



Sir William Ramsay School

EMPOWERING EVERYONE TO ACHIEVE



Year 9 Pathways Prospectus 2019





Introduction by the Headteacher

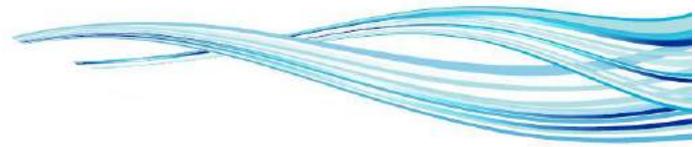
Welcome to Year 9 Pathways.

It is an exciting time as it is the first time in your school career where you have some choice in what you study over the next two academic years. The compulsory subjects that you have to study make sure that your timetable is broad and balanced, with your option choices personalising it to you. All of the courses will require you to work hard throughout the two years.

Make sure that you ask a lot of questions as this will help you to make the right choices for you.

Good luck.

Mrs Christine McLintock
Headteacher



'Pathways' at Sir William Ramsay School

This is a crucial time for our Year 9 Students and making the right course choices is an important step on the road to a successful future.

We have developed this booklet in line with the current curriculum developments to GCSEs, BTECs, assessments and grading.

The following information will allow you to make informed choices about which optional courses you would like to choose.

You should think carefully about the following: -

- Your strengths and current performance in all subjects and interests.
- Likely future progression beyond the age of 16.

You should then discuss your ideas with parents/carers, the relevant subject staff, your Tutor, your friends and students currently studying these subjects in Years 10 & 11.

For the next two years you will continue to be part of a Tutor Group and the role of your Tutor will be increasingly important as you face the challenges of GCSE, BTEC and require support and advice.

Please communicate with your Tutor regularly, they will be able to help you at the appropriate time.

Note to Parents/Carers

Whichever path our students take, we at Sir William Ramsay School ensure that we invest the time and effort at Year 9 and Year 11, to ensure your son/daughter follows the 'Pathway' to which they are best suited. There are core courses that are compulsory, which are designed and endorsed by the government, to help students enhance and develop skills to increase their chances of success and give them a wide range of opportunities for the future.

The curriculum at Sir William Ramsay School has been designed: -

- To be broad and balanced.
- To maximise students' strengths.
- To allow students to select a coherent programme of study to enable them to access a meaningful progression through to Post 16 and beyond.

With these points in mind, a small number of students with particular needs may well be offered an alternative curriculum that is more suited to them. The school will contact the parents/carers of students if an alternative curriculum is required and discuss with them on an individual basis.



As part of the Government reforms to the Key Stage 4 Curriculum in September 2016, all GCSE subjects are now measured by levels ranging from 9 -1 rather than A*-G. The new grades have been brought in to signal that GCSEs have been reformed and to better differentiate between students of different abilities. The achievement of a grade 5 on the 9 - 1 grading scale at GCSE, is now considered the new 'strong pass' that will be used to hold the government and schools to account. This is comparable to a low B or a high C under the old grading system and raises the bar for performance across the board.



Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
⑤ STRONG PASS	
④ STANDARD PASS	C
3	D
2	E
1	F
	G
U	U



Homework in KS4

All students should have a structured routine for homework. Many subjects have a considerable coursework element and deadlines must be met throughout Years 10 & 11. Work of the highest quality is essential if students are to achieve their best grades.

Parents/Carers have an important part to play in encouraging a conscientious approach to regular home study and are able to view student homework tasks through the 'Show My Homework' website. All students have been given a username and password that gives them 24/7 access to their homework.

Please contact us if you need help logging on.

Qualifications

Many parents/carers have told us how confusing qualification names have become. The table below is designed as a brief overview to help you understand the range and standard of qualifications.

Qualification	Explanations
GCSE	General Certificate of Secondary Education Most common qualification for Year 11 Students – Grades 9-1 in all subjects
Combined Award	Combined Award GCSE courses are worth 2x GCSEs
VTCT	VTCT are specific work-related qualifications They are equivalent to a GCSE and are graded Pass, Merit and Distinction
AQA Technical Award	AQA Technical Awards are vocational qualifications similar to BTEC
Cambridge National Certificate Levels 1/2	This is a vocational course. It is equivalent to a GCSE at 9-1 and is graded Pass, Merit and Distinction
BTEC First BTEC Tech Award	BTECs are work related qualifications suitable for a wide range of students. There are two types of qualifications at the moment: BTEC First & BTEC Tech Awards are Level 1 & Level 2 courses. They are equivalent to a GCSE at 9-1 and are graded Pass, Merit and Distinction
Levels	Explanations
Level 1	Level 1 awarded criteria is the equivalent to a GCSE grade 3-1
Level 2	Level 2 awarded criteria is the equivalent to a GCSE grade 9-4

Levels of Qualification Available at the School

Courses may be assessed in different ways.

At present the main forms of assessment are: -

- **Examinations** - All courses leading to a qualification will have an examination element.
- **Coursework** - Assessed as you go through the course.
- **Controlled Assessment** - Externally set and assessed but the date is set within the school.

BTEC, VTCT and **The AQA Technical Award** courses are vocational - directly related to an area of work. They are assessed mainly by coursework with some examined work and will suit hard-working students who have a particular vocational interest or strength in coursework.



Key Stage 4 - 5 Pathways

During Years 10 & 11 all students will follow a range of courses designed to offer a broad and balanced education. These will equip them with the skills, knowledge and qualifications needed to progress to the Sixth Form, Higher Education, the world of work and all aspects of their lives.

The Key Stage 4 - 5 Pathways programme begins in Years 9 & 10 and runs right through to Year 13. We spend time with students identifying their strengths and mapping out progression to possible Sixth Form choices. These choices are flexible and include traditional Level 3 A-Level Courses but also allow students to pursue BTEC Level 2 or 3 courses and re-take GCSEs in English Language and/or Maths as well.

Timetable to Success

We will support you at every step, starting with Pathways & Careers sessions for each Year 9 tutor group, commencing January 2019. Our 'Adviza' Careers Personal Advisers are available for support and advice at the office in the Learning Resources Centre or you can contact your tutor to arrange a meeting. Miss Gurney is also available to help as Head of Year 9.

***Remember** to consider subjects that you enjoy and those you feel you can achieve in. It is worthwhile considering your Sixth Form choices now and if it helps you to reach a decision, Mrs Carro or Mrs Macdonald will be happy to discuss these with you.*

What to do next....

Using the 'Pathways' Decision Form, available on Thursday 24th January 2019, highlight your curriculum pathway.

Please note that we make every attempt to timetable as many first choices as we possibly can, but it is not always possible to guarantee every combination. If there are any issues with your first choices a 1:1 meeting will be held with Miss Gurney or Mrs Llewellyn.

If you are unsure about which Science you are doing, then please see your Science Teacher.

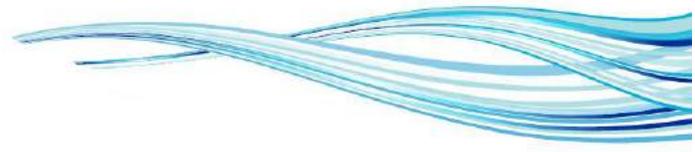
Bring your 'Pathways' Decision Form in and hand it to your Form Tutor or Miss E Gurney by **Friday 15th February 2019.**

Good Luck!

Miss E Gurney
Head of Year 9

Mrs G Llewellyn
Assistant Head





Core Subjects



ENGLISH LANGUAGE & ENGLISH LITERATURE

GCSE - Edexcel/Pearson 1ENO & 1ETO

Course Outline

Core subjects form the centre of a platform of qualifications which will stay with you throughout your time in Education and Work. It develops students' communication skills, covering reading, writing, speaking and listening. Students are given the best opportunities to reach their potential. What you learn in English Language and English Literature will enrich, challenge and open doors for you.

GCSE English Language

This qualification is taken alongside GCSE English Literature to enable students to leave with two GCSEs in total. We follow the Edexcel specification and this GCSE has two components.

Component One - Fiction and Imaginative Writing

Requires students to read a range of prose fiction, particularly 19th Century fiction, and then use this reading to stimulate and develop their own writing. It is worth 40% of the final GCSE.

Component Two - Non-Fiction and Transactional Writing

Requires students to study a range of 20th & 21st Century non-fiction texts. They will develop their ability to analyse the writing of others as well as producing non-fiction texts of their own. This component is worth 60% of the final GCSE.

GCSE English Literature

This course allows students to study literature from different time periods, taken from the British Literary Heritage, and a range of genres: Prose, Poetry and Drama. Once again, students will follow the Edexcel specification which has two components.

Component One - Shakespeare and Post 1914 Literature

Requires students to study a Shakespeare play as well as a modern play or novel. Students will develop their ability to analyse the structure, form and language, building on the skills that they have developed in Key Stage Three. It is worth 50% of the final qualification.

Component Two - 19th Century Novel and Poetry since 1789

Requires students to study a novel and a collection of poetry. Again, students will build on skills of analysis, also developing their ability to provide a personal response and compare texts. This is worth 50% of the final qualification.

Play, novels and choice of Poetry clusters will be decided by individual class teachers.

Speaking and Listening Endorsement

As a core subject, all students are required to plan a presentation, with a question and answer section, as part of their Speaking and Listening endorsement.

Spoken Language assessments will be assessed by teachers using a set of criteria that will be common across all exam boards.

There are three levels of achievement - Pass, Merit & Distinction, and one outcome indicating the required standard was not met - Not Classified (This grade will not affect student's GCSE Language grade; it is a separate endorsement.)

Exam boards will monitor a sample of Speaking and Listening assessments, where the exam board has requested that schools submit audio-visual recordings.



Assessment

Entries are no longer tiered.

Pupils will now be marked on a scale from 1-9.

Examinations will be taken in June at the end of Year 11.

Both qualifications are entirely assessed by external examination.

Progression

As a core subject, English will prove essential for your future. This course allows pupils to move on to AS/A2/Level 3 study in the Sixth Form in a variety of subjects and is universally accepted as a benchmark requirement for college, work or Higher Education.





MATHEMATICS

GCSE - Pearson Edexcel GCSE

Course Outline

A basic knowledge of mathematics is an essential part of modern life and the syllabus provides students with a firm foundation in the fundamentals of mathematics. Students start the GCSE mathematics course in Year 9 and follow a linear course, in line with their ability in mathematics, until the Summer of Year 11, when they sit their GCSE examinations. Each student's progress is carefully monitored to determine the appropriate GCSE tier of entry.

The Mathematics GCSE enables students 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 Content

There are six main areas of study: -

Algebra

Geometry & Measures

Numbers

Probability

Ratio, Proportion & Rates of Change

Statistics

Within each of these topics there is significant emphasis on problem-solving and linking mathematical knowledge to everyday life.

In addition to basic writing materials, students also require a ruler (marked with centimetres and millimetres), eraser, protractor or angle measurer, a pair of compasses and a scientific calculator.

Assessment

There are two tiers of entry for the GCSE examination, Higher and Foundation. For both tiers, students complete 3 exams of 90 minutes, one non-calculator paper and two calculator papers.

There is no controlled assessment element for this qualification.

Progression

This course provides a strong foundation for further academic & vocational study and for employment. Giving students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in Further and Higher Education. This includes Level 3 Mathematics courses as well as Level 3 and Undergraduate Courses in other disciplines such as Biology, Geography and Psychology.



SCIENCE - SEPARATE SCIENCES

GCSE - AQA Biology 8416 - AQA Chemistry 8462 - AQA Physics 8463

Course Outline

The Science department uses Year 9 as a transition year into KS4 (GCSE Year 10/11). As a result, all students are currently studying GCSE units in Physics, Chemistry and Biology. Based on the students' progress in Year 9, a decision will be made as to which of the pathways they will be allocated in Year 10.

Separate Sciences - 3 GCSEs Awarded in Biology, Chemistry and Physics

Those chosen to study Separate Sciences will continue to complete a separate GCSE in each of the three Sciences. Once in Year 11, students will have the opportunity to consolidate this learning and practise exam technique. The students chosen for this course will be nominated by teachers and discussions will be held with students and parents/carers regarding the suitability of this course for them.

Biology, Chemistry and Physics are only available as part of the Separate Sciences Award, therefore students must study all three Sciences.

Course Requirements

Good literacy and numeracy skills. The ability to prepare and perform well on terminal exams. A good attitude to learning scores in Science and a high-grade level at the end of Year 9.

Assessment

Terminal Exams in the Summer of Year 11.

	Biology	Chemistry	Physics
Number of GCSE Qualifications Awarded	1	1	1
Tiers	Higher or Foundation	Higher or Foundation	Higher or Foundation
Exams	B1 & B2	C1 & C2	P1 & P2

There are two examination tiers, Higher & Foundation. The decision about which tier students will be entered for will be made during Year 11. This will be based on their performance in internal mocks, target grades and attitude to learning.

Progression

Successful completion of this award could lead on to further study of Science A-Levels and Science related jobs.



COMBINED SCIENCE TRILOGY AWARD

GCSE - AQA 8464

Course Outline

The Science department uses Year 9 as a transition year into KS4 (GCSE Year 10/11). As a result, all students are currently studying GCSE units in Physics, Chemistry and Biology. Based on the students' progress in Year 9, a decision will be made as to which of the pathways they will be allocated in Year 10.

Combined Science - 2 GCSEs Each a Combination of Biology, Chemistry and Physics

For those chosen to study Combined Science, students will continue to complete Biology, Chemistry and Physics topics, contributing to two GCSE qualifications. In Year 11, students will revise units and practise exam questions.

The grades awarded for Combined Science will be based on terminal exams that will be taken in the Summer of Year 11.

Course Requirements

All students have to undertake some form of GCSE Science.

Assessment

There are two examination tiers, Higher & Foundation. The decision about which tier students will be entered for will be made at the beginning of Year 11. This will be based on their performance in internal mocks, target grades and attitude to learning.

Students do not have any coursework, but they will have to complete some required practical's, which they will be asked about in their exams.

	Combined Science
Number of GCSE Qualifications Awarded	2
Tiers	High or Foundation
Exams	B1 & B2, C1 & C2, P1 & P2 16.7% each

Progression

Successful completion of this award could lead on to further study of Science A-Levels and Science related jobs.



PHYSICAL EDUCATION & GAMES

Course Outline

Physical Education is compulsory for all Year 10 and Year 11 students. Emphasis is placed on recreational and sporting activities for personal enjoyment and fitness, as well as promoting and developing high levels of skill in particular sports. Students have the opportunity to participate in Netball, Badminton, Athletics, Cricket, Rounders, Tennis, Handball, Basketball, Football, Rugby and the Fitness Gym.

The core PE programme aims to build upon many of the activities covered in Key Stage 3 (Years 7, 8 & 9). In order to develop the depth of understanding which would allow the student to continue to enjoy that activity once they leave school.

Progression

Within the core PE programme, for a group of motivated students, there will be the opportunity to undertake a 'Sports Leaders Level 1 Award'. This qualification is based around developing the skills required to be a successful leader within a sports setting. During core PE lessons students will complete tasks relating to how we plan and run sporting activities. These lessons will be taught through a combination of practical and theory.

This qualification would support those undertaking the Cambridge Nationals courses or for those who would like to gain a qualification relating to working with young people, especially within a sporting environment.







Pathway Subjects



ART AND DESIGN

GCSE - Edexcel / Pearson IADO

Course Outline

This GCSE course in Art & Design: Fine Art is provided by Edexcel/Pearson and consists of two internally assessed and externally moderated components. Component 1: Personal Portfolio is 60% of the qualification and is the coursework element of the GCSE. Component 2: Externally Set Assignment is 40% of the qualification which consists of a 10-hour exam and preparation work. Students will be expected to use Microsoft Office 365 and use the OneDrive for all digital storage purposes.

Course Content

This course offers the development of a wide range of techniques and materials, with work often combining different media. The central activities throughout the course are drawing, painting and mixed media. The aim is to develop the ability to use these mediums to record observations and to visualise ideas and communicate to others in visual forms. In addition, a wide range of new materials and techniques will be explored including printing, three-dimensional work and photography/ICT manipulation. Students can also develop work in different subject areas for this subject, such as 3D, Graphics and Ceramics.

Course Requirements

Students need to have good drawing ability and a good work ethic. Students should have a keen interest in the Visual Arts and will need to be able to analyse and write confidently about different forms of art.

Assessment

Throughout Years 10 & 11, progress is assessed by both the teacher and the students themselves. Students will be assessed against the four assessment objectives (A01.A02, A02 & A04), with each focusing on a different element of the course. Students are assessed on their ability to Develop, Refine, Record and Present.

Coursework and Exam work will be assessed by an external moderator at the end of Year 11. Students will exhibit their work. The final assessment in Year 11 is the presentation of coursework and the controlled 10-hour exam as part of Component 2.

You can opt for both Art & Design and Photography, but you should discuss this with your Art Teacher beforehand to assess if you are able to commit to the required time needed to be successful on both courses.

Progression

Those who show an interest and aptitude for the subject will have the potential to continue Art and Design at A-level. The course is widely available at Colleges and Sixth Form centres.

Many students from this school also go on to pursue Art & Design courses such as the Foundation Course at Bucks New University and other relevant Universities. These lead to a variety of different Fine Art and Arts Degree courses and a wide range of Art & Design-based careers, such as: Industrial Design, Graphic Design, Media Work and Fashion Design. In fact, more students from Art & Design courses obtain jobs in their chosen field than from any other type of Higher Education course.

These options are not only of value to those wishing to pursue the subject beyond school. They can provide a chance to create and express personal ideas; it can provide enjoyment and a sense of achievement. It is a fact that Art & Design and Photography have a daily impact on our lives. Just about everything man-made we wear and use, both large and small, has been designed by someone. It is interesting to note that many business-based courses now include a design element and employers recognise the value of creative employees.



CREATIVE MEDIA PRODUCTION

BTEC Level 2 Tech Award

Course Outline

In an increasingly media saturated world it is essential that we understand and question how and why the media has such a powerful influence on all of our lives. The Pearson BTEC Level 2 Tech Award in Creative Media Production course involves a range of theory and practical based assessments.

Course Content

During the course all students will study a variety of media texts and gain a variety of media skills. From Moving Image to Publishing, to helping them investigate, compare, comment and develop relevant industry standard media skills.

Course Requirements

All students must have an interest in the media, especially films and to have a creative, imaginative mind.

Assessment

Internal Assessment	External Assessment
Component 1 Exploring Media Products	Component 3 Responding to a brief
Component 2 Developing Digital Media Production skills	

This course is equivalent to 1 GCSE

Progression

Students can progress to study Media at college or part of a Level 3 course within a Sixth Form. Some students have gone onto Apprenticeships within the Media Industry.



DESIGN TECHNOLOGY

GCSE - AQA 8552

Course Outline

This AQA GCSE Design Technology qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices. This GCSE places greater emphasis on understanding and applying iterative design processes. This is a course that enables you to build on your creativity and work with a keen attention to detail.

Course Content

Students should enjoy designing and making products in any of the Resistant Materials or Textiles areas of Design Technology. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and other's needs, wants and values. Students should have an interest in how familiar products have been manufactured both as a one-off product produced in a workshop and how it has been made in an industrial situation.

Course Requirements

The CGP new Grade 9-1 GCSE Design & Technology AQA Revision Guide is recommended, as is a minimum 16GB USB for the transfer of coursework between school and home. Voluntary contributions of £15 each year help to cover the costs of materials necessary to complete practical tasks.

Assessment

Internal Assessment NEA (Non-Examined Assessment)	External Assessment
<p>Practical Application of: Core Technical Principles Specialist Technical Principles Designing & Making Principles</p> <p>How it's assessed: Non-exam assessment (NEA): 30–35 hours approx. 100 Marks 50% of GCSE</p> <p>Tasks: Substantial Design & Make Task Assessment Criteria: - Identifying & Investigating Design Possibilities Producing a Design Brief & Specification Generating Design Ideas Developing Design Ideas Realising Design Ideas Analysing & Evaluating</p> <p>Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA.</p> <p>Students will produce a prototype and a portfolio of evidence.</p> <p>Work will be marked by teachers and moderated by AQA.</p>	<p>What is Assessed: Core Technical Principles Specialist Technical Principles Designing & Making Principles</p> <p>How it is Assessed: Written Exam 2 Hours 100 Marks 50% of GCSE</p> <p>Questions: Section A - Core Technical Principles 20 marks A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B - Specialist Technical Principles 30 marks Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.</p> <p>Section C - Designing & Making Principles 50 marks A mixture of short answer and extended response questions.</p>



Progression

Following on from this course, students are well placed to take an A-Level qualification. Those wishing to look to Apprenticeships or other areas of Further Education would have gained highly useful transferable skills such as problem solving, practical application of knowledge and a wide range of practical capabilities using a range of tools and processes.





ENTERPRISE AND MARKETING

Cambridge Nationals - OCR J819

Course Outline

Students who take the Cambridge National in Enterprise and Marketing are those who have a keen interest in Business and how it operates. They enjoy studying a subject that is relevant to their own lives and experience and want to find out more about Enterprise and Marketing through personal research and investigation.

Enterprise and Marketing provides useful life skills for all students and also a good foundation for entering the world of work. Industry and Commerce require people who are able to work independently, solve problems and who are self-motivated.

Course Content

Students will study three units across the two years.

Unit R064 - Enterprise & Marketing Concepts - Exam.

Students will explore how to target a market and understand what makes a product or service financially viable. They will research product development, how to attract and retain customers and the factors for consideration when starting up a business. Student will also understand different functional activities needed to support a business start-up.

Unit R065 - Design a Business Proposal - Controlled Assessment.

Students will be able to identify the customer profile for a business challenge and complete market research to aid decisions relating to a business challenge. They will develop a design proposal for a business challenge and review whether a business proposal is viable.

Unit R066 - Market and Pitch a Business Proposal - Controlled Assessment.

Students will learn how to develop a brand identity and promotional plan to target a customer profile. As part of this they will learn to pitch a proposal to an audience and review the strengths and weaknesses of the proposal and pitch.

Course Requirements

Due to the high volume of coursework covered in the course, you need to be a good independent learner and able to manage your time effectively.

Assessment

The Cambridge National Level 1/Level 2 Enterprise and Marketing is assessed through a combination of 50% controlled assessment and 50% exam.

Progression

This course could lead to Level 3 BTEC or A-Level courses in the Sixth Form and Further Education.



FOOD PREPARATION AND NUTRITION

GCSE Design & Technology - AQA 8585

Course Outline

During this course you will learn about the knowledge, understanding and skills required to cook and apply the principles of food science and nutrition. You will learn about the functional and chemical properties of food and apply these to practical situations as well as contamination, food spoilage, food safety, sustainability, food labelling and marketing.

Course Requirements

Students must have a keen interest in food and be able to apply knowledge to practical situations. Students should also have an interest in the scientific elements of food and nutrition and be interested in food preparation.

The CGP Grade 9-1 GCSE Food Preparation & Nutrition AQA Revision Guide is recommended. A voluntary contribution of £15 each year helps to cover the costs of materials necessary to complete practical tasks.

Assessment

Internal Assessment	External Assessment
15% Food Science Investigation Including 10 hours of experimental work, evidenced through photographs and a written document.	50% Written Examination (end of year 11) Comprising multiple choice, descriptive and essay style questions.
35% Food Preparation Assessment Which involves the production of a 3-course meal, demonstrating a wide range of preparation skills.	

Progression

Learning to work independently and to research a wide range of topics, are skills which you will develop throughout the course. These are transferable skills and will benefit you considerably whichever career path you choose to follow.

Students who study GCSE Food Preparation and Nutrition go on to study Level 3 Food Science and Nutrition. You can also study any Design and Technology related course Post-16. Employers will value the GCSE Food Preparation and Nutrition qualification as it develops creative, technical and transferable skills.



GEOGRAPHY

GCSE - AQA 8035

Course Outline

GCSE Geography encourages you to learn about different people and places around the world. It is a very broad subject and covers a wide range of topics including natural hazards, rivers and coasts, population and settlement and economic development.

Course Content

The course is divided into three themes.

Living With The Physical Environment

Section A: The Challenge of Natural Hazards. Section B: Physical Landscapes in the UK. Section C: The Living World

The World Around Us

Section A: Urban Issues & Challenges. Section B: The Changing Economic World. Section C: The Challenge of Resource

Geographical Skills

Section A: Issue Evaluation - The issue(s) will arise from any aspect of the subject content but may extend beyond it through the use of resources. Section B: Fieldwork – Students understanding of the enquiry process will be assessed in the following two ways: 1. Questions based on the use of fieldwork materials from an unfamiliar context. 2. Questions based on student's individual enquiry work.

Three examinations will assess each theme individually. The specification will expect students to complete two pieces of fieldwork and show an understanding of both physical and human geography.

Course Requirements

If you are the type of person with a genuine interest in these kinds of issues, then Geography might be the right choice for you. Geography is an academic subject that provides you with a wide range of skills including fieldwork investigations, interpreting and presenting data and graphs and writing reports. Most importantly, choose Geography if it is a subject that you enjoy.

Assessment

Unit 1 - Living With The Physical Environment - 1½ hour written examination - 35% of final grade

Unit 2 - The World Around Us - 1½ hour written examination - 35% of final grade

Unit 3 - Geographical Enquiry - 1½ hour written examination - 30% of final grade

Progression

This subject could lead on directly to a Level 3 A-Level qualification in the Sixth Form or to courses in Further and Higher Education. Geography can be useful for a wide range of employment opportunities and provides you with a flexible qualification.

Revision Guides

The most effective revision guide which we recommend for students is the CGP AQA Revision Guide, ISBN 978 1 78294 610 6 and the workbook with exam questions in, ISBN 978 1 78294 613 7.

HAIRDRESSING AND BEAUTY THERAPY

VTCT Level 2 Certificate

Course Outline

This is a course aimed at those interested in pursuing a career in Beauty Therapy or within the hairdressing/complementary therapy industries. The Beauty Academy is purpose built, has modern practical working stations and is equipped with a full range of hairdressing and beauty therapy products and equipment.

Course Content

This course is made up of an examination paper and 3 projects. Running alongside this course will be a practical based unit, 'Creating an Image Based on a Theme'. Both courses will run together over 2 years.

Understanding the Hair and Beauty Sector is graded on examination results. The following three units will be project based. Hair and Beauty Research Project, Hair and Beauty Science and Marketing Hair and Beauty Services and Products. The final unit is 'Creating an Image Based on a Theme', which will involve a practical assessment and one written assignment.

Assessment/Units

You will gain the following qualification: -

UV21578 – Understanding the Hair & Beauty Sector

UV21579 – Hair & Beauty Research Project

UV21581 – Marketing Hair & Beauty Services and Products

UV21582 – Hair & Beauty Science

AM20073 – Creating an Image Based on a Theme

Progression

The course aids progression onto higher level qualifications at VTCT Level 3, or TECH LEVEL.

Equipment and Resources

All students will require a blue tunic, which is ordered through Ellisons, and black leggings for their practical lesson.

Students will need a blue lever arched folder with plastic wallets and dividers for their theory work.

There is a useful text book: -

The Official Guide to the Diploma in Hair and Beauty Studies, by Jane Goldsbro and Elaine White.
ISBN 978140801761-6





HEALTH AND SOCIAL CARE

BTEC Tech Award - Edexcel / Pearson XPE31

Course Outline

This course is purpose built for students who wish to pursue a career in Health, Child Care or Social Care areas. Units studied will have a varied focus and will prepare students with the skills needed for Level 3 or Apprenticeships in this sector. This course specifically aims to develop research and language skills which are essential for BTEC Level 3 and all A-Level courses.

Course Content

There are three components studied over two years, two of which are coursework based and one that will be externally examined via a set task. The first two components are covered in Year 10 and aim to be completed by the Spring Term. The final unit is synoptic; the teaching for this begins at the start of the Summer Term in preparation for a January sitting of the first attempt. If needed, a second attempt will be completed in the May/June exam session.

The components are as follows: -

Component 1 - Human Lifespan Development - Coursework

Component 2 - Health and Social Care Services and Values - Coursework

Component 3 - Health and Well-being - Examined Externally; dates set by the board usually January/May

Course Requirements

To do this course successfully, students will need to have a keen interest in the subject. Key skills that students will require are to be able to listen carefully (in order to develop the language they will need to complete assignments and the exam) and to work both independently and as part of a group.

Assessment

In Year 10, two coursework components will be taught from September to March. The external exam will usually take place in the spring examination sessions (January of Year 11) and is in the form of a 2-hour set task. If students do not pass the examined unit in the January session, they will need to re-sit this in the Summer session. Assignments must be completed to the best of their ability within the deadlines set, as late submissions do not qualify for re-submission. Assignments are only allowed to be submitted for feedback once. However, the teacher will give informal feedback to help students make improvements and give mock tasks, so they know what to do. After this, students will need to independently do a final submission and be graded on the work that they produce.

Progression

This course will provide an advantage for doing BTEC Level 3 in Health and Social Care (1 A-Level equivalent). From this, students can progress into the Health and Social Care sector as apprentices and go into tertiary education, onto courses like Nursing and Social Work. There are employment opportunities in statutory, private and voluntary provision of care services and there is a real need for qualified personnel in this sector in modern society.



HISTORY

GCSE - AQA 8145

Course Outline

This AQA History course allows students to study a wide range of topics from Nazi Germany to the movement of people over a thousand years. Topics include the colonisation of North America, the impact of expansion into India and Africa, as well as the movement of groups of people such as the Irish and Jewish communities. Students will also build on previous knowledge about slavery, World War One and World War Two.

Course Content

Paper 1		Paper 2	
Section A - Unit 1	Section A - Unit 2	Section B - Unit 1	Section B - Unit 2
Germany 1890 – 1945 Democracy & Dictatorship	Conflict & Tension 1918 - 1939	Britain Migration, Empires & The People c.790 - Present Day	Historical Environment Elizabethan England 1568 – 1603

There is no coursework with this course.

Course Requirements

It would be beneficial if students have achieved a level 6 in Year 9 and have good literacy skills. They must also be willing to attend revision sessions every Thursday and have good organisational skills.

Assessment

Paper 1	Paper 2
<p>What's Assessed In Section A there is a choice of four period studies, each with a focus on two key developments in a country's history, over at least a 50-year period. In Section B there is a choice of five wider world depth studies. These focus on international conflict and tension.</p> <p>How It's Assessed</p> <ul style="list-style-type: none"> ▪ Written Exam - 1 hour 45 minutes ▪ 84 Marks - including 4 marks for spelling, punctuation and grammar ▪ 50% of GCSE <p>Questions Section A – Six Compulsory Questions - 40 marks Section B - Four Compulsory Questions - 40 marks</p>	<p>What's Assessed In Section A there is a choice of three thematic studies, which look at key developments in Britain over a long period. In Section B there is a choice of four British depth studies incorporating the study of a specific historic environment.</p> <p>How It's Assessed</p> <ul style="list-style-type: none"> ▪ Written Exam - 1 hour 45 minutes ▪ 84 Marks - including 4 marks for spelling, punctuation and grammar ▪ 50% of GCSE <p>Questions Section A - Four Compulsory Questions - 40 marks Section B - Four Compulsory Questions - 40 marks</p>

Progression

GCSE History is a highly respected qualification amongst colleges and employers and could lead to further study in the Sixth Form, University or employment.



INFORMATION TECHNOLOGIES

Cambridge Nationals Certificate Level 1/Level 2 OCR J808

Course Outline

In Years 10 & 11, students will be undertaking the new vocational course in IT. They will acquire the skills in studying Information Technology, to aid progression to further study. The course is designed to give students a real understanding of their digital environment, develop key skills, and prepare them for their future use of IT in their chosen careers across a wide range of job roles in the workplace. There are potential employment opportunities in the Digital and Social Technology or Computing sectors.

Course Content

Students will study two units across the two years. Each unit assessment is graded at Pass, Merit, Distinction and Distinction*, at Level 1 and Level 2. They must complete both units of assessment to achieve the qualification.

Unit R012 - Understanding Tools, Techniques, Methods & Processes for Technological Solutions - Exam

This unit will help students to broaden their IT knowledge and understanding to help them to make decisions and appropriate choices when developing a technological solution. Students will understand the different risks associated with the collection, storage and use of data and how the legal, moral, ethical and security issues can have an impact on organisations and individuals.

Unit R013 - Developing Technological Solutions - Controlled Assessment Project

This unit is completed over 20 hours. It is internally completed and assessed externally. The assessment focuses on how effectively learners use their skills when developing a technological solution. They will be given a project to develop a technological solution that processes data and communicates information using a wide range of technologies to plan, create and test an integrated technological solution.

Course Requirements

Students will be required to have a positive attitude towards all aspects of Information Technology. Students will be required to use different software, so familiarity with computers and applications is desirable but not essential.

Assessment

The OCR Cambridge Nationals Certificate Level 1/Level 2 in Information Technologies is assessed through a combination of coursework 50% and exams 50%. Both are externally assessed by OCR Examination Board.

Progression

This course could lead to Level 3 OCR or BTEC or A-Level courses in the Sixth Form and Further Education. It will also support progression into employment through Apprenticeships in areas such as Digital Marketer or Business Administrator.



Music

BTEC FIRST - Edexcel / Pearson HDD10

Course Outline

This BTEC focuses on aspects of employment within the Music Industry and provides learners with practical opportunities to develop performing, composing and theoretical skills. Students will be required to perform and compose both as an individual and as part of a group.

Course Content

Throughout the course, students' study four units.

The two core units are: -

Unit 1 - The Music Industry

Provides an overview of the industry, particularly focusing on the shape of the modern industry and covering the emergence of the role of the self-employed producer, performer and promoter.

Unit 2 - Managing a Music Product

This unit looks at the development of a music product including its planning, management and promotion. Students will have to either produce their own CD or their own live event.

A further two optional specialist units are offered. These will include opportunities to develop skills such as performing, composing and working with music technology.

We aim to include as much vocational based experience as possible. This may include visits to recording studios, talks with professional musicians and experience of live music in concerts.

Course Requirements

The main requirement for this course is that you have a positive attitude towards all aspects of Music. However, the student will need some basic musicianship, e.g. be able to play an instrument or sing, or be willing to learn. Students will frequently have the opportunity to use the department's resources and will be expected to understand the responsibility this brings with it. As a representative of Music in the Upper School, students will also be expected to take part in extra-curricular Music activities.

Private instrumental or singing lessons are compulsory if you choose the course. Financial assistance may be available.

Assessment

Unit 1 is externally assessed by means of a one hour written exam. All other units are internally assessed.

Progression

Completing a BTEC Level 2 Qualification provides an excellent grounding for further study, such as a Level 3 Qualification, currently available in the Sixth Form.

PERFORMING ARTS

BTEC Tech Award - Pearson YTP96

Course Outline

Drama has a range of benefits that include self-expression, development of imagination, artistic awareness, fluency of speech, self-knowledge, self-discipline and self-confidence. Learning how to co-operate in groups, problem solving on social and moral dilemmas, helping students prepare for real life.

The Pearson BTEC Tech Award in Performing Arts allows students to use Drama as a means of exploration, where they can explore the construction of character and narrative and work as ensemble to develop devised and script performances.

Course Content

During the course students will work practically to explore how to develop and portray characters. Students will also use Drama techniques to explore a range of specific play texts. Over the two years Students will participate in workshop style lessons where they will develop their own acting skills and will look at different ways of bringing a script to life. Students will also focus on Practitioners and will explore the influences they had on theatre.

Course Requirements

All students must have an interest and a passion for Drama. Students must be willing to work and communicate with others and take part in practical based lessons.

Assessment

Component 1 - Exploring the Performing Arts - internally assessed - 30% of the course.

Component 2 - Developing Skills & Techniques - internally assessed - 30% of the course.

Component 3 - Performing to a Brief - externally assessed - 40% of the course.

Progression

This course could lead to Performing Arts or Drama in the Sixth Form and related subjects in Further and Higher Education.





PHILOSOPHY, ETHICS AND RELIGION

GCSE - OCR J625

Course Outline

GCSE Philosophy and Ethics, formally known as Religious Studies, enables students to engage in a modern and stimulating course by looking at relevant issue-based topics which are accessible to all students regardless of faith or background.

The optioned choice is a full-course GCSE and is centred around 3 topics: Philosophy, Ethics and further study of a major world religion.

In line with Government expectations all students will have the opportunity to study for a non-optioned, non-examined course of Philosophy and Ethics, called 'Modern Philosophy' which is 1-hour per fortnight.

Course Content

The structure of the course will be as follows: -

Modern Philosophy and Ethics

Christianity - Unit J625/07

Dialogue Between Religious & Non-Religious Beliefs and Attitudes; clashes between religion and scientific developments in euthanasia, abortion, genetic manipulation and others. Attitudes towards equality, clashes in secular values in schools and the world, the rise of humanism.

The Existence of God, Gods and the Ultimate Reality; understanding the concept of God, religious experiences and conscience, philosophical arguments for the existence of God.

Relationships & Families; gender roles, marriage, divorce, civil partnerships, sex and contraception.

Religion, Peace and Conflict; violence and conflict, terrorism, holy war, pacifism, forgiveness and reconciliation.

Assessed in 1 x 2-hour paper.

Beliefs and Teachings and Practices

Christianity - Unit J625/01

Including a study of creation, beliefs in Jesus, the nature of God, beliefs in life after death.

Islam – Unit J625/03

Including a study of core beliefs (Allah, Muhammad (PBUH) pillars) sources of wisdom and life after death.

Assessed in 2 x 1-hour exams.

Assessment

Students will sit the GCSE at the end of Year 11. There will be 3 exams in total and no coursework.

Progression

This course could lead on to A-Level Philosophy & Ethics in the Sixth Form and is an excellent preparation for Further and Higher Education study or the world of work. Other subjects for further study that benefit from GCSE Religious Studies include English, Psychology, History and Law.



PHOTOGRAPHY

GCSE - Edexcel / Pearson IPYO

Course Outline

This GCSE course in Art & Design: Photography is provided by Edexcel/Pearson and consists of two internally assessed and externally moderated components. Component 1: Personal Portfolio is 60% of the qualification and is the coursework element of the GCSE. Component 2: Externally Set Assignment is 40% of the qualification which consists of a 10-hour exam and preparation work. Students will be expected to use Microsoft Office 365 and use the OneDrive for all digital storage purposes.

Course Content

This course is suitable for students working to create imagery through digital media and darkroom practice. Students will learn to manipulate this imagery through a range of photographic techniques. The aim is to develop the ability to use digital media to record observations, to visualise ideas and communicate these ideas to others. A wide range of new techniques will be explored such as Photoshop manipulation, photo montage, joiners and mixed media.

Course Requirements

Students need to have a good compositional ability and an endeavouring work ethic. Students should have a keen interest in the Visual Arts and will need to be able to analyse and write confidently about photography.

Assessment

Throughout Years 10 & 11, progress is assessed by both the teacher and the students themselves. Students will be assessed against the four assessment objectives (A01.A02, A02 & A04), with each focusing on a different element of the course. Students are assessed on their ability to Develop, Refine, Record and Present.

You can opt for both Photography and Art & Design, but you should discuss this with your Art Teacher beforehand to assess if you are able to commit to the required time needed to be successful on both courses.

Progression

For those who show a particular interest and aptitude for the subject they will have the potential to continue their study as an A-level subject in the sixth form.

Many students from this school also go on to pursue Art & Design courses such as the Foundation Course at Bucks New University and other relevant Universities. These lead to a variety of different Fine Art and Arts Degree courses and a wide range of Art & Design-based careers, such as: Industrial Design, Graphic Design, Media Work and Fashion Design.

In fact, more students from Art & Design courses obtain jobs in their chosen field than from any other type of Higher Education course. We have a 100% success rate at getting our students on to both Foundation and Degree courses.

These options are not only of value to those wishing to pursue the subject beyond school. They can provide a chance to create and express personal ideas; it can provide enjoyment and a sense of achievement. It is a fact that Art & Design and Photography have a daily impact on our lives. Just about everything man-made we wear and use, both large and small, has been designed by someone. It is interesting to note that many business-based courses now include a design element and employers recognise the value of creative employees.



SPANISH - MODERN FOREIGN LANGUAGES

GCSE - AQA 8698

Course Outline

Students will either be entered at Foundation or Higher Level for each skill area - Listening, Speaking, Reading and Writing.

Course Content

Develop an understanding of the spoken and written forms of Spanish in a range of contexts.

Develop the ability to communicate effectively in Spanish, through both the spoken and written word, using a range of vocabulary and structures.

Develop knowledge and understanding of the grammar of Spanish and the ability to apply it.

Apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity.

Develop knowledge and understanding of countries and communities where Spanish is spoken.

Provide a suitable foundation for further study and/or practical use of Spanish.

Students study all of the following themes on which the assessments are based: -

Theme 1 - Identity and Culture

Theme 2 - Local, National, International & Global Areas of Interest

Theme 3 - Current and Future Study and Employment

Course Requirements

Students are required to understand and communicate in another language in order to enhance their language skills and increase their confidence. Students are expected to develop their language skills and normally have the opportunity to do so with the Foreign Language Assistant once a fortnight.

Assessment

Within the limits indicated in the syllabus, students should be able to demonstrate the following skills: -

Listening – Understanding and responding to different types of spoken language

Speaking - Communicating and interacting effectively in speech for a variety of purposes

Reading – Understanding and responding to different types of written language

Writing - Communicating effectively in writing for a variety of purposes

Students will be entered at either Foundation Level (grades 1-5) or Higher Level (grades 4-9) depending on their progress.

Progression

This subject could lead on to Level 3 A-level study in the Sixth Form or Further and Higher Education courses at College or University.



SPORT SCIENCE

Cambridge National First Award - OCR J802

Course Outline

The focus of this Cambridge National course is to study and learn about the specific aspects of Sports Science in a high level of detail, which needs to be completed mainly within the classroom.

Course Content

This option allows students to develop their knowledge and understanding of the Sports Science topics, through completing a range of assignments and a singular exam. It will be run alongside the compulsory core PE programme of practical lessons that all students follow, regardless of their options.

Assessment

There are 2 forms of assessment: -

Examination - This is 1 unit out of the 4 that will be completed.

Written Coursework - This is 3 units out of the 4 that will be completed. (this is submitted to be verified)

Units

This course is taught through both classroom based and practical lessons and is assessed through 3 written assignments and 1 examination.

R041 - Reducing the Risk of Sports Injuries - Examination Unit

R042 - Applying Principles of Training - Written Assignment

R043 - The Body's Response to Physical Activity - Written Assignment

R045 - Sports Nutrition - Written Assignment

Progression

This is an ideal course for those students with a passion and talent for sport and provides a good grounding for further studies at BTEC Level 3 Sport courses in the Sixth Form. This is a sound stepping stone for studying Sport in Higher Education and/or embarking on a career within the Sport and Leisure industry.





TEXTILES DESIGN

GCSE - Edexcel 1TE0

Course Outline

Textiles Design is a versatile course that involves the creation, selection, manipulation and application of a range of materials. Using fibres, yarns and fabrics, and processes such as weaving, knitting, stitching and printing to create designs and products. Students design work in multi-disciplinary ways to create ideas, materials and techniques for different applications. It allows students to develop knowledge, skills and experience that could open the door to a career in the Fashion and Textile industry where they could play an important role in the world of fashion, theatre, performance and retail.

Course Content

Areas of study: -

Constructed Textiles - Innovative manipulation and reworking of threads and fabrics.

Digital Textiles - The design of textiles using digital techniques.

Dyed Fabrics - The use of natural and synthetic dyes. The use of resist and applied techniques with natural and man-made fibres e.g. tie-dye, batik

Printed Fabrics - The use of printed textiles to create unique pieces of work.

Fashion Design - The design and creation of clothing and fashion for a consumer group.

Installed Textiles - The use of a range of installed textiles materials, tools and techniques such as padding and collage.

Soft Furnishings - The creative use of the tactile and physical qualities of textiles in an interior space.

Stitched and/or Embellished Textiles - The design of stitched and/or embellished textiles for use in creative products such as fashion, costume and interiors.

Drawing - Drawing is an essential skill in the development process of Textile Design, from initial visual research, recording from primary sources, through to the translation of ideas into finished designs.

Course Requirements

Textile Design is ideally suited to students who enjoy learning through practical activities and it has a focus on creativity. Students should enjoy designing and making Textile products.

Assessment

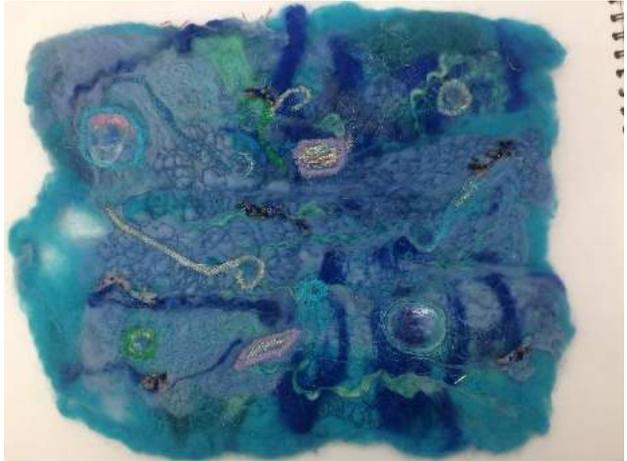
The Edexcel GCSE (9–1) consists of two components, both internally assessed and externally moderated. Students develop knowledge, understanding and skills when undertaking work in Textile Design and these will be assessed in both components.

Project			Title	%	Duration
Component 1	Internal Personal Portfolio	Sketchbook & final piece	Student's own choice	60%	Extended project started in Year 10 and completed in Year 11
Component 2	External Set Assignment (Exam)	Sketchbook & final piece	Set by the Exam board	40%	Preparation in lesson time and a 10-hour exam



Progression

Upon completion, you can progress to A-level Art Textiles. Those wishing to look to Apprenticeships or other areas of Further Education would have gained highly useful transferable skills such as problem solving, practical application of knowledge and a wide range of practical capabilities using a range of tools and processes.





CAREERS EDUCATION

The 'Careers Education and Guidance' at Sir William Ramsay School is aimed at enabling students to make informed decisions now and for the future.

By drawing on self-knowledge this will enable students to: -

- Learn from information about the labour market locally
- Make effective use of information and guidance
- Make and implement action plans
- Develop and demonstrate key skills important for the world of work, through a range of providers
- Link curriculum learning to careers, study paths and apprenticeship or training opportunities

As part of this important decision-making time, all of the students in Year 9 will have an opportunity to talk to an independent Careers Guidance Officer. They will be there to offer personal advice on the options and the opportunities available moving forward.

Furthermore, all of our students are encouraged to attend our 'School Careers Fair' on Thursday 31st January 2019, where students can experience first-hand encounters with employers and employees plus Further and Higher Educational establishments. The Careers Fair has approximately 50 different stands representing a variety of different fields of employment and study, as well as representation from Colleges and Universities.

All Year 9 students preparing for their option selection will participate in a Careers Programme, during PSHCE lessons. They will be looking at a variety of different topics from stereotyping in the job market, careers, employment, skills for the workplace and information about enterprise. As part of this careers programme students will have a workshop with Adviza, the independent carers advice service, discussing different careers and educational pathways. This is designed to assist students with making their option choices, to support their future plans and make informed decisions for their future.

For further information or support with options, for future study, training or work pathways, please look at the careers section of the school website.

Alternatively, you can contact Ms Hall, the Careers Lead for the School, on 01494 815211 or by email ahall@swr.school .



SIXTH FORM

Years 10 and 11 courses are excellent preparation for Sixth Form studies and beyond.

Although it may seem like a long way off, it is essential for students to consider where they hope to be in three to five years' time. This will help them to make the right choices, which will allow them to build towards their chosen goal. The world today is competitive, and we want to give students the best chance to succeed in whatever path they choose, whether it be taking up an apprenticeship, following the Higher Education path or University. Post 16 Education is a fantastic stepping stone for all of these.

Sir William Ramsay School Sixth Form offers a range of A level and BTEC Level 3 courses as well as Tech Level 2 & 3 in Beauty Therapy. Allowing us to cater for a variety of students' learning needs and future ambitions. Students also have the chance to study enrichment courses, to complement their core curriculum, including Extended Project Qualification, Leadership Qualifications and Community Services, both inside and outside of school. We have the ambition of making every Year 12 student a leader so that they really develop their soft skills, that are so desired by employers and Universities. The Sixth Form attracts applications from many of the Sir William Ramsay School students as well as students from several other schools and colleges in the area.

Throughout their time with us in Sixth Form, students receive a lot of independent advice around their future options and they are supported with whatever choices they choose to make.

In Year 12, students experience fortnightly lectures around future options, study skills and general wellbeing, including stress management.

In Year 13, we provide students with weekly sessions with their tutors in order to guide them through their University applications, CV writing and research into the world of work and apprenticeships.

We still have a large number of students choosing to go to University and are successful in their applications, however, it isn't for everyone and students are supported and facilitated in whatever route they decide to take.

Students will receive information about Sixth Form courses throughout Years 10 & 11 and Sixth Form applications will begin in the Autumn Term of Year 11.

Please do not hesitate to contact us should you require further information.



USEFUL CONTACTS

We hope that you now have a better insight into the option 'Pathways' for Years 10 & 11. If, however, there are questions you still need to ask, please use the contacts below:

Miss Gurney

Head of Year 9 & Geography Teacher

E-mail: egurney@swr.school

01494 815211

Mrs Wolfenden

Head of Department-SENCO

E-mail: ewolfenden@swr.school

01494 815211

Progression to Sixth Form & University

Mrs E Macdonald

Head of Sixth Form

E-mail: emacdonald@swr.school

01494 815211

Adviza

Lisa Goodman & Katie Matthews

Careers Advisers

E-mail: lisagoodman@adviza.org.uk

07891 052342

E-mail: katiematthews@adviza.org.uk

07951 518326

www.adviza.org.uk

Awarding Bodies Websites

AQA

www.AQA.org.uk

Edexcel (This also covers BTEC qualifications)

<http://qualifications.pearson.com>

OCR

<http://www.ocr.org.uk/>



CHECKLIST

Congratulations!

You have got to the last page of the Pathways Prospectus - you must have made your choices????

Just in case, here is a reminder of what you should do....

Using your Pathways Decision form.

Fill out your name and form clearly in the boxes provided.

Select the name of the Ebacc subject you wish to take from the options you have been given.

Then fill out the second section using the table of subjects.

Please make sure that you put the words 'option' or 'reserve' next to the numbers, as this selection will determine the order in which we will work from to allocate your choices.

Finally make sure you have signed and date the form and then hand it into your tutor by

Friday 15th February 2019.

If you have any questions regarding your Pathway choices or you lose your form, please email or speak to Miss Gurney. Please do not just copy the form from another person as there are multiple forms.