Notre Dame School

Upper School
Curriculum Preferences Guide
(2019-2021)
Dear Student,

In September, you will begin your two year courses which lead to GCSEs and other qualifications. The next two years will be a vital time in your education and it is important that you spend time reflecting on the courses that you would prefer to study when you join Year 10. This booklet has been designed to help you think about those preferences. To help you decide which subjects you would like to study next year, this booklet contains the following information:

- An outline of the **four** different pathways that are available for you to take through Key Stage 4 at Notre Dame and the KS3 levels that you need to have gained in order to study each course.
- Descriptions of the courses on offer at Notre Dame.
- Other information that will, hopefully, answer any questions that you may have.

Please read all this information carefully and thoughtfully. When making your decisions, consider your interests, abilities and possible career plans. Discuss them with your parents and teachers. If you have any further questions, do not hesitate to speak to me.

**What will happen next?**

- At the end of May, you will have an interview with me to discuss the preferences that you have chosen. You will be told the time of the interview beforehand and your parents, or carers, are welcome to attend the interview with you. You will need to bring a completed copy of the form that is at the back of this book to the interview.
- You will be told in June which pathway you will be on in September and the subjects that will be on your timetable.

Best wishes,

Mr. Smith
Understanding The Preference Process

**Step One:** Pathways evening on **28th March.** After this meeting you should begin to think about the subjects that you would prefer to study in Years 10 and 11. Remember all students will study English Language, English Literature, Mathematics, Science, Religious Education, PE and PSE. Read through the descriptions of the subjects available and think about which you would prefer to study.

**Step Two:** Academic Tutoring Day on **Wednesday 3rd April** During your meeting with your form tutor you will learn where you are currently in your different subjects. You will now know how near you are to the levels that are required for each of the pathways and for some subjects.

**Step Three:** Year Nine Preference Interviews from **20th to 24th May.** You will meet with Mr Smith to discuss your preferences for Year 10. The decisions that will be made will be decided on the levels you receive in your Year Nine examinations.

**Step Four:** Your Year Ten Preferences: You will learn your preferences around **mid-June.**
Understanding the new GCSEs

The Government have introduced a programme of GCSE reform and all GCSEs will follow the new format. The key features of the new GCSEs are:

- All GCSE exams will be studied in a linear format and this means that you will take all your examinations in the summer of 2021
- There will be a greater emphasis on spelling, punctuation and grammar
- All GCSE courses will be more rigorous, demanding and challenging
- There will be no tiered papers except in Mathematics, Science and Modern Foreign Languages
- The grade scale for these new GCSEs now range from 9 to 1, with 9 being the highest.

There are two main types of qualification: ‘GCSE’ and ‘Technical’.

The General Certificate of Secondary Education (GCSE) is a primarily exam-based qualification.

Technical qualifications result in a Level 2 qualification. The final qualification is mainly based on coursework that takes place throughout the course, but all technical courses also feature an examined element.

English Baccalaureate (EBacc)

The EBacc is not a qualification in itself. It is a particular group of GCSE subjects. The EBacc subjects are English, Maths, the Sciences (including Computer Science), History or Geography, and a Modern Foreign Language.
New GCSE Grading:

<table>
<thead>
<tr>
<th>New GCSE grade</th>
<th>Equivalent Traditional Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>A* (top 3% nationally)</td>
</tr>
<tr>
<td>8</td>
<td>A*</td>
</tr>
<tr>
<td>7</td>
<td>A</td>
</tr>
<tr>
<td>6</td>
<td>B (top 2/3)</td>
</tr>
<tr>
<td>5</td>
<td>B (bottom 1/3) and C (top 1/3)</td>
</tr>
<tr>
<td>4</td>
<td>C (bottom 2/3)</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>E</td>
</tr>
<tr>
<td>1</td>
<td>F/G</td>
</tr>
</tbody>
</table>

New Technical Grading:

<table>
<thead>
<tr>
<th>New Grade</th>
<th>Old Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Level 2 Distinction</td>
</tr>
<tr>
<td>6</td>
<td>Level 2 Merit</td>
</tr>
<tr>
<td>4</td>
<td>Level 2 Pass</td>
</tr>
<tr>
<td>2</td>
<td>Level 1 Pass</td>
</tr>
<tr>
<td>0</td>
<td>Unclassified</td>
</tr>
</tbody>
</table>

How to choose your options

- Please choose subject you like and ones which excite, motivate and interest you BS you feel might help you in the general career area that you are interested in, such as ‘working with people’ or ‘using practical skills’.
- Find out exactly what each course involves by reading this guide and decide whether you can cope with the demands of the subject.
- Ask your teachers for advice on your level of achievement and future potential in each subject.
- Ensure that you have a balance of practical and non-practical subjects.
Questions and Answers

**Which subjects do I have to study at Key Stage Four?**

All students will study: English Language and English Literature, Mathematics, Science, Religious Education, a Modern Foreign Language, Physical Education and PSE.

**How many preferences do I make?**

In addition to the core subjects (see above), you will be able to make some preferences. The number of preferences you can make will depend on the pathway you choose. We will also ask you to make three reserves.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative or Technological Pathways</td>
<td>two</td>
</tr>
<tr>
<td>Scholastic Pathway</td>
<td>one</td>
</tr>
<tr>
<td>Vocational Pathway</td>
<td>three</td>
</tr>
</tbody>
</table>

**Will I definitely have the subjects that I ask for?**

The majority of students will be allocated the courses that they have selected. However, each year, minor changes do need to be made. The affects only a few students and we will try to do everything in our power to offer the selection that you make.

**If there are not enough students selecting a subject, that subject will not run. Is that true?**

Yes. Unfortunately, we cannot run a course for a small number of students. If this happens, we will work closely with students to help them choose an alternate course.

**What is Progress 8?**

Progress 8 captures the progress a pupil makes from the end of primary school (KS2) to the end of KS4. Progress 8 is a type of value-added measure. It will show how the students have performed and the average of all students’ progress will create the school’s result. This result will be published by all schools in a standard format.

**Can I change my mind later?**

The subjects that you choose are for the next two years. It is very important, therefore, that the right choice is made at the outset. It is only in exceptional circumstances that students are permitted to change their courses once they have begun in September. Please bear this in mind.
Core+ Pathway

Only 16 places in this Pathway

Entry Requirements: This Pathway is for students not yet achieving Level 3E in English and Maths
Students will be directed to this Pathway.

GCSE Expectations: GCSE 4 and above in English, Maths and elective subject

For careers in the field of, for example: Health Care, Leisure, Hotels, Hair and Beauty, Banking, Retail, Administration

University: Application to a University such as Kingston, Del Montfort, Liverpool John Moores, University of Hertfordshire, London South Bank or an Apprenticeship

Core Subjects
English (with 3 extra English lessons)
English Literature
Mathematics (with 3 extra Maths lessons)
Religious Education
Modern Foreign Language
Combined Science
Physical Education (non-GCSE)
PSHE (non-GCSE)

Elective Subjects One of the following:

Child Development
Health and Social Care
Lifeskills (non GCSE)
Second Modern Foreign Language
Sports Studies
Study Support (non GCSE)
**Creative Pathway**

*Only 40 places in this Pathway*

**Entry Requirements:** Level 3E or above in English and Maths and in elective subjects

**GCSE Expectations:** GCSE 5 or above in all subjects, with elective subjects at GCSE 6 and above

*For careers in the field of, for example:* Fashion, Art, Media, Music, Film, Drama, Hospitality, Graphic Design

**University:** Application to a University such as
- University of the Arts London, Goldsmiths,
- Royal Academy of Dramatic Arts, St Andrews,
- Arts University Bournemouth or an Apprenticeship

**Core Subjects**
- English
- English Literature
- Mathematics
- Religious Education
- Combined Science
- Modern Foreign Language
- History or Geography
- Physical Education (non-GCSE)
- PSHE (non-GCSE)

**Elective Subjects**  Two of the following:

- Art
- Drama
- Hospitality and Catering
- Music
- Physical Education (GCSE)
- Second Modern Foreign Language (German, Portuguese, Spanish)
- Sociology
- Sport, Activity and Fitness
- Textiles Design
**Scholastic Pathway**

*Only 50 places in this Pathway for 2 groups, but only 25 places if we can only run 1 group*

**Entry Requirements:** Level 3M or above in English, Maths and Science. **Students will be invited to apply for this Pathway.**

**GCSE Expectations:** GCSE 7, 8, 9 in all subjects

For careers in the field of, for example: Medicine, Education, Law, Accounting, Science, Engineering, Journalism

**University:** Application to a Russell Group University such as Oxford, Cambridge, Imperial College London, Kings College London, University College London, LSE, Queen Mary University London, University of Glasgow, University of Leeds

**Core Subjects**
- English
- English Literature
- Mathematics
- Religious Education
- Biology
- Chemistry
- Physics
- History or Geography
- Modern Foreign Language
- Physical Education (non-GCSE)
- PSHE (non-GCSE)

**Elective Subjects** One of the following:
- Art
- Computer Science
- Music
- Physical Education (GCSE)
- Sociology
- Second Modern Foreign Language
**Technological Pathway**

*Only 40 places in this Pathway*

**Entry Requirements:** Level 3E or above in English and Maths and in elective subjects

**GCSE Expectations:** GCSE 5 or above in all subjects, with elective subjects at GCSE 6 and above

**For careers in the field of, for example:** Computing, Design, Media, Accounts

**University:** Application to a University such as
- City University London, Loughborough, Warwick, Bristol,
- Edinburgh, Manchester or an Apprenticeship

**Core Subjects**
- English
- English Literature
- Mathematics
- Religious Education
- Combined Science
- Modern Foreign Language
- History or Geography
- Physical Education (non-GCSE)
- PSHE (non-GCSE)

**Elective Subjects** Two of the following:

- Computer Science
- Creative iMedia
- Hospitality and Catering
- Physical Education (GCSE)
- Sociology
- Second Modern Foreign Language
- Sport, Activity and Fitness
- Textiles Design
Vocational Pathway

Only 20 places in this Pathway

Entry Requirements: Level 2S in elective subjects

GCSE Expectations: GCSE 4 or above in all subjects, with elective subjects at GCSE 5 or above

For careers in the field of, for example: Health Care, Leisure, Hotels, Hair and Beauty, Banking, Retail

University: Application to a University such as Kingston, Del Montfort, Liverpool John Moores, University of Hertfordshire, London South Bank or an Apprenticeship

Core Subjects
English
English Literature
Mathematics
Religious Education
Modern Foreign Language
Combined Science
Physical Education (non-GCSE)
PSHE (non-GCSE)

Elective Subjects Three of the following:

Art
Child Development
Creative iMedia
Drama
Health and Social Care
Hospitality and Catering
Life Skills and Study Support
Second Modern Foreign Language
Sport, Activity and Fitness
Textiles Design
<table>
<thead>
<tr>
<th>Elective Subjects</th>
<th>Places available</th>
<th>Minimum Group size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>Child Development</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>Computer Science</td>
<td>48</td>
<td>18</td>
</tr>
<tr>
<td>Creative iMedia</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>Drama</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>Health and Social Care</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>Hospitality and Catering</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>Lifeskills</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Music</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>Physical Education</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>Second MFL German</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Second MFL Portuguese</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Second MFL Spanish</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td>Sociology</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>Sport, Activity and Fitness</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>Textiles Design</td>
<td>24</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Places available</th>
<th>Minimum Group size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>72</td>
<td>18 (3 groups)</td>
</tr>
<tr>
<td>History</td>
<td>72</td>
<td>18 (3 groups)</td>
</tr>
</tbody>
</table>

When a subject is oversubscribed, the following criteria will be used to award places:
1. Students following Scholastic Pathway
2. Students with the highest levels in that subject (or in an equivalent e.g. English Level for Sociology)
3. Students who play an instrument or belong to Notre Dame Singers for Music
4. Students whose home language is Spanish or Portuguese for Second MFL
5. Students who have excellent attendance, punctuality and behaviour
Art and Design

Examination Board, Syllabus and Specification: Edexcel

Qualification: GCSE

Course Outline

The course is made up of two main units of work over five terms followed by a two day (10hour) examination. The controlled assessment makes up 60% of the final grade and is produced during lesson time, alongside additional set tasks. In the spring term of Year 11, the students are given a new theme by the exam board to work on and this final project will make up the remaining 40% of the GCSE grade.

Assessment

Students will be given broad projects to work on for their controlled assessment and will practise drawing, painting, collage, printmaking and other disciplines, including three dimensional studies. Students are assessed on their ability to use a wide range of materials successfully and modify their work as it progresses, whilst also developing their ideas and relating to the work of other artists. The course starts with a structured introduction followed by opportunities for independent and studies. Students are expected to carry out practical tasks at home and some basic art equipment is required.

Additional Information

Creative thinking and practical skills developed through taking this GCCSE will lead to better learning in other areas. If you enjoy expressing yourself using pictures and have an interest in design, then this might be just the course for you.

Useful websites/Resources

www.edexcel.com

www.studentartguide.com

bbcbitesize.com
Child Development

**Examination Board, Syllabus and Specification:** OCR 601/7537/0

**Qualification:** Level 1/2 Cambridge National Certificate in Child Development.

**Course Outline**

Learners will acquire knowledge and practical skills in Child development; while completing two centre assessed units with practical task-based assessment opportunities.

Students will also complete one unit of work that is externally marked, which covers topics; such as responsibilities during parenthood; contraception and reproduction; antenatal care; health, delivery, postnatal checks, illnesses and child safety.

This is a vocational qualification, which provides a strong base for progression to Further Education; such as Level 3 Cambridge Technical awards or A’ levels; apprenticeship or work.

**Assessment:**

There are two units of work that are internally assessed.

**Unit 1** – This unit underpins all the learning in the qualification. It covers all the essential knowledge and understanding for child development.

**Unit 2** - This unit provides knowledge of the equipment needs of babies and young children and the nutrition and hygiene practices. It gives students an opportunity to evaluate dietary choices.

One unit is externally assessed and is the final exam.

**Unit 3** – This unit provides students with knowledge of and skills in developing activities to observe development norms in children up to the age of five. The student will be involved in researching, planning and carrying out activities with children and observing and reviewing activities. They will focus on the benefits of play in child development.

**Useful websites/Resources**

www.childcarelink.gov.uk www.socialworkcareers.co.uk www.foodforum.org.uk
Local school nurseries, CBBC programmes.
Computer Science

Examination Board, Syllabus and Specification: OCR (J276)

Qualification: GCSE

Course Outline

Computer Science offers students the opportunity to gain an understanding of the way that computers work, and to create and review computer programs for real-life purposes based on their own interests. It encourages them to create their own games, applications and other systems, rather than simply use those designed by others. Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an ‘underpinning’ subject across Science and Engineering is growing rapidly.

Assessment

Understanding Computer Science

(Networks, Systems software and Systems security) - Examination 50%

Solving Problems with Computing

(Algorithms, programming and computational logic) – Examination 50%

Developing Computing Solutions

Computer programming project using Python

Additional Information

Students will be creating computer programmes and using Python computing language.

Students will be introduced to algorithms and programming, learning about programming techniques, how to produce robust programs, computational logic, translators and facilities of computing languages and data representation. Learners will become familiar with computing related mathematics.
Certificate in Digital Applications

Examination Board, Syllabus and Specification: Pearson Edexcel (CiDA)

Qualification: Level 2/GCSE

**Course Outline - Web site Design**

This course will enable the student with an interest in creative computing to develop their skills in digital graphics, animation and interactive multimedia products. The focus for this course is about giving the student the knowledge and skills needed to produce a professional web site using web authoring software, multimedia assets such as sound and video, presented with sophisticated navigation features.

**Assessment**

**Unit 1 - Developing Web Products**

(Creating a specific web product for a specified audience) - **Computer Examination - 25%**

**Unit 2 – Creative Multimedia**

(Create a detailed Web site using Navigation, short movie, Edit an original video Clip and create and animation) - **Controlled Assessment – 75%**

**Additional Information**

Students will be creating the Web products using Serif Creativity Web Plus, Movie Maker, Movie Plus, Audacity and Graphics software.

Students will find this a practical qualification that is aimed at creative learners with a passion for digital applications. Tailor-made to meet the needs of today’s creative industries, it covers creative multimedia, artwork and imaging and developing web products.
Drama

Examination Board, Syllabus and Specification: Edexcel

Qualification: GCSE

Course Outline

Drama is a lively mix of workshops, performances and evening theatre visits. The skills you develop in lessons will not only help you achieve excellent results in your GCSE but will give you the confidence, presentation and team-building skills that will make you desirable to employers in the workplace. Many students go on to study Drama at A Level and University. Drama qualifications not only prepare students for careers in the Theatre and the Performing Arts, but provide transferable skills such as creative thinking, confidence, working well collaboratively, expressing your opinions and problem solving.

Assessment

GCSE Drama is made up of three components:
Component 1: Devising Coursework 40% (internally assessed)
Component 2: Text/Play Coursework 20% (externally assessed)
Component 3: Theatre Makers Written examination 40% (exam assessment)

Component 1: Coursework 40% Devising
Consists of 10% practical performance and 30% portfolio.
Students will explore and then devise a performance from stimuli.
Students will be assessed in the following three areas;
1. Process - the creation and development of ideas in the form of a portfolio
2. Performance - students in small groups will perform their devised piece to an audience and filmed
3. Analysis and evaluation of their own work in the form of a portfolio.

Component 2: Coursework 20%
Students will be assessed on their performance from text/play.
Students will perform two extracts from text/play, students can choose to perform either a monologue, duologue or group piece for each of their extracts. Their performance’s will be performed to an outside examiner and filmed.

Component 3: Written examination 40%
Theatre makers in practice consists of a written examination based on the exploration of a set text/play and the review of a live piece of theatre.
Students will be assessed in the following areas;
1. Knowledge and understanding of the set text/play
2. Analysis and evaluation of the work of others in relationship to the live piece of theatre.
**Additional Information**

To be able to do well in Drama you are required to have the following skills:
- Self-discipline
- Patience
- Creativity
- Problem solving
- Very good attendance
- Supportive attitude to others
- Courage
- Sensitivity
- and a sense of humour!

You will be expected to be able to work with everyone in your drama class.
You will be expected to rehearse after school.
You will be expected to perform on your own and in a group.
You will be expected to perform in front of an audience.
You will be expected to go on evening theatre trips.

**Useful websites/Resources**

- [www.youngvic.org](http://www.youngvic.org)
- [www.unicorntheatre.com](http://www.unicorntheatre.com)
- [www.oldvictheatre.com](http://www.oldvictheatre.com)
English Language

Examination Board: AQA

Qualification: GCSE

English Language Course Outline

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

GCSE English Language is designed on the basis that students should read and be assessed on high-quality, challenging texts from the 19th, 20th and 21st centuries.

Examination Requirements

Paper 1: Explorations in Creative Reading and Writing. Written exam: 1 hour 45 minutes 50% of the GCSE.

Paper 2: Writers' Viewpoints and Perspectives. Written exam: 1 hour 45 minutes 50% of the GCSE.
English Literature

Examination Board: AQA

Qualification: GCSE

Course Outline

Shakespeare

Students will study one play from the following list: Macbeth, Romeo and Juliet, The Tempest, The Merchant of Venice, Much Ado About Nothing or Julius Caesar.

19th Century novel

Students will study one novel from following list: Robert Louis Stevenson, The Strange Case of Dr Jekyll and Mr Hyde; Charles Dickens, A Christmas Carol; Charles Dickens, Great Expectations; Charlotte Bronte, Jane Eyre; Mary Shelley, Frankenstein; Jane Austen, Pride and Prejudice; Sir Arthur Conan Doyle, The Sign of Four.

Modern texts

Students will study one modern play from the following list: JB Priestley, An Inspector Calls; Willy Russell, Blood Brothers; Alan Bennett, The History Boys; Dennis Kelly, DNA; Simon Stephens, The Curious Incident of the Dog in the Night-Time (play script); Shelagh Delaney, A Taste of Honey.

Students will study one modern novel from the following list: William Golding, Lord of the Flies; AQA Anthology, Telling Tales; George Orwell, Animal Farm; Kazuo Ishiguro, Never Let Me Go; Meera Syal, Anita and Me; Stephen Kelman, Pigeon English.

Poetry

Students will study one cluster of poems taken from the AQA poetry anthology, Poems Past and Present. There is a choice of two clusters, each containing 15 poems. The poems in each cluster are thematically linked and were written between 1789 and the present day. The titles of the two clusters are: Love and relationships; Power and conflict.

Examination Requirements

Paper 1: Shakespeare and the 19th Century Novel. Written exam: 1 hour 45 minutes. 40% of the GCSE.

Paper 2: Modern Texts and Poetry. Written exam: 2 hours 15 minutes. 60% of the GCSE.
### Food Preparation and Nutrition

**Examination Board, Syllabus and Specification:** AQA 8585

**Qualification:** GCSE

#### Course Outline

The GCSE Food Preparation and Nutrition course will provide students with the opportunity to learn important concepts relating to food, from the current principles of food science, nutrition and healthy eating to food preparation skills. Students will also consider environmental and sustainability, cultural, moral and economic issues when designing and making products to meet the needs of individuals.

Within this course emphasis is placed on the development of practical skills and students are encouraged to be creative and innovative when working with food.

The course may be a stepping stone to a career related to food, but even if not, it will provide students with the practical skills, knowledge and understanding to make informed decisions relating to food choices.

Students will study **Five Themes:**

- Food Nutrition and health
- *Food Choice*
- Food Science
- *Food Provenance*
- Food Safety

#### Assessment: 15% Food Investigation, 35% Food Preparation and 50% final exam

#### Additional Information

Students will learn about the importance of the physical, chemical and nutritional properties of food when developing “new” products and will learn about both SMART and functional foods. Students will be encouraged to use a variety of computer programs as an integral part of their work.

#### Useful websites/Resources

- www.aqa.org.uk
- www.bbc.co.uk/bitesize/gcse/design/food
# Geography

**Examination Board, Syllabus and Specification:** OCR GEOGRAPHY B

**Qualification:** GCSE

## Course Outline

Units of Study – these are designed to give students a balanced view of physical and environmental aspects of places and their inter-relationships with people. They are:

a) Global Hazards  
b) Changing Climate  
c) Distinctive Landscapes  
d) Sustaining Ecosystems  
e) Urban Futures  
f) Dynamic Development  
g) UK in the 21st Century  
h) Resource Reliance  

Also includes 2 fieldwork studies and Geographic Skills.

The work done will build on knowledge, understanding and skills already gained in KS3 Geography.

## Assessment

The course is broken down into 3 units. Units 1 and 2 are worth 35% and Unit 3 is worth 30% of the final grade.

Units 1 and 2 are assessed through an exam paper, each with last 1 hour and 15 minutes. Unit 2: Decision Making Exercise – assesses students ability to make geographical decisions and assess them. This is assessed in an exam that is 1 hour and 30 minutes long.

Fieldwork and Geographic skills are assessed with units 1 and 2.

## Additional Information

Students are expected to be able to work individually as well as in groups. Ability to organise themselves is very important.
Health and Social Care

Examination Board, Syllabus and Specification: OCR

Qualification: Level 1/2 Cambridge National Award in Health & Social Care, J801/ Certificate in Health & Social Care. J811

Course Outline

Learners will acquire knowledge about legislation that impacts how the services individuals receive are delivered and what their rights are.

Gain an understanding of the well-being of individuals in health & social care.

Learners will gain an understanding about the importance of effective communication skills, when working in a care setting.

Learners will put their knowledge into practice, while experiencing research theory, practice and independent learning.

Assessment:

There are two mandatory units of work. One is the final exam that is externally assessed.

Unit R021 – Essential values of care for use with individuals in care settings. This is a written exam.

Unit R022 – Communicating and working with individuals in health, social care and early years settings. This is an Assignment set by the exam board.

Learners can receive an award at Pass; Merit or Distinction at Level 1 or 2.

Further completion of two optional units of work will allow learners to obtain a National Certificate in Health & Social Care


TV Soaps: Holby City, Casualty, Doctors
History

Examination Board, Syllabus and Specification: Edexcel

Qualification: GCSE

Course Outline

At GCSE you will study four key topic areas:

**Crime and Punishment in Britain c.1000-present day** - This fascinating topic will help you to understand how criminal activity, law enforcement and punishment have changed over time. It includes case studies such as the gunpowder plot; witch-hunts and the origins of the metropolitan police. You will also study the Whitechapel murders in the 19th century.

**Early Elizabethan England 1558-1588** – You will learn about the early years of Elizabeth’s reign which was seen as a ‘golden age’ of culture and exploration. However, Elizabeth also faced many problems including plots against her and threats from abroad. Elizabethan society was characterised by extremes of rich and poor. You will analyse how successfully Elizabeth dealt with these issues.

**Superpower relations and the Cold War** – For many decades the Cold War dominated international affairs and many major crises occurred. You will learn about key events including the Cuban Missile Crisis, the Berlin Wall and the reasons for increase in weapons of mass destruction.

**The USA, 1954–75: conflict at home and abroad** - You will learn about the Civil Rights movement (including the role of Martin Luther King and Rosa Parks); and opposition to it (including the KKK and the murder of Emmett Till). You will also study the Vietnam War and its consequences.

Assessment

You will sit three exams:

**Paper 1** – Crime and Punishment/ Whitechapel - 1 hour and 15 minutes

**Paper 2** – Early Elizabethan England/ The Cold War – 1 hour and 45 minutes

**Paper 3** – The USA, 1954-1975 – 1 hour and 20 minutes

Additional Information: It is only through studying the past that we can make sense of the present and so better understand the world that we live in today. Studying History is also helpful for careers in law, politics, media, librarianship and museum work.
Life Skills and Study Support

**Examination Board, Syllabus and Specification:** ASDAN

**Qualification:** Personal and Social Development Qualification

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**Course Outline**

The Personal and Social Development qualification provides an opportunity for the candidates to develop skills, allowing them to become more autonomous and personally effective in managing and dealing with the demands of daily life.

This qualification consists of various units including:

- Managing social relationships
- Parenting awareness
- Your Rights and responsibilities
- Environmental awareness
- Preparation for work
- Healthy Living
- Using technology in the home and community
- Managing own money dealing with problems in everyday life

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**Assessment:** 100% coursework

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**Additional Information**

During the course you will work on a project in most of the areas above. The work will be practical and you will need to compile a portfolio of evidence.

The Study Support package will be a personalised programme that will help you to prepare for examinations in other subjects

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**Useful websites/Resources**

http://www.asdan.org.uk
Mathematics

Examination Board, Syllabus and Specification: Edexcel 1MAO Linear

Qualification: GCSE

Course Outline

The aims of this GCSE course are to encourage students to develop their confidence in mathematics and to recognise the importance of mathematics in their own lives and to society.

The qualification requires students to study mathematics in a number of fields. These are

- Number work which covers all areas of numeracy as well as Standard form, Surds, Rounding and Bounds.
- Algebra work which covers all the basic laws of Algebra as well as graphs both linear and quadratic, transformations of graphs, sequences both linear and quadratic, solving equations of various types.
- Ratio, Proportion and rates of change, a new topic which includes scale factors, compound units and differentiation of equations.
- Geometry and measure, which includes all the facts about shapes for construction and calculations, Trigonometry and Pythagoras, Sine and Cosine rules and vectors.
- Probability, covering experimental probabilities and theoretical probabilities, Venn diagrams and Tree diagrams.
- Statistics, another new topic including sampling and questionnaires, statistical diagrams from bar charts to histograms and populations and correlation.

There are extra topics in the new GCSE which will have a large emphasis on Number, Algebra, Ratio and Proportion. There is also a greater emphasis on problem solving and mathematical reasoning.

Pupils will be entered for one of two tiers

Foundation Tier (Grades 1 to 5)

Higher Tier (Grades 4 to 9)

Assessment: Pupils are assessed by three written exam papers, each contributing equally to the final mark and each being 1 hour 30 minutes long. One will be non-calculator and the other two will be calculator papers.

Additional Information: Pupils will need a full maths set of equipment for this course which includes a pen, pencils, a ruler, compass, protractor, pencil sharpener and, most importantly, a good scientific calculator.
Media Studies

Examination Board, Syllabus and Specification: AQA

Qualification: GCSE

Course Outline

At GCSE you will study four key concepts through the analysis of a range of media texts (including film, television, online and social media, music videos and advertising).

Media Language: You will learn how the media communicates meaning through language, symbolism and conventions.

Media Representation: You will learn how the media portrays events, issues, individuals and social groups. You will understand how the media represents the world and creates versions of reality.

Media Industries: You will learn how media products reflect the social, cultural, historical and political contexts in which they were produced. You will study who is involved in media production, who controls and who funds the media.

Media Audiences: You will learn how different media forms target, reach and address audiences and how audiences respond to the media. You will understand how audiences become media producers themselves.

Assessment

You will sit two exams and complete one piece of non-exam assessment (NEA):

Paper 1 – Media One (assesses all four key concepts) - 1 hour and 30 minutes

Paper 2 – Media Two (based on extract of studied television show and assesses all four key concepts) – 1 hour and 30 minutes

NEA – Written statement of intent and creation of a media product (set by AQA) – worth 30% of GCSE

Additional Information: Through the study of a range of media texts, students can become more discerning and critical of their day to day exposure to the media. Students need to demonstrate a willingness to work with others and demonstrate creative and practical skills when creating their own media products.
MODERN FOREIGN LANGUAGES: French, German and Spanish

Examination Board, Syllabus and Specification: AQA

Qualification: GCSE

Course Outline

You will study 3 Themes:

   Theme 1: Identity and culture

   Topic 1: Me, my family and friends: Relationships with family and friends and Marriage/partnership

   Topic 2: Technology in everyday life: Social media and Mobile technology

   Topic 3: Free-time activities: Music, Cinema and TV, Food and eating out and Sport

   Topic 4: Customs and festivals in French and Spanish speaking countries/communities

   Theme 2: Local, national, international and global areas of interest.

   Topic 1: Home, town, neighbourhood and region

   Topic 2: Social issues: Charity/voluntary work and Healthy/unhealthy living

   Topic 3: Global issues: The environment and Poverty/homelessness

   Topic 4: Travel and tourism

   Theme 3: Current and future study and employment.

   Topic 1: My studies

   Topic 2: Life at school/college

   Topic 3: Education post-16

   Topic 4: Jobs, career choices and ambitions

Assessment

Paper One Listening: Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier), 25% of GCSE
Paper Two Speaking: Non-exam assessment 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time, 25% of GCSE

Paper Three Reading: Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) 25% of GCSE

Paper Four Writing: Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 25% of GCSE

AIMS OF THE COURSE:

You will be given the opportunity to:

- develop understanding of spoken and written French or Spanish in a range of contexts.
- develop the ability to communicate effectively in French or Spanish, in speech and writing in an informal and formal context.
- develop knowledge and understanding of French or Spanish grammar and the ability to apply it.
- study topics in French or Spanish at greater depth which reflect your interests and growing maturity.
- develop knowledge and understanding of French and Spanish speaking countries and communities.
- develop skills needed for further study and / or practical use of French and Spanish—eg. CV writing.
- develop your Key Skills in Communication, ICT, Working with Others, Improving your own Learning and Performance and Problem Solving.
Music

Examination Board, Syllabus and Specification: OCR

Qualification: GCSE J536

Course Outline

Music GCSE consists of a mix of practical, historical and theoretical aspects. There are five Areas of Study.

AoS 1: My Music: Developing your performing and compositional skills in your chosen instrument / voice. Where possible, you will have individual lessons with visiting teachers as part of the course.

AoS 2: The Concerto through time: Studying the history of the Concerto from 1650-1900, and learning about the major composers and compositions within this genre.

AoS 3: Rhythms of the world: Learning about the rhythmic roots from four geographical areas of the world; India and the Punjab, Greece and Israel, Africa, Brazil and The Caribbean.

AoS 4: Film Music: Learning about music written specifically for film soundtracks, music from the Western Classical tradition used in films and music written as a soundtrack to a video game.

AoS 5: Conventions of Pop: Learning about a range of popular Music from the 1950s to the present day; studying and demonstrating an understanding of Rock and Roll from the 1950s, Rock anthems of the 1970s and 80s, Pop ballads from the 1970s – 90s and solo artists from the 1990s to the present day.

The GCSE course has three Assessment Objectives:

AO1: Performing alone and within an ensemble with technical control, expression, interpretation and with awareness and empathy when performing with others.

AO2: Creating and developing musical ideas with technical control and coherence.

AO3: Analysing and evaluating music using musical vocabulary.

This Music qualification not only prepares students for further study in the Performing Arts, but provides transferable skills such as creative thinking, confidence, working well collaboratively and independently, meeting deadlines, expressing reasoned judgement and problem solving.
Assessment

Unit 1. Integrated Portfolio:
A Solo Performance of a commercially available piece of music (15%)
A Composition for your instrument / voice in your chosen style or genre (15%)

Unit 2. Practical Portfolio:
An Ensemble (group) Performance of a commercially available piece of music (15%)
A further Composition, based on a chosen stimulus such as a note pattern, rhythm, chord sequence, set of words, short story or scenario, which you will perform (15%)

Your minimum performance time across both Portfolios is four minutes.
Your minimum composition length across both Portfolios is three minutes.
You may choose to offer more than one performance and / or composition in each Portfolio in order to ensure you meet the time criterion.
You will also need to provide the sheet music or a score of all your performances and a score of your own compositions.

Units 1 and 2 are assessed internally and moderated externally

Unit 3. Listening Examination
At the end of the course, there is one formal Examination, where you will listen to and write about a wide variety of music, across Areas of Study 2,3,4 and 5, with a mix of multiple choice, structured and unstructured questions. (40%)

Unit 3 is an externally set and marked examination.

Additional Information

To be able to do well in Music you are required to have the following skills:

To have achieved at least level 3m at the end of Key Stage Three,

Self-discipline, patience, creativity and the ability to work independently on a task to a deadline,

You will be expected to practise for 20 minutes minimum every day,

You will be expected to perform in a group as well as on your own,

You will be expected to perform in front of an audience,

You will need your own instrument for practice at home.
Portuguese

Examination Board, Syllabus and Specification: Edexcel

Qualification: GCSE

Course Outline

During this course you will study the following:

Theme 1: Identity and culture

Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models. Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages) Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme 2: Local area, holiday and travel

Holidays: preferences; experiences; destinations. Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping. Town, region and country: weather; places to see; things to do.

Theme 3: School

What school is like: school types; school day; subjects; rules and pressures; celebrating success. School activities: school trips; events and exchanges

Theme 4: Future aspirations, study and work

Using languages beyond the classroom: forming relationships; travel; employment. Ambitions: further study; volunteering; training. Work: jobs; careers and professions

Theme 5: International and global dimension

Bringing the world together: sports events; music events; campaigns and good causes. Environmental issues: being ‘green’; access to natural resources

Assessment

This is a two year course with a final examination in Listening, Speaking, Reading and Writing in Year 11. Each assessed skill is worth 25% of your overall grade.

Useful websites/Resources:

Pearson Edexcel website for sample assessment materials
Bilingual dictionary and grammar
Navegar em Português and Português sem Fronteiras – textbooks
Religious Education

Examination Board, Syllabus and Specification: AQA Specification A: Christianity, Judaism and Ethics

Qualification: GCSE

Subject aims and learning outcomes:

GCSE specifications in religious studies:

- develop students’ knowledge and understanding of religions and non-religious beliefs, of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying

- develop students’ ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject

- provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their impact on human life

- challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community

Course Content:

Paper 1:

The Study of Religions: beliefs, teachings and practices
- Christianity
  - Judaism

Paper 2:

Thematic Studies
- Relationships and Families
  - Religion and Life
  - Religion, peace and conflict
    - Religion, human rights and social justice

Assessment

There are two papers, one to assess Part 1 and one to assess Part 2.

Both exams are 1hr 45 minutes and are worth equal weighting for the GCSE.

Additional Information

It is helpful if each student has her own Bible at home, preferably the Good News version.

We also use an online website: Kerboodle. Students have access to digital textbooks and revision/ exam practice. They must inform the Head of RE at the earliest opportunity if they do not have access to internet/ computer at home.
Combined Science

Examination Board, Syllabus and Specification: AQA Combined Science: Trilogy (8464)

Qualification: 2 GCSEs

Course Outline

You will study topics in all of the 3 sciences; biology, chemistry and physics.

In Biology you will study:


In Chemistry you will study:

Atomic Structure and the Periodic Table, Bonding, structure and the properties of matter; Quantitative Chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using Resources.

In Physics you will study:

Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic Structure.

Assessment

6 written exam papers, each 1 hour and 15 minutes long, completed in May/June 2021

At the end of year 11 you will gain 2 GCSEs.

Additional Information

You will have 1 science teacher teaching you 6 periods per week.
**Triple Award Science**

**Examination Board, Syllabus and Specification:** AQA Biology 8461, AQA Chemistry 8462, AQA Physics 8463

**Qualification:** 3 GCSEs

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**Course Outline**

You will study topics in all of the 3 sciences; biology, chemistry and physics.

In **Biology** you will study:


In **Chemistry** you will study:

Atomic Structure and the Periodic Table, Bonding, structure and the properties of matter, Quantitative Chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using Resources.

In **Physics** you will study:

Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, Atomic Structure, Space physics.

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**Assessment**

6 written exam papers, each 1 hour and 45 minutes long, completed in May/June 2021.

At the end of year 11 you will gain 3 GCSEs; 1 in Biology, 1 in Chemistry and 1 in Physics.

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**Additional Information**

You will have 3 science teachers, each teaching you 3 periods per week. You will be taught by a specialist teacher for each subject.
Sociology

Examination Board, Syllabus and Specification: Eduqas

Qualification: GCSE

Course Outline

Sociology is the study of human behaviour and society. It is a Social Science with its’ own set of guiding principles which are used to question, research and explain our social world. If you are someone who enjoys questioning their own life and why we have to do the things we do, this subject will allow you to thrive. If you are interested in why the riots of 2011 started, how family can influence the choices you make or how schools and media shapes our opinions then you should choose Sociology. You need to be happy to challenge your own opinions and respect others.

AT GCSE, students explain and evaluate different sociological theories such as Feminism, Marxism, Functionalism and social research that explains how humans have constructed our society. Particular focus is placed on the role of gender, ethnicity, social class and age in society today. The themes of power and inequality are explored through all of the units on the course which include; Researching Society, the Family, Education, Crime and Deviance and The Mass Media. Sociology is an academic subject, and students should be prepared to analyse statistics, construct their own social research, evaluate sociological evidence and write extended answers.

Assessment

The course is assessed by 2 written examinations that are worth 50% each. Both these written exams are sat at the end of Year 11. There is no controlled assessment or coursework.

Paper 1: Understanding Social Processes – including families, education, cultural transmission and sociological research methods (50%)

Paper 2: Understanding social structures – including social differentiation, crime and deviance (50%)

Additional Information: Sociology at GCSE is useful for a range of careers including Journalism, Media, Health Care, Law, Teaching, Social Work, Politics, Criminology, Public Services and much more. Sociology is a discipline that can be studied at A-level, degree level and beyond for those who wish to work within the civil service and government departments, pressure groups, overseas development, public relations welfare and probation services.
Sports Studies

**Examination Board, Syllabus and Specification:** OCR level 1/2 Cambridge National certificate in Sports Studies

**Qualification:** Equivalent to 1 GCSE

**Entry Requirement:** Minimum level 2S in PE

### Course Outline

This course is split into 4 parts

**RO51:** Contemporary issues in Sport – you will investigate the issues such as factors that affect sports participation, performance enhancing drugs, athlete behaviour, the Olympic movement, the role of national governing bodies in sport and the importance of hosting a major sporting event.

**RO52:** Developing sports skills – you will develop your skills, techniques and use of tactics/compositional ideas in one individual sport (i.e. trampolining, athletics) and one team sport (i.e. netball/football).

**RO53:** Sports Leadership – you develop leadership skills (i.e. communication, organisation) by planning and leading a physical activity session in the sport of your choice.

**RO54:** Sport and the Media - you will look at the differences in sports coverage across a range of media outlets and the impacts the media has on sport. You will investigate how this has changed over the years and the effect on public interest and involvement in sport that the media has had.

### Assessment

**RO51:** In Yr 11 you must sit one exam (1hr). The exam will contain multiple choices, short and long answer questions. Additionally you will sit classroom tests and a mock exam in Yr. 10 and 11.

**RO52:** You will be assessed in your 2 chosen sports (one must be an individual sport and one a team sport). The assessment will be based on your skill level as well as the amount of improvement you make within the unit. You will also be assessed in umpiring/refereeing a sport. There is one piece of coursework submission for this unit, where you have to analyse your strengths and weaknesses in your chosen sport and develop a 6 week training programme.

**RO53:** You will be assessed on your ability to plan and deliver a 1 hour physical activity session to a group of your choice and a sport of your choice. This will be videoed.

**RO54:** You will be assessed on a submitted assignment based on your course work.

### Additional Information

This course is an excellent introduction to the sports and leisure industries for you, should you wish to pursue a career in this area. You must have an interest in Sport and be willing to commit to extracurricular clubs in order to improve your performance in the practical areas. You should be eager to learn how you can improve your individual performance and have a natural curiosity of how the body is affected as a result of exercise.

**Future careers:** PE Teacher, sports masseurs, sports therapist, physiotherapist, sports coach, sports nutritionist, outdoors activity instructor, sports psychologist, fitness instructor.

### Useful websites/Resources:

- www.olympics.org
- www.brianmac.com
- www.sportengland.com
Textiles Design

Examination Board, Syllabus and Specification: OCR Art & Design: Textiles Design (J174)

Qualification: GCSE

Course Outline

Textiles are used everywhere, not just for clothing and furnishings, but for floor and wall coverings; automotive interiors; sound insulations; road surfaces; medical body parts. The potential of textiles are endless!! This is an enjoyable course, which introduces students to all aspects of the textile industry and the variety of applications textiles are used for. Projects through Year Ten are set for students to develop their skills and knowledge and reinforce theory work. The aims of the course is to enable candidates to demonstrate their Art and Design capabilities through acquiring and applying knowledge, skills and understanding of: Materials, media, processes, techniques and technologies, designing and making quality products, that are influenced by work of historical and contemporary textile designers. They need to evaluate processes and products and examine the wider effects of design and how products function. This course would suit students with an interest in textiles and their products, with a desire to apply them to developing their own textile products to meet a specification that would suit a commercial process in the market place.

Assessment

1) Portfolio of Evidence - Task-based Non-exam assessment (60%). This is internally assessed.

2) Externally set task – Duration 10 hours. Non-exam assessment (40%). This is externally moderated.

Students must complete both components to be awarded OCR GCSE in Art & Design.

Additional Information  Appropriate as part of a broad and balanced curriculum for access to P16 studies and/training. Potential career paths are Textile Design or Technology; Textile management; Fashion or Interior design; Retail buying and Merchandising; Teaching.

Useful websites/Resources

www.ocr.org
www.bbc.co.uk/bitesize/gcse/design/textiles
## The Pathways: A Summary

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<th>Core Subjects</th>
<th>Additional Subjects</th>
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Some useful websites

https://nationalcareersservice.direct.gov.uk
This is the national careers service website. It has information on planning for your career and includes lots of useful information on different jobs - have a look at the Job Profiles.

http://icould.com/
This careers website includes a whole section on how GCSE choices can affect your future. See the section on “Focus on Choices at 14”

http://www.futuremorph.org
Future Morph website is designed to show 14-18 year olds career routes that studying science, technology, engineering and maths can lead to.

http://careersbox.co.uk
Careersbox is a free online library of careers related film, news and information.

www.plotr.co.uk
A careers website which can help you find out about a range of different careers. This section on “Choosing Your Career” is a good starting point.

https://www.ucasprogress.com/
Search for courses through this UCAS website for both Pre-16 courses and Post

https://www.careerpilot.org.uk/information/your-choices-at-14/gcse-compulsory-and-optional#link-1
Another careers website that is worth visiting

http://www.fasttomato.com
All students have completed Fast Tomato. If you have forgotten your login/password it is NDML

http://www.tomorrowsengineers..org.uk
A useful site to find out about careers in engineering

https://www.themedicportal.com/application-guide/choosing-a-medical-school/gcse-requirements-for-medicine/
A site for finding out about getting into medical school

https://university.which.co.uk/advice/gcse-choices-university/how-important-are-gcse-choices-when-it-comes-to-university
This article has useful advice about GCSE guidance and universities
# OPTION PREFERENCES FOR 2019 -2021

Name: ........................................................................................................ Form: .........

KS3 Levels :                      English .............. Maths .............. Science ..............

## Creative Pathway

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<th>Preference 4</th>
<th>Preference 5</th>
<th>Humanities</th>
<th>Core Language</th>
</tr>
</thead>
</table>

## Technological Pathway

<table>
<thead>
<tr>
<th>Preference 1</th>
<th>Preference 2</th>
<th>Preference 3</th>
<th>Preference 4</th>
<th>Preference 5</th>
<th>Humanities</th>
<th>Core Language</th>
</tr>
</thead>
</table>

## Scholastic Pathway

<table>
<thead>
<tr>
<th>Triple Science</th>
<th>Preference 1</th>
<th>Preference 2</th>
<th>Preference 3</th>
<th>Preference 3</th>
<th>Humanities</th>
<th>Core Language</th>
</tr>
</thead>
</table>

## Vocational Pathway

<table>
<thead>
<tr>
<th>Preference 1</th>
<th>Preference 2</th>
<th>Preference 3</th>
<th>Preference 4</th>
<th>Preference 5</th>
<th>Core Language</th>
</tr>
</thead>
</table>

Please bring this form with you to your interview in May

### How to complete this form

1) Choose the pathway you wish to follow.
2) List the subjects you wish to do in order of your preferences. You are requested to list up to five as you may not be given your first or second preference.

I / We agree with the preferences indicated and understand that these preferences cannot be changed.

I / We also understand that stating a preference does not entitle my / our daughter to a place on that course.

Signature of parent(s) / guardian(s) ........................................................................................................................................

........................................................................................................................................