



CHELSEA
ACADEMY

YEAR 8 2020/2021

OPTIONS BOOKLET

Anchored In Christ

Learning together to flourish

Contents

Message from the Principal	3
Key Stage 4 Curriculum	5
Linear Assessments and Revision Skills	9
Careers Education, Information, Advice and Guidance at Chelsea Academy	10
Course Information	11
English Language and Literature GCSE	12
Mathematics GCSE	14
Religious Education GCSE	16
Science GCSEs	18
Art GCSE	19
Business Studies GCSE	20
Citizenship GCSE	21
Computer Science GCSE	23
Creative iMedia (Technical Award)	25
Design and Technology GCSE	27
Drama GCSE	29
Economics GCSE	31
Food Preparation and Nutrition GCSE	33
French GCSE	35
Geography GCSE	37
Health and Fitness (Technical Award)	39
History GCSE	41
Media Studies GCSE	43
Music GCSE	45
Performing Arts (Technical Award)	47
Physical Education GCSE	49
Spanish GCSE	51
Options Form	53

Message from the Principal

Dear Year 8 students,

Welcome to Key Stage 4. This is one of the most important and exciting times in secondary school, getting to pick your KS4 options. It is the first time you have chosen subjects to study and so you need to think carefully about your choices. This booklet is to assist you in the process of choosing the most suitable courses for you. You should think very carefully about your options and try and keep the following in mind:

1. Consider your current attainment level in each subject - choose subjects you enjoy and will do well in.
2. Think about what you want to do when you leave school. Some careers need certain qualifications, so find out now if you need to have specific GCSE courses to get into university.
3. Be proactive, seek advice from teachers, friends and family to find out as much as you can about a course and possible careers that could lead from them. Don't worry if you are not sure, ask for a careers appointment in school.
4. Talk to older students about their experiences on different courses.

What is important is that you choose subjects that you are confident you will enjoy learning more about. Four of the most common mistakes that students can make when choosing their options are:

- Choosing subjects because they like the teacher who has taught them at Key Stage 3
- Choosing subjects that they think will be easy
- Choosing subjects that do not really interest them, only because their parents / carers tell them to
- Choosing subjects because their friends have chosen them

Remember that these choices are important, are up to you and should be made in consultation with your teachers and parents. Three years is a long time to be studying a course, so pick wisely.

Good luck!

Mrs Ardron
Principal

Learning together to flourish.



Key Stage 4 Curriculum

The key stage 4 curriculum at Chelsea Academy offers a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in much a wider framework. Our curriculum visions states that:

‘Our curriculum is designed to inspire happy and employable young people with the skills and integrity to flourish in a changing world.’

In order to achieve that, our curriculum...

1. Is rooted in our Christian Values.
2. Educates the ‘whole child’.
3. Provides pathways for academic success.
4. Values all subjects, both core and creative, academic and vocational.
5. Is fully inclusive and celebrates diversity.
6. Prepares students beyond knowledge and skills to be successful in tomorrow’s world.
7. Develops students’ ability to be resilient, reflective, resourceful and responsible learners.



Students have a variety of different learning needs to be successful both in and beyond the Academy. As a result, Chelsea Academy offers a broad and balanced curriculum with sights set firmly on the highest possible percentage of students attending university or higher and degree apprenticeships. Through high expectations, expert teaching and targeted intervention, students from all beliefs, backgrounds and starting points will be able to achieve.



For the majority of subjects, Key Stage 4 will run over three years, with students completing courses at the end of Year 11. The RE full course is the exception, with students sitting the exam at the end of Year 10. This will allow the students to focus intensely on their RE exam in Year 10, then in turn give them the maximum amount of time to focus on their remaining subjects in Year 11.

It is vital for their life chances that students do well in English and Mathematics. There is a strong focus on the core in Chelsea Academy’s curriculum, as reflected in the allocation of time to core subjects in Key Stage 4. It is our pledge to parents to do everything in our power to ensure that students achieve minimum good passes in these qualifications.

Students will all study English (Literature and Language), Maths, Combined Science (taught equally by specialist biologists, chemists and physicists), RE (Religious Education) and PE (Physical Education). Students will also have

three option choices across a wide range of subjects, allowing them to maintain a balanced variety of subjects that suit all learners.

The vast majority of qualifications selected at level 2 are academic GCSE qualifications, with the exception of Creative iMedia, Performing Arts and Health and Fitness, which are 'Technical' qualifications. Additional academic options include Media Studies, Business Studies and Economics. Economics provides progression for students wishing to continue their studies in A Level Economics, A Level Business Studies, or degree level study in either. This course is ideal for any student who is interested in a career in business, marketing or finance. Media Studies will prepare students for further study at A Level and degree level. It will equip them with a range of skills, especially practical skills that can be applied across a range of GCSE and A Level subjects, as well as future careers.

Subjects studies are as follows (subject to change):

Core Subjects	Open Academic GCSE Options
English Literature	Art
English Language	Citizenship
Maths	Business Studies
Biology	Drama
Chemistry	D&T
Physics	Food Preparation and Nutrition
RE (Religious Education)	Economics
Core PE (Physical Education)	Media Studies
	Music
	Physical Education
EBacc Academic Options	Technical Qualifications
Geography	Creative iMedia
History	Health and Fitness
Spanish	Performing Arts
French	
Computer Science	

Key Stage 4 Timetable

Subject	Year 9	Year 10	Year 11
English	5	5	6
Mathematics	5	5	6
Science*	6	6	6
RE**	3	2	
Core PE	2	2	2
Citizenship***	2		
Option A	2	3	3
Option B	2	3	3
Option C	2	3	3
Total	29	29	29

*All students are taught in 3 separate Science specialisms with specialist Science teachers. A decision will be made in Year 10 about which students will work towards GCSE qualifications in the separate sciences, and which students will work towards the combined science award.

**Early entry, full course GCSE for all students in Year 10.

***Following the completion of the RE course in May, a series of Citizenship lessons is delivered in the remaining curriculum time. Drop down days and the pastoral curriculum delivered in Coaching Time further support the delivery and development in this area.

The EBacc

All students must choose one of the subjects referred to as the 'English Baccalaureate' or 'EBacc' subjects. A broad range of GCSE subjects are offered to students, with EBacc options featuring strongly: Computer Science, Geography, History, French, Spanish, as well as the opportunity to sit GCSEs in heritage languages. The EBacc is not a compulsory element of our curriculum, however, more able students are advised to study these facilitating subjects with a view to future study at top universities, and all students are required to study at least one EBacc subject.

Music Scholars

This group of students are required to select GCSE Music as a compulsory option as stated when students applied for, and were accepted onto, the scholars programme.

Technical Qualifications

The rationale behind running our technical links to our vision where we aim to 'prepare students beyond knowledge and skills to be successful in tomorrow's world.' All courses have a clear link to industry and are assessed differently to GCSEs, with only one externally assessed exam in most cases and a majority of applied learning / assessment opportunities. The grades awarded also differ, so instead of being awarded grades 9-1, students are awarded Distinction*, Distinction, Merit, Pass or Level 1 pass. Students can also achieve level 1 qualifications through these routes but these are no means designed for students with low prior ability. These subjects are open to all students who have an interest in pursuing a career in these exciting areas.

Pathways

Students who may have special educational needs or disabilities (SEND), language difficulties (early stage EAL) or have had significant issues within the KS3 curriculum may have the opportunity to be selected for our pathways programme. Students in this pathway will be selected by either the HoY (Head of Year) or SENCO (Special Educational Needs Coordinator) in combination with the heads of English and Maths. Students on this pathway will be able to choose just two options (preferably one EBacc option). This will enable those students to receive extra English and Maths support and further study these subjects at functional skills level. This will help students achieve in core subjects and will also relieve some of the expectations present when studying more option subjects.

What are we trying to achieve?

Breadth and Depth in the Curriculum

A unique feature of the Chelsea Academy curriculum is that students have more teaching time than most other schools to complete their qualifications as our options process starts at the end of year 8. As a result, students have greater opportunities to delve deeper into the heart of their chosen subjects developing understanding and skills so that they are well prepared and confident in their ability to flourish and achieve success.

Students have three options across a variety of subjects, including technology, the arts, sport, business and economics and a choice of computing qualifications, thus ensuring that a balanced variety of subjects to suit all learners is maintained. There is also a mix of academic and technical qualifications to cater for the needs of all learners within the Academy and provide experience and skills to prepare students for further education, training and work. There is also an excellent choice of extended curriculum activities to further enhance students' breadth of experience.



Skills and qualifications for life

It is vital for their life chances that students do well in English and Mathematics. There is a strong focus on the core in Chelsea Academy's curriculum, as reflected in the allocation of time to core subjects in Key Stage 4. It is our pledge to parents to do everything in our power to ensure that students achieve minimum good passes in these qualifications. Where students are behind in core subjects, additional Mathematics and English lessons/tuition is provided during school and after-school hours to ensure they have the best possible opportunity to reach grade 5s at GCSE level. Further depth in students' learning is achieved through our strong

commitment to independent learning as a means of continuing progress outside the classroom as well as suggested reading lists to improve background knowledge.

All courses we run are recognised and valued by colleges, universities and employers, and lead on to either further study or employment.

Combinations of subjects that we advise against

It is important that students choose a balanced set of GCSE courses and we will help and support them doing this. There are a couple of combinations that are not possible and students will not be able to choose them. These are:

- Media Studies and Creative iMedia
- Health & Fitness and PE
- Business and Economics

Digital Technology / Learning

Chelsea Academy seek to make the most of the ever-increasing array of software and applications available to enhance the curriculum. Google, and in particular Google Docs / Google Classroom, enables students to access all programmes wherever they are providing more regular and immediate feedback between teachers, individual students, and whole classes. The increasingly diverse functionality of interactive whiteboards, including the use of a range of media, help to capture students' imagination and retain their interest and motivation during lessons. Subject-specific apps are used with the particular purpose of extending students' learning outside the classroom and adding variety to the types of task available, for example Hegarty Maths, Everlearner in PE, and SAM Learning for activities across a range of subjects. Technology plays an increasingly significant role in ongoing parental engagement, with all Independent Learning tasks set on smarthomework visible via smartparent. The Academy also uses GCSEPod to further support and enhance studies in KS4.

Linear Assessments and Revision Skills

What you need to know about Linear Assessment (GCSEs only):

In the past, many GCSEs had Controlled Assessments worth anything from 25 - 60% of the overall GCSE grade awarded. However, following recent government changes to GCSE courses, the majority of courses now run in a linear format. This means that for most subjects, a student's entire grade will depend on their exam performance at the end of the course. Please see the information on each individual subject to find out more.

What does this mean for students?

- High level revision and study skills will be essential.
- End of term and especially end of year exam performance will be more important.
- One of the major advantages of this assessment system is that more time can be spent on teaching rather than on testing students.

Revision skills

Given the style of most GCSE courses, it is vital for students to be perfecting revision skills from an early stage. Our top tips for effective revision are as follows:

- Know exactly **what** it is you need to revise ('Personalised Learning Checklists' or student-friendly course overviews are available for each subject area).

- Have the **resources** that you need to revise. Each subject area will be able to give guidance on the best resources.
- Have a range of strategies / techniques at your disposal to help you remember what you are revising. Again, subject areas will be best placed to give subject-specific guidance on which strategies are most effective.

Careers Education, Information, Advice and Guidance at Chelsea Academy

Year 8 students receive the following Careers Education, Information, Advice and Guidance (CEIAG) as part of the options process:



During year group assemblies students are informed of the Options process where the significance of their options choice is highlighted and the entire process is explained.

Options Talk during Year 8 Parents' Consultation Evening which takes place during Half Term 4.

Taster lessons - during timetabled lessons, a range of subjects will run GCSE-style lessons so that students gain a deeper understanding of what the subject will be like at Key Stage 4. This will include subjects students have not studied before such as Business Studies, Economics and Media Studies. This will give students enough exposure to the subjects to make their decision.

Student interviews – all students will be interviewed by either their Head of Year, Deputy Head of Year or a member of the Leadership Team to discuss both their options choices and future aspirations. Parents must attend these appointments. They will take place during Learning Coach Consultation Day which takes place during Half Term 4.

A careers advisor will also arrange 1-2-1 and small group interviews over the course of Key Stage 4 in order to support students with future choices.

Other useful sources of information on the web:

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

<https://nationalcareers.service.gov.uk/>



Course Information

English Language and Literature GCSE

Examining body: AQA

Course overview:

This English Language and Literature course will introduce you to a range of pre and post twentieth century non-fiction and literary texts.

The following topics will be covered in the English Language GCSE course:

- Explorations in Creative Reading and Writing
- Writer's viewpoints and perspectives
- Spoken Language

A range of Functional English skills are taught alongside the topics above, such as extended writing and communicating effectively through speaking and listening.

The following topics will be covered in the English Literature GCSE course:

- Shakespeare and the 19th Century novel
- Modern texts and poetry

In addition, these units may draw on multi-modal versions of texts, such as film, stage productions, or audio versions to enrich and inform your understanding of the text.

Assessment:

English Language:

Paper 1 - Explorations in Creative Reading and Writing

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Paper 2 – Writers Perspectives and Viewpoints

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

English Literature:

Paper 1 – Shakespeare and the 19th Century Novel

- Written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Paper 2 – Modern Texts and Poetry

- Written exam: 2 hours 15 minutes
- 96 marks
- 60% of GCSE

Why is so much importance attached to English?

- English Language enables students to develop critical reading and communication skills which are transferable. Consequently, this subject is valued highly by universities and colleges.
- The English Literary Heritage consists of some of the most highly valued literature in the world. Many of the texts you will be studying have made their mark on the BBC's 'Big Read' list – a quest for the nation's most loved books. Find out more at: <http://www.bbc.co.uk/arts/bigread/>.
- Study of language and literature interests opens up hundreds of career opportunities.

Progression:

GCSE English Language and Literature lead onto A Level English Language or Literature and subsequently to degree level study. As a student of English, you may consider a career in journalism, film-making, publishing, advertising or teaching.

Find out more:

- Type in this link to the internet to look at the full specifications:
<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>
- or <https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>
- Look at other careers paths which involve English:
<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/english>

Mathematics GCSE

Examining body: AQA

Subject content

The broad topics covered will be:

- Number
- Algebra
- Ratio, proportion and rates of changes
- Geometry and measures
- Probability
- Statistics

These six topics build on the 3Cert curriculum and students will study further content and applications in each along with learning about how these areas of mathematics link together. Students will also spend time each week developing their problem solving skills which will support them in tackling mathematics in other subjects and in later life.

Assessment

GCSE Mathematics has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9). Students will sit three exam papers all in the same tier. In each paper there will be a mix of question styles from short, single-mark questions to multi-step problems. All content can be assessed on any of the three question papers.

Paper 1 - 33.3% of the GCSE Mathematics assessment

What's assessed: content from any part of the specification may be assessed

How it's assessed:

- written exam: 1 hour 30 minutes
- 80 marks
- non-calculator

Paper 2 - 33.3% of the GCSE Mathematics assessment

What's assessed: content from any part of the specification may be assessed

How it's assessed:

- written exam: 1 hour 30 minutes
- 80 marks
- calculator

Paper 3 - 33.3% of the GCSE Mathematics assessment

What's assessed: content from any part of the specification may be assessed

How it's assessed

- written exam: 1 hour 30 minutes
- 80 marks
- calculator

Progression

Successful completion can lead you onto A Level Mathematics and even Further Mathematics. It can also help you when applying for courses at College and University as it is highly respected amongst top universities in the UK for the study of Mathematics, Sciences, Engineering and most other degrees.

What careers is Maths good for?

Just about everything! People with degrees and other qualifications which require GCSE and A Level Mathematics can go into: medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, the civil service, design, construction, astrophysics and many more.

Find out more:

- You can find information about the exam specification and subjects at:
<http://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015.PDF>
- You can find specification and exemplar new spec papers at:
<http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/assessment-resources>
- You can order CGP student workbooks and revision guides from:
https://www.cgpbooks.co.uk/Student/books_gcse_maths

Other useful websites:

- Wherestemtakeyou.co.uk - Find out more about what you can do with skills in maths, engineering, technology and science subjects.
- Mathscareers.org.uk - This site is packed full of advice for every stage of your education. Have a go at their [career quiz](#) and see where your maths skills could take you.
- [GCSE Bitesize maths revision](#) A great website for students who need maths help
- Hegarty Maths: hegartymaths.com aimed at Key stage 3 and 4
- Corbett Maths: <https://corbettmaths.com/> aimed at Key stage 3 and 4
- MathsBot: <http://mathsbot.com/> aimed at Key stage 3 and 4

Religious Education GCSE

Examining body: Edexcel

Course overview:

Specification B - Papers 1B and 2C

This course is divided into **two** papers, which are 1 hour 45 minutes each:

1. **Area of Study 1:** Religion and Ethics (Christianity)

The focus of this area of study is on Christianity as a lived religion within the United Kingdom and throughout the world, exploring the core beliefs and practices of the religion.. You will start to explore religious and non-religious responses to ethical and philosophical contemporary issues, in particular beliefs about marriage and the family and matters of life and death. You will also look in depth at Christian ideas and beliefs.

This paper will include the following topics:

- Christian beliefs
- Living the Christian life
- Marriage and the family
- Matters of life and death

2. **Area of Study 2:** Religion, Peace and Conflict (Islam)

his area of study comprises an in depth study of Islam as a lived religion within the United Kingdom and throughout the world, and its core beliefs and practices. This paper will explore religious, philosophical and ethical perspectives on crime and punishment and on peace and conflict.

This paper will include the following topics:

- Muslim beliefs
- Living the Muslim life
- Peace and Conflict
- Crime and Punishment

Assessment:

Both units in the GCSE course are assessed through a written examination in Year 10, each. The exams each consist of four sections, one on each topic. There are a mixture of both short answer questions, which assess description and explanation, and longer essay style questions, which assesses analysis and evaluation.

Extended curriculum opportunities:

- Trips to places of worship
- Student conferences
- Visiting speakers from major faith groups and the humanist society

Progression:

Studying this subject can lead you onto AS and A Level Religious Philosophy and Ethics, Sociology, History, Psychology and English. It can also help you when applying for courses at College and University as it is highly respected amongst top universities in the UK. You can study a wide variety of subjects with the skills you will learn, such as debating, critical thinking, independent enquiry skills, and listening skills. It is particularly applicable to students who wish to apply for journalism, law, medicine, business, teaching, social work and health care at university level. It is also a subject that allows you time to reflect on your own beliefs as well as the opinions of others, discussing them in a constructive and respectful environment.

Find out more:

- You can find specification and past paper questions on:
<http://qualifications.pearson.com/en/qualifications/edexcel-gcse/religious-studies-b-2016.html>
- You can get a student guide at:
<https://www.waterstones.com/book/edexcel-gcse-9-1-religious-studies-b-paper-1-religion-and-ethics-christianity-paper-1/9781292139326>
<https://www.amazon.co.uk/d/cka/Edexcel-GCSE-9-1-Religious-Studies-Paper-Christianity/1292139323>

Other useful RE websites with information, quizzes and games include:

- <http://www.bbc.co.uk/religion/>
- <http://www.request.org.uk/>
- <http://www.reonline.org.uk/>
- <http://betterre.reonline.org.uk/>

You can also watch programmes and debates about religion on the BBC Big Questions Show at <http://www.bbc.co.uk/programmes/b007zpll>

Science GCSEs

Examining body: OCR B - Twenty First Century Science

Students will sit either Combined Science GCSE, worth two GCSE grades, or separate Biology, Chemistry and Physics GCSEs (“triple science”). All students start studying the Combined Science course in year 9 and then can apply to move across to triple science at the end of year 10. Selection for triple science is based on attainment in progress tests and teacher recommendation.

Combined Science (Double Award)

Students study science using a narrative-based approach. Ideas are introduced within relevant and interesting settings which help learners to understand the range of scientific concepts required at GCSE level and to prepare them for A-level. Practical skills are embedded within the specification and learners are expected to carry out practical work in preparation for a written examination that will specifically test these skills.

Biology, Chemistry and Physics

The content of the Combined Science GCSE is contained within the separate Science GCSEs but there is increased depth and some additional, more challenging topics.

Assessment:

Students studying Combined Science GCSE will sit four exams that are each 1hr 45 minutes long. These will consist of separate Biology, Chemistry and Physics exams as well as an exam which assesses the content learnt in all three subjects.

Students studying separate Biology, Chemistry and Physics GCSEs will be required to sit two 1hr 45 minute exams for each separate GCSE. One of these papers will assess the breadth of their knowledge, while the other one will assess depth of knowledge.

Extended curriculum opportunities:

Collaboration with linked organisations involved in shaping our Sciences specialism including Imperial College London, The Natural History Museum and The Science Museum.

Progression:

Through studying the Sciences at GCSE level, students will be well prepared for courses in any of the natural or social sciences in the Sixth Form. In combination with the study of Mathematics at GCSE, students will be on the right track to successfully apply for degree courses in a broad range of scientific disciplines, including medicine, engineering and veterinary science.

Art GCSE

Examining body: AQA

Course overview:

This is a demanding course that requires a lot of independent learning time. Following the Fine Art title you will respond to project themes and starting points by exploring drawing and painting techniques. Central to this is a 'sketchbook culture' that records initial ideas, observational drawing from primary sources, artist research and the testing of different materials and techniques. Drawing is a skill that can only be developed through constant practice. Painting involves building up skills across media such as watercolour and acrylic. In-depth research and thorough ideas development is a key part of succeeding in art. As their skills and knowledge grow students will also have opportunities to engage with sculpture, printmaking and photography. 21st Century visual culture such as graphics, fashion and architecture will also inform ideas. Projects are resolved by creating a final piece such as a large scale drawing, painting or other piece. Work submitted for assessment will include sketchbook work that tells a clear story of how a creative process has developed.

Assessment:

Coursework and exam work are marked by applying for Assessment Objectives:

AO1: Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding

AO2: Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes

AO3: Record ideas, observations and insights relevant to their intentions in visual and / or other forms

AO4: Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Component 1: Coursework Portfolio (60% of final grade)

Component 2: Exam Externally Set Assignment (40% of final grade) - finishing with a ten hour practical exam

Achievement Grades: 9 to 1

Why should you choose this subject?

- You love to do lots of extra independent learning
- You love to draw from direct observation of people, artefacts and locations
- You love to show and record ideas that explore different materials and techniques
- You love to visit London's many galleries, museums and exhibitions regularly

Extended curriculum opportunities:

- Participate in master classes led by professional artists
- Visit a major London gallery, museum or exhibition
- Submit work for prestigious school Art competitions and win prizes

Progression: Successfully completing a GCSE in art could lead to studying the subject at A Level. Creativity and the ability to visualise ideas underpins a great many career paths. Students could progress onto courses such as fine art, graphic design, fashion and architecture at university.

Business Studies GCSE

Examining body: Edexcel

Course overview:

Unit 1: Investigating small business

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Unit 2: Building a Business

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Assessment:

- Paper 1 - Investigating small business - 90 marks - 1 hour 30 - 50% of GCSE
- Paper 2 - Building a Business - 90 marks - 1 hour 30 - 50% of GCSE

Why should you choose this subject?

Choosing GCSE Business will enable you to:

- Actively engage in the study of departmental functions within a range of businesses.
- Use an enquiring, critical approach to distinguish between theoretical models that are backward and forward looking.
- Apply your knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.

Extended curriculum opportunities:

- Students will be encouraged to take part in The Livery Awards. For further details see the links below.
- There will be visits to high profile business partners in their central London offices.

Progression:

This course provides progression for students wishing to continue their studies to A Level Business and degree level. It is also the ideal course for any student who is interested in a career in the following professions: chartered accountant, economist, financial analyst, investment analyst, statistician.

Find out more:

- Type in this link to look at the full specification:
<http://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132/specification-at-a-glance>
- Information on Tycoon in Schools <https://www.tycooninschools.com/about>

Citizenship GCSE

Examining body: Edexcel

Content:

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves.

Course overview:

Over the course of the qualification students will study a range of themes and topics. The course content is divided into five themes:

- A: Living together in the UK
- B: Democracy at work in the UK
- C: Law and justice
- D: Power and influence
- E: Taking citizenship action

Assessment:

Students will complete the following assessments in Year 11:

Paper 1 - Written examination: 1 hour and 45 minutes

50% of the qualification

80 marks

Section A

Questions are focused on specification *Theme A: Living together in the UK*.

Section B

Questions are focused on specification *Theme B: Democracy at work in the UK*.

Section C

Questions are focused on specification *Theme C: Law and justice*.

Section D

Extended response questions related to two or more of specification *Themes A - C*.

Paper 2 - Written examination: 1 hour and 45 minutes

50% of the qualification

80 marks

Section A

Questions relate to the students' own citizenship action, as specified in specification *Theme E: Taking citizenship action*.

Section B

Questions require students to comment on others' actions and relate to specification *Theme D: Power and influence*.

Section C

Questions are focused on specification *Theme D: Power and influence*. One question will also link to content in one of Themes A - C.

Extended curriculum opportunities:

- Visits to Parliament to see how democracy works
- Talks from local MPs to see how we can make a change in society
- Citizenship Ambassador
- Magistrates Court.

Progression:

The study of Citizenship is integral to becoming an informed and active citizen and will equip you with essential skills needed to participate in democratic themes such as advocacy and representation, negotiation and debate. GCSE Citizenship studies will prepare students considerably for a number of A Level subjects including Government & Politics, Sociology and Psychology. Also, students could progress to vocational qualifications focusing on work in the community such as BTEC Public Services and BTEC Health and Social Care.

Find out more:

If you want to find out more, have a look at these websites. They show you what you could be doing if you take the course:

- Citizen X gives an overview of the issues you will be dealing with (www.bbc.co.uk/schools/citizenx).
- Oxfam gives you examples of the international issues: (www.oxfam.org.uk/coolplanet/kidsweb).
- The Youth Parliament shows you how you can make a difference (www.ukyouthparliament.org.uk).

Computer Science GCSE

Please see entry requirements

Examining body: OCR / J277

Course overview:

The new OCR GCSE (9-1) Computer Science has taken the best parts from our extremely successful GCSE Computing specification and we have modernised and reformed it into a specification that is teacher friendly, dependable and worthwhile.

Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so. These skills will be the best preparation for learners who want to go on to study Computer Science at AS and A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

Assessment:

The new specification is split into two components:

J277/01: Computer Systems.

Written paper: 1 hour and 30 minutes

50% of total GCSE

- The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory.

J277/02: Computational Thinking, Algorithms and Programming

Written paper: 1 hour and 30 minutes

50% of total GCSE

- This component is focused on the core theory of computer science and the application of computer science principles.

Why should you choose this subject?

A modern course for a modern world

This is a course that has real relevance in our modern world. While learners will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, they will investigate computer programming, which many learners find interesting.

The fun of computing

Through this study of computer programming, the course will help learners develop critical thinking, analysis and problem solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day to day life. In this way, the course will stimulate interest and engagement with technology and technology related careers.

Looking to the future

In fact, information technologies continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area. If learners want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping stone.

Learners who have taken a Computing based GCSE and who then progress to study the subject at A Level or university will have a sound underpinning knowledge of this subject area.

Extended curriculum opportunities:

- Visit to Bletchley Park National Codes Centre, Milton Keynes
- Visit to the Apple Store, Regent Street
- Opportunity to help in delivery of Computer Science related Enrichment programmes to Year 7 and Year 8 students

Progression:

Can lead to further study i.e. A Level Computer Science, Computer Science related study at degree level. Study of Computing can eventually lead to employment in Software Development, Video Games Design, Database Development, Network Management, IT Consultancy and many other areas.

Find out more:

- Full course specification is at:
<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>
- For some fun taster activities: <http://www.cs4fn.org/>
- Further information about Computing in Schools: <http://www.computingatschool.org.uk/>
- Learn to code on <http://www.codeacademy.org>

Creative iMedia

Examining body: OCR Cambridge Nationals

Course overview:

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. With an exciting choice of optional units for the Certificate, students have the freedom to explore the areas of creative media that interest them.

This vocationally-related qualification takes an engaging, practical and inspiring approach to learning and assessment. It will equip learners with a range of skills and provide opportunities to develop, in context, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. The hands-on approach has strong relevance to the way young people use the technology required in creative media.

Assessment:

Students will need to complete 4 units including:

- R081: Pre-production skills [Written exam worth 25% of the total qualification]
- R082: Creating digital graphics [Coursework worth 25% of the total qualification]
- R085: Creating a multipage website [Coursework worth 25% of the total qualification]
- R091: Designing a game concept [Coursework worth 25% of the total qualification]

Unit and qualification results are awarded on a 7 grade scale with: Pass, Merit and Distinction at both Levels 1 and 2, and with a new grading of Distinction* at Level 2 to inspire students to achieve more. Students' performance on the units will determine their grade and level.

Units	Assessment method	GLH	J807 Award 60 GLH	J817 Certificate 120 GLH	J827 Diploma 240 GLH
R081: Pre-production skills	Written paper 1 hour 15 minutes	30	M	M	M
R082: Creating digital graphics	Centre assessed task, OCR moderated	30	M	M	M
R083: Creating 2D and 3D digital characters	Centre assessed task, OCR moderated	30	N/A	O	O
R084: Storytelling with a comic strip	Centre assessed task, OCR moderated	30	N/A	O	O
R085: Creating a multipage website	Centre assessed task, OCR moderated	30	N/A	O	O
R086: Creating a digital animation	Centre assessed task, OCR moderated	30	N/A	O	O
R087: Creating interactive multimedia products	Centre assessed task, OCR moderated	30	N/A	O	O
R088: Creating a digital sound sequence^Δ	Centre assessed task, OCR moderated	30	N/A	O	O
R089: Creating a digital video sequence^Δ	Centre assessed task, OCR moderated	30	N/A	O	O
R090: Digital photography	Centre assessed task, OCR moderated	30	N/A	O	O
R091: Designing a game concept	Centre assessed task, OCR moderated	30	N/A	O	O
R092: Developing digital games	Centre assessed task, OCR moderated	30	N/A	O	O

Why should you choose this subject?

“The video games and visual effects industries play to the UK’s twin strengths in creativity and technology. British ingenuity has given us a head start in two sectors that have rapidly become ubiquitous in our lives, from mobile phone games to 3D film blockbusters. At over £2 billion in global sales, the UK’s video games sector is bigger than either its film or music industries, and visual effects, the fastest growing component of the UK’s film industry, grew at an explosive 16.8% between 2006 and 2008” (The Next Gen Report 2010).

Extended curriculum opportunities:

- Visit to the Apple Store, Regent Street
- Eurogamer Event London
- The chance to contribute to Multimedia displays and presentations at whole Academy level

Progression:

Level 2 Creative iMedia can lead to further study of the subject, i.e. A Level ICT, Level 3 Creative iMedia. Studying Multimedia Computing can eventually lead to employment in Web Design, Digital Media Development, Video Games Design and many other fields.

Find out more:

- Full course specification is at: <http://www.cambridgenationals.org.uk/qualifications/>
<http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/>
- Find some taster activities:
Graphics - <http://www.entheosweb.com/fireworks/default.asp>
Animation - <http://www.entheosweb.com/Flash/default.asp>
Video - <http://sites.google.com/site/videotheory/home/resolution>

Design and Technology GCSE

Examining body: AQA

Course overview:

Design and Technology teaches students to design prototype products with creativity and imagination and that solve real life problems. Students need to know about a wide range of materials and be able to apply this knowledge in a practical way to make their prototype ideas. Design & Technology is no longer separated into material areas so students will study a wide range of materials, including mechanical and electrical systems, to design ideas which are realistic in the 21st century. As part of this process students will be applying their knowledge of mathematics, science and computing.

What will you learn?

- Core technical knowledge; new technologies, energy generation and storage, developments in new materials, mechanical devices, materials and their working properties.
- Specialist technical knowledge; an in-depth study of the technical principles related to at least one type of material. Selection of materials, forces & stresses, ecological and social footprint, scales of production, specialist techniques and processes including surface treatments and finishes.
- Designing and making principles; understanding how to develop prototype products within a variety of contexts, demonstrating the application of core and specialist principles.

Assessment:

50% Non-exam assessment (NEA)

A design-and-make task where you will produce a prototype of your developed idea and a portfolio of evidence to show your designing and making. This will take approximately 35 hours and be worth 100 marks which is 50% of the whole GCSE. AQA will set the context for the task on 1st June when you are in Year 10.

50% Written examination

A written paper of 2 hours worth 100 marks which is 50% of the whole GCSE. There will be 3 sections to the paper: Section A - core technical principles tested through short answer and multiple choice questions and Section B - specialist technical principles tested through short answer questions and one longer, extended response question and Section C - designing and making principles tested through a variety of short and long answers.

NB Assessment of Design and Technology will explicitly test students' ability to apply mathematical and scientific principles as listed in the specification.

Why should you choose this subject?

- This is an exciting subject, which would suit any student with creativity and a passion for design and making good quality ideas.
- It will provide you with a great foundation for careers in design, engineering, business, electronics or advertising.
- It will give you the unique opportunity to *apply* your knowledge of mathematics, science, art and design, computing and humanities.

Extended curriculum opportunities:

- After-school use of workshops to extend work from class
- Visits to the Design Museum, Victoria & Albert Museum and design studios

Progression:

GCSE Design and Technology leads to A Level Design & Technology: Product Design and subsequently to a range of degree level courses. It would be an excellent foundation for any design based discipline at degree level such as architecture, industrial design, jewellery design and graphic design as well as subjects such as engineering, business and electronics. The skills learned are not just applicable to careers in design and engineering but also to more vocational and craft jobs. The process of developing a product from initial idea to completion is a skill set used in many careers such as business, marketing and project management.

Find out more:

- We have chosen to follow the AQA specification for Design & Technology, details of which can be found here: <http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552>

Drama GCSE

Examining body: AQA

Course overview:

Drama is assessed both practically and through written work. You will not only get a chance to act in plays but also make your own dramas and watch professional productions. You will read at least one full play during your GCSE course. You will learn co-operation and self-expression.

Assessment:

- **Component 1:** Written Examination – you will prepare for the examination by studying one entire play text. You will answer questions on an unseen extract from this text and how you would perform it and why. You will also answer a question about a production that you have seen – we will take you to see lots of productions over your 3 year course so you will feel very prepared for this (40% in total – written).
- **Component 2:** Devising Drama – you will devise your own piece of drama from start to finish. Your final assessment will be based on your performance but also your involvement in the development process. You can write about this or you can talk about it on video coursework (40% in total – 30% on development and 10% performance).
- **Component 3:** Performance from Text - You will learn lines for, and rehearse two sections of a play and perform to an outside examiner who has never met you before. You get one chance to shine! (20% total - practical).

Why should you choose this subject?

- You love to perform and would like to develop the skills to do this to a really high standard
- You would like to be able to express yourself more clearly with more confidence
- You love going to the theatre; you will have lots of opportunities on this course
- You have enjoyed drama in Year 7 and 8 and would now like to take it much further with other people who want to do well
- Did you know that over 60% of lawyers in Britain have GCSE drama?

Extended curriculum opportunities:

- A variety of theatre trips
- Drama club / technical theatre club
- School plays / musicals
- Possible overseas trip

Progression:

- GCSE Drama leads on well to A Level Drama and Theatre Studies
- You can go on to take many practical drama courses at University
- It is a subject which teaches transferable skills which will be useful in Sixth Form interviews and even job interviews one day; skills such as expressing yourself with confidence, working as a team, interpretation of text, empathy and public speaking. All of these are skills which are really important in today's society.

Find out more:

- Take a look at the AQA site to look at the course in detail:
<http://www.aqa.org.uk/subjects/drama/gcse/drama-8261>
- You can also try the GCSE Bitesize drama page and forums to find out more:
<http://www.bbc.co.uk/schools/gcsebitesize/drama/>



Economics GCSE

Please see entry requirements

Examining body: AQA

Course overview:

You will study 2 units over the three years:

Unit 1 – How the Market Works

This unit of the specification covers issues within microeconomics. Candidates will consider the basic economic problem and how it affects the allocation of resources in competitive markets. The unit will cover how price is determined through the forces of demand and supply and how a firm competes in the market. It is essential that the range of content given below is demonstrated in the context of the interdependent economic behaviour of individuals, groups, organisations and governments within a local and national context. It is important for candidates to gain an insight about 'real world' economics and, therefore, throughout the course the dynamic nature of economic activity should be emphasised.

Unit 2 – How the Economy Works

This unit of the specification covers issues within macroeconomics. Candidates will consider three of the main variables in the economy and how these are influenced by government policy. It covers the expenditure and revenue of government, including taxes, and the effects that these have on the economy. It is essential that the range of content given below is demonstrated in the context of the interdependent economic behaviour of individuals, groups, organisations and governments within a local and national context. It is important for candidates to gain an insight into 'real world' economics and, therefore, throughout the course the dynamic nature of economic activity should be emphasised.

Assessment:

- Paper 1 - Written exam: 1 hour 45 minutes, 80 marks, 50% of GCSE
- Paper 2 - Written exam: 1 hour 45 minutes, 80 marks, 50% of GCSE

Why should you choose this subject?

Choosing GCSE Economics will enable you to:

- Actively engage in the study of economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to distinguish between fact and opinion, build arguments and make informed judgements
- Apply your knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- Understand the perspectives of a range of different stakeholders in relation to economic activity
- Consider the moral issues that arise as a result of the impact of economic activity on the environment and economic development
- Use your economic knowledge, understanding and skills to help you to understand current events and improve your understanding as a global citizen

Extended curriculum opportunities:

- Students will be encouraged to take part in Tycoon in Schools. For further details see the links below.
- There will be visits to high profile business partners in their central London offices.

Progression:

This course provides progression for students wishing to continue their studies to [A Level Economics](#) and degree level. It is also the ideal course for any student who is interested in a career in the following professions: chartered accountant, economist, financial analyst, investment analyst, statistician.

Find out more:

- Type in this link to the internet to look at the full specification:
<http://www.aqa.org.uk/subjects/economics/gcse/economics-8136>
- You will find past papers here:
<http://www.aqa.org.uk/subjects/economics/gcse/economics-8136/assessment-resources>
- Information on Tycoon in schools
<https://www.tycooninschools.com/about>



Food Preparation and Nutrition GCSE

Examining body: EDUQAS

Course overview:

Food Preparation and Nutrition is a scientific-practical based course. It has been written to provide learners with the knowledge and skill required to cook and apply principles of food science, nutrition and healthy eating, whilst rewarding flair and imagination.

You will no longer be taught food on a carousel and will receive two lessons of food a week: one theory, one practical. You will study all the content and master skills throughout year 9 and 10 to help prepare you to start both controlled assessment tasks in year 11.

There are 8 core topics to be covered:

- Nutrition
- Diet and good health
- The science of cooking food
- Food spoilage
- Food provenance (where food comes from) and reducing waste
- Cultures and cuisines, including dishes from foreign countries
- Technological developments in food, such as nanotechnology and robotics
- And factors affecting food choice, such as lactose intolerance and vegans.

During our practical sessions, we will be focusing on preparing various dishes that showcase a higher skill, such as pastry or pasta making, piping cake decorations or blow-torching a crème brûlée.



It is important for you to master a wide range of higher skills as you will need to demonstrate these when planning and making your 3 dishes for the Food Preparation Task to gain higher marks.

Assessment:

Unit	Type of assessment	When?	Weighting
Principles of Food Preparation and Nutrition	External Exam	End of Year 11	50%
The Food Investigation Task	Controlled assessment (internal)	September-December	15%
The Food Preparation Task	Controlled assessment (internal)	January- May	35%

Why should you choose this subject?

- You love food; finding out about it and exploring new ways of sourcing and eating
- You are interested in a job within the food or hospitality industry
- It is a great way to develop your understanding of food ingredients and processes and how to manipulate them to develop new ideas

Extended curriculum opportunities

- Visits to local restaurants, hotels and businesses
- Chef visits and workshops

Progression:

Many students believe this subject is only suitable if you are thinking of becoming a chef, but there are many career and degree opportunities after studying this GCSE:

- Food photographer (magazines and online)
- Food stylist
- Food magazine writer/editor
- Food or restaurant critic
- Nutritionist
- Dietician (private or NHS)
- Food advertising
- Food marketing, including social media
- Food retail management
- Food buying
- Researching foreign cuisines through travelling abroad
- Food service management
- Food product development (designing new products)
- Brewing and drinks manufacturing
- Food hygiene inspector

Find out more:

- Talk to your Food teacher
- Check the displays in the technology corridor
- Look at the EDUQAS website:
<https://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/>



French GCSE

Examining body: Edexcel

Course overview:

This French course allows students to develop their ability to communicate with French native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of French-speaking communities and countries.

Students will need to develop and use their knowledge and understanding of French grammar and vocabulary progressively through their course of study.

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

Assessment:

- ★ Unit 1: Listening – examination 25% (Foundation 35 minutes, Higher 45 minutes)
- ★ Unit 2: Reading – examination 25% (Foundation 30 minutes, Higher 50 minutes)
- ★ Unit 3: Speaking – examination 25% (internally conducted; externally assessed)
- ★ Unit 4: Writing – examination 25% (Foundation 1 hour 10 minutes, Higher 1 hour 20 minutes)

Why should you choose this subject?

- French is spoken in 55 countries across five continents by over 200 million people
- Learning French at this level can open the doors to art, music, fashion, food, architecture and literature
- French is the official working language of the UN, NATO, UNESCO, the International Olympic Committee, the European Union, the International Red Cross and many more key international organisations
- French combined with other interests opens hundreds of expanded career opportunities
- French is the third most common language on the Internet. Connect with pen pals, visit foreign websites and find student exchange opportunities

Extended curriculum opportunities:

- French exchange programme (Paris)
- French film club
- Extra conversation classes

Progression:

GCSE French leads coherently onto A Level French and subsequently to degree level. As a French speaker, you may consider a career in the diplomatic service, international law, translating, interpreting or teaching, to name but a few. And of course, speaking French puts you at a major advantage when applying to Russell Group Universities and for jobs in international business with global companies such as Air France, Renault, Peugeot, L'Oréal or BNP Paribas.

Find out more:

- Type in this link to the internet to look at the full specification:
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.html>
- You will find past papers:
<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExam-materials>
- Look at other careers paths which involve French: www.toplanguagejobs.co.uk (then click on the tab 'Languages', scroll down, then tick in the 'French' box).



Geography GCSE

Examining body: Edexcel

Course overview:

In Geography you will find out about the world!

Component 1 - Global Geographical Issues - 37.5%

- *Development Dynamics*
Enquiry question 1- What is the scale of inequality and how can it be reduced?
Enquiry question 2- How is one of the world's emerging countries managing to develop?
- *Challenges of an Urbanising World*
Enquiry question 3 - What are the causes and challenges of rapid urban change?
Enquiry question 4 - Why does the quality of life vary so much within one megacity?
- *Hazardous Earth*
Enquiry question 5 - How does the world's climate system function, why does it change and how can this be hazardous for people? Why do the causes and impacts of tectonic activity and management of tectonic hazards vary with location?
Enquiry question 6 - How are extreme weather events increasingly hazardous for people?

Component 2 - UK Geographical Issues- 37.5%

- *The UK's evolving landscape*
Enquiry question 1 - Why does the physical landscape of the UK vary from place to place?
Enquiry question 2 - Why is there a variety of distinctive coastal landscapes in the UK and what are the processes that shape them?
- *River processes and pressures*
Enquiry question 3 - Why is there a variety of distinctive river landscapes in the UK and what are the processes that shape them?
- *Dynamic Inner Cities*
Enquiry question 4 - Why are places and people changing in the UK?
Enquiry question 5 - How are the inner city areas of one major UK city changing?
- *Changing Rural settlements*
Enquiry question 6 - How and why are the UK's rural areas and settlements changing and what are the challenges they face?

Component 3 - People and Environment - Making Geographical Decisions (25%)

- *People and the biosphere*
Enquiry question 1 - Why is the biosphere so important to human well-being and how do humans use and modify it to obtain resources?
- *Consuming energy resources*
Enquiry question 2 - How can the growing demand for energy be met without serious environmental consequences?
- *Forests under threat*
Enquiry question 3 - What are the threats to the forest biomes and how can they be reduced?

Why should you choose Geography?

- Geography helps you to answer many of the world's 'big questions'.
- Geography combined with other subjects opens hundreds of expanded career opportunities.
- Geography will take you to see the world. You will go on many field trips, including residential and day trips.
- "Geography is the subject which holds the key to our future" - Michael Palin
- For more information, please talk to your class teachers who will be happy to answer any questions you might have.

Extended curriculum opportunities:

- A three day UK residential field trip
- Day trips

Progression:

GCSE Geography leads to A Level Geography, Environmental Studies and the Sciences. Geography is a cross between The Sciences and The Arts, keeping your options open to an excellent career path into the sciences (including medicine, veterinary and dentistry), law, journalism and the media, politics, leisure and tourism, teaching, academic research, business and finance, theatre, urban and environmental planning, climatology and much more.

Find out more:

- Type in this link to the internet to look at the full specification and past papers: <http://www.edexcel.com/quals/gcse/gcse09/geography/b/Pages/default.aspx>
- For information about careers in Geography look here: <http://www.rgs.org/OurWork/Schools/CareersAndFurtherStudy/Carees+and+progression+with+geography/Careers+and+progression+with+geography.htm>
- The Royal Society of Geography – Why study Geography? <http://www.rgs.org/NR/rdonlyres/21A5D814-CDA6-4533-A717-ACF3177D2216/0/Whystudygeography.pdf>
- National Geographic - <http://www.nationalgeographic.com/>
- Eco Schools - <http://www.eco-schools.org.uk/>
- BBC Bitesize Geography: <http://www.bbc.co.uk/schools/gcsebitesize/geography/>
- For Duke of Edinburgh information look here: <http://www.dofe.org/>

Health and Fitness

Examining body: NCFE (Technical Award Level 1/2)

Course overview:

The NCFE Level 1/2 Technical Award in Health and Fitness is aimed at students who are interested in the health and fitness industry. The qualification is equivalent to GCSE grades 8.5 - 1. This Level 1/2 qualification is appropriate for students who are looking to develop knowledge and understanding of health and fitness and be able to apply their learning. It is distinct from GCSE Physical Education, as it encourages the learner to use knowledge and practical tools to focus on supporting people with specific health and fitness goals. The study of health and fitness involves understanding the functions of the body systems, understanding the principles of training, and knowing how the body responds to exercise in the short and long term. As well as, how to create and apply lifestyle analysis tools and how to create a fitness programme for a person with specific goals. The qualification focuses on the applied study of health and fitness and students will gain a broad understanding and knowledge of working in the sector.

Assessment:

External assessment (40%)

- The external assessment will be in the form of a 1hr 30min written examination, which will assess the learner's knowledge and understanding of body systems and the principles of training in health and fitness. A variety of assessment styles will be used, including multiple-choice, short-answer and extended answer questions.

Synoptic assessment (60%)

- The synoptic assessment (coursework) enables students to show that they can independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques they have learnt throughout the course of study, in response to a brief and tasks, set in a real-world-situation. This unit provides students with the knowledge and understanding to be able to prepare and plan for health and fitness. Students will know and understand the impact of lifestyle on health and fitness, how to test and develop components of fitness and how to structure a health and fitness programme.

Why should you choose this subject?

The health and fitness industry is one of the fastest growing industries in the world. If you want to work in the health and fitness / sports industry, this is an excellent course for you.

This qualification shows students how to:

- understand and identify the main body systems and their functions
- understand the principles of training and FITT (Frequency, Intensity, Time, Type)
- explore how physical activities affect the body in the short and long term
- understand how relevant fitness tests can be used for specific health and skill components of fitness
- understand different lifestyle analysis tools and how to apply them to create a health and fitness programme.

Extended curriculum opportunities

- All PE extended curriculum opportunities in sport, health and fitness.
- Taking part in health and fitness opportunities in the local community.
- Experience in local health and fitness industry providers.

Progression:

- Students who achieve this award might consider progression to Level 3 qualifications post-16 such as:
 - Level 3 Applied Generals in:
 - Sport Studies
 - Sport and Physical Activity
 - Sports Performance and Excellence
 - Sport and Exercise Science
 - Level 3 Technical Levels in:
 - Sport and Physical Activity
 - Personal Training
 - Personal Training and Behaviour Change
 - Fitness Services
 - Exercise Science and Personal Training
 - Personal Training for Health, Fitness and Performance
 - Physical Activity and Exercise Science
 - A Level in Physical Education and Sport. This will support progression to higher education.
- Students could also progress into employment or onto an apprenticeship.
- The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the health and fitness sector through a variety of occupations which are available within the sector, such as Health Assistants, Nutritionists, Sports Therapist, Fitness Instructors or Personal Trainers.

Find out more:

- Talk to your PE teachers
- Check the displays in PE
- Look at the NCFE website:
<https://www.qualhub.co.uk/qualification-search/qualification-detail/nfce-level-2-certificate-in-health-and-fitness-4435>
- Look at this career card:
<https://www.qualhub.co.uk/media/9850/11-2-ta-health-and-fitness-603-2650-5-career-card.pdf>
- Look at job profiles: <https://careers-in-sport.co.uk/health-and-fitness>

History GCSE

Examining body: Edexcel

Course overview:

In History you will study a range of topics in British and World History covering at least 1000 years. You will study themes such as politics, control of populations, religion, warfare, sexism, racism and much more.

Unit 1: Medicine through time, c1250-present

In this unit you will study the blood, guts and gore of the past thousand years! Why did people die of simple illnesses? How have doctors and scientists come to understand more and more about how the body works and how we get ill? Why have new medicines and cures often been treated with fear, suspicion and anger by people that they could help? What medical problems did soldiers have in WW1? What happened to them when they got shot?

Unit 2.a) The American West, c1835-1895

Did you know that, for us in Europe, the USA is a very young country? People from Europe first moved there about 500 years ago and already it is the most powerful country in the world! How did they manage this? Some Historians argue that in order to get control of the whole country, the European settlers tried to kill off the people who already lived there, the Native Americans. It has been compared to Hitler and the Nazis trying to kill all the Jews in Europe. Can this really be true?

Unit 2.b) Early Elizabethan England, 1558-1588

Why were people trying to overthrow Queen Elizabeth? Why were people fighting over religion during her time as Queen? Did she do a good job of showing people that a female Queen could be just as strong and effective as a male King?

Unit 3: Weimar and Nazi Germany

In this unit you will investigate one of the most puzzling and horrific questions in History - How could someone like Adolf Hitler become the leader of Germany, a developed and important country? Why were so many Germans attracted to the Nazis and their ideas? Why did this happen in Germany when it did? Could this have happened anywhere else? What was Hitler actually like?

Assessment:

Unit 1	30% of total mark
Unit 2a	20% of total mark
Unit 2b	20% of total mark
Unit 3	30% of total mark

There are NO tiers in GCSE History. You all sit the same exams and ALL have the chance to get the very top grades.

Why should you choose this subject?

- Learn how to find out and understand the reasons why things happen, such as why people in Germany voted to make Adolf Hitler their leader, or why there was so much violence in the History of the USA.
- If you can understand and explain why these things happen, you can make better judgements and decisions about them. This goes for anything happening now or in your own life - the better you can get at understanding why things happen, the better you will be at making good decisions about them.
- History also improves the quality of your written English, as you have to use it to clearly explain some quite complicated events. This is difficult and challenges you to use language in more complicated and sophisticated ways.
- History is also highly respected by Universities, it can set you up to follow a huge variety of careers - just look at all these people who studied History:

Who studied History and went on to big things?

In the arts and media:

Sacha Baron Cohen (Ali G); Jonathan Ross, TV presenter; James Moir, Controller of BBC Radio 2; Rachel Attwell, Deputy Head of BBC TV News; Lesley Anne Dawson, Head of the ITN Press Office; Jeremy Bowen and Jon Snow, both TV News Journalists; Salman Rushdie, author; Andrew Morton, biographer of Princess Diana, Madonna and the Beckhams; Alan Bennett, playwright; Lauryn Hill, musician.

In politics, the law and civil service:

Tony Blair and Gordon Brown, former Prime Ministers; Kenneth Clarke, cabinet minister; Lord Coe, Chair of the London 2012 Olympic Committee; Diane Abbott, the first UK black woman MP; Michael Mansfield QC, lawyer on the 'Bloody Sunday' enquiry.

In top international business:

Howard Stringer, chairman of Sony Corporation; Sir Roland Smith, ex-director of the Bank of England; Gerald Corbett, chairman of SSL International; Anita Roddick, founder of 'The Body Shop'.

They can all think for themselves, because they studied history! They can handle information, carry out research, speak well in public, look at things from different points of view and reach their own conclusion. Study history, so you can do the same!

Progression:

Excellent preparation for A Levels in history, sociology, economics and politics and for university degrees in law, politics, the arts, accountancy, economics, American studies, archaeology, European studies, classical civilization, banking and finance, African studies and all history courses. This is an excellent career path into law, journalism and the media, heritage, leisure and tourism, accountancy, teaching and academic research, business and finance, politics, theatre and the arts, social work and much more...

Find out more:

- Careers with history: http://www.history.org.uk/resources/public_resource_2914.html
- BBC Bite-size (select 'Schools History Project'):
<http://www.bbc.co.uk/schools/gcsebitesize/history/shp/>
- Edexcel History specification and past exam papers:
<http://www.edexcel.com/quals/gcse/gcse09/history/b/Pages/default.aspx>
- Play some games: <http://www.schoolhistory.co.uk/games/>

Media Studies GCSE

Examining body: OCR

Course overview:

The GCSE Media Studies course is divided into the following three units:

Paper 1: Television and promoting media (35% of total GCSE)

- Section A: Television. You will engage with one in-depth study covering contemporary and historic television products, responding to questions covering the whole of the theoretical framework and a range of media contexts.
- Section B: Promoting Media. You will study media products from the same global conglomerate producer illustrating the media forms of film, advertising and marketing, and video games.

Paper 2: Music and news (35% of total GCSE)

- Section A: Music. You will engage with one in-depth study covering magazines. Students will also engage with music videos and radio. You will respond to questions covering the whole of the theoretical framework.
- Section B: The News. You will engage with one in-depth study covering online, social and participatory media. Students will also engage with newspapers. You will respond to questions covering the whole of the theoretical framework and a range of media contexts.

NEA: Creating media (30% of total GCSE)

You will create media products such as a magazine, and apply knowledge and understanding of media language and media representations from the theoretical framework to express and communicate meaning to an intended audience.

Through the above topics, you will learn how different media industries operate, how to analyse a range of texts and how to produce media products, using a range of software including Final Cut Pro, iMovie and Photoshop.

Assessment:

- **Unit 1: Examination** – 1hr 45 minutes - you will analyse a TV clip, and explore contemporary and historic television product. You will also write about a range of media products from the global conglomerate producer (35%).
- **Unit 2: Examination** - 1hr 15 minutes - you will discuss a music magazine you have researched in depth (Mojo magazine) and write about a newspaper including online, social and participatory media (35%).
- **Unit 3: Coursework** – you will work individually to research, plan, make and evaluate your own media product (e.g. a music video or magazine) (30%).

Why should you study this subject?

- You are a creative and practical learner.
- You will have the opportunity to learn about a range of media products and then create your own.
- If you are interested in areas such as film, television, music and magazines, you will have the chance to learn more about how these industries work.
- Media Studies will teach you a range of transferable and useful skills such as teamwork, written communication and especially software skills, which are increasingly relevant to any career.
- Media Studies is fun! You will watch film and television shows as well as finding out more about the way that social media has come to dominate the modern media landscape.

Extended curriculum opportunities:

- Trips to the cinema
- Study days at the British Film Institute (including trips to its museum)
- Talks by industry experts (e.g. video game developers)

Progression:

Media Studies will prepare you for A Level study and, in turn, a degree at university. It will equip you with a range of skills, especially practical skills that you can use across a range of different GCSE and A Level subjects as well as future careers. It will also give you an exciting insight into the media industry, one of the most interesting, important and thriving industries in Britain. If you wish to enter the media industry at any level then this course is a must for you.

Find out more:

- You can find the specification and past papers here:
<http://www.ocr.org.uk/qualifications/gcse-media-studies-j200-from-2017>



Music GCSE

Examining body: AQA

Course overview:

You will study the following areas in GCSE Music:

Unit 1: Understanding Music - Listening to familiar music (study piece covered during the course) and unfamiliar music (pieces from across a range of musical styles and genres) leading to a 90 minute examination.

The areas of study, study pieces and genres to be covered are:

- **Western Classical Tradition 1650 – 1910** (Haydn: Symphony No. 101, 2nd movt.)
Coronation Music and Oratorio of Handel; Orchestral Music of Haydn, Mozart and Beethoven; Piano Music of Chopin and Schumann; Requiems of the Romantic period.
- **Popular Music** (The Beatles: Sgt Peppers Lonely Hearts Club band - 3 tracks)
Music of Broadway 1950s-1990s; Rock Music of the 1960's and 1970's; Film and Computer Gaming Music from 1990s to present; Pop Music 1990s to present.
- **Traditional Music** (Santana: Supernatural - 3 tracks) Blues Music 1920-1950; Fusion Music incorporating African and / or Caribbean music; Contemporary Latin Music; Contemporary Music of the British Isles.
- **Western Classical Tradition Since 1910** (Copland: 'Saturday Night Waltz' & 'Hoedown' from Rodeo)
Orchestral Music of Copland; British Music of Arnold, Britten, Maxwell-Davies & Tavener; Orchestral Music of Kodály and Bartók; Minimalist Music of Adams, Reich and Riley.

Unit 2: Performing Music – performing a solo piece of your own choice and an ensemble (group) piece for a minimum of four minutes as Non-Exam Assessment (NEA).

Unit 3: Composing Music – you will compose two pieces of music. The first will be from a composition brief provided by the examination board. The second piece will be a free-choice composition. These will also be supplemented by a musical score or detailed written commentary and the pieces must be a minimum of three minutes in total.

Assessment:

- Unit 1: Understanding Music (40%) – 90 minute written and listening examination
- Unit 2: Performing Music (30%) - non exam assessment
- Unit 3: Composing Music (30%) - non exam assessment

There is no tiering in GCSE Music.

Why should you choose this subject?

If you enjoy:

- composing and performing music
- learning an instrument or singing
- creating music on computers
- learning about all types of music, including classical, popular and world

...then GCSE Music is the ideal subject for you.

Prerequisite:

You have already gained many of the basic skills needed for this course at KS3 but to take this course you **must** be able to play at least one instrument or sing and ideally be aiming to have achieved Grade 5 or higher by the end of Year 11.

Extended curriculum opportunities:

As a GCSE Music student, you will be required to take part in the Academy Extended curriculum groups in Music. Whether you like to sing or not, it is an extremely valuable skill and will help immensely with your performing, composing and listening work as well as developing your performance skills as part of an ensemble.

Progression:

If you enjoy Music at GCSE level then you can consider AS and A2 in Music, Music Technology, or Performing Arts. This can then lead you onto study Music at degree level, with all the top universities highly regarding students who have studied Music. GCSE Music will also give you essential knowledge for working in other areas of the music industry in record companies such as EMI or Universal, recording studios such as Abbey Road, theatre, concert halls, radio or music production. The listening skills you develop will enhance the aural perception needed in language examinations. Your performing skills will give you confidence in playing to an audience – useful if you intend to pursue, for example, drama or law.

Find out more:

- To see the specification and exam resources, go to:
<http://www.aqa.org.uk/subjects/music/gcse/music-8271>
- For more information about different careers in the music industry, visit: <http://www.careersinmusic.co.uk>

Performing Arts

Examining body: AQA (Technical Award Level 1/2)

Course overview:

This qualification is for students who wish to develop applied knowledge and practical skills in the performing arts. It's designed with both practical and theoretical elements, which will prepare students for further qualifications in performing arts, drama, dance, music, media studies, film studies and art and design. In addition, students will develop a broad knowledge of creative business practices, including functions and roles, marketing and event management, develop knowledge of how to put on a production and be able to perform effectively in their chosen area. The analysis and evaluation of skills will come through independent, team and collaborative work, and will develop an awareness of industrial practices and employment opportunities.

The course will develop a variety of transferable skills including self-appraisal, evaluation, teamwork, leadership, research, presentation, communication and problem solving. These are skills that will stand any learner in good stead for the future, irrespective of career path.

Students will experience a broad range of disciplines and will be assessed in a minimum of two of the following performance / production disciplines.

Performance:

- Acting
- Dancing
- Musician (vocal or instrumental)
- Musical theatre
- Variety performance, including stand-up, magician, puppetry
- Pantomime and commedia dell'arte
- Physical theatre
- Circus skills

Production:

- Costume
- Set, including projected and moving images
- Properties, including masks and puppets
- Make-up, including hair
- Lighting
- Sound, including DJing
- Stage management
- Original writing (script or song)
- Directing
- Choreography
- Public relations, including front of house, box office, marketing and publicity
- Film production, including animation

Assessment:

- Two units are internally assessed (60%) the third is externally assessed (40%)
 - Unit 1: Unlocking creativity (30%)
 - Unit 2: The production / performance (30%)
 - Unit 3: The performing arts industry (written exam – 40%)

Why should you choose this subject?

This qualification allows students to:

- Unlock creative ideas for a production
- Put on a production
- Perform effectively on-stage or in a technical role off-stage
- Analyse and evaluate their skills independently and within a team
- Develop an awareness of industrial practices and employment opportunities
- Gain a broad knowledge of creative business practices

Extended curriculum opportunities:

- Working in and on a school production
- All drama and music extended curriculum activities
- Attending live shows, productions and performances

Progression:

- This Technical Award equips students with the practical performing arts skills and core knowledge they need to progress to further study, employment or apprenticeships. Through practical, project based learning, students will develop a variety of transferable skills including self-appraisal, teamwork and problem-solving.
- Some further education opportunities may include:
 - Level 3 Technical Level in Performing Arts. This qualification prepares students for progression into employment or onto an Apprenticeship through specialising in a technical occupation in the performance skills sector. Technical Level qualifications provide post-16 students with the knowledge and skills they need for skilled employment or for further technical study.
 - A Level in Performing Arts. This will support progression to higher education.
- Students could also progress into employment or onto an Apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an Apprenticeship in the performance sector through a variety of occupations such as a Production Assistant, Creative Venue Technician or Assistant Technical Director.

Find out more:

- Talk to your Drama / Music teachers
- Check the displays in Music and Drama
- Look at the AQA website:
<https://www.aqa.org.uk/subjects/performing-arts/technical-award/performing-arts-3745>

Physical Education GCSE

Examining body: Edexcel

Students opting for GCSE PE require a good level of practical ability across at least three sports. One must be a team sport and one must be an individual sport from a set list. Students may represent Academy teams, attend a range of extended curriculum clubs and / or have a high level of sporting experience outside of the Academy. There is also significant academic content which is assessed in the form of written examinations. The course is heavily scientific and requires a good understanding of human biology.

Course overview:

Students will study the GCSE PE programme for 2 hours per week in Year 9, extending to 3 hours in Year 10 and 11. Students will learn about a variety of practical activities, narrowing their choice down to three preferred sports by the end of the course. They will design a Personal Exercise Programme where students will be required to analyse and evaluate their own performance. They will also study topics in the classroom such as exercise and fitness, diet, physiology, reasons for participation, psychology of sport and injuries in sport in preparation for two written exams at the end of Year 11.

Assessment:

Examination: (60% of the qualification).

- Component 1: Fitness and Body Systems Written examination (1 hour 45 minutes); 36% of the qualification
- Component 2: Health and Body Systems Written examination (1 hour 15 minutes); 24% of the qualification

Non-examined Assessment (40% of the qualification)

- Component 3: Practical Performance (3 different sports) - 30% of the qualification.
- Component 4: Personal Exercise Programme (coursework) - 10% of the qualification.

Why should you choose this subject?

Sport is a multi-billion pound industry within the UK alone. There are numerous opportunities within the sector, catering for a vast array of skill sets. Typical career paths stemming from this GCSE would be: teaching, physiotherapy, leisure industry, coaching, sports nutrition, sports marketing, private and public sector sports provision, sports development and personal training. Sport is often seen as part of a well-balanced lifestyle by employers and universities and obviously contributes to lifelong well-being. Moreover, the lessons and course as a whole are dynamic and fun. The GCSE course will challenge you to develop skills such as teamwork, personal responsibility and leadership. These skills are highly valued in the world of employment.

Extended curriculum opportunities:

There are a multitude of sports extended curriculum clubs. Students can attend as many as they like but they are encouraged to focus particularly on those clubs which potentially form part of their assessment, thus not only enjoying themselves but also contributing to their academic success. Students can also get involved in the many Academy teams to supplement their personal practice and progress towards their target grades.

Progression:

The GCSE course can lead to studying PE and sport at A Level and subsequently degree level. As mentioned above, there are numerous choices of career available through sport, which can combine personal interest with stimulating, motivating and dynamic working environments.

Find out more:

- Speak to your PE teachers
- <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>
- <http://www.bbc.co.uk/schools/gcsebitesize/pe>
- <http://www.leisurejobs.com/>
- <http://www.uk sport.gov.uk/jobs-in-sport>



Spanish GCSE

Examining body: Edexcel

Course overview:

This Spanish course allows students to develop their ability to communicate with Spanish native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of Spanish-speaking communities and countries.

Students will need to develop and use their knowledge and understanding of Spanish grammar and vocabulary progressively through their course of study.

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics. The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

Assessment:

- ★ Unit 1: Listening – examination 25% (Foundation 35 minutes, Higher 45 minutes)
- ★ Unit 2: Reading – examination 25% (Foundation 30 minutes, Higher 50 minutes)
- ★ Unit 3: Speaking – examination 25% (internally conducted; externally assessed)
- ★ Unit 4: Writing – examination 25% (Foundation 1 hour 10 minutes, Higher 1 hour and 20 minutes)

Why should you choose this subject?

- Spanish is spoken by an estimated 350 million people around the world and is currently the Fourth most commonly spoken language worldwide.
- Geographically, a large number of countries have Spanish as a dominant language: Spain, the United States, Venezuela, Argentina, Chile, Equatorial Guinea, the Philippines, Guatemala, Honduras and Cuba to name only a few. Being fluent in Spanish opens the door for you to communicate with a third of a billion speakers worldwide.
- Learning Spanish at this level can open the doors to art, music, fashion, food, architecture and literature.
- Spanish combined with other interests opens hundreds of expanded career opportunities.

Extended curriculum opportunities:

- Spanish exchange programme (Northern Catalonia/Barcelona)
- Spanish film club
- Extra conversation classes

Progression:

GCSE Spanish leads onto A Level Spanish and subsequently to degree level. As a Spanish-speaker, you may consider a career in the diplomatic service, international law, translating, interpreting or teaching, to name but a few. And of course, speaking Spanish puts you at a major advantage when applying for jobs in international business with global companies such as Santander, SEAT, Telefónica de España and Iberia.

Find out more:

- Type in this link to the internet to look at the full specification:
<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/spanish-2016.html>
- You will find past papers here:
<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/spanish-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExam-materials>
- Look at other careers paths which involve Spanish: www.toplanguagejobs.co.uk (then click on the tab 'Languages' scroll down, then tick in the 'Spanish' box).



Options Form

Please write below the options you want to take, **ensuring that you make a second choice**. All forms should be completed and brought with you when you attend your **OPTIONS INTERVIEW** at Learning Coach Consultation Day on **Thursday 4th March 2021**. The interviews will be held with a senior member of staff before or after your Learning Coach Consultation appointment and must be attended by a parent / carer.

Option A	Option B	Option C
EBacc Subjects (Choose at least 1)		
Geography (EBacc)	Geography (EBacc)	Geography (EBacc)
History (EBacc)	History (EBacc)	History (EBacc)
Spanish (EBacc)	French (EBacc)	Spanish (EBacc)
French (EBacc)	Computer Science (EBacc)	French (EBacc)
Computer Science (EBacc)		
Other Subjects (Choose 2 Max)		
Art	Art	Creative iMedia (T)
Food and Nutrition	Business Studies	Economics
Creative iMedia (T)	Drama	Performing Arts (T)
Media Studies	Design and Technology	Physical Education
Music	Health and Fitness (T)	Citizenship
	Citizenship	

Option A

First choice: _____

Second choice: _____

Option B

First choice: _____

Second choice: _____

Option C

First choice: _____

Second choice: _____

Conditions:

1. EBacc subjects:

All students must choose one of the subjects referred to as the 'English Baccalaureate' or 'EBacc' subjects. They are highlighted above as Computer Science, French, Geography, History and Spanish.

2. Music GCSE:

Music Scholars are required to select Music as a compulsory option as stated when students applied for and were accepted onto the scholars programme.

3. In order to promote a balanced curriculum, the following subject combinations are NOT permitted:

Media Studies and Creative iMedia, Business Studies and Economics, Health and Fitness and PE.

4. Computer Science and Economics

Students wishing to study Computer Science or Economics should have demonstrated a particular aptitude for Maths, evidenced by their success against the 3Cert criteria and their most recent assessment results. This is due to the high level of mathematical content in these subjects.

Student Name: _____

Coaching Group: _____

Parental signature: _____

Student signature: _____

- **Carpe Diem!**
- **Broad and balanced**
- **It's *your* future - not *your* friends**
- **Be informed. Be certain.**

