



THOMAS ALLEYNE'S HIGH SCHOOL



Year 9 Future Intentions 2020/2021

Thomas Alleyne's High School

Dear Students and Parents/Carers

This booklet introduces the courses offered to students in Key Stage 4 (Years 10 and 11). We believe the courses we offer provide a broad and balanced curriculum which will be exciting and challenging and ensure students have a range of choices available to them as they enter post-16 study. Many students have no clear idea what they want to do after their compulsory education has ended or change their mind as their experiences grow. We have a curriculum which keeps as many pathways open for as long as possible so that we can respond to the changing needs and aspirations of our students.

Please read the information carefully. As well as details of the courses on offer there is additional guidance and advice on what to consider when making option choices.

All students follow a compulsory curriculum comprising English, Maths, Religious Studies, Physical Education and Science. Students are able to select up to four subjects from the range of optional subjects described in this booklet.

Future opportunities for students will depend on the overall quality of grades achieved at GCSE. Students should therefore choose those subjects which most interest them and in which they feel they will gain most success.

Yours sincerely

Mr J Mitchell

Assistant Head

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Year 9 Future Intentions Process Step by Step

Key Information

The curriculum for Years 10 and 11 is shown on pages 6 and 7. It ensures a balanced education which will develop both breadth of knowledge and a wide range of skills (including independent study skills for lifelong learning). Please note:

- **You must choose one subject from each of the eight preference lists** (See Options Choice 2020/21 form on Insight). **Each subject may only be chosen once.**
- As far as possible, we will place students on the courses in order of preference. Occasionally this may not be possible because we do not have enough teachers or appropriate rooms for the number of students choosing a course.
- Students may occasionally make inappropriate choices and the school reserves the right to have the final say on suitability of courses and the availability of courses.
- It will be unlikely that you will be able to change your choices once the courses have started in September, so think carefully! Read 'A Little Extra Advice' on pages 9 and 10 and the information about courses on the following pages.
- Options Week runs from Monday 3rd February to Friday 14th February. During this fortnight the options process will be explained and there will be information from Subject Lead teachers for subjects which are not taught in Year 9.
- Talk to your form tutor and subject teachers about your current progress, strengths and weaknesses. Discuss your preferences at home. There is a Year 9 Future Intentions Evening on Thursday 6th February, in the Theatre, which we hope your parents will attend to help you clarify your choices. These talks will start at 6.00pm and then repeated at 7.00pm.
- A Careers Fair will also take place on Thursday 6th February, in the Sports Hall, between 6pm and 8pm to help you make the right decision and speak to employers, universities and colleges.
- Year 9 Parent's Evening takes place on Thursday 13th February during which time you will have the opportunity to seek more clarification from subject teachers.

Help your child make the best choices

Your child and you are currently considering what GCSE subjects to study next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- English language and English literature
- Maths
- Combined science (Double) or 3 single sciences: Biology, Chemistry, Physics (Triple), and Computer science
- History or Geography
- A modern language

The EBacc is not a qualification in its own right – it is a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for. If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, please take into account that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

While arts and music are not included in the EBacc, every child should still experience a high-quality arts and cultural education throughout their time at Thomas Alleyne's High School as part of a balanced curriculum.

The Key Stage 4 Curriculum

Years 10 and 11

The curriculum your child follows in Year 10 and 11 is shown in the table below.

	Periods over 2 weeks	Subjects (all single awards, unless indicated)	GCSEs
C O M P U L S O R Y	9	English Language and Literature	2
	8	Mathematics	1
	8	Science – students will study combined science (Trilogy) or 3 Separate Sciences: <ul style="list-style-type: none"> • Combined Science (2 GCSE grades) • Biology, Chemistry, Physics (3 GCSE grades) 	2 3
	3	Physical Education	0
	2	Religious Studies	1
Option 1	5	One of: Computing, French, Geography or History	1
Option 2	5	Triple Science or one of the subjects listed on page 7 under preference list 2	1
Option 3	5	One of the subjects listed on page 7 under preference lists 3-8	1
Option 4	5	One of the subjects listed on page 7 under preference lists 3-8	1
Total	50		

You will be offered 4 option subjects in Year 10. Option subjects are divided into 8 preference lists; you will need to choose one subject from each list and you can only choose a particular subject once.

Preference 1
Computing French Geography History

Preference 2 If you are a triple scientist , you must choose Triple Science from this list	Preferences 3 to 8
Triple Science Animal Care (BTEC) Art Design Business Child Development (BTEC) Computing Drama Food & Nutrition French Geography DT – Graphic Products Health & Social Care (BTEC) History ICT (Cambridge National) Music Sport, Activity and Fitness (BTEC) DT - Resistant Materials	Animal Care (BTEC) Art Design Business Child Development (BTEC) Computing Drama Food & Nutrition French Geography DT – Graphic Products Health & Social Care (BTEC) History ICT (Cambridge National) Music Sport, Activity and Fitness (BTEC) DT - Resistant Materials

An example of the Options Choices 2020/21 form is available on Insight and will help you to decide on your options and record what preferences you have made. Please note students will only be able to study either DT Graphic Products or DT Resistant Materials **but not both**.

Key Processes and Dates

2020/2021

Week beginning Monday 3 rd February	Tutors discuss Future Intentions
Monday 3 rd February to Friday 14 th February	Future Intentions Fortnight
Thursday 6 th February	Year 9 Future Intentions Evening. This will be held in the Theatre where the options process will be explained to parents. The first talk will commence at 6.00pm and will be repeated at 7.00pm.
Thursday 6 th February	Careers Fair, from 6pm to 8pm. This will be held in the Sports Hall where parents and students will get the opportunity to obtain advice from employers, universities and colleges.
Thursday 13 th February	Year 9 Parent's Evening
Friday 14 th February	Future Intentions/Options form available on Insight
Monday 17 th to Friday 21 st February	Half term holiday
Wednesday 26 th February	Deadline for submitting options

A Little Extra Advice ...

Dear Student,

GCSE 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 two year commitment, so a lot of thought and discussion is needed. Consider what you are good at, what you enjoy, and what subjects you may need.

These DOs and DON'Ts may help you.

DO

Do get as much advice as you can. If you don't know something, ASK!

Talk to your parents, tutor, Subject teachers, or the Careers Service

Do find out as much as possible about the courses on offer: what will you learn and how?

Do try to choose those subjects you are good at or enjoy, for these are the ones you are most likely to do well at.

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.

DON'T

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 will probably have a different teacher in Year 10.

Don't rush to complete your choices - you have plenty of time.

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. Ask your Head of House.



Are you just not sure? ...

... do you want to know more?

If you are uncertain about what you want to do in the future and what subjects you should choose, take a look at these websites – they may help:



<https://www.unifrog.org>

Unifrog is an interactive platform that all year groups can access. It will allow you to start planning your future and enable you to see all options available. Using Unifrog is a great way to help you comprehend how your choices now will affect your career options in the future. It can never be too soon for you to know what is expected of you if you want to follow a certain career path.

You can access this through the link on your apps whilst in school or if you would like to further research careers or build your career profile from home then please use the web site or download the app to your mobile device.



www.s-cool.co.uk

This website gives you lots of information about choosing subjects whether you're 14, 16 or thinking about university. It also gives you information about some of the things you can do with the subjects you choose, or if you've got a particular career in mind, you can find out more about it. Choose the 'Careers' tab on the left.

National Careers Service

nationalcareersservice.direct.gov.uk

As well as information on job profiles this site also has guidance on funding, writing a CV and how to do well in interviews.

Compulsory Subjects

These are the subjects followed by all students
in Year 10 and Year 11:

English
Mathematics
Physical Education (core)
Religious Studies
Science (Combined or Triple)

<h1>English</h1>	Head of Department: Mrs E Peers
Qualification available: GCSE English Language GCSE English Literature	Examination Board: AQA
<p>Course Content:</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p>You will follow a course leading to GCSE examinations in English Language and English Literature.</p> <p>English Language and English Literature will be taught at the same time. Many of the same skills are needed for both subjects.</p>	
<p>How you will learn:</p> <p>You will take part in debates, discussions, investigations of texts, drama activities and role-play.</p> <p>You will read a wide variety of literature including novels, plays and poetry. You will also encounter a wide range of non-fiction and media texts including biography, letters, leaflets, newspapers and magazines.</p> <p>You will be taught to analyse and engage with ideas; to recognise how a writer creates a character and meaning; to select and evaluate information.</p> <p>You will write stories, articles, reports and essays. You will be taught to improve your writing and to sustain it through more extended assignments. In the Spoken Language element, you will take part in presentations and ask questions as part of an audience.</p>	
<p>Assessment:</p> <p><u>English Language:</u> Written Examination 100%</p> <p><u>English Literature:</u> Written Examination 100%</p> <p>The English Language examination will consist of two papers looking at Reading skills and Writing skills.</p> <p>The English Literature examination will ask you to respond to texts studied in class and unseen texts. There are two examination papers.</p>	

<h1>Mathematics</h1>	<p>Head of Department: Mrs R Ibbs</p>
<p>Qualification available: GCSE Mathematics</p>	<p>Examination Board: AQA</p>
<p>Course Content: All students will take mathematics for eight lessons per fortnight in Year 10 and eight lessons per fortnight in Year 11.</p> <p>All students follow the AQA GCSE course. This will cover the following areas of the National Curriculum:</p> <ul style="list-style-type: none"> • Number • Algebra • Ratio, proportion and rates of change • Geometry and Measuring • Probability • Statistics  <p>All students will receive regular homework to consolidate their learning in the classroom.</p>	
<p>How you will learn:</p> <ul style="list-style-type: none"> • You will be involved in investigational work, individual work, pair work and group work. • Your progress will be monitored by regular written assessments during the course. • A scientific calculator and mathematical equipment (pencil, ruler, compass and protractor) are <u>essential</u>. 	
<p>Assessment:</p> <p>All students will sit their GCSE Mathematics exam at the end of Year 11. The exam consists of three 1.5 hour papers; one without a calculator and two with a calculator. Each paper will contain a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as the student progresses through the paper.</p> <p>There is no coursework for GCSE Mathematics.</p>	

Physical Education (core)

Head of Department: Mr C Barrow

Course Content:

The KS4 Physical Education Secondary Curriculum builds upon the learning and understanding in KS3. Developing physical skills as well as mental skills, decision making, evaluating and improving performance and making informed choices about a healthy lifestyle are the key processes from which students develop and learn within Physical Education.

At KS4 students learn through two different activity areas and it is the strength of this department to provide them with as many opportunities within those areas as possible. There are opportunities in Year 11 to have a more option-based programme which may include some mixed gender groups.

Leadership has become popular in Physical Education and in KS4 we offer the students the opportunity to achieve an internal leadership qualification.

Maintaining a healthy lifestyle is an important part of the curriculum so students will be expected to understand how and participate in improving their level of fitness regardless of ability.

Activities you will be taking part in are:

Athletics	Aqua Aerobics
Badminton	Dance
Basketball	Orienteering
Cheerleading	Table Tennis
Cricket	Netball
Cross Country	Rounders
Fitness Training	Trampolining
Football	Handball
Hockey	Swimming
Rugby	Tennis



There are after school clubs for most of these activities and school team fixtures take place mid-week.

How you will learn:

- Individual and group work to practise skills involved in chosen sports
- Analysing and evaluating performances
- An appreciation of the fitness concepts required to perform
- An appreciation of the need for safety in performance.

Assessment:

Assessment is both student and teacher based. Students assess their own abilities across three areas; skills and tactics, health and fitness components, leaderships and evaluative skills. Students assess their progress formally three times a year.

Religious Studies

Head of Department: Mrs R Lindsay

Qualification available:
GCSE Religious Studies (Full Course)

Course Content:

Students will start the new GCSE course during Year 9 and complete the full course GCSE in Year 11.

What you will learn:

The course covers a range of beliefs, ethical and philosophical issues and world views including:

- Beliefs, values and practices of Christianity and Buddhism
- Beliefs, values and challenges of atheists and humanists to religious belief

The course also covers a wide range of ethical and philosophical issues including:

- Prejudice and discrimination
- Social justice, wealth and poverty in Britain and modern slavery
- Religion and life issues – origins of the universe
- Planet Earth and attitudes towards animals
- Medical ethics – abortion and euthanasia
- Religion, war and peace
- Religion, crime and punishment



Students will consider some religious, non-religious and ethical responses for each topic area and will learn to explain, compare and evaluate their own viewpoints.

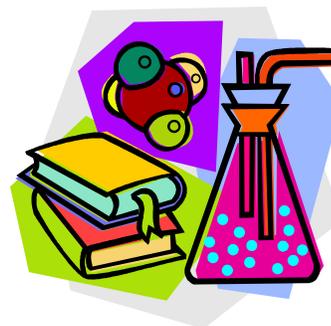
This subject challenges students to think for themselves and develop coherent and critical arguments for their opinions. It allows students to study religious and non-religious views but in **no way** aims to influence their beliefs.

Assessment:

Students will be assessed by examination at the end Year 11. There is no coursework or controlled assessment for this course.

A good pass at GCSE is an excellent foundation for the popular Religious Studies, Ethics and Philosophy A Level course in the sixth form and a wide range of other subjects.

Science	Head of Department: Mr J Mitchell
Qualifications available: GCSE Combined Science (Trilogy) GCSE Physics GCSE Chemistry GCSE Biology	Examination Board: AQA
Course Content: All students will begin their GCSE Science in Year 9 and will continue this through into Year 10 and Year 11. All students will study the same course content of Biology units (Cells, Homeostasis, Inheritance, Plants, Diseases, Ecology), Chemistry units (Atomic Structure, Rates of Reaction, Quantitative Chemistry, Resources, Structures and Bonding, Oils), Physics units (Forces, Energy, Electricity, Waves, Motion). Students studying the separate sciences will study further units, with some linking to the next stages of science education.	
How you will learn: Activities will include: <ul style="list-style-type: none"> • carrying out experiments, observing experiments, designing experiments • reading, researching • using numeracy • studying hazards and risks • evaluating experimental results • group discussions • learning to use scientific terminology • solving problems • looking for patterns in data, drawing graphs • answering questions • practising exam-standard questions 	
Assessment: In all Science courses, students follow an AQA specification. Each triple science GCSE is assessed via two 105-minute examinations. Each examination is worth 50% and is available at foundation and higher tier. There are six examinations for triple science, 2 in each science discipline. The combined science (Trilogy) course is assessed via six examinations. Each examination lasts for 75 minutes and is worth 16.7% of the overall grade. This is available at higher and foundation level.	



Optional Subjects

This is the range of subjects you can choose to follow:

Animal Care
Art & Design
Business
Child Development
Computer Science
Design & Technology
Drama
Food & Nutrition
Geography
Health & Social Care
History
Information & Communication Technology
Modern Foreign Languages
Music
Sport, Activity and Fitness

Animal Care

Qualification available:
BTEC Level 2 First Award
in Animal Care

Head of Department: Mrs J North

Examination Board: Pearson

Course Content:

This course has a rigorous scientific content, which is taught through an equal mixture of theory and practical lessons. The core units require students to study a range of commonly kept animal species: dog, cat, rabbit, goat, chicken and bearded dragon. The specialist optional units will enable students to gain experience of the larger livestock on the school farm including sheep, cattle and pigs.

During the course students will:

- learn the essential signs of good and ill health in animals and understand common diseases, their causes, transmission and treatment.
- understand and demonstrate safe handling and restraint techniques used with animals.
- be able to select, prepare and maintain animal accommodation
- know what indicates behaviour patterns in animals, understand the influence of enrichment on animal behaviour and monitor and record the behaviour of a range of animals.



The course provides an ideal foundation for anyone wishing to pursue a career in veterinary medicine, animal care or agriculture. We will be working closely with local veterinary surgeries, farmers and agricultural colleges in order to enhance the delivery of this course and provide a wide range of opportunities to the students.

Assessment:

Unit 1 is assessed by means of an externally marked 60-minute examination worth 50 marks. The other units are assessed internally through a portfolio of evidence. All units are graded as either Pass, Merit or Distinction. Distinction* can be achieved as an aggregate grade based on overall performance.

Title	Type	Assessment	Weighting
Unit 1 Animal Health	Core	External	25
Unit 2: Animal Handling	Core	Internal	25
Unit 4: Animal Housing and Accommodation	Optional specialist	Internal	25
Unit 5: Principles of Animal Behaviour	Optional specialist	Internal	25

<h1>Art & Design</h1>	<p>Head of Department: Mr G Robinson-White</p>
<p>Qualification available: GCSE Art & Design</p>	<p>Examination Board: AQA</p>
<p>Course Content: Choose Art & Design as one of your GCSE subjects if you enjoy or want to do any of the following:</p> <ul style="list-style-type: none"> • you enjoy doing high quality observational drawing, developing ideas and experimenting with different materials • you like experimenting with acrylic and water based paints, pastel, charcoal, paper, graphite, textiles, clay, plaster, wire, photography, collage materials, etc. • you enjoy working creatively with a wide range of media, materials and techniques • you are happy to spend 1.5 to 2 hours minimum a week completing work independently (homework) • you enjoy looking at the work of artists, designers and crafts persons • you enjoy problem solving, developing ideas and designing outcomes • you think you might like to study Art & Design in the sixth form at A Level • you are thinking of a career in art & design such as architecture, illustration, graphic design, photography, fashion and textiles, 3D TV/film set design and many more. 	
<p>How you will learn:</p> <ul style="list-style-type: none"> • through practical experimentation with a wide variety of materials • through practical demonstrations and instruction • through research and investigation • through developing ideas in a sequential way from initial idea to final outcome • through engaging with art and artefacts • through gallery visits, usually to a regional gallery such as Yorkshire Sculpture Park. 	
<p>Assessment: Coursework Portfolio = 60% Controlled Assignment = 40%</p> <p>Coursework consists of a portfolio of work to include at least two units of work that are completed over Years 10 and 11.</p> <p>The controlled assignment is an externally set assignment unit of work completed at the end of Year 11. It has a 10 hour allocation for you to complete your final piece under controlled conditions. You will be able to prepare for your exam from January in Year 11.</p> <p>All of this work is marked by your class teachers and then a visiting moderator from the exam board will validate the results.</p>	

Business	
Qualification available: GCSE in Business Studies	Head of Department: Mr M Pollitt
	Examination Board: Edexcel
<p>Course Content:</p> <p>If you enjoy the following then this is the right course for you:</p> <ul style="list-style-type: none"> • communicating and explaining your ideas • thinking creatively and making decisions • working with numbers to solve business problems • learning about the world of business through research and investigation, as well as through practical tasks <p>This Business course gives you the opportunity to develop an understanding of the dynamic environment in which business operates and to appreciate the many and varied factors which impact upon business activity and business behaviour. Your studies will help you gain an insight into the issues facing UK businesses in the 21st century!</p> <p>You will have the opportunity to investigate and build much of your knowledge and understanding on local, national and international business examples. You will consider the interests of different stakeholders, the need for sustainability in business, the effect of the environment on a business, the increasing importance of ethics and globalization.</p> <p>Through a variety of class activities and approaches to help you learn the subject content about business ownership, marketing, customer service, human resources and finance; Business aims to give you an individual experience that allows you to participate in 'hands on' learning!</p>	
<p>How you will learn:</p> <p>The emphasis is very much on learning by doing. You will be exposed as much as possible to 'real' businesses.</p> <p>Further experience will come from interactive ICT packages in school. Business is not a pure textbook driven subject but one based on a real and dynamic environment that gives you the scope to develop life-long enterprise skills to use for the future!</p>	
<p>Assessment:</p> <p>You will complete two core units at the end of Year 11 to achieve a full GCSE in Business:</p> <p>Theme 1 - Investigating Small Business (1.5 hour written paper – 50%)</p> <p>Theme 2 - Building a Business (1.5 hour written paper – 50%).</p>	



Child Development

Head of Department: Mrs L George

Qualifications available:

BTEC Tech Award in Child Development

Examination Board: Pearson

Course Content:

This course provides an engaging and relevant introduction to the world of early years. It incorporates aspects of child development from birth to age 5, exploring play as a route of children's learning.

There are three components:

Component 1: Children's Growth & Development: You will learn about children's growth and development: physical, cognitive, communication and language, emotional and social and how these areas are linked.

Component 2: Learning Through Play:

You will explore the different types of play activities and how these activities can influence learning. You will also consider the different types and stages of play.

Component 3: Supporting Children To Play, Learn and Develop

You will examine the key principles of working in early years care and the role of the adult in making sure that all children are safe when engaging in play activities. You will investigate how activities can be adapted to ensure that all children can join in with play for their learning and development.



How you will learn:

You will engage in a variety of tasks including class discussions, note taking, watching video clips and reviewing case studies.

You will develop your communication and extended writing skills as well as planning, analysis, time management and team working.

60% of this course is assessed through class based assignments and so should be chosen by students who enjoy completing coursework.

There may also be the opportunity to complete some work experience in a local nursery as part of the course.

Assessment:

Component 1 is assessed through coursework and the completion of an assignment and is worth 30% of your final grade.

Component 2 is also assessed through completion of coursework assignments and is worth 30%.

Component 3 is a written, external examination worth 40% of your final grade.

<h1>Computer Science</h1>	<p>Head of Department: Mr I Cartwright</p>
	<p>Examination Board: OCR</p>
<p>Qualification available: GCSE Computer Science</p>	
<p>Course Content:</p> <p>Do you want to be fully prepared for learning, working and living in the digital world? Do you want to develop creativity, logical thinking, independent learning and self-evaluation? If so, then this is the course for you. Computing is integral to the world around us, be it for work, pleasure or social interaction, there is not a day that goes by where you will not use technology. Someone has to create that technology and this qualification focuses on these technologies that are relevant to the modern world.</p> <p>You will gain an understanding of key computing concepts and the fundamentals of programming. You will create an application to solve a problem based on a real life scenario, you will then test how well your solution meets the needs of the user.</p> <p>The course is split into two areas:</p> <p>Component 01 – Computer Systems</p> <ul style="list-style-type: none"> The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory. <p>Component 02 – Computational Thinking, Algorithms and Programming</p> <ul style="list-style-type: none"> This component is focused on the core theory of computer science and the application of computer science principles. <p>You will also complete a non-examined set programming task during Year 11, this is classroom based and perfect preparation for the Component 2 examination. The language that we use is Python.</p> <p>This qualification also provides an excellent path into 'A' Level computing, university and the computing industry. <u>It is recommended that you have a target grade of a 6 or above in Maths to be successful in Computer Science.</u></p>	
<p>How you will learn:</p> <ul style="list-style-type: none"> Classroom lessons Practical tasks using specialist programming software Use of online materials and project guides Specific texts and revision guides. 	
<p>Assessment:</p> <p>Component 01 – Computer Systems</p> <ul style="list-style-type: none"> 1 hour 30 min examination 50% of GCSE <p>Component 02 – Computational Thinking, Algorithms and Programming</p> <ul style="list-style-type: none"> 1 hour 30 min examination 50% of GCSE 	

<h1 style="background-color: #92d050; padding: 5px;">Design & Technology</h1>	<p>Head of Department: Mr G Quigley</p>
	<p>Examination Board: EDUQAS</p>
<p>Qualification available:</p> <p>GCSE Graphic Products GCSE Resistant Materials</p> <p>Course Content:</p> <p>In Year 9 students experience Resistant Materials, Graphics and Food & Nutrition. Students learn about the design process and have the flexibility to opt for one of the above D&T specialisms to study at GCSE Level.</p> <p>NB: You can also opt to study Food & Nutrition as well but you <u>CANNOT</u> opt for Resistant Materials and Graphics together.</p> <p>The GCSE course begins in Year 10 and in the spring term students begin their controlled assessment task. This has a weighting of 50% of their final grade. This is a large design and make project which encourages students to work independently and creatively. The controlled element to this course requires student's work to be undertaken in school under teacher supervision.</p>	
<p>How you will learn:</p> <ul style="list-style-type: none"> • More complex projects which will improve your making skills to enable you to produce quality items. • Using more advanced tools and equipment including Computer Aided Design and Manufacture. • Engaging in project work to develop and demonstrate sketching techniques. • Learning new skills for developing ideas, planning and producing products. • Analysing and evaluating products and processes. 	
<p>Assessment:</p> <p>The GCSE examination has two parts:</p> <p><u>Controlled Assessment Coursework</u>: accounts for 50% of the total marks.</p> <p><u>Written Examination</u>: 1 hour 30 minutes. Accounts for 50% of the total marks. The exam has written answers and some design based questions.</p>	

Drama	Head of Department: Mrs A Mood
Qualification available: GCSE Drama	Examination Board: EDEXCEL
<p>Course Content:</p> <p>Students follow the EDEXCEL Drama course which is assessed through written coursework, practical examination and a substantial written exam.</p> <p>The course will enable you to:</p> <ul style="list-style-type: none"> • Express feelings and ideas through active drama • Examine a printed play and develop ways of making it work on stage for an external examiner • Perform extracts from an existing script • To review a live performance • To enjoy a theatre visit as part of the course • To devise drama using an extensive skills base • To learn practitioner theory through practical workshops • To complete extensive pieces of written coursework <p>As well as creating and performing Drama, you will acquire skills in working with others, problem solving and communication. Drama will help build confidence and prepare you for dealing with a range of different situations and people. You will analyse the processes involved in creating drama and learn to document these through a creative written portfolio. You will also look at plays through the eyes of designers, directors and performers and acquire the skills to write about these in an exam setting.</p> <p>Drama develops transferable skills which you can take into any career or job.</p>	
<p>How you will learn:</p> <ul style="list-style-type: none"> • The course is both practical and creative, involving a lot of group work, self-discipline and motivation. • The course <u>DOES</u> have a substantial written element. • Each lesson will have a specific objective and students will learn new skills through exploration and development. 	
<p>Assessment:</p> <p>Marks are awarded for three different modules over the two years:</p> <p>Component 1 - 40% of the course: Create a devised piece of theatre based on a set theme Create a 2000 word creative portfolio tracking the process of devising the drama</p> <p>Component 2 - 20% of the course: Perform TWO key extracts from a performance text either in a group, a pair or as a monologue</p> <p>Component 3 - 40% of the course: Written Examination; Including the study of ONE set text and a review of a piece of live theatre.</p>	

Food & Nutrition

Head of Department: Mr G Quigley

Qualification available:

GCSE Food & Nutrition

Examination Board: Eduqas

Course Content:

A course in Food & Nutrition offers a unique opportunity in the curriculum for candidates to develop their knowledge and extend their skills within food and nutrition. It will provide opportunities to develop candidates' interdisciplinary skills, specific food preparation skills and their capacity for imaginative, innovative thinking, creativity and independence. The focus on nutrition and food science is a key feature of the course where students are provided with opportunity to investigate and develop dishes to explore various ingredients and processes.



It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education. It will offer valuable preparation for those entering the world of work for example cheffing, food development and science, dietetics, food nutritionist.

In these contexts, the candidates are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of resources.

How you will learn:

- Carrying out a range of practical tasks (learning key methods, techniques and scientific investigations)
- Observing cooking demonstrations and using equipment
- Looking at industry based examples, guest speakers
- Theory lessons on nutrition and function of ingredients

Assessment:

The course will be divided into two coursework units (50% of the final grade) and a final written exam (50% of the final grade). The coursework is two separate assignments, one focussing on a food science investigation and the other to prepare, cook and present a three course meal to form part of a menu.

<h1>Geography</h1>	Head of Department: Mr E Harris
	Examination Board: AQA
Qualification available: GCSE Geography	
Course Content: We live in an increasingly global world, where local actions have global consequences. Geography at GCSE equips pupils to be global citizens with an understanding of how the human and natural worlds interact. Topics you will study include:	
<p>Living with the physical environment</p> <p>This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales. You will develop your knowledge of natural hazards, ecosystems, tropical rainforests, deserts, cold environments, coasts, rivers and glaciers. You will also develop an understanding of the need for sustainable management strategies.</p>	
<p>Geographical applications</p> <p>This unit is designed to be synoptic in that students will be required to draw together knowledge, understanding and skills from the full course of study. Students will complete an issue evaluation and two pieces of fieldwork.</p>	<div data-bbox="651 909 943 1194" data-label="Image"> </div> <p>Geographical skills</p> <p>Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills. These are essential in allowing you to form ideas about the world and come to reasoned conclusions.</p>
<p>Challenges in the human environment</p> <p>The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. In this unit you will study cities, economic activity, resources, food, water and energy.</p>	
<p>How you will learn:</p> <p>Students will be encouraged to take an active part in lessons. You will experience a variety of engaging and pupil centred activities to help bring your learning to life. Fieldwork is a compulsory element of the course and you will be encouraged to use ICT.</p>	
<p>Assessment:</p> <p>Living with the physical environment - 1hr 30min exam worth 35%</p> <p>Challenges in the human environment - 1hr 30min exam worth 35%</p> <p>Geographical applications - 1hr 15min exam worth 30%</p> <p>The exams are a combination of multiple-choice, short answers and extended writing.</p>	

<h1>Health & Social Care</h1>	<p>Head of Department: Mrs L George</p>
<p>Qualification available: BTEC Tech Award in Health & Social Care</p>	<p>Examination Board: Pearson</p>
<p>Course Content:</p> <p>This course provides an exciting introduction to the health and care sector. You will study three units throughout the two year course:</p> <p>Component 1: Human Lifespan Development Here you will learn about how we change and develop throughout our lives from babies into older adulthood. You will explore the lifestyle choices, factors and life events that affect us and how we manage change.</p> <p>Component 2: Health & Social Care Services and Values This component looks at which services are available and why people might need to use them. You will discover what might prevent someone from accessing these resources and the care values used by health and care professionals to ensure people get the care and protection they need.</p> <p>Component 3: Health & Well Being You will explore what being healthy means to different people and the factors that influence health and well being. You will learn key health indicators and how to make health assessments. You will create a health and well being improvement plan and consider the challenges of putting this plan into place.</p>	
<p>How you will learn:</p> <p>You will engage in a variety of tasks including class discussions, note taking, watching video clips and reviewing health, care and early years case studies. You will be expected to undertake independent learning and research for your assignment work. You may also visit local health and social care providers and have presentations from visiting health and care workers.</p> <p>You will develop strong communication, planning and time management skills.</p> <p>This course is assessed through one examination and a number of class based assignments and so should be chosen by students who enjoy completing coursework.</p>	
<p>Assessment:</p> <p>Component 1 and Component 2 are each worth 30% of your total grade and are completed through internally assessed coursework assignments.</p> <p>Component 3 is worth 40% of your total grade and is assessed through one examination.</p>	



<h1>History</h1>	Head of Department: Mrs C Johnson								
Qualification available: GCSE History	Examination Board: Edexcel								
<p>Course Content:</p> <p>This GCSE ensures that there is plenty of variety during the course:</p> <ol style="list-style-type: none"> 1. Health and Medicine in Britain, 1250 - 2000 2. The Norman Conquest in Britain, 1060 - 1088 3. The American West, 1835 - 1895 4. Germany and the Rise of Hitler, 1918 - 1939 									
<p>How you will learn:</p> <p>The main approach is 'learning by doing': using a range of historical evidence, resources and your own historical imaginations, you will investigate the different areas and develop your thinking and problem-solving skills.</p> <p>You will work independently; on your own, in pairs and small groups; researching and answering key questions. You will be involved in class discussions and debates and will have access to a wide range of relevant material.</p>									
<p>Assessment:</p> <p>There will be regular exam-style assessments throughout Year 10 and Year 11.</p> <p>The final assessment will be:</p> <table border="0" style="width: 100%;"> <tr> <td>Paper 1: Health and Medicine in Britain, 1250 - 2000</td> <td style="text-align: right;">30%</td> </tr> <tr> <td>Paper 2: The Norman Conquest in Britain, 1060 -1088</td> <td></td> </tr> <tr> <td style="padding-left: 40px;">The American West, 1835 – 1895</td> <td style="text-align: right;">40%</td> </tr> <tr> <td>Paper 3: Germany and the Rise of Hitler, 1918 – 1939</td> <td style="text-align: right;">30%</td> </tr> </table>		Paper 1: Health and Medicine in Britain, 1250 - 2000	30%	Paper 2: The Norman Conquest in Britain, 1060 -1088		The American West, 1835 – 1895	40%	Paper 3: Germany and the Rise of Hitler, 1918 – 1939	30%
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Information & Communication Technology (ICT)

Head of Department: Mr I Cartwright



Qualification available:

Cambridge National Information Technologies L2

Examination Board: OCR

Course Content:

Good use of Information Technology is an essential part of any successful business. It enables creative and collaborative working, solving of problems and use of the best techniques and technologies to communicate meaningful information which meets customers' needs.

This qualification is for you if you wish to develop applied knowledge and practical skills in the creative use of information technologies, and it is broken it down into four main themes.

- Project initiation, planning and review
- Collecting, manipulating/processing and storing data
- Creatively developing meaningful information for customer distribution
- Awareness of the importance of legal, moral, ethical and security factors

You will also study the specific theory and skills required, resulting in the creation and evaluation of an integrated IT system.

You will gain a range of practical skills in IT. You will then explore a work related area and focus on the system life cycle to design, create, test and evaluate a solution to an IT problem. Learners will underpin this with fundamental knowledge and understanding of IT including:

IT systems, hardware, software, networks, securing IT systems, data and information, emerging technologies.

You will achieve a qualification that is relevant to the needs of the industry, placing you in a sound position for progression to further study and equip you with relevant employment skills.

How you will learn:

- Real life case studies
- Practical tasks
- Study of theoretical concepts
- Learning will be engaging and take place in a vocational context

Assessment:

- Unit R012 is assessed by an exam (1 hour 45 minutes).
- Unit R013 coursework based task (approximately 20 hours).
- Each assessment is worth 50% of the overall grade.

<h1>Modern Foreign Languages</h1>	<p>Head of Department: Mr P Noon</p>
<p>Qualification available: GCSE French</p>	<p>Examination Board: AQA</p>
<p style="text-align: center;">75% of the world's population do not speak English 60% of British trade is with non-English speaking countries.</p> <p>We all know how increasingly important languages are becoming and people with several foreign languages are highly sought after. It is a facilitating subject for the prestigious Russell Group universities. If you can speak English plus a foreign language you will be very sought after by future employers. In addition, a foreign language can enhance travel and leisure interests. Don't be one of the many people who regret not being able to speak other languages – languages open many doors in life.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="250 558 998 846"> <p>We all know how increasingly important languages are becoming and people with several foreign languages are highly sought after. It is a facilitating subject for the prestigious Russell Group universities. If you can speak English plus a foreign language you will be very sought after by future employers. In addition, a foreign language can enhance travel and leisure interests. Don't be one of the many people who regret not being able to speak other languages – languages open many doors in life.</p> </div> <div data-bbox="1029 632 1385 846">  </div> </div> <p style="text-align: center;">More than just a qualification - it's a SKILL FOR LIFE</p> <p>It is strongly recommended that students intending to move on to Higher Education select a language as one of their options.</p>	
<p>How you will learn:</p> <p>In lessons, you will develop Listening, Speaking, Reading and Writing Skills and study all of the following themes on which the assessments are based:</p> <p>Theme 1: Identity and culture Theme 2: Local, national, international and global areas of interest Theme 3: Current and future study and employment</p> <p>You will, for example:</p> <ul style="list-style-type: none"> • listen to recordings of foreign languages – films, songs and sound files • read foreign texts about modern life for young people • learn to understand how the language works • build up a good range of vocabulary both to use and help you understand • practice speaking on your own, in pairs and in groups • have the opportunity to take part in a foreign exchange • Appreciate the similarities between you and French 	
<p>Assessment:</p> <p>The four skills of listening, reading, writing and speaking have a separate exam and are equally weighted at 25%. Students must take all four question papers at the same tier. The speaking exam will be conducted by the class teacher in April or May of Year 11 and will be assessed by the Board.</p>	

Music	Head of Department: Mrs L Todd
Qualification available: GCSE Music	Examination Board: OCR
<p>Course Content: Students will study the OCR syllabus in Music. This course has been designed to allow a variety of different specialisms to be given credit.</p> <p>You may come from a musical background where you have taken grade exams, or you may have strengths in music technology and popular music. You might just have had the timetabled lessons at school or taught yourself to play an instrument, or enjoy singing.</p> <p>There is also an opportunity to present beat boxing and DJ mixing as a performance skill. Wherever your talents lie, you can use these to study GCSE Music.</p> <p>There are three main areas of study:</p> <ul style="list-style-type: none"> • Listening and understanding music from a variety of styles • Performance (sing/play an instrument/DJ) • Composition <p>You will have opportunities to participate in a wide variety of music department activities, which will provide you with opportunities to learn in a variety of different styles in addition to classroom lessons. You can take part in the School SATB Choir, Wind Band, Jazz Orchestra and/or String Orchestra or you may even wish to lead and direct an ensemble of your own. There are many opportunities for you to take part in practical workshops and to attend a series of concerts both locally and nationally. The music department currently hosts several specialist instrumental tutors and lessons to learn a new instrument can be arranged, including the hire of an instrument.</p>	
<p>How you will learn:</p> <p>There are five music lessons every two weeks. Some lessons have an emphasis on practical musicianship, in which you work at your own pace on compositions and performances that you have been set in class or individually. Other lessons have a focus on analysis and listening to music.</p> <p>Many different types of music are studied :</p> <ul style="list-style-type: none"> • My Music • The Concerto Through Time • Rhythms of the World • Film music • Conventions of Pop 	
<p>Assessment: Coursework (60%) Listening Exam (40%)</p> <p>The coursework is a portfolio of compositions, performances and some written work which is worth 60%.</p>	



Sport Activity & Fitness (BTEC)

Head of Department: Mr C Barrow

Qualification available:

BTEC Tech Award Sport Activity & Fitness

Examination Board: Pearson

Course Content:

Sport, activity and fitness is a growing industry: it is expected to increase in size by 11 per cent by the end of 2020. There are currently over 400,000 jobs in this sector in the United Kingdom. Sport, activity and fitness also has a positive impact on the health of the nation. Regular sport and physical activity can reduce the risk of many chronic conditions and illnesses, including coronary heart disease, stroke, type 2 diabetes, cancer and obesity. The Department of Health and Social Care is encouraging inactive people to take up activity in any form and the government has broadened Sport England's role to cover both sport and physical activity, including cycling, dancing and walking.

There has never been a better time to study sport, activity and fitness.

This qualification, which is 120 GLH (guided learning hours), is the same size and level as a GCSE and is aimed at anyone who wants to develop their knowledge of, and skills in, health, fitness, activity and sport. You will learn about the body systems, psychology, nutrition and leadership. You will also explore how the development of technology is enhancing sport and activity. This qualification provides the underpinning knowledge for progression in the sector and is a broad offer. You will develop an understanding of sports injuries, as well as investigating the physiological responses to exercise. You will also develop key skills required when working in the sector, such as self reflection, teamworking, communication, decision making and problem solving.

Components	Content	Assessment
Component 1: Understand the Body and Supporting Technology for Sport and Activity.	<ul style="list-style-type: none"> Investigate the impact of sport and activity on body systems Explore common injuries in sport and activity and methods of rehabilitation Understand how technological advances have impacted sport and activity 	Internally assessed presentations 30%
Component 2: The Principles of Training, Nutrition and Psychology for Sport and Activity	<ul style="list-style-type: none"> Investigate how training can improve fitness for sport and activity Explore how a healthy diet, macro and micronutrients, and hydration are beneficial for sport and activity Understand how psychological factors such as motivation, self-confidence and anxiety can influence participation in sport and activity 	1 hour and 30 minutes exam with one re-sit opportunity 40%

<p>Component 3: Applying the Principles of Sport and Activity</p>	<ul style="list-style-type: none"> • Understand the fundamentals of sport and activity leadership • Plan activity sessions for target groups • Understand how to plan for health, fitness and diet 	<p>Internally assessed planning, delivery and evaluation of leadership session 30%</p>
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How you will learn:

1. Individual and group study of the topics to be covered requiring a practical application of theoretical knowledge.
2. Analytical approach to sport, Interpreting and analysing data.
3. An appreciation of the need for safety in performance.
4. Developing effective revision techniques and exam question analysis.

The application of ICT is used to enhance learning.



Components 1 and 3 are assessed by your school through tasks or assignments. Your teacher will mark these, and so you will receive feedback as to how you are getting on. The assessment for Component 2 is sent away to be marked.

Component 3 builds directly on Components 1 and 2, and brings your learning together using the knowledge, skills and techniques you have developed to study the planning, leading and reviewing of sport and activity sessions for target groups.

Target Setting and Assessment

Upon arrival into Year 9 at Thomas Alleyne's High School, students are set a numerical target grade between 1 and 9. Targets are provided for each subject, in line with the new GCSE grades.

The target grades are generated by converting students' Key Stage 2 scores. We use the Fisher Family Trust target-setting program for this, and we set aspirational targets to be within the top 5% of similar schools (FFT5).

As shown in the example below, teachers use these targets to report estimated grades to parents. 'Estimated' is the grade the teachers expect the students will achieve in their examinations at the end of the Year 11 courses. For the example below, this report indicates the student is on track to achieve his/her target grades in English and Maths if they continue to work at the same pace.

	Target Grade	Current Estimated Grade	
		Autumn 2019	Spring 2020
English Language	5	5	5
English Literature	5	5	5
Mathematics	6	6	6

The following document from Ofqual provides additional guidance on the new GCSE grading structure:

New grading structure	Former grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

Beyond GCSEs . . .

You may be interested to know about the range of subjects currently offered by Thomas Alleyne's High School Sixth Form.

They are:

<h2 style="margin: 0;">A-Levels</h2> <p style="margin: 0; font-size: small;">Gen = General Entry Requirements 5 GCSEs 5 – 9 (Preferred 6 in chosen subjects)</p>
<ul style="list-style-type: none"> • Art, Craft & Design – Gen + GCSE Art 6 preferred • Biology - Gen + GCSE Combined Science 7 preferred • Business – Gen + GCSE Eng 6 & GCSE Maths 7 preferred • Chemistry - Gen + GCSE Comb Science 7 preferred • Design & Technology - Gen + GCSE D&T 6 preferred • Drama & Theatre Studies - Gen + GCSE Drama 6 preferred • English Language - Gen + GCSE English Language 6 preferred • English Literature - Gen + GCSE English Literature 6 preferred • French - Gen + GCSE French 6 preferred • Further Maths - Gen + GCSE Maths 7 • Geography - Gen + GCSE Geography 6 preferred • History - Gen + GCSE History 6 preferred • Maths - Gen + GCSE Maths 6 preferred • Music - Gen + GCSE Music 6 preferred • Photography - Gen + GCSE Art 6 preferred • Physics - Gen + GCSE Combined Science 7 & GCSE Maths 6 preferred • Psychology - Gen + GCSE English 6 & GCSE Maths 6 preferred • Philosophy & Ethics - Gen + GCSE English 6 & GCSE Maths 6 preferred

<h2 style="margin: 0;">Applied General (BTEC) Courses</h2> <p style="margin: 0; font-size: small;">Gen = General Entry Requirements of 4 GCSEs 4 – 9 (Preferred 5 in chosen subjects)</p>		
Single BTEC (equivalent to 1 A Level)	Double BTEC (equivalent to 2 A Levels)	Triple BTEC (equivalent to 3 A Levels)
<ul style="list-style-type: none"> • Applied Science - Gen + GCSE Science 5 & GCSE Maths 5 preferred • Health & Social Care – Gen 5s preferred • ICT - Gen + GCSE Computing or GCSE ICT 5 preferred • Sport - Gen + BTEC Sport 5 preferred 	<ul style="list-style-type: none"> • Forensic Science - Gen + GCSE Science 5 & GCSE Maths 5 preferred 	<ul style="list-style-type: none"> • Health & Social Care – Gen 5s preferred

Please note this is the current offer for Post 16 students and courses are subject to numbers. Whilst we envisage the Post 16 curriculum will be largely the same there may be some differences for entry September 2022.



Thomas Alleyne's High School
Dove Bank
Uttoxeter
Staffordshire ST14 8DU

Tel: 01889 561820
Email: office@tahs.org.uk



Uttoxeter Learning Trust
Teaching School

