

# KEY STAGE 4 CURRICULUM BOOKLET

2026 – 2028



# 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 must be made although we try our best to give you the subjects you 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 Personal Development 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 and conversations at Mentoring Day will give you lots of opportunities to discuss your possible options so that you make the right choices. 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. Our Curriculum Choices web page will give you lots of information about each subject and links to possible future careers.



Mr Matthew Hutton  
Deputy Headteacher: Quality of Education



In this booklet, *you will find...*

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## The Key Stage 4

# Curriculum

### Core Curriculum

The Core Curriculum consists of English (Language & Literature), Mathematics, Science (Combined or Separate Sciences), Languages and a Humanities subject (either Geography or History). All of these are GCSE subjects.

The Core also contains non-examined elements such as Aspiring Futures (encompassing citizenship, RE and equalities, enterprise, work related learning, drugs and Relationships and Sex Education) and Physical Education.

Students then embark on one of 2 different learning pathways which take account of their interests, attainment and career aspirations.

### Curriculum Pathways

#### The Purple Pathway Provision

This is our traditional academic pathway with approximately 75% of students choosing this route. Students study the Core subjects (including Combined Science) and 2 further choices from the available options and they study these over Years 10 and 11.

#### The Green Pathway Provision

This is like the Purple Pathway, but it has a STEM (Science, Technology, Engineering and Maths) focus. Students study the Core subjects (including separate GCSEs in Biology, Chemistry and Physics), a Language and 1 further choice from the available options and they study these over Years 10 and 11.

Separate Science is best suited to students who have a strong interest in science and are currently working at, or are expected to achieve, grades 6 or above in English and Mathematics and approximately 25% students choose this route.

# The Options Process

# 1

## Curriculum Evening

**Thursday 29<sup>th</sup> January 2026** – The evening will start with a talk about the Key Stage 4 curriculum that will be on offer in Years 10 and 11. Whilst many subjects remain compulsory at Key Stage 4, there is the opportunity to choose subjects that you would like to study as well. The system for making those choices will also be explained in this booklet. The link to the electronic form to complete options will be sent to parents on **Friday 30<sup>th</sup> January 2026**.

# 2

## Year 9 Careers & Aspirations PD Day

**Monday 2<sup>nd</sup> February 2026** – This day has been carefully put together to allow students to deepen their understanding of option subjects and potential career pathways.

# 3

## Mentoring Day

**Thursday 26<sup>th</sup> February 2026** – A chance for parents, students and the tutor to discuss what sort of subjects best suit the student's interests and what they want to do in the future. There will also be a Careers Fair with a wide range of local college and training providers present.

# 4

## Curriculum Choices 2026 Web Page

**You will also be directed to our Curriculum Choices Web Page.** This webpage has all of the information you need, including videos outlining the content of subjects.

It is here you can access the form to submit your choices.

# 5

## Deadline

**Friday 27<sup>th</sup> February 2026** – Deadline for option choices to be completed.



# Option Choices

## Students need to make the following decisions:

- 1.To choose between Combined Science (2 GCSE grades) or Separate Sciences (3 GCSE grades)
- 2.To choose between History or Geography. (There is the option to do both subjects should you wish by using one of your further free choices)
- 3.To choose **2 other subjects** in addition to the above from the '**Free Choice**' options below. (N.B If students choose to study Separate Sciences this would count as one of their free choices meaning they would only have one other free choice)

## Free Choice(s):

- Business GCSE
- Ceramics GCSE\*
- Classical Civilisation GCSE
- Child Development CNAT
- Computer Science GCSE
- Creative Media Production
- Dance GCSE
- Drama GCSE
- Fine Art GCSE\*
- Food Preparation and Nutrition GCSE
- Geography GCSE
- History GCSE
- Music: BTEC Award (Tech)\*
- Music: BTEC Award (Practice)\*
- Photography GCSE
- Physical Education GCSE
- Psychology GCSE
- Sociology GCSE
- Spanish GCSE
- Textiles GCSE\*
- 3D Design GCSE\*

**\*Students may only study one of the following as they are all variations of the same qualification:**

- 3D Design GCSE
- Ceramics GCSE
- Fine Art
- Textiles

**\*Music: BTEC Award (Tech) and Music: BTEC Award (Practice) cannot be taken together.**

## Further Advice:

# Making your choices

Making choices about the subjects you study at Key Stage 4 is 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 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:



### 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 10/11 students.



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.



Try to choose those subjects you are good at or enjoy, since this will improve your chance of success.



Decide yourself: it is you who will be studying your chosen subjects for the next two years. It is your future you are considering.



Consider how much independent learning is required outside the classroom.



### 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.



Choose a course because your friend is choosing it; you might find yourselves in different groups.



Choose a course because you like the teacher you have now; you may have a different teacher in Year 10/11.



Rush to complete your choices – think carefully and pick a subject for positive reasons after conducting research.



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 minimum 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 English Baccalaureate is a **student performance measure** and ensures students study a broad, academic range of subjects that keeps their options open for future education and careers, and is highly valued by universities and employers.

### Key Benefits:

- **Keeps Future Options Open:** The EBacc combination of subjects provides a strong academic foundation, ensuring students have access to a wide variety of post-16 opportunities, whether academic (like A-levels) or vocational.
- **University & Employer Recognition:** The subjects within the EBacc are those considered essential for many degree courses and are recommended by prestigious institutions, such as the Russell Group universities. Employers also value the broad knowledge and skills that students develop.
- **Improved Attainment:** Research suggests that studying the subjects included in the EBacc can lead to greater opportunities in further education, increase the likelihood of staying in full-time education, and help improve performance in English and Maths.
- **Development of Key Skills:** Studying subjects like a foreign language not only provides insight into other cultures and travel opportunities but also enhances cognitive skills and is increasingly a requirement for many graduate schemes in a global market.

**To achieve the EBacc, students must gain a grade 5 or above in the following GCSE subjects:**

- English Language and English Literature
- Mathematics
- The sciences (Combined Science or two or three single sciences: Biology, Chemistry, Physics, or Computer Science)
- Geography or History
- A modern language

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:**

- Applicants to study **Medicine, Dentistry and Veterinary Science** are usually required to have **very good GCSE results in English, Maths and Science**.
- Applicants to study **Teacher Training** are required to have a **minimum grade 4 in GCSE Maths, Science and English**. Some universities may ask for a minimum grade 6.
- 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 4/5 in Maths at GCSE**.

**More information can be found via:**  
[www.russellgroup.ac.uk/informed-choices/](http://www.russellgroup.ac.uk/informed-choices/)

**RUSSELL  
GROUP**





# English GCSE

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

Both GCSEs are 100 percent exam (taken at the end of Year 11).

**The AQA syllabus in English Language will develop the skills you need.**

**You will be given two Language exam papers to demonstrate these skills. The papers are not tiered but are designed to support the less confident students as well as to stretch the very confident.**

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

**In English Literature there will also be two exam papers:**

### Paper One tests your reading and understanding of:

- A Shakespeare play: Macbeth
- A nineteenth century text: A Christmas Carol

### Paper Two tests your reading and understanding of:

- A modern text: Lord of the Flies
- Poetry: Power and Conflict cluster

**All of these texts are 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 that, to ensure success in the English GCSEs, students become independent learners and readers at home as well as confident writers in class.

**You will also be given a separate grade for Spoken Language (formerly called Speaking and Listening).**



More information can be obtained from Mrs Green:  
cgreen.alns@salterns.org







# Mathematics GCSE

**All students study Mathematics at Key Stage 4.**

## What will I 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 of me?

All students will be required to bring a full set of mathematical equipment, including a scientific calculator and Chromebook (if applicable) to each Mathematics lesson.

Students will have Independent Learning set on Sparx Maths each week which should last approximately 45 minutes in duration.

## What qualifications can be gained?

There are two tiers of entry available:

- **Foundation (Grades 5 to 1)**
- **Higher (Grades 9 to 4)**
- **Statistics Higher (Grades 9 to 4) or Foundation (Grades 5 to 1)**
- **Further Maths (Optional) after school**

GCSE Mathematics follows the OCR course for both Higher and Foundation tiers.

Students entered on the Higher Paper will also take GCSE Statistics at the end of Year 11. The majority of students will undertake the Foundation Paper, where the highest grade they can achieve is a Grade 5. A selected few students will be entered for the Higher Paper. The exam board for this will be AQA.

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 the 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
- Calculators are allowed for Papers 1 & 3 (Foundation) and Papers 4 & 6 (Higher)
- The exams will take place on different days



More information can be obtained from Mrs Pycroft:  
[kpycroft.alns@salterns.org](mailto:kpycroft.alns@salterns.org)



# Science GCSE

**All students study science at GCSE, with the curriculum divided into three distinct subjects: Biology, Chemistry, and Physics.**

Most students will achieve two GCSEs in Science through the Combined Science pathway, while some will pursue three GCSEs by studying Separate Sciences. For further details on the differences between Combined and Separate Science, see the guidance below.

**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

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.

All students within their learning, will take part in required practicals. These practicals will be logged in their books. Within their exams, students could be asked to recall information about these required practicals.

## What is Combined Science?

This is the course most students will take and will be taught as three separate subjects: Biology, Chemistry and Physics.

## How is Combined Science 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.

## What is Separate Science?

Students who love Science, are good at it and who want to carry it on after GCSE (A-Level or degree) can choose to study Separate Sciences. Separate Science delivers greater depth to the sciences and students will have more science lessons per week.

Separate Science is best suited to students who have a strong interest in science and are currently working at, or are expected to achieve, Grades 6 or above in English and Mathematics.

## How is Separate Science assessed?

At the end of Year 11 students will sit 6 exams, each one 1 hour 45 minutes long. Students will sit 2 Biology exams, 2 Chemistry exams and 2 Physics exams. The results of these exams will be 3 distinct GCSEs for each of the Sciences.



More information can be obtained from Ms Ottesen:  
[sottesen.alns@salterns.org](mailto:sottesen.alns@salterns.org)





# 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. The Aspiring Futures programme covers all statutory PSHE, Citizenship, Relationships and Sex Education and Careers & Guidance requirements.

## 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

## The Delivery of our Aspiring Futures

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. Teachers 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.

The Aspiring Futures & Personal Development programme is delivered through Aspiring Futures lessons in tutor groups.

**This course also complements topics covered during Personal Development Days.**



More information can be obtained from Miss Suffolk:  
[isuffolk.alns@salterns.org](mailto:isuffolk.alns@salterns.org)





# Core Physical Education

## Activities in Lesson

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

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

### What will I learn?

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

All lessons will be practical, and students will take part in a range of these activities on a rotation. Students must have the correct PE kit for all lessons.

The correct Key Stage 3 and 4 PE kit comprises of the House coloured t-shirt, black or navy tracksuit bottoms or leggings, black shorts and black football socks/white ankle socks. For colder weather, the ALNS PE jumper is also available.

### How will I know how well I am doing and how to improve?

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

### Any course deadlines involved?

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

### How will my grade be worked out?

It will be assessed on your attitude towards your learning for each activity.

### Pathways to Further Education and 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@salterns.org](mailto:scooper.alns@salterns.org)

# Languages GCSE

All students 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 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's different for students?

Students will have the chance to further develop 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 home language
- Students will take exams in all four skills at the end of the GCSE course in Year 11

A bilingual dictionary and revision guide is useful for these courses.

Study Support materials are also available on the ALNS website.

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!***



# Spanish GCSE

We are able to offer the exciting opportunity of learning Spanish in Key Stage 4 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. It's a phonetic language, meaning the way it is written is the way it's pronounced. As with learning any language at GCSE, it is rewarding but also challenging and students who choose this option will need to be committed and prepared to dedicate their time to learn the vocabulary and grammar thoroughly.

## What will the course be like?

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

- Listening
- Reading
- Speaking
- Writing

## 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 and revision guide is useful for these courses.

Study Support materials are also available on the ALNS website.

**A Spanish GCSE would be best suited to those continuing to study French or German at GCSE.**

Having a foreign language qualification opens 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 I 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

## 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 your CV more attractive to colleges, universities and potential employers!



More information can be obtained from Mrs Britti:  
rbritti.alns@salterns.org



# History GCSE

## What will I study?

### Changes in Health and Medicine

#### 500 AD – Present Day

This topic focuses on causes, preventions, treatments, medical knowledge, patient care and public health from medieval times right up to the present day. Some of the topics covered include developments in surgery, the work of Florence Nightingale and the start of the NHS.

**It will contribute towards 25% of the GCSE. There will be a 1-hour, 15-minute exam.**

### 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. You will learn about how Hitler kept control of different social groups and the methods he used to remove opposition. You will also examine how World War II started from a German perspective.

**It will contribute towards 25% of the GCSE. There will be a 1-hour exam.**

### 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. You 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. There will be a 45-minute exam.**

### The Elizabethan Age

#### 1558 – 1603

This topic examines the reign of Elizabeth I. Students will examine the features of Elizabethan England including, religion, fashion, entertainment and lifestyles of the rich and poor. You will examine the events of the Spanish Armada and its impact on England's relationship with foreign countries. You will also develop an understanding of the legislation introduced during this period and its impact on the country.

**It will contribute towards 25% of the GCSE. There will be a 1-hour exam.**

## How is the course taught?

- Year 10: Two topics – USA (1929–2000) and Medicine (c.500–present)
- Year 11: Two topics – Germany in Transition (1919–1939) and Elizabethan England (1558–1603)
- New book for each topic to keep work organised and focused
- Lessons use a mix of strategies, including source analysis, interpretation tasks, and extended writing to prepare students for GCSE exams

## How does the History Department help students?

- Clear, well-structured lessons with step-by-step explanations
- Teachers who model answers and show students how to succeed
- Revision support through History Quick podcasts on Spotify and @alnshistory on social media
- Regular after-school revision sessions
- Support available beyond the classroom, not just in lessons

## Why study GCSE History?

- GCSE History helps you understand the world you live in.
- You learn how to think critically, spot bias and fake news, argue your ideas using evidence, and explain why events happen. You study powerful stories about people, power, protest, medicine and society, while developing skills that universities and employers value highly.
- History keeps your options open, builds confidence in writing and debate, and challenges you to think deeply.
- History doesn't tell you what to think – it teaches you how.



More information can be obtained from Ms Barnes:  
[hbarnes.alns@salterns.org](mailto:hbarnes.alns@salterns.org)



The @alnshistory Instagram account promotes and encourages GCSE students to improve their knowledge.



## Why study GCSE Geography?

The aim of the course is to give students a better understanding of the world they live in. You will be able to explore the natural and human environment and the challenges they face. You will also develop a range of transferable skills such as independent enquiry, creative thinking and teamwork.

This is the subject for you 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 I be taught?

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

## How will I 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 in Rio de Janeiro and Portsmouth. Students will also study the changing economic world with a focus on Nigeria and the UK and will look at the challenge of resource management with a focus on water.

- **Unit 3: Geographical Applications (30%)**

This is a 1-hour, 30-minute exam. The first 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 12 weeks prior to this exam to help you prepare for the decision making element with their teacher.

**The second section focuses on fieldwork completed by students and will question their techniques and findings.**

## 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. Both field trips will be within the city.

## What do I 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. Skills make up 20% of the Geography GCSE so students will need adequate Numeracy skills as well as the ability to complete extended writing tasks.



More information can be obtained from Mr Moat:  
[jmoat.alns@salterns.org](mailto:jmoat.alns@salterns.org)



# Classical Civilisation GCSE

**\*To take Classical Civilisations as an option, students will need to be on target to achieve at least a Grade 6 in English Language and Literature.**

## What is Classical Civilisation GCSE?

Classical Civilisation is the study of Literature, Culture and the society of classical Greece and Rome. It is the study of political and social structures, art and visual culture, thought, religion and social life.

The aim is to understand the legacy of the classical world, whilst developing knowledge and skills in preparation for further educational opportunities.

**Students will follow the OCR GCSE in Classical Civilisation specification. This is comprised of 2 units:**

- Unit One – Thematic study – Myth and Religion (50%)
- Unit Two – Literature and Culture – Roman City Life (50%)

### Unit One

The study will focus on Greek and Roman gods, the Role of Heroes within Literature, Religion, Myths, Death and the Journey to the Underworld.

**This is a 1 hour 30 minute exam** and will incorporate the understanding of ancient texts and sources alongside knowledge.

### Unit Two

The study will focus on aspects of Roman City Life including Housing, Family, Society and Leisure and Entertainment alongside an in-depth study on the role of Roman City Life within Classical Literature.

**This is a 1 hour 30 minute exam** and will incorporate the understanding of ancient texts and sources alongside knowledge.

## What do I need to succeed?

- To acquire knowledge and understanding of the Classical World
- Gain a broad knowledge and understanding of a range of Literature and cultural materials from the classical world
- Use their knowledge and evaluative skills in order to gain insight into the classical world
- Demonstrate an informed response to materials studied, selecting a range of appropriate evidence to support an argument
- Develop awareness of how classical sources reflect issues relevant to the classical world such as belief and myths



More information can be obtained from Ms Easson:  
seasson.alns@salterns.org



## What will I study?

Students will study two topics and sit two exams at the end of Year 11 – One for each topic.

### Understanding Social Processes

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

### 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 studies incorporating pilot studies, sampling techniques and analysis of data.**

## 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 does the Sociology department help students?

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.

## Why study Sociology GCSE?

- 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 make wise decisions today and better plan the future
- To understand and appreciate the great variety of people we meet in life
- To learn how research is carried out
- To establish vital skills such as literacy and research skills to enhance employment opportunities



More information can be obtained from Mr Lapham:  
[jlapham.alns@salterns.org](mailto:jlapham.alns@salterns.org)



# Psychology GCSE

## What is Psychology?

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

**\*To take Psychology as an option, students will need to be on target to achieve at least a Grade 6 in English.**

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 will I 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 me?

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 additional skills will I learn?

- 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 Mr Lapham:  
[jlapham.alns@salterns.org](mailto:jlapham.alns@salterns.org)



# Fine Art GCSE

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

## How is the course taught?

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

## What will I learn?

Students choosing GCSE Fine Art 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 I do?

Fine Art 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 me?

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. Attendance is vital for students to be able to complete the controlled assessment in lesson time over two years.

## 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 approximately eight weeks, building project ideas around a set theme, you will spend two days working on your final outcome.

**Unit 1 and 2 are assessed separately out of 96 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 through practical and annotation
- **AO3 Record**, which is about showing ideas and personal visual work including drawing
- **AO4 Present**, which is about the completion of your final idea based on your research

## 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

**\*A Fine Art pack with equipment will be available to purchase in September.**



More information can be obtained from Mrs Clooney:  
lclooney.alns@salterns.org



# 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.

You will have the opportunity to work using a variety of techniques unique to textiles such as surface pattern design, hand and machine sewing and applique to create products.

## Controlled Assessment & Independent Learning

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

The controlled assessment will have guided starting points, but independent work and research is encouraged for students to develop skills, a personal style and achieve high results. Students will be expected to draw in a variety of ways that suit the projects.

Attendance is vital as the controlled assessment takes place during lessons through the two years.

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

## Examination

**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 approximately 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. You will be assessed using Assessment Objectives called:**

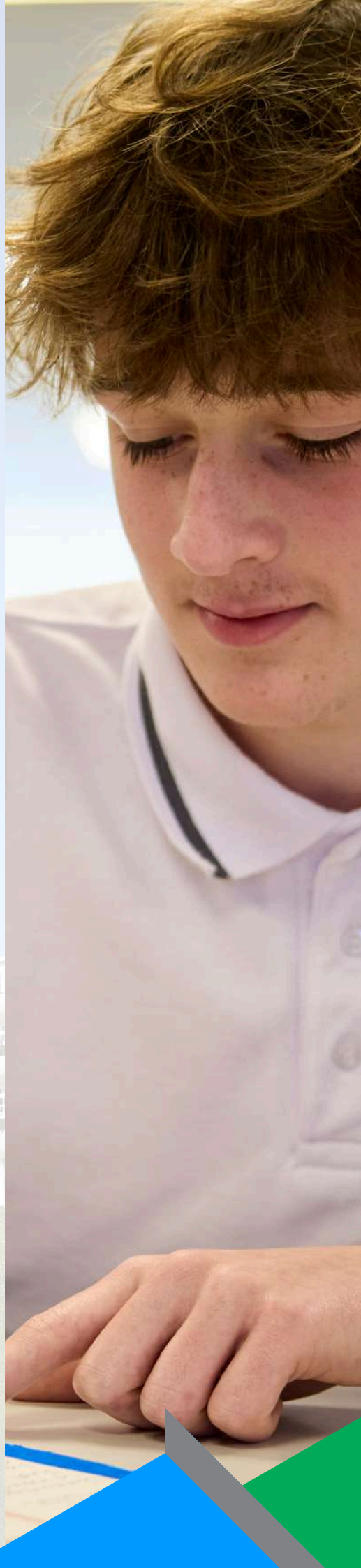
- **AO1 Develop**, which is about researching designers and styles of design
- **AO2 Refine**, which is about experimenting to find out more through practical and annotation
- **AO3 Record**, which is about showing ideas and personal visual work including drawing
- **AO4 Present**, which is about the completion of your final idea based on your research

## 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)
- Glue stick
- Scissors
- Double sided tape
- White gel pen

**\*A Textiles pack with equipment will be available to purchase in September.**



More information can be obtained from Mrs Clooney:  
[lclooney.alns@salterns.org](mailto:lclooney.alns@salterns.org)



# 3D Design GCSE

**3D Design at GCSE allows students to work with many different materials and develop individual and personal ideas based on designers and different architectural themes.**

## How will I learn?

During the course, students will build a portfolio of work exploring the possibilities of 3D Design. Work will be produced in a variety of materials such as Modroc, card, plastics, wood and modelling materials. Work will consist of artist and designer research and drawing to help develop and plan your responses to a theme.

## What will I learn?

Students choosing GCSE 3D Design need to be interested in both architecture design and model making. They will need to look at designer's work for inspiration to help them understand technical aspects of making products. They need to show in their controlled assessment how they have been inspired by the work of others.

## What other activities will I do?

Some of the GCSE work needs to be experimental, some students find this difficult but mistakes and research are all part of making interesting products. Students will be expected to develop ideas through sketches and notes and will learn how to use new materials and processes as well as building on what they have learnt during Key Stage 3. Students will also have the opportunity to explore the design process such as 2D Design for the laser cutter.

## What is required of me?

Students need to be motivated to work 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. Attendance is vital for students to be able to complete the controlled assessment in lesson time over the two years. Students' attendance must be excellent as the Controlled Assessment and externally set assignment takes place during lesson time.

## Examination

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 approximately eight weeks, building project ideas around a set theme, you will spend two days working on your final outcome. 3D Design has a **10-hour exam**.

**Units 1 and 2 are assessed separately out of 96 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 through practical and annotation
- **AO3 Record**, which is about showing ideas and personal visual work including drawing
- **AO4 Present**, which is about the completion of your final idea based on your research

## Requirements for the Course

It will be very useful to have some basic 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

**\*A Design pack with equipment will be available to purchase in September.**

Due to the Health & Safety requirements of this course, it is essential that students consistently demonstrate high standards of behaviour in this area to ensure successful outcomes.



More information can be obtained from Mrs Clooney:  
lclooney.alns@salterns.org







# Ceramics GCSE

**3D Design with a ceramic specialism allows students to work in depth with clay to create and develop individual and personal responses based on set themes and the work of artists and designers.**

## How is the course taught?

During the course, students will experiment with a range of clay and ceramic techniques to develop their own personal 3D responses. They will also create a supporting portfolio which will include design drawings and responses to ceramic artists and other themes.

## What will I learn?

Students choosing Ceramics need to be interested in both making art using clay and learning about the work of ceramic artists. They will need to look at other artists' work for ideas and inspiration and to understand some technical aspects of using clay. They need to show through their coursework that they have been inspired, in some way, by the work of another artist.

## What other activities will I do?

The work completed in 3D Design – Ceramics 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 portfolio and will learn how to further develop skills and processes learnt in Key Stage 3.

## What other activities will I do?

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.

Attendance is vital for students to be able to complete the controlled assessment in lesson time over the two years.

## 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 approx. 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 96 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 through practical and annotation
- **AO3 Record**, which is about showing ideas and personal visual work including drawing
- **AO4 Present**, which is about the completion of your final idea based on your research

## Useful equipment for the Course

- Pencils in a range of grades (2B, 4B, 6B)
- Colouring pencils
- Black fine liner pens
- White gel pen
- Scissors
- Double sided tape
- Glue stick



More information can be obtained from Mrs Clooney:  
[lclooney.alns@salterns.org](mailto:lclooney.alns@salterns.org)



# Photography GCSE

**In Photography GCSE you will use a DSLR camera. It is beneficial for students to have their own DSLR camera, SD card and card reader.\***

## How will I learn?

Over the course students will build a digital portfolio of work on Chromebooks and they will work with computer programs like Photopea. This is an Art based course so students will be expected to draw in a variety of ways for planning and development of ideas.

## What will I learn?

Students choosing Photography need to be interested in Photography and willing to take professional looking photographs in and out of school. They will learn about composition, lighting and image manipulation on Photopea. Students will learn the difference between taking snapshots and being able to take a professional photograph. They will also need to analyse photographs from famous Photographers and be able to use their work to inspire their own.

## What other activities will I do?

Some GCSE work needs to be experimental, and students will learn through trial and error using different functions on the DSLR camera. This, alongside research, is part of developing creative ideas and outcomes based on a range of themes such as portraiture, still life and landscapes.

## What is required of me?

Students need to be motivated to complete at least 1 hour of independent learning a week to be able to produce the quantity of work over the two-year course. As everything that is completed in lesson is controlled assessment or externally set assignments; students' attendance must be excellent.

## Examinations

**Your GCSE controlled assessment (Unit 1 Portfolio) is worth 60% of the total marks** and this assessment starts as soon as you begin the course in September. The **final exam (Unit 2 Externally set assignment) is worth 40% of the full GCSE**. After completing preparatory work in class based on a set question, you will spend two days (10 hours) working on your final outcome.

**Units 1 and 2 are assessed separately out of 96 marks and both are marked on the same assessment objects titled:**

- AO1 Develop, which is about researching photographers and styles
- AO2 Refine, which is about experimenting to find out more a develop practical ideas
- AO3 Record, which is about showing your ideas visually and your drawings
- AO4 Present, which is about producing a final outcome based on your research

**\*Our recommended camera is a CANON EOS 2000D DSLR**

**Camera with EF-S 18-55 mm f/3.5-5.6 IS II Lens:**

**Approximately priced at £500 SD card costs can vary, approximately £10 for a 32GB (recommended)**

**Card reader - £5-£10**

## Requirements for the Course

It benefits students to have their own camera - this allows them to work in and out of school on coursework and means they do not have to share a camera.

- Students will need their own SD card and card reader
- A selection of basic art materials such as:
- White and black fineliners
- Double sided tape
- Watercolour paints or pencils would also be useful



**More information can be obtained from Mrs Clooney:**  
[lclooney.alns@salterns.org](mailto:lclooney.alns@salterns.org)



# 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 gaining a greater understanding of nutrition, the science behind food as a material and wider environmental aspect 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 about 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 Year 11 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

**A written portfolio (12–15 A4 pages) is produced to support the practical exam.**

Students will be required to research the given task and justify their choice of dishes (in terms of cost, food provenance, nutritional content and skills/techniques).

**Students will then carry out sensory analysis and evaluate their outcomes.**

### Written Examination (1 hour 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 60 minutes of Independent Learning a fortnight
- Students will need to be well organised and prepared to supply their own ingredients for practical work when required
- Practicals will cost approximately £5–12 per fortnight



More information can be obtained from Mrs Martin:  
[lmartin.alns@salterns.org](mailto:lmartin.alns@salterns.org)





# Child Development CNAT

## What is CNAT Child Development about?

The award gives learners the opportunity to understand and apply the fundamental principles and concepts of Child Development to include health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years.

## The main focus is on three areas, which cover the following:

- Create a safe environment and understand the nutritional needs of children from birth to five years (**Coursework, externally verified**)
- Understand the development of a child from one to five years (**Coursework, externally verified**)
- Health and well-being for child development (**Externally assessed exam – 1hr 15 minutes**)

**The Level 1/Level 2 Cambridge National in Child Development is aimed to develop students' knowledge, understanding and practical skills that would be used in the Childcare sector.**

## How will I be assessed?

This course will help you to develop independence and confidence in using skills that would be relevant to the Childcare sector. All lessons are theory-based lessons in a classroom.

## What other skills might I develop?

Topics also include:

- Pre-conception health and reproduction
- Antenatal care and preparation for birth
- Postnatal checks, postnatal care and the conditions for development
- Childhood illnesses and a child safe environment
- Creating a safe environment in a childcare setting
- Choosing suitable equipment for a childcare setting
- Nutritional needs of children from birth to five years

## What could they do next with CNAT Child Development?



There are various technical awards in childcare and child development that are available at college and university, as well as apprenticeships and A-Level routeways.



More information can be obtained from Miss Cooper:  
[scooper.alns@salterns.org](mailto:scooper.alns@salterns.org)

# 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 will I be assessed?

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
- How exercise is so important to our health
- Fitness and physical activity and how it can impact your personal health and wellbeing

In addition, you 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 **30% of the overall grade**. In practical activities your child will be continually assessed throughout the course, they must be very competent in a range of sports in order to score highly.

**The remaining 10% of the course is through coursework, where you design your own training programme.**

## Will I enjoy this course?

Students will need to 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.**

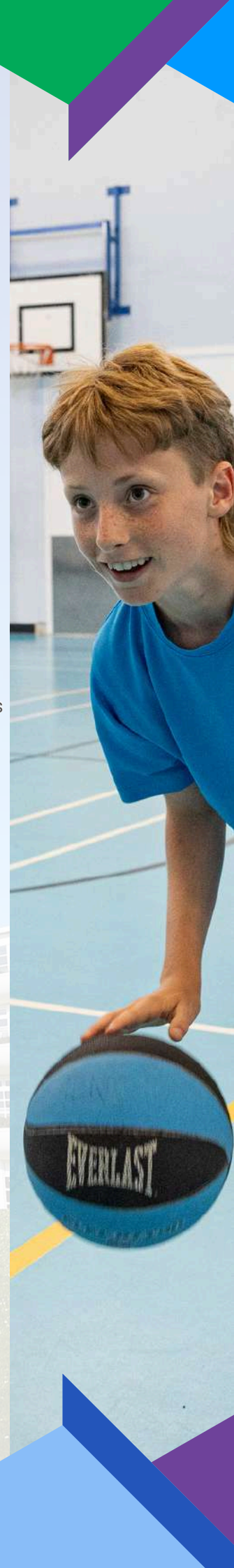
## What other skills might I develop?

GCSE PE will allow you to develop a wide range of personal skills through your 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. The course will certainly put your child at an advantage if they wish to take A-Level PE or venture down the BTEC/ coaching routes that are offered post ALNS.



More information can be obtained from Miss Cooper:  
[scooper.alns@salterns.org](mailto:scooper.alns@salterns.org)



# Tech Award: Music (Tech) BTEC

## Why choose BTEC Tech Award in Music?

The Tech Award in Music gives learners the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles. The main focus is on four areas of equal importance:

- Development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques
- Processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance to respond to a music brief
- Attitudes that are considered important in the music industry, including personal management and communication
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as musical skills and styles

## How does the course work?

**The course is made up of three components that the learners are required to complete and achieve:**

### **Component 1 – Exploring Music Products and Styles – Internal**

The learners will develop their understanding of different types of music products and the technique used to create them. Learners will practically explore the key features of different styles of music and music theory. Leading to learners applying their knowledge and understanding to develop their own creative work.

### **Component 2 – Music Skills Development – Internal**

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, whilst documenting their progress and planning further improvement. This includes participation in workshops and classes. Throughout the learners will review their own progress and consider how to make improvements. Learners will explore how musicians share their work and collaborate with others – learners will develop skills in how to use blogs, YouTube and a range of other platforms.

### **Component 3 – Responding to a Music Brief – External**

Learners will explore a brief and investigate possible responses and ideas to meet the brief. They will use relevant resources, skills and techniques to develop and refine music material before presenting a final response. Learners will develop and present an original creation based on a piece from a given list and a style from a course of four. They will then perform this to an audience. Learners will also consider how their skills and interests make them suitable for the specific music sector opportunity. Learners are required to comment on the creative process and outcome in response to the given brief.

This course will help you to become more confident, develop your communication skills as well as provide real insight into the Music Industry. It is a course that can lead you to further education and set you up with a variety of transferable skills.

**\*This course is Production based and you will be focusing on production/digital skills.**



More information can be obtained from:  
Mr Ward: [bward.alns@salterns.org](mailto:bward.alns@salterns.org)  
Mr Waldren: [dwaldren.alns@salterns.org](mailto:dwaldren.alns@salterns.org)



# Tech Award: Music (Practice) **BTEC**

## Why choose BTEC Tech Award in Music?

The Tech Award in Music gives learners the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles. The main focus is on four areas of equal importance:

- Development of key skills that prove learners' aptitude in music, such as responding to a musical brief using musical skills and techniques
- Processes that underpin effective ways of working in the music industry, such as the development of musical ideas, and using skills and techniques for rehearsal, creation, production and performance to respond to a music brief
- Attitudes that are considered important in the music industry, including personal management and communication
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as musical skills and styles

## How does the course work?

**The course is made up of three components that the learners are required to complete and achieve:**

### **Component 1 – Exploring Music Products and Styles – Internal**

The learners will develop their understanding of different types of music products and the technique used to create them. Learners will practically explore the key features of different styles of music and music theory. Leading to learners applying their knowledge and understanding to develop their own creative work.

### **Component 2 – Music Skills Development – Internal**

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, whilst documenting their progress and planning further improvement. This includes participation in workshops and classes. Throughout the learners will review their own progress and consider how to make improvements. Learners will explore how musicians share their work and collaborate with others – learners will develop skills in how to use blogs, YouTube and a range of other platforms.

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This course will help you to become more confident, develop your communication skills as well as provide real insight into the Music Industry. It is a course that can lead you to further education and set you up with a variety of transferable skills.

**\*This course is Instrument based and you will be focusing on instrumental skills.**



More information can be obtained from:  
Mr Ward: [bward.alns@salterns.org](mailto:bward.alns@salterns.org)  
Mr Waldren: [dwaldren.alns@salterns.org](mailto:dwaldren.alns@salterns.org)



## Why choose GCSE Drama?

The GCSE Drama option will give learners the opportunity to explore Drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and conventions. Students will create, perform, and respond to Drama informed by their theoretical knowledge of Drama and theatre. The GCSE aims to broaden the experience and skills of participation in a variety of performance activities, with the opportunity to practically and theoretically apply knowledge.

**The course is made up of three components that the learners are required to complete and achieve:**

### Component 1: Devising Theatre: 40%

You will participate in the creation, development and performance of a piece of devised theatre. You will produce: A portfolio of supporting evidence based on the rehearsal process A performance lasting between 5-16 minutes (depending on the number of actors in your group) An evaluation of the final performance or design. Teacher assessed, and externally moderated.

### Component 2: Performing a Text: 20%

You will study two extracts from the same text chosen by you or your teacher. You can choose to be assessed on acting or design. You will produce: A performance lasting between 5-14 minutes using sections of text from both extracts. Externally assessed by a visiting examiner.

### Component 3: Interpreting Theatre: 40% (Written Examination: 1 hour 30 minutes)

#### You will answer:

- Section A: Set Text – A series of questions based on the set text that you have studied.
- Section B: Live Theatre Review – One question from a choice of two, analysing and evaluating a given aspect of a live theatre production seen during the course.

This is externally assessed.

With GCSE Drama, you can explore, challenge and realise your potential. The GCSE course is designed to encourage students to be inspired, moved, and challenged by following a broad and coherent worthwhile course of study. The course will prepare students to make informed decisions about further learning opportunities and career choices. After completing the course, students can continue to further study of Drama for AS and A-Level, as well as apprenticeships and traineeships. What's more, the transferable skills that the students master during the course such as self-reflection, communication, teamwork, and problem solving will support progress in the present and future.



More information can be obtained from Mrs Spencer:  
[jspencer.alns@salterns.org](mailto:jspencer.alns@salterns.org)

# Dance GCSE

The GCSE Dance options will give learners the opportunity to develop knowledge and technical skills in the following areas:

- Perform dance, reflect on choreographic intentions through physical, technical and expressive skills
- Create dance, including movement material and aural setting, to communicate choreographic intentions
- Demonstrate knowledge and understanding of choreographic processes and performing skills
- Critically appreciate own works and professional works, through making analytical, interpretative and evaluative judgements

The GCSE aims to broaden experience and skills participation in a variety of performance opportunities, with the opportunity to practically and theoretically apply knowledge and skills. The subject content details the knowledge, understanding and skills that students are expected to learn during study. This is set out in three core areas of dance: performance, choreography, and appreciation.

**The course is made up of three components that the learners are required to complete and achieve:**

**Component 1: Performance and Choreography**

**What's assessed:**

**Performance: 30% of GCSE / 40 marks**

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration)

**Choreography: 30% of GCSE / 40 marks**

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

**How it's assessed:**

- Internally marked and externally moderated

**Total Component: 60%**

**Component 2: Dance Appreciation**

**What's assessed:**

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works


**How it's assessed:**

- Written exam: 1 hour 30 minutes
- Marked externally by AQA examiners

**40% of GCSE / 80 marks**

**Total Component: 40%**

With GCSE Dance, you are able to explore, challenge and realise your potential. The GCSE course is designed to encourage students to be inspired, moved, and challenged by following a broad and coherent worthwhile course of study. The course will prepare students to make informed decisions about further learning opportunities and career choices. After completing the course, students can continue to further studying of Dance for As and A-Level, as well as apprenticeships and traineeships. What's more, the transferable skills the students master during the course such as self-reflection, communication, teamwork, and problem solving will support progress in the present and future.



**More information can be obtained from:**

**Mrs Spencer:** [jspencer.alns@salterns.org](mailto:jspencer.alns@salterns.org)  
(Curriculum Director: Performance)

**Miss Ryley-Maddock:** [mryleymaddock.alns@salterns.org](mailto:mryleymaddock.alns@salterns.org)  
(Head of Dance)





## What is Business?

Business is an up-to-date and engaging qualification that is relevant to the world of business today. The qualification equips learners with the skills and confidence to explore how different business situations affect business decisions. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware. The specification is divided into topics, each covering key concepts of business.

## What will I study?

The course is broken into the following areas:

- Business activity
- Marketing
- People
- Operations
- Finance
- Influences on business
- The interdependent nature of business

## How will I be assessed?

Business GCSE (OCR) has **two 90-minute written examinations externally assessed** at the end of Year 11:

- **Business 1: Business activity, marketing and people**
- **Business 2: Operations, finance and influences on business**

Each paper is worth **80 marks**, split into two sections and assesses content from the areas listed above.

**Section A** contains multiple choice questions. This section of the component is worth 15 marks.

**Section B** includes short, medium and extended response style questions which use stimulus material that draws on real business contexts. This section of the component is worth 65 marks.

In the Business 2 paper, there is a synoptic question that links areas covered in both Business 1 and Business 2.

## Why study Business?

Today's employers want candidates with a broad range of skills and the ability to analyse data to inform business decisions. This course will enable you to be an effective participant in the growth of a business and equip you with vital skills to be successful.

A strong grade 5 pass can result in access to a Level 3 course at college which could be A Level Economics or BTEC Diploma in Business and Finance. At university, you might study a BA in Business Administration or Accounting and Finance. Potential careers that you could find yourself in might be, business management and ownership, financial advisor, accounting technician, banking, insurance brokerage and advisor.



More information can be obtained from Miss Driscoll:  
[ldriscoll.alns@salterns.org](mailto:ldriscoll.alns@salterns.org)



# Creative Media Production

Creative Media Production is a course that enables students to study the use of media. It will make extensive use of ICT.

## For instance, students will use:

- Digital video editing equipment to make a small film or television advertisement
- Photo-editing software and a desktop publisher to produce a poster
- Web design software to design a website interface
- Photo-editing software to design graphics and logos

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

## What skills will I develop?

This course 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.

## What will I learn?

### Exploring Media Products

Learners will develop their understanding of how media products create meaning for their audiences, as well as examining existing products and exploring media production techniques.

### Developing Digital Media Production Skills

Learners will develop and apply skills and techniques in media production processes by creating a media product from one of the following sectors: audio/moving image, print or interactive design.

### Create a Media Product in Response to a Brief

Learners will apply and develop their planning and production skills and techniques to create a media product in response to a brief.

## Why choose Creative Media Production?

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Media sector – transecting many exciting and vibrant industries such as film; television; games, web and app development, and publishing – giving students an introduction that keeps all of their options open and allows them to make an informed decision about their future learning and career.

The subject enables learners to develop sector-specific skills and knowledge of the production processes and techniques that underpin them, across a range of media products using a combination of practical exploration, experimentation, and realistic vocational contexts. They will also develop key skills such as investigating and developing ideas through pre-production, production, and post-production, managing their creative projects, documenting progress of skills and work, responding to briefs, presenting work, and reflective practice. In addition, learners develop employability skills such as teamwork, time management and communication.

This qualification takes a fully practical and skills-based approach to learning and assessment. All components, including the externally assessed component, are assessed through both practical and written elements.



More information can be obtained from Mr Angio:  
[gangio.alns@salterns.org](mailto:gangio.alns@salterns.org)





# Computer Science GCSE

To take Computer Science as an option, we would strongly recommend that students will need to be on target to achieve at least a Grade 6 in their Maths.

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

## Students must...

- Have an interest or desire to learn about key computing concepts and programming
- Have a willingness to explore new ideas
- Have the ability to work independently
- Be hardworking, motivated and organised

## 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 build small, useful programs
- 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
- Teaches students how to think computationally

## Details of the Course

### Component 1: Computer Systems – Exam

- Systems Architecture
- Memory and Storage
- Computer Networks, Connections and Network Security Protocols
- Systems Software
- Ethical, Legal, Cultural and Environmental Impacts of Digital Technology

**Time: 90 minutes**  
**50% of the total GCSE**

### Component 2: Computational Thinking – Algorithms and Programming – Exam

- Algorithms
- Programming Fundamental
- Producing Robust Programs
- Boolean Logic
- Programming Languages and Integrated Development Environments

**Time: 90 minutes**  
**50% of the total GCSE**



More information can be obtained from Miss Driscoll:  
[ldriscoll.alns@salterns.org](mailto:ldriscoll.alns@salterns.org)

# Notes