

# Year 9 Options 2025





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# Introduction

Dear Students,

The start of the options process marks an important point in your school career. We will guide you through the process to ensure you have a balanced curriculum that suits your needs. All students will study English, Mathematics, Science and PE, most will also study a language. All students will continue to have lessons dedicated to Personal, Social, Health and Economic education [PSHE]. You will also need to choose either Geography or History.

The Government expects 95% of students to study a language. To help support you in your choices we have created two routes:

## **Green Route (Ebacc)**

Most students will be on this route and will study a language. It ensures a broad and balanced curriculum is followed and could help secure a university place. Following this route qualifies students for the English Baccalaureate (Ebacc). The green route is comprised of the core curriculum, French or Spanish, History or Geography and two further options:

- You must choose either Geography or History
- You must choose either French or Spanish (depending the language you studied in Year 9)
- Two further options to be selected from the optional subject list

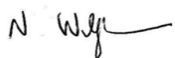
## **Blue Route (Non-Ebacc)**

This pathway recognises that studying both a Modern Foreign Language and a Humanities subject may not be appropriate for everyone. Students following this route will study the core curriculum, History or Geography and three further options:

- You must choose either Geography or History
- Three further options to be selected from the optional subject list

This booklet provides an overview of each subject; please take every opportunity to talk to your teachers and ensure you understand the requirements and content of each subject you intend to choose. Some subjects have limits on the number of students they can accommodate and some combinations of subjects will not be possible. **We therefore need every student to select two reserve subjects.**

This is an exciting opportunity for you to make decisions about your education. We understand choosing your options can be a daunting prospect but, always remember, staff are on hand to guide you.



Mr N Willingham  
Headteacher

# About this booklet

The information in this booklet is divided into four sections:

## ☐ **CORE SUBJECTS**

(those taken by all Key Stage 4 students)

## ☐ **MODERN FOREIGN LANGUAGES**

(95% of students need to select at least one between French and Spanish - usually the same language as the one they studied in Year 9)

## ☐ **EBACC SUBJECTS**

(students need to select at least one between Geography and History)

## ☐ **OPTIONAL SUBJECTS**

Whilst the information in this booklet is as accurate as we can make it, some aspects are subject to change - for instance, specific course content and the likely cost of materials and work wear. In all instances, the respective subject teacher is the best source of information and advice.

For all non-subject specific concerns, there are a number of people available in school to offer support in a range of areas and ways.

These include:

- **Mr Willingham** - Headteacher
- **Mr Feaviour** - Assistant Headteacher
- **Mr Reynolds** - Head of Year
- **Mrs Fisher & Mrs Street** – Pastoral Support Officers
- **Ms Wagstaff** - Careers, Information, Advice & Educational Guidance lead

The table below shows the key dates relevant to the options process;

<b>1<sup>th</sup> May</b>	Options Evening	The evening will begin with an explanation of the options process and a description of the guidance that will be provided for students. There will then be an opportunity to speak with subject teachers, see examples of the type of work completed in each subject and ask specific questions.
<b>w/c 5<sup>th</sup> May</b>	Individual Options Meetings	Each student will have an individual meeting with a senior member of staff during the school day, to discuss their subject choices.
<b>21<sup>st</sup> May</b>	Options Deadline	Students need to submit their options choices on time, using the
<b>July</b>	Individual Parental Meetings & Confirmation Letters Sent Home	Once all the forms have been processed, individual letters confirming the subjects studied in Year 10 will be sent home. Individual meetings will be held with the parents/carers of any students who still have concerns or whose choices cannot be accommodated.



# Core Subjects

## CORE SUBJECT

<b>Subject</b>	English Language	<b>Exam Board</b>	Eduqas
	English Literature		EdExcel
<b>Examination</b>	100%	<b>Coursework</b>	None
<b>Teachers</b>	Mrs Murkin, Mrs Brockman-Smith, Miss Franklin, Mrs Ambrose-Bone, Miss Bird, Mrs Russell, Miss O'Neill		

### STRUCTURE OF COURSE

Students will achieve two GCSEs in English; one each for Language and Literature.

#### To gain the Language GCSE students will learn and hone the following skills:

- **Reading** – to read and understand a range of fiction and non-fiction writing and to be able to analyse the writer's use of language, structure and techniques to create particular effects
- **Writing** – to write in a range of formats and styles, using appropriate language and techniques
- **Speaking and Listening** – to express and present their ideas and viewpoints in a way that suits their audience and situation
- **Basic skills** – to use correct punctuation, grammar and spelling in order to make their writing clear and/or to create particular effects

#### To achieve a Literature GCSE students will be:

- Reading a number of texts from a range of time periods. This will include: drama, poetry and novels
- Closely analysing extracts of texts, looking at language and techniques used by the writer
- Considering the impact of whole texts by studying characters, themes and structure
- Learning about the social and historical context that surrounds the texts they have studied

### RESOURCES/EQUIPMENT

- Revision websites
- Literature texts and study guides (available in the school shop)

### PROGRESSION

English skills are essential in everyday life and success at GCSE will open the doors to a range of courses and careers.

### EXPECTATIONS OF STUDENTS

We expect all students to arrive to lessons focused and equipped to learn. There is a lot of content to cover in our lessons and often it relies on students being actively engaged in polite classroom discussions. Sharing our ideas with each other and respecting others' contributions is essential.

We would also encourage students to do as much of their own private reading as possible. Visiting the St Clement's High School website and looking at the English Department page, where you will find the KS4 reading list, is a great starting point.

## CORE SUBJECT

<b>Subject</b>	Mathematics	<b>Exam Board</b>	AQA
<b>Examination</b>	100%	<b>Coursework</b>	None
<b>Teachers</b>	Mr Batchelor, Miss Waterman, Mr Brown, Ms Wagstaff, Miss Towler		

### STRUCTURE OF COURSE

Students will start their Year 10 GCSE course in the tier of entry that should be appropriate for their predicted GCSE Level. Students in sets 1 and 2 will follow the Higher Tier course. Students in sets 3 to 5 will follow the Foundation Tier course. Sets are fluid and students can change class if it is appropriate for them and their tier of entry.

This GCSE course requires students to demonstrate understanding of their mathematical ability and reason why they have chosen one method over another to solve a problem. We encourage students to develop their skills and understanding of mathematical methods in readiness for their final examinations.

The Mathematics GCSE examination consists of three papers: one non-calculator paper and two calculator papers, each lasting 1 hour 30 minutes.

### RESOURCES/EQUIPMENT

Students should come to all lessons with appropriate equipment, these are: a scientific calculator, pencils, pens, rulers, eraser, protractor and a pair of compasses. Equipment and maths revision guides can be purchased from the school library.

### EXPECTATIONS OF STUDENTS

Students are expected to follow the department presentation policy. All lessons must start on a new page; dates and titles must be underlined; examples must be copied in full; all working must be shown for classwork. Pupils are expected to work to the best of their abilities in all lessons and to ask for help when required.

### HOMEWORK

Students are given one piece of homework each week, which is set and completed online using the Sparx application. The homework is set each Friday, and due for completion the following Friday. Pupils are expected to use the time the homework is set to ask their teachers for help with any questions they are struggling with. Pupils who fail to complete 100% of the homework set will be given a detention to complete the work. For pupils in years 7, 8 and 9 this will be during their lunch time; for pupils in years 10 and 11 the detention will be after school on Thursday, and will last for one hour.



## CORE SUBJECT

<b>Subject</b>	Science	<b>Exam Board</b>	AQA
<b>Examination</b>	100%	<b>Coursework</b>	None
<b>Teachers</b>	Mrs Bennell, Mr Reynolds, Mr Wood, Mr Bailey, Miss Fox and Mr Pack		

All students will study either Combined Science (awarding them two GCSEs) **OR** GCSE Biology, Chemistry, and Physics as the triple award (awarding three GCSEs). Students will be selected to study the separate science GCSE's. These students will be informed by the Head of Department, after discussion with their subject teachers.

### STRUCTURE OF COURSE

Combined Science and Triple Sciences will be a linear GCSE course, meaning all written examinations will be taken at the end of Year 11.

Students will be taught each of the separate science subjects (Biology, Chemistry and Physics) by a separate teacher as part of their timetable.

The following topics will be studied:

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<ul style="list-style-type: none"> <li>• Cells and Organisation</li> <li>• Co-ordination and control</li> <li>• Preventing and treating diseases</li> <li>• Effects of human interactions on ecosystems and biodiversity</li> <li>• Bioenergetics</li> </ul>	<ul style="list-style-type: none"> <li>• Rate of reactions</li> <li>• Our atmosphere</li> <li>• Reactivity Series</li> </ul>	<ul style="list-style-type: none"> <li>• Space physics</li> <li>• Radioactivity</li> <li>• Electromagnetic waves</li> </ul>

### RESOURCES/EQUIPMENT

- Revision Guides – which can be purchased from the School Shop in the Library
- Oxford revision textbooks

### PROGRESSION

Science qualifications will enable students to go onto A-levels and Further Education opportunities.

Triple Science qualification will support students wanting to continue to develop their understanding of the sciences, to enable them to pursue university based science courses towards their chosen career.

### EXPECTATIONS OF STUDENTS

Students need a good Attitude to Learning (ATL) and should be able to work independently. They need to take ownership of their learning, be able to recognise areas of weakness and ask for help/extra work.

Students will be invited to attend after school and intervention sessions, and spend at least one hour a week reviewing past topics independently at home.

## CORE SUBJECT

<b>Subject</b>	Physical Education
<b>Teachers</b>	Mr Osler, Mr Arndt, Miss Frostwick and Mr Feaviour

### STRUCTURE OF COURSE

When students move into Years 10 and 11, emphasis is placed on the different roles within physical education. These roles include player/performer, coach, choreographer and official. Students will learn to organise their own activities and take responsibility for the learning environment.

There will be opportunities to try new activities, as well as selecting from those they have already participated in during their time at St Clement's.

Core Physical Education will not end in the awarding of a GCSE qualification but is a compulsory subject by the Government. Students will, however, be given the opportunity to complete Sports Leader Award Level 1 and Level 2 during their time in Key Stage 4.

### PROGRESSION

The Key Stage 4 programme will focus on the development and application of skills and preparation for participation in a variety of physical activities outside and following compulsory education.

Physical Education remains a compulsory subject up until the completion of Year 11. It plays a significant role in the development of a healthy and active lifestyle, alongside the development of leadership, teamwork and communication skills.

### EXPECTATIONS OF STUDENTS

Students will be required to wear the correct PE uniform in all lessons. Full details are included in the student planner and are available from the school website or the PE department.

## CORE SUBJECT

<b>Subject</b>	PSHE (Personal, Social, Health and Economics Education)
<b>Teachers</b>	Mr Bailey leads this subject which is taught by tutors and the Science team.

### STRUCTURE OF COURSE

PSHE education is taught through discussion based form time sessions, similar to the sessions undertaken in Key Stage 3 form time. As some of the topics require more time, to allow them to be covered in depth, these are taught during science lessons, linking with the content of the GCSE Biology course.

PSHE will not end in the awarding of a GCSE qualification but it is statutory that all students complete Relationships and Sex Education (RSE), and Health Education.

### PROGRESSION

PSHE endeavours to help students to lead confident, healthy and responsible lives as individuals and members of society. PSHE gives students opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of and the differences between people. It also develops students' well-being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

The Key Stage 4 curriculum for PSHE builds on the areas covered in Key Stage 3, taught across three main topic areas:

- Relationships Education
- Health Education
- Living in the wider world.

### EXPECTATIONS OF STUDENTS

Students should be actively engaged in class discussions and put their full effort into the different tasks they complete throughout the course. Students should have an open mind and not judge others in the class.



# EBacc Subjects

# Modern Foreign Languages

## **Why study a language?**

- Studying a language develops your thinking and learning skills, which supports your studies across the curriculum.
- A language is a facilitating subject (preferred GCSE) for many sixth forms and universities.
- Communication. It may seem that everyone speaks English, but in fact, 75% of the world's population do not!
- You can travel to new places around the world, meet new people and discover new cultures. Speaking another language really makes you stand out from the crowd.
- Learning a foreign language can help you understand your own language and make it easier to learn others.
- You develop four key skills: listening, reading, speaking and writing.
- Speaking more than one language increases your brain capacity.
- It's an impressive achievement to speak a foreign language and you'll have better options for your future.

# EBACC SUBJECT - MODERN FOREIGN LANGUAGE

<b>Subject</b>	French/Spanish	<b>Exam Board</b>	Edexcel
<b>Examination</b>	100%	<b>Coursework</b>	None
<b>Teachers</b>	Mrs Drake, Miss Anton, Mrs Groom and Miss West		

## STRUCTURE OF COURSE

<b>Paper 1: Listening - Examination – 25%</b> <ul style="list-style-type: none"> <li>• <b>Foundation</b> - 45 minutes</li> <li>• <b>Higher</b> - 60 minutes</li> </ul>	<b>Paper 2: Speaking - Examination – 25%</b> <ul style="list-style-type: none"> <li>• <b>Foundation</b> - 7-9 minutes</li> <li>• <b>Higher</b> - 10-12 minutes</li> </ul>
<b>Paper 3: Reading -Examination – 25%</b> <ul style="list-style-type: none"> <li>• <b>Foundation</b> - 45 minutes</li> <li>• <b>Higher</b> - 60 minutes</li> </ul>	<b>Paper 4: Writing -Examination – 25%</b> <ul style="list-style-type: none"> <li>• Foundation - 75 minutes</li> <li>• Higher - 80 minutes</li> </ul>

The exam is split into four papers; listening, speaking, reading and writing. The four papers are tiered (Foundation and Higher) and a decision will be made in Year 11 regarding which tier students will be entered for. The speaking exam, which includes reading aloud, takes place individually and should be with the student's class teacher. The reading and writing papers each contain a translation task and the listening and reading papers contain a variety of styles of questions, including a dictation in the listening paper.

### Themes covered on the course:

- My personal world
- Lifestyle & wellbeing
- My neighbourhood
- Media & technology
- Studying & my future
- Travel & tourism

## FURTHER INFORMATION

Each topic will build upon previous learning at Key Stage 3. Taking a language GCSE isn't just about learning how to speak the language, it can help your progress within other subjects. You will work on your grammar, interpretation and understanding, problem solving and resilience. Research also suggests that learning a second language can also help improve focus and brain function!

## PROGRESSION

Universities and businesses look favourably on students who decide to further their language studies at GCSE (and some require it). It opens up many avenues on a personal and professional level as it shows strong commitment and work ethic. You are not just learning a language, but about other cultures, other people and other countries. It opens up the opportunity to travel throughout the world.

## EXPECTATIONS OF STUDENTS

Students need to be aware that regular learning of vocabulary and grammatical structures is essential - this may involve independently spending time at home working, especially to consolidate what has been learnt in lessons. Any work missed due to absence needs to be caught up before the next lesson as so not to fall behind.

## EBACC SUBJECT - Geography

<b>Subject</b>	Geography	<b>Exam Board</b>	AQA
<b>Examination</b>	100%	<b>Coursework</b>	Two pieces of fieldwork (examined)
<b>Teachers</b>	Mr Knott		

### STRUCTURE OF COURSE

This course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, approaching and examining the conflicts between the man made world and the natural. Geography is content heavy with many specific geographical terms.

#### **Paper 1 Living with the Physical Environment (35%)**

Topics – Challenge of Natural Hazards (Earthquakes, Tropical Storms, Extreme Weather UK and Climate Change , Living World, (Tropical Rainforests, Hot Deserts), Physical landscapes in the UK (Rivers, Coasts).

#### **Paper 2 UK Geographical Issues (35%)**

Topics – Urban issues and challenges, London and Mumbai), Changing economic world , (Uneven Development and Nigeria) Challenge of resource management, (UK, Energy).

#### **Paper 3 Geographical Applications (30%)**

Students need to complete two pieces of fieldwork (based on human and physical geography). The two fieldwork trips are a mandatory part of the course. Application of the skills learnt during field trips are assessed in Paper 3. In addition, Paper 3 also requires pupils to investigate a topical issue, where pupils have to interpret and evaluate information. The topical issue is provided by the exam board 12 weeks prior to Paper 3.

### FURTHER INFORMATION

The ability to apply knowledge to real life situations is beneficial; this is also recognised as part of the exam criteria. Regular independent access to media and news reports will help with the application of content knowledge. Interpretation and evaluation of source diagrams, images and graphical data are often used to create discussion points. The course includes: about 10% mathematical skills, and a large number of geographical terms.

### PROGRESSION

Geography helps you to make sense of the world around you. It is hands-on relevant learning. There are many career opportunities in Geography (environment consultant, marine biologist, teacher, social researcher, marketing, cartographer etc). During the course pupils will develop skills in interpretation, analysis, application of knowledge and writing. Degree and A-Level Geography can further develop a wide range of skills and knowledge, used in many industries to tackle current worldwide challenges. For this reason geographical knowledge and skills are widely sought in many employment roles.

### EXPECTATIONS OF STUDENTS

Pupils who are considering taking Geography should be willing to complete work to a high standard. Pupils should be able to link theory and concepts, beyond the basic levels, to enable them to apply knowledge to the real world. A willingness to interpret resources and contribute to class work is essential to fully gain from this course.

# EBACC SUBJECT - History

<b>Subject</b>	History	<b>Exam Board</b>	EDEXCEL
<b>Examination</b>	100%	<b>Coursework</b>	None
<b>Teachers</b>	Mr Modica, Mrs Norton and Miss Hawkins		

## STRUCTURE OF COURSE

GCSE History has 5 exam courses over 3 exam papers. We are a literacy based subject that will require essay writing skills, interpretation and analysis of the usefulness of sources as well as interpretations of key events. These are skills that are transferable to other subjects, especially English. There is no coursework in GCSE History—100% Exam in Yr11. History is challenging but interesting and rewarding too.

### **Paper 1: 1.20 hours**

- Section 1: Trenches of WWI (3 x source based questions)
- Section 2: Medicine through time (1 x knowledge question 2 x essays)

### **Paper 2: 1.50 hours (2 x 55 minute papers)**

- Elizabethan England (1 x knowledge question 2 x essays)
- Cold War (3 x essay questions)

### **Paper 3: 1.30 hours**

- Germany (source and interpretation based + 2 essays)

## FURTHER INFORMATION

You will learn key transferable skills that are not just useful in GCSE History but also your other subjects; skills such as communication, writing, reading, analysing and interpreting skills are developed throughout the course. There will be opportunities for role play, independent learning and group work.

- There will be in class assessments following all major topics to allow staff and students to monitor progress and be aware of any misconceptions that have arisen.
- The GCSE examination for History will take place at the end of Year 11.

## PROGRESSION

Studies at A-Level, university and postgraduate levels could lead to a career in a wide range of professions, such as Law, Museum Curator, Journalism, Research Assistant, Politics, Acting and many others. Due to the challenging nature of History, success in History holds a great deal of credibility for employers and post 16 options as it tells an employer / FE supplier that you have developed key skills.

## EXPECTATIONS OF STUDENTS

- Students choosing History will be expected to catch up on missed lessons independently.
- Historians will also be expected to be committed and resilient as well as prepared for plenty of essay writing but also orally contributing to class discussions.
- Historians will need to spend at least 1 hour a week on extra studying / consolidation of work
- Revision guides and workbooks are available and are an essential part of our course due to high content—further information will be available on commencing the course.

More information can be found at [www.stchistory.com](http://www.stchistory.com) clicking on the Y10 section.





# Optional Subjects

## OPTIONAL SUBJECT - FINE ART

<b>Subject</b>	Fine Art	<b>Exam Board</b>	Edexcel
<b>Examination</b>	40%	<b>Coursework</b>	60%
<b>Teachers</b>	Mr Bennell and Mrs Rigby		

### STRUCTURE OF COURSE

The course enables students to use and experiment with their own ideas while using a wide variety of skills and techniques. They will learn to push their creative skills while developing their confidence and self-belief. This allows each student to become a confident, creative and independent learner with a clear understanding of the GCSE assessment criteria.

The coursework units are sustained projects, designed to get the very best out of each student. The externally set assignment consists of an open-ended starting point set by the examining board; students then have approximately 20 hours preparation time, and a 10 hour concluding examination, during which they produce their final piece.

### RESOURCES/EQUIPMENT

Please speak to departmental staff for details

### PROGRESSION

A GCSE Fine Art qualification can lead to:

- A-Levels in: Art & Design, Photography, Publishing, Media Studies, Theatre Studies, Publishing
- BTEC courses in: 3D Design, Design Crafts, Fashion, Graphics, Textiles, Computer Game Production, Visual Art
- Degree studies in: Animation, Advertising, Illustration, Printed Textiles, Jewellery Design, Automotive Design, Packaging Design, Performance Art, Sculpture
- Careers in: Photography, Graphic Design, Architecture, Fashion Design, Set or Stage Design, Animation, Community Art, Gallery Conservation, Medical Illustration, Press, Print and Product Design

### IMPORTANT DATES

- Coursework Unit 1 due Easter 2026
- Coursework Unit 2 to be completed for December 2026
- Examination starts January 2027

### EXPECTATIONS OF STUDENTS

Students will need to work outside of the lessons, either at home or in school, if they wish to achieve a higher grade.

## OPTIONAL SUBJECT - PHOTOGRAPHY

<b>Subject</b>	Photography	<b>Exam Board</b>	Edexcel
<b>Examination</b>	40%	<b>Coursework</b>	60%
<b>Teachers</b>	Mr Bennell and Mrs Rigby		

### STRUCTURE OF COURSE

The course begins by introducing students to a wide variety of photographic skills and techniques, both digital and wet. Once students have mastered a variety of processes, they will complete three coursework projects, where they are encouraged to develop their own independent ideas based on a given theme. These units of work build upon previous knowledge and experiences, enabling students to successfully meet the assessment objects.

During the course, students will be taught to use traditional and digital SLR cameras, along with appropriate editing skills using the darkroom and Photoshop. They will cover digital techniques including HDR, 3D, Tilt Shift and Motion Photography in addition to more traditional techniques such as Cyanotypes, Photograms and Chemigrams.

The externally set assignment consists of an open ended starting point set by the examining board; students have approximately 20 hour preparation time and a 10 hour concluding examination, where they produce their final photographs.

### RESOURCES/EQUIPMENT

- Use of a computer with Adobe Photoshop and PowerPoint
- Digital SLR Camera. However, this is not essential as we do offer the loaning of photographic equipment in school with a deposit, but it is an advantage if students have access to their own

### PROGRESSION

A GCSE Photography qualification can lead to:

- A-Levels in: Art & Design, Photography, Publishing, Media Studies, Theatre Studies, Publishing or BTEC courses in: 3D Design, Design Crafts, Fashion, Graphics, Textiles, Computer Game Production, Visual Art
- Degree studies in: Animation, Advertising, Illustration, Printed Textiles, Jewellery Design, Automotive Design, Packaging Design, Performance Art, Sculpture
- Careers in: Photography, Graphic Design, Architecture, Fashion Design, Set or Stage Design, Animation, Community Art, Gallery Conservation, Medical Illustration, Press, Print & Product Design

### IMPORTANT DATES

- Coursework (Introduction Unit) due February 2026
- Coursework Unit 1 to be completed for July 2026
- Coursework Unit 3 to be completed for December 2026
- Examination starts February 2027

### EXPECTATIONS OF STUDENTS

It is essential that students work outside of the lessons, either at home or in school if they wish to achieve a higher grade. Deadlines are to be adhered to!

## OPTIONAL SUBJECT - 3D DESIGN

<b>Subject</b>	3D Design	<b>Exam Board</b>	Edexcel
<b>Examination</b>	40%	<b>Coursework</b>	60%
<b>Teachers</b>	Mr Falco		

### STRUCTURE OF COURSE

Within 3D Design students can focus on architecture, product design, jewellery and body adornment, design for TV, theatre and film, or a mix of these options. The course begins by introducing a wide variety of skills and techniques, which enables students to push their creative skills and become confident, independent learners with a clear understanding of all GCSE assessment criteria. Students will complete research tasks and must be able to show original creative thought with skill in **designing/drawing** to ensure they cover the assessment objectives.

The coursework units are longer, more sustained projects, designed to get the very best out of each student. The externally set assignment consists of an open-ended starting point set by the examining board; students then have approximately 20 hours preparation time, culminating in a 10 hour examination, during which they produce their final piece.

### RESOURCES/EQUIPMENT

Access to a computer and a fully stocked pencil case to meet the demands of designing. Please speak to Mr Falco for full details .

### REQUIRED SKILLS

Student need to be aware of the structure of the course, and know that **written** and **designing** work make up a large part of the marks available.

Students need to be **creative**, and competent in sketching, Isometric drawing and use of CAD programs (2D Design/Tinkercad/Sketchup).

### IMPORTANT DATES

- Coursework Component 1a due Easter 2026
- Coursework Component 1b to be completed for December 2026
- Examination work starts January 2027

### PROGRESSION

- Further Education: A-Levels /BTEC in design subjects
- Higher Education: Degree courses in design or engineering
- Careers: Architecture, Product Design, Jewellery Design, Fashion Design, Set or Stage Design, Special Effects Design

### EXPECTATIONS OF STUDENTS

Students will need to work outside of the lessons, either at home or in school, if they wish to achieve a higher grade.

During practical tasks, students may be asked to provide their own materials or components if they are not readily available in the department. All students will be expected to catch-up on any class work missed due to absence.

## OPTIONAL SUBJECT - HOSPITALITY & CATERING

<b>Subject</b>	Hospitality & Catering	<b>Exam Board</b>	WJEC
<b>Examination</b>	40%	<b>Coursework</b>	60%
<b>Teachers</b>	Mrs Clarke		

### STRUCTURE OF COURSE

#### **Unit 1: The Hospitality and Catering Industry** (40% of overall grade)

External exam duration: 90 minutes

Number of marks: 90

The exam component will consist of structured, short and extended response questions to assess content related to food hygiene, the structure of the hospitality industry, jobs within hospitality and catering, health and safety and recommendations for the Hospitality industry.

#### **Unit 2: Hospitality and Catering in Action** (60% of overall grade)

Internal controlled assessment totalling 9 hours will require you to plan, prepare and cook a range of dishes to meet a brief.

### WHAT WILL I LEARN

The course has been designed to develop knowledge and understanding related to a range of topics including hygiene and safety, roles and responsibility of the EHO, food laws & regulations, food allergies & intolerances. You will also learn about the job roles in the hospitality and catering industry as well as the structure of the front and back of house in catering establishments.

There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as transferable skills of problem-solving, organisation, time management, planning and communication.

### PROGRESSION

Successful completion of this qualification could lead to a number of possibilities. There are colleges that provide advanced qualifications in food, catering and hospitality e.g. apprenticeships and level 1 to 3 courses.

You could progress into careers like a chef, dietetics, health and social care, food technologist, nursing, food production and manufacture, nutritionist, hospitality, food product development and childcare.

### EXPECTATIONS OF STUDENTS

Students are encouraged to work as much as possible at home to practice the techniques that we will be studying in school to achieve a higher grade. It is recommended that students purchase a set of chef's whites and bib apron. It is essential that students who choose this course have an interest in the world of catering; and also a willingness to work hard throughout the whole course. In addition you need to have excellent organisation and the motivation to work independently.

# OPTIONAL SUBJECT - MUSIC

<b>Subject</b>	GCSE Music	<b>Exam Board</b>	Eduqas
<b>Internally assessed</b> <ul style="list-style-type: none"><li>• Component 1 – Performing (30%)</li><li>• Component 2 – Composing (30%)</li></ul>		<b>Externally assessed</b> <ul style="list-style-type: none"><li>• Component 3 – Listening &amp; Appraising (40%)</li></ul>	
<b>Components 1 and 2 are internally assessed and externally moderated. Component 3 is externally assessed.</b>			
<b>Teacher</b>	Miss Kemp		

## STRUCTURE OF COURSE

The course is designed to allow students to continue to develop their music skills and knowledge. We will explore a range of music and musical styles, based on 4 Areas of Study – Musical Forms and Devices (how music is put together), Music for Ensemble (music for different groups), Film Music and Popular Music. We will continue to develop performance skills, both solo and ensemble. We will also develop composition skills to allow you to create your own music.

In **Component 1**, you will need to record a minimum of two pieces lasting a total of 4-6 minutes. One of these must be an ensemble (group) piece, and one must be linked to one of the areas of study. You can apply for lessons on your chosen instrument or voice with one of our visiting music teachers, and we will offer a subsidy for these lessons. With the subsidy a lesson each fortnight can be provided without cost, a lesson each week would cost £82.50 per term for ten lessons. The performances will be recorded in Year 11 (and do not need to be performed in front of an audience!) **This component is worth 30% of the final grade awarded.**

In **Component 2**, you will need to complete 2 compositions. One must be in response to a brief set by the exam board – there are 4 to choose from each year. The other is a free composition in any style. You must have an audio file and a score or lead sheet. We will use music technology to create these. You will also need to complete a composing log to help show your intentions for the final piece. **This component is worth 30% of the final grade awarded.**

**Component 3**, is the listening paper, and will be based around the 4 areas of study. There are two set works we will look at in detail, as well as lots of other pieces from the different areas of study. **This is worth 40% of the final grade awarded.**

## FURTHER INFORMATION

This course would suit you if you:

- Are interested in developing your instrumental or vocal skills
- Enjoy working on your own and as part of a band
- Enjoy creating your own music in a variety of styles
- Enjoy working with music technology
- Have an interest in different musical styles

## PROGRESSION

- **Further Education** - Study at level 3 including; A-Level Music, A-Level Music Technology, BTEC Music

## EXPECTATIONS OF STUDENTS

You need to have an interest in listening to different styles of music, performance and composition. You will need to be able to complete work independently, including performance and composition tasks.

## OPTIONAL SUBJECT - DRAMA

<b>Subject</b>	Drama	<b>Exam Board</b>	Eduqas
<b>Examination</b>	40%	<b>Practical</b>	40% + 20%
<b>Teachers/Mentors</b>	Mr Schwarz		

### STRUCTURE OF COURSE

The GCSE drama course has been specially designed to give our students an excellent and rewarding two years in performing, creating, directing, lighting, sound and much more. Throughout the course, we will explore and develop key performance techniques. During Year 10, students will focus on building their confidence as performers and they will also have the opportunity to perform in many new and exciting styles.

In Year 11, students will be working towards their final drama exams: **Component 1:** Students will create a group performance, based upon a performance style of their choice. Students will keep an actor's Log and portfolio throughout the process and complete a final evaluation. In **Component 2**, students will choose a play script of their choice and rehearse/perform (in groups) a section of the play for a visiting examiner. In **Component 3**, we explore a play text and live theatre, both through performance and as a director/designer, ready for our final exam. Alongside the course, we will also offer London theatre visits, workshops and an overseas creative arts trip (New York, Tokyo).

### FURTHER INFORMATION

Useful resources for the course:

- Actor's Log Book/Diary (purchase), Published Play Text (purchase) Revision Guide (purchase)
- [www.nationaltheatre.org.uk](http://www.nationaltheatre.org.uk) [www.nyt.org.uk](http://www.nyt.org.uk) [www.digitaltheatre.com](http://www.digitaltheatre.com)

### KEY DATES

- Nov/Dec 2026 - **Component 1:** Devised Performance/London Theatre Visits
- January 2027 - **Component 1:** Portfolio & Evaluation completed
- April 2027 - **Component 2:** Scripted Performance
- May 2027 - **Component 3:** Live Theatre & Play Text Examination

### PROGRESSION

**A Level/Diploma:** Acting, Theatre Studies, English Literature, Media, Art, Law, Psychology, Philosophy, History, Dance, Music, Business etc.

**Degree Courses:** Acting, Theatre, Directing, Film/Media, Law, Costume Design, Technical Design, Philosophy, Psychology, History, Dance, Education, Business, Music etc.

**Careers:** Any career that requires creativity and strong interpersonal skills. Actor, Stage/Film/TV Director, Law, Journalism, Nursing, Teaching, Designer (lighting, set, costume, make up etc), Writer, Playwright, Police, Psychologist, Presenter (TV & Radio), Social Work.

### EXPECTATIONS OF STUDENTS

Our GCSE Drama students are continuously encouraged to develop key transferable skills throughout the course: creativity, building confidence, working with others, problem solving, leadership and an independent/collaborative desire to succeed. Students of drama are expected to rehearse/develop their work beyond the core lessons.

## OPTIONAL SUBJECT - CITIZENSHIP

<b>Subject</b>	Citizenship	<b>Exam Board</b>	AQA
<b>Examination</b>	85%	<b>Project</b>	15% (examined)
<b>Teachers/Mentors</b>	Mrs Morton		

### STRUCTURE OF COURSE

For this GCSE students will study four units in preparation for two examinations, each 1 hour and 45 minutes in duration.

- **Life in Modern Britain** - immigration, British identity, UK and international relations & media
- **Rights and Responsibilities** - judiciary, court system, human rights & law
- **Politics and Participation** - democracy, government, devolution, local politics & British constitution
- **Active Citizenship** - pressure groups, campaigning, advocacy and making a change in society

In addition, students complete an Active Citizenship project for which they are assessed during the examination and totals up to 15% of the overall grade.

### FURTHER INFORMATION

GCSE Citizenship equips students with a comprehensive knowledge of current affairs, topical political issues and in-depth knowledge of how a democratic society functions. For this reason, it is **incredibly** important that students taking GCSE Citizenship **have an interest in current affairs** and are happy to keep up-to-date with the news. It is strongly recommended that students should regularly read a reliable newspaper **or** online newspaper and watch the national news on a regular basis. This will help to improve and support knowledge and understanding in preparation for the examination.

### PROGRESSION

Citizenship helps your progression in life a great deal, regardless of what route you decide to take when you leave St Clement's. It helps you to understand the world you live in, how society works (and sometimes doesn't!) and how you can become a more involved and active citizen.

- ☐ **Further Education** - Government and Politics, Sociology, Media Studies, Law
- ☐ **Higher Education** - Degrees in Law, Politics, International Studies, Journalism
- ☐ **Career opportunities** - Barrister, Solicitor, Teacher, Childcare, Doctor, Politics and so many more!

### EXPECTATIONS OF STUDENTS

Students opting to take GCSE Citizenship should first and foremost have a **keen interest in current affairs and politics**; it is vital for enjoyment and progression in this subject! Keeping up-to-date about current affairs could be via the internet, newspapers & television news. This should be a **daily commitment** so students are equipped with relevant up-to-date knowledge of the world they live in, so we can apply their knowledge to content we cover in class. If you miss a lesson, it is your responsibility to collect catch up work at the next convenient time, preferably prior to the next lesson. You can always reach me via email.



## OPTIONAL SUBJECT - RELIGIOUS STUDIES

<b>Subject</b>	Religious Studies - Philosophy and Ethics	<b>Exam Board</b>	AQA
<b>Examination</b>	100%	<b>Coursework</b>	None
<b>Teachers/Mentors</b>	Mrs Wood		

### STRUCTURE OF COURSE

Students will receive five hours a fortnight of Religious Studies. This course will lead to a full GCSE.

This course includes studying two faiths, Christianity and Hinduism, to ensure students have a strong understanding of the central role of belief and spirituality on British culture.

The course will cover the following topics:

#### Thematic Ethical Studies

- Religion and life - including abortion, euthanasia, pollution, use and abuse of animals.
- Religion, crime and punishment - including crime, punishment, suffering, forgiveness and the death penalty.
- Religion, peace & conflict - including war, just war and pacifism.
- Religion, human rights and social justice - including prejudice, discrimination, wealth, poverty and exploitation.

#### Philosophy (Christianity & Hinduism)

- Beliefs, teachings and practices.

### FURTHER INFORMATION

There are no special requirements and the course is not tiered, so all students sit the same level of entry and have the opportunity to score band 9-1. The AQA website contains links to the full course specification and to past examination papers and mark schemes. These can be downloaded for free. AQA have also produced very good revision guides.

### PROGRESSION

- Careers in Teaching, Law, Armed Forces, Police, Health Service, Journalism and Politics.
- Cross curricular skills - respect, empathy, understanding of belief and spirituality, enquiry, reflection and effective argument

### EXPECTATIONS OF STUDENTS

- Students choosing Religious Studies - Philosophy and Ethics will be expected to catch up on missed lessons independently.
- Students should show compassion and empathy when learning about religions and beliefs which have a central role in British culture.
- Students will need to be able to listen to and respond maturely to opinions which may differ to their own.

# OPTIONAL SUBJECT - PHYSICAL EDUCATION

<b>Subject</b>	Physical Education	<b>Exam Board</b>	Edexcel
<b>Examination</b>	60%	<b>Coursework</b>	10% + 30% (practical)
<b>Teachers/Mentors</b>	Mr Osler, Mr Arndt & Miss Frostwick		

## STRUCTURE OF COURSE

### Theory (assessed by 2 examinations)

PAPER ONE; 1 HOUR 30 MINUTES (80 marks)	
<p>Applied anatomy and physiology: the structure and functions of the musculoskeletal and cardiorespiratory system</p> <p>Principles of movement: their effect on performance in physical activity and sport; including lever systems, planes and axes of movement</p> <p>Principles of training and different training methods: carry out, monitor and evaluate personal exercise and training programmes</p> <p>Use of data: data analysis in physical activity and sport</p>	36%
PAPER TWO; 1 HOUR 15 MINUTES (60 marks)	
<p>Psychological factors: how these affect performers in physical activity and sport</p> <p>Socio-cultural factors: engagement patterns of different social groups in physical activity and sport and commercialisation of physical activity</p> <p>Benefits of participating in physical activity and sport to health: the consequences of a sedentary lifestyle, energy use, diet, nutrition and hydration</p> <p>Use of data: data analysis in physical activity and sport; including qualitative and quantitative data and its presentation</p>	24%

### Practical (assessment in three activities in the role of performer and written coursework):

One assessment in a team sport/activity, one assessment in an individual sport/activity & the third assessment being from either a team or individual sport/activity. Please note: School based activities are athletics, badminton, football, netball, table tennis, trampolining. Students are responsible for collecting video evidence of any off site activity assessment.

Written coursework based on a Personal Exercise Programme.

### **FURTHER INFORMATION**

- Personalised GCSE PE kit, including ID number (issued in Department)

### **PROGRESSION**

- A-Level Sports Studies (various courses), BTEC National Diploma (at different levels, Leisure Management, Fitness Instructor and Coaching)

### **EXPECTATIONS OF STUDENTS**

- Equal effort **must** be applied to theory lessons and examination preparation
- Students **must** be engaged in regular physical activity at school
- There **must** be a clear **commitment** to regular attendance of PE and sports clubs
- Students need to develop **three** areas of strength and should aim to represent the school and/or local club in each activity
- It would benefit students to be **performing well in Science & English** due to the physiology elements of the course and nature of the extended writing

## OPTIONAL SUBJECT - INFORMATION COMMUNICATION TECHNOLOGY

<b>Subject</b>	Vocational ICT	<b>Exam Board</b>	WJEC
<b>Examination</b>	40%	<b>Coursework</b>	60%
<b>Teachers/Mentors</b>	Mr Pearmain/ Mrs Melton		

### STRUCTURE OF COURSE

Unit	How it is assessed
Unit 1: ICT in Society	On Screen Exam
Unit 2: ICT in Context	Controlled Assessment (Coursework)

### RESOURCES/EQUIPMENT

Access to a computer or laptop at home will be beneficial – there is an expectation to work on coursework elements at home. Standard school equipment will be required for the theory-based elements of the lesson.

### FURTHER INFORMATION

Vocational ICT focuses on digital design, spreadsheets, databases, and automation. It offers a creative yet industry-relevant approach, encouraging students to design purposeful products while justifying their choices based on professional standards. Students will develop key skills needed for the workplace, such as practical abilities in planning, designing, and using tools like spreadsheets, image editing software, databases, and automation systems.

As technology continues to evolve, strong digital communication and technical skills are essential. This course prepares students to engage effectively in today's digital world.

### PROGRESSION

- Post 16 routes for this course are:
- Level 3 BTEC National Diploma in Computing
- A-Level in Computer Science
- T Levels in Digital Production, Design and Development or Digital Support Services
- It also allows you to access apprenticeships like:
- IT Support Technician Apprenticeships
- Junior Content Producer

### EXPECTATIONS FOR STUDENTS

A good standard of English and Maths is needed to be successful and achieve the best outcomes on this course, due to the content. Students will need to be able to think and write critically to achieve the highest grades and the ability to work independently is important too. It would be beneficial to be comfortable with basic computer use on this course too.

## OPTIONAL SUBJECT - COMPUTER SCIENCE

<b>Subject</b>	GCSE Computer Science	<b>Exam Board</b>	OCR
<b>Examination</b>	100%	<b>Coursework</b>	None
<b>Teachers/Mentors</b>	Mr Pearmain and Mrs Melton		

### STRUCTURE OF COURSE

<b>Content Overview</b>	<b>Assessment Overview</b>
<ul style="list-style-type: none"><li>• Unit 1 - Computer Systems</li><li>• Unit 2 - Computational thinking, algorithms and programming</li></ul>	<ul style="list-style-type: none"><li>• Two written papers each 1 hour 30 minutes long. Each paper is worth 50% of the GCSE grade.</li><li>• Both papers are non-calculator</li></ul>

### FURTHER INFORMATION

Computer Science will encourage students to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation. Students will need to analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. Students will need to understand the components that make up digital systems, and how they communicate with one another and with other systems. They will study the impacts of digital technology on the individual and on wider society.

### SKILLS AND APTITUDE REQUIRED

- Students will need to think creatively, innovatively, analytically, logically and critically
- Students will need to be able to apply mathematical skills relevant to Computer Science
- A strong mathematical ability is essential
- There is no coursework, so students need to be able to succeed in a 100% examination assessment structure

### PROGRESSION

The Computer Science course helps prepare students to enter the world of programming and related integrated development environments. Students will develop analytical skills which could transfer to a range of workplace situations and further education courses.

### EXPECTATIONS OF STUDENTS

You will need to enjoy mastering complex technical detail and have strong mathematical skills. You will be expected to undertake programming tasks, either to a given specification or to solve a problem.

## OPTIONAL SUBJECT - BUSINESS STUDIES

<b>Subject</b>	Business Studies	<b>Exam Board</b>	OCR
<b>Examination</b>	100%	<b>Coursework</b>	None
<b>Teachers/Mentors</b>	Mr Pearmain		

### STRUCTURE OF COURSE

Students will be assessed through two papers;

#### Paper One

Business Activity (e.g. types of ownership, enterprise and entrepreneurship etc.)

Marketing (e.g. price, product, place and promotion, etc.)

People (e.g. Human Resource, recruitment, selection and training of staff and motivation, etc.)

#### Paper Two

Influences on business (e.g. technology, ethics and the environment, etc.)

Business operations (e.g. stock control, quality and customer service, etc.)

Finance (e.g. sources of finance, calculations for profit and loss, break-even, etc.)

### FURTHER INFORMATION

If you are to find this course worthwhile and enjoyable, you need to be the kind of person who has a keen interest in what is going on in the wider world. For example, if there is a major new development in technology like smart watches, you need to know about it and be able to think about the ways in which businesses could use this. It is beneficial for students to watch and read the business news and for their parents/carers to discuss with them what is happening in the workplace and with the economy.

### PROGRESSION

The qualification provides an ideal foundation for A-Level Business or other areas of vocational studies.

Future Careers; accountancy, advertising, banking, investment and financial services, general management, HR/personnel, management consultancy, public relations, retail management and sales & marketing.

Employability skills you can gain with Business Studies are; analytical ability, communication & presentation skills, goal setting, leadership skills, numeracy, problem solving, team work and time management.

### EXPECTATIONS OF STUDENTS

Finance is a key part of any business course and requires mathematical skills which include **calculations of percentage change and averages, as well as interpreting charts, graphs and tables and the learning and application of formulae**. This means that you need to be able to cope with the mathematical side of the subject.

You also need to be the kind of person who can deal with "it depends" scenarios, as there are many solutions to business problems depending on the context of the business concerned. These require careful explanation and so you need to be the kind of person who can write well-structured extended answers using appropriate connectives and key business terminology.

## OPTIONAL SUBJECT - BTEC TECHNICAL MARKETING

<b>Subject</b>	Marketing	<b>Exam Board</b>	EDEXCEL
<b>Examination</b>	25%	<b>Coursework</b>	75%
<b>Teachers/Mentors</b>	Mr Pearmain		

### STRUCTURE OF COURSE

Unit	How it is assessed
Unit 1: Marketing in Business	On-screen exam
Unit 2: Research the Marketing of a Product or Service	Coursework
Unit 3: Create Digital Marketing Communications	Coursework
Unit 4: Plan and Present a Marketing Campaign	Coursework

In order to achieve a qualification, students will need to complete all units in this course: Unit 1 is the only exam-based element to this course, which is completed via a computer-based test over 75 minutes. Example assessments can be accessed to help prepare for this. All other units are a coursework-based set of activities designed to give experience and a holistic view of marketing and digital marketing in modern UK and international businesses.

Access to a computer or laptop at home will be beneficial – there is an expectation to work on coursework elements at home. Standard school equipment will be required for the theory-based elements of the lesson.

### FURTHER INFORMATION

BTEC marketing is open access subject, meaning anyone is able to take this subject – It is recommended that you have a good level of Maths and English, as the course will involve detailed report writing and will require you to undertake some calculations for analytical activities.

This is a great option for anyone with a clear desire to build a marketing career but will also benefit anyone with an interest in business. As a vocational qualification, this course gives opportunities to apply knowledge and theory learnt in lessons to build skills that can be immediately applied in the workplace.

The Marketing course has been developed alongside the Chartered Institute of Marketing (CIM) amongst other key organisations to ensure skills developed are sought after in the profession.

### PROGRESSION

As well as providing a clear route into a sixth form study – A-levels and equivalent qualification, this course can support access to a number of apprenticeships. It can also support access to a number of marketing roles such as a Marketing and Branding assistant.

### EXPECTATIONS OF STUDENTS

A good standard of English and Maths is needed to be successful and achieve the best outcomes on this course, due to the content. Students will need to be able to think and write critically to achieve the highest grades and the ability to work independently is important too.

## OPTIONAL SUBJECT - PERSONAL & SOCIAL DEVELOPMENT

<b>Subject</b>	Personal Development	<b>Exam Board</b>	ASDAN
<b>Examination</b>	None	<b>Coursework</b>	Portfolio of evidence
<b>Teachers/Mentors</b>	Mrs Chappell and Ms Watson		

All ASDAN programmes and qualifications focus on the development of the whole individual, enhancing young people's self-confidence, ambition and contribution to their communities. Parents will receive notification from Mrs Chappell if this course is suitable for their child.

The Bronze/Silver/Gold Personal Development programmes are based on gaining a number of credits (6/12/18) from a variety of different modules. These modules include; Communication, The Community, Sport and Leisure, Home Management, The Environment, Number Handling and Health and Survival. The students have to complete challenges to show where they have developed their skills in the use of English, mathematics and IT, teamwork, coping with problems and learning.

All the work is coursework and evidence based so they build up a portfolio of work to show how they have developed key skills. The portfolios are internally moderated.

### STRUCTURE OF COURSE

All ASDAN programmes and qualifications focus on the development of the whole individual, enhancing young people's self-confidence, ambition and contribution to their communities.

Pupils are encouraged to use their own experiences and interests to support their learning and adapt their modules to suit. This enables them to personalise the course and increase their interest in the subject.

### FURTHER INFORMATION

Vocational courses are offered for students in a range of areas; animal care, careers and experiencing work, food wise, hair and beauty vocational taster, living independently, personal finance, road wise, uniformed services vocational taster, gardening, activities & peer mentoring.

These are more individual to each student and focuses on their future wishes when leaving school.

### PROGRESSION

To gain some knowledge to help prepare the students for further education and adulthood.

## WHAT HAPPENS NEXT?

You will need to consider carefully which subjects you would like to study for the next two years and then enter your choices on the **student portal** by **Wednesday 21<sup>st</sup> May 2025**.

All students should have been registered to use the options package on the student portal in school. The website is easy to use, but do use the guide found on Google Classroom to help you. Please do not forget to order your option choices by preference and pick **two reserve choices**.

Before you click submit consider the following dos/don'ts

Do	Don't
Talk to your parents/carers, subject teachers, and tutors about courses and how well you could do.	Choose a subject because your friend is doing it. This is about your future and you may not be in the same group.
Read the subject details on the school website carefully.	Choose a subject because you like the teacher – you may not have them next year.
Opt for a balanced choice of subjects to keep your future options open.	Avoid a subject because of previous experiences. GCSE study is very different from Years 7-9.
Choose subjects in which you can excel.	Choose a subject because it looks 'fun' – fully investigate it before you make the decision.

Consider the following questions; discuss with your form tutor, subject teachers and at home;

- Have you chosen subjects you enjoy?
- Have you considered the subjects in which you have most success?
- Have you made independent choices (not those chosen by friends or based on your preference for a particular teacher)?
- Have you got a good balance of subjects covering all your interests?
- Have you chosen subjects which will allow you to follow any specific career plans you have?
- Have you asked lots of questions and researched your options?

If you already have a career in mind, it might be a good idea to check what you need to do that career. This will start with considering whether you need a degree for that career. Fundamentally the best choice you can make is to select a broad and balanced curriculum that will support you in the future, whatever you decide to do.



# Notes