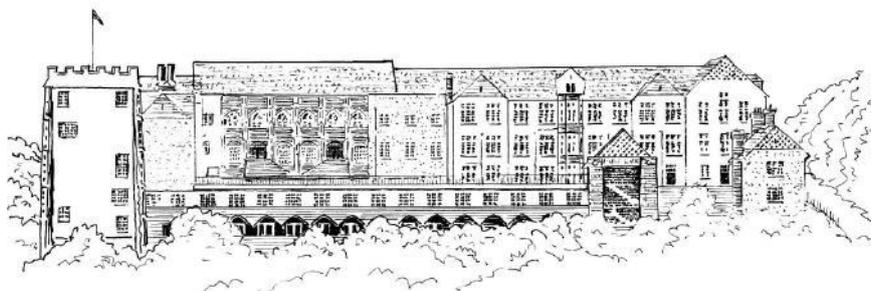


**DOVER GRAMMAR SCHOOL  
FOR BOYS**

# **GCSE INFORMATION BOOKLET**

**YEAR 8 2020-21  
for  
YEAR 9 to 11 2021-24**



# The Key Stage 4 Curriculum – Years 9, 10 & 11

## COMPULSORY SUBJECTS studied by all students:

- **English:** students must study for two GCSEs, in English Language and English Literature, which are taught as a combined course.
- **Maths:** students must study for GCSE Mathematics.
- **Science:** students must study at least Combined Science for two GCSEs OR may be allocated to study Triple Science for three GCSEs following an expression of preference. *This has been pre-allocated following the expression of preferences.*
- **Philosophy, Religion and Ethics:** this is a statutory requirement at Key Stage 4 and all students will complete the full GCSE qualification.
- **Physical Education:** this is a statutory requirement at Key Stage 4 and all students will follow a non-examined course in PE. *The GCSE in Physical Education is available as one of the option subjects.*
- **Personal, Social, and Health Education (PSHE) with Citizenship and Computing/ICT:** this is a statutory requirement at Key Stage 4 and all students will follow a non-examined course. *The GCSE in Computing is available as an option subject.*

## OPTION SUBJECTS (a choice of five):

In addition to the compulsory core of subjects you will study five further subjects which must include a Language and a Humanity subject:

<u>Compulsory</u>	<u>Optional</u>		
Core subjects	Language option Choose 1	Humanity option Choose 1	Other options Choose <u>no more than 3</u>
English Language English Literature Mathematics Science ( <i>at least Combined</i> ) Religious Studies (PRE)	French German Spanish	Geography or History	Triple Science* Geography History French German Spanish Computer Science Art & Design Music PE DT Product Design Media Studies
<b>Non-examined:</b> Physical Education (core) Careers Education PSHE+Cit+Comp/ICT			

\*Triple Science has been pre-allocated following expression of preferences

# **COMPULSORY SUBJECTS**

## **GCSE English Language**

English Language has three components.

### **Component 1**

Section A – Reading: study and analyse selections from a range of prose fiction.

Section B – Imaginative writing: explore and develop imaginative writing skills.

### **Component 2**

Section A – Reading: study and analyse selections from a range of non-fiction texts (including literary non-fiction)

Section B – Transactional writing: explore and develop transactional writing skills, for example letters, articles, reports.

### **Component 3**

Developing spoken language skills.

**The examination board is Edexcel.**

## **GCSE English Literature**

### **Component 1**

Section A – a Shakespeare play

Section B – a post-1914 British play or novel.

### **Component 2**

Section A – a 19th-century novel

Section B – one collection of 15 poems from the Edexcel Poetry Anthology. It also includes an unseen poetry element.

**The examination board is Edexcel.**

**For more information, please speak to Mr Silk**

## **GCSE Mathematics**

Students study a three year GCSE course designed to prepare them for when they sit the 2015 specification GCSE exam in year 11. The course is divided into four topics, Number, Algebra, Shape and Space and Handling Data. It provides the skills required to apply mathematics to everyday life and an introduction to more advanced methods for those who want to take the subject further.

The new GCSE Mathematics qualification is assessed by three ninety minute papers. Calculators are allowed in papers two and three. There is no coursework assessment.

The majority of students are entered for the Higher Tier paper (graded 3 to 9), but for a small number the Foundation Tier (graded 1-5) is more appropriate.

**The examination board is Edexcel.**

**For more information, please speak to Mrs Munday**

# COMPULSORY SUBJECTS

## Science

All students must study Biology, Chemistry and Physics to GCSE. However, they can either study the three sciences separately (Triple Science) using one of their option blocks or study slightly less content and take Combined Science. Whichever option they are allocated they will be taught by subject specialists. [The GCSE science course your son will follow has been pre-allocated following an expression of his preference before the rest of the GCSE options are chosen.](#)

Most students in Grammar Schools, and around 70% of DGSB students, take Triple Science. This provides students with a good platform for studying science post-16 and is well regarded by universities and employers.

### **Triple Science – allocated as one of five option choices**

Triple Science courses are assessed by two (1 hour 45 minute) written examinations taken at the end of Year 11. There are core experiments that will be examined as part of the terminal examinations and so practical skills will be an important part of lessons.

In **GCSE Biology** students will study:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

**The examination board is AQA. This option leads to 3 GCSEs**

In **GCSE Chemistry** students will study:

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

In **GCSE Physics** students will study:

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure
8. Space physics

## **GCSE Combined Science – compulsory if Triple Science not allocated**

Students not allocated Triple Science as an option will continue studying Biology, Chemistry and Physics to the same high level but there will be less content to learn (two thirds of that being studied by those taking the separate sciences). Assessment is by six (1 hour 15 minutes) examination papers, two for each science, taken at the end of Year 11. As with Triple Science there are core experiments that students must carry out and the assessment of these is incorporated into the written examinations. Students studying Combined Science will still be able to choose sciences for post-16 study; however, they may be at a slight disadvantage compared to those who have done Triple Science.

### Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

### Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

### Physics

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and electromagnetism
23. Particle model of matter
24. Atomic structure

**The examination board is AQA. This option leads to 2 GCSEs**

**For more information, please speak to Mrs Watson**

## **Philosophy, Religion and Ethics – GCSE Religious Studies**

You will be studying the Eduqas specification, which requires no coursework. You will sit three exams at the end of the three-year course. The three exams cover Ethical issues (2hr exam), Christianity (1hr exam) and Judaism (1hr exam).

For both religions you will learn about their key beliefs and practices. Evaluating and making informed judgements on these two world views is very important. You must be able to discuss non-religious views through the lens of Humanism and how they may be dissimilar to religious views. Important questions to consider here are 'Was Jesus' life just a myth?' and 'Should Jews continue to believe in God after the Holocaust?'

The other unit of study looks at philosophical and ethical issues. It is wide ranging and includes some of the following key questions:

- Where does life come from?
- Do humans have the right to take their own lives?
- Is the death penalty acceptable?
- Should nation states be entitled to own atomic weapons?
- What happens when we die?
- Does God exist and can it be proven?
- Where does extremism come from?

In each of these units you will need to think about a variety of responses whilst forming overall judgements.

**The examination board is Eduqas**

**For more information, speak to: Mr Rosier**

# OPTION SUBJECTS

## GCSE Art and Design

The course has two elements, one being the Coursework Portfolio (60% of the total mark), and the Examination (40% of the total mark).

Students follow a Fine Art course that includes drawing, painting, printmaking, photography and mixed-media work. In addition, all practical work is informed by art historical studies relevant to the content of each project. We advise all students to complete at least three units of coursework for their portfolios. We also encourage each student to be experimental in using wide ranges of materials and processes and to create an entire unit of coursework based on an individual interest.

We recommend that all students visit art galleries in Kent and London and contact artists in order to learn from seeing original works of art and discussing art with creative people. Students are also expected to participate in all departmentally arranged trips to London and other venues. There is an emphasis on independent learning skills and all students are expected to do their best at all times.

In January of Year 11, the students receive the examination paper and have a few months during which to create preparatory work. That work is taken into the examination and referred to for the final piece.

All types of employers (whether in the creative industries or not), universities and colleges greatly respect, value and appreciate the huge range of skills anyone studying Art will develop. This is a range of skills that is greatly in demand. One of the essential qualities an employee must have these days is the ability to think creatively. It is a world full of problems and people who can resolve them through innovative thinking are much in demand.

Art also provides many other vital skills such as developing skills in information gathering and selection, analysing works of art, reflecting on their own work as artists, designing and composing works of art, applying understanding and knowledge to their own work, understanding other cultures through studying works of art produced within those cultures and societies, and furthering their skills in independent learning. All students will also improve their critical, reflective, adaptive, and reactive thinking skills.

In conclusion, taking art will equip any student with many skills that are relevant and vital to any area of employment from banking to scientific research, and from tourism to engineering. For those students who wish to pursue a career in the creative industry sector, there are countless opportunities from working in film and television to designing cars, creating stage sets to designing furniture, and from designing buildings to designing their interiors as well as pursuing the many aspects of fine art such as painting and drawing, or art history. This employment sector is enormous, employing over two million people in the UK.

**The examination board is AQA.**

**For more information, speak to: Mr Gratus**

# **GCSE Design and Technology**

## **Product Design**

You will be following the AQA GCSE DT specification.

In Years 9 and 10 you will work on a series of mini-projects that will develop your practical and designing skills. These will include the correct use of various tools and equipment, improving drawing and rendering skills and the use of complex CAD software. You will also develop your design thinking by evaluating existing products and investigating the work of both modern and contemporary designers. You will engage in materials and process theory which will underpin your practical skills and support your design work.

The aim of these projects is to equip you with all the skills, knowledge and understanding you will need to complete the coursework unit and the theory exam in year 11.

During your final year you will be presented with a series of design tasks that you will be able to choose from, which will form the context for your controlled assessment; the coursework. Working with a 'client' you will develop ideas and model a variety of solutions to suit the context, resulting in the production of a testable prototype. A portfolio of evidence is produced (photographs of models, your sketches, evaluations and client feedback) that documents the design journey you have been on. As you go through the year you will be further developing your design skills, as well as your knowledge and understanding of design issues, materials and processes.

The final mark is made up of 50% coursework and 50% written exam.

This is an exciting course which is an excellent first step towards an exciting and rewarding career in design, architecture, engineering, fashion or the creative industries. It will give you a whole range of creative, analytical and practical skills that are much sought-after by employers and universities in all fields.

**The examination board is AQA.**

**For more information, speak to: Mr Cunningham**

## Doing a GCSE in a Modern Foreign Language: GCSE French/German/Spanish

Employers in Britain are crying out for workers with language skills - 77% of British exporters say they are losing business because of a lack of language skills amongst their employees. Language graduates earn 8-20% more than other graduates and are employed more quickly post school/university. Indeed, top universities are now requiring students to have studied a language to at least GCSE level for entry onto many non-language related courses. Languages also develop your cognitive abilities and teach essential skills required for further study and the workplace: communication; analysis; essay writing; debating/argumentation; and the ability to manipulate language and become rhetorically accomplished.

At GCSE you learn to develop and extend your language skills in a variety of contexts. The topic areas covered are: identity and culture; local area, holiday, travel; school; future aspirations, study and work; the international and global dimension.

By the end of the course, you will be able both to understand and to express yourself in varied vocabulary, structures and verb tenses. To gain top grades, you will need to demonstrate that you can not only give opinions but explain your reasons too. Of course, we will build on the knowledge of past, present and future tenses which you have gained in KS3.

Unit 1	Listening Examination 25%	50 minutes Externally marked
Unit 2	Speaking Examination 25%	Internally conducted, externally assessed. 10-12 minutes (+12 min preparation time): role-play; picture stimulus discussion; conversation. Externally marked
Unit 3	Reading Controlled assessment 25%	1 hour Externally marked
Unit 4	Writing Controlled assessment 25%	Written exam - externally assessed – 1h 20min – 2 extended response questions and one translation into foreign language

This course will prepare you, if desired, to study French/German/Spanish at A-Level.

**The examination board is AQA.**

**For more information, speak to: Miss Tomes**

## **GCSE Geography**

As a GCSE Geographer, you will investigate the most up-to-date geographical themes with the most up-to-date G.I.S technology and discover things that you have never studied before!

As an integral part of your GCSE, you will develop applied geographical skills for both the main papers and the fieldwork investigation exam.

We will study the following topics:

### Physical:

- The Challenge of Natural Hazards; Natural Hazards, Tectonic Hazards, Weather Hazards and Climate Change
- The Living World; Ecosystems, Tropical Rainforests and Cold Environments
- Physical Landscapes in the UK; The Physical Diversity of the UK, Coastal Landscapes and River Landscapes

### Human:

- Urban Issues and Challenges
- The Changing Economic World
- The Challenge of Resource Management; Resource Management and Water

We will then put your knowledge and team work to the test by completing at least two fieldwork investigations and looking at an Issue Evaluation (pre- release information we are given by the exam board).

GCSE Geography is more topical, more relevant to the world we live in today and you will undertake in-depth case studies.

For the GCSE Geography examinations, you will sit 3 separate papers;

- Paper 1 covers all the Physical Geography as well as Geographical Skills (35%)
- Paper 2 covers all the Human Geography as well as Geographical Skills (35%)
- Paper 3 covers the Issue Evaluation and Fieldwork as well as Geographical Skills (30%)

**The examination board is AQA**

**For more information, speak to: Miss Messenger**

## **GCSE History**

### **What does the course involve?**

GCSE History provides students with a wide variety of skills and experiences. By studying different periods of time, students are guaranteed a varied content. However, while the course is exciting and engaging, students should be aware that a lot of content will need to be learnt and that hard work is required.

### **What will I study?**

The course comprises four examinations (all taken at the end of Year 11).

#### **Component 1: Paper 1; British Depth Study: The Elizabethan Age, 1558-1603 (25%)**

This unit will look at life in Elizabethan times, focusing on the political and legal structure, life of the rich and poor, the Spanish Armada and the religious threats to her reign.

#### **Component 1: Paper 2; Non-British Depth Study: Germany in Transition 1919-1939 (25%)**

This unit covers the development of the post-war Weimar Republic, the rise of the Nazi Party and the changes wrought over Germany by the Adolf Hitler, as well as Germany's role in causing World War Two.

#### **Component 2: Paper 3; Period Study: USA 1929-2000 (20%)**

This unit sees students study the political, economic and social developments in the USA in the last century. It will include a major focus on the civil rights movement as well as the role of the USA in the world during the Cold War.

#### **Component 2: paper 4; Thematic Study: Changes in Health and Medicine in Britain c.500 to the present day (30%)**

This unit will cover the causes of illness, preventions and cures, advances in medical knowledge and developments in patient care. It will also include an environmental study of a topic yet to be decided.

### **How is the course assessed?**

All units of study are assessed by exams at the end of Year 11.

### **What can I do with this course in the future?**

History imparts skills in researching, organisation, using information, evaluating evidence and communicating understanding. The course leads to further historical study at A-Level and University where it is a highly respected qualification. History can lead to careers in Law, Management, Social Work, Teaching, Journalism, Accountancy, Archaeology, Librarianship, Local Government, Administration, the Civil Service, Museums, the Arts and Publishing.

**The examination board is Eduqas**

**For more information, speak to: Mr Smith**

## **GCSE Computer Science**

The course offers students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere. However, this course will give an insight into what goes on 'behind the scenes', including computer programming, which many will find absorbing.

The course provides excellent preparation for higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area.

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming. A good level of mathematics helps with the acquisition of these skills. For many students, it will be an enjoyable and interesting way to develop these skills, which can be transferred to other subjects and, of course, applied in day-to-day life.

In this respect, the course will make an excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

The course comprises:

### **Component 01: Computer systems - 1 hour 30-minute paper-based examination (50%)**

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### **Component 02: Computational thinking, algorithms and programming – 1 hour 30-minute paper-based examination (50%)**

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

### **Practical programming**

Programming features heavily throughout the entire course. Students are given the opportunity to undertake a programming task or tasks during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. The programming language of instruction is **Python version 3**. Students will be assessed on these skills during the written examinations (mainly in the component 2 examination).

**The examination board is OCR.**

**For more information, speak to: Mr Hansen**

## **GCSE Media Studies**

Media plays an increasingly significant role in contemporary society and developing the ability to analyse it academically is becoming a crucial skill in the 21<sup>st</sup> Century.

The DGSB Media Studies department follows the Eduqas specification, which centres around a Theoretical Framework consisting of 'Media Language', 'Representation', 'Industry' and 'Audience'.

The subject provides a combination of critical thinking, project-based learning and creativity and it allows students to gain a more developed understanding of the media and its role within society.

Students selecting the subject should have sound analytical skills. If you don't enjoy analytical writing in your English lessons, you will struggle in Media Studies as 70% of the final grade will test these skills.

GCSE Media Studies (Eduqas) consists of three key components:

### **Component 1: Exploring the Media: 1h 30m exam (40%)**

Students will develop skills in analysing media language, discussing media representation and exploring media industries and audience.

Media texts explored in this component include: *The Man with the Golden Gun* (1974), *Spectre* (2015), *GQ Magazine* and *Fortnite* (2017).

### **Component 2: Understanding Media Forms and Products: 1h 30m exam (30%)**

In this component, students will respond analytically to an extract from '*Luther*' (Series 1, Episode 1) and explore contexts in music videos and online media.

Media texts explored in this component include: *Luther* (2010), *The Sweeney* (1975) and the music videos for Katy Perry's *Roar* (2013) and Bruno Mars' *Uptown Funk* (2014).

### **Component 3 (Coursework): Creating Media Products: Non-Exam Assessed (30%)**

Students will complete an individual piece of coursework. This will be a website for a music artist/group linked to a specific genre of music. The full brief will be released by the exam board in Year 10.

Students will work independently to plan and produce their own work.

**The examination board is Eduqas.**

**For more information, please speak to Mr O'Gorman**

## **GCSE Music**

GCSE Music allows you to study music through performing, composing and listening, with opportunities to use music technology. You will cover a wide range of genres, including classical, world and popular music. The course is flexible and caters for a wide range of musical interests. GCSE Music is good preparation for further musical study such as A level, as well as being a subject that is respected and valued by employers. It requires commitment, perseverance, a willingness to listen widely to new music and an interest in exploring musical ideas in a practical and theoretical way. You must play a musical instrument or be willing to start learning to play one. (Singing counts as a musical instrument). You must have a good knowledge of music theory and this will be a regular part of the learning. You must be willing to join in with extra-curricular activities.

There are three units:

Component 1:	Performing	30%
Component 2:	Composing	30%
Component 3:	Appraising	40%

### **Performing**

By the end of the course each student will have completed:

- One solo performance (expected standard = grade 4 ABRSM or equivalent)
- One ensemble performance (expected standard = grade 4 ABRSM or equivalent)

### **Composing**

By the end of the course each student will have completed:

- One composition written to an original brief
- One composition written to a brief set by the exam board

### **Appraising**

This component is divided into four Areas of Study: instrumental music; vocal music; music for stage and screen; fusions. There are eight set works and this part of the course is assessed through a written, listening paper. Students are expected to answer short questions relating to six of the set works; short questions relating to an unfamiliar piece; a musical dictation question and finally, to write an essay comparing one of the set works with an unfamiliar piece of music.

**The examination board is Edexcel.**

**For more information, speak to: Mrs Simes**

## **GCSE Physical Education**

On the field of play an ideal candidate for GCSE PE will:

- Embrace all physical activities offered and enthusiastically endeavour to improve his performance levels in each.

In the classroom an ideal candidate for GCSE PE will:

- Display an unrelenting thirst for knowledge of topics relating to the anatomical and psychological prowess of a sportsman.

This course is comprised of 2 written papers: 60% of GCSE

- The human body and movement 1 hr 15 mins
- Social and cultural influences on sport 1 hr 15 mins

This course is comprised of 3 practical assessments: 40% of GCSE

- Performance in three different activities
- 1 team activity, 1 individual based activity plus 1 other (team or individual)
- Written analysis of performance in one of these activities

"Far better it is to dare mighty things, to win glorious triumphs even though chequered by failure, than to rank with those poor spirits who neither enjoy with nor suffer much because they live in the grey twilight that knows neither victory nor defeat."

(Theodore Roosevelt - 26th President of the United States)

**The examination board is AQA.**

**For more information, speak to: Mr White.**

# NON-EXAMINED SUBJECTS

## Physical Education

During **Key Stage 4** students receive three single periods per fortnightly cycle. The year is divided up into the following:

**Term 1:** Years 9-11: Health-related fitness; understanding the benefits of taking part in regular exercise and leading a healthy lifestyle.

**Term 2:** Years 9 and 11: Basketball, football or rugby; refining skills acquired in KS3 and implementing them further in competitive situations.

Year 10: Sport Education Programme, whereby all students experience a variety of roles including:

- Performer
- Official
- Coach
- Analyst
- Photographer

**Terms 3 & 4:** Years 9-11: Basketball, football or rugby

**Terms 5 & 6:** Year 9-10: Athletics, cricket and softball  
Year 11: Cricket and softball

## Personal, Social & Health Education, Citizenship & ICT

Throughout year 9, 10 and 11 you will learn about some of the most important and relevant aspects of life. This will include Sex Education, Drugs Awareness Education as well as the prospect of parenting and healthy relationships. You will study the different political structures that make up our world as well as ask questions relevant to today's society concerning Human Rights, British Values and Radicalisation. Additionally, external speakers from both Kent Police and Fire and Rescue will come to your lesson and speak about important safety issues.

You are able to think extensively about your future in year 11 with a focus on financial management and careers.

You will have opportunities to develop your ICT skills including your understanding of E-Safety and programming.

You will not be formally examined in this subject but rather reflect on your progress in the key areas of maturity, perceptiveness, confidence and independence.

## Careers Education, Advice and Guidance

The School's Careers Programme is integral to not only PHSE but all the subject curriculum. It aims to help students develop the skills and confidence required to make realistic and informed decisions about their future. It seeks to equip them to manage the transition from one stage of their career to the next. In this way the Careers Education, Advice and Guidance programme helps to support the overall school policy aims of developing self-awareness and adaptability and meeting the Gatsby Benchmarks.

In Key Stage 4 the specific aims are:

- To help students to manage the transition from Key Stage 4 into the Sixth Form, further education, training and apprenticeships.
- To help students to develop an understanding of themselves in relation to future roles and the qualities required for teamwork, the place of work, training and continued education in society.
- To highlight to students the relevance of STEM subjects for a wide range of career paths.
- To challenge stereotypical thinking and raise aspirations.
- To enable every student to have an experience of a workplace.

Students will also have the opportunity to develop and explore their career aspirations in form time activities and through a range of events and activities as part of their KS4 programme.

For example, Year 10 currently attend a Careers Fair and when the new school building is constructed there will be linked projects and site visits with Kier.

Students also have access to careers platforms such as Unifrog which allows them to explore their options, create shortlists of potential courses and careers and develop important documents such as personal statements and CVs.

The School has a designated Careers Leader, Mr Hornus. We also have the opportunity for students to access independent careers advice from CXK. There is a wealth of information in the Careers Room and online, students are also encouraged to seek advice on subject suitability from their form tutors, subject teachers and subject leaders.

### Useful Sources of Information:

<https://www.ucas.com/ucas/16-18-choices/find-career-ideas/buzz-quiz>

<http://www.careersadviceforparents.org/p/helping-your-child.html>

<https://www.unifrog.org/>

**Mr Hornus – DGSB Careers Leader** [nhornus@dgsb.co.uk](mailto:nhornus@dgsb.co.uk)

**Mr Scott – CXK Independent Careers Advisor** [info@cxk.org](mailto:info@cxk.org)

## Choosing GCSE Option Subjects – 2021

Thursday 25 February:	Y8 Virtual GCSE Options Information available
<b>Thursday 11 March</b> by 1525:	Deadline for completed option choices using SIMS Options Online (see below)
12-26 March:	Option Blocks designed to give as many students as possible their preferred subject combinations.
By Mon 29 March:	Option Blocks published, and students notified individually as to the availability or otherwise of their preferred courses.  Personal consultations for any who will need to make modifications.  [From this point on, changes to Options can only be accommodated within the Option Blocks and subject to set sizes.]

### Using SIMS Options Online

**Students:** ensure you have [registered first](#); then:

1. From a web browser launch the Options Online page [www.sims-options.co.uk](http://www.sims-options.co.uk)
2. Select the last options 'Sign in with Office365'
3. Enter your DGSB school email and password
4. You should now be signed into the Options Online system, and see the options.
5. You must choose:
  - One humanity
  - One language
  - Three further options (if Combined Sci) **or** Two further options (if Triple Sci)
  - Two reserve options
6. Should you need to add a comment please add it in the 'Student Comments' box.

#### **Parents:**

- You can log onto SIMS Options using your SIMS App log in details
- *You will need your child to select their options first.* Once this is done you will be able to edit the option choices.
- Please click on the 'Parent/Carer Approval' box at the bottom of the page when you wish to confirm the options.

Please see the full guidance sheet issued online for more details.

Any technical problems then please email [kdancer@dgsb.co.uk](mailto:kdancer@dgsb.co.uk)

Any subject-related problems then please email [bralph@dgsb.co.uk](mailto:bralph@dgsb.co.uk)