



# **Buxton Community School**

## **Courses in KS4 2019 - 2021**



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Our Ref: SJ/OptBkl/sf  
25<sup>th</sup> February 2019

Dear Parents/Carers

We are now at the stage where we will be starting the Y9 options process and your child will be asked to select subject choices for their Key Stage 4 curriculum. We would therefore like to invite you and your child to our Y9 Options Information Evening on Thursday, 28<sup>th</sup> February as below:

- **6pm onwards** students and their parents/carers visit the subject stands to discuss the courses on offer.
- **6.15-6.45pm** presentation in the large dining room about the options process and the range of courses available, including core subjects.
- **7.00-7.30pm** presentation repeated.
- **8pm** evening ends.

All students will be required to follow the core curriculum of:

- GCSE English Language
- GCSE English Literature
- GCSE Maths
- GCSE Philosophy and Ethics
- GCSE Science (double or triple)

as well as Physical Education.

In addition students will be asked to select 3 option choices and must also choose 3 reserve subjects.

To support this options process we offer a range of information, advice and guidance throughout the next half term. As well as ongoing discussion with their tutor and teachers the following programme will take place:

- Monday 25<sup>th</sup> February – options booklet distributed to Y9 students.
- Wednesday 27<sup>th</sup> February – options assembly for Y9 students.
- Thursday 28<sup>th</sup> February – options evening for students and their parents/carers.
- Friday 8<sup>th</sup> March – deadline for handing in options forms.

We look forward to seeing you on the 28<sup>th</sup> February.

Yours sincerely

Mrs S Jones  
Deputy Headteacher

## CURRICULUM

At Key Stage 4 (Years 10 – 11) all students will follow a curriculum that is designed to offer a more personalised programme of study that meets the varying needs of each student.

The curriculum will consist of specific core subjects that everyone will study; English, maths, science, philosophy and ethics and core physical education. In addition there will be a range of option subjects from which students can choose.

The option choices will create a personalised learning pathway that is designed to enable progression beyond Key Stage 4 into further, then higher education – in short, preparing students for lifelong learning.

All courses are GCSE or GCSE equivalent – see subject entries in the booklet for more information on vocational courses.

## IMPORTANT DATES

During the course of the options process a number of important dates should be noted:

**Monday 25<sup>th</sup> February** – options booklet distributed to Year 9 students.

**Wednesday 27<sup>th</sup> February** – options assembly.

**Thursday 28<sup>th</sup> February** – Option Information Evening 6.00-8pm  
An opportunity to visit the subject displays to find out more about the courses on offer and which might be most suitable for each student.

**Friday 8<sup>th</sup> March** – options form deadline  
Options forms must be completed, signed and handed in to form tutors by this date.

## ASSESSMENT

In addition to exams some courses include other forms of assessment undertaken in school under controlled conditions.

This will involve students carrying out a range of tasks linked to the course that will be monitored and supervised by their teacher.

Marks for work done in school will be moderated by the examining board.

In many courses final written exams at the end of the two year course, will count for 100% of the marks.

## SCHOOL EXAMINATION POLICY

All students who wish to be entered for external examinations will be, provided that they have completed all aspects of the course and so are eligible to gain a grade. If there is concern that a student is unable to complete all aspects of the course we will contact parents/carers. If the work is not completed by the required deadline, then the student will not be entered, and the parents will be informed.

During the exams students are required to turn all phones off and leave them in their bag at the back of the exam hall. Smart watches will be treated in the same way as phones and must be put in the student's bag.

No student will be allowed to opt out of an exam without the agreement of the school and this only happens in very rare circumstances. In any event, students will continue to attend lessons, even if they are not to be entered for a particular subject.

The school will pay for all entries except those of external students.

**The school will send bills to all students who miss an exam without good cause.**

# ENGLISH LANGUAGE AND ENGLISH LITERATURE GCSE

## English Language

English is a compulsory subject at KS4. The GCSE Course in English language is based on the National Curriculum and assesses skills in speaking and listening, reading and writing. Only the latter two are counted in the final GCSE assessment; a separate certificate is issued for the speaking and listening grade.

The course is assessed solely by terminal examination, divided into two parts:

Paper 1 - Explorations in creative reading.

Section A Reading - a literature fiction text.

Section B Writing - a descriptive or narrative task.

Paper 2 - Writers' viewpoints and perspectives.

Section A Reading – Non-fiction with extracts from two linked sources from different time periods.

Section B Writing - A written text for a specified purpose, audience and form.

At all stages in the course, students will be asked to undertake a range of tasks ranging from creative writing, debating, role-play and developing reading skills. There is an expectation that students will play an active role in discussing ideas, reading a range of texts and improving written skills.

## Grouping

All groups will follow the same course in Year 10 and 11. There is “setting” based on teacher assessment, core data and exam results from Year 9.

## Progression routes from this course could include:

Most colleges, universities and employers look to see what grade has been gained at GCSE English language. Progression can lead to a study of Literature or Language at A Level and further diversification at university.

The subject is assessed from grades 1-9, and is based entirely on terminal examinations.

For more information see Mr Buckley.

## **English Literature**

The GCSE course in English literature is based on the National Curriculum and assesses skills in reading and writing.

Paper 1 - Involves the study of a 19<sup>th</sup> century novel (A Christmas Carol) and an entire Shakespeare play (Romeo and Juliet.)

Paper 2 - Involves the study of an anthology of poems, unseen poems and a modern text (An Inspector Calls.)

### **Grouping**

All groups will follow the same course in Year 10 and 11. There is “setting” based on teacher assessment and core data.

### **Progression routes from this course could include:**

English literature is a traditional core subject. It allows for the development of thoughts and ideas. A study of the world of literature can lead to a study of literature at A Level and further diversification at university. It will also support progression into most other subjects.

The subject is assessed from grades 1-9, and is based entirely on terminal examinations.

For more information see Mr Buckley.

# MATHEMATICS

## GCSE

The GCSE course in mathematics has a foundation tier (grades 1-5) and a higher tier (grades 3-9). Students are assessed on three exam papers (1 hour 30 minutes each) at the end of Year 11. The broad topic areas covered are:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

We aim to inspire learners to develop confidence and fluency in mathematics, and to recognise the importance of mathematics in their own lives and society. We focus on enabling all learners to gain a deep understanding of mathematical concepts and to apply their skills and knowledge to solve problems in real-world situations.

### **Progression routes from this course could include:**

Students who achieve highly at GCSE may wish to study Maths at A Level. Students who achieve the top grades may also wish to study Further Maths in the 6<sup>th</sup> Form. Maths can lead to a wide variety of possibilities for further study and careers, including engineering, electronics, construction and finance.

For more information see Mr Milner.

## **PHYSICAL EDUCATION AND SPORT CORE PHYSICAL EDUCATION**

In Key Stage 4 all students are required to participate fully in 1 hour of core Physical Education per week in accordance with the guidance outlined in the National Curriculum.

Students are ability set into groups and follow a curriculum designed to suit their competencies in this important subject area. Within lessons, students will fulfil the role of: performer, coach, and official - developing physical competencies as well as developing other important qualities such as teamwork and leadership.

The Physical Education team are constantly seeking ways to develop an innovative curriculum offering additional opportunities to actively engage learners. As a part of this innovation, we are currently exploring the opportunity to further support students gaining additional accreditation through the completion of National Governing Body awards during core PE curriculum time.

For more information see any member of the Physical Education team.

# PHILOSOPHY AND ETHICS

## CORE COURSE GCSE

We follow an engaging and relevant course that meets the legal requirement of Religious Studies, where students are expected to take the full GCSE course in the single period a week that has been allocated. We study the AQA syllabus Religious Studies A, which includes modules on Christianity, Islam and 'themes' on philosophical and ethical issues.

Current Year 9 students have already started their GCSE course and as such have an understanding of the course layout and expectations to be continued during Key Stage 4.

### **Aims of the Course:**

- to explore the importance of beliefs, values and motivations in human society by evaluating the beliefs and practices of two of the world's major religions;
- to consider contentious moral issues and analyse responses to these;
- to consider ultimate questions regarding the meaning of life, the origins of the universe and the existence of God and to evaluate the different possible responses to these questions.

### **Course Content - students will study the following units of work:**

- **Christian Beliefs and Practices** (including the significance and effect they have on Christians and society today). **(25% of overall grade).**
- **Islamic Beliefs and Practices** (including the significance and effect they have on Muslims and society today). **(25% of overall grade).**
- **Philosophical and Ethical Themes (50% of overall grade).**
  - **Theme 1 – Crime and Punishment** (Crime, corporal punishment; the death penalty; forgiveness).
  - **Theme 2 – Families and Relationships** (Marriage and divorce; sex and contraception; families, gender roles and equality).
  - **Theme 3 – 'Life Issues'** (Euthanasia; abortion; animal rights; prejudice and discrimination).
  - **Theme 4 – Peace and Conflict** (War and just war, violence, terrorism, weapons of mass destruction, peace and pacifism).

### **Assessment**

The course is assessed in two exams lasting 1 hour 45 minutes each. These will be taken towards the end of Year 11. The first exam is focused on the beliefs and practices of the religions studied. The second exam is focused on 4 Philosophical and Ethical 'Themes'. Each exam counts for 50% of the student's overall grade and there are no modular exams or coursework.

There will be a single tier of assessment covering grades 9 – 1.

The skills learned in Philosophy and Ethics are widely desired by universities and employees for courses and careers that are wide in variety, but considered high-flying, such as Medicine, Law, Education, Journalism, Social Work and Business.

For more information see Miss Carr.

# SCIENCE

Science is a compulsory subject at KS4.

**The science department will inform students on which pathway they will be taking. The two different pathways are not options for students.**

## Pathway 1 Triple Science

**This pathway will suit students who:**

- Like to be “stretched” in terms of thinking for themselves, and at a good level.
- Have the ability to cope with subjects at a high conceptual level.
- Are good at using ideas to present an argument.
- Are able to perform well in exams.
- Are considering studying science further at A Level or considering a science based career.

### Course Content

Students will study the three separate sciences - chemistry, biology and physics, each with a specialist teacher. Normally they would stay with that teacher for the two years of the course.

The nature of the teaching will be demanding and at a high level so this course is only suitable for students who are predicted to gain at the titanium and platinum level in their end of Key Stage 3 Assessments.

### Assessment

Internal assessment plus “Structured Question” type mock exams in Years 10 and 11 lead to separate GCSEs in biology, chemistry and physics.

Each subject is examined on its own, so students will gain a range of results dependent on their ability in each subject.

At the end of Year 11 students will have 2 x 1hour 45 minutes exams in **each subject**.

### Progression routes from this course could include:

The best route into 6<sup>th</sup> Form studies for those wishing to study a science subject. It is the best possible preparation for physics, chemistry and biology A Levels.

For those who are unsure about Science in the 6<sup>th</sup> Form but wish to enter the 6<sup>th</sup> Form with a portfolio of high grade GCSEs, this is probably the best Science pathway.

For more information see Mrs Gelsthorpe.

# SCIENCE

## Pathway 2 Combined Science - Trilogy

### **This pathway will suit students who:**

- Are not set on doing the triple science pathway.
- Can organise their time effectively when studying a mixture of sciences.

### **Course Content**

Students will study the 3 sciences, with 3 teachers each specialising in one of the sciences

We will aim to have the same 3 teachers in Year 11 as they had in Year 10.

16 required practicals will also be conducted over the 2 years.

### **Assessment**

In Year 11 students will sit 6 x 1hour 15 minutes exam papers. Each paper accounts for 16.7% of the final GCSE grades and can be sat at either higher or foundation level. Question styles include multiple choice, structured closed short answer and open response.

### **Progression routes for this course could include:**

The possibility of further study in science; students will also gain useful GCSEs in science to enable them to apply for a variety of further education courses, including entry into the 6<sup>th</sup> Form.

For more information see Mrs Gelsthorpe.

# **OPTION CHOICE**

# **SUBJECTS**

# ART AND DESIGN GCSE

## **This course would suit students who:**

- Have enjoyed studying Art, and wish to take their learning further.
- Are keen on developing ideas artistically and problem solving.
- Enjoy experimenting with ideas and materials
- Are prepared to support their work in school with research
- Know that you will be expected to work independently outside of lesson time.

## **Students must be prepared to:**

- Complete homework and independent research which forms a major part of the course and we would recommend one hour per week.
- Demonstrate ability, interest and therefore a good attitude. This can be measured by their level and by the marks they have achieved in their sketchbook.

## **Course Content**

The course we offer is broad and means students can specialise in different areas of Art. Possible outcomes are likely to include: Drawing and Painting, Three-Dimensional work and Photography. This will depend on the nature of the project and the teacher's specialisms within each area of study.

Students will be able to collect ideas from a range of sources; photography; magazines; books and the internet. We hold annual exhibitions which showcase our student's work.

## **Assessment – AQA Examining Board**

There are two parts to the course, both counting towards the final grade:

Coursework:	60% of final marks
Externally Set Assignment:	40% of final marks

Students will produce two or more coursework units and a final examination unit.

All work from the course is marked continuously and contributes towards the final grade. This is assessed in four main areas:

1. Investigation and research.
2. Use of materials and techniques.
3. Ability to record ideas, observations and development.
4. Producing quality personal responses to the objective.

**Coursework: 60%**

The coursework consists of two main projects. Each project requires thorough preparation work ie observation drawings, photographs, development of ideas and experimentation with different media and techniques. Students will need to use their own initiative and develop their ideas in line with advice from their teacher. A good candidate will spend time in the art rooms after school and the department facilities are open for this every night of the week.

**Externally Set Assignment: 40%**

In the spring of the second year there is an externally set test piece. This requires extensive preparation in advance and leads to an exam, during which the test piece is completed. In this there must be evidence of research into the work of artists through both practical and written examples. The final examination is before the Easter holiday and is completed over three mornings, totalling 10 hours.

**Homework**

Homework will be set on a regular basis and students are expected to spend approximately one/two hours on this per week.

Skills students will acquire in support of their learning in Art and Design are:

- drawing, observing, recording;
- shade and tonal responses;
- painting – colour combinations;
- perspective – use of line form and scale to create depth;
- formal understanding of elements such as pattern, texture, design, composition;
- use of light – lighting – linked to photography;
- sketching – collecting images through research – computer competency;
- working and creating ideas in 3-D using wire, mod-roc, clay etc.

**Progression routes from this course could include:**

Students can study A-Level Fine Art offered in the 6<sup>th</sup> Form here at Buxton Community School.

The A Level will enable you a direct entry onto an Arts Foundation course, which many local colleges/universities provide such as Chesterfield, Marple, Manchester, Macclesfield and Stockport.

For more information see Mr Moore.

# **BUSINESS STUDIES GCSE**

## **This course would suit students who:**

- Have an interest in how businesses operate in a global economy.
- Are interested in finding out the process of setting up a business.
- Have an interest in current affairs and want to learn more about business and the economy.
- Are willing to express their ideas in class. They may be creative, like finance or law; however, more importantly, want to become more employable!

## **Course Content**

The course allows students to investigate how businesses operate and gain an understanding of the pressures facing businesses in today's tough economic climate. Through investigation, students will build up knowledge and understanding of how businesses develop but also practise crucial skills that are essential in today's workplace, including: communication, team work and presentation skills.

### **Paper 1: Influences of operations and HRM on business activity**

Here students will be examined on their ability to understand that businesses face a constantly changing business environment due to changes in technology, economic situation, legislation and environmental expectations.

Influences on business have never been in the news more than now. Learning about Brexit and the global economy will give students a broader view of topical current affairs. The topics also include how to set up and run a business and the legal environment facing today's business world.

### **Paper 2: Influences of marketing and finance on business activity**

Here the emphasis is on personal and business finance. Students will understand how to construct and analyse business accounts by first understanding the costs and revenues. Students will act as a business adviser in identifying how a business can improve their finances through management and leadership tasks. In the marketing task students will be a creative designer asked to brand and launch a new product. They will conduct a product launch and evaluate successful marketing campaigns in order to improve your own designs whilst understanding the theory and psychology behind marketing.

### **How the course is assessed:**

**Unit 1 – exam worth 50% - 1 Hour 45 mins**

**Unit 2 – exam worth 50% - 1 hour 45 mins**

### **Progression routes from this course could include:**

A Levels or BTEC in business, accounts, economics and law. Business studies provides an excellent background for further education or employment.

For more information see Mr Ward.

# **CHILD DEVELOPMENT**

## **Level 1/2 Technical Award OCR Cambridge Nationals**

### **Who is this qualification for?**

This course is designed for learners aged 14-16 who have an interest in children's learning and development and wish to develop the skills and learn the theory that can prepare them for further study and employment within the teaching, childcare and medical/nursing sector. It will particularly appeal to learners who are looking for a course that is **practical** in nature.

The Technical Award in Child Development will give learners the opportunity to study children aged 0 to 5 years, developing an understanding of:

- physical growth and development;
- communication and language development;
- learning and play;
- pre conceptual care, pregnancy and birth;
- child health and safety;
- childhood nutrition.

### **What will the learners study as part of this qualification?**

Learners will complete three mandatory units (one externally assessed and two internally assessed) spread across 120 guided learning hours.

#### **Unit 18: exam unit (externally assessed 50%)**

- factors to consider when planning a family;
- pre-conceptual care;
- ante-natal care;
- pregnancy and birth;
- recognising and managing childhood illness;
- child health and safety.

The exam (75 minutes) will be taken in June of year 10 with an opportunity to resit in March of year 11 this is 50% of the assessment.

#### **Unit 19: Understand the equipment and nutritional needs from birth to 5 years (internally assessed 25%)**

Learners will engage in practical activities based around the scenario that a new nursery is being opened - to help them to understand the equipment children will need from birth to 5 years and produce nutritious dishes that are suitable for small children. During this time we will:

- Evaluate the suitability, cost, design, practicality and durability of a range of travelling, sleeping, feeding and other equipment needed by children, and produce a detailed report on our recommendations for a nursery to enable them to purchase the suitable equipment
- Research and produce a leaflet for nursery staff to help them understand the healthy eating advice for under 5s and the function and sources of essential nutrients
- Plan and cook 2 healthy meals that could be served to children in the nursery

**Unit 20: Child study (internally assessed 25%)**

Learners will work with a child aged up to 5 years, and will study the child engaging in 2 different play activities, again this involves practical activities working with a child of their choice

During this time the learner will:

- carry out and evaluate appropriate research on physical, intellectual and social milestones and produce a report
- Research and produce a power point on the benefits and types of play
- use research to select, plan and justify activities which will enable them to observe physical development
- carry out 2 observations of a child engaged in 2 play activities to assess their development ,record their observations and analyse and evaluate observations, recognising change and progression in development and comparing against developmental milestones.

**What knowledge and skills will the learners develop as part of this qualification and how might these be of use and value in further studies?**

The course will provide learners with a solid understanding of children's learning and development that will help them to make choices about further study and career options. They will finish the course having developed a wide range of practical skills some of which are particularly helpful for a career in the childcare sector such as observing, communicating and working with children and other skills which will be valuable no matter what career path they choose. These include skills in research, communication, decision-making and problem-solving.

For more information see Miss Edwards or visit; [Cambridgenationals.co.uk](http://Cambridgenationals.co.uk)

# COMPUTER SCIENCE

## GCSE

**This course would suit students who wish to:**

- Develop their understanding of current and emerging technologies, understanding how they work and applying this knowledge in a range of contexts.
- Acquire and apply knowledge, some technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.
- Use their knowledge and understanding of computer technology to become independent and discerning users of IT, able to make informed decisions about the use and be aware of the implications of different technologies.
- Acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts.
- Develop computer programs to solve problems.
- Develop the skills to work collaboratively.
- Evaluate the effectiveness of computer programme/solutions and the impact of, and issues related to, the use of computer technology in society.

### **Course Content**

Candidates create solutions to computing tasks from a set of options supplied by OCR.

### **Assessment**

**Component 1:** Computer systems – • Systems architecture

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

Written paper for 1½ hours – 50% of the total mark.

**Component 2:** Computational thinking, Algorithms and programming

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

Written paper for 1½ hours – 50% of the total mark.

**Component 3: – Programming project controlled assessment**

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

20 hours – must complete as part of the course.

**Progression routes from this course could include:**

BTEC ICT, computer programming, HTML, coding and web developing.

For more information see Mrs Wentworth or Mr Warhurst.

# CONSTRUCTING THE BUILT ENVIRONMENT

## WJEC Level 1/2 Award

### Introduction

The award in construction is a two-year programme which we deliver in the Engineering Centre. The course is aimed at capable and motivated students who would like to develop their knowledge, skills and understanding in the construction industry and experience the 'real' work-place within the industry.

This qualification is equivalent to one grade 9–5 GCSE and is designed to provide the knowledge, understanding and skills necessary to prepare students for possible further studies within the field of construction.

### What will it involve?

**There are 3 units in the course, these are:**

- Safety and security in construction
- Practical construction skills
- Planning construction projects

### Assessment

There will be 2 externally assessed units and 1 internally assessed. The 2 externally assessed units are worth 50% of the course and the internally assessed unit is worth 50% of the course. Each unit will be assessed against grading criteria set by the course awarding body. A variety of assessment methods will be used including performance observation, written evidence, case studies and projects. Emphasis is placed on the practical application of the grading criteria, providing wherever possible, a realistic scenario for students to develop.

### Entry Requirements

You must:

- be able to work safely in a potentially dangerous environment;
- be willing to try all aspects of this course and be able to work as part of a team;
- complete an application form and attend a short interview.

### Progression routes from this course could include:

Students achieving the level 2 qualification will be able to progress to:

- an advanced apprenticeship programme;
- other level 3 courses including BTEC and AS/A Levels;
- employment with training.

For more information see Mrs Stafford and Mr Isaac.

# CREATIVE iMEDIA

## Cambridge Nationals Level 1/2

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy.

Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This qualification will help students develop specific and transferable skills such as research, planning and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

The mandatory units of pre-production and creating digital graphics underpin the qualification and reflect key industry skills. The pre-production skills unit is assessed through an examination and contributes 25% of the marks for the Certificate size qualification. The wide range of optional units cover different media disciplines allowing students a course that will motivate them, appeal to a range of learning styles and allow students to demonstrate their ability and passion. Each optional unit is assessed through a practical task-based assessment with OCR-set tasks to support students in producing assessment evidence.

### THE QUALIFICATION

This qualification is available in three sizes, the most popular of which is 120 Guide Learning Hours and is equivalent to a GCSE in both size and rigour. It will fit into a study programme at Key Stage 4

Units	Qualification title	GLH	Award 60 GLH	Certificate 120 GLH
<b>Mandatory</b>				
RO81: Pre-production skills	Written Paper 1 hour 15 minutes	30	M	M
RO82: Creating Digital graphics	Centre assessed task, OCR moderated	30	M	M
<b>Optional</b>				
RO85: Creating a multipage website	Centre assessed task, OCR moderated	30	N/A	O
RO90: Digital photography OR	Centre assessed task, OCR moderated	30	N/A	O
RO90: Developing digital games	Centre assessed task, OCR moderated	30	N/A	O

### MANDATORY UNITS

#### Unit R081: Pre-production skills

This first unit underpins the other learning in this qualification. Students will learn about how to plan pre-production effectively including understanding of client requirements and reviewing pre-production briefs. They will use this knowledge in the optional units when they develop their own media products.

This unit also provides excellent transferable skills such as project planning which will be useful in a wide variety of contexts. This unit is externally assessed through an OCR set and marked 1 hour 15 minute exam. A sample test can be downloaded from the website, where you can also find past papers and examiner's reports.

### **Unit R082: Creating digital graphics**

Digital graphics are a key part of most digital products and this mandatory unit will help support the other optional units in the suite. Students will learn the basics

of digital graphics and editing for the creative and digital media sector, considering client requirements that they learnt about in R081.

## **OPTIONAL UNITS**

### **Unit R085: Creating a multipage website**

This unit enables students to understand the basics of creating multipage websites. Students will use their creativity to combine components to create a functional, intuitive and aesthetically pleasing website against a client brief.

### **R090: Digital photography**

In this unit students will learn about different types of digital photographic equipment, features and settings. They will then plan and execute a photo shoot, producing a final portfolio for a client brief.

### **R092: Developing digital games**

In this unit students will plan a digital game, create and edit and then test the game with a focus group, identifying any areas for improvement.

### **Progression routes from this course could include:**

Further education; higher level Cambridge technical, College, Sixth Form, apprenticeships or work based programmes.

For more information see Mrs Wentworth or Mr Warhurst.

# **DESIGN AND TECHNOLOGY PRODUCT DESIGN GCSE**

## **This course would suit students who:**

- Enjoy creative design and problem solving.
- Have a practical attitude and a mature approach to safe working practices.
- Are self-motivated and able to meet deadlines.
- Have the ability to carry out self-assessment and respond accordingly by setting themselves challenging targets.

## **Course Overview**

This course is designed to encourage students to design and make products with creativity and originality, using a range of materials and techniques. Students will be enthused and challenged by the range of practical activities possible. A working knowledge of woods, metals, plastics and composite materials will be required, but other materials may be used in addition. Students will learn about “good design” and how to communicate their ideas through drawing, modelling and computer aided design (CAD).

During Year 10 students will build their knowledge and skills through a range of practical design and make tasks. During Year 11 they will undertake one extended controlled assessment task demonstrating this knowledge and skill in designing and making.

## **Assessment**

Controlled assessment task - 50% of the final mark is given to the product manufactured and the supporting design folder produced.

Written examination - 50% of the final mark tests the student’s knowledge and understanding of design, materials, equipment, methods of manufacture.

## **Progression routes from this course could include:**

A Level Product Design and then a vast range of university courses including Product Design, Engineering and Architecture. There are also diplomas in manufacturing, product design or engineering at level 3 leading to apprenticeships and employment.

For more information see Mrs Birtles.

# DRAMA GCSE

## **This course would suit students who:**

- Have enjoyed drama at KS3 and show a commitment to the subject.
- Are able to write, spell, punctuate and structure a report.
- Are able to work collaboratively and co-operatively with others and be able to use their imagination.
- Are able to write, spell, punctuate and structure responses to exam questions on a set text.

In year 10 students will be building on the skills and knowledge to prepare them for coursework and examination in year 11 by participating in theme and issue based schemes of learning which are tailored to the course requirements.

Year 11 – OCR's GCSE (9 – 1) in Drama (J316)

## **SUMMARY OF ASSESSMENT AND CONTENT OVERVIEW:**

### **Unit 01/02: Devising drama**

Non-exam assessment: internally assessed, externally moderated

30% of qualification

60 MARKS

- Learners will research and explore a stimulus, work collaboratively and create their own devised drama.

### **Unit 03: Presenting and Performing Texts**

Non-exam assessment: (Visiting examination)

30% of qualification

60 MARKS

- Learners develop and apply theatrical skills in acting or design by presenting a showcase of two extracts from a performance text.

### **Unit 04: Drama: Performance and response**

Written examination: 1 hour 30 minutes

40% of qualification

80 MARKS

Learners will explore practically a performance text to demonstrate their knowledge and understanding of drama.

Learners will analyse and evaluate a live theatre performance.

**Progression routes for this course could include:**

Further work/study options open to GCSE drama students range from BTEC extended certificate in performing arts acting, theatre studies AS/A2 Level, performing arts/drama courses, drama school and vocational courses. Drama is also a valuable tool for any future Higher Education course or career as it requires excellent personal and social skills, co-operation, team work, co-ordination, self-discipline, creativity and the obvious acting skills.

For more information see Ms Rodgers.

# **GEOGRAPHY GCSE**

## **This course would suit students who:**

- Have a genuine interest in the world around them and want to gain a better understanding of their place within it.
- Are interested in current events around the world and want to further their understanding of different cultures and people.
- Want to learn about the physical environment and the processes that have helped to shape it.
- Have the ability to work independently and want the chance to undertake fieldwork beyond the classroom setting.

## **If you choose to study Geography it will help you to:**

- Develop your knowledge and understanding of geographical concepts and appreciate the relevance of these to our changing world.
- Appreciate the differences and similarities between people's views of the world, its environments societies and cultures.
- Develop and apply learning to the real world through fieldwork and other out of classroom learning.

## **Course content and assessment**

The department have offered the **EDEXCEL GCSE** course from 2016 which is divided into three core sections:

### **The Physical Environment**

- Changing landscapes of the UK – specific focus on rivers and coasts.
- Weather hazards and climate change
- Ecosystems, biodiversity and management.

### **The Human Environment**

- Changing cities
- Global development
- Resource management – this will focus on either water or energy.

### **Geographical Investigations: Fieldwork and UK Challenges.**

- Geographical investigations – physical environments (rivers or coasts)
- Geographical investigations – human environment (urban or rural)
- UK Challenges.

The course structure is shown in the table below:

<b>Component 1: The Physical Environment (37.5%)</b> <b>Written exam: 1½ hour</b> <b>94 marks including 4 marks for spelling, punctuation, grammar and use of specialist terminology.</b>
The exam includes multiple-choice, short open, open response, calculations and 8 mark extended writing questions.
<b>Component 2: The Human Environment (37.5%)</b> <b>Written exam: 1½ hour</b> <b>94 marks including 4 marks for spelling, punctuation, grammar and use of specialist terminology.</b>
The exam includes multiple-choice, short open, open response, calculations and 8 mark extended writing questions.
<b>Component 3: Geographical Investigations: Fieldwork and UK Challenges. (25%)</b> <b>Written exam: 1 ½ hours</b> <b>64 marks including 4 marks for spelling, punctuation, grammar and use of specialist terminology.</b>
The exam includes multiple-choice, short open, open response, calculations and 8 mark extended writing questions.

**There are no tiered papers** for GCSE geography. Students will sit the strengthened two year course examinations which will prepare them for A Level and beyond. All assessments are completed at the end of the two years.

### **Options for the future:**

Geographers acquire a wide range of skills and therefore have a wide range of choices available to them. Clearly there is the progression to a range of A Level studies including geography, environmental science or business studies. Careers relating to geography include: teaching, GIS planning, town planning, environmental consulting, transport planning, tourism, hospitality, property, finance and many more.

For more information see Mrs Warrington, Mrs Lomas or Miss Heywood.

# HISTORY

## GCSE

### **Aims of the course:**

History is the story of mankind and covers the great achievements and successes of the human race, and its spectacular failures. Any study of history investigates the great diversity of human life, power, money, living conditions, invention, science, religion and war.

In order to understand the present we have to understand the past. Without knowing what we have already done we have no way of understanding what we can do and what we might achieve in the future. History helps us to understand ourselves, other people and other cultures. It encourages a more compassionate and humane outlook. History is a great story.

**Course Content** - From September 2018, the history department will follow the AQA syllabus.

### **1. A period study - Germany, 1890–1945: Democracy and dictatorship**

This period study focuses on the development of Germany during a turbulent half-century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them

### **2. Conflict and tension between East and West, 1945–1972**

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

### **3. Thematic Study - Britain: Health and the people: c1000 to the present day**

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

#### **4. British depth study - Elizabethan England, c1568–1603**

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

#### **Assessment;**

Students will be assessed through 2 written exams at the end of the course, which will count for 100% of their overall mark. Each paper will be 1hr 45mins and out of 84 marks.

#### **Progression routes from this course could include:**

A Level in history, law, government and politics and sociology, leading to a relevant University degree if desired. GCSE history provides a foundation for careers in law, management, journalism, the police, public relations and teaching, but will also provide the skills to succeed in many other careers.

For more information see Mr Warrington.

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# HOSPITALITY AND CATERING

## WJEC Level 1/2 Vocational Award

This qualification is a **practical food based** course set in a **real life context** within the hospitality and catering industry, which is a central part of the economy of Buxton! The course **is new this year** and the current Year 10 are enjoying their studies. The course is very hands on and the students will be required to bring in ingredients from home each week to cook a wide range of dishes. Some weeks we all make the same dish to practice a certain skill, such as making choux pastry, and at other times they are given a brief to follow, for example preparing 2 gluten free items that could be served at a buffet.

### Unit 1: The Hospitality and Catering Industry

This is the exam unit worth **40%** of the qualification. The exam is done online and is known as an e-assessment.

You will learn about:

- The different parts of the industry such as; public and private sectors and food service systems
- Different types of hospitality and catering establishments and the jobs that are available within them such as; front of house and back of house roles
- Training opportunities and working conditions in the industry
- How different situations require different catering provisions, for example schools compared to wedding venues or hospitals
- How a professional kitchen operates
- What makes a successful business
- Correct food hygiene and safety practices and laws

We teach this through practical activities and visits to catering establishments.

### Unit 2: Hospitality and Catering in Action

This unit is internally assessed and is worth **60%** of the qualification.

Students will learn about various topics including:

- Nutrition
- Dietary needs
- How cooking can affect nutritional value
- Menu planning and meeting customer needs
- How to produce quality dishes for a menu
- How to prepare and cook dishes using a range of commodities such as meat, fish, eggs, cereals, fruit and vegetables, etc
- Advanced cooking skills
- Presentation techniques

They will then complete an internally assessed task in response to a set brief, the time allowed for this is 9 hours.



For example:

A new 5\* hotel is opening in the popular tourist town of Buxton. The chef wants the menu to reflect the diverse needs of customers and local people in a fixed price tasting menu.

- Propose 4 suitable dishes including nutritional information and discussion of their suitability for the menu.
- Produce a detailed time plan for two of the dishes.
- Prepare, cook and present 2 dishes.

### **Who would like this course?**

If you enjoy cooking and like learning about food then you will love this course! It may also appeal to people who like to learn about how businesses work and the world of work.

### **Does it mean I will be a chef?**

Not at all. The course teaches you about all areas of the hospitality and catering industry and there are hundreds of different jobs within this from hotel manager, wedding planner and front of house working with the public - even on airlines or cruise ships.

If you would like to set up your own food based business one day like cake decorating, a street food van, making and selling your own cheese or ice cream then this could be for you.

Other careers that this course links to are medicine, nursing, sports therapy and nutritionist, dietician, nutritionist, food scientist, supermarket buyers and so on. There are literally millions of jobs that link to food, just think of all the places there are in Buxton and the world that are linked to selling, serving, producing and manufacturing food in some way.

For more information see Miss Edwards



# MODERN FOREIGN LANGUAGES FRENCH, GERMAN and SPANISH GCSE

## GCSE FRENCH, GERMAN AND SPANISH

Do you want to follow a course which is exciting, challenging and essential in preparing you for the world of university and work?

Opting to study a language at GCSE means that you can

- Earn up to 20% more per year than an employee with no qualifications in languages.
- Travel with confidence and enjoy exploring new cultures.
- Develop a wide range of transferrable skills, significantly improve your memory and increase your brain capacity. This will help you achieve well in your other subjects.

**This course would suit students of all abilities who:**

- Enjoy speaking languages spontaneously in pair and group settings.
- Want to develop their ability and ambition to communicate with native speakers in speech and writing.
- Recognise that studying a language will help them to take their place in a multilingual global society.
- Will commit to carrying out regular learning of vocabulary and independent study.
- Are interested in deepening their knowledge about how languages work, enjoy spotting grammar patterns and playing with words.

## COURSE CONTENT

GCSE course content has been revised to become relevant and effective in preparing learners for the world of work.

The new GCSE courses in French, German and Spanish cover the topic areas of:

### 1. Identity & culture

Learning to speak, write and understand people talking about themselves, their lives, their interests, their use of social media and mobile technology, and their cultural backgrounds.

### 2. Local, national, international and global areas of interest

Learning to communicate about social and global issues such as charity/voluntary work, healthy/unhealthy living, the environment, poverty, homelessness and travel and tourism.

### 3. Current and future study and employment

Developing the ability to discuss academic studies, ideas about education post 16, and career choices and ambitions.

## ASSESSMENT

This qualification is linear. It is assessed through 4 exams at the end of Y11. GCSE French, German and Spanish have a Foundation Tier (grades 1-5) and a Higher Tier (grades 4-9). Each skill area (listening, speaking, reading and writing) counts for 25% of the final grade.

**PROGRESSION ROUTES FROM THIS COURSE COULD INCLUDE:**

A Levels, college courses e.g. travel & tourism, business language competence. European languages can give students much more flexibility in where they will be able to work in future years. UK employers have a shortage of people with language skills and these are vital for the continued development of the United Kingdom economy. In addition to this, if you are thinking of going into higher education, universities and other institutions often look at GCSE qualifications in a foreign language as a valuable asset.

For more information see Mrs Desforges or Miss Gould.

## MUSIC - ROCKSCHOOL

**RSL Level 1/2 Certificate in Performance for Music Practitioners**

**RSL Level 1/2 Certificate in Technology for Music Practitioners**

**RSL Level 1/2 Certificate in Composition for Music Practitioners**

This qualification provides a vocationally relevant course in popular music, which allow for progression into a higher level of study and/or the industry.

### **This course would suit students who:**

- have a passion for music and/or music production;
- enjoy working creatively with others;
- enjoy music from a multitude of genres.

### **Learners will:**

- understand theoretical and contextual issues relating to music style, audience and the music industry;
- perform effectively on their instrument/voice (if the performance pathway is chosen);
- rehearse and display musicianship skills;
- initiate and develop repertoire;
- rehearse effectively and perform music live;
- understand relevant aspects of music technology.

### **Course Content:**

A minimum of 20 credits must be completed. 8 credits are obtained from the learners selected pathway -

**Music Performance** where the core unit is 'Live Music Performance'

**Music Technology** where the core unit is 'Live Sound Recording'

**Music Composition** where the core unit is 'Composing Music (Ideas)'

The course is designed so that learners from all three specialties can work collaboratively on projects.

Other units may include:

- Listening to Music (4 credits);
- Organising a Music Event (8 credits);
- Instrumental Study (8 credits);
- Music Style Development (4 credits);
- Music Sequencing and Production (8 credits).

The qualification is **100% coursework** where 40% is externally assessed and 60% internally assessed. The externally assessed core unit takes the form of a timed assessment under controlled conditions based on an assignment set and marked by RSL. The remaining units are optional units and are internally assessed.

**Progression routes for this course could include:**

Level 3 Music courses including A Level, BTEC and RSL Level 3 qualification for Music Practitioners. College/University courses in Music or associated performing arts. Typical employment progression is to areas such as performing/recording artist, music producer, composer, music entrepreneur or industry professional.

For more information see Mrs Reddy.

# PHYSICAL EDUCATION AND SPORT

## PHYSICAL EDUCATION

### GCSE

#### **This course would suit students who:**

- Are enthusiastic, committed and competent in a variety of sporting contexts.
- Have a conscientious and hardworking approach to the theory aspect of the course.
- Have the ability to work independently to produce a quality piece of coursework in a chosen sport.

#### **Course content**

##### **1. The theoretical component – 60% of the overall mark**

The areas of study in the theoretical component of the course are split into 2, each assessable by a one hour written examination at the end of the course:

**Paper 1** (30% of the overall qualification) – The human body and movement in physical activity and sport.

Content:

- Applied anatomy and physiology e.g. how the human body works and functions during physical activity and the physiological adaptations that can occur due to diet and training.
- Physical training e.g. develop knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

**Paper 2** (30% of the overall qualification) – Socio-cultural influences and well-being in physical activity and sport.

Content:

- Socio-cultural influences e.g. develop an understanding of how sport impacts on society and exploring the influences of sponsorship and the media.
- Sports psychology and health e.g. theories related to acquiring movement skills and key psychological concepts affecting performance.
- Fitness and well-being e.g. the physical, emotional and social benefits of sports participation will be understood as well as the consequences of a sedentary lifestyle.

##### **2. The practical component – 40% of the overall mark**

Students will study a minimum of **3** different activities (1 team, 1 individual and 1 more from either list), each activity being worth 10% of the overall qualification. The list of activities is stipulated by the Department for Education. Here are examples of some of the activities we may offer / assess as part of our course delivery at BCS:

<b>Team Activity</b>	<b>Individual Activity</b>
Association Football	Amateur Boxing
Badminton - doubles	Athletics
Basketball	Badminton - singles
Cricket	Golf
Dance	Rock Climbing
Hockey	Rowing
Netball	Skiing / Snowboarding
Rugby Union	Swimming
Table tennis - doubles	Table tennis – singles
Tennis - doubles	Tennis – singles
Volleyball	Trampolining

A comprehensive list of assessable activities can be found on the following link:  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/447738/GCSE\\_activity\\_list\\_for\\_PE.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447738/GCSE_activity_list_for_PE.pdf)

The practical coursework is worth 10% of the qualification and consists of completing an analysing and evaluating performance task. Students have 14 hours of informal supervision whilst they analyse and evaluate their own performance in an activity (from the practical performance list), evaluating strengths and weaknesses of performance and producing an action plan for improvement.

## **Assessment**

### **Theory (60% of the total mark)**

Students will sit **TWO** 1 hour written papers at the end of Year 11. The papers will assess knowledge, understanding and application and are worth 60% of the overall course mark (30% from each paper).

### **Practical (40% of the total mark)**

**THREE** different activities must be presented for assessment. All coursework is marked by the teacher, moderated across the Physical Education team in school and is then moderated by an external moderator in Year 11. This is worth 30% of the total course mark. The coursework component completed under controlled conditions is worth 10%.

### **Progression routes from this course could include:**

- A Level Physical Education in the sixth form at BCS.
- BTEC level 3 diploma in sport.
- Work based training in the sports and leisure industries.

For more information see any member of the Physical Education team.

# PSYCHOLOGY

## GCSE

### What is Psychology?

Psychology is the scientific study of human and animal behaviour. It is an increasingly popular subject to study at all levels (GCSE, A Level and degree level). The skills gained from studying psychology are in growing demand in many professional areas including advertising, all types of management, caring and healthcare professions such as working with children and adults, and therapeutic and clinical roles.

### This course would suit students who:

- Are interested in finding out about why people behave in the way that they do.
- Like to learn through discussion based activities and enjoy doing practical work.
- Are highly motivated, organized and committed to regular assessment.
- Might be interested in a career working with children or adults, in education or healthcare.

*OCR's GCSE (9–1) specification in Psychology is designed to inspire and engage learners by providing a broad, coherent, satisfying and worthwhile course of study which develops an understanding of the ideas and values that characterise 'self' and others. Learners will be equipped with a psychological literacy that enables them to apply their knowledge and skills in their everyday lives, including making informed decisions about further study and career choices.*

### Course Content

There are two units that make up the GCSE psychology course. Students will take both Unit 1 and Unit 2 examinations at the end of Year 11. Each unit is worth 50% of the final GCSE grade. There is no coursework element to the course, but students will undertake practical work as part of their learning about the different methods used by psychologists to study people and their behavior. The scientific principles which underpin psychology are an integral part of the course and students will have to learn how to present findings in a scientific manner. Research methods will feature as a section on both papers alongside 3 topic elements:

#### Unit 1

The three topics studied in this unit are:

1. Criminal psychology
2. Development
3. Psychological problems

In relation to the psychological problems unit, OCR state that:

*OCR are enriching and supporting their qualification by working with 'Time to Change', England's biggest programme to challenge mental health stigma and discrimination, run by the charities Mind and Rethink Mental Illness. This course will also suit individuals who are keen to learn more about individual differences, specifically mental illness, and may be considering a career in this field*

## **Unit 2**

The three topics studied in this unit are:

1. Social influence
2. Memory
3. Sleep and dreaming

For each of the topics studied, content will relate to:

- key concepts
- theories/explanations
- research studies
- real-life applications.

Learners will also be required to study two core studies to support the content of related theories. For each core study, learners should 'tell the story' in a scientific manner. Students will learn how to become critical thinkers and need to develop skills in evaluation.

## **Methods of assessment**

There is one examination for unit 1 and one examination for unit 2. Both examinations are 90 minutes long and are taken at the end of Year 11. Each exam is worth 50% of the final GCSE grade and the GCSE grades available are from 9-1.

## **Progression routes from this course could include:**

GCSE psychology provides students with the necessary skills required for most careers, if not all. The skills developed are highly transferable especially as psychology is now classified as a science subject. Many students go on to study psychology A Level, and many go on further to study psychology at university. Possible careers include any psychological career; clinical, forensic, health, sport, education, counselling etc (see the careers pages on the British Psychological Society website). Other pathways include courses that involve working with people of all ages (nurseries, teaching, and mental illness).

For more information see Miss Howells or Miss Barratt

## **CAREERS EDUCATION AND GUIDANCE AND EMPLOYABILITY**

Through this programme, we aim to help students to:

- realise their own strengths and aptitudes;
- understand all of the options available to them after Year 11;
- provide students with impartial information, advice and guidance on the best way to achieve their ambitions.

The School works with a range of partners to deliver the careers programme.

These include:

- Post 16 providers and higher education institutions.
- Employers and training providers.
- Parents and carers.
- Community organisations such as Rotary.
- Alumni.
- Derbyshire County Council.
- D2N2 – Derbyshire and Nottinghamshire Local Enterprise Partnership.

There is a planned programme of learning experiences constructed around PSHE days, assemblies, events, visits, work-related learning, online and printed information, group work and individual interviews.

During Year 10 students will be given introductory information about choices after Year 11. Students will have the opportunity to make use of the Careers Library, use online resources, including Unifrog, and work with the School's Careers Education and Guidance Coordinator. Students will take part in Futures Week near the end of Year 10, which is a week of activities and visits to inspire and educate them about their future choices, and to develop employability skills.

During Year 11 students will undertake more detailed preparation for their post 16 choices to guide them towards making decisions.

Students will attend talks on different options and will be provided with prospectuses and supporting literature, including information on Sixth Form and College open evenings, apprenticeships and how to apply. They will update their CVs and there will also be the opportunity to attend a 'practice' interview, organised with members of Buxton Rotary Club.

Students will be able to access impartial careers advice and following any student's individual interview, they will be given a summary of guidance.

# PASTORAL SUPPORT

## Options Choices – Support and Information Available to Students

As the time for choosing Year 9 Options approaches, students will be able to make use of:

- support provided by tutors;
- information provided by subject staff;
- an options assembly;
- an information evening;
- careers information held within the LRC and careers programmes subscribed to by school;

### Key Date Reminder:

<b>Year 9 Information Evening with a presentation to parents</b>	<b>Thursday, 28<sup>th</sup> February 2019 6.00 – 8pm</b>
<b>Options completed and forms submitted to your tutor</b>	<b>Friday 8<sup>th</sup> March 2019</b>

## Y10 Options 2019 – 2021

Name:	Tutor group:		
<p>Students will take the following Core subjects:</p> <ul style="list-style-type: none"> <li>• English Language (GCSE)</li> <li>• English Literature (GCSE)</li> <li>• Maths (GCSE)</li> <li>• Philosophy and Ethics (GCSE)</li> <li>• Physical Education</li> <li>• Science (Combined or Triple GCSE)</li> </ul> <p>In addition each student will need to choose 3 further options, one from each column.</p> <p><b>Hand one copy of this form to your tutor by Friday 8<sup>th</sup> March 2019 at the latest. (Keep the 2<sup>nd</sup> for your records)</b></p> <p>Write your preferred options in the blank box at the bottom of each column - A, B and C. Please include 3 reserve choices in the boxes below.</p>	<b>Option A</b>	<b>Option B</b>	<b>Option C</b>
	History	Art	Art
	Geography	Drama	Music - Rockscool
	French	Child Development	Hospitality and Catering
	German	Computer Science	Business Studies
	Spanish	Creative iMedia	Geography
		History	Product Design
		Psychology	Psychology
		Physical Education	Construction
Options Choices			
Reserve Choices			
Parent's/Carer's signature:		Date:	

It is essential that reserve choices are entered in each option column in case courses do not run or are full.

All courses are GCSE or GCSE equivalent – see subject entries in booklet for more information on vocational awards.

If students wish to achieve the EBACC they should take a Modern Language **and** Geography or History.

## Y10 Options 2019 - 2021

Name:	Tutor group:		
<p>Students will take the following Core subjects:</p> <ul style="list-style-type: none"> <li>• English Language (GCSE)</li> <li>• English Literature (GCSE)</li> <li>• Maths (GCSE)</li> <li>• Philosophy and Ethics (GCSE)</li> <li>• Physical Education</li> <li>• Science (Combined or Triple GCSE)</li> </ul> <p>In addition each student will need to choose 3 further options, one from each column.</p> <p><b>Hand one copy of this form to your tutor by Friday 8<sup>th</sup> March 2019 at the latest. (Keep the 2<sup>nd</sup> for your records)</b></p> <p>Write your preferred options in the blank box at the bottom of each column - A, B and C. Please include 3 reserve choices in the boxes below.</p>	<b>Option A</b>	<b>Option B</b>	<b>Option C</b>
	History	Art	Art
	Geography	Drama	Music - Rockscool
	French	Child Development	Hospitality and Catering
	German	Computer Science	Business Studies
	Spanish	Creative iMedia	Geography
		History	Product Design
		Psychology	Psychology
		Physical Education	Construction
Options Choices			
Reserve Choices			
Parent's/Carer's signature:		Date:	

It is essential that reserve choices are entered in each option column in case courses do not run or are full.

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If students wish to achieve the EBACC they should take a Modern Language **and** Geography or History.