

YATELEY SCHOOL GCSE OPTIONS BOOKLET

Humanities

History

Geography

Religious Studies

Technology

3D Design

Child Development

Food Prep and Nutrition

Graphics

Art and Design

Dance

Arts and PE

Drama

Physical Education

Music

Modern Foreign Languages

Spanish

French

Specialist Subjects

Core Curriculum

Business Studies

Computer Science

English Language

English Literature

Mathematics

Science

CONTENTS OF KS4 OPTIONS BOOKLET 2020

Page	
3	Key dates – Year 9 Option process Spring 2020
4	The Curriculum at Key Stage 4
4	SIMS Options Online
5	Subject combinations you should not choose
7	So what should I choose?
8	Other important information about choices
9	Careers Advice
Core Curriculum	
10	English
11	Mathematics
12	Important Information about Science Courses
13-14	Science
Arts and PE	
15	Art and Design
16	Dance
17	Drama
18	Music
19-20	Physical Education/BTEC Sport
Humanities	
21	Geography
22	History
23	Religious Studies
Modern Foreign Languages	
24	French
24	Spanish
Technology	
25	Child Development
26	Food
27	Graphics
28	3D Design
Specialist Subjects	
29-30	Business Studies
31	Computer Science
Additional Help	
32	Citizenship and PSHEE
32	Help and advice when choosing your options
33	Understanding your strengths and weaknesses

KEY DATES

Welcome to the GCSE option process! The subjects and qualifications you study over Years 10 and 11 will affect how you spend your time during your next two years at Yateley. It could also help set you up for the career or college course you want later on, so it is a very important process. Below is an outline of the important upcoming events:

YEAR 9 OPTION PROCESS SPRING 2020

JANUARY 2020		
Throughout January		<p>Work in PSHEE on decision making (Real Game) and Careers (Unifrog)</p> <p>Work in tutor sessions on choices and options</p> <p>One to one interviews with Form Tutors regarding option choices (from Friday 10 January)</p> <p>Careers interviews available</p>
Thursday 9 January	Main Hall	Assembly – Option Process explained
Monday 13 January	Online	Year 9 Subject Review Evening booking opens online at 1700
Thursday 16 January	Main Hall	Extended Options Assembly: Option choices explained, Booklets distributed
Thursday 16 January	Main Hall	Parents’ Option Information Evening – 1900 to 2000 (Main Hall)
Thursday 16 January	Main Hall	Extended new subject assembly
Thursday 23 January	Main Hall	Extended new subject assembly
Thursday 23 January	Main Hall	Year 9 Subject Review Evening – 1630 to 1930
OPTIONS SELECTION WINDOW		
Monday 27 January	Online	SIMS Options Online Opens (see Page 4 for further details)
Friday 31 January	Online	SIMS Options Online Closes (see Page 4 for further details)

Please note: There is no priority given to students booking earlier or later in the Options Selection Window. For further information on how we prioritise student selection in over-subscribed subjects please see page 8.

THE CURRICULUM AT KEY STAGE 4

How do I choose my options?

There are some subjects so important that everyone has to take them, but you have option choices in Year 9 that are the first steps in deciding your future. To help, start by asking yourself what you enjoy doing and what you're good at.

Think about:

- What you're interested in: it could be other cultures and languages, writing projects, helping people, being outdoors or designing things.
- What types of activity you enjoy most - working things out and thinking them through, practical activities or artistic options like painting, acting, drawing or performing music?
- What you're like at home, as well as in school - what skills have you developed following outside interests?

The Curriculum Offer:

The majority of our students will study:

Five or Six core GCSEs:	1x English Language	1x English Literature	1x Mathematics	Science "Trilogy" (2x GCSEs)*
				Science "Triple" (3x GCSEs)*
Additional important subjects (non-examined)	Core PE	Personal, Social and Health Education		
Four Option Subjects:	Option 1 <i>(a Language or a Humanity)</i>	Option 2 (Open choice)	Option 3 (Open choice)	Option 4 (Open choice)

** See Science subject pages for more detail*

FIVE TOP TIPS:

1. Get as much information as you can during January so you choose well.
2. Ask for help from teachers and parents. Sometimes courses are not what you think they are!
3. If you have a firm career idea, research it and choose your options accordingly. Remember, no qualification is ever wasted.
4. You do not have to have a career in mind at this stage – most people don't! You just need to choose subjects and courses that will give you plenty of choice later on.
5. Choose subjects that you enjoy!

SELECTING YOUR OPTIONS USING SIMS OPTIONS ONLINE

Students will make their option choices using our new online options system. When the online system opens, students will be sent an email with a link to the system to allow them to register. Full instructions will be emailed to both parents/carers and students shortly before the online system opens.

Parent/carer accounts: Parents will be automatically linked to their child and will be able to see the four options (and one reserve) that their child has selected.

Student accounts: Students will be able to make their option choices online (including their reserve option) and update them until the deadline.

SUBJECT COMBINATIONS YOU ARE NOT ALLOWED TO CHOOSE:

1. The following subject combinations are not allowed because of the nature and content of the course are too similar.
 - a. Food Preparation/Nutrition and Hospitality and Catering
 - b. 3D Resistant Materials and Graphics
 - c. Physical Education and Sports
 - d. Business Studies and Tech award in Enterprise
2. You are not allowed to pick more than **two subjects** from any one of the curriculum areas (see below):

THE FOUR CURRICULUM AREAS ARE

ARTS/PE SUBJECTS

Art and Design
Dance
Drama
Music
Physical Education/BTEC Sport

HUMANITIES SUBJECTS

History
Geography
Religious Studies

TECHNOLOGY SUBJECTS

Child Development
Food Prep and Nutrition/Catering
Graphics or 3D Product Design

LANGUAGES & COMMUNICATION

French
Spanish

Other subjects we offer are: Computer Science and Business Studies.

WHAT IS THE ENGLISH BACCALAUREATE (EBACC)?

The EBacc collection of subjects is not a qualification in itself, rather a collection of subjects that if a student takes them (and passes) they are said to have achieved the EBacc. The EBacc is recognised as a measure of student achievement by both employers and universities.

The EBacc will be achieved by students who achieve Grade 4 or above in English language, mathematics, two sciences, a modern foreign language (French or Spanish) and a humanity subject (geography, history or computer science).

SHOULD I TAKE THE EBACC QUALIFICATIONS?

Some schools insist that students take the EBacc collection of subjects. The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025. At Yateley School we make the EBacc available to all students but we do not insist on it. Parent and student feedback has consistently shown us that the EBacc should not be compulsory at Yateley School and that students should not have their choice restricted.

Our vision for our students is that they engage with the options that they are passionate about whilst leaving their options open for their future study and employment. As such, we do not insist on the EBacc but we do recognise that should a student opt for the suite of qualifications it can add value to their results when viewed by employers or universities.

A WORD OF CAUTION:

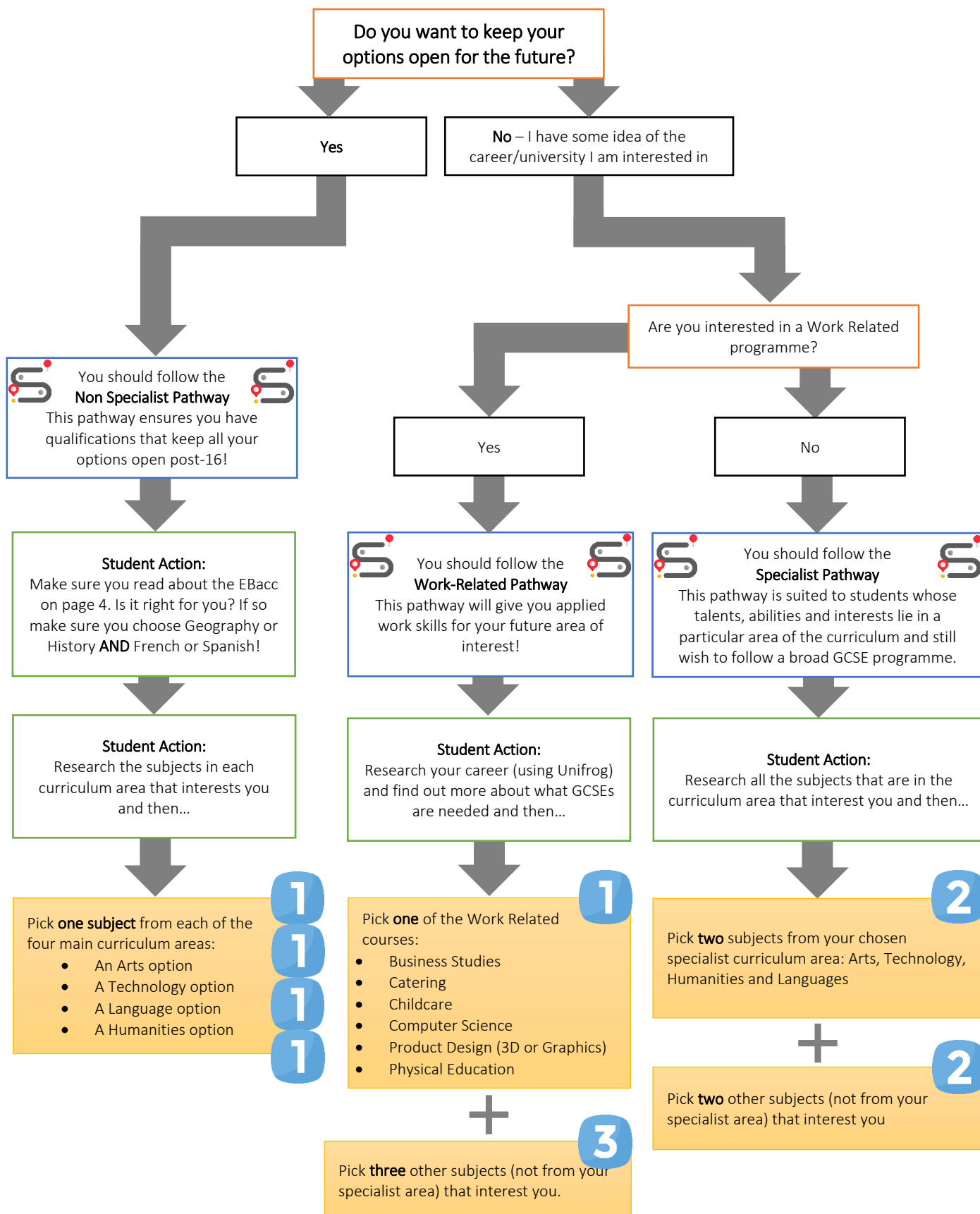
When picking your option subjects, it is essential that you pay attention to the skills required to do well in that course. This is particularly true for subjects like computer science, the performing arts and physical education – they probably aren't what you think!

1. **Computer Science** also requires you to be able to think logically, solve problems and have a keen attention to detail. Students wishing to study Computing should be targeted at least a GCSE Grade 4 in Mathematics.
2. **Dance, Drama** and **Music** all have a requirement to perform. You must be committed to this aspect of the course.
3. **GCSE PE** course will require all students to submit practical grades in **three** sports. It is highly advisable and advantageous if students regularly participate in at least one sport to a reasonably high standard.

If you are thinking of studying these subjects, you should make sure you are clear about the requirements of the course. As with all subjects, it is a good idea to meet with the appropriate teachers at the Subject Review Evening (Thursday 23 January 2020) to discuss whether your skills and interests match the course you are thinking of doing!

SO WHAT SHOULD I CHOOSE?

Use this handy flowchart to get some ideas about combinations of subjects you should think about picking...



OTHER IMPORTANT INFORMATION ABOUT CHOICES

Will I get my options?

Although every effort will be made to accommodate all students' choices, it is possible that certain alterations have to be made.

1. In some cases, courses do not run as there are insufficient numbers to make them viable, and in other cases there are a maximum number of students due to staffing.
2. Also as we offer such a wide range of possible subject combinations it is likely that we will not always be able to meet every student's requests.

If in the event of a course being oversubscribed, students will be selected in the order of:

- Meeting the option form deadlines
- Good attendance
- Good behaviour
- Evidence of commitment to the subject both in lessons and beyond the classroom
- Possible career path
- Subject grades
- Teacher recommendation

We will, in the first instance, use the criteria above to decide who will be offered the course. If we can't resolve the situation through the use of the criteria and in the consultation with students and parents, we will use a means of random selection.

We therefore asked students to pick a reserve choice in the 'open choice' block in case we are unable to offer them all their other choices. Any changes that have to be made will be fully discussed with students and their parents.

Information about the subjects that are on offer is found on the following pages. It is important that you and your parents read these, so that you have an understanding of what the courses entail. You will be given help and advice in school about these decisions.

I hope it all goes well, and remember if you are not clear about anything make sure you ask us!

Mr P Hill
DEPUTY HEAD – CURRICULUM

ADDITIONAL HELP AND SUPPORT

Careers Advice

Provided by Hampshire Futures



Year 9 Options

You are not alone if you find the idea of making your choices a bit scary, but it is actually your chance to take control of your education and shape the way you want your future to be.

The options you choose for Years 10 and 11 will affect how you spend your time at school for the next two years. The choices you make may also influence what course or career you decide to follow after Year 11.

If you don't have a particular career in mind, decision-making can feel even more confusing.

It is useful to talk to a range of people to help you make the right decisions for you – parents/carers, subject teachers, tutors, family, friends and also **Careers Advisers**.

Careers Advisers have special training to help you explore your career options. They will give you accurate, comprehensive and impartial information to help you decide, and to answer questions, such as:-

- Which careers can I do with my favourite subjects?
- How do I find out which subjects are needed for a particular career?
- How are qualifications viewed by colleges, universities and employers?

Sometimes you can drop-in to see your careers adviser at lunch or break times (Mondays) or ask your Form tutor about making an appointment.

You could also make use of the Careers resources available in your school. Or speak to the **Careers Adviser** at Parents' Evenings.

Useful resources

- Help choosing options at: <https://icould.com/article/choosing-your-gcse-options/>
- **Try Fast Tomato - Fast Tomato** has been one of the most popular online career guidance programmes for young people, helping millions of students explore the many different career opportunities open to them. From the front page click on student sign up and enter the school code (which is **YTSY**) and then the student is given a login after they have signed up. The login is then used for returning to the website.
- **eCLIPS** is an easy-to-use online careers resource that provides regularly updated information on over 1,000 jobs and careers. The site also offers advice on topics relating to options at key stages, education and training, employability skills, job seeking and lifestyle choice. ECLIPS password: WOOSCO64
- Career Companion – ask Careers Advisor
- Access the National Careers Service jobs database to research career ideas at: <https://nationalcareersservice.direct.gov.uk> and click on Job Profiles

**The Careers Adviser at Yateley School is
Christine Mirtle**

**Students can arrange a careers interview to
discuss choosing their Year 9 Options**

**Students can request an interview via their
tutor or by emailing Christine at the address
below**

Christine.mirtle@yateley.hants.sch.uk

Christine is usually in school on Mondays

 @hantsfutures  @hantsfutures

 **Hampshire
Futures**
Skills & Participation

SUBJECT	GCSE ENGLISH LANGUAGE and ENGLISH LITERATURE
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CONTACT MR MACDONALD - PARRY

EXAM BOARD AQA

COURSE REQUIREMENTS

Assessment will be arranged as follows:-

English Language

100% Exam

English Literature

100% Exam

COURSE DESCRIPTION

You will study language and literature in an integrated way throughout the course and will gain two separate GCSEs in English Language and English Literature.

You will study a variety of prose, poetry and drama, including a Shakespeare text. You will also learn how to write in a variety of forms and styles to suit specific audiences and tasks.

In preparation for the above examinations you will explore and develop your ability to communicate in a variety of ways, and to understand, analyse and comment on what you read and hear. Written communication will include imaginative, descriptive and personal assignments, as well as more factual writing, such as articles, letters, reports and instructions.

You will be expected to read a wide range of English. All students will study a play by Shakespeare as well as poetry from the AQA anthology, a modern drama text and a 19th century prose text. There will also be opportunities to read modern fiction and study the media. Non-fiction is also an important part of the syllabus, and you will be expected to read and respond to a range of such writing.

The habit of wide personal reading around the subject is encouraged, and students are introduced to the rich and diverse canon of English literature. We certainly believe that this course will be a good foundation for those students wishing to continue with English at A Level, where we offer two separate courses: English Language and Literature and English Literature.

SUBJECT	GCSE MATHEMATICS
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CONTACT MRS SHORE

EXAM BOARD OCR

COURSE REQUIREMENTS

External Examination

The course is 100% assessed through three terminal examination papers taken in June. There are two calculator papers and one to be completed without a calculator.

From September 2015, two overlapping levels will be offered by all the examination boards. The specific board will be confirmed before the start of the next academic year once full details have been released and reviewed. The new Mathematics GCSE has introduced a change to the two overlapping levels, with the Foundation paper now stretching students to a grade 5.

Foundation Level	Available grades 1-5
Higher Level	Available grades 4-9

Students will be taught and entered for the level that gives them the best chance of achieving their target grade. The level of entry of all students will be discussed with you and will also depend on their performance in the Year 11 mock examination. All students will have the possibility of achieving a 4-5 grade at GCSE.

COURSE DESCRIPTION

All students will study the same fundamental Mathematics topics. They will pursue these to varying depths. The aim is to have each student challenged with mathematics at the appropriate level for them. The course covers five key areas of Mathematics; Number, Algebra, Geometry, Statistics and Ratio/Proportion and builds on previous knowledge throughout, gradually becoming more complex. The course will include the following areas of study:

Number concepts; computation with and without a calculator; ratio, proportion, percentage; measurement using all units in current use; personal and household finance; co-ordinates and graphs; algebra; geometry of lines, angles, polygons and circles; mensuration of shapes; collection, classification and presentation of statistical data; probability.

The course will offer a sound basis for the use of the subject in everyday life and at its highest level will provide good foundation for future work in Mathematics at A level.

IMPORTANT INFORMATION ABOUT SCIENCE COURSES

It is expected that the majority of students will follow the Combined Science GCSE Science course which is equivalent to two GCSEs. A number of students will be invited to follow the Triple Science route leading to the award of separate GCSEs in Biology, Chemistry and Physics.

	Combined Science (most students)	Triple Science (some students)
Awards	2 GCSEs	3 GCSEs
Leading to:	AS/A2 Sciences	AS/A2 Science

SUBJECT	GCSE COMBINED SCIENCE
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(Double Award)

CONTACT MR W STACEY

EXAM BOARD AQA

COURSE REQUIREMENTS

Exams contributing 100% of the total GCSE grade – 2 Biology exams, 2 Chemistry exams and 2 Physics exams.

COURSE DESCRIPTION

The majority of students will study GCSE Combined Science, with the aim of acquiring the knowledge and understanding needed to engage, as informed citizens, with science-based issues.

During the course you will study Biology, Chemistry and Physics topics. You will develop your understanding of the main scientific concepts that provide a framework for making sense of the world. You will also have the opportunity to reflect on scientific knowledge itself, the practices that have produced it; the kinds of reasoning that are used in developing a scientific argument, and the issues that arise when scientific knowledge is put to practical use. Throughout the course you will have the opportunity to plan and carry out a broad range of investigative tasks and to consider and evaluate critically your own data and that obtained from other sources.

Why study Science?

Through your studies you will develop greater scientific knowledge, and the skills needed to apply it in new and changing situations in a range of domestic, industrial and environmental contexts. You will acquire an understanding of scientific ideas, how they develop, the factors which may affect their development and their power limitations.

This course will provide the opportunity to develop the scientific understanding needed to progress to further studies of Science at AS or A level.

SUBJECT	GCSE TRIPLE SCIENCE
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CONTACT	MR W STACEY
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EXAM BOARD	AQA
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COURSE REQUIREMENTS FOR EACH GCSE:

Two exams contributing 100% of each GCSE.

COURSE DESCRIPTION:

At Easter of Year 9, a number of students who have shown particular aptitude and maturity in Science will be invited to study 'Triple Science' leading to three separate GCSEs in Biology, Chemistry and Physics.

To take 'triple science' you will need to put in the necessary work and commitment to ensure that you succeed in this additional GCSE. This is an accelerated course: no additional lessons are allocated to cover the additional content. Instead lesson content will be covered more quickly, additional homework will be set and you will be expected to attend additional after school study sessions.

During the course you will study Biology, Chemistry and Physics topics. You will develop your understanding of the main scientific concepts that provide a framework for making sense of the world. You will also have the opportunity to reflect on scientific knowledge itself, the practices that have produced it; the kinds of reasoning that are used in developing a scientific argument, and the issues that arise when scientific knowledge is put to practical use. Through the study of extra topics you will have the opportunity to further develop an understanding of science explanations, how science works and the study of elements of applied science, with particular relevance to professional scientists. The extra topics covered introduce new scientific ideas while illustrating important features of their applications.

Throughout the course you will have the opportunity to plan and carry out a broad range of investigative tasks and to consider and evaluate critically your own data and that obtained from other sources.

Why Study for the Separate Science qualification?

Through an extended study you will gain an insight into what is involved in being a practitioner of science. You will learn how scientists develop scientific understanding of ourselves and the world we inhabit and how these understandings can be applied to the benefit of humanity. You will have the opportunity to develop the scientific knowledge and understanding required to progress to further study of the Sciences at AS or A-level should you wish to.

SUBJECT	GCSE ART AND DESIGN
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CONTACT MR BREMNER

EXAM BOARD AQA

COURSE REQUIREMENTS

Coursework (2 projects)	60%
Exam (1 project)	40%

A GCSE Art project consists of four main areas:

- Developing ideas – investigating, analysing and putting in context
- Experimenting and selecting – resources, media and techniques
- Recording – ideas and observations
- Presenting – An informal and meaningful response to a project

Students are guided through the first project and given freedom towards the end to focus on strengths and preferred areas of study.

The other projects are based upon themes where students are far more involved in what areas are studied. You still work within the familiar framework but choose how you interpret the theme with guidance from your teacher.

COURSE DESCRIPTION

This GCSE is different from most in that it allows you to express yourself in a creative way – it is both enjoyable and challenging. You will be taught a variety of techniques including printing, sculpture, ceramics, painting and drawing. You will also be taught how to develop your work to produce exciting and imaginative project work. The work produced in these projects will go towards your exam marks.

For the final exam project you will be given the paper one month in advance – this gives you a chance to think through ideas, practise techniques, consult with your teacher and thoroughly prepare for the exam itself.

Why Study Art?

Art and Design is a subject where you learn to develop your creativity. If you enjoy drawing, painting or making things or if you enjoy finding creative ways of solving problems then this is the subject for you. There are many options after GCSE starting with AS and A level and leading to an ever increasing range of Art related careers. Our society is becoming more visually literate and it needs people who can understand and develop visual ideas.

SUBJECT	GCSE DANCE
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CONTACT MRS WEARING

EXAM BOARD AQA

COURSE REQUIREMENTS

60% Practical 40% Theory

COURSE DESCRIPTION

Dance GCSE offers students the opportunity to develop skills, knowledge and understanding of dance as a choreographer, performer and critic. The course is highly practical and therefore you need to be fully fit and committed to all aspects of the course.

The course is open to students of either gender who have a strong interest in creating their own work as well as performing alone and in small groups. Students who opt for dance must be self-disciplined and be prepared to rehearse at lunch times and after school during examination periods. You will be expected to keep a workbook of your theory work throughout the two-year course.

Students are assessed in the following areas

Performance (30%)

Set phrases through a solo performance

You will be expected to perform set phrases of approximately 1 minute long.

Duo/Trio performance

You will be expected to perform in a small group dance, lasting 3½ minutes.

Solo or Group Choreography (30%)

You will be expected to choreograph either a solo (2 to 2½ mins) or a group (with 2 to 5 dancers) lasting 3 to 3½ minutes. The dance will be based on a prescribed list of stimuli.

Written Examination (40%)

Dance Appreciation

You will answer questions based on your knowledge and understanding of choreographic processes and performing skills, critical appreciation of your own and professional works. The paper is marked by the examination board.

Why Study Dance?

- You have a strong interest in performing dance in various styles
- You have a strong interest in creating dances and want to develop your creativity
- You enjoy being challenged and want to develop your skills as a dancer
- You are keen to learn about professional dance works and gain a broader understanding of what types of dance and choreographers are working in the UK today

SUBJECT

GCSE DRAMA

CONTACT

MISS TOTTMAN

EXAM BOARD

EDEXCEL

COURSE REQUIREMENTS

The GCSE course has three components.

Component 1: (40%) Students create and develop their own performance based on a stimulus. They create a portfolio of work to support this. This can be written (2000 words) or given as verbal evidence (8-10 minutes).

Component 2: (20%) Students perform in two key extracts from a performance text. Alternatively students can work as a designer for these extracts. Marked by an external examiner.

Component 3: (40%): A written exam lasting 1 and a half hours. This involves the study of a performance text and the evaluation of a Live Theatre production. Students will explore one performance text practically in lessons; learning how to work as actors, directors and designers in bringing the play to life for an audience. Students will go and watch a Live Theatre performance.

COURSE DESCRIPTION OF GCSE DRAMA

Students will explore Drama from the perspective of an actor, director, designer and audience member. Over the course students will learn a range of techniques and experiment with various performance styles. The course enable students to do both devised and scripted work. There is also a strong written component to this course which students need to commit to fully. Component 2 allows students to create a polished scripted performance which they perform in front of an audience and examiner. They will need to be willing to commit to after-school rehearsals in order to do this.

Why Study Drama?

GCSE Drama is an active and generally fun subject although you must be prepared to complete the written work also as this is 70% of the grade. It encourages creative thinking, teamwork, communication skills and confidence. You will have increased opportunities to watch live theatre, work with professional acting companies and use theatre technology.

GCSE Drama is a challenging, exciting and creative subject which allows students to develop personally, socially, academically and creatively.

SUBJECT	GCSE MUSIC
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CONTACT MRS PEJOVIĆ

EXAM BOARD EDUQAS GCSE MUSIC

COURSE REQUIREMENTS

Composing	Coursework)	Internally assessed	30%
Performing	Coursework)	Externally moderated	30%
Listening and Appraising	Written exam	40%	

COURSE DESCRIPTION

You will have to answer questions in the listening exam based on music heard on a CD. The exam lasts approximately 1 hour and 45 minutes.

- You will have to compose at least two pieces of music lasting about 2 or 4 minutes each. Both compositions must be individually composed, notated or written down, and recorded onto CD. You can use music technology to make up your music.
- You have to give 2 performances lasting no less than 4 minutes in total. They have to be recorded by your teacher. One performance must be solo and one must be ensemble performance (group). Solo and ensemble performance are usually from music composed by professional musicians. Grade 3 instrumental level is recommended.
- You will have the opportunity to compose and perform many pieces of music so that you can choose your best work to enter for coursework. The centre will choose pieces for your coursework.
- 60% of the course is about music that you produce.
- It helps if you already have instrumental or vocal lessons. These can be arranged for you if required.
- You don't just play music, you study music.
- You will learn about music that you haven't experienced before and you will begin to understand better the music you are familiar with.
- By learning to understand music, you will become a better performer and composer.
- We cover classical music, rock popular, jazz, musical theatre, fusion, film music and many other music genres.

Why Study Music?

- GCSE music is many things. You don't have to be a particular 'type' of student to enjoy and achieve well in this course.
- It is both fun and challenging to study music and extremely rewarding after performances and compositions are completed.
- Music is a special subject (both academic and practical) that allows people to be creative, disciplined in preparing performances and creating own compositions and is mentally challenging as there are many facts to learn and remember.
- Music develops lateral and logical thinking and as such enhances mathematical skills. It is also closely linked to languages, history and certain parts of science i.e. acoustics. Studying music strengthens understanding of other subjects.
- Employers like to work with people who have studied music as they are always able to work by themselves as well as part of a team.
- Musicians also understand how to meet deadlines, concert dates cannot be changed so you have to be ready!
- Your fine motor skills will improve, along with your coordination.
- Your ability to work with others and your own confidence will develop.
- You will learn to analyse in a more subjective manner, justifying your findings and 'thinking outside the box'.
- Research shows that musicians use every part of their brain. That can't be a bad thing.

If you need more information about the GCSE Music course then talk to any of the Music teachers.

SUBJECT	GCSE PHYSICAL EDUCATION
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CONTACT MRS K EVANS

EXAM BOARD AQA

COURSE REQUIREMENTS

Paper 1 The human body and movement in physical activity and sport
Written Exam - 1 hour 15 minutes
78 marks (30% of GCSE)

Paper 2 Socio-cultural influences and well-being in physical activity and sport
Written Exam - 1 hour 15 minutes
78 marks (30% of GCSE)

Non-exam assessment: Practical performance in physical activity and sport
3 different physical activities in the role of player/performer (one team activity, one individual activity and a third from either) useful if you participate to a high level. 25 marks (10% of GCSE)
Written analysis and evaluation of performance to bring about improvement in one activity
75 marks (30% of GCSE)

COURSE DESCRIPTION

Paper 1 - The human body and movement in physical activity and sport

- Bones, structure of the skeleton, functions of the skeleton
- Muscles of the body
- Structure of synovial joint, types of joints
- Structure and functions of the cardio-respiratory system
- Effective use of warm up and cool down
- The components of fitness, benefits for sport, measurement of fitness
- How to optimize training and prevent injury
- Movement analysis
- Lever systems
- Planes and axes of movement
- Physical Training
- Anaerobic and aerobic exercise
- Principles of training
- Use of data

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

- Sports Psychology
- Goal setting and SMART targets
- Mental preparation for performance
- Basic information processing
- Ethical and socio-cultural issues in physical activity and sport
- Socio-cultural influences
- Commercialisation of physical activity and sport
- Guidance and feedback on performance
- Health, fitness and well-being
- Nutrition

Why study GCSE Physical Education?

A GCSE qualification in PE may be useful in the following career areas:-
Leisure/Recreation Centre work, Recreation/Sports Management, Armed services, Teaching, Police and Physiotherapy

The PE department will decide which of the PE courses you are best suited to study based on your previous attainments and relevant data

SUBJECT	PEARSON BTEC LEVEL 1/2 FIRST AWARD IN SPORT
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CONTACT MRS K EVANS

EXAM BOARD PEARSON

Course Requirements

- 3 core (mandatory) units
- 2 optional specialist units

Course Description

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 qualification is 120 GLH, which is the same size and level as a GCSE, is aimed at everyone who wants to find out more about the sport industry.

You will study **three mandatory units**, covering the underpinning knowledge and skills required for the sports sector:

- Unit 1 Fitness for sport and exercise (External)
- Unit 2 Practical performance in sport (Internal)
- Unit 3 Applying the principles of personal training. (Synoptic Internal)

You will build on the knowledge gained in the mandatory units by choosing one further unit:

- Unit 6 leading sports activities. (Internal)

Why Study BTEC Level 2 First Award in Sport?

- It provides you with the opportunity to develop knowledge and understanding by applying your learning and skills in a work-related context.
- It engages you in taking responsibility for your own learning and developing essential work-related skills, such as working to deadlines and presenting information effectively.
- It encourage you to develop your people, communication, planning and team-working skills.
- It encourage your personal development through practical participation in a range of sports and exercise activities and gives a wider understanding and appreciation of Health related fitness, sports and exercise.

The PE department will decide which of the PE courses you are best suited to study based on your previous attainments and relevant data

CONTACT

MISS SELF

EXAM BOARD

EDEXCEL (Specification B)

COURSE REQUIREMENTS

You will complete 3 units in this GCSE. Each one is assessed by an **examination**. There is **no controlled assessment** anymore in Geography GCSE (used to be known as coursework). There is still a requirement to do 2 compulsory days **field work** during the GCSE course, one concentrating on physical geography, the other on human geography. For each of the exams we provide interactive revision materials and a revision guide.

COURSE DESCRIPTION

Unit 1: Global Geographical Issues

- Hazardous earth – studies of tropical storms and tectonic hazards;
- Development dynamics - a study of an emerging country;
- Challenges of an urbanising world - a study of a mega city in a developing or emerging country.

Unit 2: UK Geographical Issues

- The UK's evolving physical landscape - studies of coastal and river landscapes including physical fieldwork investigation;
- The UK's evolving human landscape - studies of dynamic inner-cities and changing rural settlements including human fieldwork investigation.

Unit 3: People and Environment Issues – Making Geographical Decisions

- People and the biosphere;
- Forests under threat;
- Consuming energy resources.

Why study Geography at GCSE?

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. The course will give you the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes which shape and change our world.

It takes you on a journey exploring unusual (even strange) places, fascinating natural events, the actions and reactions of people who face life changing situations. You will be active in lessons, exploring and discovering Geography through practical group work and pair work activities. You will develop excellent investigative skills, decision making skills, ICT skills (using digital satellite images, street views and AEGIS – a Geographical Information System) and the ability to argue your viewpoints both spoken and in writing.

Geography as an academic subject is widely respected by employers and will enable you to study A levels and other further education courses. It forms part of the Ebacc and is also highly regarded as a facilitating subject for the UK's top universities. There has never been a better time to study Geography, so make the choice to go places by taking Geography at GCSE.

CONTACT MISS VINCI and MRS CURRAN

EXAM BOARD AQA

COURSE REQUIREMENTS

This is an exciting course that covers a range of topics from modern history.

- **Paper One** –Written exam 2 hours, 84 marks, section A- 6 compulsory questions, section B- 4 compulsory questions (50% of GCSE)
- **Paper Two**- Written exam 2 hours, 84 marks, section A- 4 compulsory questions, section B- 4 compulsory questions. (50% of GCSE)

COURSE DESCRIPTION

Paper One- Understanding the Modern World

Section A- America, 1920-1973- Opportunity and Inequality

This period study focuses on the development of the USA during a turbulent half century of change. Some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice.

Section B- Conflict and Tension in Asia, 1950-1975

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It focuses on the conflicts in Korea and Vietnam.

Paper Two- Shaping a Nation

Section A- Britain: Health and the People c.1000 to the present day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society.

Section B- Elizabethan England, 1558 - 1603

This option allows students to study in depth the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints.

Why study History?

History plays a powerful part in your general education. It provides you with the skills of analysis, interpretation, evaluation and communication which are very much in demand in the workplace and is a highly valued subject on any application form. There are a very large number of successful people in the worlds of business and public affairs who have studied History well beyond GCSE. Due to its study of human action History is regarded as of great value in any fields of employment involving contact with real people. History is well respected and gives you the opportunity to hone invaluable skills.

CONTACT MR BRISTOW

EXAM BOARD EDUQAS

COURSE REQUIREMENTS

100% exam. No coursework.

COURSE DESCRIPTION

Religious Studies is a thought provoking, interesting and insightful subject to study at GCSE, it is therefore very popular and has a high uptake.

We look at issues that affect everyone and ask the sort of questions many of you will be already asking yourselves.

- Should we go to war?
- Is abortion murder?
- Should we help people in pain to die?
- Should divorcees be allowed to remarry in church?
- Can it ever be right to end a life even for the most serious crimes?

We study Christianity as a world religion, we discover why people want their children baptised, examine Christmas as a religious or commercial festival; discover why Christians pray and assess how effective they think it is.

We also study a number of contemporary moral issues including racism, abortion, crime and punishment, war and peace, divorce, and medical technology. These topics always lead to heated debates!

Religious Studies teaches students to evaluate important moral issues by examining different viewpoints and gives students the skills to draw informed opinions.

The subject is not only widely accepted but welcomed as an entry qualification for further and higher education courses. It develops a wide range of skills, including those essential for enquiry, interpretation, reasoning, evaluation and communication.

Why Study Religious Studies?

Religious Studies provides skills not only for work and for learning – but for life!

SUBJECTS	GCSE MODERN FOREIGN LANGUAGES
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GCSE FRENCH AND GCSE SPANISH

CONTACT MRS McCABE

EXAM BOARD AQA

COURSE REQUIREMENTS

There are four key skills tested at GCSE – listening, speaking, reading and writing.

All four skills are tested at the end of the course all via external examinations. These examinations can be taken at Foundation or Higher level but they all must be taken at the same tier. It is worth to note that the speaking assessment is carried out by the class teacher and is marked by the examination board.

It is important to remember that being successful in a language will involve a lot of independent work and resilience. The more you put into your lessons, the more you will get out of them.

COURSE DESCRIPTION

The GCSE course builds on work done in KS3 and aims to develop:

- understanding the language in a range of situations including my family, my free-time, where I live, holidays and leisure, my education and future plans.
- the ability to communicate effectively in speech and writing;
- knowledge and understanding of grammar and the ability to apply it;
- knowledge and understanding of the countries and communities where French and Spanish are spoken;
- positive attitudes to language learning which will help in study of other languages or academic disciplines later in life.

There will be opportunities for you to use the internet and various authentic materials. There are also visits organised to France and Spain to support your language learning.

Why study a language?

A foreign language opens new horizons and will be extremely useful no matter what career you envisage doing. Those who have foreign language skills will always have the edge in the job market; it is also possible to combine the study of a language with a wide range of other subjects in further education.

Also a language makes travel abroad much easier and far more interesting!

Please note...

Both French and Spanish are offered at GCSE. You can only study the language at GCSE that you have studied at Key Stage 3. It is possible, and for those who have the ability and aptitude, to study **both** French and Spanish at GCSE. This will take up two of your option blocks, and one language will be studied from scratch.

SUBJECT	CHILD DEVELOPMENT TECH AWARD
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CONTACT MRS D'ALTON

EXAM BOARD CACHE

COURSE REQUIREMENTS

The Qualification consists of 3 units:

- Two Units Graded A* - D assessed by coursework
- A written short answer exam paper

The course content includes the knowledge and understanding of child development and wellbeing necessary when preparing to work with children.

Key areas covered:

- Learning styles and how we can use our knowledge to ensure success in our studies.
- An introduction to working with children in a variety of settings.
- An understanding of the key roles and responsibilities in childcare settings.
- The development of children from conception to birth.
- Child Development – key areas – physical, social, emotional and intellectual.
- The observation of children and how we use them to plan age appropriate activities. to help progress development.
- Factors affecting the holistic development of children.
- Everyday care routines and the type of activities that can support the development of independence.
- Transitions – types and how they affect children

Students will be required to undertake an in depth study of a child and their development. This is based on the study of a child / or group of children. Students are required to find a placement with child / group of children under the age of 5 years either at a local pre-school group or with a family.

You are required to set up and record a series of activities / tasks / observations over a period of visits in order to evaluate the child's development.

CONTACT

MRS QUICK

EXAM BOARD

EDUCAS

FOOD PREPARATION AND NUTRITION**COURSE REQUIREMENTS**

Written Theory Exam: 50% of final grade taken in June Year 11

NON EXAM ASSESSMENT

Task 1: A Food Science investigation: 15% (10% written report and 5% practical work) Carried out September and October Year 11

Task 2: A practical exam of 3 dishes and 2 side dishes: 35% (15% written folder and 20% practical exam) Carried out November – March Year 11

HOSPITALITY AND CATERING**COURSE REQUIREMENTS**

Unit 2: Written Theory exam 40% of final grade taken in June Year 11. This covers aspects of Hospitality, Catering and Food theory.

COURSEWORK

Unit 1: 60% of final grade Carried out in year 11.

This involves a practical exam where students are required to produce 4 dishes around a theme and write an associated report.

COURSE DESCRIPTION

The EDUCAS Food courses equip learners with the knowledge, understanding and skills required to cook and apply the principles of science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. You are expected to cook every week in your double lesson and the standard of presentation is high. A combination of practical and theory lessons will be taught in Year 10 to prepare the students for the assessments in Year 11.

Practical work will include:

Making dishes to learn practical skills, functions of ingredients and different methods of cooking. The students are required to provide their own ingredients, labelled container and apron.

Theory work covers 6 main areas:

There will be a written, research or revision homework each week to prepare the students for the exam and coursework.

1. Food commodities.
2. Principles of nutrition.
3. Diet and good health.
4. The science of food
5. Where food comes from.
6. Cooking and food preparation.

Please note: For more information about whether Food is a suitable option for you please speak to any of the teachers in the Food Technology Department.

SUBJECT	GCSE PRODUCT DESIGN: GRAPHICS
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CONTACT MISS WILLIAMS

EXAM BOARD EDEXCEL

COURSE REQUIREMENTS

- Coursework project (50% of the total mark)
- Examination (50% of the total mark)

The coursework project consists of the designing and making of graphical products using card, paper, foam board or similar materials. Examples of coursework projects include packaging, pop-up books, board games, point of sale display stands, table talkers; adverts/posters/DVD covers etc. The examination paper consists of questions based on drawing fundamentals, graphics techniques, product analysis, graphic materials and sustainability issues.

COURSE DESCRIPTION

This course is concerned with teaching the principles of design and uses the design process to generate a range of solutions in response to a design brief. You will learn the basic skills of drawing including isometric, perspective, planometric and orthographic projection and how to be selective in choosing the correct method to communicate and illustrate your design ideas. Students are involved in designing and making activities using both hand techniques and a range of computer packages and CAD/CAM. In graphics students will use Adobe Photoshop, Illustrator, Techsoft 2D Design tools, Sketch up and Microsoft office packages particularly Publisher.

In Year 10 you learn and work through a range of tasks and mini projects that teach formal drawing methods and constructions as well as design and creative solutions. Students are involved in projects ranging from product design and interior design to packaging and logo design. Students gain a good understanding of the design process and use knowledge of materials and processes to develop their ideas and solve problems.

In Year 11 you complete the coursework project, making use of the design process to research, design, develop and then realise your design solution. This project will be based on a contextual challenge set by the exam board and you will submit a design folder and 3D Graphic prototype. The main focus of the project is the manufacture of quality prototype model using a range of appropriate materials and Computer Aided Design.

Why Study Graphics?

Each section of the course is set as a problem solving exercise and seeks to encourage creative thought and a high standard of communication skills. Students will learn how to use a range of 2D and 3D computer aided design packages that are used in the design industry, as well as experience a variety of graphic modelling techniques. This course would be a suitable foundation for a variety of future careers including advertising, architecture, product design, graphic design, industrial design, interior design, illustration and animation. We have an A level course which is continuation from this GCSE, which is also highly popular. Many of our past students have also gone on to study Design related courses at further education.

CONTACT

MR SIBBALD

EXAM BOARD

EDEXCEL

COURSE REQUIREMENTS

Innovation Challenge coursework project (50% of the total mark)

Examination (50% of the total mark)

The Innovation Challenge tasks students with researching, designing, making and evaluating the success of a Product for a real client/end user. To complete this the students may use textiles, card, foam board, metals, thermoplastics or timbers. There is no common outcome, every project is unique and uses the widest possible range of skills.

The examination paper consists of questions based on Product Design Core knowledge of textiles, thermoplastics, paper and board, metals, timbers and Maths as well as specialist questions on timber based products.

COURSE DESCRIPTION

In Year 10, you will build on your KS3 learning to develop all the skills needed to undertake your major project in Year 11. You will complete three mini projects **Industry** designing and making a prototype of a toy for a disabled child – **Disaster** designing and making a model of a Textiles based shelter for refugees and **Production** Techniques focused on Injection Moulding. In all you will be working in Textiles, Polymers, Card and Board, Metals and Timbers. You will learn how to create files in 2D Design that can then be laser cut in Acrylic or MDF, you will also spend time developing your researching creative design, drawing and presentation skills. In year 11, you will undertake a single design and make activity (major project) in response to a Contextual Challenge set by the exam board. You will need to submit a 3-dimensional outcome in a combination of materials and a concise design folder.

Why study 3D Product Design?

This course is for you if you are prepared to take on a challenge, inventive, creative, an independent learner and hard-working. Do NOT consider this course if you do not carry out homework and home study which in Year 10 should be of about two hours a week. Do NOT consider this course if you want to merely make, manufacture is about 10% of the course, the rest is research, design and exam preparation.

A GCSE in 3D Product Design encourages innovation, it gives you the opportunity to produce designs applicable in the real world as well as giving you valuable experience needed for the A Level course. All in all it's a very rigorous exciting, relevant, and challenging choice. It provides a strong foundation for further education and careers in the creative industries as a Product Designer, Architect, Industrial or Interior Designer.

SUBJECT	GCSE BUSINESS STUDIES
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CONTACT MISS NICHOLSON

EXAM BOARD AQA

COURSE REQUIREMENTS

The new GCSE Business Studies course consists of six main topic areas:

1. Business in the Real World
2. Influences on Business
3. Business Operations
4. Human Resources
5. Marketing
6. Finance

Assessment is through two external exams consisting of a range of multiple choice and short answer questions and case study analysis. Exams are sat at the end of Year 11.

COURSE DESCRIPTION

GCSE Business Studies gives students the opportunity to explore real business issues and how businesses work. The variety of topics studied gives students the opportunity to explore concepts by looking at real business examples ranging from small enterprises to large, global companies. Students can gain an understanding of all areas of business along with an awareness of how the economy and the changing world around us affects the decisions businesses make.

Why study GCSE Business Studies?

Businesses play an important part in all our lives and this is a relevant subject whatever career path you eventually choose. Studying a traditional GCSE Business Studies course allows you to understand how the businesses around you work and investigate new business opportunities for the future. The course provides you with the key skills of decision-making, problem solving and evaluation, all in the context of the real world.

Please note: The Business Studies department will decide which of the Business courses you are best suited to study based on your previous attainments and relevant data

SUBJECT	BTEC TECH AWARD IN ENTERPRISE
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CONTACT MISS NICHOLSON

EXAM BOARD PEARSON

COURSE REQUIREMENTS:

The BTEC Tech Award in Enterprise consists of three components:

1. Exploring Enterprises (Internally Assessed Coursework Unit: 30%)
2. Planning for and Pitching an Enterprise Activity (Internally Assessed Coursework Unit: 30%)
3. Promotion and Finance for Enterprise (Externally Assessed Task: 40%)

The course is the equivalent of one GCSE.

COURSE DESCRIPTION:

This course will provide students with an opportunity to explore, understand and analyse the world of business and enterprise.

The course begins with a look at the different types of enterprise and what makes a successful business. Students then move onto planning an enterprise activity, using their own knowledge of business and entrepreneurial skills.

The course also focuses on finance and promotion for businesses, examining costs, budgeting, cash flow and the calculation of profit for a business – all essential skills necessary for a successful business enterprise.

WHY STUDY BTEC ENTERPRISE?

Businesses play an important part in all our lives and this is a relevant subject whatever career path you eventually choose. Studying the BTEC Tech Award in Enterprise allows you to consider your own business idea along with what has made existing enterprises successful. This course gives you the opportunity to research real business examples in a more vocational context and apply your learning through the coursework units.

Please note: The Business Studies department will decide which of the Business courses you are best suited to study based on your previous attainments and relevant data.

SUBJECT	GCSE COMPUTER SCIENCE
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CONTACT MRS COBBOLD

EXAM BOARD OCR

COURSE REQUIREMENTS

Exam 100%

COURSE DESCRIPTION

This is a course that has real relevance in our modern world. It will give students an in-depth understanding of how computer technology works. There are two components in this GCSE:

Component 01 – Computer Systems (Exam 50%)

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

Component 02 – Computational Thinking, Algorithms and Programming (Exam 50%)

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

Practical Programming

Students will be given the opportunity to undertake programming tasks to solve problems during their course of study.

Why Study Computing?

This course will help you to develop computational thinking, analysis and problem solving skills. These skills can be transferred to other subjects and even applied in day-to-day life. If you want to go on to higher study and employment in the field of Computer Science then this course will provide a sound underpinning knowledge of this subject.

Note:

Computer programming is challenging and requires attention to detail and logical thinking. Whilst we will be teaching the programming skills required on this course, it is important that students enjoyed the programming they did in KS3 and enjoy problem solving and working independently if they are to do well.

SUBJECT	CITIZENSHIP
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This subject is compulsory but is not an examination subject; it is delivered alongside PSHEE in a single timetabled lesson each week.

COURSE DESCRIPTION

We study and debate a range of areas including Law, Parliament, Political controversies, Human Rights, International issues, the Environment and European & Local democracy.

Citizenship allows you to acquire a range of important skills that can be applied in both society and business, particularly the skills of *advocacy* and *representation*.

Why Study Citizenship?

"The world is run by those who show up" Robert B Johnson.

Any society depends for its success on good citizens and good citizenship education ensures that young people grow up able to contribute wisely and thoughtfully to their community.

The skills developed during Citizenship are the so called "soft skills" so valued by universities and employers. During the course you will learn what you need to do to make your own voice heard.

SUBJECT	PERSONAL SOCIAL, HEALTH & ECONOMIC EDUCATION
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CONTACT MR DONOHOE

This subject is compulsory but is not an examination subject; it is delivered alongside Citizenship in a single timetabled lesson each week.

COURSE DESCRIPTION

PSHEE at Yateley is designed to meet the needs of young people in this community. A range of emotional, ethical and personal topics are covered including; Sexual and Emotional Health, Drugs, Domestic Finance, Personal risk management, and social issues such as disability, bullying and discrimination.

Independent advice and guidance and careers education forms an important strand within PSHEE education.

The program also provides you with input on spiritual and religious education for those students not taking a GCSE in RE.

CITIZENSHIP - We study and debate a range of areas including Law, Parliament, Political controversies, Human Rights, International issues, the Environment and European & Local democracy.

Why Study PSHEE?

PSHEE allows you to acquire a range of important skills vital for personal effectiveness in an increasingly complex world, where sensible judgements require increasingly higher levels of knowledge, skill and understanding.

The course philosophy can be said to revolve around the idea of personal risk management. We seek to give students the knowledge and capacity to weigh up the advantages and disadvantages of various life choices and thereby make informed and well considered decisions.

MORE HELP AND ADVICE ON WHAT YOU SHOULD CONSIDER WHEN CHOOSING YOUR OPTIONS

You have now reached the time in your life when you have to make some important decisions about your GCSE examination courses. How do you begin to make these decisions? Your teachers, Head of House and form tutor can help you: they know you and will be able to tell you about the subject that you might be considering. Your parents will also be able to help you reach a decision. Ultimately however, it is your choice. How are you going to choose?

To begin with, you should ask yourself some questions like the ones below:

1. **Have I collected all the information I need?**
 - a. Which subjects can I choose from?
 - b. What is each subject really like?
 - c. What qualifications does each course lead to?
 - d. What are the course requirements, number of exams, skills needed etc?

2. **Have I thought about my strengths and weaknesses?**
 - a. Which subjects do I like?
 - b. Which subjects am I good at?
 - c. Do my teachers think I can do well in their subject?
 - d. Am I being realistic about my capabilities and my present progress?

3. **Have I thought about the consequences of my choice?**
 - a. If I take this subject, will I have more choices in the future?
 - b. If I drop that subject, will I have fewer choices in the future?

4. **Have I made an alternative plan?**
 - a. Could I choose other subjects later, perhaps in the sixth form?

5. **Have I checked any deadlines?**
 - a. Have I made a note of the final dates for my decisions?
 - b. Have I left enough time to find out everything I need?

STRENGTHS AND WEAKNESSES

Remember that everyone is individual and will have different strengths and weaknesses from someone else. For example, some people are very creative and can put that creativity into words when others are excellent at drawing or painting or designing and making. You need to think about what you are really good at in order to succeed and to enjoy the subject. We want you to keep as many choices open as possible and there will be some subjects that you will have to study – and this is detailed at the front of this booklet (page 3) - but we will also help you to choose the right subject for you.

Look at a wide variety of jobs (use the Careers Room), or the careers software (Unifrog), and decide what skills are required, how jobs that interest you might affect your life and which subjects will help you achieve your ambitions.

Why do you think people choose certain subjects? Try to answer these questions for yourself - please circle ✓ or x as it might apply to you.

Like or am interested in the subject	✓	x
Help in future job	✓	x
Want subjects which can be passed at GCSE/BTEC	✓	x
Good at the subject	✓	x
Would help in home or hobbies	✓	x
Want a variety of subjects – leave career open	✓	x
Would help understand the world	✓	x
Do not like other options	✓	x
Do not want to waste three years' work	✓	x
High exam marks in subjects in year 9	✓	x
Want to do new subjects	✓	x
Parents want me to choose a certain subject(s)	✓	x
No good at other options	✓	x
Like the teachers who teach the subject	✓	x
Teachers advise me to choose their subject	✓	x
Want some easy subjects	✓	x
Not able to choose the subjects I wanted to	✓	x
Cannot think what else to do	✓	x