

# **ALDER GRANGE SCHOOL**

**An 11-19 School**

**KEY STAGE 4**

**2019-2022**

**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  
Humanities (Geography/History/RE/IAG)  
Computing/Business Studies  
Modern Foreign Languages  
CEPA (Media/Performing Arts/Music/Drama)  
Physical Education  
Social Sciences (Psychology/Sociology Health & Social Care)

Mr Williams  
Miss Grimshaw  
Mr Grenfell  
Mr Stocks  
Mr Ali  
Mr Hackett  
Mrs Pearson  
Miss Buckle  
Mrs Holland  
Mrs Brind

## 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**, 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 C grade or better in both GCSE or iGCSE English and maths
- The English Baccalaureate
- Destinations measure for the uptake of Level 3 courses

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.

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.

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.

It is the government's ambition that 75% of all pupils should begin studying a full set of EBacc subjects by 2022.

### **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 be 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](http://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.

In addition, all pupils are required to follow courses in

- **Religious Education**
- **Physical Education**

### **OCR CAMBRIDGE NATIONAL ENTERPRISE and MARKETING**

This qualification is for pupils who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare pupils for further study of qualifications in enterprise, marketing or business.

The course consists of three units including one written exam and practical work. The first unit involves a 1.5 hour written exam on **Enterprise and marketing**

**concepts.** Pupils explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

The second unit involves a set assignment in which, pupils will **Design a business proposal:** Pupils are presented with a business challenge from which they create a researched and costed business proposal.

The third unit is **Market and pitch a business proposal.** Pupils prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch.

Pupils do not need any prior learning in the area of business to follow this course. However, it is expected that pupils have developed competence in literacy and numeracy in order for them to study at this level.

***This subject leads to BTEC Business Studies or Cambridge Technicals Level 3 IT at ag6.***

## **OCR GCSE COMPUTER SCIENCE**

Computer Science is a very practical subject – pupils will be able to use the knowledge and skills they learn in the classroom on real-world problems.

What will a pupil gain from GCSE Computer Science?

- Valuable thinking and programming skills that are extremely attractive in the modern workplace.
- A deep understanding of problem solving and experience in creating logical and efficient solutions.
- Ability to write down solutions to problems for other people to understand.
- A good grounding in mainstream computing theory and understanding.

There are two exams and a practical programming project as indicated below:

Content Overview	Assessment Overview	
<p><b>Computer systems</b></p> <ul style="list-style-type: none"> <li>• Systems Architecture</li> <li>• Memory</li> <li>• Storage</li> <li>• Wired and wireless networks</li> <li>• Network topologies, protocols and layers</li> <li>• System security</li> <li>• System software</li> <li>• Ethical, legal, cultural and environmental concerns</li> </ul>	<p>Computer systems (01) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)</p>	<p>50% of total GCSE</p>
<p><b>Computational thinking, algorithms and programming</b></p> <ul style="list-style-type: none"> <li>• Algorithms *</li> <li>• Programming techniques</li> <li>• Producing robust programs</li> <li>• Computational logic</li> <li>• Translators and facilities of languages</li> <li>• Data representation</li> </ul>	<p>Computational thinking, algorithms and programming (02) 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)</p>	<p>50% of total GCSE</p>
<p>* Algorithm questions are not exclusive to Component 02 and can be assessed in either component.</p>		
<p><b>Programming Project</b></p> <ul style="list-style-type: none"> <li>• Programming techniques</li> <li>• Analysis</li> <li>• Design</li> <li>• Development</li> <li>• Testing and evaluation and conclusions</li> </ul>	<p>20 timetabled hours</p>	<p>Consolidates the learning across the specification through practical activity.</p>

It also provides a good grounding for other subject areas that require problem solving and analytical skills.

***This subject leads to A level Computer Science or Cambridge Technicals Level 3 IT at ag6.***

### **OCR CAMBRIDGE NATIONAL ICT**

OCR CAMBRIDGE NATIONAL CREATIVE iMEDIA is a vocational IT course that is suitable for pupils interested in creating digital products using a computer. This includes planning and creating digital graphics, websites, animations and more.

The course is a level 1 and 2 qualification; it therefore suits learners of all abilities and leads to a qualification that is equivalent to all levels of GCSE grades.

The qualification is made up of four units: an examination element as well as practical coursework.

The examination element is:

### **Pre-production Skills**

- Producing documents and artefacts for a specific audience to client requirements.
- Develop skills in the creative IT sector.
- Develop planning skills including work plans and gantt charts.

The coursework elements are:

### **Creating Digital Graphics**

- This is a mandatory unit.
- Pupils will plan and create digital graphics for a specific audience.

### **Optional Units**

There are a number of optional units that can be chosen based on the interests of pupils. Only **two** of these are required. These include:

- Creating a multipage website
- Creating a digital animation
- Creating interactive multimedia products
- Creating a digital video sequence

This is an excellent option for anyone with an interest in continuing study of IT, Computing or Media post-16, but also prepares pupils for using creative IT skills in the workplace; as such it is highly valued by many employers.

***This subject leads to Cambridge Technicals Level 3 IT, Cambridge Technicals Digital Media, A Level Computer Science at ag6.***

## **EDUQAS GCSE FRENCH and SPANISH**

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

### **French / Spanish GCSE**

Pupils taking this option will spend 3 lessons each week on the chosen language.

The GCSE course tests all four skills of listening, speaking, reading and writing. The assessments are weighted as follows:

<b>Listening</b>	25%
<b>Reading</b>	25%
<b>Speaking</b>	25%
<b>Writing</b>	25%

Pupils will be entered for 1 of 2 tiers of assessment for the listening, speaking, reading and writing examinations, either Higher or Foundation tier.

Only pupils who have studied French and Spanish at Key Stage 3 may choose to select these subjects as an option.

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

### **AQA GCSE SCIENCE**

#### Science as a Core Subject

All pupils will study Science at Key Stage 4. Unless students opt for the separate sciences option outlined below (which involves additional lessons) the course that they will study will be AQA GCSE Combined Science. This qualification is similar to the previously offered Core and Additional qualifications and is a double award, equivalent to two GCSEs. The course involves subject content from Biology, Chemistry and physics. Pupils will be examined at the end of year eleven, through six 75 minute exam papers.

#### Science as an Option

Pupils eligible to take science as an option (the criteria for this is outlined below), will gain an additional three lessons of science per week. Pupils will study for three standalone AQA qualifications: GCSE Biology, GCSE Chemistry and GCSE Physics. Pupils will be examined at the end of year eleven and will sit two 105 minute exam papers in each of the three subjects. Pupils choosing science as an option will cover the same content as those studying science as a core subject but with the addition of extra content. This extra content extends pupils' breath of study but is at the same difficulty level as the core content. The additional knowledge gained through this option will help to bridge the gap that exists between the GCSE sciences and the A level sciences.

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)***

### **EdEXcel 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.

### **Health & Social Care Cambridge National Certificate**

This is a Cambridge National Certificate leading to a Level 1 / 2 qualification equivalent to GCSE. The course is studied over three 50 minute lessons a week and begins in year 9. The course is ideally suited to pupils who wish to study Health and Social Care post-16 or who want to progress to working or training in a specialised area within the health, social care and early years field. Next steps for students upon completion of this course might be to consider an A level course, a Cambridge Technical Certificate or Diploma Qualification. However the transferable knowledge and skills gained from this course can be a good grounding for any role that involves working with the general public. The subject is not tiered and consists of four units:

RO21: Essential values of care for use with individuals in care settings.

RO22: Communicating and working with individuals in health, social care and early years settings.

RO23: Understanding body systems and disorders.

RO25: Understanding life stages.

75% of the marks come from portfolio activities and 25% from 1 examination. Students will have to complete two units per year. Students can achieve grades from Level 2 Distinction\* to Level 1 Pass.

Much of the course involves learning about practical real life situations thorough anonymised case studies and visits to placements will take place wherever possible. Health and social care professionals such as social workers, nursery nurses and physiotherapists are invited to come in to talk to you about the reality of working in this exciting and booming industry. If you are interested you need to speak to Mrs Lidyard or Mrs Brind and discuss the course with pupils already studying at KS4.

***This subject leads to BTEC Level 3 Health & Social Care at ag6.***

### **AQA GCSE PSYCHOLOGY**

Why study Psychology?

Psychology is a thriving academic discipline. Whatever career path you are planning to take, studying psychology can help you prepare for this through an enhanced understanding of all aspects of behaviour, thoughts and feelings. Studying Psychology can help to expand your knowledge of scientific investigation, which complements many other subject areas.

What will you study?

GCSE Psychology is split into two separate assessments (Exam).

Unit 1 focuses on cognition and behaviour, including topics such as: memory, perception, development and research methods. In this unit we explore such things as how memories are made, altered and recalled. This unit also focuses on how humans develop from birth to adulthood, how we learn and how our brains change overtime. Unit 1 gives us the chance to learn how Psychologist conduct research and gives us a chance to carry out our own investigation.

Unit 2 focuses on Social context and behaviour, including topics such as: Social influence, language, Psychological problems and the brain. Social context includes conformity, obedience and crowd behaviour. Language includes the link between thought and language, difference between human and animal communication and non-verbal communication. Brain and neuropsychology includes the function of the brain, how different regions of the brain work and how the brain communicates with the body. Psychological problems include mental health, addiction and how these can be treated.

There is no specific requirement for prior learning with this specification. It builds upon the knowledge, understanding and skills acquired at Key Stages 1-3 in a wide range of subjects. The subjects will include those studied as part of the National Curriculum such as Science, Mathematics and English.

***This subject leads to A level Psychology Studies at ag6.***

### **Eduqas GCSE SOCIOLOGY**

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

***This subject leads to A level Sociology at ag6.***

## **Eduqas GCSE Drama**

This The WJEC Eduqas GCSE Drama specification is designed to give learners a broad and balanced experience of drama. The specification is designed to integrate knowledge and understanding of how drama and theatre is developed and performed across a range of dramatic activities. Across the three components learners will study:

- one complete performance text
- two extracts from a second contrasting performance text placed within the context of the whole text
- either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.

Learners will have the opportunity to work practically as designers and/or performers on:

- one devised performance using the techniques or characteristics of their chosen theatre practitioner or genre
- one performance based on the second contrasting performance text using sections of text from the two extracts.

In Components 1 and 2, learners are given the opportunity to develop acting and/or design skills as appropriate to their interests and facilities available in the centre. Learners may choose the same skill for each component, or a different skill for each component. Learners must choose from the list below:

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

Learners should adopt safe working practices in all components as directed by the centre.

In addition to their own theatre making, learners must also know and understand the roles of performer, designer and director, and participate in theatre as an audience member

***This subject leads to A level in Drama and Theatre Studies, BTEC National Award in Performing Arts (Acting), BTEC National Certificate in Performing Arts (Acting), BTEC National Diploma in Performing Arts (Acting) and BTEC National Certificate in Creative Media (Level 3) all offered at ag6.***

## **Eduqas GCSE MUSIC**

The GCSE course currently follows the Eduqas syllabus.

GCSE Music Performing section:

The students can perform one or more solos or ensembles. However, they must take part in at least one ensemble performance.

GCSE Music Listening section:

The listening and appraising exam focuses on four areas of study:

1. Musical Forms and Devices.
2. Music for Ensemble.
3. Film Music.
4. Popular Music.

Every year there will be eight questions consisting of 12 marks each, two on each area of study.

The prepared extracts will be assessed in every exam, accounting for two of the eight questions. The two set pieces studied across the two year course are 'Eine Kleine Nachtmusik, Movement 3, Minuet (and trio)' by Mozart and 'Since You've Been Gone' by Rainbow.

The other six extracts will be on unprepared musical extracts.

Questions will always focus on musical elements, musical contexts and musical language.

## **Eduqas GCSE MEDIA STUDIES**

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.

The course is split into 3 sections.

### **Paper 1: Media industries, audiences and representation**

This is a written examination worth 35% of the overall course. Pupils will study an area of the Media that has been selected by the examination board and complete a range of questions and tasks based on the selected topics.

### **Paper 2: Media language and contexts**

This is a written examination worth 35% of the overall course. Pupils will analyse an area of the Media that has been selected by the examination board and complete a range of questions and tasks based on the selected topics.

### **Non-exam assessment: Understanding the Media**

Pupils are assessed on a range of practical skills relating to a media format of their choice which are worth 30% of the overall course. Assignments may include designing the sections of newspaper aimed at a specific audience, creating a mock-up design for a Facebook page promoting a band or artiste and creating a trailer for a feature film.

Over the 2 year course, pupils will study the following:

- Television
- Music videos
- Radio
- Newspapers

- Magazines
- Advertisements/marketing
- Online and social media
- Video games

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

### **OCR GCSE PHYSICAL EDUCATION**

GCSE PE is a demanding 2 year course.

Pupils have one double and one single lesson each week.

#### **Content and Assessment Overviews**

Applied anatomy and physiology Physical training	Physical factors affecting performance (01)  60 marks  1 hour  Written paper	30% of total GCSE
Socio- cultural influences Sports Psychology Health, fitness and well-being	Socio- cultural issues and sports psychology (02)  60 marks  1 hour  Written paper	30% of total GCSE
<b>Practical activity assessment</b>  Analysing and Evaluating Performance (AEP)	Performance in physical Education (03)  80 marks  Non- exam assessment (NEA)	<b>40% of total GCSE</b>

The course is stimulating and interesting but demands a lot of hard work and much of it involves work outside of school hours with pupils required to achieve a high standard in all areas.

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 GCSE 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.

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 GCSE PE is an “easy” option. It is not!

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

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

## **OCR CAMBRIDGE NATIONAL in SPORT**

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

## **Cambridge National Sports Studies**

### **Core Units**

#### **What's assessed?**

Contemporary issues in sport

#### **How it's assessed**

- Externally assessed 30GLH - 1 hour paper based 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

### **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 MATHEMATICS**

The **Mathematics** syllabus currently followed is the AQA linear GCSE. Assessment of GCSE Mathematics is 100% exam at the end of Year 11 so regular revision throughout the course is essential if pupils are to do well.

Pupils will be entered for 1 of 2 examination Tiers, **Higher** or **Foundation**, depending upon the level of progress made. Pupils have been monitored constantly throughout the Lower School and will be placed on the course according to ability. Final decisions about tier of entry will not be made until Year 11.

The **Higher Tier** is designed for the more able pupils and leads to grades 9, 8, 7, 6, 5, 4 or Unclassified (Fail).

The **Foundation Tier** is aimed at those of about average ability or below and leads to grades 5, 4, 3, 2, 1 or Unclassified.

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. We recommend the Casio Scientific calculators (FX-85GT or FX-83GT models).

***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.***

### **AQA GCSE STATISTICS**

This is a practically based course concerned with handling information.

The syllabus followed is the AQA Statistics GCSE. There are 2 Tiers of examination assessed by:

**Foundation** Grades 1 - 5

**Higher** Grades 4 - 9

There are 2 Exam papers, each worth 50% and are a mixture of multiple choice, short and extended answers.

The course reinforces many of the statistical techniques taught in Mathematics, such as surveys, questionnaires, averages, tables, graphs and probability. Pupils will be expected to carry out practical activities such as surveys, in order to provide relevant data to use in the course. In addition to reinforcing mathematical concepts, the course also provides pupils with statistical techniques useful in many other subject areas such as Geography, Science and Design & Technology. It is also highly recommended for pupils who are considering taking A level Mathematics in the future.

***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 & DESIGN**

This GCSE subject is divided into two components, Coursework which is awarded 60% of the marks, and the Controlled Test 40%.

All the work done during Years 10 and 11 is Coursework apart from the exam. A number of projects using a variety of media including drawing, painting, observation work, 3 dimensional work, graphics and print-making will be undertaken. Pupils must complete a 'portfolio' which may be one or more pieces of work. Pupils cover media

skills, use of imagination, researching, recording, analysing, selecting, planning, creating a range of ideas and understanding and incorporating the ideas of other Artists/Designers which make up the 'portfolio'. Pupils must be aware that more marks are awarded to the processes of making a piece of artwork than to the final piece. ICT plays an important part in GCSE Art.

The exam is a single project undertaken towards the end of Year 11. The same four areas are assessed as in the Coursework.

The Coursework and exam are marked in an exhibition put up by the pupils at the end of April in Year 11.

Approximately 100,000 people in the UK are employed in the design industry using qualifications gained in Art Education. Many other types of creative work from hairdressing to engineering design require some form of art training. 25,000 people alone are employed in the North West of England in companies such as Video Game manufacturing, which is now a bigger industry than the music industry or the US film industry.

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

## **EDUQAS HOSPITALITY AND CATERING: LEVEL 1/2/2 DISTINCTION AWARD**

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, you will also develop food preparation and cooking skills as well as problem solving, organisation, planning, communication and time management skills.

**Unit 1: The Hospitality and Catering Industry** will be externally assessed with a written examination that lasts 90 minutes.

**Unit 2: Hospitality and Catering in Action** is internally assessed:

This involves you completing a controlled assessment in school under examination conditions. You will be set a task by Eduqas and will have to safely plan, prepare, **cook** and present nutritional dishes with accompaniments. You will be graded as follows:

*Grading:* Level 1 Pass, Level 2 Pass, Level 2 Merit, and Level 2 Distinction.

***THIS QUALIFICATION WILL HELP YOU DEVELOP THE ESSENTIAL SKILLS TO MOVE INTO EMPLOYMENT, TRAINING AND FURTHER EDUCATION. YOU COULD MOVE ONTO NVQ'S, BTEC HOSPITALITY AND CATERING COURSES, AS WELL AS THE VAST RANGE OF EMPLOYMENT OPPORTUNITIES AVAILABLE.***

## **AQA GCSE DESIGN & TECHNOLOGY**

Product Design is an exciting, creative subject leading to a huge range of careers including Architecture, Fashion, Engineering and Design. Pupils will follow a 2 year GCSE course where the emphasis is on making products in a variety of different areas including textiles, graphics and resistant materials. Pupils design and make a range of 2 and 3-dimensional products using a wide range of skills. Assessment is through Terminal Examination (50%) and Controlled Assessment (50%), which includes a design folder and 3-dimensional working products. Controlled Assessment requires strong evidence of the use of ICT or graphics and evidence of the practical work. An exhibition of work by students is shown at the end of the course to show the wide range of 2 and 3-dimensional graphic and product design work including lamps, jewellery, magazine and packaging projects, Christmas competition project work and many other product designs!

Design is consistently among the most popular subjects at University due to the vast range of possible careers leading from this subject.

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

## **EDUQAS DESIGNING THE BUILT ENVIRONMENT : LEVEL 1/2 AWARD**

The WJEC Eduqas GCSE Designing The Built Environment specification is designed to give learners a broad and balanced experience of careers within the built environment such as architecture, surveying, project management, structural and civil engineering.

The course is made up of and assessed on three units:

<b>WJEC Level 1/2 Vocational Award in Designing the Built Environment</b>			
<b>Unit Number</b>	<b>Unit Title</b>	<b>Assessment</b>	<b>GLH</b>
9821	Planning potential of construction projects	External	30
9822	Drawing construction plans	Internal	60
9823	Building structures and materials	Internal	30

### **Unit 1**

The purpose of this unit is for learners to develop the skills needed to report on the potential of a proposed construction project.

### **Unit 2**

The purpose of this unit is for learners to develop the skills needed to use computer software to present drawings of construction designs.

### **Unit 3**

The purpose of this synoptic unit is for learners to draw on their learning related to planning potential and design of construction projects and new learning from this

unit, to review options for the structures and materials need to realise construction projects.

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

## **AQA GCSE GEOGRAPHY**

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

Section B: Physical landscapes in the UK

Section C: The living world

#### **Challenges in the human environment**

Section A: Urban issues and challenges

Section B: The changing economic world

Section C: The challenge of resource management

#### **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.***

## **AQA GCSE HISTORY**

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.***

## **OCR GCSE Religious Studies**

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:

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

2 hour written paper (50% of GCSE)

***This subject leads to A level Religious Studies at ag6.***

## **AQA GCSE ENGLISH**

All Alder Grange students follow the AQA GCSE course in **English Language** and **English Literature**.

Students will study a range of texts and reading stimulus and engage with creative, real and relevant contexts. They will develop higher-order reading and critical thinking skills that encourage independent and genuine enquiry into different topics and themes.

During the course, our students will read a wide range of texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries, including literature and non-fiction. They will develop the following skills: reading with confidence and fluency; evaluating the effectiveness of texts; how to make comparisons between texts; and how to summarise and synthesise effectively.

Students will use knowledge gained from reading to inform and improve their own writing. They will learn how to communicate effectively using a confident control of Standard English, correct grammar, accurate spelling and punctuation, and a wide vocabulary.

The course is assessed by terminal examinations at the end of Year 11.

***This subject leads to A level English Language and English Literature (and supports all essay-based sixth form subjects) at ag6.***

## **Personal and Social Education**

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 7<sup>th</sup> February 2019**

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 Acting Deputy 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 27<sup>st</sup> February 2019**

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. Mrs Hesketh or Mr Varley** if you have need of further clarification on any point.

01706223171

[kriddell@aldergrange.lancs.sch.uk](mailto:kriddell@aldergrange.lancs.sch.uk)

[rhesketh@aldergrange.lancs.sch.uk](mailto:rhesketh@aldergrange.lancs.sch.uk)

[svarley@aldergrange.lancs.sch.uk](mailto:svarley@aldergrange.lancs.sch.uk)

