



Southend High School for Girls

GCSE Options

Year 9

2018-19

Introduction to Options

When choosing your Options it is important that you aim for a broad and balanced choice of subjects and that you consider the balance between practical subjects and subjects which involve a lot of essay writing. Choosing a range of different courses will also give you a broad base from which to choose your post-16 courses. Although some students may already be driven by a specific career path, Southend High School for Girls have structured the GCSE options in order to ensure that all students take a range of subjects which will enable them to pursue any future path within further and higher education. What is crucial is that you enjoy the subjects chosen and that you have also considered the combination most likely to lead to the best possible set of results for your future.

Once you have made your choices, discuss them with your form tutor who will advise you as to whether they are a suitable combination. You may be referred to your Learning Manager for further advice at this point.

Students have had an introduction to the whole range of GCSE courses and will have received detailed explanations through options talks, and support by tutors and careers staff. Students are encouraged to discuss preliminary choices with parents and indeed, to talk over matters with as many relevant parties as possible. The Year 9 Parents' evening is on Tuesday 12th February 2019. This will provide insight into your current performance in subjects and will be a solid base upon which to judge whether you would be a suitable candidate for pursuing the subject to GCSE.

If you have any questions or would like to discuss your options please feel free to visit me in the Learning Managers' Office. Alternatively, if parents have any questions please do not hesitate to contact me on 01702 588852 or via email cpeugniez@shsg.org

Mr C. Peugniez

Learning Manager Year 9

Key Dates for Year 9:

Year 9 Options Information evening	Wednesday 23rd January 2019
Year 9 TA2 Assessment available to parents	Friday 1st February 2019
Year 9 Careers Day	Wednesday 6th February 2019
Year 9 Parents' Evening	Tuesday 12th February 2019
Deadline for Option Forms to be handed in	Friday 1st March 2019

YEAR 9 OPTIONS

Compulsory Subjects

All students will follow these subjects:

- English
- English Literature
- Mathematics
- Triple Science – Biology, Chemistry and Physics
- At least one Modern Foreign Language – French, German or Spanish
- At least one humanities subject – History, Geography or Religious Studies.

All students will also have lessons in the following statutory subjects:

- Physical Education (Core lessons)
- PSHCEE (Personal, Social, Health, Citizenship and Economic Education)
- Religious Studies

Optional subjects

You must also choose **two subjects** from the lists below.

If you wish to take a second or third humanities subject, you may do so. If you wish to take two languages, you will need to take French as your compulsory language and choose either German or Spanish as one of your options.

You cannot take both Economics and Business Studies.

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|--------------------|----------------------|
| • History | • German |
| • Business Studies | • Media Studies |
| • Computer Science | • Music |
| • Drama | • Physical Education |
| • Economics | • Religious Studies |
| • Geography | • Spanish |

Optional creative & technology subjects

Only one of the subjects below should be selected, but if you feel that for your career choice it is essential that you take two creative subjects, you will need to book an appointment with Ms Leman (Head of the Key Stage) who will discuss this with the Head. Please note that you cannot take two technology subjects*.

- Art
- Drama
- Food Preparation and Nutrition
- Fashion and Textiles*
- Graphic Products*
- Product Design*

} *These technology subjects belong to the same GCSE award, so they cannot be combined.

Compulsory Subjects

English Language

Director of Faculty: Mrs Osborn

<i>Aims</i>	<ul style="list-style-type: none">• Enhance students' ability to communicate in both spoken and written modes.• Develop students' confidence in responding to different opinions during discussion.• Give students a high level of literacy for both reading and writing.• Develop students' ability to analyse language and understand the choices which writers make and their effects.• Develop students' ability to write creatively for different audiences and purposes.			
<i>Content</i>	The GCSE course provides students with all of the skills which they will need in order to become literate and articulate communicators. It allows them to respond to a range of written material and ideas in an analytical, independent and critical way. These texts are drawn from the 19 th , 20 th and 21 st centuries and include a range of literary and non-fiction genres such as novel extracts, newspaper articles, autobiography and travel writing. In addition, students are encouraged to develop their own writing. They are taught to deconstruct and reproduce different genres of writing.			
<i>Assessment</i>	Paper	Duration	Weighting	Format
	Paper 1: Explorations in Creative Reading and Writing	1 hour 45 minutes	50%	Written Exam – one reading text and some questions + an extended narrative or descriptive writing task.
	Paper 2: Viewpoints and Perspectives	1 hour 45 minutes	50%	Written Exam – two reading texts and some questions + an extended piece of writing to argue or persuade.
	Non-Examined Assessment: Spoken Language		0%	Completed and assessed in supervised class time.
<i>Requirements</i>	Compulsory core subject taken by all students.			
<i>Further Information</i>	English Language follows the AQA examination board specification. It is a highly regarded subject, success in which is essential for entry to all universities, higher education and most areas of employment.			

English Literature

Director of Faculty: Mrs Osborn

<i>Aims</i>	<ul style="list-style-type: none">• Provide students with the opportunity to read and enjoy a wide range of literature, including drama, poetry and prose texts.• Develop students' ability to analyse language, form and structure using appropriate literary terminology.• Develop students' ability to write analytically and construct well-developed arguments which are supported by textual evidence.• Enhance students' experience of Literature first hand through a range of extra-curricular opportunities.			
<i>Content</i>	The GCSE provides students with the opportunity to read and respond to a variety of literary texts such as drama, prose and poetry. The study of Shakespeare is integral to the course, as is the appreciation of poetry, both prepared and unseen. Texts range across the centuries and all students study a 19th Century novel such as <i>A Christmas Carol</i> by Charles Dickens or <i>Pride and Prejudice</i> by Jane Austen; a modern text such as <i>Animal Farm</i> by George Orwell or <i>An Inspector Calls</i> by J.B. Priestley in addition to a selection of poetry on the theme of either Love and Relationships or Power and Conflict			
<i>Assessment</i>	Paper	Duration	Weighting	Format
	Paper 1: Shakespeare and the 19th Century Novel	1 hour 45 minutes	40%	Written Exam: two sections with three questions. One on a Shakespeare play and two on the novel.
	Paper 2: Modern Texts and Poetry	2 hours 15 minutes	60%	Written Exam: Section A – on a modern text. Section B – one comparative question on prepared poems. Section C – Unseen poetry.
<i>Requirements</i>	Compulsory core subject taken by all students.			
<i>Further Information</i>	English Literature follows the AQA examination board specification. It is a highly regarded subject which has equal weighting with English Language and counts towards the EBac.			

Mathematics

Director of Faculty: Mrs Imbush

<i>Aims</i>	<ul style="list-style-type: none">• Develop fluent knowledge, skills and understanding of mathematical methods and concepts.• Acquire, select and apply mathematical techniques to solve problems.• Reason mathematically, make deductions and inferences, and draw conclusions.• Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.			
<i>Content</i>	Overview of content: <ol style="list-style-type: none">1. Number2. Algebra3. Ratio, proportion and rates of change4. Geometry and measures5. Probability6. Statistics			
<i>Assessment</i>	Paper	Duration	Weighting	Format
	Paper 1H: Non calculator Paper 2H: Calculator Paper 3H: Calculator	1 hour 30 minutes 1 hour 30 minutes 1 hour 30 minutes	Each paper is equally weighted.	Three written papers to be taken in Summer 2021.
<i>Requirements</i>	No requirements as this is a compulsory subject. The course develops the skills of numeracy, logical thinking and problem solving and will build upon the work that they covered at KS3.			
<i>Further Information</i> <p>The students will be following a linear course with the Edexcel examination board.</p> <p>The students will be entered at the Higher Tier. Students will also have the opportunity in year 10 and 11 to study for the AQA Level 2 Certificate in Further Maths. It gives high achieving students an introduction to AS level topics that will help them to develop skills in: Algebra & Calculus, Geometry, Matrices, Trigonometry, Functions & Graphs.</p> <p>Assessment is linear: Paper 1 Non-calculator carries 40 per cent of marks, Paper 2 Calculator carries 60 per cent of marks.</p>				

Science

Director of Faculty: Miss Schofield

Lead Teacher Biology: Mr Moroney

<i>Aims</i>	<ul style="list-style-type: none">GCSE Biology gives students the chance to gain a good understanding of human biology, organisms, evolution and the environment.The course helps put Biology in the context of students' everyday lives and is based on a series of topics related to the living world and relevant to students. It is designed to help them understand how Science can be used to explain the world in which they live and the impact humans have.			
<i>Content</i>	Topics: <ol style="list-style-type: none">Cell biologyOrganisationInfection and responseBioenergeticsHomeostasis and responseInheritance, variation and evolutionEcology			
<i>Assessment</i>	Paper	Duration	Weighting	Format
	Paper 1: Topics 1 – 4	1 hour 45 minutes	50%	Written exam with multiple choice, structured, closed short answer and open response.
	Paper 2: Topics 5 – 7	1 hour 45 minutes	50%	Written exam with multiple choice, structured, closed short answer and open response.
<i>Requirements</i>	There are no requirements as this is a compulsory subject. Students should have an enthusiasm for the subject, a secure understanding of KS3 mathematics, a thorough work ethic, be good at meeting deadlines for class and homework and be able to write in continuous scientific prose, using keywords where required.			
<i>Further Information</i>	Biology follows the AQA specification. This qualification is linear meaning that students will sit all their exams at the end of the course in Year 11. There is a Foundation and Higher Tier option. Each paper is worth 100 marks.			

Chemistry

Lead Teacher: Ms Ayles

<i>Aims</i>	<ul style="list-style-type: none">• To bring Chemistry into the real world and provide links between Chemistry and relevant issues to the students.• To inspire and interest students in the Chemical world around them.• To develop students understanding of concepts and models that scientists use to explain natural phenomena.• To develop students practical skills and their ability to plan and carry out practical investigations and develop their understanding of the role of experimental work			
<i>Content</i>	Chapter C1: Air and water. Chapter C2: Chemical pattern. Chapter C3: Chemicals of the natural environment. Chapter C4: Material choices. Chapter C5: Chemical analysis. Chapter C6: Making useful chemicals. Chapter C7: Ideas about Science.			
<i>Assessment</i>	Paper	Duration	Weighting	Format
	J258/03 – Breadth in Chemistry	1 hour 45 minutes	50%	Written examination
	J258/04 – Depth in Chemistry	1 hour 45 minutes	50%	Written examination
<i>Requirements</i>	No requirements as this is a compulsory subject. Students should be proactive in reading around the subject that they are studying. In addition to homework tasks students are expected to attempt past paper questions to develop their examination skills.			
<i>Further Information</i>	Biology follows the AQA specification. Chemistry follows the OCR 21st century science specification.			

Physics

Lead Teacher: Miss Ma

<i>Aims</i>	The AQA GCSE aims to enable students to: <ul style="list-style-type: none">• develop scientific knowledge and conceptual understanding of physics• develop understanding of the nature, processes and methods of physics• develop and learn to apply observational, practical, modelling, enquiry and problem-solving• skills, both in the laboratory, in the field and in other learning environments• develop their ability to evaluate claims based on physics through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively			
<i>Content</i>	Forces Energy Waves Electricity Magnetism and electromagnetism Particle model of matter Atomic structure Space physics			
<i>Assessment</i>	Paper	Duration	Weighting	Format
	Paper 1: Energy, electricity, Particle model of matter, atomic structure.	1 hour 45 minutes	50%	Written examination. 100 marks. Multiple choice, structured, closed short answer and open responses.
	Paper 2: Forces, waves, magnetism and electromagnetism, space physics.	1 hour 45 minutes	50%	Written examination. 100 marks. Multiple choice, structured, closed short answer and open responses.
<i>Requirements</i>	No requirements as this is a compulsory subject. Students should have sound KS3 knowledge of Physics Students should have a sound knowledge of KS3 Mathematics			
<i>Further Information</i>	Further information can be found on AQAs website: http://www.aqa.org.uk/subjects/science/gcse/physics-8463			

Modern Foreign Languages – French, German and Spanish

Director of Faculty and Lead Teacher Spanish: Ms McKeown

Lead Teacher French: Mr Smith

Lead Teacher German: Mr Shipton

<i>Aims</i>	<ul style="list-style-type: none">• Students will gain linguistic competence in the four skills; listening, reading, writing and speaking. At the end of the GCSE course, the majority of students will be able to:• Converse using a range of tenses and linguistic structures• Communicate at a competent level and with the beginnings of the fluency they will acquire at A Level.• Most will have the skills required to be able to read widely on the internet and to read books for pleasure in a foreign language.• They will learn to use grammatical structures to communicate confidently and with a degree of accuracy on paper and orally.• Students will also develop translation skills at GCSE.
<i>Content</i>	<p>Students will study the following three themes and related sub-topics regardless of which language they choose to study:</p> <p>Theme 1: Identity and culture</p> <p>Topic 1: Me, my family and friends</p> <ul style="list-style-type: none">• Relationships with family and friends• Marriage/partnership <p>Topic 2: Technology in everyday life</p> <ul style="list-style-type: none">• Social media• Mobile technology <p>Topic 3: Free-time activities</p> <ul style="list-style-type: none">• Music• Cinema and TV• Food and eating out• Sport <p>Topic 4: Customs and festivals in Spanish / French / German-speaking countries</p> <p>Theme 2: Local, national, international and global areas of interest</p> <p>Topic 1: Home, town, neighbourhood and region</p> <p>Topic 2: Social issues</p> <ul style="list-style-type: none">• Charity/voluntary work• Healthy/unhealthy living <p>Topic 3: Global issues</p> <ul style="list-style-type: none">• The environment• Poverty/homelessness <p>Topic 4: Travel and tourism</p> <p>Theme 3: Current and future study and employment</p> <p>Topic 1: My studies</p> <p>Topic 2: Life at school/college</p> <p>Topic 3: Education post-16</p> <p>Topic 4: Jobs, career choices and ambitions</p> <p style="text-align: right;">Continued...</p>

<i>Assessment</i>	Paper	Duration	Weighting	Format
	Reading	1 hour	25%	Written paper
	Listening	45 minutes	25%	Written paper
	Speaking	10 – 12 minutes (plus preparation)	25%	Spoken examination
	Writing	1 hour 15 minutes	25%	Written paper
<i>Requirements</i>	<p>Choosing your Modern Foreign Language You may choose to study French, German or Spanish as your sole compulsory Modern Foreign Language. If you want to study two languages, you will need to take French as the core language and EITHER German OR Spanish as an additional option.</p> <p>As a Language College, we are well-equipped to support those students who feel their linguistic skills are strong enough to study a second language at GCSE. Each teaching group is timetabled to use our dedicated ICT room, with its multimedia software, for one hour per fortnight.</p>			
<i>Further Information</i>	<p>Further Education and Career Aims Linguistic skills are a life skill; a skill which will increase career opportunities in whichever field you choose to work. Since there is a shortage of British nationals with knowledge of other languages, employers welcome evidence of linguistic proficiency and many seek employees who have GCSEs and A levels in languages. There may also be opportunities to travel and work abroad.</p> <p>Students are often pleasantly surprised to find that much of the grammatical groundwork has already been covered at GCSE when they come to doing their A levels. For those going on to Higher Education, in addition to straight language degrees, many university courses involve at least a modular language element combined with other disciplines, from Medicine and Law to Marketing and Business. There is also the opportunity to spend some time studying in another country as part of your degree through the Erasmus programme.</p> <p>For more information about the GCSE course, visit http://www.aqa.org.uk/subjects/languages/gcse (Teaching from 2016)</p>			

International and Humanities

Director of Faculty: Miss Spilstead

Geography Lead Teacher: Mrs Patel

<p><i>Aims</i></p>	<p><i>“So many of the world’s current issues, at a global scale and locally, boil down to geography, and need the geographers of the future to help us understand them.” Michael Palin</i></p> <ul style="list-style-type: none"> • For students who are curious about the real world outside the classroom, Geography provides opportunities to deepen their understanding of the complex planet on which they live. • GCSE Geography increases knowledge and confidence in dealing with challenging issues of both the physical and human environment. • It examines several case studies from a variety of scales and countries at different stages of development. • Due to a variety of activities including map skills, GIS, analysis, problem solving, debate and hands-on fieldwork on sandy beaches – it is never dull. • Students enjoy the scope of the work they cover, the insights it provides into understanding the world and the sheer contemporary nature of the issues it tackles. 																			
<p><i>Content</i></p>	<p>Topic 1: Hazardous Earth Topic 2: Development dynamics Topic 3: Challenges of an urbanising world (completed in year 9) Topic 4: The UK’s evolving physical landscape – including sub-topics 4A: Coastal change and conflict (started in year 9) Topic 5: The UK’s evolving human landscape – including a Case Study - Dynamic UK cities. Topic 6: Geographical investigations – including one physical fieldwork investigation and one human fieldwork investigation linked to Topics 4 and 5. Topic 7: People and the biosphere (completed in year 9) Topic 8: Forests under threat (completed in year 9) Topic 9: Consuming energy resources</p>																			
<p><i>Assessment</i></p>	<table border="1"> <thead> <tr> <th>Paper</th> <th>Duration</th> <th>Weighting</th> <th>Format</th> </tr> </thead> <tbody> <tr> <td>1: Global Geographical Issues</td> <td>1 hour 30 minutes</td> <td>37.5%</td> <td>Examination paper</td> </tr> <tr> <td>2: UK Geographical Issues</td> <td>1 hour 30 minutes</td> <td>37.5%</td> <td>Examination paper</td> </tr> <tr> <td>3: People and Environment Issues – Making Geographical Decisions</td> <td>1 hour 30 minutes</td> <td>25%</td> <td>Examination paper (Decision Making Ex-amination)</td> </tr> </tbody> </table>	Paper	Duration	Weighting	Format	1: Global Geographical Issues	1 hour 30 minutes	37.5%	Examination paper	2: UK Geographical Issues	1 hour 30 minutes	37.5%	Examination paper	3: People and Environment Issues – Making Geographical Decisions	1 hour 30 minutes	25%	Examination paper (Decision Making Ex-amination)			
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<p><i>Requirements</i></p>	<p>An interest in the subject and ability to remain enthused both in the classroom and out in field.</p>																			
<p><i>Further Information</i></p>	<p>Examination Board: EDEXCEL Syllabus: B There will be a week-long residential field trip to Scarborough during year 10, when students will have the opportunity to collect fieldwork data for this compulsory aspect of the course. While in Scarborough we will visit York – looking at land use, tourism and river management. We also visit the North York Moors National Park to look at different rural settlements and their function. We also spend a day along the most rapidly eroding coastline in Europe (Holderness) for coastal management, studying the impacts of sea level rise and impacts on peoples’ lives.</p>																			

History

Lead Teacher: Mrs Carter

<p><i>Aims</i></p>	<ul style="list-style-type: none"> • To gain a thorough grounding in twentieth century history as a means of understanding modern politics. • To gain a greater sense of the way in which English culture has developed over time. • To develop the ability to make supported arguments. • To improve debating skills. 			
<p><i>Content</i></p>	<p>Weimar and Nazi Germany, 1918-39: Students will examine the rise of Hitler in the years immediately after the First World War. They will attempt to explain how he came to power and why he was able to change German society so radically when he did.</p> <p>Superpower Relations and the Cold War, 1941 to 1991: Students will look at the rivalry between the USA and the USSR, two countries armed with so many nuclear weapons that a war between them could have meant the end of the human race. They will look at a number of instances in which such a war almost broke out and attempt to explain how our species survived.</p> <p>Crime and Punishment in England, c.1000 AD to present: Students will examine the changing nature of crime and punishment in England over the last thousand years, including the witch hunts, and the emergence of the police. There is a special emphasis on the case study of Whitechapel in the late nineteenth century, which will include the Jack the Ripper murders.</p> <p>The Reigns of King Richard the Lionheart and King John, 1189 to 1216: Students will look at this rather violent period of English history, focusing on Richard's role in the Third Crusade, the rebellion of the barons against John and Magna Carta</p>			
<p><i>Assessment</i></p>	<p>Paper</p>	<p>Duration</p>	<p>Weighting</p>	<p>Format</p>
	<p>Paper 1: Crime and Punishment in England</p>	<p>1 hour 15 minutes</p>	<p>30%</p>	<p>Examination paper</p>
	<p>Paper 2: The Cold War and Richard the Lionheart and King John.</p>	<p>1 hour 45 minutes</p>	<p>40% (Cold War is 20% Richard the Lionheart and King John is 20%)</p>	<p>Examination paper</p>
	<p>Paper 3: Weimar and Nazi Germany.</p>	<p>1 hour 20 minutes</p>	<p>30%</p>	<p>Examination paper</p>
<p><i>Requirements</i></p>	<p>Students need to have an interest in History and a good work ethic. They must be prepared to write at length.</p>			
<p><i>Further Information</i></p>	<p>The exam board is EdExcel.</p>			

Religious Studies

Lead Teacher: Mr Gilson

<i>Aims</i>	<ul style="list-style-type: none">• To explore issues of faith.• To develop skills of critical analysis and concise writing.• To develop questioning skills.			
<i>Content</i>	There are two components that will be taught by different teachers. Component 1: Beliefs, teachings and practices of Christianity and Judaism. You will study the influence of the beliefs, teachings and practices on individuals, communities and societies. Considering common and divergent views within Christianity and Judaism in the way beliefs and teachings are understood and expressed. Component 2: Religious, philosophical and ethical studies. You will consider different religious, philosophical and ethical arguments and their impact and influence in the modern world. You will look at different perspectives on the issues studied, within and/or between religions, as well as non-religious views.			
<i>Assessment</i>	<i>Paper</i>	<i>Duration</i>	<i>Weighting</i>	<i>Format</i>
	The study of religions: beliefs, teachings and practices.	1 hour 45 minutes	50%	Written exam
	Thematic studies.	1 hour 45 minutes	50%	Written exam
<i>Requirements</i>	Students should be able to write clearly and coherently. They should be comfortable with writing essay style responses.			
<i>Further Information</i>	The exam board is AQA. Religious Studies is an academic qualification which can form a valuable basis for a variety of university courses. It is also highly thought of by many employers, particularly in the caring and serving professions and is a preferred option for potential lawyers. Students taking this GCSE will have private study time during the RS Short Course lessons which is one hour every two weeks.			

Optional Subjects

Creative and Performing Arts

Director of Faculty: Miss Ryan

Art Lead Teacher: Mrs Stewart

<p><i>Aims</i></p>	<ul style="list-style-type: none"> • To give students the skills to be confident when using a wide range of artistic materials and techniques. • To develop and improve pupils' ability to record from observation. • To develop their ability to communicate ideas visually and be creative thinkers. • To increase students' insight into art and artists from a wide range of cultures and countries throughout history. • To enable students to experience Art first hand through a range of trips. 			
<p><i>Content</i></p>	<p>The GCSE course prepares candidates for an individual approach to work by firstly reinforcing drawing and painting skills. It allows a later freedom of response and the use of a variety of media. This can include photography, printmaking, ceramics, sculpture, textiles and graphic design.</p> <p>Approaches to study include observational, materials-based, thematic, critical and historical. Initial work in the first unit is teacher directed with a gradual move to independence as candidates gain in confidence, knowledge and skill. An awareness of the work of artists and art movements worldwide is a necessary part of the course.</p> <p>Unit 1 Coursework Portfolio: The Coursework Portfolio consists of a sustained controlled assessment unit based on the theme of 'Natural Forms'. Work is submitted for assessment from part of Year 10 and the first term of Year 11. Students will build on previous painting and drawing skills and be introduced to a range of materials, processes and techniques including printmaking, photography, mixed media work, ceramics and 3D Design. Students will study the work and methods of artists, designers and craftspeople.</p> <p>Unit 2: The OCR-set Task: For this unit, students receive an early release question paper in January of Year 11. Students then have preparation time to build up a sketchbook of research and development work, which culminates in a final piece of work done over 10 hours, spread over two consecutive days at the end of the course. Students create this work in the media of their choice, in response to the topic chosen from the question paper.</p>			
<p><i>Assessment</i></p>	<p>Paper</p>	<p>Duration</p>	<p>Weighting</p>	<p>Format</p>
	<p>Unit 1. Coursework</p>	<p>Continuous</p>	<p>60%</p>	<p>Completed in supervised class time.</p>
	<p>Unit 2: Final exam</p>	<p>10 hours</p>	<p>40%</p>	<p>One exam spread over two days, usually in April/ May.</p>
<p><i>Requirements</i></p>	<p>Students should have a good ability to draw, have an enthusiasm for the subject, a thorough work ethic and must be good at meeting deadlines for class and homework.</p>			
<p><i>Further Information</i></p>	<p>Students are entered for the OCR Fine Art Endorsement.</p>			

Business Studies

Lead Teacher: Mrs Servis

<p><i>Aims</i></p>	<p>This 9-1 Edexcel Business course is designed to enable students to:</p> <ul style="list-style-type: none"> • Understand and appreciate the impact of business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. • Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts. • Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments demonstrating their depth and breadth of understanding of business. • Develop and apply quantitative skills relevant to business, including using and interpreting data. 			
<p><i>Content</i></p>	<p>Theme 1: Investigating small business Topic 1.1 Enterprise and entrepreneurship Topic 1.2 Spotting a business opportunity Topic 1.3 Putting a business idea into practice Topic 1.4 Making the business effective Topic 1.5 Understanding external influences on business</p> <p>Theme 2: Building a business Topic 2.1 Growing a business Topic 2.2 Making marketing decisions Topic 2.3 Making operational decisions Topic 2.4 Making financial decisions Topic 2.5 Making human resource decisions</p>			
<p><i>Assessment</i></p>	<p>Paper</p>	<p>Duration</p>	<p>Weighting</p>	<p>Format</p>
	<p>Theme 1</p>	<p>1 hour 30 minutes</p>	<p>50%</p>	<p>Written examination</p>
	<p>Theme 2</p>	<p>1 hour 30 minutes</p>	<p>50%</p>	<p>Written examination</p> <p>The papers will consist of calculations, multiple-choice, short-answer and extended-writing questions.</p>
<p><i>Requirements</i></p>	<p>A general interest in business and the economy.</p> <p>Enjoyment in listening to the news and take an interest in changes to business in the UK and beyond.</p> <p>Confidence in one's numeracy and literacy will help.</p> <p>A good work ethic.</p>			
<p><i>Further Information</i></p>	<p>http://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html</p>			

Computer Science

Lead Teacher: Mr Highmore

<p><i>Aims</i></p>	<ul style="list-style-type: none"> • Develop understanding of current and emerging technologies and how they work. • Look at the use of algorithms in computer programs. • Apply mathematical skills to Computer Science. • Acquire and apply creative and technical skills, knowledge and understanding of computing in a range of contexts. • Develop computer programs to solve problems. • Evaluate the effectiveness of computer programs/ solutions and the impact of computer technology in society. 																			
<p><i>Content</i></p>	<p>Computer systems</p> <p>This section includes the following topics: Systems Architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers, System security, System software, Ethical, legal, cultural and environmental concerns.</p> <p>Computational thinking, algorithms and programming</p> <p>This unit will teach techniques of programming and design of algorithms. A range of languages including Python and Assembly will be taught.</p> <p>Programming project</p> <p>Students create solutions to computing tasks chosen from a set of options supplied by OCR, where skills in Development and Testing are taught.</p>																			
<p><i>Assessment</i></p>	<table border="1"> <thead> <tr> <th>Paper</th> <th>Duration</th> <th>Weighting</th> <th>Format</th> </tr> </thead> <tbody> <tr> <td>Computer systems and programming.</td> <td>1hr 30 mins</td> <td>40%</td> <td>Written paper</td> </tr> <tr> <td>Computational thinking, algorithms and programming.</td> <td>1hr 30 mins</td> <td>40%</td> <td>Written paper</td> </tr> <tr> <td>Programming project</td> <td>20 hours</td> <td>20%</td> <td>Non-exam assessment</td> </tr> </tbody> </table>	Paper	Duration	Weighting	Format	Computer systems and programming.	1hr 30 mins	40%	Written paper	Computational thinking, algorithms and programming.	1hr 30 mins	40%	Written paper	Programming project	20 hours	20%	Non-exam assessment			
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<p><i>Requirements</i></p>	<p>A strong aptitude for mathematics is essential, as is a logical and enquiring mind. You should enjoy problem solving in creative and innovative ways.</p>																			
<p><i>Further Information</i></p>	<p>http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/</p>																			

Drama

Lead Teacher: Mrs Wimsett

<p><i>Aims</i></p>	<p>Just as the engineer builds a model of a bridge to test its capabilities when built, so in Drama we model life and examine its complexities.</p> <ul style="list-style-type: none"> • Drama is a social art form which nurtures important skills which are attractive to a range of employers. Drama is important, and research evidence proves its effectiveness and importance in a rounded education. • Choosing to focus on performance or design for costume, set, sound or lighting, this worthwhile course of study encourages you to be inspired, moved and changed. • Drama increases confidence and provides opportunities to become <i>makers</i> of art, not just <i>receivers</i>, and skills you learn foster creativity; a much-needed human quality. • Drama is interdisciplinary; it finds its stories in other areas of the curriculum, especially History, Literature, Religious Studies, Geography and Psychology. 			
<p><i>Content</i></p>	<p>Following this course in GCSE Drama will enable you to develop your analytical skills and to exercise your imagination.</p> <p>You will be involved in drama as performers, devisers, directors and designers; visit theatre performances to develop your skills as informed audience members; investigate the forms, styles, and contexts of drama as either performer or designer.</p> <p>You will learn to work collaboratively to develop ideas; express feelings; experiment with technical elements; reflect on performances;</p> <p>You will learn more about the subject and its contribution to culture and society, and will come to appreciate that drama, whether intended for audiences or not, provides significant opportunities for expressing cultural and personal identity.</p> <p>GCSE Drama students are given priority to participate as cast, crew, technicians or designers in a range of performance events in school, providing rewarding experiences.</p>			
<p><i>Assessment</i></p>	<p>Paper</p>	<p>Duration</p>	<p>Weighting</p>	<p>Format</p>
	<p>Component 1: Devised Performance. Assessment in acting, costume, set, sound or lighting design:</p>	<p>Autumn Year 11</p>	<p>60%</p>	<p>Internally assessed, externally moderated</p>
	<p>Component 2: Performance from a Text. Assessment in acting, costume, set, sound or lighting design:</p>	<p>Spring Year 11</p>	<p>20%</p>	<p>External Assessment: Visiting Examiner</p>
	<p>Component 3: Interpreting Theatre</p>	<p>June Year 11</p>	<p>20%</p>	<p>Written examination</p>
<p><i>Requirements</i></p>	<p>Quality of written communication is required to access the higher mark bands in Unit 1 and Unit 3. Students should have an interest in one or more of; performing, costume and make-up, sound, lighting or set design.</p>			
<p><i>Further Information</i></p>	<p>Drama follows the WJEC exam board. After GCSE: Students can progress to Drama and Theatre Studies A level as well as the Gold Arts Award in Drama.</p>			

Economics

Lead Teacher: Mrs Servis

<p><i>Aims</i></p>	<ul style="list-style-type: none"> • To understand how markets operate and the role of consumers, producers or workers within markets. • To understand how the economy works nationally and globally and the levers employed by governments to reach desired social and economic objectives. • To actively engage in the study of economics as critical, reflective thinkers with enquiring minds, able to distinguish between fact and opinion. • To understand and apply economic knowledge and skills, to investigate current and historical economic situations and issues in a range of national and global contexts. • Build economic arguments and make informed judgements by using economic concepts and quantitative evidence through the use, application and interpretation of data. • Understand the perspectives of different economic agents including consumers, producers and government in relation to economic activity. • Consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity. 			
<p><i>Content</i></p>	<p>In Unit 3.1, <i>How the Market Works</i>, students will look at the nature and purpose of economic activity, the factors of production and the importance of making choices. The central aspect will be an investigation of how prices are determined. This introduces students to concepts such as supply and demand, intermarket relationships and price elasticity. Students also investigate the significance of costs, revenue and profit for producers.</p> <p>In Unit 3.2, <i>How the Economy Works</i>, students are introduced to the wider economy from the perspective of consumers, producers and government. Students explore the significance of interest rates including their impact on saving, borrowing and spending. The core of this unit will focus on government objectives and their role in managing the economy. Students also examine why countries trade, and the significance of the global economy, including free-trade agreements and financial markets in modern economies.</p>			
<p><i>Assessment</i></p>	<p>Paper</p>	<p>Duration</p>	<p>Weighting</p>	<p>Format</p>
	<p>Paper 1: How the Market Works</p>	<p>1 hour 45 minutes</p>	<p>50%</p>	<p>Written examination paper.</p>
	<p>Paper 2: How the Economy Works</p>	<p>1 hour 45 minutes</p>	<p>50%</p>	<p>Written examination paper. The papers will consist of multiple choice questions, calculations, short and extended questions.</p>
<p><i>Requirements</i></p>	<p>An enquiring and logical mind is essential, as is the ability to understand theories but also see the faults with them. You should be actively interested in the economy and be prepared to regularly watch the news to keep up-to-date with economic developments globally.</p>			
<p><i>Further Information</i></p>	<p>http://www.aqa.org.uk/subjects/economics/gcse/economics-8136</p>			

Food Preparation and Nutrition

Lead Teacher: Mrs Taylor

<i>Aims</i>	<ul style="list-style-type: none"> • This course equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. • There are six areas of content that will be explored through theory, practical and experimental work. • Develop sound practical skills and techniques • Explore understanding related to food preparation and nutrition. 			
<i>Content</i>	<p>Component 1 - Principles of Food Preparation and Nutrition. Food commodities Principles of nutrition Diet and good health The science of food Where food comes from Cooking and food preparation</p> <p>Component 2 - Non-examination assessments (NEA) NEA 1: Food Investigation assessment. This is a scientific food investigation relating to principles underlying the preparation and cooking of food. NEA 2: Food preparation practical assessment. You will be required to plan, prepare, cook and present dishes to demonstrate a showcase of skills and techniques.</p>			
<i>Assessment</i>	Paper	Duration	Weighting	Format
	NEA 1: Food investigation assessment	8 hours (flexible)	15%	Completed in supervised class time.
	NEA 2: Food preparation practical assessment	12 hours, including a practical session of 3 hours.	35%	Completed in class but off timetable for the day.
	Final exam	1 hour 45 minutes	50%	Final written examination
<i>Requirements</i>	An enthusiasm for food and cooking. An interest in contemporary issues relating to Food Technology, such as health and nutrition.			
<i>Further Information</i>	<p>Food Preparation and Nutrition follows the WJEC exam board.</p> <p>Examples of products made in year 10: Fresh pasta and sauces, risotto, pastry (flaky, shortcrust, choux, filo and suet crust), sweet and savoury biscuits, vegetable and fruit products and dishes suitable for vegetarians. These are just some of the products you will be making to extend and develop high-level skills.</p>			

Graphic Products

Lead Teacher: Mr Cannon

<p><i>Aims</i></p>	<ul style="list-style-type: none"> • Graphic Products explores contemporary approaches to branding, advertising and graphic design through a range of media and processes. • You will develop an ability to communicate your ideas visually, verbally and in writing. • Understand the techniques used to produce books, magazines, leaflets, fliers, packages and other printed products. • Understand the physical and working properties of a variety of common graphic media and other appropriate materials. • Develop and use design briefs and detailed specifications. 			
<p><i>Content</i></p>	<p>The subject content is presented under two headings: technical principles and designing and making principles. Within each area, the content is further divided into core knowledge and understanding and in-depth knowledge and understanding.</p> <ul style="list-style-type: none"> • The work of influential designers. • Advances in material technology, including Micro and Nano technology. • Techniques of die cutting, spirit varnishing, UV varnishing, laminating, embossing, debossing, cropping, folding and binding methods. • Make graphic products using a range of both and machine making processes. • Techniques in design software: <ul style="list-style-type: none"> • Image manipulation software such as <i>Adobe Photoshop</i>. • Vector-drawing software such as <i>Adobe Illustrator</i>. • Page layout software such as <i>Adobe InDesign</i> or <i>Microsoft Publisher</i>. • Web creation software. 			
<p><i>Assessment</i></p>	<p>Paper</p>	<p>Duration</p>	<p>Weighting</p>	<p>Format</p>
	<p>Coursework</p>	<p>Approx. 30 hours</p>	<p>50%</p>	<p>Completed in supervised class time</p>
	<p>Final exam</p>	<p>2 hours</p>	<p>50%</p>	<p>Written examination</p>
<p><i>Requirements</i></p>	<p>Students should have:</p> <ul style="list-style-type: none"> • An interest in developing their knowledge and practical skills in Graphic Design. • Good ICT skills. • An ability to explore, articulate and develop ideas. • An ability to research information and visual material to support your ideas. 			
<p><i>Further Information</i></p>	<p>Graphic Products follows the Eduqas exam board</p> <p>Graphic Products differs from Product Design as it is more focused on the creation of paper-based products. Students spend more time in the Design Studio where they learn how to use Graphic Design software.</p>			

Media Studies

Lead Teacher: Ms Casson

<p><i>Aims</i></p>	<ul style="list-style-type: none"> • Media is a contemporary and interactive subject that encourages students to develop their creative, analytical, research and communication skills, through exploring a range of media forms and perspectives. • Students will study theory behind the media and will learn how to create their own products such as magazines, marketing and promotional strategies using professional standard digital camera equipment and Adobe editing software. • The research and analytical skills Media Studies develops will enhance and complement techniques needed for the new English GCSE syllabus whilst allowing a degree of creativity to pursue their own interests in photography, TV and film. 			
<p><i>Content</i></p>	<p>Two exams (70%) of 1 hour 30 minutes each with a combination of multiple choice, short answer and extended response questions on:</p> <ul style="list-style-type: none"> • audio-visual forms (TV, film, radio, advertising and marketing, video games and music video) • online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing) • print forms (magazines, newspapers, magazines, advertising and marketing) <p>Coursework (30%): creation of a magazine, website, TV advert or short film.</p>			
<p><i>Assessment</i></p>	<p>Paper</p>	<p>Duration</p>	<p>Weighting</p>	<p>Format</p>
	<p>Exam paper 1</p>	<p>1 hour 30 minutes</p>	<p>35%</p>	<p>Written paper. A combination of multiple choice, short answer and extended response questions. Digital media</p>
	<p>Exam paper 2</p>	<p>1 hour 30 minutes</p>	<p>35%</p>	
	<p>Non-examined controlled assessment (Coursework)</p>	<p>Completed in class</p>	<p>30%</p>	
<p><i>Requirements</i></p>	<p>Media Studies is a relevant, exciting and challenging subject. Students should be prepared to work hard and to use their initiative. Students will have the opportunity to get involved in a number of extra-curricular activities such as the BBC School News report scheme, videoing and photographing school events, running film club, working with outside agencies such as Metal and Village Green.</p>			
<p><i>Further Information</i></p>	<p>The Media Studies GCSE is well regarded and students at SHSG have for many years been in the top ten of selective schools in the country for results. Study of the media equips students with highly relevant and useful practical skills in photography, film, editing and online promotion. These skills will undoubtedly come in useful in their studies at GCSE and A level but also lend benefits to other areas such as preparing for an EPQ or in work experience or employment.</p> <p>http://www.eduqas.co.uk/qualifications/media-studies/gcse/ http://www.mediaknowall.com/gcse/gcse.php</p>			

Music

Lead Teacher: Miss Ryan

<p><i>Aims</i></p>	<ul style="list-style-type: none"> GCSE Music fosters candidates' musical sensitivity, creativity and aural perceptions through the acquisition of knowledge, skills and the exercise of the imagination. It promotes students' cultural development, involvement in an enjoyment of music as performers, composers and appraisers through the study of musical works <p>The course encourages young musicians to:</p> <ul style="list-style-type: none"> Actively engage in the process of musical study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds; Develop their own musical interests and skills; Evaluate their own and others' music; Understand and analyse a range of music from different styles, past to present. 			
<p><i>Content</i></p>	<p>Students will study eight set works across four areas of study: these cover a broad range of music ranging from JS Bach and Beethoven to jazz musicians such as Esperanza Spalding and popular music by Queen. A written examination consisting of listening questions and an extended essay will test knowledge on these eight set works as well as wider history of Western Classical Music and a variety of World Music traditions.</p> <p>For performance coursework, students must record one solo and one ensemble performance before April of Year 11. These should be of at least a Grade 4 standard, but can be in any style and on any instrument, including voice, guitar, drum kit or a traditional instrument.</p> <p>Students will also need to produce two contrasting compositions fitting into two of the four Areas of Study; these should total 3 minutes in duration and will be notated and/or recorded.</p>			
<p><i>Assessment</i></p>	<p>Paper</p>	<p>Duration</p>	<p>Weighting</p>	<p>Format</p>
	<p>Unit 1: Performance</p>	<p>4 minutes (minimum)</p>	<p>30%</p>	<p>One solo & one ensemble performance recording</p>
	<p>Unit 2: Composition</p>	<p>10 hours controlled time.</p>	<p>30%</p>	<p>Two compositions submission (e.g. Sibelius)</p>
	<p>Unit 3: Listening Paper</p>	<p>1 hour 45 minutes</p>	<p>40%</p>	<p>Written paper</p>
<p><i>Requirements</i></p>	<p>You should currently be learning an instrument or sing to a Grade 2 standard and above, although you do not need to have taken any examinations in your chosen instrument/voice. If we do not already hear you play or sing regularly in school we may ask to hear you before starting the course to ensure you will be able to meet the demands of this part of the course. It is vital that you are interested in a broad range of musical styles and open to studying new music that may challenge you. You must also be able to work independently and manage your time outside lessons to practise music, work on composition and meet deadlines.</p>			
<p><i>Further Information</i></p>	<p>GCSE Music gives students the opportunity to develop three distinct skills which cannot be developed elsewhere in the curriculum; additionally, the GCSE qualification cannot be replaced with Grade 5 practical or theory examinations and is required to study Music at A level. At both GCSE and A level, Music is regarded as a highly valued subject by Universities and employers, developing skills which are transferable across a range of subjects and disciplines. The exam board is EdExcel.</p> <p>http://www.mediaknowall.com/gcse/gcse.php</p>			

Physical Education

Lead Teacher: Mrs Buscombe

<p><i>Aims</i></p>	<ul style="list-style-type: none"> The GCSE PE syllabus includes stimulating content providing students with an excellent introduction to the world of Physical Education and Sport Science. It involves a combination of physical and academic challenges. <p>The qualification will encourage students to:</p> <ul style="list-style-type: none"> Contextualise theory and to develop and apply their knowledge and quality of performances in practical assessments. Engage with key issues and themes relating to contemporary global influences on physical education and sport. Develop a multitude of skills, including numeracy, communication and an in-depth understanding of practical performances in order to support progression to the next level of study through a blend of scientific and social knowledge. 			
<p><i>Content</i></p>	<p>The theoretical topics studied in the GCSE are the musculoskeletal system, the cardio-respiratory system, short and long-term effects of exercise, biomechanics, the relationship between health and fitness, how fitness is measured, principles of training, injury prevention, nutrition and hydration, skill classification, mental preparation, guidance and feedback, commercialisation of sport, ethical and socio-cultural issues.</p> <p>The Personal Exercise Plan involves identifying an aim and planning an effective training program, carrying out, monitoring and evaluating the data and the training programme.</p>			
<p><i>Assessment</i></p>	<p>Paper</p>	<p>Duration</p>	<p>Weighting</p>	<p>Format</p>
	<p>Unit 1: Fitness & Body Systems</p>	<p>1 hour 45 mins</p>	<p>36%</p>	<p>Written paper</p>
	<p>Unit 2: Health & Performance</p>	<p>1 hour 15 mins</p>	<p>24%</p>	<p>Written paper</p>
	<p>Unit 3: Practical Performance</p>	<p>Up to 12 hours</p>	<p>30%</p>	<p>Internally marked & externally moderated</p>
	<p>Unit 4: Personal Exercise Plan</p>	<p>N/A</p>	<p>10%</p>	
<p><i>Requirements</i></p>	<p>Students need to have a passion for Physical Education and Sport. As well as a desire to improve their practical performance level and shape their understanding of the scientific principles that provide the foundations of elite performance. An interest in Biology and Physics would be advantageous as well as having demonstrated a commitment to extra-curricular practical activities.</p>			
<p><i>Further Information</i></p>	<p>Candidates have to complete practical assessments in three different activities. One must be a team activity, one must be an individual activity and the third can be either. The practical performance assessments are marked out of 30 and candidates must choose from:</p> <p>Football, badminton, basketball, cricket, dance, hockey, netball, squash, table tennis, tennis, volleyball, athletics (one event), cycling, diving, golf, gymnastics, equestrian, kayaking, rock climbing, rowing, skiing, snowboarding, swimming and trampolining.</p> <p>Note: there are prohibited combinations such as both singles and doubles in racket sports or skiing and snowboarding.</p> <p>If any candidate is unsure whether they have a suitable practical background to be successful at this course then they should discuss this with Mrs Buscombe.</p> <p>The exam board is EdExcel.</p>			

Product Design

Lead Teacher: Mr Cannon

<i>Aims</i>	<ul style="list-style-type: none">• Product Design explores contemporary approaches to design and manufacture through a range of media and processes.• You will develop an ability to communicate your ideas visually, verbally and physically.• You will develop and use design briefs and detailed specifications.			
<i>Content</i>	Sustainability in Design and Technology. The work of influential designers. Understand the techniques used to produce products such as lighting, jewellery and toys. Understand the physical and working properties of a variety of common resistant materials. Consider advances in material technology including Micro and Nano technology. Use a range of cutting, forming, joining and finishing methods. Make products using a range of manual and power tools. Use CAD software such as <i>Sketch Up</i> . Produce graphical drawings in Orthographic, Pictorial, Isometric and Perspective. Create working models and prototypes of products.			
<i>Assessment</i>	Paper	Duration	Weighting	Format
	Coursework	30 hours	50%	Completed in supervised class time.
	Final exam	2 hours	50%	One written examination
<i>Requirements</i>	Students should have: <ul style="list-style-type: none">• An interest in developing their knowledge and practical skills in Product Design.• Good practical skills.• An ability to explore, articulate and develop ideas.• An ability to research information and visual material to support your ideas.			
<i>Further Information</i>	Product Design follows the Eduqas exam board. Product Design differs from Graphic Products as it is more focused on the creation of products made from wood or plastic. Students spend more time in the workshop where they learn how to use a variety of tools.			

Fashion and Textiles

Lead Teacher: Miss Ladner

<i>Aims</i>	<p>A course in Fashion and Textiles offers a unique opportunity for candidates to identify and solve textile design problems by designing and making products or systems in a wide range of contexts relating to their personal interests.</p> <ul style="list-style-type: none"> • This develops candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence. • Students will have the opportunity to analyse and evaluate situations, design and make textile products, and then appraise their performance. • Students will be given the opportunity to experience the variety of roles involved in textile design and manufacture; client, designer, maker, manager, user etc. • They will also learn that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle. • Students will develop skills of creativity and critical analysis through studying the principles of good design, existing solutions and technological knowledge. 			
<i>Content</i>	<p>Develop and use design briefs and detailed specifications Generate, develop, model and communicate design proposals; Match materials and components with tools, equipment and processes, taking account of critical dimensions and tolerances; Understand sustainability and legislative issues in textile design; Study the impact of two given fashion designers Understand how fashion trends and style are created; Know that textile materials are made by different construction methods Know that fibres are the raw material of textiles Understand how materials can be combined and processed to create more useful properties Understand the importance of new technologies including Micro and Nano-Technology Create products of a suitable quality for intended users.</p>			
<i>Assessment</i>	Paper	Duration	Weighting	Format
	Coursework	30 hours	50%	Completed in supervised class time.
	Final examination	2 hours	50%	One written examination.
<i>Requirements</i>	<p>Students are required to have an interest in developing their knowledge and practical skills in Textiles. At KS3, students have only 6 to 12 lessons per year in Textiles, so there is no expectation of high-level expertise; year 10 will provide extensive opportunity to develop and refine skills needed to complete the Controlled Assessment Task in year 11.</p>			
<i>Further Information</i>	<p>Fashion and Textiles is a terrifically broad course offering an insight into all facets of the subject. Whether it is opted for as an enjoyable subject or chosen in order to facilitate progression towards a Product Design A Level, all students will benefit from developing creative thinking skills, logic, problem solving, practicality and confidence.</p> <p>The exam board is Eduqas.</p>			



SHSG YEAR 9 OPTIONS FORM 2018 – 2019

Please ensure you complete and return this form to your tutor by **Friday 1st March 2019**

Name..... Form.....

From the table below please select one Modern Foreign Language, one Humanities subject, two option subjects and a reserve option subject. You must study at least one modern foreign language and at least one humanities subject. **Subjects appearing in more than one column can only be selected once.**

Compulsory Subjects	(Tick one) Modern Foreign Language	(Tick one) Humanities subject
Mathematics	French	History
English Language	German	Geography
English Literature	Spanish	Religious Studies
Science (Triple Science)		
Option Subjects (Tick two subject choices and indicate one reserve choice with R)		
You should only choose one of the creative subjects (marked *)		
Art*		History
Business Studies		Media Studies
Computer Science		Music
Drama*		Physical Education
Economics		Product Design*
Food Technology*		Religious Studies
Geography		Spanish
German		Fashion and Textiles*
Graphic Products*		

We will do our best to accommodate you but please ensure you have chosen a reserve subject in case your initial choice combination is not possible. Please note: you must have discussed your options with your Form Tutor **BEFORE** handing in your form.

Signatures:

Form Tutor		Date:
Student		Date:
Parent		Date: