Key Stage 4 Curriculum

Year 9 Options Booklet 2011
Welcome to the Options Booklet

“Whatever you dream, you can do. Begin it.
Boldness has genius, power and magic in it.
Begin it now.” Goethe

Welcome to the Options Booklet 2011 – 2013. This booklet is designed to inform Year 9 students and their parents/carers about the curriculum choices available to students in Key Stage 4.

The National Curriculum allows a certain amount of choice within a broad and balanced curriculum. The St Marylebone School ensures that a wide variety of options are open to all. We advise you to read about all of the subjects available. It is important that you and your daughter consider which subjects will offer her the greatest chance of success, regardless of what her peers are doing, or what is considered a fashionable or popular subject. All of the courses require determination, dedication and enthusiasm.

You will have an opportunity to speak to subject teachers about their recommendations at the Options Evening on Wednesday 6th April 2011. Students will make their final decisions during interviews with Senior Members of Staff, which will take place between 26th April and 5th May. Parents/carers are welcome to attend these interviews with their daughters.

By choosing the right courses now, your daughter will equip herself with the skills, knowledge and aptitudes required for the career(s) of her choice, even while her ideas about this are still evolving. Our staff are available to offer guidance and support in making these important decisions.

I will be working closely with Mr Goldstein, Head of Year 9, to ensure the options process goes smoothly. On behalf of the school, Mr Goldstein and I would like to wish all of the students success in their choices and in the paths they choose and the Key Stage 4 Team look forward to welcoming your daughter in September.

Miss Wallis
Senior Teacher

s.wallis@stmarylebone.westminster.sch.uk

A copy of this booklet can be found on the school website:
www.stmaryleboneschool.com
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<td><strong>Wednesday 30(^{\text{th}}) March – Choices Assembly</strong></td>
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<td>A Year 9 assembly to explain the Options process and students will receive a copy of this Options Handbook.</td>
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<td><strong>Wednesday 6(^{\text{th}}) April - Options Information Afternoon and Evening</strong></td>
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<tr>
<td>A carousel afternoon designed for Year 9 students. You will find out more information about each options subject.</td>
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<td>An informal evening where you and your parents will have the opportunity to find out more in more detail about what each course offers. Heads of Learning and Subject Teachers will be in the main hall promoting their courses and offering advice and guidance. You will have the opportunity to speak to Key Stage 4 students.</td>
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<tr>
<td><strong>26(^{\text{th}}) April – 5(^{\text{th}}) May - Options Interviews and Choices Deadline</strong></td>
<td></td>
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<tr>
<td>You will have an appointment with a member of the Senior Leadership Team. This will give you the opportunity to discuss your option choices and make a final decision. You and your parent/guardian must sign the Options Form and hand it in during this appointment. The member of SLT will then hand the form to Miss Wallis.</td>
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<tr>
<td><strong>Term 6 - Course Confirmation</strong></td>
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<tr>
<td>You will receive confirmation of your options choices in June. If there are any problems with your choices, you will hear from Miss Wallis before this date.</td>
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Options Policy

It is the aim of the school to make as many subjects as possible available to all students. However, this is not always possible as the school also wishes to provide opportunities for all students to succeed.

Our intake is fully comprehensive; consequently not all courses are accessible to, or suitable for, all students. Notice will be taken of the student’s prior attainment and motivation in the subject.

The compromise accepted is that Heads of Learning recommend students for the subjects in which they are most likely to succeed. In the light of this, the options should be seen more as guided curriculum choices.

Options Process:

In February/March, Heads of Learning identify students for whom their subject would be a positive choice.

All students follow GCSE’s in Maths, English, English Literature, Science, RE and ICT.

The Science Department will decide, in the light of National Curriculum Levels, the students who would be suitable for Triple Science, and those suitable for the 2 year BTEC course in Health and Social Care. Only those achieving National Curriculum level 6 and above will be able to take the three separate sciences at GCSE (option column A).

All students will study the Short GCSE course in Religious Studies although some have the chance to take the full GCSE. The examination will be taken at the end of Year 10.

The remaining subjects will be divided into FOUR option groups.

Due to the introduction of the English Baccalaureate pupils should choose one subject from each of the following two groups if it is likely that these can be passed at grade C or above along with English, Maths and two Sciences.

- French, Spanish, German or Latin AND History or Geography

Option groups with fewer than 15 students may not run. In the event of a course not running, students will be placed in the reserve course selected. In the same way, if a subject is over-subscribed, some students will be put into their reserve subjects. Students will be notified if this is the case and will have a chance to amend their choices if this is possible. Therefore it is very important to have well thought out reserve Options. Late changes may be possible depending on reason for change, if space is available on the course and with parental support.

Once the courses have started in Year 10 no changes will be possible.
## What do the qualifications mean?

<table>
<thead>
<tr>
<th>What is an Entry Level Certificate?</th>
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<tbody>
<tr>
<td>Entry Level Certificates are subject-based qualifications targeted at 14 – 16 year olds. This level is below that of a GCSE.</td>
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<table>
<thead>
<tr>
<th>What is a BTEC?</th>
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<tbody>
<tr>
<td>BTEC stands for Business Technology Education Council. BTEC qualifications are suitable for a wide range of students and are closely linked to the world of work. Each qualification is made up of short units and the number of units taken depends on the BTEC level being taken. These qualifications are 100% coursework and students need to complete a portfolio of evidence to show they have met the assessment criteria.</td>
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</table>

<table>
<thead>
<tr>
<th>What is a GCSE?</th>
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<tbody>
<tr>
<td>GCSE stands for General Certificate in Secondary Education. It is a qualification that is recognised and valued by schools, colleges and employers, so will be useful whatever students are planning to do for their post 16 education. The qualification involves studying the theory of a subject, combined with some investigative work. Some subjects may also involve practical work. GCSE’s are graded A* - G.</td>
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<table>
<thead>
<tr>
<th>What is a GCSE short course?</th>
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<tbody>
<tr>
<td>A GCSE short course only covers half of the content and students gain a half GCSE grade. It allows students to gain qualifications in compulsory subjects such as Religious Studies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is controlled assessment?</th>
</tr>
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<tbody>
<tr>
<td>Controlled assessment is a new form of internal assessment of the work of the course. Replacing coursework, controlled assessment:</td>
</tr>
<tr>
<td>- encourages a more integrated approach to teaching, learning and assessment</td>
</tr>
<tr>
<td>- enables teachers to confirm that pupils carry out the work involved</td>
</tr>
<tr>
<td>Controlled assessment differs from both coursework and external examinations. It may, for example, allow supervised access to sources, such as the internet, for research purposes.</td>
</tr>
<tr>
<td>Not all GCSEs have controlled assessment. Some subjects still have the original format of coursework.</td>
</tr>
</tbody>
</table>
What is the English Baccalaureate?

The English Baccalaureate (EBAC) is a new academic award for GCSE students. The Government have introduced a **new award** for GCSE students called the **English Baccalaureate** for students achieving A*-C in a certain group of GCSE subjects.

- English
- Maths
- Core Science*
- Additional Science*
- A modern foreign language or Latin
- Geography or History

The Importance of Teaching White Paper 2010

4.21: So we will introduce a new award – the English Baccalaureate – for any student who secures good GCSE passes [A*-C] in English, mathematics, the sciences, a modern or ancient foreign language and a humanity such as history or geography. This combination of GCSEs at grades A*-C will **entitle the student to a certificate recording their achievement.**

4.24: With the proper structures in place through the introduction of the English Baccalaureate schools will have the freedom and the incentives to provide a rigorous and broad academic education.

The EBAC award has been announced with much flourish by the Secretary of State for Education, Michael Gove MP. He has argued in parliament that these subjects represent an **academic** education. When asked about the award he has argued that the Russell Group of Universities (the best of the British Universities) are the ones who have been asking for such a measure and how keen he was for pupils to take subjects at GCSE that are academic and rigorous. **As a school we are strongly advising those who can pass the English Baccalaureate subjects to take them. Why?**

1. This award is the government’s test measure of **rigorous and academic** education
2. Unlike any other measure of school performance, this one comes with a certificate from a government body (as yet unconfirmed which one).
3. The Secretary of State has strongly defended the introduction of the award and is keen to expose the number of students who **fail** the award nationally by adding it to school league tables.
4. In 3 years time this award may have grown in importance as an exit certificate from KS4 and, in the absence of any evidence to the contrary, the advice has to be that it should be taken. It will be too late to change in a year’s time if he goes further and makes these subjects compulsory.

**Is the award compulsory?**

It isn’t…**BUT** the government has defended the award so strongly and with such passion that it would be unwise to underestimate what the award means to them in terms of academic rigour in education. If the top universities support the award they may well ask for it at some future date. Our message to you is that if you can pass these subjects at C or higher you **should** take them.

**How will it affect my options?**

If you had intended to take French or German or Spanish or Latin **ALONG WITH** History or Geography it will not affect you at all.

If you did not intend to take one or either of those types of course then you will still have two or more options available to you to choose non-English Baccalaureate subjects.

In your information, advice and guidance meeting and on options evening you will be given more help on this matter.
Careers Education and Information, Advice and Guidance

*In order to make sound choices, pupils need to be well informed*

Throughout your school life you will be helped to develop your knowledge, understanding and skills about working life. This will include learning opportunities through your timetable, parents’ evenings, Business and Enterprise activities, PSHEE, Citizenship and extra-curricular activities.

**In KS4 you will:**

- Complete a two week work experience placement following an extensive programme that prepares you for your work experience placement and to help you make the most of your time in the world of work.
- Investigate what further education/careers would be most appropriate for you.
- Have support with any decisions you make about post 16 choices.
- Have access to information about a wide range of post 16 options.
- Further develop your personal skills.
- Understand what employers are looking for in relation to qualifications and behaviour at work, and appreciate your rights as well as the employers’ rights.
- Have an understanding of what is needed to apply for a college placement or job, including the knowledge and skills to provide the necessary paperwork and a good interview.
<table>
<thead>
<tr>
<th>Careers Education and Information, Advice and Guidance</th>
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</thead>
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<tr>
<td><strong>Information can be obtained from a variety of sources:</strong></td>
</tr>
<tr>
<td>▪ Check out the careers notice board for current careers information – this can be found in the Maths corridor.</td>
</tr>
<tr>
<td>▪ Check out the Careers Library which is located near the entrance to the school library. It has many resources regarding a whole range of careers and post 16 opportunities. The Careers Advisor is on hand to offer advice through a timetabled drop in session or by arranging a one to one appointment with them.</td>
</tr>
<tr>
<td>▪ Employers and employees are very willing to discuss subject choices with young people. Regular careers talks are given by employers from different lines of work. Listen out for confirmation of these talks via the tannoy notices and make sure you take advantage of them by attending.</td>
</tr>
<tr>
<td>▪ Subject staff are happy to tell pupils as much as you need to know about Key Stage 4 courses in their departments.</td>
</tr>
<tr>
<td>▪ Heads of Learning and subject teachers will be available to discuss your choices in detail at the Year 9 Options Evening.</td>
</tr>
<tr>
<td>▪ Form Tutors, your Head of Year and members of Senior Management are always willing to discuss any problems you may be experiencing in deciding which subject choices to make.</td>
</tr>
<tr>
<td>▪ Check out <a href="http://www.mychoicelondon.co.uk">www.mychoicelondon.co.uk</a> and <a href="http://www.connexions-direct.com">www.connexions-direct.com</a> for current information and advice you need to make the decisions and choices in your life.</td>
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<table>
<thead>
<tr>
<th>14 – 19 Pathways through St Marylebone and Westminster</th>
</tr>
</thead>
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<tr>
<td>Beginning in Year 10 the 14 – 19 curriculum progresses from Level 2 qualifications at GCSE onto Level 3 advanced courses after the age of 16. The focus of change in education is this combined 14-19 stage; it is therefore worth considering the pathways that exist from the choices taken now to post-16 study here and throughout Westminster.</td>
</tr>
<tr>
<td>Your daughter will be eligible for entry into our school sixth form within two years. By then the offer of courses may have changed but currently the choices, as with the GCSE options, are organised into columns.</td>
</tr>
<tr>
<td>The information on the next page shows subjects grouped at GCSE and post 16 courses. Not all GCSE courses in each group lead directly onto the post 16 course – more guidance on this should be sort from subject leaders and at the time of post 16 applications. The asterisked AS/A2 subjects are offered at St Marylebone Sixth Form.</td>
</tr>
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</table>
KS4 Curriculum – Core Subjects

At Key Stage 4 the National Curriculum is designed in such a way that you cannot miss out on a key subject you will need later on. This is why you still have to study the CORE subjects.

Examinable Core Subjects

- English Language
- English Literature
- Mathematics
- Science
- Religious Studies (exam taken in Year 10)
- ICT

Non-Examinable Core Subjects

- Physical Education
- Citizenship
The English Department at St. Marylebone School teaches in a way that will develop a love of the English language and its literature in all students.

High priority is given to ensuring that students are taught to communicate as effectively as possible through both the spoken and the written word. There is an enthusiastic sharing with the students of all that the world of literature has to offer, and they are encouraged to develop the skills necessary to respond critically to the information that will be presented to them throughout their lives.

In Years 10 and 11 students are prepared for two GCSE examinations, which meet the requirements of Key Stage 4, English and English Literature. We follow the OCR syllabus.

During this time students are given the opportunity to produce a range of written assignments, to show evidence of personal reading and of informed responses to a variety of texts, literary and non-literary, and to use the spoken word effectively and appropriately in different contexts.

Exam Board – Edexcel

<table>
<thead>
<tr>
<th>English Language GCSE</th>
<th>Structure of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% of the final GCSE grade</td>
<td>One final examination involving questions on non-fiction and media texts and a practical writing task.</td>
</tr>
<tr>
<td>40% of the final GCSE grade</td>
<td>Three controlled assessments: one on an extended literary text; one on imaginative writing; one on Spoken Language.</td>
</tr>
<tr>
<td>20% of the final GCSE grade</td>
<td>Speaking and listening activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Literature GCSE</th>
<th>Structure of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of the final GCSE grade</td>
<td>Three final examinations involving questions on modern drama, two prose texts and contemporary poetry.</td>
</tr>
<tr>
<td>25% of the final GCSE grade</td>
<td>Two controlled assessments one on Shakespeare and film; one on poetry.</td>
</tr>
</tbody>
</table>
Mathematics GCSE (EBAC SUBJECT)

Course Content

The Mathematics Department believes that Mathematics can be a rewarding and enjoyable challenge, and we deliver the National Curriculum with this in mind.

The Mathematics Department has a strong commitment to ensuring that all students are taught to understand and make use of real life information. Students are encouraged to absorb new ideas, cope with ambiguity and solve unconventional problems. It is these skills and not just the skill of calculation that makes Mathematics a prerequisite for so many careers.

In Key Stage 4 Mathematics, all students study the four attainment targets of:
- using and applying Mathematics
- number and algebra
- shape, space and measures
- handling data

To promote fun within Mathematics, some students will have the opportunity to enter the Intermediate (Year 10) or Senior (Year 11) Mathematics Challenge competitions. The most able mathematicians will also have the opportunity to study an advanced level free standing mathematics qualification in “Additional Mathematics”.

Exam Board – OCR modular or EDEXCEL linear

Structure of Assessment for Linear

<table>
<thead>
<tr>
<th>Linear exam:</th>
<th>Final examination – non-calculator paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% of the final GCSE grade</td>
<td>Final examination – calculator paper</td>
</tr>
<tr>
<td>50% of the final GCSE grade</td>
<td>The majority of students will be expected to do higher tier, which covers grades A* - D.</td>
</tr>
<tr>
<td></td>
<td>Alternatively, some pupils will be following a modular GCSE system, which is assessed by regular examinations throughout KS4.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modular exam:</th>
<th>A number of assessments in Years 10 and 11 with the best two counting for 25% each.</th>
</tr>
</thead>
<tbody>
<tr>
<td>50%</td>
<td>Exam at the end of Year 11.</td>
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</tbody>
</table>
Science GCSE

Course Content

There are a number of different Science GCSE courses available. Science, Additional Science, Additional Applied Science, Biology, Chemistry and Physics. All students will study Science GCSE, most students will take Additional Science in year 11 including students taking Triple Science. Although there is an option to take Additional Applied Science instead. Pupils will opt for this course at the end of year 10. All courses cover Biology, Chemistry and Physics and are taught by specialist teachers. Pupils hoping to take Science A levels in year 12 must have Science and Additional Science or Biology, Chemistry and Physics GCSEs.

Science GCSE (EDEXCEL 2101) (EBAC SUBJECT)

All students will follow this course. It has been designed to focus on Science relevant to every day life and will cover the following topics:

B1 Influences on life
* Variation
* Responding to change
* Inter-relationships

C1 Chemistry in our world
* The Earth’s sea and atmosphere
* Materials from the Earth
* Acids
* Obtaining and using metals
* Fuels

P1 Universal Physics
* Visible light and the Solar System
* The electromagnetic spectrum
* Waves and the Universe
  Waves and the Earth
  Generation and transmission of electricity
  Energy and the future

Structure of Assessment

<table>
<thead>
<tr>
<th>75% of the final GCSE grade</th>
<th>3 one hour tiered written examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% of the final GCSE grade</td>
<td>Controlled assessment – work based on a number of tasks. It will not be possible to repeat individual tasks but the best mark achieved will be submitted</td>
</tr>
</tbody>
</table>

Pupils taking Health and Social Care in Option B will follow this course over two years and will be given the option of taking this examination together with their Health and Social Care at the end of Year 11 in June 2012. All other pupils will take their external examinations for this GCSE in the November 2010 and March 2011, June 2011 and the last exam in November 2011.
Science GCSE

In Year 11 there are **two** options available for students.

**Option 1 - Additional Science GCSE (Edexcel 2SA01) (EBAC SUBJECT)**

<table>
<thead>
<tr>
<th>B2: The components of life</th>
<th>P2: Physics for your future</th>
</tr>
</thead>
<tbody>
<tr>
<td>The building blocks of cells</td>
<td>Static and current electricity</td>
</tr>
<tr>
<td>Organisms and energy</td>
<td>Controlling and using electric current</td>
</tr>
<tr>
<td>Common systems</td>
<td>Motion and forces</td>
</tr>
<tr>
<td>Interdependence</td>
<td>Momentum, energy, work and power</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C2: Discovering Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atomic structure and the periodic table</td>
</tr>
<tr>
<td>Iconic compounds and analysis</td>
</tr>
<tr>
<td>Covalent compounds and separation techniques</td>
</tr>
<tr>
<td>Groups in the periodic table</td>
</tr>
<tr>
<td>Chemical reactions</td>
</tr>
<tr>
<td>Quantitative chemistry</td>
</tr>
</tbody>
</table>

**Structure of Assessment**

<table>
<thead>
<tr>
<th>75% of the final GCSE grade</th>
<th>3 one hour tiered written examination.</th>
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<tbody>
<tr>
<td>25% of the final GCSE grade</td>
<td>Controlled assessment – work based on a number of tasks. It will not be possible to repeat individual tasks but the best mark achieved will be submitted.</td>
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</table>

**Option 2 - Additional Applied Science GCSE (OCR J632)**

Option 2 meets the needs of students who wish to develop their scientific understanding through authentic, work-related contexts in the local area of Marylebone. This course is not available to Triple Science students.

<table>
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<tr>
<th>Unit A191: Science in Society</th>
<th>Unit A192: Science of Materials &amp; Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport and fitness</td>
<td>Sports equipment</td>
</tr>
<tr>
<td>Health care</td>
<td>Stage and screen</td>
</tr>
<tr>
<td>Monitoring and protecting the environment</td>
<td>Agriculture, Biotechnology and food</td>
</tr>
<tr>
<td>Scientists protecting the public</td>
<td>Making chemical products</td>
</tr>
</tbody>
</table>

**Structure of Assessment**

<table>
<thead>
<tr>
<th>40% of the final GCSE grade</th>
<th>Modular and Final examinations – tests with structured questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of the final GCSE grade</td>
<td>Portfolio – will be based on Science in the work place. It contains three elements – practical tasks, a suitability analysis, a work-based report looking at the context in which Science is used</td>
</tr>
</tbody>
</table>
**Information and Communication Technology GCSE**

### Course Content

#### Year 9

Students begin with intensive skills development in preparation for tasks to prepare them for the GCSE ICT qualification. Students have two lessons of ICT per week in Year 9 and 10 and are expected to work on set tasks outside lesson time. ICT is compulsory for all students throughout Year 9, 10 and 11.

A number of selected students will follow the Edexcel DiDA course, as with the GCSE they are able to obtain GCSE equivalent grades A* to C.

#### Year 10

The students complete the GSCE coursework, putting together an electronic portfolio of work, which is marked and moderated within the ICT Department and moderated externally by the exam board. One additional unit is studied, which covers the ICT theory and prepares students for the exam. The two components to the GCSE qualification are:

**Unit 1 – Living in a Digital World**

In this unit, students explore how digital technology impacts on the lives of individuals, organisations and society. Students learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and well-being, on the move). They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

**Unit 2 – Using digital tools**

This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. Students learn to reflect critically on their own and others’ use of ICT and to adopt safe, secure and responsible practice. They put into practice what they learned about digital technology in Unit 1.

#### Year 11

Students follow a careers and ICT programme. The year starts with writing CVs, personal statements and interview techniques to prepare students for the next stage in their lives. The students continue to develop their ICT skills within the framework of researching a career of interest. They produce digital products to promote and to inform their peers of aspects of the chosen career.

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### Exam Board – Edexcel

#### Structure of Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% of the final GCSE grade</td>
<td>Final examination – 90 minutes – taken in Year 10</td>
</tr>
<tr>
<td>60% of the final GCSE grade</td>
<td>Controlled assessment – completed in Years 9 and 10</td>
</tr>
</tbody>
</table>
### English – Entry Level Certificate

#### Course Content

The Entry Level Certificate for English is designed to build confidence in English skills and be a gateway to further qualifications. It reflects the structure of the English GCSE. The course has been designed to enable progress at the learners’ own pace, the aim being that they can develop their skills and knowledge and be put forward for the assessment when they are ready.

There are three components to the course:
- Speaking and listening
- Reading
- Writing

#### Exam Board – OCR

#### Structure of Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking and listening</td>
<td>40%</td>
<td>2 tasks – a discussion task and a role-play task.</td>
</tr>
<tr>
<td>Reading</td>
<td>20%</td>
<td>Students read a passage approximately 250 words in length and then answer a number of questions.</td>
</tr>
<tr>
<td>Writing</td>
<td>40%</td>
<td>2 tasks – informative writing and imaginative writing.</td>
</tr>
</tbody>
</table>

### Maths – Entry Level Certificate

#### Course Content

The Entry Level Certificate for Maths is designed to build confidence in Mathematical skills and be a gateway to further qualifications. The course has been designed to enable progress at the learners’ own pace, the aim being that they can develop their skills and knowledge and be put forward for the assessment when they are ready.

The following topics are covered:
- Using and applying mathematics – use and apply mathematics in practical tasks, in real-life problems and within mathematics itself.
- Number and algebra – use a range of methods of computation and apply these to problems; use calculators and computer software.
- Shape, space and measures – explore shape and space through drawing and practical work using a range of materials; use computers to transform graphic images and to solve problems.
- Handling data – collect, record and represent data.

#### Exam Board – Edexcel

#### Structure of Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two coursework components called stage test tasks</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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- 17 -
# Science – Entry Level Certificate

## Course Content

The Entry Level Certificate in Science allows students to achieve at National Curriculum Level 3. It provides entitlement to the science national curriculum at Key Stage 4. The specification is designed to link directly to the Edexcel GCSE Science qualification. Students may be entered for both the ELC in Science and GCSE Science units.

### Biology units:
- Survival in nature
- Cells, DNA and diseases
- Sending messages around the body
- Staying fit and healthy

### Chemistry units:
- What are things made from?
- Making changes
- There’s one earth
- Properties of materials and their uses

### Physics units:
- Electricity — its production and its applications
- Energy to make things work
- Electromagnetic waves and their uses
- Exploring the earth and space

## Exam Board – Edexcel

## Structure of Assessment

Students will be assessed on their ability to:
- perform simple experiments in which they carry out fair testing, follow procedures, take basic measurements, record observations and organise and present their results
- interpret experimental data and draw conclusions
- recognise, recall and use the scientific knowledge set out in the specification
- communicate observations and ideas using basic scientific and technical vocabulary
- make decisions based on simple scientific information.

Within each of the assessment objectives the assessment must take account of the student’s ability to communicate clearly and logically, using specialist vocabulary and conventions where appropriate.

The Entry Level Certificate in Science is teacher assessed through unit tests, assignments and practical work.
ICT – Entry Level Certificate

Course Content
This course provides learners with opportunities to become more familiar with practical applications in ICT and explore new and exciting ways of using technology. Projects will include visual publications such as leaflets, posters or presentations, as well as data handling and media based work such as video production.

Exam Board – OCR

Structure of Assessment

| 50% | Candidates complete one of the OCR-set practical communication tasks. |
| 25% x 2 | Candidates complete two short tasks, based on the following strands from the subject content: animation skills, control skills, database skills, digital imaging skills, spreadsheet skills, video editing skills |

Tasks selected by ICT teaching staff
Religious Studies GCSE

Course Content

All students at St. Marylebone follow a GCSE examination course in Religious Studies in Years 9 and 10. They will sit half this GCSE at the end of Year 9 (a Short Course) and the second half at the end of Year 10.

As we are a church school we value Religious Studies highly. We believe that it is important for students to develop their knowledge and understanding of religious beliefs and practices. In understanding the beliefs that lie behind these practices we can gain an appreciation of different cultures which can challenge prejudice and discrimination:

“If you know nothing about a people, you can believe anything said about them”.

It is also hoped that students will consider their own stance in relation to religious and moral issues and explore the spiritual dimension of life.

Religious Studies courses involve the development of a range of skills: the ability to describe and explain both religious and non-religious attitudes, evaluate arguments and justify personal viewpoints.

Religious Studies lessons: 2 lessons per week in Year 9
1 lesson per week in Year 10

Year 9: Religion and Life
The following four units are studied; Marriage and Family, Belief in God, Matters of Life and Death and Community Cohesion. For each topic students consider Christian, Muslim and non-religious viewpoints.

Year 10: Religion and Society
The following four units are studied; Rights and Responsibilities, Environmental and Medical Issues, Peace and Conflict and Crime and Punishment. Again, each topic is considered from Christian, Muslim and non-religious viewpoints.

Exam Board – Edexcel
Structure of Assessment

100% of the final GCSE grade Final written exam

Year 11 RS Day
## Core Physical Education (1 lesson per week)

### P.E Extra-Curricular Activities

#### Course Content

You will have one lesson of PE a week throughout yrs 10 & 11. The PE department aims to give you a wide variety of sports and activities over the two years. This will give you the opportunity to improve your fitness, learn new skills and hopefully help you to find an activity you really enjoy and will participate in on a regular basis. You will learn about the benefits of regular exercise, the importance of a healthy lifestyle and the ways in which exercise can relieve stress during exam time!

Example activities: trampolining, badminton, rounders, basketball, football, volleyball, bench ball & dodge ball, circuit training, aerobics, yoga, continuous training & boxercise.

## Citizenship and PSHEE

#### Course Content

In Years 10 and 11 you will continue to receive Citizenship and Personal Social, Health and Economic wellbeing education delivered by your form tutors, Citizenship teachers, RS teachers, the school nurse, and external speakers. This will include a day of Citizenship work and a PSHEE day in both year 10 and 11.

In addition, you will learn about Citizenship issues in your Religion and Society course that you study for your RS short course GCSE. This will include: human rights and our responsibilities as citizens, environmental issues, controversial medical issues, peace and conflict, justice.

Your Citizenship/PSHEE education will be adapted to your needs and interests through evaluations and feedback.
KS4 Curriculum – Options Subjects

If you would like to gain the English Baccalaureate certificate, then you must choose the following subjects:

- Latin or a Modern Foreign Language (German, French, Spanish)
- Geography or History

Optional subjects:

- Art
- Business and Communication Systems
- Business Studies
- Dance
- Design and Technology
- Drama
- Economics
- Food Technology
- Geography
- History
- Health and Social Care
- Humanities
- Latin
- MFL – French, German, Spanish
- Music
- Physical Education
- Textiles
- Theatre Design
- Triple Science
Choosing Options – Points to Bear in Mind

The National Curriculum requirements may lead to a student gaining five full GCSE compulsory subjects plus Religious Studies Short Course in Year 10 and up to 4 units of a Diploma in Digital Applications.

1. Selection of Curriculum Choices

It is important to have a selection of subjects, which will keep all the career paths open but will also provide variety. The universities and employers are looking for a broad, balanced education. Students are encouraged to consider a creative option together with maintaining the subjects they have enjoyed and been successful in at KS3. Given the large demands of the core subjects and the need to give more time to optional subjects the choice has been limited to four optional GCSEs. This could still lead to a student gaining a total of 11 GCSEs.

2. Suitability for Courses

It is important to see the options as guided curriculum choices. Our aim is to ensure that each student is studying a series of subjects in which she can succeed. The staff conducting the interviews will have a list of subjects for which your daughter has been recommended. Advice about which options to choose is available from Form Tutors, Subject Teachers and Heads of Year. There will be opportunities for your daughter to ask additional questions in the carousel afternoon, and at the Curriculum Choices Evening on Wednesday 6th April 2011.

3. Once Choices Have Been Made

- If there are no problems with the allocation of a student’s first choice options then she will not be contacted. She can assume that her choices are fine and the classes are running.
- Students will not be moved onto second choices without being contacted first.
- If a student feels that she has made the wrong choice and gives a reasoned and informed case to change options, with a supporting letter from parents, then this may be accommodated up until the end of the summer term in Year 9 if there are places available in the course chosen and the course is suitable. These requests should be brought to Miss Wallis, Senior Teacher.
- No changes can be made after the end of Year 9, so once students begin Year 10 their options will be fixed.
“Choose subjects carefully. Don’t just pick subjects that your friends are choosing!”
Saeema, Year 10

“Choose subjects you enjoy.”
Kirsty, Year 10

“Keep your options open – choose a variety of subjects.”
Misola and Clara, Year 10

“Think about what you like doing and what you are good at.”
Grace, Year 11

“Think about possible future careers.”
Ushasi and Trusha, Year 10

“Choose subjects you enjoy and that will motivate you to work. Do not feel pressurised by those around you when you make your decisions.”
Samiha and Merna, Year 11
### Key Stage 4 Curriculum: Year 9 Options 2011 – 2013

Students can choose ONE subject from each column and ONE reserve subject.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art and Design</td>
<td>Business Studies</td>
<td>Business and Communication Systems</td>
<td>Art and Design</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>Drama</td>
<td>Economics</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Design and Technology: Resistant Materials</td>
<td>French (EBAC subject)</td>
<td>History (EBAC subject)</td>
<td>German (EBAC subject)</td>
<td></td>
</tr>
<tr>
<td>Design and Technology: Graphic Design</td>
<td>Health and Social Care</td>
<td>Humanities</td>
<td>Geography (EBAC subject)</td>
<td></td>
</tr>
<tr>
<td>Food Technology</td>
<td>German (EBAC subject)</td>
<td>Physical Education</td>
<td>Latin (EBAC subject)</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Spanish (EBAC subject)</td>
<td>Textiles</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Triple Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### BTEC Level 1 Certificate in General Cookery in Hospitality (2 GCSE’s D-G)

**Course Content**

This course is designed to help students develop skills employers are looking for. Students will learn through: team work, individual project work, discussion and debating, presentations, practical hands on, research and links with businesses in the trade.

Units studied are:

- Introduction to the Hospitality Industry
- Customer Service in the Hospitality Industry
- Basic Food Preparation and Cooking
- Using Kitchen Equipment
- Introduction to Food Commodities
- Introduction to Healthy Eating
- Food Safety in Catering

**Exam Board** – Edexcel

**Structure of Assessment**

| 100% coursework | Students complete a portfolio of work for each unit taken that may include practical and written work. |

### BTEC Level 1 Certificate Travel & Tourism (2 GCSE’s D-G)

**Course Content**

This course is designed to help students develop skills employers are looking for. Students will learn through: team work, individual project work, discussion and debating, presentations, practical hands on, research and links with businesses in the trade.

Units studied could include:

- Planning For and Taking Part in a Visit
- Planning a Trip to a Visitor Attraction
- UK Travel Destinations
- Planning and Participating in an Event
- Travel and Tourism Group Project

**Exam Board** – Edexcel

**Structure of Assessment**

| 100% coursework | Students complete a portfolio of work for each unit taken that may include practical and written work. |
# Art and Design GCSE

## Why choose Art and Design?

- you have enjoyed Art in the lower school, particularly in Year 9, and have found it challenging and rewarding
- you have welcomed the balance it gives to your other academic subjects
- you have enjoyed the ‘doing’ and ‘making’ aspects of Art
- for some of you it has been your favourite subject that you know you will pursue through to AS/A2 levels
- Most of the people who work in the following areas have some qualification in Art, many at degree level: graphic design, advertising, product design, interior design, illustration, fashion, web page design, textiles, set design, film and television

## Course Content

The Art & Design GCSE course enables students to really develop their visual thinking and ‘making’ skills. The course is divided into three or four projects, each lasting about a term and using the following media:

- **Painting and Drawing** – bigger and more complex work than at KS3, using various sources and mixed media, including chalk pastels, oil pastes, plaster of Paris and collage
- **Ceramics** – more complex techniques and processes are used, including using specialist glazes, and the building of much bigger, more personal pieces
- **Photography and ICT** – all students use the department’s digital cameras and learn how to use Adobe Photoshop so they can modify images to help them develop their ideas.

### Visits and Visitors

Trips to galleries and museums are an important part of the course. The trips to the Tate, Saatchi and other museums are a valuable resource and part of the coursework. Art history is embedded into the course; you study the art most appropriate to your theme.

### Equipment

Some investment in basic Art equipment is required to complete tasks at home; approx. £25 will cover the two-year course.

### Exam Board – Edexcel

#### Structure of Assessment

For Year 11 mock and final examination pieces, students choose their best media and working style. GCSE grades are awarded based upon an end-of-course exhibition for which students select their best work together with their final examination piece – completed during a two-day examination. Although there is no written examination, there is an important written element when reflecting on each unit of completed work.
Business and Communication Systems GCSE

Why choose BCS?

- Develop your ICT skills and learn industry-standard techniques,
- Recognise the role of business knowledge & ICT in all workplaces, in any industry
- Increase your awareness of the issues facing businesses today
- Gain transferable skills that can benefit your future studies and employment

Course Content

From studying Business Communication Systems (BCS) at St Marylebone you will have an understanding of how a business works from the inside, and you will be well equipped with the knowledge and practical ability to carry out the day to day tasks involved in running and working in a successful business.

You get to explore these concepts in a practical way, using and developing your ICT skills to respond to many different, real life business scenarios:

- creating marketing material, flyers to help promote a newly launched business, and attract customers
- updating a company’s database with more relevant information that could help the business succeed
- creating a web page for a business to increase its sales opportunities
- re-design an office layout to make it more suitable for managers and teams to communicate
- act as a consultant to a business and recommend ways to make the office more environmentally friendly

Exam Board – AQA

Structure of Assessment

<table>
<thead>
<tr>
<th>Percentage of Final GCSE Grade</th>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% of the final GCSE grade</td>
<td>Final written examination – the business environment, human resources and effective communication.</td>
</tr>
<tr>
<td>25% of the final GCSE grade</td>
<td>Controlled assessment – practical computer-based work.</td>
</tr>
<tr>
<td>35% of the final GCSE grade</td>
<td>Final practical exam – computer-based exam Software used: presentation, word processing, spreadsheet, graphics, databases, web-authoring.</td>
</tr>
</tbody>
</table>
Business Studies GCSE

Why choose Business Studies?
Studying Business at St Marylebone will prepare you for the world of work. You will have an understanding of management issues and will build the personal qualities required to be a manager in any field of business. By studying different aspects of business you will get a good indication of which aspects you may like to try in your career; whether you have a head for finance and figures or a creative side and a flair for Marketing. When working in any organisation it is vital you have an understanding of what all the different functions do and recognise how they work together to achieve the businesses objectives.

This course is fantastic for budding entrepreneurs who wish to set up and run a business, social enterprise or charity in the future. You will be using case studies of companies you are familiar with to explore the activities of a business and the reasons for its success or failure. No longer can companies exist with the sole objective of making profit. You will see the challenges faced by how businesses set to balance profit-making ventures against satisfying their environmental, ethical and social obligations.

Course Content
The course offers a practical working knowledge, alongside gaining valued study skills that are applicable to working life, and prepares you for further study in the field of business, economics, law, government policy-making and politics. You will:
- find out about how to turn a business idea into a real business
- learn how to manage other people and best get ahead in your own career
- find out the company strategies behind all the promotional offers
- explore whether businesses really do enough for the communities they operate in?
- find out why big business can and do go bust
- how has the recession affected businesses and how may it affect you

Yr 10 concepts:
Spotting a business opportunity, showing enterprise, putting a business idea into practice, making the start up effective, understanding the economic context.

Yr 11 concepts:
Marketing, meeting customer needs, effective financial management, effective people management, the wider world.

Exam Board – Edexcel

Structure of Assessment
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>25%</td>
<td>Multiple choice assessment in Year 10 (May/June)</td>
</tr>
<tr>
<td>25%</td>
<td>Controlled assessment – individual assignment</td>
</tr>
<tr>
<td>50%</td>
<td>Final written assessment in Year 11</td>
</tr>
</tbody>
</table>

Do you have the business skills and drive to be Sir Alan’s next Apprentice?
| **BCS, Business Studies, Economics**  
| **What are the differences?** |
| **Business Studies** |
| If you have ever watched the BBC programme ‘The Apprentice’ then you will already know of the type of topics learnt in Business Studies. Pupils learn about buying, producing, sales, marketing, profit/loss, media and hiring people. Basically all of the major functions of business and incidentally the main themes of each Apprentice episode make up Business Studies. A subject for the forward thinking pupil. |
| **Economics** |
| If you wonder why topics like oil wars, inflation, recession, house price bubble bursts, pollution and unemployment grace the front pages of most newspapers then you are wondering about economics. Economics looks beyond business to the bigger picture. Pupils learn about markets, trade, government, politics, poverty and money. Economics is a popular social science choice for the pupil who likes a little more challenge. |
| **Business & Communication Systems (BCS)** |
| If you enjoy using creative & innovative ideas in a practical way then you will enjoy BCS. Pupils who take BCS use ICT to create the types of documents used in a real business. You will learn about the important role of HR in a business and many BCS pupils may want to work in this exciting field some day. BCS is a great subject for the practically-minded who want an interesting twist within the study of the business world. |

You can study a combination of BCS and Business Studies or Economics and Business Studies. Economics and BCS are both in block C. Business Studies is in Option Block B.
Dance GCSE

Why choose Dance?

GCSE Dance is the option for you if you:
- like performing, creating and watching dance
- enjoy experience a range of dance styles and genres
- have enjoyed Dance at KS3, especially in year 9
- want to improve your confidence, fitness level, team working skills and creativity
- want to participate in dance performances and go on theatre visits

Course Content

UNIT 1: Critical Appreciation of Dance - you will study four professional dance works both practically and theoretically, including learning about music, set, costume and lighting design.

UNIT 2: Set Dance - you will improve your dance technique and movement skills, and learn and perform a set solo dance.

UNIT 3: Performance in a Duo/Group Dance - you will perform a group dance based on a professional dance work. This will be choreographed by your teacher in collaboration with you.

UNIT 4: Choreography - you will complete two choreographic tasks:
- A solo composition based on 3 motifs from a professional dance work.
- A solo or group choreography based on a starting point or stimulus of your choice.

Exam Board – AQA

Structure of Assessment

20% of the final GCSE grade
- Unit 1 – final written exam
20% of the final GCSE grade
- Unit 2 – practical exam – assessed externally
20% of the final GCSE grade
- Unit 3 – practical exam – assessed internally
40% of the final GCSE grade
- Unit 4 – practical exam – assessed internally
  - solo composition (15%)
  - solo or group choreography (25%)

All internally assessed practical work is marked on an exam day in the spring term. This occurs as a performance day under exam conditions.
**Design and Technology GCSEs**  
**Graphic Products and Resistant Materials**

**Why choose D&T Graphic Products or Resistant Materials?**

- You have an enquiring mind and are interested in creating inventive and imaginative solutions to problems...
- You enjoy drawing, using computers and are a practically minded person...
- You want to challenge your electronics, tool work and machine skills as well as learn new techniques...
- You are interested in how the world around you works and want to make a difference...

At St Marylebone we will provide you with a very good start for a broad range of careers such as: Engineering, Product Design, Graphic Design, Set Design, Interior Design, Automotive Design, Advertising, Website Design, Magazines, and Architecture.

Let Design and Technology equip you with the right skills and tools to be an independent, creative and environmentally conscientious, young, world citizen.

**Course Content**

**Year 10:**
Unit 1 – This is a 20 hour spread classroom assessment. This coursework aims to develop appreciation and improvement of existing design work, teaches professional drawing skills and encourages modelling and evaluating up to the making of a quality prototype product.

Unit 2 – Entitled Sustainable Design, this theoretical work runs alongside Unit 1 and looks at the Earth’s fragile environment and how you as future designers can minimise damage through recycling and use of ‘cleaner’ materials as well as considering our societies and the economy. A written examination is taken at the end of year 10.

**Year 11:**
Unit 3 – Although similar to Unit 1, this coursework is a true test of a student’s knowledge by designing for a real need, developing and testing designs further to make a high quality end product.

Unit 4 – Supports Unit 3 by focusing on more technical aspects of Technology such as learning the differences in materials and deciding on methods of successfully making designed products. A written examination is then taken at the end of year 11.

Both of these courses are structured similarly with many overlaps in learning. Graphical products are normally paper and card based whereas Resistant Materials products are wood, plastics and metal based. Students may combine materials in their projects.

**Exam Board – OCR**

**Structure of Assessment**

<table>
<thead>
<tr>
<th>50% of the final GCSE grade</th>
<th>Units 1 and 2 in Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% of the final GCSE grade</td>
<td>Coursework project and final written exam in Year 11</td>
</tr>
</tbody>
</table>
Why choose Drama?

Drama is integral to all human interaction. From the roles we play in everyday life to the imaginative characters we portray on the stage: a GCSE Drama student is a first class communicator who is able to transform ideas into actions, discussions into dynamic performances, creativity into economically enterprising projects. You will develop as a theatre practitioner and become a key player as an invaluable member of the nomadic theatre company. **NEW THIS YEAR** - we will be taking Year 10 on a Weekend Residential Theatre Trip to LIVERPOOL to explore plays which have originated from the city and which continue to be performed worldwide.

Course Content

**Unit 1 – Drama Exploration.** Theatre Trips are essential and we will be going on several! This impacts on how you create pieces of drama. You will be challenging audiences to think about the social, cultural, historical and political significance of your work.

**Unit 2 – Exploring a Play.** Passionately we examine a play in detail like a professional theatre company such as Out of Joint. Analysis of text as well developing practical skills through fantastically fun workshops.

**Unit 3 – Drama performance.** The exam board sets us an assignment. Last year, students had to create pieces of theatre in response to a theme. It inspired amazing work which communicated how theatre impacts on the society and can transform the audience members to feel and think differently.

Exam Board – Edexcel

Structure of Assessment

<table>
<thead>
<tr>
<th>Percentage of GCSE Grade</th>
<th>Assignment Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Unit 1 – drama exploration – 2000 words.</td>
</tr>
<tr>
<td>30%</td>
<td>Unit 2 – exploring a play – 1000 words; theatre review – 2000 words.</td>
</tr>
<tr>
<td>40%</td>
<td>Unit 3 – examination performance or presentation of theatre technology design for make-up, sound lighting, mask or set.</td>
</tr>
</tbody>
</table>
Economics GCSE

Why choose Economics?

“The study of how humans make rational choices and survive together in the most efficient, effective and equitable manner.”

The course will challenge you, teach you to think and act rationally, and prepare you for further economic study and the world of commerce, business, economics, law, government policy-making and politics.

- Are you curious about why wars are fought over resources such as oil?
- Ever wondered why the newspapers are full of stories about interest rates, unemployment and inflation?
- Do you want to know how to handle your personal finances in the future?
- Did you know that 25% of the World’s population live in absolute poverty? Want to know about the real efforts at fighting for a fairer World?
- Are you good at presenting an argument? Could you stand up and debate on topics such as “Is greed good?”
- Are you ambitious? Do you see yourself studying economics at A-level and perhaps moving into a career in Economics, politics, business or government?

Your journey begins here!

Course Content

The course will challenge you to answer the basic economic questions, to apply economic thought and theories to today’s problems and to look critically at the way we organise ourselves into a society. It will also give you the chance to develop financial literacy skills that will help you in later life e.g. choosing the right mortgage, understanding how credit cards work.

Economics offers students the chance to immerse themselves in a social science. It is rare for students to get such an opportunity at GCSE level.

Yr 10 concepts – supply, demand, personal finance, stock market, world of work, unemployment, trade, the global economy
Yr 11 concepts – inflation, interest rates, unemployment, international relations, poverty, macroeconomics

Exam Board – AQA

Structure of Assessment

<table>
<thead>
<tr>
<th>50% of the final GCSE grade</th>
<th>Written assessment taken at the end of Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% of the final GCSE grade</td>
<td>Written assessment taken at the end of Year 11</td>
</tr>
</tbody>
</table>
Food Technology GCSE

Why choose Food Technology?

We are very excited to now be offering GCSE Home Economics: Food & Nutrition. The course allows students to develop a wide range of food preparation skills and gain a detailed knowledge of food, nutrition and health. This will equip them to make informed decisions and provide an excellent basis for a range of food or health-related careers. Lessons will be held in our excellent new facilities at Blandford Street.

Careers in food could include:

- recipe development and testing for magazines, television and internet
- food preparation for photography, for advertising books, food packaging and magazines
- further study in dietics, food science and nutrition.
- becoming a nutritionist or dietician
- working for super-market chains sourcing suppliers and setting standards, developing recipes
- becoming a chef or working in the hospitality industry
- product development – producing prototype dishes for large food companies

Course Content

The course will cover healthy eating, diet and nutrition for different life stages, the properties of different foods, how to adapt and modify recipes, how to safely handle and preserve food, use of ICT in Food Technology and labelling. Much of the course will be practical hands on cookery. There will also be investigative coursework projects where pupils will complete primary and secondary research to develop products for specific purposes.

Exam Board – OCR

Structure of Assessment

<table>
<thead>
<tr>
<th>60% of the final GCSE grade</th>
<th>Coursework projects – predominantly practical with some theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% of the final GCSE grade</td>
<td>Theory exam</td>
</tr>
</tbody>
</table>
Geography GCSE (EBAC SUBJECT)

Why choose Geography?

- Employers and universities consider Geography to be an extremely relevant and useful academic subject. The new syllabus has created a multitude of new and transferable skills in the workplace.
- You will be taught in a variety of ways including the use of ICT and Geographical Information Systems (GIS), research, investigations, role-plays, debates, and presentations.
- Students who opt for Geography have achieved excellent GCSE results, 95% of students gained A*-C grades in the previous year.
- There is an opportunity to go on a residential fieldtrip to the Lake District in the Autumn term, which is hard work but excellent fun.
- To find out what is really going on in the world you need to study Geography!

Course Content

This course allows students to gain a greater understanding of the world around us. It involves the study of how places and people change over time and how we affect our environment. Students will study topical issues and current affairs that will affect everyone both now and in the future. It is a subject about your world! With a new specification, the Geography GCSE syllabus has changed radically to meet the demands of the modern workplace. New units are exciting, interesting and relevant and cater for both physical and human geographers.

Unit 1 - restless earth, the challenge of weather and climate, water on the land, and ice on the land.
Unit 2 - population change, changing urban environments, the development gap, globalisation, and tourism.
Unit 3 - involves using the results from fieldwork to answer skills based questions in a controlled write up with a specific question to answer.

Lake District 2010

Exam Board – AQA, Specification A

Structure of Assessment

<table>
<thead>
<tr>
<th>Percentage of the Final GCSE Grade</th>
<th>Assessment Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.5%</td>
<td>Final written exam – physical geography</td>
</tr>
<tr>
<td>37.5%</td>
<td>Final written exam – human geography</td>
</tr>
<tr>
<td>25%</td>
<td>Controlled assessment – local fieldwork investigation</td>
</tr>
</tbody>
</table>
Health and Social Care BTEC

Why choose HSC?

The BTEC Extended Certificate in Health & Social Care is a course designed for 14-16 year-olds. It provides an introduction to education in a vocational context. It is equivalent to 2 GCSEs.

Health & Social Care is suitable for you if you would like to work with people in the Health & Social Care professions and higher education. Students will be working with professionals in the health sector and will visit providers of facilities e.g. local nurseries. Students could also combine their work experience with learning and applying their knowledge.

Course Content

Unit 1 – Communication in Health and Social Care: a study of how people communicate with each other.

Unit 2 – Individual Rights in Health and Social Care: looking at what rights people have in the ways that they are treated.

Unit 3 – Individual needs in Health and Social Care.

Unit 11 – The impact of diet on health: learning about healthy diets.

Exam Board – Edexcel

Structure of Assessment

100% portfolio work – 2 portfolios in each year

Students will also be studying GCSE Core Science throughout KS4. This will enable students to demonstrate their ability in Science. The HSC option is not compatible with Triple Science.
### History GCSE (EBAC SUBJECT)

#### Why choose History?

“If you want to understand today, you have to search yesterday.”

History is not only interesting and helps you to understand the world today, but will also be useful to you in the future. You will develop skills, which you can transfer to other subjects, as well as skills that are required and respected in the workplace. For example, we aim to encourage a healthy suspicion of different versions of the past and to develop your ability to make judgements and form arguments based on the available evidence and to confidently evaluate a range of source material. In addition, History will help you to understand people’s motives and actions and to appreciate a range of opinions. History GCSE is particularly useful for the following careers: law, journalism, television production and research, advertising, marketing, business management, accountancy.

#### Course Content

The syllabus we follow is a Modern History course focusing on the 20th century.

**Unit 1** – international relations – conflict and peace in the 20th century  
**The Cold War 1945-1991:** Origins of the Cold War, Crises of the Cold War, the failure of Détente and the collapse of communism in Europe.

**Unit 2** – 20th century depth studies  
**The USA 1919-1941:** the ‘Roaring Twenties’, the Depression and New Deal.  
**Russia/USSR 1924-1941:** Stalin’s dictatorship.

#### Exam Board – AQA, Specification B

#### Structure of Assessment

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>Two final written exams</td>
</tr>
<tr>
<td>25%</td>
<td>Controlled assessment – a comparative study of the experiences of British people during World War 1 and World War 2</td>
</tr>
</tbody>
</table>

#### History – Entry Level Certificate

#### Course Content

This course will follow similar content to the GCSE course and will focus on: the Cold War, a study of the British home front during World War one and Two, and life in the USA, 1919-41.

#### Exam Board – OCR

#### Structure of Assessment

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Coursework</td>
</tr>
</tbody>
</table>
# Humanities GCSE

## Why choose Humanities?

The GCSE Humanities Course forces us to discuss and confront a variety of world issues in a new and exciting way. It allows mature discussion and analysis of sometimes controversial and often uncomfortable topics and allows us to come to terms with some of humanity’s darker moments in history.

## Course Content

### Core Unit (Year 10)

#### Culture and Beliefs

A study of how culture is acquired and alternative cultures to our own, including indigenous people; the Nature-Nurture debate and primary and secondary socialisation; a debate on a controversial issue chosen by the class to reflect differing social values and norms.

#### Environmental Issues

How do people’s attitudes and societal values affect the environment? What specific effects are humans having on our planet? The problems of deforestation, acid rain, climate change and global warming; renewable and non-renewable energy, the role of nuclear power and the energy crisis.

### Options Unit

#### Prejudice and Persecution

What is a stereotype and how can it lead to prejudice and even persecution? How have the Jews of Europe been persecuted? Study of the Holocaust with particular emphasis on how prejudice grew to persecution. How were the ‘Windrush’ generation treated upon arrival in Britain?

#### Global Inequality

Why is there such a huge difference between the world’s richest and poorest? Why is the development gap being allowed to grow?

#### Conflict & Cooperation

Why is there conflict? What different types of conflict are there? What are the impacts and effects of conflict on an individual, local, national and international scale? How can conflict be resolved? How can conflict be avoided?

## Exam Board – AQA

### Structure of Assessment

| 75% of the final GCSE grade | Two final written exams; Core Module taken at the end of Year 10 and Options Module taken at the end of Year 11. Both include source based questions. The sources will be available to students six weeks before the exam |
| 25% of the final GCSE grade | Controlled Assessment: Task to be set by board |
Why choose a Modern Foreign Language?

The ability to communicate in a foreign language not only makes travelling abroad far more enjoyable but also is a skill highly valued by a wide range of employers. At university, business and management courses frequently include language modules. Moreover, universities see the ability to study and succeed in a foreign language as a marker of commitment, dedication and academic ability, and therefore having a qualification in a language is high on the list of priorities of many of Britain’s best universities. Languages are not only an essential life tool, but also greatly help a young person gain financial independence and security in the long term. Language graduates are able to enter a wide range of professions, such as journalism, tourism, law and publishing, to name just a few. And finally, we must not forget that the ability to communicate with people from other cultures is one of the most satisfying and rewarding experiences in life, and one that opens up a whole host of doors to a young person.

French, German or Spanish?

We recommend that all pupils take a GCSE in a foreign language. German is the obvious option as you have all studied it since Year 7; however the intensive work that you have done on your second language during Years 8 and 9 in either French or Spanish is more than adequate preparation for choosing the language as a GCSE option. It is also possible to take two language GCSEs; students who do this really benefit from the similarity of the courses and always do very well.

Course Content

Over the course students will cover traditional topics relating to their own lives, such as their relationships with family and friends, where they live, their hobbies. However the new GCSE specification allows for a much more relevant and varied syllabus in which students can branch out to debates of topics, which are of genuine interest to them.

The course structures for French, German and Spanish GCSE are identical and focus on developing reading, listening, speaking and writing skills. The listening and reading examinations are available at both Foundation and Higher levels. The listening exam involves listening to short conversations, short news items and announcements. Activities range from multiple-choice answers to writing short phrases in the foreign language. The reading exam involves comprehension of adverts, notices and letters.

Speaking is assessed in the form of 2 – 3 short interviews between pupil and teacher in a variety of contexts, whereas writing is assessed through written work completed in controlled conditions. In this way pupils will already have completed the majority of the course before they sit two examinations at the very end of Year 11.
Modern Foreign Language GCSEs

Trips/visits/exchanges

We believe that it is important to see how foreign languages can be put to use in authentic “foreign” situations. This allows a student of a language to really see the progress they are making and adds relevance to their studies. For this reason we offer a wide range of trips and visits for all 3 languages, from exchange programmes and residential trips, to day trips to many of the facilities that London already has to offer. As a Specialist Performing Arts College we also regularly arrange for French, German or Spanish theatre groups to perform to our students and arrange visits to see foreign films at the cinema.

Exam Board – AQA

Structure of Assessment

<table>
<thead>
<tr>
<th>40% of the final GCSE grade</th>
<th>Final listening and reading exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of the final GCSE grade</td>
<td>Speaking (interviews)</td>
</tr>
<tr>
<td></td>
<td>Writing (controlled assessments)</td>
</tr>
</tbody>
</table>

French – Entry Level Certificate

Course Content

This course is designed for students who are not ready to follow the GCSE French course but still wish to pursue their French studies. The following topics will be covered: School routine, Home life, Self, family and friends, Free time and social activities, Home town and geographical surroundings, Shopping, Employment, Communication, Holiday travel and transport, Food and drink

Exam Board – OCR

Structure of Assessment

| 100%                                                                 | Assessment is periodic and by the teacher and externally moderated. Candidates will be assessed in all the four skills of listening, speaking, reading and writing and candidates will be aiming to achieve an Entry Level 1, 2 or 3 grade at the end of the course. |
Latin GCSE (EBAC SUBJECT)

Why choose Latin?
Studying Latin will make you one of a rare breed of people who can actually read the world around them as a product of its ancient past. Latin is an extremely versatile subject; it works very well with any combination of GCSE subjects. It helps the mind to think logically, rigorously and analytically. Businesses often comment on the high standards of work produced by people who have studied Latin.

Course Content
GCSE Latin as an on-timetable subject is available in Year 10 for any students who have studied it before, either as an on or off-timetable lesson. Those doing Latin off-timetable can continue with the subject off-timetable if they wish. For the GCSE itself you will be translating some original Latin literature, as well as developing your knowledge of the workings of the Latin language and learning about the daily and social life of Roman men and women. The texts are fascinating and the language is rich!

There will be possible opportunities for trips during the course to Roman sites in Britain.

Exam Board – OCR
Structure of Assessment
100% of the final GCSE grade Final written exams
There is the possibility of taking Latin as a full GCSE (4 units), or a GCSE Short Course, which requires the study of 2 of the 4 units, for any who are interested.
##音乐GCSE

###为什么选择音乐？

GCSE音乐是一门结合了实用、创意和学术技能的课程。GCSE音乐是关于制作和聆听音乐的。该课程是学习音乐AS课程的极好准备，同时也是未来涉及沟通或表现技能工作的理想准备。

###课程内容

课程涵盖了在Key Stage 3音乐中发展起来的三种主要技能。

- **表演**：包括录制一个独奏和一个合奏作品以作为课程作业。GCSE表演的平均标准是3级（乐器/嗓音）; 不必担心你还没有参加过任何音乐考试!
- **作曲**：包括创作不同风格的两首原创作品。你还将通过音乐技术（Logic和Sibelius）发展作曲能力。
- **聆听和评价**：涉及学习12个不同的作品，这些作品覆盖了各种风格（从古典音乐到现代音乐到流行音乐）。

###旅行/学校访问

学生被期望在音乐系中发挥主导作用。这将包括参加课外合奏以及参加特别的音乐会和剧院访问，并参加特别的组织，如Wigmore Hall, ENO, Royal Academy of Music和BBC。

###考试委员会 — Edexcel

###考试结构

<table>
<thead>
<tr>
<th>30% of the final GCSE grade</th>
<th>Performing — One solo performance and one ensemble performance will be submitted as coursework.</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% of the final GCSE grade</td>
<td>Composing — 2 original pieces in different styles will be submitted as coursework.</td>
</tr>
<tr>
<td>40% of the final GCSE grade</td>
<td>Listening and Appraising — there is one exam at the end of Year 11 which requires you to listen to excerpts and answer questions on the 12 set works.</td>
</tr>
</tbody>
</table>

- 43 -
Physical Education GCSE

Why choose GCSE P.E?
If you enjoy your P.E lessons and participating in sporting activities you should consider this as an option. During theory lessons you will develop your knowledge of how the body systems inter-relate during exercise and how a healthy, active lifestyle contributes to development of body systems and general well being. At the start of your course you will attend a compulsory rock climbing and orienteering residential trip. Students have achieved excellent grades on the trip and you will be gaining 12% of your overall grade.

Course Content
During the course we will look into a number of different training methods and ways of improving performance. You will be expected to develop your fitness levels and take part in all activities even if you do not wish to be assessed in them, as the skills developed will be transferable to other sports and activities. The course requires you to attend extracurricular clubs to further your development in each sport and to maintain a good level of fitness throughout KS4.

Practical performance
You will be assessed in four areas of activity e.g. fitness, rock climbing, dance & swimming. You can also be assessed in sports that you regularly take part in outside school such as martial arts, skiing, horse-riding and many more! You can be assessed in the role of player/participant, official or leader. At least two of your four performances must be in the role of participant. You will analyse your own and others performance from one chosen area of activity.

Theory
You will learn about healthy, active lifestyles and your healthy, active body. You will also plan and complete a six-week Personal Exercise Programme tailored to your individual needs.

Exam Board – Edexcel

Structure of Assessment

<table>
<thead>
<tr>
<th>Percentage of Final GCSE Grade</th>
<th>Assessment Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>Final written exam</td>
</tr>
<tr>
<td>50%</td>
<td>Practical exam</td>
</tr>
<tr>
<td>10%</td>
<td>One analysis of performance</td>
</tr>
</tbody>
</table>
## Textiles GCSE

### Why choose Textiles?

- You have always been interested in ‘making’ art
- You are interested in fabrics
- You welcome the balance it gives to your other subjects
- Some of you already know you would like to pursue this as a career

Most of the people who work in the following areas have some qualification in Art, many at degree level: graphic design, advertising, product design, interior design, illustration, textile artist, fashion, web page design, set design, film and television, costume design.

### Course Content

The textiles course enables students to develop their knowledge and understanding of textiles processes. The course is divided into four projects in which students learn to manipulate fabric by batik, transfers, silk painting, tie-dyeing and wax resist, or embellish fabrics by embroidery, appliqué, felting, and decorating with buttons and sequins. Students study the work of different textile artists as part of each project. Students produce their own fashion or home textile fabrics and use this to create final items including hats, scarves, wall hangings and cushions.

### Visits and Visitors

Trips to galleries and museums are an important part of the course. The department works closely with the Royal College of Art and every year KS4 Art and Textiles students get the opportunity to visit one of the their interim exhibitions and participate in a skills-building workshop. Students regularly visit exhibitions at the V&A or Zandra Rhodes’ Galleries to help with their coursework.

### Equipment

Some investment in art equipment will be required to complete tasks at home, about £25 will cover the two year course.

### Exam Board – Edexcel

### Structure of Assessment

For year 11 mock and final examinations, students choose their best media and working style. GCSE grades are awarded based on an end of course exhibition for which students present their best coursework completed over the two years, and a final examination piece completed during a two day examination. Although there is no written examination, there is an important written element and evaluations for each project.
Why choose Triple Science?

Pupils who would like to take Science further at A level should consider taking Triple Science in Option Column A. This single GCSE covers the extension units for Biology B3, Chemistry C3 and Physics P3. This then turns the GCSE Science and the GCSE Additional Science into three GCSEs Biology, Chemistry and Physics. The option will provide separate lessons for Biology, Chemistry and Physics with specialist teachers. You will not be able to take Health and Social Care in Block B and Triple Science in Block A.

Course Content

B3 Control systems, behaviour, biotechnology.

C3 Qualitative analysis, quantitative analysis, electrolytic processes, gas, equilibria and ammonia, organic chemistry.

P3 Radiation in treatment and medicine, x-rays and ECGs, production, uses and risks of ionising radiation from radioactive sources, motion of particles, kinetic theory and gases.

Exam Board – Edexcel

Structure of Assessment

Three one hour papers in addition to six papers taken for Science and additional Science and three controlled assessment papers, taken in triple and Science time. The grid below shows how the different units for GCSE add up, either to give a Science and Additional Science grade or grades in Biology, Chemistry and Physics.
This booklet contains a lot of information and yet there will probably be further questions you want answered. It is important to make informed and correct choices and now is the time to ask questions, to research your courses thoroughly and to think about your future career.

Use the table below to help you to think about your choices:

<table>
<thead>
<tr>
<th>Possible subject choices</th>
<th>Questions and answers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possible subjects I might want to study post-16

Possible careers I am interested in

Remember! There are lots of people who can help you to decide:

- Subject teachers and/or Heads of Department
- Tutors
- Mr Goldstein, Head of Year 9 & Ms Francis, Assistant Head of Year 9
- Miss Wallis, in charge of options
- Careers Advisor
- Parents/carers and older brothers and sisters
Completing your Options Form

1. Two copies of the form are given so that you can keep a record of your choices.

2. Fill in your full name and tutor group.

3. Choose one subject from each column and one reserve subject from each column.

4. Please be aware that there may be a restriction on numbers for some courses due to health and safety reasons, space, equipment needed.

5. We have every intention of running all of the courses on offer, providing that a reasonable number of students choose the subject. Courses with under 15 students may not run.

6. Between 26th April and 5th May you will have an appointment with a Senior Member of Staff to finalise your KS4 curriculum choices. The form must be handed in on this day.

7. If we are unable to offer you any of your first choice subjects, then Miss Wallis will arrange a meeting with you.
### My Option Choices: 2011 – 2013

Keep this copy for your own records

You can choose ONE subject from each column and ONE reserve subject

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art and Design</td>
<td>Business Studies</td>
<td>Business and Communication Systems</td>
<td>Art and Design</td>
</tr>
<tr>
<td>Dance</td>
<td>Drama</td>
<td>Economics</td>
<td>Drama</td>
</tr>
<tr>
<td>Design and Technology:</td>
<td>French (EBAC SUBJECT)</td>
<td>History (EBAC SUBJECT)</td>
<td>German (EBAC SUBJECT)</td>
</tr>
<tr>
<td>Resistant Materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Technology:</td>
<td>Health and Social Care</td>
<td>Humanities</td>
<td>Geography (EBAC SUBJECT)</td>
</tr>
<tr>
<td>Graphic Design</td>
<td></td>
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</tr>
<tr>
<td>Food Technology</td>
<td>German (EBAC SUBJECT)</td>
<td>Physical Education</td>
<td>Latin (EBAC SUBJECT)</td>
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<tr>
<td>Music</td>
<td>Spanish (EBAC SUBJECT)</td>
<td>Textiles</td>
<td>Music</td>
</tr>
</tbody>
</table>

*Subjects appearing in more than one column can only be selected once.*

### My Option Choices: 2011 – 2013

<table>
<thead>
<tr>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve</td>
<td>Reserve</td>
<td>Reserve</td>
<td>Reserve</td>
</tr>
</tbody>
</table>
# My Option Choices: 2011 – 2013

COMPLETE THIS PAGE AND HAND IT IN DURING YOUR INTERVIEW.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
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<tbody>
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<tr>
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<td>Humanities</td>
<td>Geography</td>
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<td>(EBAC SUBJECT)</td>
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<td></td>
<td>(EBAC SUBJECT)</td>
<td></td>
<td>(EBAC SUBJECT)</td>
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<td>Music</td>
<td>Spanish</td>
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<td>Music</td>
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<tr>
<td></td>
<td>(EBAC SUBJECT)</td>
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<td></td>
</tr>
<tr>
<td>Triple Science</td>
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<td></td>
</tr>
</tbody>
</table>

**My Option Choices: 2011 – 2013**

<table>
<thead>
<tr>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Option D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve</td>
<td>Reserve</td>
<td>Reserve</td>
<td>Reserve</td>
</tr>
</tbody>
</table>

Student’s full name: ___________________________  Form: ________

Parent’s signature: ___________________________  Date: ________