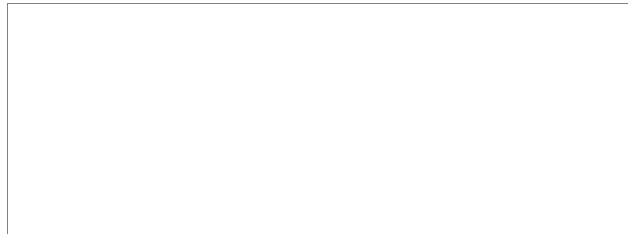




Hope Valley College Options



Student Guide for KS4 courses starting in July 2019 (Y10)

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Introduction

This booklet is written to give information about the courses we may be able to offer in Years 10 and 11. It should help you and your parents make important decisions about the subjects that you will follow. It is clearly important that all of us – your parents, subject teachers, tutors, careers adviser and, not least, yourself – work together to make informed decisions. It is now very difficult to change courses once begun. This booklet is only the beginning of the decision-making process. Please read it carefully, talk about your thoughts with your parents, and ask questions. Use the booklet in any discussions that take place with your tutor, subject teachers and careers adviser about your proposed choices.

There are two stages to the Options process:

Preferences

The first stage is the College trying to find out from you what you would like to do. As well as the information in this booklet you will get opportunities to find out more about each of the subjects available, including visiting some Y10/11 lessons to see them in action. Then you have to tell us your *preferences*.

You are being asked to indicate which subjects you would *prefer* to study by ranking the subjects you think you would most like to study from 1 to 5, with 1 being your top *preference*. You should consider ranking highly those courses that you think you would enjoy and be best at. **We cannot guarantee that we will be able to offer all of these courses.** We will, however, try to construct an Options grid that reflects the *preferences* of as many students as possible. You will not automatically be able to study your top *preferences*.

We will use Microsoft Forms to collect preferences. A link will be sent out by email to all parents, and should be filled in and submitted by Friday 21 December.

Choices

With the Year 9.2 report on **Thursday 14 February** you will get the Options Form, a grid that will give you the **choices** you can make for the next one/two years. Using this booklet, and the Options Form, you will have to choose which courses will work best for you.

On **Friday 15 February** we will run an 'Options Day', trying to help you get all the information you need to inform your *choices*. We will also invite your parents to join you from mid-day so they can speak to subject teachers.

You will need to submit your options choices using an online form by **Thursday 21 March**, which is the Y9 Parents Evening.

Your overall **choices** should be appropriate to any specific career that you have in mind and be balanced enough to leave as many Post-16 options open to you as is possible. You should avoid taking courses for weak reasons such as choosing subjects solely because your friends have selected them.

Once we have all the Option choices submitted we will try to create a timetable that meets the choices of as many students as possible within staffing and budgetary constraints. We will then involve you and your parents in finalising the right combination of subjects for you. Your Year 10 (including these new courses) begins on **Tuesday 2 July 2019**.

Please follow the instructions on how to submit your preferences and option choices carefully and meet the deadline for returning them if you want your views to count.

P Dearden
Acting Principal

Mr R Beeden
Assistant Principal

Post 16 choices and beyond

Students from HVC go on to full-time education in a very wide range of institutions Post 16. These include:

- Derbyshire School Sixth forms to follow A Levels, such as at Lady Manners and Buxton Community School
- Sixth Forms in Sheffield Schools to follow A Levels, such as Tapton, King Edwards, Silverdale, High Storrs, Notre Dame and King Egbert's Sixth Form
- Colleges in Stockport to follow A Levels such as Aquinas, Marple and Loreto.
- Colleges that specialise in a range of vocational courses such as Chesterfield, Buxton & Leek and Sheffield College
- Colleges that specialise in agricultural courses such as Reaseheath and Askham Bryan.

Increasingly students have access to other opportunities like Apprenticeships and Traineeships, which may involve a mix of education and work.

In Years 10 and 11 we will offer advice to students to help them with this array of choices. We will also encourage students to consider their future Post 18 – whether that involves work, further training, higher apprenticeships or more traditional university study.

Students who are interested in medicine, dentistry, veterinary science and Oxbridge will need particular advice early on in Year 10 and should be starting to think about their future now. Their option choices now will not necessarily affect their futures, but they should understand the need for excellent GCSE results.

It is important to understand what the impact of option choices will be on the future choices available to you. I cannot emphasise enough that the GCSE outcomes in English, maths and science are more important than the particular subjects you choose in the options. There will be occasions where students need specific advice about the options they choose for a particular pathway they hope to follow, but the general advice is to try and choose a variety of subjects that you will enjoy, so you can do the best you can in them.

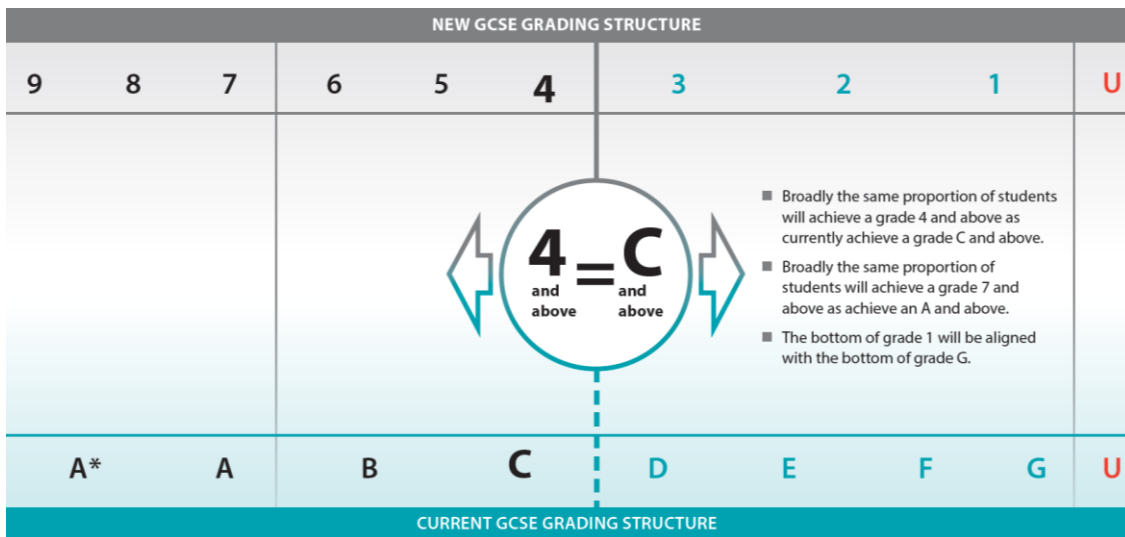
Assessment in Key Stage 4

By the word assessment we mean all the ways in which your progress is measured and your achievements recorded. This includes the way your final grades are worked out. The way assessment is done has changed a great deal in recent years.

GCSEs

The GCSE exam was introduced for first teaching in 1986. It stands for the General Certificate of Secondary Education. One of its effects is to concentrate more on assessing skills like finding things out, solving problems, and working together. Most GCSEs are now all assessed at the end of the course by final exams, with the exception of some subjects (Design and Technology, Art and Photography).

For this year group all GCSE subjects will be graded on the new GCSE scale from Grade 9 to Grade 1. How the new (9-1) GCSEs are graded, compared to the old A*-G grades:



In some subjects exams are tiered into Higher and Foundation papers.

For this Year-group there are no module exams – **all GCSE exams will be taken in the Summer at the end of the courses.** A few GCSE subjects still have coursework that count towards the final grade, such as Design and Technology, Art and Photography

BTECs, Awards and other qualifications

BTEC qualifications and other vocational Awards are based more on continuous assessment but will involve some element of an external ‘exam’. Many vocational courses may use short exams along the way but are mostly assessed by a folder of evidence you build during the course. BTECs, Awards and other vocational qualifications are highly regarded in Further Education.

All courses studied can count at one of four levels: Foundation, Level 1, Level 2 and Level 3. Foundation courses are for students working below GCSE level. Level 1 courses achieve qualifications equivalent to 3-1 (D-G) grades at GCSE and Level 2 qualifications are equivalent to 9-4 (A*-C) grades at GCSE. Most qualifications we offer other than GCSEs are studied at Level 2.

There are two important measures that are used to help employers, sixth forms, colleges (and eventually universities) decide who they should consider taking. One of these is the reference that we will write, which comments on things such as attendance, punctuality, contribution to College life and character.

The other is the results that a student achieves across all their courses, **particularly in English, maths and science.**

There are also a range of qualifications that go beyond GCSE/BTEC/Award results, and we have good examples at Hope Valley College of students who will enhance their overall results through a range of other activities, such as musical instrument Grades, Duke of Edinburgh Award etc.

Courses offered in Year 10/11

Until now you have been taking a large number of subjects and only in Year 9 did you have some choice in the matter. From now on there will be the chance to study subjects in more depth and eventually to gain qualifications. There just is not enough time to do this in all of the subjects that you now take and so you are given the opportunity to choose some of them and drop others. In order to match your abilities, interests and career hopes to the subjects on offer you will need to consider all the information available and get as much advice as possible.

The decisions that you make are probably the most important ones in your school life so far and they can have a dramatic effect upon the opportunities available to you when you leave Hope Valley College. In the past some students have not taken a particular subject which they later found to be helpful for a career or training opportunity in which they were interested. You should make careful use of the advice available to make sure that you don't make that mistake. If you are unsure about the requirements for a particular career please ask Mr Dearden or Mrs Petts where to check or check on-line.

All students must study the core subjects. **Your results in English, maths and science are the most important outcomes over the next two years.**

You will also be able to select additional subjects from a broad range, with some restrictions that guarantee a balanced curriculum for each student. The following pages describe courses in more detail.

Core courses	Core Games, Ethics & Philosophy, PSHE etc.	English Language/English Literature 4 hours in Y10, 4 hours in Y11
	2 hours in Y10, 2 hours in Y11	Maths 4 hours in Y10, 4 hours in Y11
	Science 5 hours in Y10, 5 hours in Y11 Combined Science students do this science only. Triple Science students will need to do extra science time, which will come from Options	
Optional courses	Courses from Block A 2.5 hours in Y10, 2.5 hours in Y11	Courses from Block B 2.5 hours in Y10, 2.5 hours in Y11
	Courses from Blocks C/D One year Full course in Y10, then a one year Full course in Y11 OR	

CORE SUBJECTS – over 15 (out of 25) hours per week all students will study:

Exam courses in:

English – including the new-style exams in GCSE English Language & GCSE English Literature, which are graded 9-1.

Mathematics – including the new-style exams in GCSE maths for all students, which will also be graded 9-1.

Science – All students are taught science by specialist teachers. The majority of students (here and nationally) will follow a Combined Science pathway, completing exams equivalent to two GCSEs, graded 9-11.

Most students with an aptitude for A-level study in the sciences are encouraged by the staff in the science department to study for three GCSEs in Science (Triple science) which will use one of the Options. Those studying Triple science take exams and are certificated in GCSE Biology, Chemistry and Physics, each graded 9-1.

A further core programme includes General Studies and core PE/sport:

General Studies is a cross curricular course that encourages learning across subjects and includes PSHE and EP.

PSHE (Personal, Social and Health Education) – including Citizenship, Health and Sex Education, Work Related Learning, and including Careers Education

Ethics & Philosophy – meeting the need to consider moral, ethical and spiritual questions in society.

PE / Sport – meeting the required core Physical Education (and distinct from the GCSE course in PE), including an element of Sports Leadership and Outdoor Education

OPTIONS SUBJECTS – studied over the remaining 10 (out of 25) hours:

Students will have the opportunity to study up to FOUR additional courses. Not all combinations will be possible.

Traditional GCSE options: in subjects such as Art, French, Geography, German, History, Music, PE, Spanish, Design & Technology, Textiles Design and Triple Science (which will take one option in addition to the core Science time).

GCSE and alternative qualifications in non-traditional areas: available in Hospitality & Catering, Childcare, Computer Science, Construction, Drama & Performing Arts, Engineering, ICT Applications, Photography, Psychology and Textiles.

The “EBacc”, or English Baccalaureate, was conceived as a way of encouraging students to take a humanity and language in addition to the core of English, maths and science. It has transformed into a crude measure to judge schools by – **IT IS NOT USED TO JUDGE STUDENTS**. The governors at HVC have regularly discussed the pressure from the government to force students into following an EBacc pathway and rejected it.

There are very many excellent reasons for studying both a language and a humanity subject which all students should consider, however the existence of the EBacc is not one of them!

Independent Learning

In many subjects you will be asked to do a considerable amount of work at home, or independent learning. All the new GCSEs require you to learn more ‘facts’ than the old GCSEs. How you train your memory is probably the key to how well you will do. It is most important that you treat this independent learning – often revision –

seriously and meet the deadlines set. We subscribe to GCSEPod, which has a wide range of podcasts to support most subjects – students can sign up to this following the link on the College website.

In some of the course descriptions that follow, a strong emphasis is placed upon the importance of coursework in the final assessment. Coursework is a means of assessing those skills, knowledge and understanding which cannot easily be undertaken by means of a timed exam paper. Often the coursework will be done in College under controlled (exam-like) conditions, but you may have been able to prepare for the coursework beforehand, both in lessons and at home.

It can take many forms, for example individual projects, fieldwork reports, summaries of personal research and the making of three-dimensional models. Early in Year 10 in each subject students will be issued with a coursework schedule and timetable for the year. Regular updates will be provided through the newsletter and at Parents’ consultation evenings. The staff will take great care to plan both the amount and timing of coursework tasks. Failure by a student to meet the set deadlines will result in a build-up of coursework and can lead to the loss of valuable marks.

The College will only enter students for examinations where they have completed at least the minimum coursework required by the external exam board.

Plagiarism

Many students use the Internet or books to help with their work, particularly their independent learning. It is important for parents and students to realise that copying work (text or images) from other sources **WITHOUT ACKNOWLEDGING THIS** is plagiarism – cheating, but with a distinct legal status.

It is vital that students learn that it is perfectly acceptable to use other people’s work providing they reference this with a suitable acknowledgement. This might be by copying and pasting the web address of the page used, or by putting the title of the book used. We hope that parents will support us in encouraging this habit and discouraging plagiarism.

There are penalties for plagiarism in public examinations, the most severe of which might result in students being disqualified from all public examinations in that year (not just the one where plagiarism is used). Beyond College plagiarism and copyright infringement is becoming a huge issue. A number of high profile legal cases have been brought, and substantial fines imposed in some instances.

Please Note:

the information contained in this booklet is correct at the time of going to press. In previous years some courses have not been finalised until the Summer term before they start.

Exam Boards/Codes

All exam courses are followed by an exam board and unique course code (in brackets) so you can find more details on the internet. For example **(AQA – 8700)** means the exam board is AQA and the course code is 8700, so a search for **AQA 8700** will take you to the web-pages for that course.

Core Subjects

GCSE (9-1) English Language (AQA – 8700)

GCSE (9-1) English Literature (AQA – 8702)

Students will begin their GCSE (9-1) English Language/Literature courses by focusing on reading and responding to a range of literary texts. These will be whole texts and include Victorian literature and Shakespeare amongst others.

Both courses will be assessed through terminal assessment at the end of Year 11 over four exam papers. There are no tiers, all students sit the same papers.

Questions to Ms M Hayes

GCSE (9-1) Maths (Edexcel – 1MA1)

An essential subject for all students, GCSE (9-1) Mathematics is a fully examined course that encourages the development of mathematical knowledge as a key life skill, and as the basis for more advanced study.

Students have already started work on this course!

The syllabus aims to build students' confidence by helping them develop a feel for numbers, patterns and relationships, and places a strong emphasis on solving problems, presenting and interpreting results.

Students will also learn to communicate and reason using mathematical concepts, both with and without the use of a calculator.

There will be two exam papers at the end of the course.

Entry is at either Foundation (5-1) or Higher (9-4) tiers. The Foundation tier has (proportionately) more number work and the Higher tier more algebra.

Questions to Mrs K Rumpel

GCSE (9-1) Sciences (AQA – 846x)

Science GCSEs are examined at the end of the course with terminal exams. The department remains committed to supporting students in their choice of which of the two different Science qualifications they should follow.

'Combined Science'

GCSE Combined Science: Trilogy (AQA - 8464)

'Triple Science'

GCSE Biology (AQA - 8461), GCSE Chemistry (AQA - 8462),

GCSE Physics (AQA - 8463)

Detail about the content of these two courses can be found by searching on-line for "aqa GCSE science": select the relevant draft specification and click on 'specification at a glance'. The Combined science course covers two thirds of the Triple science courses.

In all groups the students will be assessed periodically to ensure that sufficient progress is being made.

GCSE Combined Science

Students at HVC will follow the **AQA Combined Science: Trilogy** Syllabus.

They will have five hours a week in each of Years 10 and Year 11.

Assessment:

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Award:

The course leads to the equivalent of two GCSE grades in Science. The course is available at both Foundation (grades 5-5 to 1-1) and Higher (grades 9-9 to 4-3) levels and as such is available as an option for all students; decisions about tier of entry will be made in Year 11.

This qualification would allow students to study any of the sciences at A-level or follow BTEC or vocational courses in Applied Science Post 16. Currently there are no Sixth Forms we are aware of that require Triple science to follow a science pathway Post 16: however, each post-16 venue will set their own entry criteria and may change them over time.

GCSE Biology, Chemistry and Physics ('Triple' Science)

Students taking these three courses follow the combined science lessons but have extra lessons as one of their Options; this means that they will have the 5 hours allocated to Combined science but also additional Option time.

It is not necessary to follow this course in order to study Science subjects at AS/A Level, but there are some advantages in doing so, especially if you believe that you will have a career in Science, particularly enjoy or are naturally talented in Science.

Assessment:

Students will take two 1hr 45min exams for each of the three sciences.

Award:

This pathway leads to the award of three GCSEs: Biology, Chemistry and Physics. Each course is available at both Foundation (grades 5 to 1) and Higher (grades 9 to 4) levels.

Questions to Mr S Taylor

General Studies

All students take part in this course throughout Key Stage 4, which includes elements of PSHE (including careers education) and ethics and philosophy.

Sex, Relationships and Health Education – understanding aspects of health that we have control over.

Citizenship Education – looking at the role of the individual within contemporary society and the many contributions that we can make. For interested students there will be the possibility of converting this study to a GCSE in Citizenship with some extra study (for details see **AQA – 8100**).

Ethics & philosophy - students will explore ethical and philosophical theories and investigate how these impact on the individual, the local community and the global community. During these topics students aim to develop evaluation, analysis and critical thinking skills which are transferable to all GCSE subjects.

Careers Education and Guidance – exploring the options available Post 16, looking at learning pathways and making important decisions for the future.

Work Related and Enterprise Education – exploring the world of work and finances.

Questions to Mr P Dearden

PE/Sport

All Key Stage 4 students follow this course. **School kit will be required for all lessons.**

The objectives are:

Recognise the important physical, social AND mental benefits that physical exercise can bring

Acknowledge the respite from the academic rigor and expectations that PE can allow

To promote a lifelong participation in physical exercise and sport.

Questions to your current PE teacher

Sports Leadership & Outdoor Education

All Key Stage 4 students follow this course. **School kit will be required for all lessons.**

This will include visits to local primary schools to work with younger students and also running the Primary Sports Day in the Summer term at HVC.

Some students can develop these skills and work towards the Junior Sports Leader Award.

There will also be a limited Outdoor Education programme which gives students the opportunity to experience a range of challenging and adventurous activities. This reinforces the skills required for the Duke of Edinburgh Bronze Award which is offered in Year 10/11 as an extra-curricular activity.

Questions to your current PE teacher

Option Subjects

How the blocks work and why we ask for Preferences:

Option Blocks will be decided when we have your Preferences submitted. You will help shape what subjects are offered and in what combinations you can study them. This is why it is important to return your preferences forms.

We know what COULD go into each of these blocks, but **we don't know which subjects to put in each in order to get the best match with this year group**. Each year group is different and we need to know what you would ideally like to do in order to create blocks that maximise choices for everyone.

Also we need to know if certain subjects will run at all – we have had no takers for some courses in the past, so an indicative number of students wanting to follow a course is helpful at this stage. This also helps us determine whether we need extra groups in some subjects.

An extra factor is having Triple Science into the Options. We do not know what impact this will have on student choices, and only you completing the preferences form can help us plan for that.

Possible Block A – just to illustrate:

	Subjects
Block A	Art, French, German, Psychology, Triple Science

Possible Block B – just to illustrate:

	Subjects
Block B	Art, Construction, Geography, Engineering, Music

Blocks C/D can be combined to create one-year courses, which are available to the current Year 10 students when they are in Year 11, so some groups will be mixed age. This allows students a greater degree of flexibility over their courses and reduces the number of permutations that are impossible.

Some subjects are in Blocks C/D and in either A or B: for example you could potentially study GCSE Geography in two different ways:

over two years (average 2.5 hrs a week) in Block A

over one year, 5 hrs a week, in Block C in Year 11 (2019-20), alongside Y10s.

Another advantage of the one year block is that we can be responsive from year to year. For example we might offer Film Studies this year but not offer it next. There may not be enough students in one year to make a course viable, but there could be in two year groups together. Again, **your Preferences form will help us decide what to offer and in what combination**.

Possible Blocks C/D subjects over the next two years:

Block C	Childcare, Computer Science, Drama, Engineering, Geography, History, Photography, Design & Technology, Textiles.
Block D	

GCSE (9-1) French (Eduqas – C800P)

GCSE (9-1) German (Eduqas – C820P)

GCSE (9-1) Spanish (Eduqas – C810P)

Languages are an important area of the College. The wider communication skills that language students acquire are increasingly valued by colleges, universities and employers. A GCSE qualification in languages is again starting to be seen as desirable for a number of university courses apart from languages degrees. GCSEs in languages will be of use either as preparation for language study at a higher level or as a frequently required additional skill in a future career.

Research shows that language students have the highest postgraduate employment ratios and on average up to 30% higher salaries.

Students normally continue with their first foreign language, although they may of course choose any of the three languages. Several students have – in the past – studied TWO languages at GCSE, we will try to make this possible if required. The GCSE course follows a similar pattern to that established in Years 7 to 9. The emphasis, throughout the course and in the exam, is on understanding and the use of practical, up-to-date French, German or Spanish.

There are four main skill areas that are developed: Speaking, Listening, Reading and Writing and the tasks assigned to the students in each area are both authentic and realistic in their nature. The spoken language is of prime importance, with as much of the lesson as possible being taught in the target language. Students are able to work in pairs and groups to maximise their time spoken in the language. In French, they are given the opportunity to talk in small groups of three or four students with our Foreign Language Assistant, who is a natural French speaker. There are also opportunities for an 'exchange' or other residential visit in French, German and Spanish. We have links with a school in Alsfeld in Germany.

By the end of the course, students should be able to talk about themselves, their interests, future plans, etc. and also be able to cope in a variety of real life situations in a foreign country or in dealing at work with foreign visitors e.g. holiday situations. Listening skills also play an important part in the course and students are encouraged not only to listen for concrete information but also to determine the attitudes and feelings of speakers. Reading skills favour reading for information rather than translation, whilst writing of the language includes 'real' uses of language e.g. letters, postcards, notes, as well as translation. Because the emphasis is on communication, every attempt is made to use authentic up to date resources, including extracts from radio, TV, newspapers, magazines and the Internet.

The assessment too, consists of the four skill areas. Each skill area is worth 25% of the overall grade and students must choose to either enter all skills at Foundation Tier or all skills at Higher Tier. The exams take place at the end of the course in Y11 or Year 10 if a one year course.

It is essential for students to have a good quality bilingual dictionary of their own.

Questions to your current Language teacher

GCSE (9-1) Geography (Eduqas – C112QS)

If you are interested in geographical issues this course is for you. You will be able to broaden your knowledge of places and environments and gain a greater understanding of how physical processes have shaped the landscape. You will extend your awareness of the ways in which people and environments interact and have the opportunity to study important local and global issues, including climate change and international aid. You will also learn new skills and techniques and have the opportunity to undertake fieldwork.

Y9 Students can choose between the 2 year course (2018-2020) or a 1 year course in Y11 (2019-2020). Both of these are the Eduqas Specification B.

The GCSE will be examined in the following way:

Theme 1 will be worth 40% of the GCSE and will be assessed through a 1 hour 45 minute final exam. Topics will include...

Changes to where people live and changes to how people work.

How the environment is changing, including rivers, coasts, weather and global climate.

Environmental challenges, including pollution, ecosystems, water shortage and desertification.

Theme 2 will be worth 40% of the GCSE and will be assessed through a 1 hour 30 minute final exam. It will set an issue in a global context, explore solutions and give students the opportunity to justify a response.

Theme 3 will be worth 30% of the GCSE and will be assessed through a 1 hour 30 minute final exam. It is an applied fieldwork enquiry and will involve practising data collection, analysis of results and application across all geographical topics.

Questions to Mr M Fitton

GCSE (9-1) History (AQA – 8145)

Why study history? Everyone considering GCSE History should think about this question. It is reasonable to expect that anyone studying history has an interest in the past – but that should not be the only reason. In today's world, where the focus is on today and tomorrow, the value of history is often questioned. Some people are sceptical about the practical worth of history. These people are wrong, History is great. Below are a few reasons why you should study history, ask Mr Young if you want to know more:

- History requires a complex range of skills
- History teaches lessons about past, present and future
- History teaches you to research and interpret
- History teaches you to think and problem-solve
- History teaches you to communicate
- History prepares you for many professions
- History creates good people

GCSE students will study:

Germany, 1890–1945: Democracy and dictatorship

Conflict and tension between East and West, 1945–1972

Britain: Migration, empires and the people: c790 to the present day

Elizabethan England, c1568–1603

There are 2 papers sat in exams lasting 1 hour and 45 minutes each.

Questions to Mr C Young

GCSE (9-1) Art (AQA - 8201)

The GCSE Art and Design course is project based and you will have some choice in deciding on the kind of work you want to do.

There are two components to this course: The Portfolio, and The Final Exam.

The Portfolio (60% of the final marks):

This is a collection of your best work. Within this you will have to show that you can work in more than one area from the following: drawing and painting, textiles, printmaking, ceramics, sculpture, graphics, digital photography, and applied art, (working to a set design brief in the way a professional designer/illustrator, would be expected to).

Within this portfolio, you have to produce a *wide range of experiments*; using different materials and techniques, plus one *Extended project* which culminates in a final piece.

All work produced must be backed up with research and analysis of relevant artists and you will be expected to keep a sketchbook of evidence.

There is an emphasis on drawing, but this does not have to be the traditional still life observation drawing.

There is also an emphasis on annotation, your notes in your sketch book which explain your ideas and reflect on the progress of your work. There must be clear evidence of drawing and annotation in every aspect of your work throughout the course.

The Final Exam (40% of the final marks):

This is a timed 10hr session (broken down into smaller chunks of time). You are given the final exam paper by the exam board (AQA) around January, you then choose which of the 7 topics most interests you.

Between January and the exam in March / April time (depending on when the final exam sessions are set) you will research and prepare for the exam.

In the 10 hr exam, you produce the final piece of work you have been researching and building up to in the weeks of preparation.

Art and Design is a demanding course and, if you choose to study it you will be expected to work hard. Artwork takes time to produce: sometimes it may take you most of the weekend to complete a piece of homework. Only opt for it if you are committed.

Questions to Miss A Nicklin / Mrs J Sunderland

Award in Hospitality and Catering (WJEC – 5569QA)

The Level 1/2 Award in Hospitality and Catering (specification A) is a qualification designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

The objectives of this qualification are to help learners to understand:

How to prepare and cook using basic skills.

To understand food and its functions in the body and in recipes.

The sources of ingredients, including the environmental influence.

All aspects of diet, food needs and health

A thorough understanding and application of food hygiene and safety

Develop and apply a wide range of practical cooker skills, using appropriate equipment to meet specific needs.

Students will progress through 2 mandatory units during the course:

Unit 1: The Hospitality and Catering Industry. Students are expected to understand all the learning objectives taught. They will learn about: the environment in which hospitality and catering providers operate, how hospitality and catering provision operates, how hospitality and catering provision meet health and safety requirements how food can cause ill health and finally students should be able to propose a hospitality and catering provision to meet specific requirements. This unit is assessed through a **written examination worth 40%** of the final grade.

Unit 2: Hospitality and Catering in Action. Students are expected to safely plan, prepare and present a 2-course nutritional meal based on a live brief given by the exam board. Within their controlled assessment they will be expected to show their understanding of the importance of nutrition when planning a menu, understand menu planning, be able to prepare, cook and present their 2 dishes. This is an **internally assessed unit worth 60%** of their final grade.

Grades awarded are in the range: Distinction*, Distinction, Merit, Pass, L1 Pass.

Questions to Mrs D Whitehall

Award in Child Development & Care (NCFE / CACHE)

CACHE is the awarding body behind the most sought-after qualifications in childcare and we offer an introductory course at Level 2 to students with a genuine vocational interest in this area.

The course is a mixture of practical and theory, with some work undertaken in childcare settings. Students need to be inquisitive, able to read and research independently and patient.

The students will follow 3 Units in order to gain the qualification.

Unit 1 - This is an introductory unit designed to give an overview of the types of settings and local provision for children. You will learn how to prepare for working in settings and the responsibilities of early years workers. The content also includes gaining understanding of individuals needs and how to treat children fairly. You will also gain an insight into your preferred learning style and develop

your ability to study. In order for you to achieve this unit you will need to complete an assignment.

Unit 2 - This unit focuses on holistic development and factors that affect development. You will be introduced to ways of observing children so that you can support development through appropriate activities and care routines. You will also learn how to work with children when they move from one setting to another. In order for you to achieve this unit you will need to complete an assignment.

Unit 3 – This unit will assess your knowledge about all that you have learnt in unit 1 and 2.

In order for you to complete this unit you will need to complete a multiple choice question paper which counts towards the final grade. Grades awarded are 'old-style' GCSE grades – A*, A, B, C etc.

Questions to Miss S Topley

GCSE (9-1) Computer Science (OCR – J276)

This is a relatively new course which replaces previous computing and ICT qualifications. The course will develop a student's understanding of current and emerging technologies and understanding of how they work: they will need to apply this knowledge and understanding in a range of contexts.

Students will acquire and apply creative and technical skills, knowledge and understanding of IT in a range of contexts to help:

- develop computer programs to solve problems
- develop the skills to write algorithms in pseudo and other codes
- evaluate the effectiveness of computer programs/solutions and the impact

of, and issues related to, the use of computer technology in society.

This course is open to all students, but having a high working level in maths is a distinct advantage, as is being able to work very independently. Students taking this course would gain an extremely useful insight into the study of computer science at degree level. Many engineering and scientific courses also involve an element of computer science, not least the problem solving skills that students will develop during the course.

GCSE (9-1) Computer Science consists of three sections:

Component 01: A written paper of 1 hour 30 mins, worth 80 marks, taken in June of Year 11. This is 40% of the qualification. This question paper includes a mixture of short and long answer (essay) questions, some of which will require candidates to write program code.

Component 02: A written paper of 1 hour 30 mins, worth 80 marks, taken in June of Year 11. This is 40% of the qualification. This unit is designed to provide candidates with an opportunity to show thinking in terms of coding.

Component 03: Controlled assessment (programming project): taking approx. 20 hours, worth 40 marks. This is 20% of the qualification. This component can only be taken in Year 11. Candidates create solutions to computing tasks from a range of assessment tasks issued by the exam board, in a suitable programming language.

Questions to Mr I Bailey

Award in Constructing the Built Environment (WJEC)

The WJEC Level 1/2 Vocational Award in Constructing the Built Environment is designed to support learners to develop an awareness of construction processes. It mainly supports learners who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector, the importance of safety and security, and the types of career opportunities available.

Who is the qualification for?

This qualification is for learners who wish to develop their knowledge and understanding of the construction industry and gain experience of planning and developing construction projects.

What will the qualification cover?

The qualification has been designed to allow learners to develop knowledge, understanding and skills related to the following professions:

Trades including:

- Bricklayers, Carpenters, Electricians etc
- Site inspectors
- Project managers
- Architects
- Quantity surveyors

Qualification structure:

Unit 1 Safety and Security in construction

Is working in construction dangerous? Can some of the equipment and tools I use cause harm? Some of the equipment I used is expensive. How do I keep it secure? How do I make sure I am safe when working with electrical and mechanical equipment? Are there guidelines I can follow to make sure I am safe when I am carrying out tasks? Who can I rely on to keep me safe? What do I do with waste materials? Do I just put it in a skip or take it to a tip? Do I need to think about who is allowed to see designs and specifications I am given to work from? These are all important questions for anyone involved in construction.

Unit 2 Developing Construction Projects

How do I hang a door? Can I skim plasterboard? How do you gloss a panel door? What resources do I need to build a wall? How do I plan what needs to be done? Will I be safe? How do I keep equipment secure? How do you know if what has been done is good enough? Any renovation project will need people with different skills. A new bathroom will need plumbing, tiling, plastering and decorating. An extension needs bricklayers, carpenters and interior designers. Whatever skill is applied, selecting and using the correct tools, materials and equipment

in a safe manner is critical to the process. All projects involve drawings and/or specifications which use international standard symbols and terminology which must be interpreted before they can construct a given task. From this technical information, calculations have to be made for resources before the build process takes place. Throughout this unit you will learn to interpret technical information in order to identify materials, tools and equipment needed to complete construction tasks. You will develop a range of construction skills which can be used during construction processes, ensuring you take account of any health and safety issues.

Unit 3 Planning Construction Projects

Who does what when refurbishing a property, building a new construction or improving a built environment? How long does a building development take? Is there a need for a project manager? Who is a project manager? What can stop a construction project from being successful? Construction projects can vary from a small refurbishment of a bathroom to the development of a new town or motorway. All projects need to be planned. Some projects will need a Project Manager with several staff involved in planning and monitoring over months or years. Smaller scale projects, like refurbishments, might only involve one or two people throughout. The processes they follow are the same. Whether working for a large construction company or a self-employed trade's person, knowledge of project management and the skills that go with it are essential to make construction projects a success. Through this unit you will learn about different types of jobs that exist in the construction sector and how these jobs contribute to successful projects. You will develop an understanding of the processes that are followed by people working in construction that ensure projects are successful. You will use the knowledge and understanding you have acquired through carrying out practical construction tasks and consideration of safety and security of construction processes, together with planning skills developed through this unit, so that you can plan construction projects.

Grades awarded are in the range: Distinction*, Distinction, Merit, Pass etc.

Questions to Mr M Streets

GCSE (9-1) Design and Technology (AQA – 8552)

In this course students will learn about all aspects of design and technology, and then specialise in a material area.

This replaces the previous 'single technology subject' courses, which means that all students will get a good working knowledge of metals and alloys, natural and manufactured timbers, polymers (plastics), papers, boards and textiles.

In this course you will:

- solve problems in a creative way using a variety of materials and techniques
- design and make a prototype that meets a set design brief
- use a combination of wood, metal, plastic and smart materials
- use CAD/CAM
- learn all about the different material areas in Design and Technology.

The course is split into 3 sections:

Core Technical Principles

Students will learn about industry, enterprise, sustainability and production techniques, energy generation and storage, and smart/modern materials. This is also the section in which all material areas are covered, as well as control systems.

Specialist Technical Principles

In this section we will study one of the material areas in greater depth – this year this will be timber based materials. This will involve studying material selection, properties, sources and origins, forces and stresses and ecological factors.

Designing and Making Principles

This unit involves the students designing and making a product. They will investigate the work of other designers, and design and manufacture a product based on different design strategies. Students will be able to use a range of materials and processes, and be creative and imaginative in their approach to solving design and manufacturing problems. The use of CAD and CAM technologies, including our 3D printers and other state of the art equipment, is a fundamental part of this unit and something that our students always enjoy.

Assessment will be broken down into one exam, worth 50% and one Controlled Assessment Task also worth 50%.

Questions to: Mr R Beeden

Award in Engineering (WJEC)

Advanced manufacturing is at the heart of the growth economy and WJEC Engineering is a great foundation for learning in this area. The area of advanced engineering is one in which there are many opportunities for career progression via university or technical college. The UK engineering industry is vast, with more than 6,000 organisations employing around 800,000 engineers. Career opportunities exist across a broad spectrum of sectors, from aerospace and defence to renewable energy and transportation and many of these sectors have a shortage of qualified engineers.

Engineers can have a major impact on industry and society. The achievements they have made have improved the quality of everyday life, from the buildings we live and work in to the transport we use to get around and how we enjoy our leisure time. Engineers are able to find solutions to problems, whether it is adapting or combining materials used to produce a product to make it withstand severe weather conditions or fixing materials in a different way to make something more portable. Problem solving is critical to working in engineering. Finding solutions to problems to ensure a product is fit for purpose involves:

- learning about materials

- design processes
- engineering processes
- safe use of tools and equipment
- maths that engineers use.

WJEC Level 1/2 Award in Engineering is designed to mainly support learners who want to learn about engineering from the design and planning perspective. It provides learners with a broad introduction to the engineering sector and the types of career opportunities available.

Course structure:

Unit 1 Engineering Design

What makes an MP3 player work? How can you make a games controller for young children? Can you make a basketball post that fits into a backpack? How does a 'wind-up' radio work? Could you power a television the same way? Manufacturers, sales teams, technical teams will often ask engineers to find answers to these types of questions. Design consultancies or research and development teams will aim to design products that work, but these products also have to meet different needs. This could be to make the product portable or smaller or cheaper. Whether making something new or adapting an existing product, engineers follow a design process. In this unit, you will learn about that design process. You will learn how to analyse a product so you can see what features make it work and how it meets certain requirements. You will learn how to take ideas from different products in order to produce a design specification for a product.

Unit 2 Producing Engineering Products

What are Vernier callipers? How do I know how to make something? How do I use a centre lathe? Can you use computers in engineering? Can I use a saw to cut metal? How important is it to get measurements right? It doesn't matter whether making parts for space travel or toys, for bridges or power generation, using the right tools and equipment in a safe way is critical to production engineering. Production engineers, skilled machinists and maintenance engineers will use a range of engineering processes, equipment and tools to make engineered products. They will work from engineering information, whether provided by design consultants, quality managers or colleagues, or they will produce their own information as they try out different ways of engineering a product. Through this unit, you will learn to interpret different types of engineering information in order to plan how to make engineered products. You will develop the skills needed to work safely with a range of engineering processes, equipment and tools. With these skills, you will learn to make a range of engineered processes that are fit for purpose.

Unit 3 Solving Engineering Problems

What materials can be used to go into space? Are some vacuum cleaners really innovative? How important was the development of the jet engine? Do robots make better engineers than people? How do I install a gate? How can engineers help communities after an earthquake? How do engineers use computers and technology? How do I tell steel from aluminium? Does it matter? Engineers can have a major impact on industry and society. The achievements they have made have improved the quality of our everyday life, from the buildings we live and work in to the transport we use to get around and how we enjoy our leisure time. Engineers are able to find solutions to problems, whether it is adapting or combining materials used to produce a product to make it withstand severe weather conditions or fixing materials in a different way to make something more portable. Problem solving is critical to working in engineering. In this unit you will learn about how engineers in the past have found solutions to problems and how other engineers use their ideas to solve problems today. You will learn about materials, processes and maths that engineers use and how they are used to solve problems. In solving problems, you will learn to follow a process and develop drawing skills to communicate your solutions.

Grades awarded are in the range: Distinction*, Distinction, Merit, Pass etc.

Questions to Mr M Streets

GCSE (9-1) Drama

The course is predominantly delivered through practical lessons but there is an unavoidable written element.

We are currently studying the Eduqas Drama GCSE. Throughout the course students are expected to

- apply knowledge and understanding when making, performing and responding to drama:
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective learners able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- adopt safe working practices.

The course is assessed through three components:

Component 1: Devising Theatre- Non-exam assessment. 40% of the qualification

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

- A performance of their devised work
- A portfolio of supporting evidence
- An evaluation of the final performance

Component 2: Performing from a text

Externally assessed. 20% of the qualification

Students study two extracts from the same performance of a text chosen by the College. They then participate in one performance using sections of text from both extracts.

Component 3: Interpreting Theatre. Written exam 1 hour 30 minutes. 40% of the qualification.

The paper is divided into two sections. Students must answer questions on a set text that they have studied in class. In addition they must choose one of two questions based on a live theatre production that they have seen during the course. For this reason students will be expected to attend trips to the theatre during their course.

Questions to Mrs A Scorer

GCSE (9-1) Music (Edexcel – 1MU0)

The GCSE Music course is designed to suit students of all levels of musical ability, and cater for all musical interests and tastes.

The course draws together the skills of performing, composing and appraising, building on the skills gained in Key Stage 3.

Scheme of Assessment:

30%	Performing	Two pieces, one of which must be a solo and one ensemble performance on chosen instrument or voice
30%	Composing	A folio of two coursework compositions
40%	Appraising	A listening and written paper of 1hr 45mins, including set pieces for study

ICT will be used by students to complete the composing part of the course and for recording performances. Sibelius, GarageBand, Logic Pro and Cubase software are all available in school.

It is expected that GCSE students are involved in at least one of the College's Music ensembles, especially the choir, in order that they gain practical aural training and invaluable performing experience for all-round musicianship.

Questions to Mrs H Watson

GCSE (9-1) PE / Physical Education (Edexcel – 1PE0)

Is this subject right for me?

The GCSE PE course will appeal if you:

want to receive a well-rounded and full introduction to the world of PE, sport and sport science through the combination of physical performance and academic challenges.

want to develop a range of transferable skills, for example using data along with scientific information to develop an understanding of practical performances and how to improve them

are considering a career in health, sport or sport science or wish to pursue higher education such as A level/BTEC qualifications.

What do I need to know, or be able to do, before taking this course?

You will need to understand and draw upon your practical KS3 PE experience in team activities and individual pursuits. You should have a commitment to fitness and a strong desire to consistently look to improve performance both practically and academically.

What will I learn?

You will examine the effects of exercise and learn the science and theory behind how training can improve performance.

You will develop knowledge and practical skills in a range of activities.

You will plan, execute and develop a personal exercise plan designed and tailored to improve own performance.

How will I be assessed?

The GCSE course is assessed in four units.

Units 1 & 2

Both units are externally assessed through TWO written examination papers

Fitness and Body systems - written exam 1 hour 45 minutes worth 36%

Health and Performance - written exam 1 hour 15 minutes worth 24%

This will contribute a maximum of 60% towards your total marks.

Unit 3

The assessment consists of students completing THREE practical activities from a set list:

one must be a team activity

one must be an individual activity

The third activity can be either team or individual.

This will contribute to 30% towards the total mark.

Unit 4

The assessment consists of students completing a Personal Exercise Plan.

This will contribute to 10% towards the total mark.

Questions to Miss Astbury

GCSE (9-1) Photography (AQA – 8206)

The GCSE Photography course is project based. There are two components to this course: The Portfolio (60%), and The Final Exam (40%).

Students study Photography, including lens and light-based techniques and the history and development of Photographic techniques (in the main using DSLR – digital photography)

The Portfolio:

The course will begin with a period of experimental tasks in which students learn how to create a variety of different photographic styles; close up, portraits, movement, drawing with light, colour, texture, and Nature where they learn which area of the exposure triangle is imperative for which style of picture. These experiments and research will all have to be kept as evidence in a photo journal book/folder. There is also the requirement to produce one extended project which will begin with the study of a relevant photography artist, from a specific period in time, on a particular theme, in order for students to build up their knowledge of the development of photography and the various techniques and processes used and how they have changed through time.

The Final Exam (40% of the final marks):

This is a timed 10hr session (broken down into smaller chunks of time). You are given the final exam paper by the exam board (AQA) around February, you then choose which of the 7 topics most interests you.

Between February and the exam in March / April time (depending on when the final exam sessions are set) you will research and prepare for the exam.

In the 10 hr exam, you produce the final piece of work you have been researching and building up to in the weeks of preparation.

Within the portfolio and exam work students must demonstrate that they understand the techniques and processes used to produce their work. This is in the form of notes and annotation which explains their practical outcomes, and how they have produced their results. To do this they will learn about; shutter speed, apertures, light quality, depth of field and different lenses and being able to explain how these have been used to achieve certain effects.

This is not a "point and shoot" photography course, it will require the willingness to learn the technical information behind the resulting images and the ability to explain them using appropriate vocabulary.

There is an emphasis on drawing within this course; drawing with a camera, drawing with light (using the open shutter and a torch), drawing using Photoshop, actual drawing onto a photographic image itself, plus other kinds of drawing: sketches explaining ideas, or the layout of a particular shot; diagrams etc...

However it is done, there must be clear and extensive evidence of drawing and annotation in any work produced for this course.

Questions to Miss A Nicklin

GCSE (9-1) Psychology (AQA – 8182)

This course would be of interest to students wishing to study human behaviour. It is designed to develop understanding of why humans behave the way we do. Some Year 10 students started studying the new 9-1 GCSE in the Summer, which has much more contemporary psychology than the old A*-G specification.

The course consists of two units:

Unit 1 **Cognition and Behaviour** contains topics on how our memory works, how our brain perceives information, how we develop through childhood and how psychological research is conducted.

Unit 2 **Social Context and Behaviour** contains topics on how people behave in social situations, how language, thought and communication are linked, looks into the brain and neuroscience and studies how psychological problems are developed and approached.

The course is assessed by examination at the end of Year 11. There will be an exam on each unit.

Questions to Mr T Scorer

GCSE (9-1) Textiles Design (AQA – 8204)

The GCSE Textiles course is project based. There are two components to this course: The Portfolio (60%), and The Final Exam (40%).

Students will pick one or more area(s) of textile design to work in:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

The Portfolio:

Each student will create a portfolio which will include both:

1. A selection of work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits. This will be recorded in an A3 folder / journal.

2. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions (making the item). This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across Textiles design in it's many forms.

The Exam:

AQA will provide a separate externally set assignment with seven different starting points. Students must select and respond to one starting point that inspires them.

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

Students must ensure that the total submission for Component 2 evidences coverage of all four assessment objectives; research, design, experimental work / making and evaluation as well as evidence of drawing activity and written annotation. Externally set assignments will be available to students and teachers from 2 January. A preparation period from January through to March / April will be given for students to research, and practise what they wish to make for their final exam piece.

This is a fun and very hands on course where students will get the opportunity to learn through experimenting, developing and making. Time, effort and commitment are essential to complete the Textiles course, but with that comes the satisfaction of realising your ideas and creating a final piece you can feel proud of.

Questions to Miss A Nicklin

Alternative Curriculum Pathways

We recognise that for many students, they have a wide range of interests and talents. Instead, students who fit this mould may benefit from an alternative pathway. The sessions would involve students completing a course of 'Guided Self-Study' on a suitable qualification to match their capabilities.

Due to the nature of the self-study course, learners would have to be motivated enough to do the work and have a level of self-organisation. Any course agreed will be resourced and resources personalised for the learner.

Questions to Mr R Griffin

Information, Advice and Guidance

There are many sources for information, advice and guidance, and the choices young people have to make are increasingly complex.

Information can be found from this booklet, from visiting taster sessions, from discussing with older students or asking teachers. In addition, there are numerous sources of information available on the Internet, probably too many. No student should feel that they do not have the information they need to base decisions on.

Advice is also easy to come by, but good advice is less common. Remember though that these are relatively low risk decisions: **your English, maths and science grades will be more important than any of your Options, so you need to make sure that you do your best in these subjects.**

The College's main advice would be that you need to make sure you pick options you will enjoy, so that you are more likely to succeed in them. You should also consider what you are good at already, and what combination of subjects would give you a broad balance of skills to show to a sixth-form or future employer. You might, for example, take construction and a modern foreign language to ensure you have the skills to work abroad in the future.

Guidance is where you rely on your teachers and parents to help you consider what would be best for you. This may take into account your learning style, your ability in exams, your prior achievements. You may want to follow GCSE PE but have you ever shown the aptitude you need to make a success of it in the past? If not, then what will be different next year?

Careers Advice

We currently work closely with our Independent Personal Adviser, Kevin Lennox who can be contacted via Mr Dearden, Mrs Petts or via a sign-up sheet.

If individuals feel that they would like the opportunity to discuss their plans with Kevin there is a self-referral process – students should sign the appropriate sheet outside the staff-room. An interview will then be scheduled within 3 working weeks.

UCAS progress

Students will also be introduced to a careers site called UCAS Progress: <https://www.ucas.com/ucas/after-gcses>

This has links to up-to-date careers information and uses psychometric profiling to suggest possible careers to explore. There is a search facility for courses based on location and subject area, and introduces students to using UCAS for Post 18 study and beyond.

Consultation over Options

There are three reports home and two parent consultations in Year 9.

The first report home, 9.1, is a datasheet containing National Curriculum Levels and APR grades. This was issued earlier in November.

The second datasheet, 9.2 and Tutor comment sheet will come home on **Thursday 14 February 2019**, along with the final copy of the Options Grid for courses in Years 10/11, so that students can begin to make choices about what they will study.

As part of the second data sheet we will suggest target levels for new style GCSEs. The target levels will be set based on a range of different data, including KS2 results and CAT tests, as well as progress in KS3. The key thing to be clear on (with the target levels) is that they give the students an idea about possible performance. Many students decide that they will beat their target level and this sort of positive determination should be heartily encouraged as it is often a key contributor to success!

The first Parent Consultation is built around the Options, with an opportunity for parents to find out more followed by a subject-based afternoon on **Friday 15 February**. College will be shut on this day to other students. Parents can join their children from 12.00 until 3.30.

The aim for this day is to give Year 9 students and their parents as much help and information as they need so that they can make informed choices. This will **NOT** be a normal school day.

In the morning session Year 9 students will work with their tutors on Options, including spending some time on UCAS Progress. There will be opportunities to research career and Post-16 interests.

During an early lunch for Year 9, **parents are invited to join us for a brief talk at 12.00**, followed by two sessions:

The first, 12.30 – 2.30pm, will give students and parents the opportunity to attend up to five Options Talks. In each talk the subject teacher will explain and display examples of the work involved in that option and answer questions about the course. We will ask you to 'sign up' for talks, so that we can balance numbers.

At 2.30pm we will allow those students whose parents are not attending to go home. We will then run a session where parents, with their children, can see the subject teachers they wish, either to discuss core subjects (English, Maths, Science) or options.

Please bear in mind that it will not be possible to have every teacher available, and that **the session will end promptly at 3.30pm**.

We recognise that it is not ideal for some parents for this to be during the day, but feedback from parents in previous years has been positive and we could not cover the range of areas we do in an evening.

A further Parent Consultation follows this report on **Thursday 21 March 2019**. This is tutor-based, by appointment. This is the deadline for submitting Options choices.

A final report will come home at the end of the year, with Year 10 starting on **Tuesday 2 July 2019**, three weeks before the Summer holiday.

Y10/11 Subject Preferences for courses beginning July 2019

Here is a copy of the Preferences form for you to keep and use as a rough draft: please submit your choices using the online form that will be emailed to all parents.

NB: we will not be able to run all of these courses: the only way your voice can count in deciding what we run is by completing the online form and returning it by 21 December 2018.

Science pathway – please select one

Triple (3 GCSEs - Biology, Chemistry, Physics)	
Combined (2 GCSEs)	

Other options – use NUMBERS below to indicate your preferences for the other options, starting with 1 (for your top preference) and going down to 5.

GCSE Art	
GCSE Computer Science	
Award in Child Development & Care	
Award in Constructing the Built Environment	
GCSE Design & Technology	
GCSE Drama	
Award in Engineering	
GCSE French	
GCSE German	
GCSE Spanish	
GCSE Geography	
GCSE History	
Award in Hospitality & Catering	
GCSE Music	
GCSE PE	
GCSE Photography	
GCSE Psychology	
GCSE Textiles Design	