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KEY STAGE 4

GCSE

CURRICULUM BOOKLET

dyslexia friendly
BDA Quality Mark

POSITIVE ABOUT DISABLED PEOPLE

CAREER MARK
Recognising Excellence in Careers, Employability and Enterprise
GOLD AWARD

International School Award 2021–24

ARTS COUNCIL
ARTSMARK
SILVER
ENGLAND

Healthy Schools
Leicestershire

Dear Year 9 student,

Year 10 Option Choices for September 2025

As we discussed in a recent assembly, this really is an exciting time in your educational journey! For the first time in your formal education, you now have an influence on the subjects that you continue to study and can choose what you study for 9 of your 25 timetabled hours. This booklet is designed to support you in this decision-making process, giving additional information on the GCSE courses available to you.

Your timetable is made up of two components: Core curriculum and Options, which are illustrated over the page. We have designed a curriculum that is broad and balanced with a potential choice of 17 different courses, which we believe will prepare you well for the next stage of your education or training.

We strongly recommend that you read through this booklet carefully with your families, in addition to having conversations with staff and older students who are currently studying the courses you are interested in. This will put you in a strong position to make informed choices considering your interests, strengths and future plans. Within school, I coordinate the Options process in liaison with Mrs Gerald and the curriculum leaders for each subject area. Please do not hesitate to ask me any questions- I can always be found on the playground at break or lunchtime to start a conversation!

The Options Online System will be live from Friday 24th January, and you will receive an email link to give you access. A guide to completing this online form can be found at the back of this booklet.

Please complete your options selections by the advertised deadline of Wednesday 29th January, as this will allow us the time needed to finalise our curriculum and identify any subject areas that may require additional resources or staffing for September 2025.

Yours faithfully,

Matt Jerred
Vice Principal

Date:	Event/Action:	Details:
Thursday 23rd January	**Year 9 Options Evening**	An opportunity to see a presentation giving advice on the decisions being made, and to speak to individual curriculum areas to help finalise your decisions.
Wednesday 29th January	Deadline for Options online to be completed by students	Students will be given a link to access **only when they have made their final choices** where they will indicate their first and second choice subjects in each option block, and alert us to any subject combinations they were unable to select due to clashes.
Thursday 30th/Friday 31st January	Missed deadline completion	Any student who has not met the options online deadline will be required to attend a session in school to complete their choices, with both advice and technical support on hand.
Feb onwards	Work behind the scenes	Using the students' option choices and their feedback on any clashes, we will work to try and enable as many students as possible to take their first-choice subjects for GCSE. This work may also involve conversations with students to re-pick options where groups are too small to run, or where courses are over-subscribed.
June	Final confirmation of options choices	As soon as the whole school timetabling process is complete, we will then be in a position to confirm final options choices with students.

Core Curriculum

	Teaching hours per week	GCSEs
English Language & Literature*	4	2
Maths*	4	1
Citizenship	1	0
PE Core	1	0
Double/Triple Science*	6	2/3
	Total: 16	5/6

Options

Supported Learning [invited students]	**French***	Statistics [optional 4th choice after school]
Art & Design: Fine Art	**Geography***	Dance [optional 4th choice -registering
Art & Design: Textiles	**German***	interest]
Business	**History***	Creative iMedia [Cambridge National]
Computing*	Media Studies	
Design Technology	Music	3 hours teaching per week for each subject
Drama	PE [GCSE]	chosen.
Food Preparation & Nutrition	RE	

*Denotes an Ebacc subject

CORE
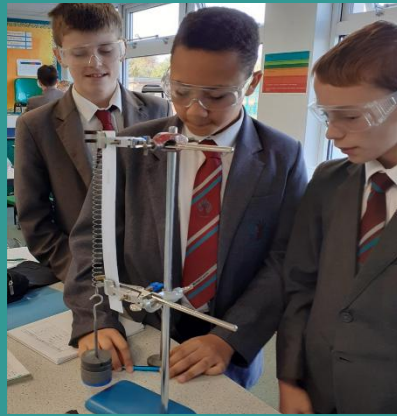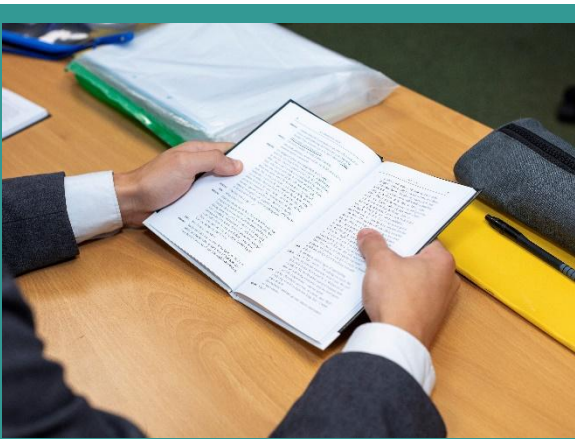
SUBJECTS

ENGLISH LANGUAGE & LITERATURE

Course Title	Awarding Body	Specification Code
GCSE English Literature	AQA	8702
GCSE English Language	AQA	8700

Website: www.aqa.org.uk

Head of Department: Mr T Mummery   [mummeryt@wellandparkacademy.com]

Description of Course:

GCSE English Literature offers students the opportunity to study 16th, 19th, 20th, and 21st century literature. Students will study and respond to whole texts from Shakespeare, Dickens, J.B.Priestley and an anthology of poetry. Students will be encouraged to engage with the themes and ideas in the texts, as well as analysing the writers' use of language and considering the social and historical context in which the works were written. For this course, students will develop higher order reading skills and be encouraged to read widely and often.

GCSE English Language offers students a skills-based approach to studying a range of fiction and non-fiction texts. Students will learn how to analyse language and the way a text is structured as well as developing their responses to texts, using inference and considering the writers' attitudes and methods. Students will develop higher order reading and critical thinking skills through exposure to a range of unseen texts covering a variety of topics and themes. Students will also learn to write for a range of purposes and audiences, ranging from creative and narrative writing to opinion pieces, producing texts to argue a viewpoint and influence the reader.

Assessment Details

Internal Assessment:
Spoken Language Endorsement (0% of GCSE course)
Each half term there is both a reading and writing assessment. There are mock examinations in Years 10 and 11.

External Assessment:
GCSE English Language: Two papers of 1 hour 45 minutes, both worth 50% of the course. For Paper 1, students respond to a fiction text and produce a piece of descriptive or narrative writing; for Paper 2, students respond to two non-fiction texts and produce a piece of writing which argues a viewpoint.
GCSE English Literature: Paper 1, worth 40% of the course, assesses students' understanding of a Shakespeare and 19th century text. For Paper 2, worth 60% of the course, students respond to an essay question about a modern text and analyse poetry, both from an anthology studied on the course and unseen poems.

Possible Career applications for this GCSE

English Literature
Law, journalism, teaching, writing, newsreader, politician, actor… a must for many careers.

GCSE English Language is essential for most post-16 courses. Many jobs recognise the value of this qualification. It is core for all students.

MATHEMATICS

COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Mathematics (1MA1)	Pearson Edexcel	1MA1

WEBSITE: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html

HEAD OF DEPARTMENT: Mr S Ready   [readys@wellandparkacademy.com]

DESCRIPTION OF COURSE:

- Students study topics in Number, Algebra, Shape, Data Handling and Ratio and Proportion.
- The total time for the examinations is 4½ hours. All exams will be sat at the end of the course.
- Students will follow either the Foundation (Grades 1-5) or Higher Tier (Grades 3-9) pathway depending on their ability and attainment, and will sit the relevant examination.
- There is a greater emphasis on problem solving and mathematical reasoning, with more marks now being allocated to these higher-order skills.
- Students will be required to memorise formulae – fewer formulae will be provided in examinations.

ASSESSMENT DETAILS

Internal Assessment:
Mock examinations in Years 10 & 11.

External Assessment:
Paper 1 – <u>Non-calculator</u>. Paper 2 – <u>Calculator</u>. Paper 3 – <u>Calculator</u>. All examinations are **1 hour 30 minutes**, carry an equal weighting of 33.33% and will take place during the Year 11 summer examination period.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

GCSE Mathematics is essential for most post-16 courses.
Mathematics is an integral part of many science and engineering careers as well as being useful for careers in accountancy, banking and business.

DOUBLE SCIENCE

COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Combined Science Trilogy	AQA	8464

WEBSITE: http://www.aqa.org.uk/subjects/science/gcse

HEAD OF DEPARTMENT: Mr I Howes   [howesi@wellandparkacademy.com]

DESCRIPTION OF COURSE:

For Combined Science students will study Biology, Chemistry and Physics. The students will build on previous knowledge and apply to various contexts. Students will go through the course in a logical order and they will gain two GCSEs at the end of Year 11. There are many practicals which will help the pupils' understanding and prepare them for the practical skill questions in the final exams. This course is suitable for all abilities and can lead on to Science subjects at 'A' Level.

Students will study topics such as: Infection & Response, Organisation, Bioenergetics, Ecology, Quantitative Chemistry, Energy Changes, Electricity, Magnetism & Electromagnetics, Bonding, Structure & the Properties of Matter, Forces etc.

ASSESSMENT DETAILS

Internal Assessment:
End of unit tests, assessment of practical skills knowledge, mock GCSE exams.

External Assessment:
There are six exams to be completed at the end of the course in Year 11.
Each paper is 1hr 15 mins.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Students can use GCSE Science for any of the following careers. Here are just a few possible careers that Science would be helpful for:

Astronomer, chemist, electrician, food scientist, forensic scientist, physicist, pilot, science teacher, PE teacher, medicine, environmental scientist, meteorologist.

TRIPLE SCIENCE

COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Biology GCSE Chemistry GCSE Physics	AQA	8461 8462 8463

WEBSITE: http://www.aqa.org.uk/subjects/science/gcse

HEAD OF DEPARTMENT: Mr I Howes   [howesi@wellandparkacademy.com]

DESCRIPTION OF COURSE:

For Triple Science the students will study Biology, Chemistry and Physics separately and will gain a GCSE for each. The students will build on previous knowledge and apply to various contexts. Students will go through the course in a logical order. There are many practicals which will help the students' understanding and prepare them for the practical skill questions in the final exams. Entry to this course is dependent on having a strong work ethic both at home and school and achieving a suitable average grade in Year 9 assessments.

Students will study topics such as: Infection & Response, Organisation, Bioenergetics, Ecology, Quantitative Chemistry, Energy Changes, Electricity, Magnetism & Electromagnetics, Bonding, Structure & the Properties of Matter, Forces etc.

ASSESSMENT DETAILS

Internal Assessment:
End of unit tests, assessment of practical skills knowledge, mock GCSE exams.

External Assessment:
There are two exams per GCSE to be completed at the end of Year 11.
Each paper is 1hr 45 mins.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Pupils can use GCSE Science for any of the following careers. Here are just a few possible careers that Science would be helpful for:

Astronomer, chemist, electrician, food scientist, forensic scientist, physicist, pilot, science teacher, PE teacher, medicine, environmental scientist, meteorologist.

OPTIONS

How to choose the right option for you!

Self-Relfection
- Which subjects do you currently enjoy learning the most?
- What do you consider to be your main strengths as a student?
- Are there any particular careers/pathways that interest you?

Research
- Read the details about all subjects offered included in the Curriculum Guide booklet
- Speak to your subject teachers to get a more detailed understanding of the courses
- Speak to current Year 10 and 11 students about their personal experiences
- Speak to family members
- Consider future careers and pathways using the website links provided

Decision making
- Identify your top 6 subjects from those offered in the Currriculum Guide booklet and rank them 1 to 6
- Look at the option blocks to check if your top three subjects fit the blocks
- If they don't fit, complete the "clashes reporting" form (link shared with families)
- Continue to try to narrow down a first choice and a reserve for each block (going back to the research stage if you are still unsure)

How NOT to choose the right option for you!

X   Choosing a subject because your friends are. Remember, even if you select the same subject in the same block, there's a chance you won't end up in the same class once we've finished balancing the group numbers

X   Choosing a subject so that you can be taught by your favourite teacher. It's great that you are particularly inspired by a specific teacher, but there is no guarantee that they will be the one teaching your class.

X Choosing a subject because another family member took that subject when they were at school. You may have very different strengths and interests which need to be fully considered as part of your decision making.

X   Try to avoid narrowing your future options too much by taking subject with potential overlap (e.g. Computer Science and Creative iMedia)- select the one that most interests you

Useful Online Resources

1. Uni frog website:

https://www.unifrog.org/

Unifrog can support students in choosing their GCSE options by offering a range of tools and resources to help them make informed decisions. The platform allows students to explore different subjects, understand the skills and career pathways linked to each choice, and assess their strengths and interests. Through quizzes and detailed subject guides, Unifrog helps students identify potential options that align with their abilities and future goals, ensuring they feel confident in their GCSE selection. Additionally, it provides insights into the types of jobs and further education that each subject might lead to, supporting a well-rounded decision-making process. **(all students already have an account for this with their email address as their username, and they can click the "forgotten password" link if needed)**

2. Career Pilot website

www.careerpilot.org.uk/information/gcses

Students can explore career pathways including the skills and qualifications required and gain insight into how subjects at GCSE align with particular jobs. Information is also provided on Post-16 pathways.

3. National Careers Service website:

https://nationalcareers.service.gov.uk/

The National Careers Service provides detailed information on careers, the qualifications required for specific jobs, and the subjects that lead to different career paths. Students can explore career profiles to understand how GCSE options impact future choices.

1. **UCAS website**

https://www.ucas.com/

UCAS (Universities and Colleges Admissions Service) provides useful information on the qualifications needed for different university courses and careers. Year 9 students can use this to see how their GCSE choices relate to post-16 education and beyond.


2. **Russell Group Universities "Informed Choices" website:**

https://www.informedchoices.ac.uk/

The Russell Group "Informed Choices" website provides guidance on the subjects that are most valued by top universities. It offers detailed advice on which subjects to consider for students aiming for competitive higher education paths, highlighting the importance of core subjects and offering suggestions for a balanced curriculum. The website also explains how different GCSEs align with future career and university opportunities, helping students make choices that will open doors for both academic and professional success. This can support Year 9 students in selecting subjects that not only match their interests but also strengthen their future prospects.

ART & DESIGN – FINE ART
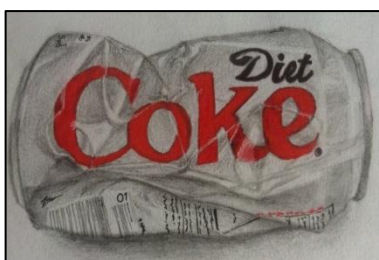
COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Art and Design - Fine Art	AQA	8202

WEBSITE: www.aqa.org.uk/subjects/art-and-design/gcse

HEAD OF DEPARTMENT: Miss G Bond [bondg@wellandparkacademy.com]

DESCRIPTION OF COURSE:

Vibrant and dynamic, this specification will give students the freedom to explore GCSE Art and Design in ways that will inspire and encourage them to reach their full potential, whilst equipping them with the skills to continue the subject with confidence at 'AS', 'A' Level and beyond. The Fine Art course allows for flexibility in the choice of areas an individual may wish to work in. This allows students to build on their strengths whilst broadening their skill base. Students will develop their ideas and work in one or more areas of fine art, such as those listed below:

drawing - painting - sculpture - installation - lens/light-based media -
photography & the moving image - printmaking - mixed media - land art

They may explore overlapping or combining these areas within their portfolio of work. In Year 10, students will explore a range of materials and techniques in a series of mini projects in the first term. They will then work on a mock exam task with the option of a day trip to museums and galleries. This will be the stimulus for a sustained project. In Year 11, students will specialise in their area of choice.

ASSESSMENT DETAILS

Internal Assessment:
Each student must select and present a coursework portfolio representative of their course of study. The portfolio will be marked out of a total of 96 marks. There is a maximum of 24 marks for each of the four assessment objectives. This portfolio has a weighting of 60% and contains work from the following:
1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.
2. A selection of further work resulting from activities such as trials and experiments; skills based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

External Assessment:
The exam is also marked out of a total 96 marks and has a weighting of 40%. An unlimited period of preparatory time is followed by 10 hours of supervised time during which students will develop their own unaided work. There is no restriction on the scale of work, media or materials used. Preparatory period – early January.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Animator, art therapist, arts administrator, ceramics designer, community arts worker, exhibition designer, fashion designer, fine artist, furniture conservator/restorer, furniture designer, glass blower/designer, graphic designer, heritage manager, illustrator, industrial/product designer, interior and spatial designer, jewellery designer, make-up artist, medical illustrator, museum/gallery conservator, museum/gallery curator, museum/gallery exhibitions officer, photographer.

ART & DESIGN –TEXTILES DESIGN

COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE in Art and Design - Textile Design	AQA	8204

WEBSITE: www.aqa.org.uk/subjects/art-and-design/gcse

HEAD OF DEPARTMENT: Miss G Bond [bondg@wellandparkacademy.com]

DESCRIPTION OF COURSE:

This GCSE will introduce the pupils to a variety of experiences exploring a range of textile media, techniques and processes, including both traditional and new technologies.

They will explore relevant images, artefacts and resources relating to art and design from the past to recent times. Responses to these examples must be shown through practical and critical activities that demonstrates the pupils understanding of different styles, genres and traditions.

Pupils are required to work in one or more areas: fashion and/or costume, printed and/or dyed materials, domestic textiles, constructed textiles and/or applied textiles, constructed and /or stitched and/or embellished textiles.

Students will be given the opportunity to explore various techniques and processes such as digital imagery, construction methods, felting and printing. They will then work on a mock exam task with the option of a day trip to museums and galleries. This will be the stimulus for a sustained project. In Year 11, students will specialise in their area of choice.

ASSESSMENT DETAILS

Internal Assessment:
Each pupil must select and present a portfolio representative of their course of study. It must show evidence of working through 2-dimensional/3-dimensional processes with a practical application of skills. 60% of GCSE.
The exam and non-exam assessment will measure how students have achieved the following assessment objectives.
 • AO1: Develop ideas through investigations, demonstrating critical understanding of sources
 • AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
 • AO3: Record ideas, observations and insights relevant to intentions as work progresses.
 • AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

External Assessment:
10 hours of supervised time. Unlimited period of preparatory time is followed by 10 hours of supervised time. No restriction on the scale of work, media or materials used. 40% of GCSE.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Print maker, hosiery designer, materials development, furniture design, accessories, sportswear, carpets, set design, interior design, fashion, costume, teacher, buyer, merchandiser, jewellery designer, retail, window dresser.

BUSINESS
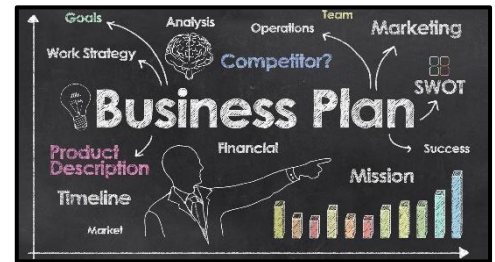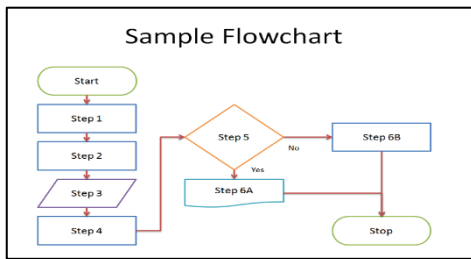
COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Business	OCR	J204

WEBSITE: http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/

HEAD OF DEPARTMENT: Mr J Radbourne [radbournej@wellandparkacademy.com]

DESCRIPTION OF COURSE:

OCR's GCSE (9–1) in Business should enable students to:
- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data

ASSESSMENT DETAILS

100% external assessment over two written papers, both 1.5 hours in length
Business 1: business activity, marketing and people (01)
This component is worth 80 marks, split into two sections and assesses content from business activity, marketing and human resources.
Section A contains multiple choice questions. This section of the component is worth 15 marks.
Section B includes short, medium and extended response style questions which use stimulus material that draws on real business contexts. This section of the component is worth 65 marks.
Business 2: operations, finance and influences on business (02)
This component is worth 80 marks, split into two sections and assesses content from operations, finance and influences on business.
This component assumes knowledge of business activity, marketing and human resources.
Section A contains multiple choice questions. This section of the component is worth 15 marks.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Through studying GCSE Business, students gain business knowledge, understanding and skills. They begin to understand current events in local, national and global contexts. They learn how to use relevant terms, concepts and methods effectively to describe business and economic behaviour. Students also consider business ethics and the impact of business on the environment. This could help students consider future careers in finance, marketing, logistics, operations and provides a valuable foundation for understanding how businesses operate, developing critical transferable skills such as analysis, decision making, problem solving and communication, which are useful in a range of careers, even if you don't directly pursue a business related path.

COMPUTING
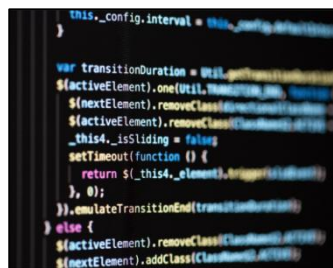
COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE (9 - 1) in Computer Science	AQA	8525

WEBSITE: http://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8520/specification-at-a-glance

HEAD OF DEPARTMENT: Mr J Radbourne [radbournej@wellandparkacademy.com]

DESCRIPTION OF COURSE:
Over the course students will cover the following:

- **Computational thinking**: this is the process of thinking through a complex problem, taking the time to understand what the problem is and then developing potential solutions for evaluation. These are then presented in a way that a computer, a human, or both, can understand.
- **Theoretical content**: students will learn the fundamentals of data representation and computer networks. They will learn about the computer systems that they will create and use and also delve in to the world cyber security and ethical legal and environmental impacts of digital technology.
- **Aspects of software development**: understand how to implement and test a design to make sure it works effectively. Learn how to complete an overall evaluation to help refine the end product.

ASSESSMENT DETAILS

Paper 1: Computational thinking and programming skills (2 hours, 50% of GCSE)
Covers computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code.

Paper 2: Computing Concepts (1 hour 45 minutes, 50% of GCSE)
Covers data representation, computer systems, networks, cyber security, relational databases and ethical, legal and environmental impacts of digital technology.

It is highly recommended that students have access to a computer at home as the development of programming skills using the Python programming language is central to Paper 1.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Database administrator, IT consultant, systems analyst, games developer, multimedia programmer, systems developer, information systems manager, network engineer, web developer.

GCSE Computer Science is not just for people wanting a career in the IT and computing industry – the skills and techniques learnt can be useful in any workplace. The creative and technical skills are relevant to a host of careers in a range of sectors, from arts and graphics-based roles through to engineering, finance and business.

CREATIVE iMEDIA
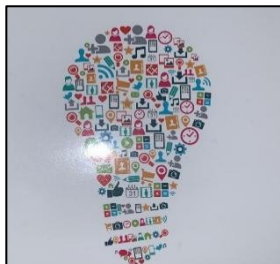
COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
Cambridge National Award in Creative iMedia	OCR	J834

WEBSITE: https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-j834/

HEAD OF DEPARTMENT: Mr J Radbourne [radbounej@wellandparkacademy.com]

DESCRIPTION OF COURSE:

This course is hands-on and follows the new specification. Students will use the computers each lesson as part of their learning. Digital media is a part of our everyday lives and students will be able to explore this and create their own products. Creative iMedia is scenario based – where students will be given a client brief. From this, students will plan, create and evaluate their own work.

This course would suit students who love the design element of CICT. Students can work with programs such as Adobe Photoshop and Illustrator. Other programs include Microsoft Word, PowerPoint and Affinity. Students have the opportunity to possibly create DVD covers, Websites, Magazine Adverts, Animations, Comic Strips and many more.

ASSESSMENT DETAILS

The course is made up of three units; two are mandatory and the third is an optional unit chosen by the teacher.

The two mandatory units are:

R093: Creative iMedia in the media industry, a written paper completed at the end of year 11 and worth 70 marks

In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products.

R094: Visual identity and digital graphics, a centre assessed unit where students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience.

Students will then complete an optional unit that will be chosen by their class teacher from the flowing list:

R095: Characters and comics

R096: Animation with audio

R097: Interactive digital media

R098: Visual imaging

R099: Digital games

The grade boundaries for Creative iMedia are as follows P1, M1, D1, P2, M2, D2, D2*. P2 is the equivalent to the new grading system of 4.

POSSIBLE CAREER APPLICATIONS

After gaining a Level 2 in Creative iMedia, students can go on to study Cambridge Technicals ICT at Level 3.

A qualification in ICT opens up an incredible world of opportunities for work both in the technology industries and in supporting roles within other industries. IT people not only need technical skills and knowledge but also other characteristics such as an ability to communicate clearly to all levels of business personnel; planning and project management skills; and excellent self-motivation, decision-making and problem-solving abilities.

DANCE

COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Dance	AQA	8236

WEBSITE: www.aqa.org.uk

HEAD OF DEPARTMENT: Mrs C Towers [towersc@wellandparkacademy.com]

DESCRIPTION OF COURSE:
Dance helps students develop performance and choreography skills as well as studying six British dance works. The works studied range in style but include urban, ballet and contemporary dance.

WHY STUDY DANCE:
Studying the GCSE dance specification can inspire students to develop their own performance, creative and choreographic practise at the same time as developing the knowledge, understanding and analytical skills required for critical appreciation. Studying dance also allows students to develop out of school interests and techniques.

This course will be offered as an extra after school GCSE (2 hours per week). It is suitable for students who already have some practical experience in Dance – ie have attended Dance classes for a minimum of two years.

ASSESSMENT DETAILS

Performance 30%
- Solo Performance: two set phrases (1 minute in length)
- Duet/Trio: using motifs from remaining 2 set phrases (maximum 5 minutes in length)

Choreography 30% based on stimulus set by AQA
- Solo 2-2.5 minutes
- Group 3-3.5 minutes

Dance Appreciation 40%
1 hour 30 minute written exam to assess critical appreciation of six professional dance works and knowledge and understanding of choreographic processes and performing skills.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Performer, dance teacher, choreographer, dance lecturer, dance therapist

DESIGN TECHNOLOGY
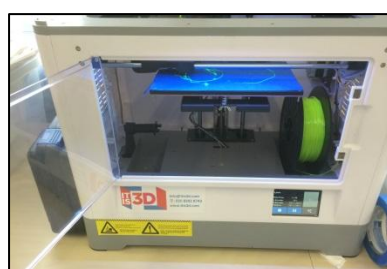
COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Design and Technology (8552)	AQA	8552

WEBSITE: http://www.aqa.org.uk

HEAD OF DEPARTMENT: Miss G Bond [bondg@wellandparkacademy.com]

DESCRIPTION OF COURSE:

This course will enable students to acquire subject knowledge in design and technology that builds on Key Stage 3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students will learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. They will develop an awareness of practices from the creative, engineering and manufacturing industries. Through the critique of the outcomes of design and technology activity, both historic and present day, students will develop an understanding of its impact on daily life and the wider world and understand that high-quality design and technology is important to the creativity, culture, sustainability, wealth and well-being of the nation and the global community.

The study of design and technology seeks to prepare students to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. The GCSE Design and Technology specification enables students to work creatively when designing and making and apply technical and practical expertise, following an iterative approach.

There is one tier of assessment covering grades 9 - 1.

ASSESSMENT DETAILS

Paper 1: Written exam 2 hours 100 marks 50% of GCSE (10% of these marks involve Science based questions and 15% are Maths related)
- Core technical principles
- Specialist technical principles
- Designing and making principles

Non-Exam Assessment (NEA)
30-35 hours approx. 100 marks 50% of GCSE

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Possible career options for students choosing this GCSE are:

Advertising, architecture, branding and identity, illustration, exhibition design, magazine and newspaper layouts, games and web design, packaging and animation, animator, graphic designer, product designer, furniture design, automotive design, product innovation, interior designer, 3D design maker, project management, engineering/manufacture, lighting designer, jewellery designer, exhibition design, industrial design, digital web design, textiles industry.

DRAMA

COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Drama (9-1)	OCR	J316

WEBSITE: http://www.ocr.org.uk/qualifications/gcse-drama-j316-from-2016/

HEAD OF DEPARTMENT: Mr J Oakland [oaklandj@wellandparkacademy.com]

DESCRIPTION OF COURSE:
Over the length of the course students will be given the opportunity to explore the subject from a range of perspectives by:
- devising their own, original work from a range of stimuli
- bringing to life the work of a playwright
- thinking as theatre reviewers, developing their own thoughts on what makes drama and theatre successful
- working as creative artists building and bringing a character to life through exploration and rehearsal

WHY STUDY DRAMA:
In the non-exam components, students can choose to be assessed as either a performer, a designer or through a combination of both roles. The designer option (lighting, sound, set, costume) has its own marking criteria and specification requirements, ensuring students are well supported in taking these options, and are credited for the individual skills needed for each discipline.

Students who follow this course must be motivated, enthusiastic, able to work independently and as part of a team and, very importantly, be committed to the subject.

ASSESSMENT DETAILS

DEVISING DRAMA: Students will create a devised performance in groups. They will be able to select a starting point from a range of stimuli provided by the exam board at the beginning of Year 10. Performances will be between 5 and 15 minutes, depending on the size of the group and will need to be supported by a portfolio of evidence. (30%)

TEXT PERFORMANCE: Students will take part in performing two extracts from a text set by the Academy. One of these must be as part of a group. Again performance length will vary depending on the size of the group and will need to be supported by written evidence. (30%)

THE EXAM: There are two sections. Section A will be based on their knowledge of Drama as explored through their practical work. Section B will consist of analysing and evaluating a live theatre performance they have seen using accurate subject-specific terminology.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Performer, sound/lighting technician, arts worker, drama therapy, director, set designers, broadcast or theatre operative, stage management.

FOOD PREPARATION & NUTRITION

COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Food Preparation & Nutrition	AQA	8585

WEBSITE: http://www.aqa.org.uk/8585

HEAD OF DEPARTMENT: Miss G Bond [bondg@wellandparkacademy.com]

DESCRIPTION OF COURSE:

GCSE Food Preparation and Nutrition is an exciting and creative course, which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Alongside nurturing their practical cookery skills, students gain a strong understanding of nutrition and food science. Food preparation covers the five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Upon completion of this course, students will be qualified to go on to further study, embark on an apprenticeship or a full time career in the catering or food industries.

ASSESSMENT DETAILS

Internal Assessment:
Task 1: Food investigation (15%). Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Food preparation assessment (35%). Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours.
Written or electronic portfolio (not exceeding 20 A4 pages) including photographic evidence

External Assessment:
Paper 1: Food Preparation and Nutrition Written Exam: 1 hour 45 minutes - 100 marks - 50% of GCSE.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Food technologist; food journalist; food photographer/stylist; chef; teacher; food scientist; catering manager; retail; quality assurance technician manager; hospitality and catering; armed forces; nutritionist; dietician; confectioner; butcher; product developer; environmental health; microbiologist; brewer; baker; events management; food and beverage engineer; marketing and packaging; sports nutrition.

FRENCH

Course Title	Awarding Body	Specification Code
GCSE French	Edexcel	

Website: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html

Head of Department: Mrs H Russell [russellh@wellandparkacademy.com]

Description of Course:

The new GCSE course is designed to attract students of all abilities to French and builds upon the foundations laid in KS3. In KS4, we continue to embrace our interactive approach to teaching and learning, using a wide range of activities, games and opportunities to bring the language to life (e.g. using film, music, technology and trips). Lessons are varied and engaging as we practise the different skills, expand our vocabulary and master those tenses! We encourage the students to communicate independently in speech and writing about subjects that are interesting and meaningful to them (see below). The course also encourages them to broaden their horizons, learning more about the countries and communities where French is spoken. The GCSE course provides a solid foundation for employment and further language learning.

The topics we study are:
- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Assessment Details

There are four exams in the summer term of Year 11, each worth 25% of the final grade. The assessments are short, varied, accessible, engaging and relevant. Each exam exploits a range of assessment tasks, which students have been practising since Year 7.

1. **Listening** & Dictation
2. **Speaking** – reading aloud, role play and photo card (recorded with the class teacher)
3. **Reading** and translation
4. **Writing** and translation

Possible Career Applications for this GCSE

Language skills can lead directly into a career in translating, interpreting or teaching, and are in demand in areas such as hospitality, law, publishing and business services. Many big graduate employers are multinational organisations and are keen to recruit candidates who are willing to work overseas and can liaise effectively with international colleagues. Studying a language is also likely to develop interpersonal and communication skills that employers look for. In the current global market, a language qualification makes students stand out and is highly valued by employers. In some cases, it also leads to increased travel opportunities and higher salaries.

GEOGRAPHY

Course Title	Awarding Body	Specification Code
GCSE Geography	AQA	8035

Website: http://www.aqa.org.uk/subjects/geography/gcse/geography-8035

Head of Department: Mrs J Smith [smithj@wellandparkacademy.com]

DESCRIPTION OF COURSE:
The course consists of three sections:

1. Living with the physical environment
2. Challenges in the human environment
3. Geographical application including fieldwork

Living with the physical environment includes the challenges of natural hazards, physical landscapes in the UK and the living world.

Challenges in the human environment includes urban issues and challenges, the changing economic world and the challenge of resource management.

Geographical applications include issue evaluation, fieldwork and geographical skills.

Fieldwork Opportunities:
As part of Paper 3, students are required to undertake fieldwork in two contrasting environments. Students have the opportunity to attend a 3-day residential to the FSC Rhyd-y-Creuau in Betws-y-Coed, Wales. Parents/Carers should be aware that there is an approximate cost of £350 for this fieldtrip. Alternatively, students can attend a day trip to Hunstanton.

ASSESSMENT DETAILS

Internal Assessment:
Students will be tested at the end of each topic, to check knowledge and understanding according to GCSE criteria. Each test will have GCSE style examination questions.

External Assessment:
This course is 100% externally examined in three examination papers. Paper 1 and 2 are both written examinations, 1 hour and 30 minutes long and each one 35% of the GCSE. (Each one – 88 marks, including 3 marks for spelling punctuation, grammar and specialist terminology). Paper 3 is a 1 hour 30 minute examination worth 30% of the GCSE. (76 marks including 6 marks for spelling, punctuation, grammar and specialist terms). All papers include multiple choice, short answers, levels of response and extended prose type questions.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Geography is a broad base subject and respected by employers. Geography graduates have one of the highest rates of graduate employment. The subject involves many transferable skills enabling a vast array of career paths such as in the energy, environment, sustainability, transport, town planning, surveying, civil service, education, tourism, insurance, marketing, sales and human resources sectors.

GERMAN

COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE German	Edexcel	

WEBSITE: https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2024.html

HEAD OF DEPARTMENT: Mrs H Russell [russellh@wellandparkacademy.com]

DESCRIPTION OF COURSE:

The new GCSE course is designed to attract students of all abilities to German and builds upon the foundations laid in KS3. In KS4, we continue to embrace our interactive approach to teaching and learning, using a wide range of activities, games and opportunities to bring the language to life (e.g. using film, music, technology and trips). Lessons are varied and engaging as we practise the different skills, expand our vocabulary and master those tenses! We encourage the students to communicate independently in speech and writing about subjects that are interesting and meaningful to them (see below). The course also encourages them to broaden their horizons, learning more about the countries and communities where German is spoken. The GCSE course provides a solid foundation for employment and further language learning.

The topics we study are:
- My personal world
- Lifestyle and wellbeing
- Media and technology
- Studying and my future
- Travel and tourism

ASSESSMENT DETAILS

There are four exams in the summer term of Year 11, each worth 25% of the final grade. The assessments are short, varied, accessible, engaging and relevant. Each exam exploits a range of assessment tasks, which students have been practising since Year 7.

1. **Listening** & Dictation
2. **Speaking** – reading aloud, role play and photo card (recorded with the class teacher)
3. **Reading** and translation
4. **Writing** and translation

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Language skills can lead directly into a career in translating, interpreting or teaching, and are in demand in areas such as hospitality, law, publishing and business services. Many big graduate employers are multinational organisations and are keen to recruit candidates who are willing to work overseas and can liaise effectively with international colleagues. Studying a language is also likely to develop interpersonal and communication skills that employers look for. In the current global market, a language qualification makes students stand out and is highly valued by employers. In some cases, it also leads to increased travel opportunities and higher salaries.

HISTORY

COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE History	AQA	8145

WEBSITE: http://www.aqa.org.uk/subjects/history/gcse/history-8145/

HEAD OF DEPARTMENT: Mrs J Smith [smithj@wellandparkacademy.com]

DESCRIPTION OF COURSE:
GCSE History covers three eras of history:
1. Medieval
2. Early modern
3. Modern times

The students at Welland Park will study the following options:

America, 1920-1973 - This unit includes the boom and bust years looking at the American dream and the divided society which leads to racial tension and the civil rights movement. It focuses on the Great Depression and its effects including gangsters and the Ku Klux Klan through to the Second World War.

Conflict and Tension between East and West, 1945-1972 - This unit focuses on the Cold War and the conflict between the USSR and the USA including events such as the Berlin blockade and wall, the space race and the Cuban missile Crisis. This unit also provides an opportunity for students who are studying History to go to Berlin at the end of Year 10

Britain: Power and the People - This unit studies the development of the power struggle of the people in Britain including Magna Carta, the English Civil War, the American Revolution, protest and reform and women's rights.

Elizabethan England, c1568-1603 - This unit focuses on the key events of Elizabeth's reign as an in-depth study. These include conflicts over religion and with Spain and the Elizabethan Golden Age. This course also links to the local environment through the study of an historic building.

ASSESSMENT DETAILS

Internal Assessment:
Students will be tested at least once every half term to check knowledge and understanding according to GCSE criteria. Each unit will have a GCSE style exam paper as a mock examination in Years 10 and 11.

External Assessment:
The course is 100% externally examined in two examination papers. Each written paper is 2 hours long and worth 50% of the GCSE. 84 marks are allocated to each paper with 40 marks for each unit. 4 marks are given for spelling, punctuation, grammar and specialist terminology.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

History gives you the ability to construct arguments and communicate your findings in a coherent and persuasive way. It encourages you to think critically and analytically to solve problems and understand varying viewpoints. It develops independent research skills and the ability to use information to form opinions based on evidence. These skills are transferable to many high level careers within the civil service, law, journalism, teaching at all levels, publishing, media, advertising and politics, along with careers directly associated with History such as museum curators, heritage managers, researchers and tourism.

MEDIA STUDIES

COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Media Studies	WJEC	C680QS

WEBSITE: http://www.eduqas.co.uk/qualifications/media-studies/gcse/

HEAD OF DEPARTMENT: Mr T Mummery [mummeryt@wellandparkacademy.com]

DESCRIPTION OF COURSE:

This subject is vibrant, exciting and relevant to the modern world. It teaches students the skills to understand and study the extent to which media impacts on modern society. The course will encourage students to think critically about the media that surrounds them and analyse their own and other people's responses to it. The ability to design, construct and edit media products makes students of this subject highly employable.

Media Studies offers:
- Extensive and meaningful coverage of media theory and practice
- Practical work which integrates theories and concepts
- A choice of assignments for production and pre-production
- The chance to study across a range of different media
- Opportunities to learn about real media products and industries
- Opportunities for progression, especially to GCE Media Studies

ASSESSMENT DETAILS

Assessment:

Component 1: Exploring the Media
Written Examination – 1 hour 30 minutes – 40% of qualification

Component 2: Understanding Media Forms and Products
Written Examination – 1 hour 30 minutes – 30% of qualification

Component 3: Creating Media Products
Non-exam assessment – 30% of qualification

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Media is an expanding industry. This subject can start students on the road to a career in the media, including areas like advertising, music, film, magazines, photography, newspapers and of course web-based media. Prospective employers look for experience of practical skills and the ability of candidates to work independently. This subject will ensure that students have developed a bank of skills that make them very desirable employees.

MUSIC

COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE MUSIC	OCR	J536

WEBSITE: http://ocr.org.uk/qualifications/gcse-music-j536-from-2016

HEAD OF DEPARTMENT: Mrs C Towers [towersc@wellandparkacademy.com]

DESCRIPTION OF COURSE:

The OCR Music GCSE (9-1) provides a contemporary, accessible and creative education in Music. Students are able to demonstrate their musical skills through performing, composing and appraising (listening).

Through studying five set 'Areas of Study' students broaden their musical understanding and appreciation. Diverse styles of music are explored, from past and present, from Western traditions and other cultures. Students are encouraged to be creative with them through their own performances and compositions.

WHY STUDY MUSIC?

Studying Music at GCSE allows students to develop their interest and musical skills in a wide range of styles. They will make music both as an individual and as part of a small group.

Life skills will be developed including critical and creative thinking, aesthetics sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.

Students wishing to take GCSE Music (9-1) must have good instrumental or vocal skills, be motivated, enthusiastic, independent, good team players and committed to the subject. We recommend that students taking Music are in receipt of instrumental lessons throughout the course due to the highly practical nature of coursework.

ASSESSMENT DETAILS

The assessment of GCSE Music (9-1) consists of three mandatory components:

1. Performance on the learners' chosen instrument. Composition to a brief set by the learner.
   Assessment Overview: Integrated portfolio – 60 marks – non-exam assessment

2. Ensemble performance. Composition to be OCR set.
   Assessment Overview: Practical component – 60 marks – non-exam assessment

3. Listening and appraising. A written paper with CD. Aural recognition and context unheard/unfamiliar music from within the areas of Study 2, 3, 4 & 5.
   Assessment Overview: Listening and appraising (05) – 80 marks – 1 hour and 30 minutes written paper.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

Professional musician, music teacher, composer, music director/conductor, music therapy, music publishing, sound engineer, producer, sound/lighting technician.

PHYSICAL EDUCATION

Course Title	Awarding Body	Specification Code
GCSE Physical Education	OCR	J587

Website: http://www.ocr.org.uk/gcsephysicaleducation

Head of Department: Mr J Button [buttonj@wellandparkacademy.com]

Description of Course:

There are four components for GCSE PE:

1. Physical Factors affecting Performance (theory) – applied anatomy and physiology & physical training.

2. Socio-cultural Issues and Sports Psychology (theory) – socio-cultural influences, sports psychology & health, fitness and well-being.

3. Performance in Physical Education – practical performance in three activities (Non-exam assessment).

4. Analysis and evaluation of performance (AEP) (Non-exam assessment)

Assessment Details

Internal Assessment:
Practical Performance -30% of the qualification - three practical activities from a set list (1 team, 1 individual and 1 free choice from the list).
Analysing and Evaluating Performance Task - 10% of the qualification.

External Assessment:
 2 written examinations.
1. Physical Factor affecting Performance – 1 hour – 30% of the qualification
2. Socio-cultural Issues and Sports Psychology – 1 hour – 30% of the qualification

The assessment consists of multiple choice, short answer, and extended answer questions.

Possible Career Applications for this GCSE

Further Education ('A' Level & Degree PE/Sport), sports coaching, physical education teacher, personal trainer, physiotherapist, sports medicine, sports scientist.

RELIGIOUS EDUCATION
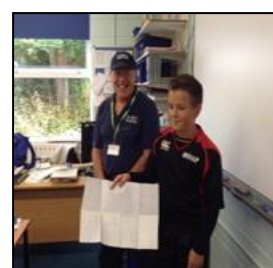
COURSE TITLE	AWARDING BODY	SPECIFICATION CODE
GCSE Religious Education	AQA	8062

WEBSITE: http://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062
HEAD OF DEPARTMENT: Mrs Smith [smithj@wellandparkacademy.com]

DESCRIPTION OF COURSE:

The students at Welland Park Academy studying GCSE Religious Education will be taught in two components.

Component 1 will be on the study of beliefs, teachings and practices of the two religions Christianity and Sikhism.
Component 2 will be a thematic approach on the following four topics:
1. Relationships and families
2. Religion and life
3. Religion, crime and punishment
4. Religion, human rights and social justice

ASSESSMENT DETAILS

Internal Assessment:
Students will be tested at least once every half term from components 1 & 2 to assess knowledge and understanding based on the GCSE criteria. Each test will be based on GCSE style exam paper, including mock examination in Years 10 & 11.

External Assessment:
The course is 100% externally examined and is in two components.
The first component is the study of Christianity and Sikhism that includes a written exam worth 96 marks, for the duration of 1 hour 45 minutes. Component one is worth 50% of the GCSE paper.

Component two is a written exam on our chosen theme outlined above, worth 96 marks for the duration of 1 hour 45 minutes long. This component is 50% of the GCSE paper.

Both components are awarded three marks for spelling, punctuation, grammar and specialist terminology.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

There are many places to go with the GCSE qualification of Religious Studies. It imposes no limitations but lends its own particular strengths to a number of different career choices. Studying Religious Studies means exploring the beliefs, practices, values and doctrines of people around the world and Religion majors have successfully gone on to professional training in:
Business (particularly international business), Counselling and Social Work, Education, Journalism, Law, Medicine. Others have moved directly into the job market, taking up positions in:

Event planning, hospitality, or the service industry, the Government, foreign service, or the Peace Corps, marketing and management, museums and the arts, non-profit or non-governmental organizations and publishing.

STATISTICS

Course Title	Awarding Body	Specification Code
GCSE Statistics	Edexcel	1ST0

WEBSITES: http://qualifications.pearson.com/en/qualifications/edexcel-gcses/statistics-2017.html

HEAD OF DEPARTMENT: Mr S Ready [readys@wellandparkacademy.com]

DESCRIPTION OF COURSE:

GCSE Statistics is a two-year course, beginning in Year 10. **This is an after-school option, once a week from 3.30 until 5pm, and therefore requires dedication and commitment from the students**.

GCSE Statistics is about data. Students will study the processes of collecting data and then how to process and represent this data. They will critically analyse this data as well as interpret it in a real-life context. Students will also spend some of the course studying Probability.

There is an overlap with GCSE Maths so this course consolidates and strengthens some of the GCSE Maths content. The course will develop many transferable skills for future study. Pupils will find GCSE Statistics very useful in other subjects such as Biology, Geography, PE and Chemistry, as well as the social sciences at A-Level.

ASSESSMENT DETAILS

Internal Assessment:
Regular formative and summative assessments.

External Assessment:
The qualification will be assessed with an examination worth 100% of the course. There will be two papers, each 1hour 30 minutes long. A calculator will be required for both papers.
Controlled Assessment is no longer part of the course.

POSSIBLE CAREER APPLICATIONS FOR THIS GCSE

The GCSE Statistics qualification develops skills that students will use in other subjects such as science and geography, and reinforces techniques needed for GCSE maths as well as supporting progression to A level maths.

Real-life scenarios will capture their interest and give them an insight into the importance of statistics in the real world.

Welland Park Academy
Learning For Life

Name: Form:

Option Subjects - Students choose a first and second choice from each block numbered 1 and 2 in order of preference.

Option A	Option B	Option C
Computing	Business	Art (Fine Art)
French	Computing	Art (Textiles)
Geography	Creative iMedia	Design
German	Drama	Food
History	French	French
	Geography	Geography
	German	German
	History	History
	Media	Music
	PE	PE
	RE	

<u>After school</u>

Statistics

Dance * gauging interest

You will get an email from noreply@sims.co.uk. It will look similar to the one below.

You **must** click on the green button to accept the invite.

On the next page, click the blue button which says *"Register with external provider"*.

A new page will open, where it asks you to sign in, please select the Microsoft 365 Logo (Window icon).

Once logged in enter the code provided in the registration email into the Invitation Code field. If the Option "choose alternative provider" appears use this link and follow the steps above.

Please note this is a single use code and so don't use it until you can complete the registration.

You will have to verify your account by answering a security question.

You are then required to log into your account

Entering your Option choices

- Read any instructions that appear at the top of the page

- Enter your choices by clicking on the subject's name-the subject will then appear in blue. The panel on the right of the screen will indicate your order of preference.

- **It is essential that you make your choices in order of preference.**

- Clicking on the word 'Reserve' next to the subject will display the reserved subject in orange

Comments can be added by the student in the Student Comments field at the bottom of the page. Use this area to elaborate on any subject clashes that you have experienced and already reported on the Microsoft Form shared with families.
(We do not enable the Parent/Carer approval check box as this logistically proves very difficult with parent/carer verification required. Unfortunately there is no way to prevent this check box from appearing on the form.)

- **When all selections have been made the choices should be saved by clicking the save icon(cloud) to the top left and the student should then sign out of Options Online**

- If you need to get back into your option choices use https://www.sims-options.co.uk

CONTACT DETAILS

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Vice Principal	Matt Jerred
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