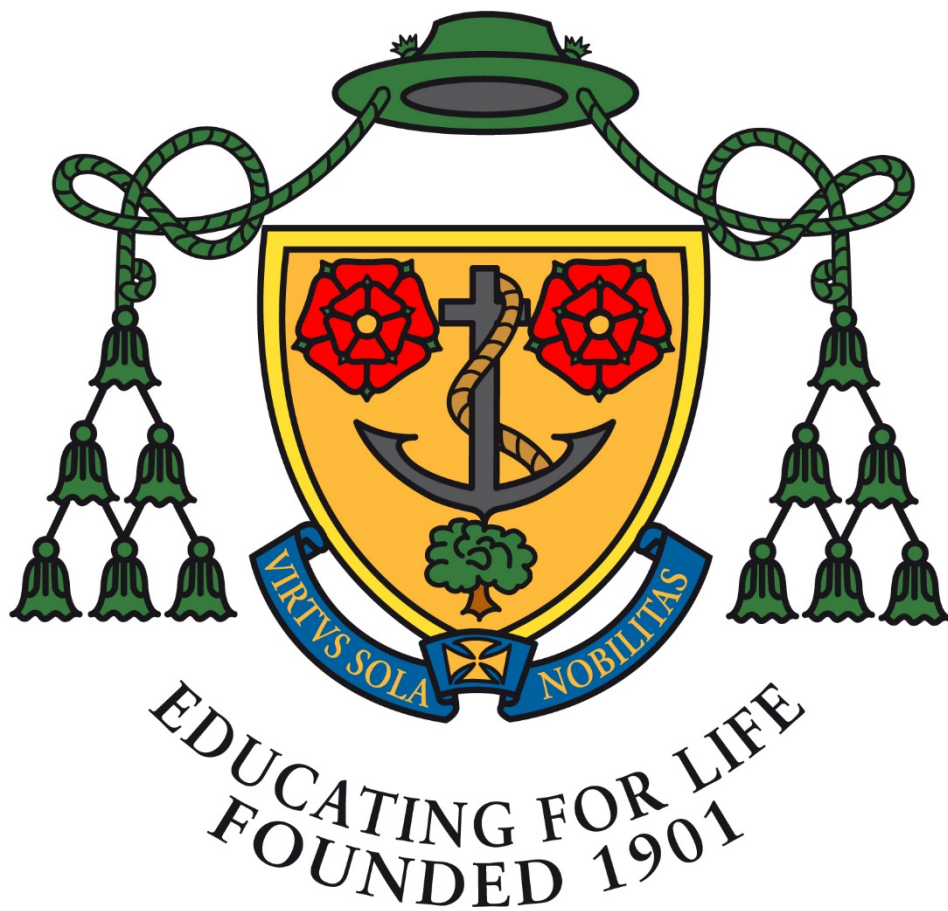


# SALESIAN COLLEGE FARNBOROUGH



**YEAR 9 OPTIONS  
INFORMATION  
GCSE 2026 – 2028**

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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 (2026 - 2028). 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, 'Microsoft Office Specialist'. 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 expect 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

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

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

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

**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.

For several years now, GCSEs have been graded on a 9 - 1 scale. Grade 9 will record outstanding achievement in that subject whilst a grade 4 is regarded as the equivalent of the 'old' C grade pass. Please see on next page:

## Grading GCSEs since 2017

New grading structure	Old grading structure
9 8 7	A*
6 5 4	A B C
<p style="text-align: center;"><b>GOOD PASS (DfE)</b> 5 and above = top of C and above 5</p>	
<p style="text-align: center;"><b>AWARDING</b> 4 and above = bottom of C and above</p>	
3 2 1	D E F G
U	U

# SUBJECT OVERVIEW

<b>Subject</b>	<b>Exam/Coursework</b>	<b>Comments</b>
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

## Non-examination Assessment: Spoken Language

### 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

**M**athematics is a compulsory subject for all pupils.

All students, no matter which teacher they have, will work towards the Higher Tier entry and will be taught the same topics in the same order, with different levels of support or extension depending on the set. Students will be assessed during year 10 and 11 at various intervals, with all classes sitting the same papers.

There are 2 assessments, winter and summer, and these are used to help us with setting and 'issue' appropriate intervention.

At the end of year 11 there will be 3 exam papers, one non-calculator and two calculator papers. It is vital therefore that students bring calculators to all Maths lessons.

Lessons and support remain the same as in year 7-9, with workshop being offered during lunch at least twice a week.

# 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.

# MICROSOFT OFFICE SPECIALIST

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.

Microsoft Office Specialist enables students to gain a better understanding of IT applications that are a requirement in many job roles across many different sectors today. Students who complete this course will get a certificate in each module as well as a 'badge' they can use in their online profiles such as LinkedIn.

## Who is the course aimed at?

All Year 10 students will complete this course by June 2027.

## 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](mailto: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 at GCSE. At Salesian, students will study the Edexcel GCSE (9-1) courses. It is expected that students will continue their science studies by taking either one of two routes:

- **GCSE Combined Science:** Students are taught all three Sciences and will sit exams in each discipline. The marks achieved in the examinations are combined to generate two grades in GCSE Combined Science.
- **GCSE Separate Sciences** (sometimes called Triple Science): Students receive three Separate GCSEs: GCSE Biology, GCSE Chemistry and GCSE Physics. There is more content in this course than in Combined Science. At the end of Year 11, the marks are used to generate three individual grades.

Students are free to choose which option they wish to pursue at GCSE. Either route allows a student to move on to study any Science at A-level if they achieve good grades.

GCSE Combined Science	GCSE Biology, GCSE Chemistry, GCSE Physics
<b>Assessments</b>	
2 Biology papers 2 Chemistry papers 2 Physics Papers <b>Each paper:</b> 60 marks, 1hr 10 mins	2 Biology papers 2 Chemistry papers 2 Physics Papers <b>Each paper:</b> 100 marks, 1hr 45 mins
<b>Question types (both courses)</b>	
<ul style="list-style-type: none"> <li>• Multiple-choice questions</li> <li>• Scaffolded questions</li> </ul>	<ul style="list-style-type: none"> <li>• Calculations</li> <li>• Extended open response questions</li> </ul>
<b>How is content split across the papers?</b>	
<ul style="list-style-type: none"> <li>• Papers are split according to topic, with half the content from each discipline in one paper (e.g. Biology 1) and half the content in the second paper (e.g. Biology 2)</li> <li>• The first topic in each specification lists key ideas that may be assessed in both paper 1 and paper 2. These are either fundamental ideas of the science, e.g. cells in Biology, atomic structure and bonding in Chemistry or skills, e.g. handling units in Physics.</li> <li>• There are no controlled assessments in these qualifications. Practical skills are assessed in the written papers at the end of the GCSE.</li> </ul>	

# GCSE COMBINED SCIENCE

Students studying Combined Science will have four hours of science lessons a week. During that time, they will cover the content listed below:

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

In addition to the content above, students are expected to have knowledge and understanding of 17 core practicals. These will be examined in the written papers at the end of Year 11. The core practicals will be completed in lessons and will help students develop their investigative and analytical skills alongside regular practical work.

**Would it be a suitable route for me?** GCSE Combined Science is suitable for any student wishing to maintain breadth at GCSE and also for those who may be thinking of taking a Science A-level.

# GCSE SEPARATE SCIENCES

Students studying the Separate Science GCSEs will have six hours of science lessons a week (two lessons a week per science). During that time, they will cover the content listed below:

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

In addition to the content above, students are expected to have knowledge and understanding of eight core practicals in each GCSE Science. These will be examined in the written papers at the end of Year 11. The core practicals will be completed in lessons and will help students develop their investigative and analytical skills alongside regular practical work.

**Would it be a suitable route for me?** The GCSE Separate Sciences are suitable for any student who has an interest in the Sciences and would like to study them in more depth. This route is also good for students who are thinking of doing a Science A-level.

# 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.

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 make use of digital careers platforms like **Unifrog** and **Morrisby Careers**. Unifrog is the primary careers platform whereby students in Year 8 and Year 13 can access careers libraries and participate in the Careers programme. 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.

## **The Careers programme for Year 9 includes:**

- What comes after school?
- Choosing GCSE options
- Taking control of your careers journey
- Working and earning: managing your money
- Your skills, your team, your future

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.

We offer a Work Experience programme for all Year 10 students and, Year 11 students have a series of lessons on Employability skills, apprenticeships vs higher education and AI in careers. All Year 11 students do the Morrisby Programme which is a test, with career guidance and a planning programme that supports young people 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.

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 Mr Morandi, Head of Careers and visit the Careers page and the academic section of the school website.



# OPTIONAL SUBJECTS

## ART

**G**CSE 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 therefore 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 – organisational structures, 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
- Understanding why entrepreneurs start businesses and how they can grow these businesses
- Learning 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
- Applying 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 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 and 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 useful to their future careers.

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 the best pitch, best business plan and overall best idea. Students also make a trip to Warner Bros. Studios where they participate in a marketing workshop to understand the complexities of running a film studio.

## **Assessment and Further Information:**

Candidates will sit two papers, each of 1 hour 45 minutes and each worth 50% of the GCSE marks. There is a mixture of multiple choice questions and short answer contextual questions followed by two case studies, which enable the students to apply their knowledge to real life examples. If you require any more information on GCSE Business, please speak with or email Miss Owen, Head of Business and Economics.

# 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. The Opportunity to visit Greece/Italy also forms part of the course.

## *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



*Prima Porta Augustus*



*Mycenaean Mask of Agamemnon*

## *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 GCSE course is excellent preparation for A level, various careers such as Law, Journalism, Creative Writing and Archaeology.



*Reconstruction of Olympian Zeus statue (one of the seven wonders of the ancient world)*

### *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](mailto:batts@salesian.hants.sch.uk)

# DESIGN AND TECHNOLOGY

## 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, Environment 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 iPads) and CAM on the laser cutter 3D printer, experimenting with a range of polymer and 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

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

# FRENCH

**F**rench 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. The study of Modern Languages offers a key to a range of experiences inaccessible to those who only speak English.

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 AQA 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. All assessments will take place at the end of Year 11 and will be externally marked.

In Years 10 and 11 French is timetabled for two lessons per week. Written homework uses the Pearson approved AQA GCSE French textbook, which dovetails and alternates with preparation of the other skills via language learning websites such as ActiveHub, 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
- ❖ feel more prepared for using French in everyday life

## **Course Content**

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

The three themes are:

*Theme 1: People and Lifestyle*

*Theme 2: Popular Culture*

*Theme 3: Communication and the World around us*

## Extra-Curricular Activities and Career Options

The French Department organises visits to France (Paris and Normandy) to prepare the students for their GCSE. There is evidence that participation in a school visit enhances students' confidence and success. In Year 10, we spend 4 nights at the Château de la Baudonnière in Normandy. The trip is led by a team of native French speaking animateurs to lead activities and accompany the group on visits.

### 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

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

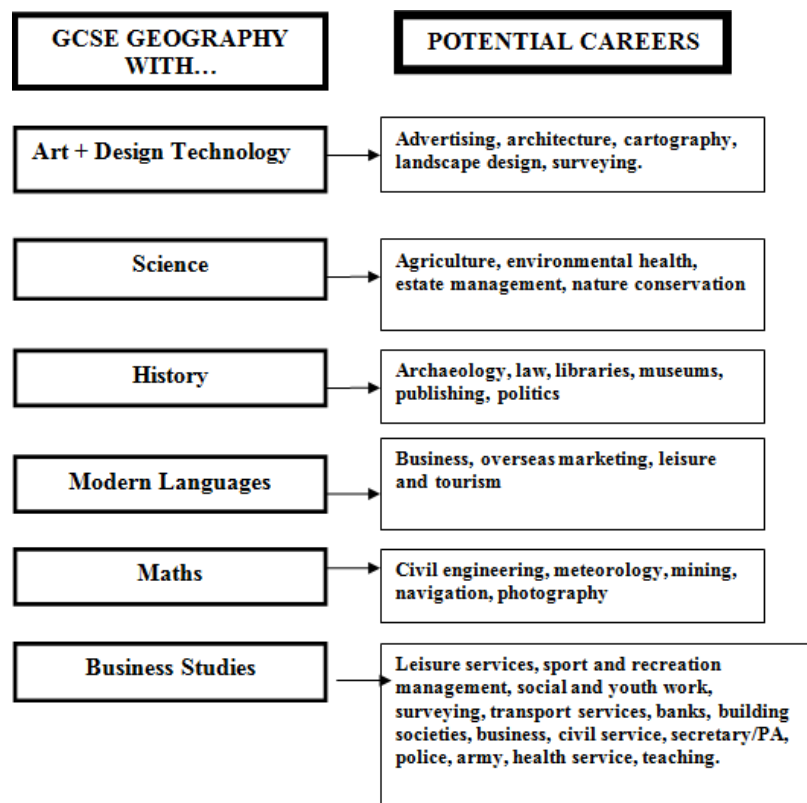
**PLEASE NOTE: PAPER 2 (UK GEOGRAPHICAL ISSUES) IS NOW 1 HOUR 45 MINUTES**

## 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

**H**istory 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. The department runs visits to Berlin and Riga to support specific aspects of the GCSE course.

## **Paper 1: A thematic study and the historic environment**

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.



Students will be given sources which look at Victorian Whitechapel and will be required to analyse them.

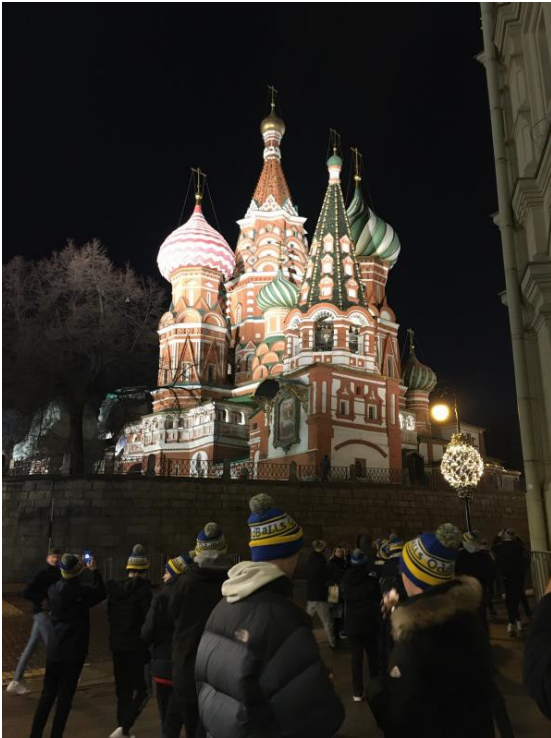
## **Paper 2: Period study and British Depth Studies**

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

Areas of study include: The reigns Richard and John and the Cold War.

## Paper three: Modern Depth Study

Students will study Russia and the Soviet Union, 1917-1941 in detail. We will then use our knowledge to test and evaluate interpretations.



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

**P**hysical 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	<b>60% of total marks</b>
Practical	<b>40% of total marks</b>

**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

## El español es útil – Spanish is useful

Spanish is the third most spoken language in the world, and it is one of the official languages at the United Nations. It offers cultural diversity, excellent communication skills, a good career, an interesting exploration into the rich heritage of Hispanic countries, and an amazing array of opportunities in nature, travel and discovery.

In 2025, the number of potential Spanish speakers worldwide surpasses 600 million for the first time. The Spanish-speaking community with native proficiency in the language is close to 500 million.

Over the last 10 years, the number of Spanish learners has been growing at an average rate of 2%, driven by its dynamism in countries of the European Union and West and Central Africa. The number of native Spanish speakers is higher than that of English, Hindi, and Arabic, and only below Mandarin Chinese.

The number of countries where Spanish is official, vehicular, or majority is less than that of English, French, or Arabic-speaking countries, but the population index places Spanish as the second language, after Mandarin Chinese, among the official languages of the United Nations (UN).

The importance of the Spanish language in the field of translation shows a high value as a target language and lower as a source language, although, in the latter case, it is above Mandarin Chinese or Russian. International university education offers a prominent space for the Spanish language.

## ¿Quieres hablar español? - Do you want to speak Spanish?

Choosing AQA GCSE SPANISH you will:

- Learn Spanish with Mrs Cardona, Mrs González and Mrs Moré, native Spanish specialists who will teach you Spanish during two lessons a week. You will acquire a solid intermediate level and a strong base for A Level Spanish studies and Oxbridge preparation
- Become proficient in using the AQA Spanish e-book in Higher Tier and its resources on your iPad which will help you make quick progress in listening, reading, speaking and writing. Every skill is worth 25% of the final mark
- Enjoy one-to-one tailored speaking practice during the year with Mrs Kerr will develop your conversational skills in a native context
- Attend a range of bespoke weekly GCSE clubs run by your teachers during lunchtimes and after school

- Have access to an impressive range of Spanish extended learning opportunities to practice your Spanish during cultural visits in London and in Spain and a trip with a total immersion course in Seville during February half term of Year 10
- Develop new contacts through our Salesian schools' network in Spain during your course

## **El español te inspira – Spanish inspires**

The interactive, effective and dynamic nature of the department enables the learning at fast pace and fosters autonomy and creativity. The Department is committed to excellence in supporting and preparing our students for national examinations, life abroad and the rapid and unpredictable changing world of work; a career in Spanish or with Spanish, is highly regarded for all university applications and leads to a robust myriad of future choices such as the diplomatic service, politics, law, tourism, journalism, interpreting and translating, as well as teaching, literary research, linguistic research, scientific research, technology, marketing and finance. The Department is in contact with expert speakers and professionals who will give presentations on different aspects of Spanish.

We will be happy to inform you about our provision during the evening.

# 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 30th 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.

