

# **All Hallows Catholic High School**

## **Key Stage 4 Curriculum Options Booklet**



**Notes For Students and  
their Parents**

**2016-2018**

# Contents

Headteacher's Letter	3
Moving from Year 9 to Year 10	4
Key Stage 4 Subjects Studied	5
Sequence of Events & Making Decisions	6
Details of courses in Years 10 & 11	7
Compulsory Subjects	8
English Language	9
English Literature	10
Mathematics	11
Science	12
Religious Studies	13
Option Subjects	14
Option Blocks	15
Art and Design	16
Design and Technology	17, 18
Electronic Products	19
Food Technology	20
Graphic Products	21
Resistant Materials	22
Textiles Technology	23
French and German	24, 25
Geography	26
History	27
Information and Communication Technology	28
Computing	29
Music	30
Performing Arts	31
Physical Education	32
Wider Key Skills	33
Children's Play, Learning & Development and Health & Social Care	34
Option Preference Sheet	35

# Headteacher's Letter

Dear Parent

We are coming to another important stage in your child's career in school - the end of Year 9 and the start of the public examination courses in Year 10.

Most of the courses will lead to public examinations in Year 11 and we want all our pupils to be successful in whatever courses they choose to follow.

The GCSE courses have changed considerably over the last two years. Nearly all courses will be assessed solely on pupils' performance in the final written paper(s) in the summer of 2018. All work done throughout Years 10 and 11 will, therefore, contribute very significantly to the final outcomes. Outstanding attendance will clearly be a crucial factor in ensuring ultimate success in the public examinations. It is essential that all pupils realise how much hard work and revision lies ahead of them, starting immediately in September 2016.

The pupils have been prepared in the pastoral groups for this process of guidance and selection. This booklet is to enable you to find out what courses are available and what they involve.

We hope that your child will look forward to his/her last two years in school, work hard and achieve the successes which the vast majority of pupils have done since the school opened in 1975.

There is a great deal of hard work ahead but there is no reason why it cannot be enjoyable at the same time. With the right courses, the right attitude and the co-operation of parents and teachers, pupils can look forward to their final two years at All Hallows.

Yours sincerely



Mr C J Riding  
Headteacher

# Moving from Year 9 to Year 10

## The Key Stage 4 Curriculum

*'We aim to develop the talents of all our pupils to their fullest potential through a curriculum which is broad, balanced and relevant, and which is supported by a wide range of extra-curricular activities.'*

As pupils enter Year 10 they will be starting courses which lead to public examinations. Pupils will study courses which will give them a broad range of experiences and learning so that their opportunities will be as wide as possible when they decide on a career later in life.

All pupils will follow a set of courses which includes English Literature, English Language, Mathematics, Religious Education, Science and Physical Education. They will also select three subjects from the three option blocks.

Vocational routes are also available. These include two BTEC courses at Cardinal Newman Sixth Form College in Child's Play, Learning & Development and Health & Social Care. We also offer an ASDAN Wider Key Skills course within school.

All pupils are entitled to Careers Education and Guidance. The lessons are part of the SMSC Programme which will be delivered through weekly lessons and the emphasis is on enabling pupils to make well informed choices about their future.

Pupils who wish to learn to play a musical instrument are able to do so through the All Hallows Music School, which employs tutors for a wide range of instruments. This is an extra-curricular activity but lessons take place throughout the school day. Throughout Years 10 and 11 there will be many opportunities to take part in enrichment and residential activities.

# Key Stage 4 Subjects Studied

## Core Curriculum

English Language  
English Literature  
Mathematics  
Science  
Religious Education  
Physical Education (non-exam)

## Additional Subjects

In addition to the compulsory subjects, we offer optional subjects. Students must choose three or optional subjects from:

Art	History
Computing	ICT
Design and Technology	Music
French	Performing Arts
Geography	Physical Education
German	Triple Science

## Subject Allocations

**The following allocations have been agreed by the Staff and Governors:**

Mathematics	5 lessons
English	5 lessons
Science	5 lessons
Religious Education	3 lessons
Physical Education	2 lessons
SMSC	1 lesson
Option 1 subject	3 lessons
Option 2 subject	3 lessons
Option 3 subject	3 lessons

# The Sequence of Events

Options Booklet Issued Wednesday 9th March

Subject Information Evening      Thursday 10th March

Year 9 Reports Home Thursday 31st March

Option Preferences returned by Friday 1st April

# Making Decisions

Making decisions is never easy. The decisions you will have to make about which Courses to take at Key Stage 4 are very important. It is essential that you think carefully regarding which subjects to study.

Your choice will depend on your ability in various subjects, your interests and intended career.

- Read through the booklet carefully
- If in doubt, ask relevant members of staff for advice
- Discuss your ideas with your parents
- Choose subjects:
  - You are good at
  - You enjoy
  - You need for your career
- Don't choose subjects:
  - Just because your friends want to do them
  - Just because you like the teacher

# Details of Courses in Years 10 and 11

We have included information about courses the pupils will follow in Year 10 and 11. This will help you to see what is involved over the next two years. We have tried to make the information as accurate as possible (but examination boards do change details over the year).

## Will I get What I Choose?

We try our best to give students what they want and need, but classes have to be of certain minimum sizes, and our offer of subject depends upon numbers. Pupils will not be allocated on a 'first come, first served basis', but will be considered on their suitability for the course.

## What do I need to do now?



Read through and carefully consider the information about both the compulsory subjects and the optional subjects. Then you and your parents must complete the option form, which is inserted at the back of this booklet. (It is essential that this form is returned to your form tutor no later than Friday 1st April).



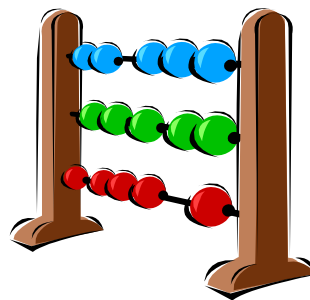
# Compulsory Subjects

Religious Education



English

Mathematics



Science



# English Language

## General Information

- All pupils study GCSE English Language.
- 100% examination at the end of Year 11.
- The examination board is Eduqas.
- The examinations are untiered.
- Grade awarded 9-1.

## Qualification Achieved

- GCSE

## Course Content

- It enables students to read a wide range of texts, fluently and with good understanding. To develop and improve their writing effectively and accurately. To enable students to listen and understand spoken language, and use spoken standard English effectively.

## Examination Details

### Paper 1

- 40% of the GCSE
- Length - 1 hour 45 minutes
- Section A (20%) Reading
- Answer questions on an unseen extract from a 20th Century prose text
- Section B (20%) Writing
- Narrative writing

### Paper 2

- 60% of the GCSE
- Length - 2 hours
- Section A (30%) Reading
- Answer questions on 2 unseen non-fiction texts, one from the 19th Century, the other from the 21st Century
- Section B (30%) Writing
- Two writing tasks e.g. Article, letter, speech

## Spoken Language

- Unweighted
- One formal presentation or speech and response to questions
- The mark for spoken language is reported as part of the qualification but does not form part of the final mark and grade

## Useful for Careers in:

Most careers



## For further information see:

Mrs Benzies

# English Literature

## General Information

- All pupils will study GCSE English Literature.
- 100% examination at the end of Year 11.
- The examination board is Eduqas.
- The examinations are untiered.
- Grade awarded 9-1.

## Qualification Achieved

## Course Content

- The course aims to encourage students to develop knowledge and skills in reading, writing and critical thinking. It provides students with opportunities to read widely across a range of high quality texts

## Examination Details

### Paper 1

- 40% of the GCSE
- Length - 2 hours
- Section A (20%) Shakespeare
- One extract question and one essay question
- Section B (20%) Poetry from 1789 to present day
- Two questions on Poetry, one of which involves comparison

### Paper 2

- 60% of the GCSE
- Length - 2 hours 30 minutes
- Section A (20%) Post 1914 Prose/Drama
- One question on a Post 1914 play or novel
- Section B (20%) 19th Century Novel
- One question on a 19th Century Novel
- Section C (20%) unseen poetry from 20th and 21st Century
- Two questions on unseen poems, one of which involves comparison
- Learners are not able to take texts into the examination

## Useful for Careers in:

Most careers



## For further information see:

Mrs Benzies

# Mathematics

## General Information

Pupils in Year 9 follow the New Maths frameworking scheme  
Full GCSE taught, 5 lessons per week in Year 10 and 5 lessons per week in Year 11  
Foundation and Higher Levels of the New Linear Maths GCSE are studied

## Qualification Achieved

GCSE Grades 5 - 9 (Higher Level)  
GCSE Grades 1 - 5 (Foundation Level)

## Course Content

- Use and apply standard techniques (weighting: F: 50% H: 40%)
- Reason, interpret and communicate mathematically (weighting: F: 25% H: 30%)
- Solve problems within Mathematics in other contexts (weighting: F: 25% H: 30%)

## Course Topics

- Number (F: 25% H: 15%)
- Algebra (F: 20% H: 30%)
- Geometry and Measure (F: 15% H: 20%)
- Ration and Proportion (F: 25% H: 20%)
- Probability and Statistics (F: 15% H: 15%)

## Coursework Details

No Coursework.

## Exam Details

Due to new guidelines administered by the DFE recently, pupils are no longer allowed to take a Modular GCSE Course. Therefore all pupils will follow a two year programme beginning in Year 10 - with the examinations to be taken in the Summer of Year 11.

The examination will consist of three separate papers: 2 x calculator and 1 x non-calculator.  
The results of the three papers account for 100% of their final mark.

## Useful for Careers in:

Most employers require a 'good' GCSE in Mathematics. This will be judged as a Grade 4 or 5 depending on the course/career, or at least a good practical knowledge. High grades needed for Medicine, Accountancy, Engineering.  
Pupils considering 'A' Level Mathematics are normally expected to achieve at least grade 6 on the higher tier.



## For further information see:

Mr Briscoe (Head of Department)

Mrs Walsh (Second in Department)

## Additional Information:

There is a need for pupils to be familiar with 'Moodle' and also home Internet access is essential for revision and use of subject software such as Mathswatch VLE.

A scientific calculator is also essential for successful study of mathematics and pupils must be very familiar with the workings of **their own** calculator.

# GCSE Sciences

Most  
take



of our Triple Sci-  
A Levels in Sci-  
versity to study



ence students will  
ences. Many go on  
the Sciences, Med-



go on to  
to Uni-  
icine,

## General Information

Science is a dynamic and stimulating discipline, which is of an extreme relevance to everyday life, and as such the Science Department welcome the chance to motivate and encourage all students to develop investigative and exploratory skills through practical and fieldwork. Science is the ideal means by which to inspire pupils and to stimulate their interest and imagination.

All students must study a Combined Science option and we will endeavour to provide a range of interesting topics that will challenge your child to think and look beyond some of the headlines about Science and help them to become Scientifically literate. There is an option for some pupils to take Triple Science. A single GCSE science will no longer be offered. This means no Core or Additional GCSEs.

## Course and Examination Details

### GCSE Combined Science (All Pupils):

Pupils will study a combination of topics in Biology, Chemistry and Physics. Combined Science will have a 17 point grading scale, from 9–9, 9–8 through to 2–1, 1–1. **Pupils will leave with Two GCSEs graded 9-1.**

**Six papers:** Two Biology, two Chemistry and two Physics. Each will assess different topics.

**Duration:** All the papers are 1 hour 15 minutes.

**Tiers:** Foundation and Higher.

**Weighting:** The papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks.

**Question types:** multiple choice, structured, closed, short answer and open response.

### GCSE Triple Sciences in Biology, Chemistry & Physics (Option):

Students studying this option will be awarded three Science GCSEs: GCSE Biology, GCSE Chemistry and GCSE Physics.

Each GCSE comprises of **two external examinations**. Both papers are 1 hour 45 minutes.

The papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.

This option is for pupils that thoroughly enjoy the subject area, have demonstrated high ability in Science and are interested in the best preparation for A Level Sciences and Science based careers.

### Combined Science: Useful for Careers in:

Food Industry  
Electrics/Electronics  
Beauty/Hair  
Laboratory Technology  
Childcare  
Apprenticeships



### Triple Science:

Preparation for A Level Sciences leading to Science or Medical based Degrees at University.

**For further information see:**  
Mr Clitheroe

# Religious Studies



## Introduction

- This cohort of students will be the first to study the new Religious Studies GCSE for examination in the summer of 2018. As with other subjects, Religious Studies has seen the introduction of a brand new two year specification based on the study of [Catholic Christianity](#), [Judaism](#) and [Philosophy and Ethics](#).

## General Information

- Full GCSE
- Three x 50 minute lessons per week.
- Every student takes the same papers.
- The course builds upon the skills and knowledge gained in Key Stage 3.

## Qualification Achieved

- GCSE Grades 9 - 1. (9 and 8 equivalent to 'A\*' grade, 7 equivalent to 'A' grade, 5 equivalent to 'high C' grade, 1 equivalent to 'G' grade).

## Course Content

### \* Year 10: Paper 1 - CATHOLIC CHRISTIANITY (50%)

A study of Beliefs and Teachings, Practices, Sources of Wisdom and Authority and Forms of Expression based on the themes of Creation, Incarnation, Trinity, Redemption, Church and Eschatology.

Students will study the Catholic and Christian attitudes to topics such as CAFOD, Abortion, Euthanasia, Life After Death, The Sacraments, Pilgrimage, Issues of Justice, and Peace and Vocation as part of these themes.

### \* Year 11: Paper 2 Section 1 - JUDAISM (25%)

A study of Beliefs, Teachings and Practices linked to Judaism.

Students will learn the key beliefs of Judaism about God, Life After Death, The Covenant and the Nature and Role of the Messiah. They will also learn about the Synagogue as a Place of Worship. Finally, Jewish Family Life and Rituals will be studied ranging from important ceremonies like Bar / Bat Mitzvah, Dietary Laws and Festivals such as Rosh Hashanah, Yom Kippur and Pesach.

### \* Year 11: Paper 2 Section 2 - PHILOSOPHY AND ETHICS (25%)

A study of themes chosen from Relationships and Families, Peace and Conflict, Human Rights and Social Justice and the Existence of God.

Students will learn about the Catholic, Christian and non-religious attitudes to Belief in God, Love and Marriage, Roles of Men and Women and Gender Equality. They will also learn about Justice, Forgiveness and Reconciliation, Just War, Pacifism, Wealth and Poverty, Human Rights and Prejudice and Discrimination.

## Examination Details

- Two 1 hour 45 minute examinations in May of Year 11 on Paper 1 and Paper 2, both worth 50% each.
- All students take the same examination papers. Therefore all students have the opportunity to achieve a grade ranging from 9 - 1.

## Useful for Careers in:

Police, Law, Solicitor, Social Work, Charity Work, Ministry and Priesthood, Youth Work and Teaching.

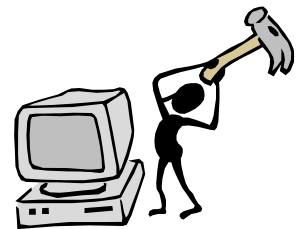


## For further information see:

Any of the RE teachers or any students who are studying the course.

# Option Subjects

**You will be asked to choose from the following subjects:**



**Art and Design**  
**Computing**  
**Design and Technology**  
**French**  
**Geography**  
**German**  
**History**  
**ICT**  
**Music**  
**Performing Arts**  
**Physical Education**  
**Triple Science**



# **Option Blocks**

**You will be asked to choose one subject from each block**

## **OPTION 1**

French  
Geography  
German  
History  
Triple Science  
Vocational Courses

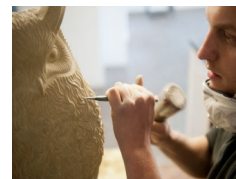
## **OPTION 2**

Art  
Geography  
History  
Music  
Performing Arts  
Electronics  
Food & Nutrition  
Graphics  
Resistant Materials  
Textiles

## **OPTION 3**

Art  
Computing  
French  
German  
ICT  
Physical Education  
Performing Arts  
Vocational Courses

# Art and Design



## General Information

- This is a GCSE course.
- There are three lessons per week.
- It follows the AQA unendorsed specification.
- Some creative skill is desirable and the ability to draw is essential
- Every pupil follows the same course outline with individual outcomes.

## Qualification Achieved

GCSE Grades 9-1 available.

## Course Content

Pupils will be required to:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## Coursework Details

- 60% Coursework.
- 40% Controlled Test.
- Three projects will be undertaken throughout the course between September Year 10 to February Year 11.
- A selection of the best work is submitted to the examiner.
- Work is displayed in South Ribble Art Exhibition each year.

## Examination Details

- Pupils respond to one question from the examination paper.
- There is a nine week preparation period followed by a 10 hour controlled test.

## Useful for Careers in:

All areas of Art and Design:  
Illustration, Fine Art,  
Craftsperson, Fashion Design,  
Computer Game Design etc.,  
Architecture.



## For further information see:

Mrs Calland or  
Miss Dent

## Visits:

Art trip every two years to  
Barcelona. Visits to Salts Mill  
Gallery, Saltaire. Landscape  
drawing in Lytham St Annes.





# Design and Technology

## What is Design & Technology?

Design and Technology is everywhere and in everything. Even the production of this page would not have been possible without the design and manufacture of a product to type and to print. D & T is essential to everyone's future. Imagine what would happen without creative minds developing new products and solutions to essential everyday problems and desires? Science & mathematics are the theory, but this is where the **theory becomes a reality**.

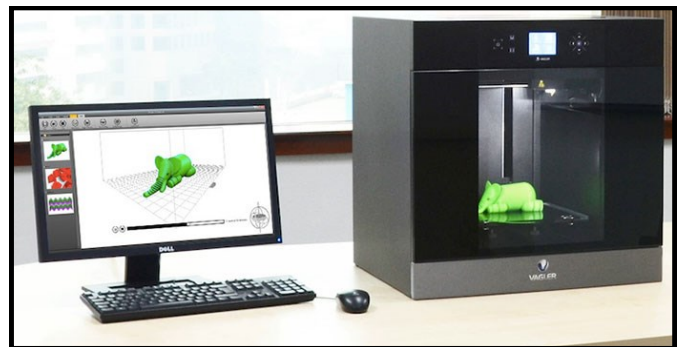
## Design & Technology and future careers.

Design and Technology feeds into two major sectors of employment.

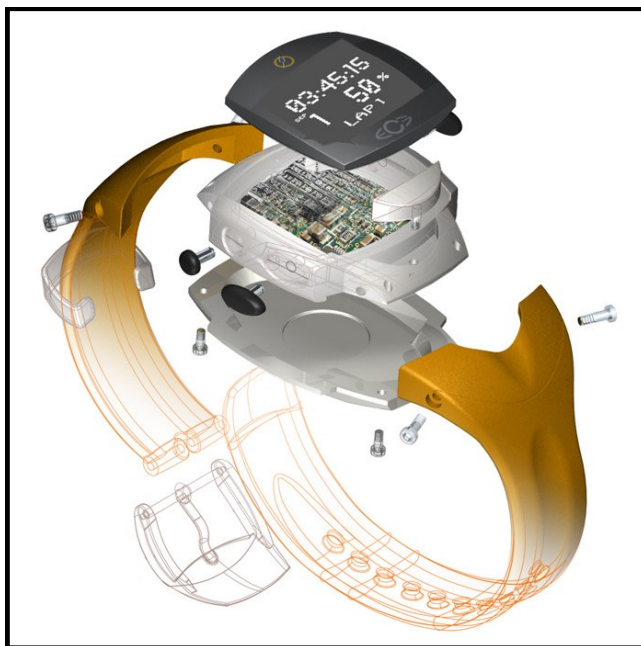
- The **creative industries** are a huge and expanding sector of employment in the UK, worth around £15.5 billion per year, and one of very few sectors to have continued to **grow during the recession**. **Companies are desperate for young designers** with fresh ideas.
- UK **engineering** (mechanical/electrical/civil/structural) is world renowned for excellence, and another of very few sectors where employment is expanding. What you might not know is that the skills people gain leading to this profession also makes them incredibly good managers and chief executive officers. In fact over a **third of the country's highest paid managers are qualified engineers**.

## What will you do?

Pupils throughout KS3 have been skilled in the design and creation of products in a wide variety of materials. They understand the design process, and are comfortable with creating new and unique items. GCSE Design and Technology is the continuation of this to a higher level, combining practical knowledge with transferrable skills such as problem solving and analytical thinking.



This KS4 course mirrors real world practice, allows students to design and make high quality products and is designed to foster awareness amongst students of the need to consider sustainability and the environmental impact of their designing from the product right through to the packaging and point of sale.

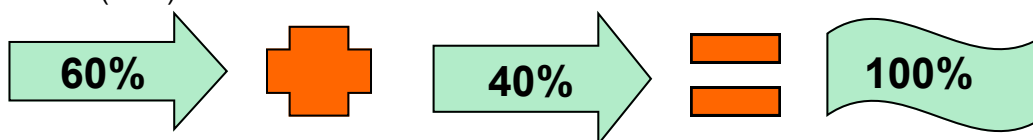


Evidence of designing can be submitted in a range of formats including A4, A3 folders, or electronically in PowerPoint format, whilst making can be evidenced in the form of a working or appearance prototype. The assessment criteria allow strengths in one area to compensate for weaknesses in another, and reflect the holistic approach to design.

The department has invested in the **latest technologies** to support this such as industry standard CAD and graphics software, **rapid prototyping machinery, laser cutter** and **sublimation printing**.

## Course Content

Within Design & Technology, pupils will be required to complete both a practical project and a terminal examination. These are weighted as below for the Design & Technology subjects with the exception of Food Preparation and Nutrition which is assessed as 50% Non-exam assessment (NEA) and 50% examination.



## Coursework Details

The Design & Technology coursework will each consist of a single project that will be undertaken under a controlled assessment environment during Year 10. The student and the teacher will select this project from a list produced by the relevant examination board. It will involve a self directed approach in the production of a design portfolio and lead to the manufacture of a chosen product.

## Examination Details

The Design & Technology examination does not have a higher or foundation paper and therefore enables all pupils to access the higher grades. The examination will consist of one paper that will be undertaken during the summer term of Year 11.

### At the end of the course you will be able to:

- Show evidence of analytical and independent thinking
- Engage with other people to solve problems
- Use complex manufacturing skills and computer aided design
- Demonstrate clear time management ability
- Create your own product from original concept to completed, functional item
- Articulate put over your ideas and thoughts to others

## Qualification Achieved

The range of Design & Technology GCSE syllabuses available to pupils are:

- Design & Technology - Electronic Products (AQA)
- Design & Technology - Food Preparation and Nutrition (AQA)
- Design & Technology - Graphic Products (Pearson Edexcel)
- Design & Technology - Resistant Materials (AQA)
- Design & Technology - Textiles Technology (AQA)

### Thoughts from the UK Education Secretary:

"The UK needs to recruit 83,000 engineers a year over the next 10 years to compete economically, the subjects that keep young people's options open and unlock the door to all sorts of careers are the **STEM** subjects (Science, **T**echnology, Engineering and Mathematics)."

**Nicky Morgan MP - Education Secretary**



# Electronic Products

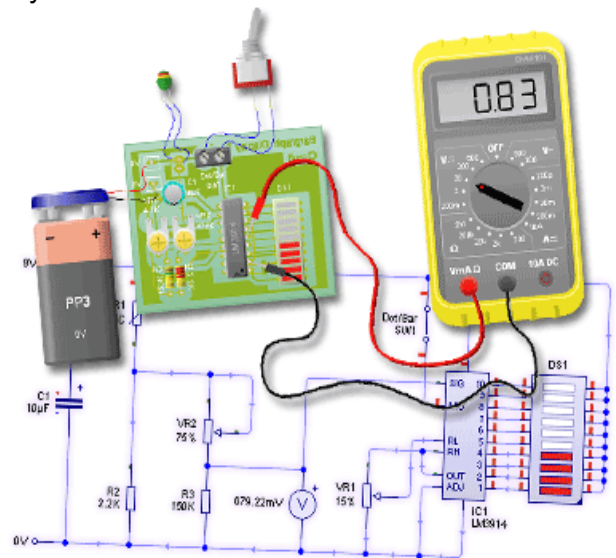
## What will you study?

This course will enable pupils to design and make quality electronic products with creativity, originality and flair using a wide range of electronic components with appropriate materials to package the electronic circuit. Candidates will be enthused and challenged by the vast range of practical opportunities this course offers. The packaging of the electronic circuit can include individually designed cases made from a range of resistant materials, textiles, card or recycled materials. Alternatively, candidates can purchase a commercially made case and modify the case to meet their project needs.

## The Structure of the Course

During this course you will be taught lots but especially to:

- be creative and innovative;
- understand the needs of clients and consumers;
- implement the design principles;
- acknowledge the impact and responsibility they have on and to society;
- analyse and evaluate existing products;
- consider moral, cultural, economic, and social values;
- consider environmental and sustainability issues;
- consider health and safety in all its aspects;
- reflect critically;
- use a range of graphic and modelling techniques, including ICT;
- project manage;
- appropriately check the quality of their work;
- develop effective communication skills;
- use a range of tools and equipment with skill and accuracy including CAD/CAM such as 3D printing, laser cutter and hand tools;
- develop and use core mathematical and physics skills;
- use computing science to program circuits;
- understand electronic theory in preparation for the theory examination.



## Careers

Management positions, Apprenticeships such as Rolls Royce, Architects, Industrial Designers, A range of professional engineering careers such as Electrical, Structural, Mechanical and Aerospace Engineering.



## What do other pupils say about GCSE Electronic Products?

*"I like Electronic Products because it is the perfect mixture of practical work and written theory. You learn a wide variety of skills and use an array of new and specialized equipment. It is useful in teaching you the development of an idea from design brief to a final product."*

**Finn Allison - Yr11 Pupil**



# Food & Nutrition

## What will you study?

This new 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. The course allows students to develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life. It promotes independent thinking, forward planning and organisational skills.

## Subject content

Food preparation skills – these are intended to be integrated into the five sections:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance



## Careers

It prepares students for study towards degrees with a focus on Food and Nutrition Science, Food Manufacturing, Food Biotechnology (a big growth area) and links in well with Sports Science degrees. Other careers could include: Catering, Chef, Cookery School, Dietician, Environmental Health Officer, Hospitality, New Product Development Technologist, Nutritionist, Marketing, Process Technologist, Product Development, Quality Assurance Technologist, Research and Development Technologist, Teaching, Technical Assistant, working in a café or restaurant or even start your own business!



## Assessment of the Course

Paper 1: Food Preparation and Nutrition

### What's assessed?

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 (see left).

### How it's assessed

#### Written exam: 1 hour 45 minutes

100 marks

50% of GCSE

Questions

Multiple choice questions (20 marks)

Five questions each with a number of sub questions (80 marks)

#### Non-exam assessment (NEA)

Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment

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, planning in advance how this will be achieved.

### How it's assessed

Task 1: Written or electronic report including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

# Graphic Products

## Why choose this subject?

You will be challenged to produce a creative solution to one of the tasks below. The headings are a guide only. You can create other products that fit these tasks, the only limit is your imagination!

Suggested graphic products are:

**Packaging**, e.g. Perfume packaging including bottle/container and box/outer packaging or a sports drink's bottle and label/package.

**Point-of-sale display**, e.g. A counter display for a new computer game including DVD case cover.

**Board games**, e.g. Take an existing game board concept (i.e. draughts/snakes and ladders, etc.) and redesign it with a 3D element to it, game, playing pieces and packaging to be included in the final outcome.

**Concept design**, e.g. A next generation games console.

**Interior and architectural design**, e.g. The exterior façade and entrance of a themed food outlet with themed menu.

How should the lid be held onto the bottle?

Description	Third party feedback	Votes
Description: A 2mm x 2mm hole is drilled around the perimeter of the bottle's top face.	Third party feedback: - I don't like the hole in the middle. - It holds the lid on all sides.	Not the winner
Description: Supports in the 4 corners to secure the bottle lid to place.	Third party feedback: - I think it would be hard to put the lid back on. - It doesn't look very sleek when the lid is on but it would when the lid is on. - I don't think it would hold the bottle lid on very well because there isn't enough area touching the lid.	Not the winner
Description: Supports in the 4 corners and a 2mm x 2mm hole for secure the bottle lid to place.	Third party feedback: - I don't like the hole in the middle. - It doesn't look very sleek when the lid is on but it would when the lid is on. - It would hold the lid on well but not as well as others. - It doesn't look good.	Not the winner
Description: An area raised by 2mm in the corners leaving a 2mm gap around the outside for the lid to fit.	Third party feedback: - I like the look because you can tell it is there, it looks well. - I don't think it would hold the bottle lid on very well because there isn't enough area touching the lid. - It looks the most natural.	Winner

Firstly I increased the height of the lip from 2mm to 3mm to give the lid more stability when it is on the bottle as well as to increase the space available for a notch on the lip.

Secondly, I extruded a notch 1mm x 1mm around the perimeter at the base of the rectangle as shown. This would be where the notch on the lid would fit to secure it.

I then curved the lip to match the rounded corners of the bottle and make it flow.

**DEVELOPMENT - BOTTLE**

## Subject content

During this course you will be introduced to a wide range of processes and techniques to encourage imaginative and creative design solutions.

Graphic Products requires students to:

- Design creative ideas and seek to evolve them using traditional methods, Desk top publishing and 3D modelling.
- Make products from a range of materials such as paper, card, woods, metals and plastics.
- Apply systems and control, computer-aided design/computer-aided manufacturing (CAD/CAM), digital media and new technologies.
- Analyse and evaluate processes and products.

## Careers

Taking this subject could lead to a career in all areas of Design including, Graphic or Product Design and Development, Architecture, Marketing, Photography, Printing, Media, Interior & Exterior Design, Civil Engineering, Digital Media, Games Development or Website Development.



## What do other pupils say about GCSE Graphic Products?

*"I enjoy Graphics because I like being creative and I love the atmosphere in lessons. It's useful because you get to learn about how to use new and modern technologies which you can then include in your work."* - **Chloe Whalley - Yr11 Pupil.**

# Resistant Materials

## What will you study?

Students will have the opportunity to design and make a high quality, creative and unique practical item based on one of a number of topic areas. This could be linked to sustainability, a design era or even help to solve a problem that you currently have, (these are a guide only based on the current syllabus). Access to 3D printing, sublimation printing, 2D design, a laser cutter, a wide range of materials including woods, plastics, metals, textiles, smart materials, hand-held tools and machines are all an essential part of the course. Students will be encouraged to model ideas and to try and use their independent learning/thinking skills to create solutions to problems. They will use and update their knowledge of current and future technologies in order to help to stretch themselves further.

## The Structure of the Course

You will be taught:

- How to use and understand woods/plastics/metals/smart materials.
- Practical drawing and making exercises including product development investigations.
- How to develop drawing styles and 3D modelling techniques by hand or CAD.
- Learn more about production processes and manufacturing and how these impact the environment and the world around us.
- Advanced use of CAD systems—developing KS3 skills.
- Laser cutting, 3D printing and sublimation printing.
- How to use a range of hand tools and machines with skill and accuracy.
- How to model in card/paper/wood/Styrofoam.
- How to analyse and evaluate products as an on-going development process.
- How to use project management / management skills to effectively design, develop and make a high quality product.
- To consider the moral, social, economic and cultural implications of our designs.
- Application of mathematical problems.
- Theory relating to the above content in order to access and complete part of the examination paper.



## Careers

Students are encouraged to access engineering related residential courses with The Smallpeice Trust which give them a taste of life at university as well as broadening their career prospects. Links with industry during the course are accessed with possible trips to see manufacturing in action.

The subject gives pupils access to a number of routes into industry from apprenticeships, A-levels and degree courses. These in turn present opportunities to move into management, technical or business related jobs. Job sectors could include Mechanical/Structural Engineering, Nuclear/Renewable Technologies, CAD/CAM related fields, Architects, Construction and so on.

## What do other pupils say about GCSE Resistant Materials?

*"Technology is a fun learning environment that allows me to gain useful skills for the future."*

**Charlie Freeborn - Yr11 Pupil.**



# Textiles Technology

## What will you study?

Textiles design is about coming up with creative ideas and having the skills to make these into real products. We guide and support students to develop creative thinking, communication and detailed making skills to allow them to become confident textiles designers.



## The Structure of the Course

Students will be able to demonstrate their knowledge of textiles, components, processes, techniques and industrial practice, by designing and making innovative, creative quality products with accurate finishing skills. Students will also evaluate existing textiles products and consider the wider effects of fashion design and textiles technology on society.

During the course students develop skills in manipulating fabrics using hand, machine and computer controlled methods. Students will be able to explore fabric techniques through a wide range of practical tasks and build a portfolio of work, leading to a final, detailed coursework project assessed for GCSE.



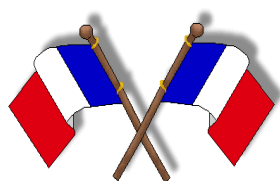
## Careers

Completion of the GCSE in Textiles will allow you to further your interest through either A level Textiles or through college based courses. There are also many career options within fashion and textiles ranging from designing and development of textiles products to careers within the fashion industry. The portfolio of work you create in the course is valued by employers and colleges and provides an ideal route into most creative courses.

## What do other pupils say about GCSE Textiles Technology?

*"Tech is great because you get to learn new skills and have fun whilst you are doing so. It's relaxing, intriguing and useful because it teaches you skills that will be useful in later life."* **Lauren Lockley - Yr11 Pupil.**

# French and German



## General Information

- At All Hallows it is expected that many pupils will study a Foreign Language at Key Stage 4. Pupils may choose French or German (if German has been studied at Key Stage 3). There is also the option to study both languages. There has been a high take up of this option in the past with many pupils achieving a very high level of success in both languages. It should be noted that the ability to speak and understand a foreign language is a very valuable skill in life as well as in the modern workplace.
- Grade awarded 9-1.

A GCSE in French or German is important if:

- You are likely to apply to one of the Universities which require a GCSE language.
- You are thinking of one day applying to do an arts, law, humanities or business course where Universities will expect you to have the English Baccalaureate.
- You are thinking of becoming a primary school teacher.
- You are interested in travelling, or working in the tourism industry.
- You may wish to pick up another language later on.
- You are thinking of continuing with a language at A Level.
- You are interested in subjects such as Engineering or Management, where the best jobs

## Examination Qualification Achieved

- Pupils will follow the AQA syllabus which is used both in French and German. The AQA course is designed to encourage the understanding and application of authentic practical language in normal day to day situations whilst at the same time enabling pupils to develop their understanding of the language, its culture, its grammar and its structures.

## Examination Details

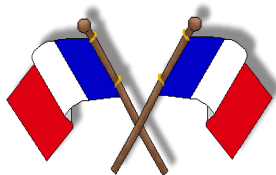
Pupils are examined in each of the 4 language skills (Listening, Speaking, Reading, Writing). All the skill areas are assessed at the end of Year 11 and each carry 25% of the final exam.

## Course Content

- Students study three broad themes of:
  - 1) Identity and Culture.
  - 2) Local, National, International and Global areas of interest.
  - 3) Current and Future Study and Employment.
- In each theme the pupils study the necessary vocabulary, language structures and grammar. Many of the topics within the 3 themes build on work studied at Key Stage 3. The Scheme of Work aims to ensure progression in the language as the topics are revisited.
- The departmental Scheme of Work at Key Stage 4 continues to reflect the communicative approach to language learning whilst at the same time preparing pupils for the format and demands of external examinations.
- All pupils are encouraged to speak and write with accuracy and in depth and to express themselves with confidence.
- Most of the teaching is carried out in the foreign language and pupils are encouraged to use the language as much as possible.



# French and German (Cont'd...)



## Skills

- Pupils practise the four language skills of Listening, Speaking, Reading and Writing - and thus develop confidence in communicating with other people.
- Through their study of a foreign language pupils are provided with a range of learning opportunities.
  - \* To develop their awareness and understanding of language
  - \* To develop their understanding of other cultures
  - \* To work creatively in a foreign language
  - \* To work independently and in groups
  - \* To develop communication skills through a range of learning situations
  - \* To develop their ICT skills

## Additional Information

### Enrichment Activities:

- The Languages Department offers a wide range of enrichment activities to pupils. We have strong links with the Languages Departments in a number of local high schools as well as with Cardinal Newman College and the University of Central Lancashire.
- These links enable us to provide taster courses in Spanish, Italian, Sign Language and Mandarin Chinese. We have a successful exchange with the Gymnasium Satrup in Schleswig-Flensburg in Germany and we also run several visits to France and Germany for pupils in Key Stage 3 and Key Stage 4.

## Useful for Careers in:

Law and International Law  
Journalism and International Journalism  
Banking  
Business and Commerce  
Marketing  
Travel and Tourism  
Armed Forces  
Teaching (Primary and Secondary)  
Translation and Interpreting



## For further information see:

Mrs L Swayne



# Geography



## General Information

The AQA Specification is followed.

Geography is taught by specialist teachers in three 50 minute lessons per week.

The department is well-resourced with excellent access to ICT facilities.

## Qualification Achieved

The qualification will be graded on a nine-point scale - where 9 is the best grade.

## Unit/Papers

### Paper 1 - Living with the Physical Environment 35% (1 hour 30 minute exam)

- Tectonic Hazards
- Weather and Climate
- Rivers and Coasts
- Ecosystems and Tropical Rainforests and Hot Deserts

### Paper 2 - Challenges in the Human Environment 35% (1 hour 30 minute exam)

- Urban Issues and Challenges
- Changing Economic World
- Resource Management with a focus on water

### Paper 3 - Geographical Application 30% (1 hour 15 minute exam)

- Issue evaluation - a decision making exercise based on a pre-release resource booklet issued 12 weeks before the exam
- Fieldwork - two local fieldwork studies that investigate a human topic and a physical topic. The methods and processes used in the completion of fieldwork will be assessed in this written examination

## Geographical skills will be examined throughout each of the three papers.

We are proud of Geography's inclusion within the English Baccalaureate and its importance in the holistic development of students. This exciting and relevant course studies the subject in a balance framework of physical and human themes and investigates the link between them.

Geography is the bridge crossing the arts and sciences. A-Level Geography is an option that builds on the topics and skills learnt at GCSE.

## Useful for Careers in:

Environment & Sustainability e.g.  
Conservation & Landscape  
Architecture. Travel & Tourism  
e.g. TV Researcher, Travel Writer.  
Global Issues e.g. Aid Worker,  
Human Rights Officer. Physical  
Systems e.g. Hazard Manage-  
ment, Meteorologist. Social  
Issues e.g. Marketing, Advertising.



Mr Walker  
Mrs Cooper  
Mrs Burke



**For further information see:**

# History

## General Information

- It is a full GCSE.
- It will be taught 3 lessons per week.
- It follows the AQA Specification.
- It builds upon the skills and themes of Key Stage 3.

## Qualification Awarded

- GCSE Grades 9 - 1

## Course Requirements

**Three eras of History must be covered:**

- Medieval (500 - 1500)
- Early modern (1450 - 1750)
- Modern (1700 - present)

## Course Content

### Paper 1

- **Section A** - USA 1920 - 1973. A study of the USA in a period of opportunity and inequality when some Americans lived the 'American Dream' whilst others struggled with the nightmare of poverty, discrimination and prejudice.
- **Section B** - Conflict and Tension in Asia, 1950 - 1975, focuses on the Korean and Vietnam wars, and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose.

### Paper 2

- **Section A** - Britain: Health and the people: c1000 to the present day.
- **Section B** - Elizabethan England, c1568 - 1603.

When studying History you will:

- Use information effectively - this can help shed light on a particular problem or issue confronting an organisation or individual.
- Be analytical and critical when considering information presented to you.
- Understand how and why humans behaved as they did – and may behave in similar circumstances again.
- Learn the arts of debating and expressing a clear personal point of view – invaluable skills at job or university interviews.

**YOU ARE TAUGHT TO THINK AND MAKE UP YOUR OWN MIND!**

## Examination Details

- **Paper 1** - 1 Hour 45 minutes 50%
- **Paper 2** - 1 hour 45 minutes 50%

## Useful for Careers in:

Learning from the past can benefit your future. As you will become a more informed person. Careers in Law, Journalism, Business, Police, Social Work, Teaching, Media and Marketing are open to you, as well as direct historical careers.



## For further information see:

Mrs Wallbanks  
Mrs Washington  
Mr Wallbanks  
Mrs Varey

## Additional information:

History is taught through many ways, for example:

- Paper 2 requires a specific investigation of a named historical environment which will require a field work study of Hardwick Hall.
- Constructing a reasoned argument both in writing and spoken aloud.
- Playing a variety of fun simulations designed to make ideas easier to grasp, sometimes on your own, sometimes with friends.

**Don't take History because you feel you ought to...but because you want to!**



# Information & Communication Technology



## General Information

ICT has become one of the basic skills that most of you will need throughout your lives. It is a qualification that is highly valued by employers and by Colleges of Further Education. It has become essential within all types of industry and commerce and supports a whole range of further study at 'A' Level, BTEC and NVQ Level 3, etc. Grades A\* - G.

## Qualification Achieved

GCSE in Information and Communication Technology (ICT)

Within GCSE Information and Communication Technology you will have the opportunity to achieve the full range of grades from A\* to G.

## Course Content

At Key Stage 4 you will study ICT through a combination of 60% controlled assessment coursework and a 40% written paper. You will learn about a range of relevant topics such as:

- Law
- Economics
- Business
- Media
- Digital Photography and Image Manipulation
- Advertising and Marketing
- The Internet
- How Computers Work

## Coursework Details

The coursework is made up of two controlled assessment projects over the two years. You will use software such as Desktop Publishing, Multi Media, Graphic Design, App Design, Spreadsheets and Databases. A hands on learning approach is used to develop your knowledge and skills, with lots of guidance and example materials.

## Examination Details

The final 2 hour examination paper takes place in June of Year 11 and consists of multiple choice questions and longer open ended questions.

## Useful for Careers in:

ICT, Law, Accounting, Business, Media, Advertising, Marketing, Photography, Web Design, almost everything.



## For further information see:

Mr Thomas  
Mrs Midgley  
Mrs Rostron

## Additional Information

The assessment criteria are easy to follow and clearly show what you need to complete in order to achieve the higher grades.



# Computing



## General Information

### **Eduqas' GCSE Computing fulfils the Computer Science element of the EBacc**

In January 2013 the Government announced that GCSE Computing will count as a Science Option in the English Baccalaureate (EBacc) for secondary school league tables from 2014 - alongside Physics, Chemistry and Biology. Any student who sits any three of the four separate Sciences and achieves at least C in two of them will meet the Science requirement of the EBacc. Grade 9-1.

## Benefits of Following a GCSE Computing Course at GCSE Level

- Gives learners a real, in-depth understanding of how computer technology works
- Provides excellent preparation for higher study and employment in Computer Science
- Develops critical thinking, analysis and problem-solving skills

## Course Content

There are three elements which make up the GCSE Computer Award, given below:

### **Component 1: Understanding Computer Science. Written examination: 1hr 45min. 50% of the qualification**

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

### **Component 2: Computational Thinking and Programming. On-screen examination: 2 hours. 30% of the qualification**

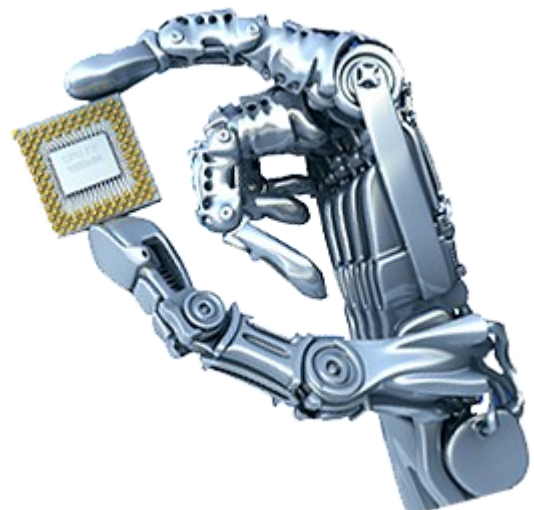
This component investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

### **Component 3: Software Development. Non-exam assessment: 20 hours. 20% of qualification**

This component requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution learners are required to produce a refinement log that evidences the development of the solution.

## Additional Information

This GCSE course will be useful to anyone interested in pursuing a career in Computer Programming, Hardware and Software Development. This is a course which focuses on the technical aspects of computer systems and not on the aesthetic elements associated with using a computer. The course requires a good understanding of Mathematical concepts.



**For More Information please see Mr Thomas**

# Music



## General Information

- ❖ It is a full GCSE.
- ❖ It will be for 3 hours per week.
- ❖ It follows the Edexcel Specification A.
- ❖ It is an extension of work done in Key Stage 3 and caters for a wide spectrum of musical abilities and requirements.
- ❖ Edexcel Music gives students the opportunity to make music both individually and in groups, to develop a life-long interest in Music.

## Qualification Achieved

GCSE Grade 9-1.

## Course Content

Area of Study 1 - Instrumental Music  
Area of Study 2 - Vocal Music  
Area of Study 3 - Music for Stage and Screen  
Area of Study 4 - Fusions

The following topics will be covered in each Area of Study:

- ❖ Concerto and Sonata, instrumental music
- ❖ Musical elements, musical contexts and musical language
- ❖ Works from the musical and film music genres
- ❖ How two or more musical cultures are combined to create a fusion

## Coursework Details

**Paper 1 (30%)** - Candidates take part in a solo performance and another performance (ensemble) on any instrument.

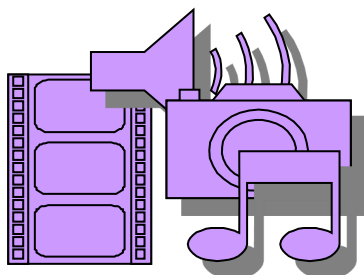
**Paper 2 (30%)** - Candidates compose two pieces of music written to a brief based on topics of the areas of study.

## Examination Details

- ❖ Paper 3 - Candidates take a listening and appraising exam lasting 1 hour 45 minutes.
- ❖ The examination takes place in May of the second year.
- ❖ All candidates take the same paper in which questions are based on all areas of study.
- ❖ All candidates have access to Grades 9-1.

## Useful for Careers in:

Music Industry  
Publishing  
Entertainment  
Teaching  
Anything involving  
Communication & Expressive  
Skills



## For further information see:

Mrs Colclough  
Mr Ajiteru



# Performing Arts



## General Information

- ❖ It is a full BTEC (First Award in Performing Arts).
- ❖ It will be for 3 lessons per week.
- ❖ It follows the BTEC Level 1 / Level 2.
- ❖ It gives students the opportunity to explore a range of disciplines in the broad context of the entertainment industry.
- ❖ It is a focused vocational qualification for learners who want to consider a career or further education in the Performing Arts sector.
- ❖ It promotes an understanding of the contribution the entertainment industry makes at both local and national level.

## Qualification Achieved

BTEC Level 2 Award.

## Course Content

Unit 1 – Individual Showcase

(External 30%)

Unit 2 – Preparation, Performance and Production

(Internal Assessment 30%)

## Optional Specialist Units - choose 2 from the following options:

Unit 3 – Acting Skills

(Internal Assessment 20%)

Unit 4 – Dance Skills

(Internal Assessment 20%)

Unit 5 – Musical Theatre Skills

(Internal Assessment 20%)

Unit 6 – Musical Performance Skills

(Internal Assessment 20%)

Unit 7 – Production Skills for Performance

(Internal Assessment 20%)

## Coursework Details

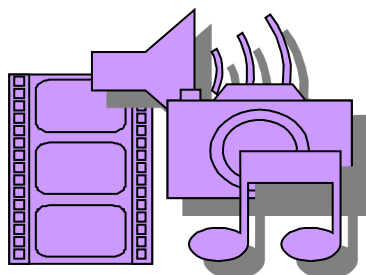
Assessment by portfolio and internal and external assessment, which is designed to give credit for what a student can do.

## Examination Details

100% coursework with practical and written assessments for each unit .

## Useful for Careers in:

Entertainment Industry  
Performing Arts  
Creative Design  
Teaching  
Communication  
Expressive Arts  
Theatre Management  
Sound Technician



## For further information see:

Mrs Colclough  
Mrs Whittle

# Physical Education



## General Information

- It is a full course GCSE.
- The exam board is OCR.
- The course will be theoretical and practical.
- Pupils will be expected to represent the school teams when selected.
- Pupils will be expected to participate in a sports team outside of school.
- A keen interest in Sports Science is required.

## Qualification Achieved

GCSE Grades 9-1.

## Course Content

The course will be split into the following categories:

- 60% Final Written Examination.
- 40 Practical Assessment (Sample Assessed by a Moderator).
- 10% Analysis of Performance (Controlled Assessment: Written Analysis Work).

Three lessons are timetabled for each week - 2 theory, 1 practical.

Pupils can be assessed in a wide range of sports but they must include one team activity, one individual activity and one more of either category.

## Coursework Details

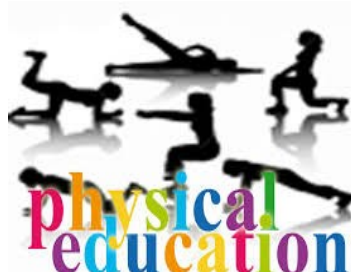
- A written piece of controlled assessment will be completed as part of the Analysis of Performance section.
- Full guidance will be given within theory lessons.
- The pupils will be provided with a maximum of 12 hours on computers in order to complete the controlled assessment.

## Examination Details

- Practical Assessment - takes place over the two year course.
- Any sport from the approved list can be assessed, not just the sports taught in the curriculum. An external Moderator will oversee a cluster moderation so that the marks can be checked.
- The pupils perform their three strongest sports.

## Useful for Careers in:

Sports Science  
Physiotherapy  
Teaching  
Sports Coaching  
Sports Development  
Sports Industry



## For further information see:

Mr Finch  
Mr Locke  
The OCR Website

## Additional Information

- There is a very strong sporting heritage at All Hallows at both local and representative level.
- We now have 6 specialist PE teachers. This has resulted in a greater range of specialist teaching.
- In order to offer pupils the very best chance of achieving a high GCSE grade, we will be insisting that pupils train with a local club and represent a team outside of All Hallows in their chosen sport.
- Pupils may need to purchase a GCSE T-Shirt which will have their moderation number printed on it.



# Wider Key Skills



## General Information

This is an ASDAN course and there are three Wider Key Skills: Working with others, Improving own learning and performance, and problem solving. Each skill is a qualification in its own right and they are needed for success in a range of activities in Education, Work and Life.

## Qualification Achieved

Three qualifications (either at level 1 or 2) can be achieved for each Key Skill. Other qualifications can be obtained e.g. First Aid. The Key Skills qualifications are recognised by employers and higher education.

## Course Content

Ideas of tasks to achieve the Key Skills are:

Working with others - organising a buffet lunch, Business Enterprise, raising money for charity

Improving own learning and performance - sailing course, bike building, gardening, First Aid

Problem solving - planning an event / journey, improving the environment

## Coursework Details

Completion of a Portfolio of evidence.

## Progression Opportunities

The Wider Key Skills can support personalised learning and progression to Traineeships, Apprenticeships or Higher Education. They can also contribute to improvements in self-esteem, motivation and quality of learning and performance.

## Useful for:

Traineeships

Apprenticeships

Higher Education



## For further information see:

Mr McMullen  
Mrs Marsden

# Children's Play, Learning & Development and Health & Social Care



## General Information

The Next Generation BTEC Qualifications are equivalent to GCSE's, they involve applied Teaching, learning and assessment to Early Years and Health and Social Care practice they are delivered by Health and Social Care Department at Cardinal Newman College.

## Qualification Achieved

BTEC First Award in Children's Play, Learning and Development = to one GCSE.

BTEC First Award in Health and Social Care = to one GCSE.

## Course Content

One course will be delivered in Year 10 and one in Year 11, students will study four modules on each course and assessment is through coursework with one externally assessed test for each course. The modules include communication, care values and equality and diversity.

## Coursework Details

### Level 2 Children's Play, Learning and Development

- Patterns of Child Development
- Promoting Children's Development through Play
- The Principles of Early Years Practice



Department  
for Education



### Level 2 Health and Social Care

- Human Lifespan Development
- Health and Social Care Values
- Effective Communication in Health and Social Care
- Equality and Diversity



### **Studying these courses will provide an introduction for progression onto:**

- Level 3 BTEC Health and Social Care or similar.
- Apprenticeships in Health and Social Care or Early Years.

**Students who study Health and Social Care at Level 3 successfully progress into a range of Professions Including nursing, primary teaching, social work, midwifery, physiotherapy and occupational therapy. Those who study Early Years may progress into primary teaching, Early Years practice in a school or nursery setting and onto related HE degrees.**

### **For further information see:**

Mr McMullen

## PUPILS OF YEAR NINE: COURSE PREFERENCE FOR YEAR 10

### 2016 - 2018

PUPIL'S NAME .....

REGISTRATION GROUP 9 ..... BASIC SET .....

CAREER INTERESTS .....

**Option 1** You must select one subject from the list of subjects below.

**French, Geography, German, History, Triple Science, Vocational Course**

Course preference .....

**Option 2** You must select one subject from the list of subjects below.

**Art, Geography, History, Music, Performing Arts, Electronics, Food & Nutrition, Graphics, Resistant Materials, Textiles**

Course preference .....

**Option 3** You must select one subject from the list of subjects below.

**Art, Computing, French, German, ICT, Physical Education, Performing Arts, Vocational Course**

Course preference .....

### **VOCATIONAL COURSES**

Note: The school is in Partnership with Cardinal Newman College and has 14 places available on to study BTEC courses in Health & Social Care and Child's Play, Learning & Development. There will also be an ASDAN Life Skills course. If your child is interested in a vocational option it will **take up both their Option 1 and Option 3 places**.

My child would like to be considered for the ASDAN Wider key Skills course

☐

My child would like to be considered for the Health and Social Care Course

☐

(please tick appropriate box)

Parent's Signature ..... Date .....

**Parents/Guardians must complete this form and return it to Form Tutors by Friday 1st April**