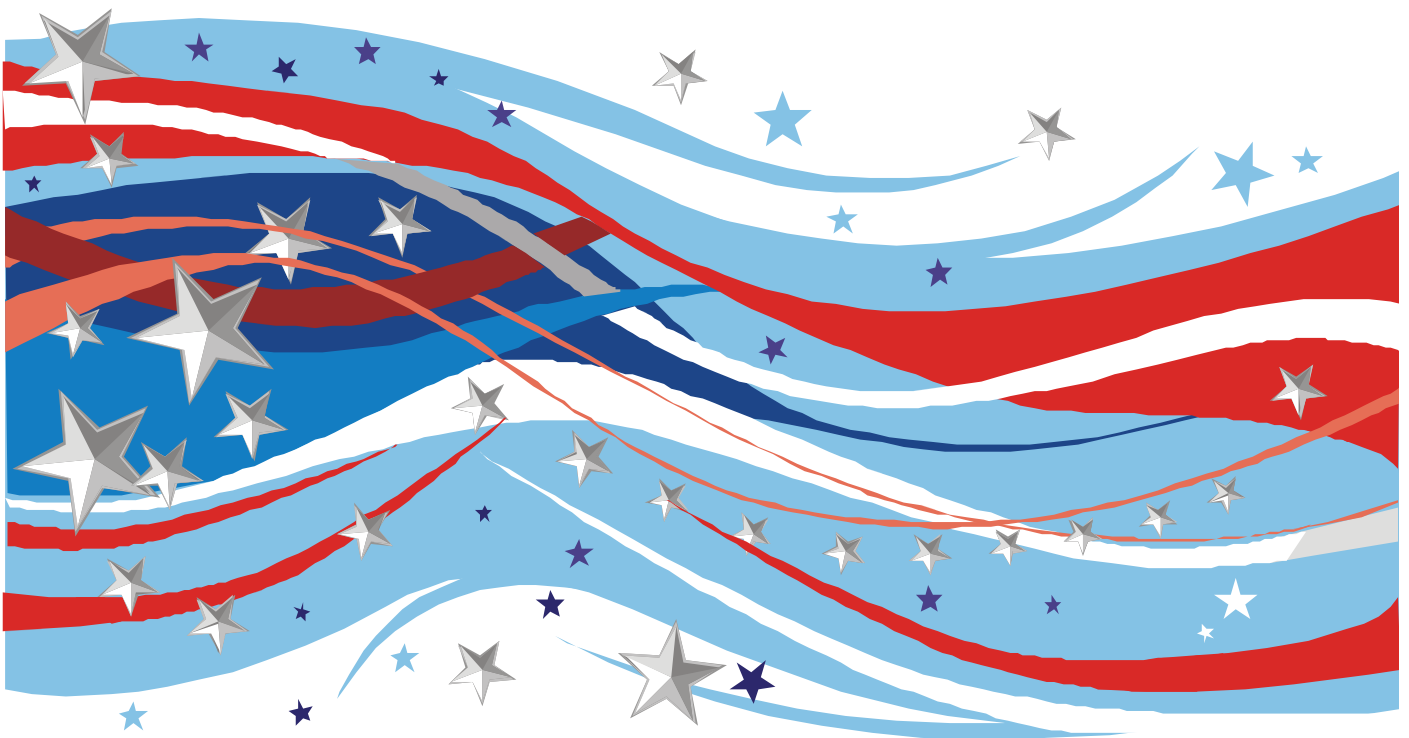


GARSTANG COMMUNITY ACADEMY



2017 – 2019
CURRICULUM BOOKLET

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GARSTANG COMMUNITY ACADEMY

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Y9 CURRICULUM EVENING

Wednesday 1st February 2017

6:30pm - 8:30pm



Talk in the Hall at 6:30pm



GARSTANG COMMUNITY ACADEMY

...excellence in everyone

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GARSTANG COMMUNITY ACADEMY

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Curriculum for September 2017-2019

Compulsory Subjects leading to qualifications

- English - 9 hours per fortnight in Year 10
- Mathematics - 4 hours per week in Year 10
- Science - 5 hours per week in Year 10
- Modern Language (compulsory for some students) - 5 hours per fortnight in Year 10
- Geography/History (compulsory for some students) - 5 hours per fortnight in Year 10

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 in Year 10.

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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 and History/Geography at least one of which is compulsory at GCA for most students.

A full set of English Baccalaureate subjects (English, Maths, at least two Sciences, one Language and either History or Geography - all at grade C 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. Therefore all GCA students who are in set 1 or 2 for their Modern Language in Year 9 are required to choose at least one Modern Language GCSE *and* Geography and/or History GCSE.

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.

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Subject Information

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English Language

GCSE - EBACC

Mrs J Morgan : Core Subject Leader

CURRICULUM 2017-19



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

Mrs J Morgan : Core Subject Leader

CURRICULUM 2017-19



- *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 2017-19



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 2017-19



GCSE Combined Science consists of various Chemistry, Biology and Physics topics taught throughout year 10 and 11. 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.

Our aim is to engage, stimulate and excite student minds making them intrigued about 'How Science Works'. In addition, the course helps students develop their questioning, analytical and evaluative skills, alongside essential practical skills. Students must be able to self manage as revision will be required from the very first week.

Course Structure

The topics covered are:

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.

Triple Science

GCSE - EBACC

Mrs K Rawcliffe : Core Subject Leader

CURRICULUM 2017-19



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. Students must be prepared and able to self manage as revision will be required from the very first week.

Note: Any student considering A/AS level Sciences should do Triple Science.

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.

Modern Foreign Languages

(French & Spanish)

CURRICULUM 2017-19



GCSE - EBACC

Mr S Garbutt : Subject Leader

Course Aims

The study of French or Spanish gives students:

- Language skills to be able to say what they want to say in French or Spanish;
- Confidence to communicate with people in and from French or Spanish-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:

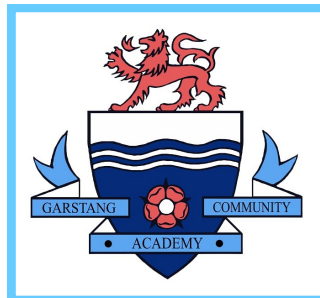
All GCA students who are in set 1 or 2 for their Modern Language in Year 9 are required to choose at least one Modern Language GCSE. Students in other sets may choose to study French. All students who take a Modern language must also take Geography and/or History.

Geography

GCSE - EBACC

Mr G Felvus : Subject Leader

CURRICULUM 2017-19



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;
and 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
(One hour 30 minutes) 35%

Paper 2 Challenges in the Human Environment
(One hour 30 minutes) 35%

Paper 3 Geographical Applications
(One hour 15 minutes) 30%

This is not an exam paper based on understanding of knowledge like Paper 1 and Paper 2, but rather an assessment of skills developed. 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 2017-19



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 10

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

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 & Design

GCSE

Mr J Colluney : Subject Leader

CURRICULUM 2017-19



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.

Business/Enterprise

BTEC Tech Award

Ms A Ashworth : Core Subject Leader

CURRICULUM 2017-19



The course consists of 3 units

- Component 1** Explore—Practical assignment (internal assessment) }
Component 2 Develop— Practical assignment (Internal assessment)} - 60%
Component 3 Apply—Task based assessment (external assessment) - 40%

Internal assessment is teacher assessed, on-going class and homework.

External assessment is an exam

In Business Studies we aim to give you a wide understanding of the real world of business and help you to develop your 'Business Brain'. We use lots of real world examples and current business stories and programmes to help you to learn, plus lots of practical examples. Students who have studied Business over the last two years have enjoyed the practical nature of the subject and the variety of activities we carry out in lessons. It is our aim to make every lesson different! Whether it be watching TV programmes, role playing out situations, creating resources to be used in business or developing your entrepreneurial side by creating your own business idea - Business Studies is never boring!

Course materials are provided over the school network, via the Internet and within the confines of a school-based Virtual Learning Environment, which can be accessed from home as well as school.

Assessment in BTEC is mainly on-going, so you will produce work for assessment throughout the course and your final grade will be built up from your work on all 4 units. There will only be one external assessment over the two years. GCSE equivalent grades are awarded at Level 1 Pass, Merit and Distinction and level 2 Pass (GCSE grade C), Merit (grade B), Distinction (grade A) and Distinction* (grade A*) levels.

The coursework elements of the course are mostly written, so you need to be prepared to concentrate on extended writing. You must be able to cope with basic calculations and analysis of data for the financial aspect of the course.

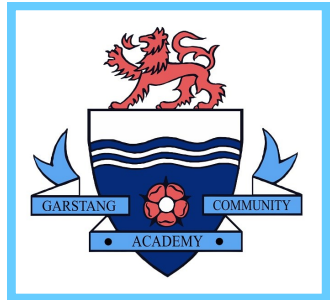
Design & Technology

Materials Technology

AQA Tech Award

Miss K Meadows : Subject Leader

CURRICULUM 2017-19



This area of DT uses materials such as wood, metal and plastics to make products. In Year 10 the emphasis will be upon 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), lasting approximately a term, 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! In Year 11 most of the time will be spent on a largely practical making project (UNIT 2), which will allow students to demonstrate the skills, knowledge and understanding they will have acquired over the previous four 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

Food Preparation & Nutrition

GCSE

Miss K Meadows : Subject Leader

CURRICULUM 2017-19



Course Overview

GCSE Food Preparation and Nutrition is a new exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students practical cookery skills to give them a strong understanding of nutrition.

Subject Content - What is covered?

Food preparation skills are integrated into five core topics:

1. *Food, Nutrition & Health* - macro nutrients, micro nutrients, nutritional needs and health.
2. *Food Science* - cooking of food, heat transfer and the functional and chemical properties of food.
3. *Food Safety* - food spoilage, contamination and the principles of food safety.
4. *Food Choice* - factors affecting food choice, British and International cuisines, sensory evaluation, food labelling and marketing.
5. *Food Provenance* - environmental impact and sustainability of food, food processing and production.

Assessments

EXAM: Paper 1: Food preparation and nutrition (50%) Written exam: 1 hour 45 minutes

The paper will be made up of question based on stimulus materials and will include a range of questions to assess knowledge of food and nutrition.

NON- EXAM ASSESSMENT: Task 1: Food investigation (15%) Written Report

Students' understanding of the *working characteristics, functional and chemical properties of ingredients*. Students will submit a written report (1,500–2,000 words) including photographic evidence of the practical investigation.

NON- EXAM ASSESSMENT: Task 2: Food preparation assessment (35%) Written Portfolio

Students' knowledge, skills and understanding in relation to the *planning, preparation, cooking, presentation of food and application of nutrition* related to the chosen task. Students *will prepare, cook and present a final menu of three dishes* within a single period of no more than three hours, planning in advance how this will be achieved. Students will submit a written portfolio (15 A4 pages) including photographic evidence.

Health & Social Care

BTEC Tech Award

Mr P Dawson : Subject Leader

CURRICULUM 2017-19



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 that's externally assessed:

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.

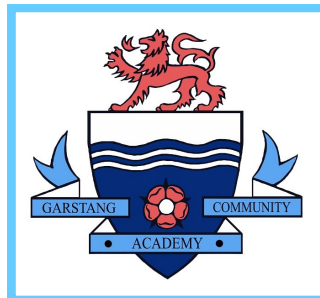
- learn what 'being healthy' means to different people
- explore the different factors that might influence health and wellbeing
- identify key health indicators and how to interpret them
- assess someone's health using what they've learned
- create a health and wellbeing improvement plan for that person 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 Tech Award

Ms A Ashworth : Core Subject Leader

CURRICULUM 2017-19



Introduction

The BTEC award in IT is a new qualification designed to allow learners to acquire technical skills through vocational contexts as part of their learning..

Course content

2 units of study over 2 years. One externally assessed exam (40%), two internal controlled assessments (60%). The exam will be taken in February of year 11 with an opportunity to resit in June should it be needed.

Component 1 Examination- Exploring the uses of IT

Overview of content

In this unit students explore how digital technology impacts on the lives of individuals, organisations and society. They learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing and on the move). They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

40% of the total assessment

75 minutes external examination sat in year 11.

1 tier of entry.

This written variety of multiple choice, short answer and extended writing questions.

Component 2 Internal Assessment - Developing a Spreadsheet Solution to Model data

Overview of content

30% of the total assessment

This is a practical unit. Students broaden and enhance their ICT skills and capability. They design, plan, implement and review a spreadsheet solution to a given problem.

Component 3 Internal Assessment - Creating an Interactive Product

Overview of content

30% of the total assessment

This is a synoptic unit, to be completed at the end of the course, to showcase the learning throughout the 2 years.

Performing Arts

BTEC Tech Award

Mrs H Gregory : Subject Leader

CURRICULUM 2017-19



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 2017-19



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.

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

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NAME: _____

FORM: _____

In the four blocks below, please indicate a first choice and a reserve by putting a 1 next to your first choice and a 2 next to your reserve choice in **every** block.

Students who are in set 1 or 2 for Modern Foreign Language are required to do French or Spanish AND either History or Geography so must indicate these subjects as part of their choices.

Other students may choose French but if they do, they must also choose Geography or History.

Note: these choices are not a guarantee that students will be able to do their selection but is an indication of their preference.

BLOCK A		BLOCK B	
French GCSE		PE GCSE	
Spanish GCSE		IT BTEC Tec Award	
Geography GCSE		Business/Enterprise BTEC Tech Award	
History GCSE		Spanish GCSE	
		Health & Social Care BTEC Tech Award	

BLOCK C		BLOCK D	
Art GCSE		Triple Science GCSEs	
Geography GCSE		IT BTEC Tech Award	
IT BTEC Tech Award		Food GCSE	
History GCSE		Materials Technology AQA Tech Award	
Business/Enterprise BTEC Tech Award		Business/Enterprise BTEC Tech Award	
Performing Arts BTEC Tech Award			

PARENTAL

SIGNATURE: _____

NAME: _____