



ALDER GRANGE SCHOOL

An 11-19 School

KEY STAGE 4

2018-2021

**Information for Pupils
Parents and Carers**



Introduction

You are about to make one of the most important decisions of your life - the selection of subjects for study in Key Stage 4. Increasingly, you need to see this as a step taking you to your destination at the age of 18 or even 21.

There are some things you should remember:

- a) Your working life will go far beyond the present economic climate – so think **long term!**
- b) Be realistic and ambitious - do not settle for being less than you are.
- c) The greater the qualifications you have the more you are likely to earn over your lifetime and the greater your freedom to choose your own pathway.

Alder Grange has always aimed to combine the advantages of a school with small class sizes and pupils well known personally to the staff, with the opportunities of a large school in terms of the number of subjects available to pupils. Once begun, it is usually impossible to change courses.

As you may be aware there have been significant changes to GCSE exams in the last couple of years. As a result of this we have decided to change the option process in school so that pupils will make option choices in Year 8. By choosing options earlier, we feel that pupils will benefit from an additional year of teaching in option subjects, and therefore should perform better in exams. In addition, we have increased the number of option subjects available so that pupils are able to study a larger number of courses

Pupils with special educational needs will have the same choice as all others and will enjoy continuing support from the various support agencies. Where we feel that the burden of a full range of GCSEs and/or applied subjects would not be appropriate for a pupil, we shall discuss alternative routes. Further advice for individual pupils will be an integral part of the process of setting up next year's curriculum.

With such a wide degree of opportunity a great deal of careful and informed thought is needed before making final choices and we are here to give you as much help, information and support as we can.

If you have a question related to a particular subject, please ask the Curriculum Leader of the Department concerned. A list is given below. If the question is to do with the range of choices available to you please see Mr Riddell or Mr Varley.

English

Mathematics/Statistics

Science

Art & Design Technology (Art/Product/Hospitality and Catering/DEC)

Humanities (Geography/History/RE/IAG)

Computing/Business Studies

Modern Foreign Languages

CEPA (Media/ Music/Drama)

Physical Education

Mr Williams

Miss Grimshaw

Mr Grenfell

Mr Stocks

Mr Ali

Mrs Wood

Mrs Pearson

Mr Heywood

Mrs Holland

WHAT YOU NEED TO THINK ABOUT

We aim to offer the widest degree of choice to meet individuals' needs and interests. We must meet other important needs, too, of course. These are just as important to your son or daughter's education as the degree of choice they have, and include:

1. The need to satisfy the legal requirements of the National Curriculum.
2. The importance of all pupils keeping future options open by following, at this stage, a **broad** and **balanced** curriculum.
3. The practicalities of ensuring all courses can be adequately staffed and equipped.

There are, therefore, some subjects which every pupil will study. These are the National Curriculum "**Core**" Subjects of **English, Mathematics** and **Science**, which are compulsory, together with **Physical Education, Independent Advice and Guidance (IAG)** and **Religious Education**, although PE is available as an option, too.

All pupils are now sitting the new reformed GCSEs and these will be graded 1-9 rather than G-A*.

The DfE has announced significant reforms to the accountability framework, which come into effect for performance measures based on 2016 exam results. In 2016, the headline measures of secondary school performance will be:

- Progress across 8 subjects (which we are calling Progress 8)
- Attainment across 8 subjects (which we are calling Attainment 8)
- The percentage of pupils achieving a 5 grade The English Baccalaureate
- Destinations measure for the uptake of Level 3 courses

You need to remember, too, that the following points apply to **all** the courses followed in Key Stage 4:

1. Our expectations of you are very high - we expect **all** pupils to work hard from the very beginning of the course until its end.
2. Homework will be an important and **normal** requirement - you cannot cover all the necessary work without it.
3. Your personal organisation must be of the highest standard - attendance and punctuality, completing work fully and on time, ensuring all necessary equipment is with you when needed - all influence your final results.

KS4 Option choices – additional information regarding the English Baccalaureate.

The English Baccalaureate (EBACC) was introduced by the Government to encourage pupils to take a more traditional academic combination of GCSE courses. It is not a qualification in its own right, but the number of pupils completing the EBACC is now recorded in performance tables.

In short, this will require pupils to achieve grade '5' or above in GCSE Mathematics, English, Science, a Humanities (History or Geography), Computing and a Modern Foreign Language (French or Spanish). There is an expectation that pupils who have studied French or Spanish at Key Stage 3 will continue one or both of these into Years Key Stage 4. This should be combined with either Geography or History and one other option choice. We would advise pupils planning academic courses at University to consider these subjects when selecting their options.

At Alder Grange we have always given pupils a free choice of subjects and will continue to do so. Many schools insist on all pupils selecting all the EBACC subjects at GCSE. We do not intend to do this. We would however, encourage those pupils who intend to move on to academic A Level and University courses to take the EBACC. The option blocks have been redesigned this year in order to both encourage this and still allow for two free choices.

Studying the EBACC is not a requirement for sixth form or A Level study, and all the courses on offer are selected carefully to ensure they are appropriate and of a high quality for our pupils.

In addition the curriculum at Alder Grange is designed to prevent pupils 'overspecialising' too early in their education, thus ensuring that all pupils will receive a broad and balanced curriculum, whether they choose to follow the EBACC or not.

The English Baccalaureate route:

This requires pupils to select:

- GCSE Mathematics
- GCSE English
- GCSE Science
- a Humanities (GCSE History or GCSE Geography)
- Modern Foreign Language (GCSE French or GCSE Spanish).

There are two 'free' choices with this route.

The *non-* English Baccalaureate route:

This requires pupils to study:

- GCSE Mathematics
- GCSE English and
- GCSE Science

And one from

- GCSE Computer Science
- GCSE Geography
- GCSE History
- GCSE French
- GCSE Spanish
- GCSE Separate Sciences

There are three 'free' subjects with this route. Although no more than two can be non-GCSE courses.

WHAT YOU NEED TO THINK ABOUT

All courses lead to public examinations, whether it is GCSE, BTEC or other applied courses. Your results will greatly affect your future educational, training and career opportunities. You should choose **COMBINATIONS** of subjects which keep your future options as wide as possible.

In Key Stage 4 you will spend about twice as long each week studying each subject as you do now.

Each subject will be deeper, more specialised and more demanding than in Years 7 and 8.

You have an opportunity now to select subjects in which you are strongest and which you enjoy most. Can you say which will be most suitable for you?

AFTER YEAR 11

Throughout Key Stage 4 all pupils will receive advice and guidance about careers options for courses at **Alder Grange Sixth Form (ag6)** and other local colleges and sixth forms to help you achieve success during the next four years. Consider post-16 courses when choosing options at KS4 and discuss any queries with members of staff. For more information on **ag6** go to our website www.aldergrange.com and follow the **ag6** link.

Alder Grange has strong links with local industries, businesses, colleges and universities and we use these links to enrich the curriculum, providing work placements and enterprise events for all pupils.

THE GCSE GRADES

There may be some confusion as to what the new GCSE grades are and what they mean. You might find it useful to remember the following points.

The new grading scale is on a '1' to '9' basis, with 9 being the highest grade achievable. The National Expectation at GCSE is **grade '5'**. Please do not think that grades '1' to '4' are fails - they are not.

The table below sets out how the new GCSE grades compare with the old ones.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

5 and above = top of C and above

4 and above = bottom of C and above

LINEAR ASSESSMENT for GCSE subjects

All GCSE qualifications are assessed at the end of the course of study.

ASSESSMENT for BTEC and Applied subjects

All BTEC qualifications involve a controlled assessment (CASS) and an externally set and marked examination.

DIFFERENTIATION

The GCSE examinations are designed to **differentiate** between candidates of all abilities. In some subjects candidates will be entered for a "tier" of GCSE paper; this gives them access to a particular range of grades. These arrangements are explained in the subject descriptions in the following sections.

EQUALITY OF OPPORTUNITY

It is important you select your courses carefully, especially with the increased level of rigour and challenge in the reformed GCSE's. Avoid thinking that any particular subject is for girls or for boys - that idea is now thoroughly out-dated and the school is committed to enabling all pupils, regardless of their gender, ability or cultural heritage, to achieve the highest levels of attainment and excellence of which they are capable. Keep all your future options as open as possible.

SUBJECT INFORMATION

As part of the requirements of the National Curriculum all pupils in KS4 **must** study:

- **English**
- **Mathematics**
- **Science**

All are to GCSE and detailed below:

AQA English Language (8700)

GCSE English Language: Subject Content

AQA Language:

- 1 Explorations in creative reading and writing
- 2 Writers' viewpoints and perspectives
- 3 Non-exam assessment

All texts in the examination will be unseen.

Paper 1: Explorations in Creative Reading and Writing

Section A: Reading one literature fiction text

Section B: Writing descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading one non-fiction text and one literary non-fiction text

Section B: Writing to present a viewpoint

GCSE English Language: How it's assessed

Paper 1:

written exam: 1 hour 45 minutes

80 marks

50% of GCSE

Reading (40 marks) (25%)– one single text

1 short form question (1 x 4 marks)

2 longer form questions (2 x 8 marks)

1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2:

written exam: 1 hour 45 minutes

80 marks

50% of GCSE

Reading (40 marks) (25%) – two linked texts

1 short form question (1 x 4 marks)

2 longer form questions (1 x 8, 1 x 12 marks)

1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

AQA English Literature (8702)

GCSE English Literature: Subject Content

Paper 1: Shakespeare and the 19th-century novel

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

GCSE English Literature: How it's assessed

Paper 1: Shakespeare and the 19th-century novel:

- Shakespeare
- The 19th-century novel

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Paper 2: Modern texts and poetry:

- Modern texts
- Poetry
- Unseen poetry

How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Non-examination Assessment: Spoken Language

What's assessed?

- presenting
- responding to questions and feedback

- use of Standard English

Assessed:

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

AQA GCSE Mathematics: 8300

Pupils will be entered for the **AQA GCSE Mathematics 8300** exam.

GCSE Mathematics: Subject Content

1. Number
2. Algebra
3. Ratio, Proportion and rates of change
4. Geometry and Measures
5. Probability
6. Statistics

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken in the same series.

The information below is the same for both Foundation and Higher tiers.

GCSE Mathematics: How it's assessed**Paper 1: non-calculator****What's assessed?**

Content from any part of the specification

How it's assessed

- Written examination: 1 hour 30 minutes
- 80 marks
- Non-calculator
- 33⅓% of the GCSE maths assessment

Questions

A mix of question styles, from short, single-mark questions to multiple step problems. The mathematical demand increases as a student progresses through the paper.

Paper 2: calculator**What's assessed?**

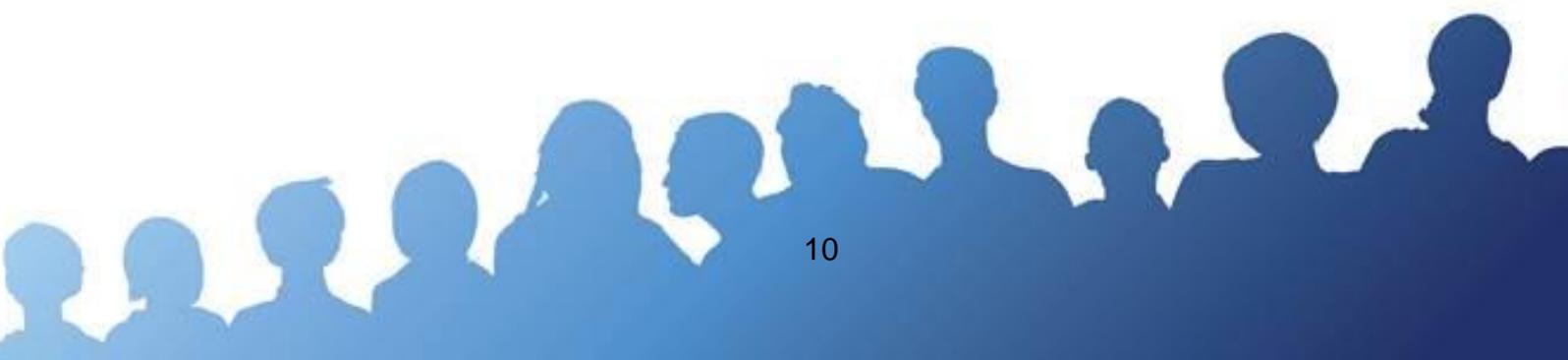
Content from any part of the specification

How it's assessed

- Written examination: 1 hour 30 minutes
- 80 marks
- Calculator allowed
- 33⅓% of the GCSE maths assessment

Questions

A mix of question styles, from short, single-mark questions to multiple step problems. The mathematical demand increases as a student progresses through the paper.



Paper 3: calculator

What's assessed?

Content from any part of the specification

How it's assessed

- **Written examination: 1 hour 30 minutes**
- 80 marks
- Calculator allowed
- 33⅓% of the GCSE maths assessment

Questions

A mix of question styles, from short, single-mark questions to multiple step problems. The mathematical demand increases as a student progresses through the paper.

There is a big emphasis on real life applications of Maths in exam questions and pupils will be required to apply their Maths skills to new situations.

Pupils will be entered for either Higher or Foundation. The final decision about which tier to enter students for will not be made until Year 11. Pupils have been closely monitored throughout lower school and we will continue to do this throughout the GCSE course. Assessment of GCSE Maths is 100% exam so regular revision throughout the course is essential if students are to do well.

Homework will be set regularly for all pupils and we welcome parents' support in ensuring it is carried out.

A calculator is essential for GCSE Mathematics and pupils need to provide their own. They can be purchased through school at a reduced rate and information on the most suitable types to buy is available from the Department's staff.

This subject leads to A level Mathematics and Further Mathematics at ag6.

Pupils who do not manage to achieve a '4' grade at GCSE will be required to continue the study of Mathematics at whichever HE establishment they choose until they achieve the required '4' grade.

SCIENCE

Science as a Core Subject

AQA GCSE Combined Sciences (sets 2-6): 8464

GCSE Combined Sciences: Subject Content

- **Biology**

Cell biology

Organisation

Infection and response

Bioenergetics

Homeostasis and response

Inheritance, variation and evolution

Ecology

- **Chemistry**

Atomic structure and the periodic table
Bonding, structure, and the properties of matter
Quantitative chemistry
Chemical changes
Energy changes
The rate and extent of chemical change
Organic chemistry
Chemical analysis
Chemistry of the atmosphere
Using resources

- **Physics**

Forces
Energy
Waves
Electricity
Magnetism and electromagnetism
Particle model of matter
Atomic structure

GCSE Combined Sciences: How it's assessed

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Biology Paper 1

What's assessed?

Biology topics 1–4: Cell Biology; Organisation; Infection and response; and Bioenergetics.

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.

Biology Paper 2

What's assessed?

Biology topics 5–7: Homeostasis and response; Inheritance, variation and evolution and Ecology.

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.

Chemistry Paper 1

What's assessed?

Chemistry topics 8–12: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes and Energy changes.

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.

Chemistry Paper 2

What's assessed?

Chemistry topics 13–17: The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and using resources.

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.

Physics Paper 1

What's assessed?

Energy

Electricity

Particle model of matter

Atomic structure

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.

Physics Paper 2

What's assessed?

Forces

Waves

Magnetism and electromagnetism

How it's assessed

- Written exam: 1 hour 15 minutes
- Foundation and Higher Tier
- 70 marks
- 16.7% of GCSE

Questions

Multiple choice, structured, closed short answer, and open response.

Science as an Option

AQA GCSE Biology: 8461

GCSE Biology: Subject Content

Cell biology

Organisation

Infection and response

Bioenergetics

Homeostasis and response

Inheritance, variation and evolution

Ecology

GCSE Biology: How it's assessed

Paper 1

What's assessed?

Topics 1–4: Cell biology; Organisation; Infection and response and Bioenergetics.

How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions

- Multiple choice, structured, closed short answer and open response.

Paper 2

What's assessed?

Topics 5–7: Homeostasis and response; Inheritance, variation and evolution and Ecology.

How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions

- Multiple choice, structured, closed short answer and open response.

AQA GCSE Chemistry: 8462

GCSE Chemistry: Subject Content

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Atomic structure and the periodic table
Bonding, structure, and the properties of matter
Quantitative chemistry
Chemical changes
Energy changes
The rate and extent of chemical change
Organic chemistry
Chemical analysis
Chemistry of the atmosphere
Using resources

GCSE Chemistry: How it's assessed

Paper 1

What's assessed?

Topics 1–5: Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes and Energy changes.

How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions

- Multiple choice, structured, closed short answer and open response.

Paper 2

What's assessed?

Topics 6–10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere and Using resources.

How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions

- Multiple choice, structured, closed short answer and open response.

AQA GCSE Physics: 8463

GCSE Physics: Subject Content

Forces
Energy
Waves
Electricity
Magnetism and electromagnetism

Particle model of matter
Atomic structure
Space physics (physics only)

GCSE Physics: How it's assessed

Paper 1

What's assessed?

Energy
Electricity
Particle model of matter
Atomic structure

How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions

Multiple choice, structured, closed short answer and open response.

Paper 2

What's assessed?

Forces
Waves
Magnetism and electromagnetism
Space physics

How it's assessed

- Written exam: 1 hour 45 minutes
- Foundation and Higher Tier
- 100 marks
- 50% of GCSE

Questions

Multiple choice, structured, closed short answer and open response.

Eligibility: All pupils can now apply to study science as an option.

***Both the core and optional routes allow students to progress to A level
Biology, Chemistry, Physics and BTEC Level 3 Applied Science at ag6
(depending on grades achieved)***

In addition, all pupils are required to select from a number of option choices:

OCR Cambridge Nationals in Enterprise and Marketing: J819

This is an applied qualification aimed at introducing students to the world of Enterprise and developing the applied practical skills and theoretical elements students will need to prepare them for future study or careers in Enterprise, Marketing and Business.

Cambridge Nationals in Enterprise and Marketing: Mandatory Subject content includes:

- Enterprise and marketing concepts
- Designing business proposals
- Marketing and pitching a business proposal

Cambridge Nationals in Enterprise and Marketing: How it's assessed

- One written exam
- Two units of coursework assessed internally and moderated externally.

This subject leads to Level 3 BTEC Business Studies at AG6.

OCR GCSE Computing: J276

GCSE Computing: Subject Content

This course follows the OCR Syllabus (J276).

Computer systems

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- System software
- Ethical, legal, cultural and environmental concerns

Computational thinking, algorithms and programming

- Algorithms*
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Programming project **

- Programming techniques
- Analysis
- Design
- Development
- Testing and evaluation and conclusions

GCSE Computing: How it's assessed

What's assessed?

Component 01 - Computer systems

How it's assessed

- 80 marks
- 1 hour and 30 minutes
- Written paper
- (no calculators allowed)
- 40% of the total GCSE

What's assessed?

Component 02 - Computational thinking, algorithms and programming

How it's assessed

- 80 marks
- 1 hour and 30 minutes
- Written paper
- (no calculators allowed)
- 40% of total GCSE

What's assessed?

Component 03/04 - Programming project **

How it's assessed

- 40 marks
- Totalling 20 hours
- Non-Exam Assessment (NEA)
- 20% of total GCSE

* Algorithm questions are not exclusive to Component 02 and can be assessed in all components.

**Indicates inclusion of synoptic assessment.

This subject leads to A level or Level 3 BTEC Business Studies, A Level Computing or BTEC Level 3 ICT at ag6.

OCR Cambridge Nationals in ICT: J810 – Certificate

Cambridge Nationals in ICT: Subject Content

This course is a Vocational Qualification. It is designed to engage a range of learning styles and allow students to develop ICT skills for the workplace.

R001: Understanding computer systems

In this unit students develop an understanding of how Computer Systems are used by businesses and will study a range of case studies.

R002: Using ICT to create business solutions

In this unit students develop ICT skills that will equip them to operate effectively in a business environment. This covers:

- Be able to use techniques to search for, store and share information
- Be able to select and use software to handle data
- Be able to select and use software to communicate information for a business
- Be able to use software tools to format information

R005: Creating an interactive product using multimedia components

- Be able to design interactive products
- Be able to create interactive products containing multimedia components
- Be able to carry out usability testing

R007: Creating dynamic products using sound and vision

- Be able to prepare for the production of dynamic products
- Be able to create dynamic products
- Be able to test functionality of dynamic products

Cambridge Nationals in ICT: How it's assessed

What's assessed?

R001: Understanding computer systems

How it's assessed

- Written paper – 1 hour 30

What's assessed?

R002: Using ICT to create business solutions

How it's assessed

- Centre assessed task, OCR moderated

What's assessed?

R005: Creating an interactive product using multimedia components

How it's assessed

- Centre assessed task, OCR moderated

What's assessed?

R007: Creating dynamic products using sound and vision

How it's assessed

- Centre assessed task, OCR moderated

This subject leads to A level or Level 3 BTEC Business Studies, A Level Computing or BTEC Level 3 ICT at ag6.

MODERN FOREIGN LANGUAGES

Modern Languages form an essential part of young people's education and are EBacc subjects. At Key Stage 4, pupils follow the EDUQAS GCSE specification.

Eduqas GCSE French: 601/8900/9

GCSE French: Subject Content

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations study and work
- International and global dimension.

The sub-topics are:

Theme: Identity and culture

- Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- Holidays: preferences; experiences; destinations
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- Town, region and country: weather; places to see; things to do

Theme: School

- What school is like: school types; school day; subjects; rules and pressures; celebrating success
- School activities: school trips; events and exchanges

Theme: Future aspirations, study and work

- Using languages beyond the classroom: forming relationships; travel; employment
- Ambitions: further study; volunteering; training
- Work: jobs; careers and professions

Theme: International and global dimension

- Bringing the world together: sports events; music events; campaigns and good causes
- Environmental issues: being 'green'; access to natural resources

GCSE French – how it's assessed

The GCSE (9-1) in French consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students will complete their speaking assessment in May and all other assessments in May/June at the end of Year 11. Each paper is available at Foundation tier or Higher tier. Students will be

entered for a single tier across all papers. The use of dictionaries will not be permitted during the examinations

What's assessed?

Paper 1: Listening and understanding

How it's assessed

- Foundation tier: 35 minutes
- Higher tier: 45 minutes
- 25% of the total qualification

Assessment overview

Students are assessed on their understanding of standard spoken French by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female French speakers.

Foundation tier

- Section A is set in English. The instructions to students are in English.
- Section B is set in French. The instructions to students are in French.

Higher tier

- Section A is set in French. The instructions to students are in French.
- Section B is set in English. The instructions to students are in English.

What's assessed?

Paper 2: Speaking

How it's assessed

- Internally conducted and externally assessed
- Foundation tier: 7–9 minutes plus 12 minutes' preparation time
- Higher tier: 10–12 minutes plus 12 minutes' preparation time
- 25% of the total qualification

Assessment overview

Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

- Task 1 – a role play based on one topic that is allocated by the examination board.
- Task 2 – questions based on a picture stimulus based on one topic that is allocated by the examination board.
- Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by the examination board.

The assessments are conducted by the class teachers in one session.

What's assessed?

Paper 3: Reading and understanding

How it's assessed

- Foundation tier: 45 minutes
- Higher tier: 1 hour;
- 25% of the total qualification

Assessment overview

Students are assessed on their understanding of written French across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

- Students must answer all questions in each of the three sections:
- Section A is set in English. The instructions to students in English.
- Section B is set in French. The instructions to students in French.
- Section C includes a translation passage from French into English with instructions in English.

What's assessed?

Paper 4: Writing

- **How it's assessed**
- Foundation tier: 1 hour 10 minutes
- Higher tier: 1 hour 20 minutes
- 25% of the total qualification

Assessment overview

Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in French. The instructions to students are in French. Word counts are specified for each question. Students must answer all questions.

- Foundation tier – three open response questions and one translation into French.

GCSE Spanish: 601/8901/0

GCSE Spanish: Subject Content

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The five themes are:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimension.

The sub-topics are:

Theme: Identity and culture

- Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- Cultural life: celebrations and festivals; reading; music; sport; film and television

Theme: Local area, holiday and travel

- Holidays: preferences; experiences; destinations
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- Town, region and country: weather; places to see; things to do

Theme: School

- What school is like: school types; school day; subjects; rules and pressures; celebrating success
- School activities: school trips; events and exchanges

Theme: Future aspirations, study and work

- Using languages beyond the classroom: forming relationships; travel; employment
- Ambitions: further study; volunteering; training
- Work: jobs; careers and professions

Theme: International and global dimension

- Bringing the world together: sports events; music events; campaigns and good causes
- Environmental issues: being 'green'; access to natural resources

GCSE Spanish: How it's assessed

The GCSE (9-1) in Spanish consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students will complete their speaking assessment in May and all other assessments in May/June at the end of Year 11. Each paper is available at Foundation tier or Higher tier. Students will be entered for a single tier across all papers. The use of dictionaries will not be permitted during the examinations.

What's assessed?

Paper 1: Listening and understanding

How it's assessed

- Foundation tier: 35 minutes
- Higher tier: 45 minutes
- 25% of the total qualification

Assessment overview

Students are assessed on their understanding of standard spoken Spanish by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female Spanish speakers.

Foundation tier

- Section A is set in English. The instructions to students are in English.

- Section B is set in Spanish. The instructions to students are in Spanish.

Higher tier

- Section A is set in Spanish. The instructions to students are in Spanish.
- Section B is set in English. The instructions to students are in English.

What's assessed?

Paper 2: Speaking

How it's assessed

- Internally conducted and externally assessed
- Foundation tier: 7–9 minutes plus 12 minutes' preparation time
- Higher tier: 10–12 minutes plus 12 minutes' preparation time
- 25% of the total qualification

Assessment overview

Students are assessed on their ability to communicate and interact effectively through speaking in Spanish for different purposes and in different settings.

There are three tasks which must be conducted in the following order:

- Task 1 – a role play based on one topic that is allocated by the examination board.
- Task 2 – questions based on a picture stimulus based on one topic that is allocated by the examination board.
- Task 3 – conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment. The second theme is allocated by the examination board.

The assessments are conducted by the class teachers in one session.

What's assessed?

Paper 3: Reading and understanding

How it's assessed

- Foundation tier: 45 minutes
- Higher tier: 1 hour;
- 25% of the total qualification

Assessment overview

Students are assessed on their understanding of written Spanish across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts.

Students must answer all questions in each of the three sections:

- Section A is set in English. The instructions to students in English.
- Section B is set in Spanish. The instructions to students in Spanish.
- Section C includes a translation passage from Spanish into English with instructions in English.

What's assessed?

Paper 4: Writing

How it's assessed

- Foundation tier: 1 hour 10 minutes
- Higher tier: 1 hour 20 minutes
- 25% of the total qualification

Assessment overview

Students are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are required to produce responses of varying lengths and types to express ideas and opinions in Spanish. The instructions to students are in Spanish. Word counts are specified for each question. Students must answer all questions.

- Foundation tier – three open response questions and one translation into Spanish.
- Higher tier – two open response questions and one translation into Spanish.

This qualification leads to A level French or Spanish at ag6.

GCSE Astronomy

Pupils choosing Astronomy can decide whether they want to gain a GCSE in the subject, or attend the lessons just for fun. The lessons are the same in both cases and pupils will not need to decide on whether they want to take the GCSE until early in year 11.

The main topics covered in astronomy are:

- Earth, Moon & Sun
- Planetary Systems
- Stars; and Galaxies
- Cosmology (study of the universe)

Lessons are built around relevant and interesting examples and include background on how astronomical discoveries were made, for example:

- Early Soviet exploration of the inner planets
- The space race and the Apollo missions to the moon
- The Voyager missions to the outer planets
- The discovery of cosmic microwave background radiation
- The hunt for Exoplanets

Students wishing to gain the GCSE will sit two 105 minute long examinations at the end of year eleven. There is no longer a controlled assessment - observational skills will now be formally examined theoretically through examination questions.

CAMBRIDGE NATIONAL LEVEL 1/2: Health and Social Care

This qualification introduces students to the biggest employment sector in the UK, which includes elements of the NHS, local authority adult and child care services as well as a range of independent providers which provide care in a variety of settings. It introduces students to this vocational sector and the role it plays in the health, well-being and care of individuals across all age ranges. Students will also develop transferable skills, in particular communication and aspects of team working.

At Certificate size, this qualification has two mandatory units and two optional units. The externally assessed unit contributes 25% of the marks at this size.

Subject content

Year 10

Unit R021: Essential values of care for use with individuals in care settings (mandatory unit)

Unit R022: Communicating and working with individuals in health, social care and early year's settings (mandatory unit)

Year 11

Unit R023: Understand body systems and disorders (optional unit)

Unit R027: Creative activities to support individuals in health, social care and early year's settings (optional unit)

How it's assessed – each unit contributes to 25% of the marks

R021 - This unit is externally assessed through an OCR set and marked 1 hour examination.

R022 - This unit is assessed through an assignment in which students must not only explain communication techniques to others, but demonstrate these in action.

R023 - This unit is assessed through an assignment where students explain how these systems function and also take measurements and interpret the data.

R027 - As part of the OCR-set assignment students will learn how to plan and carry out and evaluate appropriate activities.

Each internally assessed unit is by an OCR-set assignment and will be moderated by an external OCR moderator.

This subject leads to the Cambridge Technical certificate or diploma in Health and Social Care at ag6.

AQA GCSE Psychology: 8192

GCSE Psychology helps students to develop skills in the fundamentals of Psychology, developing critical analysis, independent thinking and research skills.

GCSE Psychology: Subject Content

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Cognition and behaviour

1. Memory
2. Perception
3. Development
4. Research methods

Social context and behaviour

1. Social influence
2. Language, thought and communication
3. Brain and neuropsychology
4. Psychological problems

GCSE Psychology: How it's assessed

Paper One:

- Memory
- Perception
- Development
- Research methods
- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Questions

Multiple choice, short answer and extended writing

Paper Two

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems
- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

This subject leads to A level Psychology Studies at ag6.

AQA GCSE SOCIOLOGY: 8192 Specification

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

GCSE Sociology: Subject content

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

GCSE Sociology: How it's assessed

Paper 1: The sociology of families and education

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology
- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Paper 2: The sociology of crime and deviance and social stratification

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology
- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of marks

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

Lay-out of the questions on papers 1 and 2:

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.

This subject leads to A level Sociology at ag6.

EDUQAS GCSE Drama C690QS

There are three components to the GCSE Drama course.

GCSE Drama is not just about acting. The course covers all sorts of transferable skills that will be useful throughout life: communication, presentation/public speaking, group and leadership skills, problem solving, time management, initiative and the ability to work to a deadline. Drama is also a subject to take if you want a job in the entertainment industry, in front of an audience or behind the scenes. It is also relevant and interesting to people who are interested in culture or social issues.

Transferable skills:

Building confidence

Creative thinking

Team – working

Communication skills

Considering issues to do with the world around you

However, Drama is not JUST for aspiring actors. Some of the pathways chosen by former students and those who have studied drama have been: Law, Media, Psychology, Teaching, Retail, Hospitality. GCSE Drama offers you the opportunity to creatively explore texts through practical and analytical drama.

How it's assessed

There are three components that you will study. You can either be assessed on performance or design in Component 1 and 2.

Component 1: Devising Theatre

What's assessed?

Internally assessed, externally moderated. 40% of qualification.

How it's assessed

You will create a group performance based on a specific style or method of Drama. You will produce a portfolio of evidence, including your ideas, research, scripts and plans.

You will complete an evaluation of the final performance or design.

Component 2: Performing from a Text

What's assessed?

Externally assessed by a visiting examiner. 20% qualification.

How it's assessed

You will study **two** extracts from the **same** play. You will then perform parts of these extracts for a visiting examiner in a small group.

Component 3: Interpreting Theatre

What's assessed?

Written examination. 40% of qualification

How it's assessed

Section A: A series of questions on one set play.

Section B: One question in response to you watching a live piece of theatre.

In Components 1 and 2, you are given the opportunity to develop acting and/or design skills. You may choose the same skill for each component, or a different skill for each component. Options are below:

- performing
- lighting design
- sound design
- set design (including props)
- costume design (including hair and make-up).

This subject leads to A level in Drama and Theatre Studies, BTEC National Award in Performing Arts

Edexcel GCSE Music: 2MU01

Eduqas GCSE Music (New): Subject content

The specification has three components based on the three skills of **performing**,

composing and **appraising**. An integrated approach to the three skills is encouraged through each area of study and serves to highlight the importance of the relationship between composer, performer and audience.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music.

Performing

Total duration of performances: 4-6 minutes

All learners are required to perform **a minimum of two** pieces of which **at least one** must be as part of an **ensemble** performance lasting **at least one minute**. The other piece(s) may be performed **either solo and/or** as part of an ensemble. **One** piece must be linked to one of the four areas of study.

Composing

Total duration of compositions: 3-6 minutes

Learners are encouraged to develop their knowledge and understanding of music through composing. All learners are required to create and develop musical ideas in relation to given and chosen briefs. Learners must submit **two** compositions with a total playing time of between 3-6 minutes.

Appraising

Written examination: 1 hour 15 minutes

This examination will assess knowledge and understanding of music through the following four areas of study:

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music.

Learners will develop knowledge and understanding of musical elements, musical contexts and musical language.

Eduqas GCSE Music: How it's assessed

What's assessed?

Component 1: Performing

How it's assessed

- Total duration of performances: 4-6 minutes
- Non-exam assessment: internally assessed, externally moderated
- 30% of the qualification

What's assessed?

Component 2: Composing

How it's assessed

- Total duration of compositions: 3-6 minutes

- Non-exam assessment: internally assessed, externally moderated
- 30% of the qualification

What's assessed?

Component 3: Appraising

How it's assessed

- Written examination: 1 hour 15 minutes
- 40% of the qualification

This exam will test student's knowledge and understanding of musical elements, musical contexts and musical language.

Musical Elements

- melody
- harmony
- tonality
- form and structure
- dynamics
- sonority
- texture
- tempo
- rhythm
- metre

Musical Contexts

- the purpose and intention of composers, performers and those who commission music
- the effect of the occasion, audience and choice of venue on the way music is composed and performed
- how music is created, developed and performed in different social, historical and cultural contexts

Musical Language

- reading **and** writing treble **and** bass clef staff notation in simple time
- reading treble **and** bass clef staff notation in compound time
- roman numerals for chords I, ii, iii, IV, V and vi in a major key
- contemporary chord symbols for chords within a major key e.g. C, Dm, Em, F G(7) and Am
- reading and writing key signatures to four sharps and flats
- **musical vocabulary related to areas of study**

Eduqas GCSE Media Studies – course code 603/1115/0

Eduqas GCSE Media Studies: Subject content

This course offers the chance to study across a range of different media, opportunities to learn about real media products and industries and practical work.

Eduqas GCSE Media Studies: What's assessed?

The course is split into 3 sections.

Component 1: Exploring the Media

Section A: Exploring Media Language and Representation

This section assesses media language and representation in relation to **two** of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements. There are **two** questions in this section:

- **one** question assessing media language in relation to **one** set product (reference to relevant contexts may be required)
- **one** two-part question assessing representation in relation to **one** set product and **one** unseen resource in the same media form.

Part (a) is based on media contexts.

Part (b) requires comparison through an extended response.

Section B: Exploring Media Industries and Audiences

This section assesses **two** of the following media forms: film, newspapers, radio, video games. It includes:

- **one** stepped question on media industries
- **one** stepped question on audiences.

Component 2: Understanding Media Forms and Products

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

Section A: Television

- **one** question on **either** media language **or** representation, which will be based on an extract from **one** of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
- **one** question on media industries, audiences or media contexts.

Section B: Music (music videos and online media)

- **one** question on **either** media language **or** representation (reference to relevant contexts may be required)
- **one** question on media industries, audiences or media contexts.

Component 3: Creating Media Products

Eduqas GCSE Media Studies: How it's assessed

What's assessed?

Component 1: Exploring the Media

How it's assessed

- Written examination: 1 hour 30 minutes
- 40% of qualification

What's assessed?

Component 2: Understanding Media Forms and Products

How it's assessed

- Written examination: 1 hour and 30 minutes

- 30% of qualification

What's assessed?

Component 3: Creating Media Products

How it's assessed

- Non-exam assessment
- 30% of qualification

An **individual** media production for an intended audience in response to a **choice of briefs set by WJEC**, applying knowledge and understanding of **media language** and **representation**.

This subject leads to an OCR Cambridge Technical Digital Media course at ag6.

OCR 2016 GCSE (9–1) in Physical Education: J587

Learners must complete all components (01, 02 and 03) to be awarded the OCR GCSE (9–1) in Physical Education.

GCSE Physical Education: Subject Content

Applied anatomy and physiology

Physical training

Physical factors affecting performance (01)

GCSE Physical Education: How it is assessed

60 marks 1 hour written paper **30%** of total GCSE

GCSE Physical Education: Subject Content

Socio-cultural influences

Sports psychology Health, fitness and well-being

Socio-cultural issues and sports psychology (02)

GCSE Physical Education: How it is assessed

60 marks 1 hour written paper **30%** of total GCSE

GCSE Physical Education: Subject Content

Practical activity assessment

Analysing and Evaluating Performance (AEP) Performance in physical education (03)*

GCSE Physical Education: How it is assessed

80 marks non-exam assessment (NEA)+ **40%** of total GCSE

* Indicates inclusion of synoptic assessment.

Content for Non-Exam Assessment (NEA): Performance in Physical Education (03)

In Component 03, *Performance in physical education*, learners are internally assessed through the NEA in performing three practical activities and one performance analysis task.

Practical performances for the practical performances approved activities list see sections 2d and 2e of the 'OCR GCSE (9–1) guide to NEA in Physical Education'. Learners can only be assessed in the role of player/performer. Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. This component is internally marked using the assessment criteria found in section 2b.2. of the 'OCR GCSE (9–1) guide to NEA in Physical Education'.

Learners must perform in three practical activities, one from the 'individual' list, one from the 'team' list, and one other from either list.

Learners may not enter marks for the same sport twice. Learners cannot use assessments in both 'team' and 'individual' versions of the same sport towards their final marks – for example, they may not enter marks for both singles and doubles tennis. Learners may not enter marks for variations of the same sport – so they may not complete two forms of dance or Rugby Union and Rugby Sevens and use marks for both towards their final grade.

Any learner(s) using a combination of activities within this component that is in breach of the specification requirements may have part or all of their practical marks discounted from their overall assessment.

Analysing and Evaluating Performance (AEP) In addition to three practical performances, learners are required to demonstrate their ability to analyse and evaluate their own performance in order to:

- analyse aspects of personal performance in a practical activity
- evaluate the strengths and weaknesses of the performance
- produce an action plan which aims to improve the quality and effectiveness of the performance.

No prior knowledge, skills, understanding or learning of the subject is required.

Throughout the course of study learners are encouraged to develop an awareness of the role of physical education in society and its application to many situations.

This qualification is therefore suitable for learners intending to pursue AS or A levels, Higher Education or any career for which an understanding of the human body or human behaviour is desirable. This qualification provides a suitable introduction to further study in social sciences, or as part of a course of general education.

This subject leads to A level PE and Cambridge Technical Level 3 Sport at ag6.

Cambridge National Sport Studies Level 2

BTEC Sport is a demanding 2 year course.

Pupils have one double and one single lesson each week.

The Cambridge National in Sports studies is taught over 120 guided learning hours (GLH). It has core and optional specialist units. Learners must complete the two core units, and two optional units to reach a total of 120 GLH.

Core units:

- Contemporary issues in sport
- Developing sports skills

Optional specialist units:

- Sports Leadership
- Working in the sports industry, sport and the media

Cambridge National Sports Studies: subject assessment

Core Units

What's assessed?

Contemporary issues in sport

How it's assessed

- Externally assessed 30GLH - 1 hour exam- 60 marks

What's assessed?

Developing sports skills

How it's assessed

- Centre assessed task, OCR moderated. 30GLH

Optional specialist units

What's assessed?

Sports leadership

How it's assessed

- Centre assessed task, OCR moderated. 30GLH

What's assessed?

Working in the sports industry, sport and the media

How it's assessed

- Centre assessed task, OCR moderated. 30GLH

Homework is set on a regular basis and pupils are encouraged to ask for extra help with the theory side and coursework aspect of the subject when necessary.

All pupils are expected to develop the practical side of the subject by attending extra-curricular activities, clubs and aspiring to represent AGCTS in school teams and leadership roles.

If pupils cannot or will not commit to these expectations they are advised not to opt for this subject. Pupils should not choose this option simply because they like games or think sport is an "easy" option. It is not!

If pupils cannot or will not commit to these expectations they are advised not to opt for this subject.

In some cases pupils will be directed on to the best route for them at KS4; GCSE or Level 2 Cambridge National Sport Studies.

This subject leads to a Cambridge Technical Level 3 in Sport at ag6.

KS4 Games

All pupils have one lesson of Games per week. The wide variety of activities available should give every pupil an opportunity to find a sport that they enjoy and help to promote a healthy lifestyle. The work for these activities will be covered in half term blocks.

All pupils are required to participate in every lesson to maximise their chances of success.

AQA GCSE STATISTICS: 8382

Pupils will be entered for the AQA GCSE Statistics 8382 exam.

GCSE Statistics: Subject Content

Section A.

Understand the importance of the careful planning of a clear strategy for collecting, recording and processing data in order to address an identified question or hypothesis.

Section B.

Recognise the opportunities, constraints and implications for subsequent mathematical analysis involved in obtaining appropriate data through careful design of primary data collection techniques or through the use of reference sources for secondary data to ensure unbiased research.

Section C

Generate data visualisation and understand the mathematics required to derive these visualisations.

Section D

Calculate statistical measures to compare data.

Section E

Use visualisation and calculation to interpret results with reference to the context of the problem, and to evaluate the validity and reliability of statistical findings.

GCSE Statistics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take 2 exam papers at the same tier. All question papers must be taken in the same series.

The information below is the same for both Foundation and Higher tiers.

GCSE Statistics: How it's assessed

Paper 1

What's assessed?

Content from any part of the specification

How it's assessed?

- Written examination: 1 hour 45 minutes
- 80 marks
- Calculator
- 50% of the GCSE maths assessment

Questions

Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.

Paper 2

What's assessed?

Content from any part of the specification

How it's assessed?

- Written examination: 1 hour 45 minutes
- 80 marks
- Calculator
- 50% of the GCSE maths assessment

Questions

Multiple choice, short answer and a Statistical Enquiry Cycle (SEC) question.

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret and present data.

Statistics complements subjects such as GCSE Biology, Psychology, Geography, Business and Economics and opens the door to a variety of careers – from weather forecasting to the biological sciences.

This subject leads to A level Mathematics and Further Mathematics at ag6.

ART, DESIGN & TECHNOLOGY

The Department offers a curriculum which best caters for the distinctive talents and individual aptitudes of our pupils. Pupils will choose from the following:

AQA GCSE Art and Design: 8201

GCSE Art, Craft and Design: Subject Content

Art, Craft and Design promotes learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. Emphasis is on an increased breadth of approach commensurate in demand with the titles listed below. The context of practice, rather than the breadth of activities and/or range of media employed, determines whether a pupil's work can be described as art-based, craft-based and/or design-based.

Knowledge, understanding and skills

Pupils must explore and create work associated with areas of study from at least two of the titles listed below.

- **Fine art:** for example drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media and land art.
- **Graphic communication:** for example communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage and exhibition graphics.
- **Textile design:** for example art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched

and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.

- **Three-dimensional design:** for example architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape/garden design, exhibition design, three-dimensional digital design and designs for theatre, film and television.
- **Photography:** for example portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photo-journalism, moving image: film, video and animation, fashion photography.

Component 1: must show evidence of working in areas of study drawn from two or more of these titles taking into account the distinguishing characteristics of art, craft and design.

Component 2: must show evidence of areas of study drawn from one or more of these titles.

GCSE Art and Design is a linear qualification

GCSE Art, Craft and Design: How it's assessed

Component 1 – Coursework portfolio

In Component 1 (portfolio) pupils develop responses to initial starting points, project briefs or specified tasks, and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs, and written annotation.

Component 2 – Controlled Assessment

In Component 2 (externally set assignment) pupils respond to a starting point provided by AQA.

This response provides evidence of the pupil's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

What's assessed?

There are four assessment objectives which carry an equal weighting of 25% each.

How it's assessed

Pupils will be assessed on;

1. Developing their ideas through investigations and demonstrating a critical understanding of their sources.
2. Refining their work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
3. Recording their ideas, observations and insights relevant to their intentions as their work progresses.
4. Presenting a personal and meaningful response that realises intentions and demonstrates an understanding of visual language.

What's assessed?

Component 1 – Coursework

How it's assessed

Coursework in the form of an art portfolio that in total shows explicit coverage of the four assessment objectives. It is made up of a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the pupil's course of study.

- There is no time limit.
 - Coursework is worth 60% of the total GCSE mark.

Coursework is set and marked by the school and is moderated by AQA.

What's assessed?

Component 2 – Controlled Assessment

How it's assessed

Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four of the assessment objectives.

- There is an initial preparatory period followed by 10 hours of supervised time.
- The controlled assessment is worth 40% of the total GCSE mark.

The controlled assessment is set by the exam

This subject leads to A level Art and Design or Graphics at ag6.

WJEC Level 1/2 Award in Hospitality and Catering: 601/7703/2

Subject Content:

Unit 1- The Hospitality and Catering Industry

Understand the environment in which hospitality and catering providers operate:

- Describe the structure of the hospitality and catering industry
- Analyse job requirements within the hospitality and catering industry
- Describe working conditions of different job roles across the hospitality and catering industry
- Explain factors affecting the success of hospitality and catering providers
- Understand how hospitality and catering provisions operate:
- Describe the operations of the kitchen
- Describe the operation of front of house
- Explain how hospitality and catering provision meet customer requirements

Understand how hospitality and catering provisions meet health and safety requirements:

- Describe personal safety responsibilities in the workplace in the workplace
- Identify risks to personal safety in hospitality and catering provision
- Recommend personal safety control measures for hospitality and catering provision

Know how food can cause ill health:

- Describe food related causes of ill health
- Describe the role and responsibilities of the Environmental Health Officer (EHO)
- Describe food safety legislation
- Describe common types of food poisoning
- Describe the symptoms of food induced ill health

Be able to propose hospitality and catering provision to meet specific requirements:

- Review options for hospitality and catering provision
- Recommend options for hospitality provision

Unit 2- Hospitality and Catering in Action

Understand the importance of nutrition when planning menus:

- Describe functions of nutrients in the human body
- Compare nutritional needs of specific groups
- Explain characteristics of unsatisfactory nutritional intake
- Explain how cooking methods impact on nutritional value
- Be able to cook dishes:
- Use techniques in preparation of commodities
- Assure quality of commodities to be used in food preparation
- Use techniques in cooking of commodities
- Complete dishes using presentation techniques
- Use food safety practices

How it's Assessed:

Unit 1- The Hospitality and Catering Industry, assessed externally

Examination paper-1.5 hours.

The content shown above for unit 1 will be assessed in this written examination.

Unit 2- Hospitality and Catering in Action, assessed internally

This unit is internally assessed and externally moderated. For example:

Pupils apply their learning to safely prepare, cook and present nutritional dishes drawing on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists, managers and owners.

Overall Grading Criteria

Level 1 Pass

Candidates recall, select and communicate knowledge and understanding of basic aspects of the hospitality sector; they will review their evidence and draw basic conclusions. They apply basic knowledge and understanding and skills to give simple responses to queries and issues, with an awareness of factors that affect success in hospitality and catering. They demonstrate basic skills in processing hospitality and catering operations and may have some inaccuracies and omissions.

Level 2 Pass

Candidates recall, select and communicate sound knowledge and understanding of aspects of the hospitality sector. They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions. They apply suitable knowledge and understanding in a range of situations to give mainly appropriate responses to queries and issues, with an appreciation of factors that affect success in hospitality and catering. They demonstrate skills in processing hospitality and catering operations and may have some minor inaccuracies or omissions.

Level 2 Distinction

Candidates recall, select and communicate detailed knowledge and thorough understanding of the hospitality sector. They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements. They apply relevant knowledge and understanding in a range of situations to give appropriate responses to queries and issues with an understanding of the implications of factors affecting success in hospitality and catering. They demonstrate high levels of skills in effectively processing information on the hospitality and catering sector.

This subject leads to employment, training and further education

AQA GCSE Product Design: 4557

GCSE Product Design: Subject Content

Students are encouraged to develop their understanding and enjoyment of product design by designing and making a varied range of three dimensional products. They will use a wide variety of processes and materials to express their ability and interest in this subject. These can include computer aided design and computer aided manufacture, workshop machinery, laser cutting, 3d printing, textiles, electronics, hand drawn and graphical work to design and make products for the real world. At GCSE, students will be asked to design, make and evaluate real products using a wide variety of media, processes and techniques of their choice.

Knowledge and understanding

Section A: Materials and Components

Learning how to identify the correct materials to create aesthetically pleasing products.

Section B: Design and Market

Influences learning how to identify customers and target markets in order to create products that can be sold commercially.

Section C: Processes and Manufacture

Learning how to identify and use the correct manufacturing methods to create their chosen products.

Students will build on their skills, knowledge and enjoyment by choosing their own product to design and make.

GCSE Product Design: How it's assessed

What's assessed?

- AO11: Recall, select and communicate knowledge and understanding in design and technology including its wider effects.
- AO2: Apply knowledge, understanding and skills in a variety of contexts and in designing and making products.
- AO3: Analyse and evaluate products, including their design and production.

How it's assessed

Component 1: Coursework.

- Coursework is worth 60% of the total GCSE mark

Coursework is set and marked by the school and is moderated by AQA.

How it's assessed

Component 2 – Controlled Assessment

- Pupils respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four of the assessment objectives.

This specification in Design and Technology: Product Design encourages students to be inspired, moved and challenged by following a satisfying and worthwhile course of practical study and gain an insight into related sectors, such as manufacturing, design and engineering. It prepares candidates to make informed decisions about further learning opportunities and realistic career choices. Non exam criteria will be marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

<http://filestore.aqa.org.uk/subjects/AQA-4555-W-SP-14.PDF>

This subject leads to A level Product Design or Graphic Products at ag6.

ARCHITECTURE

Architecture is an exciting course designed around the teaching of architecture based careers. This subject is designed to appeal to able, gifted and talented students. Those with an interest in a career in architecture or STEM subjects (science, technology, engineering and maths) would mostly enjoy this course.

"Design Engineer Construct!® (DEC!) is an accredited learning programme for secondary-school age students that has been expertly developed to create and inspire the next generation of 'Built Environment' professionals. The result is young people with real-world practical experience and employability skills."

www.designengineerconstruct.com

'Bardsley Construction Ltd' (who designed, planned and built our own Sixth Form building as well as countless other multi-million pound building projects) and the 'DEC Architecture' organisation also work with the students to discuss careers within this profession.

Architecture covers a wide range of skills and possible career paths within design, architecture, engineering and the built environment including: architect, project manager, surveyor, structural engineer, building services engineer, building management, civil engineer, structural engineer, quantity surveyor, facilities manager, site manager and architectural design.

This subject leads to A level Architecture, Product Design or Graphic Products at ag6.

GEOGRAPHY GCSE (AQA)

The qualification is linear: students will sit all their exams at the end of the course.

Subject Content

Living with the physical environment

Section A: The challenge of natural hazards – earthquakes & volcanoes, extreme weather and climate change.

Section B: Physical landscapes in the UK – investigating rivers and coasts.

Section C: The living world – ecosystems, tropical rainforests and hot deserts.

Challenges in the human environment

Section A: Urban issues and challenges – urban growth, change and sustainability.

Section B: The changing economic world – global development and the changing UK economy.

Section C: The challenge of resource management – demand for resources and managing energy.

Geographical applications

Section A: Issue evaluation

Section B: Fieldwork

How it's assessed

Living with the physical environment

- Written exam: 1 hour 30 minutes (35% of GCSE)

Challenges in the human environment

- Written exam: 1 hour 30 minutes (35% of GCSE)

Geographical applications

- Written exam: 1 hour (30% of GCSE)

This subject leads to A level Geography at ag6.

HISTORY GCSE (AQA)

The qualification is linear: students will sit all their exams at the end of the course. GCSE History students must take assessments in both of the following papers in the same series:

Paper 1: Understanding the modern world

Section A: Period studies. America, 1920–1973: Opportunity and inequality

This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in bringing about change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Section B: **Wider world depth studies. Conflict and tension, 1894–1918**

This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes, nature and conclusion of the First World War and seeks to show how and why conflict occurred, and why it proved difficult to bring the war to a conclusion. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

How it's assessed

- Written exam: 1 hour 45 minutes
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Paper 2: Shaping the nation

Section A: **Thematic studies. Britain: Migration, empires and the people: c790 to the present day**

This thematic study will enable students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It will consider invasions and conquests. It will also study the country's relationship with Europe and the wider world. It will consider the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It considers the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire. Students will study the importance of the following

Section B: **British depth studies including the historic environment.**

Elizabethan England, c1568–1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

Students will also be examined on a specific site in depth. The site will relate to the content of the rest of this depth study. It is intended that study of different historic environments will enrich students' understanding of Elizabethan England.

How it's assessed

- Written exam: 1 hour 45 minutes
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

When studying history you will learn

- To use information effectively
- To weigh up conflicting arguments before taking critical decisions
- To be analytical and critical when considering information put in front of you
- To understand why human beings have and continue to, behave in certain ways
- The art of debating and expressing a clear personal point of view
- To think and then make up your own mind

This subject leads to A level History at ag6.

Religious Studies GCSE (OCR)

The qualification is linear: students will sit all their exams at the end of the course.

Subject Content

Beliefs and teachings & Practices

- Christianity - 1 hour written paper (25% of GCSE)
- Islam - 1 hour written paper (25% of GCSE)

Religion, philosophy and ethics in the modern world (from a religious perspective)

- Christianity:

Four themes to be studied:

- 1) Relationships and families
- 2) The existence of God, gods and the ultimate reality
- 3) Religion, peace and conflict
- 4) Dialogue between religious and non-religious beliefs and attitudes

How it's assessed

Beliefs and teachings & Practices

- Christianity - 1 hour written paper (25% of GCSE)
- Islam - 1 hour written paper (25% of GCSE)

Religion, philosophy and ethics in the modern world

- 2 hour written paper (50% of GCSE)

This subject leads to A level Religious Studies at ag6.

INDEPENDENT ADVICE & GUIDANCE

In Key Stage 4 all pupils continue to follow a programme building on the knowledge, skills and values developed in Key Stage 3 to educate the 'whole child'. It aims to enrich the individual's personal and social development, which is nurtured through the curriculum and supported by the pastoral system.

The programme aims to help pupils with the demands of being a teenager, and to prepare them for the responsibilities of adult life. We are now able to provide specialist teaching in Key Stage 4, and to develop the programme to include modules on the topics included in the Healthy Schools Programme, which are: Careers Education; Drug Education; Sex & Relationships Education; Emotional Health & Well-being; and Safety Education.

Duke of Edinburgh Award Scheme (starting in Year 9)

In addition to their other studies, Key Stage 4 pupils have the opportunity to begin the Duke of Edinburgh's Award Scheme during out of school hours sessions. The Award is offered at Bronze Level in Year 9 and at Silver Level in Year 10/11 and Gold Award as part of our post 16 provision but registering in Year 11. This prestigious award is highly regarded by colleges and employers. At all levels participants need to undertake 4 sections: a Volunteering, a Physical Recreation, a Skill, and an Expedition Section. Pupils are expected to complete all four sections. At Gold level pupils need to undertake a week's residential course which counts as a fifth section.

All pupils will be expected to make a written application for the Award and a non-returnable deposit will be asked for on acceptance onto the scheme. Help with applications will be available from staff at Alder Grange.

In Year 9 the training for the expedition section takes place on Wednesdays between 2:40 pm and 3:25pm. Although the Award is a voluntary activity, if a pupil undertakes the challenge, they must attend all the Wednesday sessions. The Year 10 training and planning takes place at lunch times and after school. At both levels participants need to undertake at least two training days, a practice expedition and a final expedition. In the past expeditions have been carried out in the Yorkshire Dales, the Lake District and the Wye Valley.

This subject leads to Duke of Edinburgh Gold Award at ag6.

5. THE KEY STAGE 4 INFORMATION EVENING AND PARENTS' EVENING

Thursday 8th February 2018

The purpose of these evenings is to give pupils and parents/carers the opportunity to discuss any matters they need to consider with the people best placed to advise them. This is combined with the annual Parents' Evening during which parents can discuss their child's annual report.

The programme for the evening will be as follows:

MEETING IN THE ag6 Studio

5.30 pm

*Welcome and Introduction
(from Mrs Griffiths, Head of School)*

*An explanation of the National Curriculum for Key Stage 4 and a summary of choices available to pupils
(from Mr Varley, Deputy Headteacher and Mr Riddell Assistant Headteacher)*

Any general questions will be taken, after which members of subject departments will be available to discuss individual questions with parents and pupils.

Subject teachers will be available from 5.45pm to 8.30pm

6. WHAT HAPPENS NEXT?

An **Options Form** will be given to your son or daughter after the option talks. Please use this booklet when completing the Form in which you are asked to indicate a **Preferred Choice and Reserve**. The form can be filled in at any time but please do not hand it in until you have attended the Options Evening.

Once the **Options Form** has been completed it should be returned to your child's Form Tutor:

no later than Wednesday 21st February 2018

Form Tutors will then pass the forms to Mr Riddell for collation. If there are any concerns surrounding the wisdom of a child's selection we always discuss the matter with parents.

While our aim is to ensure all pupils can take their first choice subjects it is inevitable that in some cases this may not be possible. A course may not be run if it attracts too few pupils to make it viable. It may be that a course is over-subscribed making it necessary to identify the pupils most likely to gain most benefit from following it. In these circumstances pupils' second preferences may have to be examined and contact made between us. Where a second preference has not been indicated it may be necessary to return the **Options Form** to you for further study.

As always we shall strive to ensure that everyone is as happy as possible with the final outcome. When the process is complete, parents and pupils will be formally notified of their daughter or son's courses for Key Stage 4. This is likely to be around May.

I should like to stress how important it is to contact **Mr Riddell or Mr Varley** if you have need of further clarification on any point.

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