



THISTLEY HOUGH  
ACADEMY  
*Creative  
Education  
Trust*

# OPTIONS

2025-26

NAME \_\_\_\_\_

FORM \_\_\_\_\_



## Contents

Your pathway to excellence.....	3
Subjects.....	4
Choosing your options.....	5
Top Tips.....	6
English Language.....	7
English Literature.....	8
Mathematics.....	9
Combined Science.....	10
Separate Science.....	11
History.....	12
Geography.....	13
French .....	14
Art.....	15
Business Studies Vocational.....	16
Business Studies GCSE.....	17
Design and Technology.....	18
Health and Social Care.....	19
Hospitality and Catering.....	20
Creative iMedia.....	21
Performing Arts.....	22
Music.....	23
Religious Education.....	24/25
Sport.....	26
Travel and Tourism.....	27
Options Form.....	28

# Your pathway to excellence



Dear Year 9 student,

Options time is an important point in your education, as it is here that you get to choose some of the subjects that you will study for the next two years. We know that it can be a difficult time because there are a lot of questions that you might have: Which subject is right for me? What if I don't know what I want to do at all? What subjects will help me get into post-16 education? Rest assured that we will help you to make choices about your future learning that are right for you.

This booklet and the whole options process are designed to make this time less worrying for you. The booklet will help you to start making decisions about your learning and to choose subjects that suit your passions and goals. Before making your choices, you should read the information outlined in the booklet carefully and take the time to research some of the course, and jobs linked to the courses online.

The options form can be completed electronically. Please note that the deadline for submitting your completed choices is Thursday 12<sup>th</sup> February 2026. If you do not have the ability to complete the form online, please complete the hard copy attached at the end of this document and return it to your Head of Year by this date.

We hope that the information allows you to make the right choices that will see you succeeding over the next two years and beyond.

A handwritten signature in black ink that reads "S. Minhas". The signature is written in a cursive, flowing style.

S. Minhas  
Vice Principal

# Subjects

## What are my core subjects?

All students are taught a core programme which we refer to in this booklet as core subjects. These are the subjects and skills that are statutory for all children aged 14-16, with the addition of English Literature – which we feel is important and should be studied by everyone.

### Core subjects

- English Language
- English Literature
- Mathematics
- Science
- Physical Education



## What are my option subjects?

To ensure that we offer students a broad and balanced curriculum, students will have the choice of subjects from the tables below.

### GCSE Subjects

- Geography (EBacc)
- History (EBacc)
- French (EBacc)
- Religious Education
- Business Studies
- Art
- Design & Technology

### Vocational Subjects

- Creative iMedia
- Music
- Performing Arts
- Sport
- Travel & Tourism
- Health & Social Care
- Hospitality & Catering

Programmes of learning can be found on our website by clicking on this link:  
<https://www.thistleyhoughacademy.org.uk/curriculum/>.

# Choosing your options

## How do I indicate my option choice?

Study carefully the subject information that follows and be sure to understand what you are taking on. Discuss your options with your parents/carers and teachers to make sure you are making the right decisions. You and your parents/carers can request an interview to finalise your choices if necessary.

**The online form can be accessed by scanning the QR Code here using a smart phone or tablet.**

## Can I change my mind later?

When you have made your choices, they are final as numbers have to be balanced in the teaching groups and then the timetable is prepared. This is a long process, and it cannot be easily changed.

Exceptional changes may be permitted in the first week of the autumn term of Year 10, but only when numbers allow this.

## Will I automatically secure a place on my first-choice courses?

**Not necessarily, for three reasons:**

- The range of subjects offered now, at the planning stage, may have to be modified because of unforeseen constraints.
- It may be necessary to limit the numbers of students in some groups for safety reasons, and access to equipment.
- Students' levels of progress in Year 9 will be taken into consideration before confirmation of final choice.

# Top Tips

## Top tips for choosing courses.

### Making informed decisions about your option subjects

Students and parents/carers are asked to read carefully through the remainder of this booklet and look thoroughly at the resource material for the different subjects available to choose from. It is absolutely vital that students make good, informed decisions about which subjects to opt for. All options subjects will lead to qualifications but remember all qualifications **will need to be EARNED through hard work.**

#### Dos:

- Do choose subjects which you like.
- Do choose subjects at which you are successful.
- Do choose subjects which you may need for a career or for further education.
- Do find out everything that you can about the subject before you choose it. Once you have started a subject, we expect you to stick with it.
- Do listen to the advice of your subject teachers.
- Do ask for help and discuss your options with parents/carers, teachers, and tutors.

#### Dont's:

- Don't choose a subject just because your friend has chosen it.
- Don't choose a subject just because you like or dislike a teacher – they may not end up teaching you.
- **DON'T** think about "boys' subjects" and "girls' subjects" – all courses are open to you.

### What happens once options have been chosen?

- All options forms have to be handed to your Head of Year by Thursday 12<sup>th</sup> February 2026.
- You will meet with Mrs Minhas if there is a significant problem with your choices.
- In May you will get a letter to confirm your options.

# English Language

CORE

## Qualification

1 GCSE

## Do you need it?

English Language, along with English Literature, is an essential qualification. It demonstrates your ability to read between the lines and to communicate clearly, in a wide range of situations.

## Description of the course

Candidates will be prepared to write (and speak) in a wide range of forms, styles and genres. Candidates will also develop analytical and critical reading skills.

## Skills and learning styles involved

Candidates will learn essential reading and writing skills: they will become perceptive and sensitive communicators and will be able to read and write with a high degree of technical accuracy.

## Final assessment

- This course is 100% examination.

## Examination details

The qualification is split into two components:

Component 1 - 20th Century literature reading and creative prose writing -

Section A (25%) Understanding one prose extract of literature from the 20th Century.

Section B (25%) Prose writing: one creative task from two titles.

Component 2 - 19th and 21st Century non-fiction reading and transactional writing-

Section A (25%) Understanding and comparing two non-fiction extracts (19th and 21st Century).

Section B (25%) One transactional writing task.

## Post-16 Pathways

This GCSE is excellent preparation for any 'A' Level which uses skills of communication, interpretation and analysis. Furthermore, this GCSE enables pupils to write in a wide range of styles and forms, with technical accuracy: a key skill in any post-16 study. English Language prepares candidates for the study of subjects within the Humanities, Arts and Languages. This GCSE is also excellent preparation for any other Level 2 or Level 3 qualification which uses communication and analysis skills.



# English Literature

CORE

## Qualification

1 GCSE

## Do you need it?

English Literature, along with English Language is an essential qualification. It demonstrates your ability to analyse and communicate.

## Description of the course

English Literature encourages learners to develop knowledge and skills in reading, writing and critical thinking. It provides learners with opportunities to read a range of texts in the genres of prose, poetry and drama.

Candidates are assessed on their ability to analyse and compare literary texts. They will explore ambiguity and read a range of different forms and genres by British writers.

## Skills and learning styles involved

Candidates will learn to write analytically and in detail. They will develop critical reading skills and the skill of structuring a cohesive argument.

## Final assessment

- This course is 100% examination

## Examination details

The course comprises of two examinations:

Component 1 - Shakespeare and 19th Century Prose

Section A (20%) Closed book – 'Macbeth'.

Section B (20%) Closed book - 'A Christmas Carol'.

Component 2 - Post -1914 Prose/Drama, Poetry Anthology and Unseen Poetry -

Section A (20%) Closed book - 'An Inspector Calls'.

Section B (20%) Closed book – Poetry anthology, poems studied are centred around the theme of conflict.

Section C (20%) Unseen poetry – 2 questions on unseen poems, one of which involves comparison.

## Post-16 Pathways

This GCSE is excellent preparation for any 'A' Level which uses skills of communication, interpretation and analysis. Notably, English Literature prepares candidates for the study of subjects within the Humanities, Arts and Languages. This GCSE is also excellent preparation for any other Level 2 or Level 3 qualification which uses communication and analysis skills.



# Mathematics

CORE

## Qualification

1 GCSE

## Do you need it?

Mathematics is a core requirement for college and university. Mathematics competency is a fundamental component in all careers and jobs.

## Description of the course

This course covers all aspects of mathematical skill including number, algebra, ratio, proportion, rates of change, geometry, probability and statistics.

## Skills and learning styles involved

GCSE Maths is a compulsory, core subject. The department aims to be inclusive of all students regardless of their individual ability and learning styles, through a variety of methodologies and resources.

## Final assessment

3 papers (1 x non-calculator and 2 x calculator)

## Examination details

3 papers (1 x non-calculator and 2 x calculator), Higher or Foundation Tiers

Other forms of assessment will include: In class assessment, homework and a variety of formative assessment within the lesson. In the lead up to official exams, additional mock exams will be conducted as part of the preparation for their final exam.

As part of national assessment changes at KS4, students will be awarded a number ranging from 1 – 9, with 9 being the highest possible.

## Post-16 pathways

Every job or career involves Maths to some extent. Students planning to take A Level Maths need to complete the Higher Tier at GCSE and it is likely that students will need to achieve a 6 to gain a place.

## Additional Qualifications

If students are showing a higher level of Mathematical understanding and considering A level Maths, there may be opportunity to complete a Further Maths course.

# Combined Science Trilogy

CORE

## Qualifications

2 GCSEs

## Do you need it?

Students study Biology, Chemistry and Physics, to gain a dual award qualification (equivalent of 2 GCSEs) in science.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

## Subject content

### Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation, and evolution
- Ecology

### Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

### Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism

## Assessments

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each paper lasts 1hr 15mins and can be sat at Higher or Foundation Tier.

## Post-16 Pathways

Trilogy provides a good base to move forward to the study of Chemistry, Physics or Biological Science at A Level at FE colleges.

# Separate Science

CORE

## Qualifications

3 GCSEs - GCSE Biology, GCSE Chemistry, GCSE Physics

## Do you need it?

All three qualifications make up 'Triple Science' but are three separate GCSE qualifications.

## Subject content

### Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation, and evolution
- Ecology

### Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resource

### Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space physics (physics only)

## Final assessment

Each separate qualification is assessed by 2 external exams lasting 1 hr 45 mins each, thus 6 exams in total. These can be sat at Higher or Foundation Tier.

## Criteria

Successful separate science pupils at GCSE will be working at a student assessed grade of a 6 in all three disciplines by the end of Year 9. This course is aimed at students who wish to study highly competitive, academic courses at university such as medicine, dentistry and veterinary sciences; the work and pace of lessons reflects this.

This qualification will be offered as part of an Option Block.

## Post-16 pathways

The separate sciences provide the most suitable base to move forward to the study of Chemistry, Physics or Biological Science at A Level.

# History

## OPTION

### Qualification

1 GCSE

### Do you need it?

History is an academic subject that is valued by employers. It is also one of the subjects in the English Baccalaureate.

### Description of the course

The course is structured around 3 component parts:

- Paper 1: Thematic study and historic environment- Crime and punishment in Britain, c1000–present and Whitechapel, c1870–c1900: crime, policing, and the inner city
- Paper 2: British depth study and Period Study-Early Elizabethan England, 1558–88 and Superpower relations and the Cold War, 1941–91.
- Paper 3: Modern depth study Weimar and Nazi Germany, 1918–39

### Final assessment

- Paper 1 – The thematic study helps students understand the change and continuity of crime and punishment over a thousand-year study up to the modern day.
- Paper 2 – The period study helps students understand the key events and figures of the Cold War. The British depth study focuses on Elizabeth's first thirty years of reign and the political and religious issues surrounding her.
- Paper 3 – The modern depth study allows students to understand the problems facing Germany post World War One. They will also understand the rise of Hitler and the Nazi Party and the experiences of different groups of people within the Nazi state.

### Post-16 Pathways

A GCSE in History is well regarded by colleges and employers. It shows that students can study History and other academic subjects beyond GCSE level. It also shows that you can use evidence, research problems, and reach conclusions, after considering a variety of points of view. During the course you will develop skills in written and spoken communication which are important in a variety of careers, like journalism, law, or teaching.

### Examination details

#### Paper 1 – 30% Thematic study and historic environment.

In studying the content, students will understand how key features in the development of crime and punishment were linked with the key features of society in Britain in the periods studied. They will develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme.

They will also understand how factors worked together to bring about particular developments at particular times.

#### Paper 2 – 40% British Depth Study and Period Study

**British Depth Study:** The depth studies focus on a substantial and coherent short time span and requires students to understand the complexity of a society or historical situation and the interplay of different aspects within it.

**Period Study:** The period studies focus on 50 years of history and require students to understand the unfolding narrative of substantial developments and issues associated with the period.

#### Paper 3 - 30% Modern Depth Study

The content is divided into four key topics. Students will be assessed on all four Assessment Objectives. All questions may relate to any content specified in the four key topics.

Questions focusing solely on knowledge and understanding will target causation. Other questions will target the ability to analyse and evaluate contemporary sources and later interpretations. Students will study examples of such evidence and consider ways in which it could give rise to and support different interpretations. Students will understand a range of reasons why interpretations may differ. They will be able to evaluate interpretations using their own knowledge of the period.



# Geography

OPTION

## Qualification

1 GCSE

## Do you need it?

*"Geography is the subject that holds the key to our future."*  
Michael Palin.

In Geography, we explore the world's current issues at a global, national and local scale. We investigate what our planet was like in the past, what it is like at present, and what it may be like in the future.

The issues students will examine and explore include:

- How does climate change affect countries and regions of the world? What can we do to solve climate change?
- How will our planet's food and energy resources be affected in the future?
- What are the causes and consequences of migration, and how will this impact the economies of different places and communities around the world?

As part of this process, students here at Thistley Hough Academy will develop an understanding and awareness of the issues facing a diverse range of people across the entire globe. Students explore how our societies can become more sustainable, to help to support our ever-changing world.

Geography matters, to fully understand and combat the ever-increasing issues we face in the 21st Century, we need students who understand the world, and the impact we have upon it.

## Description of the course

This exciting course is based on a balanced framework of physical and human geography. It allows students to investigate the link between the two themes, and approach and examine the battles between the man-made and natural worlds.

## Paper 1 Living with the Physical Environment

Section A - The challenges of natural hazards

Natural hazards  
Tectonic hazards  
Weather hazards  
Climate change

Section B - The living world

Ecosystems  
Tropical rain forests  
Cold environments

Section C - Physical landscapes in the UK

UK landscapes  
Coastal landscapes  
River landscapes

## Paper 2 - Challenges in the human environment

Section A - Urban issues and challenges

The urban world  
Urban change in the UK Urban sustainability

Section B - The changing economic world

The development gap.  
Nigeria: A Newly Emerging Economy  
The changing UK economy

Section C - The challenge of resource management

Resource management  
Energy management

## Paper 3 - Geographical applications and Skills

Issue evaluation (based on pre-release material)  
Fieldwork  
Geographical skills

## Final assessment

A compulsory part of the new Geography GCSE is the completion of a fieldwork trip which will support students in the completion of their paper 3 exam. This trip will allow students to experience a physical and human geographical environment and learn key aspects of data collection and the skills required for successful completion of the course. **ALL** Geography GCSE students will be expected to attend this trip, as it is a compulsory component of the GCSE.

# French

## OPTION

### . Qualification

1 GCSE

### Do you need it?

*"If you talk to a man in a language he understands, that goes to his head. If you talk to him in **his** language, that goes to his heart" (Nelson Mandela, 1992)*

You will need to have studied a foreign language to GCSE level for progression onto many A Level courses, and to enter into a range of careers such as medicine, business, media, journalism, sport, law and science.

Studying a foreign language also enhances your success in other subject areas such as English (in terms of grammar and higher level comprehension of language), maths, science and the humanities' subjects.

### Description of the course

You will follow the new AQA GCSE French course which delivers the breadth and rigour required to develop skills for effective communication and independent production of language.

The course content is current, relevant, challenging and interactive. We use AQA Pearson Active Hub for quality interactive record and playback activities, plus grammar and assessment practice. We create bespoke online vocabulary courses and encourage regular online vocabulary learning via different MFL applications. We also encourage attendance to Friday after school Tutoring sessions for 1:1 and small group sessions.

The French GCSE course is arranged over a series of modules covering a wide variety of thought-provoking topics which develop range of language and grammatical competence, in addition to cultural awareness of the French speaking world.

### Final assessment

Assessment of the course is 100% exam based. MFL is one of the few subjects to still offer two tiers for entry (foundation and higher). This is a student and teacher informed decision to ensure optimum success. At foundation tier, students can achieve grades 1-5 and at higher tier, achievable grades are 3-9.

#### Paper 1: Listening (25%)

The listening exam is comprised of multiple choice and short answer comprehension questions plus a short transcription from a dictation task.

Foundation paper: 35 minutes.

Higher paper: 45 minutes.

#### Paper 2: Speaking (25%)

The speaking exam is conducted and recorded 1:1 with your classroom teacher. It comprises of 3 main tasks: a **role play**, a **photo card description** (+ follow up questions), and a 'read aloud task' (+ a **general conversation**.)

The entire speaking exam lasts for approximately 30 minutes at foundation tier and 35 minutes at higher.

#### Paper 3: Reading (25%)

The reading exam is comprised of multiple choice and short comprehension questions, plus a French to English translation task.

Foundation paper: 45 minutes.

Higher paper: 1 hour.

#### Paper 4: Writing (25%)

The writing paper is a combination of paragraphs and short essays plus an English to French translation task.

Foundation paper: 1 hour 10 minutes.

Higher paper: 1 hour 15 minutes.

### Qualification

1 GCSE

### Do you need it?

The subject specific and transferable skills developed through the production of the Art and Design coursework portfolio and the exam project is highly respected and valued by employers, colleges and universities alike.

Organisations hold a GCSE qualification in this subject in high regard as they are very aware of the commitment, dedication and tenacity a student requires when achieving a grade in this subject.

### Description of the course

The course is fully practical and is made up of one large coursework project and one exam project. Within both projects you will need to create a series of observational studies in a wide range of media, produce contextual research into art and artists, experiment with ideas and materials and create a final piece that will be a culmination of all of this work. The Art department prides itself on personalising your journey in Art so that everybody's work is relevant to their strengths, style and interests. This course is for all students willing to work hard and commit to session 6, as this is vital to the success of your course.

### Skills and learning styles involved

Art teaches you valuable and transferable life skills that can be used in any future career or educational pathway. These skills will include undertaking research and investigation, problem solving, confidence building, visual awareness, ability to develop ideas, initiative and cultural and racial understanding.

- You will develop a working knowledge of the materials, practices and technology of art and design.
- You will develop the skills to investigate, analyse and experiment using art, craft and design.
- You will develop your imaginative powers and the skills to express your ideas, feelings and meaning.
- You will develop an understanding of the language and conventions of art and design.
- You will develop an understanding of the importance of art, craft and design in history and in society.

### Final assessment

- Coursework = 60%
- Set Task = 40%

All work is internally marked and moderated by grading coursework and set task separately, then adding together for a final mark. These marks are externally moderated and checked by OCR before the final grade is awarded.

### Coursework/controlled assessments

Students complete a large body of work in Year 10 and Year 11 that starts from an internally set 'broad theme'. Students will begin with producing a wide range of observational studies in a variety of creative methods from a chosen starting point.

They will contextualise their initial observations through the exploration of Art, artists, craftspeople and Art movements then explore these themes through a vast array of experiments and material tests. They will then present a final piece that refines and links this body of work together.

This will count for 60% of the final grade.

### Examination details

Students complete a portfolio of work in Year 11 based on a chosen starting point set by the examination board (OCR).

They will spend approximately seven weeks generating a body of work around their chosen theme; observational studies, contextual research into artists, craftspeople and movements, experimentation and material testing and design ideas.

Students will spend 10 hours, spread over two teaching days producing and realising a final piece that shows strong, explored links to their portfolio of work.

This will count for 40% of the final mark in Art.

### Post-16 pathways

This course can direct you in a variety of routes, whether you want to continue in education at college and/or university or follow the apprenticeship route and step directly into employment. With creative skills being most sought after in employment and the creative industry being the largest and most thriving global industry, it is a valuable course to consider.



# Business Studies - Vocational

OPTION

## Qualification

Business Vocational Course GCSE Equivalent

## Do you need it?

Business Studies is designed for students interested in learning skills for running a business, such as managing money, advertising, and employing staff.

## Description of the course

This course is designed to develop skills in understanding business concepts, marketing strategies, and enterprise. It focuses on practical skills, including planning, launching, and managing business activities.

**The difference between this course and the GCSE is that the vocational course has an opportunity for you to put your business learning into a business project which will be worked on throughout the two year course.**

## Skills and learning involved

The qualification design will allow you to explore more deeply the things that interest you as well as providing a good opportunity to enhance your learning in a range of curriculum areas.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Carrying out market research
- Planning a new product and pitching it to a panel of experts
- Reviewing whether a business proposal is financially viable

This will help you to develop independence and confidence in using skills that would be relevant to the Business and Enterprise sector. The qualification contains practical activities that build on theoretical knowledge so that you can put your learning into practice while also developing valuable transferable skills such as:

- Verbal Communication/Presentation
- Research
- Analytical Skills
- Digital Presentation

## Final Assessment

Exam Component	40%
Coursework component 1	30%
Coursework component 2	30%

## Post 16 Pathways

This qualification is valuable for those interested in pursuing careers in business, marketing, and enterprise or further studies in related fields.

- Accounting (A-Level)
- Certificate in Financial Education
- Criminology Diploma in Financial Education
- Economics (A-Level) Law (A-Level)
- Politics (A-Level)
- Apprenticeship Business Administration
- Cambridge Technicals Level 2&3
- T-Levels Digital Business Services



# Business Studies - GCSE

OPTION

## Qualification

1 GCSE

## Do you need it?

Business Studies is designed for students interested in learning skills for running a business, such as managing money, advertising and employing staff.

## Description of the course

During the 2-year course you will cover topics such as Business in the real world, Influences on business, Business operations, Human resources, Marketing and Finance.

## Skills and learning involved

You will consider the practical application of business concepts. The units provide opportunities to explore theories and concepts in the most relevant way, through the context of events in the business and economic world.

You will gain a great understanding of how organisations operate. This will be useful for any company you join or interact with and your knowledge of the ins and outs of the running of a business will make you a useful, adaptable, and confident employee. Good decision-making is an invaluable quality. Business Studies will allow you to develop the ability to quickly and efficiently make sensible, logical and informed decisions.

You will also develop your numeracy skills in Business Studies as you study investment, funding and how to use and interpret financial data. These skills will demonstrate to your future employers that you have a logical, analytical mind. Studying how organisations adjust to a changing market will teach you how to be an adaptable, flexible person capable of taking on multiple roles within your career.

Business Studies also forces you to be organised and to plan ahead. Learning how to generate marketable ideas, access resources and develop business plans all require a great deal of organisation.

Problem solving is a significant part of Business Studies. Aspects of the course such as coming up with a business plan that works, adapting to changes in the market and deciding whether or not it would benefit a company to employ people all require problem solving.

Presentation skills are really important so a subject that allows you to develop them is a definite advantage.

Presenting improves your oral communication, diction, and confidence, which are all valuable life skills.

## Post 16 Pathways

A level Business studies - From Junior Management roles to Managing Directors, the sky really is the limit with an A Level in Business. Careers in Marketing, Finance, Human Resources from small enterprises to large multinational organisations.

Accounting (A-Level)  
Certificate in Financial Education  
Criminology  
Diploma in Financial Education  
Economics (A-Level)  
Law (A-Level)  
Politics (A-Level)

# Design and Technology

OPTION

## Qualification

1 GCSE

## Do you need it?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The GCSE allows students to study core technical, designing and making principles, including a broad range of design processes, materials, techniques, and equipment. All students will also have the opportunity to study specialist technical principles in greater depth than at KS3.

## Description of the course

Learners will gain a broad understanding of the properties of materials and commercial practice in related industries. They will develop practical skills which will enable them to produce practical outcomes manufactured from woods, metals and polymers, papers and boards. Learners will be expected to apply technical and practical expertise to ensure that a product meets a manufacturing specification and is suitable for its intended purpose. Learners will also develop valuable transferable skills in teamwork and communication.

## Final assessment

50% - One examination

50% - Non-Examined Assessment Task including making a complete prototype.

## Coursework/controlled assessments

### What is assessed?

Students produce at least one final made prototype, based on a design brief which will arise from investigating one of the contextual challenges set by AQA.

## Do you need it?

Transferable skills gained by studying Design and Technology include:

### Using initiative

- Adapting to changing circumstances.
- Self-motivation towards completing a task.
- Identifying when independent research is required.
- Working through a problem and solving it.

### Being organised

- Managing own time in order to plan work schedule.
- Review and revise own schedule to stay on time and meet deadlines.
- Planning when limited equipment available.

### Good communication

- Explain and present ideas clearly and effectively.
- Use appropriate verbal, written and graphical methods of communication.
- Listening and responding to others' views.

### Being innovative

- Challenge existing ideas.
- Generate new ones.

## Post-16 Pathways

- A-Level - Design Technology and Engineering
- Further education – Diploma, HNC and Degree
- Apprenticeships – Level 2 and 3

## Employment Opportunities

- |                      |                     |
|----------------------|---------------------|
| • Product Design     | • Carpentry         |
| • Food Manufacturing | • Aerospace         |
| • Interior Design    | • Architecture      |
| • Fashion Design     | • Civil Engineering |
| • Robotics           | • Costume Design    |
| • Textiles Design    | • Construction      |
| • Automotive         | • Set Design        |

# Health and Social Care

OPTION

## Qualifications

BTEC Level 1 / 2 Tech Award Health and Social Care  
2-year course

## Description of the course

The qualification gives students the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health.
- Process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing.
- Attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them.
- Knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

Students will complete three compulsory components with a focus on the assessment of applied knowledge and practices. Students need to achieve all components in order to achieve the qualifications. Each component will focus on a different element which is evidenced in similar methods to those used in the health profession, including reports, brochures, presentations, analysis and review, health care plans, and role play as a health and social care worker with feedback to aid your own review plan.

## Assessment

- Component 1 – Human Lifespan Development 30% (internal assessment)
- Component 2 – Health & Social Care Services and Values 30% (internal assessment)
- Component 3 – Health & Wellbeing 40% (External assessment – exam)

## Controlled Assessments

- **Component 1** focus is on the development of applied knowledge and understanding of human growth and development across life stages and the factors that affect this. Work is assessed by the teacher(s) and moderated by Pearson. **This non-exam internal unit.**
- **Component 2** focus is on the development of applied knowledge and understanding of different types of health and social care services and barriers to accessing them, and the skills, attributes and values required to give care. Work is assessed by the teacher(s) and moderated by Pearson. This is a non-exam internal unit.

### Exam - Synoptic external assessment

- **Component 3** – This Component is externally assessed. It requires students to study the factors that affect health and wellbeing, learn about physiological and lifestyle indicators, and person-centred approaches to make recommendations and actions to improve health and wellbeing. The external assessment is based on a written assessment that requires students to demonstrate that they can identify and apply concepts, theories and knowledge from across the whole qualification in an integrated way.
- The external assessment takes the form of an examination taken under supervised conditions, which is then marked, and a grade awarded by Pearson.
- 2 hour written examination and is worth 40% of the overall grade.
- There is just one opportunity to sit this examination at the end of the 2-year course.

## Post – 16 Pathways

Study of the qualification as part of Key Stage 4 learning will help students to make more informed choices for further learning through study of a vocational qualification at Level 3, such as BTEC National Diploma in Health & Social Care, or A Levels, as preparation for entry to higher education in a range of subjects.

## Employment Opportunities

Doctors, Dentists, Paramedics, Nurses, Midwives, Radiographers, Orthoptists, Occupational / Speech Therapists.



# Hospitality and Catering

OPTION

## Qualification

WJEC Level 1/2 Award in Hospitality and Catering

## Description of the course

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

**Unit 1** The Hospitality and Catering Industry

**Unit 2** Hospitality and Catering in Action

Learners must complete both units.

This structure has been designed to develop learners' knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful.

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

Through the two units, learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression.

Learners will apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their understanding of different types of provision such as 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

Written examination: 1 hour 20 minutes 40% of qualification

- 1.1 Hospitality and catering provision
- 1.2 How hospitality and catering providers operate
- 1.3 Health and safety in hospitality and catering
- 1.4 Food safety in hospitality and catering

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.

## Unit 2: Hospitality and catering in action. NEA

Controlled assessment: approximately 12 hours 60% of qualification

- 2.1 The importance of nutrition
- 2.2 Menu planning
- 2.3 The skills and techniques of preparation, cooking and presentation of dishes
- 2.4 Evaluating cooking skills.

## Post- 16 Pathways

Hospitality and Catering level 3 Award

Hospitality and Catering Apprentices

## Employment Opportunities

Employment in hospitality and catering can range from:

- Chefs
- Waiting Staff
- Receptionists
- Catering Assistants
- Hotel and Bar Managers
- Food Technologists in food manufacturing
- Travel and Tourism industry roles

# Creative iMedia

## OPTION

### Qualification

OCR Cambridge National in Creative iMedia

This course is media-sector focused but has IT at its heart. It looks at areas such as film, television and web development, providing knowledge in a number of key areas in this field including pre-production skills. The course is vocational in nature and is equivalent to one GCSE.

### Description of the course

The course comprises two mandatory units:

- R093 Creative iMedia in the media industry (External assessment - Exam)
- R094NEA – Coursework

One other optional unit from:

- R095 Characters and Comics
- R096 Animation with audio
- R097 Interactive digital media
- R098 Visual imaging
- R099 Digital games

### Final assessment

- R093 is assessed by an exam (40%)
- Marks for the remaining two units are gained through NEA coursework completed during Years 10 and 11 (60%)
- Each NEA unit is worth 30% of the marks.
- The coursework is based on scenario-based assignments provided by the teacher, requiring students to design and produce a piece of work.

### Synoptic external assessment –

#### Exam One examination (40%)

Unit R093:

- R093 Creative iMedia in the media industry. This first unit underpins the other learning in this qualification.
- Students will learn about the media industry, digital media products, how they are planned, and the media codes that are used to convey meaning, create impact and engage audiences.
- They will use this knowledge in the optional units when they develop their own media products.
- This unit also provides excellent transferable skills such as project planning, which will be useful in a wide variety of contexts.

### Post-16 Pathways

This qualification is useful to students intending to follow Level 3 courses in media and IT. Examples include Cambridge Technical IT or Media courses, Media Studies and the Apprenticeship Framework.

This course can direct you in a variety of routes, whether you want to continue in education at college and/or university or follow the apprenticeships' route and step directly into employment.

### Employment opportunities

Cambridge Nationals in Creative iMedia are media-sector focused, including film, television, web development, gaming and animation, and have IT at their heart.

As a worker of the future, the ability to analyse and design systems that are used in the workplace, the ability to see relationships and the broader perspective, to develop your project management skills and understand the need for team management will all be important and marketable skills.

# Performing Arts

OPTION

## Qualification

BTEC Level 1 / 2 Tech Award in Performing Arts  
2-year course

## Description of the course

Students will complete three compulsory components completing practical work building a portfolio of knowledge and understanding, analysis of professional performances and techniques, competence level, project development, and their own journey from devising to performance.

## Style of learning

Components 1 and 2 are assessed through non-exam internal assessment. These components have been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities, for example, rehearsal, workshops with visiting directors / performers, visiting theatres, backstage areas, developing own skills and team skills, and preparing for performance for a targeted audience. The style of assessment promotes deep learning, building the connection between knowledge and practice.

The components focus on:

- The development of core knowledge and understanding of a range of professional productions and the key features that contribute to these, such as practitioners, their roles and responsibilities, and their skills and techniques.
- The development and application of skills required for acting, musical theatre or design through workshops and classes.
- Reflective practice through the development of skills and techniques that allow students to respond to feedback and identify areas of improvement using relevant presentation skills.

**Component 1** – students will develop their understanding of the performing arts industry by analysing professional work, and the creative process used to create the production. Students will respond to a brief set by the exam board. The work will be assessed by their teacher and moderated through the exam board.

**Component 2** – Students will develop their skills and techniques through the study of two contrasting styles of work. These styles will be linked with two different published works. Knowledge, understanding and skills will be applied to reproduce professional works, building key aptitudes for the sector. Students will respond to a brief set by the exam board. This is assessed by their teacher and moderated through the exam board.

## Assessment

Students need to successfully complete all 3 components sequentially to gain the qualification.

Component 1: Exploring the Performing Arts. (30%)

Component 2: Developing Skills and Techniques (30%)

Component 3: Responding to a Brief (40%)

## Exam – Synoptic External Assessment

- Component 3 – This component is externally assessed. Students respond to the set brief by applying devising and performance skills and techniques in response to a brief and stimulus, creating a live performance.
- This is assessed by Pearson, the exam board.
- There is only one opportunity to complete this performance-based exam.

## Post 16 Pathways

Study of the qualification as part of Key Stage 4 learning will help students to make informed choices for further learning. Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to BTEC Extended Diploma in Performing Arts, choosing Performance or Production as pathways. This prepares them to enter employment, or apprenticeships or to move on to higher education by studying a degree or Higher National Diploma in Performing or Production Arts.

## Employment opportunities

Actor, Dancer, Director, Choreographer, Teacher, Set or Costume Designer, Community Artist, Drama Therapist, Lighting or Sound Designer, Producer, Voice coach, Movement coach, Script Writer, Stage Manager, Scenic Artist, Scenic Constructor.



# Music

## OPTION

### Qualification

BTEC Level 1 / 2 Tech Award in Music Practice  
2-year course

### Description of the course

Students will complete three compulsory components completing practical work building a portfolio of knowledge and understanding, analysis of professional performances and techniques, competence level, project development, and their own journey from composition to performance.

### Style of learning

Components 1 and 2 are assessed through non-exam internal assessment. These components have been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities, for example, practice, workshops with visiting musicians / performers, visiting theatres, backstage areas, recording studios, developing own compositions, developing marketing strategies / merchandise, and preparing for performance for a targeted audience. The style of assessment promotes deep learning, building the connection between knowledge and practice.

The components focus on:

- The development of core knowledge and understanding of a range of music styles and the key features that contribute to these, such as composers, music roles and responsibilities, skills and techniques.
- The development and application of skills required for music performance through workshops and classes.
- Reflective practice through the development of skills and techniques that allow students to respond to feedback and identify areas of improvement using relevant presentation skills.

**Component 1** – students will develop their understanding of the music industry by researching and analysing music styles, and the process of composition to create music, in response to a brief set by the exam board. This is assessed by their teacher and moderated through the exam board.

**Component 2** – Students will focus on developing two out of three skills areas: composition, production and performance. Knowledge and understanding will be practically explored and applied to reproduce the style accurately, responding to a brief set by the exam board. This is assessed by their teacher and moderated through the exam board.

### Assessment

Students need to successfully complete all 3 components sequentially to gain the qualification.

Component 1: Understanding the Music Industry (30%)

Component 2: Developing Music Skills (30%)

Component 3: Responding to a Music Brief (40%)

### Exam – Synoptic External Assessment

- Component 3 – This component is externally assessed. Students respond to the set brief by creating a music product for a specific client, audience and theme, applying skills from components 1 and 2.
- This is assessed by Pearson, the exam board.
- There is only one opportunity to complete this performance-based exam.

### Post 16 Pathways

Study of the qualification as part of Key Stage 4 learning will help students to make informed choices for further learning. Students who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to BTEC Extended Diploma in Music, choosing Practice or Technology as pathways. This prepares them to enter employment, or apprenticeships or to move on to higher education by studying a degree or Higher National Diploma in Music or Music Technology.

### Employment opportunities

Musician, Producer, Teacher, Sound Engineer, Community Artist, Music Therapist, Marketing and Advertising, Organising music events, Recording.

# Religious Education

OPTION

## Qualification

1 GCSE

## Do you need it?

In a world that seems increasingly intolerant to diversity in religious expression there is a growing need for people to accurately understand different religions and appreciate how religious diversity can enrich the modern world rather than decrease it. Whether you are religious or not, a GCSE in Religious Studies enables you to understand perspectives different to your own and gain a deeper knowledge of moral issues that affect us all.

## Description of the course

Students will learn how religion, philosophy and ethics form the basis of our culture, and develop valuable skills that will help prepare them for further study.

Religious Studies enables you to take a closer look into the religious beliefs, traditions and practices that have shaped people's lives over the thousands of years and continues to enrich and develop people's lives into the present day.

## Skills and learning styles involved

A wide variety of skills will be developed in Religious Studies which will enhance their abilities in written and spoken tasks in many other areas of the curriculum.

Students will be able to develop their own perspectives on key themes through listening to multiple religious viewpoints and reaching their own conclusions. This is often achieved through developing multiple religious viewpoints and reaching their own conclusions. This is often achieved through developing debate skills and an ability to write balanced arguments.

Other skills that will be developed include interpretation skills through the use of studying religious texts, discussion skills and an ability to creatively respond to moral themes based on their prior knowledge.

## Final assessment

Paper 1: The study of religions, beliefs, teachings and practices of Christianity and Islam.

Topics include:

- Key beliefs
- Sources of religious authority
- Worship and duties
- Religious festivals

Paper 2: Thematic Studies

The study of religious, philosophical and ethical studies themes.

Topics include:

- Relationships and families
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment

## Assessment Model

Paper 1: The study of religions

- Written exam: 1 hour 45 minutes.
- Students will answer two questions on the two specified religions: Christianity and Islam
- Two compulsory five-part questions will be set on each religion.
- Paper 1 makes up 50% of the final marks.

Paper 2: Thematic Studies

- Written exam: 1 hour 45 minutes.
- Students must answer questions on four themes from religious, philosophical and ethical themes.
- One compulsory five-part question will be set per theme.
- Paper 2 makes up 50% of the final marks.

## Examination details

The religious studies course is assessed 100% examination.

Emphasis is placed on a student's ability to identify key beliefs and concepts, explain and describe the influence of such concepts and to be able to write balanced arguments that include religious viewpoints.

## Post-16 Pathways

A GCSE in Religious Studies is valued by employers and universities due to its academic quality. The written skills gained at GCSE are extremely beneficial if applying for university courses where essay writing and an ability to summarise information concisely is important. You will also increase your ability to interpret current affairs issues and develop an understanding of how these issues affect us on a human level. Lastly, a GCSE in Religious Studies enables you to broaden your own perspectives which can lead into many fantastic careers whether in the UK or overseas such as teaching, law and journalism.

# Sport - GCSE



## Qualification

1 GCSE in Physical Education

## Course Description

GCSE Sport provides a varied and in-depth physical education. Students will cover an array of topics across the 4 components of the course.

The sport and physical activity sector have also seen a 42% increase in growth in all regions and countries of the UK since 2003, thanks to developments in technology and the emergence of popularity in fitness facilities and fitness instructor roles.

## Skills and learning styles involved

The course is split into three sections: exam, practical and assessment.

Over the course students will compete in three sports of their choice (from an approved activity list). One will be a team sport, the second individual and the third can be your choice.

## What will you study as part of the qualification?

You will study the key aspects of Sport. It will equip you with sound specialist knowledge and you will have the opportunity to apply what you learn through several practical experiences. This will involve you studying four mandatory units, including two exams, one coursework and one practical unit.

## Course Breakdown

Component 1 – Physical Factors Affecting Performance (30%)

Introduces and explores some of the physical factors which underpin participation and performance in physical activities and sports.

Component 2 -Socio-cultural Issues and Sports Psychology (30%)

Students will develop their knowledge of socio-cultural influence that impact on participation and performance in physical activities and sports. They will also develop knowledge and understanding of sports psychology theories.

Component 3 – Practical Performance (30%)

Performance of three activities taken from the approved lists, they will be moderated by OCR.

Component 4 – Analysis and Evaluation of Performance (10%)

This component requires students to use their knowledge, understanding and skills learnt throughout the course of study. They will be analysing their own, or their peers performance.

## Post -16 Pathways

These skills will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport Physical Activity, and A-Levels, such as Biology, Physical Education, Psychology, Science, Sport or an apprenticeship in roles such as Community activator coach, Leisure team members, Personal trainer or an Outdoor activity instructor.

# Sport - Vocational

OPTION

## Qualification

1 Vocational Qualification (equivalent of a GCSE)

## Do you Need it?

Sport continues to be a crucial factor in bringing about a shift in our nation's levels of physical activity. The future of the industry looks bright, particularly due to the increased awareness of the importance of public health and lifestyle considerations, which has been magnified by Covid-19.

The sport and physical activity sector have also seen a 42% increase in growth in all regions and countries of the UK since 2003, thanks to developments in technology and the emergence of popularity in fitness facilities and fitness instructor roles.

## Skills and learning styles involved

Students will need to be good with time management in regard to research, planning, developing knowledge and completing assignments. It is a vocational course with supporting practical work. Students will evidence their knowledge through assignments in a variety of ways, including but not limited to recorded interviews, written reports, tutor reports and video and photographic evidence.

## What will you study as part of the qualification?

You will study the key aspects of Sport Science. It will equip you with sound specialist knowledge and you will have the opportunity to apply what you learn through a number of practical experiences. This will involve you studying two mandatory units and one optional unit from a choice of two.

## Coursework/controlled assessments

Throughout the course you will study. Students learn how to prepare participants to take part in physical activity so that they minimise the risk of injuries. They also learn how to respond to common sporting injuries and how to recognise the symptoms of some common medical conditions.

In addition, Students develop knowledge and understanding of the principles of training and how to keep performers in peak physical condition. They apply practical skills in fitness testing and in designing bespoke training programmes to suit individual requirements.

Students explore nutrition and how it affects the body for different training methods. Students will also explore the characteristics of a balanced nutrition plan, the role of nutrients and food sources.

## Post -16 Pathways

These skills will help you progress onto further study in the Exercise, Physical Activity, Sport and Health sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Sport Physical Activity, and A-Levels, such as Biology, Physical Education, Psychology, Science, Sport or an apprenticeship in roles such as Community activator coach, Leisure team members, Personal trainer or an Outdoor activity instructor.



# Travel and Tourism

## OPTION

### Qualification

BTEC Level 1 / 2 Tech Award in Travel and Tourism

### Description of the course

The aim of BTEC Level 1 / 2 Tech Award in Travel and Tourism is to:

- Inspire and enthuse learners to consider a career in the travel and tourism sector.
- Give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the travel and tourism sector.
- Support progression to a more specialised Level 3 vocational or academic tourism course or an apprenticeship.
- Give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the travel and tourism sector, for example posts in travel agencies, visitor attractions and the tourist information centre.

### Any other information

**Component 1: Travel and Tourism Organisations and Destinations**

Learners will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. They will explore the role of different consumer technologies within the travel and tourism industry. Learners will understand the different types of tourism and different types of visitors and will investigate the features of and routes to popular tourist destinations.

**Component 2: Customer Needs in Travel and Tourism**

Learners will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences.

**Component 3: Influences on Global Travel and Tourism -**

Learners will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors.

Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

### Assessment

Students need to successfully complete all three components to gain the qualification:

Component 1: Travel and Tourism Organisations and Destinations  
Component 2: Customer Needs in Travel and Tourism  
Component 3: Influences on Global Travel and Tourism

### Exam - Synoptic external assessment

- Component 3 – This Component is externally assessed.

### Post-16 Pathway

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Travel and Tourism, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- Study at Level 2 post-16 in a range of technical routes designed to lead to work, employment, apprenticeships, or further study at Level 3.
- Learners who perform well in this qualification compared to their overall performance, should strongly consider this progression route as it can lead to employment in the travel and tourism sector.

## KEY STAGE FOUR OPTION CHOICES FOR 2026

NAME: \_\_\_\_\_

TUTOR GROUP: \_\_\_\_\_

- You need to choose two subjects in each of the four option blocks. You need to identify which subject is your first choice and which is your second choice.
- You must choose a minimum of one grey shaded subject overall as your first choice.
- We will work hard to meet your first choices wherever possible. If we are unable to meet your first and second choice the Vice Principal, Mrs Minhas, will discuss it with you.
- Some courses may not run - for example if there are insufficient students it may be removed.
- The deadline for completion of this form is **Thursday 12<sup>th</sup> February 2026**. Hand it in to your Head of Year.

BLOCK A	BLOCK B	BLOCK C	BLOCK D
Triple Science	Geography	Geography	Geography
Geography	History	History	History
History	French	French	Art
Art	Art	Business	Business
Creative iMedia	Business	Music	Creative iMedia
Hospitality & Catering	Design Technology	Design Technology	Health & Social Care
Health & Social Care	Performing Arts	Travel and Tourism	Hospitality & Catering
Travel and Tourism	Religious Studies	Religious Studies	Sport

My Choices:

**BLOCK A**

First Choice \_\_\_\_\_

Second Choice \_\_\_\_\_

**BLOCK B**

First Choice \_\_\_\_\_

Second Choice \_\_\_\_\_

**BLOCK C**

First Choice \_\_\_\_\_

Second Choice \_\_\_\_\_

**BLOCK D**

First Choice \_\_\_\_\_

Second Choice \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_