content

At the start of year 10, students will spend the first term refining their practical skills and learning how to use new materials, as well as developing their critical analysis skills. Students will be assessed on 2 coursework projects and an externally set exam project. In all projects, students will create a body of work in response to a theme demonstrating their knowledge of materials, techniques and designers. The coursework projects amount to 60% of the overall grade and are completed in year 10 and 11, the exam project is the final 40% of the GCSE grade and culminates in a 10 hour practical exam.

## What does the examination involve?

Coursework and the externally set exam are marked in the same way. With students being assessed on:

- **Developing ideas (AO1)**
- **Experimenting with materials (AO2)**
- **Recording ideas (AO3)**
- **Presenting ideas in a final piece (AO4)**

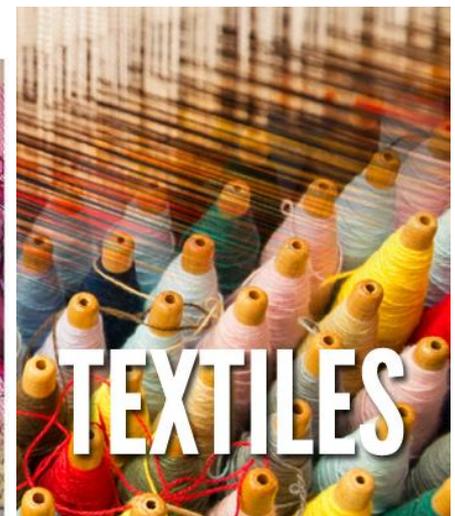
For their coursework projects, students must produce work from 2 different Textiles disciplines (constructed textiles, digital design, printed fabrics, surface design, to name a few). For the exam, students select a theme from the exam paper and produce a body of work demonstrating their skill and contextual knowledge, with their final piece being created in a 2 day 10 hour practical exam.

## Career opportunities

The number of creative jobs in the UK totalled 2.8 million last year, including not only careers in Art and Design, but in areas such as manufacturing, engineering and health. The careers open to the artistically-minded individual are nearly infinite. Art and Design gives you the skills to go into a wide variety of different fields. Some of the skills that you will gain are resilience, courage, resolve, self-awareness, the ability to reflect, creativity, and collaboration.

Textiles GCSE, and then later A Level, can lead students into careers such as:

- Fashion Design
- Surface Design
- Interior Design
- Textiles Design
- Stylist



# GCSE Design & Technology

Course Leader: Mr V Patel



GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Throughout the two year course students will study and be expected to be able to utilise the following topics in their own design work: core technical principles, specialist technical principles and designing and making principles.

## Core technical principles

In order to make effective design choices students will learn and utilise a breadth of core technical knowledge and understanding that consists of new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices, materials and their working properties.



## Specialist technical principles:

All students will develop an in-depth knowledge and understanding of the following specialist technical principles across a selected material category (either boards & cardboard, polymers or timber): selection of materials or components, forces and stresses, ecological and social footprint, sources and origins, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.

## Designing and making principles:

Students will understand that all design and technology activities take place within a wide range of contexts. They will understand how the prototypes they develop must satisfy wants or needs and be fit for their intended use. Students will need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following



areas: investigation, primary and secondary data, environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment, specialist techniques and processes.

**Course:** AQA GCSE Design Technology

**Length of Course:** 2 Years

**Number of Lessons per Week:** 3

**Assessment:** Portfolio 50% (NEA) and Written Exam 50%

**Length of Exam:** 2 hours

The GCSE Design & Technology course is for students who are creative, enthusiastic and have demonstrated confidence in the workshop.

# GCSE Food Preparation & Nutrition

Course Leader: Ms D O'Herlihy



The GCSE Food Preparation & Nutrition course equips students with an range of culinary skills and comprehensive knowledge of core subject content: **food nutrition and health, food science, food safety, food choice and food provenance, sustainability, culture** and the **sensory characteristics** of food.

It will inspire and motivate students, opening their eyes to a world of career opportunities reaching far beyond the hospitality industries. It will give students the confidence to cook with ingredients from around the world.

The course is assessed with a written exam on the core subject content and two non-exam assessments (NEA), accompanied with a portfolio of evidence.

NEA 1 (Food investigation) students develop an understanding of the working characteristics, functional and chemical properties of ingredients. To assess task 1 students will generate a digital report (1,500–2,000 words) including photographic evidence of their practical investigation.

NEA 2 (Food preparation) tests students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. To assess this students will prepare, cook and present three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Dishes will be evidenced and presented in a portfolio.

**Course:** AQA GCSE Food Preparation & Nutrition

**Length of Course:** 2 Years

**Number of Lessons per Week:** 3

**Assessment:** Written Report & Portfolio 50% and Written Exam 50%

**Length of Exam:** 1 hour 45 minutes



This course is best suited to students who have shown flair, skill and independence working with food. A GCSE Food student works in a fast paced and busy environment. They accept that the understanding of nutrition, health and food science play a major role in the development of new dishes.

## FACTS ABOUT THE HOSPITALITY AND CATERING INDUSTRY:

It is the largest private sector employer accounting for 14% (**almost 1 in 7**) of all the jobs in the UK.

Food and drink manufacturing is worth over £96 billion in the UK alone with 75% of production being exported to the EU. It is a major contributor to the UK economy taking £177.5 billion in retail sales (51% of total UK retail sales).

# GCSE Geography

Course Leader: Mrs L Blount



According to Michael Palin, 'Geography is a subject that holds the key to our future' and in our increasingly globalised world, this has never been more relevant. The Edexcel B course takes an issues based approach with content organised by UK and global geography. Students are given the opportunity to understand more about the world, the challenges it faces and their place within it. The course will deepen understanding of geographical processes, change and complex people-environment interactions at different scales. It will develop students' competence in using a wide range of investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

**GCSE content** - the geography GCSE course is split into 3 externally examined sections:

## **Component 1: Global Geographical Issues**

This component draws across physical and human processes and people-environment interactions to consider key global geographical issues. The component is divided into three sections:

- Topic 1: Hazardous Earth**
- Topic 2: Development dynamics**
- Topic 3: Challenges of an urbanising world**

## **Component 2: UK Geographical Issues**

This component draws across physical and human processes and people-environment interactions to consider contemporary geographical issues for the UK. It is divided into three sections:

- Topic 4: The UK's evolving physical landscape**
- Topic 5: The UK's evolving human landscape**
- Topic 6: Geographical investigations**

## **Component 3: People and Environment Issues – Making Geographical Decisions**

In this component, students develop their understanding of processes and interactions between people and environment and investigate issues at a variety of scales. It has three sections:

- Topic 7: People and the biosphere.**
- Topic 8: Forests under threat**
- Topic 9: Consuming energy resources**

## **What does each examination involve?**

**Component 1:** This is an externally-assessed written exam - worth 37.5% of the total exam. The paper includes multiple-choice questions, short open responses, extended writing questions, calculations and 8-mark extended writing questions.

**Component 2:** Is assessed in the same way as component 1, but students also answer questions about the fieldwork techniques they used in coastal and urban environments. It is also worth 37.5% of the total examination.

**Component 3:** The exam includes multiple-choice questions, short responses and extended writing questions. Section D will offer a choice of one from three decisions assessed through a 12-mark extended writing question. This section is worth 25% of the final exam.

## **Career opportunities**

Geographers enter a very wide range of careers and to put simply **there is no such thing as a geography job**, rather there are jobs that geographers do. Studying geography provides you with a huge range of valuable skills and a firm base for life-long learning. With geography qualifications, you can be anything from a conservationist, journalist, planner, teacher or any job in the tourist industry or politics to name but a few. It is also a facilitating subject, so top universities love geographers too! To find out more about career paths, try exploring the Royal Geographical Website for ideas.

**<http://www.rgs.org/OurWork/Study+Geography/Careers/Careers+with+geography.htm>**

# GCSE History

Course Leader: Ms S Desmond



## Why study history?

History has a tendency to repeat itself. Studying history allows you to make sense understanding how we got to where we are today. Understanding the past enables you to learn from mistakes of others by teaching you to identify patterns and giving you the confidence to challenge wrong doing. For example, understanding the rise of the Nazis in the 1920s and '30s can help us to make sense of similar patterns of nationalism and populism in Europe and America today. Furthermore, by examining the history of different cultures, a History student can build up a better understanding of why certain peoples act the way they do. For example, when we looked at the history of the USA we could begin to understand why racial tensions have continued long after the abolition of slavery and still remain an issue today. This shows us the relevance of history – it really is all around us.

## Is history the right subject for me?

You should consider choosing history GCSE if you:

- ✓ are interested in learning about how the world has changed over the last thousand years
- ✓ enjoy reading
- ✓ enjoy writing essays and extended pieces of writing
- ✓ enjoy debating
- ✓ are confident interpreting and analysing historical sources
- ✓ are prepared to spend time reading and absorbing the content independently for homework each week so that lessons can be concentrated on building the historical skills you need, such as how to structure an historical enquiry; analysing the extent of change and continuity over time; evaluating the significance of historical events and individuals; analysing the causes and consequences of historical events; source analysis, essay writing etc.

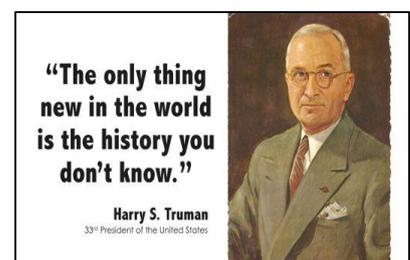
## What will I study and how is the course structured?

Unit	Content	Assessment
Paper 1 (30%)	Thematic study: <b>Changes to medicine in Britain, c1250–present</b> (20%) <i>and</i> Historic environment study: <b>The British sector of the Western Front, 1914–18: injuries and treatment in the trenches</b> (10%)	1 exam at the end of year 11 (1hr 15mins)
Paper 2 (40%)	British depth study: <b>Early Elizabethan England, 1558–88</b> (20%) <i>and</i> Period depth study: <b>Superpower relations and the Cold War, 1941–91</b> (20%)	1 exam at the end of year 11 (1hr 45mins)
Paper 3 (30%)	Modern depth study: <b>Weimar and Nazi Germany, 1918–39</b>	1 exam at the end of year 11 (1hr 15mins)

## What can I do with a GCSE in history?

A GCSE history qualification can lead to a diverse range of courses and careers. People who have studied history are highly regarded and sought after by employers in a great many sectors. Examples include, but are not limited to:

- ❖ Journalism
- ❖ Law
- ❖ Teaching
- ❖ Academia
- ❖ Research
- ❖ Archaeology
- ❖ Anthropology
- ❖ Video game design
- ❖ Film and television
- ❖ Government and politics
- ❖ Costume and set design



# GCSE Modern Foreign Languages (French or German)

Course Leader: Ms S Pedley



Students have the option of studying French or German for GCSE. The GCSE MFL curriculum will extend each student's knowledge of a range of vocabulary and grammar concepts to allow them to use the language independently and purposefully to confidently express their own ideas and opinions. Students will also develop their cultural understanding of the world around them, focusing on German/French speaking countries. We will focus equally on the four key skills (listening, reading, speaking and writing) and use authentic sources where possible to enable students to both understand and use the language successfully. We believe that our programme of study will develop confident and passionate linguists, with a desire to use their skills to communicate and explore the wider world.

## GCSE content

The course in French or German covers three main themes:

**1: Identity and culture**

**2: Local, national, international and global areas of interest**

**3: Current and future study and employment**



The course is assessed with final exams in the four skills (listening, reading, speaking and writing) in the summer of year 11. Each exam is worth 25% of the total mark. There is the option to be entered into higher or foundation level GCSE. There is no coursework. Dictionaries are not allowed in any of the examinations.

## What does each examination involve?

The GCSE exams follow the same pattern as the assessments in year 7, 8 and 9:

**Listening (25%)** - A variety of questions requiring both English and French/German responses. Questions will be either multiple choice or open ended.

**Reading (25%)** - A variety of questions requiring both English and French/German responses. Questions will be either variety of multiple choice or open ended. There is also a translation into English.

**Speaking (25%)** - The speaking exam includes a role play, conversation about a photo and a general conversation about the topics studied.

**Writing (25%)** - You are required to complete structured and open ended writing tasks and a translation into French or German.

## Can you already speak another language?

We are very keen to support students in taking a GCSE in a language they speak at home, for example Spanish, Italian or Arabic. If a student is interested in this, they should speak to Ms Abbott who will then provide further information. The student must be able to speak, read and write in this language.

**Career opportunities** - The advantage of learning and speaking another language is that it complements any career. A second language can also be studied at A Level and university with any other subject. Furthermore, it is considered a "facilitating subject" at A Level which means it will help you get into the top universities, even if you do not plan to study languages at degree level. Some popular careers involving languages are listed below:

- **Translator/interpreter.** This is a career available in every industry and you could find yourself working in the media (e.g. writing subtitles/dubbing films), sport (translating for athletes) or for governments (e.g. translating at the European parliament or in negotiations between two countries).
- **Journalism.** Reporting for the international media or in different countries around the world.
- **International companies** regularly require their employees to speak two languages to allow them to work in different countries.
- **International law.** Private sector (e.g. providing legal advice connected to the globalisation of companies) or the public sector (e.g. international human rights or governments).

# GCSE Music

Course Leader: Mr P Rigby



GCSE Music is about making and listening to music. Students will be introduced to a wide variety of musical styles, from popular music to jazz, and film music to western classical music. They will also be given opportunities to use music technology such as sequencing, mixing and recording.



## Course Outline

<b>Component 1: Performing</b>	<b>30% NEA</b>
Two performances; one <b>solo</b> performance and one <b>ensemble</b> performance Together, both performances must last for a total minimum of <b>4 minutes</b> and be at <b>grade 3 standard</b> .	
<b>Component 2: Composing</b>	<b>30% NEA</b>
Two compositions; one set to a brief and one free composition. Together, both compositions must last for a total of <b>3 minutes</b> .	
<b>Component 3: Appraising</b>	<b>40%</b>
<b>Four</b> areas of study are explored with <b>two</b> set works. This component is assessed in an <b>exam</b> (1hr 15mins).	

## Areas of Study

The GCSE Music course is broken down into 4 areas of study, with 2 set works.

- Musical forms and devices (Mozart's *Eine Kleine Nachtmusik*)
- Music for ensemble
- Film Music
- Popular Music (*Rainbow Since You've Been Gone*)



## Assessment

The course is 100% externally assessed, and consists of one written paper and two non-examined assessment components (1 and 2). Students must submit their non-examined assessment (NEA) and complete the exam in May/June of Year 11.

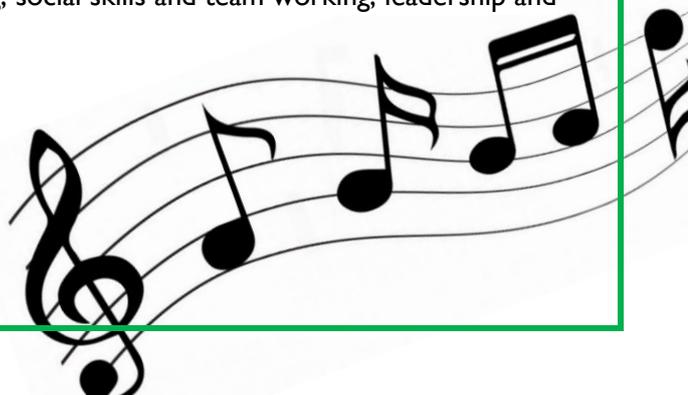
## Career Progression

The music industry is a big business and offers a huge range of opportunities in many different careers. GCSE Music also offers a wealth of transferable skills relevant to ongoing musical and non-musical study as well as to future career development. These include literacy, critical thinking, social skills and team working, leadership and communication, and time management and organisational skills.

## Entry Requirements

Instrumental lessons in their instrument of choice

Grade 3 or above on their instrument of choice (or equivalent)



# GCSE PE

Course Leader: Ms L Thompson



A GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

## Is GCSE PE for me?

We are looking for students who are passionate about PE, and have a keen interest in learning more about both the theoretical and practical side of the subject. It is essential for those considering this subject that they regularly attend PE enrichments, and play sport outside of school.

## What will I learn?

In component one, students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance. In component two, students will develop their knowledge and understanding of the contribution that physical activity and sport make to health, fitness and well-being and how these can impact on their own performance. Sports psychology will be introduced, with a focus on skill development, through relevant practice, guidance and feedback. Key socio-cultural influences that can affect people's involvement in physical activity and sport will also be covered.

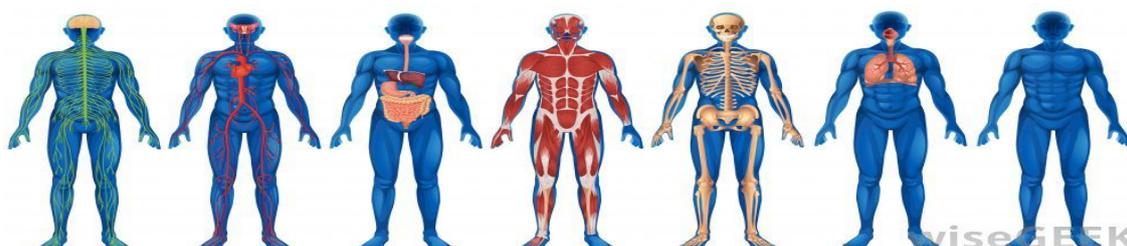


## Qualification at a glance

Component	Fitness and Body Systems	Health & Performance	Practical Performance	Personal Exercise Programme (PEP)
Examination	1 hour and 45 minutes	1 hour and 15 minutes	Assessment in three physical activities	Produce a PEP
% of qualification	36%	24%	30%	10%

## What the course can lead to:

A GCSE in PE can lead to a diverse number of careers. You can continue studying PE at ALevel, and at University, through a number of different sports courses including; Sports Science, Sports Massage, Sports Coaching, and Sports Psychology to name but a few. The health and fitness industry is a booming market, and a GCSE in PE can be the first step you take in preparing for a future career in this area.



# GCSE Psychology

Course Leader: Ms C Sharman



Psychology is the scientific study of **human thought** and **behaviour**. In this subject we will develop **theories** about why people think and act the way they do. We will **make predictions** about how people will act in the future based on what we know now.

We will ask whether it is our **brains** which make us who we are, or our **upbringing**, or our **friendships**.

This course will ask you to draw on your own experiences, to be experimenters and test your ideas using scientific methods.

## Topics

Psychology GCSE (AQA) covers 8 topics over two years:

Mental illness



Memory

Communication



Perception

Social Influence



Child development

The Brain and Neuropsychology



Research Methods

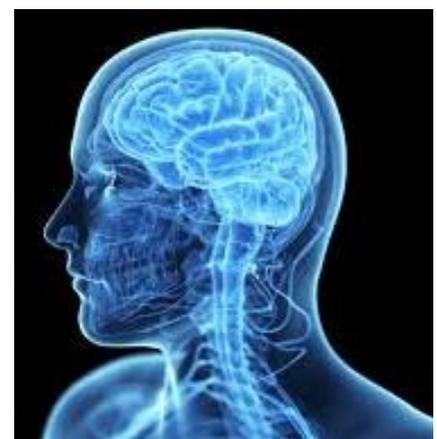


## Assessment

The GCSE Psychology course is 100% exam assessed. The two papers (both 1 hour 45 minutes) ask students multiple choice, short answer and extended essay questions. You will develop your maths skills (especially being able to read graphs and understand what they show).

## What careers will this subject prepare me for?

Because of the combination of essay writing and mathematical and statistical skills that the subject develop, students who go on to study Psychology at degree level are (along with Geography graduates) the most likely graduates to get jobs after graduating. Psychology leads to careers in counselling, teaching, medicine, advertising, human resources, management, social services, and also specific psychology-careers such as clinical or forensic psychology. Psychology is also a very popular A level and degree subject.



**If you choose this subject bear in mind that this is a challenging and complex subject which requires you to use your Key Stage 3 maths skills, and English writing skills while using scientific methods of investigation.**

# GCSE RE

Course Leader: Ms M Bridgewater

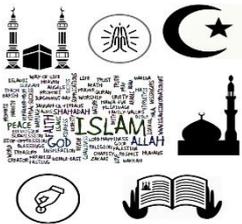


## What the course aims to do:

This course aims to develop student's knowledge and understanding of Christianity and Islam as well as non-religious beliefs such as Humanism. Students will be exposed to sacred texts and learn how to construct informed and balanced written arguments with both depth and breadth. Students have the opportunity to engage with questions of belief, value, meaning, purpose, truth and ultimately reflect on their own beliefs, values and attitudes. We want to see our students prepared for adult life in a pluralistic society and global community as religiously informed, thoughtful and engaged citizens.

## What we study:

We have chosen Eduqas as the exam board and specification route A for the teaching of a full course GCSE.



In year 10 students study 'Component 3: Study of Islam.' This is broken up into two parts:

**Beliefs and teachings**, which include: The nature of Allah, Risalah (Prophet hood), Malaikah (Angels), Akhirah (afterlife) and foundations of faith in both Sunni and Shi'a Islam.

**Practices**, which include: The Five Pillars of Sunni Islam, Ten Obligatory Acts of Shi'a Islam, Jihad and festivals and commemorations in Britain.

In year 10 students study 'Component 2: Study of Christianity.' This is broken up into two parts:

**Beliefs and teachings**, which include: The nature of God, creation, Jesus Christ, salvation and the afterlife.

**Practices**, which include: Forms of worship, sacraments, pilgrimage and celebrations, Christianity in Britain and the local church community and the worldwide Church.



In year 11 students study 'Component 1: Religious, Philosophical and Ethical Studies in the Modern World.' This is broken up into four themes and studied through the lens of Christians, Muslims and Secular Humanists:

**Issues of relationships**, which include: The roles of men and women, marriage, adultery, divorce, sexual relationships and issues of equality such as gender roles.

**Issues of life and death**, which include: Creation, evolution and the environment, the origin and value of human life (including abortion and euthanasia) and the afterlife.

**Issues of good and evil**, which include: Crime, punishment, forgiveness and suffering.

**Issues of human rights**, which include: Social justice, equality, censorship, freedom of religious expression, extremism, prejudice and discrimination and wealth and poverty.

## How the course will be assessed:

This linear GCSE course is 100% exam assessed at the end of year 11.

- Component 1 = 50% 2 hour written exam with 126 marks (6 marks for spelling, punctuation & grammar)
- Component 2 = 25% 1 hour written exam with 66 marks (6 marks for spelling, punctuation & grammar)
- Component 3 = 25% 1 hour written exam with 60 marks

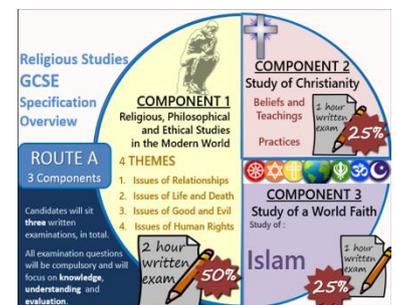
## What the course can lead to:

Students may further their study at A Level with Religion, Philosophy & Ethics. Universities and employers highly regard students of religious studies who can understand the diversity of life, investigate ultimate questions, think philosophically outside the box, communicate clearly and confidently and engage with ethical issues.

## Key books and websites:

All students will use the textbook published by the exam board to help them with the content in this course.

<http://www.eduqas.co.uk/qualifications/religious-studies/gcse/>





## Option Choices Form

Name: \_\_\_\_\_ Form Group: \_\_\_\_\_

Please write your 4 option choices (plus a reserve) in the spaces below

Option Subject 1	Option Subject 2	Option Subject 3	Option Subject 4	Reserve Subject

Remember, the core subjects below **do not need to be chosen**.

Core Subjects
English
Maths
Science (separate or combined sciences)
PE (core, not GCSE)
PSHE

Your 4 choices **should come from the subjects in the table below...**

**Choose 2 from Group A and 1 each from Group B and Group C**

*Please note, if you have a strong preference for a combination of four subjects that is not possible based on this system, you should raise this directly with Miss Jordan. Although, to be clear, we cannot guarantee that all combinations are possible, only that we will try our best to make them work.*

Group A	Group B	Group C
History	French	French
Geography	German	German
French	Computer Science	Computer Science
German	Psychology	Psychology
RE	Art	Art
	Drama	Drama
	Dance	PE
	Design & Technology	Food & Nutrition
	Statistics	Design & Technology
	Textiles	Music
	RE	<i>Life Skills*</i>
	PE	<i>Health &amp; Social Care*</i>
	<i>Citizenship*</i>	

*\*Not open to all students – please make sure you have discussed these in advance.*

Please ask your parent / guardian to sign below. It is important that we know they have also agreed your option choices.

Signed: \_\_\_\_\_

Print name: \_\_\_\_\_

Relationship to student: \_\_\_\_\_

Date: \_\_\_\_\_