



Wadham School

A Church of England Community School

"Life in all its fullness" John 10:10



Key Stage 4 Option Courses 2024

Thursday 7th March	Subject Parents Evening
Thursday 28th March	Options Launch Assembly Students receive option booklet Options Evening 5:00pm — 6:30pm
Friday 29th March	Online option form open
Wednesday 17th April	Deadline for completing option request form
Thursday 18th April	In school process to plan option assignments and teaching blocks Discussions with students, parents and carers starts where required
Friday 28th June	End of planning stage
Early July	Communication of confirmed options for September 2024

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Headteacher: Mr R Burgas
Chair of Governors: Mr C Chapman





Our Vision

"Life in all its fullness." John 10:10

We believe that everyone deserves to experience life in all its fullness and should be given the opportunities and support to do so.

This is what makes our job as educators so fulfilling.

Wadham School will endeavour to grow our students so they go on to experience love, fulfilment and be part of a safe and secure community in an ever-changing world. This will be the result of exceptional school provision, equally weighted between outstanding academic achievement and individual personal development.

Key Stage 3 students at Wadham School study a broad and balanced curriculum that includes a range of subjects as well as 'core' and 'personal development' subjects.

Key Stage 4 students study a 'core' curriculum, a 'personal development' curriculum and 3 subjects from the range of subjects on offer - these are option subjects.

The options process takes place in the second half of Year 9 in preparation for the commencement of study in these subjects at the beginning of Year 10. The options process allows students the opportunity to submit their preferred choices of subjects they would like to study.

This is an important time when we offer guidance and support so that each student chooses the correct subjects for themselves and they are assigned as many of the subjects as possible from their preferred list.

Year 9 Options Evening—Thursday 28rd March

The senior team, subject leaders, option teachers and our SEND Team will be on hand to answer specific questions about the courses that are available.

As we move through the process, if we can help you in any way when considering subjects, please be in contact with your son/daughter's tutor in the first instance.

Education and Qualification Information

Key Stage 4 GCSEs

GCSEs and equivalent Technical and Vocational courses are designed for Year 10/11 students.

These courses are taught in schools and are the key for a young person to apply for Post-16 education and training when they leave school. The level of the course that each young person may be offered will depend on their GCSE or equivalent results.

Post-16 education and the pathway to Post-18

Grades achieved for courses like GCSEs (or equivalent) are used by organisations and employers throughout a person's education and working life.

Even for young people applying to university, at the point of application the only certified qualifications will be GCSEs.

Some universities and apprenticeship providers are now requiring certain GCSE grades in some subjects (English Language, Mathematics and the Sciences are the most common), in addition to certain 'A' Level grades.

More selective universities may expect to see a modern foreign language, as well as either History or Geography.

Making informed choices for your option requests:

- Find out the content and requirements of subjects that may be of interest.
- Consider a balance between practical and more academic subjects.
- Consider a balance between courses that are assessed fully by examination and courses that have some course work element.

Submitting option requests:

- On the back cover of this booklet the process for submitting option requests is shown with the deadline date.
- If you are unable to fill in the form online please download a paper copy from our website and bring to school by Wednesday 17th April.
- Hand in the completed form to reception addressed to Mr White.

Process — Information about option requests / confirmation

Parents, carers and students are asked to submit

FIVE requests **in order of preference.**

A student's order of preference is important as initial placement takes **preference** into consideration.

We will do the best we can to ensure a balanced and valuable education for every student. However, we cannot promise to meet everyone's wishes exactly.

With an open choice at Wadham we expect that students will be granted **three out of their five** choices if all courses are able to run.

'At least' one subject in the first three requested must be :

Geography

History

French

German

If too few students choose a course we may decide that we are unable to run it.

If too many students choose a course and we are unable to increase the number of groups due to availability of specialist staff, some students will not be allocated this request. If this happens we consider:

- (1) Preferences
- (2) Evidence of performance, behaviour and motivation in the subject.
- (3) Future pathway planned for education and training Post-16.

The deadline to submit your options request is:

Wednesday 17th April

What happens next?

Staff responsible for the options process will check the course choices for each student and submit the information to the options module used to organise student choices into option blocks and classes with the highest efficiency possible. This will give the highest number of students as many of their option choices as possible.

If there are any changes required, we will be in contact.

A letter confirming their options will be sent at the beginning of July.

Key Stage 4 Curriculum Information

Cohort: Sept 24—June 26

The Core Curriculum at Wadham (Examined subjects)

Combined Science (2 GCSEs) or Separate Science (3 GCSEs)
English Language (1 GCSE)
English Literature (1 GCSE)
Mathematics (1 GCSE)

The Personal Development Curriculum at Wadham (Non-examined subjects)

Beliefs and World Views (BWV)
Personal Development (PD)
Physical Education (PE)
Enrichment (ER)

Option Subject Information — GCSE's

Business
Design and Technology
Food Preparation and Nutrition
French
Geography
German
History
Film Studies
Music
Photography
Physical Education
Religious Studies
Statistics

Option Subject Information — Technical & Vocational Courses (Equivalent to GCSEs)

Child Development and Care
Performing Arts

Option Subject Information — Art and Design GCSEs

Students **are** permitted to opt for more than one Art and Design GCSE
but only one can be allocated.

Art
3D Design
Graphic Communications
Textiles

Option Subject Information—GCSEs

Business

Projected number of groups = 1

The great thing about GCSE Business Studies is that it gives learners a more in-depth look into how business works. This GCSE employs an analytical, evaluative and investigative approach.

The course will allow better preparation for further education and careers through an understanding of business.

Topics of Study

The role of business enterprise and entrepreneurship
Business planning, ownership, aims & objectives, stakeholders and business growth
Market research, segmentation and marketing mix
The role of human resources, organisational structures and different ways of working
Communication in business, recruitment and selection, motivation and retention
Training and development & employment law
Production processes, quality of goods and services
The sales process and customer service, consumer law
Business location & working with suppliers
Ethical and environmental considerations
The economic climate & globalisation

Business is assessed through 2 external exams

Paper 1 – Business activity, marketing and people (Year 1 content)

Paper 2 – Operations, finance and influences on business. (Year 2 content)

Design and Technology

Projected number of groups = 1

We live in an increasingly technological world and this course will prepare pupils to participate confidently and successfully in our society. The specification seeks to generate empathetic learners who have the ability to confidently critique products, situations and society in every walk of their lives now and in the future. It is designed to encourage a human centred approach to life and to equip pupils with the powerful process of design thinking. Pupils will utilise a number of transferable skills, such as communication, time management and organisation which will serve them well in their future lives.

This qualification introduces students to the practices and strategies used by the creative, engineering and manufacturing industries. To encapsulate the essence of this dynamic and evolving subject, learners will cover contemporary topics, such as ethics, sustainability and computer aided design. Students will also learn a broad range of design processes, techniques and how to use equipment across the different material areas such as timbers, polymers and metal.

The final GCSE grade will be determined by two components, each worth 50% of the final GCSE grade. Firstly, the non examined assessment, in which pupils must respond to a design context and finally a 2 hour exam. Within this exam students are expected to demonstrate in-depth technical knowledge of working with materials, manufacturing processes and techniques, analytical skills, applied mathematical skills and applied scientific knowledge.

Food Preparation and Nutrition

Projected number of groups = 1+

Students will enjoy Food if they are organised and enjoy experimenting with food. It is more important for students choosing the course to enjoy a large variety of foods than to have a natural flair for cooking.

Students are given the opportunity to make a large range of products over the two year course in a well structured environment. This course will give you valuable key life skills enabling you to cook and make informed choices about what and how well you are eating. You will study food preparation skills, food nutrition and health, food safety, food science, food provenance and food choice. You will develop a greater understanding of nutrition, the science behind food as a material and wider environmental aspects associated with food.

In Year 11 students will concentrate on completing two non examination assessments (NEA) using a variety of research and investigation methods. Students will respond to one of three specified tasks set by the exam board. Pupils will not cook as much in Year 11 due to NEA and preparing for their exam in the summer term.

NEA Task 1 – Food Science Investigation (10 hours) = 15%

NEA Task 2 Food Preparation Assessment
(20 hours including a 3 hour practical assessment) = 35%

1 hour 45 minute exam = 50% of GCSE

French & German

Projected number of groups = French 1+ / German 1

The study of Modern Languages offers a key to a range of experiences inaccessible to those who only speak English. Learning a foreign language widens horizons and gives an understanding of, and a respect for, the way of life in other societies. It also makes you more aware of the nature and function of language. Choosing GCSE French and/or German will provide a student with skills and knowledge desired in a wide variety of jobs. Languages will make you stand out to future employers.

During the course, you will continue to develop the four skills of listening, reading, speaking and writing across 6 thematic contexts: my personal world, lifestyle and well being, my neighbourhood, media and technology, studying and my future, travel and tourism.

Each theme will incorporate the study of authentic materials and situations, the understanding and application of a variety of grammatical structures, as well as the acquisition of a wide range of vocabulary necessary for communication. You will also be encouraged to reflect on and compare the culture and way of life in your home country and in countries and communities where the language is spoken, as well as give your opinion on a range of topics and issues.

Each skill area (listening, speaking, reading and writing) is worth 25% of your overall grade and will be assessed across 4 exams at the end of Year 11.

Geography

Projected number of groups = 1+

The main reasons for studying Geography are because you find it interesting and it enables you to find out about different people and places. We want you to be a compassionate global citizen. Geography helps you to appreciate how, and more importantly why, people live their lives differently from the way we do. It allows you to have a wider understanding of the physical and human processes that affect our daily lives and the lives of others worldwide.

There are three exams at the end of the end of the course. These are as follows:

Paper 1 Living with the physical environment

The challenges of hazardous earth looking at tectonic hazards, atmospheric hazards and the causes and impacts of climate change. The living world investigating a range of ecosystems around the world including tropical rainforests and cold environments. The last unit in the paper is the UK's physical landscapes which requires students to look at coastal and river systems and culminates with a fieldtrip to Lyme Regis.

Paper 2 Challenges in the human environment

Urban issues and challenges is where we will look at the growth of Rio de Janeiro in Brazil and the impact of this on people and the environment. Closer to home we will study Bristol in detail which includes a fieldwork trip to the Temple Quarter. The changing economic world allows us to study the development gap and look at the consequences and possible solutions to this. We will study a newly emerging economy in depth, looking at why Nigeria has changed and comparing this to the UK's economy. The challenge of resource management looks at water provision in the UK and abroad.

Unit 3: Geographical applications

This unit will draw together knowledge, skills and understanding from the full course of study. A resource booklet will be available 12 weeks before the exam to allow you to interpret graphs, diagrams, statistics, photographs, satellite images before answering questions on them in the exam. There is also a fieldwork element where you need to have undertaken two geographical enquiries outside of the classroom.

History

Projected number of groups = 1+

People who study history are fearless explorers of the past. They look at how things have developed over time and connect the dots to understand how we got where we are today. Throughout your learning in History you will continually be asked why and how? This will be key to developing your critical thinking skills and will provide you with the skills desired in many different professions. You will study 4 units leading to 3 exam papers.

Medicine through time: This unit focuses on how people have approached medicine throughout history in relation to what causes disease, how you prevent it and which cures have been used. The section on WWI considers the injuries caused, coping with the huge numbers of wounded, new treatments and the trenches.

Early Elizabethan England, 1558–88: How did Elizabeth I rule England and what challenges did she face? Key focuses are government (how Elizabeth ruled), religion (challenges at home; plots against her life and abroad; Spain and the Spanish Armada), society (education and leisure and the poor) and exploration (early settlements in America).

Superpower relations and the Cold War, 1941–91: Why did the relationship between the USSR and USA breakdown after WW2 and causes of tension? How did the Cold War develop (Berlin Wall, Cuban Missile Crisis) and why did it end? (collapse of the Soviet Union).

Weimar and Nazi Germany, 1918–39: German troubles at the end of WWI and the creation of a new government, the Weimar Republic. The early 1930s saw the collapse of Weimar and Hitler's rise to power. You will explore Nazi control and what life was like in Germany for the young, women, workers and undesirables. End of WWI and creation of Weimar Republic
Hitler's rise to power. Nazi control and life in Germany.

Film Studies

Projected number of groups = 1

Film Studies offers new opportunities to broaden a young person's knowledge of worldwide cinema from the birth of cinema in the late 19th Century with the Lumiere Brothers, through the 20th Century with genre classics such as 'Dracula' (1931) and 'The Lost Boys', all the way up to the visceral blockbusters of the 21st Century with the South African sci-fi 'District 9' and the modern music-based masterpiece of 'Whiplash'. Each of these films are brimming with comments about society, mythology and cinema and it's the objective of the Film Studies course to pick them apart and understand what each film is saying and why.

Main blocks of learning:

Component 1: Key Developments in US Film

Written examination: 1 hour 30 minutes
'Dracula' (1931) compared to 'The Lost Boys',
Key developments in Film and Technology,
'Whiplash' studied as an independent US Film.

Component 2: Global Film: Narrative, Representation and Film Style

Written examination: 1 hour 30 minutes
'District 9' (Global English Language film)
'The Wave' (Global Non-English Language film)
'Attack the Block' (Contemporary UK Film)

Component 3: Production (Non-exam assessment)

One genre-based film extract (from a screenplay)
One evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, professionally-produced films or screenplays

Music

Projected number of groups = 1

A qualification in music shows that you have practical skills and can express your ideas and feelings through a medium other than words. You will have imagination and an interest in different styles of music and can work co-operatively in a group as well as having the confidence to manage and develop your own ideas.

During the course you will concentrate on the following specific areas of study:
My music (performing and composing using your own instrument), concerto through time, rhythms of the world, film music and conventions in pop.

Composing: For this part of the course you will be asked to create one composition in your own chosen style and one written to a brief given by the exam board.

Performing: For this part of the course you will do two performances on an instrument of your choice or voice. You will do a solo performance where you will perform a piece on your own or with an instrumental accompaniment / CD backing track. You will also do an ensemble performance where you will be asked to demonstrate that you can perform as part of a group.

Listening & Appraising: You will answer questions based around areas of study. You will recognise different styles and use musical language to describe what you hear.

Instrumental lessons and ensembles:

It is not essential to have individual music lessons to do this course but it will help. It is strongly recommended that if you take GCSE music that you should take part in one of the groups that are available to support your playing and improve your grade.

Photography

Projected number of groups = 1

A GCSE in Photography will provide you with opportunities to develop your skills, knowledge and understanding in using DSLR cameras and Photoshop whilst developing ideas on broad-based themes. You will need to be prepared to embark on photoshoots from which selected images may be edited using Photoshop and mixed-media editing techniques, such as collage. As you experiment with the camera and gain knowledge and understanding, you will compile a visual dictionary and as well as gather information for the themes. Research into and analysis of artists and photographers' work is crucial, for it underpins your own development of concepts.

You will embark on a major project which, along with selected pieces completed throughout the course will form your portfolio. You will have to prepare for an externally set assignment (ESA) which starts in January of Year 11. This is primarily a practical unit of work, informed by research and investigations into artists and photographers whose practice relates to the theme; having embarked on independent photoshoots you will be expected to experiment with editing processes before planning a final piece or pieces to be produced during the practical exam.

You will be required to draw during this course – for both the portfolio and externally set assignment.

If you opt for this course, having the use of a DSLR camera is essential.

Wadham School has a number of options available to all families / students to enable this to be possible for any student wanting to opt for this course including discounted cameras. Please enquire with the Finance Office.

Physical Education

Projected number of groups = 1+

GCSE PE is a fantastic option for students who have a passion for sport and want to understand the sciences behind becoming a better athlete and/or are considering a career related to sport.

Students will only be considered for the course if they play competitive sport outside of school in at least one sport and are prepared to regularly attend lunchtime/afterschool sports clubs to improve their performance.

GCSE PE is a theory course with practical elements. 3-4 lessons a fortnight are theory lessons in a classroom. 1-2 lessons are practical and focus on fitness testing, badminton, netball, table tennis and athletics.

The course consists of four components:

Physical factors affecting performance: Body systems, effects of exercise, diet, principles of training.

Socio-cultural issues and sports psychology: Socio-cultural influences, sport psychology, influences of commercialisation, sponsorship and media.

Practical performance: (assessed in practical exams as well as a written competitive log) Performance in three sports from the approved list.

Analysis and evaluation of performance: (coursework written in controlled conditions) Evaluate your own or a peer's sporting performance and produce an action plan to improve it.

Religious Studies

Projected number of groups = 1

All students will continue with the core subject 'Beliefs and World Views' for two lessons a fortnight. Choosing this option will extend your learning in this area of education and provide you with a GCSE qualification.

You will study controversial (areas of strong disagreement and discussion) topics in our society and understand how religious and non-religious people understand these topics and why. Questions like 'Is it ever right to kill?' and 'When does a fetus become a human?'

You cannot understand the world you live in or the country you are growing up in without understanding the religious worldviews that shape them. Studying this GCSE will give you the opportunity to understand religious ideas in depth, through studying what people believe and how they practice or live out their religion.

Paper 1: Religions

In this paper you get the chance to study two extremely influential religions. Firstly Christianity, which has been the main religion in the UK and has shaped our country over the last 1000 years and secondly Islam, which is the fastest growing religion in the world.

Paper 2: Themes

This paper contains some of the most challenging questions faced by modern society. It covers issues like assisted dying, contraception and abortion, terrorism and the death penalty and will give you a chance to consider these questions and the issues around them. It is split into four topics; relationships and families, religion and life, religion peace and conflict and religion, crime and punishment.

Statistics

Projected number of groups = 1

GCSE Statistics is a Maths based course, concentrating in more detail on the 'statistics' aspect of Maths.

This is an exciting qualification if you have a love of Maths and enjoy the challenge of number crunching!

This course will give you a wider understanding on top of your core Maths GCSE and will be a separate GCSE grade—giving you a second Maths based GCSE qualification to support your future pathway.

You will learn how to collect, process, represent and analyse data as well as how to calculate probabilities in a variety of contexts; using one of the key elements of Mathematics: Statistics.

The GCSE Statistics qualification incorporates numerous examples of real-life data and contexts, which build skills that you will use in other subjects, such as Science and Geography. The course is based on the principles of the statistical enquiry cycle and you will gain a rounded understanding of how to interpret and apply data to a number of scenarios, both across subjects and in the real world.

This course is assessed through written examination, higher or foundation.

All students are welcome to opt for this course.

Option Subject Information Technical & Vocational Courses (Equivalent to GCSEs)

Child Development and Care in the Early Years Projected number of groups = 1

The Level 1/2 Technical Award in Child Development and Care in the Early Years is designed for learners who want an introduction to child development and care that includes a vocational and project based element. The qualification will appeal to learners who wish to pursue a career in the early years sector or progress onto further study.

50% exam – 1 hour 30-minute paper out of 80 marks
50% coursework – 14 hour project out of 92 marks

Content areas:

Child Development
Factors that affect development
Everyday care routines
Legislation, policies and procedures
Expectations of an early year's worker
Roles and responsibilities when working with children
Importance of observations
Planning for the early years

Performing Arts Projected number of groups = 1

Unit 1: Performing - Drama, Music, Music Technology or Musical Theatre (which may incorporate dance). You will learn the skills and techniques needed to put on a successful performance.

Unit 2: Creating - Devised drama, choreography, composition, composition using technology, costume design, lighting design, make-up and hair design, set design, sound design. You will create your own original work in performing arts, such as choreography, designing costumes or composing music.

Unit 3: Performing Arts in Practice — You will learn about different areas of the Performing Arts industry that need to be considered when you have been asked to create a piece of performing arts and how to manage them when coming up with and pitching your own idea.

For units 1 and 2 you will undertake projects (not exams) in response to briefs. 30% of the qualification.

For unit 3 you will undertake another project (no exam) in response to a brief, which will take 20 hours and be worth 40% of your qualification. You will be given a scenario and need to undertake a number of tasks.

Option Subject Information— Art & Design GCSEs

Art **Projected number of groups = 1**

This Art course is Fine Art. This will be a good choice for you if you are creative and are willing to experiment with materials and techniques, while looking at different artists to inspire your own work.

This course is designed to provide you with the opportunities to develop your skills, knowledge and understanding over broad-based themes during the first half of Year 10. You will be given the freedom to select from a range of starting points before generating final pieces from ideas produced in your sketchbook and on paper. Research into artists' work is an important part of the course and is often set for homework, for lessons tend to be practical.

During the Summer term, you will start a major project which, along with selected pieces from earlier in the course, will form your portfolio, worth 60% of the GCSE. This will span the summer holidays and conclude during September of Year 11, after which you start to prepare for the demands of the externally set assignment (ESA) which starts in January and comprises of the remaining 40%. This is primarily a practical unit of work, informed by research and investigations into artists whose practice relates to the theme; having generated a range of ideas, you will plan a final piece in a sketchbook to be done in an exam – in the art room.

There is only one tier for Art & Design, covering grades 9-1.

Graphic Communications **Projected number of groups = 1**

Graphic communication is defined as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

Pupils will begin Year 10 by undertaking component 1, which requires the pupil to build a personal portfolio. Within this students will learn how to use sources for inspiration, critique the work of others and experiment with different media and materials relevant to the students intentions.

From the January of Year 11, pupils will begin component 2 of the course which is an externally set assignment. Pupils will have a sustained period of development in which to research and develop design ideas before commencing a final 10 hour practical exam in which they will produce a final piece.

This course would suit students who have an interest in:

Design for print
Advertising and branding
Illustration
Typography
Package design
Signage and exhibition graphics
Interactive design (including web, app and game)

Textiles

Projected number of groups = 1

In this GCSE pupils will experiment with a variety of materials, tools and techniques to produce their own unique surface designs for textile products. To achieve this qualification, pupils are required to complete two components. Pupils will begin working on component 1 from the beginning of their GCSE course in Year 10. During component 1, pupils will produce a portfolio of work, which will contain 2 coursework projects. Coursework projects will be based on a wide theme, such as natural forms or identity. This will be assessed at the end of the course and is worth 60% of the final GCSE grade.

Component 2 begins in the January of Year 11. This is an externally set assignment, where pupils are given a theme by the exam board. Pupils will complete preparation studies such as artist research and the creation of samples, before undertaking a 10 hour practical exam, where they will produce a final piece.

During the creation of their portfolios pupils will learn core knowledge and skills that will enable them to undertake component 2 independently. This will include how to critically evaluate the work of others and to draw inspiration from a variety of sources. Pupils will produce a number of samples, which they will learn how to develop.

Examples of techniques that pupils will be introduced to include:

Fabric Manipulation
Embroidery
Digital surface design
Natural and synthetic dyes
Batik
Printing

3D Design

Projected number of groups = 1

Design is defined as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

In components 1 and 2 students are required to work in area(s) of three-dimensional design, such as architectural design, product design, jewellery, interior design, environmental/landscape/garden design, exhibition design, 3D digital design, designs for theatre, film and television. Exact areas will be planned by the teacher(s).

This course is designed to provide you with the opportunities to develop your design and practical skills, knowledge and understanding over broad-based themes. Research into artists and designers' work is an important part of the course.

Students will work on a major project during this course to add to a portfolio. An externally set assignment starts in January of Year 11.

If you enjoy designing and making practical 3D products using a variety of materials such as textiles, woods, metals and plastics then this course is for you.

Please be aware however, as well as making, you will be required to draw and to undertake written work during this course – for both the portfolio and externally set assignment.

The deadline to submit your options request is:
Wednesday 17th April

SIMS Options Online Instructions

Student Details: All students have been sent an email to their school email address. The email will come from noreply@sims.co.uk. If you don't receive a registration email please email amjackson@wadhamschool.co.uk or see Mr A Jackson (office opposite the staff room).

Setting Up Your Account: Open the email from noreply@sims.co.uk and click on the link in the email. In the email you will find a registration code that will be required later.

You MUST choose the bottom method to register (Sign in with Office 365)

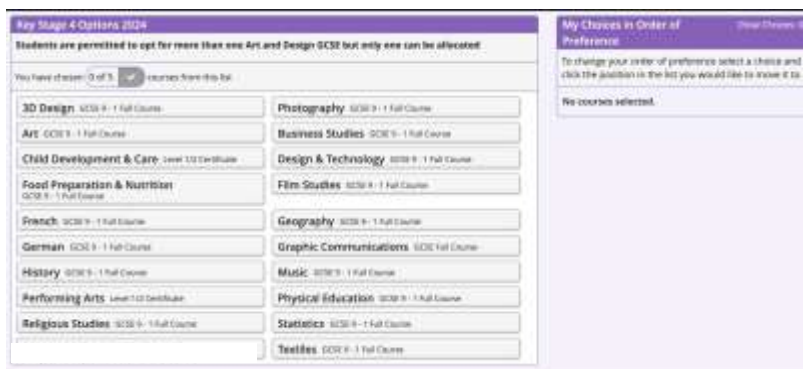
You will then be asked to sign in with Office 365 (your school email address and password – accept any permissions that might appear). Once logged in you will need to enter the registration code in the email (it may already be there). You will then be asked to verify your account by answering a security question. Your account is now setup.



Choosing Options:

5 choices are required **in order of preference.**

To make a choice click on the title of the subject. It will then appear in the list on the right. Once you have made your choices you will need to click the 'Save' icon in the top left-hand corner of the screen.



You will not be able to access Options Online until Friday 29th March 2024. The online system will close at 10pm on Wednesday 17th April 2024.

Once you have made your choices you need to let your parents/carers know so they can login to confirm the choices.

Parent Details: A registration email has been sent to you to set up an online Account. Please contact amjackson@wadhamschool.co.uk if you do not receive an email by Friday 29th March. Follow the same instructions above for students but you do not need to use an Office 365 account to setup your account.

Accessing Options Online for Parents: Go to <https://www.sims-options.co.uk> Login with the method you chose in the registration stage. You will now see the choices your son/daughter has made – if empty they haven't made choices yet so please ask them to complete using the instructions they have been given. You will not be able to amend any of the choices.

You will see a section with a box for you to tick to approve your son/daughter's option choice and a comment box. Please indicate in the comment box the future pathway that your son/daughter is planning at this stage. For example, Nursing. Click the 'save' icon and log out.

