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Information for Parents

This booklet is part of the school's careers guidance to enable year 10 pupils to make informed choices when choosing their subjects for GCSE study in Years 11 and 12.

The booklet gives details of subjects that are **likely** to be available to pupils in Year 11 in September 2018. Due to a lack of numbers or other circumstances it is possible that one or two subjects are not viable after the choices are made but this is not a usual occurrence.

The fact that Ashfield Girls' High School has a history of excellent results and is an ICT Specialist School gives all pupils an opportunity to achieve their maximum potential at exam level and **all pupils** will enter eight GCSE/Level 2 subjects. The variety of choice makes the process complicated so it is necessary to read these introductory notes carefully.

All pupils in **Group A** will study GCSE in the following subjects which are **not choice options**:

English Language, Mathematics, Personal Development & Employability and Applied Science

A further 4 GCSE/BTEC Level 2 options must also be chosen. Only one of Occupational Business or Occupational Childcare can be chosen.

This booklet gives information on each option that is available in Ashfield Girls' High School. Please also make use of the valuable sections in this booklet on information on Transferable skills and Careers for each subject.

Pupils will firstly be asked for their provisional choices. These are not binding and are to enable us to maximise the timetabling options in the final choices.

A Parents' Information Session will be held on Thursday 7th February from 1.00pm to 1.15pm in the school's Gym. After this a Careers Fair for both pupils and parents will be held in the school's Sports Hall from 1.15pm to 1.45pm. We strongly advise all parents to attend this. From 1.45pm until 4.30pm there will be a Parents' Consultation. By Tuesday 5th March final choices must be completed.

Pupils in years 11 and 12 also have classes in RE, PE, and LLW that are non exam subjects but are compulsory under Department of Education guidelines.

Pupils will spend two years studying each of their subjects, so should find out all they can about them, before making their final choices.

Important Dates:

Thursday 24th January 2019: Year 10 pupils given Provisional Choice Sheets and Option Choice Booklet.

Wednesday 6th February 2019: Subject Mapping Event for all Year 10 pupils – organised by Eye4Education. Subjects are mapped to real life careers in this programme with the additional aim of promoting the subjects as choices for further study at GCSE level.

Thursday 7th February 2019: Principal & Vice-Principal Information Session for parents (1.00pm - 1.15pm)
Year 10 Subject Fair for parents & pupils (1.15pm – 1.45pm)
Year 10 Parents' Consultations (1.45pm - 4.30pm)

Monday 11th February 2019: Provisional Option choice sheets to be submitted.

Tuesday 5th March 2019: Final choice sheets to be submitted.

Advice for choosing a subject

Choosing subjects can be a challenging decision for some. We would recommend that you consider the following steps when making your choices:

- ✓ **Ability:** Consider which subjects you can do well. Consider your recent Winter examination results and performances in Year 9 but remember that some examinations are of a different standard to others.
- ✓ **Preferences:** What we like and don't like makes us who we are. Most students will benefit from choosing subjects which they enjoy as it helps them to stay motivated.
- ✓ **Career Ideas:** Although this is an early stage, some students will have an idea of a career they may wish to pursue, or a general career direction. Check out the subjects that these career areas require. The internet has many useful sites which give this information.
- ✓ **Controlled Assessment:** Controlled Assessments are carried out in class time. It is worth considering the overall balance of controlled assessments in your timetable. Having some subjects where a percentage of the final result is completed in class before final examinations helps to ease pressure in those examinations. If all choices have a large component of controlled assessments they will have to manage their time very effectively throughout the two years of study to be able to keep on top of their work.

It must be emphasised that there is little point in choosing subjects because they are required for entry into a particular career if you are likely to fail or do poorly at these subjects.

Transferable Skills



What are Transferable Skills?

Transferable skills are skills and abilities that are relevant and helpful across different areas of life: socially, professionally and at school. They are 'portable skills'.

People usually think about their transferable skills when applying for a job or when thinking about a career change. Employers often look for people who can demonstrate a good set of transferable skills.

The good news is that you already have transferable skills – you've developed such skills and abilities throughout your life, at school, at home and in your social life.

It is often important that you can identify and give examples of the transferable skills that you have developed – this will go a long way to persuading prospective employers that you are right for the job.

Most people will have at least three different careers during their working life and many of the skills used in one will be transferable to another.

Each subject has its own set of transferable skills as follows:

Occupational Business

- an understanding of organisational behaviour and structure
- analytical and critical thinking
- decision-making
- a creative approach to problem-solving
- persuasive written and oral communication
- numeracy and the ability to research
- interpret and use business and financial data
- self-resilience
- initiative and the ability to manage time
- projects and resources
- appreciation of the causes and effects of economic and other external changes

Occupational Child Care/ Patisserie

- written communication developed through writing essays
- ability to work as a team, through collaborative group work
- research and analytical skills with the ability to judge and evaluate information
- organisational and time management skills by prioritising tasks to ensure academic, social and work commitments are completed on time
- negotiation
- informally with peers and formally with staff
- problem solving
- ICT skills

BTEC Drama

- confidence
- self-presentation
- teamwork and collaboration
- time-management and organisational skills
- self-awareness
- self-discipline
- an open mind and the ability to move beyond boundaries and experiment with different ideas
- communication skills
- analytical, critical and research skills
- the ability to cope with criticism and learn from it

Occupational Technology and Innovation (ICT)

- ability to adapt to a changing environment
- problem-solving and change management skills
- ability to understand and respond to user/customer requirements
- planning and organisational skills
- ICT skills
- ability to contribute to a team objective
- commercial awareness and business acumen
- project management experience
- negotiation and influencing skills.
- ICT skills

Music

- analytical, critical thinking
- research
- writing, communication and presentation skills
- powers of memory, physical dexterity and concentration
- teamwork
- self-management- physical and mental self-discipline
- performing under pressure
- planning – organising and working towards a project
- critical reflection – giving and receiving criticism, learning from mistakes and striving for improved performance
- ICT skills – through use of standard software packages, the internet and email

BTEC Sport/Travel and Tourism

- research and data analysis
- work on own initiative and as part of a team
- presentation and oral communication skills, including report writing
- time management and planning
- effective problem-solving
- professionalism and customer focus
- a good understanding of information technology

Careers

Careers Using Occupational Business

- Business Development Manager
- Buyer
- Commercial Assistant
- Data Analyst
- Digital Entertainment Consultant
- Financial Advisor
- Human resources Officer
- Manager
- Management Consultant
- Market Research Analyst
- Marketing Communications Manager
- Marketing Executive
- Media Planner
- Merchandiser
- Operational Researcher
- Property Manager
- Public Relations officer
- Research Analyst
- Retail Manager
- Risk Manager
- Sales Executive
- Supply Chain Coordinator
- Systems Analyst

Careers Using Child Care

- Au Pair
- Classroom Assistant
- Youth Worker
- Children's Home Care Assistant
- Children's Entertainer
- Children's Author / Editor
- Health Visitor
- Child Psychologist
- Play Group Leader
- Careers in Children's Radio and TV
- Play Therapist
- Children's Clothes Designer
- Social Worker
- Children's Nurse
- Specialist Shop Assistant
- Children's Holiday Representative
- Speech Therapist

Careers Using Occupational Technology and Innovation (ICT)

- Business Analyst
- ICT Lecturer
- Technical Manager
- Computer Operator
- Information Technology Manager
- Technical Support Officer
- Data Centre Manager
- Information Technology Trainer
- Database Administrator
- PC Support Officer
- User Support Analyst
- Graphic Designer
- Project Manager
- Help Desk Operator
- Sales Consultant
- Help Desk Supervisor
- Systems Operator

Careers Using Music

- Actor Television Producer / Director
- Acoustic Engineer / Technician
- Careers in the Recording Industry
- Conductor Disc Jockey
- Composer
- Floor / Stage Manager
- Music Critic
- Musician
- Music Teacher / Coach
- Music Therapist
- Music Instrument Maker / Repairer
- Music Publisher
- Music Librarian
- Music Retailer
- Orchestra Secretary
- Piano Tuner / Technician
- Radio Studio Manager
- Radio Producer
- Singer
- Sound Technician Operator – TV / Film / Video / Theatre
- School Teacher
- Stagehand / Roadie
- Television / Radio Researcher
- Television / Radio Presenter
- Videotape Editor Manager / Administrator – Orchestra/Opera/Ballet Company

Careers Using BTEC Drama

- Acrobat/Circus Artist
- Actor
- Artist Management
- Artistic Director
- Audio-Visual technician
- Broadcast Engineer
- Broadcast Journalist
- Camera Operator
- Choreographer
- Cinematographer
- Comedian
- Community Arts Worker
- Costume Designer
- Dance Teacher
- Dancer
- Dramatherapist
- Entertainment Agent
- Events Management Executive
- Fashion Model
- Journalist
- Lighting Designer
- Make Up Artist
- Marketing Manager
- Music Therapist
- Personnel Manager
- Prop Maker
- Public Relations Officer
- Radio Presenter
- Radio Programme Writer
- Screenwriter
- Secondary School Teacher
- Set Designer
- Special Effect Co-ordinator
- Stage Manager
- Theatre Director
- Theatre Technician
- TV Presenter
- Video Editor

Careers Using Patisserie

- Baker
- Bakery Supervisor
- Barista
- Café Manager
- Catering Assistant
- Catering Manager
- Chef
- Confectionary Assistant
- Cook
- Events Manager
- Front of House Staff
- Hygiene Supervisor
- Kitchen Assistant
- Pastry Chef
- Production Team Worker
- Restaurant Manger
- Sales Assistant
- Shop Assistant
- Waiting Staff

Careers Using BTEC Sport

- Army Officer Leisure/Sport Centre Manager
- Army Servicewoman Leisure/Sports Centre Assistant
- Children's Holiday Representative
- Diver
- Exercise Referral Specialist
- Health and Fitness Instructor
- Outdoor Pursuits Instructor
- Professional Sports Person
- PE Instructor
- Police Officer
- Royal Air Force Officer
- Royal Navy Officer
- Sports Scientist
- Sports Commentator
- Sports Instructor/Coach
- Sports Development Officer
- Strength & Conditioning Coach
- Swimming Pool Attendant/Lifeguard
- Sales Person – Sports Shop
- Sports Journalist
- Travel & Tourism Manager
- Youth Worker

Careers Using BTEC Travel and Tourism

- Airline Flight Attendant
- Airport Ground Staff
- Careers in the Hospitality Industry
- Careers in Museums/Art Galleries
- Entertainment Manager
- Events Manager
- Holiday Centre Worker
- Holiday Resort Representative
- Outdoor Pursuits Manager
- Theatre/Cinema Administration
- Theatre/Cinema Manager
- Theme Park Manager
- Tourist Guide
- Tourist Information Officer
- Tourist Information Centre Manager
- Tour Manager
- Travel Agent
- Travel Agency Manager
- Youth & Community Worker

GCSE / Level 2 Options

Occupational Studies – Business Services



Examination Board	CCEA
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		Equivalent to GCSE grades
Tiers of Entry:	Level 1	D - G
	Level 2	A* - C

Assessment	
Year 11	<p>UNIT – Using Office Technology This unit provides learners with a basic knowledge and understanding of:</p> <ul style="list-style-type: none"> • Practical skills necessary to pursue careers such Secretary, Administrator, Receptionist or Call Centre Personnel; • The opportunity to use a range of technological equipment found in the modern office; • Develop their proof reading skills to ensure documents are produced to the highest standard and meet the agreed specification; • How to review and evaluate their performance.
Year 12	<p>UNIT – Modern Office Procedures This unit provides learners with a basic knowledge and understanding of:</p> <ul style="list-style-type: none"> • Handling and sorting mail; • Filing and storage systems; • Handling manual and electronic diaries; • Reducing and recycling waste paper; • Consideration of health and safety issues and policies in an office environment; • How to review and evaluate their performance.

GCSE Results	2016	2017	2018
A* - C	87%	100%	100%

Careers	<p>The skills students develop in Business Studies will be transferable to most professions.</p> <p>One of the top 10 jobs recruited for industries in 2017 was Secretarial & Administration. Students would be equipped to start at a basic level in an office environment with a sound grasp of the Microsoft Office Suite. They would be qualified for roles such as call centre personnel, junior roles in an office environment, receptionist and roles including an element of administrative duties in a workplace.</p>
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Any other Information	<p>This qualification is rooted in practical and occupational contexts and has been uniquely structured so that students will have the opportunity to learn for work, through work and about work with real outcomes that will give them skills for life and their future careers.</p>
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For further information contact **Mrs Hoey** Head of Business Studies or **Mrs McLees** or **Mrs McKenna**

Occupational Studies - Childcare



Examination Board	CCEA
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		Equivalent to GCSE grades
Tiers of Entry:	Level 1	D - G
	Level 2	A* - C

Assessment

Portfolio of evidence per unit

Portfolios should include:

- AO1 – Question worksheets completed related to practical skills. (20%)
- AO2 – Practical skills with photographic evidence and a diary/log book. (60%)
- AO3 – written evaluations of tasks.

Year 11	<p>The Physical Care of Babies</p> <p>This unit is suitable for students who wish to develop an understanding of the physical care needs of babies. Students will identify the basic care needs of babies and develop their knowledge and practical skills to meet these needs. Learning will be prompted through role-play, discussion and practical activities. This unit includes:</p> <ul style="list-style-type: none"> • Consideration of the role of the childcare worker and associated career opportunities • Basic hygiene needs of babies • Measures to prevent cross infection • Consideration of the disposal of waste and related environmental impacts when caring for babies • Products and clothing for babies • Feeding babies
Year 12	<p>Childcare: the Play Environment</p> <p>This unit will introduce students to working with children in a childcare environment. It focuses on the importance of play and children's development. It is suitable for those who are interested in child development and who would like to work with children in the future. This unit includes:</p> <ul style="list-style-type: none"> • Children's physical, linguistic, intellectual, emotional and social development • The importance of play and children's learning and development • Books, poems, rhymes and games • Communication difficulties • Role of the children's care worker in various settings and related career opportunities • Consideration of health and safety issues

Any other Information	This qualification is rooted in practical and occupational contexts and has been uniquely structured so that students will have the opportunity to learn for work, through work and about work with real outcomes that will give them skills for life and their future careers.
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For further information contact: **Mrs James** Head of Home Economics



Examination Board	Pearson
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Tiers of Entry:	Level 1	L1
	Level 2	Pass, Merit, Distinction, Distinction*

Assessment

Year 13	<p>All assessments have Level 1 and Level 2 marks available</p> <p>Unit 3: Acting Skills – Internally assessed Students will: -Explore and develop their acting skills and review their own practice. Use their acting skills within rehearsal and performance.</p> <p>Learners will identify their strengths and areas for development by carrying out skills audits, responding to Teacher/Peer feedback and reviewing video work. Pupils will set both short term and long term goals; using specific exercises to improve skills. Learners will track their progress by keeping an actor's log, measuring 'distance' travelled towards goals and updating targets.</p>
Year 12	<p>Unit 1: Individual Showcase – Externally assessed Students will complete a letter of application and a presentation/audition in response to a selected progression opportunity. The learner will choose from a selection of four pre-released progression opportunities. The assessment activity will take place under controlled conditions.</p> <p>Unit 2: Preparation, Performance and Production – Internally assessed Students will: - Take part in the preparations for a live performance. - Demonstrate performance or production skills and techniques in a performance</p>

After GCSEs at Ashfield	It is recommended that pupils wishing to study BTEC L3 in Performing Arts have a Distinction or Merit level in this subject. Whilst it is not essential to have taken the subject at GCSE, it is, in our experience and judgement, an advantage to have done so.
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GCSE Results	2016	2017	2018
A* - C	65%	100%	100%

Careers	This course may lead to careers in the following; Acting, Choreographer, Vocal Coach, Box office assistant, Properties master, Cooperate trainer/role play, TV/Film extra, Children's party co-ordinator, Sales and Public relations.
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For further information contact **Ms McHugh** Head Of Drama

Occupational Studies – Technology and Innovation (ICT)



Examination Board: CCEA

Tiers of Entry: Level 2

Assessment

Year 11	<ul style="list-style-type: none"> Optional unit - Unit 59 Digital Imaging Learners will develop skills in creating digital images using a variety of applications. They will learn the functions of a digital camera and understand the different styles and genres associated with photography. They will edit photographs and produce digital designs for print., screen and the internet. These are industry standard skills in photography and digital design. Learners should demonstrate a clear understanding of the career opportunities available in digital imagery. Health and safety and environmental issues will also be considered.
Year 12	<ul style="list-style-type: none"> Optional unit - Unit 60 Digital Music Learners will develop skills in how to use appropriate software to create, record, edit, arrange and mix audio. Software may include Audacity, Dance eJay, Music Maker, Garageband, Sony ACID and Cubase. Learners should gain the confidence to create their own complete musical track. At the end of the unit, learners will be able to save their music tracks in the appropriate formats to play on a CD, mobile phone, MP3 player, games console or other digital audio devices. Health and safety and environmental issues will also be considered.

After GCSEs at Ashfield

This level 2 qualification provides the skills, knowledge and understanding for pupils to progress to BTEC Level 3 Subsidiary Diploma in IT Employment in information technology and/or areas within the creative industries, such as computer animation and web design

GCSE Results
A* - C

New course - first results published August 2020

Careers

This course offers skills to equip you for whichever chosen profession or further education route you choose. Virtually every chosen profession in the marketplace makes use of ICT to some degree, this course will put you one step ahead. Typical career paths include: software design and web design.

Any other Information

The occupational studies specification has an occupational and employability focus, enables progression to other courses, training and employment, helps to raise levels of achievement, helps students apply knowledge in practical ways with an emphasis on doing to help pupils develop the necessary transferable skills in a changing and dynamic working environment

For further information contact **Mrs Walker** Head of ICT

GCSE MUSIC



Examination Board	CCEA
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Tiers of Entry:	Single Tier of Entry	A* - G
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Assessment

Year 11	<p>Pupils will embark on the course by first establishing the musical foundations of:</p> <ul style="list-style-type: none"> • Music Theory and Historical era in Music <p>They will then move onto the course content of set works based on the following areas:</p> <ul style="list-style-type: none"> • Instrumental Music 1700-1820 • Vocal Music • Music for Stage and Screen • Fusions <p>They will produce one piece of composition work in year 11 to last approximately 2 minutes, with a written commentary of the process.</p> <p>They will engage in weekly music lessons with their instrumental tutor in preparation for the performance element of their course. The examination will take place in year 12 but work is crucial throughout the course.</p>
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Year 12	<ul style="list-style-type: none"> • Pupils will complete their study of the set works in all Areas of Study as listed above. • They will complete a second composition task for their controlled Assessment, which will be in response to a given stimulus relating to one of the Areas of Study. • When their composition folio is complete it will include: <ul style="list-style-type: none"> Two compositions submitted in recorded format Two commentaries explaining the processes involved in each piece. One of these pieces will be free choice and the other is in response to a pre-release stimulus. (lyrics, a melody or a stylistic steer) • Pupils must submit recordings for the performance element of their course, which will be marked internally and moderated externally. The total of both recordings must be a minimum of 4 minutes. <ul style="list-style-type: none"> ○ They will perform one solo piece ○ one ensemble piece
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After GCSEs at Ashfield	It is recommended that pupils wishing to continue on to study A-level Music would have a minimum of grade C at GCSE.
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GCSE Results	2016	2017	2018
A* - C	80%	100%	80%

Careers	<p>There are many options available to the music student after GCSE. If you are interested in any type of career in performance (acting, music, media), Music will be an important subject for you. If performance is not for you, there are also many careers behind the scenes like sound engineer, recording studio work, music journalist or even teaching! You could become a mainstream school teacher (for either primary or secondary), or a private tutor for a specific instrument. There are also opportunities to work with children and adults who have special needs, by providing music therapy.</p>
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For further information contact **Mrs Lyons** Head of Music

Occupational Studies - Patisserie



Examination Board	CCEA
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		Equivalent to GCSE grades
Tiers of Entry:	Level 1	D - G
	Level 2	A* - C

Assessment

<p>Portfolio of evidence per unit Portfolios should include:</p> <ul style="list-style-type: none"> • AO1 – Question worksheets completed related to practical skills. (20%) • AO2 – Practical cookery skills with photographic evidence and diary/log book. (60%) • AO3 – written evaluations of practical cookery. (20%) 	
Year 11	<p>Patisserie and Baking</p> <p>This unit provides students with some of the basic cooking principles required by chefs working as pastry chefs in the catering industry. Students will learn how to work safely and hygienically, applying legislative requirements. They will be able to work on their own initiative and use their creative skills, when deciding how to present pastry products.</p>
Year 12	<p>Contemporary Cuisine</p> <p>This unit provides students with some of the basic cooking principles required by chefs in the catering industry. Students will have the opportunity to create starters, main courses and desserts. They will be able to work on their own initiative and use their creative skills when deciding how to present food.</p>

Any other Information	This qualification is rooted in practical and occupational contexts and has been uniquely or work, through work and about work with real outcomes that give them skills for life and their future careers.
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For further information contact **Mrs James** Head of Home Economics

BTEC Sport



Examination Board	Pearson
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Tiers of Entry:	Level 1	L1
	Level 2	Pass, Merit, Distinction, Distinction*

Assessment

Year 11	<p>All assessments have Level 1 and Level 2 marks available.</p> <p>Unit 1: Fitness for Sport and Exercise The unit is externally assessed using an onscreen exam – Pearson sets and marks the exam.</p> <p>The exam will last for 1 hour</p> <p>Unit 2: Practical Sports Performance Internally assessed. 2 Assignments.</p> <p>Unit 4: The Sports Performer in Action Internally assessed. 2 assignments</p>
	<p>Unit 2: Practical Sports Performance Internally assessed. 2 Assignments.</p> <p>Unit 5: Unit 3: Applying the Principles of Personal Training Internally assessed. 4 assignments</p>

After GCSEs at Ashfield	The course is an essential foundation for BTEC Level 3 National Extended Certificate in Sport as offered in Sixth Form.
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GCSE Results	2016	2017	2018
A* - C	70%	100%	79%

Careers	The course may lead to employment in the leisure services industry at a basic level or in Sports Management training in further or higher education. Some students have been accepted in private health clubs where they have received further sponsored training in Health and Fitness.
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Any other Information	Pupils wanting to study this course should have keen interest in sport and should already be attending netball club. High levels of participation in Key Stage 3 PE is essential.
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For further information contact **Mrs Hewitt** Head of PE or **Mrs McClintock**

BTEC Travel and Tourism Level 2



Examination Board	Pearson
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Tiers of Entry:	Level 2	Pass, Merit, Distinction, distinction *
	Level 1	Students may be awarded a Level 1 if they do not meet the requirements for a pass at Level 2

Assessment

Year 11	<p>Two core units that form the fundamental knowledge and understanding of the travel and tourism sector.</p> <p>The core units are:</p> <ul style="list-style-type: none"> ● Unit 1: The UK Travel and Tourism Sector – this unit covers the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different component industries that make up the UK travel and tourism sector. This is externally assessed by exam. ● Unit 2: UK Travel and Tourism Destinations – this unit covers what the different types of UK destinations have to offer, as well as locating tourist UK destinations and routes.
Year 12	<p>Two units.</p> <ul style="list-style-type: none"> ● Unit 3: The Travel and Tourism Customer Experience – which looks at the needs and expectations of different types of customer in the travel and tourism sector and how organisations address these. ● Unit 4: International Travel and Tourism Destinations – which looks at international travel and tourism destinations and gateways and reasons for their appeal to different visitors.

Any other Information	<p>Internal assessment is the main form of assessment for this qualification, so you;</p> <ul style="list-style-type: none"> ● must be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification ● need to understand the importance of timescales and deadlines ● need to appreciate fully that all the work submitted for assessment must be your own
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After GCSEs at Ashfield	It is recommended that pupils wishing to study BTEC level 3 in Travel and Tourism achieve at least a Merit in this subject. Whilst it is not essential to have taken the subject at Level 2, it is, in our experience and judgement, an advantage to have done so.
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GCSE Results	New Course
A* - C	N/A

Careers	Youth and community worker • Transport officer • • Conservation worker • Expedition leader • Travel agent • Travel writer • TV researcher • Holiday representative • Aid worker • Charity fundraiser • Charity Officer • Armed forces • International charity fundraising • Refugee and asylum adviser • (Voluntary service overseas) • 'GAP' project worker
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For further information contact Mrs Stewart head of Geography, Ms Doherty or Mrs Parks



Provisional Year 10 Subject Choice 2019

Route A

To enable the school to offer your daughter the best choices at GCSE next year we need your daughter to make a **provisional choice** of subjects. This is only to identify approximately how many pupils might choose a subject in a few weeks time when the choices will be finalised. We want you and your daughter to think seriously about these choices but your final selection of subjects for GCSE will be made after the **Subject Fair and Parents' afternoon** held on **Thursday 7th February 2019**.

At Ashfield Girls' High we want your daughter to experience a 'balanced curriculum' during years 11 & 12.

Your daughter will study **English Language, Mathematics, Applied Science and Personal Development & Employability** at GCSE. These are compulsory subjects.

She will also be allowed to choose a further **four** GCSE/Level 2 subjects which must be chosen from the list on the reverse side. This will mean that your daughter will be studying **eight** GCSE/Level 2 subjects in total over two years.

In addition to these GCSE subjects your daughter will also follow programmes of Physical Education, Religious Studies, Learning for Life & Work and Careers.

Please pick 4 other subjects (in order of preference 1-4) from the list below. You can only pick one of either Occupational Childcare or Occupational Business.

Occupational Business – Using Office Technology	
Occupational Studies - Childcare	
BTEC Drama	
Occupational Studies – Technology & Innovation (ICT)	
GCSE Music	
Occupational Studies – Patisserie & Baking	
BTEC Sport	
BTEC Travel & Tourism	

I have discussed the provisional options with my daughter.

Signed: _____
(Parent/ Guardian)

Date: _____

This form **MUST** be returned to your daughter's Form tutor by

Monday 11th February 2019

Challenging girls today; creating women of value in the future



A Specialist School for **ICT**



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