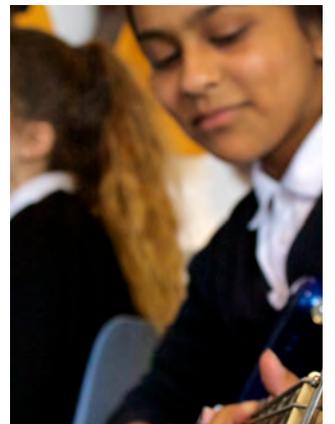


Which Way Now?



Key Stage 4 Curriculum Booklet
2017 – 2020

Welcome

Dear Students

As you are aware this is a very important time as you will shortly be making choices about the subjects that you wish to study next year. Picking the right combination of subjects is not easy. In some circumstances compromises have to be made although we try our best to give students the subjects they want to study.

This booklet is aimed at providing both you and your parents with information and advice to support you when making your choices for what you want to study at Key Stage 4. As part of the Aspiring Futures Program you will already have been looking at possible career pathways that you may wish to pursue in the future and it is worth investigating these further to help you make the right choices now.

To aid you in your choices this booklet contains details of all the subjects on offer, some of which all students will study and some of which are optional. Parents evening, subject teachers, your Form Tutor, the careers fair and mentoring day will give you lots of opportunities to discuss your possible options so that you make the right choices for you. The aim of our Key Stage 4 curriculum is to provide you with the curriculum you need to enable you to be both successful and fully prepared for the next stage of your learning when you move on to the next stage of your education or to employment.

Christopher Doherty
Deputy Headteacher



The Options Process

1 Aspiring Futures Program
Students have been looking and will continue to look at careers and options for their future.

2 Mentoring Day
1st March. A chance for parents, students and the tutor to have initial discussions regarding which options students are thinking about.

3 Curriculum Evening
9th March (6.30pm – 8.00pm). A chance to gather information from subject areas.

4 Parents Evening
16th March. A chance for parents and students to ask specific teachers' advice on individual subjects.

5 Deadline
20th March: *Deadline* for forms to be handed in.

The Key Stage 4 Curriculum

Core Curriculum

The Core curriculum that all students study consists of English, English Literature, Mathematics and Double Science. All these are GCSE subjects. The Core also contains non examined elements such as Personal Development (encompassing citizenship, RE and equalities), Aspiring futures (encompassing enterprise, work related learning, drugs and sex education) and Physical Education.

Options

Students need to choose their options from the following subjects listed below, however there are some restrictions:

- + Acting and Dance cannot be taken together as these qualifications lead to the same award
- + Art, Graphics and Textiles cannot be taken together as these qualifications lead to the same award
- + Due to the demands of the Psychology, Computer Science and Separate Science courses there are academic requirements to gain access onto these courses.



DESIGN:	Graphics Art GCSE Textiles GCSE	Materials Technology Technical Award Food Preparation and Nutrition GCSE
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HUMANITIES:	History GCSE Geography GCSE Philosophy, Ethics and Religion GCSE	Sociology GCSE Psychology GCSE
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HEALTH & FITNESS:	Physical Education GCSE	Sports Technical Award
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PERFORMING ARTS:	Music Technical Award Dance Technical Award	Acting Technical Award
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DIGITAL COMMUNICATION:	Creative Media Technical Award Enterprise Technical Award	Information Technology Technical Award Computer Science GCSE
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SCIENCE:	Separate Sciences GCSE
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MODERN FOREIGN LANGUAGES:	Spanish GCSE
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GCSE & Technical Awards

Courses fit into two broad groups: GCSEs and Technical Awards. All of the courses lead to equivalent qualifications but technical awards often have more internally assessed units and less external exams.

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Curriculum Pathways

Purple Pathway

The majority of students follow the Purple Pathway – this means they study the Core (English Language, English Literature, Mathematics and Double Science), a Humanities subject, a Languages subject and they make 2 further option choices.

These students need to complete and return the Purple form at the back of this booklet by **Monday 20th March 2017**.

Green Pathway

A significant number of students follow the Green Pathway. This means they study the Core (English Language, English Literature, Mathematics and Double Science), a Humanities subject and they make 3 further options choices.

These students need to complete and return the Green form at the back of this booklet by **Monday 20th March 2017**.

Silver Pathway

A few students are invited to study the Silver Pathway. These students will be identified by their Head of Year and Mr Morgan. These students study the Core (English Language, English Literature, Mathematics and Double Science), and 3 further option choices.

The Silver pathway consists of extended work placements and more vocational courses to help in preparing them for accessing appropriate college courses in the future.

These students need to complete and return the Silver form at the back of this booklet by **Monday 20th March 2017**.

How You Make Your Choices

- 1** Fill in the Purple, Green or Silver form at the back of this booklet, telling us your top 5 choices.
- 2** We will then try and match everyone with their preferred choices but, unfortunately it is not always possible and that's why we have to have 5 choices as well.
- 3** Choices should be in ordered in preference from 1 to 5 with 1 being the option you most want to take.

Further Advice:

How to make your choices?

Options are an exciting prospect. You can choose to continue with those subjects which interest you most – but take care! Your decisions will lead to a three year commitment and lay the foundations for what you do after Year 11, so a lot of thought and discussion is needed. Consider what you are good at, what you enjoy and what subjects you may need in the future.

These DOs and DON'Ts may help you:

DOs

-  Do get as much advice as you can. If you don't know something, ASK. Talk to your parents, tutor, subject teachers, or Careers Service and especially to our Year 10 students.
-  Do find out as much as possible about the courses on offer: what will you learn and how? Consider whether you prefer coursework and independent learning.
-  Do try to choose those subjects you are good at or enjoy, since this will improve your chance of success.
-  Do decide yourself: it is you who will be studying your chosen subjects for the next two years. It is your future you are considering.
-  Do consider how much independent learning is required outside the classroom.

DON'Ts

-  Don't think you are expected to know at this stage what you want to do later in life; the curriculum is constructed to keep open as many doors as possible.
-  Don't choose a course because your friend is choosing it; you might find yourselves in different groups.
-  Don't choose a course because you like the teacher you have now; you may have a different teacher in Year 10.
-  Don't rush to complete your choices - think carefully and pick a subject for positive reasons after conducting research.
-  Don't worry if you can't fit everything in. Some subjects can be picked up again in the Sixth Form. **IF IN DOUBT, FIND OUT!**

Attendance

Key Stage 4 work can be very demanding and some subjects include coursework or controlled conditions assessments which count towards the final grade. To achieve their potential students will have to be willing to work hard in each subject to ensure they achieve their best.

High attendance is also vital with the target for each student being 96%. Attendance as low as 90% would dramatically affect a student's chance of successfully achieving their best grade in each subject.



Further Advice:

The English Baccalaureate and University

The Government introduced a new measure for school and student performance in its White Paper of October 2010. Full details were revealed in December 2010. The current Education Minister would like to see all students receiving a GCSE qualification in English Language, Mathematics and Science. He would like students to select a Humanities option from either History or Geography and for students to choose a Foreign Language. The landscape of education is currently experiencing significant change with the GCSEs being completely reformed, with all GCSEs now being graded on a 1 to 9 (9 being the highest) scale rather than the old A* to G scale.

Within our range of option choices the wrap around qualification called the EBacc is available to most of our students. Furthermore, the rules we have in place for choosing options do benefit students in ensuring that there is a breadth of study in the choices they make.

In the interest of effective guidance, we feel it is important to advise you that some universities may look more favourably towards students having this suite of qualifications due to the balanced curriculum it provides. That said, the requirements of universities are varied. If you are considering university it is important that you consider what courses you may have an interest in following at degree level and ensure that you are choosing options that facilitate this.

The Russell Group, which represents 24 leading Universities currently publish this guidance:

Requirements for specific subjects

The GCSE or other standard level entrance requirements for individual degree courses are quite varied. In some cases, a particular subject or grade is required at standard level if it isn't being offered at advanced level.

The summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It's important to check university websites for detailed requirements before applying.



- + Applicants to study Medicine, Dentistry and Veterinary Science are usually required to have very good GCSE results in Maths, Science and English
- + Applicants to study Teacher Training are required to have a minimum grade 4 in GCSE Maths, Science and English
- + For a degree in English, universities often look for applicants to have a GCSE in a modern or classical language
- + For a Business degree, sometimes a grade 7, or more often at least a grade 6, in GCSE Maths is required
- + A grade 6 in maths is often required for a degree in Psychology, and a grade 6 in science may sometimes be required
- + To study a science subject at university (including Biology, Chemistry or Physics) applicants who are not offering Maths at advanced level will often need to have achieved a minimum of a grade 4 in Maths at GCSE.

More information can be found via: www.russellgroup.ac.uk/informed-choices/

English GCSE

GCSE English Language and English Literature

Our students take GCSE English Language and GCSE Literature with AQA.

Both of these English GCSEs are 100% exam taken at the end of Year 11.

The AQA syllabus in **English Language** will develop the skills they need to:

- + Read, understand and analyse a wide range of texts from different centuries, including the nineteenth and twentieth centuries, as well as contemporary texts
- + They will also need to be able to craft pieces of writing for a given audience and purpose: writing to describe, writing narratives and writing to argue and persuade are the key pieces of writing tested.

They will be given two Language exam papers to demonstrate these skills. The papers are not tiered but are designed to support the lower attaining students as well as stretch the very able.

English Literature will draw from the study of British texts from a range of periods.

In English Literature there will also be 2 exam papers. Paper 1 tests their knowledge of:

- + A Shakespeare play
- + A Nineteenth Century text.

Paper 2 tests their reading and understanding of:

- + A modern text
- + Poetry.

All these texts will be carefully chosen to engage and educate our students about the past and the present world they live in.

These are areas which our students have experienced at Key Stage 3 so that they can build continuously on their knowledge and skills. It is vital – to ensure that students are to be successful in the English GCSEs – that they become independent learners and readers at home and confident writers in class.

Students will also be given a separate certificate for Spoken Language (formerly called Speaking and Listening).



More information can be obtained from Mrs Green

✉ cgreen@alns.co.uk

Mathematics GCSE

All students study Mathematics at Key Stage 4.

What will students learn?

The GCSE course will allow the students to;

- + Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- + Acquire, select and apply mathematical techniques to solve problems
- + Reason mathematically, make deductions and inferences and draw conclusions
- + Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

What is expected from the students?

All students will be required to bring a full set of mathematical equipment, **including a scientific calculator** to each Mathematics lesson – these can be purchased from Reception (via the School Bank). Students will have Independent Learning set each week from a range of areas including online textbooks, Mathswatchvle or a teacher designed worksheet which should last approximately 1 hour in duration.

What qualifications can be gained?

There are two tiers of entry available:

- + Foundation (Grades 5 to 1)
- + Higher (Grades 9 to 4).

Those students completing the foundation tier will be following the OCR Maths Course

Those students completing the higher tier will be following the Edexcel Maths Course

Formal written test results, teacher assessment and school assessment data will be used to place students in the appropriate group for their level of attainment although this is reviewed regularly throughout Key Stage 4.

How is this course assessed?

- + The course is assessed by **three** examinations in Year 11
- + Calculators are allowed for 2 of the papers
- + All students will take 3 × 1 hour 30 minute exams
- + Those completing the higher tier – calculators are allowed for paper 2 and paper 3
- + Those completing the foundation tier – calculators are allowed for paper 1 and paper 3
- + The exams will take place on different days.



More information can be obtained from
Mrs Flower ✉ mflower@alns.co.uk or
Mr Fuller ✉ mfuller@alns.co.uk or any
other member of the Maths Department.

Science GCSE

All students receive 2 science GCSEs.

The content of these GCSEs will be taught as separate subjects; biology, chemistry and physics.

The aims of the science GCSE course is to:

- + Develop an understanding of scientific methodology (e.g. Investigating, writing conclusions, data analysis)
- + Broaden the students understanding of the world around them
- + Develop an understanding of the technological and environmental applications of science.

How will students learn?

Double Award Science will be taught as three separate subjects; biology, chemistry and physics. Students will learn a wide range of content from these subjects through investigating and problem solving. The science curriculum requires motivation and independence from students in order for them to have a deep understanding of the content.

How will students be assessed?

- + At the end of year 11 students will sit 6 exams, each one 1 hour 15 minutes long. Students will sit 2 biology exams, 2 chemistry exams, and 2 physics exams. The results of these exams will be combined to give the student an average grade which will count for 2 full GCSEs.
- + Within their learning students will take part in approximately 9 required practicals. These practicals will be logged in their lab books. Within their exams, students could be asked to recall information about these required practicals.



More information can be obtained from
Mrs Ottesen ✉ sottesen@alns.co.uk

Personal Development

Non-examinable

At Admiral Lord Nelson School, we firmly believe in educating the whole child to give them the best school experience and ultimately prepare them for life after school. The Personal Development course is popular with the students as it gives them a safe forum to discuss ideas which have puzzled mankind for centuries.

What are the aims of the Personal Development Course?

- ✦ To develop their ability to discover themselves and their beliefs and values in a safe but challenging environment
- ✦ To develop their understanding of the world they live in
- ✦ To know about current affairs and form their own opinions and discuss these with confidence
- ✦ To develop their higher level thinking skills to improve their ability to achieve the higher grades in all their subjects
- ✦ To develop their ability to transfer skills across subject areas to further raise achievement.

How is the course taught?

The course will be delivered in 1 lesson per fortnight by a team of specialist trained teachers in Philosophy for Children techniques. As one of the main purposes of the course is to develop higher level thinking skills, the course is delivered in a very unique way and is mainly discussion based, focussing on moral and ethical philosophical issues.

What will they study?

Students will study a highly varied, relevant and topical course covering the following issues;

- ✦ Humanity: What makes humans unique?
- ✦ Sex and Relationships: Is there a right time to have sex? Is marriage out of date?
- ✦ Medical Ethics: Should we legalise euthanasia? Is it okay to test drugs on criminals?
- ✦ Rights: Human vs Animal: Should everyone have rights?
- ✦ Just War: Is war ever 'just'?
- ✦ Our World: Is our world worth saving?
- ✦ Extremism: Focusing on issues that have an impact on life today. These lessons will change depending upon current events
- ✦ Government: To ensure an understanding of the way the country is run and issues that arise.

Assessment

The course is currently assessed by self-assessment and target setting by the students so they identify what areas they need to develop each half term. Students will achieve a Bronze, Silver or Gold certificate at the end of Year 11 in recognition of the level of their personal skill development.



More information can be obtained from Mrs Easson

✉ seasson@alns.co.uk

Aspiring Futures

Non-examinable

Young people need support in developing their awareness of the pathways open to them when they leave ALNS. We want all of our students to aspire to be the best they can be and be successful in the career path that they choose. In addition, schools are required to contribute to the Personal and Economic Wellbeing of their students and some of this provision is best met by teaching within this programme. At ALNS efforts are made to ensure that it is relevant and accessible for all and prepares them fully for life after school.

We aim to enable students:

- + To set personalised goals and targets so they achieve to the best of their ability
- + To make informed decisions about the pathway they wish to choose after ALNS
- + To recognise their personal qualities
- + To manage their health, finances and well-being
- + To reflect on their own and other people's feelings and friendships
- + To discuss issues that are important to them now and in the future
- + To actively take part in our democratic process
- + To have a better understanding of the world they live in.

Topics Covered at Key Stage 4

- | | |
|----------------------------|--------------------------------|
| + Careers Guidance | + Alcohol and substance misuse |
| + Learning to Learn Skills | + Radicalisation |
| + Sex and relationships | + Volunteering |
| + Drugs Education | + Government and Democracy |
| + Personal safety | + Hot News Topics. |

The Delivery of our Aspiring Futures Programme.

At ALNS the school ethos is that the teaching of this programme to a tutor group is best when included with the pastoral duties of the Tutor.

They know their students well and during these lessons will encourage their students to become more confident, mix with other students, allow them to circulate and be able to contribute to a class discussion.

Outside speakers, ex-students and experts are used wherever possible. 'Hot Topics' are introduced when they fill the news and we want to give the students a platform to share and express feelings with their peers. We hope that during discussions, such as these, students will realise that our values and beliefs are central to how we view the world and how we behave. The Tutor will be encouraging them to keep as open a mind as possible when listening to others. If we can encourage our students to see things from someone else's point of view we may be able to break down barriers and build an understanding.

This course also complements topics covered during the Personal Development Days and our unique Personal Development Course.



More information can be obtained from Mrs Hillyard

✉ ahillyard@alns.co.uk

Core Physical Education

Non-examinable

What will they learn?

Students will have the opportunity to participate in frequent physical activity that can aid the development of a healthy lifestyle.

What activities will they do in lessons?

They will be able to participate in a wide range of activities including::

- | | | |
|----------------|---------------------------|--------------|
| + Trampolining | + Football | + Handball |
| + Cricket | + Health Related Exercise | + Rounders |
| + Athletics | + Netball | + Basketball |
| + Table Tennis | + Badminton | + Rugby |
| + Softball | + Circuit Training | + Hockey. |

All lessons will be practical in nature and students will choose a pathway to suit their activity preference. Students must have the correct PE kit for all lessons.

The correct Key Stage 4 PE kit comprises of the purple ALNS polo shirt, black or navy tracksuit bottoms, black shorts and black football socks/white ankle socks. For colder weather, the ALNS PE jumper is also available.

How will they know how well they are doing and how to improve?

Assessment will be in line with the normal school reporting procedure.

Any coursework deadlines involved?

There is no coursework as such, just a continued commitment to participating and doing their best.

How will their grade be worked out?

They will be assessed on their attitude towards their learning for each activity.

Pathways to Further Education, Careers:

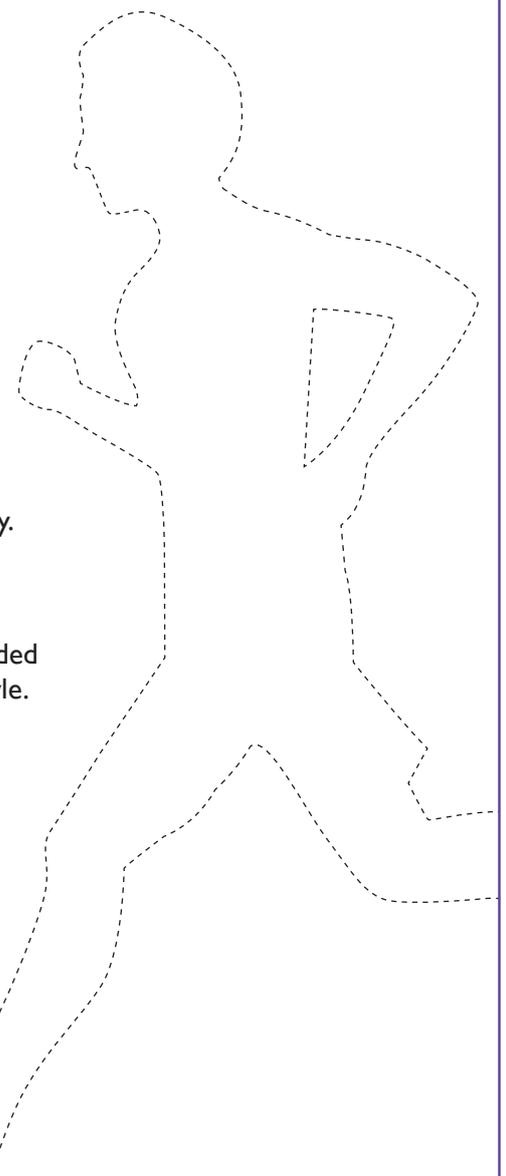
Employers and Further Education establishments always look for a well-rounded student and they will want to see a healthy individual with an energetic lifestyle.



More information can be obtained from Miss Cooper

✉ scooper@alns.co.uk

Students who choose sport as their examination option will either do GCSE PE or BTEC Sport Leadership. As a department we will choose the course we believe they will be best suited too.



Geography GCSE

What is the course all about?

The aim of the course is to give students a better understanding of the world they live in. They will be able to explore the natural and human environment and the challenges they face. They will also develop a range of transferable skills such as independent enquiry, creative thinking and teamwork. This is the subject if you have an interest in the environment, natural hazards, climate change and different places around the world.

Students will follow the AQA GCSE Geography specification. This course comprises of 3 units:

- + Unit 1: Living with the Physical Environment (35%)
- + Unit 2: Challenges in the Human Environment (35%)
- + Unit 3: Geographical Applications (30%).

How will they be taught?

Students will be taught in a variety of different ways including teamwork, independent enquiry and fieldwork investigations. They will also use a range of resources such as IT, Geographical Information Systems, atlases, news articles and multimedia resources.

How will they be assessed?

- + Unit 1: Living with the Physical Environment (35%)
This is a 1 hour 30 minute exam based on natural hazards, the living world and physical landscapes across the UK.
- + Unit 2: Challenges in the Human Environment (35%)
This is a 1 hour 30 minute exam looking at urban issues and challenges, focusing on Rio de Janeiro, Brazil. Students will also study the changing economic world and the challenge of resource management.
- + Unit 3: Geographical Applications (30%)
This is a 1 hour 15 minute exam. The first section focuses on fieldwork completed by students and will question their techniques and findings. The second section will be focused on a geographical issue studied from unit 1 or 2 and will involve making a decision for the future. Students will receive a resource booklet prior to this exam to help them prepare for the decision-making element with their teacher.

What fieldwork takes place?

Students will be required to complete two fieldwork trips– one human and one physical. They will then be asked questions linked to this in the Unit 3 exam. There will also be the opportunity to take part in a residential trip to the Bay of Naples in Italy in April 2018.

What do students need to succeed?

Students wishing to take GCSE Geography need to be hardworking, motivated and organised. They will need an enquiring mind, an enthusiasm to learn and a willingness to succeed.



More information can be obtained from Mrs Smith

✉ tsmith@alns.co.uk

History GCSE

What will you study?

Students will study 4 topics and sit 4 exams at the end of year 11, one for each topic.

Changes in health and medicine 500 ad- present day

This topic focuses on diseases, public health and surgery from medieval times right up to twentieth century. Some of the topics covered include the effects of the Black Death, the diseases of the Industrial Revolution and the developments in plastic surgery during World War One. It will contribute towards 25% of the GCSE.

Nazi Germany 1919- 1939

This topic focuses on the impact of World War One on Germany and how it recovered. It examines the rise of Hitler and how he became Fuhrer. Students will learn about how Hitler kept control of different social groups and the methods he used to remove opposition. They will also examine the impact of World War Two on Nazi Germany. It will contribute towards 25% of the GCSE.

The Development of the USA 1929-2000

Students will develop an understanding of the events that occurred during the twentieth century in the USA, focusing on political, social, economic and cultural perspectives. They will compare the presidencies of key people like Roosevelt, Kennedy, Nixon, Reagan and George Bush. Students will examine the changing lives of black Americans from segregation to equality. It will contribute towards 25% of the GCSE.

Austerity, Affluence and Discontent: Britain 1951-1979

This topic examines the political, economic and social changes during the post World War Two period. Students will examine the major changes in entertainment and fashion, changes to music and impact of American culture on youth, how the role of women began to change with women's rights and abortion laws. They will also develop an understanding of the impact Immigration had on British society during this time. It will contribute towards 25% of the GCSE.

How is the course taught?

Lessons which help students to:

- + Know about important events, people and changes throughout history
- + Deepen understanding of the twentieth century by using different thinking skills
- + Develop exam strategies so that you can achieve your best in examinations
- + Develop historical skills particularly for working with sources and interpretations
- + Develop use of ICT to help understand key events
- + There is an opportunity for your child to take part in a trip to Poland and/or Berlin, to enhance their understanding.

How the history department helps each student

They are offered personal tuition and help after school by teachers and are able to come along to workshops to improve GCSE exam technique. Weekly exam questions are also set as Independent learning to further improve exam skills.

A revision guide will also be provided by the history department at a small cost.

Why study GCSE History?

- + To better understand our place in human history
- + To make use of the information you receive every day
- + To enable students to communicate clearly with other people
- + To develop thinking and key skills
- + To make wise decisions today and better plan the future
- + To understand and appreciate the great variety of people we meet in life
- + To understand the importance and impact of world history
- + To understand the world we live in.



More information can be obtained from Miss Easson

✉ seasson@alns.co.uk

Languages GCSE

Students on the Purple Pathway will continue with the language (French or German) that they are currently studying through to the end of Year 11.

Having a foreign language qualification opens up lots of career and travel opportunities for students.

Being able to communicate with people from other cultures and countries in their own language is an important skill to have in today's international workplace.

What stays the same for students?

Students will have five lessons a fortnight in which they continue to develop their skills in:

- + Listening
- + Reading
- + Speaking
- + Writing

What's different for students?

Students will have the chance to develop further many of the topics already started, such as school, free time, food and holidays. They will also encounter many new ones like the world of work, advertising, tourism, travel to Europe, new technology and the wider world.

It is also hoped that students will develop an increasingly independent approach to their language learning with more:

- + Listening in groups
- + Research using different resources including the internet
- + Understanding of how language works
- + Knowledge about French/German speaking countries and people.

What's involved in doing a Foreign Language qualification?

- + Students will have the opportunity to take a GCSE in their language
- + Students will take exams in all four skills at the end of the GCSE course in Year 11.

A bilingual dictionary is useful for these courses.

Study Support materials are also available on the ALNS Website.

STOP PRESS!!!

Language skills are increasingly in demand in today's mobile workplace. German is the most sought after language by UK employers and French comes in at a close second.

**How can you make yourself stand out in an increasingly demanding world of work?
Ensure you have a French or German GCSE on your CV!**



More information can be obtained from
Mme Britti/Frau Britti
✉ rbritti@alns.co.uk

Art GCSE

Art and Design at GCSE allows students to work with many different materials and develop individual and personal ideas based on an artist and/or theme.

How students learn?

Over the two years students will develop their observational drawing and painting skills and will also be able to create prints, make sculptures, work with photographic images and use computers. They will be expected to work in a sketchbook to explore and develop their ideas and then produce outcomes in the material of their choice.

What will students learn?

Students choosing GCSE Art and Design need to be interested in both making art and learning about the work of other artists. They will need to look at other artists' work for ideas and inspiration and to understand some technical aspects of making art. They need to show in their coursework that they have been inspired, in some way, by the work of another artist. Students will get the opportunity to visit an art gallery to see the work of other artists first hand.



What other activities will they do?

Some of the GCSE work needs to be experimental, some students find this difficult but mistakes and accidents are all part of making interesting art. Students will be expected to develop ideas through sketches and notes in a sketchbook and will learn how to use new materials and processes as well as using ones they have learnt throughout KS3.

What is required of them?

Students need to be motivated to work in their sketchbooks at home for at least an hour a week. Independent Learning is an important way of developing ideas for class work and a way of ensuring that a large enough quantity of work is completed.

Requirements for the course

It will be very useful to have some basic art equipment at home so work can be completed to the highest standard. This will include: Black fine liner pens; Drawing pencils in a range of grades—2B, 4B, 6B; Glue stick; Scissors; Double sided tape; White gel pen.

The Course

Your GCSE coursework (Unit 1 Portfolio) is worth 60% of the total marks and this assessment starts as soon as you begin the course in September. You will have a final exam (Unit 2 Externally Set Assignment), which is worth 40% of the full GCSE. After working for eight weeks, building project ideas around a set theme, you will spend two days working on your final outcome.

Units 1 and 2 are assessed separately out of 72 marks. You will be assessed using Assessment Objectives called:

- + AO1 develop, which is about researching designers and styles of design
- + AO2 refine, which is about experimenting to find out more
- + AO3 record, which is about showing ideas and personal visual work
- + AO4 present, which is about the completion of your final idea.

It is anticipated that students will make a voluntary contribution of approximately £12.00 to cover the costs of the materials.



More information can be obtained from Miss Cherry

✉ dcherry@alns.co.uk

Enterprise Technical Award

What do students need to know or be able to do before taking the BTEC Tech Award in Enterprise option?

- + An interest or desire to learn about Business and Enterprise
- + A willingness to explore new ideas
- + The ability to work independently and in a team.

What are the benefits of taking this course?

As the BTEC Tech Award in Enterprise is a practical introduction to life and work as an entrepreneur, students will:

- + Delve deeper into how the sector works
- + Appreciate the importance of business planning and understanding the market
- + Analyse and evaluate the skills they develop.

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

Details of the Course

There are three components to this Level 1 and Level 2 qualification. Please note, the course is subject to change as the specification has not been formalised by the exam board.

Component number	Title	How it's assessed
1	The Sector	Internal controlled assessment
2	Develop knowledge, skills and best practices	Internal controlled assessment
3	Apply knowledge, skills and best practices	External assessment



More information can be obtained from Miss Driscoll

✉ ldriscoll@alns.co.uk

Information Technology Technical Award

What do students need to know or be able to do before taking the BTEC Tech Award in Information Technology option?

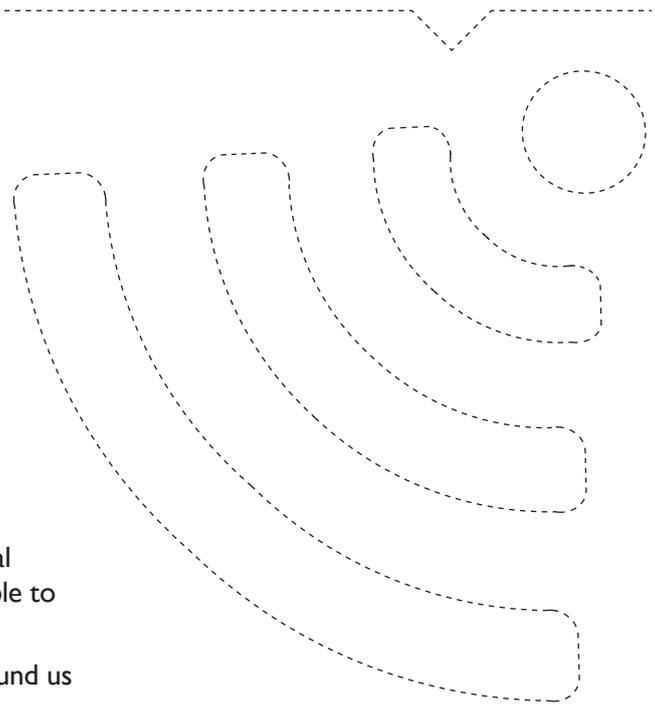
- + An interest or desire to learn about ICT and how it used in industry
- + A willingness to explore new ideas
- + The ability to work independently.

What are the benefits of taking this course?

As the BTEC Tech Award in Information Technology is a practical introduction to life and work in industry, our students will be able to explore the sector while:

- + Exploring the role IT plays in business and the world around us
- + Developing key technical skills to meet specific user needs
- + Putting what they've learned into practice.

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.



Details of the Course

There are three components to this Level 1 and Level 2 qualification.

Component number	Title	How it's assessed
1	Exploring uses of IT	External exam
2	Developing a Spreadsheet Solution to Model Data	Internal controlled assessment
3	Creating an interactive product	Internal controlled assessment



More information can be obtained from
Miss Driscoll ✉ ldriscoll@alns.co.uk

Acting Technical Award

With the new BTEC Tech Award in Performing Arts, you not only get the chance to perform, but also develop valuable skills and techniques in different disciplines, and explore potential careers in the industry.

As the BTEC Tech Award in Performing Arts is a practical introduction to life and work in the industry, you will explore the sector while:

- + Developing specific skills and techniques
- + Devising and delivering a workshop performance
- + Analyse, evaluate and enhancing your skills.

The course has two internally assessed components, and one that's externally assessed:

Component 1

Exploring the Performing Arts

Weighting: 30%

Aim: get a taste of what it's like to be a professional actor across different styles.

You will explore:

- + Performance styles, creative intentions and purpose
- + Performance roles, responsibilities and skills
- + Performance techniques, approaches and processes
- + How practitioners create and influence what's performed.

Component 2

Developing skills and techniques

Weighting: 30%

Aim: develop skills and techniques as an actor.

You will

- + Gain physical, interpretative, vocal and rehearsal skills during workshops and classes
- + Apply technical, stylistic and interpretative skills in performances
- + Reflect on progress and use of skills in performance, as well as how you could improve.

With a BTEC Tech Award in Performing Arts, you are able to explore, challenge and realise your potential. During the course, you can see whether the industry is one you want to be in, where you could go, and gain the knowledge and skills you need to succeed in your next steps.

After completing the course, you can continue on to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships.

What's more, the transferable skills you master during the course such as self-reflection, communication, teamwork and problem solving will also support your progress in the present and future.

Component 3

Performing to a brief

Weighting: 40%

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

Assessment: externally assessed task where students work in groups of between 3 and 7 members to create a performance based on a set brief.

To do this you will:

- + use the brief and what you have learned to come up with ideas for the performance
- + choose the skills and techniques you will need
- + build on your skills in classes, workshops and rehearsals
- + review the development process within an ideas and skills log
- + perform a piece lasting 10–15 minutes (which is filmed) to a chosen target audience
- + reflect on the performance in an evaluation report.



More information can be obtained
from Mrs Firth ✉ jfirth@alns.co.uk

Dance Technical Award

Do you want an opportunity to do a practical course which allows you to understand what it's like to work in the performing arts industry? Do you want to understand what it's like to be a professional dancer? If so, this is the course for you. In the new BTEC Tech Award in Performing Arts, you will have the opportunity to perform, and develop valuable skills and techniques in different disciplines, and explore potential careers in the industry.

The course is made up of three separate units:

Component 1 - Exploring the Performing Arts

Weighting: 30%

Aim: get a taste of what it's like to work in the performing arts industry and learn about professional repertoire. You will experience different styles of dance using professional material as a stimulus.

Assessment: internally assessed assignments

During Component 1, you will observe and reproduce existing repertoire, as well as explore:

- + Performance styles, creative intentions and purpose
- + Performance roles, responsibilities and skill
- + Performance techniques, approaches and processes
- + How practitioners create and influence what's performed.

Component 2 - Developing skills and techniques

Weighting: 30%

Aim: develop skills and techniques of dance

Assessment: internally assessed assignments

During Component 2, you will:

- + Gain physical, interpretative, vocal and rehearsal skills during workshops and classes
- + Apply your technical, stylistic and interpretative skills in performances
- + Reflect on your progress and use of skills in performance, as well as how you could improve.

Component 3 - Performing to a brief

Weighting: 40%

Aim: consider how practitioners adapt their skills for different contexts, and put this into practice in a performance.

Assessment: externally assessed task where students work in groups of between 3 and 7 members to create a performance based on a set brief.

To do this, you will:

- + Use the brief and what you've learned to come up with ideas for the performance
- + Choose the skills and techniques you'll need
- + Build on your skills in classes, workshops and rehearsals
- + Review the development process within an ideas and skills log
- + Perform a piece lasting 10–15 minutes (which is filmed) to your chosen target audience
- + Reflect on the performance in an evaluation report.

Where can the course lead?

With a BTEC Tech Award in Performing Arts, you are able to explore, challenge and realise your potential. During the course, you can see whether the industry is one you want to work in, where you could go, and gain the knowledge and skills you need to succeed in your next steps. After completing the course, you can continue on to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships. What's more, the transferable skills you will master during your studies such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and future.



More information can be obtained from
Mrs Pascoe ✉ kpascoe@alns.co.uk

Music

Technical Award

Why choose BTEC MUSIC?

BTEC Music is a practical course aimed at anyone with a love of music or interest in a musical career. It is the equivalent to a GCSE grade A* - C. The idea of the course is for students to understand more about Music and the industry as detailed in the 4 units described below:

UNIT 1: THE MUSIC INDUSTRY

In this unit you will learn about the different organisations that make up the Music Industry. We will spend time learning about different job roles within the Music Industry and the range of opportunities that exist for those who want a career in the industry. Your assessment will be a 60 minute exam paper.

UNIT 2: MANAGING A MUSIC PRODUCT

In this unit you will be managing the planning, creation and promotion for a Live Event or CD. You will take on a specific role and will plan, produce and promote a music product. You will be expected to keep a planning portfolio and to create a promotional pack for the product. At the end of the project, you will evaluate the product, looking at how successfully you have met your artistic aims, as well as how effectively you managed the planning and promotion of the product.

UNIT 3: INTRODUCING MUSIC COMPOSITION

This unit is about developing your musicianship and creativity. You will be composing music for different uses such as TV adverts, computer games, live concerts and film music soundtracks, working to a brief as real composers would in the Music Industry. You will explore and develop your composing skills in workshops and/or lessons where you will develop a portfolio of different ideas, building up to at least one longer, finished composition. Not only will this unit focus on compositional techniques to support your technical development, you will also be encouraged to use selected music technology software, and will learn to present your own music using simple notations such as chord symbols, tabs, staff notation and lead sheets.

UNIT 4: INTRODUCING MUSIC PERFORMANCE

This unit is about developing performance skills on your voice or instrument. It does not matter if you are a beginner or very advanced. In this unit, you will have opportunities to perform solo, in small groups and as part of a whole class ensemble. Over the course, you will develop your music performance skills and review your own practice. You will keep a practice diary which shows how you have improved as a performer during the unit. You will take part in workshops and lessons designed to help you develop interpretation and style in performance as well as good habits for individual practice and group rehearsals. You will be encouraged to choose your own pieces for performance.

Key skills

Personal organisation and development.
Creative thinking and problem solving.
Independent research and study skills.
Self-reflection and target setting.
Developing appreciation for different styles of music.
Reading and writing music notation.
Performing and presenting to live audiences.

How will I learn?

You will learn from practical work and interaction with professionals who work in the music industry.
You will perform on a large number of occasions to different audiences.
You will attend live music events and visit different organisations and venues.
You will explore and create music from given briefs.
You will research and present projects to the class.

How am I assessed?

25% of the course is assessed in an exam, taken during the course. This is a 60 minute paper, based on understanding of the Music Industry. The other 3 units will be assessed through coursework assignments which you will work on in class and in your Independent Learning. Each assignment is awarded a grade, building up to a final awarded grade for each unit.

Why take a BTEC?

If you enjoy music and performance then this is the course for you. It will help you to become more confident, develop your communication skills as well as provide real insight into the Music Industry. It is an exciting course that offers lots of practical and creative experiences.



More information can be obtained from
Miss Hudson ✉ shudson@alns.co.uk

Computer Science GCSE

To take Computer Science as an option, students will need to be 'On' target to achieve at least a grade 6 in their Maths.

What do students need to know or be able to do before taking the Computer Science option?

- + An interest or desire to learn about key computing concepts and programming
- + A willingness to explore new ideas
- + The ability to work independently.

What are the benefits of taking this course?

- + Prepares students for learning, working and living in an increasingly digital world
- + Develops creativity, logical thinking, independent learning and self-evaluation
- + Gives students a chance to design apps and software for technologies they use - mobile phones, games consoles and the internet
- + Teaches computing which is of enormous importance to the economy and focuses on computer technologies that are relevant in the modern world
- + Gives a thorough grounding in computing, creating opportunities for students to move on to A levels, vocational courses, industry recognised IT qualifications and employment
- + Supports progress in other areas such as Technology, Science, Engineering and the creative industries.

Details of the Course

There are three components to this GCSE

Component 01	Computer Systems - exam Systems architecture Memory Storage Wired and wireless networks Network topologies, protocols and layers System security Systems software Moral, legal, cultural and environmental concerns	1 hour 30 minutes	40% of the total GCSE
Component 02	Computational Thinking, Algorithms and Programming - exam Algorithms Programming techniques Producing robust programs Computational logic Translators and facilities of languages Data representation	1 hour 30 minutes	40% of the total GCSE
Component 03	Programming Project – controlled assessment Programming techniques Analysis Design Development Testing and evaluation and conclusions	20 hours	20% of the total GCSE



More information can be obtained from
Miss Driscoll ✉ ldriscoll@alns.co.uk

Food Preparation and Nutrition GCSE

This GCSE will develop the high level of knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. During the course students will be given the opportunity to practise a wide range of skills along with having a greater understanding of nutrition, the science behind food as a material and wider environmental aspects associated with food.

What will I study?

- + Food Preparation Skills
- + Food Nutrition and Health
- + Food Safety
- + Food Science
- + Food Provenance and food choice.

Students will develop their food preparation skills and will conduct food experiments to develop an understanding of functional and chemical properties of food. They will learn the relationship between diet, nutrition and health, including the effects of poor diet upon health. Students will study the economic, environmental and ethical influences on food availability, production processes, and diet and health choices. They will understand the microbiological food safety considerations when preparing, processing, storing, cooking and serving food.

Students will complete practicals that demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment. Students will understand and explore a range of ingredients and processes from different culinary traditions, to inspire new ideas or modify existing recipes.

Assessment and qualifications

Assessments take place throughout the course and work that students complete in lessons counts towards their final grade.

Students will complete 3 assessments:

- + **NEA Task 1 – Food Science Investigation = 15% of GCSE**
Through practical experimentation, students will investigate and evaluate to show an understanding of the working characteristics, functional and chemical properties of ingredients and use the findings of that investigation to achieve a particular result with respect to the preparation and cooking of food.
A written report (1500-2000 words) will need to be produced to show findings.
- + **NEA Task 2 – Food Preparation Assessment = 35% of GCSE**
Prepare, cook and present three dishes within 3 hours
Research given task and plan, in advance, how this will be achieved
Carry out sensory analysis and evaluate the outcomes.
- + **Written examination (1 hour 30 minute exam) = 50% of GCSE**

Other Useful Information

- + Students need to be highly motivated and enthusiastic
- + Students must have reasonably good English skills as there is a considerable amount of theory and written work involved in this course
- + Students should have an interest in science (as there is a key emphasis on food science and nutrition)
- + Students need to be prepared to complete 1.30 hours of Independent Learning each week
- + Students will need to be well organised and prepared to supply their own ingredients for practical work when required. Practical's will cost approximately £5-10 per fortnight.

Careers that could follow on from Food Technology include:

Hospitality and Catering, Food & Beverage Managers, Cheffing, Food Retailing, Dietitians, Nutritionists, Food Stylists, Personal Trainers & Food Writers/Journalists.



More information can be obtained from Ms Martin

✉ lmartin@alns.co.uk

Sports Technical Award

What is BTEC Sport about?

The award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

The main focus is on four areas of equal importance, which cover the:

- + Development of the skills required to lead sports activities
- + Processes that underpin effective ways of working in sports leadership such as planning and leading an individual or team sporting activity session
- + Attitudes that are considered most important in sports leadership, including personal management, communication and problem-solving skills
- + Knowledge that underpins effective use of skills, process and attitudes in sports leadership such as roles, responsibilities and leadership styles.

This award complements the theoretical and performance content offered in BTEC Sport to give learners a broader and more holistic understanding of the sports sector. The award provides an ideal grounding for progression to post-16 academic learning, and the skills learned in the technical award remain relevant as a grounding for learners taking the academic route, but also support those learners who want to progress to technical study.

How is my child assessed?

The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification.

The three components that will be assessed are:

- + Understanding sports leadership
- + Developing sports leadership skills
- + Planning and leading a sports activity (this unit is externally assessed by a moderator).

Students will be expected to commit to helping lead extra-curricular activities and primary school festivals as part of their qualification.

Will they enjoy this course?

This award complements the theoretical and performance content offered in GCSE PE to give learners a broader and more holistic understanding of the sports sector. The skills learned in this technical award remain relevant as a grounding for learners taking the academic route, but also support those learners who want to progress to technical study. Therefore, an open mind and a willingness to complete work outside of the classroom will ensure that students enjoy the course. As with every subject, there is a large amount of written work which is often overlooked so students must realise this is not simply a practical course.

What other skills might they develop?

The role of the sports leader is to provide sports activity sessions for people to take part in. The main aims of sports activity sessions are for the participants to enjoy taking part and to help them to improve their performance. Working as a sports leader requires knowledge of sport activities in team sports and individual sports as well as an understanding of leadership styles, roles, responsibilities, components of fitness and methods of training.

Students will develop their time management and organisational skills by meeting coursework deadlines and bringing the correct PE kit to all lessons.

What could they do next with BTEC SPORT?

The number of sport-related jobs in the UK is estimated at over 400,000. The sports sector also has a large number of sport-related volunteers throughout the UK. The BTEC Sport qualification would lead onto further study either through A-level or additional higher level BTEC qualifications in sport.



More information can be obtained from
Miss Cooper ✉ scooper@alns.co.uk

Physical Education GCSE

What is GCSE Physical Education about?

This GCSE course encourages students to follow a broad course of study that is aimed at developing awareness and appreciation of their own and others culture in relation to Physical Education. Students will become increasingly physically competent by being actively engaged in a range of physical activities. Students are to be practically involved in their own development and maintenance of physical activity throughout and will be assessed in 3 different practical areas. It is imperative that your child has a range of skills that can be adapted and challenged throughout for success and enjoyment at this level. Likewise, an eagerness to learn about the body and physical health must accompany their passion for sport.

How is my child assessed?

Your students will be externally assessed in two final written examinations worth 60% of their overall grade. This will be completed at the end of the course. There will be a range of multiple-choice, short answer and longer answer questions covering 12 different areas, which include:

Healthy and active lifestyles and how they could benefit you, the influences upon these and how exercise, fitness and physical activity can lead to healthy and active lifestyle regarding your personal health and wellbeing. In addition to the above, they will be examined on the 4 different body systems – cardiovascular, respiratory,

muscular and skeletal in conjunction with a healthy mind and body.

Practical activities account for the remaining 40% of the overall grade. In practical activities your child will be continually assessed throughout the course, they must be competent in a range of sports in order to score highly.

Will they enjoy this course?

Students show a commitment to their learning of the theory aspect of the course which is similar to topics covered in GCSE Science. They will also have to be able to demonstrate key techniques used in English in relation to justifying and analysing their answers in full.

They will be involved in the practical development of their physical skills and must be prepared to participate, perform and evaluate their performance in a range of sports – not just their preferred activities. Therefore an open mind and a willingness to complete work outside of the classroom will ensure that students enjoy the course.

As with every subject, there is a large amount of written work which is often overlooked.

What other skills might they develop?

GCSE PE will allow them to develop a wide range of personal skills through their involvement in physical activity. At the same time the need to analyse performance may involve using ICT as a basis for studying and reviewing different performances.

Students will develop their time management and organisational skills by meeting deadlines and bringing the correct PE kit to all lessons.

What could they do next with GCSE PE?

The world of sport and possible options post GCSE PE are huge. This course will certainly put your child at an advantage if they wish to take A-level PE or venture down the BTEC/coaching route ways that are offered post ALNS.



More information can be obtained from Miss Cooper

✉ scooper@alns.co.uk

Graphic Communication GCSE

If you enjoy developing practical and digital skills, presenting sketchbooks or school work in interesting ways, being creative, enthusiastic and imaginative, visiting galleries, museums, workshops or studios and experimenting and taking risks with your work then the GCSE in Graphic Communication is an ideal subject for you.

Graphic Communication is a little like Art except that it develops clever meaning through your use of text, font and design style alongside your pictures. You will already have some experience of using art materials and processes together with some knowledge of contemporary and historical art and design. This kind of work has happened in your Art lessons in Years 7-9 and continues throughout the Graphic Communication GCSE.

The Course

Your GCSE coursework (Unit 1 Portfolio) is worth 60% of the total marks and this assessment starts as soon as you begin the course in September. You will have a final exam (Unit 2 Externally Set Assignment), which is worth 40% of the full GCSE. After working for eight weeks, building project ideas around a set theme, you will spend two days working on your final outcome.

Units 1 and 2 are assessed separately out of 80 marks. You will be assessed using Assessment Objectives called:

- + AO1 develop, which is about researching designers and styles of design
- + AO2 refine, which is about experimenting to find out more
- + AO3 record, which is about showing ideas and personal visual work
- + AO4 present, which is about the completion of your final idea.

Projects - Linked to Edexcel Specification

The covers a range of activities and in-depth assignments. Everything you make is created to have a purpose and has to have a link between clients, briefs and the public. You will have the opportunity to experiment with different media in order to explore your strengths and preferences. You are encouraged to think differently about your ideas and show that first ideas are not always the best. Students are currently involved in moving their ideas forward through photography work, printmaking, website design, film making and animation, studying corporate branding, planning for book and magazine illustration, developing layout work and investigating letter design through typography. One student has even made a ceramic teapot to photograph, as part of a billboard-advertising project.

Independent Learning

You will be asked to work on tasks outside the classroom and bring these pieces to your lessons each week. Those students who work hardest, gain the highest marks.

Requirements for the course

It will be useful to have some basic equipment at home so work can be completed to the highest standard in addition to some sketching and drawing skills. It is anticipated that students will make a voluntary contribution of approximately £12.00 in Year 10 to cover the costs of the materials.



More information can be obtained from Miss Cherry
✉ dcherry@alns.co.uk

Media Technical Award

About the course

Media Studies is a GCSE course that enables students to study the use of various media. It can make extensive use of ICT.

For instance students could use:

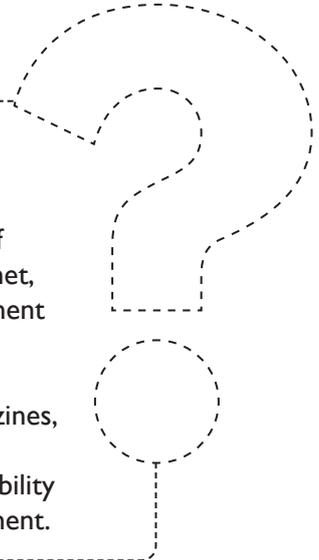
- + Digital video editing equipment to make a small film or television advertisement
- + Photo-editing software and a desktop publisher to produce a magazine
- + Web design software to design a website interface
- + Photo-editing software to design a poster marketing campaign.

The students would use industry standard software such as Adobe Photoshop for photo editing and Adobe Dreamweaver for web design.

Why study Media?

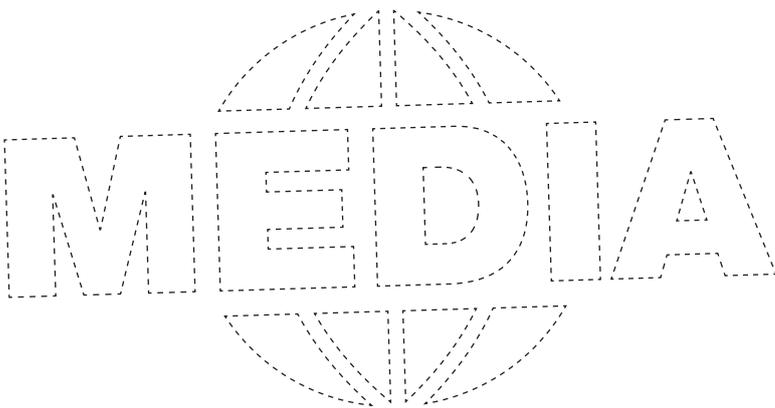
Media is now one of the largest areas of employment in the UK. The development of digital TV and radio, together with the internet, offers exciting prospects for future employment and recreation.

Traditional media such as newspapers, magazines, films and popular music are expanding and changing in the light of the increased accessibility offered by computers and other ICT equipment.



What skills will students develop?

Media Studies not only develops production skills, it requires students to gain knowledge and understanding of the media, its audiences and concepts. It provides them with the ICT skills required in a modern workforce. It provides them with the analytical and interpretation skills required by some employers. It will also support and complement literacy skills required across the curriculum.



More information can be obtained from Mr Angio

✉ gangio@alns.co.uk

Psychology GCSE

To take Psychology as an option, students will need to be 'On' target to achieve at least a grade 6 in their English.

What is Psychology?

Psychology is the 'the scientific study of the mind and behaviour of humans and animals'.

Students will be learning about what makes people behave the way they do and how people function physically and mentally. They will be exploring different views and explanations which have been put forward for a variety of areas including (amongst others):

- + Topic 1: Development- How did you develop?
- + Topic 2: Memory- How does your memory work?
- + Topic 3: Psychological problems - How would psychological problems affect you?
- + Topic 4: The brain and neuropsychology- How does your brain affect you?
- + Topic 5: Social Influence- How do others affect you?
- + Topic 6: Criminal Psychology- Why do people become criminals?
- + Topic 7: Sleep and Dreaming- Why do you need to sleep and dream?
- + Topic 8: Research methods- How do you carry out psychological research?

How students learn?

Over the two years, students will develop their thinking to understand many common psychological concepts. We will be exploring the various theories and explanations in class where students will be required to apply their skills to the recent and on-going psychological issues in our lives today.

Classes will be a combination of students learning the theory elements of the syllabus; evaluating studies and developing research skills.

What about exams?

There are two exams at the end of the two-year course.

- + Paper 1 is worth 58% of the qualification and covers Topics 1-5. This paper is 1 hour 45 minutes in length
- + Paper 2 is worth 42% of the qualification and covers Topics 6-8. This paper is 1 hour 15 minutes in length.

What is required of them?

Students will be encouraged to read at home. Independent Learning at home will form an important part of the course, allowing them to develop and expand on the theories they will have learned in class.

What qualification can be gained?

All students will follow the EDEXCEL GCSE syllabus, working towards a GCSE grade G-A*.

What additional skills will they learn?

It is hoped that students will take an increasingly independent approach to their study. They will be encouraged to:

- + Take a questioning approach to psychological research
- + Evaluate research, recognising the strengths and weakness of it
- + Develop their communication skills by participating in class discussions, appreciating the ideas of others
- + Conduct their own independent research; applying their newly acquired research skills to some real psychology.



More information can be obtained from
Ms Brown ✉ vbrown@alns.co.uk

Sociology GCSE

What will you study?

Students will study 2 topics and sit 2 exams at the end of year 11, one for each topic.

Understanding Social Processes

This topic focuses how human beings acquire their identity by looking at such things as the roles of family, values, status and cultural diversity. It examines also the role of the media, education and peer pressure in creating our identities. It also looks at what family is, the nuclear and extended family, single sex families and other family forms including China's one-child policy, polygamy and arranged marriages. It continues by researching changes in social norms and economic factors including the boomerang generation.

This topic also looks at the role of education and educational achievement by focusing on cultural factors, school types, labelling, gender and racism.

Understanding Social Structures.

In this topic students will get the opportunity to look at equality and inequality by focusing on crime, wealth, health, family, work and media. Other factors will cover sexism, ageism and homophobia. Poverty as a social issue is also examined, as is crime and deviance.

Research plays a big part in both of these studies incorporating pilot studies, sampling techniques and analysis of data.

Why study GCSE Sociology?

- + To develop a wide range of knowledge and understanding about the society in which we live.
- + To understand how societies are made.
- + To see the importance of social institutions such as class, sex, age and race
- + To understand how our attitudes affect our actions, influences and opportunities
- + To learn how research is carried out
- + To establish vital skills such as literacy skills and research skills to enhance employment opportunities.

How is the course taught?

- + By looking at different aspects of society in detail with teacher led learning alongside independent study
- + By introducing the student to research methods and encouraging them to examine information and further evidence gathering
- + By discussion and debate and challenging what we learn
- + By developing literacy and numeracy skills
- + By developing ICT skills.

How the Sociology department helps each student

Students are offered personal tuition and help after school by teachers and are able to come along to revision sessions to improve GCSE exam technique. Weekly exam questions are also set as Independent learning to further improve exam skills.

A revision guide will also be provided by the Sociology department at a small cost.



More information can be obtained from Mrs Easson

✉ seasson@alns.co.uk

Philosophy, Ethics and Religion GCSE

A course which will equip students to work with people and understand others.

Why choose Philosophy, Ethics and Religion?

It enables the student to explore questions on the mysteries and meaning of life. It helps them develop their own views and beliefs and justify them with reasons. It also encourages them to put themselves in the shoes of other people and appreciate their views.

Religious Studies is useful if they want a career working with people; such as Social Work, Nursing, Shop work, Business, Armed Forces, Police or anywhere you will come into contact with other people. It is a qualification for life! All employers recognise Religious Studies as a valuable qualification.

The GCSE Religious Studies BELIEFS IN ACTION follows two units of work out of the following three choices:

1. Religion and ethics;

- + Belief in god
- + Marriage and the family
- + Living the religious life
- + Matters of life and death.

2. Religion, peace and conflict;

- + Belief in god
- + Crime and punishment
- + Living the religious life
- + Peace and conflict.

3. Religion, philosophy and social justice;

- + Belief in god
- + Religious experience
- + Living the religious life
- + Equality.

Students will study two out of three of the sections above. They will study two different religions and can choose to learn about two world religions such as Christianity, Islam, Sikhism, or Buddhism.

How will they learn?

Discussion of ideas and opinions will be important, as will listening to and finding out about people of faith. Students will visit significant religious sites and follow religious and moral issues in the media.

Students will keep their notes in a book and submit answers to questions testing their knowledge, analysis and evaluation of the issues studied for marking and feedback.

How will students be assessed?

There are two 1 hour and 45 minute written exams each weighted 50%.



More information can be obtained from Ms Lucas

✉ dluca@alns.co.uk

Materials Technology Technical Award

You will need to be self-motivated and enjoy producing high quality work in both theory and practical lessons. Being creative and working hands on is a large part of the subject along with learning the theory of materials and processes, enjoying both of these elements will help significantly.

The Course

Unit 1: Skills demonstration (internally assessed) Students will carry out a number of bite-sized projects to demonstrate their competence in the 12 core skills. This will include the transferable skill of teamwork and one of the mini projects should allow for this. Students will produce a series of small made outcomes and record their work in a portfolio of no more than 12 pages.

Unit 2: Extended making project (internally assessed) Students will undertake an extended making project that showcases the skills and knowledge they have developed in Unit 1 and the knowledge they have developed through Unit 3. The project will be in response to a set brief. Students will develop skills in planning and development, making, testing, evaluation and communication.

Unit 3: Fundamentals of Materials Technology (externally assessed) Students will study materials and their working properties and learn about processes and manufacture. They will gain knowledge of the applications and characteristics of a wide range of woods, metals and polymers and also learn about possible careers within industry.

Assessment

- + Unit 1: Skills demonstration 30%
- + Unit 2: Extended making project 30%
- + Unit 3: Fundamentals of Materials Technology (Written Exam) 40%.

Controlled Assessment

The first two units are internally assessed and work is completed during lessons some of it is practical assessments and other rely on written project based work. Good attendance is vital for students to achieve their best in these units.

Independent Learning

Students choosing Materials Technology Technical Award will be expected to do approximately one hour per week.

Requirements for the course

Students should have completed Product Design in year 9 to be able to perform at their best in this subject as a basic understanding of materials and their working properties is needed. Students need to be able to work in groups and also individually. Students should show a good attendance record to show they are able to fulfil the requirements of the course.

It will be useful to have some basic equipment at home so work can be completed to the highest standard in addition to some sketching and drawing skills access to a computer is not vital but is recommended.

Throughout the 2 years' students can pay a contribution of £20.00 towards materials if they wish to keep their products. This will supply students with basic materials; any materials that the school does not hold such as hardwoods and other more specialist fixings students will need to source and buy themselves. All products produced will be kept in school for assessment until students leave at the end of year 11.



More information can be obtained from Mrs Bye-Jensen

✉ cbye-jensen@alns.co.uk or Ms Cherry ✉ dcherry@alns.co.uk

Separate Sciences GCSE

To take *Separate Sciences* as an option, students will need to be 'On' target to achieve at least a grade 6 in their Science.

Students who have a real interest in Science, or who are considering Science as a career option may want to think about opting for the 'Separate Science' course, which will lead to three separate GCSEs in Biology, Chemistry and Physics. Through this course, students will gain a deeper and broader understanding of science through investigating and problem solving.

All students studying this course will have nine exams at the end of year 11, three biology, three chemistry and three physics.

Students wishing to embark on this course need to have a high interest in science and will need the necessary organisational skills and independence to study a high level of content from the three subjects.

Anyone wishing to enter the following career paths may want to consider Separate Science as their option:

- + Medicine
- + Veterinary Medicine
- + Engineering
- + PHDs.



More information can be obtained from
Mrs Ottesen ✉ sottesen@alns.co.uk



Silver Pathway Courses

Students are recommended to specialise on the Silver Pathway by their Tutors and Head of Year—looking at their performance so far at school.

Where will they study?

In school and at a variety of local vocational establishments.

What will they study?

They will study a course based around Work and Personal Skills, at a level appropriate to the student's ability.

The course will include a variety of different opportunities and experiences designed to build students confidence and independence. There may be opportunities to complete industry recognized qualifications such as Basic First Aid.

The course will involve assessment through a portfolio of evidence with no examinations. Additional practical based exam courses such as the ECDL (European Computer Driving Licence) may also be on offer but this is subject to confirmation at this stage. There will also be literacy and numeracy support in these lessons.

How will they study?

Through a combination of class-based work, challenges, vocational experiences and visits.

Work Skills (Silver Pathway)

In this course students will have the opportunity to sample some vocational experiences and complete a portfolio based course to show evidence of progress at the relevant level for the student. Students will complete development work in school based around skills needed for work and personal independence, and there will be some opportunities for out of school experiences to enhance their knowledge and understanding.

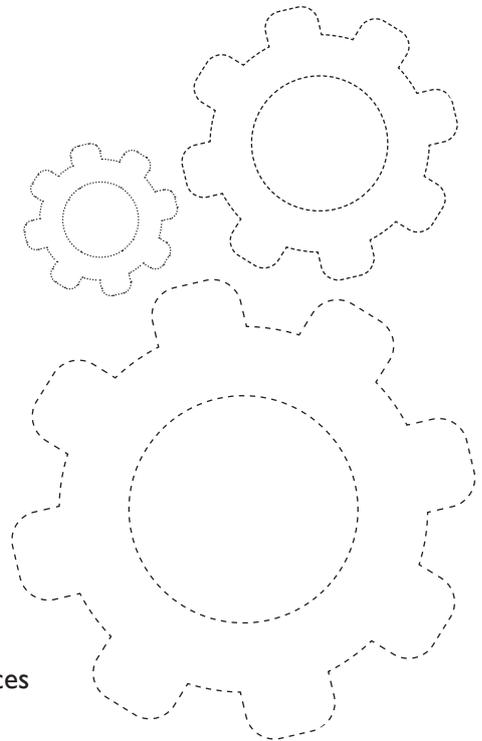
During the course students will build a portfolio of evidence to show their development and reflect on their progress. This portfolio will form the basis of their overall assessment for the course.

There may be possibilities for the students to explore avenues including Catering, Retail, Hair and Beauty, Construction and Animal Care within work experience placements if deemed appropriate.

The students will be supported in their vocational experiences and progress will be mapped through on site tasks, log books and visits by our staff.

The course covers topics such as:

- + Searching & Applying for jobs
- + Interview techniques
- + Team work
- + Managing their own money
- + Preparing for work
- + Personal independence
- + Literacy and Numeracy Development
- + Revision Skills and Exam Preparation.



More information can be obtained from Mr Morgan

✉ lmorgan@alns.co.uk

Spanish GCSE

We are able to offer the exciting opportunity of learning Spanish in KS4 to students who think they would like to further their language skills. With over 500 million Spanish speakers in the world, this is a wonderful chance for students to learn a GCSE in a popular and useful subject. Spanish is generally thought of as one of the easier languages to learn. It's a phonetic language, meaning **the way it is written is the way it's pronounced**.

Having a foreign language qualification opens up lots of career and travel opportunities for students. Being able to communicate with people from other cultures and countries in their own language is an important skill to have in today's international workplace.

What will the course be like?

Students will have five lessons a fortnight in which they continue to develop their skills in:

+ Listening + Reading + Speaking + Writing

What will students learn?

Students will have the chance to learn the basics, such as school, free time, food and holidays. They will also encounter more in-depth topics like the world of work, advertising, tourism, travel to Europe, new technology, social media and the wider world.

It is also hoped that students will develop an increasingly independent approach to their language learning with more:

- + Listening in groups
- + Research using different resources including the internet
- + Understanding of how language works
- + Knowledge about Spanish speaking countries and people.

What's involved in doing a Foreign Language qualification?

- + Students will have the opportunity to take a GCSE in their language
- + Students will take exams in all four skills at the end of the GCSE course in Year 11.

A bilingual dictionary is useful for these courses.

Study Support materials are also available on the ALNS Website.

STOP PRESS!!!

Language skills are increasingly in demand in today's mobile workplace. Being able to converse in Spanish will set you apart from other candidates and make you CV more attractive to colleges, universities and potential employers!



More information can be obtained from
Mme Britti/Frau Britti
✉ rbritti@alns.co.uk

Textiles GCSE

The Course

The course focuses on both practical Textile skills and the study of Textiles in their various forms, including the work of other artists, designers and multicultural Textiles.

The Textiles course has close links to the Art course as it uses the same assessment criteria and exam board. Drawing from observation forms an important part along with creativity and experimentation.

The course makes links to other art and design qualifications such as AS/Advanced GCE, GNVQ and BTEC National Diplomas.

Coursework/Independent Learning

Coursework will consist of research and analysis of various artists and designers, development of drawing and recording skills, design and development work. The development of practical skills and the production of a range of outcomes.

Coursework will have guided starting points, but independent work and research is encouraged for students to develop skills, a personal style and achieve high results.

It is anticipated that students choosing Textiles as a GCSE option, will be both enthusiastic and well-motivated. They will be expected to draw, use photography, collage, paint, use computers and develop a wide variety of textile skills to communicate and express ideas and feelings.

Investigation, analysis and experimentation will form a major part of both homework and coursework. Students taking this option will also be expected to develop or continue Textile work outside of lessons and this will take approximately 1-2 hours per week.

The Course

Your GCSE coursework (Unit 1 Portfolio) is worth 60% of the total marks and this assessment starts as soon as you begin the course in September. You will have a final exam (Unit 2 Externally Set Assignment), which is worth 40% of the full GCSE. After working for eight weeks, building project ideas around a set theme, you will spend two days working on your final outcome.

Units 1 and 2 are assessed separately out of 72 marks. You will be assessed using Assessment Objectives called:

- + AO1 develop, which is about researching designers and styles of design
- + AO2 refine, which is about experimenting to find out more
- + AO3 record, which is about showing ideas and personal visual work
- + AO4 present, which is about the completion of your final idea.

Requirements for the course

It will be very useful to have some basic art/textile equipment at home so work can be completed to the highest standard.



This will include:

- + Black fine liner pens
- + Drawing pencils in a range of grades—2B, 4B, 6B
- + Basic sewing kit—scissors, variety of needles etc.
- + Glue stick
- + Scissors
- + Double sided tape.

It is also anticipated that students will make a voluntary contribution of approximately £12.00 per year to cover the cost of fabrics and sketchbook components.



More information can be obtained from Miss Perkins
✉ cperkins@alns.co.uk and by visiting the GCSE Textiles section of the school website.

