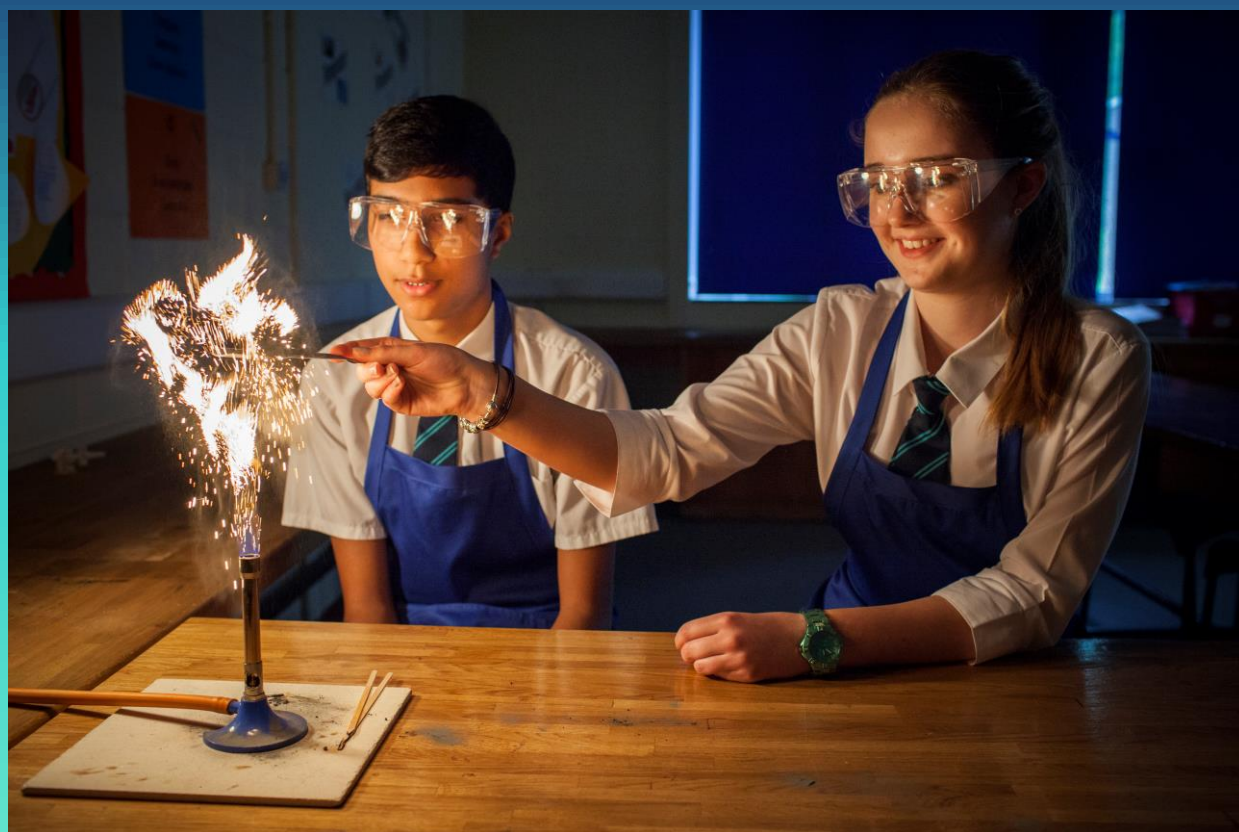




Groby Community College

Achieving Excellence Together



Courses and Subjects Guide

2015 - 2017

COURSES AND SUBJECTS GUIDE 2015 – 2017



Groby Community College
Ratby Road, Groby, Leicester, LE6 0GE
Tel. 0116 2879921 www.grobycoll.com admin@grobycoll.com

Details provided in this booklet were correct at the time of printing.
Whilst every effort is made to offer all of the courses listed,
it cannot be guaranteed that no changes will occur.

Contents	
1	Introduction
2	Core Subjects
3	Option Subjects
4	Choices

In case of queries about this booklet, please contact:
Mrs Debbie Lee, Student Services Manager
Tel. 0116 2879921 ext 286 or Direct Line 0116 2817001 Dlee@grobycoll.com

Section 1



Introduction

Welcome

Curriculum Overview

Learning Support

TRANSFERRING TO GROBY COMMUNITY COLLEGE IN 2015

We hope that you are looking forward to September when you transfer from your current school to become a student at Groby Community College. A change in school will bring exciting new challenges and the opportunity to have a choice in some of the subjects you learn.

The curriculum at Groby, is a mixture of core subjects such as English, Maths, Science, PE, and Life skills along with the additional subjects that you want to pursue. We have a wide variety of subjects for you to choose from.

Your additional subject choices range from more traditional subjects to more modern applied subjects. Each subject allows you to be successful. There is no difference between GCSE's or BTEC, they are of equal value and rigour. What is different about them is the style of learning and the way they are assessed, which will suit different students and their different learning styles.

All our subjects are designed to provide you with useful skills that you can take into the world of work. We are proud to see our students developing into confident adults who make positive contributions in the wider world.

This booklet has been designed to help you make the correct Key stage 4 subject choices. We have given you some information about each of the subjects taught at the college. Don't rush into choosing, you need to weigh up what is best for you. You may wish to discuss your choices with:

- your parents or carers
- your current subject teachers
- your tutor

There will also be people here at the college, who are happy to answer any questions you may have about your option choices, so don't be afraid to ask.

Here are some questions you might want to discuss or think about before making your choice:

- Should I choose the subjects I like?
- Are some subjects more useful to me than others?
- What are my teachers recommending?
- How is the subject assessed?
- Is the subject the most suitable for the way I like to learn?
- Will my subject choices allow me to follow the career path I want?

After you have made your choices, you will get an individual interview with a member of the college staff. They will check that you are happy with your options and that they are suitable for your learning needs' and future ambitions.

The aim is that you will join courses in which you can be highly successful and which can lead on to successful employment or further and higher education of your choice.

Best Wishes



Robert Coles Principal



CURRICULUM SUMMARY

Hopefully after reading the core and option subject description pages in the following sections of this booklet you will have a clear indication of what each subject comprises to assist you in making your choice of the subjects you wish to study.

The majority* of students will follow a curriculum which is achieved by studying the following:

- a. **ALL CORE SUBJECTS**
- b. **4 OPTION SUBJECTS – these should include:
ONE EBACCALAUREATE SUBJECT and THREE ADDITIONAL SUBJECTS**

*A limited number of students may need a more flexible learning approach than can be provided by the standard curriculum. They may have particular learning needs or have teacher assessments of 4B or below. In such cases, we can offer a Flexible Learning Pathway. Usually such students are identified through liaison with high school/Year 9 staff. Please refer to the separate booklet about this pathway, which is available on request or can be viewed on our website.

CORE SUBJECTS

Subject	Exam
English Language	GCSE
English Literature	GCSE
Maths	GCSE (plus a possibility of Further Maths qualification for some students, depending on ability)
Science in year 10	GCSE
Science in year 11	GCSE or BTEC
Life Skills	No qualification
Religious Studies	GCSE
PE	No qualification or exam

ENGLISH BACCALUREATE SUBJECTS

The English Baccalaureate is an additional accreditation introduced by the government and is achieved by studying a combination of core subjects and additional option subjects which are considered to be academic courses. Students who take these combinations of subjects do not achieve an extra qualification but are looked on favourably by colleges, universities and employers.

Students are asked to choose ONE subject from the list below:	
Computer Science GCSE	Triple Science 3 GCSEs
French GCSE	Geography GCSE
German GCSE	History GCSE

ADDITIONAL OPTION SUBJECTS

Students choose THREE subjects from the choice below:	
Subject	Exam
Art	GCSE
Business	GCSE
Computer Science	GCSE
Drama	GCSE
Food	GCSE
Food & Hospitality	BTEC equivalent to 2 GCSEs
French	GCSE
Geography	GCSE
German	GCSE
Graphics	GCSE
Health & Social Care	BTEC equivalent to 2 GCSEs
History	GCSE
ICT	OCR equivalent to 1 GCSE
Media Studies	GCSE
Music	GCSE
Performing Arts	GCSE
PE	GCSE
Resistant Materials	GCSE
Sport	BTEC equivalent to 2 GCSEs
Textiles	GCSE
Triple Science	3 GCSEs

You will note that the English Baccalaureate subjects are repeated in the additional options list, giving students as much freedom of choice as possible to pick 4 subjects they are most likely to enjoy and be successful at studying.

When students indicate their choices, we also ask them to identify reserve subject choices in both categories, in case their priority choices are not available for any reason. This may include factors such as timetabling restrictions / class sizes / oversubscribed numbers / other clashes. Where reserve choices need to be considered, we will contact the student to let them, in conjunction with parents/carers review their choices and make a new informed decision about their final allocation.

We also aim to meet with students in an informal interview to discuss their choices, to ensure they are best suited to their learning style, abilities, strengths and career plans.

Unfortunately, due to latest government guidelines particular subject combinations will not be supported as choices by us at the college:

Art and Graphics

Performing Arts and Drama

PE and Sport

It is therefore not advised for students to pick both subjects in these pairings.

LEARNING SUPPORT

Our team of professional Learning Tutors support students' learning in all years across all subjects.

The range of support we offer is broad. We work closely with outside agencies and try to put together the best combination to meet specific needs; this may include one or a combination of the following depending on need:-

- A flexible programme of learning that may include elements of the following:
 - Skills based courses with recognised GCSE equivalences
 - Work related learning :
 - Visiting speakers
 - Extended work placements
 - Day visits
 - Functional skills, English and Maths
- In-class support
- One-to-one, individual support
- Small group work
- Mentoring
- Education psychology
- Specialist careers advice
- Autism outreach team
- Visual impairment team
- Hearing impairment team
- Access to The Hub Learning Centre

The Learning Support Team offer the following provision where appropriate:

- ✓ Shared in class support
- ✓ Dedicated specialist Learning Support Assistants/HLTAs in English, Maths and Science
- ✓ Special considerations for public examinations
- ✓ 1:1 literacy/numeracy support
- ✓ Lunch time homework support

If you require any further information about these provisions, please contact:

Ms Sue Varnam, SENCO

Svarnam@grobycoll.com

Mrs Kay Pratt Assistant SENCO

Kpratt@grobycoll.com

Please use the link below to access the Special Educational Needs and Disabilities (SEND) section on our website:

<http://www.grobycoll.com/index.php/faculties/sen>

Section 2



Core Subjects

English Language

English Literature

Maths

Science

Life Skills

Religious Studies

Physical Education

Exam Board: AQA

Course Overview

The examination board to be used from September 2015 is AQA. At the time of publication, all exam boards are awaiting accreditation of new specifications, therefore the information below is subject to change.

Course Breakdown

Paper 1: Explorations in creative reading and writing

- Section A – Reading (25%) One literature fiction text
- One short response
 - Two longer responses
 - One extended response
- Section B – Writing (25%) Descriptive or narrative writing
- One extended writing question

Paper 2: Writer's viewpoints and perspectives

- Section A – Reading (25%) One non-fiction text and one literary non-fiction text
- One short response
 - Two longer responses
 - One extended response
- Section B – Writing (25%) Writing to present a viewpoint
- One extended writing question

Assessment

Each paper is a written exam of 1 hour, 45 minutes and represents 50% of the total exam mark. All exams are set externally and sat at the end of the course in Summer 2017.

Qualities needed for success in the course:

To do well you need to be able to listen carefully to instructions and always work to the best of your ability. An interest in reading popular media, being curious about how language works and a creative, flexible approach to learning will give you the best opportunities to do well. Being well organised and able to read independently is also essential to success.

Possible Post 16 /career paths:

English is an essential grounding for all A level subjects, college courses or apprenticeships. There are clear progression routes into English Literature, English Language & Literature, and Media at A'Level.



Exam Board: AQA

Course Overview

The examination board to be used from September 2015 is AQA. At the time of publication, all exam boards are awaiting accreditation of new specifications, therefore the information below is subject to change.

Course Breakdown

Paper 1: Shakespeare

Section A – Shakespeare

One question on a play

- Write about an extract
- Write about the play as a whole

Section B – 19th Century Novel

One question on a novel

- Write about an extract
- Write about the novel as a whole

Paper 2: Modern prose/drama, poetry selection and unseen poetry

Section A – Modern prose or drama

One essay question from choice of two on their studied prose or drama text

Section B – Poetry anthology

One comparative question on a named poem and one other poem from their chosen anthology

Section C – Unseen poetry

One question on each of two unseen poems and one comparative question

Assessment

Paper 1 is a written exam of 1 hour, 45 minutes and represents 40% of the total exam mark.

Paper 2 is a written exam of 2 hours, 15 minutes and represents 60% of the total exam mark.

All exams are set externally and sat at the end of the course in Summer 2017.

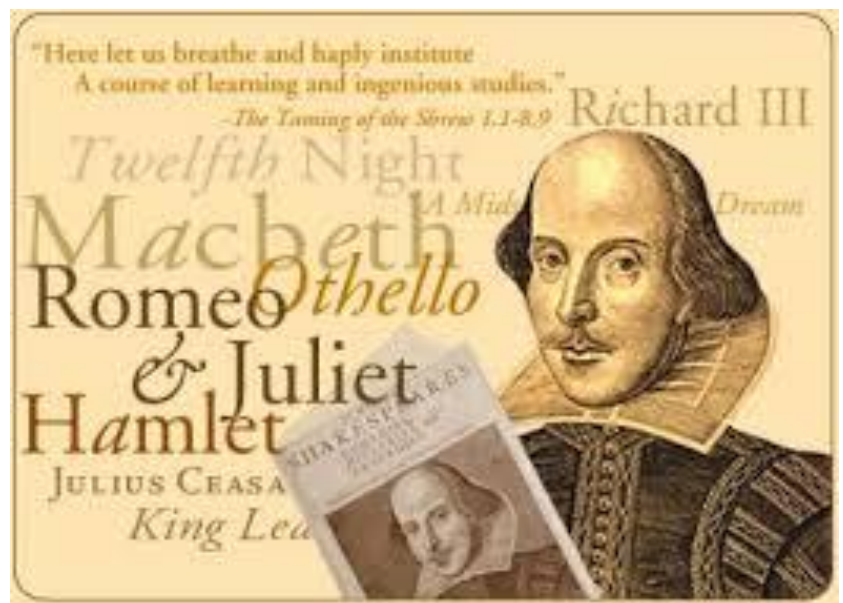
Qualities needed for success in the course:

To do well you need to be able to listen carefully to instructions and always work to the best of your ability. An interest in reading different types of texts (novels, plays and poetry) and being curious about different cultures and experiences, as well as a creative, flexible approach to learning will give you the best opportunities to do well.

Possible Post 16 /career paths:

English is an essential grounding for all A level subjects, college courses or apprenticeships.

There are clear progression routes into English Literature, English Language & Literature, and Media at A'Level.



Exam Board: Edexcel (www.edexcel.com)

Course Overview



Maths is a challenging, rewarding and enjoyable experience for many students. They recognise the importance of this core subject and from their first day, are determined to do well and achieve the best grade they can. A Maths qualification is essential to many career paths.

Students have four lessons of Maths per week. The topics covered will build on the work done at high school. There will be new skills and concepts to learn. Classroom activities are designed to improve mental agility and logical thought. Students are encouraged to work independently and in small groups, sharing ideas to become

confident learners.

Students make regular use of computers, using spreadsheets, graph plotters, geometry programs and tutorial sites on the internet. We subscribe to the MyMaths website and we expect students to use this from home too. Some students take part in local and national maths competitions and challenges. Confidence in problem solving is promoted at every level. Homework is an important part of the course and will be used to help the students' progress.

Course Breakdown

All students will do GCSE Mathematics. However, there will be an opportunity for some students to study GCSE Further Maths. This will be dependent on ability.

There are two tiers: Higher grades A* - D, Foundation grades C - G. All students will sit their Maths exam at the end of Year 11.

GCSE Mathematics (with Further Maths for set 1 students)

Assessment

- Exam taken at the end of the course.
- No internal assessment.

GCSE Further Mathematics (set 1 only)

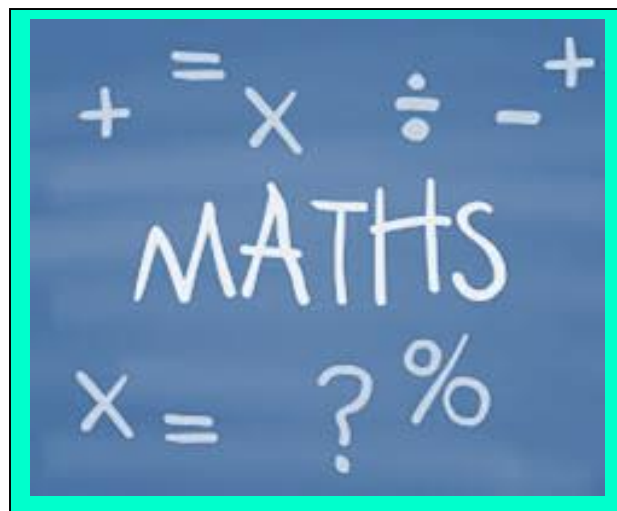
- Exam taken at the end of the course
- No internal assessment

Qualities needed for success in the course:

Hard work and confidence in working independently to solve problems. Complete all homework and hand in on time.

Possible Post 16/Career Paths

AS and A2 courses.



Exam Board: GCSE OCR Gateway Science Suite

Course Overview

Most students are offered the opportunity to achieve 2 science GCSEs from the study of a balanced science course however students with particular interest and strength in science may also choose 'Triple Science' as one of their options (see the option information sheets in the green section of the booklet).

Experimental practical work is a feature of the course as a whole and will be used together with a variety of other classroom activities to stimulate interest and increase understanding. All students will have regular access to the science ICT suite and will be expected to use a variety of tools such as data logging and office applications to enhance their learning. Homework is an important part of the course and will be used to help the students' progress.

Course Breakdown

Students follow the GCSE 'Core Science' programme in year 10 and GCSE 'Additional Science' programme in year 11.

Year10 – GCSE Science

Assessment

- 2 exams worth 35% and 40% respectively taken at the end of the course.
- Controlled assessment worth 25% of the course

Year 11– GCSE Additional Science

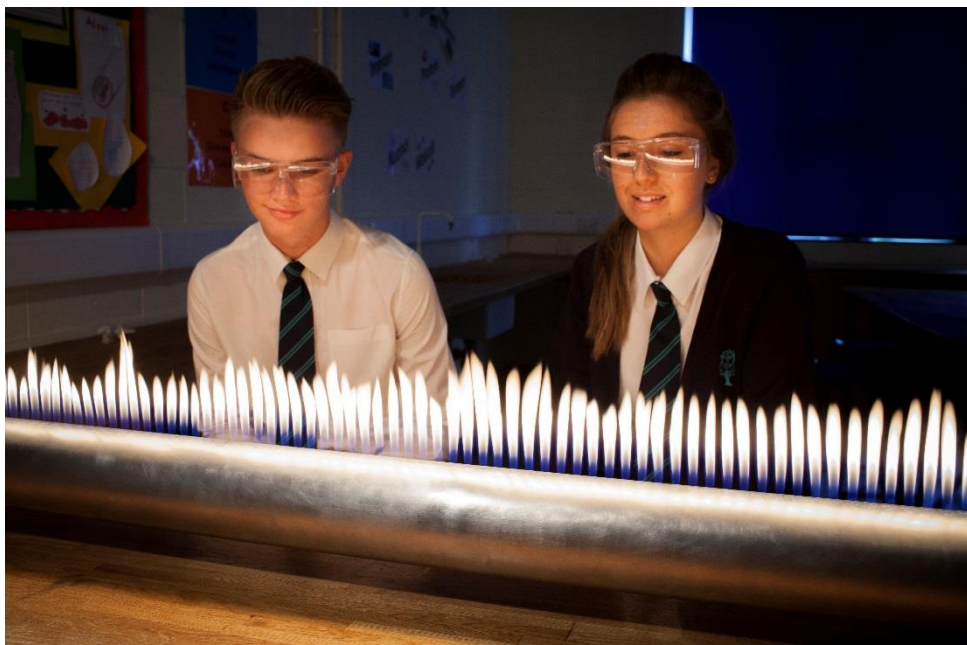
Assessment

- 2 exams worth 35% and 40% respectively taken at the end of the course.
- Controlled assessment worth 25% of the course

This course will prepare students to follow A level courses in any of the Sciences.

Qualities needed for success in the course:

- Interest and ability in all aspects of science
- Ability carry out experiments with care and skill
- Ability to interpret data from a variety of sources, including your own experiments
- Be determined and hard working



Life Skills is delivered to all year 10 and year 11 students one hour per week and includes personal, social, health education, citizenship and religious studies. The course is designed to support students develop their Social, Moral, Spiritual and Cultural (SMSC) needs. Outlined below are the different topics that the students will cover and what they will be examined in at the end of Key Stage 4.

Year 10

- Emotional wellbeing – Considering issues relating to stress, mental illness, prejudice, e-safety and bullying.
- Study skills
- Sex education – Considering issues relating to reproduction, impact of pornography on body image and attitudes to sexual behaviour, relationships, STIs and contraception.
- Healthy lifestyles – Considering issues relating to healthy eating and exercise (drugs education is delivered through the Science lessons)
- Careers and considering the future beyond GCSE.

Year 11

- UCAS Progress – Applying for Sixth Form, Further Education and Apprenticeships (Students write their personal statements in their English lessons)
- Personal finance – Considering issues relating to money management (students develop knowledge of interest rates in their Maths lessons)



RELIGIOUS STUDIES GCSE

CORE SUBJECT

Exam Board: AQA

Course Overview

Religious Studies is taught across Year 9, 10 and 11. Students will focus on Christianity and Islam.

Course Breakdown

The course includes units on: Religion and Relationships, Religion and Work, Religion and Multicultural Society and Religion and Human Rights. Two units of this course will already have been taught at Brookvale before students move to Groby. Students from other schools will have the opportunity to complete this work when they are in Year 10. This course is assessed in May/June 2017 and gives students the opportunity to achieve a GCSE in this subject.



PHYSICAL EDUCATION

CORE SUBJECT



Course Overview

Students have one core Physical Education lesson a week. This gives them the opportunity to develop physical skills in a range of activities and expand their knowledge of health related fitness.

Course Breakdown

Activities covered include traditional sports, like basketball and badminton, team-building activities, as part of an Outdoor Education programme, and Health Education. We encourage students to develop their sporting interests through the extra-curricular programme and we offer an extensive range of activities. Teams compete in a variety of inter-school competitions, such as badminton, basketball, football and rugby, and the inter-house competitions supplement this.

We also guide students to other sport and leisure opportunities outside college to encourage students to make participation in regular physical activity a life-long experience.

The college has a designated PE kit that must be worn to all PE lessons.



In addition to core PE, we also offer GCSE PE and the BTEC Level 2 First Award in Sport to students wanting to study a PE/Sport based course as an additional option subject. The following table compares the differences between the two:

Qualification	GCSE PE	BTEC Level 1/Level 2 First Award in Sport
Worth	1 GCSE Graded from A* - G.	Equivalent to 1 GCSE's A* - C. Graded as a Pass, Merit or Distinction.
Structure	60% Practical Assessed in four activities across two activity areas. Analysis in one activity. Personal Exercise Programme 40 % Theory Written exam paper.	120 Guided Learning Hours (GLH) Fitness for Sport & Exercise – 30 GLH Practical Sport – 30 GLH Anatomy & Physiology – 30 GLH Training for Personal Fitness – 30GLH
Assessment	1½ hour written exam paper taken at the end of Year 11. 4 practical assessments and an Analysis of Performance task.	There is no written examination. Students complete a number of assignments that are internal assessed. There is one external test that is completed online.
Pathways	- A Level PE - University	- BTEC Level 3 in Sport - Employment in the Sport & Leisure industry. - University.

Both qualifications give students the opportunity to develop their knowledge and understanding of Physical Education, but they cater for students with different strengths.

Please see the full course descriptions for PE GCSE and SPORT BTEC in the options section of the guide

Section 3



Option Subjects

Art	Business Studies	Computer Science
Drama	Food Technology	Food & Hospitality
French	Geography	German
Graphics	Health & Social Care	History
ICT	Media Studies	Music
Performing Arts	PE	Resistant Materials
Sport	Textiles	Triple Science

Exam Board: AQA

Course Overview

You want to choose this subject if you are creative, have developed good art skills at high school and are prepared to work hard and enjoy producing Art at GCSE level.

We base the course on drawing as the foundation on which to develop a variety of ideas. We offer a general art course in which all students will cover the following major areas of study: Drawing and painting, sculpture and mixed media including use of ICT and analytical skills through literacy.

Course Breakdown

You will be expected to complete a portfolio of work that covers a number of individual projects.

In each project you will be assigned a series of tasks and problems to be carried out in a set sequence. The sequence is as follows:

- Develop ideas through research and analyse other artists work, cultures and genres.
- Develop, plan and explore ideas and use materials, techniques and processes.
- Record ideas, preparatory studies from observations and relevant insights.
- Select and present a personal response as a final outcome by the deadline date.

Assessment

Internal

Students are monitored regularly through one-to-one during lesson times.

Verbal and written feedback is given regularly and documented in relation to the assessment criteria.

Interim assessments - Students evaluate their own and others' work / Checklists are provided to assist with the monitoring progress throughout each project / Homework is set on a weekly basis.

External

Assessment is through the portfolio of work - coursework (60%) and an externally set task (40%) in year 11.

Coursework Requirements

You want to choose this subject if you are creative, self-motivated, dedicated and have developed good art skills at High School. You must be prepared to work hard, deliver good quality work, meet deadlines and enjoy producing Art at GCSE level.

Qualities needed for success in the course:

You should have an interest in creating and understanding Art and be determined to develop that interest further.

Possible paths in Post 16:

Fine Art (AS & A2)

Graphic Design (AS & A2)

Photography (AS & A2)

Textiles (AS & A2)

3D Art (AS & A2)

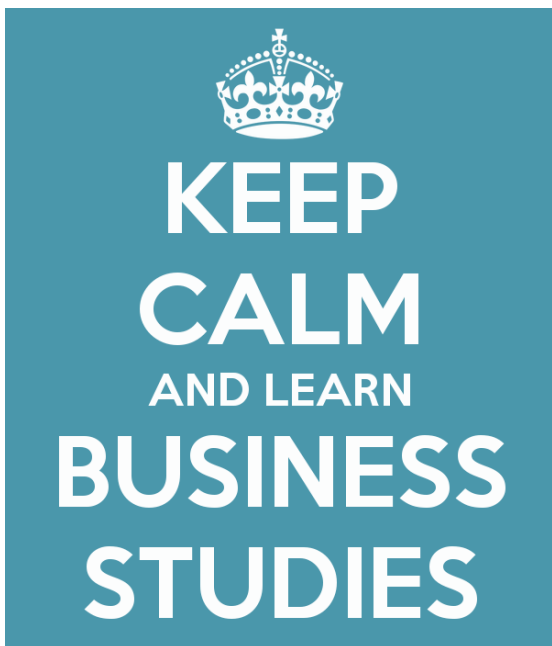


Please note: Students are not able to study Graphics if they choose Art, as the subjects are considered to be too similar.

Exam Board: AQA**Course Overview**

Are you interested in how all kinds of business from corner shops to multi-nationals are organised and run in today's global environment?

Topics covered include business aims and objectives, the different groups of stakeholders in the business, workplace organisation, human resources, communications and the use of ICT in the business environment. You will also have the opportunity to develop practical skills in a wide range of computer applications such as file management, word processing, spreadsheets, clipart and databases.

**Course Breakdown**

The course consists of 6 topic areas:

- ICT in the business environment
- Communication
- Human Resources
- Work Place Organisation
- Computer Applications
- The Business Environment

The 6 topic areas will be covered across the 2 years.

Assessment

The qualification consists of:

- A written exam paper 40%
- A controlled assessment -25%
- A practical exam paper -35%

Qualities needed for success in the course:

- Students will need to have a keen interest in the world of business. They will need to keep up to date with current business news.
- Research skills
- A keen interest in ICT

Possible paths in Post 16:

Progression to Advanced Level business courses.



Exam Board: OCR - Computing J275 (from 2012)

Course Overview

This carefully planned course gives students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. This course is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life.

Course Breakdown

Three mandatory units:

Unit A451: Computer systems and programming
(40% weighting)

Unit A452: Practical investigation
(30% weighting)

Unit A453: Programming Project
(30% weighting)



Assessment

Unit A451 is externally assessed through a 90 minute written exam. Unit A452 is assessed through an OCR set scenario where students carry out an investigative task. Unit A453 is assessed through a controlled assessment set by OCR; this will involve students carrying out a programming task where they will be required to find the solution to a problem.



Coursework Requirements

60% of this course is assessed through internal coursework which means that students need to be self-motivated, dedicated and be able to meet deadlines.

Qualities needed for success in this course:

Students wishing to take Computing should have an interest in technology and be determined to develop that interest further. Students should also have an interest in computer programming and be able to work independently.

Possible Paths in Post 16

Progression to Applied ICT (AS/A2).

Exam Board: Edexcel

Course Overview

The course is very practical and written work reflects and evaluates the practical work produced. We look at devising, script work, performance and other elements of Drama.

Course Breakdown

- Performance skills
- Devising pieces
- Different theme projects
- Exploring scripts
- Performing scripts
- Different styles of drama
- Key skills
 - Using and responding to different drama stimuli
 - Using drama strategies, elements and mediums
 - Evaluating own and others work



Assessment

Internal: Unit 1 Coursework 30%
 Unit 2 Coursework 30%

External: Unit 3 Performance
 (Scripted/devised or performance support) 40%

Coursework Requirements

Two different projects lasting 6 weeks will be completed comprising of practical work and written coursework. These take place in the first term of year 11.
 The Performance takes place in April/May of year 11.

Qualities needed for success in the course:

- Enthusiasm in drama
- Working well with others
- Imagination, creativity and focus
- A willingness to perform in front of an audience
- An ability to reflect on your own and others work

Possible paths in Post 16:

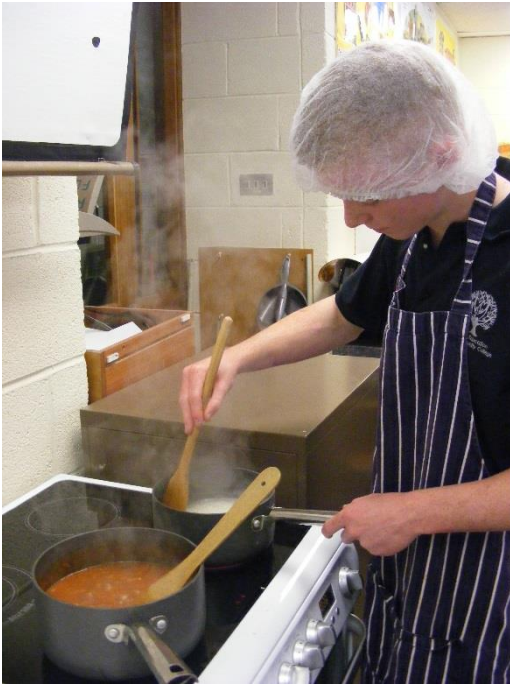
- BTEC Performing Arts.
- BTEC Production Arts.



Please note: Students are not able to study Performing Arts if they choose Drama, as the subjects are considered to be too similar.

Level 2 Award in Hospitality and Catering

Exam Board: WJEC

**Course overview**

The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector.

The WJEC Level 2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists working for supermarket chains.

Course Breakdown

The qualification consists of two units:

Unit 1 – The Hospitality and Catering industry

In this unit, you will learn about the different types of providers within the hospitality and catering industry; the legislation that needs to be adhered to and the personal safety of all of those involved in the business, whether staff or customers. You will learn about the operation of hospitality and catering establishments and the factors affecting their success. The knowledge and understanding you gain will enable you to propose a new provision that could be opened in a given location to benefit the owner and the local community.

Unit 2 – Hospitality and catering in action

In this unit you will learn about food safety, how some foods can cause ill health in people that have intolerances or allergies and what controls need to be in place to minimise the risks of food causing ill health. You will gain knowledge of the nutritional needs of a range of client groups in order for you to plan nutritional dishes to go on a menu. You will learn and develop safe and hygienic food preparation, cooking and finishing skills required to produce nutritional dishes.

Assessment

Unit 1 is externally assessed. The assessment takes the form of a six hour supervised assessment.

Unit 2 is assessed internally.

Within the grading system you can be awarded a Pass,

Merit and Distinction depending on your meeting the

required point criteria. When students consistently achieve distinction over the 2 years they can achieve Distinction*.

Qualities needed for success in the course

Students will be expected to work to strict deadlines in order to complete the necessary units of work. They will build up a comprehensive folder of evidence of their work. Students are expected to bring in their ingredients for every practical lesson.

Exam Board AQA

Course content

Year 10

(The controlled assessment project is started during the Summer term in Year 10)

- Concentration on the development of practical skills, methods and processes.
- Developing and understanding of the functional properties of ingredients.
- To understand the nutritional properties of food.
- To understand the wider consideration of food design related to social, cultural, environmental, and economic issues.
- To understand the relationship of hygiene and safety considerations when using food.
- Students will work through small projects that link theory to practical skills. You will be expected to bring in ingredients for practical activities on a regular basis.
- Homework is set regularly to support class learning and to carry out additional research into the topics covered.

Year 11

Students will concentrate on the controlled assessment project and then on the preparation for the summer theory exam.

Assessment

- Full written tests during Year 10 and 11, including a mock GCSE exam.
- Controlled assessment project marked internally and externally moderated.
- Written public exam at the end of Year 11 for the full ability range A* - G.

Qualities needed for Students

Students will need to have a genuine interest in food and start to develop competent practical skills. Students need to be prepared to work hard both in college and at home. Commitment in sourcing and bringing in ingredients for practical activities. Students need to research and develop the scientific understanding of ingredients and use a computer to present their work. Students are expected to bring in their ingredients for every practical lesson.

**Possible P16/career paths**

A student who has achieved grade C or above in a GCSE Art or Design subject can go onto study one or more Art & Design AS & A2 subjects at Groby Community College. We have a lot of students who go on to Art Foundation courses, degree courses and who pursue a career in an area of Art & Design.

Exam Board - WJEC

Course Overview

Listening – 20%

Controlled Speaking Assessment – 30%

Reading - 20%

Controlled Writing Assessment – 30%

Course break down

There are 4 themes to be covered over the 2 years, dealing with different situations:

- Personal and social life- Self, family, friends, home life, shopping, meals, healthy living, illness and accident, free time, fashion, relationships, future plans.
- Local community- Home town, school, education, local environment, pollution, recycling, local facilities, comparisons with other towns and regions, weather and seasons.
- The world of work- Work experience, part-time jobs, future careers, technology (sending messages, accessing information.)
- The wider world- Travel and holidays, media, social issues (e.g. life of young people today, homelessness, crime, drugs, healthy living, religion, politics) life in the countries and communities where the language is spoken.



Assessment

Internal:

- Controlled Assessment Speaking (CAS) 30% - 2 speaking assessments (presentation and discussion & structured conversation) to take place over the 2 years on different themes
- Controlled Assessment Writing (CAW) 30% - Students to complete 2 writing tasks over the 2 years

External

- At the end of year 11:

Reading 20%

Listening 20%

There are 2 levels of entry for reading and listening – Foundation C-G Higher A*-D

Qualities needed for success in this course:

- Have the desire to learn about French culture and the language
- Previous knowledge of French is required to undertake this GCSE course

Possible Post 16 Study:

AS level/A2 Level.

A language is particularly useful for students who may want to study in Higher Education.

Many universities consider a language to be an important indicator of ability when selecting prospective students.



Exam Board: AQA Geography Spec B

Course Overview

This course covers physical and human geography, and a wide range of skills, including fieldwork.

Unit 1: Managing places in the 21st Century

The Urban Environment

The Coastal Environment

Unit 2: Hostile World and Investigating the Shrinking World

Section A: Living with natural hazards (Wildfires, Tropical Storms, Earthquakes and Volcanoes) and The challenge of extreme environments.

Section B: Investigating the globalisation of industry and Investigating global tourism.

Unit 3: Local Investigation including Fieldwork and Geographical Issue Investigation

Task One: Local Investigation including Fieldwork

Task Two: Geographical Issue Investigation

Assessment

Unit 1 and unit 2 are each assessed by a 1 hour 30 minute examination at the end of year 11. Unit 1 will require students to answer all questions and Unit 2 will require students to answer one question from section A and one question from section B. The exams are tiered into Higher and Foundation.

Unit 3 is made up of Local Investigation including Fieldwork, which equals 15% of the full GCSE and a Geographical Investigation, equal to 10%. Investigations will be written up in controlled conditions but research will be carried out first.

After each section of each unit has been taught, students will be given an end of unit test to help them practice. There will also be a mock exam at the end of year 10 and in year 11.



Qualities needed for success in the course:

- Interest in the environment, maps, photographs, ICT, drawing and sketching, fieldwork.
- Ability to work independently on coursework.
- Ability to learn factual content of case studies.
- Be determined and hard working.
- Enjoy reading and researching.

Possible Post 16 Study & Career Choices

GCSE geography is very useful for A-level geography and A-level Sociology.

Geography is a well regarded academic course among employers and Universities.

Geography directly leads to a range of careers from town planning to teaching.

Exam Board - WJEC

Course Overview

Listening – 20%

Controlled Speaking Assessment – 30%

Reading - 20%

Controlled Writing Assessment – 30%

Course breakdown

There are 4 themes to be covered over the 2 years, dealing with different situations:

- **Personal and social life**- Self, family, friends, home life, shopping, meals, healthy living, illness and accidents, free time, fashion, relationships, future plans.
- **Local community**- Home town, school, education, local environment, pollution, recycling, local facilities, comparisons with other towns and regions, weather and seasons.
- **The world of work**- Work experience, part-time jobs, future careers, technology (sending messages, accessing information.)
- **The wider world**- Travel and holidays, media, social issues (e.g. life of young people today, homelessness, crime, drugs, healthy living, religion, politics) life in the countries and communities where the language is spoken.



Assessment

Internal:

- Controlled Assessment Speaking (CAS) 30% - 2 speaking assessments (presentation and discussion & structured conversation) to take place over the 2 years on different themes
- Controlled Assessment Writing (CAW) 30% - Students to complete 2 writing tasks over the 2 years

External

- At the end of year 11:
Reading 20%, Listening 20%
There are 2 levels of entry for reading and listening – Foundation C-G Higher A*-D

Qualities needed for success in this course:

- The desire to learn about German culture and the language
- No previous knowledge of German is required to undertake this GCSE course, however, some experience would be beneficial.



Possible Post 16 Study:

AS level/A2 Level.

A language is particularly useful for students who may want to study in Higher Education.

Many universities consider a language to be an important indicator of ability when selecting prospective students.

Exam Board: WJEC

Course Overview

This course has been purposely put together to introduce creativity within graphic design through a range of processes and techniques in a fun, secure, inclusive and supportive environment. Students will develop a sound understanding of the design process and experience a wide range of activities that will promote the understanding of Graphics within the design context. In support of the multi-cultural society in which we live the course has been designed with an overall cultural theme based on six different countries.

Course Breakdown

In Year 10 students will be allocated to one of six country themed groups and will undertake both individual and group tasks that will enable them to produce an extensive and varied body of work for a design portfolio. The majority of these mini projects will include work based on existing graphic designers and image manipulation using Photoshop. During these projects students will learn how to manipulate images and develop their presentation skills.

Assessment

Internal

Each project will be marked and detailed feedback sheets given to aid improvement. This extensive body of work will be then reviewed, selected and presented effectively by the student with staff support for a formal assessment. The portfolio accounts for 60% of the final GCSE grade.

External

The externally set task is 40% of the GCSE grade. This will be based on a theme set by the exam board. Students will be given time for research and preparation which will culminate in a 10 hour session under exam conditions.



Coursework Requirements

Year 10/11 - Candidate Portfolio - A series of mini projects 60% of the final grade personally selected and internally assessed.
Year 11 - Externally set task (40% of the final GCSE grade)

Qualities needed for success in the course:

Students will be taught all the skills required to succeed on this course. It will be advantageous to have good ICT skills, but not essential. Well motivated students that are creative, imaginative, and have good drawing skills perform well on this course. Students will be encouraged to respond and act on

positive and regular constructive feedback enabling them to reach their full potential.

Possible Post 16 Study & Career Choices

This course equips students with the necessary skills to continue in Post 16 on the Graphic Design course. Other similar courses include 3D Design, Photography, Textiles and Fine Art.

Please note: Students are not able to study Graphics if they have chosen Art, as the subjects are considered to be too similar.

**Course Overview**

This course provides opportunities for learners interested in Healthcare to gain a nationally recognised vocational qualification while developing a range of

skills, techniques, personal qualities and attitudes essential for successful performance in working life. The course also looks at the role of the health or social care worker, their relationship with patients/service users and their responsibilities towards patient/service users and the wider health and social care sectors. Students will complete the units outlined below.

Core Unit 1: Human Lifespan Development

In this unit you will explore human growth and development across life stages and investigate factors that affect human growth and development and how they are interrelated. There are four distinct aspects to human growth and development, usually classified as physical, intellectual, emotional and social development. These four aspects are closely related to each other, and a change in one can affect some, or all, of the other areas. This is assessed by an hour long exam in May of Year 10.

Core Unit 2: Health and Social Care Values

In this unit you will explore the care values that underpin current practice in health and social care and investigate ways of empowering individuals who use health and social care services. You will also investigate methods used to empower individual users of health and social care services. This is important in health and social care, as it enables individuals to take control of their own care, and helps them to ensure that their specific needs are met. This unit is assessed by a coursework portfolio.

Optional Specialist Unit 3: Effective Communication in Health & Social Care

In this unit you will investigate different forms of communication, investigate barriers to communication in health and social care and examine how to communicate effectively in health and social care. This unit will help you to explore the communication skills needed to interact with individuals who use health and social care services. You will put these skills into practice in real-life or simulated situations, in both one-to-one and group interactions. This unit is assessed by a coursework portfolio.

Optional Specialist Unit 6: The Impact of Nutrition on Health and Wellbeing

This unit provides you with some answers and extends your understanding of how important a balanced diet is to your health. You will explore what is meant by a balanced diet and its effects on the body, for example in raising immunity to infection and improving concentration. You will also explore what is meant by an unbalanced diet and how this may lead to various types of ill health. This unit is assessed by a coursework portfolio.

Qualities needed for success in the course

You do not need any prior knowledge of Health and Social Care but you do need to be very interested in studying it or even thinking of a career in Health and Social Care. The course does involve a lot of work and you should be able to work independently.

Possible Post 16 study

BTEC Level 3 Subsidiary Diploma in Health and Social Care (equivalent to A Level).

Exam Board: OCR

Course overview

GCSE History follows the OCR History B: Modern World course. This course is designed to develop your historical skills of analysis and interpretation, able to create reasoned arguments and develop your understanding of sources.



Course breakdown

The course is made up of three units

- Unit 1: Aspects of International Relations (The Interwar Years, 1919-1939) with Depth Study (Causes and Events of World War I)
- Unit 2: British Depth Study (Britain 1919-1975)
- Unit 3: Controlled Assessment (USA: the Land of Freedom? 1945-1975).

Assessment

Assessment is 75% exam, with two exam papers on units 1 and 2. Unit 3 is assessed through controlled conditions coursework.

Coursework Requirements

Coursework is a taught course where you are taught about the broad topic, with an emphasis on source work. You will then be required to select relevant knowledge and sources in order to answer a question set by the exam board. This will be done in the first part of year 11.

Qualities needed for success in the course:

Curiosity about how the world you live in has been shaped.

The ability to criticise, develop an argument and see more than one point of view.

Good literacy skills.

An interest in various aspects of History.

Possible paths in Post 16

Students that achieve well in History will be able to progress to History at A-Level which is a well-respected qualification by universities. It can be helpful for careers in Law, Education, Media, Politics, Business and obviously, History.

Studying History also supports further study of a range of Humanities qualifications at A-Level, such as Psychology, Sociology and Geography.



OCR Level 2 Cambridge National Certificate - Equivalent to two GCSEs

Exam Board: OCR

Course Overview

This course has been developed to recognise learners' skills, knowledge and understanding of Information and Communication Technology functions, environments and operations. The learners carry out a range of tasks that have been designed to recognise their achievements in a modern, practical way that is relevant to the workplace.



Course Breakdown

Two mandatory units:

Unit 1 Understanding computer systems

Unit 2 Using ICT to create business solutions

Two optional units (decided by the teacher) from:

Handling data using spreadsheets

Handling data using databases

Creating an interactive product using multimedia component

Creating digital image

Creating dynamic products using sound and vision

Introduction to computer programming

Exploring computer hardware and networks

Developing control systems

Understanding technology – a project approach

Assessment

Unit one is assessed through a one hour written exam. Unit 2 and all optional units are centre-assessed and externally moderated by OCR. The full award and units from this qualification are graded as Pass, Merit, Distinction and Distinction*. These grades are equivalent to C, B, A and A* at GCSE.

Coursework Requirements

The vast majority of this course is assessed through internal coursework which means that students need to be self-motivated, dedicated and be able to meet deadlines.

Qualities needed for success in this course:

Students wishing to take ICT should have an interest in technology and be determined to develop that interest further. This course is aimed for students who wish to develop real-world practical skills in ICT.

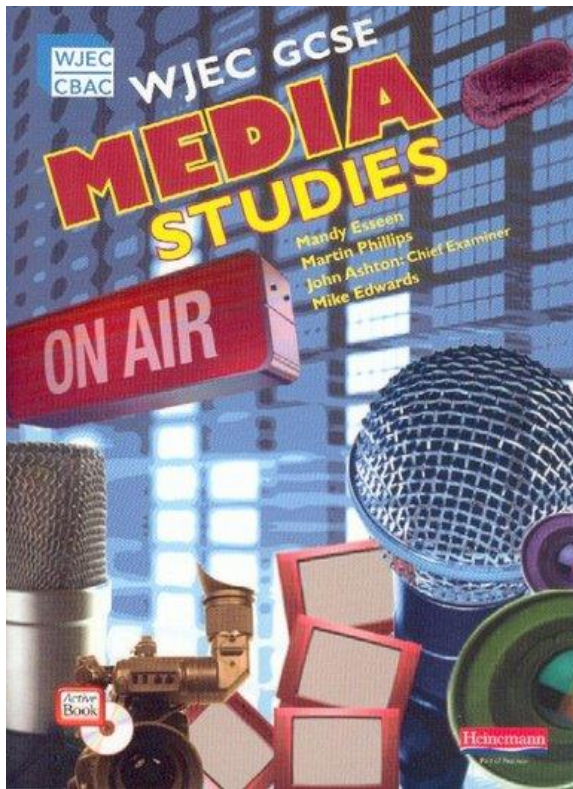
Possible Paths in Post 16

Progression to Applied ICT (AS/A2).

Exam Board: WJEC

Course Overview

Media Studies is a subject that requires students to be critical and thoughtful about the world around them. Much of what we know about the world is mediated through some form or another, be it television, films, newspapers or the internet. Rather than simply passively consume what the media presents us with, we encourage discussion, insights and ideas and questioning of the world around us and the way the media works.



Internal Controlled Assessment

Assessed throughout the course – 60% of the final mark

Three Pieces of work:

- One textual investigation on audio-visual media (either Reality TV or Music Video) (10%)
- One textual investigation into print media (Superhero Comics) (10%)
- A media production consisting of research, planning, a production and an evaluation of that production (Horror film trailer or a personal choice) (40%)

External Assessment

Exam – June 2017 – 40% of the final mark.

Section A

- Investigating the media: A four part question based on a topic chosen by the exam board

Section B

- Planning the media: A series of creative tasks based on knowledge of convergent media

Qualities needed for Media Students

Students must have the ability to work independently, maturity, and a critical and curious mind. The ability to work in small groups, they should be able to take control of important equipment, use IT skilfully and inventively and suggest and explore ideas.

Possible P16/career paths

Media Studies students go on to do a range of A Levels, including Media Studies, Film Studies, English Literature and English Language and Literature. Students of Media Studies find work in a range of professions that require open and critical thought and the ability to hold a point of view, such as the media industry, teaching and law.



Exam Board: AQA**Course Overview**

The course covers performing, composing, listening, and appraising.

Course Breakdown

- Performance can be on any instrument or voice. A piece of about grade 4/5 standard would gain the top grade if performed perfectly. (Any style of music is acceptable.) Ongoing practice is expected as homework.
- Composing techniques are explored in Year 10.
- 10 – 15 minutes of each lesson is used to develop listening skills and knowledge.
- The rest of the time in lessons is used for practical performing and composing.

Assessment

Internal:	Solo and Ensemble performance	First composition.
External:	Second Composition	Listening Exam.

Coursework Requirements

- First composition completed by December of Year 11.
- One solo performance recorded by December of Year 11.
- One ensemble performance recorded by April of Year 11.
- Second composition completed by April of Year 11.
- Listening exam taken in May of Year 11.

**Qualities needed for success in the course:**

- Ability to play an instrument or sing. (It is possible to be a near beginner and still pass the GCSE but there would be a great deal of ground to catch up on.)
- Lessons on the students' own instrument or voice would be an advantage. Some lessons are available at school. The College will subsidise lessons for students who are categorised as Pupil Premium.
- Motivation to practise more or less every day.
- Ability to work independently.
- A passion for music.
- (Ability to read music is not necessary.)

Possible paths in Post 16:

A level Music / A level Performing Arts / BTEC Music Performing / BTEC Music Composing

Course Overview

The course has two main components:

Unit 1 – The Theory of Physical Education

The theory aspect of the course is classroom based and covers issues relating to physical activity. Section 1.1 (Healthy, active lifestyles) includes topics such as health, fitness, exercise, training and diet. Section 1.2 (Your healthy, active body) looks at the cardio-vascular system, respiratory system, muscular system and skeletal system in relation to physical activity and sport.



Unit 2 – Performance in Physical Education

The practical aspect of the course gives students the opportunity to develop their skills, techniques and understanding across various activity areas. It includes four practical performances from two different activity areas. Students can be assessed as a performer, official or coach/leader. Performances while representing school teams or local clubs can be used to support your work.

Assessment

Exam – students complete a 1½ hour written examination paper at the end of Year 11 covering all the theory covered as part of Unit 1. This is marked externally and is worth 40% of your final grade.

Practical – members of the Physical Education staff will assess practical activities during a practical exam week in Year 11. Students are required to offer four performances in practical activities, each marked out of 10. This is externally moderated.



In addition, students must complete an *Analysis of Performance* task, based on one of their chosen practical activities, that includes a *Personal Exercise Programme*. This is out of 10.

Qualities needed for PE Students

Students need to be strong practical performers in a range of sports and participating in physical activity regularly outside of school. They also need to be academically sound to cope with the demands of the theoretical component of the course. Appropriate homework will be set throughout the course and students will be expected to complete regular written tests.

The GCSE PE requires students to be strong performers in four practical activities, as the grade boundaries of this element of the course are very high. Students must also have the academic ability to sit an end of year exam.

Please note: Students are not able to study Sport if they choose PE, as the subjects are considered to be too similar.

Exam Board: AQA

Course Overview

This is a highly practical course which looks at the whole business of staging productions for a specific audience. This course is highly suitable to those who love to perform live in drama, dance or music, but also to those interested in backstage roles like lighting and sound, costume design or stage management and set design.

Assessment

Assessment is through a portfolio of evidence of skill development (Unit 1) and a live performance to an examiner with an action plan and evaluation (Unit 2).



Coursework Requirements

The skill portfolio is built and assessed throughout the course and consists of a number of assignments leading to performances which build and extend student's skills. Students can choose the main performance skills they work in, so, for example, a dancer would choose to use dance to work on their assignments though all students are expected to take part in workshops in varied skills – acting, singing and dancing – in order to expand their experience. The final performance takes place between March and the end of May in the examination year.



Qualities needed for success in the course

- A love of putting on live performances
- A genuine interest in some aspect of the Performing Arts either as a performer or backstage
- An ability to work independently and take lots of responsibility for your own work
- A willingness to perform on stage in front of live audiences

Possible paths in Post 16

BTEC Level 3 Nationals in Performing Arts.

Please note: Students are not able to study Drama if they choose Performing Arts, as the subjects are considered to be too similar.

Exam Board: AQA

Course Overview

Students will be required to work with wood, metal, plastics, glass and combinations of materials to produce 3D outcomes to a series of design briefs, while developing practical skills and knowledge. Students will use creative thought, decision-making and self-criticism to become "discriminating and informed users of products, and become innovators".



Course Breakdown

Year 10

Mini projects to learn and develop skills, knowledge and understanding of machines, materials, processes, concepts of design and wider world issues.

Homework will be issued regularly to support classroom learning.

Students will begin the GCSE Controlled Test towards the end of Yr10

Year 11

Students will be involved predominantly in the designing and making of a 3D quality product for the Controlled Test. After the deadline of the Controlled Test at the end of March students will focus on revision and preparation for the written examination.

Assessment

Internal – coursework 60%

External – examination 40% (2 hours)

Coursework Requirements

There are various deadlines to be met for coursework in Year 11.

A coursework folder/record of design ideas and processes will be produced, usually an A3 flip file demonstrating the train of thought from ideas to final outcomes.

Qualities needed for success in the course:

- The enjoyment of making things, practical ability as well as vision and a flair for designing.
- Hard work, attention to detail and problem solving abilities.

Possible paths in Post 16:

AS & A2 Art & Design: 3D Design

AS & A2 Art & Design: Graphic Design

As & A2 Art & Design: Photography

Advanced GNVQ courses in Art &

Design, Interior Design,

Engineering, Furniture Design,

Jewellery Design, Theatre and Prop

design, Architecture, Sculptor, etc.

offered at various FE College



BTEC Level 1/2 First Award in Sport (NQF) - equivalent to 1 GCSE

Exam Board: Edexcel www.edexcel.com/quals/firsts2012/sport

Course content:

The course consists of four main components, two in each year of study.

Year 10

Unit 1 – Fitness for Sport and Exercise

This unit covers components of fitness, principles of training, methods of fitness training and fitness testing. Lessons will mainly be based in a practical setting, but preparation for the onscreen test will be done in the classroom.

Unit 2 – Practical Sports Performance

This unit focuses on developing and improving your own practical sports performance in two sports. Through participation it is expected that you will develop knowledge of the associated rules, regulations, scoring systems, skill, techniques and tactics. There will also be a section asking you to review your own sports performance and consider ways to improve.

Year 11

Unit 5 – Training for Personal Fitness

This unit builds on the knowledge gained from unit 1 and involves designing, completing and reviewing a 6 week fitness training programme.

Unit 6 – Leading Sports Activities

This unit involves planning, leading and reviewing sports activity sessions, using examples of successful sports leaders as guidance.

Assessment

External

Unit 1: Fitness for Sport and Exercise consists of an onscreen test lasting 1 hour, containing different types of questions, that are externally marked by the exam board. This test will be sat towards the end of Year 10.

Internal

Unit 2: Practical Sports Performance, Unit 5: Training for Personal Fitness and Unit 6: Leading Sports Activities consist of coursework assignments that must be completed by specific deadlines.

The BTEC Level 1/Level 2 First Award in Sport (NQF) is broadly equivalent to 1 GCSE and work is graded as Level 1, Pass, Merit, Distinction or Distinction*.

The BTEC Level 2 First Award in Sport caters for students who have an interest in PE and Sport, but are not strong all-round sports performers or struggle in written exams.

Please note: Students are not able to study PE if they choose Sport, as the subjects are considered to be too similar.



Exam Board: AQA

Course Overview

This course involves working primarily with textiles in a fun environment in the activities of designing and making. Students will work to briefs, researching, analysing, designing and evaluating whilst developing practical skills and theoretical knowledge. The course allows students to develop consideration for their design decisions and those of designers in the world in which we live.

Use of ICT, CAD and CAM and an understanding of industrial practise, the impact of the textile industry on the environment, together with smart, modern, technical and electronic textiles and their applications are all important features of the course. An emphasis on creativity and innovation runs through every project.

Course Breakdown

- Introduction to the sewing machine with samples of various stitches and construction processes like seams, edge and hem treatments produced.
- Skills based project with the production of an equipment bag created using a variety of embellishment techniques including CAD/CAM. Samples included in students theory folders.
- Homework is built in to schemes of work to support classroom learning and issued on a regularly.
- Manufacture of children's clothing from recycled materials to be donated to international charities.
- Short projects using smart, modern, technical and electronic textiles
- Controlled Assignment – GCSE 45 hour project begins in Year 10 and continues into Year 11.
- Exam Theory and revision covered before students go on Examination leave.

Assessment

- Assessment of coursework and homework is ongoing. Students will have the opportunity for self and peer assessment and parents are also invited to be involved in the process during the Controlled Test.
- Trial examinations at end of Year 10 and before the examination period in Year 11.
- Controlled Test marked by teaching staff and moderated by AQA examiners.
- Written 2 hour examination at end of Year 11.

Coursework Requirements

- Equipment bag project and theory work, Autumn term of Year 10
- Child's Clothing Project Spring Term of Year 10
- Short materials based projects in summer Term
- GCSE Controlled Test begins Summer Term of Year 10 and completed February of Year 11
- GCSE Examination preparation ongoing until exam leave

Qualities needed for success in the course:

- A genuine interest in Design, Textiles, Fashion, Interior Design and making textiles products.
- Enthusiasm, motivation & hard work.

Possible paths in Post 16:

- AS & A2 Art & Design :
Textiles / 3D Design /
Graphic Design
- Advanced GNVQ courses
in Art & Design, Fashion
and Textiles, Interior
Design etc., offered at
various F.E. Colleges



Exam Board: OCR Gateway Science Suite

Course Overview

This course covers extra biology, chemistry and physics content as an extension of units covered in the 'Core Science' and 'Additional Science' pathways. It is an excellent preparation for AS level courses in the sciences and is most suitable for those with a real interest in and aptitude for science.

Students who choose this option will need to have achieved at least level 7 in their teacher assessment at Key Stage 3 (the end of Year 9).

Triple Science aims to give learners opportunities to:

- Develop their interest in, and enthusiasm for biology, chemistry and physics
- Develop a critical approach to scientific evidence and methods
- Acquire and apply skills, knowledge and understanding of how science works and its essential role in society
- Acquire scientific skills, knowledge and understanding necessary for progression to further learning.

Course breakdown

Year 10: Students will cover the first 3 units in each subject - Units B1-B3, C1-C3, P1-P3.

Year 11: Students will cover the second 3 units in each subject - Units B4-B6, C4-C6, P4-P6.

Assessment

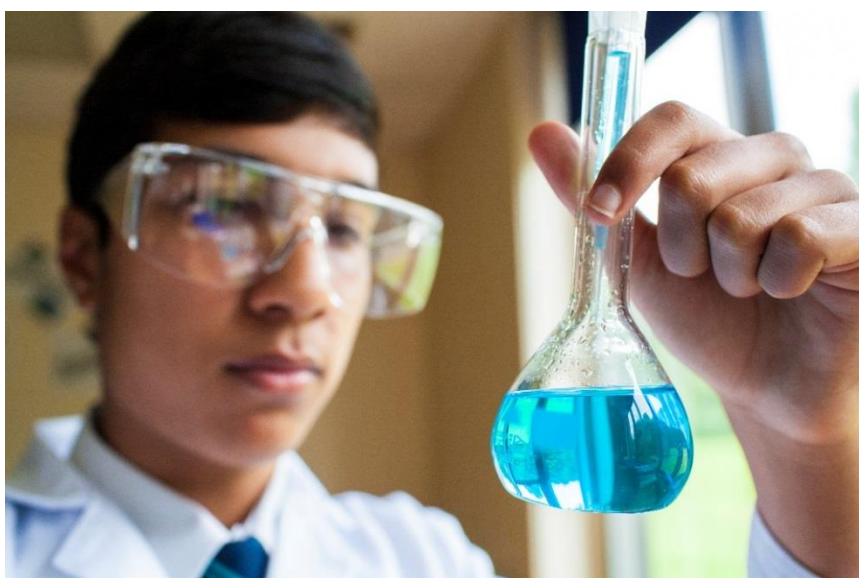
Each science is assessed separately, leading to the award of three separate GCSEs. The assessment for each individual science consists of two exams at the end of the two years of the course, as well as coursework tasks in each subject. The exams are worth 35% and 40% respectively and the coursework contributes 25% to the final grade.

Qualities needed for success in the course:

- A teacher assessment of level 7 or above at high school
- Interest and ability in all aspects of science
- Ability carry out experiments with care and skill
- Ability to interpret data from a variety of sources, including your own experiments
- Be determined and hard working

Possible Post 16 & Career Choices

Extremely useful for AS levels in biology, chemistry and physics.



Section 4



Subject Choices

How to Submit Subject Choices

Record of Choices

Choices Form

HOW TO SUBMIT SUBJECT CHOICES

Hopefully, after reading the booklet carefully and considering all the additional subjects we have available for students to study, you are now ready to submit your choices. To do this you will need to complete the form supplied loose with this booklet. This form is also available from college Reception or can be downloaded from our website: www@grobycoll.com

A sample form is also shown on the next page so you can view the format. You will see that there are 2 sections for you to complete– one for your English Baccalaureate subject choice and the second for your remaining 3 choices. We ask for reserve choices in both cases, however if for any reason we are unable to give a student their preferred choices we will make contact, either by visiting the student at school or by phoning home to speak with parents.

It is important that students are supported in their choices by a parent/carer and for this reason we ask for the choice form to be countersigned by a parent/carer. If you are making choices as part of the standard transfer process from Year 9 to Year 10, there is a deadline by which the forms should be submitted to the college.

**Deadline for Subject Choices Form to be submitted to Groby Community College:
Friday 13 March 2015**

Any forms received after this time, will have lower priority than those received within the deadline. Following the deadline, the forms will be used by the college to allocate subjects to students. This process can take several weeks, after which students will be notified by letter about the outcome of subjects they have been allocated to study.

Students will have an opportunity to experience sample lessons in their chosen subjects during 3 days of Induction in July 2015 and will participate in subject lessons when the new term commences in September.

There is some flexibility in changing option subjects during induction or within the first two weeks of term, however change requests can depend many factors such as:

- Number of students in classes due to safety considerations
- Clashes with other subjects
- Availability of a subject in a timetabled block
- No space in a class

As a result we cannot guarantee that request for changes can be made and for this reason it is very important that subject choices are carefully considered. Any requests for changes will have to be directed to Mrs Lee:

dlee@grobycoll.com

Tel. 0116 2817001 (Direct Line)

RECORD OF CHOICES

Please complete the form, as the sample shown, to indicate your subject choices. As this form has to be submitted to Groby Community College, please keep a record of your preferred and reserve choices by completing the tables below.

ENGLISH BACCALAUREATE CHOICE (ONE SUBJECT)	
Make a record of your preferred choice and also a reserve	
	Computer Science GCSE
	French GCSE
	Geography GCSE
	German GCSE
	History GCSE
	Triple Science 3 GCSEs

ADDITIONAL SUBJECTS (THREE SUBJECTS)	
Please make a note of your choices in priority order for future reference	
	Art GCSE
	Business GCSE
	Computer Science GCSE
	Drama GCSE
	Food Technology GCSE
	Food & Hospitality BTEC
	French GCSE
	Geography GCSE
	German GCSE
	Graphics GCSE
	Health & Social Care BTEC
	History GCSE
	ICT
	Media Studies GCSE
	Music GCSE
	Performing Arts GCSE
	PE GCSE
	Resistant Materials GCSE
	Sport BTEC
	Textiles GCSE
	Triple Science 3 GCSEs

GROBY COMMUNITY COLLEGE

FORM FOR MAKING SUBJECT CHOICES 2015-2017



Name (block capitals please) _____

Current School _____

Section 1: ENGLISH BACCALAUREATE (E Bacc) CHOICE

Students study 4 option subjects in total, one from the E Bacc group:
French, German, Geography, History, Triple Science, Computer Science.

Please indicate your first choice and a reserve choice in the box below

Preference Order	Subject	GCSE or BTEC
E Bacc choice	SAMPLE	
Reserve		

Section 2: ADDITIONAL CHOICES – 3 SUBJECTS

Students study 3 option subjects, but are asked to provide 5, with 2 as reserves.

Please complete all lines below – ie 5 subjects in case 1st, 2nd & 3rd choices are not available.

Incomplete forms will be returned for 5 subjects to be inserted.

Preference Order	Subject	GCSE or BTEC
1		
2		
3		
Reserve 1		
Reserve 2		

Please note: If a student wishes to change an option subject they may do so up to September 2015. However the change should be requested in writing from a parent/carer with a reason for the change.

Signature of Student _____

Signature of Parent/Carer _____

When completed this form should be sent to:

Mrs Debbie Lee, Groby Community College, Ratby Road Groby LE6 0G

To do this you can:

- Hand the form in at Groby College Reception
- Post the form to the address above
- Hand the form in to Mrs Jo Clarke (if at Brookvale High School)

GROBY COMMUNITY COLLEGE

Achieving Excellence Together



Principal: Robert Coles
Groby Community College,
Ratby Road, Groby, Leicester LE6 0GE
Tel: 0116 287 9921
Email: admin@grobycoll.com
Web: www.grobycoll.com



inquire
inspire
innovate
impact

