

The Harefield Academy

Year 9 Option Choices 2022-24

Course Guides



The Harefield Academy
Achievement through Active Learning

Email: htimmins@theharefieldacademy.org

YEARS 10 AND 11

COURSE NAME: English Language GCSE and English Literature GCSE

FACULTY: Humanities and Communication

COURSE OUTLINE:

English is the communication of thoughts and ideas in both written and spoken form. The examination is designed to see how well students can communicate by expressing themselves in their writing.

Most students at The Harefield Academy take two GCSE exams in English: English Language and English Literature.

The skills that are explicitly taught across every topic are: inference, analysis of language structure and form, the relationship between texts, the context and technical accuracy.

EXAM BOARD: AQA

SYLLABUS: English Language 8700 and English Literature 8702

ASSESSMENT: 100% exam

In Year 11, students focus on the explicit examination skills for GCSE. Units include: Writing for Purpose and Audience; Creative Writing and Analytical Writing. These units will be underpinned by the study of the texts from Year 10 – which will also be revisited in preparation for GCSE Exams.

In English Language, students engage with texts from a variety of genres and time periods – both literary and non-fiction. They are expected to be able to identify and comment upon a writer's intentions and purpose within a text – as well as being able to show a secure understanding of how to shape their own writing for deliberate effect.

English Literature work involves reading and interpreting what other people have written. A range of texts such as poems, novels and plays are studied. Students need to demonstrate that they understand and can interpret meaning. Oral work is also an integral component of the course. The students will take part in several oral (speaking) assignments. These might include group discussions, pair work and a talk to the class. Whilst these do not count towards the final grade at GCSE, they are still an essential part of the GCSE.

At the end of the two-year course, most students will take examinations in both Literature and Language, in which they will be examined on all of the texts they have studied.

Exam Details	Percentage of GCSE weighting
English Language Paper One Section A: Reading and responding to one literature fiction text. Section B: Descriptive or narrative writing.	50%
English Language Paper Two Section A: Reading one non-fiction and one literary non-fiction text. Section B: Writing to present a viewpoint.	50%
English Literature Paper One Paper N: The 19 th Century Novel Paper P: Poetry Anthology	46%

English Literature Paper Two Section A: Shakespeare Section B Unseen Poetry	54%
<p>HOMEWORK REQUIREMENTS:</p> <p>In Year 10 the expectation is that students will complete two pieces of homework each week which should take 45 minutes (or one longer piece).</p> <p>In Year 11 this will increase to two pieces which will take 60 minutes.</p> <p>This will take a variety of forms: reading or re-reading set texts, research, comprehension tasks, written assignments and essay questions, past papers, revision of key terms and quotations.</p>	
<p>EQUIPMENT:</p> <p>As well as writing equipment, students will find it useful to have a pack of highlighters in lessons. It would also be a good idea for students to purchase their own copies of the set texts for the literature exams. These exams are 'closed book' so texts cannot be taken into the exam room.</p> <p>The following revision guides are connected directly to the syllabus, these can help students when working at home:</p> <p>English Literature: AQA Poetry Anthology - Power and Conflict: York Notes for GCSE (9-1) Macbeth: York Notes for GCSE (9-1) A Christmas Carol: York Notes for GCSE (9-1)</p> <p>English Language: New GCSE English Language AQA Complete Revision & Practice - Grade 9-1 Course Published by CGP AQA GCSE English Language: Targeting Grades 6-9: Revision Workbook Published by Oxford</p>	
<p>WAYS IN WHICH PARENTS CAN HELP:</p> <p>Encourage your son/daughter to read a variety of different text types. Fiction or non-fiction is suitable. Those students who read for pleasure will find the volume of reading in the course more accessible, and it will have a direct positive impact on the quality of their own writing.</p>	
<p>POST 16 CHOICES:</p> <p>English is a subject that opens doors to a wealth of lifelong skills such as written and spoken communication and working independently. It is a highly valued A-level to have and is universally respected by both university and employers.</p>	
Head of Faculty: Mrs Susan Pitman	<p>EMAIL ADDRESS: susan.pitman@theharefieldacademy.org</p>

YEARS 10 AND 11

COURSE NAME: Mathematics GCSE

FACULTY: Mathematics & Commerce

COURSE OUTLINE:

“Mathematical know-how is the ability to solve problems - not merely routine problems but problems requiring some degree of independence, judgement, originality and creativity.” Professor G Polya.

Over the five years students are in school, working towards GCSE Mathematics, we hope to build up the reference bank of tools for problem solving. We will challenge students’ curiosity by providing problems that stimulate independent thinking.

The GCSE course that we work towards for the **Higher tier** (grades 4 – 9) is **EDEXCEL (1MA1)**

The GCSE course that we work towards for the **Foundation tier** (grades 1 – 5) is **AQA (8300)**

The different exam boards have been selected as the style of papers suit the relevant student groups and numerous opportunities are given to the students to attempt past papers to help them feel comfortable. Students must take three question papers at the same tier. All question papers must be taken in the same series.

We encourage mental agility by showing the students how to think and work out problems without the use of a calculator. However, there is a place for such an instrument and we teach the students how to use it effectively as part of the problem solving process. To this end, all of our students must purchase a calculator. It is essential that they learn how their own calculator works and are completely familiar with it when they sit their examination.

All year groups will have access to an after school catch up session.

ASSESSMENT: 100% Exam

Exam Details	Percentage of GCSE weighting
Paper One: Non-Calculator (1 Hour 30 Minutes)	33.3%
Paper Two: Calculator (1 Hour 30 Minutes)	33.3%
Paper Three: Calculator (1 Hour 30 Minutes)	33.3%

HOMEWORK REQUIREMENTS:

Hegarty maths is the online platform used to help improve retrievals skill by having questions set on topics delivered in the previous half term. Videos are on offer to help the students who may have forgotten some of the key concepts and processes.

EQUIPMENT: Students must have:

- Scientific Calculator (Casio fx-85 is recommended)
- Maths Set

WAYS IN WHICH PARENTS CAN HELP:

- Encourage students to attend after school on Monday and holiday revision sessions.
- Encourage students to complete all homework, doing a little bit of maths each day will support their comprehension and retention of topics.
- Year 11 are supplied with a revision guide and exam practice workbook to match their tier to help support.
- Encourage students to practice their basic numeracy e.g. multiplying, dividing, fractions, percentages.

POST 16 CHOICES: Many students go on to study A2 Mathematics in the Sixth Form. The most able students may study Further Maths in the Sixth Form.

Head of Maths and Commerce: Mr Regan

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YEARS 10 AND 11

COURSE NAME: Combined Science (9-1) GCSE

FACULTY: Applied Science

COURSE OUTLINE:

Combined Science gives the opportunity for all students to enjoy science and succeed in their studies. The course combines Biology, Chemistry and Physics to give two separate GCSE qualifications. Students carry out a list of core practicals, alongside their theory, which are designed to help bring science learning to life and develop students' independent thinking skills.

EXAM BOARD: AQA (9-1)

SYLLABUS: GCSE Combined Science (8464)

ASSESSMENT:

- There are **no controlled assessments** in the new qualifications.
- **All** assessments will be by examination at the end of Year 11.
- **Foundation tier** will cover grades 1-5.
- **Higher tier** will cover grades 4-9.
- Questions assessing students' use of mathematical skills will make up 15% of the assessments.

Exam Details

Percentage of GCSE weighting

Paper 1: Biology 1

16.67 %

Paper 2: Biology 2

16.67 %

Paper 3: Chemistry 1

16.67 %

Paper 4: Chemistry 2

16.67 %

Paper 5: Physics 1

16.67 %

Paper 6: Physics 2

16.67 %

Total

100%

HOMEWORK REQUIREMENTS:

Year 10: 120 minutes per week

Year 11: 120 minutes per week

EQUIPMENT: Compulsory: Pen, Pencil, Rubber, Ruler, Scientific Calculator and Revision Guide.

Optional: Lab Coat, Goggles.

WAYS IN WHICH PARENTS CAN HELP:

- Support with ensuring homework completion.
- Purchase the textbook to support the learning in the class (this will be recommended by the teacher at the start of the course).
- Purchase revision guides which students can use to consolidate their learning (**Revision Guide: CGP AQA New Grade 9-1 GCSE Combined Science**).

POST 16 CHOICES: Science can be followed by choosing Biology, Chemistry and/or Physics at A-level or BTEC for Post 16.

CAREERS: Science leads onto many careers including biomedical, engineering and technology.

DIRECTOR OF LEARNING: Mrs K Gillett

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COURSE NAME: Separate Sciences GCSE: Biology GCSE, Chemistry GCSE and Physics GCSE (3 GCSEs in total)

FACULTY: Applied Science

COURSE OUTLINE:

Separate Sciences cover Biology, Physics and Chemistry topics and deliver a deep understanding of Science. The key ideas covered in the Biology, Chemistry and Physics qualifications are relevant in different ways and with different emphases in the three subjects. We encourage those students wishing to study Science post-16 and into degree level to choose the Separate Sciences route.

COURSE SELECTION:

All students will complete lessons covering the combined science content. Students who choose separate Science will study extra content allowing them to sit Separate Science exams which will lead to them achieving 3 GCSEs in Science. Separate Science is a great option for anyone very interested in any of the Sciences and for those interested in a science related career (eg Pharmacy, Biomedical, Engineering, Medicine and Veterinary Science) and those with a particular aptitude for it.

EXAM BOARD: AQA (9-1)

SYLLABUS: GCSE Separate Sciences (Biology, Chemistry and Physics)

ASSESSMENT:

- There are **no controlled assessments** in the new qualifications.
- **All** assessments will be by examination at the end of Year 11.
- **Foundation tier** will cover grades 1-5.
- **Higher tier** will cover grades 4-9.
- Questions assessing students' use of mathematical skills will make up 15% of the assessments.

Exam Details: Biology	Percentage of GCSE weighting	Exam Details: Chemistry	Percentage of GCSE weighting	Exam Details: Physics	Percentage of GCSE weighting
Paper 1	50%	Paper 1	50%	Paper 1	50%
Paper 2	50%	Paper 2	50%	Paper 2	50%
Total	100%		100%		100%

HOMEWORK REQUIREMENTS:

Year 10: 120 minutes per week

Year 11: 120 minutes per week

EQUIPMENT:

Compulsory: Pen, Pencil, Rubber, Ruler, Scientific Calculator and Revision Guides.

Optional: Lab Coat, Goggles.

WAYS IN WHICH PARENTS CAN HELP:

- Support with ensuring homework completion.
- Purchase the textbook to support the learning in the class (this will be recommended by the teacher at the start of the course).
- Purchase revision guides which students can use to consolidate their learning (**Revision guide: CGP AQA New Grade 9-1 GCSE Biology, Chemistry and Physics**).

POST 16 CHOICES: Science can be followed by choosing Biology, Chemistry and/or Physics at A-level or BTEC for Post 16.

CAREERS: Science leads onto many careers including biomedical, engineering and technology.

Director of Learning: Mrs K Gillett

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kgillett@theharefieldacademy.org

YEARS: 10 AND 11

COURSE NAME: Art and Design GCSE

FACULTY: Humanities and Communication

COURSE OUTLINE:

GCSE Art and Design is about the development and practice of self-expression, creative thinking, problem solving and independent learning. The course offers everyone the opportunity to develop communication skills, an understanding of the work of others and use this knowledge to inform the development of personal ideas and responses. Students will explore and experiment with a wide range of techniques, skills, materials and processes that will support all areas of learning. Living in a visual world needs a visual literacy.

Students will -

- develop an understanding and knowledge of visual language;
- gain an understanding of Art and Design and the part it plays in society;
- have the opportunity to apply learning in a practical and realistic way;
- develop skills and acquire new techniques;
- explore and experience a wide range of materials and processes;
- use research and experimentation to develop ideas and outcomes;
- gain the confidence to develop independent learning skills.

EXAM BOARD: AQA

SYLLABUS: Art and Design (8201 - 8206)

ASSESSMENT:

Year 10 - Developing skills and broadening on materials and techniques through two larger projects.

A five hour mock exam in the summer term.

Year 11 - Applying skills, materials, techniques and idea concepts through an externally set assignment undertaken in a 10 hour controlled assessment. A five hour mock exam

Exam Details	Percentage of GCSE weighting
Component 1: Personal Portfolio	60%
Component 2: Externally Set Assignment	40%

HOMEWORK REQUIREMENTS:

Students will be expected to complete a range of independent research tasks, personal preparation and gather material for use in their own work on a weekly basis.

EQUIPMENT: Students will be required to pay a one-off payment to cover the cost of sketchbooks/folders and specialist equipment and will be expected to have basic art equipment; a selection of drawing and colouring pencils, rubber and glue.

WAYS IN WHICH PARENTS CAN HELP: Ensure weekly homework tasks are completed and students are well equipped, ready for the course. Visiting relevant galleries and exhibitions to support projects.

POST 16 CHOICES: A-level Art/A-level Photography supports progression into further or higher education, training or employment, such as Foundation Course or BA Honours Degree in Art & Design.

HEAD OF FACULTY: Mrs Sonia Ral
HEAD OF ART: Ms Lyndsay Idowu

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YEARS 10 and 11

COURSE NAME: BTEC Sport

FACULTY: Applied Science

COURSE OUTLINE:

This course provides an engaging and relevant introduction to the world of sport. It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership. It enables you to develop and apply your knowledge, while also developing a range of relevant practical, communication and technical skills.

The students will study:

- Practical Performance In Sport
- Applying The Principles Of Personal Training.
- Leading Sports Activities.
- Fitness For Sport & Exercise (Online Exam)

The students will carry out tasks/assignments throughout the course. The class teacher will mark these, and the students will receive feedback as to how they are getting on.

The Subject and course that this can lead to as a GCSE In Year 10 -

EXAM BOARD: Pearson BTEC Level 1/Level 2 First Award in Sport

SYLLABUS: 600/4779/3

What we will study in Year 10 and 11

Assessment Details	Assessment
<p><u>Theory Lessons</u></p> <p>Practical Sport</p> <ul style="list-style-type: none">• Describing the rules, regulations and scoring systems of two selected sports. (Badminton & Football)• Describe the roles and responsibilities of officials from two selected sports. (Badminton & Football)• Apply the rules of a selected sport in four specific situations.• Review own performance in two selected sports, describing strengths and areas for improvement. <p>Leading Sports Activities</p> <ul style="list-style-type: none">• Describe the attributes required for a successful sports leader.• Plans and lead a sports activity• Review the planning and delivery of the selected sports activity and create a development plan. <p>Applying The Principles of Personal Training</p> <ul style="list-style-type: none">• Describe the structure and function of the musculoskeletal and cardiorespiratory systems• Summarise the short term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme• Independently design a safe six-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information.• Review the six-week personal fitness training programme set for an activity/sport goal, describing results, strengths and areas for improvement.	<p>Coursework – Assessed by class teacher</p> <p>Coursework – Assessed by class teacher</p> <p>Coursework – Assessed by class teacher</p>

<p>Fitness For Sport & Exercise (Online Exam)</p> <ul style="list-style-type: none"> • Learn the components of fitness & the principles of training • Study the different types of training methods • Understand fitness testing - the importance to coaches & performers & how to conduct them 	<p>Externally Assessed by Exam Board</p>
<p>Practical Lessons</p> <p>Practical Sport</p> <ul style="list-style-type: none"> • Demonstrate relevant skills, techniques and tactics effectively, in conditioned practices & games. (Badminton & Football) <p>Leading Sports Activities</p> <ul style="list-style-type: none"> • Delivering & Participating in a variety of different student lead sports activities. <p>Applying The Principles of Personal Training</p> <ul style="list-style-type: none"> • Perform the six-week personal fitness training programme, maintaining a training diary. <p>Fitness For Sport & Exercise</p> <ul style="list-style-type: none"> • Experience the different types of training methods • Administer and participate in Fitness Testing 	<p>Live practical performance and video analysis</p> <p>Recording & Observations of student lead sports activities.</p> <p>Training Diary Evidence</p> <p>N/A</p>
<p>HOMEWORK REQUIREMENTS:</p> <p>Homework will come in a variety of formats ranging from research & written tasks linked to coursework criteria. Students will be expected to complete a minimum of 45 minutes homework per week.</p>	
<p>EQUIPMENT:</p> <p>All equipment is provided, but if a student has their own badminton racket they are welcome to bring this along to practical lessons.</p> <p>As this course has a practical element Full PE kit is required.</p>	
<p>WAYS IN WHICH PARENTS CAN HELP:</p> <p>By encouraging their child to take part in regular structured sporting activities and exposing their child to a variety of different sports away from their preferred sport. Purchasing of Revision Guide & Workbook to help with Online Exam.</p>	
<p>POST 16 CHOICES:</p> <p>If you are interested in taking your study of sport further, the subject-specific knowledge and skills outlined above, and developed through studying this qualification, will give you a strong foundation for academic or vocational study at level 3, including apprenticeships.</p>	
<p>Head of PE: Mr Ball</p>	<p>EMAIL ADDRESS:</p> <p>rball@theharefieldacademy.org</p>

YEARS 10 AND 11

COURSE NAME: Business Studies

FACULTY: Maths and Commerce

COURSE OUTLINE:

Business Studies allow students to become leading decision-makers in whichever career you choose. You will analyse the actions of modern-day businesses and be presented with problem-solving issues. In addition, it develops your leadership and managerial skills and enables you to be a future leader of others. You will be able to use this qualification in many different careers, such as Teaching, Accountancy, Journalism, Media, Public Services, Civil Services.

To study GCSE Business Studies, it is important that you have a lively and enquiring mind, an interest in business, a willingness to explore new ideas and an ability to communicate your ideas both verbally and in written form. Maths is a key component on the business course, and it is important that you are prepared for this when choosing it as an option.

Some topics covered will have been introduced to you in year 9 in your taster sessions including: Market research, Finance, Marketing, Business Ethics, and the Economy.

BUSINESS STUDIES - GCSE

EXAM BOARD: Edexcel

SYLLABUS: Business GCSE 1BS0

HOMEWORK REQUIREMENTS:

Homework will be set once a week: Research and presentations on different aspects of business, past exam papers, business in the news, exam style questions based on a case study and key terms.

ASSESSMENT: 100% Exam

Paper 1: Investigating small business (1BS0/01) – 90 minutes 50% weighting

Paper 2: Building a business (1BS0/02) - 90 minutes 50% weighting

EQUIPMENT: Students must have:

- Calculator and ruler.

WAYS IN WHICH PARENTS CAN HELP:

Encourage your child to:

- Watch the news and read around business and discuss these stories.
- Use websites such as www.bbc.co.uk/schools/gcsebitesize/business and <http://rapidrevision.co.uk/gcse-business-studies/> www.tutor2u.net for revision.
- Make flash cards: Keep topics fresh in their mind by creating mind maps or revision cards.
- Students will be issued a revision guide as an extra resource so please encourage regular use to help embed learning and to help with completing homework and preparing for assessments.

POST 16 CHOICES:

A-level Business Studies, BTEC Level 3 in Business and A-level Economics are well suited to those who want to pursue further study or career in Accountancy, Management Studies and Business Law/Marketing. It is also likely to appeal to those interested in becoming an Entrepreneur and starting their own business.

Head of Maths and Commerce: Mr Regan

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YEARS 10 and 11

COURSE NAME: Child Development and Care	
FACULTY: Humanities and Communication	
COURSE OUTLINE: This course provides the opportunity to gain an understanding in the knowledge of child development and wellbeing, necessary for working with children in a number of settings. It is aimed at students who wish to work with children aged 0 – 5 years. The first part of the course explores different childcare settings and how they can vary, it addresses how you could prepare for working in one of these settings and what your responsibilities would be. The second part of the course looks at physical, language, intellectual and social development in young children, how these can be promoted when undertaking different activities and how certain daily routines refine them.	
Assessment: The award is made up of 2 pieces of coursework worth 50% and one short answer exam worth 50 %, Exams: Coursework 1. An Introduction to working with children 0-5 years old- 12.5% of grade. Coursework 2. Development and Well Being 0-5 years old- 37.5% of grade. Short Answer exam- Questions are based on different scenarios. – 50% of grade.	
EXAM BOARD: NCFE CACHE SYLLABUS: LEVEL 2 TECHNICAL AWARD IN CHILD DEVELOPMENT AND CARE (603/3293/1)	
Suggested Textbook: “Award in Child Development and care” by Penny Tassoni and Louise Burnham, published by Hodder Education.	
Homework Requirements: Homework will be set weekly, to research and develop understanding of Child Care provision.	
EQUIPMENT: Black pen, red pen, ruler, rubber, pencil, sharpener and flash cards.	
WAYS IN WHICH PARENTS CAN HELP: Ensure your child has the correct equipment for every lesson. Ensure homework is completed to a high standard.	
POST 16 CHOICES: Allows students to go into a wide range of Child Care courses at Level 3.	
Director of Learning and Child Development teacher: Mrs S. Pitman	EMAIL ADDRESS: susan.pitman@theharefieldacademy.org

YEARS 10 AND 11

COURSE NAME: Computer Science GCSE	
FACULTY: Mathematics & Commerce	
COURSE OUTLINE: The Computer Science qualification is relevant to the modern and changing world we live in. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. The Computer Science qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so. These skills will be the best preparation for learners who want to go on to study Computer Science at A-level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.	
EXAM BOARD: OCR	
SYLLABUS: GCSE (9-1) Specification – Computer Science J277 601/8355/X	
ASSESSMENT: Two 90-minute exams that each contribute 50% each to the final grade.	
Exam Details	Percentage of GCSE weighting
Paper One Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with Computer Science.	Exam 50%
Paper Two Students develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators. Students are given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular section B of this paper.	Exam 50%
HOMEWORK REQUIREMENTS: Weekly homework to review the class content.	
EQUIPMENT: Computer at home would be very useful but not essential.	
WAYS IN WHICH PARENTS CAN HELP: Listen to the news and other relevant programmes and discuss the development of computing. Teach ICT is an online platform which covers the OCR specification which offer a range of videos and revision activities to help support students. Year 11 students are given a combined revision and workbook which they are encouraged to complete over the course. BBC Bitesize is a very useful resource which covers the OCR specification, the link is below. https://www.bbc.co.uk/bitesize/examspecs/zmtchbk	
POST 16 CHOICES: Students achieving a GCSE in Computer Science will be able to follow the A level qualification in Computer Science.	
Head of Maths and Commerce: Mr Regan	EMAIL ADDRESS: tregan@theharefieldacademy.org

COURSE NAME: GCSE Design and Technology: Resistant Material	
FACULTY: Humanities and Communication	
<p>COURSE OUTLINE: A GCSE course in Design and Technology offers an opportunity for students to identify and solve real problems by designing and making products or systems in a wide range of contexts relating to their personal interests. As a fundamental part of their course, students will design and make products. Design and Technology develops students' interdisciplinary skills, all six of the key skills, and their capacity for imaginative, innovative thinking, creativity and independence.</p> <ul style="list-style-type: none"> • Good formal drawing and sketching skills. • The use of your imagination. • Good design and practical skills. • Adapt to changing ideas and client requirements. • Ability to work both individually and as a member of a team. • Ability to meet deadlines and put in "extra effort" at lunchtimes. • Will need to develop ICT literacy; PowerPoint, 2D Design, Photoshop, Google Sketchup. 	
What we will study in Year 10 & 11:	
<p>Examination Paper At the end of the two years, students will sit both section A and Section B of the examination paper and in total this will make up 50% of their final grade.</p> <ul style="list-style-type: none"> • Students will be taught the core knowledge (section A) and the specialist knowledge (section B – Timbers) during year 10. • Section B of the paper will be the students' specialist area; Timbers • Maths questions will appear throughout the paper based on Gear Ratios, Mechanical Advantage, Velocity Ratios, Volume, Surface area, Angles and potential material wastage. <p>The Coursework section (NEA) will commence on the 1 June in Year 10 when the exam board release the contextual challenge options.</p>	
<p>Coursework Assessment Objectives Candidates must be able to demonstrate their design and technology capability through acquiring and applying, knowledge, skills and understanding of:</p> <ol style="list-style-type: none"> a. Materials, components, processes, techniques and industrial practice. b. Iterative design (open minded design through discussion, modifying and exploration of concepts and possibilities). c. Evaluating processes and products by examining the wider effects of new technologies on the environment and society 	
<p>HOMEWORK REQUIREMENTS: Ensuring you have the correct materials for practical lessons and tasks set by subject teacher</p>	
<p>EQUIPMENT: Students will need to have their own personal drawing equipment in order to work both at school and home e.g. set squares, compass, colouring pencils, HB, B, & H pencil, black outline pen or fine liner.</p>	
<p>WAYS IN WHICH PARENTS CAN HELP: Ensure students have the correct equipment for every lesson. Ensure homework is completed.</p>	
<p>POST 16 CHOICES: Due to the changes in the specification, pupils who study either course are well prepared to study A Level Product Design of which there is always a high take up. This could enable Apprenticeships and University Degree courses in Product Design, Furniture Design, Industrial Design, Architecture and Mechanical Engineering.</p>	
<p>Director of Learning (Humanities): Mrs S Ral</p>	<p>EMAIL ADDRESS: Sonia.ral@theharefieldacademy.org</p>

YEARS 10 and 11

COURSE NAME: Drama

FACULTY: Humanities and Communication

COURSE OUTLINE:

The Performing Arts course has been designed to be a practical, engaging and creative specification for students to study. Students will research different performing arts disciplines and show/reveal their creativity when developing ideas through performance and develop their practical skills associated with performing Arts through a choice of mediums including Dance, Acting, Musical and physical theatre.

Students will have the opportunity to specialise and focus on two Performing Arts disciplines one of which is based upon performance (Dance, Acting, Musical and Physical Theatre) and one of a production role (Directing, Choreography, Costume, Set Design and Lighting)

To study Performing Arts, it is important that you enjoy working as part of a team member and want to enhance your creativity through a range of Performing Arts mediums. A willingness to perform, share ideas, lead and evaluate are key skills required within this course.

EXAM BOARD: WJEC CBAC – EDUQAS SYLLABUS: Technical award Level 2

Assessment Details	Assessment
Component 1 - Devising Theatre Non-exam assessment: internally assessed, externally moderated 40% of qualification Learners are required to devise a piece of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of drama. In addition to a live performance to an audience, learners produce a portfolio of supporting evidence and write an evaluation under supervised conditions.	Teacher Assessed and Externally Moderated
Component 2 - Performing from a Text Non-exam assessment: externally assessed by a visiting examiner 20% of qualification Learners are required to participate in a performance from a published text. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions. In addition to a live performance to an audience, learners submit their artistic intentions to the examiner in the form of a short report.	Externally assessed by a visiting examiner
Component 3 - Interpreting Theatre Written examination: 1 hour 30 minutes 40% of qualification This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre. Pupils will be expected to attend up to five live theatre performances for each year of the GCSE course. These are compulsory trips which will enrich their own creative work.	Externally assessed examination

HOMEWORK REQUIREMENTS:

Homework will come in a variety of formats ranging from research, written evaluation, skills reflection and practical development tasks. Students will be expected to complete a minimum of 45 minutes homework per week.

EQUIPMENT:

Attendance to Theatre and Dance trips is crucial as the students will be expected to evaluate and reflect upon live theatre performances. Practical kit for all lessons and an A4 lever arch folder.

WAYS IN WHICH PARENTS CAN HELP:

By exposing their child to as much theatre and dance as possible and by attending, encouraging and supporting them during school performances.

POST 16 CHOICES:

Further study in, Drama, Dance and a range of Performing Arts within higher education or at HND level can then lead to a career in any of the performing arts industries. Drama, Dance and Performing Arts at Advanced level are all useful in building confidence and presentation skills - a benefit for most careers.

Subject Teacher: Miss Grady Director of Learning: Mrs Ral	EMAIL ADDRESS Sinead.grady@theharefieldacademy.org Sonia.ral@theharefieldacademy.org
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YEARS 10 AND 11

COURSE NAME: Food Preparation and Nutrition GCSE

FACULTY: Applied Science

COURSE OUTLINE:

This new GCSE Food Preparation and Nutrition is an exciting and creative 2 year course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

EXAM BOARD: AQA

SYLLABUS: Food Preparation and Nutrition GCSE 8585

ASSESSMENT:

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5.

How it's assessed -

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Questions

- Multiple choice questions (20 marks)
- Five questions, each with a number of sub questions (80 marks)

Non-exam assessment (NEA)

What's assessed?

NEA 1: Food Investigation (30 marks)

Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task. (Non-Exam Assessment)

NEA 2: Food Preparation Assessment
(70 marks)

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning how this will be achieved. (Non-Exam Assessment)

How it's assessed

- NEA 1: Written or electronic report (1,500 – 2,000 words) including photographic evidence of the practical investigation. (Non-Exam Assessment)
- NEA 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included. (Non-Exam Assessment)

Exam Details	Percentage of GCSE weighting
Written Exam: 1hr 45 minutes 100 marks	50%
Task 1: (NEA) Food Investigation 30 marks	15%
Task 2: (NEA) Food Preparation 70 marks	35%
<p>HOMEWORK REQUIREMENTS: Year 10 - one hour a week researching macronutrients, micronutrients and functional and chemical properties of food with work sheets to support their learning. Continue to improve skills learnt in KS3. Year 11 - one hour a week completing revision on all the core elements of the course, preparing for NEA 1 and 2 (Non-Exam Assessments) including trial runs of final cooking assessment. Practising long exam questions ready for the summer exam.</p>	
<p>EQUIPMENT: A suitable container to carry a variety of different foods. Most ingredients for practical lessons (some will be provided by The Academy).</p>	
<p>WAYS IN WHICH PARENTS CAN HELP: Supplying all ingredients needed for their practical lessons. Encouraging students to cook or practise cooking at home to build confidence and experience within a kitchen.</p>	
<p>POST 16 CHOICES: Upon completion of this course, students will be qualified to go on to further study, or embark on an apprenticeship or full time career in the catering or food industries.</p>	
<p>HEAD OF FACULTY: Mrs K Gillett HEAD OF FOOD TECHNOLOGY: Mr K Martin</p>	<p>EMAIL ADDRESS: kgillett@theharefieldacademy.org kmartin@theharefieldacademy.org</p>

YEARS 10 AND 11

COURSE NAME: French GCSE	
FACULTY: Humanities and Communication	
COURSE OUTLINE: In an increasingly global market, the ability to communicate in a foreign language is a highly-prized skill in the world of work. The GCSE course develops areas covered at KS3 in more detail, encouraging students to develop their own opinions about a range of issues. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of culture of French speaking communities and countries. Students study all of the following themes on which the assessments are based: <u>Theme 1:</u> Identity and culture. <u>Theme 2:</u> Local, national, international and global areas of interest. <u>Theme 3:</u> Current and future study and employment.	
EXAM BOARD: AQA SYLLABUS: French GCSE 8658	
ASSESSMENT: Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE French specifications and all exam boards. The exams will measure how students have achieved the following assessment objectives. <ul style="list-style-type: none">• AO1: Listening (25%) – understand and respond to different types of spoken language.• AO2: Speaking (25%) – communicate and interact effectively in speech.• AO3: Reading (25%) – understand and respond to different types of written language.• AO4: Writing (25%) – communicate in writing.	
Exam Details	Percentage of GCSE weighting
Paper One: Listening	25%
Paper Two: Speaking	25%
Paper Three: Reading	25%
Paper Four: Writing	25%
HOMEWORK REQUIREMENTS: Teachers will set a variety of tasks to revisit and consolidate their learning. This can involve reading, listening, writing or preparation for speaking. Students will also be required to learn the spellings and meanings of a set of words. Students should have access to ClassCharts and check it regularly. Approximately 45 minutes should be spent on homework each week	
EQUIPMENT: Pen and pencils.	
WAYS IN WHICH PARENTS CAN HELP: Encourage ACTIVE revision. Encourage regular short bursts of revision – 15-20 minutes per night. Encourage them to tell you what they learned in lessons. Encourage them to talk to you/practise speaking at home. Encourage your child to use BBC Bitesize website for revision.	
POST 16 CHOICES: French A-level at The Academy.	
MFL Teacher: Anna Melnikova	EMAIL ADDRESS: anna.melnikova@theharefieldacademy.org

YEARS 10 AND 11

COURSE NAME: Geography GCSE

FACULTY: Humanities and Communication

COURSE OUTLINE:

The Geography GCSE is split into three components, these address both U.K. and global issues.

The main areas are:

- Living with the physical environment - the main physical Geography areas of focus are volcanoes, earthquakes, weather and climate, hurricanes, flooding, coastal erosion and climate change. Students are asked to consider why these hazards occur and how countries can prepare for them.
- Challenges in the human environment and resource management - students will consider migration, employment, growth and sustainability.
- The third area of study is concerning environment issues. Deforestation, biodiversity and impacts of energy creation being the major focus.
- Field Work - students must undertake two pieces of fieldwork; one area of study will be a large town and the other a coastal settlement. Fieldwork will take approximately 3 to 4 days dependent on location.

EXAM BOARD: AQA

SYLLABUS: Geography 3035

ASSESSMENT: There are three exams. The first is connected to the global studies, the second is based on the U.K. and the third is application of the information and skills acquired whilst undertaking fieldwork, considering man's impact on the environment.

Exam Details	Percentage of GCSE weighting
Paper One - Living with the physical environment	35%
Paper Two - Living with the human environment	35%
Paper Three - Geographical Investigations, People and the Environment.	30%

HOMEWORK REQUIREMENTS: Students will be set one piece of homework each week which will take approximately one hour.

EQUIPMENT: Pen, pencil, calculator, set of coloured pencils (felt pens are not acceptable), protractor, compasses and ruler.

WAYS IN WHICH PARENTS CAN HELP:

Geography is centred on how we deal with the world we live in, therefore it will assist students if they keep up to date with world events by either watching/listening to news broadcasts or reading a broadsheet newspaper.

The following revision guide and textbook are connected directly to the syllabus, these can both help students when working at home:

Revision Guide – AQA Geography 9-1 – Oxford University Press

Textbook – GCSE Geography AQA ISBN 978-0-19-836661-4

POST 16 CHOICES: There are many areas of employment where Geography is required directly or will assist with entry. Travel and Tourism are the most obvious areas but there are many, for example, crime, social work, public services, social care, media, business, retail, legal profession, mining, energy and politics.

DIRECTOR OF LEARNING: Mrs S. Pitman
HEAD OF GEOGRAPHY: Mrs S Pitman

EMAIL ADDRESS:

Susan.Pitman@theharefieldacademy.org

COURSE NAME: History GCSE**FACULTY: Humanities and Communication****COURSE OUTLINE:***"Those who do not remember the past are condemned to repeat it."***George Santayana**

History informs you about the past, allows you to consider why things happen and examine the consequences of actions upon the world we live in today. Take a step back in time and explore the world that once was; understand places, people and time in a way you would not have imagined. History allows you to develop critical thinking skills, the ability to debate and most importantly form opinions from what you see and hear; these are transferable skills which will help any student in later life. The History course at The Harefield Academy explores a wide expanse of history giving students a rounded understanding of the last 1000 years. The exams we study make you think about the period of history in question and challenges your thinking and writing skills. History shows employees, colleges and universities that you have the ability to work hard, have great analytical skills and intelligence. These skills are highly valued by a range of subjects at university, and by many future employers. Studying History could lead to careers in journalism, law, advertising, the travel industry, social work, the media, and teaching!

EXAM BOARD: Edexcel**SYLLABUS: History GCSE 1H10**

- Crime and Punishment in Britain over a 1000-year period.
- A British depth study of Anglo Saxon and Norman England.
- A modern study of Nazi Germany 1918 – 45.
- A period study of the Cold War in the 20th Century.

ASSESSMENT: All exam based. Three papers in total.

Exam Details	Percentage of GCSE weighting
Paper One - British Thematic Study with Historic Environment	30%
Paper Two - Period Study and British Depth Study	40%
Paper Three - Modern Depth Study	30%

HOMEWORK REQUIREMENTS: Minimum of one hour of homework each week.**EQUIPMENT:** Black and red pens, pencil, ruler and highlighter.

WAYS IN WHICH PARENTS CAN HELP: Encourage students to read around the topics and to watch relevant films/documentaries. Help, support and show an interest in their homework. Parents could also take students to museums or sites of historical interest, such as the British Museum or the Tower of London.

POST 16 CHOICES: In the fields of management, law, administration, accountancy, journalism and marketing, GCSE level History is a highly valued asset. Many employers regard GCSE History as an excellent training in the marshalling of arguments and in decision making. Students who have studied History at GCSE will have an interest in current affairs and the wider impact of politics. They will consider past events and current affairs and be able to draw links between them. Students will understand Britain's impact in world history but also the impact our history has had on us as a society today. History opens the door to a wide range of Humanities A-levels.

DIRECTOR OF LEARNING: Mrs Susan Pitman**EMAIL ADDRESS:**Susan.pitman@theharefieldacademy.org

YEARS 10 & 11

COURSE NAME: Media Studies

FACULTY: Humanities and Communication

COURSE OUTLINE:

Media is about communication, particularly mass communication with lots of people. The media creates products that are designed to entertain and inform, created for lots of people to hear, watch or read, often at roughly the same time. Whenever you are watching television, streaming films, scrolling through social media or listening to a podcast, you are consuming media.

You will explore lots of different media products. The power that the media has is huge. Think about the idea that the average adult consumes media for almost 8 hours a day, and within that time, they are being bombarded by other people's ideas and opinions and images of the world and its people. How someone responds to that will affect their ideas about people, places and society, of politics and culture, of themselves and of their place in the world. Doesn't that sound like something we should know more about?

The Subject and course that this can lead to in Year 10 -

EXAM BOARD: AQA

SYLLABUS: GCSE Media Studies 8572

What will you study?

You will analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products, and consider how different people might be affected by media products differently, and why. You will study lots of different media forms, such as: Television, Magazines, Music Video, Radio, Video Games and Online Media.

There will also be a significant amount of practical work where you might create music videos, magazines, television programmes, advertisements and more. In your practical work, you'll be able to apply what you've learned about the media in the production of your own media products.

HOMEWORK REQUIREMENTS:

Homework will come in a variety of formats ranging from research, written evaluation, skills reflection and practical tasks. Students will be expected to complete a minimum of 45 minutes homework per week.

EQUIPMENT:

No additional equipment is necessary other than an A4 lever arch folder.

WAYS IN WHICH PARENTS CAN HELP:

By introducing your child to a variety of Media products; including Television, Magazines, Music Video, Radio, Video Games and Online Media.

POST 16 CHOICES:

During the GCSE Media course you'll develop and practise a range of skills which will equip you for progression to A Level study. They will also help you hugely in other areas such as Film, English, Humanities and Social Sciences. Looking further ahead, over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK.

If university isn't for you, there is a huge array of career opportunities in the media, and it's an industry that is growing very quickly. If you are interested in the idea of a career in TV and Film Production, Advertising, Journalism, Interactive Media, and Digital Marketing, Technical Production, Special Effects, Web Design and Post-Production, then studying Media at GCSE level is a great place to start.

Teacher of Media Studies: Mr Griffiths

EMAIL ADDRESS:

nicholas.griffiths@theharefieldacademy.org

COURSE NAME: Religious Studies GCSE**FACULTY: Humanities and Communication****COURSE OUTLINE:**

Students will study the key beliefs and practices from two faiths; Christianity and Islam. This part of the course is all about understanding the ideas and beliefs, to then explore how and why different views are held by each religion on moral issues.

This then allows students to approach different themes of study and apply the core beliefs to current social issues. The themes are as follows:

Religion and Life (which includes abortion and euthanasia).

Religion and Conflict (which includes war and bullying).

Religion, Crime and Punishment (which includes capital punishment and treatment of criminals).

Religion, Human Rights and Social Justice (which includes racism, poverty and inequality).

EXAM BOARD: AQA**SYLLABUS: GCSE Religious Studies A 8062****ASSESSMENT:**

Examination only, comprising of two externally assessed written papers. Each paper is marked out of 96, but there are an additional 3 marks for correct spelling, punctuation and grammar on the extended answers.

One examination for beliefs and practices from TWO religions (Christianity and Islam).

The second examination is the thematic studies, covering the four themes outlined above, which are approached from the same TWO religions.

Exam Details	Percentage of GCSE weighting
Paper One Beliefs and Practices 1 hour 45 minutes	50%
Paper Two Thematic Studies 1 hour 45 minutes	50%

HOMEWORK REQUIREMENTS:

Students will be required to complete regular homework to support their studies, which will include a variety of tasks such as exam questions, research into global and current affairs and tasks to extend their learning from the lessons.

EQUIPMENT:

Students will need to be equipped with their basics for school, highlighters and post-it notes are useful.

The following revision guide covers the whole course: *'My Revision Notes AQA GCSE (9-1) Religious Studies Specification A', Lesley Parry and Jan Hayes.*

WAYS IN WHICH PARENTS CAN HELP:

Encourage students to watch the news - current affairs are relevant and helpful for discussions.

Question - why! Students need to justify their views, debates and challenging questions are welcome.

POST 16 CHOICES:

A-level Philosophy and Ethics/A-level Sociology.

A GCSE in Religious Studies is useful in any area of public sector work and a useful GCSE for any college application.

Director of Learning (Humanities): Mrs S Ral**EMAIL ADDRESS:**

Sonia.ral@theharefieldacademy.org

YEARS 10 & 11

COURSE NAME: Sociology

FACULTY: Humanities and Communication

COURSE OUTLINE:

Students will develop an understanding of how values, beliefs or your social background can influence behaviour in society. For some, the job of the Sociologist is to discover behaviour patterns or social trends i.e. the relationship between poverty and not doing very well at school. Sociology is an exciting, stimulating course for students who are starting to develop an interest in what happens in wider society. Students will learn new concepts that help them make sense of the relationship between the individual and society.

Exams: WJEC

SYLLABUS: Sociology GCSE 603/1045/5

Component 1: Understanding Social Processes Written examination: 1 hour 45 minutes 50% of qualification

Component 2: Understanding Social Structures Written examination: 1 hour 45 minutes 50% of qualification

What we will study in Year 10 & 11:

Unit 1: Understanding Social Processes

This component covers the following topic areas: • Key concepts and processes of cultural transmission • Families • Education • Sociological research methods A written assessment with a mix of short answer, structured questions and extended response questions, all compulsory. The extended response questions will require candidates to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content.

Unit 2: Understanding Social Structures

This component covers the following topic areas • Social differentiation and stratification • Crime and deviance • Applied methods of sociological enquiry A written assessment with a mix of short answer, structured questions and extended response questions, all compulsory. The extended response questions will require candidates to draw together different areas of knowledge, skills and/or understanding from across the relevant specification content.

HOMEWORK REQUIREMENTS:

Watch/read up on current affairs around the world.

Creating flash cards for key words.

Prep note booklets set on classcharts weekly

EQUIPMENT:

Black and red pens, ruler, rubber, pencil, sharpener and flash cards.

Students will be required to purchase a Revision Guide by the exam board WJEC

WAYS IN WHICH PARENTS CAN HELP:

Test students on sociological key words at home.

Ensure students have the correct equipment for every lesson.

Ensure homework is completed.

POST 16 CHOICES:

Sociology prepares learners for advanced courses at Post 16. It is recognised by all universities because it is extremely popular and relevant in today's society. A-level Sociology will enable you to go on to study the following at University level: Law, Social Work, Teaching, Journalism, Marketing and many more.

Director of Learning (Humanities): Mrs S Ral

EMAIL ADDRESS:

sonia.ral@theharefieldacademy.org

Where to find further information

If you want to find out more about GCSE and vocational courses, or about the qualifications you might need for a particular occupation or university course, there are a number of things you can do.

For help and advice in school talk to your Form Tutor or make an appointment with Maria Hayford -Fynn Education Development Trust Advisor, who can offer advice on apprenticeships and college courses.

University entrance

If you have questions about the current entry requirements for university courses, the best place to look is the UCAS website at www.ucas.com.

By using the Course Search, you can find out what university courses are available, which subjects are needed at A-level, and at what grades. Remember that you can only find out what universities require now - their requirements may not be the same by the time you are thinking about applying to university in four years' time!

Examination Boards

The examination boards publish details of their GCSE courses on their websites:

AQA	www.aqa.org.uk
Edexcel	www.edexcel.com
OCR	www.ocr.org.uk
NCFE	www.ncfe.org.uk

Education Development Trust

The Education Development Trust offers careers and other advice to 13-19 year olds. To make an appointment please email Maria.Hayford-Fynn@theharefieldacademy.org

EXAMINATION STAGE COURSES FORM 2022-24

Please use **CAPITALS** throughout

FORENAME:	SURNAME:	TUTOR GROUP:
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All students will study the compulsory core of:

English Language/Literature (up to 2 GCSEs)	PE
Maths	PSHE
Science (worth 2 GCSE's)	

Optional Subjects

Our advice is that all students should take courses which reflect their **strengths and interests** whilst bearing in mind the importance of a **broad and balanced** range of subjects. All students will have an individual meeting as part of the options process to help ensure that they follow the most appropriate courses in Years 9, 10 and 11.

*You need to choose an EBacc subject as your first option. Please indicate your preference by ticking **ONE** box only below:*

History	
Geography	
French	

The English Baccalaureate Subjects:
 The English Baccalaureate is not a qualification. It is a measure for comparing how many students in a school are achieving high levels in a particular combination of GCSEs. These subjects also happen to be the most regularly asked for by college and university courses – worth bearing in mind when deciding which GCSEs to take.
 The English Baccalaureate is made up of:
 Subject 1: English
 Subject 2: Mathematics
 Subject 3: One of History or Geography
 Subject 4: One Language
 Subjects 5 and 6: Two Sciences (either Double Science or two from Physics, Chemistry, Biology and Computing).

In addition you also need to select 3 more subjects from those listed below. Please write '1' next to your first choice, '2' next to your second choice and '3' next to your third choice. It is not always possible to get the choices you want if the combination does not work. Please therefore also write R1 'Reserve 1' and R2 'Reserve 2' next to 2 further subjects should any of your first 3 preferences not be possible to accommodate.

<i>Geography</i>		<i>Religious Studies</i>	
<i>History</i>		<i>Sociology</i>	
<i>Art, Craft and Design</i>		<i>Child Development and Care (VCERT)</i>	
<i>Computer Science</i>		<i>Food Preparation and Nutrition</i>	
<i>Performing Arts</i>		<i>Business Studies</i>	
<i>PE BTEC</i>		<i>French</i>	
<i>Triple Science (3 GCSEs Biology, Chemistry, Physics)</i>		<i>Media</i>	
<i>Design Technology</i>			

Please complete all sections of the form. Incomplete forms will not be accepted. Late forms will take lowest priority if a course is oversubscribed

Signature of Student: _____

Signature of Parent/Carer: _____

Date: _____