



# GCSE Options Booklet



# Help sheet

Here are some DO's and DONT's to make the task easier.

## **DO...**

FIND OUT... about subjects that are new to you and don't be misled by an attractive title or your own ideas of what a subject is like - the reality might be quite different.

CHECK... how subjects you like at present are going to develop over the next two years.

CHOOSE... subjects you enjoy and have achieved good grades in Years 7 and 8

## DISCUSS YOUR CHOICE...

- with your TEACHERS so they can explain their subjects and assess your ability,

- with your PARENTS, who know you well and can help you.

IDENTIFY the things you like, with your career officer. Mrs Maquiera can also tell you the entry requirements for particular jobs and university/college courses.

## **DON'T...**

CHOOSE subjects your friends are doing, it's "your future and life"

## INTERVIEW

Every Year 8 pupil will have the opportunity to have an interview after they have made their Option choices for a brief discussion about the choices they have made.

PARENTS can contact the school to discuss any aspect of the Options choice/Year 8 careers process.

If you have any questions or concerns regarding the option process, please don't hesitate to contact any of our option team:

Ruth Adonri, Learning Director, KS3/4, [RAD@stmatthewacademy.co.uk](mailto:RAD@stmatthewacademy.co.uk)

Rohan Cummings, Assistant Learning Director KS4, [RCU@stmatthewacademy.co.uk](mailto:RCU@stmatthewacademy.co.uk)

Joe Harrison, Assistant Learning Director KS3, [JHR@stmatthewacademy.co.uk](mailto:JHR@stmatthewacademy.co.uk)

Paula Maquiera, Careers Advisor, [PMA@stmatthewacademy.co.uk](mailto:PMA@stmatthewacademy.co.uk)

## **Core subjects**

All students take the following subjects. Science and maths will be taken at a level agreed with subject teachers.

Religious Education	GCSE Science
GCSE English	PE CORE
GCSE Maths	GCSE Citizenship



## Help sheet

Subjects on offer at St Matthew Academy

Choosing subjects at Key Stage 4

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## Optional Subjects

### Subjects in blocks

History

Geography

Spanish

French

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### Subjects in the BTEC block

BTEC Sport

BTEC Business Studies

BTEC Film Studies

BTEC Childcare

Prince's Trust

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### Subjects in Options block B

GCSE Art & Design

GCSE Business Studies

GCSE Catering

GCSE Drama

GCSE Engineering

GCSE Media Studies

GCSE Music

GCSE Performing Arts

GCSE Product Design

GCSE PE

GCSE Textiles

City & Guilds Construction

OCR National ICT

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### Key Stage 4 choices form

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## Subjects on offer at St Matthew Academy

Select one subject from each of the GCSE A blocks.  
You may decide to choose History from one and Spanish from the other set.

Then select one subject from the GCSE option block **B**, e.g. GCSE Art & Design

**OR**

Choose 1 subject from the BTEC block, (eg BTEC Business Studies) and one subject from the GCSE option block **B**, (eg GCSE Catering)

### Option subjects

<p><b>A1 GCSE</b></p> <p>GCSE History GCSE Geography GCSE Spanish GCSE French</p>	+	<p><b>A2 GCSE</b></p> <p>GCSE History GCSE Geography GCSE Spanish GCSE French</p>	OR	<p><b>BTEC</b></p> <p>BTEC Sport BTEC Business Studies BTEC Film Studies BTEC Childcare Prince's Trust</p>
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**AND**

<p><b>1 subject from option block B GCSE</b></p>	
<p>GCSE Art &amp; Design GCSE Business Studies GCSE Catering GCSE Drama GCSE Engineering GCSE Media Studies GCSE Music</p>	<p>GCSE Performing Arts GCSE Product Design GCSE PE GCSE Textiles City and Guilds Construction OCR National ICT</p>

### What suits my child?

<p>1</p> <p>If you like practical work, such as building things, making, fixing and using tools, look for the option where you can use practical skills</p> <p><b>Subject ideas:</b> Construction, Product Design, Engineering and Physical Education.</p>	<p>2</p> <p>If you are a creative person, and enjoy designing and displaying things, playing in a band or writing books, look for the options where you can express yourself.</p> <p><b>Subject ideas:</b> Art, Drama, Music, Textiles.</p>	<p>3</p> <p>If you are an enterprising person and enjoy making plans, using a computer for research and testing ideas, look for options where you can use your energy and thinking skills to test your ideas.</p> <p><b>Subject ideas:</b> Business Studies, Modern Foreign Languages or History.</p>
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## Choosing subjects in KS4

The subjects you choose this year are important for two reasons:

(a) You will be studying them for at least two years – you will have the option to choose a different subject in Year 11.

(b) The subjects you take now may well influence the kind of careers or courses you are able to choose at the end of Year 11 when applying for college.

### **CAN I CHANGE MY MIND LATER ?**

(a) When you return your Option Form there will be a term before the courses you choose are due to begin in September 2011. There is therefore only a little time to change your mind and there may be no places available on other courses - but if we all do the job in front of us properly during the weeks ahead there really should be no need for any change. It is for the benefit of all involved, staff and students, to be able to start planning for next year with as much certainty, and as soon as possible.

(b) It may happen that after you start a course next September in Year 9 you realise that it is not right for you. This is a much more serious situation and thankfully much rarer. If you find it happening to you it is essential for you to see Mr Cummings as soon as possible. Since GCSE involves so much coursework as part of the examination it is very difficult to change courses once you have begun.

### **REMEMBER**

If in doubt talk your choices over with as many people as possible. The more knowledge you acquire on which to base your decision, the better the decision is likely to be. So be prepared for a thoughtful time...

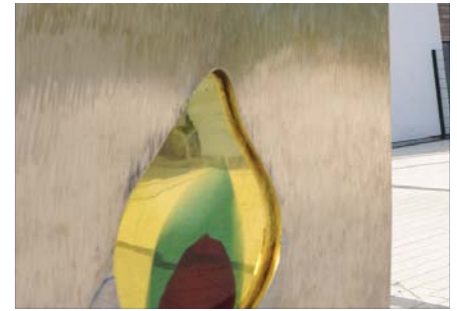
**Subjects in blocks A**



## WHY STUDY GCSE HISTORY?

Wisdom comes from experience and experience comes from History. If we don't learn from the past we'll make the same mistakes all over again. By choosing to study Modern World History you will learn about the fatal errors which gave the dictators Hitler and Stalin the power to cause so much harm in the 20th century. You will also learn about inspirational leaders like Martin Luther King and John F Kennedy – the words they spoke, and the methods they used. You will discover the reasons why leaders like Ronald Reagan can be viewed very differently by different people. Our British topic is 'Crime, Policing and Punishment' – issues that are very high on the agenda today. You will learn about the successes and failures of the methods used to tackle crime in the past, and be well qualified to think about how improvements can be made in future. The whole course will help you become an active and well-informed citizen in the 21st century world.

- History will help you develop high levels of literacy and critical thinking skills.
- History will help you analyse and evaluate evidence to arrive at conclusion.
- History will encourage you to think independently.
- History will boost your memory skills and help you manage information effectively.



## KEY CONTACT

Mr G Rome

Course breakdown		
Units	Edexcel GCSE History A 'The Making of the Modern World'	Year studied & exam
1	Superpower relations 1943-1991. The conflict between the USA and the USSR	Three exams. Each count for 25% of GCSE and are 75 minutes long
2	Germany 1918-1939. The rise of Hitler and the Nazis.	
3	Divided Union USA 1945-1970. McCarthyism, Martin Luther King, Malcolm X, the civil rights movement, student protest, women's protest.	
4	Crime, policing and punishment in England 1880-1990.	Controlled assessment, 25% of GCSE

## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

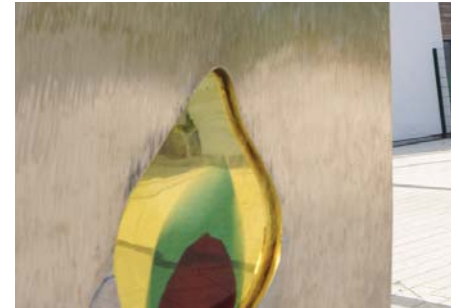
You may have heard people say 'What career can I get with History?' A better question would be 'What career can History NOT help me with?' History will give you wide ranging skills which can be transferred to a variety of careers. Here are only some of the options: law, journalism, police, teaching, civil service, insurance, intelligence, officer in armed forces, publishing and media, library and information work, tourism, archaeology, museum and archive work, genealogy, management, social services, administration, accountancy.

Syllabus: [www.edexcel.com/subjects/history](http://www.edexcel.com/subjects/history)



## AIMS OF THE COURSE

- Studying geography explains how and why the world is changing and helps to prepare you for those changes.
- Geography helps you to understand how decisions are made concerning the use and management of our environment and how peoples views towards this is different.
- Geography tackles big issues - our environmental responsibility, our global dependence on other countries, our cultural understanding and tolerance of other countries and their peoples.
- Geography encourages you to develop a range of transferable skills useful for any job and subject e.g. organisation, analysis of - graphs, data, maps, diagrams, researching, collecting and interpreting information.



## KEY CONTACT

Ms V De Souza

## WHY STUDY GCSE GEOGRAPHY?

The world in which we live is constantly changing and is likely to change more in the next 50 years than ever before.

Geography is the student of places, landscapes and environments, how they are being changed by humans and natural events and their consequential effects on us as humans. e.g increased world population, developments/ expansion of cities and the effect on people living there.

Course breakdown		
Units	Unit title	%
1	B563: Key Geographical Themes: four themes will be studied and three assessed in the final exam. The themes are Economic Development, Population and Settlement, Rivers and Coasts, and Natural	50%
2	Unit B562: is the coursework which involves two pieces of assessment: a geographical enquiry and an investigation is worth 25% of the total mark.	25%
3	Unit B56: is the Sustainable Decision Making Exercise.	25%
There will be one exam in June of year 10 and two in June of year 11.		

## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

The transferable skills that Geography fosters are highly demanded and sought after by employers. From your ability to produce a concise report by handling and analysing data to being a problem solver; team player and being socially, culturally economically and environmentally aware of other countries, societies, people and places.

You can continue with Geography at A-level.

Careers include: Aid worker, Environmental Scientist, Volcanologist, Meteorologist, Architect, Civil Engineer/ Town Planner, Accountant Surveyor, Travel Writer/TV Presenter, Teacher - Primary & Secondary, University Lecturer, Eco-Tourism Travel Agent/Advisor; Diplomat, Disaster Management Advisor e.g. Flooding, Earthquakes, Volcanoes, Hurricanes.

Syllabus: [www.edexcel.com/quals/gcse/geography/pages/default.aspx](http://www.edexcel.com/quals/gcse/geography/pages/default.aspx)

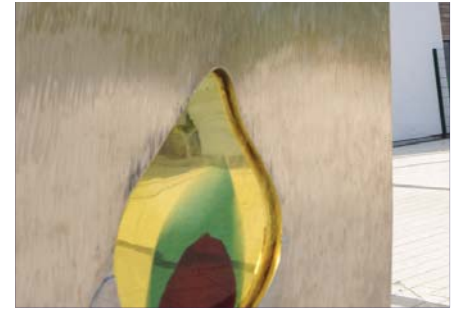


## AIMS OF THE COURSE

- Develop understanding of the language in a variety of contexts
- Develop knowledge of the language and language learning skills
- Develop the ability to communicate effectively in the language
- Develop awareness and understanding of countries and communities where the language is spoken.

Although there are no specific requirements for prior learning, this specification builds upon the study of Spanish in Key Stage 3. Please note that students continue with their language from KS3 and cannot start a new language in KS4.

Year 10 - 2 year course      Year 11 - 1 year course      KS5 - A level in Spanish



## KEY CONTACT

Ms I Stevenson

## WHY STUDY LANGUAGE?

It will help you understand better the contemporary society, cultural background and communities of the language being studied. Furthermore, it develops your study and communication skills and opens your mind to other cultures which could help you obtain the top jobs and the highest salaries. Also, some universities demand a GCSE in a modern foreign language.

Course breakdown		
Units	Unit title	Year studied & exam
Personal and social life/the local community/the world of work/the wider world		
1	Listening (20%)	Written paper: approx.35 (F) 45 minutes (H) 40 marks (40 UMS)
2	Speaking (30%)	Controlled assessment (untiered) 2 tasks: Structured conversation and presentation and discussion, 40 marks (60 UMS)
3	Reading (20%)	Written paper: 35minutes (F) 45 minutes (H) 40 marks (40 UMS)
4	Writing (30%)	Controlled Assessment (untiered) 2 written tasks from different contexts 40 marks (60 UMS)

Please note that all units are independent from each other so you can be entered for foundation in one unit and higher in another one. For speaking and writing units, students are given the exam tasks two weeks in advance in order to prepare their response. Written exam is done in class and both tasks of the speaking exam is recorded. Students can take their notes and a dictionary in the exam, room for the written tests.

## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

The ability to speak a modern foreign language is becoming more and more highly regarded by both universities and employers alike. Foreign language skills are a valuable asset for a variety of careers such as business, finance and tourism, air-traffic control, European Union (EU) officials, importer/exporter; interpreter, translator. There are 22 countries where Spanish is the first language, mainly Central and Southern America (the largest being Mexico, Spain, Colombia and Argentina).

Syllabus: [http://web.aqa.org.uk/qual/newgcse/languages/new/spanish\\_overview.php](http://web.aqa.org.uk/qual/newgcse/languages/new/spanish_overview.php)

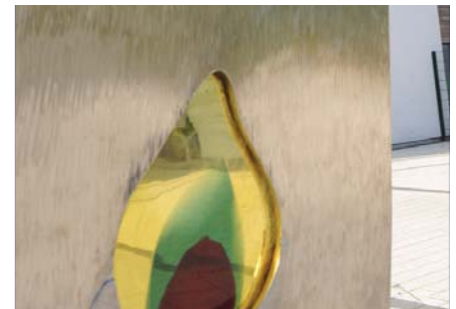


## AIMS OF THE COURSE

- Develop understanding of the language in a variety of contexts
- Develop knowledge of the language and language learning skills
- Develop the ability to communicate effectively in the language
- Develop awareness and understanding of countries and communities where the language is spoken.

Although there are no specific requirements for prior learning, this specification builds upon the study of French in Key Stage 3. Please note that students continue with their language from KS3 and cannot start a new language in KS4.

Year 10 - 2 year course    Year 11 - 1 year course    KS5 - A level in the language



## KEY CONTACT

Mrs P Bongout

## WHY STUDY LANGUAGE?

It will help you understand better the contemporary society, cultural background and communities of the language being studied. Furthermore, it develops your study and communication skills and opens your mind to other cultures which could help you obtain the top jobs and the highest salaries. Also, some universities demand a GCSE in a modern foreign language.

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Please note that all units are independent from each other so you can be entered for foundation in one unit and higher in another one. For speaking and writing units, students are given the exam tasks two weeks in advance in order to prepare their response. Written exam is done in class and both tasks of the speaking exam is recorded. Students can take their notes and a dictionary in the exam, room for the written tests.

## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

The ability to speak a modern foreign language is becoming more and more highly regarded by both universities and employers alike. Foreign language skills are a valuable asset for a variety of careers such as business, finance and tourism, Air traffic controller, European union (EU) official, importer/exporter; interpreter, translator. There are 41 countries where French is the first language: France, Canada and many countries in Africa.

# **Subjects in the BTEC block**



## AIMS OF THE COURSE

- Increase your fitness and promote a healthy life.
- Allow you to develop and monitor exercise programmes and routines to increase body strength, fitness levels, and endurance, amongst others.
- Develop your ability to compete in practical sport at a high level.
- Become an effective team member and a team leader.
- Teach you the rules of sport, the basis of these rules, to become an umpire, or referee.
- Introduce you to the world of professional sport, and the work of personal trainers, professional sportsmen, athletes and coaches
- Develop your problem solving, your group work skills, your ability to engage and complete a task while performing a given role.



## KEY CONTACT

Mr G Franklin

## WHY STUDY BTEC SPORT?

If you have enjoyed PE and made good progress at KS3, if you participate in sport in your own free time, whether in an outside club or team, if you have represented the school in a sport, if you enjoy watching sport, know the rules and can make correct decisions in competitive sport, and if you enjoy pushing yourself to complete higher and higher personal challenges, then BTEC sport may be the course for you.

BTEC First Certificate: 1 compulsory unit, 2 optional units

BTEC Diploma: 6 units.

All units are marked based on student's completion of written tasks throughout the course, and on assessment of practical sporting activity. The units are chosen from below:

Course Breakdown		
Units	Units Title	Year Studied & Exam
	<ul style="list-style-type: none"> <li>● Practical Sport</li> <li>● Body in Sport</li> <li>● Sports performer</li> <li>● Sports Industry</li> <li>● Preparation for Sport</li> <li>● Sports Leadership</li> </ul>	Distinction: "a" grade Merit: "b" grade Pass: "c" grade
	Your work will be weighted as:	
	BTEC Diploma: 4 GCSE's BTEC Extended Certificate: 2 GCSE's	

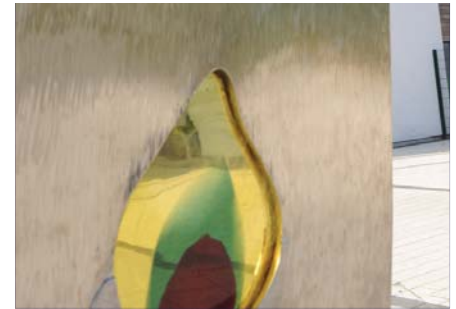
## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

Professional sportsman or woman, athlete, fitness instructor, sport therapy, physiotherapy, referee, umpire, coach, manager, fitness centre manager, nutritionist/dietician, healthcare professional.



## AIMS OF THE COURSE?

In an economically developed nation, every life is affected and even formed by business activity. From advertising and marketing leaking into every part of our daily routines, to depending on others for jobs and services, our individual relationship with business and their goods and services is often misunderstood. This course looks at both how business are started up and what can lead to business success, and also looks at how large businesses handle their people, their money, their ideas and their principals.



## KEY CONTACT

Mr J Thomas

## WHY STUDY BTEC FIRST BUSINESS?

BTEC Level 2 Diploma is broadly equivalent to 4 GCSEs. It is made up of a number of written units. This course allows students who would like to study Business the opportunity to build their Business knowledge through completion of written assignments.

The course is 100% coursework and students are able to achieve a Distinction (broadly equivalent to grade A). Skills in organising and managing your own time and work, and working independently, feature heavily. The course provides progression for those wishing to continue their studies to 'A' level Business, 'A' Level Economics, and Level 3 BTEC Business.

Course breakdown			
Units	Unit Title	Credits	Time
1	Business Purposes	5	Year 9 Autumn
2	Business Organisations	5	Year 9 Autumn
3	Financial Forecasting	5	Year 9 Spring
4	People in organisations	5	Year 9 Spring
5	Customer Relations	10	Year 9 Summer
6	Business Online	10	Year 10 Autumn
7	Business Ethics	5	Year 10 Autumn
8	Business Enterprise	10	Year 10 Spring
9	The Marketing Plan	5	Year 10 Summer

## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

As a subject Business Studies is suitable for a number of careers in the world of work including: banking, insurance, marketing, human resources, administration and self-employment (running your own business). Jobs include: business adviser, human resources officer, managers, personal assistant (PA), management consultant, systems analyst, accountant, insurance, marketing executive, advertising executive, retail merchandiser, sales executive.

Syllabus: <http://www.edexcel.com/quals/firsts10/business/Pages/default.aspx>

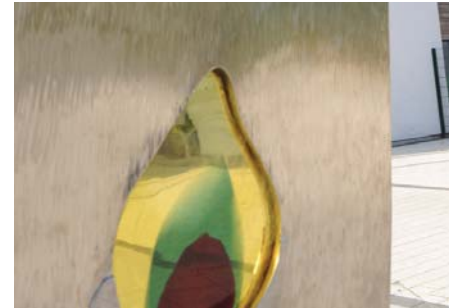


## BTEC First Certificate in Media (Video and Audio Production)



### AIMS OF THE COURSE

- Develop the fundamental research skills which underlie all media production.
- Gain a basic understanding of employment opportunities, job requirements, and working practices in the media industry.
- Develop an understanding of how media products are constructed for specific audiences or markets.
- Build the technical skills and knowledge relevant to the film, television and radio industries.



### KEY CONTACT

Mr P Johnson

### WHY STUDY BTEC First Certificate in Media (Video and Audio Production)?

BTEC qualifications are designed to provide specialist work-related qualifications in a range of sectors. They have been developed to provide the knowledge, understanding and skills necessary to prepare you for further study and employment. The Edexcel Level 2 BTEC First Certificate offers a vocational qualification for those considering employment within the exciting creative and media industries. It will also enable you to make informed choices with regard to a career in the media industry and help you develop media technology skills that may be applicable in other work situations.

Course breakdown		
Units	Unit title	Year studied & exam
1 2 3 4	<b>Research for Media Production</b> Understand research methods and techniques Be able to identify and gather research material Be able to collate and store research material Be able to present results of research.	<b>Core Unit</b> Assessment: 33% Spoken or written presentation of research
1 2 3	<b>Video Production</b> Understand pre-production, production and post-production techniques Be able to contribute to each stage of the creation of a finished video product Be able to review own video production work.	<b>Specialist Unit 1</b> Assessment: 33% A written proposal, Production documentation The finished video production Reflections on the finished product
1 2 3 4	<b>Audio Production</b> Know about broadcast and non-broadcast audio products and audio formats Understand audio recording and editing technology and techniques Be able to produce an audio product Be able to review own audio production work.	<b>Specialist Unit 2</b> Assessment: 33% Presentation of notes The finished audio production Reflections on the finished product

### WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

Learners who complete a Level 2 First Certificate or First Diploma in Media will obtain a qualification which will enable progression to further study such as the Level 3 BTEC National Certificate in Media Production, and may be considered for A Level Media Studies.

Syllabus: <http://www.edexcel.com/quals/firsts/media/Pages/default.aspx>

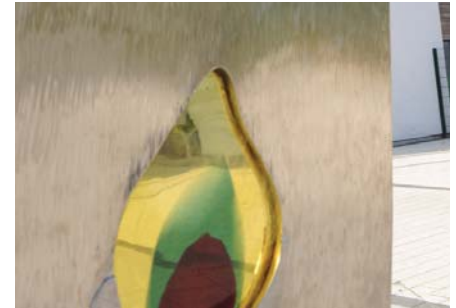


## AIMS OF THE COURSE

This lively three year course is designed to give you a stimulating and interesting insight into the understanding, knowledge and practical skills involved in caring for young children aged 0 – 8 years.

You'll get lots of practical experience of working with children through 300 hours of work experience during the programme (1 day a week). There are five core units plus one specialist unit.

Upon completion of this course you will receive a BTEC first Diploma in Children's care, Learning and Development.



## KEY CONTACT

Ms Smith/Ms Regis

## WHY STUDY BTEC CHILDCARE ?

This is an ideal course for you if you prefer coursework to exams. You will be assessed on the quality of your coursework and work placement. You will be awarded with an overall grade of pass, merit or distinction on the successful completion of all units at the end of the course.

Course breakdown			
Edexcel Level 2 BTEC First Diploma in Children's Care, Learning and Development			
Units	Core units	GLH	Level
1	Understanding Children's Development*	60	2
2	Keeping Children Safe	60	2
3	Communication with Children and Adults**	60	2
4	Preparing and Maintaining Environments for Child Care	60	2
5	Professional Development, Roles and Responsibilities in Child Care***	60	2
Specialist units			
6	Supporting Children's Play and Learning	60	2
7	The Development and Care of Babies and Young Children Under Three Years	60	2
8	Providing Support for Children with Disabilities or Special Educational Needs	60	2

## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

You can progress to a more advanced course with further training or study, such as BTEC National Diploma in Children's Care, Learning and Development.

This will open many career opportunities for university or management level job roles.

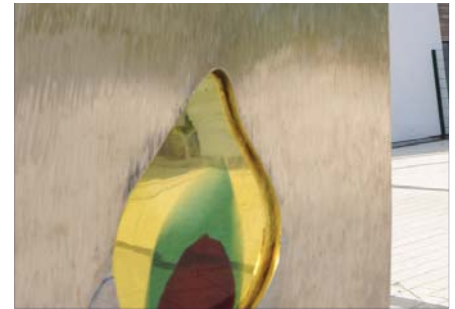
Some of the most common positions found in childcare include working within nurseries and schools, within pre-schools and playgroups, 'private' childminding and play work.

Syllabus: [http://www.edexcel.com/migrationdocuments/BTEC%20Firsts/306168\\_BF017427\\_FCD\\_in\\_Children\\_s\\_Care\\_Learning\\_and\\_Development\\_\\_iss2.pdf](http://www.edexcel.com/migrationdocuments/BTEC%20Firsts/306168_BF017427_FCD_in_Children_s_Care_Learning_and_Development__iss2.pdf)



## Prince's Trust Programme Award

2 GCSE equivalence  
foundation to level 2



### AIMS OF THE COURSE

- The course allows students to develop practical and organisational skills that equip them in preparation for life and the world of work
- Each student must have the ability to work co-operatively, responsibly and safely in a more adult type environment
- Students must be motivated with a clear interest in the vocational area. This course is also suitable for learners who may find difficulty in accessing a number of academic qualifications.
- The course allows students to develop communication, literacy and numeracy skills, team - working, meeting deadlines and manual skills towards working in the world of work (Enterprise)

### KEY CONTACT

Mr B ELLIS

### WHY STUDY GCSE PRINCE'S TRUST XL AWARD?

This course provides basic training in work related and life skills. The course is run in realistic work environments and conditions. It has been developed to provide the knowledge, skills and understanding necessary to prepare the students for further study and/or employment.

Course breakdown		
Units	Personal, Interpersonal and Team Skills	Year studied & exam
1	CITIZENSHIP and COMMUNITY AWARENESS	At level 1, 3 units are chosen from a selection of 6 and a further 2 for level 2 and portfolio work and evidenced skills are accredited by external moderation by qualified Prince's Trust assessors
2	A COMMUNITY BASED PROJECT	
3	A RESIDENTIAL ACTIVITY (where possible)	
4	ENTREPRENEURSHIP and ENTERPRISE	
5	PREPARATION for the WORLD of WORK/TRAINING	

### WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

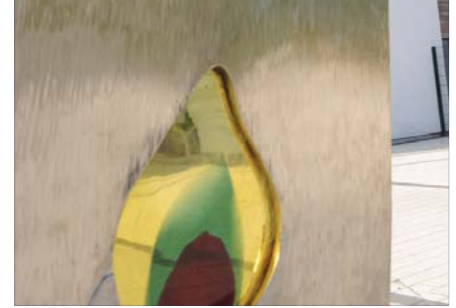
This model gives young people the widest possible opportunity to demonstrate their ability to set and meet targets, work with others and problem solve

# **Subjects in Options block B**



## AIMS OF THE COURSE

- Encourage creative thinking skills and give you new ways to look at the world.
- Develop practical ability in a wide range of artistic medium, eg painting, sculpture, collage, printmaking.
- Give you new channels to express yourself.
- Step into the art world, by working with artists and visiting galleries and exhibitions.
- Understand how art has changed through history, and in different places and times.
- Develop your independent learning, ability to manage tasks, and complete large projects on time.



## KEY CONTACT

Ms K Bugge

## WHY STUDY GCSE ART & DESIGN?

The course is aimed at students who have developed their art skills fully in Key Stage 3 and want to take that further. They will have the opportunity to respond in creatively to, and will be developing confident to express themselves creatively.

The GCSE is suited to students who have developed strong art skills and analysis projects students, can evaluate others work well. It is suited to those with an enquiring mind, an independent way of thinking, and a willingness to take on new ideas and experiment. They will link their work to famous artist styles

The art you produce can be in a range of disciplines, including drawing, painting, printmaking, textiles, packaging, advertising, photography, clay sculpture, collage and others...

Course breakdown		
Units	Unit title	Year studied & exam
1	A folder consisting of work that is your personal response to a theme. You must include a sketch book that shows how you have developed your ideas, with any notes, observations and analysis of other art you have encountered, as well as finished pieces of art in a range of art disciplines.	Personal portfolio 60%
2	You are given the assignment eight weeks before the exam, and will be marked on the work you undertake leading up to the examination, and your finished piece, which will be produced in 10 hours of focused work, under exam conditions.	Externally Set Assignment 40%

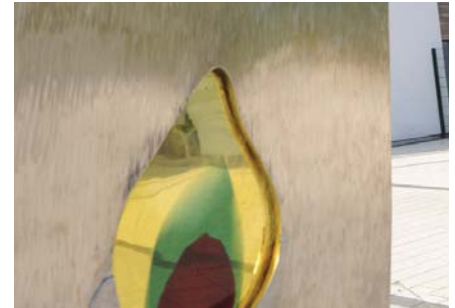
## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

Further courses of study in art, in college, or other vocational studies, perhaps leading on to degree study at an art school. Illustrator, fine artist, sculptor, graphic designer, architect, photographer, TV/media artist, hairdressing,



## AIMS OF THE COURSE?

- Introduces candidates to issues concerning the setting up and operation of a business.
- Encourages candidates to appreciate that businesses must operate within society and that this involves businesses engaging with a wide range of stakeholders who will hold differing perspectives.
- Provides candidates with an introduction to marketing within the context of a business with a limited budget
- Introduces candidates to the importance of finance within business.
- Encourages candidates to consider suitable ways by which a businesses might increase its chances of success
- Candidates will become familiar with the ideas of demand and supply, of markets and commodities, of unique selling points and adding value
- Explores entrepreneurial skills and qualities, and the different factors that motivate people to create and run businesses.



## KEY CONTACT

Mr J Thomas

## WHY STUDY BTEC FIRST BUSINESS?

In an economically developed nation, every life is affected and even formed by business activity. From advertising and marketing leaking into every part of our daily routines, to depending on others for jobs and services, our individual relationship with business and their goods and services is often misunderstood. This course looks at both how business are started up and what can lead to business success, and also looks at how large businesses handle their people, their money, their ideas and their principals.

Course breakdown			
Units	Title	Topics	Assessment
1	Small Business	Spotting a business opportunity Showing enterprise Putting a business idea into practice Making the start-up effective Understanding the economic context.	45 min Written Paper  25%
2	Investigating Small Business	Choice: Choose one topic from Unit 1 to complete an assignment on.	Controlled Assessment over 3 weeks. 25%
3	Building the Business	Marketing Meeting customer needs Effective financial management Effective people management The wider world affecting business.	90 minute written paper  50%

## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

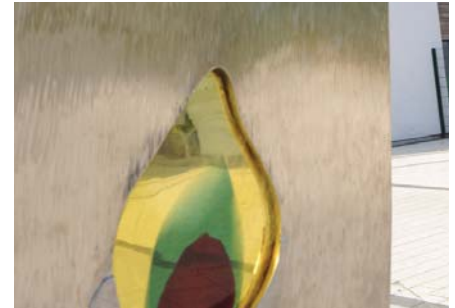
As a subject Business Studies is suitable for a number of careers in the world of work including: Banking, Insurance, Marketing, Human Resources, Administration and Self Employment (running your own business). Jobs include: Business Adviser, Human Resources Officer, Managers, Personal Assistant (PA), Management Consultant, Systems Analyst, Accountant, Insurance, Marketing Executive, Advertising Executive, Retail Merchandiser, Sales Executive.

Syllabus: <http://www.edexcel.com/quals/gcse/gcse09/Business/Business/Pages/default.aspx>



## AIMS OF THE COURSE?

- Allow student to develop a range of technical skills and ability within the kitchen environment.
- Understand the theoretical and practical aspects of the subject and how to apply them to both sweet and savoury dishes.
- Students will explore the wider context by studying businesses and industry.
- Enable learners to work independently and as part of a team to present events and serve to customers.



## KEY CONTACT

Ms J Reading

## WHY STUDY GCSE IN CATERING?

The WJEC Welsh examination board single award GCSE in Catering allows students to explore craft, sauce making, baking and creative flair through food presentation. The intention of the course is to prepare students to create two- and three-course meals along with exploring a range of different ingredients and cultures from around the world. The unique qualities of this course set students up for learning lifelong catering skills. By gaining this practical ability students are prepared for the world of work. Students can continue to thrive in enterprise activities, showcasing work and presenting food at events for guests.

Course breakdown		
Units	Unit title	Year studied & exam
1	Task 1 – Explore and research a specific brief.	60% of overall grade. Two coursework tasks.
2	Task 2 – write up and provide evidence for a 2-course international meal.	40% of overall grade. 1.5 hour exam paper.

## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

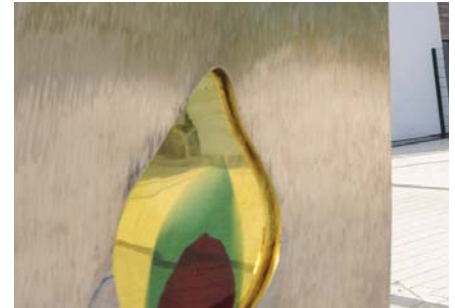
Job roles in the catering industry such as: management and administration, food preparation, food and drink service.

Work in the hospitality and catering industry: hotels, restaurants, head chef, head waiter/waitress, sous chef, patissier, saucier, entremetier.



### AIMS OF THE COURSE

- Give you opportunities to perform, whether to your classmates, your year group, or the general public, including parents.
- Build on your confidence and self expression.
- Introduce you to a wide range of scripted plays, and the tools an actor uses to turn these into live performances.
- Allow you to work creatively and co-operatively with a wide range of people.
- Devise your own plays, and work with a group of people to put your work into performance.
- Give you the opportunity to go to the theatre in a number of class trips.
- Develop your leadership skills, and your ability to harness the talents of the group you are working with.
- Develop your listening skills, and the ability to take others' ideas and add to them.



### KEY CONTACT

Mr C O'Halloran

### WHY STUDY GCSE Drama?

You have enjoyed your drama lessons during Year 7 and 8, and enjoy the feeling of performing in front of an audience, whether that is just your classmates or the wider public. You enjoy working creatively, and testing out interesting ideas in rehearsing and performing drama. You want to increase your confidence, and the ability to express yourself clearly. You are able to work hard, through rehearsals, to achieve positive results. You are able to lead others well, managing a group to achieve highly. You enjoy discussing issues that affect people's lives, and would like to use drama to explore them and perform plays that confront these issues. You are good at watching drama and evaluating it critically and sensitively.

Course breakdown		
Units	Coursework	Year studied & exam
1	This consists of an extended piece of drama work where we will explore a topic, and use the elements of drama to create performance. You will keep notes on the process of creating the drama, and evidence of your own research into the topic. You will show your development as an actor through this process and will be marked on your coursework folder.	40%
Final Exam		
2	You will perform a piece of scripted drama to a visiting examiner. You will work with a small group on the same script for a period of time before the visit, and will also be able to perform to the public before the visit.	60%

### WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

Using your discipline: acting, directing, stand up comedy, set designer, lighting technician, stage manager, play writing, TV writing.

Using the skills you develop: lawyer, manager, Chief Executive, artist, sales person, marketing executive, advertising, entrepreneur, designer.

Syllabus: <http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/Edexcel%20GCSE%202009%20Drama%20-%20Spec.pdf>

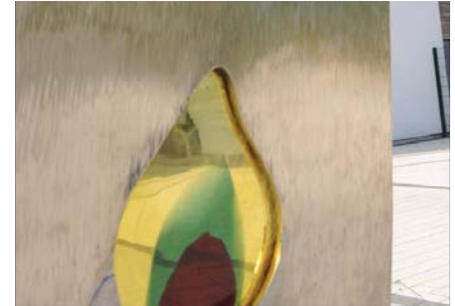


# GCSE Engineering



## AIMS OF THE COURSE

- Enables learners to understand that the many different types of engineering are all linked with common approaches to problem solving.
- Enables learners to gain an understanding of the engineering business, whether that is in maintenance, manufacturing, electronic, mechanical or general engineering sectors.
- Offers learners the opportunity to develop a range skills of and techniques, personal skills and attributes essential for successful performance in their working life.
- Enables learners to understand the links between designing and making in an engineering context.



## KEY CONTACT

Mr T Marshall

## WHY STUDY ENGINEERING?

The achievement of the BTEC First Certificate has the equivalence of two GCSEs graded A\*-C. If you achieve an overall pass grade or better in the BTEC First Certificate in Engineering, it is possible for you to progress further to a BTEC First Diploma in Engineering, or to enrol on another Level 2 programme, such as a relevant NVQ, or to move on to a higher level qualification such as a Level 3 BTEC National Certificate in Engineering specialising in your preferred field. This course allows students who would like to study engineering the opportunity to build their Engineering knowledge through a number of individual units both written and practical assignments.

The course is 100% coursework and students are able to achieve a distinction.

The course provides progression for those wishing to continue to Edexcel Level 3 BTEC Nationals in Manufacturing or Mechanical Engineering, GCE Engineering. The Edexcel BTEC Level 2 Extended Certificate in Engineering is a 30 credit qualification that consists of two mandatory units plus optional units that provide for a combination total of 30 credits.

## Course breakdown

Units	Unit title	Year studied & exam
1	Working Safely and Effectively in Engineering	Year 9: Portfolio Pass, Merit, Distinction
2	Interpreting and Using Engineering Information	Year 9: Portfolio Pass, Merit, Distinction
There are a range of optional Units which may be developed towards the end of year 9 and throughout year 10, some of these Units may include.		
6	Preparing and Controlling Engineering Manufacturing Operations	Year 9: Portfolio Pass, Merit, Distinction
10	Using Computer Aided Drawing Techniques in Engineering	Year 10: Portfolio Pass, Merit, Distinction
15	Part Programming CNC Machines	Year 10: Portfolio Pass, Merit, Distinction

## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

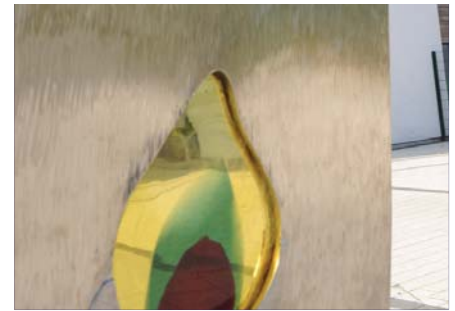
As a subject, Engineering is suitable for students interested in a number of careers in the world of engineering, including design, manufacturing or maintenance within the electro-mechanical or general engineering sectors. This could include the design and manufacture of products ranging from hairdryers and mobile phones to cars and bridges, working in maintenance in the fuel or car industries.

Syllabus: <http://www.edexcel.org.uk/btec>



## THE AIMS OF THE COURSE

- Help you to understand the influences that various media industries have on our lives, to realise how these businesses operate and the “tricks” they use to make us buy their products and buy into lifestyles.
- Develop analytical skills and critical thinking by looking at issues and texts that are relevant to you and to the world in which you live.
- Develop practical skills by using a range of technical equipment, including movie cameras and a variety of computer software.
- To develop your creativity and your ideas.



## KEY CONTACT

Ms M BARRETT

## WHY STUDY MEDIA?

MEDIA STUDIES - the subject of the new millennium! We are bombarded with images; a huge variety of information through media such as TV, newspapers, film, advertising and music. This course enables you to understand this language; to become empowered and aware. This course is designed to make you think more deeply about how media texts affect us all. You will study a variety of texts from films to news bulletins and discover how they shape opinion and influence us.

A total of 60% is coursework based and you will have the opportunity to make your own film trailer, music promo, magazine, and advert among other things to a professional standard.

Above all, it's great fun! It is also VERY popular. This course was oversubscribed last year, so choose early to avoid disappointment. Last year's students achieved an astonishing A\* to C pass rate of 86% - that's higher than the average in any school across the country.

Course breakdown		
Units	Unit title	Year studied & exam
1	Understanding the Media (Coursework)	Controlled Assessment taken from banks of set assignments – 90 marks – 60% of total grade. There are three assignments: Introductory assignment; Cross-media assignment; Practical Production and Evaluation.
2	Investigating the Media (Exam)	Based on pre-released topic with guidance and stimulus. Task 1: Knowledge and Understanding. Task 2: Research, Planning and Presentation; Production and Evaluation. The exam topic for 2012 will be Television Crime Drama.

## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

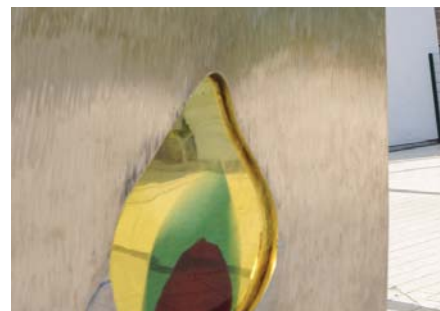
Media Studies is about the world we live in, so is appropriate for any career. However, it is especially useful for anyone who would like a career in TV, the film industry, journalism, website creation, newspaper or magazine design, advertising, marketing, public relations or radio broadcasting. At college, GCSE Media Studies students may want to go on to study A Level Media Studies, Moving Image Arts, or the Level 3 BTEC National Certificate in Media Production

Syllabus: <http://www.aqa.org.uk/qualifications/gcse/english-and-media/media-studies.php>



### AIMS OF THE COURSE

- Develop your interest and enjoyment over three strands of musical knowledge: World Music, Popular Music of the 20th and 21st century, the Western Classical Tradition.
- Give you opportunities to make your own music, using computer software, real instruments, voice or any combination of these.
- Develop your creativity in making music
- Develop confidence and the ability to work well with other people.
- Build on your listening skills and ability to appreciate a piece of music.



### KEY CONTACT

Mr T James

### WHY STUDY GCSE Music?

You will develop knowledge and experience of a wide array of musical styles and genres. You will use this in your own compositions, and will make music that draws on all traditions. You will learn how to listen attentively to pieces of music, and be able to talk about the elements that make up a successful piece of music. You will have opportunities to perform your music to different audience, whether the appreciative members of your class, or to the public, in an evening recital or concert. If you already play an instrument, you will be able to build on your expertise. Your learning will encompass three strands of music – the Western Classical Tradition, Popular Music of the 20th and 21st Centuries, and World Music, giving you a well rounded and up to date understanding of music around the world.

Course breakdown			
Units	Coursework	Weighting	Requirement
1	Listening to and Appraising Music	20%	1 hour listening exam
2	Composing and Appraising Music	20%	1 composition with CD and musical score. Written appraisal of the composition and final outcome.
3	Performing Music	40%	1 solo performance 1 group performance
4	Composing Music	20%	1 composition with CD and musical score

### WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

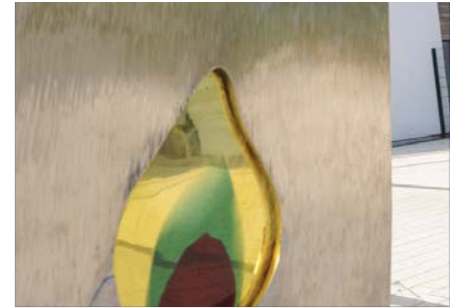
In Music: continue studying music, to A level and then to degree, professional musician, session musician, band member, orchestral musician, performing artist, singer, producer, composer, sound engineer, sound effect engineer, music teacher.

Using your skills: Record company executive, talent scout, music journalist, band manager.



## AIMS OF THE COURSE?

- Develop your interest and enjoyment over a range of Performing Arts, taking in drama, music and dance
- Build on your existing skill in drama, music and dance.
- Give you opportunities to perform in dance, music, or drama.
- Introduce you to wider world of the Performing Arts, through opportunities to work with actors, musicians and dancers, and trips to the theatre
- Develop confidence, the ability to work well with other people, and leadership.
- Nurture your creative skills, problem solving



## KEY CONTACT

Mr C O'Halloran

## WHY STUDY PERFORMING ARTS?

If you have enjoyed and achieved in your drama, music or dance lessons in Year 7 or 8, then this is the course for you. If you aspire to become a performer later in life, whether through dance, music, or acting, then taking this option may be the first step you will take on that journey. Even if you don't want to do these things professionally, a GCSE in Performing Arts is an excellent way to show future employers that you can lead people, you can work in a team effectively, you are creative and you can complete work of a high standard to a given deadline. The course is unique in that you develop in three different disciplines and is taught by specialist teachers of each. Even if you are weaker in one of those areas, the emphasis is on how far you can take them. You will develop a knowledge and expertise on acting, music, and dance that will hopefully become a life long interest.

## Course breakdown

Units	Unit title	Year studied & exam
1	You will keep a log book that shows clearly the skill level you start with, compared to the skill level you finish with. You will record what you have learned, and reflect on how you have improved. Your mark is for how far you have travelled, not how good you are.	Portfolio evidence Controlled Assessment 70 marks – 60%
2	You will be given an assignment which you have to turn into a performance, given to an audience of parents, teachers and friends. You will showcase your dance, music and drama skills to do that.	Externally set brief - internally marked 60 marks – 40%

## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

Using your discipline: acting, directing, stand up comedy, singing, rapping, professional musician, recording artist, dancer, choreographer, aerobics instructor set designer, lighting technician, stage manager,  
Using the skills you develop: lawyer, manager, Chief Executive, physiotherapist, therapist, politician, writer, artist, sales person, marketing executive, advertising.

Syllabus: <http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4880-W-SP.PDF>



### AIMS OF THE COURSE

- The course is designed to encourage students to be able to design and make products with creativity and originality, using a range of materials and techniques.
- Students will be enthused and challenged by the range of practical activities covered during the course.
- Design and Technology is a practical subject which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them.
- Students are encouraged to produce packaging, labelling and instructions as part of the complete design proposal and the making experience is supplemented by developing advertising and display, to help create products which can then be evaluated for their commercial viability.



### KEY CONTACT

Mr T Marshall,  
Mr P Alexandrou

### WHY STUDY PRODUCT DESIGN?

A GCSE in Product Design forms a firm foundation for students considering careers in all aspects of technology. It allows students to pursue interests in an extensive range of products using diverse materials and gives insights into related sectors such as engineering, manufacturing and all areas of design, including fashion, cars, interior design and many other consumer products.

### Product Design consists of two units:

1. One non-tiered written paper, lasting two hours in total – 40% of GCSE grade.
2. One Controlled Assessment task from a selection provided by the examination board of approximately 45 hours - 60% of GCSE grade.

All students undertake a series of focused practical tasks in year 9 prior to the launch of the Controlled Assessment tasks at the beginning of the Summer Term.

The focused practical tasks are in the areas of: Investigation, design and development including CAD/CAM, product specification, and production planning, manufacturing, testing and evaluation of products.

Course breakdown		
Units	Unit title	Year studied & exam
1	Building students' knowledge: design history and product evaluation. Focused practical tasks.	Year 9
2	Building students' knowledge: consumer issues, marketing, safety and material selection including new and smart materials. Focused practical tasks.	Year 9
3	Building students' knowledge: manufacturing, standard components, quality issues and ICT in manufacturing.	Year 9
4	Building students' knowledge: manufacturing, standard components, quality issues and ICT in manufacturing.	Year 10 / 11 GCSE

### WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

The course provides progression post 16 for those wishing to continue in any Technology based subjects.

Product design: Product design is useful for anyone wishing to pursue a career in Design, Architecture, Engineering, Product development or Industrial Design.

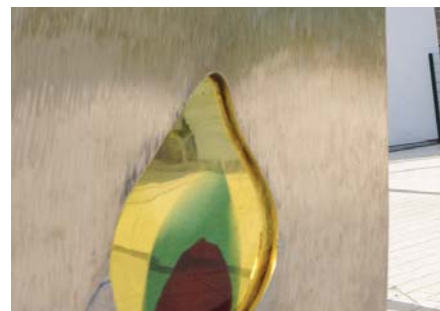
Manufacturing jobs include: Product Designer, Engineer, Architect, Technician or Carpenter/Joiner.

Syllabus: <http://www.aqa.org.uk/m/askaqa.php>



## AIMS OF THE COURSE

- Teach you about how the body works, and to measure its performance in terms of muscle growth, bone structure and circulation.
- Give you opportunity to take part in practical sport sessions, and to receive coaching to improve your performance.
- Teach you the skills to coach other's performance and to monitor your own.
- Learn the rules of a wide range of sporting activity
- Specialise in your own preferred sport and improve at an advance level.
- Take part in sporting competitions, both in an outside the Academy, and organise your own.
- Learn about healthy living and the importance of eating well.
- Develop your leadership skills, and your ability to harness the talents of the group you are working with.
- Develop your fitness levels and a healthy lifestyle



## KEY CONTACT

Mr G Franklin

## WHY STUDY PE?

You must have achieved at least a level 6 in science, or have represented the school or an outside club in at least 2 different sports. You must also participate in the Academy's extra Curricular PE offer.

GCSE PE gives students the opportunity to study PE at a more academic level. You will learn about the rules and organisations of sport, you will participate in a wide range of individual sports and develop technique and competence. You will learn about how the body works, and the aspects of performance and participation which effect how the body moves in sport. You will learn how to develop personal exercise plans that focus on specific areas for development. You will develop your skills of analysing sporting performance. You will reflect on your leadership style, and will develop according to your strengths as a leader and listener. You will be committed to fair play and learn about good sportsmanship.

## Course breakdown

Units	This paper is in three parts:	Year studied & exam
1	Part I - multiple choice questions Part II - short answer questions Part III - scenario questions.	Candidates will be expected to attempt all the questions in each part of the paper. The specification content for this paper covers the Factors Affecting Participation and Performance and is divided into three sections:  A) Exercise and Training B) Safety Aspects and Risk Assessment in Physical Activity and Sport C) Applied Anatomy and Physiology  Written Paper: 1 hour 45 minutes – 40%
2	Candidates will be required to offer four activities for assessment and to complete an Analysis of Performance in one of these activities.	Practical Activities 60%

## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

Athlete, sportsman/woman, coach, personal trainer, health and fitness advisor, physiotherapist, sport scientist,

Syllabus: <http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/Edexcel-GCSE-PE-Spec.pdf>



## AIMS OF THE COURSE

- Enable learners to develop skills needed to design and make creative and saleable products
- Enable learners to develop a working knowledge of textiles materials and processes
- Enable learners to experiment with a variety of decorative and construction techniques, including Computer Aided Design and Computer Aided Manufacturing



## KEY CONTACT

Ms H Squire

## WHY STUDY GCSE TEXTILES TECHNOLOGY?

Textiles Technology is a very exciting subject that encourages students to consider technological developments in textiles, as well as building up traditional textiles skills.

This dynamic course allows you to experiment freely with your ideas while building a strong practical skills base. Students will be challenged to become thoughtful designers that consider the social and environmental impacts of designing and making.

The course provides a fantastic opportunity for students to explore their creativity and develop ideas into made products.

Course breakdown	
Units	Textiles
1	2 hour written paper 40% of final grade
2	Controlled Assessment 60% of final grade Students are required to make an end product. They will submit a coursework folder to support their design developments

## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

The subject textiles can be developed into a huge range of careers, from a designer, a machinist to a stylist, a merchandiser or even setting up your own business. There are wonderful opportunities to further develop your skills through A Levels, Foundation and BTEC courses. All of which will support an entry to degree level at university.

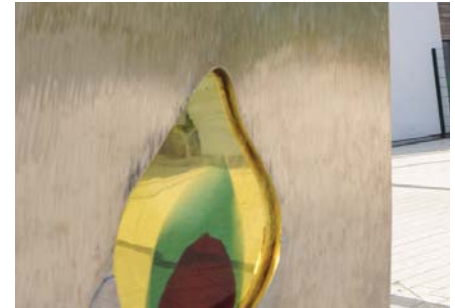


### AIMS OF THE COURSE

The course is made up of mainly practical activities. Each student must have the ability to work co-operatively, responsibly and safely in more adult environment.

Students must be motivated with a clear interest in the construction area but is suitable for learners who have no previous experience or knowledge of construction craft skills

The course allows students to develop communication, literacy and numeracy skills, team working, meeting deadlines and manual skills towards working in the world of work (Enterprise)



### KEY CONTACT

Mr B ELLIS

### WHY STUDY City & Guilds Construction 1

The course provides training in construction skills for those who are interested and may want to investigate employment in the Construction Industry. The course is run in realistic work environments and conditions. City and Guilds offer a number of accredited courses including Timber trades, bricklaying, painting and decorating

Course breakdown		
Units	Unit title	Year studied & exam
1	Foundation Certificate in Building Craft Occupations (6313-01)	thru portfolio work at yr9
2	Certificates in Basic construction skills	level 1 up to 2 yrs study
3	Intermediate construction Award	level 2

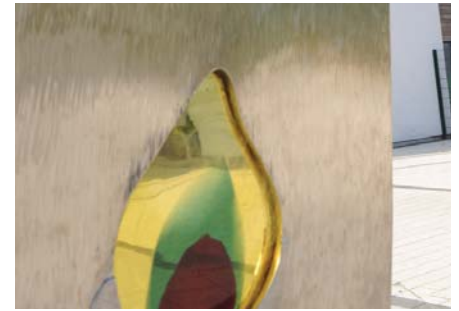
### WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

Learners who complete these courses will obtain a qualification which will enable progression to further study to full time vocational provision within colleges or employer based apprenticeships



## AIMS OF THE COURSE

During the course, you will complete the mandatory unit entitled Unit 1 ICT Skills for Business. Subsequent units will be studied to achieve two, three or four GCSEs. These units will cover all areas of ICT including Desk Top Publishing and Creating Computer Graphics. The requirements for each Unit are stated and graded at pass, merit or distinction.



## KEY CONTACT

Mr L Simmons

## WHY STUDY OCR LEVEL 2 NATIONAL IN ICT?

A Unit is similar to a subject or topic, and each unit sets out clearly what the unit is about and what you have to learn. To succeed in the course, you have to provide evidence which proves that you have covered and understood the various topics in the unit. Each unit specification includes a section entitled assessment evidence; which clearly states what you need to do to pass that unit. It is important to pay close attention to what is required.

You will need to keep all your assignment work together in a carefully indexed portfolio. The assignments will often need to be explained carefully/annotated showing that you have a good understanding of the work set.

The assessment process involves your work being marked and then internally moderated to check for consistency within the school and then an external moderator will come in and verify the assessments made. Your work will be graded Pass, Merit or Distinction. Completed units are assessed by means of the type of evidence required for that unit as indicated in the section assessment evidence referred to earlier.

Course breakdown		
Units	Unit title	Year studied & portfolio
2	Webpage creation	Pass, Merit or Distinction
3	Digital imaging – plan and produce computer graphics	
4	Design and produce interactive multimedia products	
8	Technological innovation and e-commerce	
13	IT systems and user needs	
20	Creating animation for the WWW using ICT	
22	Creating sound using ICT	
23	Creating video	

## WHAT CAREER OPTIONS ARE AVAILABLE AFTER THE COURSE?

Progression from the completion of the above course leads to a number of ICT Level 3 courses, including: AS level ICT and OCR Nationals L3. These course would be studied at college or sixth Form. More vocational and /an IT specific course (CISCO) may be undertaken after completion of the full course.

Syllabus: [http://www.ocr.org.uk/download/kd/ocr\\_42824\\_kd\\_nationals\\_ict2\\_cert\\_reqs.pdf](http://www.ocr.org.uk/download/kd/ocr_42824_kd_nationals_ict2_cert_reqs.pdf)  
[http://www.ocr.org.uk/qualifications/type/nationals\\_2010/ict/l2/documents/index.html](http://www.ocr.org.uk/qualifications/type/nationals_2010/ict/l2/documents/index.html)

# St Matthew Academy

## Student Option Form

### KS 4 2011/12

This form must be returned to Reception by Thursday 31st March 2011

### Step one

Every student studies the following core subjects:

<b>Core Subjects</b> English Maths	Science RE	Citizenship PE CORE
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### Step two

Select one subject from A1 and one from A2, or one BTEC subject:

<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><b>A1 GCSE</b></td> <td style="width: 10%; text-align: center; vertical-align: middle;">+</td> <td style="width: 40%; text-align: center;"><b>A2 GCSE</b></td> </tr> <tr> <td style="vertical-align: top;">                     GCSE History                      GCSE Geography                      GCSE Spanish                      GCSE French                 </td> <td></td> <td style="vertical-align: top;">                     GCSE History                      GCSE Geography                      GCSE Spanish                      GCSE French                 </td> </tr> </table>	<b>A1 GCSE</b>	+	<b>A2 GCSE</b>	GCSE History GCSE Geography GCSE Spanish GCSE French		GCSE History GCSE Geography GCSE Spanish GCSE French	OR	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>BTEC</b></td> </tr> <tr> <td style="vertical-align: top;">                     BTEC Sport                      BTEC Business Studies                      BTEC Film Studies                      BTEC Childcare                      Prince's Trust                 </td> </tr> </table>	<b>BTEC</b>	BTEC Sport BTEC Business Studies BTEC Film Studies BTEC Childcare Prince's Trust
<b>A1 GCSE</b>	+	<b>A2 GCSE</b>								
GCSE History GCSE Geography GCSE Spanish GCSE French		GCSE History GCSE Geography GCSE Spanish GCSE French								
<b>BTEC</b>										
BTEC Sport BTEC Business Studies BTEC Film Studies BTEC Childcare Prince's Trust										

#### A1 GCSE

1st choice: \_\_\_\_\_  
 2nd choice: \_\_\_\_\_  
 3rd choice: \_\_\_\_\_

+

#### A2 GCSE

1st choice: \_\_\_\_\_  
 2nd choice: \_\_\_\_\_  
 3rd choice: \_\_\_\_\_

OR

#### 1 BTEC

1st choice: \_\_\_\_\_  
 2nd choice: \_\_\_\_\_  
 3rd choice: \_\_\_\_\_

### Step three

Select one subject from Option block B:

GCSE Art & Design GCSE Business Studies GCSE Catering GCSE Drama GCSE Engineering	GCSE Media Studies GCSE Music GCSE Performing Arts GCSE Product Design GCSE PE	GCSE Textiles City & Guilds Construction OCR National ICT
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### Option B

#### 1 GCSE

1st choice: \_\_\_\_\_      2nd choice: \_\_\_\_\_      3rd choice: \_\_\_\_\_

First name: \_\_\_\_\_      Surname: \_\_\_\_\_

Form: \_\_\_\_\_      Parent/guardian signature: \_\_\_\_\_