



Year 9 Options Booklet

January 2025

Name:

Tutor Group:

Contents

Message from the Assistant Headteacher	3
How to use this booklet	4
The English Baccalaureate (EBacc.).....	4
Frequently Asked Questions	5
Online Career Resources.....	7
The Value of Parent / Carer Support	8
Where can a subject take me?.....	9
English	11
Mathematics	12
Science	13
Physical Education.....	14
Art - Art and Design.....	15
Art - Digital Media and Graphic Design.....	17
Art - Three-Dimensional Design and Craft	18
Computer Science	19
Drama.....	21
Hospitality and Catering	22
Design & Technology	22
Engineering.....	24
Modern Languages (French/ Spanish)	25
Geography.....	26
History.....	27
Health and Social Care.....	28
Music (Performance or Technology).....	29
Philosophy and Ethics.....	30
Photography.....	31
BTEC Sport, Activity and Fitness	32
PSHE	33
Adaptive teaching and Learning.....	34
How to make your choices.....	35
Year 9 Options Paper Form.....	36

Message from the Assistant Headteacher

Dear Parent/Carer and Student,

We have reached the time in the year where students will decide what options subjects they wish to pursue in years 10 and 11.

To support students in making their choices, we will hold a **launch assembly on 15th January** and this will be followed up with our **Futures Evening** which will take place from **5.15pm - 6.30pm on the 16th January**. A separate invitation will be sent out for this event in due course.

We keep our curriculum under constant review and every year we make adjustments to best suit the needs of our students and to respond to Government reforms such as the English Baccalaureate. Whilst this is not a new course, it is achieved by students who achieve a grade 5 or higher in a particular group of subjects (more details can be found on page 4). Employers, training providers and universities may take the English Baccalaureate into account when considering your child's qualifications in the future.

At the end of the booklet, you will find 'The Year 9 Options Form' (page 34) where it clearly shows the subjects that are in the 'core' and those which are 'options'. This booklet provides information about the process of making choices, together with details of the overall curriculum and all of the courses/subjects available. **We would like all students to make their choices online using an online form: <https://forms.office.com/e/4bVhYiyVqs> you can also access this via the QR code below.**



The deadline for making Options choices is the 7th February.

Please do not hesitate to get in contact if you any queries regarding you/your child's options.

Yours faithfully,

Ollie Lee
Assistant Headteacher

How to use this booklet

The introductory pages of this booklet provide an outline of the process with guidance on how to approach making options choices. The main section provides information on the courses that are offered at Tor Bridge High in Key Stage 4. The first subjects covered make up the 'core' curriculum which all students follow. This includes subjects which we are required to deliver such as English, Mathematics and Science. The next section has details of the subjects that students can choose to do and they are generally listed alphabetically. 'The Year 9 Option Form' (page 34) shows which subjects are in each block and what combinations are possible. Use this to plan your choices before submitting your online form. This booklet is available electronically on the school website along with further information about our curriculum.

The English Baccalaureate (EBacc.)

The English Baccalaureate is not a new qualification but is an award that recognises the achievement of those students who achieve grades 9-5 in English, mathematics, sciences, a language and a humanities subject. Students who achieve this will have achieved the English Baccalaureate.

Some employers, universities and other training providers may use this set of qualifications, often called facilitating subjects, as a way of selecting. The majority of schools across the country have responded by adapting the curriculum that students will follow. Here at Tor Bridge High we have made sure that within the structure of our curriculum the majority of students will follow courses so as to be able to gain the full English Baccalaureate, which may well be crucial to their future opportunities.

However, it is not a requirement for all students as it would not be appropriate for all to follow this set of subjects. We remain committed to offering our students a variety of courses and to allowing some individual choice. **To be able to gain the English Baccalaureate, many of the required subjects are delivered within the 'core' curriculum; however, a student will need to choose to do either Geography or History and either French or Spanish from the possible choices, as well as having a free choice.**

Frequently Asked Questions

1. *Should I base my option choices on what I'm good at?*

It's definitely worth including this as a factor when choosing your subjects. You're likely to enjoy the subjects you're good at. Being good at a particular area might help you manage your workload because you'll be able to complete work more quickly and get good results. What's more, learning more about a subject you have natural ability in might be useful when making career choices later down the line. Finally, good grades could affect your university options (if you decide to take this route) because universities and colleges will only accept 9-5 GCSE grades for most degree courses. If you're not sure how good you are at a subject, you can talk to your teacher and ask for advice.

2. *Should I base my options on what I enjoy?*

It's right to also consider choosing subjects you like. You'll be studying these subjects for the next two years at least, so it'll definitely help if there are aspects of the subjects you enjoy! This could work to your advantage because if you enjoy a subject you are more likely to work harder and get a higher grade in it.

When choosing subjects you enjoy, ask yourself three things:

- What's the **content** of this subject? (Are you interested in the things you'll be learning about?)
- What **skills** does it require? (Do you think you can develop these skills?)
- Do the **assessment** methods suit your style of learning?

3. *Should I choose a subject because I like the teacher?*

This is a tricky one because a great teacher can inspire you to do your best in a subject. However, how much you like your teacher should not be one of the key factors when choosing your options. That inspirational teacher may not be timetabled to teach your group and they might leave school, after all. There's no point doing a subject just to impress your favourite teacher either. They won't be in your life forever - the person you most need to impress is yourself because you're the one making choices to make your future as good as it can be!

4. *Should I choose a subject because my friends are doing it?*

It's definitely better not to just choose an option just because your friends are taking it. Doing different subjects shouldn't have any effect on your friendships - it will just mean you have lots to talk about when you're together at other times. Plus, there's a chance you'll make additional new friends in the subjects you choose.

5. *How much should money and future salary be a factor when I'm choosing subjects?*

It's really tempting to look up the average salaries of a whole bunch of jobs to see what subjects could lead you to a job that pays well. If you're asking yourself what jobs pay well, it's possible you haven't got a set career goal and you're still open to options. You'll be at your happiest if your eventual career is one you feel able to do, and one you enjoy at least several aspects of. Never forget that there's the opportunity to get good pay in most walks of life if you make the most of what you've got and fortune is on your side. Your pay is likely to increase with experience, whichever career you end up in!

6. Whose advice should I listen to when choosing my options?

Your teachers are really well-placed to offer you advice and support; do talk to your teachers if you have any questions about a subject and how it all works. Our Careers Advisor, is extremely well-trained and prepared to help you with your careers and subject-related questions - whatever your questions are, she will be able to offer support, resources and information to help you with your choices.

Your parents can also help! They may not know all about the GCSE grading system but they know you best, have life experience and have your best interests at heart. Your friends will be going through the same decisions as you, so you can bounce ideas off them if you like... but it's important to remember it's your final decision.

7. Are my A-level choices affected by the choices I make now?

Some A-level options don't require you to have studied them at key stage 4 first - for example, Psychology or Law - but for others you will need to, so check with your teacher to make sure.

8. Do universities care about which options you choose?

All universities require you to have English and maths GCSEs, which is handy, because you'll be studying them as core GCSE subjects anyway. For some degrees, or careers, their requirements for Key Stage 4 and A-level subjects aren't too limiting. For example, most universities don't mind which subjects you've studied before if you want to do a law degree - they just want you to have done well in the subjects you choose. In some cases, you'll need specific A-levels to get on certain university courses (e.g. the sciences, history or foreign languages).

Thinking of going to university? Want to explore degree ideas? Which University (<http://university.which.co.uk/>) can help you decide which subjects would be good choices to take.

Online Career Resources

www.careerpilot.org	General career advice
www.prospects.ac.uk	Higher Education Careers website
https://www.tomorrowseengineers.org.uk/	Career information about roles in Engineering
http://www.wherestemcantakeyou.com/	Career information about STEM careers
http://creativejourneyuk.org	A good video about the benefits of creative subjects
http://www.studentartguide.com/articles/art-careers-list	Career information in the Arts
http://www.bbc.co.uk/academy	Working in the Media industry, BBC work experience opportunities etc.
https://nationalcareersservice.direct.gov.uk/	General careers advice
http://university.which.co.uk/	Help deciding on Universities, statistics, course finder and University profiles
http://www.getingofar.gov.uk/	National apprenticeships website
http://www.allaboutcareers.com/careers/industry/art-design	Careers in the Arts sector
http://unistats.direct.gov.uk/	Choosing a course at University
https://getintoteaching.education.gov.uk/	Careers in Teaching
https://www.healthcareers.nhs.uk/	Careers in the NHS
https://www.stepintohenhs.nhs.uk/careers	Careers in the NHS
http://www.army.mod.uk/join/	Careers in the Army
http://www.royalnavy.mod.uk/careers	Careers in the Navy
https://www.raf.mod.uk/recruitment/	Careers in the RAF
http://www.skillsforcare.org.uk/	Careers in Social Care
http://www.advancingaccess.ac.uk/	Russell Group University information

The Value of Parent / Carer Support

Helping to guide and support a teenager through the minefield of careers and educational pathways is by no means an easy task. Research shows that:

- Young people with supportive families who take a keen interest in their education and careers have a greater chance of later educational achievement.
- Through the process of educating their children about life roles, families can influence the employability skills and values that children subsequently adopt. *Grinstad and Way (1993)*

How families can help develop their child's employability skills

Finding employment during education and certainly after it can be difficult. Young people need to develop their academic skills as well as developing skills and experiences for work throughout education; employers look to recruit across both types of skills.

A report from Inspire Education in 2012 found that:

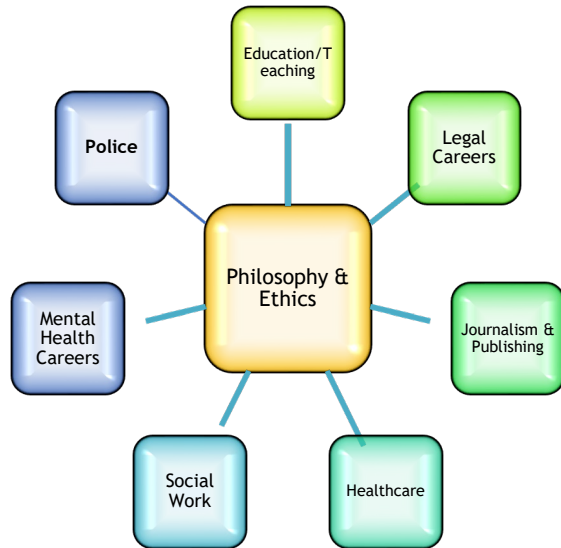
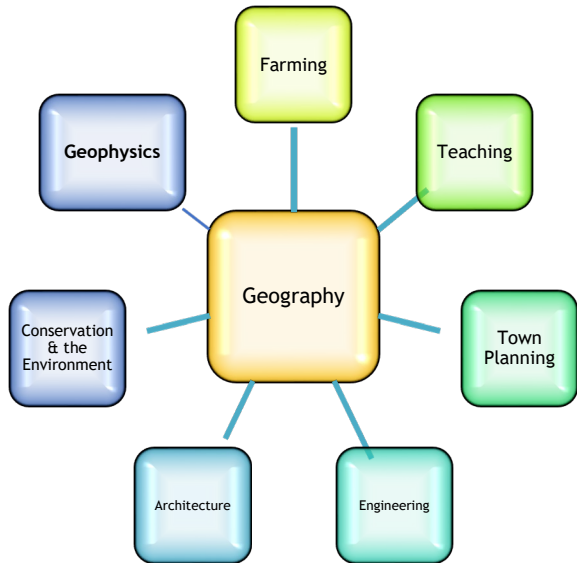
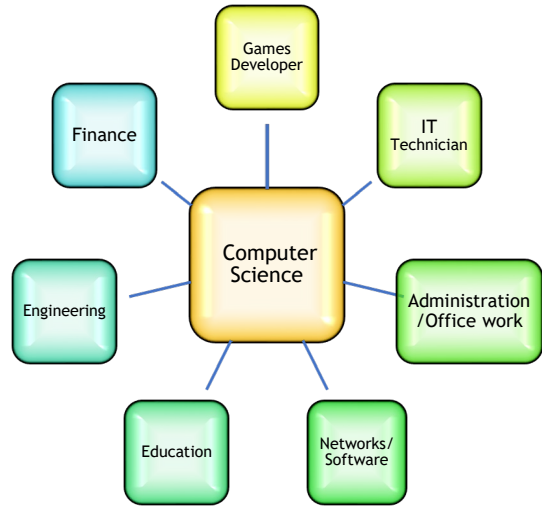
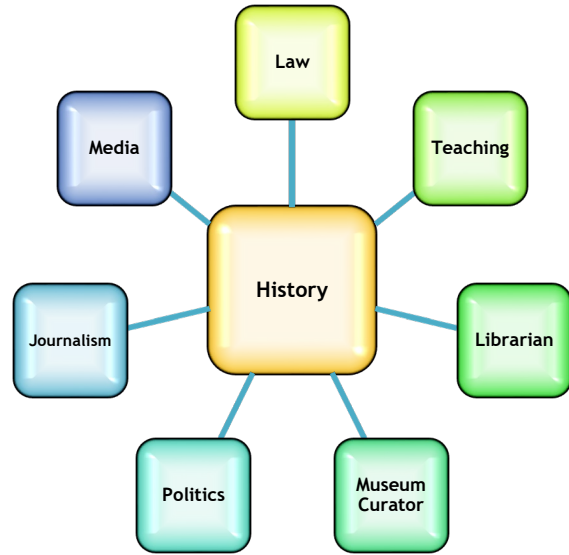
- Employers want young recruits with a core set of values such as **commitment, hardworking, honesty and good timekeeping**
- Employers want young recruits with a core set of qualities such as **flexibility, independence, good attitude and a willingness to learn**
- Employers want young recruits with a core set of skills such as **communication, ICT, teamwork, interpersonal and problem-solving skills**

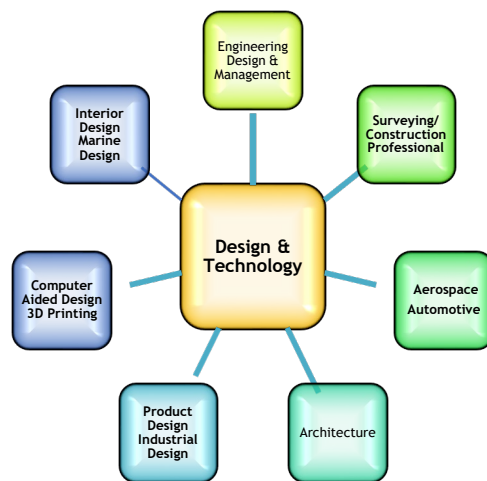
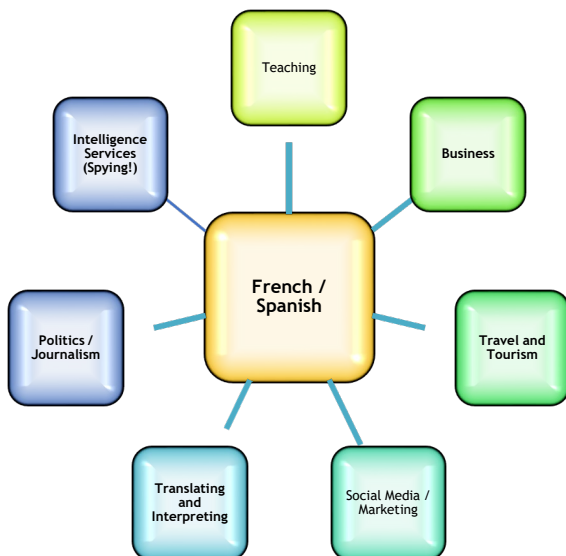
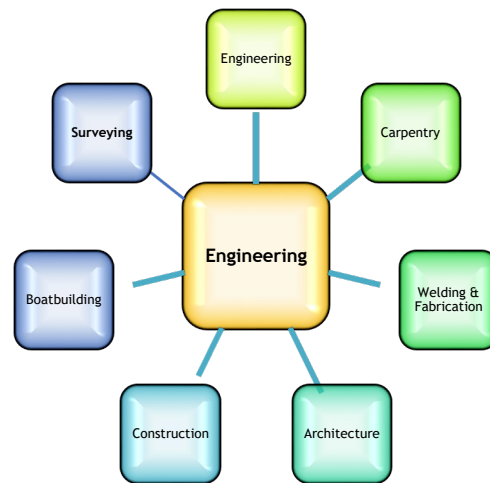
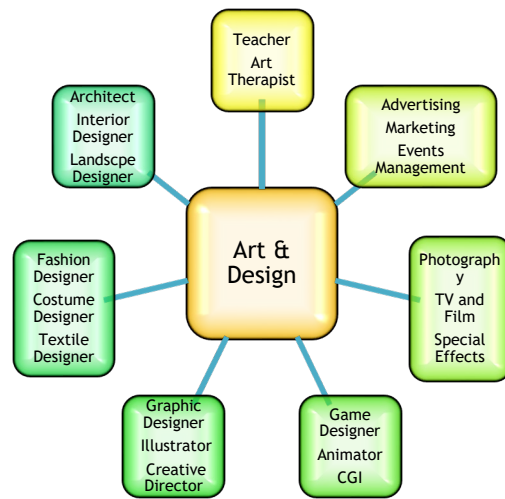
What can be done to help young people develop these skills?

- Work Experience - part-time, voluntary work in addition to your school placement in Year 10
- Good academic qualifications
- Additional qualifications - Duke of Edinburgh's Award, Food Safety, Life Saving, National Citizen Service, Student Ambassadors
- Hobbies, Clubs and Interests - Sports, Scouts, Guides, Cadets
- Getting involved in school activities - Enterprise events, school productions, fund raising, student leadership
- Helping out at home - Looking after siblings and pets, helping in a business

As previously mentioned, families have a significant impact on their children in terms of aspirations and academic achievement. Support your child by talking about careers, your work, your education and showing them excellent examples of people in good careers that they may aspire to. You may be able to help your child get some part-time work that could develop their skills.

Where can a subject take me?





Core Curriculum Subject

English

All students in Key Stage 4 study English for nine periods per fortnight in Year 9 and ten periods per fortnight in Years 10 and 11. It is possible for you to gain a GCSE in English Language and English Literature as well as a separate Speaking and Listening Grade. Students follow the AQA specification.

In Year 9, we start delivering the GCSE English Literature course commencing with *A Christmas Carol*. Students will continue to develop their analytical skills gained from their study of text in Year 8, shaping their essays to convey thoughtful understanding of texts and the concepts underpinning them.

English Language

- Paper 1: Explorations in Creative Reading and Writing (four reading questions and one creative response)
- Paper 2: Writer's Viewpoints and Perspectives (four reading questions and one extended non fiction written response)
- Spoken Language

English Literature

- Paper 1: 'A Christmas Carol' and 'Macbeth'
- Paper 2: 'An Inspector Calls', Poetry of 'Power and Conflict', and Unseen Poetry

Assessment

Students' skills in the following areas are assessed:

- Speaking and listening
- Reading
- Writing

Both the English Language and English Literature GCSEs are assessed through 100% examinations at the end of the course. Students will take their English Language at the end of Year 11 with the potential of taking their Literature at the end of Year 10 or Year 11.

GCSE English Language	2 Examinations
GCSE English Literature	2 Examinations

For further information, please contact Miss Hill.

Mathematics

Core Curriculum Subject

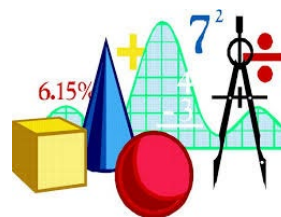
All students in Key Stage 4 study mathematics for 4 periods per week in years 9, 10 and 11. The final tier of entry will only be decided after students have had a full opportunity to demonstrate their ability during Years 9, 10 and 11.

The two tiers:

Higher (for students expected to get grades covering 9, 8, 7, 6, 5 & 4) and Foundation (for students expected to get grades covering 5, 4, 3, 2 and 1).

The course covers the following 5 strands within mathematics:

Geometry and Measures
Statistics and Probability
Algebra
Number
Ratio and Proportion



Assessment

The assessment is comprised of three separate papers, one non-calculator and two calculator. These papers cover all five strands of mathematics listed above.

All three elements **must** be completed in order to gain a qualification.

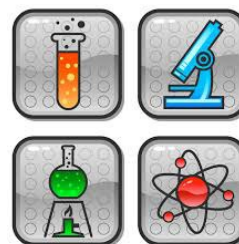
Examination content

Paper 1	Written paper	1 x 1hr 30 minutes	Non-calculator (33.3% of GCSE grade)
<u>Examined in Year 11</u>			
Paper 2	Written paper	1 x 1hr 30 minutes	Calculator (33.3% of GCSE grade)
<u>Examined in Year 11</u>			
Paper 3	Written paper	1 x 1hr 30 minutes	Calculator (33.3% of GCSE grade)
<u>Examined in Year 11</u>			

Examination board: Edexcel

For further information, please contact Mr Sims.

Science is a compulsory subject for all students and we study the AQA Combined Science course. This incorporates the study of Biology, Chemistry and Physics modules, and is worth two GCSEs.



Assessment

There are internal assessments taken in Years 10 and 11 to assess progression throughout the courses with the main external exams being taken in the summer of Year 11. These involve six 1¼ hour exams, two each in Biology, Chemistry and Physics.

The exams are available at Higher and Foundation Tier. There is no controlled assessment in the course; however, students will need to complete required practicals during the course.

The two tiers:

Higher (for students expected to get grades covering 9, 8, 7, 6, 5 & 4) and Foundation (for students expected to get grades covering 5, 4, 3, 2 and 1).

Qualifications

Double award in GCSE Combined Science, equivalent to two GCSEs.

Students will be awarded two GCSEs in Science

For further information, please contact Mrs Meech

Physical Education

All students, whether studying this subject as a BTEC Sport option or not, will follow a core curriculum that develops students' physical, social and emotional wellbeing. Not only will the lessons develop their physical health through activities, they will also improve their social and mental wellbeing (some examples being highlighted below) and experience some classroom-based learning episodes.

- Volleyball
- Leadership
- Team Building
- Dance
- Health and Fitness
- Badminton
- Basketball
- Football
- Rugby
- Rounders
- Cricket
- Aerobics
- Softball
- Hockey



Assessment

Whilst not taken as a formal qualification, students are measured on a termly assessment basis against performance levels. The physical aspect is not the only area that students are assessed. Students will be assessed on their understanding of rules and tactics as well as demonstrating leadership, effort and participation. The three core principles of PE are developing students' physical literacy (Hands), improving essential personal skills such as resilience and teamwork (Heart) and challenging their cognitive development (Head), such as outwitting an opponent and understanding how physical activity is important for living a healthy lifestyle.

Alongside the core curriculum, students are offered an extra-curricular program that they can access after school. These clubs are run on a termly basis and information can be found on the school website.

For further information, please contact Mr S Williams.

Art - Art and Design

Why study Art and Design?

“Learning through culture and the arts leads to creative thinking, confidence and problem solving - all skills which are prized by employers and which young people need.”
(Lord Putnam)

Tor Bridge High is no ordinary place for Art and Design. Being one of the **best departments** in the country means students have **unique opportunities**, including the chance to get **fantastic qualifications**. Students will benefit from an **exciting and innovative** curriculum, developing **independent learning** skills that will also help in other subjects.

What will you study?

From the outset you will explore a wide range of ideas, media and processes; e.g. painting, drawing, collage, printmaking, sculpture, digital art, etc. As the course progresses you will have the opportunity to pursue areas of personal interest, developing specialist skills in a particular field of art and design.

The skills learnt on this course - such as creative problem solving, project management, presentation, independent enquiry and technical skills (use of tools and IT) - can be applied to many future career paths.

Assessment

There are **no written examinations** in GCSE Art and Design. 60% of the final grade is based on a portfolio of coursework that students select and submit at the end of the course. 40% of the final grade is assessed through a controlled test project (a practical examination).

What could this subject lead to?

The UK has the largest creative industries sector in Europe, employing 3.2 million people (1 in 11 of all UK jobs) and contributing £111.7bn to the UK economy! There are many **exciting career opportunities** that can offer our students a **rewarding future**. For most, students will need to continue their studies into the Sixth Form and Higher Education. In the past, students from our school have successfully found work in a diverse range of art and design careers including photography, graphic design, architecture, illustration, industrial/product design, fashion and textile design, jewelry, animation, game design and many more! A large number of students have also continued their art studies and then gone on to become primary or secondary school teachers.

For further information, please contact Miss Ledger.

Art – Textiles with Fashion

Explore the world of Fashion and Textiles through the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics. Fashion and Textiles is a versatile practice that includes the exploration of a range of media and material alongside the traditional textile techniques such as weaving, stitching and printed design.

The course also focuses on design and interiors exploring materials, textures, colour and pattern. You will have the opportunity to work both traditionally and digitally designing and creating a range of outcomes.

Fashion and textiles will support progression into a range of career opportunities including: Fashion Designer, Textile Designer, Fashion illustrator, Stylist, fashion Buyer and more.

What will you study?

From the outset you will explore a wide range of ideas, media and processes; e.g. painting, drawing, constructed and printed textiles, textiles for fashion and interiors, costume design, fashion design, digital textiles, illustration etc. As the course progresses you will have the opportunity to pursue areas of personal interest, developing specialist skills in a particular field of fashion and textile.

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The UK has the largest creative industries sector in Europe, employing 3.2 million people (1 in 11 of all UK jobs) and contributing £111.7bn to the UK economy! The IT, games and software industries are by far the largest sector (worth £45,444m alone!). There are many **exciting career opportunities** that can offer our students a **rewarding future**. For most, students will need to continue their studies into the Sixth Form and Higher Education. In the past, students from our school have successfully found work in a diverse range of careers, including photography, graphic design, architecture, illustration, industrial/product design, fashion and textile design, animation, game design and many more! A large number of students have also continued their art studies and gone on to become primary or secondary school teachers.

For further information, please contact Miss Ledger.

Art - Graphic Design and animation

Prepare for a career in graphic communications (advertising, animation, graphic design, game design, illustration, product design, publishing, photography, television, etc.) exploring design concepts and styles through both traditional media and cutting-edge digital technology.

Why study Digital Media and Graphic Design

Digital technologies are used in all aspects of modern life. There are so many career opportunities for those who can use this skillfully and creatively. You will gain a much deeper understanding of computer software when you exploit it for creative means. A GCSE in Art & Design that specialises in digital media and graphic design will equip you for success in a broad range of business and industry, including the fast-growing creative sector including game creation and CGI.

What will you study?

Most of your time will be spent developing advanced design skills using the Adobe Creative Suite. This will include photo manipulation, vector graphics, typography, publishing and motion graphics. In order to be successful in the industry, you will also learn how to use traditional art processes such as drawing, painting and model-making. Throughout the course you will gain a good understanding of professional practice as you research different genres, styles and practitioners.

Assessment

There are **no written examinations** in GCSE Art and Design. 60% of the final grade is based on a portfolio of coursework that students select and submit at the end of the course. 40% of the final grade is assessed through a controlled test project (a practical examination).

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For further information, please contact Mrs Callison.

Art - Three-Dimensional Design and Craft

Explore a wide range of ideas, media and processes, including modelling and construction. Learn more about the 3D design process, improving your research and drawing techniques to visualise your ideas. A great choice for future product designers, industrial designers, architects, ceramicists and sculptors.

Why study Art Three-Dimensional Design and Craft?

Most of the objects we see and use on a daily basis have been designed and manufactured. The need for talented designers and skillful makers is huge. This course could form the foundations of a future career, providing an insight into the 3D Design and Craft industries, a greater understanding of materials, the hand-eye skills to make great things and the creative thinking to imagine new products. Many of the skills learnt will be as useful in trades such as carpentry, stone-masonry, etc., as they are in the creative industries themselves.

What will you study?

You will gain a greater understanding of professional practice by researching the work of others. This will provide inspiration as you respond to themed projects. You will be taught how to develop ideas through a creative process, using a combination of drawing, maquettes and model-making, before producing a quality final product. You will have the opportunity to work with a range of resistant and non-resistant materials, including clay, wire, plaster, plastics, cardboard and wood.

Assessment

There are **no written examinations** in GCSE Art and Design. 60% of the final grade is based on a portfolio of coursework that students select and submit at the end of the course. 40% of the final grade is assessed through a controlled test project (a practical examination).

What could this subject lead to?

The practical nature of this course is great for those pursuing a trade in the future. The ability to solve problems and use tools and materials skillfully is of great benefit to most employers. Students may also wish to pursue a career within the creative industries. The UK has the largest creative industries sector in Europe, employing 3.2 million people (1 in 11 of all UK jobs) and contributing £111.7bn to the UK economy! There are many **exciting career opportunities** that can offer our students a **rewarding future**. For most, students will need to continue their studies into the Sixth Form and Higher Education. In the past, students from our school have successfully found work in a diverse range of art and design careers including photography, graphic design, architecture, illustration, industrial/product design, fashion and textile design, jewelry, animation, game design and many more! A large number of students have also continued their art studies and gone on to become primary or secondary school teachers.

For further information, please contact Mrs Platt.

Computer Science



Studying computer science at the GCSE level is highly beneficial in today's digital age, offering essential skills with practical applications. This discipline cultivates problem-solving, logical thinking, and creativity through programming projects, addressing the increasing demand for such skills in various careers. The education provides a foundational understanding of technology, enhancing digital literacy for effective engagement. Beyond coding, students acquire transferable skills like problem identification and collaboration, preparing them for a technology-driven future and making computer science invaluable at the GCSE level.

What will you study?

Computer Science is designed to provide students with a comprehensive understanding of fundamental principles and concepts in the field. The curriculum covers essential topics such as abstraction, decomposition, logic, algorithms, and data representation. Students gain practical experience in problem-solving through the design, writing, and debugging of programs. Emphasis is placed on fostering creative, innovative, analytical, logical, and critical thinking skills, which are applied to real-world scenarios. The course also delves into the components of digital systems, exploring how they communicate internally and with other systems. Beyond technical aspects, students examine the societal and individual impacts of digital technology, considering ethical and social implications. Additionally, the inclusion of mathematical skills relevant to computer science enhances the analytical capabilities of students.

Assessment

OCR Computer Science Paper 1

J277/01: Computer systems

Written paper: 1 hour and 30 minutes

50% of total GCSE

80 marks

This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections, and protocols
- 1.4 Network Security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural, and environmental impacts

OCR Computer Science Paper 2

277/02: Computational thinking, algorithms, & programming

Written paper: 1 hour and 30 minutes

50% of total GCSE

80 marks

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming Languages

What could this subject lead to?

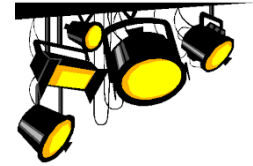
These are just a few examples, and the field of computer science is vast, with opportunities in nearly every industry. As technology continues to advance, new roles and specialties are constantly emerging, providing a diverse array of career paths for individuals with a foundation in computer science.

- **Software Developer:** Design, code, test, and maintain software applications for a wide range of purposes, from mobile apps to enterprise solutions.
- **Data Analyst:** Analyse and interpret data to help organizations make informed decisions. Data analysts use programming and statistical skills to extract insights from large datasets.

- **Systems Analyst:** Evaluate and improve computer systems for organizations. This role involves understanding user requirements and designing efficient and effective IT systems.
- **Cybersecurity Analyst:** Protect computer systems and networks from cyber threats by implementing security measures and monitoring for potential vulnerabilities.
- **Network Engineer:** Design, implement, and manage computer networks, ensuring efficient communication and connectivity within organizations.
- **Machine Learning Engineer:** Develop algorithms and models that enable machines to learn from data and make intelligent decisions, often applied in areas like artificial intelligence.

For further information, please contact Mr Tremain

Drama



Who is it for?

Drama GCSE is for students who like drama and enjoy performing. Students will develop their understanding of a wide range of different styles of theatre. You will learn about different drama techniques for performance and perform extracts of your favourite texts. We study GCSE Drama by Eduqas at Tor Bridge High.

What will I do?

The Drama course develops performance and analysis skills. You will need to be creative, but also enjoy dissecting the meaning of plays and the best ways to perform them.

Component 1: Devising from Stimulus

- You will be given a stimulus (an image, a song, a story title) and you must create a piece of theatre from this
- You will create your piece of theatre in the genre of your choice (Theatre in Education, Verbatim, Political, Comedy, Musical)

Component 2: Performing Texts

- You will study an entire play and understand the themes and characters
- You will choose key sections of the play to perform
- You will be assessed on a 10 minute performance piece (no written section)

Component 3: Interpreting Theatre Written examination: 1.5 hours

- Section A: Demonstrate knowledge and understanding of how drama and theatre is developed and performed, answering questions on a set text/ play
- Section B: Live Theatre Review analysing and evaluating a specific aspect of a live theatre production seen during the course

You will spend time learning exciting and fun techniques for rehearsing and developing character. You will perform at least 2 different pieces of theatre. Students must be confident to stand up and perform in front of audiences as part of the course requirement. Students will need to produce evidence of their process, weekly logs of their personal development and evaluations of their contribution and performance overall.

Where can I go?

This course could lead to further study in the performing arts at Level 3 or A level qualifications. The arts industry is large and abundant and offers many opportunities to work, not just as a performer but as a designer, sound engineer, stage manager, leadership, retail, teaching, costume design - the list goes on! A GCSE in Drama opens many doors for the future; whichever career you intend to pursue, employers love to know their employees are confident communicators.

For further information, please contact Mrs Stockdale.

Hospitality and Catering

Why study Hospitality and Catering?



This pathway concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to consider to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. You will also develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management.

What will you study?

You will learn about the hospitality and catering industry by:

- Completing lots of practical work to learn new skills with weekly practical lessons. (Students undertaking this qualification will be expected to pay a contribution for ingredients.)
- Understand nutrients, special dietary needs of different groups of people, follow a time plan and to understand health and safety.

Assessment

There are two units of assessment:

- Examined theory unit - 40%, covering hospitality and catering environments, how they operate, health and safety, food and health, and designing and planning a provision.
- Practical coursework unit - 60%, covering understanding nutrition, menu planning and cooking.

What could this subject lead to?

Chef, sports science, dietician, food journalism, product development, home economist, events management, hospitality, front of house, conference management, buyer, production manager, public relations, hygiene control, National Health Service, health promotion, technical management, food quality, food preparation and retail.

For further information, please contact Mrs Kingdom.

Employability Life Skills

This is an **invitation only** course and is for students with a disability/special educational (SEND) need, such an education, health, and care plan or they have an adapted curriculum.

Why study life skills?

Students with a disability/SEND sometimes need to develop additional skills beyond the traditional curriculum of discreet subjects. These skills include communication and social skills, problem-solving and decision-making skills. They also may need to build confidence and develop additional literacy and numeracy skills.

How will students benefit from this course?

Students on this course study a wide range of life skills and they build a portfolio of evidence where they work towards the Princes Trust Aspire qualification.

What will be studied?

Students study the following topic areas:

- Cooking and budgeting
- Running a small business
- Fundraising
- Money and finance
- Preparing for interviews and getting a job
- Leadership

How is the course assessed?

The course has no exams instead student work, teacher observation of activities and witness statements are used to accredit evidence for the award.

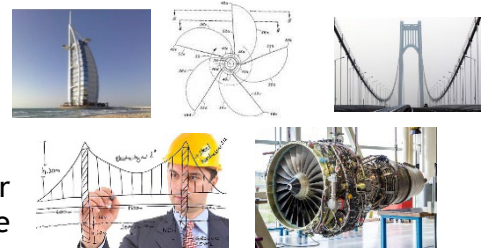
What could this subject lead to?

Students who have taken this course have secured part-time and full-time work, started their own businesses, and progressed on to vocational courses in Post-16.



Engineering

This course focuses on the knowledge of tools, machines and systems used to manufacture commercial products. Workshop practical skills will be developed through the making of projects using metal, wood and plastic. Learn about the methods used in industry for making the products and systems we see around us. The course also involves CAD/CAM (Computer Aided Design and Manufacture) using CNC machines. This course is ideally suited to a student who enjoys learning about tools and machines or who wishes to go on to study the subject at level 3.



Why study Engineering?

Almost everything around us has had some input from an engineer, whether it be houses and buildings, vehicles, marine boats and ships, roads, bridges, or systems like electricity or water supply, fuel and food production. There are a huge range of future careers open to students who have an interest in engineering. In the UK there is a current shortage of well qualified engineers and there has been a huge increase in apprenticeships for school leavers at both 16 and 18 years old, so the opportunities for a great career are just around the corner.

What will you study?

Across the two years you will complete nine units of study looking at Engineering disciplines, Applied science and mathematics in engineering, Reading engineering drawings, Properties, characteristics and selection of engineering materials, Engineering tools, equipment and machines, Hand-drawn engineering drawings, Computer-aided design (CAD) engineering drawings, Production planning techniques, Applied processing skills and techniques. Using the knowledge, you have acquired, you will apply these skills to real world scenarios and complete practical based projects within the workshop. You will also be developing your skills and confidence using industry tools and equipment throughout the course.

Assessment

Unit 01 - Understanding the engineering world - Exam Assessment 40%

Unit 02 - Synoptic project - Coursework and Practical Assessment 60%

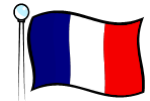
What could this subject lead to?

A great introduction to any technical trade apprenticeship or higher level apprenticeship, and a great introduction to further study in engineering such as BTEC Level 3 Engineering in the Sixth Form. Also, a great starting point for those who may wish to continue onto degree level study for professional engineering roles in marine, chemical, mechanical, construction, electrical, civil or architectural sectors.

For further information, please contact Mr Elliott / Mr Coultous



Modern Languages (French/ Spanish)



Why study a modern language at GCSE?

By taking a language at GCSE you will develop amazing skills and a valuable talent that is applicable to almost everything you do - so, it's quite a handy subject really. A language GCSE builds on what you've already learnt in years 7, 8 and 9 and you probably already know more than you think. Language classes are still fun and interactive and you cover things at a slightly quicker pace, but this is good as you will easily notice the improvements that you make in your foreign language. Plus, by taking a language GCSE you don't just learn the language, you get to find out about other people, countries and cultures so it really is an interesting and varied subject.



What is covered?

In Years 10 and 11 the focus is on developing your language skills so you can manipulate language, argue your points and be creative in your language use. Topics covered include: Poverty, Modern Technologies, Art, and a range of controversial, cultural topics. Language study is also linked to the three main GCSE themes: identity and culture; local, national, international and global areas of interest; and current and future study and employment. Within these areas, students develop their listening, speaking, reading and writing skills.

Which language do students study in Years 10 and 11?

Students continue to study the modern language started in Years 7, 8 and 9 to GCSE level. All students complete the GCSE at the end of two academic years in Year 11.

What could this subject lead to?

Students may go on to study languages at A Level, study or work abroad or become a professional linguist, translator, interpreter, teaching, Foreign Office. Or they may use their language skills in a wide range of other career paths such as working in multi-national companies, export companies, insurance, banking, travel and tourism, catering, Customs and Excise, Diplomatic and Civil Service, transport, publishing, marketing, media, education, Armed Forces, European Union, politics.... The list is endless! A language will always be useful, no matter what you do. Languages mean business - being able to speak a language will make you stand out. Learning languages also really improves your communication skills and using a language at work could raise your salary from 8-20%.

Assessment

The GCSE specifications offered in French and Spanish are identical. Students are assessed on all four language skills, each counting for 25% of the final grade - Paper 1 Listening, Paper 2 Speaking, Paper 3 Reading, and Paper 4 Writing. Students can either be entered at Foundation Level (Grades 1-5) or Higher Level (Grades 4-9).



For further information, please contact Mrs Elliott.

Geography



Geography
Environment
Investigation
Our World



Why study Geography?

Want to be ready to play an active part in our future world, then choose Geography! It's not just about places, countries, maps and knowing where everything is - it's also about understanding the environment and how it is shaped and how it changes. In Geography we have fun exploring how features such as rivers and coasts, earthquakes and volcanoes, habitats and ecosystems are developed, with the aim of discovering how the planet and people interact. We then get to understand how people, through their actions, affect these features and how we can maintain and preserve them in a sustainable and responsible manner.

It's also about people and their behaviour. Ever wondered why all city centres are starting to have all the same shops? Have you stopped and thought about why some countries are much richer than others? Answers to these questions are explored throughout the course.

Assessment

The AQA GCSE course is made up of 3 exams and fieldwork opportunities:

- Living with the Physical Environment (Natural Hazards, Physical Landscapes of the UK, The Living World, Geographical Skills) - Written Exam - 1 hour and 30 minutes (35%).
- Challenges in the Human Environment (Urban Issues and Challenges, The Changing Economic World and The Challenge of Resource Management, Geographical Skills) - Written Exam - 1 hour and 30 minutes (35%).
- Geographical Applications (Issue evaluation, Fieldwork, Geographical Skills) - Written Exam - 1 hour and 30mins (30%).

There are plenty of field study opportunities to supplement the classroom-based work, which involves essential skills that employers and universities are looking for; i.e. problem solving, ICT, organisational skills and communication. We at Tor Bridge High strongly believe that the biggest classroom is the world around us.

We are fortunate to have good links with Plymouth University (rated equal with Oxford University for Geography) which assists with the development of the learning of our students and understanding of their world.

For further information, please contact Mr Jones or Mr Goldsmith



History



Why study History?

History is an interesting, immersive subject that helps us understand the world we live in by exploring the past to understand how we have arrived where we are today. Students of History fearlessly investigate the past to learn about past politics, societies, cultures and conflicts. In doing so, we develop highly useful skills such as how to analyse and evaluate, communicate, problem solve and form a structured argument.

What will you study?

We follow the **OCR History B (SHP)** specification and deliver the following units:

- **The People’s Health: 1250-Present Day** - A breadth of study that tracks the theme of health and disease over time. We examine significant outbreaks of disease throughout history, such as the Black Death and Spanish Flu, as well as attitudes to health and ways societies have attempted to improve people’s health.
- **Life in Nazi Germany 1933-45** - We study how Hitler and the Nazi Party turned democratic Germany into a dictatorship and what that meant for the people who lived there. From this we examine how entering the Second World War impacted people in Germany.
- **The Norman Conquest, 1066-1087** - An in-depth look at the Norman Conquest of 1066. We explore topics such as Anglo-Saxon and Norman society before the conquest; the key battles of 1066 and why William was victorious at Hastings; how William responded to rebellion and established control over the English; the impact of the conquest on England - was it a “truckload of trouble”?
- **The Making of America, 1789-1900** - An exciting exploration of how America became the country it is today. We start with America gaining its independence and explore issues such as the problems it faced, the impact of slavery and how life changed for key groups such as Native Americans.
- **A local Historical site study** - We study the history of nearby Buckland Abbey, focussing on how the use of the site, and people living there, has changed over time.

Each exam is worth 20%. Paper 1 &2 last 1 hour 45 minutes, while the Local Site Study is 1 hour.

What could this subject lead to?

History GCSE helps to develop many of the essential skills valued by universities and employers, which can propel students into a large number of careers including: journalism, television research, building restoration, police work, teaching, law, nursing and tourism to name but a few.

For further information, please contact Mr Thomas or Mrs Nadin.

Health and Social Care



Why Study Health & Social Care?

Health and Social Care is a mixed social science qualification which includes aspects of Psychology, Sociology and Law. People studying this subject may want to work in health, social care or early years settings. This course gives you the opportunity to learn more about people in different settings and life stages. You will learn how to promote health and wellbeing, how humans grow and develop through life, how child care settings are run, as well as gain an insight into the NHS.

What will you study?

Component 1 - Human Lifespan Development

This is an internally assessed unit (coursework) and develops an understanding of human growth and development across the life stages. This will be considered based upon physical, intellectual, emotional and social aspects. It will also involve considering factors which affect growth and development such as relationships and economics. Finally, this unit will consider how individuals deal with life events.

Component 2 - Health and Social Care Values

This unit is internally assessed (coursework) and involves learning about the different types of health and social care services, who works in them and what the service provides. Barriers which may be faced in accessing these services will also be considered. We will then look at the care values and why these are so important, before considering how they could impact on your own actions and how this can be improved.

Component 3- Health and Wellbeing

This component is externally assessed (exam) and involves developing an understanding of factors that affect health and wellbeing. This will then lead on to learning how to identify and consider various health indicators before considering what can be included in a health and wellbeing improvement plan which is person centred as it must be designed to meet individual needs.

Which career options could I consider with Health and Social Care?

It is relevant to a wide range of professions including working within health care, social care or early years. People who have studied Health and Social Care have gone on to a variety of roles including medical professions, social workers, nursery nurses, psychologists, sociologists and public sector workers.

Students will follow the Pearson BTEC specification

For further information, please contact Miss Gentry or Mrs Hart

Performing Arts (Music pathway)



Why study Music?

This pathway offers you the chance to:

- Perform in your own and in a band
- Record your work using music technology
- Learn about a range of music
- Write your own original music

What will you study?

This leads to an Eduqas level 2 Technical Award (equivalent to a GCSE). You will have three units to complete on this course:

1. Performing
2. Composing
3. Performing Arts in practice

Within the performance unit you will be required to create performances to a given brief. You will spend time planning and rehearsing your performance, documenting your progress as you go in a rehearsal diary. If Music Technology is more your specialism, you can alternatively produce a performance using Logic. In the Composing unit you will be writing your own original music independently or with other musicians to a specific brief. Both units are internally assessed in controlled time throughout the first year. During the second year we concentrate on the externally assessed Unit 3, planning a performance and pitching it to a panel of industry experts. All units are coursework based; there are no written examinations on this course.

Who is it for?

It is designed for students who enjoy making music and for those who wish to develop musical skills. Much of the work is practical and you must be well motivated to get the best results, often working without close supervision on a piece of music of your own. You will need to continue studying your instrument and playing in groups and are expected to practise an instrument or voice regularly at home - this makes up a part of your regular home learning. You will be entitled to free instrumental tuition on this course to support your instrumental development.

What could this subject lead to?

The music pathway offers you the chance to develop as a musician and enjoy the results of your achievements. You can progress to Level 3 Music Practitioner and music technology courses. There are hundreds of potential musical careers that await. You could work as a freelance musician, as a live performer, in sound engineering, in music education or in musical events such as a as manager, backstage crew or backline support to name a few! Many of our past students continue to study music at a higher level and are now working as musicians, music teachers and sound engineers in Plymouth and beyond.

For further information, please contact Mr Baker.

Philosophy and Ethics

What is Philosophy and Ethics?

Philosophy and Ethics is a GCSE course that allows students to study two religions, integrated with the key philosophical and ethical issues facing the local, national and international community. This course will provide valuable opportunities to learn about and understand different religions and cultures both inside and outside of the South West region. It will ensure you have the opportunity to progress on from Tor Bridge High with the awareness and understanding to allow you to both integrate and flourish in a modern society.

You will study the truths about reality, the search for wisdom, ethics as a system of moral principles, rules and standards of conduct. This is a vibrant, exciting and challenging area of the curriculum. With its focus on beliefs, religions, ideas and philosophies, global and personal issues, it has never been more relevant. It teaches young people to think, to consider their own views and values and to take account of what others believe. There are opportunities to explore what lies at the heart of human action, to consider the implications of commitment, and to share ideas about life's big questions. This is essential preparation for adult life in a rapidly shrinking and ever-changing world.

Philosophy and Ethics helps students to:

Develop thinking skills relevant for life, understand other people's point of view, understand our world better and consider beliefs and attitudes to social issues and religion.

What could this subject lead to?

Cultures and Values is primarily all about people, their values and beliefs. Therefore, it is a highly valuable GCSE for students who want a career working with others as it provides insight and expertise into understanding people. In the world of work employers look for people who have an enquiring mind, an appreciation of different points of view and an ability to make clear, balanced decisions. Here are just a few of the careers, for which Cultures and Values will be a valuable GCSE:

Law	Nursing	Police Work	Publishing
Teaching	Media	Social Work	Civil service
Journalism	Health Worker	Leisure and Tourism	Armed Forces

What will you study?

Component 1 - Religion

The study of two religions: Christianity and Islam - Beliefs and practices.

Component 2 - Ethics: Marriage and family life, Matters of life and death, Crime and Punishment, Peace and conflict

Assessment: 2 papers

Religion and Ethics through Christianity 1 hour 45 mins

Religion, Peace and conflict through Islam 1 hour 45 mins

Students will follow the Edexcel Pearson specification.

For further information, please contact Mrs Davis.

Photography



Why study Photography?

Tor Bridge High has the best equipped photography department in the city, with dedicated Mac suites, a large darkroom and lots of different cameras and lenses to loan out. Our students have unique opportunities and regularly achieve outstanding results. Students will benefit from an exciting and innovative curriculum, developing independent learning skills that will also help in other subjects.

What will you study?

- You will learn how to use digital and traditional film based SLR cameras.
- You will learn how to use studio equipment, such as lighting and backdrops, to add a professional quality to your work.
- You will learn how to process 35mm film and use the darkroom to develop images.
- You will become an expert on Adobe Photoshop - using the professional software package to enhance your images.
- You will learn about the work of other photographers, gaining inspiration for your own projects.
- You will learn how to respond to creative briefs, developing ideas, planning and doing photo-shoots, editing and presenting your best work.

So many of the skills you will learn are transferable to all walks of life, not least of all the ability to communicate with others, plan and organise events and manage resources.

Assessment

There are **no written examinations** in GCSE Photography. 60% of the final grade is based on a portfolio of coursework that students select and submit at the end of the course. 40% of the final grade is assessed through a controlled test project (a practical examination).

What could this subject lead to?

There are many different types of photographer: Weddings and portraits, photo-journalism, advertising and marketing, lifestyle, wildlife documentary, camera operator (TV and Film). A GCSE in Photography can lead to many other **exciting career opportunities** too. The UK has the largest creative industries sector in Europe, employing 3.2 million people (1 in 11 of all UK jobs) and contributing £111.7bn to the UK economy! Many of our students have combined photography with other forms of art and design and have found work in graphic design, animation, game design, illustration, fashion and textile design and many more! A large number of students have also continued their art studies and gone on to become primary or secondary school teachers.

For further information, please contact Mrs Callison.

BTEC Sport



Why study Sport?

BTEC Sport is a complex but thoroughly enjoyable qualification to undertake. You will take part in physical activities, but you will also gain a thorough understanding about what is happening inside your body whilst playing various sports. If you are DRIVEN and PASSIONATE about sport, COMMITTED, and can push yourself PHYSICALLY and MENTALLY, then this is the option for you. If you are interested in and enjoy sport, then this course offers great opportunities to study and develop your knowledge.

Students will finish the course understating the benefits of lifelong participation in sport and activity, enabling them to make the correct choices for healthy lives. Students will also be encouraged to supplement their studies through engaging in extracurricular activities, whether in school or outside of school. They will be enabled to draw on these real-life, sporting experiences and apply them to the theoretical aspects of the course.

What are BTECs

Chosen by over a million students every year, BTECs are vocational qualifications designed to help your child succeed. Students develop knowledge and understanding through applying their learning to work-related contexts and gain the skills they need for further study and employment. BTECs complement GCSEs and provide a first glimpse into a professional sector. This qualification assesses students through assignments and written assessments.

What you will study

Component 1 - Understand the several types of sport, outdoor activity and fitness opportunities people can take part in to be fit and healthy. This is 30% of the course. The unit also investigates a range of technologies that have been developed to assist in the performance of sport such as clothing, footwear and VAR. Students will also plan and deliver a detailed warm up session highlighting the benefits of each of various aspects of the warmup session.

Component 2 - Applying the Principles of Sport and Activity is 30% of the course, assessed through internal coursework assessment. This unit builds and develops your leadership skills. Students will also be assessed on their practice performance; therefore, it is imperative that they are involved in extracurricular either in or outside of school

Component 3 - The Principles of Training, Nutrition and Psychology for Sport and Activity, 40% of the course, assessed through external assessment. You will be able to develop and conduct your own training and nutrition plan.

What could the subject lead to

The BTEC Tech Award is a practical introduction to life and work in sport, activity and fitness. Students can develop their understanding of the sector and see whether it's an industry they'd like to be in. The course provides a direct pathway onto the BTEC Level 3 course that is delivered at Sixth Form level. Those thinking of a career in the sports industry, Armed Forces, or any other that supports athletes, such as physiotherapy or nutrition, will find this course interesting.

For further information please contact Mr S Williams.

PSHE

The study of PSHE (personal, social, health and economic education) and RSE (relationships and sex education) is a crucial aspect of the curriculum at Tor Bridge High. Students will have weekly lessons in this subject in Year 10.

Adaptive Teaching and Learning

The SEND Code of Practice (2014) states that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. If the provision of education to a young person requires something additional to or different from the mainstream curriculum, the young person is identified as having a special educational need. A student may also have a diagnosed disability which is long term and has a sustained impact on their everyday life. If this is the case, they are supported by the Equality Act 2010 and reasonable adjustments to help them to access lessons can be put in place.

We believe that the best way to help students manage a special educational need and/or disability is to teach them coping strategies, to face their fears and challenges head on, learn from their experiences and develop high levels of resilience in every situation.

Inclusion happens in classrooms! The best available evidence indicates that great teaching is the most important lever schools have to improve student progress and attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all students, particularly the most disadvantaged among them. Robust, high expectations with effective scaffolding, cognitive and metacognitive approaches to learning in all classrooms are the core of the school offer. But occasionally a little more support is required and this starts within the classroom setting. Well designed and data-driven, in-lesson intervention that uses on-going assessment including retrieval practice is the next stage of support. Interventions are SMART and reviewed regularly. Strategies like flexible groupings, allocated seating, targeted questioning, instant feedback and live marking have shown positive impact on student progress.

At Tor Bridge High we are committed to ensuring that every child succeeds whatever their starting point. We recognise that learning is lifelong and that our job is to instil a love of learning, resilience, ambitious goals and confidence in our classrooms. We strive to enable all of the young people in our care, especially those with a Special educational need or disability to have a fulfilling, independent future through delivering a wide and balanced learning experience. With opportunities to progress academically, emotionally, and socially, we enable all students to become the best they can be.

We are committed to the social model of disability that sees the environment as disabling and we work hard to provide professional learning and development that equips all teachers and teaching assistants to ensure that the learning environment is accessible for all.

Adaptive Teaching and Learning

Adaptive teaching and learning happens in the classroom; it is in the best interest of all SEND students to attend highly scaffolded lessons across the curriculum taught by subject expert teachers.

Adaptive provision is delivered by the Learning Support team or by external agencies and the aim of this kind of provision is to support students to achieve their potential by providing a range of interventions, which enable SEND students to access the curriculum.

For further information, please contact
TBH-SEND@torbridge.net
Ruth Golding AHT Adaptive Teaching & Learning
Sarah Turner Operational SENDCo

How to make your choices

All students will follow English, Maths and Science, these are the compulsory core subjects. In addition they will study Religious Education and PSHE as non-examined courses as this is a government requirement of schools.

Students will also follow three option subjects. At least one of these options subjects will be either History, Geography, French or Spanish. The other two options can be any of the option subjects. Students can follow more than one of History, Geography, French or Spanish.

You will be asked to choose 5 subjects that you would want to study in years 10 and 11. These need to be 5 different subjects

Choice one will be one of the following subjects:

- History
- Geography
- French
- Spanish

For your next 4 choices you can choose any of the subjects on the list, including History, Geography, French or Spanish provided you haven't chosen it in choice one. These need to be chosen in order of preference, so the subject you choose in question 5 on the online form is the one you want to study most.

Students will be allocated one subject from Choice One and 2 of the other 5 that they select. While try to allocate subject in order of preference this isn't always possible.

Students can only select one Art subject, we offer three Art courses, however Exam board regulations prevent students following more than one Art subject. The online form can be accessed. The form can be accessed via the links below.

The deadline for making Options choices is the 16th February.

<https://forms.office.com/e/4bVhYiyVqs>

Year 9 Options - Paper Form.

We would prefer all options to be made using the online form where at all possible. If you are unable to access a mobile phone or computer please use the paper form below.

The deadline for making Options choices is the 16th February.

First Name	
Second Name	
Tutor Group	

Humanities / Languages Choice

Humanities & Language choice - please select one of the following options. If you would like to be able to do more than one GCSE subject from this selection, you will be able to choose it in the other choices in the next question.

French	
Geography	
History	
Spanish	

Preference choices, please select 4 subjects from the list below. (you can include History, Geography French and Spanish here if you haven't chosen it in the first choice. *However for Art, you can only choose one Art subject for each preference.

Subject	1 st Preference	2 nd Preference	3 rd Preference	4 th Preference
*Art - Art & Design				
*Art - Digital Media				
*Art - 3D Design & Craft				
*Art Textiles with Fashion				
Computer Science - EBACC subject				
Drama				
Hospitality & Catering				
Engineering				
French - EBACC subject				
Spanish - EBACC subject				
Geography - EBACC subject				
History - EBACC subject				
Health and Social Care				
Music				
Philosophy & Ethics				
Photography				
BTEC Sport				

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