KS4 Options Information for Parents and Students 2016

“All students will enjoy a wide range of opportunities which will enrich understanding, nurture talent and encourage pride in academic excellence.” Mr M Mckeown
KEY STAFF

Headteacher ................................................................. Mr M Mckeown
Assistant Headteacher .................................................. Mr M Whitaker
Progress Leader Year 9 .................................................... Mrs N White
Pastoral Manager Year 9 ................................................... Mrs M Rayner

C O N T E N T S

GENERAL ITEMS
Choosing Subjects ........................................................... 1
Qualification Reform ........................................................ 2
What help is available ..................................................... 3
Careers information .......................................................... 4

SUBJECTS
Compulsory:
GCSE English Language .................................................. 5
GCSE English Literature ................................................... 6
GCSE Maths ................................................................. 7
GCSE Science ............................................................... 8
Physical Education .......................................................... 9
Religious Studies ............................................................. 10

English Baccalaureate options:
GCSE Computer Science .................................................. 11
GCSE History ................................................................. 12
GCSE Geography ............................................................ 13
GCSE Modern Foreign Languages ...................................... 14

Options:
GCSE Business Studies ................................................... 18
GCSE Citizenship ............................................................ 19
GCSE Dance ................................................................. 20
GCSE Design & Technology: Food & Nutrition ...................... 21
GCSE Design & Technology: Child Development .................... 22
Cambridge National Design & Technology: Engineering Manufacture 23
GCSE Design & Technology: Electronic Products .................... 24
GCSE Design & Technology: Graphic Products ....................... 25
GCSE Drama and BTEC Performing Arts .............................. 26
Cambridge National Information and Communication Technology 27
GCSE Media Studies ....................................................... 28
GCSE Music ................................................................. 29
GCSE Physical Education .................................................. 30
Cambridge National Physical Education: Sports Studies ............ 31
Some final thoughts .......................................................... 32
Key dates ................................................................. 33
Choosing Subjects

This booklet is concerned with preparing our students, your sons and daughters, for the last stage of compulsory schooling leading up to GCSE and Vocational Qualifications. As students move out of Year 9 (Key Stage 3) they are able to choose some of the subjects they will study from September onwards in Key Stage 4. The subjects they can choose are known as options. Every student needs to select 4 option subjects and a reserve choice.

The National Curriculum

We are required by the Education Reform Act of 1988 to ensure that all children study certain subjects. The study of English, Maths, Science, Physical Education and Religious Studies is therefore compulsory. Whilst not everyone will gain a qualification in Physical Education and Religious Studies, there will be the option for students to do so if they so wish.

The Government believes that schools should offer a broad range of subjects for students to follow at age 14 when they begin Year 10. Here at LCHS we offer exactly that broad range with our Pathways Curriculum. Choice has been, and always will be, a key factor in supporting students with their Option selections.

The English Baccalaureate (EBacc)

Nationally, students in Year 9 will be in a position to choose a range of subjects that could lead to the award of the English Baccalaureate (EBacc). Any student who attains a GCSE pass at grade 5 or higher in all of English, Mathematics, Science (Computer Science qualifies as a Science component of EBacc), a Modern Foreign Language and a Humanities subject (Geography or History) will be awarded the English Baccalaureate (EBacc). In this sense, the EBacc is a performance measure which recognises students’ achievements across a core of selected GCSE subjects.

Your son/daughter will of course be able to select the EBacc route here at LCHS. The Government has already made it clear that the EBacc is an early marker for students intent upon further study at University at some point in their future.
Qualification Reform

All GCSE subjects have been through or are going through a process of reform in recent times and as of September 2016 there will be both new reformed GCSEs and legacy GCSEs offered in different subjects. This is the same for all students nationwide and your son / daughter will not be disadvantaged in any way in comparison to other students.

New reformed GCSEs will be taught and examined in much the same way as the legacy GCSEs. The main changes to these subjects are,

- Changes to course content.
- The removal of Controlled Assessment (previously called coursework) except in subjects where essential skills can not be tested in an examination.
- The qualifications will be linear and examinations will all be at the end of the course.
- Grades will be expressed as number on a scale of 9 (highest) to 1 (lowest).
- A grade 5 will be deemed as a ‘good pass’ and is the target grade which replaces the current C.

One of the major impacts of this change is that your child will receive number grades from reformed qualifications and letter grades from legacy qualifications. Throughout the options booklet we have made clear which subjects are reformed (9-1 Grades) and those which are legacy (A* to G grades).

Some subjects are vocational qualifications and therefore are graded at Level 1 and Level 2. A Level 1 Pass, Merit or Distinction is the equivalent of a new 3-1 grade. A level 2 Pass, Merit or Distinction will be the equivalent of a new grade 8-4 pass.

Hopefully the Curriculum Talk helped to make the dual grading system clearer. There is no reason to dismiss a qualification because of the fact that it has been reformed or not. Whether or not a grade will be expressed as a number or a letter, it will carry the same meaning and value for your child.

Grading the New GCSEs in 2017

[Diagram showing the new grading system with grades 9 to 1 and A* to G]
What Help is Available?

There are opportunities for parents to discuss the options process and individual subjects with Heads of Department at the **Year 9 Options Evening on Thursday 11th February**. If any point needs further explanation, parents are invited to contact Mrs White (Progress Leader), Mrs Rayner (Pastoral Manager) or Mr Whitaker (Assistant Headteacher) at school.

If you would like a private appointment to discuss any aspect of your child’s options, we would be happy to arrange this. Please make contact with Mrs White or Mrs Rayner and they will be happy to arrange this.

The Options Form

There will be two different forms which can be filled out, an EBacc form and a non-EBacc form. We will provide guidance as to which route we think your child is most likely to be most successful with, however the ultimate choice of options is left with you and your child. If in your options pack you do not receive the form which you would like to use, then please speak to Mrs White (Progress Leader) who will be able to provide you with a new form.

The decision making process should involve advice from teachers, family members, form tutors and information from Options Assemblies. All students will be asked to select their top four subject choices as well as a reserve choice.

As a school we always advise students and families to make decisions based on the strengths of the student, the subjects which they enjoy and any future career aspirations. Some things which we can not guarantee, and therefore advise not make a part of the decision making process, is to be in the same class as a friend or to be taught by a specific teacher.

The final options form needs to be completed and handed in by **Friday 26th February**.

**Please note**
Courses in all subjects will be timetabled provided there is sufficient student demand and staffing is available. There are not normally problems in providing the required courses but final decisions will not be confirmed until Term Six. If any such problems arise then we will speak to students and families directly.

Mrs N White (Progress Leader) Mrs M Rayner (Pastoral Manager)
Careers / Work Related Learning

Although a career may seem a distant prospect, in two years’ time our current Year 9 students will be applying for further education courses such as A Levels, Vocational qualifications and Apprenticeships. The vast majority of LCHS students stay on in our Sixth Form, however some students do continue with their education at college or with an employer.

Students’ choices in KS3 will impact their higher education options and other future choices. In order to support our students in making the transition from KS3 to KS4 we have various programmes in place. These programmes are designed to enhance their learning experience and support all students to make well informed realistic decisions about their futures.

**Year 9**
In Year 9 students start to take a closer look at work related learning and careers, with all students taking part in a Careers Day. During the Careers Day students get the opportunity to take part in various activities these include talks from industry professionals and presentations/ information from local employers. The day also includes session on work readiness, preparing a CV, completing an application form and how to conduct yourself at an interview.

**Year 10**
In Year 10 students build on the previous year’s activities and take part in an interview day. During the Interview Day the focus is on them being prepared for employment and further studies. Local business partners are invited into the school to form interview panels and each student is asked to attend a mock interview. They receive feedback on their interview in preparation for life outside the school gates.

The Interview Day takes place shortly before the work experience week, when those students that have elected to take part, spend a week on placement. Students are tasked with finding their own placements with our support and we encourage them to be proactive and professional, finding suitable and meaningful work experience placements.

**Year 11**
During Year 11 all of our students are invited to meet with our Careers advisor Sini Thorpe who meets with students on a 1:1 basis, giving them the most up-to-date advice and guidance with regard to their future, further education or apprenticeship choices.
In Y10 and Y11 all students work towards achieving the EDUQAS English Language GCSE. The qualification is assessed entirely by two examinations at the end of Y11. Students will not be examined on a body of knowledge they have learned during the course of KS4; instead they will be assessed on how well they can utilise and showcase skills in reading and writing which they have acquired and mastered since they first began to read, write and communicate. In order to make progress in this subject all students need to make reading part of their lives, at home as well as school. Stories, articles and leaflets should be part of their everyday experience. Students need to actively develop their own vocabulary: trying out new words in their writing and speaking, at home and at school.

**Reading:**
This qualification tests a student’s ability to comprehend meaning in a variety of texts, from short story extracts to promotional advertising, travel writing, reviews, articles, diary entries and other types of journalism. In lessons we read and explore all of these forms of writing and examine how writers engage and manipulate their readers. Students are taught how to read between the lines and explain how particular words and phrases have a specific effect.

**Writing:**
This qualification tests a student’s ability to write in a variety of forms for a range of purposes. In lessons we focus on developing the skills required to craft autobiographical, imaginative and transactional pieces of writing. Crucial skills of sentence construction, spelling and structure are revised and developed. Students are expected to take an active interest in the development of their own writing repertoire: thinking, planning, discussing, drafting and redrafting their work; reacting to advice and criticism in a proactive, creative manner.

**Speaking and Listening:**
By developing a student’s ability to explain, describe and debate through speech, all communication improves. Learning to listen and respond appropriately in different situations is a crucial part of the course. At the end of the course students will be awarded a Pass, Merit or Distinction for their ability to communicate verbally.

**The examinations are structured as follows:**

**Paper 1:** 1 hour 45 minutes 40% of total grade

- **Section A:** Reading comprehension of one 20th century fiction extract.

- **Section B:** 1 writing task: short story or autobiographical. 4 options available.

**Paper 2:** 2 hours 60% of total grade

- **Section A:** Reading comprehension of two nonfiction texts, one 21st century and one 19th century.

- **Section B:** 2 writing tasks: transactional / persuasive.

**Component 3:** Non-examination Not weighted
One presentation / speech, including responses to questions and feedback.
English Literature (GCSE 9-1)
Head of Subject : Mrs A Brown

In Y10 and Y11 all students work towards achieving the EDUQAS English Literature GCSE. The qualification is assessed entirely by two examinations at the end of Y11.

Throughout the course of study, students read a variety of texts and examine the ways writers structure their work to affect their readers or audiences. Students explore the ways characters are presented and themes are examined. They develop their analytical skills and their ability to make links and comparisons between ideas and texts. The study of English Literature ensures students are equipped with these invaluable skills which can be transferred to other subjects and in the wider world. It also allows them to think about their own place in the world; their relationships with other people and the shared aspects of being a human.

Discussion and exploration of fictional realities promotes thoughts about factual realities: ‘Lord of the Flies’ examines the nature of Good and Evil and demands a questioning of what makes us human; ‘An Inspector Calls’ encourages us to debate how far we can be held responsible for our actions and how society should / could be improved. Close study of ‘Romeo and Juliet’ provides an understanding of why Shakespeare is part of our national heritage as well as forcing teenagers to question the nature of love, hate and friendship. The poetry element of the course and the study of a nineteenth century literature text demands skills of inference and close analysis.

The examinations are structured as follows:

Paper 1: 2 hours 40% of total grade
Section A: Romeo and Juliet: one extract based question and one essay question.
Section B: Poetry from 1789 to the present day (anthology): 2 questions.

Paper 2: 2 hours and 30 minutes 60% of total grade
Section A: Either ‘Lord of the Flies’ or ‘An Inspector Calls’. One question which starts with an extract and asks students to also write about the entire text.
Section B: 19th Century Prose text: Either ‘A Christmas Carol’ or ‘War of the Worlds’ or ‘Pride and Prejudice’ or ‘The Strange Case of Dr Jekyll and Mr Hyde’. One question which starts with an extract and asks students to also write about the entire text.
Section C: Unseen Poetry: two questions. One requires a response to a previously unseen poem, the other requires students to compare two poems.
What is GCSE Mathematics all about?

GCSE Mathematics covers a wide range of basic mathematical knowledge and skills grouped into five areas:
- Number
- Algebra
- Ratio and Proportion
- Geometry and Measure
- Probability and Statistics

While studying Mathematics you will be expected to:
- Use mathematical skills and knowledge including logic and reason to solve problems.
- Break down problems into small steps in order to solve them.
- Solve real life problems.
- Learn to use a calculator to solve problems quickly and efficiently.

Why do I have to study GCSE Mathematics?

GCSE Mathematics covers many of the basic skills you will need throughout your life and so is a compulsory subject for all students in Years 10 and 11. You will use a lot of what you learn in GCSE Mathematics in the other GCSEs that you study. In Science, for example, you may use formulae and solve equations, in Geography you will need to read charts and diagrams and use Statistics and in DT you will need to use measures and make scale drawings. There are many other examples.

How will I be assessed?

At Lincoln Christ's Hospital School we run a Linear GCSE Mathematics course. The course is examined by three examination papers in the summer of Year 11. Your level of entry at Foundation or Higher will depend on your progress throughout the course. The grades available are Foundation 5-1 and Higher 9-4.

What could I do next with GCSE Mathematics?

GCSE Mathematics is an important foundation for many of the courses you may take in employment or further education and a requirement for many university courses. Of course, if you do well at GCSE you may decide to take Mathematics at A Level.
Science (GCSE 9-1)
Head of Department: Mrs J Dobbs

GCSE study in science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all students will be taught essential aspects of the knowledge, methods, processes and uses of science. They will begin to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

The LCHS Science department provides two routes through Key Stage 4 that offer the greatest benefit to all our students. The route taken by a student will depend on the guidance of his/her subject teachers and the Head of Science.

OCR Gateway Science Suite - Combined Science A
The course is divided into topics, each covering different key concepts of Science. Teaching of practical skills is integrated with the theoretical topics. The course aims to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. As part of the curriculum there will be at least 16 mandatory practical activities. The course provides two GCSE grades in Science from 9 to 1. The assessment includes: 15% of exam marks that will test the understanding of practical work and 20% of exam marks will test mathematical skills.

This will suit you if you are the type of student who:
• is interested in real world Science,
• wants to keep A Level options open.

OCR Gateway Science Suite – (Triple Science) Biology A, Chemistry A, Physics A
This course provides three separate GCSE grades in Biology, Chemistry and Physics. As part of the curriculum there will be at least 8 mandatory practical activities per science. This course provides GCSE grades in each science from 9 to 1. Within each science the assessment includes: 15% of exam marks that will test the understanding of practical work and 20% of exam marks that will test mathematical skills.

This will suit you if you are the type of student who:
• is a highly motivated and independent learner,
• has good conceptualisation and analytical skills,
• is likely to achieve at grade 6 or above,
• is thinking of Science A Levels followed by Higher Education at university.
Physical Education (Non Examination)
Head of Subject: Ms S Stenton

All students receive two lessons a week of Physical Education in Year 10 and Year 11. During lessons it is expected that students will:

- Demonstrate how to plan and prepare for their activity, improve their skills and performance, be able to evaluate their own and others’ performance.
- Develop their leadership skills, in order to take on a role such as a coach or an official.

Some of the activities include; Badminton, Football, Trampolining, Tennis, Handball, Fitness, Rounders, Athletics, Dance, Swimming, Netball and many others. All PE lessons are compulsory and over a two year cycle students will cover at least two activities from the National Curriculum.

School Sports Teams and Clubs
Opportunities exist for students to participate in sports teams and clubs. It is considered to be an honour to represent the school and our Colours for Sport recognise this achievement. Teams running include Football, Rugby, Netball, Cricket and Rounders.

Qualification opportunities within core PE:

Sports Leaders Award Level 1
In Year 11 as part of the Physical Education course, some students will also have the opportunity to take part in the Sports Leaders Course. This is a course run by the British Sports Trust which allows students to develop their skills and abilities in Leadership through Sport. This is mostly a practical qualification in which students should demonstrate knowledge and understanding mainly through physical competence.

The Sports Leaders’ Award provides a fun course for young people; it also gives them an insight into the enjoyment you can gain through sports leadership. On top of this, it is a nationally recognised qualification.

BTEC Level 1 First Certificate in Performing Arts (Dance)
This course has been developed to provide training for those interested in dance and give students the opportunity to develop an extensive range of skills and techniques, personal skills and expertise that are essential for a professional career in the performing arts.

There are two units; individual (students are required to perform a solo) and preparation, performance and production. These units give students the opportunity to gain experience in performing two different dance styles. Students will take part in weekly technique classes, review their progress and perform to an audience. Students have previously studied this unit have learned Jazz, Contemporary, Street Dance and Physical Theatre.
Religious Studies (GCSE 9-1)
Head of Subject: Miss R Fears

Lincoln Christ's Hospital School is currently the only secondary school in Lincolnshire to be awarded the Gold Quality Mark for the teaching of Religious Education. All students study Religious Studies in Years 10 and 11, however only those students who opt to commit to the full GCSE will sit the examinations and gain the qualification.

The Religious Studies GCSE course has been designed and developed to be relevant and meaningful to students. The course explores the relevance of religious beliefs, practices, values and traditions to some central questions and issues. The course also has a focus on philosophical ideas and ethical issues.

The course is an examination based subject. As a new reformed GCSE, the exact specification is yet to be accredited by Ofqual. There is the possibility that there may be minor amendments to the content of the course prior to accreditation. In the unlikely event of any major changes, we will inform you of these in writing.

In the first half of the course students cover topics such as:
- Relationships
- Issues of Justice
- Religious Experience
- Environmental issues

The second half of the courses covers:
- Religion and Conflict: Issues of peace, forgiveness and conflict
- Religion and Medicine: Issues of medical ethics, and the sanctity of life
- Religious Expression: Issues of expressing ones faith
- Authority - Religion and State: Issues of law and order in religion and society

Religious Studies is a relevant qualification for ANY job which involves working with other people. The UK is a multi-faith society and an understanding of our differences will help us live and work together peacefully. It is a course that is highly respected by Universities, who suggest that it prepares students for life in our ever evolving and diverse world.

What do some of our students think?

“It is a great subject we get to explore key issues and ideas”

“This subject has allowed me to enhance my understanding of philosophical thinking”

“Through studying full course RS, I then opted to take Philosophy at A-Level and I am now about to start university where I will be studying Philosophy, it really is a super subject”.

“We get to debate issues that affect the wider world; we can explore relevant topics, such as ‘Life after death’ and if we think Euthanasia should be legalised”.

Students will get the opportunity to opt to take a full GCSE in Religious Studies. This will involve agreeing to an after school session each week in Year 10, but will not take up one of their option choices. More details about this is on a form enclosed with this pack.
Computer Science (GCSE 9-1)
Head of Subject: Mr S Mulligan

As a new reformed GCSE, the exact specification is yet to be accredited by Ofqual. There is the possibility that there may be minor amendments to the content of the course prior to accreditation. In the unlikely event of any major changes, we will inform you of these in writing.

To reflect the shift towards Computer Science at Key Stage 3 the department will be offering AQA’s GCSE in Computer Science from September 2016. The course gets students working with real-world, practical programming techniques using a wide range of languages including Visual Basic, HTML/Java and Python. In addition, students will learn about hardware and software, relational databases/SQL, the use of networking, and binary encoding and encryption. They will also study the impact of technology on society and emerging technologies.

The course is assessed via examination (80%) and Controlled Assessment (20%) and will provide excellent progression to ‘A’ level Computer Science, vocational courses and further study in the areas of computing, engineering and science. It will also provide the knowledge, skills and understanding that a growing number of employers are demanding in the information age.

AQA GCSE Computer Science is graded on the new 1-9 scale and counts towards the English Baccalaureate science measure.

### How the course is assessed

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Computational thinking &amp; problem solving</td>
<td>1h 30min examination <em>(short to extended answer)</em></td>
<td>40%</td>
</tr>
<tr>
<td>Paper 2: Theoretical knowledge</td>
<td>1h 30min examination <em>(short to extended answer)</em></td>
<td>40%</td>
</tr>
<tr>
<td>Practical programming</td>
<td>20 hour controlled assessment</td>
<td>20%</td>
</tr>
</tbody>
</table>
History (GCSE 9-1)
Head of Subject: Mr M Davies

Why Study History?

History is about people – the GCSE course offers students the opportunity to discover the lives of people in Britain over the last millennia. This includes understanding the way in which Britain was changed forever by the Norman invasion and how society was transformed by various governments’ responses to shifting religious attitudes, fluctuating qualities of life and crime.

Students will also have the opportunity to look at people from around the world who had diverse and fascinating experiences. This includes revealing the lives of Native Americans and the clash of cultures which followed as white Americans began to settle on the American Plains. Finally, the challenges of economic crises and dictatorship will be covered through a study of life in Weimar Germany and how the Nazis were able to rise to power in that context.

Content: Edexcel History

Thematic study and historic environment – Crime and Punishment in Britain c1000 – present and Whitechapel, 1870-1900: crime, policing and the inner city

Period study and British depth study – The American West c1835-c1895 and Anglo-Saxon England the Norman Conquest, c1060-88

Modern Depth Study – Weimar and Nazi Germany, 1918-39

Assessment

Candidates will be assessed with three examinations at the end of the two years of study.

Paper One: 1 hour 15 minutes (30%) Thematic Study (Crime and Punishment in Britain) and the historic environment (Whitechapel).

Paper Two: 1 hour 45 minutes (40%) Period Study (The American West) and the British depth study (Anglo-Saxon England and the Norman Conquest).

Paper Three 1 hour 20 minutes (30%) Modern Depth Study (Weimar and Nazi Germany).

Students will not only benefit from the knowledge they acquire studying their History GCSE they will also hone their skills of spoken and written communication. An essential element of the qualification also involves reflecting on historical documents and subsequent interpretations as well as considering the nature of change over time, why historical events take place and the experiences of different groups of people in various contexts. The critical thinking skills that the course provides are highly valued by employers and universities and a good History GCSE will be an asset to students’ CVs for the rest of their lives.
Geography (GCSE 9-1)
Head of Subject: Mr S J Hanson

The new GCSE specifications look to build on the National Curriculum programme of study carried out in Years 7 to 9 and has been totally updated to reflect the needs of 21st Century learners.

Over the two year course, students will study 3 human geography topics and 3 physical geography topics and complete a piece of fieldwork which is assessed through an examination.

**Human units:**
Development issues, Urban environments and Resources.

**Physical units:**
Hazards or Ecosystems., Rivers and the coastal zone.

**Geographical Investigation**
Students will complete a piece of fieldwork based on a Physical and Human Geography topic. The content and skills are then assessed through an examination.

These themes will be illustrated by case studies from the UK and all over the world. Particular attention will be paid to “Geography in the News” thus ensuring examples remain contemporary and relevant to students’ lives.

The GCSE assessments are all at the end of Year 11 and students will sit three examinations.

Students are encouraged to reflect on their own values and attitudes throughout the course. Geography is a popular subject amongst the free option choices and results have been impressive for many years. Our three year average currently stands at 74% A* - C. Students learn to look at the world with a geographical eye and Geography continues to be a highly respected subject with employers. A healthy number of GCSE students go on to study Geography at A Level and beyond, reflecting the continued relevance of appreciating and understanding the world around us.
Modern Foreign Languages (GCSE 9-1)
Head of Subject: Mrs J L Butler

Lincoln Christ’s Hospital School has been a Specialist Language College since September 2001. This has a considerable impact on the way in which Modern Languages are delivered throughout the school, especially at Key Stage 4. We continue to offer every student the opportunity to study, at the very least, one Modern Language up to GCSE and encourage our students to study two (or more) languages at Key Stage 4. Additionally, we support students taking exams in many community languages as and when appropriate.

The Main Modern Foreign Languages Courses – French, German and Spanish

Students can choose one, two (and possibly three) modern foreign languages at GCSE. By the end of Key Stage 3 students have followed courses in one or two of the above languages. These lay considerable emphasis on practical language skills and aim to give the students the confidence to talk about themselves, to obtain information from others and to communicate within a range of everyday situations such as shopping, using local transport, eating out, finding their way around town and so on.

Each language has four skill areas (Listening, Speaking, Reading and Writing) which are examined in two tiers referred to as the Foundation Tier and the Higher Tier. Each skill area is worth 25% of the final grade and is examined at the end of the course.

Students will be learning from up-to-date course materials where the emphasis is on authenticity of task, supplemented by audio and video material. All students in Years 10 and 11 will have had regular access to a dedicated ICT room with 38 PCs (with Internet access) based on the Languages corridor. We feel that this enhances both linguistic and ICT skills for all our students. There is obviously much new material to be learnt, including new grammatical structures and a considerable amount of topic-related vocabulary on which students are tested regularly. Whilst continuing to practise and build up oral, listening and reading skills, students learn to extend their ability to write good French, German or Spanish by way of letters and short essays.

Additionally, there is an ongoing programme of trips/exchanges abroad to the countries whose languages are being taught at LCHS. On such trips, students have the opportunity to practise and develop their oral skills and experience first-hand the culture and way of life of the country being visited.

GCSE Chinese

This is a beginners’ course which is included in the main options. Students will be tested through the four skill areas of Listening, Reading, Writing and Speaking, much like the core subjects.
Art & Design: Fine Art (GCSE 9-1)
Head of Subject: Ms S Maltman

Cannot be selected with Art & Design: Textiles.

This course focuses on developing students’ painting, drawing and printmaking skills. Students also have the opportunity to complete 3D work, including ceramics. Students will study the formal elements of Art, including line, tone, colour, form, texture, pattern and composition. Students will also research the work of other artists. Students must be enthusiastic about Art and Design and be prepared to work outside lesson time to achieve the best results possible.

Course content
In Year 10, students complete several projects in preparation for the two components that count towards their GCSE grade in Year 11. These components are:

Fine Art Portfolio (60% of GCSE grade)
Students produce a portfolio of work for this unit. In response to a starting point, students research their ideas and complete observational drawings and paintings. Students can also make prints and 3D work. Students study the work of a range of artists. Students then develop their ideas and create a final piece of artwork based on their research and experimentation.

OCR-Set Task (40% of GCSE grade)
Students choose a starting point from a selection provided by OCR. They research and develop ideas based on this starting point. Students make observational drawings and paintings and research the work of other artists. They then experiment with a range of media and materials and develop ideas for a final piece of artwork. The final piece is completed in a 10-hour examination period spread over two days.

Assessment
All students’ work is marked by LCHS and moderated by the examination board. GCSE Art and Design: Fine Art is marked using four Assessment Objectives:
- Assessment Objective 1: Develop ideas
- Assessment Objective 2: Experiment with ideas and materials
- Assessment Objective 3: Record ideas
- Assessment Objective 4: Present a personal response

Opportunities beyond GCSE Art and Design: Fine Art
Students can go on to the highly successful A Level courses in Fine Art, Textile Design and Photography offered by LCHS Art Department. From there, many students choose to take a Foundation course in Art and Design (for example, at Lincoln University) before going on to a university level course. On the Fine Art course, students develop skills such as creative problem solving and independent thinking, which are always in demand with employers.

Careers with Art and Design
Architect, Advertising, Animation, Camera person, Cartoonist, Costume Designer, Engraver, Fashion Designer, Film maker, Fine Artist, Graphic Designer, Hat Designer, Illustrator, and many more.
Art & Design: Photography and Lens Based Media (GCSE 9-1)
Head Of Subject : Ms S Maltman

GCSE Photography is a creative and exciting course, offered by LCHS Art Department. The Photography course focuses on developing students’ understanding of Photography. Students have the opportunity to experiment with a wide range of photographic techniques, including traditional darkroom processes, camera-less photography and digital processes such as Photoshop. Students will use a range of photographic equipment to create images. Camera functions and photographic equipment, composition, lighting and viewpoint will all be studied. Students will also research the work of a wide range of photographers and other artists. Students must be enthusiastic about Photography and be prepared to work outside lesson time to achieve the best results possible.

Course Content
In Year 10, students complete several projects in preparation for the two components that count towards their grade in Year 11. These Units are:

Photography Portfolio (60% of GCSE grade)
Students produce a portfolio of Photography work for this Unit. In response to a starting point, students research their ideas and experiment with a range of photographic techniques. Students study the work of a range of photographers and other artists. Students then develop their ideas and create a final piece of photographic work, which is based on their ideas and experimentation.

OCR–set Task (40% of GCSE grade)
Students choose a starting point from a selection provided by OCR. They research and develop ideas based on this starting point. Students then experiment with a range of photographic techniques and processes. They develop ideas for a final piece of photographic work, which is completed in a 10-hour examination period spread over two days.

Assessment
All students’ work is marked by LCHS and moderated by the examination board. GCSE Art and Design: Photography and Lens-based Media is marked using four Assessment Objectives:
Assessment Objective 1: Develop ideas
Assessment Objective 2: Experiment with ideas and photographic processes
Assessment Objective 3: Record ideas
Assessment Objective 4: Present a personal response

Opportunities beyond GCSE Art and Design: Photography and Lens Based Media
Students can go on to the highly successful A Level courses in Fine Art, Textile Design and Photography offered by the LCHS Art Department. From there, many students choose to take a Foundation course in Art and Design (for example, at Lincoln University) before going on to a University level course. On the GCSE Photography course, students develop skills such as creative problem solving and independent thinking, which are in demand with employers.
Art & Design: Textiles (GCSE 9-1)
Head of Subject: Ms S Maltman

Cannot be selected with Art & Design: Fine Art.

GCSE Art and Design: Textile Design is an exciting and experimental course, offered by LCHS Art Department.

The Textile Design course focuses on developing students’ ability to use a range of textile techniques with skill and confidence. Students have the opportunity to work creatively with a range of media including silk painting, fabric painting, applique, marbling, embroidery, felt making, weaving, printmaking for fabric, beading, using recycled materials to make fabric and creating 3D work using specialist materials. Students will also research the work of other textile artists. Students must be enthusiastic about Textile Design and be prepared to work outside lesson time to achieve the best results possible.

Course content
In Year 10, students complete several projects in preparation for the two components that count towards their GCSE grade in Year 11. These components are:

Textile Design Portfolio (60% of GCSE grade)
Students produce a portfolio of textile work for this Unit. In response to a starting point, students research their ideas and experiment with a range of textile techniques. Students study the work of a range of textile artists. Students then develop their ideas and create a final piece of textile work based on their research and experimentation.

OCR-Set Task (40% of GCSE grade)
Students choose a starting point from a selection provided by OCR. They research and develop ideas based on this starting point. Students then experiment with a range of textile media and materials and develop ideas for a final piece of textile work. The final piece is completed in a 10-hour examination period spread over two days.

Assessment
All students’ work is marked by LCHS and moderated by the examination board. GCSE Art and Design: Textile Design is marked using four Assessment Objectives:
Assessment Objective 1: Develop ideas
Assessment Objective 2: Experiment with ideas and materials
Assessment Objective 3: Record ideas
Assessment Objective 4: Present a personal response

Opportunities beyond GCSE Art and Design: Textile Design
Students can go on to the highly successful A Level courses in Fine Art, Textile Design and Photography offered by LCHS Art Department. From there, many students choose to take a Foundation course in Art and Design (for example, at Lincoln University) before going on to a University level course. On the Textile Design course, students develop skills such as creative problem solving and independent thinking, which are in demand with employers.

Careers with Textile Design
Costume Designer, Fabric Designer, Fashion Designer, Film maker, Fine Artist, Hat Designer, Illustrator, Interior Designer, Jeweller, Lighting Designer, Make-up Artist, Model Maker, Painter and many more…..
Business Studies (GCSE A*- G)  
Head of Subject: Mr S Mulligan

GCSE Business Studies is an exciting and fast moving subject that allows pupils to investigate how businesses start and operate. Have you ever wondered how businesses set the price for a new games console or how you would raise the money to start your own business? Through studying business you will have the opportunity to investigate these scenarios and many others putting the skills you learn into practise.

The GCSE course aims to give pupils an insight into the different business sectors and prepares students to make informed decisions about possible career opportunities.

Pupils should consider studying Business Studies because they are part of the business world as a customer, possibly an investor through savings or interested in their parents’ links with businesses. Business Studies will allow pupils to play their part in the economy more effectively, become increasingly informed as a customer, act wisely as an investor or become the next Richard Branson.
Citizenship Studies (GCSE 9-1)
Head of Subject: Mr J Stevens

As a new reformed GCSE, the exact specification is yet to be accredited by Ofqual. There is the possibility that there may be minor amendments to the content of the course prior to accreditation. In the unlikely event of any major changes, we will inform you of these in writing.

GCSE Citizenship Studies (OCR) enables students to deepen their understanding of democracy and government, the law, rights and responsibilities and how we live together in society. The course enables students to think critically, evaluate evidence, debate ideas, make persuasive arguments and justify their conclusions. The course enables students to acquire the knowledge, understanding and skills to take responsible citizenship actions, play a positive role in public and democratic life as informed and active citizens, and provide them with the basis for further learning and study.

Taking citizenship action
The course requires that students carry out one in-depth, critical investigation leading to a planned course of informed action to address a citizenship issue or question of concern. During their investigations students must use and apply citizenship knowledge, understanding and skills in a real out of classroom context, and gain different citizenship insights and appreciate different perspectives on how we live together and make decisions in society. Investigations will require students to practise a range of citizenship skills including: research and enquiry, advocacy and campaigning.

The GCSE Citizenship Studies course starts in Year 10 and ends in Year 11 with written examination papers. A weighting of 100% is given to external assessment, including assessment of the knowledge, understanding and skills gained through undertaking action in their in-depth study. The course is of particular use for students wishing to go on to take A Level Government and Politics, Sociology, Law, Economics and Business Studies.

Progression Pathway

KS3 Citizenship ➔ GCSE Citizenship Studies ➔ A Level studies in various subjects, including Government and Politics, Law, Economics and Business Studies.
Dance (GCSE 9-1)
Joint Heads of Subject: Mrs L Fuller and Miss R Rose

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual skills. Students can choose any style of dance to perform and choreograph in, providing it meets the assessment criteria. Students will study and evaluate a variety of professional works and will take part in a wide range of practical tasks. As a physical activity it promotes fitness and wellbeing. As performers, students develop confidence and self-esteem. They develop self and body awareness as well as sensitivity to others and team-working skills. As choreographers, students employ the skills of problem solving and creativity.

Course Content

Component 1: Performance and Choreography

Performance
• Set phrases through a solo performance
• Duet/trio performance
Choreography
• Solo or group choreography
How it's assessed
Internally marked and externally moderated
Performance
• 30% of GCSE
Choreography
• 30% of GCSE
• Total component 60%

Component 2: Dance appreciation

What's assessed
• Knowledge and understanding of choreographic processes and performing skills
• Critical appreciation of own work
• Critical appreciation of professional works
How it's assessed
• 40% of GCSE
• Written exam: 1 hour 30 minutes

Progression-
Lincoln Christ's Hospital School offers AS and A Level Dance.
Design & Technology: Food & Nutrition (GCSE 9-1)
Head Of Subject: Mr P Donington

Food preparation skills designed for students wishing to progress into the food industry.

Coursework (50%)
This consists of two main tasks which you will work towards completing throughout the course.

Task 1: Written report.
Food investigation: Students’ understanding of the working characteristics, functional and chemical properties of ingredients.

Task 2: Practical.
Food preparation assessment: Students’ knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students will prepare, cook and present a final menu of three dishes within three hours, planning in advance how this will be achieved.

Theory Examinations (50%)
One exam makes up the later 50% of the course:
- Written Exam 1 hour 45 minutes
- 20 Marks multiple choice questioning
- 80 Marks derived from 5 questions with sub questions
Design & Technology: Child Development
(GCSE A*- G)
Head Of Subject : Mr P Donington

This demanding and rigorous course aims to foster a responsible and caring attitude to partnerships and the bringing up of children.

The course is useful for students who are interested in the subject, or who wish to pursue a career in the caring sector. It is also a direct pathway to our BTEC Children’s Play, Learning and Development course at Key Stage 5.

GCSE Child Development consists of two elements:

Coursework (60%)

One Child Study Task and three Short Tasks are completed during the two year course.

Theory Examination (40%)

The specification is based on the following areas:

- Family and parenting
- Preparation for pregnancy and birth
- Physical development
- Nutrition and health
- Intellectual, social and emotional development
- Community support
Design & Technology: National Award Engineering Manufacture (Vocational Level 2)
Head Of Subject: Mr P Donington

Engineering Manufacture
Is aimed at students who wish to study the processes involved in manufacturing new engineered products. It provides students with the knowledge and skills required to operate manufacturing tools and equipment used to make products in accordance with a design specification, and develops their understanding of the processes and systems required to transfer a design concept into a mass produced quality product.

Coursework (60%)
Choose from a selection of model assignments or contextualise to suit local industry needs. This qualification can be delivered on its own or in combination with any other qualification from the Cambridge Nationals in Engineering suite. It can be taught in a holistic or modular style.

Theory Examinations (40%)
There are two examination series - January and June - and three controlled assessment series - November, January and June.
Design & Technology:  
Product Design: Electronics (GCSE A*- G)  
Head of Subject: Mr P Donington

Cannot be selected with Design & Technology: Graphics.

A new GCSE from the Design & Technology department, this is aimed at those with a passion for our subject who wish to design and create products with an electronic element embedded.

This enables students to design and make products with creativity and originality, using a range of materials and techniques.

Coursework (60%)  
Product Design encompasses the whole product you are creating, including: A final prototype, packaging, labelling and instructions, advertising, points of sale which all comes together to create products which can be evaluated for their commercial viability.

This course has 60 percent controlled assessment in order to recognise the importance of practical work within this subject.

Theory Examinations (40%)  
Comprises of a 2 hour exam regarding both the design process and materials and manufacturing processes used within it.
Design & Technology: 
Product Design: Graphics (GCSE A*- G) 
Head Of Subject: Mr P Donington 

Cannot be selected with Design & Technology: Electronics.

A new GCSE from the Design & Technology department, this is aimed at those with a passion for our subject who wish to design and create products with a graphic design element embedded.

This enables students to design and make products with creativity and originality, using a range of materials and techniques and also develop a creative flair for graphic design.

**Coursework (60%)**
Product Design encompasses the whole product you are creating, including: A final prototype, packaging, labelling and instructions, advertising, points of sale which all comes together to create products which can be evaluated for their commercial viability.

This course has 60 per cent controlled assessment in order to recognise the importance of practical work within this subject.

**Theory Examinations (40%)**
Comprises of a 2 hour exam regarding both the design process and materials and manufacturing processes used within it.
Drama (GCSE 9-1) & Performing Arts (Vocational Level 2)
Joint Heads of Subject: Mr A Austin and Ms R Guyon

What is the GCSE about?

COMPONENT ONE: Understanding Drama (exam 40%)
- Knowledge and understanding of drama and theatre
- Written exam: 1 hour and 45 minutes with questions on a set text and a live theatre performance

COMPONENT TWO: Devising drama (practical 40%)
- Process of creating devised drama
- Analysis and evaluation of own work (60 marks)
- Devised performance in front of an audience and marked by teachers (20 marks)

COMPONENT THREE: Drama performance (practical 20%)
- Performance of two extracts from one play
- Free choice of play but it must contract to the set text chosen for component one
- Outside examiner marks performance.

What is the BTEC Performing Arts about?

The BTEC course consists of specific core units and additional units which contribute to 100% coursework in completing the course. You will study a variety of different theatrical areas and also spend time studying more bespoke areas of production elements including lighting, sound and particular areas of the industry.

Core Units
- Individual Showcase
- Preparation, Performance and Production
- The Performing Arts Industry
- Acting Skills

Additional Units (3 to be chosen)
- Devising
- Scripted
- Lighting and Sound
- Voice and Speech
- Movement

The BTEC course allows you to perform and learn about several areas of the industry and will require you to analyse practical work and become confident in maintaining a high level of organization whilst working in groups and individually. You will be able to engage with and learn about the use of new tools within the faculty and explore appropriate Drama practitioners and stimulus whilst creating work.

How will I be assessed?
The BTEC is assessed through 100% coursework. Each unit consists of a different number of assessed criteria which, when combined, result in a grade of Pass, Merit or Distinction. Coursework will consist of practical assessments, written tasks, evaluations and you will create a portfolio of work to support each specific project you are undertaking.
National Award Information and Communication Technology (Vocational Level 1 & 2)
Head of Subject: Mr S Mulligan

The department will be offering the OCR Level 1/2 Cambridge National Certificate in ICT. This is a vocationally-related qualification that takes an engaging, practical and inspiring approach to learning and assessment. The everyday use of ICT, from PCs to smartphones, now impacts all of our lives. The course reflects this and provides students with a solid understanding of the subject which they can use in their working lives. ICT skills are essential for success in employment and higher education, and are among the fundamental transferable skills required by employers. Cambridge Nationals deliver these skills across the whole range of learning styles and abilities.

Four units are studied: Computer systems, business solutions, digital images and handling data using relational databases, and assessment is via a combination of coursework and examination. Successful completion of all four units will lead to a qualification that is broadly equivalent to a GCSE at grade 9 to 1 and provides a solid foundation for further study, including either of the two A-Level courses offered by the department.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>R001: Understanding computer systems (1 hour examination)</td>
<td>Learners will develop an understanding of computer systems, applications software and some of the issues to consider when working with data.</td>
</tr>
<tr>
<td>R002: Using ICT to create business solutions (coursework)</td>
<td>Learners will learn how to select and effectively use the most appropriate office software applications to complete a range of tasks.</td>
</tr>
<tr>
<td>R004: Handling data using databases (coursework)</td>
<td>Learners will modify an existing simple database to produce a more complex relational structure. They will also learn how to interrogate and test a the database effectively using a range of simple and complex queries.</td>
</tr>
<tr>
<td>R006: Creating digital images (coursework)</td>
<td>Learners will research, design, develop and evaluate a range of digital images for a given client brief.</td>
</tr>
</tbody>
</table>
Overview of the Course

The mass media have an increasingly important role in contemporary society, providing us with information and entertainment. In addition, the media play a significant part in shaping attitudes and social values. This course is designed to enable candidates to develop a critical understanding of the role of mass media in society. It encourages candidates to develop their ability to:

- respond critically and analytically to a range of mass media texts including television, film, radio, popular music, newspapers, magazines and comics
- gain a broad knowledge of the industrial and commercial nature of media production
- investigate the nature of media consumption by different audiences
- enhance their skills in the planning and creation of media products
- engage with the developing world of media technologies

Assessment

Assessment for this course comprises 50% coursework. Candidates are required to submit three coursework assignments. Each piece of coursework will focus on analysis of different media institutions. Typically an assignment may require candidates to:

- engage in the analysis of media texts, eg television advertisements or magazine covers
- consider these in the light of another key concept, such as representation, eg an investigation into the representation of gender in TV advertising or magazine covers
- undertake a production activity based on representation, eg a storyboard for a television advertisement or magazine front page mock-up challenging existing gender stereotypes
- complete an evaluation of the production in relation to the texts and concepts studied

Candidates are also required to undertake a practical production, from conception to realisation, together with a supporting account of 700-800 words. Candidates may work individually or in small groups to produce a media text.

The remaining 50% of the course is assessed through a controlled test which is externally set and marked by the examination board. Here students will have 90 minutes to complete a number of tasks in response to the stimulus materials they have studied. The materials for study and the nature of the tasks will be released to the students four weeks before the test date.
Music (GCSE 9-1)
Head Of Subject: Mrs L V Russell

Studying music has many benefits, some are subject related and others are more general. You can learn to:
- Perform and compose music
- Listen to features in music
- Develop your creative skills
- Develop your analytical skills
- Make decisions
- Work in teams
- Develop your communication skills

It is necessary that prospective candidates can play an instrument or sing. Academic and practical ability are both examined in GCSE.

Course provider: Eduqas

The outline of the course is as follows:

Component 1: Performing 30%

   Internally assessed, externally moderated
   4-6 minute performance
   Minimum of two pieces (one must be an ensemble performance)
   One piece must be linked to an area of study

Component 2: Composing 30%

   Internally assessed, externally moderated.
   Two compositions:
   - One in response to a brief set by Eduqas
   - One is a free composition
   - Minimum of 3 minutes per composition

Component 3: Appraising 40%

Two areas of study.

- Demonstrate and apply musical knowledge
- Use appraising skills to make evaluative and critical judgements about music

Externally assessed listening and appraising examination
One hour 15 minutes duration, based on,
- Musical Forms and Devices
- Music for Ensemble
- Film Music
- Popular Music
Physical Education (GCSE 9-1)
Head of Subject: Miss S Stenton

As a new reformed GCSE, the exact specification is yet to be accredited by Ofqual. There is the possibility that there may be minor amendments to the content of the course prior to accreditation. In the unlikely event of any major changes, we will inform you of these in writing.

This is a course for students who are keen and interested in PE and sport. To be successful students must participate in sport on a regular basis and be willing to improve their skills and performance through a commitment to extracurricular clubs.

The course involves two components:

Practical Component (30%)
The practical aspect of this course requires students to develop their ability and aptitude in physical activities, demonstrating appropriate skills and techniques.

There are two aspects to the practical component:
- Performance assessment (practical performance)
- Performance analysis assessment (analysis and evaluation).

Students will be assessed in three different activities in the role of player/performer. One of these assessments will be in a team activity, one assessment must be in an individual activity, with the third assessment being in either a team or individual activity.

Students will carry out a performance analysis assessment. Students can analyse and evaluate their own performance or the performance of another person. They will analyse and evaluate a performance to identify two strengths and two weaknesses and then produce an action plan that suggests ways to improve upon the two weaknesses that they have identified.

Theory component (70%)

This part of the course looks at the following topics:
- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

Theory lessons involve note taking, research tasks, exam style questioning and homework. Assessment is through two written exams at the end of Year 11. The exams will include mixture of multiple choice/objective test questions, short answer questions and extended answer questions.
Physical Education: National Award Sports Studies (Vocational Level 1 & 2)
Head of Subject: Miss S Stenton

This is a course for:

- Students who have an interest in all forms of sport.
- Students who enjoy participating in team sports and individual sports.
- Students who have shown a commitment to Physical Education in Years 7-9.
- Students who keep up to date with current affairs in relation to sport through the various forms of media.
- Students who are organised, can work to deadlines and who prefer coursework.

The Cambridge Nationals in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media.

Three of the units are coursework-based and internally assessed.

This comprises two compulsory units and two optional unit.

**Compulsory units**

Contemporary issues in sport – This consists of an external written test.

Developing sports skills.

**Optional unit may be taken from:**

Sports leadership.

Sport and the media.

Working in the sports industry.

Developing knowledge and skills in outdoor activities.
Some Final Thoughts

Changes to GCSEs and how parents can help.

New GCSEs are linear in their nature and therefore this means that there will be a lot of examinations in May and June 2018. Students will be prepared for these examinations in school, however success in examinations is not solely based on the work which a student does in school. We urge parents and carers that from the start of Year 10, students should not only keep up to date with their homework, but also engage in regular revision.

Some of the hardest pieces of information to recall during the exams in the summer of 2018, will be those facts learned in the autumn of 2016. Regular revision will ensure that information remains easy to recall and that the task of revision does not become an unassailable prospect. Revising a single topic for 15 minutes with no distractions (TV, mobile phone etc.) breaks revision down into manageable chunks. This period of time is short enough to remain focused and therefore information is retained.

Revision is best done actively, therefore engaging in making revision cards, drawing mind maps and teaching others is the best way to retain information. For help with revision, please contact your Progress Leader, Mrs N White.

Holidays

During Years 10 and 11, it is extremely detrimental to the progress and chances of success for your child if you take them on holiday during term time. There is a direct correlation between those students with excellent attendance and the students who achieve or exceed their target grades.

Please do not take your child on term time holiday during this vitally important phase of their education.

Success

As a school we will do everything we can to ensure that you are happy with the education that your child experiences and that your child is as successful as they can possibly be. We put the needs of the student first to ensure that this is the case. Part of this process is ensuring that students opt for the courses which not only will they enjoy and be successful with, but also prepares them in the best possible ways for the challenges which lie beyond the end of Year 11. Please feel free to contact me at any point to assist you with the Options process.

M Whitaker
Assistant Headteacher
Timetable, Curriculum and Assessment
February 2016
Key Dates
Year 9 Options 2016

Thursday 11th February  
Year 9 Options Evening

Friday 26th February  
Deadline for the return of Option Forms

Summer Term  
Option choices are confirmed

Tuesday 6th September  
Start of Year 10