

 RYDAL PENRHOS SCHOOL

PRE-SIXTH CURRICULUM BOOKLET
ACADEMIC YEAR 2012/13



The latest version of this booklet is available in electronic form on our website at:

http://rydalpenrhos.com/academic/senior_school_curriculum/

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The Pre-Sixth course

Thank you for taking an interest in the Pre-Sixth course at Rydal Penrhos. This booklet sets out some of the opportunities that are on offer. It contains a great deal of information and I recommend that you spend time considering all the options available to you.

The Pre-Sixth is a one year course for pupils for whom English is not their first language. Successful completion of the course should be ideal preparation for Sixth Form study at Rydal Penrhos School; either A-level or International Baccalaureate.

We are very proud of the academic successes enjoyed by past Pre-Sixth students. Furthermore, Rydal Penrhos offers a pastoral support structure which will nurture and encourage all pupils in all areas of their school lives.

Although the nature of pupils needs means that many classes are taught separately, Pre-Sixth pupils are very much part of Year 11 of the Senior School. Your son or daughter will soon feel very much part of Rydal Penrhos.

On page 20, you will find a return form, which needs to be returned as soon as possible and before **end of June 2012** if choices are to be properly timetabled.

Good luck with your decision making and please do not hesitate to contact me if there are any questions.

Julian Noad
Deputy Head (Academic)
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The Lower School

Years 11 is the top year group of our Lower School (Years 7-11). Mrs Irene Proudlove is in overall charge of the Lower School and will coordinate tutor groups as well as dealing with pastoral issues in Years 7 to 11.

The Tutorial and House systems

There are two types of house at Rydal Penrhos: boarding houses and pastoral/competitive houses. Here we are looking at the latter.

Each pupil is allocated to a House-based registration group on arrival and new pupils are allocated a house within the first month of term. The House system involves four Houses; Morgan, Osborn, Payne or Wesley. Pupils remain in their House for the duration of their time in the School. Tutor groups are composed of pupils from the same House, mixed age from Years 9 to 11. The association to the House is strong. Each House has a member of staff appointed as Head of House, and members of the Upper Sixth are appointed as house prefects.

It is customary for a tutor to remain with a tutor group for both years in the Sixth Form. In addition day pupils are linked to a boarding House, so that they might join in with activities, particularly at the weekends, and have the opportunity to stay overnight if necessary at any time.

The tutor is the corner-stone of pastoral care for each pupil: it is the tutor's responsibility to oversee the academic, career, personal and social development of their tutees. A strong relationship between tutor and tutee is a major focus. Parents are encouraged to use the tutor as their first point of contact in all matters.

Academic Monitoring and Reporting

In Years 10 and 11, pupils are awarded grades for effort and achievement at approximately four-week intervals. The attainment grades are graded as examination grades where the grade reflects the quality of performance since the last grade given. e.g. B is awarded if, based on their current level of performance and a continuation of that, we would expect a pupil to get a B at examination. Please note that these are not predictions, but statements of the level of performance since the last grade was given. If recent work has been below expectation, then a low grade can be given, even when we ultimately expect things to be improved. There is inevitably an element of forecast, based on current trajectory, with all subjects, particularly those with a significant maturation factor.

These grades are discussed with tutors who will give praise and encouragement or suggest strategies for improvement, as appropriate. In some cases, where they are falling behind, pupils will be placed on Report to give more information about their progress between grades. At the beginning of a pupil's GCSE career, it is important to establish good study skills and time management.

The tutor is responsible for the academic and pastoral welfare of pupils in their tutor group. Regular reviews and individual interviews, together with internal monitoring mechanisms, ensure that concerns raised are communicated quickly and effectively.

The tutor is normally the first point of contact, either via the planner or through a phone call or email. Subject teachers, Heads of Department, the Head of Lower School, the Deputy Head (Academic), Deputy Head and Headmaster are also available and can be contacted as appropriate.

There are four formal reporting points in the year. Each pupil receives two full reports, at the end of the autumn term and summer term (end of spring term for Year 11), as well as short reports at October half term and at the end of the spring term (at the end of the summer term for Year 11). There is a Parents' Evening for each year group at least once a year and, additionally, early in the first term of each year there is a 'Meet the Tutor evening'.



Prep

Prep is an important part of the academic development of pupils; it must therefore be a worthwhile exercise. Prep is set each evening and recorded by pupils in their planners. Except for English and Mathematics, prep is not normally set for the next day. In years 10 and 11, pupils should expect 3 preps each evening, each lasting 30 minutes. Prep set by subject teachers can include tasks that need completion for the next lesson or extended tasks that may take a longer period of time. Teachers take care to plan differentiated preps; this may be by task or outcome. In any case, pupils are only expected to spend the appropriate allocated time on a prep. If this time is reached, no matter whether the task has been completed or not, Housemasters/mistresses or parents may write a comment to acknowledge that the appropriate period of time has been spent on the piece of work. As pupils move through the school, in order to develop good time management, planning and independent learning skills, pupils may be set a piece of work which extends over a greater period of time. For example, coursework demands may mean that a four week time period is allocated for the completion of a specific piece of work.

Extra Tuition

Teachers willingly make themselves available to pupils outside of lessons, on an ad hoc basis and for no charge. It is not normally necessary for pupils to receive regular additional tuition outside the curriculum. However, the School can usually make arrangements where appropriate for external tutors to support the needs of a pupil in a particular subject. There is a charge for such provision.

Careers

Careers guidance is offered from the outset through the PSHE programme. In Year 11 pupils are offered the opportunity to sit the Cambridge Occupational Analysis (COA) tests which provide evidence on suitability of particular career pathways. The profile and completed report is fed back to pupils in a career's interview with a member of COA.

Work Experience is an important part of the process and we will encourage pupils to seek out opportunities. Our expectation is that all pupils will have enjoyed some form of work experience before they begin their Upper Sixth year and, for many, the process of university application.

The Sixth Form Information Evening, 'Into the Sixth', provides an opportunity for parents to appreciate the decision making process prior to undertaking a Sixth Form curriculum at Rydal Penrhos. Both International and A-level curriculums will be introduced and Heads of Department for each Sixth Form academic subject are available to discuss suitability of courses.

Library

New pupils joining Rydal Penrhos follow an induction programme and are shown how to make effective use of the Library. Full time librarians operate from 9am to 6pm. As well as subject books, periodicals, journals and fiction books, the Library has the facility to obtain other resources either by loaning from other resource institutions or through the internet. There is also a film and DVD collection available for loan. There is a computer suite, available to pupils during opening hours and a Sixth form study area with Careers Section on the second floor. There is a quiet reading corner designed for small groups to read informally.



Information and Communication Technology (ICT)

All pupils are allocated a personal log-on code so that they are able to access the School's network. Computers in ICT rooms, the Library and in Departments are available during the day. Wireless access is also provided in the boarding houses and in all study areas of the School; this is being extended all the time. An induction programme for new pupils to the School shows pupils how to use the School network safely and effectively. The network is protected with filters, and pupils are required to comply with the School's code of conduct for use of the School ICT systems.

ICT teaching is delivered through specialist ICT lessons as well as delivery through other subject areas; ICT should be used whenever appropriate in all teaching at Rydal Penrhos. A one-year intensive course in Year 9 will support pupils in being able to demonstrate high standards in ICT with, as a minimum, an industry standard ITQ (Information Technology Qualification).

Personal, Social and Health Education (PSHE)

Co-ordinated by the Head of PSHE, Mrs Mary Richardson, this programme is delivered primarily in a weekly lesson by a combination of internal and external specialist staff. PSHE in Year 11 helps pupils to lead confident, healthy and responsible lives as individuals and members of society. Through a range of activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood. PSHE gives pupils opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops pupils' well being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

Chapel life

Rydal Penrhos is a Christian school with a Methodist Foundation. It has a full time Chaplain who is an ordained Methodist minister and is resident on the School campus. At its heart is a short daily act of worship or an assembly at the beginning of the day in St John's Church which is broadly Christian and which is led by a variety of staff, pupils, or visiting speakers from local churches. In addition there are appropriate whole school services at Harvest, Remembrance Day, Christmas and Easter.

The Christian ethos of the School is expressed in the values of tolerance, respect and care towards all members of the community of whatever faith or culture from which they come. All are included in morning chapel. The School takes seriously its responsibility to foster spirituality across the curriculum and its commitment to sustainable development and global citizenship. It is always heartening to see our pupils respond to Charity Days and fund raising for a wide variety of good causes both local and overseas.



The Extra-curriculum

GAMES

Rydal Penrhos has a tradition of sporting excellence which current pupils respect and aspire to extend. Major team sports – rugby, hockey, netball and cricket – continue to provide local, regional and national recognition with many pupils achieving representative honours. Pupils achieve recognition for themselves and the School in individual sports such as tennis, swimming and athletics, at a regional as well as national level. In keeping with our position on the North Wales coast, we set great store by our success in sailing with many pupils representing the country and some achieving international acclaim. These opportunities are built on school team representation and opportunities for extended experiences at weekends or during holidays through expeditions and tours. In recent years the School has taken sports tours to Australia, South Africa and Holland.

The main school games are:

- **Michaelmas term** - Rugby for boys, Hockey for girls;
- **Lent term** - Hockey and Sevens Rugby for boys, Netball for girls;
- **Summer term** - Cricket for boys and Tennis for girls.

In addition to the main games, the following sports offer inter-school fixtures: athletics, fives, cross-country running, golf, sailing, skiing, squash and swimming. Rydal Penrhos also offers many opportunities to take part in recreational sport.

MUSIC

There is an eclectic mix of musical opportunities at Rydal Penrhos. As well as the orchestra, two choirs, various ensembles and bands, many pupils have individual instrumental lessons.

Ensemble Cymru enjoy a residency position at the School and perform ten concerts during the course of the year. Our pupils enjoy opportunities to play with and also develop their skills through workshops with these highly trained, professional, classical musicians.

DRAMA

Drama is to the fore at Rydal Penrhos. An excellent annual School Show is put on each Lent term, but there are numerous other smaller pieces staged throughout the year, including the inter-boarding house drama festival in the Michaelmas term.

DUKE OF EDINBURGH AWARD SCHEME

The DoE scheme is taught and many pupils undertake Bronze, Silver and ultimately Gold expedition work.

OTHER ACTIVITIES

Rydal Penrhos offers a wide range of extra-curricular opportunities; from chess and drama clubs at lunchtimes through to Hut Camps in Snowdonia at weekends. Our aim is to offer something for everyone.

Day pupils are encouraged to join the Boarders' Weekend Activities programme which offers cultural trips to historic towns and cities, adventurous experiences such as paintballing or kite surfing and leisure outings including visits to shopping outlets, the cinema or ten pin bowling complex.

The School recognises its unique position geographically and we encourage pupils to experience the opportunities available in the Snowdonia National Park, on the sea and even at the City of Manchester Stadium watching Manchester City football club.

A community based project sees some of our senior pupils biennially visiting Uganda to support a development programme.



The Academic Curriculum

The Pre-Sixth programme at Rydal Penrhos is broken down in to two parts: core and options. The core curriculum is compulsory. The options provide an opportunity to take language subjects of a pupil's choosing.

CORE

English Language	History
Mathematics	Art
Science	PSHE

OPTIONS

French	Spanish
German	English as a Foreign Language (EFL)
Latin	

Full details of courses can be found in this booklet.

All pupils would normally expect to sit four GCSE examinations: English, Mathematics, Science, and History. In addition, pupils can choose to study German, French or Spanish. Extra EFL can be arranged at a cost.

Most GCSEs contain a mixture of supervised course work or practical work with a terminal paper. All subjects now offer modular courses. Attendance in school, throughout scheduled term dates is, therefore, essential. A diary of key dates is published annually by the Head of Lower School.

If interest exists, as part of the extra curriculum, it may be possible to study Latin, with GCSE examination entry possible if sufficient progress is made.

The Timetable

From September 2012 the curriculum will be delivered through twenty seven lessons, each lesson lasting 55 minutes, in a five day teaching week.

Lesson allocations are as follows:

Subject	Number of periods per week
English	5
Mathematics	5
Science	7
History	5
Art	1
PSHE	1
Languages (option a)	2
Languages (option b)	1

All GCSE pupils also enjoy at least one afternoon of Games or Outdoor Education and one Tutor group meeting.



Admission to the Sixth form

The Pre-Sixth course is demanding and the completion of GCSE courses in just one year is particularly challenging. For these reasons, our admission criteria are not rigidly applied and, if a good approach is demonstrated, concessions will be made for our Pre-Sixth pupils. We closely monitor Pre-Sixth pupils and will let parents know in the Spring Term if there is any doubt about acceptance in to the Sixth form.

Pupils wishing to study in the Sixth form at Rydal Penrhos are currently expected to achieve a minimum of 5 A* - C grade GCSE passes. In order to study IB diploma or A-level only courses, pupils will normally be expected to secure a minimum of 5 GCSEs at grade B, or equivalent.

It is an expectation that all pupils intending to study an IB or A-level academic discipline should have achieved at least a grade B or equivalent in that subject where applicable. Some departments also have minimum entry criteria, which are set out in the 'Sixth Form Curriculum Booklet'.

These are based on experience of the minimum level of attainment needed to ensure success in the Sixth form.



ENGLISH

Dr David Edwards

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Pre-Sixth pupils follow either the IGCSE first language English course or second language. Both are two year courses compressed in to one. This is a challenge, but one which prepares pupils well for Sixth Form study in English. It must also be noted that we have a very good record of success.



MATHEMATICS

Dr Paula Rowlands

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The Mathematics course is a full GCSE.

The syllabus followed has been designed to help you develop a positive attitude to Mathematics, to ensure that you are happy with basic skills and to enable you to apply your mathematical knowledge and understanding of the solution of problems. We also hope you will cultivate the ability to think logically and to convey your thinking in a very precise way both verbally and in written form. As well as acquiring a variety of techniques, you will learn how Mathematics can be applied in other subjects in the curriculum and in situations which may occur in your own life and in society generally.

Course content

1. Using & Applying Mathematics

- Making decisions relating to the solution of problems
- How to communicate and reason mathematically

2. Number and Algebra

- Develop a variety of methods of computation and apply them to a range of numerical problems
- Explore various situations which will lead to the expression of relationships, equations and formulae
- Consider how algebra can be used to model real-life situations

3. Space, Shape and Measure

- Learn more about the properties of shape and of position, movement and transformation
- Extend your knowledge of measures and their use

4. Handling Data

- Look critically at some of the ways data can be misleading and conclusions can be uncertain
- Do further work on the collection, processing and interpretation of data
- Extend your knowledge of the workings of probability

Your GCSE examination entry will be at one of the two tiers available and our setting usually allows most of our pupils to aim for the Higher Tier, in which grades A* - D are available, or the Foundation Tier, where the available grades are C - G.

Our aim throughout the course is to make the subject enjoyable and to help you build up your confidence. For those of you who already enjoy Mathematics, we hope to give you a solid base from which A Level or the International Baccalaureate Mathematics can confidently be tackled if you should choose that route after GCSE.

Examination Board: Edexcel



SCIENCE

Mr David Robson

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Pre-Sixth pupils will study a standalone one year exam called 'GCSE Science'.

This comprises of 3 modules, one in Biology, one in Chemistry and one in Physics. Together with this there is a coursework component. For each subject you need to do at least one piece of coursework. If more than one piece of coursework is completed in any subject then best marks are counted.

Subject	Biology	Chemistry	Physics
Core Content	<ul style="list-style-type: none">• Adaption and competition• Variation• Evolution• Inheritance• Gene Technology• Homeostasis• Nervous System• Health	<ul style="list-style-type: none">• Atomic Structure, Elements and Periodic table• Compounds• Using chemical reactions• Rates of Chemical change• Nanoscience• Production and use of fuels• Atmosphere• Geological processes	<ul style="list-style-type: none">• Generation of Electricity• Transmission of Electricity• Heating the Home• Energy, temperature and transfer of Heat energy• Energy efficiency• Characteristics of waves• Electromagnetic spectrum• The solar system & stars• The universe
Weighting	25%	25%	25%

Notes:

- 1) Module tests will be taken in, January and/or June of the year.
- 2) Initially all pupils are targeted to the higher tier (A*-D) examination papers, but following regular reviews of progress, a few individuals may be entered for the lower tier (C-G) examination papers.
- 3) Practical work will be an integral part of the year's study. It will be assessed both internally and moderated externally and is worth 25% of the total marks of the exam.
- 4) To continue studying any of the three sciences at Sixth Form level a grade of a 'B' should be regarded as the bare minimum.

Examination board: WJEC.



HISTORY

Mr Stephen Wales

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This is a full two-year GCSE course, completed in just one year, in English; this is another challenge. However, with six lessons each week (double the usual provision) and some concerted efforts we are able to deliver very good results each year.

The syllabus is based on a study of 20th century British and World History and covers many of the key elements of 20th century History. It is split into four main components; the first three are examined by examinations during and at the end of the course and the fourth by coursework.

The topics studied:

- Peace and War : International Relations 1900-1991
- A study in depth of Russia, Germany or America between the wars
- War and change in Britain in the first half of the 20th century.
- Coursework on Vietnam, China, Germany, Britain or the USA

This enables us to study topics and themes in outline and also to look in depth at the history of individual nations. These topics complement and reinforce each other as there is also some overlap between topics.

Assessment

The coursework components are pieces representing in total 25% of the overall mark.

The three examinations during and at the end of the two year course are:

The Outline Study Paper – International Relations 1900-1991 25%

The Depth Study paper – Germany or Russia – 25%

The Source Enquiry Paper – 25%

Examination Board: Edexcel

The History course is modern and makes use of the latest IT developments, including CD ROM and the internet; all the materials used are up to date, ensuring that students have the best resources available. This year we went to the Imperial War museum as part of the course.



The Art course is a core part of the Pre-Sixth. It is usually studied as a non-examined course. However, if ability is shown and progress made, pupils can be entered in to an examination.

The Entry Level Art Qualification can be completed as a qualification within one year but can also begin the knowledge, understanding and skills processes which could if chosen lead onto A level Art or IB Visual Arts. The course offers opportunities to develop skills that underpin creative and imaginative experience through:

- Broad based activities that combine breadth and depth of study or a Focused activity. Both offer visual, tactile and sensory experiences.
- Involvement with processes, materials and techniques that encourage development of skills.
- Looking at and reacting to the work of artists, craftspeople and designers to enable growth of knowledge and understanding.
- Exploring ideas and realising intentions.

SCHEME OF ASSESSMENT

1 Coursework 2 units of work - 60%

A selection of topics and themes which give the opportunity to experiment with materials and techniques, draw from observation and imagination, learn about modern and past masters, and different cultures.

2 Examination 1 unit of work - 40%

An Examination Starting Point Paper will be provided by the examination board OCR and there will be a preparation and research time based on one of the starting points. At the end of the research time students will then produce a final piece in 10 hours under exam conditions.

The Assessment Objectives are:

- Record from observation and imagination to explore and develop ideas for specific purposes 20%
- Record, in suitable ways, how the work of others from different times and places, through a variety of styles and approaches, informed personal decision-making in practical work 20%
- Develop and explore ideas using media, processes and techniques in two and / or three dimensions 30%
- Reach conclusions that relate to purpose 30%

Aims of the course

- To develop creative and imaginative abilities to communicate ideas with some purpose and meaning in Art, Craft and Design.
- To develop investigative, experimental and interpretative capabilities to improve practical skills of control when using materials, tools and techniques.
- To increase critical awareness of the roles and purposes of art, craft and design in different times and culture.
- To become more confident in using visual and tactile elements to record what is seen, felt and thought.

At the end of the course candidates will attain grades of: Level 3 –Highest; Level 2; Level 1 - Lowest

FRENCH

Mr Robert Tickner

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The aim of this course is to prepare in the broadest possible terms for GCSE examinations, at the same time as providing a sound basis for study at Advanced Level or International Baccalaureate. As far as teaching materials are concerned, we are using the Encore Tricolore series. This covers all the topics needed for the exam such as home, daily life, school, holidays, travel and jobs.

The examination papers are supplied by the Welsh Joint Examinations Committee: candidates are tested by separate papers in the four skills (listening, reading, speaking and writing). There is also some flexibility in the reading comprehension and listening comprehension at either Foundation or Higher Tier. This provides the flexibility to allow candidates to take a combination of papers which caters for their strengths and weaknesses.

The written section takes the form of 2 controlled assessments which are completed by the end of the Lent Term and the speaking test is conducted early in May, so half of the assessment is completed in advance of the main examination session in June.

The writing element has to be done under supervised conditions in the classroom. The examination board provides lists of possible tasks, and we have to present a folder for each candidate containing two tasks from different contexts.

In most years we have a French Assistant at Rydal Penrhos, and pupils in Year 11 have a conversation lesson with the Assistant every week in groups of two or three: this is a considerable bonus for our candidates, in that it is quite unusual for pupils below the Sixth Form to have regular contact with a native speaker.

We also organise study visits to France.

Why study French?

1. Studying French is a useful investment in the future. It can assist a career in a number of areas, and therefore make you more employable. Also, it is possible to continue French at university as a subsidiary subject to quite a few degrees.
2. It is an opportunity to discover a culture which is quite different from our own, yet is geographically close.
3. It is an important academic subject in its own right, one which is respected as showing a particular ability to think logically and to take care of detail.
4. It gives you an excellent excuse to spend some time in France!

Unit	Topic	Time	%
1	Listening Comprehension with non-verbal and verbal responses in English	35 mins (Foundation) 45 mins (Higher)	20%
2	Speaking (Controlled Assessment) , 2 tasks: Structured conversation Presentation and discussion	12 mins	30%
3	Reading comprehension with non-verbal and verbal responses in English	35 mins (Foundation) 45 mins (Higher)	20%
4	Writing (Controlled Assessment) , 2 written tasks from different contexts	60 mins each	30%

Examination Board: WJEC



GERMAN

Mr Robert Tickner

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This is a first language German IGCSE, which German-speaking pupils will enjoy. However, it cannot be assumed that innate language ability will lead to success. Considerable preparation is required for good IGCSE success and two lessons each week does not provide a lot of time.

The aim of this course is to prepare in the broadest possible terms for the IGCSE examinations, at the same time as providing a sound basis for study at Advanced Level or International Baccalaureate. We use a variety of materials. This course is always taught by a native German speaker.

The IGCSE examination papers are supplied by the University of Cambridge Examination Board: candidates are tested by separate papers (reading and writing). Candidates only have one German commitment during the main June examination period, namely a reading paper and a writing paper. Each paper is worth 50%.

Paper 1: Reading (2 hours)

Candidates answer two questions:

Question 1 – 25 marks

Candidates answer a series of comprehension questions based on Passage 1.

Question 2 – 25 marks

Candidates write a summary based on Passage 1 and Passage 2.

Weighting: 50% of total marks

Paper 2: Writing (2 hours)

Candidates write **two** compositions of 350-500 words each.

Weighting: 50% of total marks

Examination Board: University of Cambridge



SPANISH

Mr Robert Tickner

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This is a non-examined course aimed at beginners, who might consider studying this as part of the IB.

It might be possible, if timetabling allows, for pupils with a background in Spanish to study for the GCSE course.



ENGLISH AS A FOREIGN LANGUAGE (EFL)

Ms Jane Simpkins

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EFL is a core component of the English teaching of the Pre-Sixth course; see English above. However, needs do vary and the programme will be tailored to suit. A decision about a pupil's curriculum will be based on the results of the Placement Test that they sit when they first arrive in the school. As they move on up the school and as their language ability improves, their curriculum is reviewed by the Head of EFL in consultation with their tutor, Houseparent and the Deputy Head (Academic). Such decisions become part of a needs analysis for each pupil, and the first principle of the EFL Department is to match teaching provision to the requirements of the individual pupil.

Pupils requiring extra English support will opt for EFL instead of another language. For such lessons there is an additional charge. If both EFL and Additional EFL are chosen then it will be possible to complete the IGCSE English as a Second Language course. [NB it is not permitted to make both First and Second language English GCSE entries in the same cycle, so that a decision will be made before March].



Pre-Sixth choices

For fuller details see 'Pre-Sixth Curriculum Booklet 2012', online at http://rydalpenrhos.com/academic/senior_school_curriculum/

All pupils will follow the core courses of: English Language; Mathematics; Science; History; Art; PSHE; and Games

Additionally all pupils should choose **two language subjects**.

A	B
German	French
English as a Foreign Language (EFL)	Spanish
	Latin
	Additional English as a Foreign Language (EFL)

NOTES ON SUBJECT CHOICES

- Choices should be made by end of June. Thereafter choices will be honoured on a first come, first served basis. Late changes to choices will be dependent upon plans already in place for September's teaching sets.
- We should expect to run courses only if four or more pupils have chosen.



Notes

PRE-SIXTH SUBJECT CHOICES FOR SEPTEMBER 2012

Student Name: **Form Tutor:**

Please choose **two** language subjects by entering a subject at the bottom of each column.

A	B
German	French
English as a Foreign Language (EFL)	Spanish
	Latin
	Additional English as a Foreign Language (EFL)

Parent Signature: **Date:**

Please return a copy of this form to Mr Julian Noad, Deputy Head (Academic) **by end of June 2012.**

If there is a combination that you desire which does not fit here, please contact Mr Noad.

