



GARSTANG COMMUNITY ACADEMY

2018 – 2021

CURRICULUM BOOKLET

YEAR 8

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GARSTANG COMMUNITY ACADEMY

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Y8 CURRICULUM EVENING

Thursday 1st February 2018



*Talk in the Hall at
6:30pm*



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Curriculum for September 2018-2021

Compulsory Subjects leading to qualifications

- English - 9 hours per fortnight
- Mathematics - 8 hours per fortnight
- Science - 10 hours per fortnight
- Modern Language (compulsory for some students) - 5 hours per fortnight
- Geography/History (compulsory for some students) - 5 hours per fortnight

Compulsory Subjects not leading to qualifications

- Games
- CARE - including RE, citizenship, sex education, study skills and work related learning

Non-Compulsory Subjects

We offer a broad range of GCSE and BTEC subjects.

All of these subjects are taught for 5 hours per fortnight.

English Baccalaureate Subjects and the 'EBacc'

The Government regards some subjects to be of greater 'worth' - these are often referred to as 'English Baccalaureate Subjects'. These subjects are English, Maths and Science which are compulsory at GCA for all students, along with Modern Languages, History and Geography at least one of which is compulsory at GCA for all students.

A full set of English Baccalaureate subjects (English, Maths, at least two Sciences, one Language and either History or Geography - all at grade 4 or above) allows you to say you *have* the 'English Baccalaureate'.

There are increasing pressures on schools from the Department of Education to get more and more students through the English Baccalaureate. *" We want to see more children benefitting from an academic curriculum that keeps their options open for future study. Studying the EBacc should become the expectation for the vast majority of pupils....The Department for Education will monitor EBacc entry and achievement rates and may take further steps to ensure that good progress is being made towards this ambition."* DfE Implementing the English Baccalaureate 2017.

All students who have a mean Key Stage 2 score from Year 6 at primary school, of 102 and above are required to do **French or German**

New Grades and New Specification

All GCSE subjects are now following new specifications. GCSE subjects are all now graded on the new 9 - 1 scale, not the old A* - G scale.

Some qualifications are not GCSEs but have GCSE equivalence, these are BTECs. These qualifications are taught within a more vocational context and have units that are internally assessed as well as an externally assessed element. Some of the BTECs that we are offering have not yet been accredited by the Department of Education. We are expecting accreditation to occur by April 2018.

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English Language

GCSE - EBACC

Mrs J Morgan : Core Subject Leader

CURRICULUM 2018-21



GCSE English Language and GCSE English Literature

All students study both GCSE English Language and GCSE English Literature. There is no controlled assessment both qualifications are achieved through 100% examinations at the end of the course.

COURSE CONTENT & ASSESSMENT FOR GCSE ENGLISH LANGUAGE

Paper 1: 20th Century Literature Reading and Creative Prose Writing

1 hour 45 minutes (40% of qualification):

- **Section A (20%) – Reading**
One extract (about 60-100 lines of literature from the twentieth century).
- **Section B (20%) – Prose Writing**
One creative writing task drawn from a selection of four titles.

Paper 2: 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing

2 hours (60% of qualification)

- **Section A (30%) – Reading**
Two extracts (about 900-1200 words in total) of high-quality non-fiction writing from the nineteenth and twenty-first centuries
- **Section B (30%) – Writing**
Two compulsory transactional/persuasive writing tasks

Spoken Language: one presentation/speech, including responses to questions and feedback (does not form part of final grade).

English Literature

GCSE - EBACC

Mrs J Morgan : Core Subject Leader

CURRICULUM 2018-21



- *It is compulsory from September 2016 for all students to study English Literature.*

COURSE CONTENT FOR GCSE ENGLISH LITERATURE:

Paper 1: Shakespeare and poetry

2 hours (40% of qualification)

Section A: one extract question and one essay question based on the reading of a Shakespeare text from the above prescribed list.

Section B: Poetry from 1789 to the present day

Two questions based on poems from the WJEC Poetry Anthology, one of which involves comparison.

Paper 2: Post-1914 Prose/Drama, 19th Century Prose and Unseen Poetry

2 hours and 30 minutes (60% of qualification)

Section A: Post 1914 Prose/Drama

One source-based question on a post-1914 text from a prescribed list.

Section B: 19th Century Prose

One source-based question on a 19th century prose text from a prescribed list.

Section C: Unseen poetry

Two questions on unseen poems, one of which involves comparison.

Mathematics

GCSE - EBACC

Mr J Molloy : Core Subject Leader

CURRICULUM 2018-21



Maths is still available at both Higher and Foundation tiers. Students will be assessed and entered for the correct tier of entry to maximise their potential.

- The assessments will cover the following content headings:

Tier	Topic area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

- The qualification consists of three equally-weighted written examination. All three papers must be at the same tier of entry and must be completed in the summer of Year 11. Paper 1 is a non-calculator assessment and a calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long and has 80 marks for each paper. Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts. Communication marks are worth a total of 25% (working out).

Combined Science

GCSE - EBACC

Mrs K Rawcliffe : Core Subject Leader

CURRICULUM 2018-21



GCSE Combined Science consists of various Chemistry, Biology and Physics topics. Students will gain two GCSEs in this core subject. This double award GCSE provides students with a knowledge and understanding of science that is relevant to their everyday life and helps students develop their questioning, analytical and evaluative skills, alongside essential practical skills.

Subject Content

Biology : Biological concepts, cells and control, genetics, natural Selection and genetic modification, ecosystems and material cycles, key biological concepts, plant structures and their functions, animal coordination, control and homeostasis, exchange and transport in animals, health, disease and development of medicines.

Chemistry : Key concepts in chemistry, states of matter, methods in separating and purifying substances, acids, obtaining and using metals, electrolytic processes, reversible reactions and equilibria, group 1, 7 and 0, rates of reaction, fuels, heat energy changes in chemical reactions, Earth and atmospheric science.

Physics : Motion and forces, waves, light and electromagnetic spectrum, particle model 1, radioactivity, forces doing work, forces and their effects, electricity and circuits, static electricity, magnetism and the motor effect, conservation and energy, particle model 2, forces and matter.

Assessment

GCSE Combined Science is 100% externally assessed, with no controlled assessment. There are six exams at the end of the course, each lasting 1 hour and 10 minutes. Students will be assessed and entered for the correct tier of entry to maximise their potential.

Triple Science

GCSE - EBACC

Mrs K Rawcliffe : Core Subject Leader

CURRICULUM 2018-21



In the separate 'Triple Science' qualifications, students study separately Biology, Chemistry and Physics in greater depth than in the Combined GCSE Science course. Students will be awarded three separate GCSEs in Biology, Chemistry and Physics at the end of Year 11.

Subject Content

Biology: Key biological concepts, cells and control, genetics, natural selection and genetic modification, health, disease and development of medicines, plants structures and their functions, animal coordination, control and homeostasis, exchange and transport in animals, ecosystems and material cycles.

Chemistry: Key concepts in chemistry, states of matter, methods of separating and purifying substances, acids, obtaining and using metals, electrolytic processes, reversible reactions and equilibria, transition metals, alloys and corrosion, quantitative analysis, dynamic equilibria calculations involving volumes of gases, chemical cells and fuel cells, group 1, 7 and 0, rates of reaction, fuels, heat energy changes in chemical reactions, earth and atmospheric science, qualitative analysis: tests for ions, hydrocarbons, polymers, alcohols and carboxylic acids, bulk and surface properties of matter including nanoparticles.

Physics: Motion and forces, waves, light and electromagnetic spectrum, particle model, radioactivity, uses of radioactivity, astronomy, forces doing work, forces and their effects, electricity and circuits, static electricity, magnetism and motor effect, conservation of energy, particle model, forces and matter, electromagnetic induction.

Assessment

Biology, Chemistry and Physics GCSEs are 100% externally assessed with no controlled assessments. There are six exams at the end of the course, each lasting 1 hour and 45 minutes. Students will be assessed and entered for the correct tier of entry to maximise their potential.

Note: any students considering continuing with Sciences beyond GCSE (eg A Levels, vocational science, science-based career) should do Triple Science.

Modern Foreign Languages

(French & German)

CURRICULUM 2018-21



GCSE - EBACC

Mr S Garbutt : Subject Leader

Course Aims

The study of French or German gives students:

- Language skills to be able to say what they want to say in French or German;
- Confidence to communicate with people in and from French or German-speaking countries in work, holiday and social situations.

Course Content

Through the skills of listening, speaking, reading and writing students will cover the following areas:

- Identity and culture;
- Local, national, international and global areas of interest;
- Current and future study and employment.

Examination

In this GCSE, students' skills will be tested in each of the four skills:

Listening (25%), speaking (25%), reading (25%) and writing (25%). All exams will be taken at the end of Year 11. There is no controlled assessment.

Students will be entered at either foundation or higher level.

NB: All students who have a mean Key Stage 2 score from Year 6 at primary school, of 102 and above are required to do **French or German**.

Geography

GCSE - EBACC

Mr G Felvus : Subject Leader

CURRICULUM 2018-21



Course Content

The subject content of the syllabus is based on the study of three themes delivered through national and regional studies.

The themes are:

- people and the physical geographical environment;
- people and the human geographical environment;
- geographical skills.

The national and regional studies include examples from the United Kingdom, Europe and the Wider World.

Examination

There are no tier papers on this course or controlled assessment.

Paper 1	Living with the Physical Environment (1 hour 30 minutes)	35%
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Paper 2	Challenges in the Human Environment (1 hour 30 minutes)	35%
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Paper 3	Geographical Applications (1 hour 15 minutes)	30%
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NB - paper 3 is an assessment of skills. 15% of this will be based on two different fieldwork tasks and the analysis skills developed from those activities completed during the course and the other 15% will be based on interpretation of unseen material provided six weeks before the final exam.

History

GCSE - EBACC

Mr D Farquharson : Subject Leader

CURRICULUM 2018-21



The AQA History course enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present.

This course includes some exciting new topics for today's world that will resonate with students, helping them gain new insights into the world around them. There is a substantial study of history which will enable students to demonstrate their knowledge and understanding. Students will also apply their knowledge and understanding to second order concepts such as causation, consequence and change and will evaluate interpretations.

Year 9

Germany, 1890–1945: Democracy and dictatorship

- Kaiser Wilhelm II
- Weimar Republic
- Nazi Germany

Conflict and tension, 1918–1939

- Peace making
- League of Nations
- Origins of WWII

Year 10

Norman England, c1066–c1100

- Conquest and Control
- Life under the Normans
- The Norman Church
- Historic Environment

Year 11

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

- Conquered and Conquerors
- Looking West
- Expansion and Empire
- Britain in the Twentieth Century

Examination

Paper 1 - Written exam: 1 hour 45 minutes, 84 marks (including 4 marks for spelling, punctuation and grammar) 50% of GCSE

Paper 2 - Written exam: 1 hour 45 minutes, 84 marks (including 4 marks for spelling, punctuation and grammar, 50% of GCSE

Art

GCSE

Mr J Colluney : Subject Leader

CURRICULUM 2018-21



Course Content

Unit 1: *Portfolio of work - 60%*

Component 1 (portfolio) students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.

Unit 2: *Externally set assignment- 40%*

In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

The bulk of the art homework is the creation of several large sketchbooks, at least one for each project and one for the externally set assignment.

The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Art & Design

BTEC

Mrs B Fielden : Subject Leader

CURRICULUM 2018-21



Course Overview

The BTEC in Art and Design / Fashion & Textiles is designed to encourage personal development through practical participation in a range of Fashion & Textiles tasks. You will learn about the specialist materials, techniques and processes and how research from different sources gives inspiration and helps generate ideas. The creative project allows you to develop your understanding of how you work and to gain skills in the area of Fashion & Textiles. You will explore 2D and 3D media that will support you in developing your visual communication skills. You will also learn about essential health and safety practice within the creative industries, for example using equipment safely, working safely and recycling materials.

Mandatory units

Unit 1: Introduction to Specialist Pathways in Art and Design

The aim of the unit is for student to use specialist materials, techniques, equipment and processes in response to client briefs.

Some of the different skills which will be looked at include:-

- Fashion and textiles- using different fabrics and dyes, weaving and printing etc.
- Design crafts – using paper, textiles, wood making jewellery, model etc.
- Visual Arts- using painting, printing, drawing etc. to make 2D and 3D design.

Unit 2: Creative Project in Art and Design

The aim of the unit is to develop creative ideas, skills and intentions in response to a project brief and produce a final outcome that meets the requirements of the brief.

They have 10 hours to complete the task.

Optional Specialist Units

Unit 3: Communicating Ideas in 2D

The aim of the unit is for student to use specialist tools and processes and to communicate ideas using line, tone, colour, shape, pattern and surface texture.

Some of the different skills which will be looked at include:-

- Experimenting with a range of 2D mark-making activities that include drawing, painting as well as printmaking and mixed media.
- Researching fashion design which will help you to develop skills and understanding of 2D contemporary professional practice.
- Gathering a range of different examples of 2D work for a portfolio.

Unit 4: Communicating Ideas in 3D

The aim of the unit is for student to explore 3D visual language and working practices.

Some of the different skills which will be looked at include:-

- Experimenting with different materials and developing techniques in modelling, constructing and joining.
- Exploring the elements of volume, surface, form and structure of 3D products.

Business Studies

GCSE

Ms A Ashworth : Core Subject Leader

CURRICULUM 2018-21



Course Overview

GCSE Business Studies aids students in gaining a detailed understanding of the aims of businesses, the different types of businesses and how businesses operate. There is a focus on small businesses and the entrepreneurial skills required to run them.

What's Covered

- Enterprise and entrepreneurship
- Putting a business idea into practice
- Economic context
- Marketing, financial, operational and human resource decisions
- How to 'grow' the business

Assessment

All examinations take place at the end of Year 11. There are 2 exams, both worth 50% and they consist of calculations, multiple-choice, short-answer and extended writing questions. Some questions are based on business contexts.

Skills Needed

Business is a subject with a considerable amount of extended writing. Students must feel confident with extended writing and essay writing. There is an element of mathematical skill needed for the financial aspects.

Design & Technology

Materials Technology

BTEC

Miss K Meadows : Subject Leader

CURRICULUM 2018-21



This area of DT uses materials such as wood, metal and plastics to make products. Firstly the emphasis will be on gaining knowledge, experience and skills, based on 12 given areas, through guided making projects. This makes up UNIT 1. Students will make products to a pre-set design to demonstrate making skills, for example in metal (aluminium) we will make a hand riveted holder (for a coat or workshop tool e.g. hammer). In wood (Pine) we will hand make a puzzle. Another project will be a design and make assignment (maybe a lorry chassis and cab), which will prepare students for their final practical project. During the course students will learn to use new equipment and more advanced construction techniques as well as using ICT to learn fundamentals of Computer Aided Design and Computer Aided Manufacture. We will make something on the 3D printer!

Then the focus will move onto the practical making project (UNIT 2), which will allow students to demonstrate the skills, knowledge and understanding they will have acquired over the previous years in DT. The Final Project in Year 11 will be to develop the design of and make a child's toy or similar sized product of their choice.

Unit 3: Fundamentals of Materials Technology - Written Exam: 1 hour and 30 minutes

What is assessed:

Learners will be assessed on their knowledge and understanding of the following:

- Materials and their working properties
- Processes and manufacture
- Joining, components, adhesives and finishes
- Product specification
- Commercial practice
- Career opportunities

Assessment for the Qualification

Unit 1 : Practical skills demonstration	30%
Unit 2 : Coursework practical project	30%
Unit 3 : Written examination	40%

Design & Technology

Hospitality & Catering

BTEC

Miss K Meadows : Subject Leader

CURRICULUM 2018-21



Course Overview

This course has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector. Each unit has what is referred to as an applied purpose, which acts as a focus for the learning in the unit. They have been devised around the concept of a 'plan, do, review' approach so that learners take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work related activities in the hospitality and catering sector and also provides for learning in a range of contexts.

Assessments

Exam: Unit 1: The hospitality and catering industry (40%) Written exam 1 hour 30mins

The paper will be made up of questions based on the following topics:

- The environments in which the hospitality and catering providers operate.
- How hospitality and catering provisions operate.
- How hospitality and catering provisions meet health and safety requirements.
- How food can cause ill health.
- Being able to propose a hospitality and catering provision to meet specific requirements.

Non-Exam Assessment: Unit 2: Hospitality and Catering in Action (60%) Written report 9 hours

The applied purpose of this unit is for students to safely plan, prepare, cook and present nutritional dishes. Topics covered in this unit include:

- Understanding the importance of nutrition when planning menus.
- Understanding about menu planning.
- Be able to cook different dishes using a range of skills.

Health & Social Care

BTEC

Mr P Dawson : Subject Leader

CURRICULUM 2018-21



This award is a practical introduction to life and work in the sector, students will be able to:

- develop their knowledge and understanding of the sector
- appreciate the importance of care values
- analyse and evaluate their skills.

The course has two internally assessed components, and one externally assessed component:

Human Lifespan Development (Weighting 30%)

- explore how individuals develop physically, emotionally, socially and intellectually over time
- investigate how various factors, events and choices may impact on individuals' growth and development
- discover how people adapt to life events and cope with making changes.

Health and Social Care Services and Values (Weighting 30%)

- learn which health and social care services are available
- identify why people might need to use these services
- discover who's involved in providing these services
- explore what might stop people from accessing the services they need
- look at the care values the sector has to make sure people get the care and protection they need.

Health and Wellbeing (Weighting 40%)

This is an externally assessed task, in which students create a health and wellbeing improvement plan for someone based on a brief.

- learn what 'being healthy' means to different people
- explore the different factors that might influence health and wellbeing
- identify key health indicators and how to interpret them
- assess someone's health using what they've learned
- create a health and wellbeing improvement plan for that person which includes targets and recommendations of support services available
- reflect on the potential challenges the person may face when putting the plan into action.

IT

BTEC

Ms A Ashworth : Core Subject Leader

CURRICULUM 2018-21



Please note that this course has not yet been accredited by the DfE. Pearson are confident that accreditation will be successful by April 2018.

Introduction

The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for learners who wish to acquire technical skills through vocational contexts by studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning.

Course Structure

There are three components that pupils will study:

Component 1: Exploring User Interface Design Principles and Project Planning Techniques

Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

Component 2: Collecting, Presenting and Interpreting Data

Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

Component 3: Effective Digital Working Practices

Learners will explore how organisations use digital systems and the wider implications associated with their use.

Assessment

Component 1 and 2 will be internally assessed and make up 60% of overall qualification. Component 3 is externally assessed and comprises 40% of the total qualification. The external examination duration is 1 hour 30 minutes.

Music

GCSE

Mr J Reilly : Subject Leader

CURRICULUM 2018-21



Course Content

The GCSE Music course requires students to develop their musical skills and knowledge in a range of contexts. Students are expected to develop their skills in: solo and ensemble performance; composition and musical evaluation. Students are not expected to be proficient performers at this stage; however, they will need to demonstrate a willingness to perform in front of an audience. A dedication to instrumental or vocal practice is essential as these skills will make up almost a third of the overall GCSE content.

The Edexcel GCSE in Music comprises three components:

Component 1 : Performing - students will perform and record a variety of pieces throughout the course. One SOLO PERFORMANCE (15%) and one ENSEMBLE PERFORMANCE (15%) will be submitted to the exam board at the end of the two years. The expected level of instrumental skill for candidates is grade 4 at ABRSM or Rock School standard by the end of the course

Assessment - 30% of the overall mark (Internally Assessed and Externally Moderated)

Component 2 : Composing - students will learn a variety of compositional and arranging techniques. Two COMPOSITIONS each worth (15%) will be submitted to the exam board, one to a brief set by the board at the start of year 11, and one to a brief chosen by the student.

Assessment - 30% of the overall mark (Internally Assessed and Externally Moderated)

Component 3 : Appraising - students will develop their listening and appraising skills through the study of music across a variety of genres and styles. This unit is assessed in a listening examination at the end of Y11. The content for this unit is grouped into 4 distinct Areas of Study (AOS) each comprising two set works.

Performing Arts

BTEC

Miss K Meadows : Subject Leader

CURRICULUM 2018-21



This qualification focuses on the assessment of knowledge, skills and practices. This means that students will be given the opportunity to develop their understanding of dramatic technique, actors, directors and script work in order to produce a variety of performances.

Component 1 - Exploring the Performing Arts

This unit will help students to understand the requirements of being a professional actor. They will develop knowledge and understanding of a range of performance styles and disciplines. Students will look at elements such as roles, responsibilities and the application of skills as well as studying the work of different practitioners and the process of creating performance work.

This is an internally assessed unit - 50%

Component 2 - Developing Skills & Techniques in the Performing Arts

This unit will continue to develop students skills and techniques as an actor through the process of putting a performance together.

Students will work from existing scripts to reproduce the work in performance. Throughout this process, they will continually review their progress and consider how to make improvements.

This is an internally assessed unit - 25%

Component 3 - Performing to a Brief

In this unit students will be given the opportunity to create a workshop performance in response to a given brief and stimulus.

This is an externally assessed unit - 25%

Physical Education

GCSE

Mr G Kidd : Subject Leader

CURRICULUM 2018-21



Component 1: Fitness and Body Systems

Written examination: 1 hour and 45 minutes, 36% of the qualification, 90 marks

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Assessment overview - The assessment consists of multiple-choice, short-answer, and extended writing questions.

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes, 24% of the qualification, 70 marks

Content overview

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Assessment overview - The assessment consists of multiple-choice, short-answer, and extended writing questions.

Component 3: Practical Performance

Non-examined assessment: internally marked and externally moderated
30% of the qualification, 105 marks (35 marks per activity)

Content overview

- Skills during individual and team activities
- General performance skills

Assessment overview - The assessment consists of students completing **three** physical activities from a set list. One must be a **team** activity, one must be an **individual** activity and the final activity can be a **free** choice. It would be strongly advisable to participate regularly in sport inside and outside school throughout this course.

Component 4: Personal Exercise Programme (PEP) (Component code: 1PE0/04)

Non-examined assessment: internally marked and externally moderated
10% of the qualification, 20 marks

Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Assessment overview - The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.

Garstang Community Academy

KS4 Curriculum 2018-2021

YEAR 8

First Name: _____ Surname: _____ Form: _____

Students must indicate their first preference of subject by placing a number **1** in each of the four sections below. Students who have a KS2 mean score of **102 or above** are required to do **French or German AND** either **History or Geography** (as are students in Set 1 or 2 for MFL with no KS2 mean score). **These subjects MUST be part of your choices.**

All **other** students **MUST** choose to study **at least one** of the following subjects; **History, Geography or French.** Students must also indicate their second preference of subject by placing a number **2** in each of the four sections below.

Section A

Subject	A
French GCSE	
German GCSE	
Geography GCSE	
History GCSE	
Business GCSE	

Section B

Subject	B
PE GCSE	
Geography GCSE	
History GCSE	
Business GCSE	

Section C

Subject	C
Art GCSE	
French GCSE	
Business GCSE	
Performing Arts BTEC	
Health and Social Care BTEC	
Music GCSE	

Section D

Subject	D
Triple Science GCSE	
IT BTEC	
Materials Technology BTEC	
Hospitality and Catering BTEC	
Art and Design BTEC	

Parental Signature: _____ Date: _____