

CURRICULUM CHOICES INFORMATION BOOKLET SPRING 2020

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Alongside this booklet you should also have a copy of a *KS4 Options Record Sheet* to help you through the online process for selecting your Options Choices.

Welcome to your **Key Stage 4 Curriculum Choices Booklet**.

In here you will find information about all the courses you can choose from next year, plus guidance about how to make your choices. There is a lot of information which you will need to study very carefully. You also need to talk with your parents, Form Tutor and your subject teachers. In addition, you will have a meeting with a member of senior staff to discuss your choices and you may also ask to speak to our Personal Adviser from **YC Hertfordshire** (the careers education and impartial advice and guidance service, formerly known as Connexions).

More information will be available at the **Options Evening** on:

Thursday 30 January 2020

The **deadline** for submitting your completed Options choices online is:

Friday 7 February 2020 (9.00am)

A BROAD AND BALANCED CURRICULUM

It is our responsibility to make sure that every student has access to a broad and balanced curriculum. Therefore, although there is some choice, there are certain subjects and types of subjects which you must study. This will make sure that you have the best range of opportunities when you complete these courses in Year 11. The subjects everyone follows make up the **Core Curriculum** and the option subjects you choose make up the **Choices Curriculum**. Putting your Core and Choices together will lead to a broad and balanced curriculum. Not all course choices lead to qualifications, for example, core PE. Some students may choose to take a non-exam subject such as 'Food for Life' as one of their options. Other students may be invited to join a Literacy Support group to receive additional help with their literacy.

THE CORE CURRICULUM

All students take the subjects below:

- **English Language**
- **English Literature**
- **Mathematics**
- **Science - GCSE Combined Science (two GCSEs are awarded)**
- **A foreign language (French, German or Spanish)**
- **Personal, Social, Health, Citizenship & Economic Education (PSHCEE)** which includes aspects of **Religious Education** - this is a non-examined subject
- **Physical Education (Core)** - this is a non-examined subject

THE CHOICES CURRICULUM

We offer a wide range of choices at GCSE and BTEC level. There are **four choices** to be made and you must make these very carefully, bearing in mind the courses you want to study after Year 11 and the type of career you may wish to follow in the future.

Many parents will remember from their own school experience being given option blocks and told to choose one subject from each – we now ask students what they would like and then put these subjects into teaching blocks to give the maximum number of students their preferences. However, not all combinations are possible and students must also give reserve choices as we may not be able to allocate every student all of their first four choices. If no reserve choices are given, students will be allocated a subject, if necessary. When allocating students to groups, we take into consideration the order of preference of the subjects they have listed. Therefore, please rank your option subjects carefully.

Section A

This section of the form lists the **Core Subjects**. In this section you can choose the foreign language you wish to take or you can receive Literacy Support if you have been invited to do so. In Combined Science you will study the double GCSE award. You will also take Core PE which is a non-exam subject. In Core PE, students will select a pathway of activities for the two years covering a variety of sports (such as Football, Netball, Hockey, Athletics, Gymnastics, Trampolining and Health-related Fitness) as well as several individual activities. Pathways will be explained during the Summer Term of Year 9, during students' normal PE lesson where they will be supported in making their choices. Please note that GCSE PE and BTEC Sport are both option subjects, i.e. in addition to Core PE.

Section B

In Section B you have the opportunity to select **four courses** you wish to follow throughout Key Stage 4. To ensure a broad and balanced curriculum, you should only select up to two subjects from any section. Please note that students are required to include either Geography or History in their four choices. This is explained in the information about the EBacc below.

All of the websites listed in this booklet are available as direct links from the school's website. Click on 'Students' > 'Curriculum Subjects'.

An electronic copy of this booklet and the Options Record Sheet can also be found at 'Students' > 'Year 9 options'.

The ENGLISH BACCALAUREATE or “EBacc”

The English Baccalaureate is not a qualification in itself but a combination of subjects which the Department for Education (DfE) believes provides a ‘core academic curriculum’ for future study and employment.

‘The English Baccalaureate is intended to give students greater opportunity to study in and beyond the vital core of English, Mathematics and the Sciences. The subjects included are designed to ensure that all students have the opportunity to study a broad core of subjects, ensuring that doors are not closed off to them in terms of future progression. For example, for students hoping to go to university, the Russell Group guide on making ‘informed choices’ for post-16 education identifies ‘facilitating subjects’ [see the link below]. These are subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects they identify are those included in the English Baccalaureate – Mathematics, English, Physics, Biology, Chemistry [or Combined Sciences], Geography, History and Languages (Classical and Modern).’

DfE

<https://www.informedchoices.ac.uk/>

Up until 2015, the government’s expectation was that all students were *able to choose* to follow a curriculum which included the EBacc subjects. However, there is now an *expectation* from the DfE that ‘at least 90% of pupils in mainstream secondary schools will enter the EBacc’ and that ‘the EBacc becomes the default option for all pupils’. Therefore students must include either Geography or History within their four option subject choices. However, the policy also states that ‘schools should be able to determine the small minority of pupils for whom taking the whole EBacc is not appropriate’ and, in discussion with parents, the Learning Support department will help students to construct a more suitable learning pathway within the option choices where necessary. The DfE identifies such instances as ‘pupils with complex special educational needs, pupils who have spent significant amounts of time out of education, recent arrivals to the country and pupils who are only able to take a limited number of Key Stage 4 qualifications as they need significant additional time in the curriculum for English and Mathematics’.

The government has further stated that ‘the EBacc provides a rigorous academic core at Key Stage 4, without compromising on providing a rich, broad and balanced curriculum for pupils. It consists of only five subject areas. This means that there is time for most pupils to study other valuable subjects in addition to the EBacc, including religious studies, arts subjects, or vocational and technical disciplines’.

IMPARTIAL ADVICE & GUIDANCE

The Impartial Advice and Guidance programme enables students to make informed decisions about their futures, be it in employment with training (such as an Apprenticeship) at age 16 or in higher or further education. All students in Year 8 and above can request a careers guidance interview with the school's *YC Hertfordshire* Personal Advisor, Alison Curnow, at any time should they wish for one.

The Careers Library is located in the reference section of the school Library. It is well resourced with information about different careers pathways, university or college courses and Apprenticeships. The Library has open access throughout the school day and the Library staff are happy to provide guidance on how to use the resources available.

From Year 9, all students are also given guidance in and access to Careers Guidance software which they can use both in school and from home via the internet. The web address for this software can be found on the school's website (see page 3).

As part of your Impartial Advice and Guidance / Careers and Work-Related Education, you will:

- go on a one week Work Experience placement in the Summer Term of Year 10.
- be offered guidance in how to write a CV, prepare for interviews etc.
- have a personal interview with a member of senior staff regarding Post 16 options.
- have opportunities within PSHCEE lessons to investigate different careers and education routes, learn how to action plan and make informed decisions.
- Take part in the Year 11 *'Moving On'* Curriculum Enrichment Day in which you learn about local Labour Market Information; consider effective choice-making; investigate how specific qualifications link to career paths and take part in a 'Careers Fair' attended by a range of local employers, colleges, universities and training providers.

Information about all aspects of **Careers Education, Information, Advice & Guidance** can also be found on the Beaumont School 'Careers blog' which can be accessed from the school website '**Students**' > '**Careers & IAG**' or at: <http://careersatbeaumontschool.blogspot.co.uk/>

For further information please contact Mr C Cross

Trips & Visits in KS4

Some curriculum subjects have additional costs associated with examination courses. These may be optional (for example, the purchase of supplementary study or practical materials), while others are necessary for the completion of the course, such as instrumental tuition for GCSE Music and art packs for GCSE Art. Such costs will be explained by the Heads of Subject at the Options Evening or by subject teachers at the Year 9 Parent Consultation Evening.

Depending on individual circumstances, additional costs and/or the provision of study support materials may be covered by the school from funding provided for disadvantaged students.

LIKELY TRIPS & VISITS IN KS4

SUBJECT	YEAR	VISIT	APPROX. COST
Art/Graphics	10	London Art Gallery	£10
Drama	10/11	Various Theatre visits (for coursework)	£30
Drama	10/11	Study trip Easter 2022 (destination tbc) (optional)	£850+
English	10/11	Various theatre trips organised	£25 per trip
Geography	10	GCSE Geography trips x 2 (destination TBC) to carry out field work for exam.	£60 for both
Languages	10	Language Study Days at British Film Institute	£25 per trip
Music	10/11	Various Concert and Theatre trips	£30
Science	10/11	Science Live Conference	£30
End of Year Trip	11	Theme Park (optional)	£25

The cost of these trips will be subsidised for students eligible for Pupil Premium* additional funding. Please contact the school's Finance Office if you wish to discuss the funding of a curriculum based school trip.

* the Pupil Premium is additional funding schools receive for all students whose families are currently receiving Free School Meals or have received them at any point over the past six (6) years. Children in Local Authority Care or children adopted from Care are also eligible.



CORE SUBJECTS

TOPICS & IDEAS STUDIED

- Analysis of Literary texts: prose, drama and poetry
- Study of spoken language
- Creative writing
- The moving image
- Speaking and listening

USEFUL SKILLS

Essay-writing
Independent reading and research
Discussion and presentational skills

COURSE ASSESSMENT

Exam Board AQA Examinations

English Language Exam

Paper 1 Explorations in Creative Reading and Writing (50%)
Paper 2 Writers' Viewpoints and Perspectives (50%)

English Literature Exam

Paper 1 Shakespeare and the 19th Century Novel (40%)
Studied Texts: The Strange Case of Dr Jekyll and Mr Hyde – Robert Louis Stevenson and Macbeth – William Shakespeare

Paper 2 Modern Texts and Poetry (60%)
Studied Texts: An Inspector Calls – J. B. Priestley
An Anthology of poems focused on themes of Power and Conflict

Speaking and Listening will be assessed as a discrete element of language.

Qualification Two GCSEs: English Language and English Literature
One tier entry. The grading system runs from 1 – 9, 1 being the lowest grade and 9 the highest.

FURTHER INFORMATION

www.aqa.org.uk/english

Mrs K Molyneux, Head of English

TOPICS & IDEAS STUDIED

- The aim of the course is to promote the development of mathematical knowledge as well as oral, written and practical skills which can be applied in everyday situations
- Topic areas include Number, Algebra, Geometry, Measures, Statistics and Probability
- Emphasis on problem-solving, selecting strategies and applying mathematical techniques are all prominent features of the work.
- There will be a greater emphasis in examinations on the assessment of applying mathematics and using mathematics to solve problems, and some questions will be set in contexts that students should be expected to deal with in the real world.

USEFUL SKILLS

- Problem solving
- Good written communication skills
- Thinking logically
- Recall of necessary methods and formulae

COURSE ASSESSMENT

Exam Board	Edexcel
Examinations	Specification 1MA1: There are three written examinations to be taken at the end of the GCSE course and any part of the content may be assessed on any paper. Each paper has an equal weighting of 80 marks, so 240 marks in total. Paper 1 is non-calculator; in the other two papers a calculator may be used.
Controlled Assessment	N/A
Qualification	Single GCSE: There are two tiers of entry i.e. Higher and Foundation.

FURTHER INFORMATION

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

Mr K Smith, Head of Mathematics

TOPICS & IDEAS STUDIED

- Identity and Culture
- Local, national, international and global areas of interest
- Current and future study and employment

USEFUL SKILLS

- The ability to listen to and understand spoken French in a range of contexts and a variety of styles.
- Communicate in speech and writing for a variety of purposes.
- Understand and apply a range of vocabulary and structures.
- Language learning and communication skills.

COURSE ASSESSMENT

Exam Board	AQA
Examinations	Students entered at Foundation or Higher level. Listening and reading comprehension exams taken in summer term of Year 11. Mostly short answers/multiple choice. Each exam is worth 25% of the final grade. Writing exam taken in summer term of Year 11. Short answers including translation. Longer writing question (90 words, Foundation; 150 words, Higher). Exam worth 25% of the final grade.
Speaking Assessment	Speaking will be assessed by your teacher in one speaking test: 7-9 minutes (Foundation) and 10-12 minutes (Higher) consisting of role-play, discussion of photo card and conversation. Speaking is worth 25% of the final grade.
Qualification	Single GCSE: Grades 1-9 (Higher tier grades 4-9, Foundation tier 1-5)

FURTHER INFORMATION

<http://www.aqa.org.uk/subjects/languages/gcse>

Ms Y Shahrad
Head of French

Mrs S R Lutz
Head of Modern Languages

TOPICS & IDEAS STUDIED

- Identity and Culture
- Local, national, international and global areas of interest
- Current and future study and employment

USEFUL SKILLS

- The ability to listen to and understand spoken German in a range of contexts and a variety of styles
- Communicate in speech and writing for a variety of purposes
- Understand and apply a range of vocabulary and structures
- Language learning and communication skills

COURSE ASSESSMENT

Exam Board	AQA
Examinations	Students entered at Foundation or Higher level. Listening and reading comprehension exams taken in summer term of Year 11. Mostly short answers/multiple choice. Each exam is worth 25% of the final grade. Writing exam taken in summer term of Year 11. Short answers including translation. Longer writing question (90 words, Foundation; 150 words, Higher). Exam worth 25% of the final grade.
Speaking Assessment	Speaking will be assessed by your teacher in one speaking test: 7-9 minutes (Foundation) and 10-12 minutes (Higher) consisting of role-play, discussion of photo card and conversation. Speaking is worth 25% of the final grade.
Qualification	Single GCSE: Grades 1-9 (Higher tier grades 4-9, Foundation tier 1-5)

FURTHER INFORMATION

<http://www.aqa.org.uk/subjects/languages/gcse>

Mrs S R Lutz
Head of Modern Languages i/c German

TOPICS & IDEAS STUDIED

- Identity and Culture
- Local, national, international and global areas of interest
- Current and future study and employment

USEFUL SKILLS

- The ability to listen to and understand spoken Spanish in a range of contexts and a variety of styles
- Communicate in speech and writing for a variety of purposes
- Understand and apply a range of vocabulary and structures
- Language learning and communication skills

COURSE ASSESSMENT

Exam Board	AQA
Examinations	Students entered at Foundation or Higher level. Listening and reading comprehension exams taken in summer term of Year 11. Mostly short answers/multiple choice. Each exam is worth 25% of the final grade. Writing exam taken in summer term of Year 11. Short answers including translation. Longer writing question (90 words, Foundation; 150 words, Higher). Exam worth 25% of the final grade.
Speaking Assessment	Speaking will be assessed by your teacher in one speaking test: 7-9 minutes (Foundation) and 10-12 minutes (Higher) consisting of role-play, discussion of photo card and conversation. Speaking is worth 25% of the final grade.
Qualification	Single GCSE: Grades 1-9 (Higher tier grades 4-9, Foundation tier 1-5)

FURTHER INFORMATION

<http://www.aqa.org.uk/subjects/languages/gcse>

Mrs H Duckworth
Head of Spanish

Mrs S R Lutz
Head of Modern Languages

PSHCEE (Life Skills)

TOPICS & IDEAS STUDIED

The Media and Public Opinion	Work Experience Preparation	Financial Awareness	Drugs and the Law	First Aid
Criminal Justice System	Moral Dilemmas Tackling Extremism	Freedom of Speech	Stress Management	Topical Issues
Taxation		Pregnancy		

USEFUL SKILLS

Through completing this course, students will develop:

- Confidence and responsibility for making the most of their abilities.
- A greater understanding of how to live a healthy, safer lifestyle.
- Good, healthy relationships and appreciate and respect the differences between people.
- Knowledge and understanding about becoming informed, active citizens.
- Skills of enquiry and communication.
- Skills of participation and responsible action.

COURSE ASSESSMENT

As a non-examined component of the curriculum, students are not given a GCSE grade for PSHCEE (Life Skills). They will, however, receive a summative comment written by their PSHCEE teacher as part of their Year 10 report. Moreover, students' understanding will be assessed and checked in class through verbal questioning. Some elements, such as their CV, may receive written feedback.

FURTHER INFORMATION

The Government's full statutory guidance on relationships and sex education (RSE) and health education can be viewed here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Many of the topics covered feature on the following Youth Connexions website:
<https://www.ychertfordshire.org/advice-and-support/>

Mr A Gray
Head of PSHCEE

Combined Science

TOPICS & IDEAS STUDIED

The content of the course represents two GCSEs hence the subject is allocated double lesson time:

- Biology: cell biology, organisation, infection and response, bioenergetics, homeostasis, inheritance variation and evolution, ecology.
- Chemistry: atomic structure and the periodic table, bonding and properties, quantitative chemistry, chemical changes, energy changes, rate of chemical change, organic chemistry, chemical analysis, the atmosphere, using resources.
- Physics: forces, energy, waves, electricity, magnetism and electromagnetism, the particle model, atomic structure.

USEFUL SKILLS

- Revision skills: The science curriculum contains a large amount of content. Nearly every lesson introduces new ideas. It is therefore vital that students revise thoroughly in advance of unit assessments, mock examinations and, of course, the final exams.
- Literacy: students need to express scientific ideas clearly, in good English.
- Practical skills will be continuously assessed throughout the course and planning and analysis of practical work will be tested in the final examinations.

COURSE ASSESSMENT

Exam Board	AQA
Examinations	Six papers, each 1 hour 15 minutes, taken at the end of Year 11. There are two papers for each of Biology, Chemistry and Physics AQA
Qualification	GCSE Combined Science (Double Award)

The qualification will be graded on a 17 point scale: 1-1 to 9-9, where 9-9 is the highest grade, with intermediate grades, such as 4-5 and 7-8.

Foundation students will be awarded a grade between 1-1 and 5-5. Higher students will be awarded a grade between 4-4 and 9-9. Higher students who fail to reach the lowest possible grade will be recorded as a U (unclassified) and will not receive a qualification certificate.

There is no coursework in this qualification. There are a series of required practicals which will be completed throughout the course, which are then assessed in the written papers.

FURTHER INFORMATION

AQA website: course is GCSE Combined Science: Trilogy
<http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

Dr H Skelton, Head of Science



OPTION SUBJECTS

TOPICS & IDEAS STUDIED

GCSE Art and Design will offer you an exciting opportunity to develop your creativity in a supportive and forward thinking Art department.

As an Art student, you will be given the opportunity to explore a broad range of skills, materials and techniques. This includes: painting, drawing, photography, photoshop, print-making and mixed media.

As an Art student, you will be studying a variety of 'themed' projects, in which you can develop your ideas in a personal and creative way.

USEFUL SKILLS

To study GCSE Art and Design, the following skills will come in useful:

- A passion for Art and Design
- Creativity and imagination
- Communicating your ideas
- An interest in the work of other artists and designers

COURSE ASSESSMENT

Exam Board Edexcel

At GCSE, students will produce a 'Personal Portfolio' of coursework with a supported sketchbook. In Year 11, students will complete an Art Exam on a 'given theme' but may choose freely the media in which they complete the exam and they are given eight planned weeks to prepare for it.

Unit 1: Personal Portfolio (Coursework) 60% (Externally moderated)

Unit 2: Externally Set Assignment (Exam). Students are given eight weeks to prepare for the exam, including the production of a sketchbook and final piece.

40% (Externally moderated)

Qualification Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

FURTHER INFORMATION

<http://www.edexcel.com>

Please come and visit any member of the Art Department who can show you exemplar work and sketchbooks.

Miss F May, Ms V Findlay and Ms L Emin

TOPICS & IDEAS STUDIED

GCSE Art and Design Graphic Communication will offer you an exciting opportunity to develop your creativity in a supportive and forward thinking Art department.

As an Art and Design Graphic Communication student you will be given a range of 'Briefs' and asked to create visual creative outcomes. The critical element for a Graphic Designer is the successful communication of a message through the organisation of images and words. Students will work in a range of disciplines including advertising, illustration, typography and packaging. They will use materials such as painting, drawing, photography, photoshop, print-making and mixed media.

USEFUL SKILLS

To study GCSE Art and Design Graphic Communication, the following skills will come in useful:

- A passion for Graphic Design
- Creativity and imagination
- Communicating your Ideas in a range of disciplines.
- An interest in the work of other artists and designers

COURSE ASSESSMENT

Exam Board AQA

All GCSE students will produce a 'Personal Portfolio' of coursework with a supported sketchbook or portfolio file. In Year 11, students will complete a Graphic Design Exam on a 'given theme' but may choose freely the media in which they complete the exam, and they are given eight planned weeks to prepare for it.

Unit 1: Personal Portfolio (Coursework) 60% (Externally moderated)

Unit 2: Externally Set Assignment (Exam). Students are given eight weeks to prepare for the exam, including the production of a sketchbook and final piece.
40% (Externally moderated)

Qualification Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

FURTHER INFORMATION

<https://www.aqa.org.uk>

Please come and visit any member of the Art Department who will be happy to discuss this course with you.

Miss F May, Ms V Findlay and Ms L Emin

TOPICS & IDEAS STUDIED

Theme 1: Investigating small business:

- How and why do business ideas come about?
- What makes a successful business?
- Develop an idea, spot an opportunity and turn it into a successful business.
- Understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Theme 2: Building a business:

- How does a business develop beyond the start-up phase?
- Key business concepts and issues and decisions you need to make when growing a business and working in a global business.
- Meeting customer needs, making marketing, operational, financial and human resourcing decisions
- Explore how the wider world impacts the business as it grows.

USEFUL SKILLS

- Communicating and explaining your ideas
- Thinking creatively and making decisions
- Working with numbers to solve business problems
- Learning about the world of business through real and relevant local and international brands

COURSE ASSESSMENT

Exam Board Edexcel

The qualification will be assessed in two equally weighted exam papers. There is no coursework.

Paper 1 - Theme 1: Investigating small business

Written exam: 90 minutes, 90 marks

50% of the total GCSE

Multiple choice, calculation, short-answer and extended-writing questions

Paper 2 - Theme 2: Building a business

50% of the total GCSE

Multiple choice, calculation, short-answer and extended-writing questions

FURTHER INFORMATION

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Mrs B Austin, Head of Economics & Business

TOPICS & IDEAS STUDIED

Unit R064: Enterprise and marketing concepts

Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

Unit R065: Design a business proposal

Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals.

Unit R066: Market and pitch a business proposal

Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch.

USEFUL SKILLS

- In their work on this course, students will develop their self-assessment, collaborative working, creativity, numeracy, research, presentation and evaluative skills.

COURSE ASSESSMENT

Unit R065 and R066 are coursework based (each worth 25% of the qualification).

These centre-assessed units are designed to provide learners with the opportunity to build a portfolio of evidence to meet the learning outcomes for that unit.

R064: 1 hour 30 minute externally assessed examination (50% of qualification marks)

Grading : The qualification will be graded Distinction*, Distinction, Merit, Pass.

To claim the Level 1/2 Cambridge National Certificate in Enterprise and Marketing qualification, learners must complete unit R064, unit R065 and unit R066.

FURTHER INFORMATION

<https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-and-2-certificate-j819/specification-at-a-glance/>

Mrs B Austin, Head of Economics & Business

TOPICS & IDEAS STUDIED

Creative iMedia students will complete the following units:

Units

R081:	Pre-production skills
R082:	Creating digital graphics
R088:	Creating a digital sound sequence
R087:	Creating interactive multimedia products

USEFUL SKILLS

The course aims to:

- Stimulate students' creativity and develop real-world, practical skills that will motivate learning across a wide range of subjects.
- Develop students' ability to select and use digital applications appropriately and produce high quality outcomes.
- Promote the use of digital applications achieving a goal, rather than for their own sake.
- Enhance creativity and communication.
- Equip students with some of the skills that they will need in the workplace or in further education or training.
- Encourage students to reflect critically on their own and others' use of digital applications.

COURSE ASSESSMENT

Exam board	OCR
Assessment	R001 is a written paper – 1 hour, 15 minutes, worth 60 marks. The remaining three units are Controlled Assessments which are internally marked then go through external moderation. Each unit is worth 25% of the final grade.
Qualification	Cambridge National Certificate in Creative iMedia Level 1 and 2. Graded at Pass, Merit, Distinction and Distinction Star. It is equivalent to one GCSE.

FURTHER INFORMATION

<http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/>

Mr J Goddard, Head of Computer Science

TOPICS & IDEAS STUDIED

All students will complete:

Unit 01: Computer Systems and programming - Exam

Unit 02: Computational thinking, algorithms and Programming - Exam

USEFUL SKILLS

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

COURSE ASSESSMENT

Exam Board	OCR
Examinations	Unit 01 – Computer Systems Theory. A written exam 1hr 30 mins – 50% of total GCSE Unit 02 – Computational thinking, algorithms and programming. A written exam 1hr 30 mins – 50% of total GCSE
Qualification	Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

FURTHER INFORMATION

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

Mr J Goddard, Head of Computer Science

Design & Technology: Food Preparation & Nutrition

TOPICS & IDEAS STUDIED

- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

USEFUL SKILLS

- To gain the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Research, analyse and demonstrate technical skills.
- Planning and preparation of a range of dishes using a variety of ingredients and techniques (meat, fish, poultry, soya, tofu, fruit and vegetables, rice, potato, fresh pasta, bread, cakes, pastries).
- Connections will be made between theory and practice to apply the understanding of food and nutrition to practical preparation. Nutritional choice, sensory analysis, evaluation and modification.

COURSE ASSESSMENT

Exam Board	AQA
Examinations	Food Preparation and Nutrition (8585). One written exam, 1 hour and 45 minutes (50% of marks)
Controlled Assessment	Food investigation task (15% of marks – 10 hours) from September of Year 11 Food preparation task (35% of marks – 20 hours, including a 3 hour practical task) from November of Year 11
Qualification	Single GCSE, Grade 9 – 1 (9 being the highest grade)

FURTHER INFORMATION

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

Ms I Johal, Head of Department
Mrs U Denton

Design & Technology: Resistant Materials

TOPICS & IDEAS STUDIED

- New and emerging technologies; Industrial practices, enterprise, scales of production CAD/CAM and sustainability.
- Wood, metals and polymers; Origins, properties and commercial manufacturing.
- Energy, materials, systems and devices; Electronic-systems, mechanical-devices, composite-materials, smart and technical textiles.
- Materials and their working properties; Timbers, alloys, polymers, papers and textiles.
- Demonstrate knowledge and understanding of technical principles through practical based projects.
- Designing and making a range of products using woods, metals and plastics.

USEFUL SKILLS

- Designing using a range of drawing techniques; Orthographic, isometric, oblique, 2-perspective.
- Practical skills in RMT; Using machinery, tools, equipment, health and safety.
- Model making and manufacturing skills using a range of materials, woods, metals and plastics.
- Applying science and mathematical principles in design and technology.
- ICT using Google slides, Google 'Sketch up' and 3D/2D Design.
- Use of creativity and imagination to design and make prototypes that solve real and relevant problems.

COURSE ASSESSMENT

Exam Board	AQA Design and Technology
Examinations	GCSE Design and Technology 2 hours written exam (50% of marks)
NEA	
Controlled Assessment	Designing and manufacturing a project (50% of marks)
Qualification	Single GCSE, grade 9 – 1 (9 being the highest grade)

FURTHER INFORMATION

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

Ms I Johal, Head of Department
Ms A Kadlott

Design & Technology: Art Textiles

TOPICS & IDEAS STUDIED

In Year 10 students will explore two themes, create a sketchbook of observation drawings using a wide range of media, designs and research together with a portfolio of decorative techniques; appliqué, felting, embroidery, weave, print, digital textiles and dyed fabrics. Students will also research fashion and interior designers, fine and textiles artists and be inspired by it to develop their own creative textile pieces.

1. Theme '**Sweets and Treats**'. Students create a **wall hanging**.
2. Theme '**Organic World**'. Students create a **wall hanging or corset**.

In Year 11 students have a chance to create a textiles piece inspired by an externally set task and also an exam sketchbook of research.

USEFUL SKILLS

- Passion for Fashion and or soft furnishing design.
- Enjoy designing and using colour to create ideas.
- Enjoy drawing and making creative sketchbooks for textiles ideas.
- Love practical making. Willingness to experiment with processes and techniques such as weaving, printing, pattern making and fabric manipulation.
- Independent research.
- Enthusiasm for Textiles.

COURSE ASSESSMENT

Exam Board:	OCR Art and Design
Examinations:	GCSE Art and Design: Textile Design (J174)
NEA	
Controlled Assessment:	60% coursework: a 21 page coursework folder with a textiles practical piece. Past coursework includes: floor cushions, wall hangings and bags.
Qualification:	Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade).

FURTHER INFORMATION

<http://www.ocr.org.uk/qualifications/gcse-art-and-design-j170-j176-from-2016/>

Ms I Johal, Head of Department
Mrs M Ten Dam, Mrs L Lloyd

TOPICS & IDEAS STUDIED

- **Component 1: Devising Drama**
Create a devised performance in groups. Can be a performer or designer. This is supported by a portfolio. The portfolio can be made up by combination of writing, images, artefacts and video
- **Component 2: Text Performance**
Take part in two extracts from one text. Can be a performer or designer. Visiting examiner.
- **Component 3: Examination**
 - a) Written Exam. Preparing and performing a text working as a director, performer or designer.
 - b) Review of live theatre production

USEFUL SKILLS

- Teamwork/collaboration, creativity, imagination
- Communication
- Essay writing
- Evaluation of your own work and live theatre

COURSE ASSESSMENT

Exam Board OCR

Component 1: Non exam assessment (30%)

40 marks: portfolio
20 marks: final performance

Component 2: Practical visiting examiner (30%)

40 marks: practical demonstration of skill
20 marks: interpretation of text

Component 3: Examination: 1 hour and 30 minutes (40%)

50 marks: range of different questions on set text
30 marks: answer one question on live theatre production seen as part of the course.

Qualification Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

FURTHER INFORMATION

Drama Department blog: <http://dramaatbeaumontschool.blogspot.com/>

Twitter: @BeaumontDrama

Instagram: Beaumontdrama

Mrs L Wallace, Head of Drama

TOPICS & IDEAS STUDIED

Unit One: Global Geographical Issues Students will complete topics about our hazardous Earth, the development dynamics across and within countries, and the challenges facing our urban world.

Unit Two: UK Geographical Issues Students will complete topics about the UK's evolving physical landscape, the UK's evolving human landscape and a geographical investigations question related to **fieldwork** which will be undertaken during Year 11.

Unit Three: People and Environmental Issues Students will complete topics about people and the biosphere, forests under threat, and consuming energy resources. This knowledge will be used to make a decision within the **geographical decision making section**.

USEFUL SKILLS

- Extended Writing Skills
- Effective researching
- Working independently as well as in small groups
- Being able to analyse a range of information
- Summarising and analysing data and facts in order to make an informed decision
- Good justification skills
- Effective use of ICT to present data/fieldwork and complete research

COURSE ASSESSMENT

Exam Board: Edexcel

Paper/Unit One: 1GB0/01 Global Geographical Issues: 1hr 30min exam with multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing question, (37.5%).

Paper/Unit Two: 1GB0/02 UK Geographical Issues: 1hr 30 min exam with multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions, (37.5%).

Paper/Unit Three: 1GB0/03 People and Environment Issues: 1hr 30 min exam with multiple-choice questions, short open, open response and extended writing questions. One 8 mark and one 12 mark decision-making extended answer question, (25%).

Qualification Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

FURTHER INFORMATION

Exam Board Website:

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.html>

Mrs A Baker, Acting Head of Geography

TOPICS & IDEAS STUDIED

There are four units covered over the two years:

The USA 1954-75: conflict at home and abroad. A modern depth study (examining the development of the Civil Rights Movement and US involvement in Vietnam).

Warfare and British Society, c1250–present, and London the Second World War: 1939-45. A thematic unit (studying the nature, process and experience of change through four eras).

Anglo-Saxon and Norman England, c1060-88. A British depth study (exploring the Norman Conquest, William I in power and Norman England).

Spain and the 'New World', c1490- c1555. A period study (investigating the Spanish explorations of Columbus, Cortes and Pizarro and, the Spanish settlement and impact on the inhabitants of the Caribbean, Mexico and Peru).

USEFUL SKILLS

History develops many useful skills:

- The ability to write structured pieces of work that are analytical, selective and present a coherent argument.
- The ability to select useful and reliable evidence to support an argument and make reasoned judgements
- To write precisely and concisely in timed conditions

COURSE ASSESSMENT

Exam Board: Edexcel

Examinations Three written examinations in the summer of year 11:

Paper 1: Thematic unit (Warfare and British Society), **1 hour 15 minutes**

Paper 2: British depth study and a period study units (Anglo-Saxon and Norman England, c1060-88 and Spain and the 'New World', c1490- c1555), **1 hour 45 minutes**

Paper 3: Modern Depth Study (The USA 1954-75: conflict at home and abroad), **1 hour 20 minutes**

There is no controlled assessment

Qualification Single GCSE (9-1)

FURTHER INFORMATION

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

Ms D Esmizadeh, Head of History

TOPICS & IDEAS STUDIED

The course is based on **five Areas of Study** which build on topics and knowledge covered in Years 7 – 9.

My Music

Students will study, perform and compose music that is relevant to them, their tastes, and their instruments.

The Concerto through time

Students cover the broad developments in Western Classical Music by focusing on the development of the concerto, a famous musical form.

Rhythms of the World

Students cover a huge range of 'world music', including African drumming, Folk Music from the Middle East, the Mediterranean and the Americas, as well as Indian Classical Music and Bhangra.

Conventions of Pop

Students study pop music from the 1950s to the present day, covering everything from rock 'n' roll to the solo pop artist.

Film Music

Students study some of the most famous music written for films and video games.

USEFUL SKILLS

The GCSE Music Course is suitable for all students with an enthusiasm for Music, although the ability to play a musical instrument is desirable. The course gives students an opportunity to explore their instrument, as well as a variety of styles of music that they may not necessarily come across in their regular music-making.

COURSE ASSESSMENT

Exam Board OCR

Performing Music (30% of total)

Students produce one solo and one ensemble performance during the course.

Composing Music (30% of total)

Students produce two compositions during the course.

Listening and Appraising (40% of total)

Throughout the course students study styles, traditions and works from the Areas of Study outlined above. Their understanding is assessed by an examination taken at the end of the course. Students will need to be able to answer questions on pieces of music heard during the exam.

Qualification Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

FURTHER INFORMATION

Qualification website	http://www.ocr.org.uk/qualifications/gcse-music-i536-from-2016/
Music Department website	https://music.beaumont.school/
Twitter	www.twitter.com/BeaumontMusic
Literature	OCR GCSE Music Study Guide by Steven Berryman, Hanh Doan and David Guinane (Rhinegold Education)

Mr D Guinane, Head of Music

Philosophy, Ethics & Religion

TOPICS & IDEAS STUDIED

Component 1: Beliefs, Teachings and Practices in Christianity and Islam

Component 2: Religious, Philosophical and Ethical studies:

- Relationships and Families
(Family, Marriage, Divorce, Contraception, Human Sexuality, Gender Equality, Prejudice and Discrimination)
- Religion and Life
(Abortion, Euthanasia, Death and the Afterlife, Use and Abuse of the Environment, Natural Resources, Pollution, Animal Experimentation, Origins of the Universe)
- The existence of God and Revelation
(Design Argument, First Cause Argument, Miracles, Visions, Revelation, Evil and Suffering)
- Religion, Crime and Punishment
(Treatment of Criminals, Forgiveness, Death Penalty, Corporal Punishment, Types of Crimes)

USEFUL SKILLS

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas and research skills. All these skills will help prepare them for further study and life beyond education.

COURSE ASSESSMENT

Exam Board AQA

This qualification is linear. Students will sit all their exams at the end of the course. There are two written exams which are both 1 hour 45 minutes in length, 50% each.

Qualification Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

FURTHER INFORMATION

<http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Miss L Sidney, Head of Religious Studies

Physical Education

TOPICS & IDEAS STUDIED

- 30% of the final grade is assessed on practical performance. Students will study a range of physical activities throughout the two year course from a variety of individual and team activities. In the summer of Year 11, the best three of each candidate's practical performances will be selected for examination. Practical activities that candidates participate in outside of school, for example equestrian, can be used for assessment in this component.
- 10% of the final grade is assessed via coursework in which students analyse practical performance.
- 60% of the final grade is assessed via two written examinations sat in the summer of Year 11. The two papers examine knowledge and understanding of anatomy and physiology, movement analysis, physical training, use of data, sports psychology, socio – cultural influences; health, fitness and wellbeing.
- Lessons will be a mixture of theory and practical activities.

USEFUL SKILLS

- Students need to have knowledge of and an interest in Human Biology.
- Students need to have the basic knowledge as to how data is collected and presented in tables and graphs.
- Students should have an enthusiastic approach to physical activity and have the drive to progress in a range of practical activities.
- All students must be able to demonstrate a high enough level of competence in practical activities within their KS3 studies. Guidance should be sought from staff as to whether or not candidates have the practical ability to meet the requirements of this course.

COURSE ASSESSMENT

Exam Board	AQA
Examinations	60% awarded from a final exam of short and long answer questions on all areas covered throughout the two years of study. 2 exam papers.
Controlled Assessment	The Performance Analysis coursework is completed in controlled conditions within lesson time, 10%. Practical performance in 3 sports 30% (40% in total)
Qualification	Single GCSE, one tier, Grade 9 – 1 (9 being the highest grade)

FURTHER INFORMATION

www.aqa.org.uk

Guidance from your PE teacher will be required.

Mr A Tolley, Head of PE and Miss H Fraser, i/c GCSE PE

TOPICS & IDEAS STUDIED

The following Units are studied at both Level 1 and Level 2 (BTEC) with 4 Units covered in total (two Core Units, and two Optional Units). These units are covered throughout Year 9 (from May half term) Year 10 and through Year 11.

- Fitness for Sport and Exercise (Unit 1 – externally assessed)
- Practical Sports Performance (Unit 2 – internally assessed)
- Applying the principles of personal training (Unit 3 – internal synoptic assessment)
- Leading sport activities (Unit 6 – internally assessed)

Students will be awarded a grade of Pass, Merit, Distinction or Distinction Star depending on the quality and quantity of work produced for each unit over the two years of study.

USEFUL SKILLS

- All students need to have a basic knowledge and interest in Human Biology
- All students should have basic skills in ICT
- All students should have an interest in participating in practical activities

COURSE ASSESSMENT

Exam Board	Edexcel BTEC First Award Level 1 or 2 in Sport, four Units, 25% each.
External Assessment	Unit 1 is externally assessed via on-line tests.
Controlled Assessment	All other Units are assessed internally via coursework produced in lesson time. Unit 3 is an internal synoptic assessment.
Qualification	The successful completion of the course will result in the award of a BTEC Sport, Level 1 or 2 qualification (depending on the standard of work produced). Graded at Pass, Merit, Distinction and Distinction Star.

This qualification is ideal for those students considering studying BTEC Level 3 at Sixth Form or college applications beyond Year 11.

FURTHER INFORMATION

Visit the Edexcel website for more information:

<https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html>

Mr A Tolley, Head of PE

TOPICS & IDEAS STUDIED

Students study the same content as GCSE Combined Sciences in the core curriculum, plus 50% more material, which includes:

- **Biology:** culture of microorganisms, monoclonal antibodies, plant disease, the brain, the eye, control of temperature, plant hormones, structure of DNA, cloning, evolution speciation and genetics, ecosystems, food production.
- **Chemistry:** transition metals, nanoparticles, yield of reactions, concentration and volume changes in reactions, alkenes and alcohols, identification of ions, using materials.
- **Physics:** moments, levers and gears, pressure in fluids, reflection of waves, sound, lenses, black body radiation, electromagnetic induction, uses of radioactivity, space physics.

USEFUL SKILLS

Students selecting this option take 3 separate science GCSEs, in Biology, Chemistry and Physics, instead of GCSE Combined Sciences (which is worth 2 GCSEs).

This is a challenging set of GCSEs and students should have been graded at a grade 6 or above, in January of Year 9, in order to qualify for the course.

COURSE ASSESSMENT

Exam Board: AQA

Examinations

Students will sit six papers, each 1 hour 45 minutes at the end of Year 11. There will be two papers for each of the three subjects.

Qualification

GCSE Biology, GCSE Chemistry, GCSE Physics.

All students will be entered for the higher tier and will be awarded a grade between 4 and 9.

There is no coursework in this qualification. There are a series of required practicals which will be completed throughout the course, which are then assessed in the written papers.

FURTHER INFORMATION

AQA website:

<http://www.aqa.org.uk/subjects/science/gcse/biology-8461>

<http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

<http://www.aqa.org.uk/subjects/science/gcse/physics-8463>

Dr H Skelton, Head of Science

TOPICS & IDEAS STUDIED

The Certificate of Personal Effectiveness (CoPE) and Award of Personal Effectiveness (AoPE) course consists of building a body of work from 12 modules, each of which is divided into three sections. Students will need 12 credits from a selection of the modules (see below) to gain the Certificate of Personal Effectiveness and complete 6 skills assessments together with the modules to gain the accreditation. For the Award of Personal Effectiveness students must complete at least 6 credits and complete the skills assessments required. There is scope for students to develop their own interests to create a Module 13 or to select Short Courses in areas of interest, in consultation with their teacher.

The module titles are:

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- The Environment
- Vocational and Diploma Preparation
- Health and Fitness
- Work Related Learning and Enterprise
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

Students build a **Portfolio of Evidence** as they complete various challenges and demonstrate their competence at Level 1 or 2.

ASSESSMENT

Students complete 6 skills assessments in the following areas:

Introduction to Working with Others, Introduction to Improving own Learning and Performance, Introduction to Problem Solving, Planning and Carrying out a Piece of Research, Communication through Discussion and Planning and Giving an Oral Presentation.

The Portfolio of Evidence is internally and externally moderated.

FURTHER INFORMATION

Awarding organisation: ASDAN

http://www.asdan.org.uk/Qualifications/CoPE_1_and_2

Ms L Dine (SEnCo)

LITERACY SUPPORT (by invitation only)

Some students, who would benefit from additional development of their Literacy to support their study of English GCSE, and Literacy and Study Skills across the curriculum, may be invited into the Literacy Support group. This would replace the Core Language in their Key Stage 4 curriculum.

For further information please contact Mrs L Dine

It may be possible to combine **Literacy Support** with other non-examination subjects, such as CoPE/AoPE, in your Options choices, timetable permitting.

Checklist

CHECKLIST – THINK!!

- ❖ Choose subjects which you enjoy and where you feel you can succeed.
- ❖ Don't try to follow friends or teachers.
- ❖ Consider which courses you might like to follow after Year 11 and make sure you take the necessary subjects at GCSE.
- ❖ Try to look ahead long term; what you choose should provide the balance of subjects for the type of career you have in mind (if you are hoping to attend a Russell Group University, it is strongly recommended that you study two of the 'facilitating subjects' at 'A' Level).
- ❖ Talk to your parents, your Form Tutor, your subject teachers and the careers staff.

Entering your choices online

It is advisable to fill in your **KS4 Options Record Sheet** before entering your choices online. The sheet will provide a record for you to keep of your selections and it also has the details of the courses which cannot be combined.

- Log onto: <https://www.studentoptions.co/BEAU-GCSE>

Type in your username and password. [These will be allocated to you in advance.]

- You will then come to the first screen – check that it is headed **Year 9-10 GCSE** and that it has the correct Name and Form.
- Complete **Step 1 of 3** - select your Modern Foreign Language subject (or Literacy support if you have been invited onto this course).

T.O.O.L.S
TimeTabler Options On-Line System



BEAUMONT SCHOOL Year 9-10 GCSE

To leave without making any choices: [Log out](#)

Choices for:

Extra information: Click [here](#) for an **example/instructions**. Click [here](#) for **course information**.

Step 1 of 3

[Start](#) > Choice 1 > Free choice (with reserve) > Confirmation

Choose ONE of the following Subjects:

French (Fr)
 German (Gm)
 Spanish (Sp)
 Literary Sup (LS)

[Next](#)

- Click **Next** to view page 2.

Here you must select your **four** choices from the list.

- As your languages choice is Choice 1, your remaining subject choices will rank from 2nd to 5th. Please consider the ranking order carefully as it may affect the courses available to you if they are oversubscribed. Another student may be offered an oversubscribed subject if they have ranked it higher in their preferences than you.
- Refer to the **KS4 Options Record Sheet** to see which subjects cannot be combined.
- You must include either History or Geography as one of your four choices. You may choose both of these subjects if you wish.

Alongside your four options choices, you must also make a reserve choice by entering **R** in your reserve subject.

Choices for:

Extra information: Click [here](#) for an example. Click [here](#) for course information.

Step 2 of 3

[Start](#) > [Choice: German](#) > Free choice (with reserve) > Confirmation

Please enter your 4 choices by entering 2, 3, 4, etc. in the box by your chosen subjects.
 To mark your Reserve choice, put 'R' by that subject.

Subject	Choice
Art (AR)	<input type="text"/>
Art Graphics (AG)	<input type="text"/>
Asdan (AS)	<input type="text"/>
BTEC Business (BB)	<input type="text"/>
BTEC Dance (BD)	<input type="text"/>
BTEC Sport (SS)	<input type="text"/>
Business Econom (BE)	<input type="text"/>
Computer Scienc (CS)	<input type="text"/>
Drama (DR)	<input type="text"/>
Food and Nutrit (FN)	<input type="text"/>
Food for Life (FL)	<input type="text"/>
FrenchOpt (FrOp)	<input type="text"/>
Geography (GG)	<input type="text"/>
GermanOpt (GmOp)	<input type="text"/>
History (Hi)	<input type="text"/>
Information Tec (IT)	<input type="text"/>
Music (MU)	<input type="text"/>
Philosophy and (PL)	<input type="text"/>
Physical Educat (PE)	<input type="text"/>
Product Design (PD)	<input type="text"/>
SpanishOpt (SpOp)	<input type="text"/>
Textiles (Tx)	<input type="text"/>
Triple Science (TS)	<input type="text"/>

- When you have completed entering the information, click **Submit**.
- You will then be asked to check your choices and either: **Confirm** if they are correct or go back and make changes and then **Confirm**.



Please check your Subjects and if they are correct, click 'Confirm Choices'

Name:
Class:
Username:

Choice No.	Subject chosen
1	Spanish
2	Music
3	Product Design
4	Geography
5	Drama
R	GermanOpt

Example data only

If you wish to change any of your options selections after you have submitted them, you will need to make a request (in writing) to Mrs Powdrell.

The **deadline** for submitting your completed Options choices online is:

Friday 7 February 2020