



**Midhurst Rother College**  
The best in everyone™

Part of United Learning



**Year 10 and 11**

**2026-2028**



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## Introductory Letter

January 2026

Dear Student and Parent/Carer

Our key focus at Midhurst Rother College is to make sure you are well prepared for your future and that you can achieve your very best examination results. This is an exciting time in your secondary education and choosing your courses for years 10 and 11 is a big decision. This options booklet will help you make informed and mature choices. The following pages explain which decisions you now need to make.

### **STEP ONE: Identify your Pathway.**

Please read the pathway information at the start of the booklet carefully before making choices according to the pathway you should follow.

The English Baccalaureate (EBacc) is a set of subjects that demonstrate you have a solid academic foundation on which to build and help to equip you for your future education, life and career. Students who are in sets 1, 2 or 3 for mathematics will follow this pathway, whilst students from other sets may choose to do so. This means students in mathematics sets 1, 2 or 3 will take English, mathematics, science, history or geography and a modern foreign language.

For those students who would prefer not to commit to the full EBacc pathway, then you should choose the **GCSE pathway**. You should still pick one of the EBacc subjects.

**Both** of these pathways will result in 9/10 GCSEs (or equivalent) being studied. If you are not sure what pathway to follow, please speak to your form tutor.

### **STEP TWO: Read the descriptions of the core subjects.**

All students will cover courses in: English (language and literature), mathematics and science.

You will also continue to be taught core sport, RP and PSHE (all non-examined).

### **STEP THREE: Read through the descriptions of the option subjects.**

### **STEP FOUR: Discuss your choices with your form tutor, head of year, subject teachers and at home.**

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

**STEP FIVE:** Fill in your options form.

At the end of this booklet is a diagram with our options blocks on it to help you plan your subject selection.

Choose one subject from each column (option block) with a number in order of preference. All students should have at least one choice from the blue or yellow rows. For students in mathematics sets 1, 2 or 3 at least one of your choices must be in the blue row and one must be in the yellow row.

Then select **2** reserve subjects which can be from any block. Please note that subjects marked with an asterisk (\*) are highly likely to be oversubscribed and there may be insufficient places available to match demand, therefore, if selecting a subject with an asterisk, it is advisable to choose a reserve subject from that block without an asterisk.

Once you have used the diagram to select your subject, please complete the online form. To do so, students should log in using their Office 365 credentials. The QR code at the bottom of the options form will take you to the online form, which can also be completed on a mobile device.

Once the online form is completed, parents / carers will receive an email confirmation of the subjects selected and will need to respond according to the brief instructions given in the message to confirm these choices. Without parental confirmation, the choices submitted cannot be accepted.

We make every effort to give all students their chosen subjects. Unfortunately, despite our best efforts, sometimes we will need to ask for a further reserve subject (a subject may not have enough students to run it, have too many students in it or your combination may just not be possible). If this is the case, then I will inform both student and parents and discuss what choices are then available to you. Everyone will receive an email confirming your option choices during the latter part of the summer term.

We also understand that you may change your mind after completing the options form, or after receiving your allocations. Please tell us as soon as possible and we will see if we can provide for the changes or explain why they are not possible.

If you are unsure about any of the steps above, if you want to speak to someone about different courses or if you want some help completing your form, your form tutor, Mr Clements or I will be very happy to help you.

Yours sincerely



Dr Sarah Jessop  
Senior Vice Principal

**Principal: Stuart Edwards**

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## Midhurst Rother College Key Stage 4 Pathways 2026-2028

- Midhurst Rother College offers **two** different pathways for students in years 10 and 11 to cater for the widest range of interests and needs.
- Please read through the information below to see which pathway you should follow.
- Make sure that you discuss this at home and then with your teachers in lessons, or email, before making your final choices and completing the options form.
- Subject teachers, your head of year and your form tutor will be able to help guide you towards making appropriate choices which will enable you to fulfil your potential, be successful and really enjoy the next two years.
- We include some EBacc and some general university entry requirements below to help to guide some of your choices.

### What is the 'EBacc'?

The 'EBacc' is the English Baccalaureate, a term applied to a specific selection of qualifications at GCSE. Some schools have changed their curriculum to ensure that all students take this combination of subjects. At Midhurst Rother College we do not feel this would be the appropriate combination of courses for all our students, but we do think that it is appropriate for the majority. For those not selecting this pathway we still expect that all students choose at least one EBacc subject (as indicated on the options form) to provide essential 'breadth' to your studies.

Most students will therefore be expected to choose **history or geography** as well as **a modern language** (in addition to 2 other options). Many universities, often the Russell Group, consider this combination of subjects desirable.

The 'EBacc' subjects are:

- English language
- Mathematics
- Science
- Computer science
- History or geography
- Modern foreign language

## What is essential, what is preferred and what is useful for university courses?

If you are contemplating a pathway of further education and/or you have specific career aspirations, it is important to bear in mind that some jobs and courses need particular GCSE results to continue your education on to university. Some courses might specify a certain number of 9-1 grades at GCSE. Please take some time to research or ask about specific qualifications/entry requirements. Please note that the list below is not exhaustive but intended as a guide. You will also all have access to the online careers program 'Unifrog' to support your decision making.

### Popular Course Requirements for University

Degree Course	Possible Requirements
BA Fine Art	Art GCSE and A Level plus a good portfolio. Some institutions may accept design and technology depending on the course
Biology	Biology A Level and another science (normally chemistry) or mathematics. Triple or combined Science at GCSE.
Chemistry	Chemistry A Level, and sometimes mathematics and /or another science. Triple or combined Science at GCSE.
Culinary Industry Management	Any A level B, B.C. BTEC Extended Diploma Dist/Merit/Merit. GCSE English and Maths grade 9-4
Dentistry	Chemistry A Level plus biology usually required. Check individual Institution
Economics	Many universities require mathematics GCSE and A level
English Literature	English Literature A level, other helpful subjects (not essential): History, Philosophy, Drama/Theatre Studies.
Engineering	Mathematics and physics A Levels
History	History at A Level (likely B+, depending on A Level). Other subjects optional.
Geography	Geography 'A' Level will be required, other subjects will not be specified unless it is a combined degree.
Law	Any but preferably "academic, not law". History is viewed positively in Law applications. High grades necessary.
Medicine	Chemistry A Level and biology A level
Physics	Mathematics and Physics required at most institutions
Physiotherapy	One science subject is usually required
Psychology	A science subject is usually required and a good pass in mathematics GCSE
Sports Science	Some universities require biology A Level and another science
Veterinary Science	Chemistry A Level and one or two other sciences

## **Pathways**

### **EBacc Pathway**

**English language + literature + mathematics + science (combined) + history OR geography + a modern language + 2 other options, core sport, RP and PSHE.**

Students who are in sets 1, 2 or 3 **for mathematics** are expected to be on this. Other students may wish to choose this pathway as well. Students in the top set for science will be able to study triple science without using up an option.

Likely progression routes: **A level course at MRC**, followed by higher education.

### **GCSE Pathway**

**English language and literature, mathematics, science (combined), one EBacc subject + 3 other options, core sport, RP and PSHE.**

Likely progression routes: **Level 3 courses at MRC** or Level 2 courses elsewhere, followed by further training, employment, college or higher education.

## Midhurst Rother College Sixth Form

### Advice for Students Choosing GCSE Options

This is general guidance from the Sixth Form team at Midhurst Rother College. If you have any questions or concerns, speak to your tutor, your Head of Year, your subject teachers, or your parents/carers.

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

#### Ask yourself:

- What are the subjects you want to do and will enjoy doing?
- What is your progress like in these subjects? Will you be successful?
- What will your choices lead to in the sixth form or employment?
- What career do you want?
- What are your skills?

If you already have a career in mind, it might be a good idea to check what you *need* to do that career. This will start with considering whether you need a degree for that career. Many careers nowadays don't specify what degree you need, but just want you to have one, to prove that you are a hard worker.

University	Other careers
<p>If the career you're interested in needs a university degree, then you might want to check entry requirements on university websites or on UCAS. You can use the website <a href="http://www.informedchoices.ac.uk">www.informedchoices.ac.uk</a> to check if a particular degree course has entry requirements. Then work your way back: if you need a biology A Level, you will need either double- or triple-science at a high level.</p>	<p>If you're interested in other careers that might not require degrees, then check out <a href="http://www.gov.uk/become-apprentice">www.gov.uk/become-apprentice</a> for information about apprenticeship courses.</p> <p>You can also check out employment websites such as Prospect or Reed to see what qualifications are required by a variety of careers.</p>

The most important thing is choosing GCSE subjects you're good at and will enjoy. This will ensure the highest level of success in Year 11 and to do well after school, you need the best qualifications you can get.

#### Keeping Your Options Open

It is important to keep your options open if you plan on going to university.

- Very few universities have requirements at GCSE, considering A Level choices more important. Several of the top universities in the UK (the Russell Group) require a modern foreign language such as French, Spanish or German.
- Many universities have a mathematics, English or science requirement beyond just a pass (grade 4) at GCSE. As these subjects are required at GCSE anyway, the most important thing is just to get the highest grade you can.
- Ensuring a range of academic subjects is important; for instance, history, geography, psychology, languages, and sciences will all ensure that you can apply for a range of A Levels in subjects to open doors in the future.

## Examples – Choosing the best GCSEs for your futures

*These examples are for illustrative purposes only. Requirements for universities and careers change regularly and you should research what you need to study to enter a career you're interested in. It is important to stay up-to-date with developments in any position in which you're interested.*

**Amy** wants to be a **doctor**. This is a science-based subject. Checking on [www.informedchoices.ac.uk](http://www.informedchoices.ac.uk), Amy can see that most medical courses require biology and chemistry. Amy is currently on track to do well in sciences and is sure she could do triple science. It won't matter if she does double science at GCSE as that will allow her to study biology and chemistry at A Level. Some of the top universities also require her to have a grade 6 in mathematics, which she has to do anyway.



**Cara** wants to be a **lawyer**. This is one of the most difficult courses to plan for in terms of GCSEs. Some universities, especially the top ones have a requirement of grade 6 in mathematics and English, some have a language requirement. However, it is also very common now to do a different degree such as chemistry, History or psychology and then do a 'law conversion' which is a one-year course completed after the initial degree of three years. Cara chooses to take traditional, essay-based GCSEs to ensure she has a wide variety of options: double science, history, French and she also takes food technology because she is good at it and will get a good grade.



**Duncan** wants to be a **hotel manager**. He loves working with people and looking after others – great qualities for this sort of work. However, he struggles to write essays in class. At the end of Year 11, he's already been advised the best course would be a Level 3 Diploma in Food Science & Nutrition. This course requires him to have Mathematics, English and Science GCSEs, and two other GCSEs. The obvious choice is Hospitality & Catering, then he can also take subjects like art, which might help, double science to support his analytical skills and Spanish which could help with handling guests in a hotel. Additional information on [The Institute of Hospitality is the global professional body for hospitality](http://The%20Institute%20of%20Hospitality%20is%20the%20global%20professional%20body%20for%20hospitality)



**Emma** has **no idea** what she wants to do. This is really common for students in Year 9 – and students in Year 13! Don't worry, not everyone will have planned out their life in advance. Make sure you have spoken to everybody who can help: your tutor, your parents, and your subject teachers. Keep your options open by opting for a mix of practical and traditional, essay-based subjects to ensure you can do what you want in the future. Make sure you choose subjects which you enjoy – you will be doing them for the next two years or more!

## Useful Websites for Research:

[Informed Choices](http://Informed%20Choices)  
[Careerpilot](http://Careerpilot)  
[TheUniGuide](http://TheUniGuide)  
[FindYourFuture](http://FindYourFuture)  
[Unifrog](http://Unifrog)

If you want to know the requirements to study a particular subject at A Level at MRC, check out the MRC Sixth Form website [here](#). Or go to the prospectus for MRC Sixth Form [here](#).

# English Language

<http://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>

**Qualification: GCSE**

**Exam Board: AQA**

**Contact Teacher: Ms. H Evans**

## Why study English?

This course will give you a command of the English language invaluable to you throughout your personal and work life by exposing you to a wide range of the spoken and written word, as well as different creative writing styles. This course is accompanied by the teaching of English Literature and students will take the two courses in tandem. Students are required to study English Literature to certify this English Language GCSE course. Achieving a good grade in English is essential for entry to all higher education courses and virtually all careers.

## Course details:

All students will read a variety of fiction and non-fiction texts. Students will need to understand literary texts and respond to them, appreciating how writers use structure and language to relay information. From the study of reading materials, students will be able to improve their own writing abilities; this means writing for a range of audiences. Students will need to understand and convey facts, ideas and opinions; express themselves imaginatively; show a sense of style; specifically in writing, show knowledge and understanding of sentences, paragraphs, punctuation and spelling. The GCSE is 100% examination. As part of their learning, students will sit internal examinations to experience the feeling of a real exam, to monitor their progress and personalise their revision. Speaking and listening marks will be given through the assessment of a presentation on a topic of their choice. Although this assessment does not contribute to the final GCSE grade, a separate, nominal grade will be given. (Pass, Merit or Distinction.)

## How is the course taught and assessed?

Students will be given regular homework that feeds into the unit they are studying at the time. A rough guide to how much time students spend on homework is one hour per week, although this may vary where a student is asked to complete an entire practice paper. Internal assessments will enable teachers to predict a student's grade accurately. These assessments are made regularly throughout the course and offer students valuable feedback to ensure they feel confident when taking the examination.

### 50% Paper 1 examination: 1 hour 45 minutes

The paper is split into a reading and a writing section. In the reading section, students are given a fictional literature text to analyse. There are 4 questions. The writing section will ask students to write a narrative or descriptive piece; this requires an extended response that showcases a student's ability to communicate effectively. Up to 16 marks, out of 40, are awarded for spelling, punctuation and grammar (40% of the available marks).

### 50% Paper 2 examination: 1 hour 45 minutes

Again, the paper is split into reading and writing. The reading section requires students to make links between two non-fiction texts. Students will need to summarise and compare the texts, consider the writer's use of language and the writer's perspective. The writing section requires students to write to argue or persuade from a particular point of view. Up to 16 marks, out of 40, are awarded for spelling, punctuation and grammar (40% of the available marks).

# English Literature

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>

**Qualification: GCSE**

**Exam Board: AQA**

**Contact Teacher: Ms. H Evans**

## Why study English Literature?

Students have the opportunity to develop personal reading interests, linking their own experiences of literature to the course study. Wider reading is fundamental in securing a student a high grade, as is the ability to express oneself with clarity and individuality, considering new ways of thinking and feeling about a text. The course actively encourages creativity and flair, rewarding students more highly when they are able to justify a new idea. The study of English Literature is highly beneficial to those considering a career in journalism, publishing or writing, and can prove very illuminating for students when discussing the importance of a text's social, historical or moral meaning.

## Course details:

Students will study a range of Literature, including a Shakespeare play and an anthology of poetry. Literature will be separated by time period to accommodate the two different exams: Modern Literature and the 19<sup>th</sup> Century Novel. Students will study 'Macbeth', 'A Christmas Carol', 'An Inspector Calls' and unseen poetry. The poetry anthology will focus on 'Power and Conflict'.

## How is the course taught and assessed?

The GCSE is 100% examination. As part of their learning, students will sit internal examinations to experience the feeling of a real exam, to monitor their progress and personalise their revision. Students will be given regular homework that feeds into the unit they are studying at the time. A rough guide to how much time students spend on homework is one hour per week, although this may vary where a student is asked to complete an entire practice paper. Internal assessments will enable teachers to predict a student's level accurately and offer students valuable feedback to ensure they feel confident when taking the examination.

### Paper 1: Shakespeare and a 19<sup>th</sup> Century novel (40%)

In 1 hour and 45 minutes, students must answer one question in both section A and section B of the exam, selecting the texts that they have studied. There are 60 marks available for content, and up to 4 marks available for spelling, punctuation and grammatical accuracy.

### Paper 2: Modern Texts and Poetry (60%)

In 2 hours and 15 minutes, students must answer three questions. The first section requires students to write an essay response to a question on 'An Inspector Calls'. The second section requires students to write a comparative essay response to two poems that they have studied from their poetry anthology. Section C requires the analysis of an unseen poem, exploring the poem in isolation and then comparing it to a second unseen poem.

There are 92 marks available for content and up to 4 marks available for spelling, punctuation and grammatical accuracy.



This course is available at the Sixth Form when you achieve Grade 6 in English Language and Literature.

# Mathematics

**Qualification:** GCSE

**Exam Board:** AQA

**Contact Teacher:** Mrs J Lawrence

## Why study mathematics?

Mathematics is an essential skill and without mathematicians, modern society would not exist. It is the key factor in all aspects of life, science, engineering, medicine, architecture; the list is endless. A good grade in mathematics is essential for entry to all higher education courses and virtually all careers.

## The aims of the AQA mathematics specification are to enable candidates to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## Course details

1. Number
2. Algebra
3. Ratio, proportion and rate of change
4. Geometry and measures
5. Probability
6. Statistics

## How is the course taught and assessed?

This is a linear course hence the examination is at the end of the course in Year 11 with three papers all taken in the same series, one without the use of a calculator and the other two with calculators permitted. As calculators are permitted in the second and third paper, it is essential that each student has a scientific calculator. There is no coursework element in GCSE mathematics. All exams can contain all of the topics taught, including work from Years 7 to 9.

## Mathematics has TWO tier levels:

**Foundation:** Leading to grades 1 to 5

**Higher:** Leading to grades 4 to 9

As the higher tier is the more academically challenging option, you are likely to be within the top Maths sets.

## The information below is the same for both foundation and higher tier.

Paper 1: 1 hour 30 minutes, 80 marks, 33½% of the qualification calculator not permitted.

Paper 2: 1 hour 30 minutes, 80 marks, 33½% of the qualification calculator permitted.

Paper 3: 1 hour 30 minutes, 80 marks, 33½% of the qualification calculator permitted.

A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demands increase as a student progress through the paper.



This course is available at Sixth Form when you achieve Grade 7 in Maths.

# Combined Science

*Most students will follow the GCSE Combined Science pathway.*

**Qualification: GCSE Combined Science: Trilogy**

**Exam Board: AQA**

**Contact teacher: Mrs Norcross and Mr Cooke**

The science GCSE course aims to ensure students:

- develop an interest in, and enthusiasm for, science;
- develop a critical approach to scientific evidence and methods;
- acquire and apply skills, knowledge and understanding of how science works and its role in society;
- acquire skills, knowledge and understanding necessary for progression to further learning in science-related disciplines (such as animal care, social care, engineering, product design).

Good science grades demonstrates to colleges and employers a general ability to retain a wide range of knowledge, apply that knowledge to a range of situations and problem solve using information given. As such it is a qualification of value and significance. GCSE Combined Science is worth 2 GCSE grades.

## **Combined Science Pathway – 2 GCSE qualifications**

Students will study the 3 key sciences; biology, chemistry and physics. At the end of Year 11 students will gain a combined grade (e.g. 7-6). Each exam paper will require a recall of scientific knowledge, the application of the knowledge to new situations and the application of practical and mathematical skills.

### **Exam Breakdown**

#### **Paper 1**

Paper 1 biology – 16.7% (1hr 15min)

Paper 1 chemistry – 16.7% (1hr 15min)

Paper 1 physics – 16.7% (1hr 15min)

#### **Paper 2**

Paper 2 biology – 16.7% (1hr 15min)

Paper 2 chemistry – 16.7% (1hr 15min)

Paper 2 physics – 16.7% (1hr 15min)



Biology is available at Sixth Form when you achieve Grade 6-6 in Combined Science.  
Chemistry is available at Sixth Form when you achieve Grade 6-6 in Combined Science.  
Physics is available at Sixth Form when you achieve Grade 6-6 in Combined Science.  
All also require a grade 6 in Maths.

## Triple Science

*As this is a more academically challenging course, you would be expected to attain at least a grade 6- in your end of KS3 Exam in March. Speak to your class teacher, Mrs Norcross or Mr Cooke if you are unsure of your current science grade.*

*The two highest achieving classes will be Triple Science classes.*

**Qualification: GCSE Biology, GCSE Chemistry and GCSE Physics**

**Exam Board: AQA**

**Contact teacher: Mrs Norcross and Mr Cooke**

### Who is this course suitable for?

The Triple Science GCSE course would be suitable for students who may:

- be considering a 'STEM' related career, such as medicine, chemical engineering, mechanical engineering, medical
- research, environmental sciences, marine biology, astrophysics;
- have already demonstrated a proven ability in science at KS3 and enjoy getting to grips with the ideas behind science;
- be considering studying A level sciences at MRC;

### Why study science?

- **Science pays:** You can expect to live comfortably: the average full-time salary in the science industry is £40,925. (SRG/New Scientist 2019)

**Science is vital:** we are all aware of the problems facing the world with global heating, plastic in the oceans and the need to develop our economy. Many of the solutions to these problems are yet to be discovered, and scientists will be key to developing those solutions – your discovery may reverse climate change!

- **Science is interesting:** Science helps us unlock the mysteries in the world around us and develop an understanding of how nature and the universe works.

**Triple Pathway** – 3 GCSE qualifications will be achieved; Biology, Chemistry and Physics.

### Exam Breakdown

#### **Biology**

Paper 1 – 50% (1hr 45min)

Paper 2 – 50% (1hr 45min)

#### **Chemistry**

Paper 1 – 50% (1hr 45min)

Paper 2 – 50% (1hr 45min)

#### **Physics**

Paper 1 – 50% (1hr 45min)

Paper 2 – 50% (1hr 45min)



Biology is available at Sixth Form when you achieve Grade 6 in Biology.  
Chemistry is available at Sixth Form when you achieve Grade 6 in Chemistry.  
Physics is available at Sixth Form when you achieve Grade 6-6 in Physics.  
All also require a grade 6 in Maths.

# Physical Education (Core Sport)

**Contact Teacher: Mr R Bentley**

## **Why study physical education?**

To develop practical sporting skills as well as establish a strong basis for an enduring healthy lifestyle. As part of the National Curriculum, students are required to participate in physical education until the end of Year 11.

## **Course details**

Over two years, the aim is to extend interests, experiences and to provide both additional and challenging opportunities within the aspects of PE and games. Most teaching is in set ability groups and activities rotate on a half-termly basis. Those students taking GCSE PE will use their core sport lessons to enhance their scores for their different practical activities.

**Planned Activities:** athletics, badminton, basketball, climbing, cricket, cross-country, dance/aerobics, fitness, football, gymnastics, hockey, netball, rugby, softball, rounders, stoolball, multi-gym, tennis, trampolining, volleyball, table tennis, ultimate frisbee and handball.

## **How is the course taught and assessed?**

Although there is not an examination at the end of the course, formative assessments will take place at the end of each activity focusing on self-evaluation and analysis of performance.

## **Please note:**

Core sport is compulsory throughout Years 7 – 11, therefore, all students will have two hours per week on their timetables. This is separate from the GCSE PE and Sport Studies courses that may be chosen as an option

# Business

**Qualification: GCSE**

**Exam Board: AQA**

**Contact teacher: Miss H Rae**

## Why study business GCSE?

Business is a course designed to give students an introduction to the business world. The course is based around case studies and encourages students to develop problem solving and decision-making skills in a variety of contexts. Students will develop skills such as building arguments, making informed judgments, solving problems and appreciating different perspectives.

This is an exciting and challenging course. Students who choose business GCSE should be prepared to work hard to learn the language of business as well as learning how businesses behave, what influences them and their success and the impact that businesses can have on others.

## Course details

The course is split into 6 topics:

- **Business in the Real World** – this topic looks at the purpose of business activity, the role of business enterprise and entrepreneurship, and the ever-changing nature of business.
- **Influences on Business** – this topic looks at the external influences on business such as technology, ethics, environment, economy, globalization, law and competition. Students will also discover how businesses change in response to these influences.
- **Business Operations** – this topic looks at what business operations involve, their role within the production of goods and providing services and how this influences business activity. This includes production, managing stock, quality and customer service.
- **Human Resources** – this topic is all about the discovery of the purpose of human resources, its role within the business and how it influences the rest of the business. Students will learn about organisation structure, recruitment, motivation and training.
- **Marketing** – this topic looks at the purpose of marketing, the role of this functional area and how marketing can influence the rest of the business. Within marketing, students study how businesses identify their target customer, market research, and the marketing mix (product, price, place, promotion).
- **Finance** – this topic is about finance function, what its purpose is, its role within the business and how it influences the rest of the business. Students will learn about source of finance, cash flow, financial key terms and calculations, and analysing financial performance using management accounts.



A Level Business is offered in Sixth Form for students who achieve a Grade 5 in Business GCSE and a Grade 5 in Mathematics GCSE.

## How is the course assessed?

The GCSE Business course is 100% exam. There are two papers, both of which will be sat at the end of Year 11.

<b>Paper 1: Influences of operations and HRM on business activity</b>	
<b><u>What's assessed</u></b>	<b><u>How it's assessed</u></b>
<ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human resources</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Questions</b>	
<ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li> <li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li> <li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li> </ul>	

<b>Paper 2: Influences of marketing and finance on business activity</b>	
<b><u>What's assessed</u></b>	<b><u>How it's assessed</u></b>
<ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Marketing</li> <li>• Finance</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 90 marks</li> <li>• 50% of GCSE</li> </ul>
<b>Questions</b>	
<ul style="list-style-type: none"> <li>• Section A has multiple choice questions and short answer questions worth 20 marks.</li> <li>• Section B has one case study/data response stimuli with questions worth approximately 34 marks.</li> <li>• Section C has one case study/data response stimuli with questions worth approximately 36 marks.</li> </ul>	



A Level Business is offered in Sixth Form for students who achieve a Grade 5 in Business GCSE and a Grade 5 in Mathematics GCSE.

# Computer Science

**Qualification: GCSE**

**Exam Board: Pearson Edexcel**

**Contact Teacher: Mr J Pitkin**

## Course details:

A GCSE in computer science will encourage learners to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology on the individual and to wider society.
- Apply mathematical skills relevant to computer science.

## Practical Programming:

Learners will need to create suitable algorithms which will provide a solution to the problems identified in the various tasks. The programming language of choice is Python and students would have had access to Python through units at Key Stage 3. Students will be given an array of different programming scenarios that will introduce them to concepts such as functions, methods, Boolean and variables. The programming element of the course is assessed with an exam at the end of the course.

## Assessment:

There are 2 examinations in Computer Science, both worth 50% of the GCSE.

**Paper 1** covers content about the Principles of Computer Science. This includes:

- How computers store different types of information
- How networks work and connect us together
- How a computer works
- Computational thinking
- Ethics and Impact of digital technology

**Paper 2** is a 2-hour on-screen programming exam, with 6 tasks of varying levels of challenge to complete. You will use all the tools that we use in lessons to solve these problems.

## Skills Developed and Possible Future Careers

Computer science aims to develop your understanding of the fundamental principles and concepts of programming. It develops your computational thinking skills and helps you to analyse problems and design solutions. It is particularly useful for anyone wanting a career in the computer industry, particularly when studied with mathematics, physics and technology. However, as you also develop an awareness of current and emerging trends in technology and basic programming skills, it will be of great benefit to you in any future careers.

## Entry Requirements:

The computer science GCSE is a demanding and challenging subject and would be most suited to students in the top two sets for Mathematics and Science. For more information, please speak with Mr. Pitkin directly about entry requirements for this GCSE course.

This course is available at Sixth Form when you achieve 5 Grade 4s or more.



# Dance

**Qualification: GCSE**

**Exam Board: AQA**

**Contact Teacher: Mrs C Rampton**

## Why study Dance?

Dance is a very popular choice in many other colleges offering excellent challenges and opportunities for students of all abilities. This is supported by the fantastic facilities available to the department including a dance studio and a theatre space. It is an excellent preparation for young dancers, performers and choreographers who wish to develop their technical skills, creativity and imagination, as well as their skills in communication and teamwork.

Dance focuses on the aesthetic and artistic qualities of contemporary dance and the use of dance movement as a medium of expression and communication, developing knowledge, skills and understanding by creating and interpreting images, ideas and concepts through dance.

Candidates are encouraged to develop an understanding of artistic and social contexts of dance works, including seeing professional dance companies in action being an essential part of the course.

Students must have a keen interest in all aspects and genres of dance (including contemporary) and have some practical dance background. Students will need to demonstrate a healthy lifestyle, teamwork, commitment and creativity.

Students may use this qualification to further their careers in the performing arts or dance industry including going on to higher education qualifications.

<b>Component 1: Performance and choreography</b>	
<u>What's assessed</u>	<u>How it's assessed</u>
<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Set phrases through a solo performance</li> <li>(Approximately <b>one minute</b> in duration)</li> <li>Duet/trio performance (<b>three</b> minutes in a dance which is a maximum of <b>five</b> minutes in duration)</li> </ul> <p><b>Choreography</b></p> <ul style="list-style-type: none"> <li>Solo or group choreography – a solo (<b>two to two and a half</b> minutes) or a group dance for two to five dancers (<b>three to three and a half</b> minutes)</li> </ul>	<p>Internally marked and externally moderated</p> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>30% of GCSE</li> <li>40 marks</li> </ul> <p><b>Choreography</b></p> <ul style="list-style-type: none"> <li>30% of GCSE</li> <li>40 marks</li> </ul> <p>Total component 60%</p> <p>Non-exam assessment (NEA) marked by the centre and moderated by AQA.</p>

<b>Component 2: Dance appreciation</b>	
<u>What's assessed</u>	<u>How it's assessed</u>
<p>Knowledge and understanding of choreographic processes and performing skills</p> <p>Critical appreciation of own work</p> <p>Critical appreciation of professional works</p> <p><b>Questions</b></p> <p>Based on students' own practice in performance and choreography and the GCSE Dance anthology.</p>	<ul style="list-style-type: none"> <li>40% of GCSE</li> <li>Written exam: 1 hour 30 minutes</li> <li>80 marks.</li> </ul>

# Design and Technology: Hospitality and Catering

**Qualification: WJEC Vocational Award (Technical Award)**

**Exam Board: WJEC/Eduqas**

**Contact teacher: Mrs A Emery**

## **Why study design and technology: hospitality and catering**

WJEC Level 1/2 Vocational Awards enable learners to gain knowledge, understanding and skills relating to a specific vocational sector. In addition to development sector specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers, further and higher education.

## **Course details**

**Students will study through a variety of tasks the following areas:**

Health, safety and hygiene

Food preparation, cooking and presentation

Nutrition

Menu planning

Understand the relationship between diet and nutrition

Environmental considerations

## **How is the course taught and assessed?**

Students will be completing a variety of design and make tasks, throughout the two years.

### **Unit 1: The Hospitality and Catering Industry**

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

40% of overall grade.

### **Unit 2: Hospitality and Catering in Action**

Learners apply their learning to safely prepare, cook and present nutritional dishes.

They will draw on their learning of different types of provision and kitchen and front-of-house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists, managers and owners. This extends the learners' appreciation of the whole vocational area beyond the kitchen environment.

**Unit 1: The Hospitality and Catering Industry** will be externally assessed

Details of the external assessment are as follows:

*Duration:* 80 minutes

*Number of marks:* 80

40% of overall grade.

## **What does the Vocational Award lead to?**

**Further education in Catering through College, Apprenticeships and University courses**

Working in a variety of establishments that provide catering

Variety of job roles from Executive Chefs, Catering Managers, Hotel Manager, Front of House Manager

Design and Technology: Materials Technology (Product Design)



This course is available at Sixth Form when you achieve Grade 4 in any technology subject.

# Design and Technology: Product Design

**Qualification: GCSE**

**Exam Board: Pearson Edexcel**

**Contact teacher: Mr P Thompson**

## Why study design and technology: materials technology (product design)?

A course in design and technology offers a unique opportunity in the curriculum for candidates to identify and solve real problems by designing and making products in a wide range of contexts relating to their personal interests. Design and technology develops candidate's capacity for imaginative, innovative thinking, creativity and independence. This course encourages students to gain an insight into related sectors, such as manufacturing and engineering and prepares them to make informed decisions about further learning opportunities and career choices.

## Course details

The GCSE in design technology allows learners to develop a working knowledge of the material properties and characteristics of woods, metals and polymers (plastics) as well as studying mechanisms, electronics and the technical properties of a range of textiles. The subject content sets out the knowledge, understanding and skills required to use these materials in an imaginative way and will equip learners with an understanding of commercial practice and careers in related industries. Learners will also develop valuable transferable skills such as teamwork and communication. The majority of the subject content will be delivered through the practical application of this knowledge and understanding. In Year 9 students will be working on design and make projects, individual skills activities creating a portfolio of work and theory of the materials technology, which will support their development on to their GCSE.

## How is the course taught and assessed?

### Component 1 – End of course examination

Students take an exam which is in two parts. The first part (Section A) is comprised of questions on the 'core content' (timbers, metals, plastics, mechanisms, electronics and textiles). These 'core' questions represent 40% of the exam (20% of total GCSE grade). The second part (Section B) of the exam involves more detailed questions on one of the core topics. These questions will account for 60% of the exam (30% of the total GCSE grade).

### Component 2 – Extended Making Project

Students will undertake an extended making project that showcases the skills they have developed in Year 10. They will design and make a practical solution to one of a range of projects set by the exam board. Investigation, research, design, planning, testing and evaluation will be recorded in a portfolio in PowerPoint. The project accounts for 50% of the GCSE grade. It will be marked in school with a sample moderated by the exam board. The projects are completed in the final year of the course. The details for the set projects are released by the board in the summer term of Year 10.

## Assessment

- 50% Exam – 1 hour 45 minutes
- 50% Extended Making Project

## What does the GCSE lead to?

The university and career prospects are varied and interesting which could include:

<ul style="list-style-type: none"><li>• Product design</li><li>• Furniture making</li><li>• Joinery</li><li>• Silversmith / Jewellery</li></ul>	<ul style="list-style-type: none"><li>• Engineering</li><li>• Architecture</li><li>• Sculpture / Environmental Art</li><li>• Graphic design</li></ul>
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Also:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Printing</li><li>• Graphic design</li></ul> | <ul style="list-style-type: none"><li>• Communication design</li><li>• Interior and Spatial des</li></ul> |
|---|---|

This course is available at Sixth Form when you achieve Grade 4 in any technology subject.



# Art and Design: Textiles Design

**Qualification: GCSE**

**Exam Board: AQA**

**Contact teacher: Ms T Bedford**

## **Why study textiles design:**

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Students will develop sketchbook portfolios of a variety of techniques, explore other textiles artists/designers/artist etc., to sample their work and develop their own pieces from these experimentations.

Textiles design can be taken from the list below, overlapped and integrated for students to explore their creativity, ideas and experimentations:

- art textiles
- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles.

Students develop their work through a variety of skills: weaving, felting, stitching, appliqué, construction methods, printing, using a variety of media for example: inks, yarns, threads, fibres, fabrics, textile materials and digital imagery.

The first year will consist of working on two personal projects, one of which is a sustained project in which students will develop work based on topics chosen by the teacher, however this will have scope to allow students to develop their own ideas based on the theme. Students can decide whether they would like to work in A4 or A3 sketchbooks, developing their ideas and skills from observing artist work and culminating in creating final pieces.

In the final year students will be completing the coursework projects by the end of December and from January students will begin working on their exam paper, this is a new project chosen from an externally set paper provided by AQA. Students will need to create a final A4 sketchbook of experimentation and research leading to a final 10 hour practical exam.

## **Course details**

Four separate ways in which the work is marked:

- Developing ideas by looking at the way other textiles artists/designers/artists have worked.
- Refining and improving ideas by experimenting with a wide range of mediums.
- Gather and record images, ideas, objects that will help with the development of ideas.
- Final outcomes that show the influence of the textiles artists/designers/artists you have looked at and be the result of your developed ideas.

## **How is the course taught and assessed?**

There are at least 3 projects making up 60% of the mark with 40% for exam work. The final exam is a smaller project with a theme chosen from the exam paper. This culminates in a 10 hour practical exam in which students create a final outcome in the media of their choice for the project.



This course is available at Sixth Form when you achieve Grade 4 in any technology subject.

## Drama

**Qualification: GCSE**

**Exam Board: Pearson Edexcel**

**Contact Teacher: Mrs V Strachan**

### Why study Drama?

Drama is a very popular choice offering excellent challenges and opportunities for students of all abilities. This is supported by the fantastic facilities available to the department including a theatre space and Drama studios. It is excellent preparation for young performers, designers, and technicians who wish to develop their technical skills, creativity and imagination, as well as their skills in communication and teamwork. The course aims to develop the practical skills required for effective communication, expression of ideas, feelings, and meanings found in drama.

This course will run over the two years developing group devising skills and script performance. Students will study a variety of practitioners and work on a range of drama techniques to prepare a performance for the visiting examiner and live audience performances throughout the two years.

Students will also be expected to perform at different events to explore and develop their knowledge and skills within the subject. Students are expected to attend regular opportunities offered to see live theatre locally and in London as well as working with visiting theatre companies as it is part of the GCSE requirement.

<b>Component 1: Devising</b> Coursework - 40% of the qualification (Year 10 – April)	
<p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>• Create and develop a devised piece from stimulus chosen by your teachers.</li> <li>• Performance of this devised piece or design realisation for this performance.</li> <li>• Analyse and evaluate the devising process and performance.</li> <li>• Performer or designer routes available.</li> </ul>	<p><b>Assessment overview</b></p> <p>There are two parts to the assessment:</p> <ol style="list-style-type: none"> <li>1) A portfolio covering the creating and developing process and analysis and evaluation of this process. The portfolio can be submitted by a handwritten/typed evidence between 1500–2000 words or can be recorded/verbal evidence between 8–10 minutes.</li> <li>2) A devised performance or design realisation which is shown to a live audience.</li> </ol>

<b>Component 2: Performance from Text</b> Coursework - 20% of the qualification (Year 11 - February)	
<p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>• Students will either perform in and/or design for two key extracts from a performance text.</li> <li>• Texts are chosen by the teacher and offer a contrast to the set text in Component 3.</li> <li>• Performer or designer routes available.</li> </ul>	<p><b>Assessment overview</b></p> <p>The performances are externally assessed by a visiting examiner who marks the students' ability to perform for a live audience. They consider the depth of their characterisation, the use of practitioner's ideas within the piece and the playwright's intentions.</p>



This course is available at Sixth Form when you achieve 5 Grade 4s or more.



**Component 3: Theatre Makers in Practice (Year 11 – May)**

Written examination: 1 hour 45 minutes - 40% of the qualification

**Content overview**

- Practical exploration and study of one complete performance text
- Choice of eight performance texts
- *We will be studying 'DNA' by Dennis Kelly.*
- Live theatre evaluation – free choice of production.

**Assessment overview**

**Section A: Bringing Texts to Life**

This section consists of one question broken into five parts based on an unseen extract from the chosen performance text. Students write about how a realisation towards a performance could be achieved in reference to the practical exploration of the chosen text. Performance texts are not allowed in the examination as the extracts will be provided.

**Section B: Live Theatre Evaluation**

This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.

Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.



This course is available at Sixth Form when you achieve 5 Grade 4s or more.

## Fine Art

**Qualification: GCSE**

**Exam Board: AQA**

**Contact teacher: Mrs K Murray-Killen**

### Why study fine art?

The fine art course is a single option which suits students who have had consistently good grades in art. Throughout the course students will be introduced to a variety of experiences, employing a range of media and techniques which will include painting with acrylic gouache and watercolours. Students are encouraged to draw with a variety of materials including oil pastels, charcoal, biros and traditional shading pencils and colour pencils. Pupils may wish to explore and sculpture. In addition, students will work with digital media, collage, mixed media, photography and mono and Lino printmaking.

The course follows the fine art syllabus and gives emphasis to experiencing a variety of media and developing skills to a high level. Students are encouraged to work from direct observation as well as developing an imaginative approach. Students study a variety of artistic styles and techniques employed by artists and crafts people. We study a variety of movements in art within the themes of portraiture and scale. Students all work with the same initial artists before independently choosing their own pathways. At this point, students need to research their own artistic starting point. The second topic of scale allows for even more independence as students can interpret that starting point as they wish. All students are also encouraged to develop their own style and use their imagination having studied the work of other artists.

This 2-year course will be broken down into:

1. The 1st year will consist of working on two personal projects in which students will develop work based on the skills they have learnt in the previous 3 years and sketchbook work development. The project topic will be chosen by the teacher but will allow students to develop their own ideas based on the theme. All students will work in an A4 sketchbook bought from school for the first project. Students may choose between an A4 or an A3 sketchbook for their second project.
2. The second year will consist of completing both coursework projects. The deadline for completion of coursework is December. From January students will begin working on their exam paper. This is a new project chosen from a set paper provided by AQA. Students will need to create a final A4 sketchbook of experimentation and research leading to a final 10 hour exam.

### Course details

Four separate ways in which the work is marked:

- Developing ideas by looking at the way other artists have worked.
- Refining and improving ideas by experimenting with a wide range of mediums.
- Gather and record images, ideas, objects that will help with the development of ideas.
- Final outcomes that show the influence of the artists you have looked at and be the result of your developed ideas.

### How is the course taught and assessed?

There are two projects which are worth 60% of the final mark with the final 40% of the mark is gained from the Exam sketch book and the 10 hour exam. This 10 hour practical exam is held over 2 days with the usual school day breaks and lunch. Students create a final outcome in the media of their choice for the project based on the sketchbook investigation.



This course is available at Sixth Form when you achieve 5 Grade in Art.

# Geography

**Qualification: GCSE**

**Exam Board: AQA**

**Contact Teacher: Mrs V Roberts**

## Why study geography?

Geography is the focus within the curriculum for understanding and resolving issues about our environment and sustainable development. It provides a link between natural and social sciences, and through the study of geography different societies and cultures are encountered. It is viewed as a broad-based academic subject rich in skills, knowledge and understanding.

You will enjoy geography if you want a course which:

- Is relevant to the world you live in and your future
- Encourages you to discuss current affairs and issues
- Focuses on the environment
- Involves practical outdoor work
- Is studied through investigation not just listening and reading
- Develops a range of skills, including ICT, relevant to other subjects and in employment

GCSE geography prepares students well for A level, but on its own, develops skills important to many careers and professions. Career opportunities which consider geographical skills favourably include travel and tourism, local government and planning, meteorology, environmental services, market research, the armed forces, surveying, the media and many others.

## Course Details

During the course of their studies students will cover the following units of work:

### **Unit 1: Living with the physical environment**

This unit comprises of (a) Natural hazards, (b) The living world and (c) UK physical landscapes

### **Unit 2: Challenges in the human environment**

This unit comprises (a) Urban challenges, (b) The changing economic world and (c) The challenge of resource management.

### **Unit 3: Geographical applications**

This unit comprises of a local investigation where students will be expected to complete a piece of fieldwork, and a second piece which requires research into a geographical issue. Students will study topics given by the examination board and will collect their own primary and secondary data to complete the task. Students will be questioned on their fieldwork in an external examination.

Throughout the course students will gain a comprehensive overview of their world in the 21<sup>st</sup> century, developing a range of transferable skills such as communication, technological, problem solving, graphical and interpersonal skills. Such an overview and understanding are vital to support our world at such a critical time.

## How is the course assessed?

### **Unit 1: Living with the physical environment**

Written 90 minute exam (88 marks) which accounts for 35% of the GCSE

### **Unit 2: Challenges in the human environment**

Written 90 minute exam (88 marks) which accounts for 35% of the GCSE

### **Unit 3: Geographical applications**

Written 90 minute exam (76 marks) which accounts for 30% of the GCSE. Pre-released material will be issued from mid-March.

This course is available at Sixth Form when you achieve Grade 5 in Geography.



# History

**Qualification: GCSE**

**Exam Board: Pearson Edexcel**

**Contact teacher: Mr H Sutton**

**Our department believes that studying history is important because:**

- It provides you with the skills to think critically about the world in which you live
- The human story is fun, fascinating, incredible, complex and tragic
- Our lives are enriched from knowing about the influences that have made up the people we are today

## Course Details: Year 10 and Year 11

### **Paper 1: Thematic Study – Section A: Medicine in Britain, c1250–present and Section B: The British sector of the Western Front, 1914–18 (30%)**

- Britain in 1250 was incredibly different to our country today – a world of knights, monks and superstition. We follow the story of the development of medicine for 850 years, and see how factors such as religion, politics, science and technology, as well as vivid characters and key turning points, shaped our modern world.
- For Part B, we explore the trench system and the awful conditions experienced by the soldiers as they struggled to survive. Through analysing sources we learn how visionary scientists and doctors developed new techniques to save soldiers' lives which are still used today.

### **Paper 2: Breadth study - Section A: Superpower relations and the Cold War, 1941–91 (20%)**

- Out of the ashes of the Second World War came the Cold War – the struggle between the superpowers of the USA and USSR for a dominant position in the world. Through key flashpoints such as the Berlin Wall, the Cuban Missile Crisis and the fall of the USSR in 1991, we will evaluate how tensions waxed and waned between the superpowers and understand how their relationship created our modern world.

### **Paper 2: British depth study – Section B: Early Elizabethan England, 1558–88 (20%)**

- Elizabeth I came to the throne at a time of chaos in England. Religious disputes, war, a lethal plague and a country in economic crisis greeted the new Queen when she came to the throne. We will explore how Elizabeth takes on these challenges and analyse how the young Elizabeth turned into the Virgin Queen who would take on the most powerful ruler in Europe – Philip II of Spain.

### **Paper 3: Modern depth study - Weimar and Nazi Germany, 1918–39 (30%)**

- Everyone has heard of Adolf Hitler and the Nazis – but few know the events which led to Hitler's rise to power. We will discover how Germany, reeling from the First World War, ended up with a vulnerable democracy which withstood many attacks until it finally collapsed in the early 1930s. Learn how Hitler and the Nazis exploited the country's weakness to consolidate their position and changed Germany to fulfil their terrible aims.

## How is the course taught and assessed?

The GCSE course is **100% examination with no controlled assessment**.

There will be a range of short and longer knowledge, interpretation, and source questions over four examination papers, which are sat in the Summer of Year 11. You will develop the necessary skills through assessments in Year 10 and Year 11. You must be prepared to **work hard, read deeply and write extensively**, as History has a huge amount of content. Everyone can succeed at History – **as long as you are prepared to work very hard!**



This course is available at Sixth Form when you achieve Grade 6 in History.

# Media Studies

**Qualification: GCSE**

**Exam Board: AQA**

**Contact Teacher: Mr K Odedra**

## Course details:

In the digital age, media is crucial, shaping our worldviews and being our primary information and entertainment source. This course enhances your media literacy skills, enabling you to understand a wide range of social and cultural experiences. It offers the opportunity to create your own media texts using industry-standard technology. The media industry, including social media, news, film, TV, magazines, video games, advertising, radio, and music, dominates modern life. This course teaches you to analyse and question the mass media and create media products, providing a solid foundation for careers in these industries.

This GCSE is an excellent foundation, which can lead to various careers in any of these industries.

## Practical Skills:

- You will look at advertising, TV drama, video games, social media, magazines and newspapers, and you will learn how to analyse representation of events, issues, places, individuals and social groups, using technical language involving camera shots, editing, mis-en-scène and soundtrack.
- You will also study a range of media forms including, film, print advertising and marketing, online social media, using the theoretical framework of media language, representation, audiences and industries.
- Through your coursework you will learn how to create media products using a range of software. You will respond to a set brief, researching and planning before producing your product.
- Creative work tends to use Adobe programs like Photoshop and InDesign. You will be expert in these programs by the end of the course.

Learners will consider how different media representations are constructed by media producers to create meaning, messages and values. The learning covers studying advanced theory/theorists in television, audience, film (Todorov and Propp), narrative (Reich), advertising (Leiss and Kline), and representation (Mulvey and Kilbourne).

## Assessment:

**Paper 1** Exploring media exam (35%) Written Exam (1 hour 30 minutes)

Section A will focus on Media Language and Media Representations, looking at:

- |                             |   |
|-----------------------------|---|
| • magazines                 | • online, social and participatory media and video games. |
| • advertising and marketing |   |
| • newspapers & music videos |   |

Section B will focus on Media Industries and Media Audiences:

- |              |  |
|--------------|--|
| • Radio      | • online, social and participatory media and video games & film (industries only). |
| • newspapers |  |

**Paper 2** Textual analysis exam (35%) Written exam (1 hour 30 minutes)

Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework. Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.

NEA Creating media non-exam assessment (30%). Students produce a statement of intent and a media product for an intended audience through the application of knowledge and understanding of the theoretical framework. Students create a media product from a choice of one of five annually changing briefs, set by AQA.

**Developed Skills and Possible Future Careers:** FE Vocational and Degree courses in Media Studies, Media Production, Communication, Journalism, Marketing, Sociology. Careers in all aspects of Media Research and Production, Marketing, Public Relations, Social Research, Teaching. With Media the possibilities are endless!

This course is available at Sixth Form when you achieve 5 Grade 4s or more.



# Modern Foreign Languages: French/German/Spanish

**Qualification: GCSE**

**Exam Board: Pearson Edexcel**

**Contact Teacher: Miss C Charpentier**

## Why study a Modern Foreign Language at GCSE?

Ambitious young people entering the job market these days will want to compete with their European counterparts, who speak two or three languages to a good standard. Foreign languages skills set you apart from others in the applications process for university and in the job market. University admissions officers and future employers recognise that languages are rigorous subjects in which top grades represent very hard work: the brain is trained in higher level thinking skills, as you spot the many patterns you must recognise and apply during language acquisition.

## Course details

The Modern Foreign Languages GCSE is divided into 6 themes and is taught over two years:

- *My Personal world*
- *Lifestyle and wellbeing*
- *My neighbourhood*
- *Media & technology*
- *Studying and the future*
- *Travel & tourism*

Alongside these topics, students will widen their vocabulary, consolidate their knowledge of grammar and tenses studied at KS3 and learn how to speak and write using more complex structures.

## How is the course assessed?

Students will be assessed at the end of the second year of the course. It is 100% exam-based and is tiered. For both higher and foundation, the exam consists of 4 papers:

	Paper 1: Speaking	Paper 2: Listening	Paper 3: Reading	Paper 4: Writing
Foundation	7-9 minutes 50 marks 25% of GCSE	45 minutes 50 marks 25% of GCSE	45 minutes 50 marks 25% of GCSE	1 hour and 15 minutes 50 marks 25% of GCSE
Higher	10-12 minutes 50 marks 25% of GCSE	60 minutes 50 marks 25% of GCSE	60 minutes 50 marks 25% of GCSE	1 hour and 20 minutes 50 marks 25% of GCSE

## The syllabus will enable students to:

- provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16
- develop their ability to communicate independently about subjects that are meaningful and interesting to them
- build their confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between the foreign language and the English language.
- become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken.



This course is available at Sixth Form when you achieve Grade 6 in your chosen Language.

# Music

**Qualification: GCSE**

**Exam Board: WJEC/Eduqas**

**Contact teacher: Mrs S Tidbury**

## Why study music?

Whatever your hopes for your final years of study at school, GCSE music is a wise choice. If you have a passion for a subject, you're much more likely to enjoy your study and be motivated to revise and practice. Yet there are so many other reasons why you'll benefit from studying music. Music is an academic subject but also involves a high level of practical elements. Through studying music you will gain an understanding of how music is put together, thus allowing you to explore your own creativity and compose your own music. We support and encourage you in performance and have plenty of opportunities for those that would like to perform more. Music GCSE incorporates styles of music from the Baroque period through to now, as well as exploring music from different cultures across the world. We learn to analyse the features and evaluate the purpose and intentions of the composer. Music has been proven to support our mental health, it is an enjoyable subject to pursue and the different components/elements ensure there is something for all music tastes.

GCSE music is a great platform for a variety of careers. A GCSE in music demonstrates that you are creative, imaginative, analytical and above all hard working. Most employers and university course tutors know this and look very favorably on candidates that have a musical background. You **must be confident and at a reasonable level in playing an instrument and/or singing and/or DJing**. We highly recommend that students taking GCSE music also have lessons on their chosen instrument or voice. Please ask the music department for details on music lessons.

Finally, and perhaps most importantly: you are more likely to succeed and achieve a higher grade if you study something you are good at and enjoy.

## By choosing GCSE music you will:

- Develop your solo and ensemble performance skills
- Learn to compose in a variety of different genres
- Be able to appraise your performance and composition coursework
- Listen to a wide range of musical styles and be able to analyse and critically explain their musical features.

## Course details

### Component 1 Performing 30% Teacher assessed

A minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment:

One piece must be an ensemble (group piece) lasting at least one minute

One piece linked to an Area of Study (see below)

You can use any instrument or voice, or choose a technology option.

### Component 2 Composing 30% Teacher assessed

Two pieces:

One in response to a brief set by WJEC – there are 4 to choose from each year.

One free composition – ANY style you want to write in.

### Component 3 Appraising 40% Externally assessed examination

Listening examination:

8 questions, 2 on each area of study:

AoS 1 Musical Forms and Devices (including a set work\*)

AoS 2 Music for Ensemble

AoS 3 Film Music

AoS 4 Popular Music (including a set work\*)

This course is available at Sixth Form when you achieve Grade 6 in Theory and 6 in Instrument.

BTEC Music is also available when you achieve Grade 4 with strong performance skills.



# Psychology

**Qualification: GCSE**

**Exam Board: AQA**

**Contact teacher: Ms R Higgins**

GCSE psychology at MRC offers an engaging and effective introduction to psychology. Students will learn the fundamentals of the subject and have the opportunity to learn how to analyse arguments and evidence, test hypotheses and make informed judgements – all of which are skills valued by higher education institutions and employers.

## Studying Psychology is important because:

- It provides us with the skills to think openly and explore more deeply, the world in which we live
- Human beings can be somewhat predictable- we find out why
- Human beings can be somewhat unpredictable too- we find out why
- We look at what has shaped us to who we are- both the nature side (what we are born as) and the nurture side (how our environment affects us)
- Above all- we learn about ourselves and others

## Paper 1: Cognition and Behaviour

What's assessed?	How it's assessed?
<ul style="list-style-type: none"> <li>• <b>Memory</b></li> <li>• <b>Perception</b></li> <li>• <b>Development</b></li> <li>• <b>Research methods</b></li> </ul> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p>	<ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>

## Paper 2: Social Context and Behaviour

What's assessed?	How it's assessed?
<ul style="list-style-type: none"> <li>• <b>Social influence</b></li> <li>• <b>Language, thought and communication</b></li> <li>• <b>Brain and neuropsychology</b></li> <li>• <b>Psychological problems</b></li> </ul> <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p>	<ul style="list-style-type: none"> <li>• Written exam: 1 hour 45 minutes</li> <li>• 100 marks</li> <li>• 50% of GCSE</li> </ul>



This course is available at Sixth Form when you achieve Grade 6 in Biology and Grade 5 in English Language.

# Physical Education GCSE

**Qualification: GCSE**

**Exam Board: Pearson Edexcel**

**Contact Teacher: Mr R Bentley**

## Why study physical education - GCSE?

This course prepares young people for careers in the sports or outdoors sector. It allows students to develop a deep knowledge of the body in sport both practically and theoretically. This course is aimed at those students who have a desire to develop their knowledge of sport and exercise. It is an ideal course for students who achieve their potential through both their practical ability and their theoretical knowledge.

## Course details:

Students will learn about the effects of leading a healthy lifestyle and the theory behind effective sporting performance. Topics include:

- Bones and joints
- Muscles
- The effects of exercise
- Motivation
- Drugs in Sport
- Psychology for sports performance
- Nutrition for sports performance

## How is the course taught and assessed?

The GCSE PE course includes two examinations worth a combined 60% of the final grade, sat at the end of Year 11. A further 30% of the course is assessed through the practical ability of the candidate. For this, students are assessed in three sports of their choice, as a performer. The final 10% of the course is a Personal Exercise Plan (PEP) whereby students plan, perform and evaluate a training plan to improve their performance and fitness in a chosen sport.

Lessons are predominantly theory based with practical assessments taking place through core PE lessons and video footage. Students must record video footage of any sports completed outside of College.

**Please note:** It is essential that students are competent in at least three different sports and are confident in their ability to work with others. As a guide, it is suggested that being at 'county standard' in a sport will gain maximum marks. Competing both in and out of college in different sports is essential. Due to changes making GCSE PE more theoretical, it does contain a more demanding science element and this must be considered by all students before choosing GCSE PE. The PE department will look closely at the selected option and may move a student on to a different PE course if they feel it is more appropriate for that particular student.



This course is available at Sixth Form when you achieve Grade 5.

# Physical Education CNAT

**Qualification: Cambridge National in Sport Studies**

**Exam Board: OCR**

**Contact Teacher: Mr R Bentley**

## **Why study Sport Studies?**

This course gives students an understanding of the fundamental principles and concepts of Sport Studies. They will develop learning and practical skills that can be applied to real-life contexts and work situations, whilst thinking creatively, innovatively, analytically, logically and critically. They will develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector.

## **Course details:**

Students will learn about different areas of the sporting sector including:

Contemporary issues in sport, performance and leadership in sport activities Sport and the Media Increasing awareness of Outdoor and Adventurous activities

## **How is the course taught and assessed?**

The BTEC sport course is made up of 4 units of work that must be completed by the end of the course. Each unit is worth 25% of the final grade and the units are a mixture of exam, coursework and practical coaching assessment. The course is graded using the pass/merit/distinction grading system with students receiving a grade for each unit. This is then combined to give them their final grade for the course.

Lessons are divided into a mixture of theory and practical lessons.

**Please note:** Students are not assessed for their practical ability in sport but there will be an element of practical/sport based content. This course would be a better option than GCSE PE for those students who maybe prefer more coursework and vocational based course and if science is more of a struggle. The PE department will look closely at the selected option and may move a student on to a different PE course if they feel it is more appropriate for that particular student.



This course is available at Sixth Form when you achieve level 2 BTEC or Grade 4 at GCSE.

# Religion and Philosophy

**Qualification:** GCSE

**Exam Board:** AQA

**Contact teacher:** Mrs L Wallis

## Why study religion and philosophy?

This course will develop your ability and confidence to observe, evaluate, analyse, understand major philosophical themes, express your views and argue effectively. This subject complements many others in the curriculum; history (war issues), geography (environmental issues), biology (matter of life, death and health care), physics (cosmology), art (as a method of communicating ideas) and English (poetry).

## Course details

**Paper 1: The study of religions: beliefs, teachings and practices** 1h45

**Paper 2: Thematic studies** 1h45

## Year 1:

- **Christian Beliefs:** What is God like? What is the problem of Evil? Why would a loving God let evil acts and evil people to exist in the world? How did the world begin? What happens when we die? Who was the historical Jesus? What proof do we have for his existence?
- **Islamic Beliefs:** Why is there a split between Sunni and Shia Islam? What are the 99 names of Allah and why are they important to Muslims? Who are the main Prophets? What happens when we die?
- **Theme 1: Religion and Life:** Science vs religion, how do humans abuse natural resources? Abortion – when does life begin and is abortion ever justified? Do we have the right to choose when we die? Should Euthanasia be legal?
- **Christian Practices:** Why do Christians worship differently? Is there any point in praying? Is baptism important? Pilgrimages – are they a scam? Should we help those in need?

## Year 2:

- **Islam Practices:** What are the 5 pillars of Islam? Why is prayer so important to Muslims? Why is Hajj so important? What is a Jihad? Does it justify terrorism? What are the main Islamic festivals?
- **Theme 2: Relationships and Families** Is sex before marriage an issue? Why do people marry? Do humans need to have children – are they wrong if they choose not to? Divorce and remarriage – are they a problem in modern Britain?
- **Theme 3: Religion, Peace and Conflict** Should we forgive people who have wronged us? When is violence ok? Is it ok to torture someone who might have information that would save the lives of many? What are Islamic attitudes towards terrorism? Is war ever justified? Could we use weapons of mass destruction to protect our country?
- **Theme 4: Religion, Crime and Punishment** Why do people commit crimes? Are some people born evil? What is the worse crime to commit? How should we treat criminals? Do prisons work? Is the death penalty justified for certain crimes?

## The syllabus will enable students to:

- gain and develop knowledge and understanding of the beliefs and values of both Western and Eastern based religions;
- consider religious and personal responses to moral issues;
- identify, investigate and respond to fundamental questions of life raised by religious and human experience;
- enable students to engage with some of the more difficult issues which they may face.

## How is the course taught and assessed?

The course is taught in an active and engaging manner and involves a great deal of philosophical and ethical debate. Students are encouraged to be independent learners and will be expected to do their own reading of philosophical and ethical theory in preparation for lessons and essay writing. The course is 100% examination based.

**As a Chinese proverb says, 'A mind, like a parachute, works best when open.'**

This course is available at Sixth Form when you achieve 5 Grade 4s or more.



## Frequently Asked Questions (FAQs)

### Are core subjects examined?

English (language and literature), science and maths are examined.  
Sport, statutory RP and PSE are **not** examined.

### Is combined science taught in ability sets?

Yes, it is.

### If you choose to study combined science can you study a science at A level?

Yes, you can. Students who take combined science are still able to take science A-Levels.  
An agreed grade will have to be achieved in the same way as for triple science. For all three sciences at A level, we ask that a minimum grade 6-6 is achieved in the combined (Trilogy) award. Physics also require maths at minimum grade 6.

### Where does computer science sit on the EBacc pathway?

Computer science is on the EBacc pathway as a science.

### Is computer science a core subject or an optional part of EBacc pathway?

Computer science is an option for GCSEs as part of the EBacc pathway and is **not** a core subject.

### Is triple science an option this year?

No it's not. Decisions about students taking triple science will be made by their teachers. Students who take triple science will complete the three separate sciences in double science time.

### If you study triple science does this equate to 9 or 10 GCSEs?

Those selected to study triple science will be taking 10 GCSEs. All others study 9.

### Why are students in set 1, 2 or 3 in maths being asked to follow the EBacc pathway?

The EBacc is a traditional academic pathway for students. The DFE have asked that schools base the curriculum on EBacc. It is regarded as the set of subjects that keep the widest possible opportunities open for young people in the future, particularly those aiming to go on to university. Whilst we feel students in these sets are more likely to do well in the EBacc subjects, we encourage all students to choose it.

### My son/daughter would prefer not to take MFL but s/he's in set 1 in maths. Does s/he have to?

We expect all students in sets 1, 2 or 3 of maths to take the EBacc pathway so that they attain the most academic and rounded education possible and keep all doors open for their future. This includes a modern foreign language.

### Do all schools follow the EBacc programme?

Yes – it is nationally recognised.

### Do you offer general studies?

No – this is not a subject we offer

**What are the new equivalents of A-C grades?**

Exams are now graded 1-9 with 9 being the highest achievement. 4 is the equivalent of a 'low' C, a 5 is a 'high' C.

**Is English literature and English language one GCSE or two? Same question for science (not triple)?**

English literature and English language will count as two separate GCSEs. That is the same as combined science.

**Will there be revision support for students (timetabling, note-taking etc)?**

Absolutely. There will be several workshops for students over the next two years.

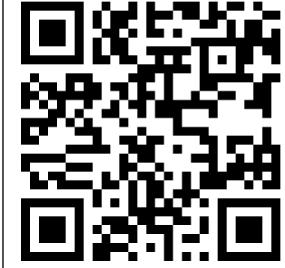
**What happens if a subject my child really wants to study is oversubscribed?**

Students will need to select their reserve subject(s) on the options form. We will do everything we can to accommodate your child's choices. If the subject is oversubscribed and we cannot run more than one class due to constraints on facilities, then we will discuss this with your child and the teachers.

## YEAR 10 and 11 OPTIONS 2026-2028 – OPTIONS PLANNING FORM

Use this page to help plan your options and prepare for completing the option form online. You should select 4 subjects, one from each vertical block, and number them in order of priority. Every effort will be made to give you your first and second preference but if the subject is oversubscribed, we may need to use your reserve choices. **Once you are ready, complete the online form which you can access via the QR code.**

	Block A	Block B	Block C	Block D
<b>Humanities:</b> Students in Maths sets 1, 2 or 3 <u>must</u> choose <u>at least</u> one in the blue band <u>and</u> at least one in the yellow band; everyone should choose at least one in the blue or yellow band.	<input type="checkbox"/> Geography <input type="checkbox"/> History	<input type="checkbox"/> Geography <input type="checkbox"/> History	<input type="checkbox"/> Geography <input type="checkbox"/> History	<input type="checkbox"/> Geography <input type="checkbox"/> History
<b>Languages:</b> Students in Maths sets 1, 2 or 3 <u>must</u> choose <u>at least</u> one in the blue band <u>and</u> at least one in the yellow band; everyone should choose <u>at least</u> one in the blue or yellow band.	<input type="checkbox"/> French <input type="checkbox"/> Spanish	<input type="checkbox"/> French <input type="checkbox"/> Spanish	<input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Spanish	<input type="checkbox"/> French <input type="checkbox"/> German <input type="checkbox"/> Spanish
<b>Other subjects:</b> Subjects marked with * may be oversubscribed. You must choose a reserve subject if you select one of these subjects. Please choose a reserve that does not have an *.  Maths sets 1, 2 or 3: choose <u>two</u> further subjects. Maths sets 4, 5 or 6 : choose <u>three</u> further subjects.	<input type="checkbox"/> Art <input type="checkbox"/> Business Studies* <input type="checkbox"/> Physical Education GCSE <input type="checkbox"/> CNAT Sports Studies <input type="checkbox"/> Music	<input type="checkbox"/> Art <input type="checkbox"/> Business Studies* <input type="checkbox"/> Computer Science <input type="checkbox"/> Dance <input type="checkbox"/> Psychology* <input type="checkbox"/> Religion and Philosophy	<input type="checkbox"/> Drama <input type="checkbox"/> Media Studies <input type="checkbox"/> Physical Education GCSE <input type="checkbox"/> Product Design* <input type="checkbox"/> Psychology* <input type="checkbox"/> Religion and Philosophy	<input type="checkbox"/> Hospitality and Catering* <input type="checkbox"/> Textiles
<b>Reserve subjects:</b> Write the names of two reserve subjects, that do not have a *.	Reserve 1 : _____ Reserve 2 : _____			



Link to online form to quickly submit your option choices

<https://forms.office.com/r/AAGrwW1tWk>

Then, check your email!

## YEAR 10 and 11 OPTIONS 2026-2028 – ONLINE OPTIONS FORM and EMAILS

The online options form is designed to be able to be used by students on their mobile phone or a PC browser.

1. Make sure you are logged into your MRC Microsoft Office account, using your college email address and the password you log onto the computers at college.

You'll have 30 minutes to complete the form, once you start.

2. Take care to read and follow all the instructions carefully.

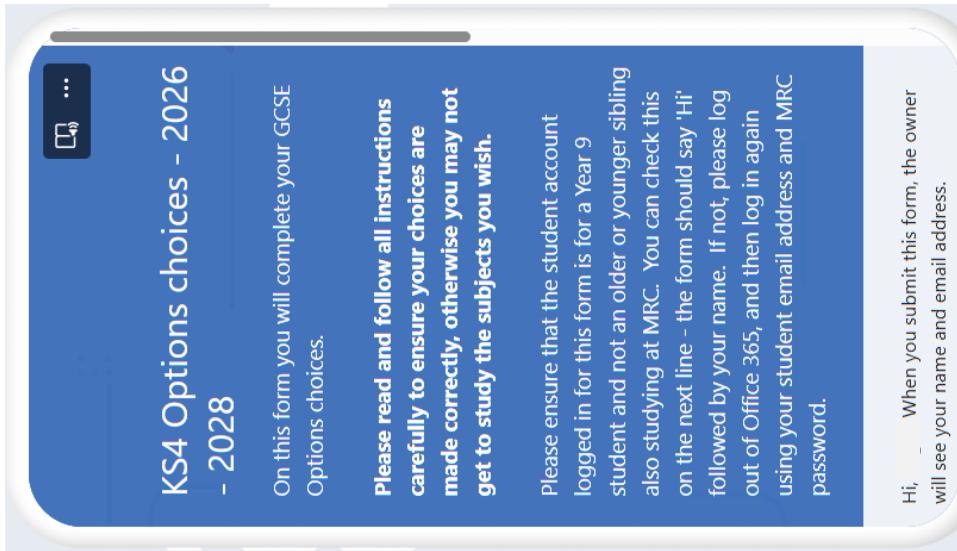
3. When you click 'Submit', our system will run some checks on the information recorded on the form – this takes a minute or so.

4. If everything is OK, an email will go to your parent/carer email address we have recorded in Arbor, asking for approval of the student choices.

5. If there is a problem with how the form was filled in, students will get a message telling them what to correct.

STUDENT: Check your email now and follow the instructions!

If for any reason, you cannot complete the form at home, you can do so using the computers at school. We will designate a handful of tutor times close to the deadline for this to happen.



**Parents: Please check your email once your child has completed the form**

Once your child has completed the form on their device, or a web-browser. Please look out for an email similar to this one.

Please click the 'Approve' button if you are happy with your child's choice, or reject and discuss their choices with them, before completing the form again.

ACTION : Please confirm Jeremy's GCSE Option choices  

**Please click Approve to confirm Jeremy's :**

Dear Mr and Mrs Clarkson,

Jeremy has chosen the GCSE Options subjects below. Please check these 'Reject' Jeremy will receive an email asking them to fill in the form again. I

Block A : Fine Art (Priority 2)  
Block B : Geography (Priority 3)  
Block C : French (Priority 4)  
Block D : Product Design (coursework + exam) (Priority 1)  
Reserve 1 : Computer Science  
Reserve 2 : Photography

**Select one of the options below to respond**

**Approve** **Reject**

