



Meole Brace
School

KEY STAGE 4 STUDY PROGRAMME

**OPTIONS PROCESS
2024-2026**

Learning - Respect - Success

CONTENTS

	Page Number
Introduction	4
Key Stage 4 subjects and list of option subjects	5
The Option Blocks for 2024-26	6
People who can help you and Careers Education and Guidance	7
Qualification Types	8
Key Stage 4 Curriculum Overview	9
Core Curriculum Non-Examined Subjects Physical Education (non-examined Core PE) Religious Education (as part of PDC) PDC (Personal Development Curriculum)	10-11
Core Curriculum Examined Subjects English Language English Literature Mathematics Science (Trilogy Combined)	12-16 13 14 15 16
Ebacc Subjects Computer Science Geography History Modern Foreign Languages (French, German and Spanish)	17-24 18 19 20 21 - 24
Open Subjects	25 – 42
Art& Design	26
Graphical Communication	27
Textiles	28
Classical Civilisations	29
Design and Technology	30
Drama	31
Food Preparation and Nutrition	32
Hospitality and Catering	33
Manufacturing Processes and Materials	34
Music	35
Physical Education	36
Religious Studies	37
Separate Sciences	38
Sociology	39
Additional (After School) Options	40-41
Astronomy	40
Statistics	41
Checklist	42
Options Form	44
Options Information Session Sheet	44

KEY STAGE 4 STUDY PROGRAMME

INTRODUCTION

The purpose of this booklet is to provide information for parents and students about the courses on offer to students at Meole Brace School in key stage 4, and at this stage we would encourage you to try and think beyond simply the next two years to include the possibilities available to you later through further education or training beyond the age of 16.

In choosing options it can be difficult knowing just where to start. There are a range of factors to consider, some of which are listed below. Selecting subjects based on a particular teacher or because your friends are taking them is not a good way to make choices that are going to affect you for the next few years at least.

- Subjects you enjoy and are interested in studying
- Subject that you are good at
- Subjects that suit your strengths in their content, method of delivery and assessment
- Subjects that you need for college, or a future career path
- Subjects that are broad and apply to a range of different areas

One appropriate starting point would be to look at those subjects which provide most interest. If you enjoy a subject, you are more likely to do well in it. It is also often the case that you prefer your stronger subjects so again it makes sense to choose them. At the same time these interests will be beginning to guide your thoughts as to what you want to do after Meole Brace. The core subjects which all students must study will automatically provide you with balance and breadth but your option choices remain important. If you are keen to follow particular courses beyond the age of 16 check on the most suitable subjects and likewise if you have particular career thoughts in mind look at how these match your option choices.

Talk to your subject teachers and your form tutor over the coming weeks and make sure that you are asking lots of questions. Students already taking the courses in key stage 4 will be able to give you their opinion on subjects they have taken. Remember though that we are all different and have different priorities in mind when making our choices. You have had access to careers information through your PDC sessions, and there are online resources you have been shown there may help you when making your decisions too.

This is an exciting time for you all. It is the first time in your education that you have been able to make choices about your own study for the coming years. Make sure you are informed and enjoy the process.

Mrs M Pope

Deputy Headteacher

KEY STAGE 4 SUBJECTS (September 2024)

The core curriculum is followed by every student and consists of:

Subject	Lessons per fortnight (Y10)	Lessons per fortnight (Y11)	Accreditation
English	8	8	2 GCSEs
Maths	7	8	1 GCSE
PE	4	4	Non-examined
Science	10	9	2 GCSEs minimum
PDC	1	1	Non-examined
TOTAL	30	30	5 GCSEs

Option Subjects: All students select 4 options.

Please remember that we cannot guarantee every student all of their preferred choices but will provide a balanced range of subjects.

All subjects are equivalent to 1 GCSE and have 5 hours of teaching a fortnight, apart from Separate Sciences which is 3 separate GCSE and has 5 hours a fortnight in addition to the 10 hours (Year 10) and 9 hours (Year 11) hours of core science.

OPTION SUBJECTS 2024-26		
Graphic Communication (Art and Design)	Drama	Hospitality and Catering
Textiles (Art and Design)	Manufacturing Processes and Materials ¹	Music
Art, Craft and Design (Art and Design)	Food Preparation and Nutrition	Physical Education
Classical Civilisations ¹	French	Religious Studies
Computer Science	Geography	Separate Sciences
Design and Technology ¹	German	Sociology ¹
	History	Spanish

¹ These subjects will be restricted on numbers due to timetable constraints. Students selecting these subjects should have a reserve, or alternative set of choices in case they are not able to be placed in these groups.

Any students who are unsuccessful will be notified early on in the process and will have the opportunity to revise their choices. This will not impact negatively in any way on their other subject choices. Students will be selected for these courses by 'lottery'.

After School Additional Subjects

These subjects are offered as an additional subject that is taught after school. They are an extra qualification in addition to the four option choices.

Astronomy	Statistics
-----------	------------

OPTION BLOCKS

- **Students must pick one choice from each Option Block.**
- **You cannot pick a subject twice.**
- **You may only pick one Art-related GCSE.**
- **Statistics and Astronomy do not appear in the blocks (see notes on previous page)**

BLOCK A	BLOCK B
<ul style="list-style-type: none"> • Art & Design - Art, Craft and Design* • Drama • French • Geography • History • GCSE PE / CNAT Sport • Science (Separate Sciences) • Sociology 	<ul style="list-style-type: none"> • Computer Science • Design and Technology • Food Preparation and Nutrition • French • Geography • History • Hospitality & Catering • Music • Religious Studies
BLOCK C	BLOCK D
<ul style="list-style-type: none"> • Art & Design - Art, Craft and Design* • Classical Civilisations • French • Geography • German • History • Science (Separate Sciences) • Spanish 	<ul style="list-style-type: none"> • Art & Design – Graphical Communication* • Art & Design – Textiles* • Computer Science • Drama • Manufacturing Processes and Materials • Geography • History • Hospitality & Catering • Science (Separate Sciences)

Any student who cannot be allocated their choices will have a conversation with Mrs Pope or Mr Langley to discuss alternative options. The Blocks are organised by what we know we can schedule and staff, but if there is a subject that a student really wanted to take but could not because of the way the blocks are organised they should let us know in case we are able to do something.

Students will complete their choices through the submission of an online form which will be made available to them via a link on the website and also via email from Thursday 8th February.

The deadline for submission of choices is Tuesday 27th February. We cannot guarantee to accommodate changes made after this date, although we will always do our best.

There are no confirmed choices until a letter is sent to parents after Easter.

PEOPLE WHO CAN HELP YOU

The School Careers Leader - Mrs C Richards
Your Head of Year – Mrs R Hurlstone
Your Form Tutor
Your subject teachers and Head of Department
Your parents/carers
Older students



CAREERS EDUCATION AND GUIDANCE

During Years 10 and 11, a policy of Careers Education and Guidance will continue to form an integral part of the preparation of our students to take on and enjoy the experience, opportunities and responsibilities of adult life.

Delivery of such material will be through:

1. Individual subjects in a cross-curricular manner with the aim that careers awareness is embedded in many aspects of the curriculum.
2. During PDC lessons, students engage in a range of Career Related activities such as CV writing, post-16 applications and interview techniques.
3. The use of post 16 Further Education institutions such as Shrewsbury Colleges Group, North Shropshire College and Apprenticeship providers.
4. Aspiration talks and assemblies for students to see pathways and alternative careers.
5. Assemblies from a wide range of post 16 and higher education providers.
6. Computer software START and Internet search engines to help see the options available for Post 16 and beyond.

In addition to the above, opportunity is also provided for parents to play an important part in the careers decision making process of their children. We encourage parents and carers to use career path and labour market information to aid the support given to their children.

The Careers Adviser, Andy Lawson can help you to decide on your future career and your GCSE options. Email andy.lawson@meolebrace.co.uk for an appointment to see him in school or to ask a question about your plans.

QUALIFICATION TYPES

There are different types of qualifications at Level 1 and Level 2 on offer at Meole Brace School, all of which are suitable for accessing study post-16.

General Certificate of Secondary Education (GCSE). The majority of subjects on offer to students are called GCSEs, these are available at grades 1-9 with 9 being the highest grade available. Combined Science gives a qualification equivalent to 2 full GCSEs in value, graded with 2 grades (3-3, 5-6, etc.). Grades 1-4 are classed as a Level 1 qualification, grades 5-9 are a Level 2 qualification.

Vocational Qualifications. We offer vocational qualifications as part of our key stage 4 curriculum. These courses are equivalent to a GCSE in value and are graded at Level 1 and Level 2. Level 1 is equivalent to GCSE grade 4 at its highest level, Level 2 goes from grade 5 to 9 in equivalence. These courses have assessments during Years 10 and 11 that contribute to the final grade.

Cambridge National (CNAT). We offer Cambridge Nationals in PE and in Engineering Manufacture. These are graded at Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*

WJEC Level 1/2 Vocational Award in Hospitality and Catering will be graded Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*

Vocational courses equivalent to GCSE	GCSE grading system
Level 2 Distinction*	9
	8
Level 2 Distinction	7
Level 2 Merit	6
Level 2 Pass	5
Level 1 Distinction	4
Level 1 Merit	3
Level 1 Pass	2
	1

All of the courses are intended to meet the needs of all our students regardless of whether they plan to leave full-time education or to pursue further study or training. Students wishing to follow a course such as AS and A- levels would need to achieve the higher grades.

In the following pages you will find short descriptions of the subjects you could be taking in the optional section of the study programme. **READ THESE DESCRIPTIONS CAREFULLY.** Study your latest report, consult some of the people previously suggested in this booklet, and then complete the option form and hand in. Having made your decisions, you must understand that if you are accepted for a particular subject, it will not be possible for you to give that subject up once you have started upon the course.

KEY STAGE 4 CURRICULUM

The curriculum in key stage 4 is made up of several different elements.

- **Core Curriculum** - These are subjects that all students **must** study. Some of these are **non-examined** (they do not lead to a qualification) but form part of the compulsory education of students in key stage 4. Some of these are **examined** and will lead to a qualification. All are compulsory subjects and all students will study these in key stage 4.
- **Ebacc Subjects (at least one of the 4 choices)** - All students at Meole Brace School **must** include at least one Ebacc Subject in their 4 choices.
- **Open Subjects** - Students have a free choice of these subjects for their remaining 3 choices. They may also choose to study further Ebacc subjects in these choices.

Core Non-Examined	Core Examined	Ebacc Subjects Choose 1	Open Choices Choose 3 subjects		
Physical Education	English Language	Computer Science	Art, Craft and Design (Art)	Design and Technology	Hospitality and Catering
Religious Education	English Literature	Geography	Art and Design (Graphic Communication)	Drama	Music
PDC	Mathematics	History	Art and Design (Textiles)	Manufacturing Processes and Materials	Physical Education
	Science (either Combined – non option choice) or Separate Sciences (option choice)*	French	Classical Civilisations	Food Preparation and Nutrition	Religious Studies
		German	Computer Science	French	Separate Sciences*
		Spanish		Geography	Sociology
				German	Spanish
				History	
Additional GCSE Subjects offered out of curriculum time (after school)					Astronomy Statistics

* All students will take a Science course in key stage 4. This will always include all three areas of Biology, Chemistry and Physics.

If students **do not** take the Separate Sciences option choice, then they will study 10 hours each fortnight and achieve a Trilogy Science qualification worth 2 GCSEs.

Students who **do** select Separate Sciences as a GCSE option choice will also study all three areas, over 15 hours each fortnight, gaining three separate GCSEs in Biology, Chemistry and Physics.

Core Curriculum Non-examined

These are the courses that all students will follow during key stage 4. They are compulsory. They are not examined, but form part of the compulsory curriculum offer for all students.

Non Examined Subjects

Physical Education (non-examined Core PE)
Religious Education (as part of PDC)
PDC (Personal Development Curriculum)

Core PE (Non-examined)

Subject Lead

Mr A Johnson

The Physical Education (Key Stage 4) programme provides each student with the opportunity to participate in an extending range of physical activities based upon the needs and interests of the individual child.

Year 10

Students will be given opportunities to refine their techniques and skills within their chosen in-depth activities. They will be challenged to adapt their performance by responding to different roles and tactics as well as ensuring they evaluate accurately and make judgements using the relevant technical terms. For the two chosen in-depth activities students will be encouraged to develop the highest possible levels of achievement as well as widening their knowledge of coaching and aspects of health related exercise.

Year 11

Students are given more responsibility in planning and selecting the activities or sports they wish to develop. The range of activities is wide, allowing students both to continue to develop existing interests and to have the opportunity to foster new skills. An intrinsic part of all activities is the development of social and personal qualities together with an awareness of the importance of a healthy lifestyle. All activities, both familiar and otherwise, are designed to be enjoyable, vigorous and purposeful.

Core RS (Non-examined)

Subject Lead

Miss R Parsonage

It is a legal requirement that all students are given access to Religious Studies until they leave school. These sessions allow students the opportunity to discuss, debate and gain understanding of real life issues. It helps them to develop higher order thinking skills and to consider their personal stance about today's world in a positive and safe environment. The RS curriculum is delivered through PDC and tutor time.

Core PDC (Non-examined)

Subject Lead

Mrs C Richards

The Personal Development Curriculum for Key Stage 4 allows students to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain.

Year 10

Once in year 10, students will be using their knowledge gained throughout their KS3 learning of the subject to further develop their understanding of the key curriculum areas; online safety, relationship and sex education, wellbeing and British society. Students will be given opportunities to refine their learning in many different ways, including group work, debates and conferences with outside specialists. There will be a specific focus on getting organised, planning and honing effective anxiety reducing revision techniques readying them for their exams. Additionally, there is an opportunity to look more in-depth at how their own wellbeing and health can affect their future and careers.

Year 11

On top of continuing our learning on the overall key areas of PDC, in year 11, the main focus is careers. Activities will include looking at our online presence as well as college applications. An intrinsic part of all activities is the development of students' personal and social health focussing on their life outside of school and future plans – so students can leave Meole Brace as a well-rounded and educated individual.

Core Curriculum Examined

These are the courses that all students will follow during key stage 4. They are compulsory.

They are all examined and lead to GCSE qualifications at grades 1-9.

Examined Subjects

English Language

English Literature

Mathematics

Science (either combined science, equivalent to 2 GCSEs or separate sciences (using one of your options, equivalent to 3 GCSEs).

All students will take Science in key stage 4. This will include all three areas of Biology, Chemistry and Physics.

If students **do not** to take the Separate Sciences option choice then they will study 10 hours each fortnight and achieve a Trilogy Science qualification worth 2 GCSEs.

Students who **do** select Separate Sciences as a GCSE option choice will also study all three areas, over 15 hours each fortnight, gaining three separate GCSEs in Biology, Chemistry and Physics.

The Separate Sciences course is usually only open to students working at a higher level in science and in maths groups 1-3. An assessment in science will be completed before the deadline for option choices and students will be advised by their teacher about the suitability of this course for them.

English Language

Subject Lead

Mrs A Lloyd

Examination Level and Board

AQA GCSE Grades 9-1

Brief outline of the course

Studying GCSE English Language enables students to explore a range of texts and engage with creative as well as real and relevant contexts. They have opportunities to develop higher-order reading and critical thinking skills which encourage enquiry into different topics and themes. Students also have opportunities to write for different audiences and purposes, experimenting with language, form and structure. They will develop a number of vital transferable skills including: independent learning, critical enquiry, communication and creativity.

What is included in the course?

Reading- Writing – Spoken Word

During the course students will explore a wide range of texts from the 19th, 20th and 21st centuries, including fiction and literary non-fiction as well as other writing such as reviews, speeches and journalism. They will make comparisons between

texts and summarise and synthesise information or ideas from them and use knowledge gained from their wider reading to inform and improve their own writing skills.

As well as developing reading and writing skills, students will use their debating and discussion skills to explore current issues and topics of interest and present a viewpoint in a speech or presentation.



How is this course assessed?

Skills will be assessed at the end of year 11 in two final examinations.

Paper 1: Explorations in Creative Reading and Writing– 50%

Paper 2: Writers' Viewpoints and Perspectives – 50%

There is also one non-exam element. The aim of this assessment is to allow students to demonstrate their speaking and listening skills by giving a presentation in a formal context.

Particular Course Requirements

Students will need to undertake wider reading (a reading list will be provided) in order to support the work undertaken on this course. They will be encouraged to take part in writing competitions so that they are able to write for real audiences and purposes.

What could this course lead to?

English careers that may interest you include journalism, publishing, teaching English, legal work, public relations, advertising and translating and interpreting and there are many more!

Further Information

Exam Board Subject Website: <https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

Exam Board Subject Specification: <https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF>

English Literature

Subject Lead

Mrs A Lloyd

Examination Level and Board

AQA GCSE Grades 9-1

Brief outline of the course

Studying GCSE English Literature enables students to be inspired, challenged and motivated, no matter their level of ability. They study a range of texts from across time and are encouraged to explore themes, characters, plot and structure through many interactive and exciting activities. During the course they will step into the world of the supernatural, take a walk along the Dickensian streets of London and be plunged into the experience of post war theatre.



What is included in the course?

Students will study a Modern Play, 19th Century text, a selection of poetry and a Shakespeare play. They will use a variety of approaches to explore character, plot, themes and structure. They will consider how plays successfully move from page to stage and explore how language and structure can be used to create mood and atmosphere in texts. English Literature is a subject where students can escape from it all and enjoy the action and events of classic novels, poetry and plays.

How is this course assessed?

Students will sit two exam papers at the end of year 11.
Paper 1 – Shakespeare and the 19th Century Novel – 40%
Paper 2 - Modern Prose and Poetry – 60%

Particular Course Requirements

Students will need to complete some wider reading (reading list will be provided) and will have the opportunity to see a stage version of the modern play to support their studies.

What could this course lead to?

Careers that link well to English Literature include script writing, university lecturer, publisher, journalist and so many more!

Further Information

Exam Board Subject Website: <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>
Exam Board Subject Specification: <https://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF>

Mathematics

Subject Lead

Mr D Langley

Examination Level and Board

Edexcel GCSE Grades 9-1

Brief outline of the course

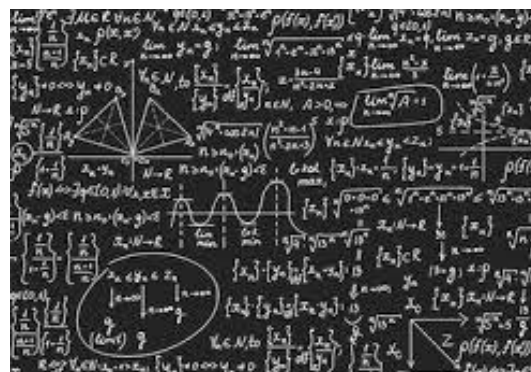
In KS4 students will follow the Edexcel Mathematics syllabus.

All students will follow the Linear Course at either:

- Foundation Tier (GCSE grades 1 to 5)
- Higher Tier (GCSE grades 4 to 9)

What is included in the course?

The Mathematics GCSE course follows the Ofqual Guidelines and will cover Using and Applying Mathematics, Number, Algebra, Shape and Handling Data at levels appropriate to each Tier. There is an emphasis on the PROPORTION aspect of number – this includes, Ratio, Percentages, Fractions & Decimals. Pupils will also be given the opportunity to develop their Problem Solving Skills where they will apply their Mathematical knowledge in real-life situations.



How is this course assessed?

Students will sit Examination papers in the Summer Term of Year 11.

There will be NO coursework to the Mathematics GCSE.

Particular Course Requirements

Students will be placed in groups according to their Mathematical ability within each half-year. Students will sit regular internal assessments (6 per year) the purposes of which are:

- To inform students of their current working grade
- To inform students of the topics they need to revise individually
- To change students sets as necessary*

*It is not expected that there will be a great deal in movement between the sets in KS4 since most refinement will have been done throughout KS3.

All students will need to bring pen, pencil, ruler and scientific calculator to each lesson.

What could this course lead to?

Many jobs use maths skills and knowledge. Some to consider might be software engineering, astronomy, game designing, meteorology, testing software, accounting, working in investment.

Further Information

Exam Board Subject Website: <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/mathematics-2015.html>

Exam Board Subject Specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assessment/gcse-maths-2015-specification.pdf>

Combined Science

Subject Lead

Mrs R Hewitt

Examination Level and Board

AQA Trilogy GCSE Grades 9-1

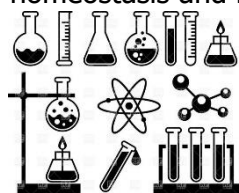
Brief outline of the course

Students will be given 9 Science lessons a fortnight, 3 biology, chemistry and physics and one lesson in exam skills. Students study 2/3rds of the syllabus of the separate science students. Students are awarded a double grade; this counts as 2 GCSEs even though they study all 3 subjects. A grade of 4-4 is the equivalent of a C under the old grading system. There are 17 grades awarded from 9-9 down to 1-1

What is included in the course?

Students study a range of topics :

Biology- cells biology , organisation, infection and the bodies responses to them, bioenergetics and homeostasis and reponse.



Chemistry- atomic structure, bonding, quantitative chemistry, chemical reactions, energy changes, rates of reaction, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.

Physics-energy, electricity, particle model, atomic structure, forces and waves.

Each of the topics relates to the world around them and aims to explore and understand current issues in the news, understand how things work and problem solve issues.

How is this course assessed?

Throughout the course students will be expected to complete core practicals, as specified in the syllabus. The practical skills students gain from this work will be assessed, alongside the subject content, in the written examination papers at the end of the course. Combined Science consists of a total of 6 examinations, each lasting for one hour and fifteen minutes. All the examination marks are added up to give them a double grade ranging from 1-1 to 9-9, 17 possibilities in all. They do **not** get individual grades for biology, chemistry and physics.

Particular Course Requirements

This course is aimed at students who are not contemplating any Science A-levels though this doesn't stop them if they should change their mind later. For September, students will need 3x A4 ring binder folders for revision materials. We will start to build up their revision materials throughout the course. Students are encouraged to buy a revision guide to aid their learning at home.

What could this course lead to?

This course gives you a wide- ranging Science knowledge of the world you live in. You could do further studies in science at BTEC level or A-level (though it's best to do separate sciences for A-levels but not mandatory). Careers based in nursing, agriculture, ecology, horticulture, lab work or apprenticeships in any science-based careers.

Further Information

Exam Board Subject Website: <https://www.aqa.org.uk/subjects/science/gcse/combined-sciencetrilogy-8464>

Exam Board Subject Specification: <https://filestore.aqa.org.uk/resources/science/specifications/AQA8464-SP-2016.PDF>

Ebacc Subjects

The Ebacc (English Baccalaureate) is a measure that the government brought in a number of years ago. It is a set of academic subjects, (Maths, English Language, English Literature, two Science qualifications (including Computer Science), History or Geography **and** a Modern Foreign Language. Completing a full set of Ebacc subjects will not give you an additional certificate or qualification, however they are recognised as academic and rigorous subjects by colleges and employers.

Students at Meole Brace School are not required to take a full set of Ebacc subjects; however, they must take at least one of these subjects as an option in addition to their Core Subjects. This ensures a broad and balanced curriculum for all. They may, of course, take as many as they wish to if the combinations work with their choices.

Ebacc Subjects

Computer Science
Geography
History
French
German
Spanish

Computer Science

Subject Lead

Mrs J Harrison

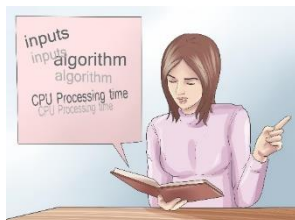
Examination Level and Board

OCR GCSE Grades 9-1

Brief outline of the course

This course is best suited to students with an interest in learning how to write programs using a text-based language with a view to further study in a computer based or STEM subject. Students who perform well in this subject are often good mathematicians and have a keen interest in physics. The majority of the course will be delivered using on-line sources comprising of a mixture of theory, video, quizzes and tests but presented by the teacher. Students who choose to study computer science should be prepared to complete a lot of independent study outside of the classroom to upskill themselves in creating programmes using a text-based programming language such as "Python".

What is included in the course?



Each year group will have a focus on a particular aspect of the subject:
Year 10 - The focus will be on the Theory of Computer Science:

- The definition of a computer system
- Various types of computer systems & where they are used
- How a computer processes information
- Networks & Protocols including threats & how to prevent them
- Ethical & Legal Issues

Year 11 - The Fundamentals of Programming & Design:

- Writing programmes in a text-based language
- Creating Algorithms & Flowcharts
- Understanding Binary & Computer Logic
- Principles of effective program design (preventing errors)

Homework set weekly will be varied switching between revision, on-line testing & worksheets.

How is this course assessed?

There will be 2 Paper-based exams – to take place alongside all other subjects during Year 11:

- Paper 1 (50% of the marks) – predominantly theory based on topics studied during Year 10
- Paper 2 (50% of the marks) – predominantly based on practical use of programming skills

NEA programming project – not formally assessed but must be completed as part of the course requirements **or** students have to produce a portfolio of evidence of their coding skills.

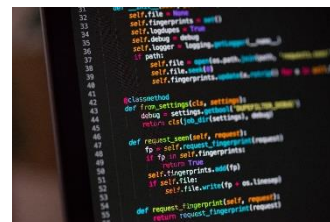
Particular Course Requirements

Students will have 5 lessons spread over the 2 week timetable

- 4 x lessons will be theory based
- 1 x lesson will focus on practical programming skills

Monday after-school will be set-aside as a catch-up session:

- To complete missed work
- To receive one-to-one help from the teacher
- To get together with other students to practice programming skills



What could this course lead to?

Software designer, software engineer and game designer to name but a few. Careers in Engineering and Science including robotics. Many of the top scientific agencies in the world employ skilled computer programming graduates including NASA, Microsoft & Google. Major manufacturing companies in the world also use robotic machinery and the majority of factories are computer controlled including companies such as "Amazon".

Further Information

Exam Board Subject Website: <https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Exam Board Subject Specification: <https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

Geography

Subject Lead

Mr J Taylor

Examination Level and Board

AQA GCSE Grades 9-1

Brief outline of the course

In studying GCSE Geography you will come to understand that there may be more than one way of tackling real-life problems and issues. So many of the world's problems boil down to geography and we need the geographers of the future to help us all understand them. Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the great challenges facing the next generation.

It is because Geography develops a large number of skills that colleges, universities and employers are able to recognise the value of Geography. A pupil will develop their research and analysis, writing, communication, teamwork, leadership, problem-solving, literacy and numeracy skills.

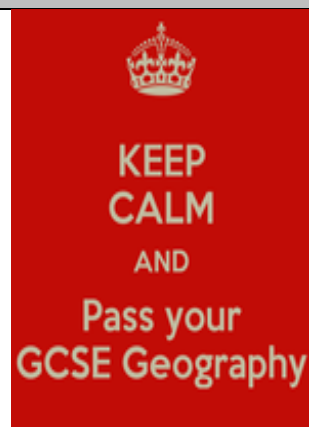
Geography is a relevant subject; you will tackle real-life issues concerning the world today and in the future. You will see that such issues, both local and global, concern us all.



Follow us on Instagram @meolegeograph



What is included in the course?



There are six modules, three based on the natural world and three on human activity. Students investigate the links between the two themes and examine the interactions between the man-made and natural worlds.

- Physical Landscapes in the UK (Rivers and Coasts)
- The Living World
- The Challenge of Natural Hazards
- The Challenge of Resource Management
- Urban Issues and Challenges
- The Changing Economic World

Homework will be set regularly throughout and students will be internally assessed throughout the course. This will allow students to both build up revision notes and also develop their exam technique.

How is this course assessed?

There are three exams, all of which are at the end of Year 11.

- Paper 1; Living with the Physical Environment (Physical Geography).
- Paper 2; Challenges in the Human Environment (Human Geography).
- Paper 3; Issue Evaluation and Fieldwork.

Particular Course Requirements

Students will do two field work visits in one day during the Summer Term.

What could this course lead to?

A qualification in geography is recognised for its academic 'robustness' and, most importantly, it also helps young people into the world of work. You will find geographers in a wide range of jobs, from the City to planning, working in the environment to travel and tourism, or in international charities or retail.

Further Information

Exam Board Subject Website: <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

Exam Board Subject Specification: <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification-at-a-glance>

History

Subject Lead

Mrs R Kunne

Examination Level and Board

AQA GCSE Grades 9-1

Brief outline of the course

History is continuously changing the world around us and historic events have helped to shape our society. Studying GCSE History helps you to understand what has shaped the world to its current point. Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work.

These include:

- excellent communication and writing skills
- how to construct an argument
- investigation and problem-solving skills
- analytical and interpretation skills.

We use a wide variety of activities and learning techniques, including role plays, board games, making posters, designing job applications, discussion work and of course, writing notes and essays.

What is included in the course?

The course covers four topics.

1) Conflict and Tension: The Interwar Years 1918-39 – This topic focuses on Peace-making after WW1, the creation of the League of Nations and the struggles it faced, Hitler's rise to power and the origins and outbreak of WW2.

2) The American West 1849-95 - This period study focuses on the development of America during a turbulent half century of change. How does the Hollywood image of the Wild West compare to the evidence?

3) Elizabethan England 1568-1603 incorporating the study of a specific historic site e.g. Hardwick Hall or The Globe Theatre.

4) Health and the People c.1000 to present day - A fascinating and often gruesome study of how health and medicine have changed throughout time. For instance, how did WW1 and WW2 help health? What impact did chance, religion or technology have on medicine?



How is this course assessed?

This course is entirely assessed by two 2 hour examinations at the end of the course.

Paper 1 covers Conflict and Tension 1918-39 and The American West 1840-95.

Paper 2 covers Elizabethan England and Health and the People.

Particular Course Requirements

You will have an opportunity to take part in two-day trip to London where activities include; a workshop at the Hunterian Museum of Surgery and a guided tour around the Wellcome Collection of images/artefacts relating to the history of medicine, a tour around Hampton Court Palace and the Globe Theatre (specified in the Elizabethan England syllabus) and the chance to experience the thrill of live theatre with tickets to a West End show. Attendance at weekly GCSE Help Clinics to work on homework, prepare for assessments or simply seek clarification on a topic is welcomed.

What could this course lead to?

The skills and knowledge you learn will help you to understand and take part in the world in which you live. History is directly relevant to careers in journalism, film, theatre, archaeology, politics, tourism, law, teaching, banking, finance and business, to mention just a few.

Further Information

Exam Board Subject Website: <https://www.aqa.org.uk/subjects/history/gcse/history-8145>

Exam Board Subject Specification: <https://filestore.aqa.org.uk/resources/history/specifications/AQA-8145-SP-2016.PDF>

Modern Languages

French – German – Spanish



Subject Lead

Miss S Cheyronnaud

Examination Level and Board

EDEXCEL GCSE Grades 9-1

Brief outline of the course for the 3 Languages

The course has been developed to help students of all ability to develop a passion for languages, through a culturally engaging content. It is an inspirational course of study that will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A level or employment. We offer the opportunity to develop vital language skills and cultural awareness in lessons of high challenge and enthusiastic engagement

Our aim as a department is to develop well rounded linguists who become aware of the advantages that learning a language can bring in their personal and working lives, who improve their social, moral and cultural understanding and who are ready for further language studies or employment.

What is included in the course?

SUBJECT CONTENT

Five relevant, contemporary and cultural themes:

- Identity and culture – customs – media and technology
- Local area, holiday, travel and tourism- experiences- destinations
- School - trips – events – exchanges – celebrating successes – rules and pressures
- Future aspirations, study and employment - volunteering
- International and global dimension – bringing the world together – sports events- music events- campaign and good causes - environmental issues

How is this course assessed?

The Edexcel GCSE (9-1) in Languages consists of:

- four externally examined papers based on the following skills: listening, speaking, reading and writing (each is worth 25% of the final qualification)
- Each paper is available at foundation tier or higher tier.

Particular Course Requirements

Students are encouraged to purchase the Edexcel GCSE workbook.

Students are advised to use a free phone app such as Quizlet to support their vocabulary learning.

Where could studying a language lead to ?

- It opens a world of communication and cultural awareness as well as opportunities within business, travel and tourism
- A language GCSE is considered highly by all employers due to the cognitive skills required to be successful. It is incredibly important if wanting to study a language at A level
- It is a 'facilitating subject' recognised by many universities as having transferable skills and knowledge. 'Facilitating subjects' will prepare you to study to a range of subjects at A level and degree level and are valued by universities, in particular Russell Group Universities.
- **Good language skills are not just important for businesses; they open the door to exciting opportunities and careers. A survey of employers by the CBI and Pearson found that almost two thirds of businesses say foreign language skills are important among their employees, particularly in helping build relations with clients, customers and suppliers.**

FRENCH



Subject Teachers

Miss S Cheyronnaud & Mr C Hogben

Examination Level and Board

EDEXCEL GCSE French Grades 9-1

Course Specifics

- It is our hope that at some point in the two year course we will be able to offer a trip to France.
- In previous years we have visited Paris with Year 10 students.
- Former Meole Brace Students have continued with their French studies at A level and degree level
- The students have the opportunity to improve their speaking skills with one to one conversation with our French Language Assistant who is a teacher at Shrewsbury College
- A French KS4 club is available where students receive additional support and help with their work.
- French is a language in demand in the business world therefore we are giving our pupils a chance to stand out from the crowd in the job market.



Further Information

Exam Board Subject Website: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>

Exam Board Subject Specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2024/specification-and-sample-assessments/gq000023-gcse-french-specification-2024-issue-1-1.pdf>

GERMAN



Subject Teacher

Mrs S Langley

Examination Level and Board

EDEXCEL GCSE German Grades 9-1

Course Specifics

- It is our hope that at some point in the two year course we will be able to offer a trip to Germany.
- In previous years we have visited Köln and Berlin with Year 10 students.
- Former Meole Brace Students have continued with their German studies at A level and degree level
- A German KS4 club is available where students receive additional support and help with their work.
- Meole Brace School is one of only five Shropshire schools currently offering German at GCSE.
- German is a language in demand in the business world therefore we are giving our pupils a chance to stand out from the crowd in the job market.



Further Information

Exam Board Subject Website: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2024.html>

Exam Board Subject Specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/German/2024/specification-and-sample-assessments/gcse-9-1-german-specification.pdf>

SPANISH



Subject Teacher

Miss M Bermudez

Examination Level and Board

EDEXCEL GCSE Spanish Grades 9-1

Course Specifics

- Studying Spanish opens the doors for us to communicate with the 400 million Spanish speakers of the World
- It is our hope that at some point in the two year course we will be able to offer a trip to Spain
- A Spanish KS4 club is available where students receive additional support and help with their work.
- Spanish is growing language with exam entries increasing yearly nationally.
- Spanish is a language in demand in the business world therefore we are giving our pupils a chance to stand out from the crowd in the job market.



Further Information

Exam Board Subject Website: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html>

Exam Board Subject Specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2024/specification-and-sample-assessments/gq000027-gcse-spanish-specification-2024-issue-1.pdf>

Open Subjects

These are subjects that are open option choices. Students may also take additional Ebacc subjects if they choose instead of Open Subjects to complete their options.

Subjects List

Art, Craft and Design (Art and Design) *	Manufacture Engineering
Graphic Communication (Art and Design) *	Food Preparation and Nutrition
Textiles (Art and Design) *	Hospitality and Catering
Classical Civilisations	Music
Design and Technology	Physical Education
Drama	Religious Studies
	Separate Sciences
	Sociology

*Please note that it is **not** possible to take more than one of Art, Graphics, and Textiles due to amount of overlap in the three subject areas.

Additional Subjects

Astronomy
Statistics

These are additional subjects that are not included in the 4 Option Choices.

These are run outside of curriculum time and would be 'extra' GCSEs. They cannot be chosen in place of a subject from the 4 option blocks.

Art, Craft and Design (Art and Design)

Subject Lead

Miss C Billingham

Examination Level and Board

WJEC EDUQAS GCSE Grades 9-1

Brief outline of the course

Studying GCSE Art & Design develops vital transferable skills including self-confidence, time-management and independent learning. Art & design study at this level encourages students to explore a wide range of techniques in order to respond to a theme. Your art teacher can have a conversation with you and show you examples of sketchbooks at a range of grades to help you make up your mind about whether to choose to take art. Let your art teacher know if you would like to do this.



What is included in the course?

Each project follows a structure something like the following:

- Mind map/mood board
- Photos linking to the theme
- Drawings from the photos
- Artist research pages
- Developing ideas and materials
- Planning a final piece
- Making the final piece



Homework will be set regularly throughout each project which may involve research tasks, printing artist images or completing a practical task from lesson. It is very important that students consistently meet deadlines throughout the course as this is the best way to ensure they can receive feedback and actively work on it to progress.

How is this course assessed?

- 1) Portfolio of work 60%. This is the work completed in lessons and at home for homework throughout Year 10 and the start of Year 11. It is made up of one or two projects.
- 2) Externally set task 40%. This is the exam task set by the exam board in the Spring term of Year 11 involving project work and a 10 hour practical exam to make the final piece that has been planned.

Particular Course Requirements

Students will have the opportunity to visit an Art Gallery and to take part in a workshop with an Artist in school to enrich their portfolio work. We run Art Clubs frequently after school where students will receive additional help with their work. They can use this time to complete homework or to add to their classwork. We expect all GCSE students to attend at least one session each week to ensure that all work is up-to-date and completed.

What could this course lead to?

When it comes to careers, **an Art & Design course can be beneficial to routes such as fine art, illustration, teaching of humanities, fashion design, architecture, new media, photography, art history, cultural studies, animation, body art (i.e. jobs at tattoo parlours, for example) and web design.**

Further Information

Exam Board Subject Website: <https://www.eduqas.co.uk/qualifications/art-and-design-gcse>

Exam Board Subject Specification: <https://www.eduqas.co.uk/media/ozvli0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf>

Graphic Communication (Art and Design)

Subject Lead

Mr M Alexander

Examination Level and Board

WJEC EDUQAS GCSE Grades 9-1

Brief outline of the course

Graphic Communication is defined as the process of creating primarily visual material to convey information, ideas and emotions through the use of graphic elements such as colour, icons, images, typography and photographs. Through this course you will:

- Seek creative solutions by using techniques intelligently, imaginatively and experimentally.
- Develop your knowledge and understanding of how graphic design functions and is valued in diverse cultures and at different times.
- Develop a sense of enquiry, an ability to take practical and intellectual risks, to make considered decisions.
- Make qualitative aesthetic and cultural judgments.
- Articulate your reasons for preferences made.

What is included in the course?

Pupils will develop work based on a theme chosen from a wide set of topics. This comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points. It will introduce a range of hand and computer based skills including editing images, layout design, typography, colour theory, etc to build a range of graphical designs. Regular homework will be set within each project which may involve research or completion of a practical task. It is important that students consistently meet deadlines across the course as this is the best way to ensure progress.

How is this course assessed?

The overall qualification grade is calculated from the results of two components:

Component 1: The creation of a portfolio of work based around graphic design and development of a final piece – **60% of grade.**

This work is completed within lesson and for homework over year 10 and finalised at the start of year 11. Pupils work will be marked regularly and be provided with both verbal and written feedback to help them improve.

Component 2: Externally set task – **40% of grade.**

This is a task set by Eduqas. Students work is based on preparatory study that leads to a ten-hour practical exam in response to a chosen theme, visual stimuli or written brief.



Particular Course Requirements

Pupils will be expected to carry out research into the work of historical and graphic designers and create a digital portfolio that will help present their work and experiences. Pupils will be expected to attend after school workshops where they can complete homework or to add to their classwork, to ensure that all work is up-to-date and completed.

What could this course lead to?

This qualification provides a suitable foundation for the study of a variety of course including Graphic Communication / Design, Product Design, Photography at A Level or other equivalent courses. This can lead to higher education and career developments into job roles such as: Graphic Design, Product Design, Architecture, Web Design etc.

Further Information

Exam Board Subject Website: <https://www.eduqas.co.uk/qualifications/art-and-design-gcse>

Exam Board Subject Specification: <https://www.eduqas.co.uk/media/ozvli0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf>

Textiles (Art and Design)

Subject Lead

Mrs A Robinson

Examination Level and Board

WJEC EDUQAS GCSE Grades 9-1

Brief outline of the course

GCSE Textile Design offers an inspiring programme of study, which will challenge students to refine and develop practical textile skills, understanding properties of materials and creative thinking. This exciting course focuses on learning different textile techniques and exploring the work of fashion designers and textiles artists.

What is included in the course?

Students can base their work on any of the below categories:

- Fashion or costume design
- Printing and dying textiles
- Interior design in textiles
- Embellished textiles

Students will develop their practical skills through learning and applying different techniques to their work. This qualification focuses on the creation of designs and products for woven, knitted, stitched, printed, dyed and decorative fabrics and involves an understanding of fibres, yarns and fabrics.

Homework will be set regularly throughout each project which may involve research tasks or completing a practical task from lesson. It is very important that students consistently meet deadlines throughout the course as this is the best way to ensure they can receive feedback and actively work on it to progress.



How is this course assessed?

The overall qualification grade is calculated from the results of two components:

Component 1: Portfolio of work and textile based product – **60% of grade.**

This is completed in lessons and for homework over three terms in year 10 and at the start of year 11. Students work will be marked regularly and be provided with both verbal and written feedback to help them improve.

Component 2: Externally set task – **40% of grade.**

This is a task set by Eduqas. Students will prepare work for this exam in the Spring Term of year 11 and complete a textile product in a 10 hour period.

Particular Course Requirements

As part of the course students are required to carry out research into the work of historical and contemporary textile designers and makers. Students will therefore have the opportunity to visit a Fashion and Textile Museum and take part in a textile workshop which will help to enrich their portfolio work. Students will be expected to attend after school workshops where they can complete homework or to add to their classwork, to ensure that all work is up-to-date and completed.

What could this course lead to?

This qualification provides a suitable foundation for the study of Textiles, Fashion and Art and Design at either AS or A level. Successful completion can lead to higher education and career developments into job roles such as: textile designer, textile buyer, fashion designer, fashion forecaster, knitwear designer, milliner, fashion journalist, etc.

Further Information

Exam Board Subject Website: <https://www.eduqas.co.uk/qualifications/art-and-design-gcse>

Exam Board Subject Specification: <https://www.eduqas.co.uk/media/0zvlt0g/eduqas-gcse-art-and-design-spec-from-2016-27-01-2020.pdf>

Classical Civilisations

Restricted numbers. Ensure that you have a reserve choice in case it is needed.

Subject Lead

Mr C Hogben

Examination Level and Board

OCR GCSE Grades 9-1

Brief outline of the course

Studying classics enables students to gain a broad, coherent and rewarding understanding of the culture of Ancient Greece and Rome during the time period 3000 BC to 500 AD. Students have opportunities to develop skills such as essay writing and source analysis, and classics teaches them how to structure a good argument as well.

Students have opportunities to show that they are good at thinking and evaluating, and also that they have an interest in ancient people and cultures.

They will use a number of vital transferable skills and they will develop awareness of how classical sources reflect issues relevant to both the classical world and today, such as questions of gender, belief, sexuality and citizenship.

What is included in the course?

During the course, students will explore a wide range of sources from Ancient Greece and Ancient Rome and will research a variety of topics such as 'Roman City life' and 'Myth and Religion'. Students will also learn how to create a comparative study of Ancient Greece and Ancient Rome using literary and visual sources.

Students are also given the opportunity to visit some key historical sites such as Pompeii and Herculaneum in Italy.



As well as developing comparative study skills, students will evaluate literature and use this evidence to form their own judgements and responses, and present these in a clear, concise and logical manner.

How is this course assessed?

Skills will be assessed at the end of year 11 in two final written examinations.

Paper 1 Thematic study – 50%

Paper 2: Literature and Culture – 50%

Particular Course Requirements

Students will need to undertake wider reading (a reading list will be provided) in order to support the work undertaken on this course.

What could this course lead to?

If you are planning to go to college then a Classical Civilisation GCSE is great preparation for A Levels in a wide variety of subjects, from Art History to Politics or Law. Classics also opens doors to careers in Archaeology, Travel, Tourism, Journalism and many other areas.

Exam Board Subject Website: <https://www.ocr.org.uk/qualifications/gcse/classical-civilisation-j199-from-2017/>

Exam Board Subject Specification: <https://www.ocr.org.uk/qualifications/gcse/classical-civilisation-j199-from-2017/specification-at-a-glance/>

Design & Technology

Restricted numbers. Ensure that you have a reserve choice in case it is needed.

Subject Lead

Mr P Gardner

Examination Level and Board

AQA GCSE Grades 9-1

Brief outline of the course

Our world is changing rapidly. D&T prepares students to participate confidently and successfully in an increasingly technological world. Research suggests that 65% of primary school pupils will be working in jobs that do not currently exist. Therefore, students with transferable skills will be prepared for an unpredictable future and will have the ability to innovate and respond to new challenges in a creative way. By studying D&T, you'll be able to build up your creativity, research, [problem solving](#), planning, and evaluation skills, as well as developing practical skills, to design and make solutions to contextual problems.

What is included in the course?

Students will learn to communicate ideas through sketches, models and computer aided design, manage often complex projects, generate solutions to unexpected problems and address social and environmental issues. We will equip you with a range of transferable skills, such as: applied Maths and Science, an understanding how products are manufactured in industry, experience of materials and tools including leading edge technology and manufacturing techniques such as 3D printing, laser cutting and other computer aided manufacturing skills.

How is this course assessed?

50% Exam: a single tier 2hr exam paper worth 100 marks.

50% Non-exam assessment (NEA): also worth 100 marks. This is a project completed in school and based within real life situations set by AQA. The NEA must be of an appropriate level of complexity and contain a degree of uncertainty of the outcome, so that students can engage in an iterative process of designing, making, testing, improving and evaluating. Design fixation is to be avoided at all costs.



Only 10% of the overall grade is for **making** skills, this GCSE **is not** a Resistant Material qualification.

Particular Course Requirements

The course demands reasonable ability in Maths & Science as well as good computer skills. Pupils will need to demonstrate commitment to both the practical work **and** the theory. Regulations do not allow individual feedback to students, and therefore a willingness to work hard and independently are essential to success.

No child will have to buy anything to study the GCSE, and no child will be disadvantaged due to their parent's financial situation. However, the final product made by the students remains the property of AQA until ownership passes to MBS in the October following the final exam. If pupils wish to retain their practical work, they must make a contribution to the materials costs and either fully or partially reimburses the school. Alternatively, parents can provide all or part of the materials themselves.

What could this course lead to?

D&T is a broad subject, which opens up to a lot of industry and career choices, such as [engineering](#), product design, computer coding, manufacturing, architecture, [information technology](#), [software engineering](#), [electronics](#), [graphic design](#), [the construction industry](#), even [education](#)! For more info on design, visit www.designmuseum.org

Further information

Exam Board Subject Website: <https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Exam Board Subject Specification: <https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-8552-SP-2017.PDF>

Drama

Subject Lead

Mrs E Riley

Examination Level and Board

AQA GCSE Grades 9-1

Brief outline of the course



The course covers both scripted and devised performances, studying a range of techniques, which are all explored practically.

There are many opportunities to collaborate with your classmates in order to produce high quality performances.

Studying Drama helps students develop the confidence to pursue their own ideas, reflect and refine their efforts. Students of **GCSE DRAMA** emerge with a toolkit of transferable skills, applicable both in further **STUDIES** and in the workplace.

Please note that for those students who do not wish to perform but have a broader interest in other drama-related areas there is the opportunity to be assessed as a designer or technician instead. See Miss Holroyd or Mrs Riley for further details on this.

What is included in the course?

All students devise drama and explore theatrical texts practically, producing two text-based performances.

Students can choose to develop as a performer and designer

Whichever option they choose, students can be sure to gather many invaluable skills, both theatrical and transferable, to expand their horizons.

The written exam paper uses a variety of question styles and ask students to combine what they've learned about how drama is performed (with the focus on a chosen play which is explored practically in lessons) and includes a review of a piece of live theatre.



How is this course assessed?

1) Performances – A devised performance which is internally assessed and moderated, and two contrasting scripted performances which will be externally assessed by a visiting examiner. Performances will also require a portfolio outlining your contributions to the performance, and how it was developed and improved.

2) Written exam – This comprises of 2 main sections, a description of how you would perform a short scene (text provided) or how you would light a particular scene for example. The second section will be a review of a piece of live theatre you will see during the 2 year course. You will have chance to discuss the performance review in class as part of your exam preparation

Please note that for those students who do not wish to perform but have a broader interest in other drama-related areas there is the opportunity to be assessed as a designer or technician instead of as a performer.

Particular Course Requirements

Students will have the opportunity to visit a theatre to watch a performance on which to write a review for the written exam. There will be occasions where you will be asked to stay behind to do rehearsals to improve on performance work. This won't be a weekly requirement, but in the run up to a performance students tend to organise rehearsals themselves in order to create the strongest possible performance.

What could this course lead to?

Drama promotes communication skills, teamwork, dialogue, negotiation, socialisation. It stimulates the imagination and creativity; it develops a better understanding of human behaviour and empathy with situations that might seem distant. The course could lead onto further studies at college and University, but the many transferrable skills are suited to many jobs.

Further Information

Exam Board Subject Website: <https://www.aqa.org.uk/subjects/drama/gcse/drama-8261>

Exam Board Subject Specification: <https://filestore.aqa.org.uk/resources/drama/specifications/AQA-8261-SP-2016.PDF>

Food Preparation & Nutrition

Subject Lead

Miss A Evans

Examination Level and Board

AQA GCSE Grades 9-1

Brief outline of the course

The new GCSE in Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills, providing students with a thorough understanding of nutrition, food preparation, food provenance & the working characteristics of food materials.

What is included in the course?

The course covers practical cooking skills and five core topics:

Food nutrition and health: Studying both macro & micro nutrients, nutritional needs, diet & health, nutritional analysis & technological developments.

Food Science: Cooking & heat transfer, functional & chemical properties of food.

Food Safety: Food spoilage & contamination, & the principles of food safety.

Food Choice: Factors which influence food choice, British & international cuisines, and sensory evaluation.

Food Provenance: Environmental impact & sustainability, processing & production methods.

Practical skills including:

Knife skills including fruit & vegetable preparation. Using equipment, **Sauce making:** Salad dressings, batters, roux sauce, emulsions, all in one, blended, & veloute. **Making dough** (pasta, bread & pastry - Shortcrust, choux, and puff pastry) **Preparation & cooking of meat, poultry, fish & meat alternatives.** Filleting fish, marinating & tenderising and portioning a whole chicken.

Methods of cooking: Moist, dry & oil. **Food presentation skills** such as: garnishing, shaping, piping, and layering.



How is this course assessed?

Assessments

50% One written exam: (1 hour 45 minutes), and 50% Non-exam assessment. (NEA – includes a 3 hour practical exam) The NEA is a food Investigation consisting of the following:

NEA 1: Students will be required to produce a food investigation report, consisting of 1500-2000 words, demonstrating their understanding of the scientific principles that underpin the preparation and cooking of foods.

NEA 2: Students are also required to plan, prepare, cook and present a three course menu within 3 hours, including a 20 page portfolio of their practical work..

Particular Course Requirements

Important things to consider: This course demands good ability at science as a significant amount of the work covers food science and nutrition. Good ICT skills are needed for all coursework projects. Students also need to demonstrate commitment to the practical work including providing ingredients

What could this course lead to?

The food industry is Britain's biggest employer offering a wealth of opportunities including: Chef, Food Science, Occupational & Environmental Health, Food Retail, Consumer Science, Nursing & care work, Hotel & Catering Management, Publican, Product Development, Food writer / critic, Dietician, Consumer Scientist, Even TEACHING!

Further Information

Exam Board Subject Website: <https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Exam Board Subject Specification: <https://filestore.aqa.org.uk/resources/food/specifications/AQA-8585-SP-2016.PDF>

Hospitality & Catering

Subject Lead

Mrs J Cashion

Examination Level and Board

WJEC Eduqas Level 1/2 Award

Brief outline of the course



The hospitality & catering sector includes all businesses that provide food, beverages and/or accommodation services. 'According to the British Hospitality Association, it is **Britain's fourth largest industry** and accounts for 10% of the total workforce'. The highly practical based course delivers excellent food culinary skills & an understanding of working in hospitality & catering.

What is included in the course?

Practical lessons

Practical lessons are on a weekly basis covering these skills; **Advanced level knife skills** (Fruit & vegetables). **Pastry** (Shortcrust. Filo. Choux) **Sauces** (Roux. Bechamel. Fruit & veg purees) **Doughs** (Shaped bread doughs. Pasta) **Preparation & cooking of meat, poultry, fish and meat alternatives.** (Filleting fish. Jointing a chicken) **Food styling** (Plating up dishes. Garnishing & finishing techniques)



Theory lessons: Pupils will study the following units in theory lessons. **Food nutrition & health.** Nutrients. Dietary needs. **Food hygiene.** Food poisoning micro-organisms. **Health & safety.** Within hospitality & catering provisions. **Structure of Hospitality & Catering.** Running a H&C business. **Hospitality & Catering operations.** Kitchen brigade. Front of house.

How is this course assessed?

The course is 60% controlled assessment. This requires the pupil to plan, justify and make nutritionally balanced meals for a specified client group. Food skills will be assessed during a food practical exam. 40% of the course is 1.5 hour written exam assessing the theory aspects of Hospitality and Catering.

Particular Course Requirements

Pupils will need to bring pre-weighed ingredients to lessons (time restrictions) and have appropriate cookware to transport products home. Pupils must be committed & bring ingredients to every lesson.

What could this course lead to?

Hospitality and catering develops excellent food practical skills. Pupils can progress onto A Levels; the course gives a good basis for Business and Science related subjects. Pupils can also study further education courses such as Level 1,2 & 3 qualifications in areas such as Hospitality Management, Food and Beverage Services and Professional Chef.

Further Information

Exam Board Subject Website: https://www.eduqas.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_overview

Exam Board Subject Specification: <https://www.eduqas.co.uk/media/0dzipjezk/wjec-level-1-2-award-in-hospitality-and-catering-specs-from-2016-e-29-11.pdf>

Manufacturing Processes and Materials

Restricted numbers. Ensure that you have a reserve choice in case it is needed.

Subject Lead

Mr P Gardner

Examination Level and Board

OCR Cambridge Nationals Level 1/2

Brief outline of the course



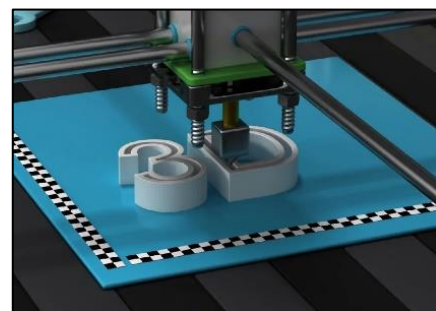
The Cambridge National in Manufacture Engineering develops pupils' understanding of the processes involved in transferring a design concept into a product. They apply their knowledge and skills by operating manufacturing equipment following a design specification, using a range of hand tools and machines including those needed for CAD/CAM. Cambridge Nationals are vocational qualifications, equivalent to GCSEs, for 14–16 year olds. **Please note that this is NOT related to motor vehicles and engines.**

What is included in the course?

The course is taught through a series of assessed units that provide pupils with the knowledge and skills required to operate manufacturing tools and equipment. Pupils will develop their understanding of different manufacturing practices and processes that turn raw materials into new products.

Units taught:

- Unit 1: R014: Principals of engineering manufacture (Exam – 40%)
- Unit 2: R015: Manufacturing a one-off product (NEA – 30%)
- Unit 3: R016: Manufacturing in quantity (NEA – 30%)



How is this course assessed?

The course is assessed through the completion of three mandatory units which all have a 40%/30%/30% weighting; two centre assessed tasks and a one hour written exam. Each of the centre-assessed units is designed to provide pupils with the opportunity to build a portfolio of evidence to meet the learning outcomes for that unit.

Particular Course Requirements

Like other Technology subjects, this course requires a reasonable ability in Maths & Science as well as good computer skills. Pupils will need to demonstrate safe working practices and an ability to work independently as the final pieces of work must be produced solely by the individual learner. Pupils will not be expected to provide the materials they use in their projects. However, if a pupil wishes to keep their practical work, they need to make a contribution to cover the cost of materials provided.

What could this course lead to?

This qualification provides a valuable foundation in engineering manufacture, preparing students for further study qualifications in Manufacturing, Engineering, Business, Computer Science, Art and Design and other related careers. Alternatively, the qualification prepares for those wishing to go on to an apprenticeship in a wide range of engineering related subjects. The skills and knowledge gained are directly useful for practical application in the workplace

Further Information

Exam Board Subject Website: <https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-manufacture-level-1-2-j823/>

Exam Board subject Specification: <https://www.ocr.org.uk/Images/610947-specification-cambridge-nationals-engineering-manufacture-j823.pdf>

Music

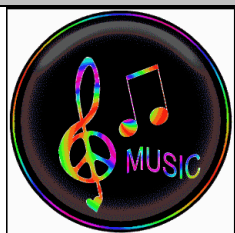
Subject Lead

Mrs E Riley

Examination Level and Board

OCR GCSE Grades 9-1

Brief outline of the course



The course covers a wide range of music, from the Baroque concerto, to film and gaming music. Students will compile a portfolio of both performances and compositions through the 2 year course and learn about different techniques in order to sit an end of course listening exam. This course is 60% practically assessed.

What is included in the course?

All students study a range of musical techniques through listening, performing and composing. The course will allow them to use their own creativity due to the 'My Music' module which allows them to perform and compose music in their own style.

How is this course assessed?

- 1) Performances – Students will produce 2 performances, one solo, and one ensemble (totalling 4 minutes). There is a lot of freedom to perform the music they enjoy, on their strongest instrument (including voice)
- 2) Compositions – They need to produce 2 compositions (totalling 3 minutes). One free in the style of their choosing, and one using a brief sent by the exam board (this can still be in their chosen style, it may just have to include a rhythmic or melodic motif, chord sequence, or set of words).
- 3) Listening – At the end of the course, students will sit a listening exam. This exam covers a range of music and techniques which will have been explored through listening and practical work throughout the 2 year period.



Particular Course Requirements

Students will have the opportunity to rehearse their performances in the music department in their own time. Many choose to practise at home, and daily practice of at least 15 minutes is strongly encouraged in order to produce the best possible performance. Performance counts as 30% of the course.

In year 11 revision sessions are offered afterschool. Students who find themselves behind are encouraged to attend a few of these in order to ensure they have good quality revision materials.

What could this course lead to?

Music promotes communication skills, teamwork, resilience and the ability to refine and reflect in order to improve. It stimulates the imagination and creativity; it develops listening skills and the ability to work independently. The course could lead onto further studies at college and University, but the many transferrable skills are suited to many jobs.

Further Information

Exam Board Subject Website: <https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/>

Exam Board Subject Specification: <https://www.ocr.org.uk/Images/219378-specification-accredited-gcse-music-j536.pdf>

Physical Education

Subject Lead

Mr A Johnson

Examination Level and Boards

AQA / OCR Cambridge National

Brief outline of the courses

AQA GCSE Physical Education: This course looks at the human body and movement in physical activity and sport (Paper 1) and socio-cultural influences and wellbeing in physical activity and sport (Paper 2) Students will also enhance their practical skills in a mixture of team and individual sports. Students will also analyse and evaluate their performance of one of these sports.



OCR Cambridge National in Sports Studies: This course enables students to develop and apply knowledge of sports-related activities, with a particular focus on officiating. They explore contemporary issues in sport (exam), different ways of being involved in the sports industry, and the impact of sport on wider society. **PLEASE NOTE: This course is under review and may change after the options process**

What is included in the course?

AQA GCSE Physical Education:

- Anatomy and Physiology
- Movement Analysis
- Physical Training
- Sports Psychology
- Socio-cultural Influences
- Health Fitness and Wellbeing
- Practical sport (Team and Individual)

OCR Cambridge National in Sports Studies:

- Contemporary issues in sport
- Developing Sport Skills
- Sports Leadership
- Sport and the Media

How is this course assessed?

AQA GCSE PE: 2 x exam papers worth 30%. 30% on your practical performance in 3 sports. 1 team sport, 1 individual sport and 1 for either the team or individual category. 10% coursework on performance analysis.

Cambridge National in Sports Studies: 4 units each work 25%. 1 exam unit on contemporary issues in sport; 1 Leadership unit; 1 Practical unit assessing a team and individual sport performance and also officiating along with one piece of coursework; 1 coursework unit on sport in the media.

Particular Course Requirements

The PE department will select the most appropriate course for each student to study. Students are required to be involved in at least one sport outside of school, ideally two. Attendance to PE extra-curricular clubs at school is required. Students on both courses will become PE ambassadors, expected to be a positive role model for PE, and demonstrating high standards to all year groups in school.

What could this course lead to?

A course in Physical Education and Sport can be beneficial to routes such as a professional athlete, sports coach or instructor, sport development officer, PE teacher, physiotherapist, sports lawyer, sports therapy, leisure / gym manager, sports journalist, sports marketing and many more.

Further Information

AQA Exam Board Subject Specification: <https://filestore.aqa.org.uk/resources/pe/specifications/AQA-8582-SP-2016.PDF>

Cambridge National Exam Board Subject Specification: <https://www.ocr.org.uk/Images/82412-specification.pdf>

Religious Studies

Subject Lead

Miss R Parsonage

Examination Level and Board

GCSE Grades 1 – 9 AQA

Brief outline of the course

At its core Religious Studies helps you navigate today's contentious world by increasing your knowledge and understanding of many of the current topics and issues in the news. It covers a wide range of contemporary issues which affects the lives of all and encourages you to consider your own personal beliefs. It improves your ability to express your opinions and attitudes whilst enabling you to recognise and consider views which differ from your own. It develops your essay writing skills to enable you to effectively explain and evaluate both your own and others' opinions and beliefs.



What is included in the course?

Section 1: Christian and Islamic beliefs and practices

We do an in-depth study to understand and evaluate the key beliefs and practices of Christianity and Islam. We study Christianity as it is the main religious tradition of the UK and key to understanding much of Britain and the western world. Islam is the second largest religion in both the UK and the world and is vital to our awareness and understanding of many world issues in the modern day.

Section 2: Thematic studies

We explore many current ethical questions which reflect many of the issues in modern society. Some of the key issues we consider are gender equality, same sex relationships, crime, treatment of criminals, capital punishment, justice, acts of terror, war, pacifism, suffering, wealth, poverty, forgiveness, prejudice, discrimination and social justice. We study these both from non-religious and religious points of view and use up-to-date case studies and views.

How is this course assessed?

This course is 100% exam based. Students sit 2 papers, both 1 hour 45 minutes long.

Paper 1 is Christian and Islamic beliefs and teachings

Paper 2 is Thematic studies

Particular Course Requirements

This course requires an ability to consider and argue different points of view including those you may not agree with. It is good to have a general awareness and interest in current affairs. During the course of Year 10 and 11 we try and invite a variety of speakers in and intend to explore possibilities of visits to faith sites. Previously both students who have a religious faith and those with no faith found the course relevant, enjoyable and achieved highly.

What could this course lead to?

RS leads into and complements a variety of A-Level and degree course including RS, Philosophy, Sociology, Psychology, English literature and language, Politics, Media. It is also welcomed in any career where you deal with the public such as Nursing, Police, Medicine, Social work etc

Further Information

Exam Board Subject Website: <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Exam Board Subject Specification: <https://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF>

Separate Sciences

See Course Requirements below

Subject Lead

Mrs R Hewitt

Examination Level and Board

AQA GCSE Grades 9-1

Brief outline of the course

Taking separate sciences aims to encourage you to explore, explain, theorise and model in Science, develop a critical approach to scientific evidence and help to prepare you for further studies in Science. You may be considering science A levels, a career in a field of science or just simply love Science. Studying separate biology, chemistry and physics uses up **one** of your option choices, as 2 of the subjects are studied in "Core" time. It allows students to take all three sciences to a greater depth than the mandatory Combined Science GCSE. Sometimes this is totally new content e.g Space and nanotechnology and other times it is going into more depth of a topic already studied in combined science e.g stem cells. It **isn't** harder content.

What is included in the course?

Each subject has several topics to study along with set practical experiments which need to be done in class. See the combined science section for the range of topics to be studied. You will learn through a variety of opportunities, including fieldwork- opportunity to take part in a fieldtrip down to Borth, discussion, groupwork, data analysis and planning investigations.

Each subject will set weekly homework tasks and you must meet the deadlines set. There will be afterschool curriculum support to help if you have been off or need a bit of extra help with a topic.

How is this course assessed?

Throughout the course students will be expected to complete core practicals, as specified in the syllabus. The practical skills students gain from this work will be assessed, alongside the subject content, in the written examination papers at the end of the course. Each GCSE consists of two examinations, each lasting for one hour and forty-five minutes. Students **must** study all 3 sciences and therefore will have a total of 6 exams leading to the award of 3 **separate** GCSEs.

Particular Course Requirements

Doing separate sciences only uses up **ONE** of your option choices. Students will have 3 specialist subject teachers delivering their lessons.

Due to the high volume of lessons and the maths element within this course this course is usually only open to students working at a higher level in science and in maths groups 1-3. An assessment in science will be completed before the deadline for option choices and students will be advised by their teacher about the suitability of this course for them.

For September, students will need 3x A4 ring binder folders for revision materials. We will start to build up their revision materials throughout the course. Students are encouraged to buy a revision guide to aid their learning at home.

What could this course lead to?

Studying separate sciences prepares students for the rigours of doing Science A-levels subjects as well as many careers including medicine, veterinary science, engineering, environmental science, chemical engineering, forensic science, manufacturing industry, pharmaceutical industry, horticulture, agriculture, nursing. It can also be used for apprenticeships and BTEC qualifications as well.

Further Information

Exam Board Subject Website: <https://www.aqa.org.uk/subjects/science/gcse>

Exam Board Subject Specifications:

Biology <https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

Chemistry <https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

Physics <https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

Sociology

Restricted numbers. Ensure that you have a reserve choice in case it is needed.

Subject Lead

Miss R Parsonage

Examination Level and Board

GCSE Grades 1 – 9 AQA

Brief outline of the course

At its core Sociology is a study of society and human behaviour. It examines the structures and processes of society and the relationships which holds us all together. In this course you will study the sociology of families, education, crime and deviance and social stratification. You will understand various social theories such as Marxism and Feminism in addition to exploring sociological research methods. Sociology helps us to understand the causes and consequences of various behaviour and can lead you to question aspects of society and your life which you may have previously taken for granted!

What is included in the course?

Paper 1: The Sociology of Family and Education.

We study what the family is, what the purpose of it is, roles within the family and how it has changed over the last 80 years.

We also study the roles and functions of education including exploring why we go to school, how schools work, what affects educational achievement and explore different types of schools including private and state education.

Paper 2: The Sociology of Crime and Social Stratification

We study what crime is, why it occurs, how we decide as a society what deviant behaviour is and what to do about it and explore the concept of crime figures.

We also study what social stratification is by looking at the class system, poverty, wealth, what power and authority is and how we decide to give people and groups power.

Running throughout the course we study feminist, Marxist, functionalist and interactionist perspectives of the key topics. We also study sociological research methods where we explore how to ethically research society, qualitative and quantitative data and how to read statistics accurately.

How is this course assessed?

This course is 100% exam based. Students sit 2 papers, both 1 hour 45 minutes long.

Paper 1 is the Sociology of Family and Education

Paper 2 is the Sociology of Crime and Social Stratification.

Both also include questions on research methods.

Particular Course Requirements

This course requires an ability to consider and argue different points of view including those you may not agree with. It requires an open and enquiring mind as it challenges many of the assumptions we hold about society and the way we live our lives. We intend to explore opportunities for visiting speakers and trips to bring the key concepts to life.

What could this course lead to?

Sociology leads into and compliments a variety of A-Level and degree course including RS, Philosophy, Sociology, Psychology, English literature and language, Politics, Media. It is also welcomed in any career where you deal with the public such as Nursing, Police, Medicine, Social work

Further Information

Exam Board Subject Website: <https://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>

Exam Board Subject Specification: <https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF>

Astronomy

ADDITIONAL GCSE OPTION OFFERED OUTSIDE CURRICULUM TIME

Subject Lead

Mr C Lawson

Examination Level and Board

Edexcel GCSE Grades 9-1

Brief outline of the course

Have you ever wondered how the Moon was formed? Where the gold in Jewellery came from? Why is the sky blue?
Then GCSE Astronomy might be for you!
Come along on a two year journey to discover the wonders of the Universe.
From how the rocks beneath your feet were formed to how our Universe will end and everything in between!



What is included in the course?

The course is divided into two main areas and each area is divided into 8 topics (shown below).

Naked eye Astronomy		Telescopic Astronomy	
1	Earth	9	Exploring the Moon
2	Lunar disk	10	Solar Astronomy
3	Earth/Moon/Sun System	11	Exploring the Solar system
4	Time & Earth/Moon/Sun cycles	12	Formation of planetary systems
5	Solar System observation	13	Exploring Starlight
6	Celestial observation	14	Stellar evolution
7	Models of the Solar system	15	Our place in the Galaxy
8	Planetary Motion and Gravity	16	Cosmology

For further details, scan the



How is this course assessed?

The assessment method for Astronomy will be **examination only**. It will consist of two papers:
Naked eye astronomy: covering topics 1-8, 1hr 45 mins long, 100 marks, 50% of the overall grade

Telescopic astronomy: covering topics 9-16, 1hr 45 mins long, 100 marks, 50% of the overall grade.

The coursework will be internally assessed by the teacher; the observational coursework will not contribute to a student's final mark. However, there will be questions on the exam paper which will test the student's knowledge of practical observation techniques.

Particular Course Requirements

Practical observations will need to be undertaken **but there is no requirement to purchase any equipment** and there is no cost for the course as all materials will be provided. There will be a **1 hour taster session in July** (details to follow) to allow pupils to come along and sample the type of work they will be required to do and have a more in depth look at the content, observations and exams.

What could this course lead to?

Astronomy combines many aspects of science and maths into one subject. There are many university courses that include astrophysics modules. Astronomy is a GCSE that is only taken by around 1% of GCSE Science students; this makes it an outstanding qualification to have on your CV/college applications.

Please see Mr Lawson for further details or to express your interest in the course.

Statistics

ADDITIONAL GCSE OPTION OFFERED OUTSIDE CURRICULUM TIME

Subject Lead

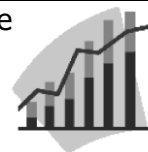
Mr D Owens

Examination Level and Board

GCSE Grades 9-1 (Edexcel)

Brief outline of the course

The school is pleased to be able to offer a one-year Statistics course to students who are currently in Maths sets 9X1 and 9Y1. Pupils in 2nd sets are able to apply. This will be taught outside the school day beginning towards the end of June this year. Lessons will be on a Wednesday evening 3.10 – 4.10 pm.



What is included in the course?

What will I learn?

- how to collect, summarise and represent unbiased data
- the skills necessary to read, analyse and interpret data and various diagrams and statistical statements accurately
- to develop your ability to reason and discuss results
- how to predict what will happen in the future by making forecasts based on statistical results and considering the probability of something happening

How is this course assessed?

Assessment is by 2 end of year exams each worth 50% of the total mark. Exam questions vary in length and require some element of written answers and interpretation of statistical data.

The course and full GCSE assessments take place at the end of year 10 so that they do not distract from full GCSEs in year 11.

Particular Course Requirements

Edexcel recommend that this be taught as a full 1-year or 2-year GCSE. However, we will complete the course in approximately 35 teaching hours so students need to be willing to undertake independent study and completion of a weekly homework.

What could this course lead to?

Statistics are being used at an increasing rate in business, politics and science. In the real world we are constantly bombarded through the media with graphs, economic data and other statistical statements. Biology, psychology, economics, geography, engineering and archaeology are among the many subjects that rely, at times, on an understanding of statistical data. You might also use these skills to make decisions about things in your own life such as investing savings, choosing electrical equipment and buying cars.

If you are considering Maths at A Level, GCSE Statistics will also give you a head start of the Statistics element of your Maths A level too – something previous pupils have alluded to currently taking A level. If you want to learn about the role statistics plays in all aspects of everyday life and how to interpret and use statistical statements, then this is for you.

Further Information

Exam Board Subject Website: <https://qualifications.pearson.com/en/qualifications/edexcel-gcse/statistics-2017.html>

Exam Board Subject Specification:

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Statistics/2017/specification-and-sample-assessments/gcse-9-1-statistics-specification.pdf>

Please see Mr Owens for further details or to express your interest in the course.

Checklist

Use the checklist below to check that you are making your choices correctly.

Tick off each one when you have checked it against your choices.

1	Science Do you want to take Combined Sciences (2 GCSEs) or Separate Sciences (3 GCSEs)?	Combined Sciences. You do not need to choose science as one of your option choices. You will have 4 choices.	<input type="checkbox"/>
		Separate Sciences. You must choose Separate Science as one of your option choices in the blocks. You will have 3 further choices.	
2	You must choose one of Computer Science, Geography, History, French, German or Spanish		<input type="checkbox"/>
3	The remaining choices can be from any subjects		<input type="checkbox"/>
4	You may only choose 1 of the 3 'art and design' subjects (Art, Graphic Communication or Textiles)		<input type="checkbox"/>
5	You must choose 1 subject from each block		<input type="checkbox"/>
6	You may only choose a subject once		<input type="checkbox"/>
7	Have you chosen a subject(s) with restricted numbers? Have you got a reserve choice(s)?		<input type="checkbox"/>
8	Have you numbered your subjects in order of preference? 1=most important		<input type="checkbox"/>
9	Have you decided if you are interested in the subjects that are not in 'blocks'? Statistics and Astronomy?		<input type="checkbox"/>
10	Complete your choices on the Options Form online by Tuesday 27 th February		<input type="checkbox"/>

Options Form

You **must** submit your choices online but write them here so that you remember what you have chosen.

4 Choices in order of preference from the Option Blocks. 1=first choice, 2= 2nd choice etc.	
1	
2	
3	
4	

You only need to write reserve choices if you have chosen subjects with restricted numbers (Sociology, Classical Civilisations, Manufacturing Processes and Materials)	
5 (reserve)	
6 (reserve)	
7 (reserve)	

Is there a subject that you really wanted to take but could not because of the way the blocks are organised? Yes / No	
Subject	
I took this subject instead	

BLOCK A	
Art & Design - Art, Craft and Design*	
Drama	
French	
Geography	
History	
PE	
Science (Separate Sciences)	
Sociology (2 groups)	

BLOCK B	
Computer Science	
Design and Technology	
Food Preparation and Nutrition	
French	
Geography	
History	
Hospitality & Catering	
Music	
Religious Studies	
BLOCK C	
Art & Design - Art, Craft and Design*	
Classical Civilisations (1 group)	
French	
Geography	
German	
History	
Science (Separate Sciences)	
Spanish	
BLOCK D	
Art & Design – Graphical Communication*	
Art & Design – Textiles*	
Computer Science	
Drama	
Manufacturing Processes and Materials (1 group)	
Geography	
History	
Hospitality & Catering	
Science (Separate Sciences)	

OPTIONS INFORMATION SESSION

Wednesday 7th February

Tick off the subjects you have visited on the information session so that you have a record what you have researched.

BLOCK A		BLOCK B	
Art & Design - Art, Craft and Design*		Computer Science	
Drama		Design and Technology	
French		Food Preparation and Nutrition	
Geography		French	
History		Geography	
PE		History	
Science (Separate Sciences)		Hospitality & Catering	
Sociology		Music	
		Religious Studies	
BLOCK C		BLOCK D	
Art & Design - Art, Craft and Design*		Art & Design – Graphical Communication*	
Classical Civilisations		Art & Design – Textiles*	
French		Computer Science	
Geography		Drama	
German		Manufacturing Processes and Materials	
History		Geography	
Science (Separate Sciences)		History	
Spanish		Hospitality & Catering	
		Science (Separate Sciences)	