



SUMMERHILL SCHOOL



A BEYOND OUTSTANDING JOURNEY
FOR YOUR CHILD



INFORMATION FOR YEAR 9 STUDENTS AND THEIR PARENTS ON THE
COURSES AVAILABLE IN YEARS 10 AND 11



COURSE GUIDE 2017-2019

NAME:

FORM:

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WELCOME

February 2017



Dear Parents and Students

This booklet has been designed to give you the information you will need in order to make informed decisions about the courses being offered in Years 10 and 11.

There are two events for parents this term. The first evening will explain the process we have in school which allows us to do our best to meet students' and parents' wishes and will take place on Thursday 9th February 2017 at 7.00 pm in the Hall. The second involves meeting with subject staff to discuss progress so far, and this will help in making final decisions. This second parents' evening is scheduled to take place on Thursday 16th February 2017 from 4.30 - 8.00 pm, in the Hall and Café.

Students will be supported throughout the process by their subject teachers and Head of Year. Every student will have a personal interview with their Form Tutor and Head of Year, to confirm their choices.

If at any stage you have any queries or concerns then please contact the school.

The following contacts may be of help:

Mrs K Turner
Mr A Davis

Head of Year 9
Careers Co-ordinator

kturner@summerhill.dudley.sch.uk
adavis@summerhill.dudley.sch.uk

Yours sincerely

Mr Cresswell
Associate Headteacher (Curriculum)
acresswell@summerhill.dudley.sch.uk

WELCOME





USEFUL INFORMATION

USEFUL INFORMATION



CORE

As they start Year 10, students will have greater choice in the subjects they study, allowing them to personalise their learning in preparation for their intended career. There are still certain subjects that are key to future success whatever students are planning, so all students must take exam-based courses in the core subjects:

- English Language
- English Literature
- Mathematics
- Science (Combined Science equivalent to 2 GCSEs, or 3 Separate Sciences)

Please see pages 8-12 (red border) for more information about the exam-based core subjects.

All students will also study these core subjects where there are no exams:

- Careers
- Citizenship
- E-safety
- Personal, Social, Health & Enterprise Education
- Physical Education
- Religious Education

Apart from core PE, these subjects will be delivered through Global Learning lessons or as part of other curriculum areas. Please see pages page 13 (red border) for more information about the non-exam core subjects.

OPTIONS

Students will have 4 option choices.

Every student must choose *Geography* and/or *History*.

We strongly recommend that all students take *French* if they are capable of doing so. There may be a small number of students for whom this is not appropriate.

There are a few restrictions on the options choices:

- Students can't study both *Art* and *Textiles*
- Students can't choose more than one consortium course.

We will set up timetable blocks to match students' preferences as closely as possible, taking into account constraints such as staffing and rooming. The process should enable us to give the best possible overall fit, but we must emphasise that it is extremely unlikely that we will be able to match every student's preferences exactly, especially if a student makes an unusual combination of choices or if demand is extremely high (or low) for a particular subject. Please see page 34 for a timeline of the options process.

USEFUL INFORMATION



TYPES OF COURSES

Most of the courses we offer lead to a *GCSE* qualification, which is the standard qualification gained by most students across England at the end of Year 11. In some cases, there is no suitable *GCSE* course available. We therefore offer selected non-*GCSE* courses such as *Creative Media* or *Animal Care*.

These non-*GCSE* courses tend to be heavily vocational (they help students to develop their skills ready to work in a particular industry). This means that they can give high quality skill development in specialist areas, but a student taking a large number of vocational qualifications might find it difficult to progress along an academic route at 16+. We don't know how employers and colleges will treat vocational qualifications in the future.

Our recommendation is that the majority of Summerhill students select mostly *GCSE* courses.

ENGLISH BACCALAUREATE

If students choose French as an option, together with Geography and/or History and their core subjects, they can achieve the English Baccalaureate. This is strongly recommended for students who may wish to go to university.

CURRICULUM VARIATIONS

Not all students learn at the same rate. Some students will benefit from learning support and extra classes, while others will be offered a slightly reduced timetable via the Supported Study programme.

Students who take Supported Study will take one less option and will use the extra time to develop improved skills and do work for their other subjects. They will work just as hard, but will focus their energies on a smaller number of subjects.

Students will work towards either two or three *GCSEs* in Science, depending on their aspirations and ability (see pages 11 and 12).

In French, Maths and Science, students can be entered at different tiers (Foundation or Higher) according to their predicted grade. This is designed to make sure that students are not faced by questions that are much too easy/difficult for them.

Once students have started an examination course, withdrawal is very, very rare and will only be made after discussions with staff, students and parents.



USEFUL INFORMATION

USEFUL INFORMATION

SUMMERHILL SCHOOL

NON-EXAMINATION ASSESSMENT

Non-Exam Assessment (NEA) is a way that students may be assessed for a qualification without using exams. Students work on a task (or series of tasks), usually in school. The rules vary for each course, but can be very strict about how much time is allowed, where the tasks can be done and how much help can be given.

NEA is a very important way of gaining marks towards a qualification. It must be treated just as seriously as exams. The standard of work that is expected in NEAs is often higher than the standard expected during exams, because students have more time to complete the NEA.

HOMEWORK

Exam courses make increasing demands on students with many courses having research and/or NEA components.

It is important that students use time management and study skills to ensure that they manage their work effectively and keep up to date with homework and project work. Planned revision timetables will play their part in helping students achieve success in all examination subjects. Parents can help by making sure that students have a suitable place to work at home and by checking planners regularly before signing them.

GRADING SYSTEMS

GCSEs will be graded on a new scale from 9 (the highest) to 1 (the lowest). If a student doesn't reach the standard for a pass, they will receive a grade 0.

New GCSE Grades	Equivalent Old GCSE Grades
9	A*
8	A
7	
6	B
5	C
4	D
3	E
2	F
1	G
0	U

Level 2 vocational courses are equivalent to GCSE grades 9-4.

EXTRA CLASSES

Many subject staff run extra lessons at certain times during the two years: before school, during lunchtime, after school, or during holiday periods. These classes may help students with revision or the completion of NEA. Students will be given information about these classes at the appropriate time and it is important that they make use of these opportunities to improve.

USEFUL INFORMATION



TARGETS & REPORTING

Students are monitored and tracked against targets that are set based on students' prior attainment and the performance of similar students across the country. Students' predicted grades will be shared regularly with parents. There will be Parents' Evenings in Years 10 and 11 at which progress in individual subjects can be discussed with subject teachers.

PASTORAL CARE

In Years 10 and 11, more emphasis is put on self-discipline, both in attitude and management of study time. All students are encouraged to accept more responsibility for their own learning. Careers review and guidance is increasingly important. In addition to time spent on specific careers events, students will be supported by their form tutors to prepare a CV, personal statement and make applications for their next stage of education/training.

LEARNING CENTRE

All students have access to the Learning Centre to support their work after school (until 5.00 pm Monday to Thursday, until 4.30 pm on Friday). During Year 11, students will also be able to use the Learning Centre for independent work before the start of school.

ADDITIONAL EDUCATIONAL NEEDS

Students who need additional support receive it directly from the Learning Support Department or through the setting arrangements and differentiated work organised by departments. Some support may be available from outside agencies. Learning support staff will guide students towards selecting appropriate courses to suit their individual needs and capabilities. Any questions regarding support for students with Additional Educational Needs should be addressed to Mrs Sprouting (SENCO).

HOMEWORK CLUB

Students are welcome to attend Homework Club in the Learning Support room on Tuesdays and Thursdays from 3.30 pm where advice from Learning Support staff can be sought regarding any aspect of work.



USEFUL INFORMATION

USEFUL INFORMATION

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

CEIAG helps students to understand the world of work and the variety of options available to them.

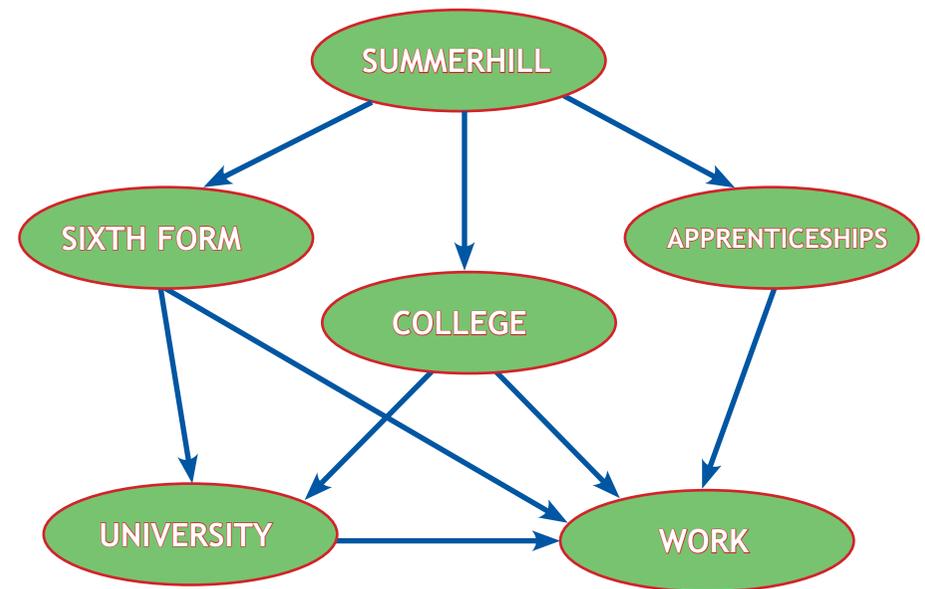
We promote awareness of:

- career pathways
- labour market information
- further education opportunities (eg sixth form and colleges)
- higher education opportunities (eg universities)
- training qualifications
- industry and business
- skills for the workplace

We want students across all years to develop the skills, knowledge and understanding to make informed career choices. As students progress into Year 11 there is a particular focus on post-16 pathways.

PATHWAYS AFTER SUMMERHILL

All young people will be expected to stay in some form of learning until they are 18. This could be following the traditional academic route, or employment with training, such as an apprenticeship.



USEFUL INFORMATION



USEFUL INFORMATION

CAREERS & ENTERPRISE ON FIREFLY

A range of resources, guides and information are available via Firefly. They can be accessed at school, home or anywhere with a browser and internet access.

These include:

- Careers updates
- Applying for further education
- Apprenticeship opportunities
- Open Day calendar
- Enrichment resources
- Guidance for interviews
- Other useful websites and resources
- Careers and Enterprise trips and competitions
- Career options toolkit

OTHER USEFUL WEBSITES

www.connexionsdudley.org
CEIAG website

www.icould.com
Careers information website.

www.apprenticeships.org.uk
National Apprenticeship Service.

www.ucas.com
University Admissions.

www.bestcourse4me.com
Shows the link between what you study, the jobs you can get and what you can earn.

www.icg-uk.org.uk
Institute of Career Guidance.

www.aceg.org.uk
Association for Careers Education and Guidance.

WORK EXPERIENCE

Year 10 students participate in one week of work experience, usually during June/July. This provides an opportunity for students to gain first-hand experience of work, often helping students to face new challenges and bringing many rewards such as increased self-confidence and an appreciation of the demands of business. Students will complete a digital log book.



ENGLISH LANGUAGE



ENGLISH LANGUAGE



WHAT'S THE QUALIFICATION?

GCSE English Language (AQA 8700)

WHAT WILL I LEARN?

Students will learn how to use English Language accurately and effectively when writing or speaking. They will also learn to appreciate the use of English in written texts. In addition, they will be taught how to give a presentation.

HOW WILL I BE ASSESSED?

There will be two terminal examinations:

Paper 1: Explorations in Creative Reading and Writing

Written exam 1 hour 45 minutes
Contributes 50% of the final mark

Paper 2: Writers' Viewpoints and Perspectives

Written exam 1 hour 45 minutes
Contributes 50% of the final mark

Non-Examination Assessment: Spoken Language

Students will be assessed on their ability to give a presentation and respond to questions. A level for speaking and listening will be reported separately from the main GCSE grade.

HOW WILL THIS HELP MY FUTURE?

A good grade in GCSE English Language will help a student get a place in further education or employment.

ANYTHING ELSE I NEED TO KNOW?

Students will follow an integrated English Language and English Literature course leading to the award of two separate GCSEs.

It would be helpful for students to have a personal copy of a dictionary or thesaurus.

Students will also be advised of revision materials they can access online or purchase.

ENGLISH LITERATURE



WHAT'S THE QUALIFICATION?

GCSE English Literature (AQA 8702)

WHAT WILL I LEARN?

Students will experience a range of literature. They will learn how to approach the study of literature and how to make engaged personal responses to plays, poetry and prose.

HOW WILL I BE ASSESSED?

There will be two terminal examinations:

Paper 1: Shakespeare and the 19th-century novel
Written exam $1\frac{3}{4}$ hours
Contributes 40% of the final mark

Paper 2: Modern Texts and Poetry
Written exam $2\frac{1}{4}$ hours
Contributes 60% of the final mark

HOW WILL THIS HELP MY FUTURE?

A GCSE in English Literature complements GCSE English Language and is useful for students wishing to progress to studying either subject at a higher level. It demonstrates an ability to read and analyse a range of challenging texts.

ANYTHING ELSE I NEED TO KNOW?

Access to film or audio versions of set texts may be useful. Students will be advised of revision materials online which they can access.

AQA provides a free copy of a poetry anthology, one of the set texts, for students to use throughout the course.

In addition to the poetry, three other set texts will be studied, chosen from a list provided by AQA and including:

- An Inspector Calls
- Animal Farm
- Romeo and Juliet
- Macbeth
- DNA
- A Christmas Carol



MATHEMATICS

MATHEMATICS

WHAT'S THE QUALIFICATION?

GCSE Mathematics (Edexcel 1MA1)

Two tiers are available:

- Higher: grades 9 to 4
- Foundation: grades 5 to 1

WHAT WILL I LEARN?

Students will study and be assessed on the content of the following headings:

- Probability
- Statistics
- Number
- Fractions and Decimals
- Algebraic Manipulation
- Equations and Inequalities
- Graphs
- Sequences
- Ratio, Proportion and Rates of Change
- Properties and Constructions
- Mensuration and Calculation

HOW WILL I BE ASSESSED?

Students will take three written examinations at the end of the course:

- Paper 1: No Calculator
Written exam lasting $1\frac{1}{2}$ hours
Contributing 33.3% of the final mark
- Paper 2: Calculator
Written exam lasting $1\frac{1}{2}$ hours
Contributing 33.3% of the final mark
- Paper 3: Calculator
Written exam lasting $1\frac{1}{2}$ hours
Contributing 33.3% of the final mark

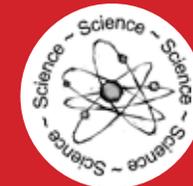
HOW COULD THIS HELP MY FUTURE?

A good grade in GCSE Maths is a key requirement for many forms of employment or entry onto many courses. Good numeracy is an important skill for everyday life.

ANYTHING ELSE I NEED TO KNOW?

All students will need to be prepared for lessons with basic equipment including a scientific calculator. We recommend a Casio fx-83 GT PLUS which is available from the school shop.

COMBINED SCIENCE



WHAT'S THE QUALIFICATION?

GCSE AQA Combined Science (8464)

This qualification is equivalent to two GCSE awards.

WHAT WILL I LEARN?

Biology

- Cell Biology
- Organisation
- Infection and Response
- Bioenergetics
- Homeostasis and Response
- Inheritance, Variation and Evolution
- Ecology

Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and Electromagnetism
- Particle Model of Matter
- Atomic Structure

Chemistry

- Atomic Structure and the Periodic Table
- Bonding, Structure, and the Properties of Matter
- Quantitative Chemistry
- Chemical Changes
- Energy Changes
- The Rate and Extent of Chemical Change
- Organic Chemistry
- Chemical Analysis
- Chemistry of the Atmosphere
- Using Resources

HOW WILL I BE ASSESSED?

There will be 6 exams (2 Biology, 2 Chemistry and 2 Physics), each lasting 1 hour 15 minutes. Each paper equals 16.7% of the final GCSE.

HOW COULD THIS HELP MY FUTURE?

Science qualifications can lead to a wide range of further study and careers. A GCSE qualification in Science is highly valued by employers and is extremely useful in an increasingly competitive employment market.

ANYTHING ELSE I NEED TO KNOW?

All students will need to be prepared for lessons with basic equipment including a calculator. Revision guides are available to buy from the school shop and are highly recommended. Access to the internet is useful since the department provides all students with access to Kerboodle which is a very useful online tool containing the course book and lots of other resources.

Students who are thinking about a Science-specific career are encouraged to study Three Separate Sciences as this will probably give them an advantage as they progress on from Summerhill.



THREE SEPARATE SCIENCES

THREE SEPARATE SCIENCES

WHAT'S THE QUALIFICATION?

GCSE Biology (AQA 8461)
GCSE Chemistry (AQA 8462)
GCSE Physics (AQA 8463)

WHAT WILL I LEARN?

Students will study the same areas as the Combined Science, however within each unit there will be extra content.

This extra content plus the longer exams makes the course more demanding than the Combined Science. The reward for this is an extra GCSE.

HOW WILL I BE ASSESSED?

Each of the Sciences will be assessed with 2 exams, each being 50% of the final grade. There will be 6 exams in total, each lasting 1 hour 45 minutes.

HOW COULD THIS HELP MY FUTURE?

Science qualifications can lead to a wide range of further study and careers. If you achieve 3 good GCSE grades in the separate Sciences then this is likely to give you an advantage when applying for (and studying) Science subjects at A-level or university.

ANYTHING ELSE I NEED TO KNOW?

All students will need to be prepared for lessons with basic equipment including a calculator. Revision guides are available to buy from the school shop and are highly recommended. Access to the internet is useful since the Department provides all students with access to Kerboodle which is a very useful online tool containing the course book and lots of other resources.



GLOBAL LEARNING & PHYSICAL EDUCATION



GLOBAL LEARNING & PHYSICAL EDUCATION

WHAT'S THE QUALIFICATION?

Global Learning and Physical Education will be taken by all students in Years 10 and 11 as part of the core curriculum. There is no formal qualification.

WHAT WILL I LEARN IN GLOBAL LEARNING?

Our programme of Global Learning will deliver a wide range of activities including Careers Education, Information, Advice and Guidance; Citizenship; Religious Education; Personal, Social, Health and Enterprise Education. Topics covered will include:

- Alcohol & Drugs
- Applying for Jobs and Courses
- Contraception, Pregnancy and Parenthood
- Enterprise
- Financial Management
- Getting Ready for Work Experience
- Global Issues
- Healthy Living
- Homelessness
- Human Rights
- Interview Skills and Techniques
- Problem Solving and Teamwork
- Religious Education
- Routes and Options at 16+
- Study Skills and Revision Skills

WHAT WILL I LEARN IN CORE PE?

Core PE builds on the skills developed during Key Stage 3 and provides students with the opportunity to lead a healthy and active lifestyle.

In Year 10, students will carry out a number of activities in which they will experience a variety of roles, including performer, leader, coach and official. Students will become involved in increasingly challenging and complex tasks.

In Year 11, students will be encouraged to develop an awareness of leisure opportunities both in and out of school. Every student will have the opportunity to select their own PE pathway which includes a number of activities such as Golf, Handball, Trampolining, Health Related Exercise and Outdoor Adventurous Activities. There may be costs associated with some activities that use facilities outside school.

Discovering what they like to do, what their aptitudes are in different sports, and how/where to get involved in physical activity will help students make informed choices about lifelong physical activity.



WHAT'S THE QUALIFICATION?

GCSE Art & Design: Fine Art (OCR J171)

WHAT WILL I LEARN?

The course will start with a skills-based project which will serve as an introduction to all the materials and equipment we have on offer. After this students will use their knowledge and areas of expertise to produce a portfolio. Areas covered will include:

- Drawing
- Painting
- Photography
- Graphics
- 3D media
- Mixed media
- Use of ipads and ICT

You will be introduced to different styles of Art with many modern themes and skills being addressed and investigated. Photography and image manipulation will be covered with an emphasis on personal starting points.

You will need to show personal and imaginative responses to ideas and themes and follow an idea through from your initial thought to the completion of the work. Your work must be supported by material showing its research and development.

Drawing will form an important part of each project leading to work in a variety of media. You will be given the opportunities to discover what kind of artist you are through guided and supported individual studies.

HOW WILL I BE ASSESSED?

You will produce a portfolio of work which contributes 60% of the final mark.

The externally set task contributes 40% of the final mark. The preparation time is unlimited, followed by 10 hours of practical exam (spread over 2 days).

HOW WILL THIS HELP MY FUTURE?

This is a practical course developing skills in Art and Design. You could attend local Art colleges and universities leading to careers such as Architect, Product Designer, Fashion Designer, Graphic Designer, Illustrator, Interior Designer, computer games designer and Make-up Artist.

ANYTHING ELSE I NEED TO KNOW?

To achieve good results in Art you will need to be independent, have a desire to lead your own work in a personal direction and an ability to hit deadlines. Art will be a lot of fun and hugely rewarding but requires high quality drawing skills to succeed.

You will be required to complete work at home so you will be offered the opportunity to purchase an Art Pack filled with materials. This will not cost more than £20. You will also need a device to take photographs- a camera phone is perfectly acceptable.

BUSINESS



WHAT'S THE QUALIFICATION?

GCSE Business (Edexcel 1BS0)

WHAT WILL I LEARN?

GCSE Business is structured into two themes, taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2).

Theme 1: Investigating Small Businesses

concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 2: Building a Business examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business must make as it grows.

HOW WILL I BE ASSESSED?

There are two equally weighted exam papers, focusing on each specification theme.

Paper 1: Investigating Small Businesses
Contributes 50% of the final mark
Written exam lasting 90 minutes.

Paper 2: Building a Business
Contributes 50% of the final mark
Written exam lasting 90 minutes.

HOW WILL THIS HELP MY FUTURE?

GCSE Business is an introduction to the world of work. It explains what businesses are and how they work. The course will be useful for further study at college (A-Levels/vocational courses) and also for an apprenticeship.

ANYTHING ELSE I NEED TO KNOW?

Many lessons use a computer to help with research and presenting work. Other lessons may need a calculator to help with simple finance eg percentages.

COMPUTER SCIENCE



COMPUTER SCIENCE



SUMMERHILL SCHOOL

16

WHAT'S THE QUALIFICATION?

GCSE Computer Science (AQA 8520)

WHAT WILL I LEARN?

Students will work with real-world, practical programming techniques that give them a good understanding of what makes technology work. They will learn a high level programming language in Visual Studio and create software solutions. The theory aspect of this course will cover programming methodologies including design, implementation and testing as well as sending and receiving data from a database. Other topics covered relate to computer architecture which is the study of individual hardware components in a modern computer and how they communicate.

HOW WILL I BE ASSESSED?

The qualification is split into three components:

Paper 1: Computational Thinking and Problem Solving

1 hour 30 minutes

Written exam

40% of the marks

Paper 2: Written Assessment

1 hour 30 minutes

Written exam

40% of the marks

Non-exam assessment

20 hours of project work, to solve a practical programming problem.

20% of the marks

HOW WILL THIS HELP MY FUTURE?

Computer Science would be very beneficial if you want to pursue a further education qualification in IT, Computing or Computer Science.

ANYTHING ELSE I NEED TO KNOW?

A USB pen drive is useful for transferring files to and from home. It should be clearly labelled with the student's name and form in case it is misplaced.

Computer Science is a demanding course with a heavy emphasis on Mathematics especially algebra and logical thinking.

Students can also download the free edition of the Visual Studio development environment at home (Windows only) with the following link:

www.visualstudio.com/vs/visual-studio-express/

DRAMA



WHAT'S THE QUALIFICATION?

GCSE Drama (OCR J316)

WHAT WILL I LEARN?

Drama students learn about two contrasting theatre practitioners, Stanislavski and Brecht and how their ideas have influenced theatre. They will learn about different genres and performance styles, using this knowledge to inform their creative work.

HOW WILL I BE ASSESSED?

Devising Drama - 30% of GCSE

You will create your own devised performance in groups, based on a chosen stimulus from the exam board.

In addition to the performance, you will be marked on an accompanying portfolio with evidence of the process and decisions made whilst creating and developing your performance.

Presenting and Performing Texts - 30% of GCSE

You will take part in a showcase, demonstrating your chosen skills in a live performance. You will perform in (or design for) two performances from one text.

You will be required to produce an accompanying document which outlines your intentions for, and approach to, the performance showcase.

Drama: Performance and Response - 40% of GCSE

This written exam requires you to study text and performance.

For Section A, you will study one performance text in detail from a set list given by the exam board. This section of the paper will contain questions which require short and medium length answers.

In Section B, you will be required to analyse and evaluate a live theatre performance you have seen using accurate subject-specific terminology.

HOW WILL THIS HELP MY FUTURE?

All tasks involve group work, problem solving and communication skills. Skills that are needed no matter what career path you take. GCSE Drama will enable you to go on to study a range of different subjects. Drama students from Summerhill School have developed careers in Acting, Law, Teaching and Business.

ANYTHING ELSE I NEED TO KNOW?

Drama relies on enthusiasm, good attendance, and energy. Good organisational skills are essential, and you will be expected to perform to large audiences.

DRAMA





DESIGN TECHNOLOGY



WHAT'S THE QUALIFICATION?

GCSE Design & Technology (AQA 8552)

WHAT WILL I LEARN?

You will be introduced to a wide range of materials, tools and machinery. You will gain experience of Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM), developing an understanding of how it is used in industry. All of this will be learned in context through design projects which develop creativity and independence.

Designing: You will be building on what you studied in D&T in KS3; using skills you have learnt in RM and Graphics. You will be familiar with some aspects of the design process such as researching, analysing, creating and developing ideas. There will be many more areas to explore, for example the world of industry and environmental issues.

Making: The course will involve you building on the practical skills you have used during KS3 while learning new, higher level techniques. For each project covered in Years 10 and 11 you will produce a 3D end product or a prototype of your design, using whichever processes are most relevant.

HOW WILL I BE ASSESSED?

Paper 1 is a written examination lasting 2 hours. (50% of the total marks)

Non-Exam Assessment (NEA) of a single design and make activity selected from a range of set tasks producing a 3D product and a design folder. The NEA will contribute 50% of the total marks.

HOW WILL THIS HELP MY FUTURE?

This course will be useful for anyone thinking of pursuing a career in any area of Design and Making.

Possible employment includes:

- Architect • Building trade • CAD Draftsperson
- Carpenter • Electrician • Games designer
- Graphic designer • Interior design • Plumber
- Set design • Web designer

ANYTHING ELSE I NEED TO KNOW?

As the NEA is worth 50% of the final grade, students must be ready to work hard over a long period of time to achieve the best from their project.

Useful equipment includes:

- Range of drawing equipment
- 300mm steel rule
- Steel tape measure
- Coloured pencil crayons
- 1GB (minimum) memory stick
- 0.4mm and 0.7mm black fine liner

FOOD



WHAT'S THE QUALIFICATION?

GCSE Food Preparation and Nutrition (AQA 8585)

WHAT WILL I LEARN?

This exciting GCSE course will equip you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

Food Skills, Cooking and Food Preparation:

Students must develop extensive list of high level cooking and food preparation skills. Examples include knife skills, preparation of fruits and vegetables, marinating, shaping, making sauces, baking, bread making and using a range of cooking processes.

Nutrition and Health: This includes healthy eating, balanced diet, special dietary needs, metabolism, macro and micro nutrients, health risks, dietary reference values, calculating nutritional values and the importance of hydration. The range of ingredients studied will come from all 5 food groups of the 'Eatwell Guide'.

Food Provenance: You will learn where and how foods and ingredients are produced and how processing affects sensory and nutritional properties. You will consider the impact of food on the environment in the study of British and two International cuisines.

Food Choice: You will learn about the many reasons for choosing the foods we eat including our sensory perceptions, seasonality, availability, cultural influences, beliefs or medical reasons.

Food Science: Functions of ingredients and the changes taking place during cooking will be studied in detail.

Food safety: Bacterial growth and food hygiene are also an essential part of the course.

HOW WILL I BE ASSESSED?

50% written exam

50% non-exam assessment which will include food investigation, food preparation and cooking.

HOW WILL THIS HELP MY FUTURE?

You will be able to make informed decisions about a wide range of further learning opportunities and career pathways, such as:

- Baker
- Cafeteria Food service Worker
- Catering Manager
- Chef
- Dietician
- Food service Manager
- Food and Beverage
- Food service Consultant
- Nutritionist
- School Nutrition Specialist
- Quality Assurance/Food Safety Inspector



FRENCH

FRENCH

WHAT'S THE QUALIFICATION?

GCSE French (Edexcel 1FR0)

WHAT WILL I LEARN?

The French syllabus covers the following 5 themes:

- 1. Identity and culture**
 - Who am I ?
 - Daily life
 - Cultural life
- 2. Local area, holiday and travel**
 - Holidays
 - Travel and tourist transactions
- 3. School**
 - What school is like
 - School activities
- 4. Future aspirations, study and work**
 - Using languages beyond the classroom
 - Ambitions
 - Work
- 5. International and global dimension**
 - Bringing the world together
 - Environmental issues

HOW WILL I BE ASSESSED?

All skills (Listening, Reading, Writing, Speaking) are equally weighted and contribute 25% towards the final mark. All skills are examined at the end of the course in Year 11. Students can be entered for either Foundation or Higher tier. Tiers cannot be mixed.

HOW CAN THIS HELP MY FUTURE?

A GCSE qualification in a Modern Foreign Language is highly valued by employers and is extremely useful in an increasingly competitive employment market.

Universities place a high value on a good GCSE grade in what is considered an academically rigorous subject. In addition, a knowledge of any foreign language is a social and cultural asset that broadens horizons and understanding.

ANYTHING ELSE I NEED TO KNOW?

A bi-lingual dictionary and a revision guide would be extremely useful.

It is essential that students appreciate the need for regular learning of vocabulary . 10-12 words a week are recommended.

A GCSE in a Modern Foreign Language is a key part of the English Baccalaureate.



GEOGRAPHY



WHAT'S THE QUALIFICATION?

GCSE Geography (OCR J384)

WHAT WILL I LEARN?

Students learn about 2 key themes:

- Our Natural World (including global hazards, changing climate, distinctive landscapes and sustainable ecosystems)
- People and Society (including urban futures, dynamic development, UK in the 21st Century and resource reliance)

The course aims to excite and engage students with contemporary topics covering the breadth of this dynamic subject. It will stimulate interest in different places, people and environments, whilst ensuring an appreciation of the geography of the UK in the 21st Century.

HOW WILL I BE ASSESSED?

Unit 1: Our Natural World contributes 35% of the final mark. The exam lasts 1¼ hours and tests students' understanding of the world they live in. One piece of physical geography fieldwork and skills are tested as part of the exam.

Unit 2: People and Society contributes 35% of the final mark. The exam lasts 1¼ hours and tests students' understanding of the connections between people and places. One piece of human geography fieldwork and skills are tested as part of the exam.

Unit 3: Geographical Exploration is an exam lasting 1½ hours. This is a synoptic paper involving a decision-making exercise and geographical skills that encourages students to 'think like a Geographer'.

HOW WILL THIS HELP MY FUTURE?

Geography is an exciting and relevant subject that explains the world we live in, helping students to understand landscapes and reasons for their formation.

Geographers are highly employable and the Russell group of universities state that Geography is one of the main facilitating subjects.

Careers that fit well with Geography include urban planners, the Police force, surveyors and climatologists.

A GCSE in Geography is a key part of the English Baccalaureate.



HEALTH & SOCIAL CARE

HEALTH & SOCIAL CARE

WHAT'S THE QUALIFICATION?

Level 1/2 Technical Award in Health and Social Care
(AQA 3731)

WHAT WILL I LEARN?

The new course is designed to engage and excite students who want an introduction to life and work within the health and social care sector.

Students will:

- learn about development through the life stages
- understand the well-being of individuals in health and social care
- develop an awareness of healthy lifestyles and health promotion campaigns

Students will have the opportunity to put their knowledge into practice through a combination of research, practical experience, theoretical study and independent learning.

HOW WILL I BE ASSESSED?

Unit 1: Individual well-being

You will measure and evaluate the health of a client using a range of techniques and then produce a plan to improve their health through lifestyle changes, before monitoring the impact of the plan. This project contributes 30% of the overall marks.

Unit 2: Healthy living

You will research health promotion campaigns and develop a small-scale health promotion of your own choice, focusing on a topic of interest.

This project will contribute 30% of the overall marks.

Unit 3: Development through the life stages

Written exam worth 40% of the overall marks.

- Stages and patterns of human growth
- Expected development at each life stage
- Life events
- Sources of support/services for life events
- Roles of professionals
- Definitions of health and well-being
- Factors influencing health and well-being

HOW WILL THIS HELP MY FUTURE?

This course will prepare you for progression to more detailed study of Health Social Care or Early Years. It will provide you with a foundation of knowledge for working in the care services.

- Audiologist
- Care assistant
- Early Years Care
- Nursing
- Paramedic
- Teaching

ANYTHING ELSE I NEED TO KNOW

This is a non-GCSE qualification. Please see page 3. The specification for this new qualification is still in draft form, so there may be changes to the course.



HISTORY



WHAT'S THE QUALIFICATION?

GCSE History (Edexcel 1H10)

WHAT WILL I LEARN?

Paper 1: Thematic study and historic environment

Students will learn about Medicine in Britain, studying ideas about the causes of disease and illness and approaches to prevention and treatment. The period of study will include medieval England, the Renaissance, the 18th and 19th centuries and modern Britain.

Whilst studying the British sector of the Western Front, students will learn about injuries, treatment and the trenches. They will learn how to select and use sources for historical enquiry.

Paper 2a: Period study: The American West.

Students will study the beliefs and lifestyle of Native Americans such as Sitting Bull and Crazy Horse; explore the lives of America's gold miners and the life of a cowboy in the Wild West; learn how the idea of 'manifest destiny' led to the end of the Indian way of life and the birth of the America we know today.

Paper 2b: British depth study.

Students will carry out a detailed study of Henry VIII and his ministers, 1509-40. This will focus on Henry VIII as a Renaissance prince, the relationship between Henry and Wolsey from 1509-29, the relationship between Henry and Thomas Cromwell from 1529-1540 and the Reformation and its impact from 1529-1540.

Paper 3: Modern depth study.

Through studying Weimar and Nazi Germany, 1918-39, students will learn about the Weimar Republic and its impact on Germany, the rise of the Nazi Party, the creation of a Nazi dictatorship and life in Nazi Germany 1933-1939.

HOW WILL I BE ASSESSED?

Paper 1 is worth 30% of the GCSE and will be assessed in a 1 hour 15 minute exam paper.

Paper 2 is worth 40% of the GCSE and will be assessed in a 1 hour and 45 minute exam paper.

Paper 3 is worth 30% of the GCSE and will be assessed in a 1 hour and 20 minute exam paper.

HOW WILL THIS HELP MY FUTURE?

History develops skills such as researching, asking questions, expressing opinions, processing information and selecting information. It provides an understanding of different political and cultural backgrounds, past and present. History can open doors in a wide range of jobs including, media, public relations, law and accountancy.

ANYTHING ELSE I NEED TO KNOW?

Students would benefit from access to a library, a newspaper and the internet. Students must be prepared to read around the subject material, discuss and produce coherent written work. A GCSE in History is a key part of the English Baccalaureate.



WHAT'S THE QUALIFICATION?

Level 2 Award in Creative and Media
(WJEC 9750 A1)

WHAT WILL I LEARN?

Have you ever wondered why the credits of a film are so long? There are many skills involved in making moving image products. Professionals in the industry need to develop a range of skills to enable them to plan, produce and edit images and sound. A storyboard artist needs creativity and sequencing skills. Camera operators must frame shots effectively and use smooth camera movements in their work. An editor has to be able to import footage and create transitions between shots.

You will learn how to work independently, developing skills in moving image production, learning how to plan for development and using different approaches. You will develop a portfolio. In addition, you will learn about professional practice and specialist vocabulary in the creative and media industries.

This highly creative course will teach you to plan, produce and evaluate a range of video productions, including TV advertisements, news broadcasts and short movies.

HOW WILL I BE ASSESSED?

25% of the qualification is assessed as an externally set assignment brief. You will be given 20 hours to complete individual research on the requirements of the brief and carry out individual research. You will then sit a 2 hour exam, responding to the brief.

The remaining 75% is assessed as non-examination assessment based around developing skills in moving image production and film-making. You will work independently and as part of teams to create outcomes in response to briefs.

HOW WILL THIS HELP MY FUTURE?

This course will inspire and enthuse students to consider a career in media, rather than just participate in media recreationally. It will support progression to a Level 3 Media qualification or an apprenticeship.

ANYTHING ELSE I NEED TO KNOW?

Learning on this course will make use of the school's dedicated Apple Media suite.

This is a non-GCSE qualification. Please see page 3 for more details.

MUSIC



WHAT'S THE QUALIFICATION?

GCSE Music (Edexcel 1MUO)

WHAT WILL I LEARN?

- How to compose music in different styles
- How to prepare and perform solo and group pieces of music
- How music has changed and developed from 1700 to the present day

HOW WILL I BE ASSESSED?

Unit 1: Performing

A solo and an ensemble performance, each lasting up to four minutes. It contributes 30% of the final mark. This will take place in front of music department staff in the Spring of Year 11.

Unit 2: Composing

Compose two pieces lasting two minutes each. One piece will be set by the exam board, the other will be a free choice. There will be opportunities to develop music technology skills. This contributes 30% of the total mark.

Unit 3: Listening and Appraising

A 1 $\frac{3}{4}$ hour written exam at the end of Year 11, based on 8 pieces of music studies in lessons including instrumental and vocal music, stage and screen and fusions. This contributes 40% of the total mark.

HOW WILL THIS HELP MY FUTURE?

- A career in the Arts - performer, composer, theatre, media, television and radio
- A career in technology - sound recording, engineering, studio technician
- A career in teaching - school, peripatetic or private teaching. Music is officially listed as a shortage subject in primary and secondary schools
- Transfer of hidden skills to other occupations - co-operation, imagination, initiative, problem solving, decision making etc.
- Self-confidence - performing in front of an audience increases self-confidence when working with or speaking to larger groups of people. This skill is useful if you are considering careers such as drama or law.

ANYTHING ELSE I NEED TO KNOW?

You need to be able to sing or play an instrument because performing is part of the course, but you do not need to have taken any external music exams. We are able to arrange peripatetic music lessons in school if you feel more help is needed. The ability to read basic music notation would be helpful.

External music examinations cover less than 40% of the GCSE course and should not be considered as a GCSE equivalent.



PHYSICAL EDUCATION



WHAT'S THE QUALIFICATION?

GCSE Physical Education (Edexcel 1PE0)

WHAT WILL I LEARN?

The course follows on from the Key Stage 3 Physical Education programme of study by providing students with opportunities to lead a healthy and active lifestyle by choosing from a variety of roles and activities in which to participate in physical activity.

There is a strong focus on practical performance and students will participate in a number of different activities where they will develop knowledge and understanding of the different roles that an active participant can adopt and what constitutes effective performance in these roles. There will be additional opportunities for students to be assessed as coaches, officials and choreographers in different activities.

In theory lessons, students will study a number of different topics which should help them to become more competent in their assessed practical performance.

HOW WILL I BE ASSESSED?

Paper 1 is a written exam lasting $1\frac{3}{4}$ hours on the topic of Fitness and Body systems.

Paper 2 is a written exam lasting $1\frac{1}{4}$ hours on the topic of Health and Performance.

Both papers include multiple choice questions, short answer questions and extended written answer questions. The exams contribute 60% of the final mark.

There will be non-examination assessments covering 3 practical areas, these will contribute 40% of the final mark.

HOW WILL THIS HELP MY FUTURE?

The content of the GCSE Physical Education course will provide a route to study in further education such as A-levels or BTECs, as well as to related career opportunities in Physical Education and Sport.

ANYTHING ELSE I NEED TO KNOW?

Students will need to ensure that they are able to fully participate in practical lessons. They must be willing to join in activities that involve learning new and challenging skills.

RELIGIOUS STUDIES



WHAT'S THE QUALIFICATION?

GCSE Religious Studies (Edexcel 1RBO)

WHAT WILL I LEARN?

Students will take an enquiring, critical and reflective approach to the study of religion, exploring different beliefs, cultures and fundamental questions, and relating these studies to their own values and the wider world. The GCSE course will focus on the study of Christianity and Islam.

Paper 1 - Religion and Ethics - Christianity

- Belief in God
- Matters of Life and Death
- Marriage and the Family
- Living the Christian Life

Paper 2 - Religion, Peace and Conflict - Islam

- Belief in Allah
- Living the Islamic Life
- Peace and Conflict
- Crime and Punishment

HOW WILL I BE ASSESSED?

Paper 1 - written exam 1 hour 45 minutes
Contributes 50% of the overall marks.

Paper 2 - written exam 1 hour 45 minutes
Contributes 50% of the overall marks.

HOW COULD THIS HELP MY FUTURE?

This qualification in Religious Studies helps students to develop critical reasoning skills and gain an insight into the beliefs, values and attitudes of theists, atheists and agnostics as well as evaluating their own.

It is particularly useful for students considering entry into law, caring professions (such as social work, medical careers and teaching) or where contact with the public is required, for example, leisure and trade services. Equally, it develops a greater understanding of the world in which we live in today.

ANYTHING ELSE I NEED TO KNOW?

Students are expected to come equipped with an open-minded attitude and be willing to share their own views and opinions in a manner that is conducive for learning.



TEXTILES

TEXTILES

WHAT'S THE QUALIFICATION?

GCSE Art and Design: Textile Design (OCR J174)

WHAT WILL I LEARN?

If you have enjoyed the making and experimental side of Design and Technology Textiles but also enjoyed the creative side of Art and Design, then this is the subject for you.

You will explore, acquire and develop skills in one or more areas of Textile Design, such as those listed below.

- Constructed textiles
- Digital textiles
- Dyed fabrics
- Fashion design
- Installed textiles
- Printed fabrics
- Soft furnishings
- Stitched and/or embellished textiles

Your work will be presented through sketchbooks and journals, with the majority of the course based on designing and making.

HOW WILL I BE ASSESSED?

You will produce a portfolio of practical work, showing your personal response to a brief. This will contribute 60% of the overall marks.

You will respond to an externally set task by producing a textile product in a practical exam lasting 10 hours (spread over 2 days). This will contribute 40% of the overall marks.

HOW COULD THIS HELP MY FUTURE?

You will be able to make informed decisions about a wide range of further learning opportunities and career pathways.

For example:

- Costume designer
- Costume maker
- Accessories designer
- Textile designer
- Fashion designer
- Dressmaker
- Garment technologist
- Knitwear designer
- Contour designer



DOCUMENTARY





CONSORTIUM INTRODUCTION

CONSORTIUM INTRODUCTION

WEST DUDLEY CONSORTIUM

The West Dudley Consortium is a partnership of five local schools (Summerhill, Kingswinford, Crestwood, Wordsley and The Brier) and local colleges. This partnership provides courses which could not take place in an individual school because of small numbers or because specialist equipment is required.

The courses offered this year by the consortium are:

- Animal Care
- Construction
- Performing Arts

The courses will involve students spending Monday afternoons at college.

Taking a consortium course is a privilege and not a right. You will only be allowed to choose a consortium course if you have shown:

- consistently good behaviour and effort
- consistently good attendance
(consideration will be given to students who have been absent for medical reasons)

It is not possible to choose more than one consortium course, as they will all be taking place at the same time.



ANIMAL CARE



WHAT'S THE QUALIFICATION?

BTEC Level 2 First Award in Animal Care

COURSE ARRANGEMENTS:

Lessons take place at Halesowen College, Whittingham Road Campus on one afternoon per week until 4.30 pm. Transport will be provided to/from Halesowen College.

WHAT WILL I LEARN?

The qualification will cover topics such as:

- selecting appropriate housing, assessing the need for sufficient space, shelter, bedding for comfort & hygiene, furnishings for food, drink and enrichment.
- feeding a variety of species, with links to healthcare and enrichment of animals by presenting food to them in different ways to mentally stimulate them.
- dealing with day-to-day animal health and welfare routines and also animal health emergencies.
- identifying animal behaviours, developing skills needed to approach/handle an animal in a way that reduces risk to the individual and distress for the animal.
- the reasons behind abnormal behaviours, the evolution of species-specific behaviours and how a variety of external and internal factors can influence behaviour.

Small animals are used in practical tasks eg ferrets, tarantulas, insects, lizards, amphibians and snakes. Students must be prepared to handle exotic animals.

HOW WILL I BE ASSESSED?

Unit 1 (Animal Health) will be assessed by an externally marked examination paper.

All the other units will be assessed via practical or written assignments, spread over the 2 year course. These will be internally marked and externally moderated. Each unit will be graded as Pass, Merit or Distinction.

HOW COULD THIS HELP MY FUTURE?

This course could lead on to the BTEC Level 3 Extended Diploma in Animal Management or other qualifications such as the Diploma in Veterinary Nursing. Potential occupations include animal technician, assistant dog trainer, dog groomer, zoo keeper or pet shop assistant.

ANYTHING ELSE I NEED TO KNOW?

The course is NOT suitable for students with allergies to nuts, fur, sawdust or hay. All students must have an up to date Anti-Tetanus injection.



CONSTRUCTION

CONSTRUCTION

WHAT'S THE QUALIFICATION?

BTEC Level 1/Level 2 First Award in Construction and the Built Environment

COURSE ARRANGEMENTS

Lessons take place on one afternoon per week until 4.30 pm at Stourbridge College, Hagley Road Campus. Transport will be provided to the Hagley Road Campus. Students will need to make their own way home.

WHAT WILL I LEARN?

Core Units:

Unit 1: Construction Technology

Unit 2: Construction and Design

Unit 3: Science and Maths for Construction

Skills Units:

Unit 6: Carpentry and Joinery

Unit 9: Plumbing

Unit 10: Electrical

HOW WILL I BE ASSESSED?

Unit 1 (Construction Technology) will be assessed via an externally-marked examination

All other units will involve students building up projects in which they demonstrate skills and knowledge. These will be assessed by your tutor.

HOW WILL THIS HELP MY FUTURE?

On successful completion of the programme you may progress onto a full-time level 1 Diploma in Construction or choose to go directly into employment or onto an apprenticeship.

ANYTHING ELSE I NEED TO KNOW?

You will be provided with safety boots, overalls and any other protective equipment required.

You will be expected to show enthusiasm for the subject and be prepared for physical work. There will be a range of classroom and practical activities.

PERFORMING ARTS



WHAT'S THE QUALIFICATION?

BTEC Level 2 First Award in Performing Arts

COURSE ARRANGEMENTS

Lessons take place at Halesowen College, Whittingham Road Campus on one afternoon per week until 4.30 pm. Transport will be provided to/from the college.

WHAT WILL I LEARN?

This course is very active and keeps the students involved at all stages. It is about taking the theory and applying it within the industry.

Core Units:

Unit 1: Individual showcase

Unit 2: Preparation, Performance and Production

Plus at least 2 of these units: (selected by the tutor)

Unit 3: Acting skills

Unit 4: Dance skills

Unit 5: Musical Theatre Skills

Unit 6: Music Performance Skills

Unit 7: Production Skills for Performance

HOW WILL I BE ASSESSED?

Work is assessed by e-assessment, practical and written assignments. During the 2 years, there will be a number of assignments for each unit. These will be internally set and marked and externally moderated. Assessment work is graded as Pass, Merit or Distinction.

HOW WILL THIS HELP MY FUTURE?

Progression to AS and A-level Drama and Theatre Studies courses.

ANYTHING ELSE I NEED TO KNOW?

All equipment will be provided. Students must have a keen interest in performing arts. It must be appreciated that some work may take place at weekends and during holidays.

Students may be asked to go through an audition process.



WHAT HAPPENS NEXT...?

WHAT HAPPENS NEXT...?

Enrichment day for students

Thursday 9th February

Students receive their copy of this book and the options process is explained to them.

'New' subjects (subjects that students haven't studied in Year 9) make brief presentations to describe their courses. Students are reminded of the sources of information, advice and guidance that are available to them.

Parents' Information Evening

Thursday 9th February 7.00 pm

Parents are provided with information about the options process and the support available. Students do not attend this meeting.

Year 9 Parents' Evening

Thursday 16th February 4.30 - 8.00 pm

This will provide the usual opportunity to discuss students' progress with their subject teachers. Students are encouraged to attend.

Half Term

Monday 20th February

- Friday 24th February

Students should take the opportunity to think carefully about their choices and discuss them with their parent/carer.

Consortium Reply Slip

Wednesday 1st March

Any student who thinks they might want to take a Consortium course needs to bring back the Consortium reply slip (page 37 of this booklet) to their form tutor by 9.00 am, stating that they would like to go to the Consortium Information Morning.

Consortium Information Morning

Tuesday 7th March 9.30 - 11.00 am

Students who have returned their Consortium reply slips (and have been approved by the Head of Year) go to the appropriate venue for the Consortium Information Morning, returning to school afterwards.

Options Reply Slip

Wednesday 8th March

Students hand in their options reply slip (page 39 of this booklet), signed by a parent/guardian.

Options Interviews

Thursday 9th March - Wednesday 15th March

Each student will have a short interview with their Form tutor and Mrs Turner (Head of Year 9). They will discuss their career aspirations and the choices on their options reply slip.



WHAT HAPPENS NEXT...?



Students will be expected to choose a balanced set of options from which they will benefit. They should start thinking about decisions straight away.

Students should think about:

- Which subjects they are good at
- Which subjects they need for a future career
- Which subjects they like best

Get advice from:

- Subject teachers
- Heads of department
- Form tutors
- Head of Year 9
- Parents/Guardians
- Careers websites (see page 7)
- Careers area in the Library
- Students who have already taken courses at Key Stage 4

It is important that students think very carefully about their choices, as they will be committing to study a course for the next two years which could have a long-term effect on their career.

Students must not choose a course just because their friends are doing it. They must choose courses which are best for them as an individual!

After the options interviews it is difficult to give a precise timescale, as the time taken will depend on the responses received from the interviews.

We will:

- Collate the initial responses to determine the number of students wishing to take each course and establish an 'ideal' set of timetable blocks which meet the preferences of as many students as possible.
- Check the 'ideal' blocks to ensure that they are practical. This could involve trying to identify extra staffing or other resources to cope with extra groups. This stage can be very time consuming.
- Decide upon the final blocks. As far as possible, students will then be allocated to groups in accordance with their preferences from the interviews.
- Where students cannot have their preferences from the interviews we will ask them to choose again, with the final blocks as a guide.
- Work with the other partners in the consortium to establish which students can gain places on the consortium courses. Consortium interviews/assessments are likely to take place after the Easter holidays.
- Confirm with students the final allocation of places on options courses. This will probably take place around June 2017.

WHAT HAPPENS
NEXT...?



What if too many students want to take a particular course?

We will try to split the students into two smaller groups. This may not be possible (eg if there is only one member of staff who teaches that subject, or only one specialist room). If this is the case, the places will be allocated taking the following into consideration:

- Students who have already been unable to take one of their options choices
- Students who have shown effort and commitment to the subject (or similar subjects) during Year 9.
- Students who placed the course as a high priority on their options reply slip.
- Students with an Additional Educational Need who would be unable to access any of the other courses available.

Random selection will be used where it is not possible to decide using the above criteria.

What if only a few students want to take a particular course?

We will not be able to run courses with very small numbers of students. If this is the case then the students concerned will be able to opt again.

What if I don't return my options reply slip on time?

We will use all of the replies received by 15th March to organise the final options blocks. You will still be able to choose options from the final options blocks, but we won't be able to take your views into account when setting up those blocks.

What if I don't like the final blocks when they're published? Can you change them?

The blocks will be set up to meet the needs of as many students as possible, taking into account the timetabling constraints. It won't be possible to change the blocks to suit any individual student or small group of students, as this would leave a larger number of students in a worse situation.

Why aren't you offering other courses?

We believe that we're already offering a superb range of courses to meet the needs of our students but we're not complacent and every year we look at new or replacement courses. The number of courses available to schools has been reduced in recent years. After looking at other courses, we have decided that they are unlikely to appeal to sufficient students or that we don't currently have the resources to do them justice. If you have suggestions for future years, we would be interested to hear them, but it is now too late for us to offer them this year.



CONSORTIUM REPLY SLIP



CONSORTIUM REPLY
SLIP

Completed forms should be returned to form tutors no later than 9.00 am on Wednesday 1st March

Name of student..... Tutor Group

I would like my son/daughter to attend the following information morning on Tuesday 7th March, 9.30 - 11.00 am
(please tick one)

- Animal Care (at Halesowen College, Whittingham Road Campus)
- Construction (at Stourbridge College, Hagley Road Campus)
- Performing Arts (at Halesowen College, Whittingham Road Campus)

Please tick one:

- I/we will be accompanying my son/daughter to the information morning.
There will be _____ adults.
- I/we will not be accompanying my son/daughter to the information morning.
I give permission for him/her to make his/her own way to and from the information venue

I understand that students should return to school promptly after the information morning .

Signed.....Parent/Guardian



OPTIONS REPLY SLIP



OPTIONS REPLY SLIP



Please fill in this form. Make sure it is signed and hand it to your form tutor on Wednesday 8th March. You will need it for your options interview with Mrs Turner and your form tutor.

Please put your options choices in order of priority (so that choice number 1 is your highest priority)

Name _____ Tutor Group _____

Choice 1: Geography History

Choice 2: _____ Reserve 2: _____
(usually French) (to be used if choice is unavailable)

Choice 3: _____ Reserve 3: _____
(to be used if choice is unavailable)

Choice 4: _____ Reserve 4: _____
(to be used if choice is unavailable)

Signed _____ (student)

Signed _____ (parent/carer)

Date received by Form Tutor _____





EXAMPLES OF CHOICES

EXAMPLES OF CHOICES

The reserves will only be used if one of your preferred choices is not available.

Choice 1: Geography History
 Choice 2: French Reserve 2: _____
 Choice 3: Drama Reserve 3: History ✓
 Choice 4: Music Reserve 4: Religious Studies

Choice 1: Geography History
 Choice 2: French Reserve 2: _____
 Choice 3: PE Reserve 3: Drama ✓
 Choice 4: Geography Reserve 4: Food

It's OK to use the same subject twice as a reserve

It's OK to pick both Geography and History

If you choose French, you don't need to pick a reserve

Choice 1: Geography 3 History
 Choice 2: Computer Science Reserve 2: Business
 Choice 3: Art Reserve 3: Textiles
 Choice 4: Media Reserve 4: Business ✓

Choice 1: Geography History
 Choice 2: French Reserve 2: _____
 Choice 3: Design Technology Reserve 3: Health & Social Care
 Choice 4: Religious Studies Reserve 4: History ✓



EXAMPLES OF CHOICES



EXAMPLES OF CHOICES

Choice 1: Geography History **X**
 Choice 2: French Reserve 2: _____
 Choice 3: Animal Care Reserve 3: Health & Social Care
 Choice 4: Performing Arts Reserve 4: Drama

Choice 1: Geography History **X**
 Choice 2: PE Reserve 2: Textiles
 Choice 3: Drama Reserve 3: Music
 Choice 4: Music Reserve 4: Art

You can't choose a subject twice!

You can only choose 1 consortium Course

You can't have a subject as a choice and as a reserve

You can't choose Art and Textiles

Choice 1: Geography History **X**
 Choice 2: French Reserve 2: _____
 Choice 3: French Reserve 3: Media
 Choice 4: Computer Science Reserve 4: Business

Choice 1: Geography History **X**
 Choice 2: French Reserve 2: _____
 Choice 3: Art Reserve 3: Design Tech
 Choice 4: Textiles Reserve 4: Food



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