

# KEY STAGE 4 OPTIONS

2010-2012

# Introduction

This prospectus provides you with **details** of the courses and other activities which are available to students at the College during **Years 10 and 11**.

## The Key Stage 4 Programme of Study

All students follow courses in the following subjects to examination level:

<b>INFORMATION TECHNOLOGY</b>	<b>equivalent to 1or 2 GCSEs</b>
<b>ENGLISH LANGUAGE</b>	<b>GCSE</b>
<b>ENGLISH LITERATURE</b>	<b>GCSE</b>
<b>MATHEMATICS</b>	<b>GCSE</b>
<b>SCIENCE</b>	<b>(GCSE x2or BTEC equivalent)</b>

They also follow the following subjects

**PHYSICAL EDUCATION**

**CORE STUDIES PROGRAMME** (including Religious Studies and Citizenship)

In addition, students choose either **three** further GCSE subjects from the Options programme or a Diploma programme with one further GCSE. This means that it is expected that nearly all students will follow a complete programme leading to 10 or 11 GCSE awards on completion of the two year courses.

## The Options Programme

The subjects available within the options programme have been placed in three blocks of subjects for timetabling and teaching purposes. All students will be required to select one subject from each block. In making their selection, they are expressing a preference for the subjects they would like to follow. **Whilst it is hoped that all courses will be available in September, this is subject to an appropriate number of students selecting the course in order to form a viable group. If the number of students selecting a subject falls below the required size, some students may be asked to make an alternative selection.**

## Guidance on selecting optional subjects

The subjects within the options system fall into 5 categories.

Technology subjects: Catering, Food and Nutrition, Electronics, Graphics, Resistant Materials, Textiles

Humanities subjects: History, Sociology, Psychology, Geography

Arts subjects: Art, Music, Dance, PE

Languages: French, German, Spanish

Vocational courses: Media Studies, Business Studies, Child Development, Triple Science

Diploma programmes: ICT; Business, Admin and Finance; Hair and Beauty; Sport and Leisure; Hospitality

In order to ensure breadth of study and to leave as many pathways open as possible for further study, most students following a GCSE route will choose one subject from each of three of these categories. Some students, who have a clear idea of their own strengths and a reasonable idea of what they wish to do after their GCSEs may wish to place more emphasis on one of these categories by selecting two subjects from one category and one from a different one. It is not recommended for a student to select all of their options from one category alone. Doing so may leave the student with limited options for further study and this option should not be considered without consulting staff at the college in advance.

# GCSE COURSES

GCSE courses are aimed at the **whole ability range**. They are assessed by various means. Most have an element of **teacher assessment** based on tasks completed during the course. Most have a **final examination** which is taken towards the end of Year 11. Details on the actual assessment structure for each course are provided later in this prospectus.

The grades available at GCSE are **A\*, A, B, C, D, E, F, or G**. In some subjects, towards the end of the course, students will be entered to sit specific combinations of papers which target grades within this range. This structure enables all students to tackle papers at which they will be able to **demonstrate a high level of success**. Students will be fully involved in these decisions when they are taken.

To be successful in completing GCSE courses it is vital that **students consistently produce their best work** at all times. Coursework tasks which earn marks towards the final grade in a subject may be set at regular intervals from **the very start** of the course.

It is important that students **organise** their time **efficiently** and allow enough time to complete work to a **high standard**. Work which is rushed is seldom of the best standard and deadlines set by teachers are expected to be met at all times. Falling behind with work invariably increases the pressure on students and can lead to serious difficulties.

**Regular homework**, whether it is formally assessed and earns marks towards the final grade or not, is an **essential part of GCSE courses**. Students can expect homework from every subject on a weekly basis and each homework can be realistically expected to take 45 to 60 minutes to complete to a good standard. **Parents can help** by encouraging students to spend sufficient time on homework and by providing a **quiet, undisturbed environment** in which to work.

**Diplomas** are a series of new style courses which are an alternative to GCSE. They are very much about learning in an applied context. Students choosing this option (worth 7 GCSEs if they pass all elements including Functional Skills assessments in Literacy and Numeracy ) will take it in place of TWO of their three options. For more details, see the subject entries under Vocational options.

# Subjects followed by all students

## GCSE English Language and Literature

From September 2010 students will follow the Edexcel specifications for English Language and English Literature leading to two separate qualifications. This is a change from previous years. A wide range of texts are covered, including prose, poetry, drama and various non-fiction texts. English Language assesses skills in reading, writing and speaking and listening. English Literature examines the students' responses to Shakespeare, the English Literary Heritage as well as texts from Different Cultures. Both GCSE's have controlled assessment and examination components.

The course aims to develop the students' ability to:

- Speak and listen effectively: students are taught to formulate, clarify and express their ideas; adapt their speech appropriately according to context; listen appropriately to others; use the vocabulary and grammar of Standard English where appropriate.
- Read effectively: students are given practice in fluent, accurate reading and are given the opportunity to enjoy and respond to literature of increasing complexity
- Write effectively: students are taught to develop compositional skills to aid clear communication of meaning to the reader; they are helped to develop a wide vocabulary and are taught to structure grammatically correct sentences and coherent paragraphs and whole texts; they are helped to develop good presentational skills, including accurate spelling and punctuation and legible, cursive handwriting.

Students will focus on:

- Becoming mature and reflective readers, writers and speakers.
- Developing the ability to write a variety of texts, within time limits, keeping in mind form, purpose and audience.
- Enjoying challenging literary texts in an informed and rigorous fashion.

Some students may be more suited to the single option GCSE English which combines both language and literature components.

## GCSE Mathematics

GCSE Mathematics (EdExcel 1387) covers a wide range of basic mathematical knowledge and skills. The subject is grouped into four curriculum strands:

- Using and Applying Mathematics
- Number and Algebra
- Shape, Space and Measure
- Data Handling.

The course is structured with the following aims and objectives:

- Using mathematical skills and knowledge to solve problems
- Using logic and reason to solve problems
- Breaking down problems into small steps in order to produce solutions
- Using theoretical mathematics to solve "real life" problems
- Using a range of techniques, including efficient use of calculators and mental procedures, to solve problems.

GCSE mathematics covers a lot of basic skills you will use in later life. You will also use these skills in other GCSEs for example using formulae in science, reading charts and scales in geography or using measures and reading scales in D&T. Many college courses as well as many jobs have GCSE maths as an entry requirement.

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

GCSE Mathematics is tiered into two levels:

Higher: Grades A\*, A, B, C and D.

Foundation: Grades C, D, E, F and G

Higher papers are 1 hour 45 minutes long. Foundation papers are 1 hour and 30 minutes.

All papers contain a mixture of short and long questions with the questions arranged so that the easier questions are at the beginning of the paper. The first paper on each tier is a non-calculator paper.

Students in the top set in Years 10 and 11 will also follow an Additional Mathematics course. This free standing unit is an introduction to Advanced Level Mathematics and students will meet four areas of Pure Mathematics: algebra, coordinate geometry, trigonometry and calculus. This course is ideal for students who wish to continue with Mathematics at AS and A level. It also carries a UCAS tariff which means that it is still valuable even if students do not continue with Mathematics in the sixth form.

## GCSE Science

Science is broken down into two separate GCSEs.

- **AQA GCSE Science** (syllabus A) (year 10)
- **AQA GCSE Additional Science** (year 11)

An option is available to convert this into three GCSEs for more able scientists through the main programme or through selecting Triple Science as one of their option choices.

These GCSEs have recently been revised, and are designed to make Science more relevant to everyday life. The course teaches and assesses important skills and problem solving abilities that can be translated into future careers and Further Education.

The course is assessed through **Individual Skills Assessments (ISA), 25%**, and **Exams, 75%**. The exams have two tiers, Higher and Foundation.

- The Higher tier allows students to achieve grades A\* to D
- The Foundation tier allows students to achieve grades C to G

### **AQA GCSE Science** (syllabus A) (year 10)

This course is assessed through six multiple choice modules throughout year 10, these will be in November, March and June. The module exams count for 75% of the course. The student has a choice whether to sit a higher or foundation paper, and their teacher will advise them which to take.

### **AQA GCSE Additional Science** (year 11)

This course is assessed through 3 written exams in June of year 11, accounting for 75% of the course. Each student will be entered into either a Higher or Foundation paper, depending on the outcome of their mock exams.

## **BTEC Science**

For some students the BTEC style of learning is more appropriate than the GCSE model. Decisions on whether to follow this route rather than GCSE will be taken by the Science department later in the year.

## Information Communication Technology

### **OCR National Award (Level 2)**

#### **OCR National Awards**

These are flexible, attainable qualifications in ICT which relate directly to the needs of employers. Together, they give students a wide range of exciting options in preparation for the workplace, further education or higher education.

There is one mandatory unit (ICT skills for Business) and a range of optional units. These units can be assessed at any time and in any order. All units are graded pass, merit, distinction. The final qualification is the same size as 2 GCSEs at A\*-C grades.

#### **Benefits to students:**

Sawtry students who are successful in these qualifications will be able to show proof of their skills and knowledge. This will give them the edge over other candidates when applying for jobs or further/higher education.

- Proof of professional achievement
- Better job opportunities
- A viable career path in I.T.
- Relevant to the world of work

## Physical Education

At Key Stage 4 students are expected to study a range of activities on a rotational basis. During these activities (which range from swimming to table-tennis) students will

- Participate in both individual and team activities.
- Implement increasingly advanced techniques, strategies and skills in their chosen activity. A high level of commitment and concentration is demanded during these activities, and students will be assessed on their ability to plan and perform, and evaluate their performance.

During the Spring Terms of Years 10 and 11 students will take part in an optional programme designed to provide breadth of experience and recreational opportunities. Activities undertaken in the Summer term are rounders, athletics, cricket and softball.

## Core Studies and Religious Studies

The purpose of this programme is to develop students' self awareness and personal qualities and to help them to become valuable and effective members of society.

The main aspects of the programme are:

- Careers Education and Guidance

Students will be involved in a range of activities which will help them to make sensible choices about further study at 16+ and routes into their chosen career field. Materials will be provided that enable students to assess their aptitude for various types of work. The Careers Library will be used to enable students to collect and analyse information, and students have access to the KUDOS computer program which helps them focus on their career choices. Throughout Key Stage 4 students will be assisted in making applications, developing interview skills and will study other aspects of the world of work.

- Health Education

Aspects of general health, including sex education and drug education, will be covered in line with guidelines approved by the College's governing body.

- Personal Development

Students will be encouraged to identify their own strengths and weaknesses. They will be encouraged to recognise the value of their experiences and will be assisted in planning their future and managing their time.

- Social Development

Students will be helped to prepare themselves for life beyond school in terms of becoming responsible members of society, managing their affairs and recognising their wider role in society.

- Citizenship and Religious Studies

All students are required to study both Citizenship and Religious Studies in Key Stage 4.

In Religious Studies, students will explore contemporary moral and ethical issues through a study of Britain as a multi-cultural society. Students will have the opportunity to explore a range of religious and philosophical viewpoints on issues that affect them and their community. Students are taught how to express considered opinions clearly and with confidence to a range of audiences.

In Citizenship, students think about and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They study the legal, political, religious, social, constitutional and economic systems that influence their lives and communities, looking more closely at how they work and their effects. They continue to be actively involved in the life of their school, neighbourhood and wider communities, taking greater responsibility. They develop a range of skills to help them do this, with a growing emphasis on critical awareness and evaluation. They develop knowledge, skills and understanding in these areas through, for example, learning more about fairness, social justice, respect for democracy and diversity at school, local, national and global level, and through taking part in community activities.

Students will have the opportunity to complete GCSE qualifications in Religious Studies and Citizenship.

# Optional subjects - Technology

## DESIGN & TECHNOLOGY – an overview

All Design and Technology courses require students to complete projects which involve the process of designing and making quality products. A number of different projects are delivered using a variety of teaching styles and strategies to develop the following skills:

- researching
- analysing
- generating ideas
- designing final products
- making prototype products
- evaluating final products

Project work encompasses the appropriate knowledge and understanding to support effective designing and making in a specific context.

### **Controlled Assessment – 60% of total marks**

A single design and make activity selected from a choice of set tasks, consisting of the development of a made outcome and a concise design folder. It is expected that students should spend approximately 45 hours on this activity.

### **Written Paper – 40% of total marks**

The examination paper has two sections and will cover all aspects of the specification content for each subject. All questions on the paper are compulsory.

Students select one or more of the following material areas. Students who would like to choose two subjects within Design and Technology should speak to the head of department before making a final decision.

### **Students select one of the following material areas:**

- GRAPHIC PRODUCTS

Designing and making quality products using graphic techniques and materials

The development of quality design ideas on paper, and manufacture of prototype models, are essential for success in this course. EXAMPLE PROJECTS include

- Designing a new magazine with a promotional point of sale
- Fragrance packaging and promotional products
- Music artist promotion with the design of the CD graphics
- Video game packaging design with promotional products
- Animated mechanical cards to celebrate or promote.

- RESISTANT MATERIALS

**Designing and making quality products using resistant materials.**

- Plastics
- Wood

- CAD/CAM

Projects can also include electronic components. **EXAMPLE PROJECTS include**

- Designing and making a multi-media storage unit, e.g. CDs, floppy disks, cassettes
- Developing and making children's toys.
  - Base box for music
- ELECTRONIC PRODUCTS

Designing and making quality products using electronic components and resistant materials

- Electronic components for working circuits
- Resistant materials for the product case
- CAD

A key element to success in this new design and technology subject at GCSE is the development of knowledge and understanding of electronics theory. This will require very good Mathematics and Science knowledge. **Students that are interested in this option must have at least a level 5 in Science at the end of KS3.**

EXAMPLE PROJECTS include

- Designing and manufacturing of a portable alarm, e.g. cycle alarm, sports bag alarm, personal attack alarm
- Design and prototype a sport training product
- Music trainer (Metronome)
- Children's toy

- TEXTILE TECHNOLOGY

This course is designed to enable students to examine a range of possibilities within textiles. Students will discover a range of both textile decoration and construction techniques and learn how these can be used to make various textile products.

The course is delivered through a variety of tasks and projects to enable students to:

- Gain understanding of a range textile decoration and construction techniques
- Design and decorate a t shirt using skills that have been learnt
- Gain understanding of the construction of fabrics
- Design and make a simple garment from a pattern
- Investigate the world of the textile industry
- Design and make a product using students own pattern
- Understand the social, moral and environmental issues related to textile production
- Design and make a textile product of their choice for the final coursework piece

**EXAMPLE PROJECTS**

- Investigating surface decoration techniques (e.g. Batik, tie dye, silk painting)
- Designing and making a bag
- Designs and making children's clothing
- Designing and making a product suitable for sale in a top fashion store

**Assessment is divided into two sections:**

- A single design-and-make activity - selected from a choice of set tasks, consisting of the development of a made outcome and a concise design folder and/or appropriate ICT evidence. This is worth 60% of the total marks. It is expected that students should spend approximately 45 hours on this activity. As part of the evidence submitted, students should include photographs of the finished products as well as photographs at various stages of the process.
- Single tiered assessment covering grades A\*–G to cater for students of all abilities. This 2 hour paper comprises 2 sections. Section A is designed based on context supplied before the exam. Section B covers all aspects of the specification content.

## HOME ECONOMICS – FOOD AND NUTRITION

This course is designed to enable students to investigate the relationship between nutrition, food choice and health and to examine the nature, function, application and implications of food processing in the home.

The subject content is delivered using a variety of teaching styles and strategies:

- Planning and carrying out practical investigations and tasks using ICT where appropriate
- Understand the nutrients needed for our well being and current nutritional advice,
- Make informed food choices regarding the availability of food products and personal preferences
- Planning meals and adapting traditional recipes
- Acquire knowledge and understanding of food preparation, equipment and food processing
- Consider food safety and hygiene
- Evaluate different methods of food purchasing and food retailers
- Understand consumer rights and responsibilities

### **SUMMARY OF SUBJECT CONTENT**

- Nutrition, diet and health throughout life
- Nutritional, physical, chemical and sensory properties of food in storage, preparation and cooking
- Techniques and skills in food storage, preparation and cooking
- Factors affecting consumer choice
- Food hygiene and safety

### **ASSESSMENT**

Assessment is divided into two sections:

- 15% Research Task completed either in Year 10 until controlled assessment in the classroom (approximately 6-8 hours, both practical and written work).  
45% Individual Investigation completed in Year 11 under teacher supervision ( approximately 18 hours of work, both practical and written work)
- 40% Written Paper of 1 hour 30 minutes of which 6 – 8 compulsory questions comprise of short answer, structured and free response questions. Some questions may include stimulus material.

Single tiered assessment covering grades A\*–G to cater for students of all abilities.

Practical work is a major part of the course. All pupils will be expected to cook at least once a week. Whilst we understand the personal and family food preferences, we expect our pupils to take part in all practical activities. Obviously we are extremely aware of allergies and intolerances and will make every effort to meet parental/ guardians' wishes and would expect that our pupils discuss any matters with us prior to any practical activity. Pupils are encouraged to develop their own ideas and therefore are expected to organise and prepare themselves fully for each lesson. Pupils and parents must be aware that sometimes products will not go home because they need to be tasted and tested in school by the students as they make them.

## CATERING

- A course in Catering offers an unique opportunity in the curriculum for candidates to develop their knowledge and extend their skills within hospitality and catering in a vocational context. It will provide opportunities to develop candidates' interdisciplinary skills, a range of Key Skills and their capacity for imaginative, innovative thinking, creativity and independence.
- It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education. It will offer valuable preparation for those entering the world of work.
- The specification encourages the investigation and study of catering in a variety of contexts. In these contexts the candidates are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of resources.
- Candidates from all cultures and both genders can develop their interest in, enjoyment of, and critical reflection about this vocational area.
- The specification uses a range of assessment techniques to enable the candidate to respond through practical and investigative work.

### Areas of study:

- The industry – food and drink.
- Job roles, employment opportunities and relevant training.
- Health, safety and hygiene.
- Food preparation, cooking and presentation.
- Nutrition and menu planning.
- Costing and portion control.
- Specialist equipment.
- Communication and record keeping.
- Environmental considerations.

## SUMMARY OF ASSESSMENT

UNIT 1: Catering skills related to food preparation and service

### Controlled Task

Two practical tasks selected from a bank of six WJEC set tasks. Internally assessed using WJEC set criteria and externally moderated. 45 hours in total. 60% weighting.

UNIT 2: Catering, food and the customer

### Written Paper 1 ¼ hours

One paper which will be externally set and marked. All questions compulsory and targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from

the catering content. This examination will be available either as an electronic assessment or as a traditional written paper. 40% weighting.

Assessment for GCSE Catering is untiered, i.e. all units cater for the full range of ability and allow access to grades A\*-G

Practical work is a major part of the course. All pupils will be expected to cook twice a week in Year 10 and once a week in Year 11. Whilst we understand the personal and family food preferences, we expect our pupils to take part in all practical activities. Obviously we are extremely aware of allergies and intolerances and will make every effort to meet parental/guardians' wishes and would expect that our pupils discuss any matters with us prior to any practical activity. Pupils are encouraged to develop their own ideas and therefore are expected to organise and prepare themselves fully for each lesson. Pupils and parents must be aware that sometimes products will not go home because they need to be tasted and tested in school by the students as they make them.

# Optional subjects - Humanities

## Sociology

The course content includes:

- What is Sociology?
- Family
- Education
- Research Methods
- Poverty and the Welfare State
- Social Control and Deviance

### **ASSESSMENT**

Written Paper 1 (Foundation Tier) – 2 Hour exam. 80% of final marks.

Written Paper 2 (Higher Tier) – 2 Hour exam. 80% of final marks.

Controlled assessment represents 20% of the final marks.

Candidates are required to submit one project of between 1500 – 2000 words.

The coursework is assessed by the centre and moderated by AQA.

The aims of the course are to give students an understanding of the ways in which society functions, with particular reference to key areas of social policy such as the management of poverty and welfare and solutions to crime and deviance. Students will be expected to understand and manipulate statistical data, interpret graphs and charts and demonstrate that they can weigh up evidence and arguments using published studies and sociological theories. This subject provides an excellent foundation for study at advanced level and for those students considering higher education options in the fields of law, politics, social work, teaching etc. In addition students will be trained in a range of social science research techniques. These will enable them to carry out their own in depth research on a topic of their own choosing. Students will need a high standard of literacy and must enjoy reading in order to do well at GCSE.

Students will spend a day at the magistrates' courts in Peterborough. They will listen to a range of cases and hear evidence and verdicts. The day will provide an excellent foundation for those wishing to undertake a research project based on crime and deviance.

In addition, both the magistrates and the police will be visiting the students at school to discuss their roles and to allow the students to interview them in order to assist with the background research for their projects.

## Psychology

Psychology is the scientific study of human behaviour and mental processes. This course has been designed to enable students to have the opportunity to study psychology at an introductory level, yet also gain enough insight into the subject to enable students to complete the course with a rounded knowledge of the approaches, processes and issues that have been chosen to illustrate it at GCSE Level.

The course is built upon the understanding that psychological knowledge could be treated as being made up of a number of different approaches. For the purposes of this course, six approaches are included, two topic areas illustrate each approach:

- Social Psychology – *topics*: obedience and non verbal communication
- Developmental Psychology - *topics*: attachment and cognitive development
- Individual Differences - *topics*: atypical behaviour and the self
- Cognitive Psychology - *topics*: memory and perception
- Biological Psychology - *topics*: criminal behaviour and sex and gender

Students choose to study Psychology for a number of reasons: sometimes it is out of interest and a way to gain a better understanding of people and sometimes it is with a career in mind where Psychology is either complimentary to, or essential for, the chosen career pathway. Through the study of GCSE Psychology you will be developing a range of transferable skills as well as acquiring a sound foundation for further academic study. These include:

- Knowledge and understanding of a range of psychological models, processes and issues.
- Developing analysis and evaluation skills by taking a questioning approach and applying critical thinking.
- Using logical and lateral thinking skills for problem solving.
- Developing both verbal and written communication skills.
- Using the application of number to develop an understanding of quantitative evidence.
- Applying your knowledge to improving your own learning and performance.

The scheme of assessment consists of two tiers: Foundation and Higher. Foundation Tier assesses grades G to C and Higher Tier assesses grades D to A\*. Candidates will be entered for either the Foundation Tier or the Higher Tier.

There are three exams in Year 11. Two written papers relate to Psychological studies and their applications. Each paper is worth 40% of the total mark. There is also a Research Methods paper worth 20% of the final mark.

## Geography

Our aim at GCSE is to develop students' appreciation of the many diverse cultures and environments which they may experience during their lives; to gain an understanding of some of the worlds key challenges and to give them the skills, knowledge and abilities to research and communicate their ideas and opinions.

By providing the students with relevant skills and knowledge we hope that they will develop an understanding of the different ways in which people live, and how this may affect their values and attitudes towards other people and the natural world.

We aim to help the students develop enquiring minds and the ability to research and reason out ideas for themselves.

We aim to make the course as relevant and as up-to-date as possible, using real issues and examples from the world around us and updating our course content year on year.

The course is divided into six units of study:

- The Restless Earth
- Weather and Climate
- The Coastal Zone
- The Changing Urban Environment

- Tourism
- The Development Gap

The course is assessed through two 1½ hour exam papers at the end of year 11; the first assessing physical geography and the second assessing human geography. There is also a ‘Controlled Assessment’ which is a piece of coursework completed in examination conditions following data collection in the field. All students will undertake the same fieldwork and complete the same controlled assessment regardless of which tier they are entered for.

The examination is tiered.

- The Higher tier allows students to achieve grades A\* to D
- The Foundation tier allows students to achieve grades C to G

Each terminal exam is worth 37.5% of the final mark with the controlled assessment being worth 25%.

During the course fieldwork will take place. At present this involves a week’s field trip to the Lake District in NE England early on in year 11.

## History

The aim of the course is to give students the opportunity to acquire knowledge and an understanding of selected periods and aspects of history and how the past has been interpreted. Students will be taught how to use historical sources critically through the study of British, European and International topics. Students will develop skills in retrieving, organising, analysing and communicating information.

### **The course is split into 4 sections**

- The inter-war years 1919-1945
- Germany 1919-1945
- Britain 1939-1970s
- Coursework on either the role of an individual in History, a thematic study in Twentieth Century History, a Modern World study or a study in depth.

The course is assessed through a terminal examination (worth 75%) and controlled assessment (worth 25%)

Paper One (45%) examination

Section A – The Inter-war Years 1919-1945. A mixture of source questions and essay questions

Section B – Germany 1919-1945. A mixture of source questions and essay questions.

Paper Two (30%) examination

Britain 1939-1970s. A source based paper.

Paper Three (25%) controlled assessment

The candidate completes a task on the topic studied which is issued by the examination board. It will include the use of sources to answer an extended question.

# Optional subjects - Arts

## Art and Design

The course is about developing an understanding of past and contemporary art and design and being able to produce a personal response to set themes. It involves working with an adventurous and enquiring approach and developing the skills to express ideas using a range of materials, techniques and processes. Students develop skills in investigating, analysing and experimenting, using their imaginative powers and skills to express ideas, feelings and meanings. Students have the opportunities to choose from all the media and processes available, to work in two or three dimensions and in a wide range of styles and techniques.

The course follows on from the work undertaken in Key Stage 3. Students will need to demonstrate enthusiasm, commitment and a capacity for hard work. They must be willing to carry out extensive independent research, planning and preparation in order to do well.

As well as the skills of researching, analysing, experimenting and developing ideas students also develop a range of transferable skills in communication, information technology, improving own learning and performance, working with others and problem solving.

**COURSE STRUCTURE:** Coursework = 60% Externally set assignment = 40%

### Coursework

There are two units of coursework which include research, practical explorations and experiments, study of relevant artists, craftworkers and designers and the development of ideas and outcomes – usually finished pieces of work such as paintings or sculptures. Much of this work will be organised in work journals, which are similar to sketchbooks and are an essential part of the final submission for assessment.

### Externally set examination

There is an externally set assignment, or examination. A broad theme is set by the examination board and students have eight weeks in which to prepare for the ten hour timed test. During the preparation period they explore the theme, carry out research and develop ideas in their work journals with the support of their teacher. This work is a vital part of the final assessment.

## Dance

Dance uses movement symbolically as a fundamental form of human expression. It is both empowering and powerful as a form of non-verbal communication. The intrinsic value of dance is the development of creative, imaginative, physical, emotional and intellectual capacities. Dance is both physical and expressive, promoting fitness, confidence, determination to succeed, problem-solving and creativity skills – this is what makes it similar to and different from other art forms and physical activities.

The course concentrates on three main areas: **PERFORMANCE**, **CHOREOGRAPHY** and **APPRECIATION**. Students will be encouraged to improve their own level of performance and technical competence. They will be asked to compose their own dance works and to learn set sequences from the examination board. In addition to this, students will learn how to interpret and evaluate professional works enabling them to experience different cultural influences and styles of dance. This will broaden their dance vocabulary and enrich their artistic achievement. The practical emphasis of 80% will enable students to actively and physically demonstrate their knowledge and

experience in all three roles. The balance between performance and choreography is equally weighted at 40% each.

## **ASSESSMENT**

- **Unit 1: Critical Appreciation of Dance 20%**

A written paper examination lasting 1 hour to test the students knowledge and understanding of two professional dance works.

- **Unit 2: Set Dance 20%**

Students perform one solo dance of approximately 1-1½ minutes which is set by the examination board.

- **Unit 3: Performance in a Duo/Group Dance related to a Set Professional Work 20%**

Students perform in a group dance lasting 3-3½ minutes which is choreographed by the teacher.

- **Unit 4: Choreography 40%**

This involves two tasks:

### **Solo Composition Task 15%**

Students selects three motifs from a professional work and develops them into a dance of 1-1½ minutes.

### **Choreography 25%**

Students choreograph either a solo dance lasting 1½-2 minutes or a group dance lasting 2½-3 minutes.

## Music

GCSE Music consists of three main elements - performing, composing and listening. The performing and composing elements contribute to 60% of the course and are internally assessed. The listening component is 40% and requires students to answer specific questions on selected extracts of music in various styles, popular and classical.

### **PERFORMING 30%**

Students have to perform two pieces of music on a chosen instrument at the end of the course. One of the pieces is a solo piece. The second piece has to be performed as part of an ensemble (performing with another person). Students will be assessed on their performance with regard to expression, accuracy, fluency and technical skill. Each piece is marked on one of three difficulty levels – Easy, Standard and More Difficult. This gives students the opportunity to perform at a level suited to their ability.

### **COMPOSING 30%**

At the end of the course, students have to submit two compositions for assessment. These have to be recorded and written down in the form of either a commentary or music notation.

Various composition assignments are set throughout the course to ensure logical progression and development of skills. The compositions have to be based on two different areas of study out of a choice of four (see the list below under ‘Listening’)

### **LISTENING AND APPRAISING 40%**

Throughout the course students will study three set works from each area of study, listed below

**Area Study 1** Classical Music from 1600 – 1899

**Area Study 2** Music in the 20<sup>th</sup> century

**Area Study 3** Popular music in context

**Area Study 4** World music

At the end of the Course there is an exam lasting 1 hour and 30 minutes where students answer questions on extracts of music based on the above four areas of study.

- It is recommended that you have your own instrument at home because much of the homework is practically based

- You should be willing to perform in front of others in a class situation
- You should be committed to regular practice (at least 20 minutes a day)
- You will be expected to perform in a variety of styles. It is a very structured course and there is very little opportunity to 'play what you want'.
- You should be willing to use an instrument, which is perhaps not your own instrument, e.g., a percussion player may use a keyboard to learn about chords. Everyone is expected to use their voice, to a certain degree, in order to learn specific aspects of the course

## Physical Education

PE will offer the opportunity to develop your skills in a wide range of sports and activities and help you improve your own performance. You will learn about exercise, how the body works to help you exercise and then through training how performance can be improved. A whole range of practical activities that you will be able to choose include:

- Games (Football, Rugby Union, Netball, Hockey, Basketball, Badminton, Cricket, Rounders and Volleyball).
- Gymnastic Activities (Trampolining).
- Dance Activities.
- Athletic Activities including Fitness Training.
- Swimming Activities.
- Outdoor and Adventurous Activities (Personal Survival).

There is one exam at the end of the course, which will test your knowledge and understanding of the theory element of the course. The exam will be 1 hour 45 minutes long. The final coursework mark is worth 60% of the total mark and you will need to offer four activities for assessment. These activities have to come from at least two of the areas listed above, for example, three from Games and one from Athletic Activities.

Physical Education allows you to develop a wide range of personal skills through the involvement in physical activity. You will develop your use of ICT skills for the analysis of practical performance in one chosen activity. This is a verbal assessment where you analyse the rules, techniques and leadership required within this activity. You also complete a Personal Exercise Programme (PEP) which involves you devising a basic training programme, for example, in circuit training and then following this training over a six week period and recording the results.

# Optional subjects - Languages

## Modern Languages ( French, German, Spanish)

The world has become a much smaller place, thanks to technology and ease of travel. It is, therefore, crucial that we are able to speak to one another and appreciate different cultures.

A GCSE in French, German or Spanish can increase your future employment and mobility prospects, whatever your career plans may be. It also develops your self-confidence, your communication skills and your awareness of language in general.

At KS3, you acquired a significant amount of knowledge and understanding in listening, speaking, reading and writing. At KS4, the GCSE course builds on this and introduces you to a wider range of structures and topic areas, including:

Lifestyle (health and relationships), Leisure (free time, media and holidays), Environment (home and away) and Work (school, future plans and careers).

There is the potential to use a range of audio and visual resources and the use of ICT is encouraged.

The course covers Years 10 and 11 and leads to a GCSE qualification. You will be informally assessed regularly, and asked to target specific areas for improvement.

Summative assessment takes the following form:

- 20% listening exam
- 20% reading exam
- 30% speaking – 2 tasks assessed by teacher
- 30% writing – 2 tasks controlled conditions.

A GCSE in a modern foreign language ensures a good basis for progression to further study at AS/A level, and is a stepping-stone to the learning of other languages, not to mention plenty of interesting career and social opportunities.

# Optional subjects - Vocational

## Media Studies

This course offers students the opportunity to develop an understanding of workings of the media. Students are expected to conduct detailed analyses of media texts including film, television and print media using specialist media terminology. They will develop the skills to read the visual and audio language of a variety of texts, analysing how meaning is created for the audience and discussing the social and cultural messages and values.

Students will also study media industries and platforms, looking specifically at the British broadcasting industry, and investigate the ways in which media producers target different audiences. The course also offers students the opportunity to produce their own media texts and the department is equipped to offer groups the chance to film and edit their own video production as part of their coursework.

The course aims to:

- Develop students' media literacy skills to approach texts in a more critical, analytical and independent way
- Develop technical and creative production skills

Assessment is through a combination of coursework (60%) and examination (40%). The coursework component requires students to complete a formal written assessment with a minor production piece, and produce a major production portfolio:

- Film Genres:
  - Essay – You will have to analyse media texts conducting a technical analysis and discussing the representation of social groups. For example, you may be asked to compare how men and women are represented in the romantic comedy genre, looking at the way in which characters and situations are portrayed using different cinematic techniques, as well as exploring the representation of gender.
  - Minor Production task – this will be linked to your written assessment, for example you may be asked to produce two film posters advertising the new release of a film in the romantic comedy genre, targeting a specific audience.
- Production Portfolio: You will be expected to research a specific genre from either film or television, and use your findings to plan your own production. Your video production may be the opening titles of a new film in a specific genre, or an extract from a new TV programme. You will be expected to use media conventions related to your specified medium and to target a specific audience. Once your production is finished you will be expected to evaluate the production process, your technical skills, and the success of the end product.

Candidates all sit **one** examination on 'Textual Analysis and Media Topic'. Students will be expected to analyse and respond to a short unseen moving image extract from an Action Adventure movie in order to demonstrate their understanding of key media concepts. The second part of the exam will test

students' understanding of institutions and audiences by answering questions on comedy programming on British television.

The course emphasises both analytical and theoretical skills as well as a creative and practical approach. It is a rigorous and creative GCSE which can also be pursued at AS or Advanced Level in the Sixth Form.

### Applied Business (Double Award)

This course enables students to develop knowledge and understanding of business, through the investigation of a range of business organisations. This will help prepare students for employment, further education or training.

There are 3 units of work to complete. The assessment of these units tests the student's ability to:

- apply knowledge and understanding, using appropriate terms, concepts and theories
- plan and carry out investigations by researching and analysing information
- evaluate evidence, make reasoned judgements and present conclusions.

Applied Business is equivalent to 2 GCSE's at grades A\* - G, it is therefore considered to be a **Double Award** GCSE qualification.

The structure of the course is as follows:

**Unit one** - Investigating business. Every business is set up to meet specific aims. Many businesses aim to make a profit, others have important aims like providing a service to the community. Businesses measure their success by how well they meet these aims. This unit is about how businesses organise themselves in order to meet their aims and objectives successfully. Work for this unit involves an in-depth investigation about 2 businesses to find out their type of ownership, what they do and how they respond to different external influences. This unit is assessed internally through portfolio work.

**Unit two** - People and business. This unit looks at the role of people in business and the relationships between employers and employees. It looks at recruitment and training as well as how people are organised within their place of work. The importance of customers and good communications will also be considered. Work for this unit involves a detailed investigation into a medium or large sized organisation, focusing on the human resource department, working practices and the impact of technological change. This unit is assessed internally through portfolio work.

**Unit three** - Business finance. This unit gives an introduction to business finance, focusing on aspects of business costs and revenue, cash flow, profit and loss and calculations to find out the break-even point of a business. Business documentation will also be considered. The value of IT is also considered and how it is used by business to record and communicate financial transactions. This unit is assessed by an externally set test.

### Child Development

This course is concerned with all aspects of pregnancy, birth and the development of children from birth to the age of five years. The course is assessed through two pieces of coursework and one external examination at the end of the course. There is one tier of assessment which covers the range of grades. This consists of short answer and structured and free response questions.

The content of the course includes:

**The family:** This section of the course requires knowledge and understanding of the nature of the family, pre-conceptual care, pregnancy and birth.

**Care of the child:** This section of the course requires knowledge and understanding of the post-natal care required by mother and child, and the wider care of the developing child. This

includes looking at feeding and nutrition, childcare provision, medical needs and illness. The role of health and services personnel is also considered.

**Development of the child:** This section of the course requires knowledge and understanding of the ways in which a child develops and the factors which may influence its development. This includes looking at physical, intellectual, emotional and social development of children, and children who may have special needs.

**Coursework:** The coursework involves visiting a pre-school child and observing their development over the period of seven months. The students will monitor changes in the child's general development and will also focus in on one aspect of child development that they are particularly interested and find out more about this area. The coursework is worth 60% of the final grade obtained in Child Development GCSE and is therefore a very important aspect of the course.

### Triple Science

By selecting this option, students will have an opportunity to convert the two Science qualifications described earlier in this brochure to three separate Science qualifications in Biology, Chemistry and Physics. The course is suited to students who enjoy Science, not necessarily students who want to take it at AS/A level. This choice is aimed at students who are working at National Curriculum Level 6 or higher at the end of Year 9. Science teachers will advise students on the appropriateness of this choice.

The course is divided into six units of study:

- Discover Blood!
- Discover Micro-Organisms!
- Discover The pH Scale!
- Discover Water!
- Discover Spiral Galaxies!
- Discover The Universe!

The course is assessed through **Individual Skills Assessments (ISA), 25%**, and **Exams, 75%**. The exams have two tiers, Higher and Foundation.

- The Higher tier allows students to achieve grades A\* to D
- The Foundation tier allows students to achieve grades C to G

Biology, Chemistry and Physics each comprise of three units, two of which are studied in core Science lessons. The third unit is studied in Additional Science, and is examined during Year 11.

Final decisions for the tiers in which to enter students will be made after mock examinations in Year 11.

## Motor Vehicle at Huntingdon Regional College

### Description

On this course you will learn about various systems within a motor vehicle using a hands on approach with the college automotive centre and workshops at Huntingdonshire Regional College.

### About the Course

On the course you will cover:

- Working safely and effectively
- Maintenance of gearbox
- Wheels and tyres
- Maintenance on brakes and steering
- Engine maintenance (lubrication systems)
- Fuel systems
- Maintenance of gearbox and clutch
- Vehicle suspension

### How you are assessed

All units are assessed by completing practical tasks and a written portfolio of evidence.

### Progression Routes

The course could lead you onto one of the many popular Motor Vehicle courses at Huntingdonshire Regional College that include:

- Motor Vehicle Progression Award Level 1
- Motor Sport Level 2

This course could also lead to full time employment with training for apprenticeships in the following areas:

- Maintenance and repair
- Vehicle fitting

Places for this course are limited. The college will operate a selection process if the number of students exceeds the number of places available based on students who it is felt will benefit most from attending. The College would look to ensure students who successfully gain a place would benefit in terms of:

- Following fewer GCSE courses at level 2 than their peers
- Succeed on a more vocationally oriented course
- More likely to follow level 2 college courses at Post 16 rather than pursue courses at level 3

It is to be noted that this course is delivered off site at Huntingdon Regional College, one morning per week. Students accepted onto this course should demonstrate good attendance levels and commitment to the programme of study. Students must also comply with regulations for behaviour and attendance as set out by the Regional College, failure to do so could result in a student's place on the course being terminated, at any stage during Key Stage 4. If the Regional College enforces discipline sanctions on a student, this college would support their decision, even if this means a student place on the programme is to be terminated.

# Optional subjects - Diplomas

## *The Diploma in ICT*

The course follows three main themes: Business, People and Technology.

You will learn about the role technology plays in the way organisations work, how people work well together and how to create technology solutions.

Principal themes to be covered include:

The Potential of Technology	Exploring Organisations
Effective Communications	Skills for Innovation
Technology Systems	Multimedia
Managing Projects	

The Level 2 (Higher) Diploma will involve Principal Learning concentrating on the themes described above. At least half of this time will be applied learning, sometimes described as 'learning by doing'. You will also study Functional Skills in English, Maths and ICT and there will be the opportunity to include an additional subject, perhaps a GCSE, in the overall Diploma. You will complete a project (60 hours) that demonstrates what you have learnt as well as doing ten days of work experience.

Method of assessment

Unit 1, The Potential of Technology, is assessed by a 1½ hour exam. Other units are internally assessed by your teachers.

Further information

If you enjoy using technology to meet challenges and solve problems this might be the course for you. You will learn a range of skills such as team working and self-management that will be valuable in any future career.

Progression beyond Year 11

The level 2 Diploma is equivalent to 7 GCSEs at A\*-C. This can lead to a wide variety of level 3 courses, not just those involving IT.

## *The Diploma in Hospitality*

The Diplomas have been developed in response to employer demands for better skilled and more employable recruits and will provide young people with an exciting, stretching and relevant programme of learning. They have been designed by employers for employers to ensure that young people are better prepared for work.

The Diploma in Hospitality will help learners to understand the hospitality sector and support them in developing the skills that will enable them to work in a wide range of careers. Like all

other Diplomas, it will appeal to students of all abilities and aspirations who like to learn about subjects in ways that relate to real life.

This Diploma is ideal for a learner who is particularly interested in pursuing a career as a chef, working in tourist services or holiday parks, or wishing to study hotel management. As well as exploring issues such as the importance of customer service, managing resources and setting up in business, the Hospitality Diploma also covers a range of vital life skills such as healthy eating and food safety.

**Seven sub-industries broadly define the hospitality sector:**

- hotels
- restaurants
- pubs, bars and nightclubs
- contract food providers
- hospitality services
- membership clubs
- events

**At Higher level (Level 2) learners will:**

- Understand the range of employment opportunities that hospitality has to offer
- Be given the opportunity to integrate new knowledge with work experience
- Gain confidence to discuss major aspects of the UK hospitality industry
- Improve skills for effective teamwork and customer service
- Be introduced to a range of legislation and regulations
- Understand hospitality strategies for increasing income and reducing costs as a means of building profit levels
- Acquire skills needed to meet varying needs and concerns of customers, including healthy eating and special diets

The Higher Level Diploma will involve Principal Learning concentrating on the themes described above. At least half of this time will be applied learning, sometimes described as 'learning by doing'. You will also study Functional Skills in English, Maths and ICT and there will be the opportunity to include an additional subject, perhaps a GCSE, in the overall Diploma. You will complete a project (60 hours) that demonstrates what you have learnt as well as doing ten days of work experience. The level 2 Diploma is equivalent to 7 GCSEs at A\*-C.

Learning will take place at Sawtry Community College and Hinchbrook School where there is a purpose built catering kitchen and restaurant for use by the Hospitality students.

*The Diploma in Sport & Active Leisure*

**At Foundation level learners will:**

- understand what constitutes an active and healthy lifestyle and its physical and mental benefits
- know basic scientific principles that explain how the human body and the mind respond to regular physical activity

- be introduced to the make up and structure of the human body (including bones, muscles, circulatory and respiratory system)
- explore the evolution and current infrastructure of the industry
- be able to define first-class customer service and why it is important to develop customer service skills
- understand specialist skills required to ensure that specific populations are catered for.

Method of assessment will vary and will include presentations, assignments and an external exam.

The Level 1 (Foundation) Diploma will involve Principal Learning concentrating on the themes described above. At least half of this time will be applied learning, sometimes described as ‘learning by doing’. You will also study Functional Skills in English, Maths and ICT. Some of the learning for this course will take place alongside students from other schools.

The Sport and Active Leisure Diploma provides learners with a motivating learning experience, through a blend of general education and applied learning within a coherent and stimulating programme. The industry is hugely attractive to young people and is often seen as a gateway to other careers, largely because of its ability to offer essential life skills through readily-available volunteer, part-time and seasonal roles. The Sports and Active Leisure Diploma provides an education that helps learners to thrive in a constantly changing global economy.

### *The Diploma in Hair and Beauty*

The Diplomas have been developed in response to employer demands for better skilled and more employable recruits and will provide young people with an exciting, stretching and relevant programme of learning. They have been designed by employers for employers to ensure that young people are better prepared for work.

The Diploma in Hair and Beauty will help learners to understand the sector and support them in developing the skills that will enable them to work in a wide range of careers. Like all other Diplomas, it will appeal to students of all abilities and aspirations who like to learn about subjects in ways that relate to real life.

This Diploma is ideal for a learner who is particularly interested in pursuing a career in hairdressing, barbering, nail technology, make-up, beauty or spa therapy.

#### **Six sub-industries broadly define the hospitality sector:**

- Hairdressing
- Barbering
- African-Caribbean hairdressing
- Beauty therapy
- Spa therapy
- Nail services

#### **At Higher level (Level 2) learners will:**

- Introduce you to the different professions in detail

- Investigate areas such as cultural and diversity issues, the science, anatomy and physiology involved and the different consultation techniques used for each industry
- Learn about such matters as risk assessment and how to manage bookings and payments
- Investigate and study specific themes such as the make up and hairstyling of an ancient civilization or particular period in history.

The Higher Level Diploma will involve Principal Learning concentrating on the themes described above. At least half of this time will be applied learning, sometimes described as 'learning by doing'. You will also study Functional Skills in English, Maths and ICT and there will be the opportunity to include an additional subject, perhaps a GCSE, in the overall Diploma. You will complete a project (60 hours) that demonstrates what you have learnt as well as doing ten days of work experience. The level 2 Diploma is equivalent to 7 GCSEs at A\*-C.

Learning will take place at Sawtry Community College and St Peters School or Huntingdon Regional College where there are purpose built facilities for use by the Hair and Beauty students.

### *The Diploma in Business, Administration and Finance*

This diploma is built around three main themes:

- Business Enterprise looks at how to develop ideas, how to carry out research and promote products or services
- Business Administration introduces the importance of good administration within organizations
- Finance looks at the knowledge and skills needed to manage personal and business finances.

You will learn about entrepreneurs and innovation, planning and the use of technology in running a business. You will learn about the importance of administration and administrative systems. You will learn about the most common types of financial services and products and their associated risks and rewards. All of these areas will be covered through practical learning situations, role play and meeting with real businesses. Topics such as marketing, how to start up a business and how to manage a meeting will also be covered.

A Diploma in Business, Administration and Finance will give you the skills you need to go on to a wide range of post 16 courses or to help you take your first step into employment. It could be the start of a path leading to jobs in human resources, sales and marketing, financial services, learning and development or any one of a vast range of different business opportunities operating locally, nationally and all over the globe.

# Preparation for the world of work

## Work Experience

All students in Year 10 will take part in work experience towards the end of Year 10.

Most of these placements are based in companies and businesses in the Huntingdon or Peterborough area and are arranged by Connexions.

The aim of work experience is to give students a broad understanding of the world of work. It is not specifically targeted at the student's current ideas on a particular career when they leave school.

Students will begin the process of making applications for work experience towards the end of the summer term. Further information and guidance will be given later in the year, once your son/daughter has chosen his/her GCSE options.

## Careers Guidance

In Year 10 all students follow a Careers Education module as part of their Core Studies programme which follows directly from the work they have undertaken in Year 9 when every student will have been supported in writing a Individual Learning Plan. This work continues in Year 11 with a greater emphasis on the available routes at Post 16, applications and decision making.

During Key Stage 4 students have the opportunity for a Careers Interview with a trained adviser from the local Connexions service. Referrals for these interviews can come from students, parents, tutors and subject staff and all referrals go through the Connexions Co-ordinator. Additional advice and support are provided by members of staff at the College through progress files.

A New Horizons careers evening takes place in the Spring Term to help inform Post 16 choices. Towards the end of Year 11 students are supported in interview skills and produce an Action Plan outlining their targets and the steps they need to take in order to achieve them.

The Careers Library offers a **comprehensive range of Careers literature** and all students have access to software packages which are regularly updated. The Connexions Advisor is available two mornings for pre-arranged appointments and for a drop-in session in her office during break and lunchtime.

See the Careers Education and Guidance pages on the College website for more details.

**Key Stage 4 Options**  
**Preference Form 2010-2012**

Name of Student ..... Form .....

Each student must complete EITHER Route A ( the three GCSE route) OR Route B ( the Diploma route)

**Notes on choices**

1. You may not choose the same subject twice.
2. You must choose one subject from each column.
3. You are reminded that a subject may be withdrawn( and you may be asked to choose an alternative) if there is insufficient student interest or if other unforeseen circumstances arise.
4. The Huntingdon College course is likely to be oversubscribed and numbers are strictly limited.
5. Some subjects do have a minimum performance level expectation. These include Triple Science and Electronics
6. The option of Food and Nutrition with Catering is not allowed.

**Route A**

Option A		Option B		Option C	
Art		Art		Additional Science	
Business		Catering		Art	
Child Development		Dance		Child Development	
Electronics		French		French	
Food and Nutrition		Geography		History	
Geography		Graphics		Media	
Media		History		Music	
Psychology		Psychology		PE	
Res Materials		Textiles		Sociology	
Music		German		Spanish	
		Electronics		Textiles	
				Business	
		Huntingdon College Course			

**Route B**

Option A		Option B		Option C	
Diploma in Information Technology				Additional Science	
Diploma in Business, Admin, Finance				Art	
Diploma in Hair and Beauty				Child Development	
Diploma in Sport and Leisure				French	
Diploma in Hospitality				History	
				Media	
				Music	
				PE	
				Sociology	
				Spanish	
				Textiles	
				Business	

Signed ..... (Parent/Carer)

Date .....

All preference forms are to be returned to the form tutor no later than **FRIDAY 26 MARCH 2010**