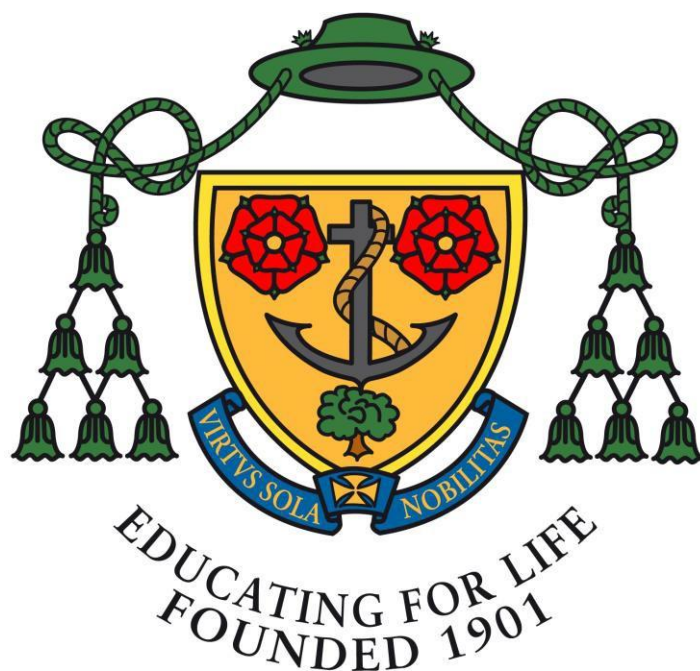


SALESIAN COLLEGE FARNBOROUGH



YEAR 9 OPTIONS INFORMATION GCSE 2023 – 2025

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INTRODUCTION

This booklet is produced as a guide for our Year 9 boys and their parents in order to outline possible options available at GCSE. Its overall purpose is to provide relevant and useful information on the courses and subjects offered so that staff, parents and pupils can decide together which subjects would be most beneficial to study in the next two academic years (2023-2025). Heads of Department and Subject Leaders have provided information highlighting course content in order that informed choices can be made.

At 13 or 14 years of age it is unrealistic to expect pupils to have much idea of the kind of work they want to do after their full-time education is finished. On the other hand, parents take a longer-term view and think ahead of career possibilities for their children. This is why the options are made as flexible as possible. They encourage pupils to keep their options open and maintain as much breadth as possible for later courses and careers.

You need to consider fully the implications in the choice of subjects to be studied. It is not only those subjects that are to be continued into Years 10 and 11 that determine eventual careers, but also those that are *not* continued in Year 10. If options are chosen wisely a sensible breadth of education is possible - allowing for uncertainties - but still permitting interests and careers to develop.

All students take 10 GCSEs. They must take English Language, English Literature, Mathematics and Religious Studies. All students in Year 10 will also take a Core Computing Course. They then must choose:

Either Triple Science (which leads to three GCSEs in the separate sciences) + any **three** option subjects

Or Combined Science (which counts for two science GCSEs) + any **four** option subjects.

The subjects chosen should give a broadly balanced education. This is why we require that at least one of these options is a modern language for the majority of students.

The College will make every effort to respond to the wishes of each pupil and we are usually able to cater in full for the needs of the vast majority. However, a course can only be offered if there is a sufficient number of pupils who wish to pursue it.

GENERAL CERTIFICATE OF SECONDARY EDUCATION

All courses lead to examinations for the GCSE. At Salesian College we use three different examining boards:

PEARSON (EDEXCEL): Biology, Chemistry, French, Geography, History, Maths, Music, Physics, Religious Studies, Science and Spanish

AQA: Art, Business, Design Technology, Drama, English and Physical Education

OCR: Classics and Computer Science

Although there are different examining boards, the system is designed to uphold uniform standards and the decision about which Board is used is taken by the Head of Department in consultation with the Senior Deputy Headteacher. All pupils are awarded certificates indicating their level of achievement in each subject taken.

The GCSE examination aims to identify what a pupil knows, understands, and can do. The examiners take into account knowledge and understanding of the subject, the ability to handle information and solve problems, experimental and investigational skills, and reading, writing, listening and speaking skills. All these are tested in a variety of ways including (according to the subject) written examination, oral work, presentation of individual enquiries and submission of practical work.

CERTIFICATION and GRADES

GCSEs have undergone a period of reforms and all subjects are now awarded grades on a 9-1 scale. Grade 9 will record outstanding achievement in that subject whilst a grade 4 will be regarded as the equivalent of the 'old' C grade. Please see on next page:

Grading GCSEs since 2017

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

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

SUBJECT OVERVIEW

Subject	Exam/Coursework	Comments
Maths	100% exam	
English	100% exam	
Religious Studies	100% exam	
Sciences	100% exam	Core practicals covered in the final exams
Art	40% exam 60% coursework	Coursework consists of portfolio of artwork
Business	100% exam	
Classics	100% exam	
Computer Science	100% exam	
Design Technology	50% exam 50% coursework	
Drama	40% exam 60% coursework	Coursework: 30% Performance 30% Written
French	100% exam	
Geography	100% exam	
History	100% exam	
Music	40% exam 60% coursework	Coursework consists of composition and performance
Physical Education	60% exam 40% coursework	Coursework consists of practical performance in three activities
Spanish	100% exam	

NB – All examinations are taken at the end of Year 11 in their entirety.

CORE CURRICULUM

ENGLISH LANGUAGE and ENGLISH LITERATURE

Studying GCSE English Language and English Literature together offers a fully integrated approach but also allows for a greater distinctiveness between disciplines.

ENGLISH LANGUAGE GCSE: AQA SPECIFICATION

Assessments

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing

What's assessed

Section A: Reading

one literature fiction text

Section B: Writing

descriptive or narrative writing

Assessed

written exam: 1 hour 45 minutes

80 marks

50% of GCSE

Questions

Reading (40 marks) (25%)– one single text

1 short form question (1 x 4 marks)

2 longer form questions (2 x 8 marks)

1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 1: Explorations in Creative Reading and Writing

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading

one non-fiction text and one literary non-fiction text

Section B: Writing

writing to present a viewpoint

Assessed

written exam: 1 hour 45 minutes

80 marks

50% of GCSE

Questions

Reading (40 marks) (25%) – two linked texts

1 short form question (1 x 4 marks)

2 longer form questions (1 x 8, 1 x 12 marks)

1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination Assessment: Spoken Language

What's assessed

(AO7–AO9)

presenting

responding to questions and feedback

use of Standard English

Assessed

teacher set throughout course

marked by teacher

separate endorsement (0% weighting of GCSE)

ENGLISH LITERATURE GCSE: AQA SPECIFICATION

Assessments

All assessments are closed book: any stimulus materials required will be provided as part of the assessment.

All assessments are compulsory.

Paper 1: Shakespeare and the 19th-century novel

What's assessed

Shakespeare plays

The 19th-century novel

How it's assessed

written exam: 1 hour 45 minutes

64 marks

40% of GCSE

Questions

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Paper 1: Shakespeare and the 19th-century novel

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

What's assessed

Modern prose or drama texts

The poetry anthology

Unseen poetry

How it's assessed

written exam: 2 hour 15 minutes

96 marks

60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

MATHEMATICS

Mathematics is a compulsory subject for all pupils. There are two tiers Higher and Foundation. **All the sets study for the Higher Tier.**

It is a linear course assessed by three terminal examinations and no coursework. The first examination consists of a non-calculator paper. The second and third papers contain mathematics in which the use of a scientific calculator is expected and increasingly, students are finding Classwiz FX991EX calculators essential.

Pupils commencing the GCSE course do not experience a great deal of difference in the mathematics lessons. This is because mathematics is based on a curriculum that builds on the work that has been done before. Increasingly, work that has been done will be called on in other subject areas such as geography, science and economics. Many sixth form courses and careers demand mathematics as an entrance requirement. It is essential to gain at least grade 4/5 in mathematics for university entrance.

RELIGIOUS EDUCATION

Religious Education enables people to think intelligently about religious and moral issues. Most people have opinions on questions relating to religion and morality, but few have thought about them in an ordered, disciplined way and it is this skill that we hope to develop. The GCSE is designed to assist students in their understanding of the diverse society in which they live. It will also aid those students, who are Christians, to have a more informed and reasoned faith.

Since Salesian College is a Catholic School, it is appropriate that students acquire a sound understanding of Christianity as well as the role of religion in a multi-faith society. The GCSE course is followed by all students.

The GCSE Specification follows Pearson Religious Studies A and sees students study three areas that are all assessed by external examination at the end of Year 11. The three areas of study are:

- Paper 1: Catholic Christianity (1hour 45 minutes; 50% of GCSE)
- Paper 2: Judaism (50 minutes; 25% of GCSE)
- Paper 3: Philosophy and Ethics (50 minutes; 25% of GCSE)

Success at GCSE in Religious Education requires an academic consideration of a range of challenging religious, ethical and philosophical concepts. The ability to recognise and respect different beliefs will be essential in achieving a good GCSE grade, as well as in developing informed and reasoned young minds.

The course will also provide an excellent foundation for studying Philosophy and Ethics at A Level. The future opportunities that arise in developing skills such as critical and analytical thinking, are desirable in many chosen career paths.

Core Computing Course

The world is becoming increasingly dominated by the use of Information and Communication Technology systems, which influence every aspect of our lives. Today's students need to be equipped with knowledge and skills to enable them to participate in a technological society. They need technological and information handling skills that include the ability to gather, process, and manipulate data. These skills are now as essential as those of traditional numeracy and literacy.

Our Core Computing Course enables students to gain a better understanding of IT applications that are a requirement in many job roles across many different sectors today. IT skills are used in a variety of job roles in all kinds of organisations including those in manufacturing, retail, education, hospitality, health and social care, business, transport and public services.

Who is the course aimed at?

All Year 10 students will complete this course by June 2024.

What does this course cover?

This course covers core IT applications commonly used in many businesses around the world. Completing this course will improve your understanding of these applications and teach you how to use the software efficiently. You will complete the following units:

- Microsoft Word – transforming ideas into professional documents.
- Microsoft PowerPoint – gaining further understanding of this powerful presentation tool.
- Microsoft Excel – gaining insight into this powerful analysis tool and how it can be combined with other applications to complete tasks such as Mail Merge.

What will you learn by completing this course?

By completing this course, you will develop the IT user knowledge and skills you need to work productively in any job role which requires the use of common software applications. You can expect to develop skills including:

- How to create and edit word processing documents.
- How to create dynamic presentations.
- How to manipulate numerical data using spreadsheets.

Effectively using these products can help students differentiate themselves in today's competitive job market and broaden their employment opportunities.





For more information please contact Mrs Batt batts@salesian.hants.sch.uk

GCSE Science Options

Science is a core subject and all students will continue to study content from all three sciences to GCSE. It is expected that students will either do this by taking Combined Science (2 GCSE's) or by taking Separate Sciences (3 GCSE's).

Either route allows a student to move on to study any Science at A level if they achieve good grades.

There are 2 routes in science that students can take:

Route 1: (2 GCSE's)	Route 2: (3 GCSE's)
GCSE (9-1) Combined Science (Double Award) 	GCSE (9-1) Biology 
	GCSE (9-1) Chemistry 
	GCSE (9-1) Physics 

For further information about these courses, scan the QR codes. These take you to the Edexcel 9-1 curriculum files of the specifications.

Students will study the Edexcel GCSE 9-1 Science courses. These are designed to help students to engage with and challenge the science they meet in everyday life. These will encourage them to adopt a critical, questioning frame of mind, going 'behind the scenes' to understand and evaluate the workings of science and how it impacts on society and their lives. Students will study aspects of the three traditional sciences: Biology, Chemistry and Physics.

There are no controlled assessments in these qualifications. Instead, practical skills will be developed through core practicals in the lessons, which will be assessed on the written papers.

GCSE Combined Science

Science is a core subject and all students will continue to study content from all three sciences to GCSE.

GCSE study in the sciences provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity.

The GCSE in Combined Science should enable students to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- Develop and learn to apply observational, practical, modelling, enquiry and problem solving skills in the laboratory, in the field and in other learning environments.
- Develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

The topics will be assessed by **6 examinations** which will be administered at the end of year **11**. These examinations will be **1 hour and 10 minutes** each and will assess the following content:

	Biology	Chemistry	Physics
Paper 1	<ul style="list-style-type: none"> • Topic 1 – Key concepts in biology • Topic 2 – Cells and control • Topic 3 – Genetics • Topic 4 – Natural selection and genetic modification • Topic 5 – Health, disease and the development of medicines 	<ul style="list-style-type: none"> • Topic 1 – Key concepts in chemistry • Topic 2 – States of matter and mixtures, • Topic 3 – Chemical changes • Topic 4 – Extracting metals and equilibria 	<ul style="list-style-type: none"> • Topic 1 – Key concepts of physics, • Topic 2 – Motion and forces, Topic 3 – Conservation of energy, • Topic 4 – Waves, • Topic 5 – Light and the electromagnetic spectrum, • Topic 6 – Radioactivity
Paper 2	<ul style="list-style-type: none"> • Topic 1 – Key concepts in biology • Topic 6 – Plant structures and their functions • Topic 7 – Animal coordination, control and homeostasis • Topic 8 – Exchange and transport in animals • Topic 9 – Ecosystems and material cycles 	<ul style="list-style-type: none"> • Topic 1 – Key concepts in chemistry • Topic 5 – on separate chemistry only • Topic 6 – Groups in the periodic table • Topic 7 – Rates of reaction and energy changes • Topic 8 – Fuels and Earth science 	<ul style="list-style-type: none"> • Topic 1 – Key concepts of physics, • Topic 7- on separate physics only • Topic 8 – Energy - Forces doing work • Topic 9 – Forces and their effects • Topic 10 – Electricity and circuits • Topic 12 – Magnetism and the motor effect • Topic 13 – Electromagnetic induction • Topic 14 – Particle model • Topic 15 – Forces and matter

In addition to the content above, knowledge and understanding of 17 core practicals will be tested in the exams. These core practicals will be completed in lessons and, alongside regular practical work, will help to develop your investigative and analytical skills.

BIOLOGY

Biology is a subject for life, being the study of life in all its forms. The Biology GCSE forms part of the Triple Award Science suite, and would be studied alongside Chemistry GCSE and Physics GCSE. It has the same topics as Combined Science Biology, but has a wider and a deeper approach.

For example, whereas Combined Science students study the nervous system and neurones, Biology students would also study the functions of the brain, CT scanning and how the eye works. Likewise, when Combined Science students study genetics and inheritance, Biology GCSE students would also study the detail of protein synthesis and sex-linked genetic disorders. Biology is clearly for those students who are both enthusiastic and keen to put the extra work in to assimilate and apply the theory and principles of this qualification.

Biology GCSE, as with all GCSEs in science in this school, can lead to a number of careers including medicine, dentistry, veterinary science, forestry, microbiology, biochemistry, ecology, zoology, forensics and even teaching!

The qualification is assessed in two papers, each 1 hour and 45 minutes long and taken at the end of Year 11. Each paper will include questions not just on the biological theory but also graph interpretation, manipulation of equations, conversion of units, and the experimental knowledge and understanding from the eight core practicals. There will be questions that require simple factual recall but also many more which test the application of biological knowledge to new situations. These will expect the students to think sequentially and tie together facts and theories from different parts of the specification.

Year 9 have already started work on the first topic, Key Concepts in Biology. This is assessed in both exam papers alongside the other eight topics listed below.

Paper 1	Paper 2
Content Overview <ul style="list-style-type: none">1) Key concepts in Biology2) Cells and Control3) Genetics4) Natural Selection and Genetic Modification5) Health, Disease and the development of medicines	Content Overview <ul style="list-style-type: none">1) Key concepts in Biology6) Plant structures and their functions7) Animals Coordination, control and Homeostasis8) Exchange and transport in in animals9) Ecosystems and material cycles

CHEMISTRY

Chemistry is the study of the branch of science concerned with the substances of which matter is composed, the investigation of their properties and reactions, and the use of such reactions to form new substances.

Would it be a suitable subject for me?

Yes - if you have enjoyed it in Years 7-9, have an inquiring nature and are reasonably confident with handling simple calculations. It's a "must do" subject if you harbour ambitions to be a Doctor, Dentist or Vet and is also highly recommended if you are interested in any of the careers below:

Food Science, Colour Chemistry, Metallurgy, Biochemistry, Dietetics, Materials Science, Pharmacy, Fuel Science, Geology, Chemical Engineering, Forensic Science to name but a few!

Chemistry GCSE will be taught as part of the triple science option. In addition to the Chemistry concepts from the Combined Science course, students taking GCSE Chemistry will learn some additional content, for example polymers, alcohols and carboxylic acids.

The topics will be assessed by **2 examinations** which will be administered at the end of Year **11**. These examinations will be **1 hour and 45 minutes** each and will assess the following content:

Paper 1	Paper 2
Content Overview Topic 1 – Key concepts in Chemistry Topic 2 – States of matter and mixtures Topic 3 – Chemical changes Topic 4 – Extracting metals and equilibria Topic 5 – Separate chemistry 1	Content Overview Topic 1 - Key concepts in Chemistry Topic 6 – Groups in the periodic table Topic 7 – Rates of reaction and energy changes Topic 8 – Fuels and Earth science Topic 9 – Separate chemistry 2

In addition to the content above, knowledge and understanding of 8 core practicals will be tested in the exams. These core practicals will be completed in lessons and, alongside regular practical work, will help to develop your investigative and analytical skills.

PHYSICS

Physics is “the study of matter and energy”. You will learn about the very small – inside the atom – to the very large – the formation and history of stars and the Universe.

Would it be a suitable subject for me?

GCSE Physics is an essential subject if you are considering a career in engineering, electronics, IT, meteorology, geophysics, astronomy, architecture, radiology, veterinary science, dentistry, medicine or the armed forces. Physics develops your intellectual, logical, numerical, practical and problem-solving skills. A Physics GCSE leads on to a wide range of courses and careers, and Physics is currently the most desired degree qualification by a wide range of UK employers. It is our aim to provide an enjoyable and stimulating course which will be of use to you, regardless of whether you follow it at a further level or not.

Physics GCSE will be taught as part of the triple science option. In addition to the Physics concepts from the Combined Science course, students taking GCSE Physics will learn some additional content for example astronomy and the use of fission and fusion to generate electricity.

The topics will be assessed by **2 examinations** which will be administered at the end of year **11**. These examinations will be **1 hour and 45 minutes** each and will assess the following content:

Paper 1	Paper 2
Content Overview Topic 1 – Key concepts of Physics Topic 2 – Motion and Forces Topic 3 – Conservation of Energy Topic 4 – Waves Topic 5 - Light and the electromagnetic spectrum Topic 6 – Radioactivity Topic 7 – Astronomy	Content Overview Topic 1 – Key concepts of Physics Topic 8 – Energy - Forces doing work Topic 9 – Forces and their effects Topic 10 – Electricity and circuits Topic 11 – Static electricity Topic 12 – Magnetism and the motor effect Topic 13 – Electromagnetic induction Topic 14 – Particle model Topic 15 – Forces and matter

In addition to the content above, knowledge and understanding of 8 core practicals will be tested in the exams. These core practicals will be completed in lessons and, alongside regular practical work, will help to develop your investigative and analytical skills.

CAREERS DEPARTMENT

The Careers Department is committed to excellence in supporting and preparing our students for the rapidly and unpredictably changing world of work. It looks after information and guidance on transition stages, courses, different routes, employability skills and hundreds of different careers. This information is regularly being updated. It is available to everyone and we make this information accessible via emails, the VLE noticeboard, the general library, the UCAS room, also via newsletters, e-bulletins, the school website and other different resources.

The Careers Department has its own site on the VLE Departments section and we encourage parents and students to access it periodically and explore the variety of resources for information, advice and guidance available to all.

As the students get older, digital resources and publications, journals, videos, books and general guidelines that are available should prove a valuable source of information and play an important part in their decision-making.

In addition to this store of information, there are career guidance digital programmes tailored for each key stage and many opportunities for the students to talk to professional people on a wide variety of professional paths, either as guests invited to the College under the programme “Salesian Inspires”, workshops, or attending careers conventions elsewhere.

We have now implemented **Unifrog** and **Morrisby Careers**, both digital careers platforms for Years 7-13. This is a series of sections designed to address students’ key transition stages from Year 7 to Year 13. Through teacher lead discussion, students will explore their personality, skills, preferences and pathways. They will record what they have done and search for opportunities such as information about subjects, careers, apprenticeships and universities in the UK and around the world. These are great resources and students have already been given the login details. They can explore the different sections at leisure but parents can also be involved.

In lunchtime sessions, the Year 9 plan is as follows:

- What makes a great leader?
- Talking about your activities
- Wellbeing - be kind to yourself
- Identifying interests
- Your skills, your team, your future

The Year 9 Careers journey:

1. Modules about **Exploration and Employability** during lunchtimes
2. **Morrisby Careers** digital platform from Year 9. **CV Production sessions.**
3. **Updated CV Production and Work Experience** in Year 10
4. **Morrisby test and Career guidance with an action plan** in Year 11.
5. **Accredited external careers advisors** are available for consultation during the Year 9 Options Evening in Spanish 2.
6. **Options Evening** will give the opportunity to explore, reflect and make the relevant choices
7. A look at a **Fair/ Mentoring** space.

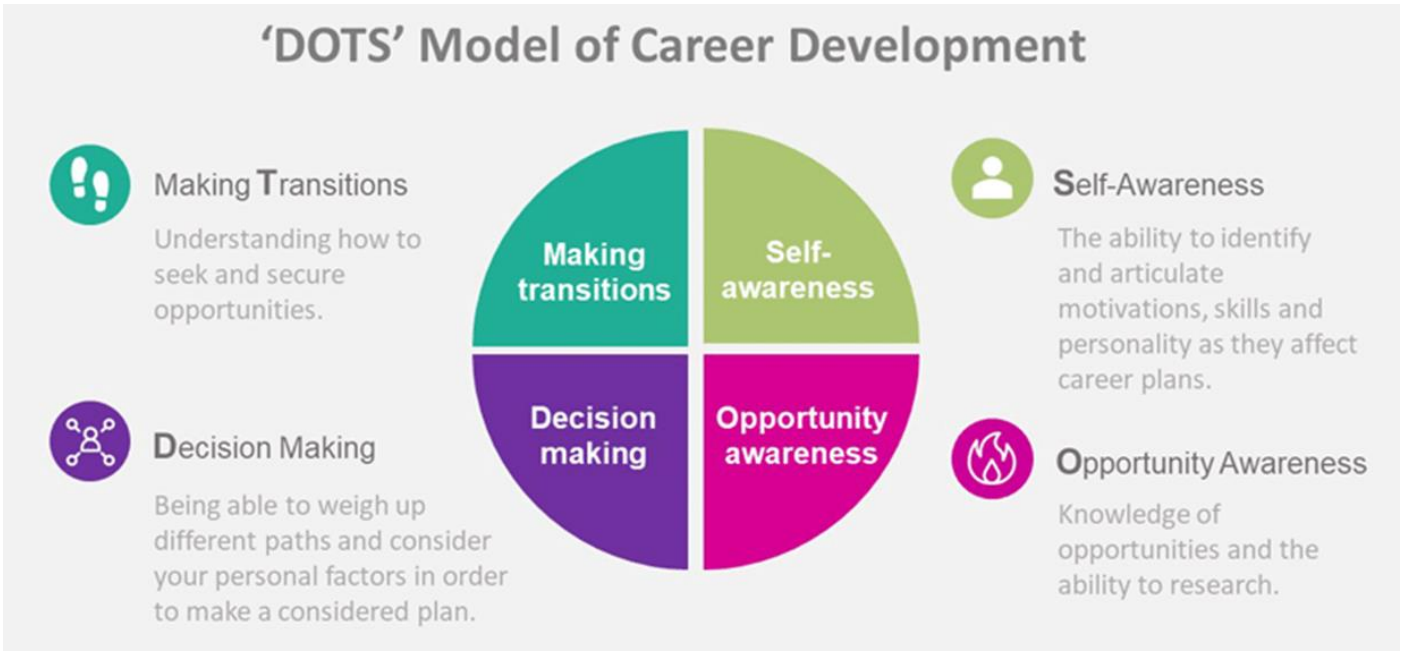
Salesian College is a member of The Career Development Institute, The Careers and Enterprise Company, the University of Canterbury and the InvestIN Education group amongst others, and

constantly liaises with external and professional agencies. As a member school, we are able to offer access to events, programmes, conferences and awards, which should help with decision-making skills.

At present, we are working on a Work Experience programme for all Year 10 students and Year 11 students have a series of lessons on careers and decision-making as well as presentations. We have also introduced the Morrisby Programme which is a test, with career guidance and a planning programme that supports young people from age 15 onwards to explore their career aspirations and make informed decisions about their future both in the UK and internationally.

It helps students to learn about themselves and make informed decisions about subjects, routes to higher education, alternative pathways, future employment, and careers. Ultimately, helping them to build towards their goals. If your son is undecided on what options are the most suitable for him, we can offer the Morrisby test earlier in Year 9 and see what the recommendations are. He can retake the test in Year 11 again.

The work carried out in the Careers Department targets good and well informed ‘decision-making’. Boys and girls must access as much information and advice as possible before they make important decisions in crucial stages such as GCSE, A-Level and degree choice. We aim to inspire and to unlock potential by offering a range of opportunities that fulfils the **National 8 Gatsby Benchmarks**. If you wish to gather more information, please contact Mrs Cardona, Head of Careers and visit the Careers page and the academic section of the school website.



OPTIONAL SUBJECTS

ART

GCSE Art students must be enthusiastic, willing to experiment with materials, learn new techniques, be hard-working, imaginative and creative. The course will provide students with the opportunity to learn about how other artists have developed their own style and work, how to apply a range of new materials and techniques to the student's own ideas, how to solve problems and how taking Art as a subject helps prepare students to contribute to the visual world we live in today.

Year 10 will begin with a series of workshops where students will improve their skills when using a range of different art materials and techniques. They will study other artists for inspiration and begin to show an understanding of the processes involved in working in a range of styles. Students will grow in confidence in how they can express and articulate their own ideas skilfully and creatively.

Year 10 students will then begin developing their own projects from their own ideas, but still basing their work on visual inspiration. They will work towards their own final outcome using the materials and techniques they have explored, selecting the most appropriate for their style of work.

In Year 11 the students will work on a further project that hones their skillsets and further develops their individual styles – this concludes with a mock examination in January. Finally, they will prepare for their 10 hour GCSE examination which concludes at the end of April.

The AQA GCSE syllabus is assessed as 60% coursework and 40% examination.

The most successful students approach each lesson with a positive attitude, showing excitement in their learning, an enthusiastic desire to understand the visual world we live in and to create personal work outside of lessons that further explores their own ideas.

Students will have two lessons per week, workshop time (lunch sessions and after-school assistance). Homework will be set weekly (occasionally over an extended period) and ongoing work should be produced at home.

SKILLS AND AIMS:

- Show an understanding and skilled use of the visual elements: line, tone, colour, pattern, texture, shape, form, space.
- Select, control and manipulate a range of art materials and techniques that are appropriate for the task at hand.
- Work creatively and imaginatively.
- Develop observational skills, technical skills, critical skills and visual communication skills.
- To work from personal images, both primary and secondary sources, including the use of photographic techniques to record ideas.
- Analyse and deconstruct other art; how it was made and why it was made.

- Develop a growing understanding and appreciation of art's place in society, its history and current context.
- Work independently and in a sustained way on a variety of personal ideas and themes.
- Sustain a chosen topic from conception to realisation.
- Display an ability to review and evaluate work (in a written format), showing an ability to problem solve how to improve and develop.

GCSE ASSESSMENT OBJECTIVES:

- Show an ability to develop ideas from a starting point, showing relevant research and inspiration, and reviewing and improving work throughout.
- Record all ideas, experiences and observations with confidence.
- Experiment with a range and combination of art materials and techniques, showing how other artist's work/styles have inspired them
- Present a personal portfolio of work (sketchbooks, boards, outcomes) that explores a series of creative ideas and themes over the duration of the course, showing pride in their work.

BUSINESS

We follow the syllabus and the examinations of the AQA Board. This qualification is linear; students will sit all their exams at the end of the course.

The subject content is:

1. Business in the real world –types of ownership, how to grow a business, location decisions
2. Influences on business – external factors that affect a business and how it reacts
3. Business operations –methods of production, providing good customer service
4. Human resources – staffing issues, which include recruitment, training and motivation
5. Marketing – who are the customers, what are their needs, how to meet their needs
6. Finance – how to source finance and to monitor income and outgoings

Studying Business at GCSE will give students the opportunity to apply their knowledge and understanding of business theory to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

Students will apply their knowledge and understanding to business decision making including:

- Looking at how the various departments of a business operate and how these need to work together to make a successful business.
- Understand why entrepreneurs start businesses and how they can grow these businesses.
- Learn to be business leaders and look to see how external factors such as fluctuating exchange rates, political changes and the pressing needs of the Environment should be, considered.
- Apply management skills they learn along the way, gathering information from all sources, analysing this information and making justified decisions all in the context of running a business.

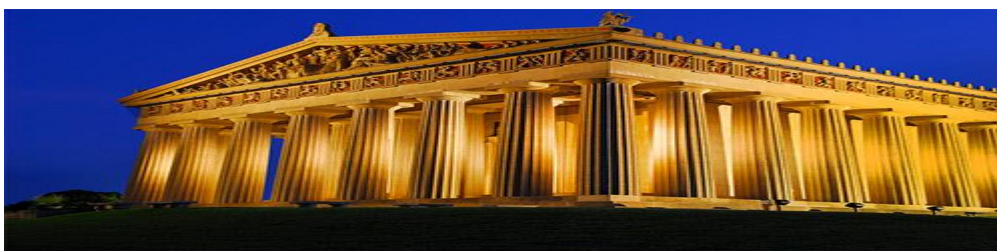
GCSE Business provides a solid base for future studies in both Business and Economics at A level. It combines with various Sciences and certainly with Mathematics, Languages and Humanities subjects. A high percentage of current students go on to University to read for degrees in Economics and Business. Such studies lead to careers in financial management, marketing, sales human resources, accountancy, banking, teaching, journalism both in the UK and overseas. Due to the large variety of topics covered, students can quickly identify which sections they can see as helpful to their future career.

To apply the theory to the real world Y10 classes take part in a Dragons' Den Day. This involves coming up with a unique business idea that requires funding from the Dragons. They are encouraged to write a Business Plan considering marketing methods, pricing strategies and the costs of borrowing money to form a business. The day ends with a presentation to the Dragons and prizes are awarded for being the most likely to succeed, most sustainable and best marketing strategy. Students are also encouraged to get involved in the Student Investor Challenge, which provides students with a virtual sum of money to see if they can buy and sell shares to increase the value of their portfolio. Students also make a trip to Chelsea FC where they investigate how the business of football works!

Assessment and Further Information:

Candidates will take two question papers, each of 1 hour 45 minutes and each 50% of the GCSE marks. There is a mixture of multiple choice questions and short answer contextual questions followed by two case studies, which enables the students to apply their knowledge to actual examples. If you require any more information on GCSE Business, please see any of the Business teachers, Mr Good (Head of Department), Mrs Perrie (Head of KS4 Business), Mr Joubert or Mrs Nash.

CLASSICS



What does this course involve?

This subject will give students the opportunity to study the mythology, archaeology, art, literature, politics, history, religion and philosophy of the Classical Greek and Roman worlds. As well as being fascinating and inspiring, this course will help students to develop analytical skills and enhance intellectual flexibility.

What will I study?

The course consists:

1. The Homeric World - A study of Homer's 'Odyssey' and archaeology from the era of the Trojan War
2. Myth and Religion - An investigation into Graeco-Roman beliefs, mythology and religious customs



How is this course assessed?

Students are assessed with two examinations. Each test paper is worth 50% of the qualification. There is no 'Controlled Assessment' nor coursework element to GCSE Classical Civilisation.

Is this course right for me?

Students learn to analyse aspects of the cultures which shaped the development of modern European Civilisation and how to read and critically evaluate visual evidence and literature in translation. Students do not need any prior knowledge to take up this course and there is no language element in the course, such as Latin or Ancient Greek. Opportunities to read and critically evaluate Classical literature in translation, provide students with lifelong higher-thinking skills, including analysis, linguistic awareness, elevated vocabulary in their own language and a heightened understanding of our modern world.

What can I do with this course in the future?

Classics introduces students to a very broad range of disciplines, and gives a profound, fundamental perspective to the essential aspects of Western culture. Knowledge of the Classical world gives insight to the literature, art, history and politics of subsequent centuries, down to and including our own. The student of Classics is challenged to make sense of a wide variety of disciplines, and strives to understand the continuing influence of the literature, art and science of the Classical world on contemporary society. Accordingly, a student who has studied Classics is highly regarded by universities as being very well prepared for study in all disciplines.



What should I do next?

The information above is intended to be a brief overview of the course, so please speak to Mr Boyle or Miss O'Brien for further information.

COMPUTER SCIENCE

Why choose OCR GCSE (9-1) Computer Science?

Relevant to the modern, changing world of computing, it's designed to boost computing skills essential for the 21st century.

The course focusses on:

- Computational thinking as its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence.
- Applying the academic principles students learn in the classroom to real-world systems in an exciting and engaging way.
- Giving students a clear progression into higher education and the exciting opportunities that Computer Science offers.

Course Structure

Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02.

Assessment Overview

Two written papers both worth 50%. Papers are 1 hour and 30 minutes in duration. In addition to the written papers, students must be given the opportunity to undertake a significant programming project during their course of study.

Future Studies and careers

Studying Computer Science at GCSE will equip students with the skills required to pursue future studies at A Level Computer Science and careers in computing such as:

- Cyber-Security,
- Robotics & Artificial Intelligence,
- Application, web developer and many more related disciplines.

For more information please contact Mrs Batt – batts@salesian.hants.sch.uk

Course Objectives

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will learn about different design processes, influences on design, how to work to a brief, solve problems and see how technology surrounds our everyday lives, is innovative and is shaped by social, cultural, environmental and economic factors. We would expect students to be enthusiastic about the subject, committing time outside of lesson to investigate independently, complete practical work and explore a subject and develop skills which are increasingly in demand in the modern world.

Course Content

Core Theory

Students will be taught the core Design and Technology principals. As a STEM subject this includes the science and maths of design and technology (curricular links with Physics and Maths), the processes of iterative design and what successful design means, as well as investigating new, emerging technologies and products, modern and smart materials and sustainability.

Specialism

To embed the learning of the theoretical aspect of the course, students will complete several practical components where they will respond to given briefs; in areas such as Architecture and Product Design. Within these projects students will learn specialist skills of research, finding inspiration, exploring other designers, communicating their design ideas visually (including the use of CAD on the iPads) and CAM on the laser cutter, experimenting with a range of paper and board materials and techniques, making prototypes, presenting work thoughtfully and evaluating and refining their work as it progresses.

Assessment

The specification consists of 50% Non-Examined Assessment (NEA), which is a design and make challenge and 50% written examination. At the end of Year 11, students will sit a 2-hour examination. The Design Challenge (NEA) is non-exam assessment and takes place in the classroom. This will start towards the end of Year 10 in response to contexts set by the exam board (AQA).

Assessment Objectives:

AO1: Identify, investigate and outline design possibilities to address needs and wants.

AO2: Design and make prototypes that are fit for purpose.

AO3: Analyse and evaluate:

- design decisions and outcomes, including for prototypes made by themselves and others
- wider issues in design and technology.

AO4: Demonstrate and apply knowledge and understanding of:

- technical principles
- designing and making principles.

DRAMA

Course Overview

AQA GCSE in Drama encourages students to:

- Increase their self-confidence, concentration, self-discipline and learn how to communicate more effectively.
- Have an ability to work as part of a team and to reflect and evaluate their own and the work of others.
- Develop and demonstrate competence in a range of practical, creative and performance skills and learn about different styles of theatre and the creative process.
- Develop a basis for their future role as active citizens in employment and society in general, as well as for the possible study of drama.
- Actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

Assessment Summary

Component 1: Understanding drama – 40% of total GCSE
Written exam 1 hour and 45 minutes <ul style="list-style-type: none"><input type="checkbox"/> Section A: multiple choice (4 marks)<input type="checkbox"/> Section B: 4 questions on extract from chosen set play (44 marks) – NOUGHTS AND CROSSES<input type="checkbox"/> Section C: one question on the work of theatre makers in a single live performance (32 marks)
Component 2: Devising drama – 40% of total GCSE
Internally assessed and externally moderated by AQA <ul style="list-style-type: none"><input type="checkbox"/> Devised log (60 marks)<input type="checkbox"/> Devised performance (20 marks)
Component 3: Texts in practice – 20% of total GCSE
Externally moderated by AQA <ul style="list-style-type: none"><input type="checkbox"/> Performance of Extract 1 (20 marks)<input type="checkbox"/> Performance of Extract 2 (20 marks)

FRENCH

French is one of the most important languages in the world. It is an official language both in the European Union context and at the United Nations. It is still widely spoken in the world. The culture and history of France and French-speaking countries have had a great influence in the world throughout time.

As in Years 7-9, all four skills are covered: Listening, Reading, Speaking and Writing. Prospective students will already have demonstrated their competence in the November exam in Year 9.

We will be using the Pearson (Edexcel) specification.

Students will be assessed on the four skills of listening, reading, speaking and writing (25% each). All four units are sat in the summer term of Year 11, most candidates being entered at Higher Tier.

In Years 10 and 11 French is time tabled for two lessons per week. Written homework uses the Pearson approved GCSE French textbook, which dovetails and alternates with preparation of the other skills via language learning websites such as Active Learn, Languages online and Linguascope.

The aims and objectives of the GCSE course are to enable students to:

- ❖ develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- ❖ express and develop thoughts and ideas spontaneously and fluently
- ❖ listen to and understand clearly articulated, standard speech at near normal speed
- ❖ deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- ❖ acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- ❖ develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- ❖ be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- ❖ develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- ❖ develop language strategies, including repair strategies.

Course Content

Students will develop their abilities in the National Curriculum of Listening, Reading, Speaking and Writing within the prescribed GCSE themes:

The five themes are:

- ❖ Identity and culture
- ❖ Local area, holiday and travel
- ❖ School
- ❖ Future aspirations, study and work
- ❖ International and global dimension.

Extra-Curricular Activities and Career Options

The French Department organises school trips to France (Paris and Montpellier) to prepare the students for their GCSE. There is evidence that participation in a school visit enhances students' confidence and success.

Facts

- ❖ *More than 300 million people speak French on the five continents.*
- ❖ *The ability to speak French and English is an advantage on the international job.*
- ❖ *Speaking French opens up opportunities to study at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world.*
- ❖ *A knowledge of French offers access to great works of literature in the original French, as well as films and songs.*
- ❖ *An ability to understand French provides access to an alternative view of the world.*
- ❖ *French is a good base for learning other languages.*

GEOGRAPHY

Examining Board: Edexcel

Three written papers at the end of Year 11

Paper 1: Global Geographical Issues (1½ hours)

Paper 2: UK Geographical Issues (1½ hours)

Paper 3: People and Environment Issues (1 ½ hours)

Teaching: 2 lessons per week (2 hours)
1 homework per week.

The course is a continuation from the Geography studied in Year 9 and will incorporate a residential fieldtrip that will enable students to explore aspects of physical and human topics. By choosing to study Geography you will have the opportunity to explore some of the challenges facing people in the twenty first century. If you choose geography you must be prepared to work hard! We encourage all of our learners to be independent and thoughtful in their studies. Group work, decision making, mysteries, mind mapping, video making, quizzes, presentations, cake eating and dressing up are all part of the package!

Geography B: Investigating Geographical Issues

	Global Geographical Issues	UK Geographical Issues	People and Environment Issues – Making Geographical Decisions
Content overview	Hazardous Earth <ul style="list-style-type: none"> Studies of tropical storms and tectonic hazards Development dynamics <ul style="list-style-type: none"> A study of an emerging country Challenges of an urbanising world <ul style="list-style-type: none"> A study of a mega city in a developing or emerging country 	The UK's evolving physical landscape <ul style="list-style-type: none"> 2 studies of coastal and river landscapes and Issues Fieldwork Investigation: physical The UK's evolving human landscape <ul style="list-style-type: none"> Case study of a dynamic UK city Fieldwork Investigation: human 	People and the biosphere Forests under threat Consuming energy resources <ul style="list-style-type: none"> All three topics will form the basis of a decision-making exercise where students draw together understanding and skills from the whole course.
Assessment overview	✓ 37.5% ⚖️ 94 marks 🕒 1 hour 30 minutes	✓ 37.5% ⚖️ 94 marks 🕒 1 hour 30 minutes	✓ 25% ⚖️ 64 marks 🕒 1 hour 30 minutes

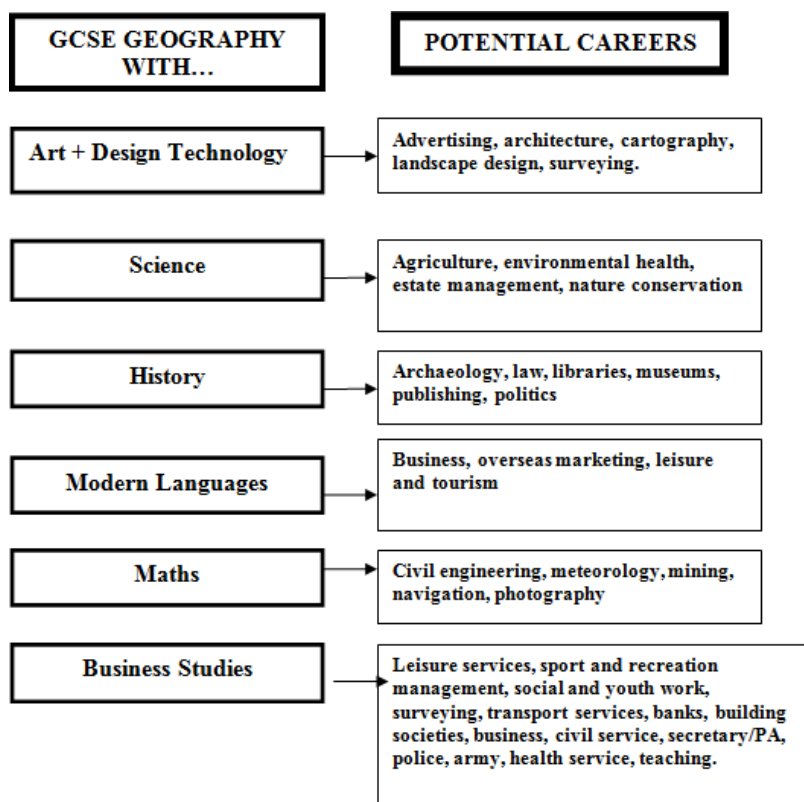


Skills

The course incorporates a range of skills and students are expected to use a variety of source materials, the ability to collect and interpret geographical data, the ability to make reasoned judgments and the ability to communicate conclusions in an appropriate way. Pupils will be expected to use, understand and interpret ordnance survey maps, 1:50,000 and 1:25,000, atlas maps, weather maps, topographical maps, photographs and various forms of graphical representation such as distribution maps, line, bar and scatter graphs.

The value of Geography

Geography will help you to be more aware of everyday situations and issues faced by the people who live around you, in other parts of the UK, and across the world. Geography is a highly topical subject, ever changing as world events unfold. When you see newspaper articles or television reports about natural or human disasters around the world, then your geography course will help you make sense of what is going by making balanced judgements. Geography will make you an aware and better informed citizen. Choosing geography with other subjects that interest you could lead to a promising future career. Some combinations are listed below along with the type of jobs you could expect to qualify for:



HISTORY

History is a very popular and successful subject at GCSE and the course is designed to stimulate an interest in the past and to equip students with some understanding of the modern world. If you are interested in current affairs, have an enquiring mind and want the opportunity to develop your analytical skills history could be for you. The subject is well resourced with textbooks and a wide range of material. Considerable use is also made of ICT, both in class and for the completion of assignments.

There are two 1 hour lessons per week. Homework amounts to approximately 1½ hours written and or learning work. Due to the nature of the subject there is considerable emphasis on application of knowledge, source evaluation and examination technique.

Paper 1: A thematic study and the historic environment

Students will be given sources which look at Victorian Whitechapel and will be required to analyse them. In Year 11 we recap by going on a 'Ripper Tour'.



Students will look at change and continuity in a topic over 1000 years. They will study: Crime and Punishment and will start this Year 9.

Paper 2: Period study and British Depth Studies

Students will study a medieval & modern option and draw comparisons between governments. Building on the knowledge of the medieval world from Crime and Punishment.

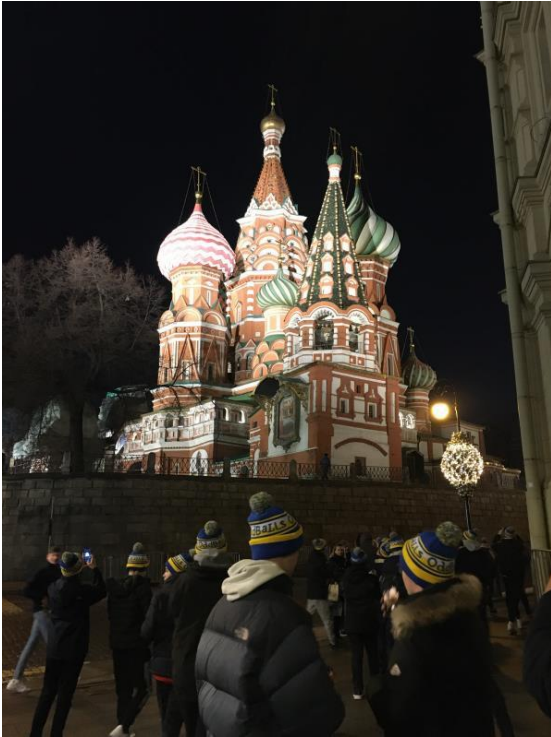
Areas of study include: King Richard and John and The Crusades and the Cold War to help understand the problems facing Russia and NATO today.

We offer a trip to Berlin to see the geography of conflict.

Paper three: Modern Depth Study

Students will study one country in detail. We will then use our knowledge to test and evaluate interpretations.

Areas of study include: Russia and the Soviet Union.



The GCSE course provides an exciting opportunity for students to gain a broader understanding of world history and reach an understanding of how we have reached the point we are at today.

For further details please watch the video on the school website.

MUSIC

Pearson Edexcel (1MU0)

Is this the right subject for me?

If you enjoy performing music in your own time and are learning an instrument, or having voice lessons (you should be at least grade 3 standard – though need not have taken any exams), then this is a good subject to choose. If you like the notion of creating music of your own, then composing will give you the opportunity. If you want to broaden your knowledge of all types of music and investigate how it is constructed and organised then this course will give you an appreciation of the diversity of musical styles (Classical, Rock & Pop, Jazz, Musicals, Film, World) that exist today.

What will I learn?

You will learn how to improve your performing skills and be given several performing opportunities to increase your confidence. Through your work in composing, you will gain an insight into how music is constructed from initial ideas through to the finished product. You will learn how to analyse music in a variety of styles and discover the social and historical context in which music has been composed over the last few centuries.

How will I be assessed?

- Performing: you will need to play one solo piece **and** one ensemble piece, the two pieces lasting a total of 4 minutes (and both of about grade 5 standard).
- Composing: you will need to compose two pieces, one to a brief set by the board, the other of your own choice.
- The listening and appraising component is assessed through a 105-minute listening paper with questions on your prescribed set works. Set works will be drawn from four areas of study:

Instrumental Music 1700–1820

Vocal Music

Music for Stage and Screen

Fusions (music combining two or more styles)

What do I need to know, or be able to do, before taking this course?

You have already gained many of the basic skills needed for this course in your Music and Music Technology lessons over the last three years and in your individual instrumental/voice lessons.

You have been introduced to creating music of your own in class and this is developed on the GCSE course as you work on two compositions. There is some choice and things can often be tailored to your own musical interests and strengths.

You have already listened to and studied a variety of music in class and these skills are developed as you study **two** set pieces from each of the **four** Areas of Study.

As a performer you will have developed technical and interpretative skills. The GCSE course encourages you to continue to build on these and to perform music of your own choosing and in any style, as a soloist and also in a group. To take this course, you must be able to offer one instrument/or voice and should currently be at about Grade 3 standard.

What can I do after I have completed the course?

If you enjoyed the GCSE Music course, then you can consider pursuing this subject at A Level. Your listening skills will enhance the aural perception needed in language examinations.

Your performing skills will give you confidence in playing to an audience – useful if you intend to pursue, for example, drama or law.

PHYSICAL EDUCATION

Physical Education has been established as a popular and successful option for many years.

Candidates will follow the AQA board specification. This is 60% theory based with two 1¼ hour exams in the summer term of year 11 and 40% practical performance in which candidates are internally assessed in three activities throughout the course.

Students will have two lessons each week in addition to core games afternoon. These will be classroom and practically based.

Topics in the theory section include:

Health, fitness and an active lifestyle – Training – Diet – School Influences – Social and Cultural factors – Opportunities and Pathways – Media and Sponsorship – Science and ICT in Sport – Sports Psychology – Movement Analysis

In the practical section candidates will offer three activities, as a performer / player from a range of team and individual sports.

At a glance:

GCSE Physical Education 4892.	
Written theory paper 2 x 1¼ hrs	60% of total marks
Practical	40% of total marks

A suitable candidate for this option will:

- Be an enthusiastic and committed sports person.
- Be actively participating in sport at school and as an extra-curricular activity.
- Be a diligent student who can work well in the classroom as well as in practical lessons.
- Complete homework and assessments to the best of their ability.

NON GCSE PE & GAMES

The programme at Year 10 and 11 seeks to develop the activities of the first three years: football, rugby, basketball, volleyball, tennis, cricket, athletics, hockey, swimming. In addition, local facilities are used to offer a wider range of choice. In recent years rock climbing, spinning and indoor tennis have regularly been undertaken by groups.

Aims of programme in Years 10 and 11

- 1 opportunities for all to reach the highest possible level of involvement;
- 2 priorities for those activities which have a carry-over for leisure use;
- 3 further chances to specialise in experience gained in Years 7-9;
- 4 an introduction to new activities, normally off the school site.

Extra-curricular activities

These activities are regarded as supplementary to the basic curriculum time which the Physical Education programme offers to pupils. There is active involvement in many sports at friendly, district, county and national competition level. Up to 60% of students represent the College in one or more sports during Year 10 and 11.

Inter-House Sports

There is a continued opportunity for large numbers of pupils to take part in competition at Inter-House level. In addition, senior pupils in particular are given responsibility with the organisation of teams and events in Inter-House and Inter-School activities.

SPANISH

Spanish is the third most spoken language in the world and like French it is one of the five official languages at the United Nations.

The aims of the course leading to the Edexcel GCSE Key Stage 4 examination are:

- To develop the ability to use Spanish effectively for purposes of practical communication
- To offer insights into the culture of Spanish-speaking countries
- To form a sound base of the skills, language and attitudes required for further study

Students will be assessed on the four skills of listening, reading, writing and speaking, each worth 25%. All papers will be sat in the summer term of Year 11, most candidates being entered at Higher Tier.

In Years 10 and 11 Spanish is timetabled for two lessons per week. Written homework using the Edexcel approved Higher Tier Spanish textbook dovetails and alternates with preparation of the other skills via the Active Learn and español-extra integrated language learning websites. These materials provide a smooth transition from the familiar Edexcel approved Foundation Tier Spanish textbook used in Year 9. Prospective students will already have demonstrated their competence in the November exam in Year 9.

Choosing which particular language to study can be a difficult decision. It would be most beneficial to have knowledge of two foreign languages in a world where effective communication is essential for trade and industry.

“Half of employers now cite Spanish as a useful language to their business – up from 30% in 2016 and 45% in 2017. The growing demand for Spanish reflects its use both in Europe and Latin America.” *Telegraph.co.uk 07/11/2019.*

A language is frequently a decisive factor or even a prerequisite in offering some jobs. Consequently, many universities and colleges are now offering combined courses of business studies and languages. Traditional career opportunities include the diplomatic service, interpreting, teaching, tourism and translation, but the ‘global village’ effect of revolutionary technology increasingly juxtaposes the Spanish and English speaking nations via trade, commerce, law and even medicine. Spanish is, for English speakers, definitely the language of the future.

THE COLLEGE CHAPLAINCY

In this booklet you are reading about your choice of subjects in preparation for your GCSE exams. You will be taking into account your progress so far, the type of study that appeals to you and, not least, your dreams for the future.

There is a lot of academic work to come, but you are also developing in many other ways: physically, culturally, emotionally and spiritually. The College Chaplain is one of several members of staff who are happy to accompany you and support you on your journey.

You all know the Chaplain. Since your first contact with the College he has been around to greet you with a friendly smile, a 'joke of the day' and the opportunity for a quick chat. He also has an office near the Library in the Foley building where he is available for a longer conversation if you wish.

The Chapel is open during the day for you to pop in for a quiet moment of reflection or prayer. We celebrate important times of the year with College Masses. The Year 9 retreat will again focus on the Holocaust theme.

Our Salesian ethos runs through everything we do and embraces all the staff and students whatever their religious background. We rejoice that we are part of a Salesian family which has spread from Don Bosco's first work in Turin to almost every corner of the world. Your experience at Salesian College Farnborough means that you will find brothers and sisters wherever your career takes you.

May God bless you as you take this next step forward!

Fr Patrick Sherlock – Chaplain

MAKING YOUR CHOICE

When the consultation period between staff, boys and parents has been completed, you will be asked to make your choices. Boys will make their choices by Friday 27th January using the T.O.O.L.S. portal and the log in details which you will receive by email. More information about how to do so will be emailed to you by me in due course.

If there is anything you do not understand, or if you require further information, please contact:

Mr A Moore (Senior Deputy Headteacher)

Prayer for Light and Grace in the choice of a State of Life

God of wisdom and counsel,
grant me, by the intercession
of the most blessed Virgin Mary,
my mother,
the grace to know
what state of life I ought to choose,
so that in it I may be able
to pursue and increase your glory,
work out my salvation
and merit that heavenly reward
which you have promised
to those who do your will.

