



Key Stage 4  
OPTIONS BOOKLET  
2022

COURAGE AND COURTESY

## Introduction

In Years 7 and 8 you studied a broad curriculum. In Year 9 you will begin your GCSE courses in all subjects.

This GCSE Option Booklet is designed to help you through the process of deciding on your Key Stage 4 option subjects. We hope this booklet alongside the evening of March 3<sup>rd</sup> will support in making the correct decisions.

You may already have a specific university degree or career in mind and there might, therefore, be some subjects that you would be advised to choose. It is important that you speak with subject leaders and careers advisers and your Form Tutor in order to confirm if this is the case.

Universities and employers want to see students who have good qualifications in a range of subject areas. The government believes that schools and academies should offer students a broad range of academic subjects and promote aspiration. At The Priory Academy LSST all students start to study the EBacc (English Baccalaureate) combination of GCSEs in English, Mathematics, 2 GCSE Science qualifications, Modern Foreign Languages and a humanity: History and Geography. To complement this you will have two further option choices. We have included a copy of a booklet from the Department of Education about the EBacc for further information.

The most important advice you will be given is to choose the subjects that you are likely to enjoy, as this will make you more likely to be successful. When choosing your subjects, you should bear two things in mind. Firstly, you should aim for a balance of subjects to give you the widest possible choice of careers. Secondly, we ask you to choose four subjects in order of preference, including two alternative courses. This is because it is possible, indeed likely, that not all subject combinations will be possible within the academy timetable. Once you have selected your choices, we will attempt to accommodate these choices into the curriculum structure. We cannot guarantee that you will be given your first choices. We will, however, work with you to provide the most appropriate set of courses available.

Mrs Billet and Mrs Morgan Brown, Student Pathways Advisors, will be available on the evening of the 3<sup>rd</sup> March to discuss career choices with you and Mrs Griffin will be on hand for students considering Oxbridge applications or careers in medicine, veterinary science or dentistry. Mrs Lea as SENDCO will be available for those who may wish to speak to her.

The Options Form is an 'online' application. We used this for the first time in 2021 and it worked very well. An email will be sent for on Friday 4<sup>th</sup> March which will contain the link to complete the form.

## Timeline & Support

Below is a breakdown of subjects studied at GCSE.

GCSE Subject	Hours studied per week		
	Year 9	Year 10	Year 11
Mathematics	3	3	4
English Language	2	2	2
English Literature	2	2	2
Science (Combined/Separate)	5	4	4
RE (Core)	2	1	0
PE (Core)	2	1	1
Option 1 - Geography or History	2	3	3
Option 2 - French or German	3	3	3
Option 3 – free choice	2	3	3
Option 4 – free choice	2	3	3

**During the week starting February 28th - Options Booklet given to students in Tutor time**

### **Options Evening: Thursday 3rd March**

An opportunity for you to visit departments areas and speak to dedicated subject teachers about the GCSE options subjects on offer.

**Final Submission of Option Forms via 'Microsoft Forms' no later than Monday 28<sup>th</sup> March 2022**

### **Support**

You will be thoroughly supported throughout this option process through regular contact with your Form Tutor and subject teachers. You can make an appointment to see your Head of Year or speak with members of the Senior Leadership Team, either within the Academy or during the course of GCSE Options Evening and Parents' Evening.

# Key Stage 4 Curriculum

The Key Stage 4 Curriculum at The Priory Academy LSST is divided into two parts:

## The Common Core

These consist of GCSEs in English Language, English Literature, Mathematics, Combined Science, RE and Core PE. You will see the descriptions of these courses later in this booklet. These are arranged at the front of the subject section.

## Options

In addition to the Common Core, you are able to select **four** other subjects.

To enable access to the English Baccalaureate you **MUST** choose -

### Option 1

History or Geography.

### Option 2

French or German.

### Options 3 and 4

Then choose a further 2 options from the list below:

Art, Craft & Design	French
Business Studies	Geography
Computer Science	German
Dance	History
Design & Technology	ICT (Creative iMedia)
Drama	Media Studies
Economics	Music
Engineering	Physical Education
Fashion and Textile Design	Food Preparation and Nutrition
Separate Sciences	

#### **Point to note: Separate Science**

*If you have a particular aptitude for Science and are hoping to study science subjects at A Level and university in addition to the Common Core Science subjects, GCSE Combined Science, you should consider selecting 'Separate Science' as one of your option subjects. This will enable you to take Biology, Chemistry and Physics separately and gain three individual GCSE Science grades. However - some students have been selected to join an express group and will study the Separate Science course within normal Science time. Please see Separate Science page for further details.*

#### **Study of French and German – Dual Languages**

*All students are required to continue studying the language they have been learning since Year 7. However some students, who have consistently shown high levels of motivation, aptitude and talent in their MFL lessons to date, will be invited to continue in a dual linguist group where they will continue with the second language they began in Year 8. These accelerated learners will then be in a position to gain two separate GCSE grades for their language skills. **Taking more qualifications obviously requires more lessons in these subjects and in order to fit this in, students taking both French and German will be offered Physical Education using free Priory Leisure access and other after school activities and not by attending usual PE lessons during lesson time.***

## Subjects

### Core/Ebacc Subjects

All students will study these subjects:

English Language
English Literature
Mathematics
Science
French / German
Religious Education

### Subject Options:

Art, Craft & Design
Business Studies
Computer Science
Dance
Design & Technology
Drama
Economics
Engineering
Fashion and Textile Design
Food Preparation and Nutrition
Geography
History
ICT (Creative iMedia)
Media Studies
Music
Physical Education
Separate Sciences

# English Language

## Course Description

This course focusses on the acquisition of skills needed to access all areas of the academic and non-academic curriculum. The skills of reading with engagement and writing coherently are essential in a competitive academic and employment market.

## Assessment Structure

### Paper 1 Explorations in creative reading and writing - 50% - (Examination 1 hr 45)

Section A: Reading one literature fiction text

Section B: Producing descriptive or narrative writing

### Paper 2 Writers' Viewpoints and Perspectives - 50% - (Examination 1 hr 45)

Section A: Reading one non-fiction text and one literary non-fiction text

Section B: Writing to present a viewpoint

## Non Examination Assessment – Spoken Language

**This unit is set and marked by the teacher, is separately endorsed and has a 0% value however, it is valued by employers. These are filmed and a sample is sent to the examination board.**

Presenting skills

Responding to questions and feedback

Use of Standard English

## Special Features:

Success in English requires you to be active in your pursuit of improving your own use of spoken and written English. You must see their English skills as essential in any area of life where writing for communication or reading for information or pleasure is needed. There is an expectation that you will read widely outside the prescribed curriculum. There will be a focus on vocabulary extension accurate and written expression across the spectrum of subjects. Skills in English communication are essential for all subjects studied at GCSE not just for the English Language result.

## Why study English?

You will be able to read and evaluate texts critically and make comparisons between texts. You will learn and develop the skills of summary and synthesis.

The knowledge gained from wide reading will inform and improve your own writing. Perhaps most importantly you will be able to write effectively and coherently using Standard English appropriately. This includes the correct use of spelling, punctuation and grammar. You will acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. The non-examined component will enable you to listen to and understand spoken language and use spoken Standard English effectively.

# English Literature

## Course Description

English Literature is a challenging and enriching course that focusses on response to texts and the academic study of the written, literary word.

## Assessment Structure

**Paper 1: Closed Book\*** Shakespeare and the 19<sup>th</sup> Century Novel. 1hr 45 Un-tiered; 40% GCSE

**One** whole Shakespeare play will be studied from a choice of six plays: Macbeth, Romeo and Juliet, The Tempest, The Merchant of Venice, Much Ado About Nothing or Julius Caesar.

You will answer a question on an extract of the play you have studied and then on the play as a whole.

**One** whole 19<sup>th</sup> Century Novel will be studied from a choice of seven:

Robert Louis Stevenson	<i>The Strange Case of Dr Jekyll and Mr Hyde</i>
Charles Dickens	<i>A Christmas Carol</i>
Charles Dickens	<i>Great Expectations</i>
Charlotte Brontë	<i>Jane Eyre</i>
Mary Shelley	<i>Frankenstein</i>
Jane Austen	<i>Pride and Prejudice</i>
Sir Arthur Conan Doyle	<i>The Sign of Four</i>

You will answer a question on an extract of the novel you have studied and then on the novel as a whole.

**Paper 2: Closed Book:** Modern Texts, Poetry and Unseen Poetry. 2hr 15. Un-tiered 60% GCSE

**Section A Modern texts:** you will answer one essay question from a choice of two on your studied modern prose or drama text.

**Section B Poetry:** you will answer one comparative question on one named poem printed on the paper and one other poem from your chosen anthology cluster.

**Section C Unseen poetry:** you will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

## Special Features:

- The course may involve a trip to a live performance of a play
- You will be encouraged to respond creatively to the study of texts

### **Why study English Literature?**

The study of English Literature encourages you to develop knowledge and skills in reading, writing and critical thinking. Through literature, you have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage you to read widely for pleasure, and as a preparation for studying literature at a higher level.

\*Closed book means you will not be permitted to bring any materials in to the examination

# Mathematics

## Course Description

GCSE Mathematics is a challenging and stimulating course that focuses on developing a problem solving mind set while embedding the numerical skills required by employers and for further education.

## Assessment Structure

The course is assessed by 3 written papers each lasting 90 minutes. One of these papers is to be completed without a calculator. There is a Foundation and a Higher paper to focus on candidates' abilities. The examinations follow the following structure:

### **AO1: Use and apply standard techniques (Higher 40%, Foundation 50%)**

To accurately carry out procedures or tasks requiring multiple steps.

### **AO2: Reason and communicate mathematically (Higher 30%, Foundation 25%)**

Construct chains of reasoning to achieve a given result;  
Presenting arguments and proofs.

### **AO3: Solve problems in unfamiliar contexts (Higher 30%, Foundation 25%)**

Make and use connections between different parts of mathematics; □  
Translate problems to a series of mathematical processes.

## Why study Mathematics?

Mathematics plays a vital, often unseen, role in many aspects of modern life. As society becomes technologically dependent, there will be an increasing requirement for people with a high level of mathematical training. Analytical and quantitative skills are sought by a wide range of employers. A qualification in Mathematics provides you with a broad range of skills in problem solving, logical reasoning and flexible thinking. Mathematics is an exciting and challenging subject which continues to develop at a rapid rate across many research areas. Taking a real world problem and creating and applying mathematical models to aid understanding is often hugely satisfying and rewarding.

# Science

## Course Description

Science is a compulsory subject which is taken by all students throughout Key Stage 4. All students will follow a specification from AQA. There are three possible routes to achieving the Science GCSEs:

- Combined Science (Double award – 2 GCSEs). This will be taken by the majority of students. **This does not need to be selected as an option choice.**
- Separate Science GCSE (Three separate GCSEs in Biology, Chemistry and Physics). These courses have content in common with Combined Science, plus further content. The students who select this option will have additional science lessons each week to cover the extra content. **This must be chosen as an option choice.**
- Accelerated Science GCSE (Three separate GCSEs in Biology, Chemistry and Physics). During module 3 each year the Science department invite the top 50 students (based on their academic achievement to date) to study this course forming two express groups – one in each band. The students study the Separate Science courses in the same amount of Science lesson time as the Combined Science students.  
**This does not need to be selected as an option choice.**

## Assessment structure

Each student will sit six examinations regardless of their choice of course. Combined Science papers are 75 minutes each, the Separate Science examinations are 105 minutes each. All units are examined in June of Year 11.

## Special features

If you have a particular aptitude for Science then it is possible to take the separate science option. This will allow you to study GCSEs in Biology, Chemistry and Physics in distinct lessons each week. This option will be particularly suitable for those students who may wish to specialise in the sciences at A Level and beyond, but taking Combined Science does not prevent further study of the sciences at A Level.

## Why study Biology, Chemistry and Physics?

Science is a subject with many areas of interest. It forms the basic grounding for most areas of work including engineering, medicine, electronics, environmental science, space, transport, communications, building, nursing, the armed services, food science, sport science, textiles, materials, ecology, zoology, botany, biotechnology... the list is huge!

Studying Science will allow you to make choices about your future at 16 and give you the freedom to select from a wide range of careers. Once you have completed the course you can continue your studies at A Level in any or all of the three sciences.

# French / German

## Course Description

You will continue to work in topic-based sections, where words and structures are taught alongside grammatical concepts. The topics are arranged in themes as follows:

### Theme 1: Identity and Culture

This includes: self, family and friends; social media and mobile technology; free-time activities; customs and festivals.

### Theme 2: Local, national and international areas of interest

This includes: home, town and region; charity and voluntary work; healthy and unhealthy living; the environment.

### Theme 3: Current and future study and employment

This includes: life at school; education post-16; jobs, career choices and ambitions.

## Assessment Structure

This is a linear course which is assessed by final examinations. The four language skills assessed are: Listening, Speaking, Reading and Writing. Each skill is worth 25% of the total marks.

## Special Features

In Years 9 or 10 we aim to offer you an opportunity to visit France or Germany, where you can experience the language and culture at first hand.

All students must study one Modern Foreign Language to GCSE level. The GCSE courses are designed to build upon the foundations laid down in Years 7 and 8. Students continue with the language they started in Year 7, either French or German and some students will continue with both languages as dual linguists at GCSE.

## Recommended Resources and Specialist Equipment

In Years 10 and 11, you will need a student vocabulary booklet for your chosen language, which is available from the Languages Department. The purchase of a GCSE revision guide and workbook is highly recommended and dictionaries in the target language are essential.

# Religious Education

## Course Description

GCSE Religious Education will take an enquiring, critical and reflective approach to the study of religion, explaining different beliefs, cultures and fundamental questions, and relating these studies to your own values and wider world. You will study two religions, looking at their beliefs, teachings and practices. This study will explore the impact on the individual, communities and society. You will also explore your own responses to these ideas and beliefs.

In addition to this, you will study four of the following religious, philosophical and ethical studies themes:

- Theme A: Relationships and families;
- Theme B: Religion and life;
- Theme C: The existence of God and revelation;
- Theme D: Religion, peace and conflict;
- Theme E: Religion, crime and punishment;
- Theme F: Religion, human rights and social justice.

## Assessment Structure

### **You will sit two examinations at the end of Year 10**

Each examination will test your knowledge and understanding of the course, alongside your evaluation of the key themes. There is no coursework element to Religious Education. The examinations are designed to give access to the full range of grades and are not tiered.

### **Why study Religious Education?**

The study of religion helps you to learn how to think critically, listen empathetically, speak thoughtfully and write clearly- all skills that will be important no matter what you go on to do. It will also help you to better live and work in our increasingly diverse society and global world. Students who study Religious Education qualifications go into a variety of careers, including teaching, medicine, social service, law, journalism, international business, diplomacy, and, of course, religious professions of various kinds.

# Art, Craft & Design

## Course Description

The Art and Design GCSE is a three-year course. Students will produce a variety of work from a range of different study areas:

- Drawing and Painting;
- Graphics;
- Photography;
- Textiles and Fashion;
- Mixed-media;
- Three-Dimensional design.

Students are encouraged to develop individual skills and personal interests. Those who wish to work in one particular specialist area will be catered for. The approaches to study will vary between projects, but will cover the following:

- Observational study; Work which is based on direct observation and analysis.
- Materials-based study; Exploration of the qualities and characteristics of materials; experimentation with processes and techniques to develop skills and understanding.
- Thematic study; Initiating, developing and modifying an idea to a conclusion, primarily directed by a personal response to a theme.
- Critical and Historical study; It is intended that students develop skills in critically appraising the work of other artists and applying these skills to their own work.
- Problem-solving study; Developing an idea, subject or theme in the fulfilment of a brief.

## Assessment structure

Final assessment is through exhibition of all of the coursework projects and the examination project.

- |               |              |                   |
|---------------|--------------|-------------------|
| • Component 1 | Portfolio    | 60% of total mark |
| • Component 2 | AQA Set Task | 40% of total mark |

## Special Features

It is expected that students, throughout the duration of the course, will visit local galleries and those further afield as well as areas of interest to a particular project.

## Why study Art & Design?

Art A level is offered in the Sixth Form which could lead to courses at university and careers in Art and Design, Ceramics, Jewellery, Environmental design, Illustration, Product design, Photography, Film, Textiles and Printing, Interior design, Computer graphics and animation, Marketing and Advertising, Theatre, Teaching, Galleries and Cultural organisations, Leisure Industries, etc.

Art and Design education not only develops an understanding and knowledge of a variety of skills and techniques, but also an aesthetic awareness of our cultural heritage. It develops initiative, creativity and individuality. These are all personal attributes which are vital for success in higher education and in the world of business and industry.

# Business Studies

## Course Description

In Business Studies we:

- Encourage the students to consider the practical application of business concepts;
- Provide the opportunity to explore the theories and concepts in the context of the business world; □  
Allow students to develop their learning in a practical way via visits and research projects.

The main aims of GCSE Business Studies are to:

- Provide students with an overview of the business world;
- Give students the technical skills, the knowledge and the understanding associated with a study of business at GCSE level;
- Equip students with some of the skills required in the workplace;
- Empower students to take charge of their own learning and development;
- Provide a range of teaching, learning and assessment styles to motivate students to achieve to their full potential.

## Assessment Structure

Year 9 will serve as a foundation year where candidates are introduced to the concept of 'business in the real world', studying core business concepts such as Finance and Marketing and applying them to small to medium enterprises. As the course progresses students will enhance their learning by extending their knowledge into more specialised concepts, including the use of terminology, in order to provide a thorough analysis of how and why businesses make decisions and the impact of such on their success.

The course is assessed by two external examinations at the end of Year 11, each worth 50% of the overall grade.

**Paper 1:** Influences of Operations and HRM on Business Activity – assessing knowledge and contextualised understanding of the following topics: Business in the real world, Influences on business, Business operations and Human resources.

**Paper 2:** Influences of Marketing and Finance on Business Activity - assessing knowledge and contextualised understanding of the following topics: Business in the real world, Influences on business, Marketing and Finance.

## Why study Business?

GCSE Business Studies lays down excellent foundations for those wanting to understand how businesses operate, from the initial business idea to the challenges multinational corporations face. Knowledge of this provides a secure basis for those wishing to continue their studies to A Level Business Studies and Economics, as well higher education in related subjects. In addition this subject area offers an insight into a wide range of career paths, for example: management, finance and not forgetting entrepreneurialism.

# Computer Science

## Course Description

The topics covered include:

- Algorithms;
- Programming;
- Data representation;
- Computer systems;
- Computer networks;
- Cyber security;
- Ethical, legal and environmental impacts of digital technology on society; □ Software development.

Learning to write computer programs in Python will be a large part of the course.

## Assessment Structure

Two written examinations (50% each)

## Why study Computer Science?

The recent increase in programmable hand held devices, like mobile phones and tablets, has led to much greater interest in computer programming at all levels. This course provides both excellent preparation for higher study and employment in the field of Computer Science. The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming. It will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day to-day life. The course will make an excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

# Dance

## Course Description

The study of dance as an art form contributes to your social development. As a physical activity it promotes fitness and well-being. As a performer, you will develop confidence and self-esteem. You will develop self and body awareness as well as sensitivity to others and team-working skills. Effective performance requires physical effort and the determination to succeed and improve. As a choreographer, you will employ the skills of problem-solving and creativity. Effective choreography requires imagination and the ability to synthesise a number of elements. In directing others, you will develop your interpersonal and communication skills. As a critic, you will make informed decisions about the dances you see. You will articulate your knowledge, opinions and preferences. Viewing professional dances fulfils your cultural entitlement and broadens your artistic experience.

## Assessment Structure

The course is assessed via practical and written examinations in the following way;

**Component 1:** Non examination assessment marked by the centre and moderated by AQA

Performance – set phrases through a solo performance (approximately 1 minute in duration) and a duet/trio performance (three and a half minutes in duration) – 40 marks, 30% of your final mark.

Choreography – solo or group choreography – solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes) – 40 marks, 30% of your final mark.

**Component 2:** Written examination – 1 hour 30 minutes

Dance Appreciation – knowledge and understanding of choreographic processes and performing skills; critical appreciation of your own work; critical appreciation of six professional works – 80 marks, 40% of your final mark.

## Why study Dance?

Do you dream of making a living from your passion for dance? It is really possible as a dancer yourself, as a choreographer, or maybe as a teacher. This course will be a constant pleasure... but it also has a vision to be the first step in a career for you that includes dance.

GCSE Dance is suitable for anyone wanting to pursue the arts or dance in Higher Education, or as support for any course requiring good communication and group work skills. In addition to performing, choreographing and teaching, this course might lead to such diverse careers as dance therapy or journalism.

Dance helps students to develop a number of skills:

- Visual appreciation of dance and choreography
- Balanced judgement
- Information gathering and assessment
- Ability to work on your own or as part of a team
- Communication

# Design & Technology

## Course Description

The Design and Technology GCSE is a three-year course. You will be provided with the opportunity to:

- Think creatively;
- Solve problems;
- Research, design and make your own prototype;
- Develop workshop /practical skills;
- Use CAD software to design products;
- Use CAM equipment to manufacture products;
- Test your ideas.

If you choose this option you will be involved in designing and making products. The main aim of the course is concerned with developing the skills of design and manufacture used by designers, architects, engineers and craftsmen, during “design and make” and problem solving activities. Students will be encouraged to gain experience of a range of practical skills by completing a series of design/manufacture tasks before beginning their final controlled assessment project.

The final project will involve the manufacture of a prototype using a variety of materials. The context will be set by AQA, the examination board, from which you will develop a design brief. Typical examples of this kind of work would range from contemporary household products, small items of furniture, children’s toys, lighting, point of sales and exhibition stands for high profile events etc. Prototypes can be produced using a broad range of skills that will include use of hand tools, workshop power tools and computer controlled machinery. There is an expectation that students will use a range of materials and processes during the manufacture of their products in order to access the higher marks.

## Assessment structure

The course is assessed in two components:

- Non Examination Assessment (Coursework portfolio) 50% of total mark
- Examination 50% of total mark

One coursework based project on designing and making. Assessment is based on practical realisation of a working prototype product and a portfolio of evidence (maximum of 20 pages).

One examination paper, 2 hours in length, testing candidates' knowledge and understanding of materials, manufacturing processes, technical aspects of designing and making and sustainable design. There will be a mixture of short answer and extended response questions including a 12 mark design question. 15% of the paper will test students’ mathematical ability.

## Why study Design and Technology?

GCSE Design and Technology will prepare you to participate confidently and successfully in an increasingly technological world. You will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. You will get the opportunity to work creatively, develop excellent communication skills when designing and making, and apply technical and practical expertise to solve problems in innovative ways.

Design and Technology provides you with technical knowledge and understanding of a variety of design and manufacturing processes. The course will also develop skills and techniques that include Computer Aided Design and Computer Aided Manufacturing, which will prove beneficial for future study.

This GCSE provides an excellent foundation for both A Level Product Design and Level 3 Engineering which is offered in the Sixth Form. This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries such as; industrial design, product design, graphic design, engineering and architecture.

# Drama

## Course Description

You will develop the range of skills necessary to produce scripted and devised Drama of a high standard. Part of the course will involve you producing and performing original Drama pieces suitable for a range of different audiences. The course will also focus on the analysis and review of how theatre is created. You will have the opportunity to create your own work as well as look at plays written by other people, producing performances, portfolios and seeing live plays. Throughout the three year course you will use Drama to explore a range of issues and styles. You will look at how a playwright expresses their ideas about a theme or topic and explore ways of making the play work on stage. Through this process you are encouraged to develop a personal level of thinking and theatrical understanding and analysis.

## Assessment Structure

### Component 1: Devising Theatre (40% of the qualification):

*Internally assessed, externally moderated*

- You will be assessed on either acting or design
- You will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.
- You must produce:
  - a realisation of your piece of devised theatre
  - supporting evidence
  - an evaluation of the final performance or design.

### Component 2: Performance from text (20% of qualification):

Externally assessed by a visiting examiner

- You will be assessed on either acting or design
- You study two extracts from the same performance text chosen by the centre You will participate in one performance using sections of text from both extracts.

### Component 3: Interpreting Theatre (40% of qualification):

Written exam 1 hour 30 minutes.

Section A: A series of questions on one **set text**, involving practical exploration and study.

Section B: Live Theatre Review. One question requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

## Special Features

You must attend rehearsals outside of lessons when preparing assessed pieces, and see at least 3 live shows during the course.

## Why study Drama?

GCSE Drama is a useful introduction to A Level Drama and Theatre Studies. The study of Drama can help you to develop transferable skills that you can take into any career. You will develop inter-personal skills, communication skills, confidence, co-operation and creative thinking. Drama provides a unique environment for developing independent thinking. You might wish to go into a job where experience of Drama is useful, or where you can use some of the skills developed during this course. These might include careers in such fields as retail, travel and tourism, sales and marketing or any career that involves meeting people face to face.

# Economics

## Course Description

In GCSE Economics we encourage you to:

- consider the role of consumers, firms and governments;
- explore the theories and concepts of Economics in the context of events in the national and international economies.

The course will actively promote an interest in the economic and social environment via context based learning in relation to current affairs, visits and research-based projects.

The main aims of GCSE Economics are to:

- Provide you with an overview of social and economic issues and potential solutions to such problems;
- Equip you with some of the skills required in the workplace, such as team work and problem solving;
- Empower you to take charge of your own learning and development;
- Provide a range of teaching, learning and assessment styles to motivate you to achieve your full potential;
- Give you the opportunity to develop and apply your quantitative and qualitative skills using real world data.

## Assessment Structure

Year 9 will serve as a foundation year where learners will study core economics concepts such as the basic economic problem and market theory. They will then apply this knowledge to an array of contextualised activities and demonstrate their understanding in a variety of ways including report writing and completing projects. As the course progresses students will extend their learning by applying the fundamental concepts to the way in which the UK and global economies operate in an attempt to assess how best to improve consumers' welfare domestically and abroad.

The course is assessed by two external examinations at the end of Year 11, each worth 50% of the final grade.

**Paper 1:** How Markets Work assesses knowledge and conceptualised understanding of market theory and related concepts, as well as assessing how and why governments intervene in particular markets.

**Paper 2:** How the Economy Works assesses knowledge and conceptualised understanding of the four main government objectives: economic growth, inflation, unemployment and balance of payments and the policy-making involved in attempting to achieve government targets.

## Why study Economics?

GCSE Economics gives an excellent grounding in understanding how markets and economies work and their impact upon individuals. Thus equipping students to make more informed decisions about their consumption as well to critically assess the economic decision-making of other consumers, firms and governments. Students are provided with a broad range of skills, including: data analysis, analytical skills and critical thinking. The course provides a foundation for those wishing to continue their studies to A Level Economics and A Level Business and beyond. Past students have found this to be a natural link.

# Engineering Design

## Course Description

This qualification will enable you to learn about the process of engineering design and understand how it can be used to design effective solutions for a given design brief. You will develop the ability to communicate your design ideas using sketches and engineering drawings and computer aided design. You will also be able to evaluate the design of a product, through the disassembly of existing products or the use of modelling for new designs.

Students will complete the OCR Level 2 Cambridge National in Engineering Design. The qualification is graded Distinction\*, Distinction, Merit or Pass. The course comprises three units of work:

### Unit R038: Principles of engineering design

In this unit you will learn about the design process, and all of the stages that are involved. Topics include Designing Processes, Designing Requirements, Communicating Design Outcomes and Evaluating Design Ideas.

### R039: Communicating designs

In this unit you will learn how to use sketching and engineering drawings to communicate your ideas. Topics include Manual Production of Freehand Sketches, Manual Production of Engineering drawings and Use of 2D and 3D Computer Aided Design (CAD).

### R040: Design, evaluation and modelling

In this unit you will learn how to create and test models of your design. Topics include Product Evaluation and Modelling Design Ideas.

## Assessment Structure

Unit R038 is assessed by a written examination, Units R039 and R040 are internally assessed tasks (OCR set). The internally assessed tasks are moderated externally.

### Why study Engineering Design?

You may be interested in this course if you want an engaging qualification where you will use what you learn in practical, real-life situations, such as using both 2D and 3D engineering design techniques, designing new products to meet a design brief and communicating engineering design ideas. This will help you to develop independence and confidence in using skills that would be relevant to the engineering design sector. The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as completing research to inform engineering design ideas, solving problems by exploring different engineering design options and finding imaginative solutions through creative thinking.

### Recommended Resources and Specialist Equipment

All the required software and hardware resources for classwork use are supplied by the academy or are available for use through the Priory Academy Home Gateway / Citrix. The CAD software can also be accessed at home by downloading it for free from the Autodesk website with a link from the class teacher. Students will also require specialist equipment to enable them to work on their design work at home. For example, a basic A3 drawing board, bow compass, graphic markers, rubber and pencil.

# Fashion and Textile Design: Design & Technology

## Course Description

The Design and Technology: Fashion and Textile Design GCSE is a three-year course. Students will be provided with the opportunity to:

- Think creatively;
- Solve problems;
- Research, design and make textile products
- Develop workshop /practical skills;
- Test their ideas.

If you choose this option you will be involved in designing and making products. The main aim of the course is concerned with developing the skills of design and manufacture used by fashion and textile designers, during “design and make” and problem solving activities. Students will be encouraged to gain experience of a range of practical skills by completing a series of design/manufacture tasks before beginning their final coursework project.

The final coursework project will involve the manufacture of products using a variety of materials. The theme will be set by Edexcel, the examination board. Typical examples of this kind of work would range from fashion products for children or adults, to interior products and children’s toys.

This type of work can be produced using a broad range of textile techniques ranging from traditional hand techniques to computer aided design and manufacture.

There is an expectation that students will use a range of materials and processes during the manufacture of their products in order to access the higher marks.

## Assessment structure

The course is assessed in two components:

- Non Examination Assessment (Coursework portfolio) 50% of total mark
- Examination 50% of total mark

One coursework based project on designing and making. Assessment for the coursework is based on practical realisation of a working prototype product and a portfolio of evidence.

One examination paper, 1hour 45 minutes in length, testing candidates' knowledge and understanding of materials, manufacturing processes, technical aspects of designing and making and sustainable design. There will be a mixture of short answer and extended response questions. 15% of the paper will test students’ mathematical ability.

## Why study Textiles?

Design and Technology provides you with technical knowledge and understanding of a variety of design and manufacturing processes. The course will also develop skills and techniques that include Computer Aided Design and Computer Aided Manufacturing whilst developing creativity and problem solving skills which will prove beneficial for future study.

This GCSE provides an excellent foundation for A Level Fashion and Textiles which is offered in the Sixth Form. This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries such as; fashion, textiles, 3D Design, fine art, interior design, photography and media to name a few.

# Food Preparation and Nutrition

## Course Description

A GCSE in Food Preparation and Nutrition equips you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages you to cook, enables you to make informed decisions about food and nutrition and allows you to acquire knowledge in order to be able to feed yourself and others affordably and nutritiously, now and later in life.

## Assessment Structure

### Component 1 Food Preparation and Nutrition Written Examination (01)

This task is worth 50% of the qualification. The examination is an externally set written examination; a duration of 1 hour 30 minutes.

### Component 2 Controlled Assessments worth 50% of qualification Task A Food Investigation Task (02, 03)

This task is worth 15%. You will research and plan the task, investigate working characteristics, analyse and evaluate. The task is set by OCR and will be communicated to centres on 1st September of the academic year in which the assessment is to be taken. These will be sent electronically directly to centres and will be available on the OCR website.

### Task B Food Preparation Assessment 35%

This task is worth 35% of the qualification and assesses the planning, preparation, cooking and presentation of food. The task is set by OCR and should be taken from the OCR-set task titles. The set task will be communicated to centres on 1st November of the academic year in which the assessment is to be taken. These will be sent electronically directly to centres and will be available on the OCR website.

## Special Features

The non-examination assessment will allow you to select from a choice of 2 tasks for each assessment. Recommended assessment hours have been allocated to each assessment; these hours have been identified as the optimal for completion of the assessment. These recommended hours need to be completed within the academy lesson time in compliance with the required regulatory conditions.

## Why study Food Preparation and Nutrition?

By studying food preparation and nutrition you will:

- Develop an interest in the creative aspect and enjoyment of food;
- Develop confidence in using the high-level skills necessary in food preparation and cooking;
- Make connections between theory and practice so that you are able to apply your understanding of food and nutrition and food science to practical cooking;
- Develop an informed approach that will help you to evaluate choices and decisions about your own diet and health;

Make progress by using a simple assessment model with clear marking criteria.

# Geography

## Course Description

GCSE Geography is an exciting course that focuses on the key themes and issues that face the world today. The course looks at the following units.

### Living with the physical environment.

The climate of the world is in a state of change and governments have made this a key challenge for the world. You will study the changing patterns of extreme weather events such as Hurricanes and their management. The course will look at how our climate is changing and the evidence to explain the changes which will affect the entire world.

The landscapes of the world are created by many processes such as the work of sea and ice. You will study how these dramatic landscapes are created and how human activity tries to manage the changes in coastal environments and how we develop and manage our activities in these areas.

Natural hazards are posing challenges to humanity such as the Haiti earthquake of 2010 and you will explore why these events occur and the measures put in place to reduce their impact.

As geographers you will study the living world and look at the distribution of major ecosystems/environments such as Tropical Rainforests and cold environments such as the Arctic. The plants and animals in these areas will be studied and exploitation and sustainable use of these magnificent areas will be looked at. Areas such as the rainforests of South America and Asia will be studied and the cold environments of North America and the Polar Regions will provide a fascinating focus.

### Challenges in the human environment.

Cities in the world are dynamically changing and providing a challenge and exciting opportunity for both residents and decision makers alike. You will study the changes occurring in global cities such as Shanghai and London looking at how they have evolved over time and the impact that migration has had on these cities and the role they play in the global economy.

Economic development is at the heart of the world in which we live today and this has resulted in a divided planet. You will study how we can reduce these inequalities and explore the rise and rapid economic development of nations and the issues that this creates.

In the United Kingdom we are facing a challenging time and you will explore the changing economy of our country and debate topical issues such as HS2 and the expansion of Heathrow both of which will help shape the economy of our post Brexit country.

The world has over 7 billion inhabitants and this poses a massive challenge for the provision of food, water and energy. How to meet the needs of the population is a key challenge and to do this sustainability is an important consideration, you will study and discuss many exciting projects linked to this.

### Assessment structure

The course will be assessed by three papers.

Living with the physical environment;  
Challenges in the human environment;  
Geographical applications.

Papers will feature a range of structured questions and resources.

### Special Features.

The course will involve visits to physical and human landscapes to develop fieldwork skills to complete coursework. The use of ICT and GIS systems is a key feature. There will be an optional residential visit to Italy to study key themes related to the course.

### Why study Geography?

Geography is an extremely valuable subject which is an excellent foundation for A level Geography and opens up a range of opportunities at University. Geographers' wide range of skills are respected by employers and the topicality of the course places students in an excellent position to enter future professions. Geographers enter a wide range of careers such as management, the armed forces and media careers. Michael Palin said that Geography holds the key to the world's problems and choosing Geography is the key to opening many future careers.

# History

## Course Description

In Years 9 to 11, you can look forward to a diverse exploration of the past, which will include:

- **Britain: Health and the People** - a thematic study of the development of medicine and health from the prehistoric era through to the 21st century. The unit focuses on causation, exploring why and how change occurred.
- **Norman England: 1066-1100** - explains the reasons behind the Norman invasion of 1066, and why the army of William the Conqueror triumphed at the Battle of Hastings. The unit then focuses on how the Normans consolidated their control of England and the far reaching changes wrought by the fusion of two very distinct cultures.
- **Germany: 1890-1945** - begins by considering the rule and eventual abdication of Kaiser Wilhelm II following defeat in World War I. Thereafter, you will explore the rise of the democratic Weimar Republic and how by 1934 Adolf Hitler had once more placed Germany firmly under the control of a single dictatorial leader. You will then examine life in Nazi Germany both before and during World War II, including the Holocaust.
- **The Cold War: 1945-1972** - explores the post-war tension between communist East and capitalist West, including the origins of the Cold War, the spread of communism to Asia, the Space Race and Cuban Missile Crisis.

The units cover a diverse range of new and familiar topics, and will deepen the knowledge you have already gained about particular periods as well as introduce new and exciting material!

## Assessment Structure

GCSE History will be assessed entirely through examination, with all examinations being sat in the summer of Year 11. There will be two examinations, both of which are 2 hours long. There are no 'tiered' papers - all students will sit the same examinations.

## Why study History?

As well as being an inherently fascinating subject, History is a very well regarded and traditional academic discipline that will provide an excellent foundation for many A Level subjects. Those thinking of studying History at a higher level should obviously seriously consider it, but in addition it provides a useful grounding for other related disciplines taught at A Level and beyond, including Government and Politics, Sociology, Religious Education and Philosophy. As the study of History requires students to analyse and evaluate complex issues before effectively and convincingly communicating their views, it is a facilitating subject that teaches transferable skills prized by universities and employers. Therefore possession of a qualification in History is beneficial to a wide variety of higher education courses and careers, including law, business, politics or journalism to name but a few, as well as the more obvious connections to teaching, archivist, archaeologist, museum curator and librarian! In Year 11, all students will have the opportunity to participate in a visit to Berlin, Nuremberg and Munich to support their understanding of the German and Cold War elements of the course.

# Cambridge National Certificate in Creative iMedia

## Course Description

Cambridge Nationals in Creative iMedia is aimed at developing the knowledge, understanding and practical skills that would be used in the media industry. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

Students will complete the **OCR Level 2 Cambridge National Certificate in Creative iMedia**. The qualification is graded Distinction\*, Distinction, Merit or Pass. The course comprises three units of work:

### Unit R093: Creative iMedia in the media industry

In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: The media industry, Factors influencing product design, Pre-production planning and Distribution considerations.

### Unit R094: Visual identity and digital graphics

In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include: Develop visual identity, Plan digital graphics for products and Create visual identity and digital graphics.

### Unit R096: Animation with audio

In this unit you will learn how to plan, create and review animation with an audio soundtrack. Topics include: Plan animation with audio, Create animation with audio and Review animation with audio.

## Assessment Structure

Unit R093 is assessed by a written examination, Units R094 and R096 are internally assessed tasks (OCR set). The internally assessed tasks are moderated externally.

## Why study Creative iMedia?

In most areas, the course is “open-ended” in that all students are encouraged to use a variety of software tools to work towards professional quality solutions providing the base criteria are met. This allows for individual stretch and challenge where appropriate. These skills are also directly related to the study of BTEC Level 3 IT and Computing at A-Level.

## Recommended Resources and Specialist Equipment

All the required software is available for use and additional resources are available through the Priory Academy SharePoint. The software also can be accessed at home using the Citrix portal available via the academy website.

# Media Studies

## Course Description

GCSE Media Studies is a challenging diverse course that focuses on analysing all aspects of the media world around us, including journalism, film and the history of advertising.

## Assessment Structure

### Paper 1

Three media theories to study:

- Industries – study of the media industry includes ownership; sponsorship; licencing; regulations and regulators.
- Audiences – study of media audiences includes market research; fans; fandom; social classification.
- Representations – study of representation includes identity; stereotypes; bias; prejudice; values; culture; beliefs.

You will answer multiple choice, short answer and extended response essay style questions.

### Paper 2

Two media theories to study:

- Language and semiotics – study of language and semiotics includes narrative techniques; codes and conventions of genres and formats; intertextuality.
- Context – the study of context includes social, historical and political context in which aspects of media are created and received.

You will answer multiple choice, short answer and extended response essay style questions. The final question is a synoptic question based on all aspects of the GCSE Media Studies course.

## Coursework (NEA)

This is the practical element of GCSE Media Studies and changes each year. An overarching brief is set by Eduqas. This brief may be a choice of: music video, radio interview, journalism articles (newspaper or magazine), advertising (filmed, online or print) or video gaming.

## Special features

Case Studies are studied in depth prior to the examination, and will be analysed as part of the examination process. Case Studies include 'The Archers', 'The Guardian', 'Luther', 'The Sweeney', and 'Spectre'.

## Why choose Media Studies?

As one of the skills most valued by large modern employers and companies is the ability to adapt and use the most up-to-date and modern technology without being confused or overwhelmed, GCSE Media Studies gives you the chance to develop a critical understanding of the role of the media in daily life. It encourages an understanding of how to use key media concepts to analyse media products and the opportunity for hands-on practical work.

# Music

## Course Description

This is a very practical course in many ways. During the course you will be given opportunities to develop your musical sensitivity, creativity and aural perception through different areas of study. The areas of study include: Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music. You will need to perform music as part of the course using either an instrument or your voice.

## Assessment Structure

### Component 1: Performing (30%)

Total duration of performances: 4-6 minutes

Non-exam assessment: internally assessed, externally moderated

- A **minimum of two** pieces, **one** of which must be an **ensemble** performance of **at least one minute** duration. The other piece(s) may be **either solo and/or ensemble**.
- **One** of the pieces performed must link to an area of study of the learner's choice.
- The standard of pieces selected for performance should be broadly equivalent to grade 3 of the graded music examinations.

### Component 2: Composing Music (30%)

Total duration of compositions: 3-6 minutes

Non-exam assessment: internally assessed, externally moderated

- **Two** compositions, **one** of which must be in response to a **brief set by WJEC**. Learners will choose one brief from a choice of four, each one linked to a different area of study.
- The **second** composition is a free composition for which learners set their **own brief**.

### Component 3: Music – Appraising (40%)

Written examination: 1 hour 15 minutes

- This component is assessed via a listening examination.
- **Eight** questions in total, **two** on each of the four areas of study.

## Special Features

This course gives you the opportunity to develop your own musical interests within the framework of the three-strand approach. Even if you have not yet started on any formal instrumental or vocal training, you can also take the course as a way of making very fast progress on a chosen instrument or voice, as time is given each week for individual performance work with a professional on hand for guidance.

## Why study Music?

Music develops broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-awareness and self-motivation. There is an opportunity to take Music A Level in the Sixth Form, which could lead to a further education course in Music at either university or a music college. Music related careers are varied and include some of the following; teaching; performance; music industry; television/radio; music librarian; audio engineering; music arranging; music composition; recording engineer; music software development; publishing; conducting; film scoring; recording editing; virtual reality sound environments (internet, games, programmes); music therapy.

# Physical Education

## Course Description

A GCSE in Physical Education will enable you to make the connections between theory and practice so that you are able to apply your understanding of the factors that underpin physical activity and sport to improve performance. You will be required to use the technical vocabulary, terminology and definitions associated with the study of Physical Education.

## Assessment Structure

### Paper 1: The human body and movement in physical activity and sport

Applied anatomy and physiology;  
Movement analysis;  
Physical training; Use  
of data.

### Paper 2: Socio-cultural influences and well-being in physical activity and sport

Sports psychology;  
Socio-cultural influences; Health,  
fitness and well-being; Use of  
data.

There are 2 written examinations of 1 hour 15 minutes each. Each paper is worth 78 marks and 30% of the GCSE. There is a mixture of multiple choice/objective test questions, short answer questions and extended answer questions

### Non-examination assessment: Practical performance in physical activity and sport

Practical performance is assessed in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). This includes the analysis and evaluation of a performance to bring about an improvement in one activity. This component is assessed by your teachers and moderated by AQA. It is worth 100 marks and 40% of the GCSE. For each of your three activities, you will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). You will be assessed on your analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

## Why study Physical Education?

Physical Education provides a perfect balance between theory and practice and allows you to learn about one of the fastest growing industries in the country. Suitable candidates should be sports enthusiasts who are regular attendees to sporting extra-curricular clubs and who have a drive and motivation for competitive sport. Students will be expected to complete an activity log each week which demonstrates commitment to extra-curricular sports clubs (e.g. school, club, or county). Students will be expected to demonstrate that they have performed in all three assessed sports over a prolonged period of time.

## Separate Science

### Course Description

Science is a compulsory subject which is taken by all students throughout Key Stage 4. All students will follow a specification from AQA. There are three possible routes to achieving the Science GCSEs:

- Combined Science (Double award – 2 GCSE's). This will be taken by the majority of students. **This does not need to be selected as an option choice.**
- Separate Science GCSE (Three separate GCSE's in Biology, Chemistry and Physics). These courses have content in common with Combined Science, plus further content. The students who select this option will have additional science lessons each week to cover the extra content. **This must be chosen as an option choice.**
- Accelerated Science GCSE (Three separate GCSE's in Biology, Chemistry and Physics). During module 3 each year the Science department invite the top 50 students (based on their academic achievement to date) to study this course forming two express groups – one in each band. The students study the Separate Science courses in the same amount of Science lesson time as the Combined Science students.  
**This does not need to be selected as an option choice.**

### Assessment structure

Each student will sit six examinations regardless of their choice of course. Combined Science papers are 75 minutes each, the Separate Science examinations are 105 minutes each. All units are examined in June of Year 11.

### Special features

If you have a particular aptitude for science then it is possible to take the separate science option. This will allow you to study GCSEs in Biology, Chemistry and Physics in distinct lessons each week. This option will be particularly suitable for those students who may wish to specialise in the sciences at A level and beyond, but taking Combined Science does not prevent further study of the sciences at A level.

### Why study Biology, Chemistry and Physics?

Science is a subject with many areas of interest. It forms the basic grounding for most areas of work including engineering, medicine, electronics, environmental science, space, transport, communications, building, nursing, the armed services, food science, sport science, textiles, materials, ecology, zoology, botany, biotechnology... the list is huge!

Studying Science will allow you to make choices about your future at 16 and give you the freedom to select from a wide range of careers. Once you have completed the course you can continue your studies at A level in any or all of the three sciences.

## Subject Details

If you have questions about a course the member of staff listed below will be able to help. The locations listed are for the Options Evening on March 3rd.

Subject	Contact	Email	Location
Art & Design	Miss C Bell	CXBell@prioryacademies.co.uk	Q13 Q19
Business Studies	Miss K Blackman	KBlackman@prioryacademies.co.uk	U26
Computer Science	Mr R Jolliff	RJolliff@prioryacademies.co.uk	U33
Dance	Miss H Scarratt	hscarratt@prioryacademies.co.uk	Q10( White Drama)
Design & Technology	Mrs S Ward,	Sward@prioryacademies.co.uk	L46
Drama	Mr S Craven	SCraven@prioryacademies.co.uk	Q9 ( Dark Drama)
Economics	Miss K Blackman	KBlackman@prioryacademies.co.uk	U24
Engineering	Mr R Jones	Rjones@prioryacademies.co.uk	L38
Fashion & Textile Design	Miss C Atkinson	CAtkinson@prioryacademies.co.uk	L39
French/German	Mrs E Alexander-Grocott Mrs C Erskine	EAlexandergrocott@prioryacademies.co.uk CXP@prioryacademies.co.uk	U14 U16
Food Preparation & Nutrition	Mr D Goffe	DGoffe@prioryacademies.co.uk	L34
Geography	Mr I Pomphrey	IPomphrey@prioryacademies.co.uk	G1 G4
History	Mr A Crocker	ACrocker@prioryacademies.co.uk	H1 H4
Creative iMedia	Mr N Millward	NMillward@prioryacademies.co.uk	U29
Media Studies	Miss H Holmes	HHolmes@prioryacademies.co.uk	Q7
Music	Mr S Billinger	SBillinger@prioryacademies.co.uk	MU1
Physical Education	Mrs K Bentley	KBentley@prioryacademies.co.uk	SCL3
Separate Science	Mrs H Moss	HMoss@prioryacademies.co.uk	L49
CCF	Mrs C L Thompson	CLThompson@prioryacademies.co.uk	Q38
Careers Pathway Advisor	Mrs A Billett	ABillett@prioryacademies.co.uk	New Hall
Oxbridge	Mrs R Griffin	RGriffin@prioryacademies.co.uk	New Hall
Senior team	Mr T Verdon	Tverdon@prioryacademies.co.uk	New Hall



## Completing the Application Form is 'online' using Microsoft Forms

(Link sent via InTouch – please email Mrs Peters-Bayford using this email address if you need the link re-sending. [Npetersbayford@prioryacademies.co.uk](mailto:Npetersbayford@prioryacademies.co.uk))

### Completing the Online form

The form will be accessed by parents who we hope will complete the form together with their child.

We need some essential details to begin with, Name Form and P Number (used for student email and the network)

### Options – Humanities and Dual Languages

- Choose either History or Geography – if you wish to study History and Geography, place the other subject in a preference list for Option Choices.
- Students who have taken Dual languages (French and German) need to state their intention to continue with both or study only one language.

### Other Options

- Decide on three GCSE option subjects – from which you will be timetabled for two. You need to list the subjects in order of preference.
- Every attempt will be made to provide you with the most appropriate set of courses – but we cannot and do not guarantee that students will get their first choice courses.
- Discuss your choices with your parents and your Form Tutor if you can.
- If you require further help, then make an appointment with your Head of Year who can advise you which member of staff can best help you.
- Once you are happy with your choices then complete the online form and submit which will send it to us.
- Your course choices will be confirmed in the Summer Term.
- If there are any further problems, please contact Mr T Verdon, Deputy Headteacher on [Tverdon@prioryacademies.co.uk](mailto:Tverdon@prioryacademies.co.uk)

On the next pages is a 'paper' version of the online Option Form – you may wish to print and complete a paper version before filling in online. A link will be sent to parents to this form on March 4<sup>th</sup> after the Options Evening.