



Chosen Hill School

Year 9 Pathways

2024



Key Information

Dates:

Curriculum Monitoring Reports with Progress Statements

Week beginning Monday 22nd January 2024

Year 9 Parents' Evening – Online

Monday 29th January 2024

Options Evening – In school

Monday 19th February 2024

SLT Consultation Appointments – Online

Monday 4th March 2024

Options Application Deadline

Thursday 14th March 2024

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Welcome

January 2024

Dear Students, Parents and Carers

As your child approaches the mid-point of year 9, you will begin to think about their future progress and choices.

This is an exciting opportunity to choose, for the first time, a subject which you would like to take forward. Whilst this is a positive choice, some students can feel worried about making the 'right' choice. Please speak with your teachers and Learning Mentor and, if still unsure, my advice would be to choose subjects that you enjoy the most and are most excited to study.

Our Key Stage 4 phase offers flexibility of choice that enables every student to experience success and pursue their career and life aspirations.

This options booklet explains the core curriculum, the different options subjects on offer, and guidance on how to make the best choices for the next phase of your education.

All students will study a core curriculum, which includes:

- English (Language and Literature)
- Mathematics
- Science
- Physical Education
- WRSE (Wellbeing, Relationships & Social Education)

All students in this pathway will undertake the Futures programme as one of their options and will then select three additional option subjects.

The course will provide valuable time for you to develop and consolidate your skills in the core subjects, especially English and Mathematics. This will include receiving an additional two hours per fortnight of English teaching and two hours per fortnight of Maths teaching from specialist staff. It will also help you develop study skills as an independent learner.

We aim to give students the guidance they need during this important transition period through assembly presentations, Learning Mentor conversations, one to one meetings with key senior staff, the Options Evening and this options booklet, as well as discussions with subject staff.

The options application form will be completed online. The link will be sent out to you on Tuesday 20th February, the day after the Information evening. The Deadline for submission is Thursday 14th March. Please use the paper copy in this booklet to guide your choices, before completing the online form.

Yours faithfully



Mr M. Pauling
Headteacher

End of Key Stage 4 Examinations

The aim of the Pathways Curriculum at Chosen Hill School is to ensure students continue their full time education with a broad and balanced curriculum. The wide range of subject combinations offered should ensure no future pathway into further education or employment at post-16 is closed to them. The structure also aims to give a sufficiently broad range of subjects from which students may choose in order to accommodate personal strengths, preferences and interests.

All subject specifications must meet the criteria laid down by the Government. Each school, and each faculty within school, are free to choose whichever examining board offers the most appropriate specification in each subject to engage and promote student learning. Amendments to these specifications occur on a regular basis.

In order to progress to Sixth Form currently all students will be required to achieve Grade 4 or above in English Language and Mathematics at GCSE. Students who do not achieve this at Chosen Hill will need to re-take the subject(s) at post-16. In addition, please be aware that not all colleges accept students onto A Level courses without Grade 4/5 English and Maths.

The English Baccalaureate is not a qualification in its own right but it is a measure which is achieved if students get good pass grades in English, Maths, Sciences (including Computer Science), History or Geography, and a Foreign Language. Many students at Chosen Hill will take this combination of subjects.

At Chosen Hill School we offer a number of vocational qualifications (often in parallel to GCSE alternatives). BTEC and CNAT are the two most common vocational qualifications that we undertake at Chosen Hill. They can help provide students with a clear line of sight into the job market through further study. Subject staff can provide specific guidance for the appropriate pathway for you.

Which Qualification is appropriate for you?

Tiers of entry in GCSE examinations

Science, Mathematics and Modern Foreign Languages are examined through a Foundation tier covering grades 1-5 and a Higher tier covering grades 4-9.

Why is 'tiering' used in some GCSE examinations?

Tiering provides students with the opportunity to show what they know, understand and can do, by presenting them with question papers that are targeted at a band of attainment.

For each tier of entry, the written question papers will:

- Be of an appropriate level of difficulty for the range of grades available at that tier
- Prompt more able students to respond at greater depth
- Provide opportunities for less able students to show what they know
- Use appropriate language

All other qualifications are not tiered and will consist of one paper to assess all abilities. Decisions about tiers of entry for each students will not be made until January of Year 11 (2026). These decisions will take into account the student's performance in assessments over the Key Stage 4 phase and their performance and achievements in internal examinations in Year 10 and 11. Parents and students will be fully informed as to the final tier of entry for each examination.

Coursework, Controlled Assessment and the Final Examination

Examinations	Terminal examinations at the end of the course
Coursework	Assessed work to be completed in class and at home
Controlled Assessment	Assessed work carried out under controlled conditions in school

In some subjects the final grade is based on marks for controlled assessments, coursework and marks from examinations. Some qualifications are heavily coursework based, for example BTECs and CNATs, although all BTECs also now have an examined component. GCSEs are “linear” which means they are only examined by terminal examination at the end of Year 11.

There are a number of reasons why it is worth looking at how each course is assessed.

- Students know that their work throughout the year is of importance and value. This should help to motivate them.
- Some students will excel when assessed in controlled conditions which involve strict time limits or deadlines.
- Certain skills or qualities, such as perseverance and commitment can be measured through coursework assessment more effectively than through a final examination.

By using a combination of assessment methods, where this is available, it is more likely that all students will be given the widest possible opportunity to reach their full potential. For all students to benefit from these methods of assessment, teachers, students and parents must work together to find the best way of supporting the student in achieving success.

Choosing Subjects

Advice for students

Students will be introduced to the Options process in assemblies and in Learning Mentor time. They will be advised of the choices available and how to best make those choices based on their own strengths, weaknesses and personal preferences. Learning Mentors will spend time guiding and counselling students through the Options process. Students will spend time looking at future careers and how choices may affect their routes post-16 years old and beyond.

It must be stressed that most examination courses on offer are non-vocational. Therefore, it is not essential that students take courses in any of the listed subjects to qualify for a particular job or career.

In some cases, students may need to have followed certain subjects if they wish to go on to a specific Further Education course, particularly at A Level. These are mentioned below. When choosing subjects, students should remember the following points:

- Some subjects currently require a Grade 5 at GCSE to demonstrate that students have the aptitude and ability to continue studying to a higher level. This varies from school to school and college to college but will normally be the case for English and Mathematics A levels (and some others).
- To study Science at A level, most schools and colleges now require two Grade 6s and many schools and colleges will also require Mathematics at Grade 6 or above.
- All colleges will accept Science (Combined) for entry to Science A levels, i.e. it is not necessary to take Triple Science to follow an A Level Science.
- To apply for a Further Education course in any of the following subjects: Art & Design; Design & Technology; Textiles, most schools and colleges will expect students to have followed a GCSE or equivalent course in that subject. For A Level courses, Grade 5 or above is currently the minimum entry.

Selecting Your Options – Careers Advice

When it comes to finding a job, most employers will look at GCSE qualifications to see if any qualifications are relevant to the type of work that they do.

Every job is different but most companies will expect five GCSE grades including Maths and English from Grade 5-9.

- Research all your options before making a decision – attend the Options Evening. The Parents' Evening and SLT Consultation Evening will be conducted online. Speak to your teachers about their subject.
- If you have a firm career idea, choose subjects that you will need for further future or higher education.
- If you don't have a firm career idea, choose a broad range of subjects that will give you choices after Year 11.

Do some further research:

- Do you want to go to University or do an apprenticeship?
www.ucas.com is a useful website to explore different careers and jobs. It also gives you an idea of the qualifications needed, and subjects that are useful to do that job and not just those that require a degree.
- Also try Careers Pilot www.careerpilot.org
There is a section on choosing options. You can also look at careers and certain jobs and find out what qualifications you would need.

It does help to think about your future beyond school. If you are not sure what you would like to do, it is best to keep options open and have a broad range of subjects.

Make sure that you make choices because:

- It suits your interests and abilities,
- You enjoy the subject,
- It links to your career ideas,
- You might want to continue with this subject at A Level,
- It will give you lots of choices after GCSEs.

Don't choose an option because:

- Your friends are doing the subject,
- You think it would be easy,
- You don't have time to research or speak to teachers,
- You like your current teacher.

Ask for help and advice from your teachers, Learning Mentor, family and friends. Attend a guidance appointment with senior staff.

Still not sure?

Careers appointments can be requested via the Learning Mentors, Mrs Selwyn, Careers Lead or Mrs Williams the independent Careers Advisor.

Awarding Bodies

In each subject outline which follows in this booklet, an abbreviated set of initials will follow the subject to identify which examination board they are using. These are as follows:

OCR	Oxford, Cambridge and RSE Examinations
AQA	Assessment and Qualifications Alliance
Pearson/Edexcel	Incorporating London Examination and Assessment Board and BTEC and Edexcel
WJEC/EDUQAS	Part of the Welsh Joint Examination Committee (WJEC)

Futures

Specification Description

At Chosen Hill School we believe that all students should access a broad, balanced and enriching curriculum which is adapted, as appropriate, to meet individual needs. An additional option of Futures will be offered to some students with identified additional needs. Students and parents/carers will be contacted in Term 3 regarding this option where applicable.

Futures aims to offer imaginative and flexible ways of supporting young people in improving their skills and GCSE grades. The course will provide valuable time for students to develop and consolidate their skills in their core subjects, especially English and Mathematics. It also encourages them to be responsible and independent students.

Teachers of Futures will collaborate with other curriculum subject teachers to support the learning in these lessons through pre-teaching of key terms, further practice and assessment. Students will also have at least one lesson a fortnight dedicated to support with homework or catch-up work.

Who to ask for more information

Mrs K Stoneman (Inclusion Lead)

Specification Description

Students will develop a range of design and modelling skills through a range of design tasks. Students will develop their skills in:

- Observational drawing
- Modelling
- CAD/CAM
- Design

The students will use these skills to develop three dimensional pieces along with a design portfolio that will show evidence of skills building and personal investigation of themes.

This course is a perfect option for students interested in textiles, product design or design.

Assessment

Component 1: Portfolio

(60% of GCSE)

A portfolio that, in total, shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial investigation to the realisation of intentions through a practical piece and a selection of further work undertaken during the student's course of study.

A non-exam assessment (NEA) set and marked by the school and moderated by AQA during a visit. Moderation will normally take place in June.

Component 2: Externally set assignment

(40% of GCSE)

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

A non-exam assessment (NEA) set by AQA. The student has a preparatory period followed by 10 hours of supervised time. It is marked by the school and moderated by AQA during a visit which will normally take place in June.

To do well you need to:

- Develop knowledge and understanding of the suitability of materials for their intended purpose.
- Understand the origins of materials and the manufacturing methods involved in the production of materials and components in product construction.
- Be willing to develop design skills through drawing, photography, CAD and modelling.

Transferable Skills:

- Creative thinking and problem solving abilities.
- The ability to communicate using visual language for different needs and purposes
- To develop ideas through sustained investigation.
- To develop ideas through drawing, modelling and experimentation of techniques and processes.

Goes well with:

- Computer Science
- Creative iMedia
- Photography

Post 16 Courses:

- Product Design
- Art

Careers:

- Carpenter
- Fashion Designer
- Architect

Who to ask for more information

Mrs A Dhaliwal (Head of DART Faculty)

Specification Description

You will explore a range of projects which develop skills and creative confidence and will eventually develop your own challenging projects in negotiation with your Art & Design teacher.

Drawing skills and creative studies from artists' works are central aspects of the Art course. Creativity is an important life skill that can be applied far beyond Art projects.

Assessment

The mark scheme rewards the development of ideas and experimental research as well as the quality of artistic skills and techniques used throughout. You must provide evidence that you can analyse your own work and the work of other artists.

Coursework Portfolio – 60%. You will present a coursework portfolio from a selection of projects developed over Years 10 and 11.

Externally Set assignment – 40%. In January of Year 11 you will begin preparation studies to develop and explore ideas and conduct experimental research from an externally set assignment paper. It features seven tasks and you have to complete one of them. This leads to 10 hours of supervised time to complete the final piece which, together with a supporting annotated sketchbook, is your work for assessment.

There is no written examination.

To do well you need to:

- Develop, refine and record your ideas where there is often no 'right' answer.
- Use visual language for different needs and purposes.
- Develop your practical and creative skills through the use of media, materials, techniques processes and technologies.
- Make connections between your work and the world around you.

Transferable Skills:

- Creative thinking and problem solving abilities
- The ability to communicate using visual language for different needs and purposes.
- To develop ideas through sustained investigation.
- The ability to critically analyse your own work and that of others.

"I loved working on my individual project because although it took a long time, it didn't seem like hard work because I enjoyed it so much."

Goes well with:

- Languages
- BTEC Performing Arts
- Music

Post 16 Courses:

- Fine Art
- Art Graphics
- 3D Design

Careers:

- Professional Artist
- Illustrator
- Curator
- Print maker

Who to ask for more information

Miss C Williams, (Head of Art & Photography)

Specification Description

You will know and understand business concepts, terminology and objectives, the integrated nature of business activity and the impact of business on individuals and wider society. You will be able to apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.

You will 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. Also you will develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.

Assessment

There are two compulsory exams in Year 11:

- | | | |
|--------------------------------|-----------------|-----------------------|
| • Investigating small business | 50% of the GCSE | 1 hour 45 minute exam |
| • Building a business | 50% of the GCSE | 1 hour 45 minute exam |

To do well you need to:

- Work logically, clearly and precisely.
- Be able to apply your knowledge to solve problems.
- Analyse/evaluate your work and make improvements.
- Have good levels of writing and comprehension skills.
- Show mathematical reasoning skills.

Transferable Skills

- Applying knowledge and understanding to different business contexts.
- Logical thinking and problem-solving abilities.
- Use business terminology to identify and explain business activity.
- Apply knowledge and understanding to business decision-making.
- Use quantitative and qualitative data in making business decisions.

Goes well with

- English
- Maths
- Creative iMedia

Post 16 Courses:

- A Level Business

Careers:

- Banking
- Finance
- Marketing

Who to ask for more information

Mr Bird (Lead for Business) or Mr Taylor (Head of Faculty – BUSIT)

Specification Description

You will investigate and develop your understanding of current and emerging computer technologies and apply this knowledge to a range of contexts. You will also learn how to design, implement and develop algorithms to solve problems by programming in the Python programming language. The key skills developed on this course are problem solving, analysis and pattern recognition. It will particularly suit students who enjoy working with computers (not just playing games!) with a natural interest in understanding how they work.

There are two compulsory units:

Unit 1 – Computer Systems

Unit 2 – Computational thinking, algorithms and programming

You will need to be in Set 1 or Set 2 in Maths to take this course due to the mathematical requirements.

Assessment

- Units 1 and 2 are assessed by external examinations lasting 1 hour 30 mins each.

To do well you need to:

- Work logically, clearly and precisely.
- Be able to apply your knowledge to solve problems.
- Have a logical mind.
- Analyse/evaluate your work and make improvements.
- Have an interest in understanding how computers work.

Transferable Skills:

- Presenting information clearly
- Logical thinking and problem-solving abilities
- Thinking abstractly – removing unnecessary detail
- Thinking ahead – identifying preconditions and inputs and outputs.
- Decomposition – identifying components of problems and making solutions

***People with qualifications in IT have one of the highest rates of employment in the UK.
Cyber is a growth area in Gloucestershire with £650m investment into a new Cyber park with 7000 job expected.***

Goes well with:

- Business Studies
- Mathematics
- Science

Post 16 Courses:

- A Level Computing
- Level 3 BTEC ICT
- A Level Maths

Careers:

- IT Technician
- Games Design
- Programmer

Who to ask for more information:

Mr Care, Mr Feld or Mr Taylor (Head of Faculty – BUSIT)

Specification Description

The Cambridge Nationals in Creative iMedia have ICT at their heart, and are focused on the media sector (e.g. website design, digital animation, graphics, video editing). They provide knowledge and experience in a number of key areas, from pre-production skills to producing digital content in a variety of forms. Students will develop the ability to interpret and work to a client brief as they would in the creative sector. All of this is delivered through a hands-on approach which will provide an enhanced level of digital literacy, confidence and employability.

Assessment

There are two compulsory units:

Unit R093 - Pre-production skills

Unit R094 – Visual Identity and digital graphics

- Unit R093 is assessed via a written paper which is set and assessed externally.
- Remaining units are assessed in school and moderated externally.

You will be assessed at Pass, Merit, Distinction or Distinction* at Level 2; or Pass, Merit, Distinction at Level 1.

To do well you need to:

- Work logically, clearly and precisely.
- Be able to apply your knowledge to solve problems.
- Have a creative mind.
- Analyse/evaluate your work and make improvements.
- Have an interest in using creative media, i.e. Web design, animation and graphic design.

Transferable Skills:

- Presenting information clearly.
- Being able to use innovative software.
- Logical thinking and problem-solving abilities.
- Creativity and imagination.

Goes well with:

- Photography
- Art & Design
- Design Technology

Post 16 Courses:

- A Level Computing
- Level 3 BTEC ICT

Careers:

- IT Technician
- Web Designer
- Graphic Designer

Who to ask for more information

Your ICT teacher or Mr Taylor (Head of Faculty – BUSIT).

Design & Technology – Systems

(Electronics)

Edexcel

Specification Description

The GCSE in Design and Technology enables students to understand and apply design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use theory, creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

This course will have a mixture of theory, design and some electronic and computer programming based practical elements that will support all areas of the assessment. Students who wish to take this course will enjoy completing research, written work as well as design and will be confident and have higher grades in Maths and Science.

Assessment

Component 1: Written Exam

(50% of the GCSE qualification)

The exam consists of two sections. Section A: Core

This section is 40 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. 10 marks will be Maths calculation questions.

Section B: Material category – Systems

This section is 60 marks and contains a mixture of different question styles, including open-response, graphical, calculation and extended-open-response questions. 5 marks will be Maths calculation questions.

Component 2: NEA coursework and practical piece (50% of GCSE qualification)

The exam board will provide a selection of issues, needs, problems and opportunities that the students will choose to solve by designing a product for a specific need or user. There are four parts to the assessment.

1. Investigate: Investigation of needs and research and a product specification (16 marks)
2. Design: producing different design ideas, review of initial ideas, development of design ideas into a chosen design through CAD and physical modelling and testing, communication of design ideas and review of the chosen design (42 marks)
3. Make: manufacture, quality and accuracy (36 marks)
4. Evaluate: testing and evaluation (6 marks)

To do well you need to:

- Be organised and meet deadlines.
- Develop, refine and record ideas well.
- Develop your theory knowledge by completing a range of research and written tasks.
- Develop your creative and practical skills through projects that will allow you to work with different materials, techniques and processes.

Transferable Skills:

- Good time management.
- Independent learning.
- The ability to solve problems.
- The ability to design and develop ideas through modelling and testing.

Goes well with:

- Mathematics
- Science, Computing
- Art & Design

Post 16 Courses:

- 3D Design
- Product Design

Careers:

- Product designer
- Electrician
- Engineering

Who to ask for more information

Mr Lewis (DT Systems Teacher)

Specification Description

GCSE Drama is an exciting, challenging course. You will work practically in small groups towards performances of devised and scripted pieces of both Years 10 and 11. Throughout the course you will learn a great many new skills which will be useful both in your Drama work and in other areas of your school life.

Previous shows have been based around subjects such as 'Anne Frank', 'Jekyll and Hyde' and bullying. Scripted work has included Shakespeare, 'Teachers' and 'Blue Remembered Hills'.

The course involves theatre trips to see live shows. In the past we have been to The Cheltenham Everyman, Bristol Old Vic and Malvern Theatres.

Assessment

Coursework is worth 60% of the total grade. You will work on a combination of devised and scripted practical pieces for your controlled assessments which will be performed in the Drama Studio. You will be required to create a portfolio detailing what you have learned in your practical work. Both preparation work (written and practical) as well as the performances are assessed.

The final written exam in Year 11 is worth 40% of your grade. You will have two questions to answer: one on a set play you have studied; and one reviewing a live theatre show that you have seen during the course.

To do well you need to:

- Understand a variety of texts.
- Communicate clearly and precisely.
- Listen to others and be self-reflective.
- Be prepared to learn new skills.

Transferable Skills:

- Communication skills.
- Confidence in public speaking.
- Problem solving.
- Interaction and social skills.

"Drama gives you creativity, independence and freedom to express yourself"

Goes well with:

- English
- Music

Post 16 Courses:

- A Level Drama
- English Literature

Careers:

- Actor
- Technician
- Director

Who to ask for more information

Your Drama teacher or Mr Aston (Head of Performing Arts)

English Language & English Literature

Edexcel

Specification Description

All students study GCSE English Language and GCSE English Literature. The study of English at GCSE level will involve reading and analysing a range of prose, poetry and drama from the Elizabethan era through to the present day, as well as a range of non-fiction texts. Students will be required to have an understanding of the social, historical and cultural context of the texts they are studying.

All students will develop their writing skills. There will be opportunities for students to write a range of fiction and non-fiction texts and to develop their writing skills for a variety of purposes and audiences.

Both GCSEs are linear courses with a single tier entry. There is no controlled assessment or coursework element in these courses.

Final assessment is by examination taken in Year 11.

Although different groups may study different texts, the following list are the key areas students will work on:

- One Shakespeare play;
- A modern play or novel;
- A 19th century novel;
- A range of poetry, including poetry from the Romantic period;
- A range of short fiction and non-fiction texts.

Assessment

GCSE English Language

- 100% exam in Year 11
- Paper 1: 1 hour 45 minutes
- Paper 2: 2 hours 5 minutes

GCSE English Literature

- 100% exam in Year 11
- Paper 1: 1 hour 45 minutes
- Paper 2: 2 hours 15 minutes

Goes well with:

- History
- MFL
- Geography

Post 16 Courses:

- English Literature
- Media Studies
- Film Studies

Careers:

- Journalism – in the South West there were 6% more broadcast journalism jobs than in 2021.
- Law – around 90% of Law graduates find work or further study 6 months after graduation.
- Publishing and media – The industry employ 43,000 people in TV, film, radio. There are 17% more jobs now than in 2011.

Who to ask for more information

Your English teacher or Mr Mieszkián (Head of Faculty – English and Film Studies)

Specification Description

You will investigate a range of topics in both Human and Physical Geography at GCSE. In the Natural World unit you will investigate global hazards, changing climate, landscapes and ecosystems. In the People and Society unit you will examine urban futures, development, resources, and the UK. These will be linked together by geographical skills and fieldwork. The fieldwork will involve two investigations to support the development of the data collection and analytical skills needed to support the three assessments below.

Assessment

Unit 1: Natural World	35% of the GCSE	1 hour 15 minute exam
Unit 2: People and Society	35% of the GCSE	1 hour 15 minute exam
Unit 3: Geographical Exploration	30% of the GCSE	1 hour 30 minute exam

To do well you need to:

- Be prepared to work hard, get involved with the subject and take an active interest in the world around you.
- Be interested in a range of human, physical and environmental Geography topics and keep up to date with real world events to provide a context to your case studies.
- Be able to research independently and as part of a team, and not be afraid to push to the limits of your abilities in order to challenge yourself for the top grades.

Transferable Skills:

- Skills in research and data collection, analysis and evaluation.
- Mathematical and computational skills.
- Planning and problem-solving skills.
- Creative thinking and the ability to recognise the moral and ethical issues involved in debates.
- Self-motivation and self-reliance.
- Time management and the ability to meet deadlines.
- Written and oral communication skills, including report writing and data presentation.

“Everything has something to do with Geography. It joins up all my other subjects.”

Goes well with:

- History
- Business Studies
- Sciences

Post 16 Courses:

- Geography
- Sociology
- Sciences

Careers:

- Surveyor
- Zoologist
- Landscape Architect

Who to ask for more information

Please see your Geography teacher or Mr Papper (Head of Faculty – Humanities)

BTEC Health and Social Care Edexcel

Specification Description

Students will study the following units to gain their formal qualification.

Unit 1: Human Lifespan Development (Internal Controlled Assessment)

In this unit you will explore human growth and development across all life stages, and investigate factors that affect human development, and how they are interrelated.

Unit 2: Health and Social Care Values (Internal Controlled Assessment)

You will explore care values that underpin current practice in health and social care. You will also investigate ways of empowering individuals who use health and social care services.

Unit 3: Health and Wellbeing (External Exam)

You will learn about different factors that affect health and wellbeing, and use this understanding to create an improvement plan.

To do well you need to:

- Work independently.
- Be resilient and persevere.
- Be enthusiastic and confident working with others.
- Manage time effectively.

Transferable Skills:

- Extended writing skills.
- Research skills.
- Effective ways of communicating with a variety of people/groups.
- Understanding of healthy lifestyle choices.
- Time management skills.

Careers in Health and Social Care can range from medicine to social work and therapy. There are currently 350 different jobs within the NHS. The workforce is expected to grow by nearly 8% by 2024.

Goes well with:

- Science
- Physical Education
- Religious Education

Post 16 Courses:

- Health & Social Care
- Apprenticeships

Careers:

- Public sector
- Care work
- Nursing

Who to ask for more information

Please see Mrs Morgan (Head of Social Sciences)

Specification Description

Our students study a breadth of History from Medieval medicine techniques to examining why the buffalo was such a crucial part of the Native American way of life.

As a subject, History offers an extensive variety of transferable skills that can be developed in any workplace. The study of History teaches information handling, communicating ideas, flexibility and tolerance – skills now regarded as essential in industry.

Historians solve problems and evaluate solutions. The History exam route will lead you to question how World War I accelerated progress in medicine; whether there really was a Golden Age in Elizabethan England; and ultimately how Hitler was able to rise to power in Nazi Germany.

Assessment

Paper 1 Thematic Study with Historic Environment – 30% of the GCSE – 1 hour 15 minute exam
Medicine in Britain, c1250-present.

Paper 2 Period Study and British Depth Study – 40% of the GCSE – 1 hour 45 minute exam
Early Elizabethan England, 1558-1588. The American West c1835-c1895

Paper 3 Modern Depth Study – 30% of the GCSE – 1 hour 20 minute exam
Weimar and Nazi Germany 1918-1939

To do well you need to:

- Be prepared to work hard, get involved with the subject and take an interest in the past and different cultures.
- Be interested in causes and consequences of historical events, the significance of individuals and the way societies have changed over time.
- Tackle extended writing independently and enjoy developing lines of argument about the past.
- Be able to analyse historical sources and explain why they are useful to historians in their enquiries.
- Be prepared to do a good deal of reading and writing.

Transferable Skills:

- Skills in research, analysis and evaluation.
- High level written and oral communications skills, including essay writing and independent research.
- The ability to understand abstract concepts and articulate these to a range of audiences.
- Planning skills.
- The ability to work independently and also in a team, taking on board idea and coming to a consensus.
- Self-motivation and self-reliance.
- Time management and the ability to meet deadlines.

"I like the challenge History presents and enjoy arguing my point of view with detailed evidence."

Goes well with:

- Geography
- Religious Education
- English Literature

Post 16 Courses:

- History
- English Literature
- Sociology
- Politics

Careers:

- Lawyer
- Politics
- Public Relations

Who to ask for more information

Your History teacher or Miss Treen (History Lead)

Specification Description

The hospitality and catering sector includes all businesses that provide food, beverages and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success.

The WJEC Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. The course has been designed to give learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and how they are successful. Students learn about issues related to nutrition and food safety and how they affect hospitality and catering operations alongside developing food preparation and cooking skills

Assessment

The Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

Unit 1 The Hospitality and Catering Industry – 80 minutes written exam. 40% of the final grade.

Unit 2 Hospitality and Catering in Action – A 12 hour assessment which includes a 3 hour practical based on a brief provided by the Exam Board. 60% of the final grade.

Due to the manner in which this course is assessed, students have to pass both units to pass the course. Grades available are: Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction * Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction *

To do well you need to:

- Be organised and meet deadlines.
- Develop the knowledge of different recipes and how they can be used with each other.
- Understand how to adapt recipes to fit different nutritional or dietary needs.
- Understand the different types of hospitality and catering establishments and the provision they offer.
- Be creative with your use of ingredients and with presentation of dishes.

Transferable Skills:

- Good time management.
- Skills required for independent learning and development.
- The ability to solve problems.
- The skills of project based research, development and presentation.
- The fundamental ability to work alongside other professionals, in a professional environment.

Goes well with:

- Physical Education
- Science
- Business management

Post 16 Courses:

- L3 Diploma in Hospitality and Tourism Management
- WJEC L3 Diploma in Food, Science & Nutrition

Careers:

- Chef
- Dietician
- Food Technologist

Who to ask for more information

Mr Differ (Food and Nutrition)

Specification Description

The Maths GCSE has gone through some changes and is now more challenging than ever. The content is dependent upon your tier of entry, which will be either Foundation or Higher. Both the Higher and Foundation Tier of entry emphasise the need to solve problems using mathematical techniques and to be able to reason mathematically. In other words, you will have to know which bit of maths to use, when to use it and how you are going to do it – all without being told to.

Within the Foundation Tier, the emphasis is mostly on number work. Some more difficult content previously assessed only on the Higher Tier is also included. At Higher Tier the range of topics expands and includes further, more advanced areas:

Foundation Tier	Higher Tier
Fractions	Solving quadratic equations
Negative numbers	Simultaneous equations
Proportion and Ratio	Trigonometry (inc. the Sine and Cosine rule)
Area	Vectors
Pythagoras' theorem and trigonometry	More advanced statistical diagrams
Using statistical diagrams	Indices and surds
Probability calculations	Proportionality
Linear and simultaneous equations	Algebraic techniques

Assessment

The final exam consists of 3 papers: two calculator and one non-calculator paper, all with equal weighting, each lasting 1 hour 30 minutes.

- Grades 4 to 9 can be achieved in the Higher Tier with half of the exam testing Grade 7+ skills. A very challenging exam.
- Grades 1 to 5 can be achieved in the Foundation Tier. There is an overlap with the Higher Tier of over 30% of content, meaning this is also a challenging exam.

Goes well with:

- Physics
- Science

Post 16 Courses:

- A Level Maths
- Further Mathematics
- Core Maths
- Science

Careers:

- Accountant – Over 840,000 people work in accountancy in the UK and this number is growing.
- Architect – There were 6% more jobs in 2022 in the South West, than in 2021.
- Engineer – There will be a high demand for engineers in the next few years to fill a skills' gap and support the growing infrastructure of the UK.

Who to ask for more information

Any member of the Mathematics faculty or Mr Herring (Head of Faculty – Mathematics)

MFL French/German/Spanish

EDUQAS or EDEXCEL

Specification Description

What will I study?

GCSE French/German/Spanish is a multi-skill GCSE involving the skills of listening, speaking, reading and writing and it is based around the acquisition of words – many of which students have learnt in KS3. This GCSE is a new examination and, as yet, the specifications have not been accredited. It is likely, based on the draft specifications, that we will work towards the EDUQAS specification. It is to be noted that this examination will be completely different to the one that you will be familiar with, either as a previous learner or having older children that have completed an MFL GCSE. ***This examination is designed to be much more accessible for our students.*** The speaking examination, in particular, will be very different and our students will be assessed on reading aloud, for example, and there will be dictation activities in the listening examination. We have made significant changes to how we deliver the curriculum at KS3 and these changes mirror the new exam. All instructions and questions will now be in English.

Learning a language will give you the capability and confidence for a wide range of challenging opportunities. By having a GCSE qualification in a language, you will have a valuable talent that is applicable to everything you do. Russell Group Universities, such as The University of Oxford, Cambridge, York and Exeter, consider a language GCSE a facilitating subject. Learning a language develops key skills that employers value and there are unlimited areas of interest in the working world where languages are an asset: tourism, business, retail, law, teaching, international banking and Civil Service. In addition, learning a language will broaden your horizons, develop your cultural knowledge and understanding and foster transferable skills such as improving your memory, creativity, communication and problem solving-skills and confidence, meaning you'll develop essential skills that will help you in any subject or any career in the future. With a language, the prospects are endless.

How will I be assessed?

There are four assessments at GCSE which can be taken at either Foundation or Higher Tier. Each assessment is worth 25% of the qualification. You are practising these skills at GCSE level now so the standard of work will be no higher than you are currently achieving.

Component 1: Speaking

Component 2: Listening

Component 3: Reading

Component 4: Writing

Which language would I study?

You can continue with the language you have been studying in Key Stage 3 but you also have the opportunity to take 2 languages and start a new one at this level.

Goes well with:

- Science
- Geography
- Business Studies

Post 16 Courses:

- German
- Spanish
- French

Careers:

- International relations
- International security
- Travel and tourism

Who to ask for more information

Your MFL teacher or Miss Thomas (Head of Faculty – MFL)

Music (Level 1/2 Vocational Award in Performing Arts)

WJEC/Eduqas

Specification Description

Do you have a passion for performance? Are you a budding musician?

This qualification is made up of three units:

1. Performing

You will learn the skills and techniques needed to produce a successful performance of an existing piece of music (you must perform for 3-6 minutes in total).

2. Creating

You will learn how to create and refine your own original work through Music Composition, using Music Technology (cloud software).

3. Performing Arts in Practice

You will learn about areas of the performing arts industry that need to be considered when responding to a commission and will consider these when coming up with and pitching your own idea.

Assessment

1. Performing	Controlled assessment	30% of your qualification
2. Creating	Controlled assessment	30% of your qualification
3. Performing Arts in Practice	Controlled assessment	40% of your qualification

For Units 1 and 2 you will be assessed through coursework / project work (not external exams) in response to briefs. Each unit is scored out of 60 marks with 40 of the marks coming from written tasks, such as a diary, research into the work, Health and Safety and a comprehensive evaluation of the work. For each unit you will be given a scenario and will need to undertake a number of tasks.

In Unit 3 you will undertake another project (no exam) in response to a brief which will take 20 hours. You will be given a scenario and will need to undertake a number of tasks.

What skills will I develop?

You will develop a range of skills that are attractive to college, university and employers including:

* Communication * confidence * Learning independently * Organisation * Problem Solving * Research * Self-discipline * Stamina * Taking on responsibility * Time management * Teamwork

To do well you need to:

- Have an enthusiasm and enjoyment of performing on your own.
- Be prepared to practice for 30 minutes on your instrument (or voice) outside of lesson time.
- Have a desire to learn Music Technology and patience to develop your new skills.
- Take risks when developing and refining your composing skills.
- Develop your extended writing skills to discuss the work.

The performing arts industry offers you a wide range of exciting opportunities which includes:

<ul style="list-style-type: none">• Arts administrator• Composer• Dancer	<ul style="list-style-type: none">• Front of House Manager• Lighting / Sound Technician	<ul style="list-style-type: none">• Musician• Director• Designer	<ul style="list-style-type: none">• Teacher• Stage Manager• Drama / Music Therapist
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Who to ask for more information

Please see Mr Lewis (Music Teacher)

Specification Description

The BTEC Tech Award in Performing Art is for learners who wish to acquire skills through vocational contexts by studying acting and/or design. This course allows you to study acting, giving you the opportunity to develop knowledge and technical skills in a practical learning environment.

You will examine the roles and responsibilities of different performance artists and practitioners such as actors, directors, writers and designers as well as the different approaches and styles used. You will also develop key skills, such as being able to respond to and interpret different ideas given to you, and you will be experiencing first-hand the ways in which performance artists work through the development of ideas, rehearsal and then performance.

The qualification has the same workload and standards as a GCSE and is aimed at everyone who wants to find out more about performing arts. It is a practical introduction to life and work in the performing arts industry, which will give you the opportunity to develop performing arts skills and techniques, and to analyse and evaluate your skills both independently and within a group.

Assessment

There are three components to the course:

Component 1 is where you practically explore three pieces of existing work from different styles and genres of acting. You will participate in workshops in class and your evidence will be a presentation at the end of the component using videos of workshops and a logbook or power point presentation.

Component 2 is where you develop your skills for a performance. You will work in small groups towards the performance of a play and keep a log book of your work.

Component 3 is a devised piece of work performed in Year 11. You will work in groups to devise a piece of drama which will be performed to the public. This performance is marked by Edexcel alongside your notes and research.

BTEC Level 2 is equivalent to one GCSE and requires the completion of all three units within the final two years of the course. Students can be graded: Pass, Merit and Distinction.

Goes well with:

- English
- Music

Post 16 Courses:

- A Level Drama
- English Literature

Careers:

- Actor
- Technician
- Director

Who to ask for more information

Your Drama teacher or Mr Aston (Head of Performing Arts)

Specification Description

There will be three theory lessons per fortnight on the following subjects:

- Applied anatomy and physiology,
- Sports psychology,
- Movement analysis,
- Socio-cultural influences,
- Physical training,
- Health, fitness and wellbeing,
- Use of data.

There will be two practical lessons per fortnight in which you act as a performer:

- This will help you to select your three sports to be assessed.
- Analysis and evaluation of performance to bring about improvement in one activity.

Assessment

Two written papers – 60% of final GCSE attainment

A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Non-exam assessment: Practical performance – 40% of final GCSE attainment

For GCSE it is essential to have good levels of Practical Performance in a number of activities. If this is not the case, CNAT studies would be a better option.

Practical performance in three different physical activities in the role of player/performer.

To do well you need to:

- Enjoy playing a variety of sports and activities to a good standard. School or club level representation is an advantage.
- Be interested in learning how the mind and body work together to produce the best possible performance

Transferable Skills:

- Team building and leadership skills
- Scientific knowledge of the body – Physics and Biology
- Coaching skills

“GCSE PE not only teaches you about physical activity, but also how to motivate and improve yourself through better knowledge and understanding”

Goes well with:

- Science
- Hospitality & Catering

Post 16 Courses:

- A Level PE
- BTEC Sport

Careers:

- Teacher
- Sports Coach
- Physiotherapist

Who to ask for more information

Your PE teacher, Mr Piper or Mr Rees (Head of Faculty – Physical Education)

Specification Description

You will explore a range of projects which develop skills in recording and editing photographs, using a phone camera, a digital SLR and PC-based editing software. You will also be challenged to develop an understanding of the medium that is grounded in studying and exploring the many disciplines within photography, as well as the ideas and intentions behind the works of great photographers.

You will develop your own work into a digital portfolio of images that explore a theme, negotiated between you and your photography teacher. Students will be expected to write about their work and that of other photographers.

Assessment

Coursework portfolio: (60% of GCSE result)

You will present a coursework portfolio from a selection of projects developed over Years 10 and 11. It is usual for a coursework submission to constitute a final coursework project with support work from previous units.

External Set assignment: (40% of GCSE result)

In January of Year 11, you will begin preparatory studies to develop and explore a theme selected from an externally set assignment paper. This leads to 10 hours of supervised time to complete the final piece which, together with your annotated sketchbook showing reasoned development, is your submission for assessment.

You need to demonstrate a range of skills in your projects that can include:

* portraiture * location photography * studio photography * experimental imagery * installation * documentary photography * photo-journalism * moving image: film, video and animation * fashion photography

To do well you need to:

- Take photographs every day.
- Draw your ideas and keep a sketchbook as part of your portfolio.
- Develop, refine and record your ideas where there is often no 'right' answer.
- Carry out self-directed tasks in support of your investigations
- Develop your love of and appreciation for the world of art and photography through study of the work of selected individuals that resonate with your own artistic journey.

Transferable Skills:

- The ability to manipulate images
- The ability to analyse and describe images taking into account audience and context.
- The ability to communicate using visual language for different needs and purposes.
- The organisation and drive to develop through sustained investigation.
- Connecting your work to that of others through writing and experiments.

Goes well with:

- Drama
- Business Studies
- 3D Design

Post 16 Courses:

- Photography
- Media / Film Studies

Careers:

- Professional Photographer
- Advertising Art Director
- Art Gallery manager
- Fashion Photographer

Who to ask for more information

Miss C Williams, (Head of Art & Photography)

Specification Description

Paper 1 & 2: An in depth study of two different religions and their beliefs about:

- Wisdom / authority,
- Nature of God,
- Religious practices,
- Changes of beliefs over time.

Paper 3: The application of Philosophy and Ethics to one religion. Issues include:

- Arguments for and against the existence of God; arguments from religious experience (visions; miracles; revelation).
- Conflict theories: violence, war, just war, terror and pacifism.
- Forgiveness, justice and reconciliation.
- Dialogue between religious and non-religious views.
- Tolerance: freedom of belief and non-belief and quality and freedom of expression.
- Relationships and the family: prejudice, gender equality and discrimination, marriage, cohabitation, sex, divorce.

Assessment

Paper 1: Study of a first religion – 25% of GCSE (1 hour)

Paper 2: Study of a second religion – 25 % of GCSE (1 hour)

Paper 3: Religion, Philosophy and Ethics in the modern world – 50% of GCSE (2 hours)

To do well you need to:

- Interpret the meaning of quotations.
- Justify arguments using evidence.
- Construct balanced evidence based essays.
- Challenge your own and others' views.

Transferable Skills:

- Presenting information clearly.
- Analysing scriptural sources.
- Orally presenting your ideas.
- Providing a balanced argument.
- Problem solving (when it gets challenging)

***“Philosophy, Religion & Ethics does not teach you what to think,
It teaches you how to think.”***

Goes well with:

- History
- English Literature
- Geography

Post 16 Courses:

- Sociology
- Psychology

Careers:

- Teaching
- Journalism
- Social Work

Who to ask for more information

Your Religious Studies Teacher or Mr Papper (Head of Humanities)

Specification Description

Assessment: 100% Exam.

Paper 1: The Sociology of Families and Education

Paper 2: The Sociology and Crime and Deviance and Social Stratification

Each paper is 1 hour 45 mins duration

Subject / Course Information

Sociology is the study of social life and change and the social causes and consequences of human behaviour. Students will learn about different factors that impact social life. This will include examining how gender, class and ethnicity influences experiences of various aspects of society including family life, education and experience of crime.

Students will develop an understanding of different sociological perspectives and learn how sociologists conduct research from which conclusions about society are drawn.

To do well you need to:

- Regularly watch the news.
- Work independently.
- Be resilient and persevere.
- Be enthusiastic and confident working with others.
- Manage time effectively.

Transferable Skills:

- Extended writing skills.
- Research skills.
- Effective ways of communicating with a variety of people/groups.
- Time management skills.

Careers in Sociology can range from police and probation services to Public Relations, journalism and communications.

Goes well with:

- History
- Geography
- Religious Education

Post 16 Courses:

- Sociology
- Psychology
- History

Careers:

- Policing
- Social work
- Prison Service Research

Who to ask for more information

Please see Mrs Morgan (Head of Social Sciences)

Specification Description

There are four units to be completed.

Reducing the risk of sports injuries: (Exam 40%)

You will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions.

Applying principles of training: (Coursework 40%)

You will develop knowledge and understanding of the principles and methods of training and the application of these in the design of training programmes along with practical skills in fitness testing.

Sports nutrition: (Coursework 20%)

You will consider the composition of a healthy, balanced diet. You will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet. You will reflect upon the role that diet plays in different sports and activities, and use the knowledge gained to produce an appropriate, effective diet plan for a performer.

Assessment

You will be assessed at Level 1 or Level 2 Pass, Merit, Distinction or Distinction*.

To do well you need to:

- Level of performance does not have a huge effect on outcomes, but enjoying sport is essential.
- Be interested in the fitness world and take part in fitness programmes.
- To be resilient to complete coursework, as this is 60% of the course.

Transferable Skills:

- Team building and leadership skills.
- Knowledge of the science and what is behind exercise.
- Coursework/portfolio organisation.

Goes well with:

- Science
- Food Preparation & Nutrition

Post 16 Courses:

- A Level PE
- BTEC Sport

Careers:

- Teacher
- Sports Coach
- Physiotherapist

Who to ask for more information

Your PE teacher, Mr Pettifer or Mr Rees (Head of Faculty – Physical Education)

Science: Double Award

AQA

Specification Description

The majority of students follow this Double Award Science course; a two year course that covers key topics in Biology, Chemistry and Physics. At the end of the course, students will have gained 2 Science GCSEs.

(We use test scores and comments from teachers to determine which students would be more suited to the Triple Science course and we recommend to them that the Triple option is open to them.)

Assessment for Double Award

- Students will complete six written exams in June of Year 11, covering different Biology, Chemistry and Physics units. Each paper will be 75 minutes in duration and contain 70 marks.
- A set of compulsory practical activities will be completed across the course. These will be examined in the written exams at the end of the course.
- The marks from all of the science exams are added together to generate an overall Science grade. The grade will be represented by two numbers: (highest) 9-9, 9-8, 8-8, 8-7, 7-7, 7-6, 6-6, 6-5, 5-5, 5-4, 4-4, 4-3, 3-3, 3-2, 2-2, 2-1, 1-1 (lowest).

What skills will I develop?

Science enables you to grow your skills in presenting and analysing data, problem solving, communicating often complex ideas and critically analysing results.

Goes well with:

- Design & Technology
- Geography
- Maths

Post 16 Courses:

- Biology
- Chemistry
- Physics

Careers:

- Scientist
- Engineer
- STEM opportunities

Careers:

- 60% of new jobs are in Science, Technology, Engineering and Maths (STEM).
- Many jobs of the future will involve technology.
- Health relies on scientific skills.
- As the population grows more, homes will need to be built relying on skilled engineers
- Science-related careers could be Engineering, Forensics, Medicine, Health and Surveying.

Who to ask for more information

Any Science teacher or Mr Ditchfield (Head of Faculty – Science)

Travel & Tourism

Edexcel/Pearson

BTEC National Extended Certificate

Specification Description

There are four units to complete:

Unit 1 - The World of Travel and Tourism

Unit 2 - Global Destinations

Unit 3 - Principles of Marketing in Travel and Tourism

Unit 4 - Visitor Attractions

Assessment Information

Unit 1

This unit is assessed by a written examination set and marked by Pearson.

Unit 2

This unit is assessed under supervised conditions.

Units 3 and 4

These units are assessed internally.

Students will receive a grade of Pass, Merit or Distinction for each unit dependent on their performance.

To do well you need to:

- Have an interest in the Travel and Tourism industry
- Be good at research
- Good at planning your work and meeting deadlines.
- Be able to analyse your findings

Transferable Skills:

- Analytical skills
- Research skills
- Organisation skills

Goes well with:

- Business Studies
- Geography
- Hospitality & Catering

Post 16 Courses:

- A Level Geography
- A Level Business Studies
- Level 3 Travel & Tourism

Careers:

- Cabin Crew
- Tour guides
- Travel agency manager

Who to ask for more information

Mr Papper (Head of Humanities)

(For reference only – form must be completed online)

YEAR 9 OPTIONS FORM 2024

NAME: **DATE:**.....

LM Group: 9 **Parental Signature:**

Compulsory CORE Subjects

(all students do these subjects)

English Language, English Literature, Mathematics, Science, Core PE, WRSE

ADDITIONAL SUBJECTS (Tick THREE Additional Subjects in total. This does not include Futures)

Art & Design Subjects		<i>If you wish to do an Art & Design subject, you can select <u>only one</u> of these subjects</i>
3D Design		
Fine Art		
Drama/Performing Arts		<i>If you wish to do Drama/ Performing Arts, you can select <u>only one</u> of these.</i>
GCSE Drama		
BTEC Performing Arts		
PE/Sports		<i>If you wish to do PE/Sports, please tick this box. PE staff will provide guidance for the right course.</i>
GCSE Physical Education (PE)		
CNAT Sports Science		
Business Studies		
Computing Science		
CNAT Creative iMedia		
DT Systems		
French		
Futures	√	
Geography		
German		
BTEC Health & Social Care		
History		
Hospitality & Catering		
Music		
Philosophy of RE		
Photography		
Sociology		
Spanish		
Travel & Tourism		

Please write down a reserve subject:

The same rule applies to the reserve subject as listed above.