

**UPPER SCHOOL
COURSES**

2008/2010

This booklet describes the courses that we offer to students in Year 10 and 11.

In Year 10, for the first time in your school career, you have real choice about what you study. You do not have complete freedom of choice - several subjects are compulsory - but you are able to drop some subjects and to start some new ones. It is absolutely vital that you make these choices carefully.

Some careers do require you to have studied particular subjects. If you are interested in such a career, or at least do not want to exclude it from your future options, you need to choose accordingly. For instance, medics will need high grades in Science subjects - Triple Science may be a very wise choice for them.

However, most occupations do not require you to follow particular courses - getting the best possible grades will usually be more important. As such, it made good sense to choose subjects that you will do well in.

Remember, you cannot tell which teacher you will get; you cannot be sure which class you will be in and who else will be in it. It is much better to put these things to one side when making your choices.

I would urge you to take as much advice as you can. Talk to your parents; talk to older brothers and sisters; talk to students that you know in Years 10 and 11; talk to your teachers and your tutor. Several of the subjects will be new to you - do take the trouble to find out about them (but do not assume that they will be good just because they are new).

We will be holding an Upper School Courses Evening on Wednesday 13th February, starting at 7:00pm. It is absolutely essential that you come to that - there will be detailed information about all the courses and teachers will be available to answer your questions.

Choosing subjects that you enjoy and that you are good at is a good starting point. Remember, you will want to leave us in two years time with the best possible grades and to be able to look back on an interesting and rewarding set of courses. Good luck!

Mr Leeming
Headteacher

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The Key Stage 4 Curriculum

You will have to study the following core subjects at Key Stage 4

- English
- Mathematics
- Science – either triple or double.
- PE
- PDL (Personal Development Learning)

In addition to your core curriculum most students study four subjects at GCSE level.

Please be aware of the following:

- In order to timetable our curriculum you need to express a first preference for **four** of the subjects overleaf.
- In addition we would like you to choose a reserve. This will allow us some flexibility to give most students most choice. In the event that we cannot timetable your first preferences your reserve preference **will** be used.
- If, having used your reserve, there is still a problem with your timetable, a senior member of staff will consult you.
- You will not be allowed to study three subjects from any one preference block.
- For Technology subjects there is a common core so you can only choose one D and T subject but you could, for example choose one D and T subject and either ICT or Business.
- The number of teaching groups in each subject is dependent on staff availability.

The following combinations of choices are NOT possible for timetabling or curriculum reasons.

- Leisure and Tourism with Geography
- Leisure and Tourism with PE
- Leisure and Tourism with Food
- Food with PE
- More than one D & T subject

For the purposes of balancing your curriculum, preference subjects are organised as follows:

You are strongly advised to choose at least one subject from each preference area.

Preference A	Preference B	Preference C	Preference D
French German	History Geography Religious Studies Sociology	Art Drama Dance Music PE	D & T Graphics D & T Textiles D & T Food D & T Resistant Materials D & T Electronics ICT Business Studies
Leisure and Tourism - applied GCSE - Double option. This is the equivalent of <u>two</u> preferences.			

Out of Lesson Study Support

As you increase your skills and knowledge in Years 10 and 11, it is vital that you develop your organisation and independent study skills. Homework is an important at KS4 as it is in KS3. There is no homework timetable at KS4 because we expect you to organise your own time and plan your homework time effectively. Every subject will set homework regularly to be completed at home with the exception of PDL and core PE.

Successful students in the upper school spend on average up to 2.5 hours on their studies per evening. This will not only include ongoing written work but also coursework and revision. In KS4, you will be issued with a planner which is more like a filofax and includes several useful pages to support your learning. You will be asked to write your homework down with the deadline dates and it is important that these deadlines are met.

If deadlines are not met then subject teachers will impose a sanction such as a detention to ensure the work is completed or a study support session if there is genuine confusion or need for support. If tutors, subject staff or the Head of Year are concerned about the quantity or quality of homework being completed, then parents will be informed. If you fail to complete coursework to deadlines it may jeopardise your exam entry for that subject.

In order to help you study, the library is open every afternoon except Fridays until 4.00pm. The computer facilities in the library are available for you to use after school. In addition, many subjects offer support and revision sessions, particularly in Year 11. There is an independent learning club available with staff support after school on a Monday and a Thursday in L11 and the library. During Years 10 and 11 your parents will be invited to several Parents' Information Evenings when the Heads of Years 10 and 11 will explain coursework requirements and revision techniques as well as other relevant issues.

Key dates

- Beginning from Monday 28th January, students in Year 9 receive additional briefing in assemblies and classes about Upper School Courses.
- Year 9 Parents' Evening is Tuesday 5th February.
- The Upper School Courses booklet is issued on Wednesday 6th February.
- Wednesday 13th February - Upper School Courses evening. 7.00pm - 9.00pm
Parents and students are welcome.
- Monday 25th February - Upper School Preference Sheets issued.
- Monday 3rd March - Upper School Preference Sheets to be returned to Tutors.
- Finalisation of the curriculum for each Upper School student takes place before the beginning of the summer term.

EXPRESSIVE AND CREATIVE ARTS FACULTY



Staff

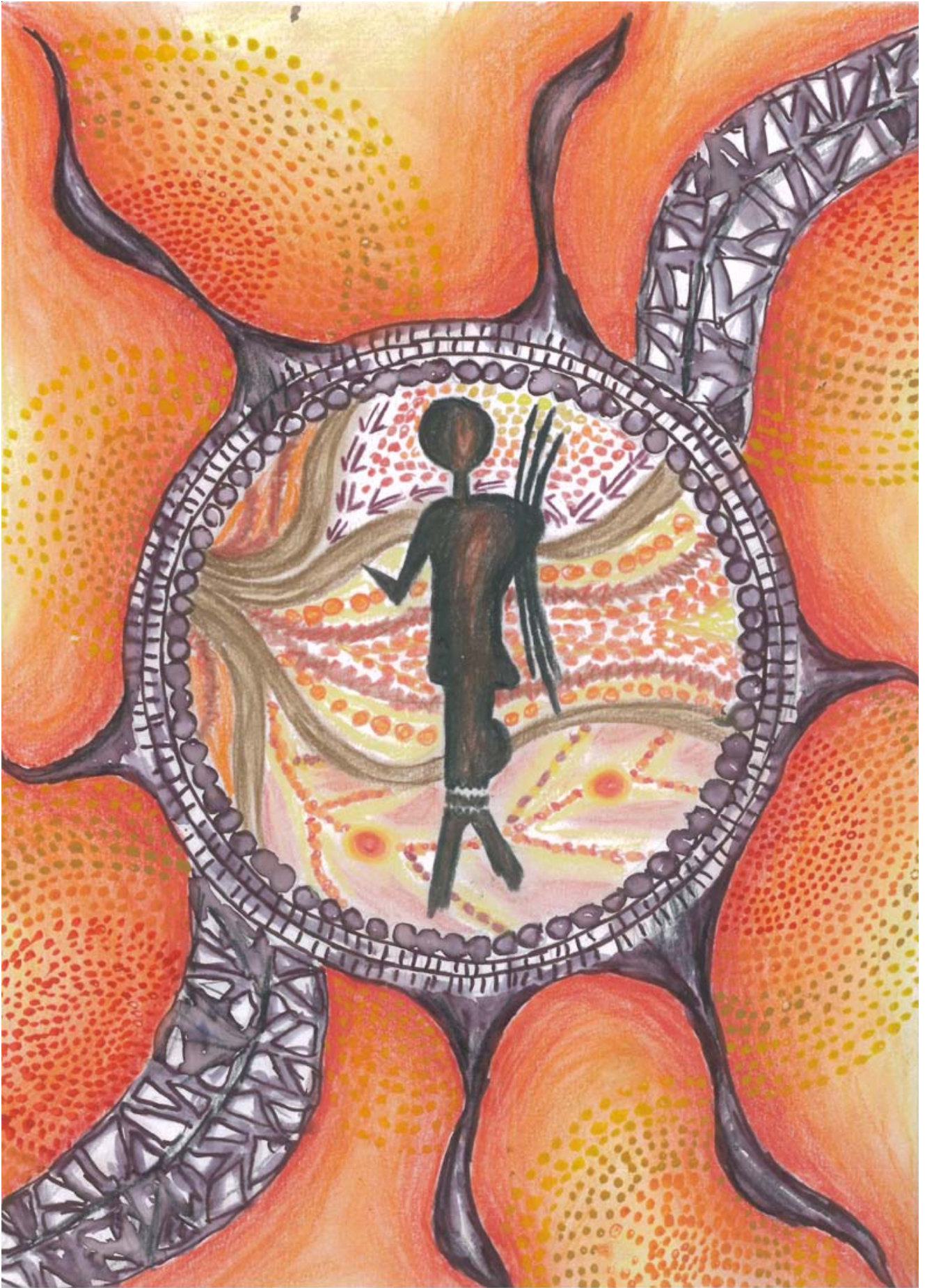
Faculty Leader: Mr P Williams

Subject Leader

Art	Miss N Howard
Dance & Drama	Miss C Titcombe
Music	Mr J Oliver
Physical Education	Miss M Breheny

Contributions to the Upper School Curriculum:

Art	-	Preference Subject
Dance	-	Preference Subject
Drama & Theatre Arts	-	Preference Subject
Music	-	Preference Subject
Core Physical Education	-	Core Subject
GCSE Physical Education	-	Preference Subject



Lauren Terry - GCSE Art Student

Art and Design



With a few exceptions, everything made by man is designed by an artist, from architecture to fashion design, from furniture to landscape design, from interiors to jewellery design and photography to graphics and publishing. The huge range of Art careers and further education courses available require a diverse and broad approach at GCSE.

Course Title & Exam Board

The syllabus followed is **AQA Art and Design (unendorsed)** which enables you to explore a wide range of approaches, subjects and media.

Course Description

During the course two units of work will be completed; each consisting of research, initial and development ideas, final piece and evaluation.

Much of the work will be produced in a sketchbook, which accounts for a high percentage of the final grade.

Some written work is required in the form of research, notes about the work and evaluation.

Skills & Concepts

You will be expected to work from observation and imagination, should be able to work independently to research and develop ideas in a sketchbook.

Various stimuli are used as starting points including:

- Cultures
- Still life
- Landscape
- Art movement
- Individual Artists

Ideas are explored in a variety of media including:

- Pencils
- Colour pencils
- Black biro
- Oil pastel
- Paint
- Collage
- Fabric and Textiles
- Printing/Clay
- ICT

Method of Assessment

Coursework and sketchbook = 60%

Practical Examination = 40%

Equipment needed

You are required to purchase an A3 or A4 sketchbook, preferably hardback and attend lessons with a range of drawing equipment.

The course offers the opportunity for you to visit the Tate Modern, London to develop independent work.

Dance



Course Title & Exam Board

Performing Arts; Dance 3231 with AQA Exam Board.

Course Description

This course focuses on contemporary dance and no previous experience is required.

You will follow the study areas of:

- Choreography
- Performance
 - Set study
 - Group work
- Theory
 - Dance appreciation, analysis and historical context

Skills & Concepts

The course involves:

1. Good studio practice, which includes health and safety issues.
2. The expressive nature of dance skills paying particular attention to dynamics, spatial awareness and performance relationships.

Due to the requirements of the course the successful candidate will be able to contribute to **GROUP WORK**. As a consequence of this, commitment to the group is of **VITAL** importance.

There will be rehearsals after school. This requires strong organisational skills as you will be expected to attend. Throughout the course performance work will stem from various ideas, concepts, themes and established professional dance work.

Method of Assessment

The course is divided as follows:

Written Paper	20%
Practical exam	20%
Coursework	60%

PLEASE NOTE:

ALL practical exam/coursework is videoed as requested by the exam board.

Student Groupings

You will be taught in mixed ability groups.



Drama and Theatre Arts



The skills you develop in this subject will be of considerable benefit to you in whatever career choice you eventually make.

Course Title & Exam Board

Drama and Theatre Arts with the Edexcel Exam Board

Course Description

The course is in three parts:

- in part one of the course you will use drama to express your feelings and ideas about a range of issues
- in part two of the course you will look at a play to see how a playwright expresses their ideas about a theme or topic and explore ways of making the play work on stage
- in part three of the course you will have the choice of being involved in the performance of a play from an existing script or one you can create yourselves.

Skills & Concepts

GCSE Drama is all about understanding what it is like to put yourself in somebody else's shoes. You will play many parts in different imaginary situations. You will have the opportunity to create your own work as well as look at plays written by other people.

You will enjoy this course if you want to study a subject that is both practical and creative. You may have done some acting before or helped out backstage on a production. You may have always wanted to have a go at making a play, performing, making costumes, building a set or operating the lights but never had the chance. You will enjoy this course if you enjoy working as part of a team as Drama involves a lot of group work.

What makes a successful student? A person who enjoys lessons and rehearsals and is prepared to appreciate that learning and fun can go together.

The ideal student knows that because Drama is essentially a group activity you have to be able to co-operate with others. This means putting your group first, for what is good for the group is good for you. You will be attending rehearsals in your own time, usually an hour, on the same weekday when a production is being prepared for performance. This will increase towards the end of the rehearsal period if the production is a large one. This is called **commitment, which is very important and requires self discipline.**

Method of Assessment

The course is divided as follows:

Practical coursework	60%
Practical Performance	40%

The 60% coursework consists of practical performance work and a written notebook of evidence. During your course you will take part in two different workshops. In one of the workshops you will use all that you have learnt about Drama to explore your responses to a range of material presented to you. In the other workshop you will explore a play and show your understanding of drama by taking part in a number of exercises based on the play. You will be assessed on your practical work and on the supporting notes you keep during the workshops.

The examination is a practical performance. You will take part in a play that you have created as a group or rehearsed from a script. You can either be examined on your acting skills in the performances or on your design and technical skills (stage design, costume, masks and makeup, lighting or sound). You will perform the play in front of an audience and the examiner will be present at one of the performances.

PLEASE NOTE: ALL practical exam work is videoed as requested by the exam board.

Student Groupings

You will be taught in mixed ability groups.



Music



Course Title and Exam Board

GCSE Music with AQA Exam Board.

Course Description

GCSE music ...

- Is based on five areas of study
 - ❖ Film Music
 - ❖ Dance Music
 - ❖ Orchestral Landmarks
 - ❖ Music for Special Events
 - ❖ Popular Song since 1960
- Builds on skills, knowledge and understanding achieved during years 7, 8 and 9
- Allows you to follow your own interests and develop your own strengths e.g. writing your own music
- Enables you to use a wide variety of instruments (acoustic and electric) and other resources such as computers, keyboards and multi-track recording facilities for performing and composing.



Skills & Concepts

GCSE music allows you to develop your skills in three main areas

- Performing – you will develop your instrumental or singing skills within each area of study as well as having the opportunity to develop your ability to perform music of your own choice as a soloist and as part of an ensemble.
- Composing – you will develop composition skills in each area of study and are also given the opportunity to compose music of your own choice.
- Listening and Appraising – you will develop your knowledge and use of music vocabulary and learn how to identify a wide range of musical characteristics and techniques. This will underpin your work in performing and composing.



Method of Assessment

Coursework Composing (25%)

You will submit a composition based on the area of study: music for special events.

Coursework Performing (25%)

You will perform one solo piece on your chosen instrument/voice and one ensemble (group) performance. You can perform any style of music.



Integrated Assignment (25%)

One composition based on a set assignment arising from one of the five areas of study (excluding music for special events). This is set by the exam board to be completed within the spring term of year 11. It also includes a 30 minute written exam.

Listening and Appraising Exam (25%)

A listening/written paper lasting for 1 hour 15 minutes.
All five areas of study will be included in the test.



Student Groupings

You are taught in mixed ability classes.



Instrumental Lessons

You do not...

- have to be good at reading music, although you do need a basic knowledge of reading pitches and rhythms
- have to have reached a certain grade on your instrument/voice

However...

- you will be encouraged to participate in the musical life of school
- if you opt for GCSE Music, you will be given priority in receiving vocal or instrumental lessons, depending on space
- it does help if you have instrumental lessons and can read music

Core Physical Education



In Year 10 and 11 students follow a compulsory programme. Students are taught in single sex, mixed ability groups. They take part in courses which include, badminton, table tennis, volleyball, multi-gym work, outdoor games, cricket, tennis and athletics. Each course lasts for approximately twelve lessons.

Option Courses:

On-Site Activities

In the summer term of Year 10, students can opt to take part in a sports leader's course. This lasts for three terms and develops the student's leadership skills through the medium of sport.

In the spring term of Year 11, students can opt to take part in a ballroom dancing course with an outside professional company delivering the lesson. This is an ideal way to prepare for the final Prom!

Skills & Concepts

Our aims include you:

- Gaining enjoyment and satisfaction from being involved in physical activity.
- Continuing to develop your physical competencies.
- Enhancing your self esteem through the development of your physical confidence.
- Coping with the challenges of competitive and co-operative situations.
- Encouraging you to adopt an active lifestyle while at school and throughout life.

Parental Contributions

To increase choice and experience for our students the Physical Education Option Programme includes some activities which are taught by qualified experts, but who are not Crofton School staff members (ballroom dancing is an example of this). These courses may need additional funding to help cover the cost of the professional tuition and required resources. Without parent contributions towards costs it may not be possible for the courses to run.



GCSE Physical Education



Course Title and Exam Board:

Physical Education: Edexcel Full Course Physical Education

Course Description:

You will have both practical and theory lessons. The practical lessons will cover a wide variety of activities. Badminton, cricket, netball and rugby are but a few. You will also take on different roles such as performer, coach, choreographer, leader and official. GCSE PE builds on the skills and understanding that you have achieved in Years 7, 8 and 9.

Skills & Concepts

This course helps you to:

- Develop your own performance skills
- Apply these skills in game situations
- Evaluate and analyse performances; your own and others
- Gain a further understanding of the link between fitness and health

Methods of assessment:

The scheme of assessment is not tiered.

The course is based on:

Final written exam: 40%

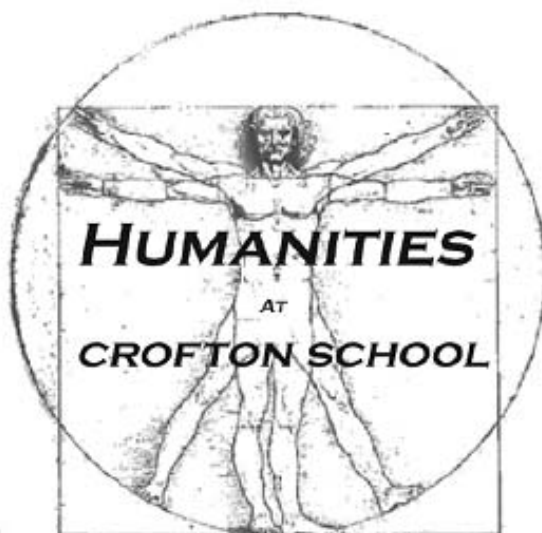
Practical Coursework: 60% This includes a fitness training coursework module which is completed in Year 10.

Please Note: Some practical exam/coursework is video taped as requested by the exam board.

Student groupings:

You will be taught in mixed ability and mixed gender groups for theory lessons. You will be taught in single sex groupings for practical lessons where possible.

HUMANITIES & PERSONAL DEVELOPMENT FACULTY



Staff

Faculty Leader: Mr S Barnes

Subject Leader

Geography	Mrs S Evans
History/Sociology	Mrs E McNally
Business/Leisure & Tourism	Mrs T Jeffery
Teacher Leading Business	Mrs C Hunt
Personal Development Learning	Mr S Barnes
Personal, Social & Health Education	Mr D Clark
Religious Education	Mr R Milliken

Contributions to the Upper School Curriculum:

Business Studies	-	Preference Subject
Geography	-	Preference Subject
History	-	Preference Subject
Leisure & Tourism - Double Award	-	Preference Subject
Personal Development Learning	-	Core Subject
Religious Education	-	Preference Subject
Sociology	-	Preference Subject

Business Studies



Course Title & Exam Board

Business Studies GCSE has been designed to offer students the opportunity to learn entrepreneurial skills that will be invaluable in the work place.

Course Description

This course aims to increase students' ability to explore **independently** the business environment and:

- provide a rigorous yet flexible programme for delivery and promote a student-centred and practical approach
- offer some choice in the mode of assessment to enable students to demonstrate their capabilities in a way which is best suited to them.
- encourage students to develop independent thinking to solve problems
- encourage students to develop decision-making skills.

This course will appeal to students who are interested in the business environment and who have confidence and the ability to communicate well. **You must enjoy taking responsibility for your own investigations.**

Skills & Concepts

You will study five main units during your GCSE, all designed to help to understand the dynamics of business activity and the influence this has on the decision-making processes within a business.

Unit 1 - Business and its environment

Focusing on different types of business and how they operate in the UK and global economy.

Unit 2 - Human Resources

You will learn about the role of the Human Resource Department, Employment Law, Motivation Theory and Methods of Communication.

Unit 3 - Finance and Accounting

The function of the Finance Department is critical to any business and is a critical part of this course. You will learn about sources of finance and the evaluation of businesses profitability.

Unit 4 - Marketing

You will learn about the role of the Marketing Departments, how to market products and services.

Unit 5 - Production

In this wide ranging unit, you will learn about locations of business, methods of production, use of Computer Aided Design and other production methods.

Method of Assessment

You will complete one piece of coursework worth 25% of the overall grade. The coursework will be a business case study in which you will have to solve a variety of business issues covered in the five main units. There will be a final exam worth the remaining 75% of the grade, which will take place at the end of Year 11 and will take two hours to complete. A research brief will be issued prior to the final examination to enable students to revise in a particular context.

Geography



Course Title & Exam Board

GCSE Geography - Specification C with OCR Exam Board.

Course Description

This course looks at people and their interaction with the environment. Different activities and environments are studied in a variety of ways and on different scales from local to global. Skills such as map reading, collection and interpretation of data and decision making will be developed. This course also seeks to promote an awareness of the significance of attitudes and values in social, economic and environmental issues, aiming to give an understanding of the world in which we live and enable well informed decisions to be made about it.

There are five main areas of study and they are interlinked:

I Physical Systems and Environments:

- weathering and erosion
- weather and climate
- river basins
- habitats

II Natural Hazards and People:

- plate tectonics
- earthquakes and volcanoes
- preparation and prediction

III Economic Systems and Development:

- economic growth
- trade and interdependence
- differences in the quality of life (LEDC/MEDC)

IV Population and Settlement

- population distribution
- location and function of settlements
- land use changes
- growth and decline of settlements

V Sustainable Development

- the Earth's resources
- exploitation and management
- resolving issues
- the quality of the environment

Skills & Concepts

The examination will assess by testing these skills and concepts:

- Your geographical knowledge, which is shown by remembering facts from your studies.
- Your understanding of the geographical ideas shown by your explanations.
- Your ability to use geographical skills to interpret graphs, maps, photographs, statistics and also to draw maps, graphs etc.
- Your ability to realise that peoples' attitudes and values play a significant part in any geographical decision and to discriminate between desirable and undesirable consequences of some actions.
- Your ability to investigate and solve problems.

Method of Assessment:

The assessment takes the form of two written examination papers worth 30% and 50% respectively. The two written papers are set at two tiers (Foundation and Higher). Candidates must enter for a single tier in a particular examination sitting. Each tier examines broadly the same issues and resources. The Foundation Tier (grades C - G) utilises short structured questions. The Higher Tier (grades A* - D) includes opportunity for some more extended answers. Both tiers have opportunities for extended prose. Candidates achieving less than the minimum mark for grade D on the Higher Tier will be recorded as 'U'.

The first of the two papers will be a Decision Making Exercise worth 30%. You will study a resources booklet for three weeks before the examination and can use it in the examination.

The second paper will cover the course content and will contain many evidence based questions and test knowledge of the case studies covered, worth 50%.

Student Groupings

Geography will be taught to mixed groups.

Coursework

The coursework element in this subject is common to both tiers and is based on a fieldwork enquiry, which will be worth up to 20%. There will be some practice coursework pieces undertaken to prepare for this. The coursework is planned to extend some of the ideas covered by the course and will include field studies off site and involve the collection of first hand or primary data. Much of this work will be undertaken on a day visit to Ryde, Isle of Wight.

Geography tackles the big issues! Without geography..... you're nowhere!

- As international links become closer, easier and faster, we need more than ever to understand the geography of the world;
- To help protect the environment - both at home and abroad - we need to understand geographical influences, and the geographical relationships linking people and their surroundings;
- To make the most of our multicultural society we need to understand and appreciate the cultures and backgrounds of people from all over the world.



Geography - helping you make sense of the world



**20th
History**

History

Herstory

Your story

History



Course Title & Exam Board

Modern World History with OCR Exam Board

Course Description

You will study 'The Modern World, 1914 to the Present Day'. The course looks at developments within countries and relations between them. Much of the course involves studies in depth, so you will look at social and economic issues, as well as the political, to increase the level of your understanding. There is a requirement that 25% of the course should be concerned with British History.

Areas of study in depth include:

- Britain, 1906 - 1918, looking at issues like Poverty and Votes for Women.
- The First World War (in connection with which the Department will again be organising its highly successful trip to Belgium and France, in March 2008).
- Germany - including Hitler's rise to power and life in Nazi Germany.
- The reasons for the Second World War - including Hitler's aggression and the failure of the League of Nations.
- The 'Superpower' rivalry between the USA and the USSR after 1945, including the division of Europe 1945-90.

Method of Assessment

There are two examination papers, together worth 75%, with 25% for the two coursework assignments.

There are no different tiers for the History exam. There is no need to 'select' which students should sit different levels of examination paper: you will all sit the same exam.

Aims

In terms of skills, you will be required, in the jargon of the exam board, "to select, organise and use information to support an argument; to describe, analyse and explain the past: and to use historical evidence critically". But above all, you will be positively encouraged to develop a questioning attitude to whatever you are studying, and to understand that the past is not fixed in tablets of stone. The approach will therefore be to pose questions for you to investigate, such as:

'How effective were the activities of the Suffragettes?' or

'How serious was the possibility of nuclear war in the Cold War?'

It is by using this problem-solving approach, that you will develop your ability to assess evidence and support judgements.

In terms of content, the aim of the course is to give you a better understanding of the world today, by explaining how the Twentieth Century has been shaped by various ideas, people, events and developments: to understand that we are our past.

"We live going forwards: we understand looking backwards"

Leisure & Tourism



Course Title & Exam Board

Leisure & Tourism Double Award with OCR Exam Board.
Grades available A*A* to GG

Course Description

The course consists of three modules:

- Investigating the leisure and tourism industry
- Marketing
- Customer Services

You will look at tourist attractions, travel agents, and sporting and recreational venues as examples of the industry. You will be investigating how and why the leisure and tourism industries function and how customer services are organised in a wide variety of situations. You will look at how the different organisations market themselves through brochures, leaflets and other advertising material. You will investigate how the industry is organised and the work opportunities available at all levels. The course will be based on real life examples mainly in the local area but opportunities will arise for visiting venues further afield.

This course will appeal to students who are interested in the Leisure & Tourism industry and who have confidence and the ability to communicate well. **You must enjoy taking responsibility for your own investigations.**

Skills & Concepts

You will learn how to conduct **independent** research and a greater awareness and understanding of how the organisations that you study operate. This will cover two spheres of operations, both **independently** and within a network of interrelated organisations both private and government.

You will learn the significance of customer service to the customer, the staff and the organisation and you will learn to compare and contrast the effectiveness of different styles of marketing, both locally and nationally.

Method of Assessment

There are three modules which each count for 1/3 of the total marks.

1. Investigating travel and tourism has a final examination, which you will take in January 2010. There will be an opportunity for you to retake the examination in June 2010 if you need to improve your mark. This module will take three lessons per week throughout Year 10 and 11.
2. Marketing which is examined by portfolio. This module will be started in Year 11 and take three lessons per week.
3. Customer Services which is also examined by a portfolio of evidence. Students must undertake their Trident placement within a leisure or tourism organisation to gather evidence for this unit. This module will take three lessons per week and will be completed in Year 10.

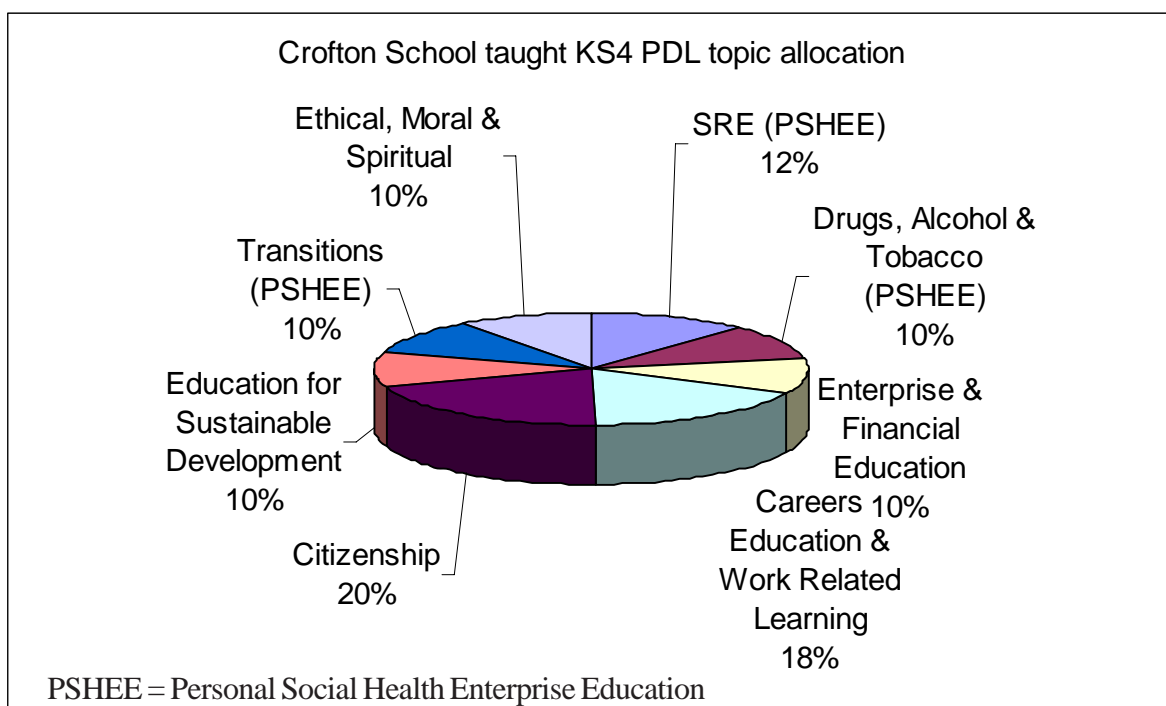
Student Groupings

The group will be mixed ability. There will only be one group available and, if oversubscribed, you will be selected by aptitude and commitment to the course.

Personal Development Learning (PDL)

Course Description

All students in Year 10 and 11 at Crofton School will study *Personal Development Learning*. It is an important element in the preparation for your life after school. It provides a unique opportunity for you to develop knowledge and skills about social, political, economic and health issues that will enable you to make the most of your life as one member of a larger society. The main themes of the course are outlined in the pie chart below and you can see how much time and emphasis is put on each one:-



Skills & Concepts

PDL teaches many key skills and informs you about some of the important and challenging decisions that you may have to take in your young adult life. As well as developing your role as a young active citizen who recognises their rights AND responsibilities, the course will invite you to become a moral consumer who is able to work with others in a team, and identify the strengths and weaknesses of yourself and others. It invites you to develop more ways of solving problems peacefully and celebrate and respect a diverse society. An important part of being an Active Citizen is knowing how you can make your voice be heard and learning about the structures that govern our lives enables you to do this effectively.

Method of Assessment

You will be assessed in a variety of methods to enable specialist teachers to comment accurately on particular life skills.

Student Groupings

You will be grouped in mixed ability classes and be taught on a carousel basis.

Religious Studies



Course Title & Exam Board

You will study Religious Studies World Religions with OCR Exam Board. The Religious Studies course for the GCSE examination consists of a practical study of Christianity and Judaism.

Course Description

The course covers:

- Festivals
- Rites of Passage such as birth, marriage and death
- Beliefs
- Pilgrimage
- Places and forms of worship
- Religion and conflict
- Religion and the family
- Sacred writings

Skills & Concepts

As well as an academic study of the facts behind these two faiths, a variety of approaches are used to form an understanding of the way of life involved for the believers. This will enable you to appreciate how beliefs affect everyday decisions today. The course will include visits to a synagogue and churches, surveys on the street, and a wide use of texts and visual aid equipment.

Areas of study include:

- Jewish food laws and views on marriage and divorce.
- Debates on issues such as capital punishment, abortion, should a nation ever go to war and should women be priests.
- Responses to the holocaust, leading us to question social prejudice.
- Attempts to understand the conflict in Palestine.
- Looking at religious views on environmental issues.



Skills gained by the R.E. student:

- Can interact in group work
- Can conduct interviews
- Can formulate reasoned opinions
- Can understand various moral issues
- Can appreciate differing life styles
- Can have a better understanding of world news
- Can relate to people of different cultures and religion
- Can be better prepared for facing life issues

Method of Assessment

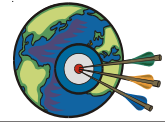
Employers will readily appreciate both the academic achievement, and the way in which the course has helped each student to learn the principles of tolerance and respect towards every human being, and an ability to work with others. Assessment is by examination and coursework, with the coursework element constituting 20% of the final grade.

Student Groupings

You will be in medium sized mixed ability groupings, enabling the teacher to devote good quality personal care and support.

Things We Do

Use Computers often



Canterbury

Guided Tour of Canterbury Cathedral, visit the pilgrims' routes, see the shrine to Thomas A Becket and the symbolism evident there.



Witness Baptisms

London

Coach trip to London to visit synagogue at Golders Green. Study of Jewish traditions and symbols, Mesuzah, scrolls, Jewish traditions. Visit Jewish young people, see Jewish Kosher food, taste samples, visit Jewish shops, take part in a Kosher meal.



Lively Debates

Nottingham

Holocaust Memorial visit to view how the Jews survived in the Holocaust. Meet actual survivors of the Holocaust; find out how they lived in the barbed wire camps. Discuss the meaning of human rights in today's society.



Watching Videos

Local Churches

Visit the local Churches: Methodist, Baptist, Roman Catholic, Church of England, Greek Orthodox Church, Free Church and go to St. Peters Church in Titchfield. - Wedding ceremony & reception.



Visiting Speakers

Surveys

Carry out surveys with detailed questionnaires on topical subjects. Clipboard interviews in Stubbington village (umbrellas!). Discuss results and debate how we could change our society for the better.

Listening to Music

Local Visits

Investigate local traditions, see local antiquities, churches and abbeys. Visit a Funeral Parlour to see what goes on behind the scenes. Look at the local culture and visit Asda for shopping to purchase Jewish foods.

Visit to London Synagogue

Surveys in the Village

Use of Computers
Slideviewers
Headphones

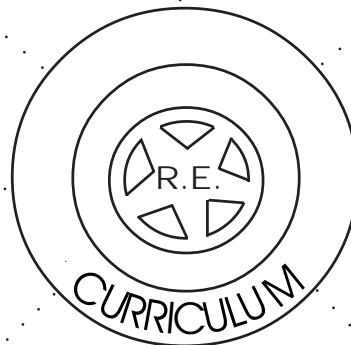
Visit to Canterbury

Visit the Holocaust Museum

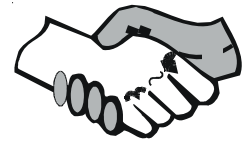
Shopping for Kosher Meal

Wedding

Visiting Local Churches



Sociology



Course Title and Exam Board



GCSE Sociology with the AQA (Assessment and Qualifications Alliance) Exam Board, GCSE 3192.

Course Description

Sociology is the study of human society with aims to help you increase your knowledge of the social world through examining individuals and groups and your relationship with:

- Social structures - such as the family and education.
- Social processes - such as socialisation, culture, social control and social change.
- Social issues - such as inequality, power and authority.

The course content is as follows:

- **What is Sociology?** An introduction to sociological research methods and sociological terms and concepts.
- **Family** An investigation into family diversity and the changing relationships within the family. Sociological approaches to the family are discussed as is the issue of divorce and 'decline' of the family.
- **Education** Both formal and informal education is examined as is the structure of education. The role of education in society is also considered.
- **Social Differentiation** Forms of stratification are studied including age, gender, ethnicity and social class. These are examined in relation to social mobility and the structure of inequality.
- **Poverty & the Welfare State** Gives an understanding of the difficulties involved in defining poverty and examines explanations for its existence. The provisions of the Welfare State are studied as are the debates about welfare provision.
- **Power and Politics** An investigation into decision making and citizenship in Britain combined with a study of political socialisation, voting behaviour and political change.
- **Work**  An examination of the meaning and importance of work in conjunction with a study of technological and organisational change and factors influencing patterns of employment.
- **Migration and Movement** Focuses on the population structure and examines population change and factors influencing movement and settlement.
- **Social Control and Deviance**  An investigation into the concepts of crime and deviance combined with a study of sociological approaches to criminal and deviant behaviour. The social significance of criminal and deviant behaviour is also considered.

Skills & Concepts

The skills of acquiring, interpreting and evaluating information are encouraged as are those of analysis, reflection and understanding.

In terms of concepts, Sociology seeks to develop an understanding of the interdependence of individuals, groups, institutions and societies; the nature and significance of cooperation and conflict, and continuity and change; the nature and significance of individual and social differences in our own and other societies.

Method of Assessment

Sociology is assessed by a tiered examination, for higher and foundation students and one piece of coursework undertaken in Year 11. The examination accounts for 80% of the final mark, the coursework 20%.

Student Groupings

You will be grouped in mixed ability classes.

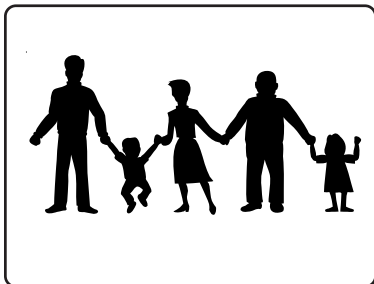
Academic Considerations

Sociology is an academic subject that is widely popular and respected at both colleges and universities although it is less common to have the opportunity to study it at GCSE. It is a rigorous, evidence based social science that requires you to be motivated to learn about the issues studied and their relation to modern Britain. You will need to be willing to discuss current issues and be able to develop a critical and analytical approach to the topics we cover. The methods of study include using Sociology textbooks, whole class and small group discussion and the use of video material such as documentary programmes like Panorama.

Educational Visits:

To complement your studies, you are given the opportunity to participate in two educational visits.

In Year 11 we visit the Houses of Parliament as part of the Power and Politics module. The visit will include a tour of the Palace of Westminster in the morning, and the opportunity to talk to our local MP, with the afternoon involving attendance at a debate in either the House of Commons or House of Lords.



LANGUAGE & LITERATURE FACULTY

Every Lesson Counts...
Jede Stunde zählt
Chaque leçon compte



Languages & Literature
Faculty

Staff

Faculty Leader: Mrs K Frost

Subject Leader

English Mrs L Wild
Modern Foreign Languages Mrs B Hlavaty

Contributions to the Upper School Curriculum:

English - Core Subject
Modern Foreign Languages - Preference Subject

English



Course Title & Exam Board

English and English Literature with Edexcel Exam Board.

Course Description

You are expected to take both the English and the English Literature examinations at the end of the GCSE course. You will be assessed on your Reading, Writing, and Speaking and Listening skills, across a range of activities, in line with the requirements of the Edexcel Examining Board. The assessment criteria for both examinations are set out below:

ENGLISH

	Coursework 40% (Internally assessed)
Paper 1A: Speaking and Listening 20% (Both Tiers)	3 Assessments
Paper 1B: Reading and Writing 20% (Both Tiers)	Coursework Portfolio 3 units <ul style="list-style-type: none"> personal and imaginative writing (10%) work reflecting different cultures and traditions (5%) work based on a play by Shakespeare (5%)
	Terminal Examinations 60% (Externally assessed)
Paper 2F (Foundation Tier) or Paper 4H (Higher Tier) 30% 2 hours	The Craft of the Writer: Poetry and Non-Fiction (Pre-Released Material) Three sections: A: A choice of questions based on the reading of modern poetry from the Edexcel Anthology of pre-released material. B: A question based on the reading of the non-fiction section of the Edexcel anthology of pre-released material. The anthology must be taken into the examination. C: A choice of writing tasks to inform, explain, describe.
Paper 3F (Foundation Tier) or Paper 5H (Higher Tier) 30% 2 hours	Three sections: A: A question based on the reading of an unprepared media text of texts. B: A choice of writing tasks to argue, persuade, advise. C: A choice of writing tasks to analyse, review, comment.

ENGLISH LITERATURE

Paper 1	Coursework 30%
Written and Oral Coursework Portfolio (both tiers)	Three units Pre-1914 Drama unit (10%) Pre-1914 Prose unit (10%) Pre-1914 Poetry unit (10%)
Paper 2F or 3H	Terminal examination 70% - 2 ¼ hours
2F (Foundation Tier) or 3H (Higher Tier)	Written examination paper Section A: Post-1914 Poetry Section B: Post-1914 Prose Section C: Post-1914 Drama Section D: Literary Non-fiction Candidates answer three questions, each from a different section.

Skills & Concepts

As well as preparing you for the examination, we also endeavour to equip you with the necessary skills to succeed in the wider world.

Student Groupings

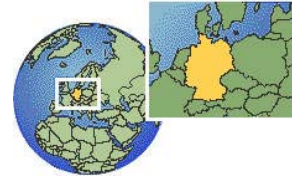
You will be taught in mixed gender groups, set by ability. Moderated teacher assessment, and the result of the Key Stage Three examination, will determine in which group you are placed.

The department will continue the GCSE Media Studies course started in 2005. We will select students who we believe will benefit from studying English and Media, rather than English and Literature and offer them a place on the course. Further information will be given to parents via those students selected for inclusion on the course.



Modern Foreign Languages

French & German



Course Title & Exam Board

GCSE German/French with the Edexcel Examining Board.

Course Description

At the end of Year 9 it is expected that you will continue the study of at least one foreign language to GCSE examination level. **Why?**

- It is essential in the world of today to be able to use another language other than English. Employers are looking for people who have already acquired the skills necessary for success at language learning. They don't want to teach these skills. Some major companies are adopting policies of employing only those people who have a knowledge of at least one foreign language. This is where your GCSE language qualification will prepare you for real life situations at work and on holiday.

Skills & Concepts

- Here at Crofton you have had many opportunities to practise speaking, reading, writing and listening to French and/or German, but your language is not yet ready for the world that you will find yourself in when you leave school. The next two years leading to the examinations will help you.
- During the next two years you will not only continue to gain in confidence in the four skills, but you will have a qualification which is recognised as very important. In fact some Universities say that you must have a GCSE grade A* to C in a language, for admission, even if your degree course is not in languages.
- Many of you do not yet have firm ideas about future plans and so why not continue with two languages. You certainly will be in demand in the world of the future as so few people have two languages. You have been successful so far and with effort will continue to be so. Do not waste this excellent opportunity to have something more to offer and so, if you have the option, why not continue with two languages.

Method of Assessment

- You will study topics which you have touched on already such as: leisure, home life, relationships and also look at new ones such as advertising, the environment and theatre.
- You will continue to develop your skills in listening, reading, speaking and writing and will be assessed in these at the end of Year 11. ALL four skills will be tested.
- Coursework will help you to achieve a good grade. If you complete your coursework successfully you will not need to sit the writing paper.





Equipment

- It is a good idea to have access to a cassette recorder so that you do not have to stay in school to complete speaking homeworks.
- Remember: you need a dictionary of your own. Bring it with you to each lesson.
- But most of all you need to bring along your enthusiasm and we will help you to achieve success.

Computers

- We encourage you to use computers to support your language study.
- We have acquired language programmes where you can progress independently by accessing the language programmes as extra curricular activities as well as in class.

Merci

SCIENCE COLLEGE & MATHEMATICS

Staff

Faculty Leader: Mrs G Badesha

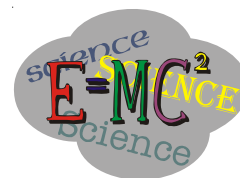
Subject Leader

Science - Mr C Brown
Mathematics - Mrs C Henderson

Contributions to the Upper School Curriculum:

Science - Core Subject
Mathematics - Core Subject

Science



Course Title & Exam Board

The courses offered are:

1. **Science A:** AQA (GCSE) Year 10 course - 6 periods a week
2. **Science B:** AQA (GCSE) Year 10 course - 6 periods a week
3. **Additional Science:** AQA (GCSE) Year 11 course - 6 periods a week
4. **Separate Sciences:** This is made up from:-
AQA Biology (GCSE) Year 11 course - 2 periods a week
AQA Chemistry (GCSE) Year 11 course - 2 periods a week
AQA Physics (GCSE) Year 11 course - 2 periods a week

Most students will study the following route:

Science B in Year 10 and Additional Science in Year 11. These students will be awarded two GCSEs in Science.

Some students will be selected to study the modular route:

Science A in Year 10 and Additional Science in Year 11.

Some students will be selected to study the following route:

Science B in Year 10, Additional Science in Year 11 and Biology, Chemistry and Physics. These students will be awarded three GCSEs in Science.

GCSE Syllabus A Modular award

This is a Year 10 course for a small number of selected students. Students who follow this Programme of Study will then follow the Additional Science Year 11 course.

Course Description

The Science A course covers the legal requirement for Key Stage 4 Programme of Study. The course has the same content and assessment objectives as the Co-ordinated award and students gain the same skills and concepts.

Method of Assessment

There are six modules which are assessed as follows:

1. **Biology:** Two 30 minute multiple choice Objective Tests - 25% of the marks
2. **Chemistry:** Two 30 minute multiple choice Objective Tests - 25% of the marks
3. **Physics:** Two 30 minute multiple choice Objective Tests - 25% of the marks
4. **Centre Assessed Unit:** An Investigative Skills and Practical Skills Assessment - 25% of the marks

Student Groupings

You will be set according to your performance in Year 9.

GCSE Syllabus B Co-ordinated award

The majority of students will follow this course.

Course Description

The Science B course covers the legal requirement for Key Stage 4 Programme of Study for Science education. The Additional Science builds on the knowledge and understanding of the Science GCSE. Completion of these courses will lead to the award of GCSE levels (G - A*) for the whole subject.

Attainment will be based on three Assessment Objectives (AO):

- | | |
|-----|--|
| AO1 | Knowledge and understanding of Science and how Science works |
| AO2 | Application of skills, knowledge and understanding |
| AO3 | Practical, enquiry and data handling |

These courses will contain integrated units of Biology, Chemistry and Physics base on topics, which are interesting and relevant.

You will have the opportunity to obtain two full grades on completion of the courses. Good grades will enable you to continue with Science at AS Level in one or more subject areas.

Skills & Concepts

The aims of the course are to:

1. Help you acquire a systematic body of knowledge and develop an understanding of Science together with the relevant skills.
2. Help you to appreciate that the concepts of Science are constantly developing
3. Stimulate interest in Science and encourage you to undertake further studies

Method of Assessment

The Scheme of Assessment is the same for both GCSEs. For each GCSE there are four assessed units:

1. Biology: A 45 minute short answer question paper - 25% of the marks
2. Chemistry: A 45 minute short answer question paper - 25% of the marks
3. Physics: A 45 minute short answer question paper - 25% of the marks
4. Centre Assessed Unit: A test Investigative Skills Assignment and Practical Skills Assessment - 25% of the marks

The core Science exam will be taken at the end of Year 10.

Student Groupings

You will be set according to your performance in Year 9.

Separate Sciences



Course Description

The most able students in Year 10 will be invited to follow the Separate Science option, further details of which will be explained at the Parents' Evening at a later date. You will have Science for six periods a week, two periods per week allocated to each discipline. This award requires students to follow the Science B, Additional Science, Biology, Chemistry and Physics syllabus of work.

Attainment will be based on three Assessment Objectives (AO):

- AO1 Knowledge and understanding of Science and how Science works
- AO2 Application of skills, knowledge and understanding
- AO3 Practical, enquiry and data handling

Skills & Concepts

The aims of the course are to:

1. Help you acquire a systematic body of knowledge and develop an understanding of Science together with the relevant skills.
2. Help you to appreciate that the concepts of Science are constantly developing
3. Stimulate interest in Science and encourage you to undertake further studies

Method of Assessment

The Scheme of Assessment is as follows:

1. Biology:
 - a. Three 45 minute short answer question paper - 75% of the marks
 - b. Centre Assessed Unit: A tested Investigative Skills Assignment and Practical Skills Assessment - 25% of the marks
2. Chemistry:
 - a. Three 45 minute short answer question paper - 75% of the marks
 - b. Centre Assessed Unit: A tested Investigative Skills Assignment and Practical Skills Assessment - 25% of the marks
3. Physics
 - a. Three 45 minute short answer question paper - 75% of the marks
 - b. Centre Assessed Unit: A tested Investigative Skills Assignment and Practical Skills Assessment - 25% of the marks

Mathematics



Course Title & Exam Board

Mathematics with Edexcel Exam Board.

Course Description

All students follow the national curriculum in Mathematics. You will study number (Arithmetic), Algebra, Shape, Space and Measures (Geometry) and Data Handling (Statistics), which together with Using and Applying Mathematics form the Attainment Targets on which your final assessment for GCSE will be based.

Skills & Concepts

You will be encouraged to develop your knowledge of a wide variety of mathematical concepts, skills and techniques in order to develop problem solving abilities when presented with more open-ended tasks where there is no 'right' answer.

A great deal of emphasis will be placed on communication skills including both written and oral explanations of mathematical ideas.

Method of Assessment

There are two tiers of assessment. Higher grades available A* to D and Foundation C to G. These are 100% exam and there will be no coursework component.

There will probably be six groups taking the Higher Level course and four groups doing the Foundation Level course.

The Higher Level course will be examined at the end of Year 11 in 2010. The Foundation Level course will be modular with modules taken in March and November 2009 and a final paper in June 2010.

Teaching Groups

You will be set according to your ability after discussions with your teachers and with reference to the National Curriculum level obtained in your KS3 test.

Statistics

Course Title & Exam Board

Statistics with AQA Exam Board.

Course Description

This is a separate GCSE subject, which covers the same content as the Data Handling sections of the Mathematics Syllabus with some additional material. It is particularly suited to those who are considering studying courses beyond GCSE level with a high Statistical content e.g. psychology, sociology and biology, as well as 'A' level mathematics.

It will be taken by students in the two top Higher sets.

Skills & Concepts

The course concentrates on developing your ability to handle and to interpret data so that you become more aware of the potential uses and pitfalls of the statistics that you may meet in other subjects. You will be expected to analyse data using a variety of techniques and to examine critically the conclusions that others have made.

Method of Assessment

Only the Higher level will be offered (grades available A* - D). This will consist of a single terminal examination (75% of marks available) and a single piece of coursework (25%).

TECHNOLOGY & ICT FACULTY

Staff

Faculty Leader: Miss C Jeffery

Subject Leader

Technology Mr E Champion

ICT Mrs C Hunt

Contributions to the Upper School Curriculum:

D & T Graphics	-	Preference Subject
D & T Textiles	-	Preference Subject
D & T Food	-	Preference Subject
D & T Resistant Materials	-	Preference Subject
D & T Electronics	-	Preference Subject
ICT	-	Preference Subject *

* Please note that all students are encouraged to develop their ICT skills through all the subjects they study in the Upper School.

TECHNOLOGY - Design & Technology

PRODUCT DESIGN



Course Title & Exam Board

GCSE Design & Technology - Resistant Materials, Textiles, Graphics, Electronics with the OCR Exam Board.

Course Description

The course covers all aspects of the National Curriculum for Design and Technology. It continues to offer a broad based technology experience, building upon the work that you have done at Key Stage Three. You will learn about a range of materials, manufacturing processes, techniques and technologies and be able to use them as appropriate to the design and make process.

Skills & Concepts

You will use tools and equipment effectively and safely to make products that match your specification. You should have some understanding of a range of industrial processes. In your work you will manufacture single items and products in quantity ensuring high quality at all times. ICT will be used wherever possible; you will use CAD (Computer Aided Design) and CAM (Computer Aided Manufacture) as part of the designing and making process.

In this course you will be taught how to cut, shape and form materials to specific tolerances. You will combine and process materials to create materials with more useful properties. The finishing processes applied to these materials will also be studied. Quality Assurance procedures will be applied to all practical work.

Method of Assessment

There are TWO Tiers of entry:

- Foundation - for which grades G to C are awarded.
- Higher - for which grades D to A* are awarded.

Coursework accounts for 60% of the marks.

Final Examination accounts for 40% of the marks.

The coursework is an extensive design and make task which will occupy most of the time in Year 11. There are two written examinations at the end of the year worth 40% of the GCSE grade.

Student Groupings

Everyone will study one main materials area from:

- Food
- Graphics Materials
- Electronics
- Textiles
- Resistant Materials

Materials Areas



In the Food Materials area you will be designing and making food outcomes. This will involve recipes, nutritional analysis, packaging, planning for special occasions and special diets. You will use CAD to help in your designing dishes and menus of your own choice.



In the Graphic Products area you will be using a variety of graphical media in your designing and making. You will use a range of processes and skills to broaden your practical ability and CAD and CAM to enhance your skills.



In the Electronics area you will be overcoming design problems using a variety of modern technological skills and techniques. You will use analogue and digital electronics and computer control to design and make systems or design outcomes.



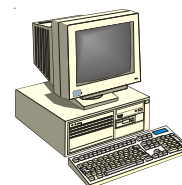
In the Textiles area you will learn more skills and techniques to help you make quality products. You will also use and learn about a range of fibres, fabrics and components. You will use CAD/CAM techniques to help in your designing, and making a variety of textile outcomes.



In the Resistant Materials area you will be designing and making products in wood, metal and plastic. You will have the opportunity to use CAD and CAM techniques and learn about a variety of workshop techniques and practices.

ICT

Upper School DiDA Course



Course Title & Exam Board

Aida is the Award in Digital Applications, a revolutionary course from Edexcel that focuses on the practical application of technology.

Course Description

"...designed to stimulate students' creativity and develop real world, practical skills..."

The Aida qualification prepares students for the real world of work or further education. They are designed to stimulate students' creativity and develop real-world, practical skills that will motivate learning across a wide range of subjects.

The Aida qualification is the equivalent of one GCSE and can be taken separately or paired with GCSE Business Studies. Either way this GCSE will offer invaluable skills, which will complement any subject options.

Skills & Concepts

The Aida qualification is designed to teach students how to:

- develop their ability to select and use digital applications appropriately and produce high quality outcomes;
- promote the use of digital applications for achieving a goal, rather than for their own sake;
- enhance creativity and communication;
- equip students with some of the skills that they will need in the workplace or in further education or training;
- develop project management skills;
- free students' work from paper, making it organised, searchable, dynamic and transportable; and
- encourage students to reflect critically on their own and others' use of digital applications.

Method of Assessment

This GCSE is assessed via a 'summative project' in which students apply their knowledge, skills and understanding they have acquired throughout the course to produce a number of specified 'deliverables', they present their work in an E Portfolio which is marked by the teacher and externally moderated. Students complete the project toward the end of the course. The assessed project is completed at school and as a result students do not sit a traditional exam at the end of Year 11.

Key Stage 4 Preference Form 2008

Name

Tutor Group

1. Write the numbers 1-4 against **FOUR** subjects that you would like to study for GCSE (1 = your favourite preference and so on).
Remember the expectation is that you will choose at least **one subject from each column** unless you have positive reasons for choosing two from the same column.
2. Write the name of your reserve subject in the box below - **REMEMBER** this subject may have to be used. **This box must be completed.**
3. Take care you have not chosen forbidden combinations. See below.
4. **Underline** any subject that is particularly important for you to study and say why in the box below.

<p style="text-align: center;">Preference A</p> <p>French <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>German <input style="width: 30px; height: 15px;" type="checkbox"/></p>	<p style="text-align: center;">Preference B</p> <p>History <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>Geography <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>Religious Studies <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>Sociology <input style="width: 30px; height: 15px;" type="checkbox"/></p>	<p style="text-align: center;">Preference C</p> <p>Art <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>Drama <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>Dance <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>Music <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>PE <input style="width: 30px; height: 15px;" type="checkbox"/></p>	<p style="text-align: center;">Preference D</p> <p>D&T Graphics <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>D&T Textiles <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>D&T Food <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>D&T Resistant <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>Materials <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>D&T Electronics <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>ICT <input style="width: 30px; height: 15px;" type="checkbox"/></p> <p>Business Studies <input style="width: 30px; height: 15px;" type="checkbox"/></p>
<p>Applied GCSE in Leisure & Tourism - <input style="width: 30px; height: 15px;" type="checkbox"/> worth 2 GCSEs</p>			

Reserve preference (This must be completed)	Write name of subject here:
--	-----------------------------

I particularly want to study because

The positive reasons for my preferences are:

It is important that you understand that you are indicating a preference and it may not always be possible for you to have all your first choices.

The following combinations of choices are NOT possible for timetabling or curriculum reasons.

- Leisure and Tourism with Geography
- Leisure and Tourism with PE
- Leisure and Tourism with Food
- Food with PE
- More than one 'D & T' preference in column D

Signed (student)(parent)

Please ensure the copy of this form is returned to your tutor by Monday 3rd March.
This copy is for you to keep.