



Year 9 Parent Partnership and Guided Curriculum Choices Evening

A Message from Mrs Leach

Dear Year 9 Students,

Welcome to our Parent Partnership and Guided Curriculum Choices Evening.

This is a significant moment as you start making key decisions about the subjects you will study over the next two years at Noel-Baker Academy. These choices will play a vital role in shaping your learning journey and future opportunities.

The transition from **Key Stage 3 to Key Stage 4** marks an important milestone in your education. For the first time, you have the opportunity to choose some of the subjects that will define your studies and personal development in the coming years.

The most important thing is to think about where you want your career path to take you. It is *absolutely fine* not to be sure which path to take, and even if you feel sure now, you may well change your mind in the future. The best advice is always to choose a range of subjects which will keep lots of doors open to you and this is why we are passionate about the pathway system.

You will all study the subjects of English Language, English Literature, Mathematics, Science, core PE, Society, Ethics and Beliefs and Computing and Careers throughout Key Stage 4. All students will also continue to access daily INFORM lessons which will include PSHE/RSHE and Citizenship.

You will need to make some decisions about which other subjects you would like to study. This is your opportunity to select courses that interest you and in which you will be able to demonstrate your skills and talents. You need to think carefully about how you will rise to the challenge of the work required for each course and how each subject is assessed.

The information you need to help you to make these decisions are included in this booklet. You will also have further support from the school and careers team to guide you with your option choices.

I do need to make you are aware that if very few students choose a particular subject then we will not be able to run that subject. Students are therefore asked to give reserve choices and to ensure that forms are submitted to their form tutors by **Monday 10th March**.

Once the academic year starts in September it will not be possible for you to change subjects. Listen carefully to the advice you are given and don't be frightened to ask if you are unsure of anything.

Please read the information carefully, think about your skills and talents and ask questions of the staff who will teach the option subjects.

With best wishes,



Mrs Leach
Deputy Headteacher



Parent Partnership Evening

Staff locations

| SUBJECT | TEACHER | ROOM | SUBJECT | TEACHER | ROOM | |
|--|-----------------------------|------------|------------------------------|-------------------------|------------|-----------|
| Mathematics | Miss Brown | Theatre | English | Mrs Blount | Theatre | |
| | Mr Booth | Theatre | | Miss Bale | Theatre | |
| | Mrs Jones | Theatre | | Mrs Smith | Theatre | |
| | Mr Conyers-Davies | Theatre | | Miss Connelly | Theatre | |
| | Miss Dunn | Theatre | | Mrs Phipps | Theatre | |
| | Miss Shipsides | Theatre | | Mr Mould | Theatre | |
| | Mrs Mahmood | Theatre | | Miss Griffith | Theatre | |
| | Miss Fearn (also Computing) | Theatre | | Mrs Hartley (was Tween) | Theatre | |
| Science | Mr Court | Theatre | English | Mrs Rushton | Theatre | |
| | Mr Jackson | Theatre | | Mr Hussain | Theatre | |
| | Mr McDonagh | Theatre | | Computing | Mrs Drake | Theatre |
| | Miss Gibson | Theatre | | | Mr Huggins | Theatre |
| | Miss Goulden | Theatre | Mr Oliver | | Theatre | |
| Humanities: (History, Geography and R.S) | Mrs Huggins | A5/A6 | French | Mrs Wingfield | B8/B9 | |
| | Miss Oxtoby | A5/A6 | | Miss Grant | B8/B9 | |
| | Mr Redgate | A5/A6 | | Mr Ngamboli | B8/B9 | |
| | Miss Allen | A5/A6 | Art and Design Technology | Mr Verissimo-Roe | B8/B9 | |
| | Mrs Nadeem | A5/A6 | | Miss Smalley | B8/B9 | |
| | Miss Hill | A5/A6 | | Mrs Gray | B8/B9 | |
| | Miss Garnham | A5/A6 | | Mrs Giljohan | B8/B9 | |
| | Miss Bray | A5/A6 | | Miss Brookes | B8/B9 | |
| | Mr Baines | A5/A6 | | Mrs Allsopp | B8/B9 | |
| | Mrs Whitaker | A5/A6 | | Mrs Pedlar | B8/B9 | |
| | Mrs Wensley | A5/A6 | | Miss Barron | B8/B9 | |
| | Drama and Music | Mr Pessoll | | A9 | P.E | Mr Gibson |
| Mr Anketell | | A9 | Mr Eames | B6 | | |
| Mr Dilkes | | A9 | Miss Ainsworth | B6 | | |
| Mr Jorgensen | | A9 | Mrs Jones | B6 | | |

What else is on this evening?

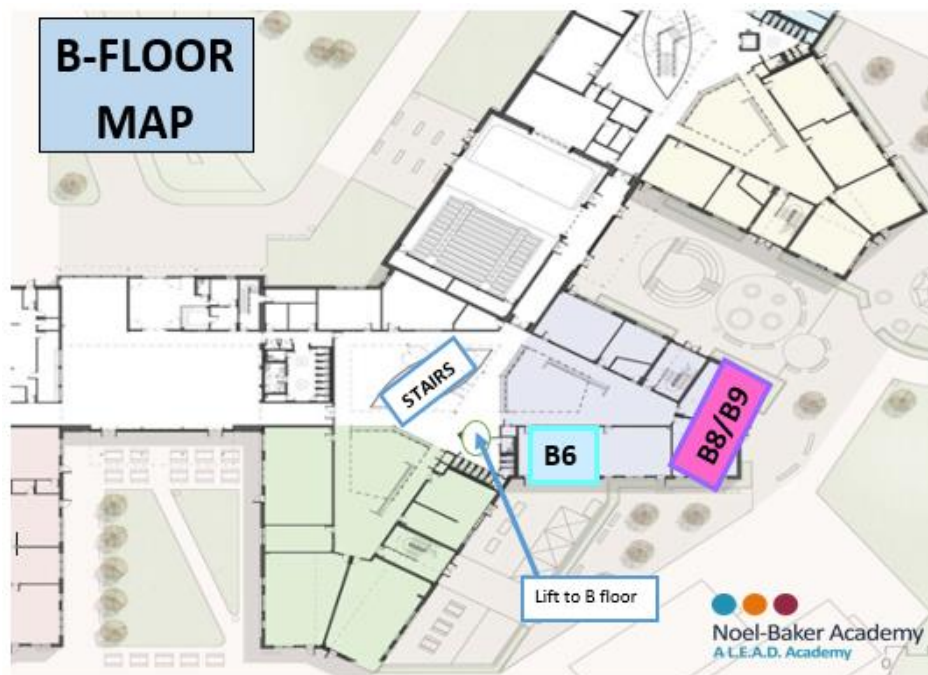
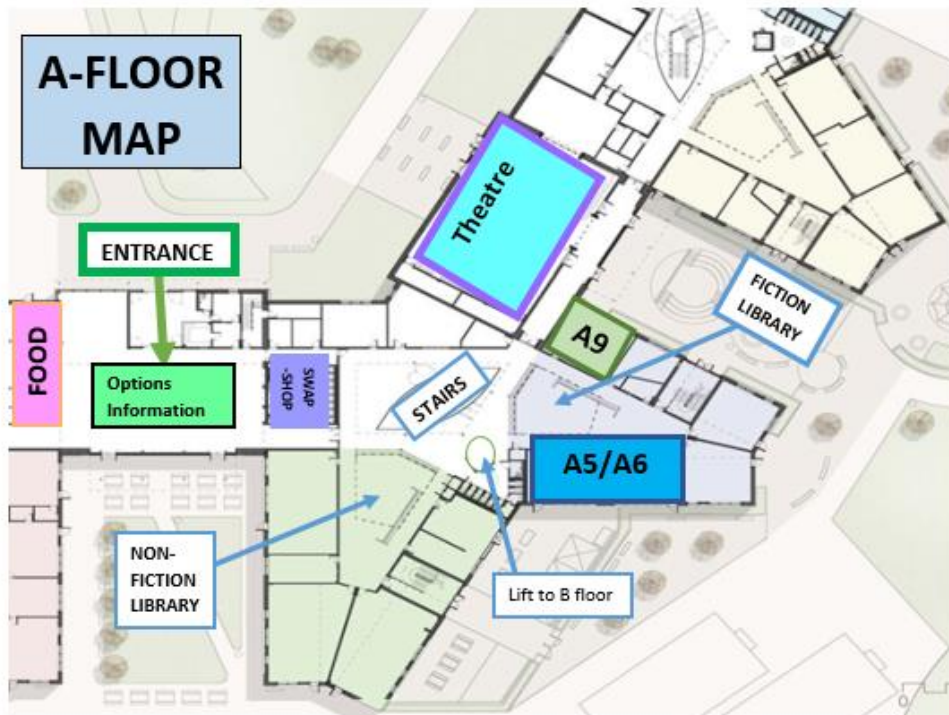
Appointments with Heads of House – please visit the non-fiction library.

Swap-Shop – you can find this near the entrance. Please have a browse and feel free to help yourself. If you have any unwanted clothes (shoes, coats etc.) that others could benefit from, you can also drop these off here too and we will display at our next event.

Great Food – our kitchen staff have prepared some tasty treats for you. You can find this in the canteen at the serving hatch (on the right as you enter). Please help yourself!

Hot drinks – our student helpers will be serving tea and coffee throughout the evening. You will find them on A – floor, please ask them for a drink and talk to them about school life.





We Value Your Feedback



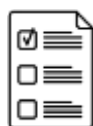
Process Explained and Timeline of Events



Guided Curriculum Choices is the process where you get to select 3 subjects that you wish to study at KS4. Please read the options booklet carefully for all courses to help you make your decision.



Speak to your teachers to get more information and ensure you fully engage in the KS4 taster sessions that will be provided across the fortnight from **10th - 24th February**.



Hand in your completed options form to your tutor to indicate the subjects you would like to choose. The formal selection process will begin on **Monday 24th February** and will close on **Monday 10th March**. Please keep your submission form safe whilst considering your choices and hand to this to your tutor once complete in between the dates above.

| Event | Details | Date |
|--|---|-----------------------------------|
| Assembly | There will be an assembly on Options to help you understand the process and key factors to consider when selecting your choices | Thursday 6 th February |
| Guided Curriculum Choices and Parent Partnership Evening | An opportunity for parents/carers to book a face-to-face appointment with your teachers, and to speak with options subjects to discuss courses. | Thursday 6 th February |
| Curriculum Choices Submission Window Opens | From this date you will be able to submit your choices using the submission form and hand this to your tutor | Monday 24 th February |
| Curriculum Choices Submission Window closes | This will be the last day for you to select your choices. | Monday 10 th March |



KS4 Curriculum

At KS4 all students will study the following:

- English Language
- English Literature
- Maths
- Science (Combined science or Triple)
- Core PE (Non-examined)
- Society, Ethics and Beliefs (Non-examined)
- Computing and Careers (Non-examined)
- INFORM (PSHE/Citizenship/RSE – Non-examined)

Students will then be required to select 3 further subjects from the list below:

| Choose one subject from the list below | Choose two subjects from the list below | |
|--|---|------------------------|
| Triple Science | Triple Science | Business |
| History | History | Performing Arts |
| Geography | Geography | Further Maths |
| French | French | Music |
| | Creative iMedia | Sports Science |
| | Religious Studies | Textiles |
| | Food Prep and Nutrition | 3D Design |
| | Fine Art | |

The timetable will be designed to give as many students their choices as possible, but there are limitations:

- Your work in subject areas to date;
- The equipment available;
- The class sizes;
- The level of examination work;

The final decision about choices of subjects will be made by the academy in the light of student and parent wishes, progress of students and suitability of courses.



Fine Art



Studying Art enhances fine motor skills and hand-eye coordination whilst actively promoting problem-solving, lateral thinking, complex analysis and critical thinking skills.

All of which are highly prized by employers and will help students excel in a wide range of professions. The Fine art course enables you to develop a visual language and promotes visual literacy.

| Course Type - | | Assessment Type: | |
|---|--|---|--|
| GCSE Exam board: OCR | | Art & Design Portfolio 120 marks 60% Externally Set Project Exam (10 hours) 80 marks 40% | |
| Course Content: | | | |
| <p>Component 01: Portfolio Students produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. The portfolio may be presented in appropriate formats for the specification title they are following and chosen area of study.</p> <p>Component 02: Externally set task Students will choose a topic from a selection set by the exam board in January of Year 11 and develop a unit (project) over a set period; this unit is completed by the beginning of May during a ten-hour exam under supervised conditions. Students will research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the ten-hour supervised time period. Students must also produce written work exploring the theme, analysing artists' work and explain their personal response to the project. (Both the Portfolio and Externally Set Task are non-examined assessments which are marked by your teacher, then exhibited for moderation by the exam board.)</p> | | | |
| By The End Of This Course, You Will Be Able To: | | | |
| <ul style="list-style-type: none"> • Develop your practical skills, including drawing from direct observation • Critically analyse art works, and explore the ideas behind them • Develop your own imaginative ideas • Plan and produce substantial paintings, sculptures and mixed media pieces | | | |
| Careers: | | Further Study: | |
| Costume Designer, Interior Design, Architect, Fashion Designer, Graphic Designer, Fine Artist, Sculptor, Photographer, Art Teacher, Designer, Animator and many more... | | Level 3 BTECs such as Art and Design/Photography/Fashion and Textiles. A Levels including Art, 3D Design or Product Design | |



Textiles



Textiles are essential in everyday life, from clothing to interior design and technology. Studying textiles develops creativity, practical skills, and an understanding of materials and sustainability.

The freedom with project themes provides an opportunity to experiment and take risks whilst developing their own style using a range of equipment and techniques.

| Course Type | Assessment Type: |
|-------------------------|---|
| GCSE Exam board: OCR | Textiles Portfolio 120 marks 60% Externally Set Project Exam (10 hours) 80 marks 40% |

Course Content:

There are four assessment objectives in this course. Each coursework piece and your exam response must each show the coverage of all of these sections.

Component 01: Portfolio

Students produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. The portfolio may be presented in appropriate formats for the specification title they are following and chosen area of study.

Component 02: Externally set task

Students will choose a topic from a selection set by the exam board in January of Year 11 and develop a unit (project) over a set period; this unit is completed by the beginning of May during a ten-hour exam under supervised conditions.

Students will research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the ten-hour supervised time period.

By The End Of This Course, You Will Be Able To:

- Use traditional skills, such as surface decoration / embellishment, combining, joining and finishing materials, and colouring fabrics.

| Careers: | Further Study: |
|---|--|
| <ul style="list-style-type: none"> • Fashion Designer, Textile Technologist, Interior Designer, Fabric Developer, Costume Designer | A-Level Textiles or Fashion & Textiles – Advanced skills in design, materials, and garment construction. BTEC Diploma in Fashion & Textiles T-Level in Craft & Design (Textiles/Fashion Pathway) |





Department
for Education

HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- **English language and English literature**
- **Maths**
- **Science**
Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- **History or Geography**
- **A language**
Ancient or modern

WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.



The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,
August 2017



LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities.

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall, Director General of the British Chambers of Commerce

The EBACC is a government-led initiative all schools follow to ensure that young people's options stay open for further study and future careers. It is made up of English, Maths, Science, a language and either history or geography; subjects which are considered essential to many degrees and opens up lots of doors to employment.

A study by the UCL Institute of Education showed that studying subjects included in the EBACC provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in fulltime education. Equally, it also showed that pupils are much more likely to be successful in employment and employment-centered routes, such as apprenticeships. In addition, Sutton Trust research revealed that studying the EBACC can help improve a young person's performance in English and Maths too.



3D Design



The GCSE course in Design and Technology seeks to prepare students to participate confidently and successfully in an increasingly technological world.

It helps students to be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. Students will learn the art of problem solving which is a vital skill to take forward into any career in the future.

Course Type:

GCSE
Exam board - Pearson's Edexcel

Assessment Type:

60% Coursework
40% Exam Project (no written exam)

Course Content:

- You will be encouraged, especially in Year 10, to take creative risks and explore the possibilities of new techniques and materials in both two and three dimensions; you will have the opportunity to work within several disciplines, including drawing, sculpting, constructing, and assembling.
- Drawing from first hand and second hand sources using a range of mark-making techniques
- Experimentation with a wide range of 3D materials and techniques, including clay, cardboard, Modroc and wire
- Development of planning and construction skills with an emphasis upon use of materials and an understanding of structure
- The study of key themes in design, for example, portraiture and architecture, exploring these themes within the contexts of culture, history and contemporary practice.

By The End Of This Course, You Will Be Able To:

- Work to a wide range of experimental art materials and processes.
- Investigate, explore and refine your own independent ideas.
- Research, analyse and be inspired by the work of others.
- Create artwork in your own personal style.

Careers:

Popular careers for people with design and technology qualifications include:

- Fashion designer
- Engineering
- Architecture
- Graphic/Interior Design
- Civil Engineer

Further Study:

- Level 3 BTECs such as Art and Design/Photography/Fashion and Textiles/3D design.
- A Levels including Art, 3D Design or Product Design



English Language

What is GCSE English Language?: Explained



The study of English Language is invaluable for your future, no matter what you are aiming for. Command of the spoken and written word is not only attractive to potential colleges, 6th forms and employers but fundamental in your daily life. Whatever you end up doing, English Language is a 'must have' subject for college, university, work and life!

| Course Type: | Assessment Type: |
|------------------------------------|--|
| <p>GCSE</p> <p>Exam board: AQA</p> | <p>English Language consists of two exams taken at the end of the Year 11. Each paper is out of 80 marks and worth 50% of the overall exam. Each exam is 1 hour 45 minutes.</p> <p>Paper 1:</p> <ul style="list-style-type: none"> Section A: Reading (40 marks/25%): one literary fiction text (4 questions) Section B: Writing (40 marks/25%): descriptive or narrative (1 question). <p>Paper 2:</p> <ul style="list-style-type: none"> Section A: Reading (40 marks (25%): one non-fiction text AND one literary non-fiction text (4 questions). Section B: Writing (40 marks/25%): writing to present a viewpoint (1 question). <p>Non-Examination Assessment: • One spoken language presentation</p> |

| Course Content: |
|--|
| <p>All students study English Language in Year 10 and 11. Two 'Language Mini-Units' sit alongside each of the Literature GCSE set texts, drawing on key themes and exploring these in a range of fiction and non-fiction sources. In Year 10, students will get to grips with real issues such as poverty, social responsibility and attitudes to war, as well as dipping into some fascinating extracts that take students on a journey discovering different people and places, customs and traditions. In Year 11, students question the presentation of the supernatural in non-fiction and literary texts before finally moving on to study texts of crime and consequence. Creative and transactional writing is woven into each of the mini-units to encourage students to find their own 'voice' in their writing.</p> |

| By The End Of This Course, You Will Be Able To: |
|--|
| <ul style="list-style-type: none"> define audience and write/present accordingly; construct and present ideas and provide background information on a variety of issues be sensitive to the power of language and its role in creating meaning use a broad vocabulary and the ability to use critical terminology appropriately synthesise and draw information together |

| Careers: | Further Study: |
|---|---|
| <ul style="list-style-type: none"> Advertising and Marketing, Writing, Journalism and Teaching, Media and Design, Consultancy, Law and many more | <ul style="list-style-type: none"> Fundamental to all courses at Post-16 A-Levels |



English Literature



The study of English Literature demonstrates, perhaps more than any subject, a student's academic potential. It is often considered to be the more difficult of the two English which makes it attractive to potential colleges, 6th forms and universities who may want to know if you have the academic ability for the courses you have chosen. More than this, though, is the way in which studying Literature widens a young person's world view and allows them opportunities to explore attitudes, emotions and philosophical concepts, while helping to shape their own identities.

| Course Type- | Assessment Type: |
|--|---|
| <p>GCSE Exam board: AQA</p> | <p>English Literature consists of two exams taken at the end of the Year 11.</p> <p>Paper 1 - Shakespeare and the 19th Century Novel (1 hour 45 minutes, 64 marks, 40% of the GCSE, 2 questions)</p> <ul style="list-style-type: none"> • Section A: Shakespeare (Macbeth) • Section B: 19th-century novel (A Christmas Carol). <p>Paper 2 - Modern Texts and Poetry (2 hours 15 minutes, 96 marks, 60% of the GCSE, 4 questions)</p> <p>Section A: Modern texts (An Inspector Calls).</p> <p>Section B: Poetry anthology (Power and Conflict)</p> <p>Section C: Unseen Poetry</p> |
| <h3>Course Content:</h3> | |
| <p>All students study English Literature in Year 10 and 11. At the beginning of Year 10, students will read, annotate and analyse Charles Dickens' 'A Christmas Carol' before moving onto the modern play 'An Inspector Calls' by J.B. Priestley. Finally, students study Power and Conflict poetry. In Year 11, students cover William Shakespeare's 'Macbeth' while retrieving previous knowledge from the texts studied in Year 10. Further opportunities for revision and the study of unseen poetry are built into the curriculum throughout KS4.</p> | |
| <h3>By The End Of This Course, You Will Be Able To:</h3> | |
| <ul style="list-style-type: none"> • Understand and empathise with other cultures and people through exploring literary traditions • Sensitive to how communication is shaped by circumstances, authorship and intended audience • Sensitive to the power of language and its role in creating meaning • Use a broad vocabulary and have the ability to use critical terminology appropriately • Synthesise and draw information together. | |
| <h3>Careers:</h3> | <h3>Further Study:</h3> |
| <ul style="list-style-type: none"> • Journalism • Writing • Teaching History • Drama, Theatre and Law | <ul style="list-style-type: none"> • Fundamental to all courses at post-16 • A-Levels |



Performing Arts



Performing Arts is a great choice for students passionate about the creative industry, offering a hands-on and engaging approach to learning. It provides essential skills in acting, dance, or production, helping students build confidence, teamwork, and problem-solving abilities. The course balances practical experience with theoretical knowledge, preparing learners for further education or careers in the arts.

| Course Type | Assessment Type: |
|--|---|
| Vocational Exam board: WJEC | Unit 1: Performing Controlled assessment: 10 hours 30% of qualification 60 marks Unit 2: Creating Controlled assessment: 10 hours 30% of qualification 60 marks Unit 3: Performing Arts in Practice External controlled assessment: 20 hours 40% of qualification 80 marks |
| Course Content: | |
| <ul style="list-style-type: none"> Unit 1 enables learners to gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece(s) of professional/published work. Unit 2 enables learners to gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts. This unit can be completed through any one of the following disciplines from either performance or production. Unit 3 introduces learners to areas of the performing arts that need to be considered when responding to an industry commission. | |
| By The End Of This Course, You Will Be Able To: | |
| <ul style="list-style-type: none"> Develop and refine performance skills in acting, dance, or musical theatre. Understand and apply key techniques used in the performing arts industry. Work collaboratively to create, rehearse, and present performances. Analyse and evaluate professional works and their own performances. Gain insight into the creative and production processes behind performances. | |
| Careers: | Further Study: |
| <ul style="list-style-type: none"> Performer – Actor, Dancer, Singer Production Roles – Director, Choreographer, Stage Manager Creative Roles – Playwright, Set or Costume Designer Teaching & Education – Drama or Dance Teacher | <ul style="list-style-type: none"> A-Levels – Drama and Theatre Studies, Dance, Music, Media Studies BTECs & Diplomas – Performing Arts, Musical Theatre, Production Arts, Dance or Acting Diplomas University Degrees – Drama, Theatre Studies, Performing Arts, Film & Television |



Triple Science



Most students will do combined science at GCSE, this leads to the equivalent of two GCSEs and covers a combination of all three subject areas. Triple Science leads to three separate GCSEs in Biology, Chemistry and Physics.

Choosing triple science for GCSE offers an in-depth exploration of Biology, Chemistry, and Physics, providing more knowledge than combined science. It's ideal for students wanting to do science A levels as there is some overlap between Triple Science GCSE and A level content and those who are passionate about science and considering careers in science.

Course Type

GCSE
Exam board: AQA

Assessment Type:

6 exams in total 2
x Biology
2 x Chemistry
2 x Physics

Course Content:

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

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

Physics: Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Waves, Magnetism and Electromagnetism, Space Physics (Triple Science only)

By The End Of This Course, You Will Be Able To:

- Understand key concepts in biology, chemistry, and physics, including advanced topics like genetics, chemical analysis, and space physics.
- Develop critical thinking, analytical, and practical skills through experiments, preparing you for further study and careers in science or related fields.

Careers:

- Medicine
- Veterinary Science
- Engineering
- Forensic Science

Further Study:

- A levels in Biology, Chemistry and Physics
- T levels in Science
- Science/engineering apprenticeships



Combined Science



Most students will study combined science at GCSE, this leads to the equivalent of two GCSE's and covers a combination of all three subject areas.

Studying combined science gives you a foundational understanding of how our universe works.

You can choose to continue your studies into A-Level science and beyond after studying combined science. Many courses including A-Levels, T-Levels and apprenticeships require a grade 4+ in combined science.

Course Type

GCSE
Exam board: AQA

Assessment Type:

6 exams in total
2 x Biology
2 x Chemistry
2 x Physics

Course Content:

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

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

Physics: Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Waves, Magnetism and Electromagnetism

By The End Of This Course, You Will Be Able To:

- Understand key concepts in biology, chemistry, and physics, including advanced topics like genetics, chemical analysis, and energy.
- Develop critical thinking, analytical, and practical skills through experiments, preparing you for further study and careers in science or related fields.

Careers:

- Medicine
- Veterinary Science
- Engineering
- Forensic Science

Further Study:

- A levels in Biology, Chemistry and Physics
- T levels in Science
- Science/engineering apprenticeships



Creative iMedia



Why is this subject important and who should study it?

The OCR Cambridge National in Creative iMedia is a dynamic course designed to immerse students in the world of digital media. It offers hands-on experience in areas such as graphic design, animation, and interactive media, providing a solid foundation for those interested in creative digital fields.

| Course Type | | Assessment Type: | |
|--|--|---|--|
| Level 1/Level 2 Cambridge National Exam board: OCR | | 1hour 30 minutes Exam – June 2027 (40%) NEA Assignment – June 2026 - 2027– (25%) NEA Assignment – June 2026 - 2027 (35%) | |
| Course Content: | | | |
| <ul style="list-style-type: none">The Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. This will equip you with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, you will be creating fit-for-purpose creative media products. You will also learn about different types of computer products, investigate what makes a product successful and learn how to plan, design and create great products to meet a client brief. | | | |
| By The End Of This Course, You Will Be Able To: | | | |
| <ul style="list-style-type: none">Skill Development: Students will enhance their creative and technical skills, including graphic design, multimedia production, and project managementIndustry Insight: An understanding of media industry practices, preparing students for further education or careers in digital mediaPortfolio Creation: By completing various projects, students will build a diverse portfolio showcasing their abilities | | | |
| Careers: | | Further Study: | |
| <ul style="list-style-type: none">Entry-level roles in web design, graphic design, digital marketing, game development, and other creative industries | | <ul style="list-style-type: none">Level 3 qualifications such as Cambridge Technicals in Digital Media or Information Technology, A-Levels, T-Levels, or apprenticeships. | |



Further Maths



Further Maths Certificate is a qualification for students who are expected to achieve grades 6+ in their mathematics GCSE and are likely to progress to study A Level Mathematics and/or A Level Further Mathematics.

This qualification expands on the pure mathematics elements of the GCSE, while introducing pupils to more advanced concepts of historical significance in the development of Maths. The course will delve into a deeper understanding of mathematical concepts and allow students to develop problem solving skills as well as reasoning skills, both of which are vital in any profession.

Course Type

Exam board: AQA

Assessment Type:

A01 – Exam Papers 1 and 2 (60%)

A02 – Exam Papers 1 and 2 (40%)

Course Content:

The Further Maths certificate has some overlap with the subject content of GCSE Mathematics.

The key difference in further mathematics is the focus on linking the areas of mathematics in more complex ways

There are six subject components to the qualification:

- Number
- Algebra
- Geometry
- Coordinate Geometry in 2 Dimensions
- Matrix Transformations
- Calculus

Matrices and calculus are not encountered in the GCSE Mathematics specifications and offer new mathematical concepts to learn about, with applications to computer science and data coding in the case of matrices, and in analysing complex rates of change in the case of calculus.

By The End Of This Course, You Will Be Able To:

- Solve complex algebraic equations and manipulate advanced expressions.
- Apply higher-level problem-solving skills in geometry, trigonometry, and calculus.
- Use mathematical reasoning and proof in real-world contexts.

Careers:

- Apprenticeships in STEM e.g. Rolls Royce

Further Study:

- A-Level Study
- Higher Level Apprenticeships
- Further education in Computer Science/Physics



Food Preparation and Nutrition



The GCSE course in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, and enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and in later life.

The course places an emphasis on the skills of creative thinking as well as developing communication techniques. Students will enhance their team working skills as well as time management and critical reflection.

| Course Type | Assessment Type: |
|--|---|
| GCSE Exam board: AQA | Component 1 (50%): Written Examination (100 marks) Component 2 (50%): (Non-Exam Assessment) |
| Course Content: | |
| Diet and nutrition <ul style="list-style-type: none"> • Food provenance and food choices • Food Science • Food Safety • Food preparation and cookery skills | |
| By The End Of This Course, You Will Be Able To: | |
| <ul style="list-style-type: none"> • Understand the importance of a good diet in relation to our health and apply the principles of food science. • Be able to plan, prepare, cook and serve balanced meals • Cook confidently a range of technical dishes, including breads, pastries, sauces, meat and vegetable preparation. • Understand why we should buy and eat ethically-sourced ingredients | |
| Careers: | Further Study: |
| <ul style="list-style-type: none"> • Chef/food preparation • Dietician • Food product development • Environmental health officer • Food science | <ul style="list-style-type: none"> • Level 3 Catering course at College, such as a BTEC or Cambridge Nationals. • Many degree level courses linking to food science and manufacture • Dietetics degree |



Geography



Geography is one of the most exciting, adventurous and valuable subjects to study today. Geography is a subject, which can form part of the EBACC. It is a solid academic subject and well respected by universities and employers alike.

“So many of the world’s current problems (hurricanes, flooding, migration) boil down to Geography, and we need the Geographers of the future to help us understand them” – Michael Palin

Course Type

GCSE
Exam Board: Eduqas B

Assessment Type:

100% Examination
3 papers all sat at the end of the course in Year 11

Course Content:

- Students will study three papers, topics within these units include:
- Component 1: Investigating Geographical Issues: Theme 1: Changing Places-Changing Economies, Theme 2: Changing Environments, Theme 3: Environmental Challenges
- Component 2: Problem Solving Geography: This will present students with a geographical issue which they must solve using their knowledge and understanding from across the 3 themes
- Component 3: Applied Fieldwork: Students will assess different approaches to fieldwork in investigating a geographical issue and will then justify the decisions they have made in their proposed method of investigation
-

By The End Of This Course, You Will Be Able To:

- Use map skills, interpret satellite imagery and fieldwork. You will improve your literacy through your written work and extensive use of specialist vocabulary and make practical use of your numeracy skills when you interpret data and construct graphs

Careers:

- Meteorologist
- Journalist
- GIC Specialist
- Teacher
- Volcanologist
- Civil engineering
- Ecologist

Further Study:

- A Level Geography
- Apprenticeship
- Geography graduates from university are consistently rated as extremely employable due to transferable skills and knowledge



Sports Science



Sport science is important because it will develop knowledge, understanding and practical skills that can be used in the physical activity, health and exercise sector. You should choose sports science if you want a further career in sport.

This course will have a limited number of practical lessons, most lessons are classroom based. This course includes many pieces of coursework, you must be prepared to meet deadlines, attend intervention and act quickly on feedback. You should also be playing at least 1 sport outside of school as a sound knowledge of sports is needed to apply your work.

Course Type

Vocational - Cambridge National

Exam board: OCR

Assessment Type:

1 x written exam at the end of Year 11 (40%)

2 x coursework units (60%)

Course Content:

- Students will learn how to treat sporting injuries
- You also learn about principles of training, complete a personal exercise programme and perform fitness tests
- Students will also learn about nutrition, how nutrients need to be adapted and plan a nutrition programme to improve sports performance

By The End Of This Course, You Will Be Able To:

- Treat sporting injuries
- Confidently perform fitness tests
- Understand the importance of nutrition and adapting a nutrition programme to improve sports performance

Careers:

- Personal Trainer
- Physiotherapist
- Sports Nutritionist
- PE Teacher
- Sports Coach

Further Study:

A-Level PE (Physical Education)

BTEC Level 3 in Sport or Sport Science

T-Level in Health & Science (Sport Pathway) –

Industry-focused qualification with work placement.



History



Have you enjoyed learning about history at KS3? Are you keen to learn more about how the world we live in came about? Through GCSE History, you will explore a variety of time periods, themes and countries. You will be able to answer key questions such as; why do wars happen? How has the past changed current events? How significant has medical advancement been on our modern world?

By covering a range of topics History helps to develop students' understanding and skills of society and culture through looking at the past and seeing the impact on the present.

Course Type

GCSE
Exam board: Edexcel

Assessment Type:

Each unit is assessed by three written exams in Year 11 between 1 hour 15 and 1 hour 45.

Course Content:

- Unit 1 – Medicine in Britain
- Unit 2 – Superpower Relations and the Cold War, 1941-1991
- Unit 3 – Anglo-Saxon and Norman England,c1060-88
- Unit 4 – Weimar and Nazi Germany,1918-939

By The End Of This Course, You Will Be Able To:

- Confidently answer key questions
- Make substantiated judgements
- Understand the world around you
- Solve problems.
- Work independently and as part of a group.

Careers:

- Journalism
- Law
- Business
- Politics
- Archaeology
- Teaching
- Museum Curation
- Political analyst
- Marketing

Further Study:

- A level History
- A level Government and Politics
- Qualifications and apprenticeships related to law and uniform/public services
- Vocational qualifications in journalism and media



Music



If you have a love of music then GCSE Music is for you. During the course you will have the opportunity to extend your knowledge of music, develop your own instrumental skills and be creative.

You will learn to compose your own music, one piece in response to a set brief and one that is in a style of your own choosing. You will develop your performance skills on one instrument of your choice and receive instrumental lessons on this in order to progress. You will also be introduced to different eras and genres of Music, learning to identify musical features across a wide variety of styles.

Course Type

GCSE
Exam board: AQA

Assessment Type:

- Coursework – 60%
- Exam – 40%

Course Content:

- Performing (30%) – 1 Solo Performance (15%) and 1 Ensemble Performance (15%)
- Composing (30%) – 1 Composition to a brief (15%) and 1 Free Composition (15%)
- Understanding Music (40%) – Listening exam covering Unfamiliar Music (1hr/68 marks) and set Study Pieces (28 marks/30 mins)

By The End Of This Course, You Will Be Able To:

- Use the Elements of Music to identify and describe a variety of musical styles and genres e.g. Rock, Blues, Jazz and Reggae
- Confidently discuss music from a variety of Eras – Baroque, Classical, Romantic and 20th Century.
- Perform a solo on your chosen instrument, confidently and accurately. With guidance from your instrument tutor, you will perform a piece that suits your ability and taste.
- Perform as part of an ensemble (group) – this can be with other students or with members of staff.
- Create your own music using software in response to an exam board brief, and also develop your own ideas and creativity in a ‘free’ composition.

Careers:

- Sound designer
- Music therapist
- Performer
- Composer
- Programme researcher
- Arts administrator

Further Study:

- A Level in Music/Music Technology/Performing Arts
- BTEC/NVQ
- Apprenticeship (Music publishing/Theatre/Radio/Community Arts)



Religious Studies



Religious studies is a multi-disciplinary subject, which means that it links to other subjects.

However, it is unique as it gives an opportunity to develop your knowledge and understanding of religion, philosophy and ethics. Some of the topics studied will be relevant to your own lives, either now or in the future.

It is academically rigorous and requires a high level of written skills, such as referencing and evaluation. Religious studies promotes personal development skills that are useful beyond GCSE.

Course Type

GCSE
Exam board : AQA

Assessment Type:

100% Examination
2 exams sat at the end of Year 11

Course Content:

You will study two world religions, Christianity and Islam. You will learn about key beliefs, worship, lifestyle and festivals within these two religions.

- Theme A – Relationships and Families
- Theme B – Religion and life
- Theme E – Religion, crime and punishment
- Theme F – Religion, human rights and social justice

By The End Of This Course, You Will Be Able To:

- Confidently express an opinion
- Listen to others and form logical arguments which are transferable skills

Careers:

- Law
- Medicine, nursing and healthcare
- Counselling and social services
- Education – Teacher, School Psychologist
- Leisure, sport and tourism
- Education and training
- Public services – Police and Armed Forces
- Tourism

Further Study:

- A-Level Religious Studies.
- Vocational qualifications linked to religious studies, including, travel and tourism, health and social care, childcare, uniformed public services and legal studies.
- Apprenticeships associated with religious studies such as, leisure, travel and tourism and the arts, media and publishing.



Mathematics



Mathematics is a core subject to fully engage with society and the world.

While there are clear links to the financial industries and engineering, any of us that need to budget, to calculate interest payments, or to look behind the data we're being given will find mathematics useful.

In the modern world, it's vital that we equip ourselves with the knowledge to reason effectively, and mathematics is the subject of abstract proof and logic.

Course Type

GCSE
Exam board: OCR

Assessment Type:

3 x Exams at the end of Year 11

Course Content:

In the GCSE Maths course you will expand your understanding of the six main areas of mathematics:

- Number
- Algebra
- Ratio and Proportion
- Geometry
- Statistics and Probability

You will focus heavily on multiplicative reasoning and applying the knowledge that you have learned across multiple contexts. For example, substituting into and rearranging formulae will be used across multiple subjects. Pupils will either follow the higher or foundation course and final decisions about exam entries will be made in the later part of year 11.

By The End Of This Course, You Will Be Able To:

- Solve complex problems using algebra, geometry, and statistics.
- Apply mathematical reasoning to real-world situations.
- Work confidently with equations, graphs, and functions.
- Develop problem-solving and analytical thinking skills.
- Use data handling and probability to make informed decisions.

Careers:

- STEM sector (Science, Technology, Engineering and Maths)
- Medicine
- Psychology
- Architecture.

Further Study:

- A-Levels
- Apprenticeships



French



French is spoken by over 300 million people worldwide, opening up employment opportunities in business, politics and development, across Europe, Africa and the Americas. As a language, communication is a vital skill to be able to succeed in French. Students will also need initiative and resilience, to be able to answer reading and listening questions by working out meaning where they might not understand every single word.

Course Type

GCSE
Exam Board: Pearson Edexcel

Assessment Type:

4 exams sat at the end of Y11 (Listening, Speaking, Reading and Writing)

Course Content:

This GCSE specification is new. It has been re-worked in order to make it more accessible to you and to help you enjoy your language GCSE experience even more.

You will study a lot of topics already seen at KS3 such as social media, technology, food and drink, the environment along with some new topics such as celebrity culture. We will revisit these topics and build on prior knowledge.

By The End Of This Course, You Will Be Able To:

- Communicate with a person from a French-speaking country and have a conversation with them on a wide range of topic
- Understand extended pieces of written French
- Write a letter/email/blog in French
- Discuss cultural events that take place in French-speaking countries

Careers:

- Translator/interpreter/diplomat
- Journalism
- International law
- Travel and tourism
- Teaching

Further Study:

- A level French
- A degree in Modern European Studies or Languages
- A good GCSE in French is a very well-respected qualification and will benefit most careers – even jobs that don't use languages!



Business Studies



GCSE Business provides students with the tools and knowledge to explore the modern business world and enables them to develop as commercially minded and enterprising individuals.

If you enjoy thinking creatively and making decisions, solving problems and learning about how real businesses and brands work, this is the course for you.

Course Type

GCSE
Exam board: Edexcel

Assessment Type:

2 exams sat at the end of year 11

Course Content:

- Theme 1: Investigating Small Business
- Theme 2: Building a Business

By The End Of This Course, You Will Be Able To:

- Learn and discover about the many different aspects of running and managing a business. This is a very broad course that introduces students to all aspects involved in a successful business, such as Finance, Human Resources, Marketing and Operations.
- Students will be able to interpret and manipulate financial information from business in order to generate an overall understanding of how a business works and what decisions it should take.
- In developing writing style, students will be able to construct a balanced and justified essay answer that demonstrates a good understanding of the issue facing businesses.

Careers:

- Entrepreneur
- Self-employed Businessman/woman
- Law
- Marketing
- Banking

Further Study:

- A-Level Business Studies
- A-Level Economics
- Level 3 course in Business
- Apprenticeships



Non-examined - Society, Ethics and Beliefs

Course Content:

Religious Studies (RS) is a mandatory subject at KS4, which we deliver through Society, Ethics and Beliefs one lesson a fortnight. This is a non-examined core subject. There is a separate GCSE RS subject which can be opted for. Students will get the opportunity to explore belief, values, meaning, purpose, and truth, helping them develop personal attitudes toward religious and ethical issues. They will gain an appreciation of how religion, philosophy, and ethics shape culture while building critical thinking, analytical, leadership, and research skills.

Students will engage with diverse perspectives on religious and non-religious issues in contemporary British society, fostering understanding and respect. The subject encourages reflection, self-expression, and debate - skills essential for future careers in law, healthcare, education, social work or any other sector which works with people from differing backgrounds and cultures.

Our curriculum promotes acceptance, mutual respect, and an awareness of cultural diversity, preparing students for life in a modern, interconnected world.

Curriculum Overview

Our aims are:

- To help students appreciate and understand other people's beliefs and viewpoints;
- to enable students to respect someone else's viewpoint, even though it may differ from their own;
- to equip students with the skills needed for dealing with situations where they encounter differing viewpoints and challenges to their own thinking;
- to help students understand that everyone's opinion matters.

The pupils study a range of topics throughout Yr10 and Yr11, including:

- Human Rights and Social Justice
- Crime and Punishment
- Serving the Community

By The End Of This Course, You Will Be Able To:

- Appreciate and understand other people's beliefs and viewpoints;
- Respect someone else's viewpoint, even though it may differ from their own;
- Deal with situations where you encounter differing viewpoints and challenges to your own thinking
- Understand that everyone's opinion matters.



Non-examined - Computing and Careers

Course Content:

At Key Stage 4 (KS4), the core curriculum for Computing and Careers is designed to equip students with essential digital literacy, problem-solving skills, and career readiness developing key skills for future education, training, and employment.

In year 10, the focus is around preparing for work experience, finding and securing a placement, how to behave in a placement and reflecting on the experience are all covered.

In year 11, you have the opportunity to apply for post 16 courses and opportunities, develop CVs and understand what effective revision looks like.

Topics covered include:

1. Careers Exploration & Pathways

- Understanding post-16 options (A-Levels, BTECs, apprenticeships, T-Levels)
- Researching different career sectors and job roles
- Developing a personal career action plan

2. Employability Skills & Work Readiness

- CV writing, job applications, and personal statements
- Interview skills and workplace expectations

3. STEM & Digital Careers Awareness

- Exploring careers in computing, AI, cybersecurity, and digital industries
- Understanding the role of technology in modern workplaces
- Encouraging diversity in STEM-related careers

This **core computing and careers curriculum** ensures that KS4 students are well-prepared for both the digital world and future career opportunities, equipping them with the knowledge and skills needed for success in further education and employment.

By The End Of This Course, You Will Be Able To:

- **Problem-Solving & Critical Thinking** – Logical reasoning, troubleshooting, and analytical skills.
- **Digital Literacy** – Proficiency in using digital tools, online safety, and cybersecurity awareness.
- **Employability & Workplace Readiness** – CV writing, interview techniques, and workplace etiquette.
- **Resilience & Adaptability** – Managing change, developing confidence, and self-motivation.
- **Research & Decision-Making** – Exploring career pathways and making informed choices.



Frequently Asked Questions

What is the difference between GCSEs and Vocational courses?

A GCSE course is a traditional qualification, usually assessed through 100% examination. They can be assessed differently depending on the subject, so read the subject pages carefully. Assessment can be as follows:

100% exam;

Exam & coursework;

Exam & performances.

The exam is always taken at the end of year 11.

Vocational qualifications are assessed through a mixture of exams and coursework. Both qualifications are of equal difficulty but the nature of coursework in vocational qualifications may be more suitable for some students.

Can I swap to a different choice after submitting?

The deadline for option choices is Monday 10th March. After this date we cannot guarantee any requested swaps of choices. Once courses have commenced in September we strongly discourage students from swapping option choices due to the amount of content covered in the initial weeks of courses. We only consider students to swap choices under extreme circumstances and this will only be within the first two weeks of Year 10.

Are all subjects marketed guaranteed to run?

We rely on student numbers for courses to run. Students should ensure they make two reserve choices because of this.

Are any options easier than others?

All subjects are of equal academic difficulty so subject choices should not be made because of the perceived difficulty of a subject compared to another.

What is the EBACC?

The English Baccalaureate (EBacc.) was introduced by the government in 2011. To achieve the EBacc students must achieve a 'good grade' (5-9) in English, Maths, 2 Science GCSEs, a Modern Foreign Language and History or Geography.

Are subjects first come, first served?

No, providing the options are submitted by the deadline.



Curriculum Choices Submission

Complete the submission form provided ensuring you have followed the instructions and ticked everything off the checklist. This form needs to be handed to form tutors. An example of a completed form is below –

| CURRICULUM CHOICES SUBMISSION FORM 2025 | | | |
|---|------------|-------------|-----|
| Name | Joe Bloggs | Tutor Group | 11A |

At Noel-Baker Academy we are proud to offer a broad and ambitious curriculum to our students. Please take careful consideration when making your options and ensure you have checked the details for each course prior to selection. If you wish to achieve the Ebacc, please ensure you choose Geography and/or History and French.

Instructions

- ✓ Choose three options by writing a number 1-3 in the ranking box. With 1 being your first choice, 2 being your second choice and so on.
- ✓ Choose a further two reserve options by writing a number 4 and 5 in the ranking boxes.
- ✓ The rankings are aimed to help us place students in the majority of their preferred subjects.
- ✓ On the reverse of this sheet, you will find an example of a completed sheet.
- ✓ All students will study the Combined Science unless Triple Science has been chosen.

| Subject | Course Type | Choice Rank | Key Information |
|-------------------------|--------------------|-------------|---|
| Fine Art | GCSE | | ✓ One of your first three options must be Triple Science, Geography, History or French , however, you can choose more than one if you wish. |
| Triple Science | GCSE | | |
| History | GCSE | 1 | |
| Geography | GCSE | | |
| French | GCSE | 2 | |
| Sport Science | Cambridge National | | ✓ The formal selection process will begin on Monday 24th February , and will close on Monday 10th March . Please hand this form completed to your tutor during these dates. |
| Food Prep and Nutrition | GCSE | | |
| Religious Studies | GCSE | 3 | |
| Textiles | BTEC | | |
| Creative iMedia | Cambridge National | | |
| Business | GCSE | | |
| Performing Arts | Vocational | 5 | |
| 3D Design | GCSE | | |
| Further Maths | Level 2 | 4 | |
| Music | GCSE | | |

Checklist

- ✓ Have you chosen Triple Science/ History/Geography or French in your top three choices? ()
- ✓ Have you chosen two reserve choices as rank 4 and 5? ()
- ✓ Have you put your name, tutor group at the top of the form? ()
- ✓ Have you signed and dated the form at the bottom? ()

| Signed | J.Bloggs | Date | 05.02.25 |
|--------|----------|------|----------|
|--------|----------|------|----------|

If you do lose your form, you can collect a new one from reception.

Curriculum Choices Submission Window closes on Monday 10th March

You can speak with any member of the senior leadership team, pastoral team or teaching staff as they will all be able to offer great insights into what choices would be best for year 10 and 11. Please also remember the networks of support that are outside of school as well as older pupils who have already made their choices.

In the Academy, there are certain members of staff who you may wish to speak with:

Mrs Sarah Leach – Curriculum Choices Lead

Mrs Dawn Perry – Careers Lead

Miss Corinne Grant – SENCo



CURRICULUM CHOICES SUBMISSION FORM 2025

Name

Tutor Group

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| History | GCSE | |
| Geography | GCSE | |
| French | GCSE | |
| Sport Science | Cambridge National | |
| Food Prep and Nutrition | GCSE | |
| Religious Studies | GCSE | |
| Textiles | BTEC | |
| Creative iMedia | Cambridge National | |
| Business | GCSE | |
| Performing Arts | Vocational | |
| 3D Design | GCSE | |
| Further Maths | Level 2 | |
| Music | GCSE | |

Key Information

- ✓ One of your first three options must be **Triple Science, Geography, History or French**, however, you can choose more than one if you wish.
- ✓ The formal selection process will begin on **Monday 24th February**, and will close on **Monday 10th March**. Please hand this form completed to your tutor during these dates.

Checklist

- ✓ Have you chosen Triple Science/ History/Geography or French in your top three choices? ()
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- ✓ Have you put your name, tutor group at the top of the form? ()
- ✓ Have you signed and dated the form at the bottom? ()

Signed

Date





Noel-Baker Academy
A L.E.A.D. Academy

LEADING STUDENTS TO A BRIGHT FUTURE



SCIENTIA POTENTIA EST

