

# KEY STAGE 4 OPTIONS

## For September 2026



# Welcome to Alleyne's Academy:

## Key Stage 4 Options

Dear students and parents,

It gives me great pleasure to welcome you to the Key Stage 4 options booklet. This is a really exciting time for all year 9 students because you have to start to think of the subjects you want to study in years 10 and 11. For the first time in your academic career you will be allowed some choice over what you study and it is important that you get those choices right.

At Alleyne's Academy our curriculum is designed to provide all students with a broad, balanced and enriching learning experience. At Key Stage 4 all students will follow our core curriculum of:

- English
- Maths
- Science
- PSHE/Connect/Beliefs and Decisions
- Core PE

Alongside this you will be given the option to study from a range of other subjects and this booklet is designed to help you in deciding which of those you would like to study. It is a good idea to choose subjects you are interested in and things that you think you will do well at. This booklet will also help parents to understand our Key Stage 4 curriculum in more depth, to help them in supporting students in making decisions.

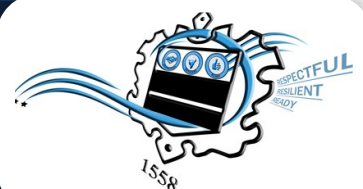
There will be a programme of events in school to help you in this process. Including a parent's evening and an options evening, where staff will give you more information about studying their subject. Take these opportunities to find out more about each subject so that you make an informed decision. It is a good idea to talk about your thoughts with your parents/carers, teachers and friends to make sure you are happy with your decisions.

We have taken great care to make sure you have as much information and support as possible during this process. Please take the time to consider your options carefully and ask for extra help if you are unsure at any stage of the process.

The aim of this process is to help find a combination of subjects that will enthuse and inspire students to success at the end of year 11. I wish all of our year 9s the best of luck as we go through this process and they begin their studies at Key Stage 4.

Ms L Tibbs

Headteacher



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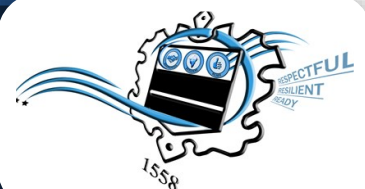
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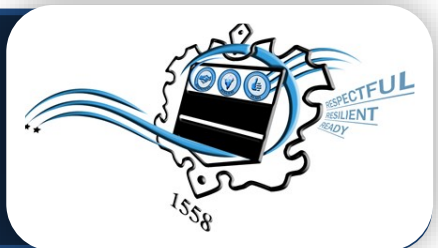
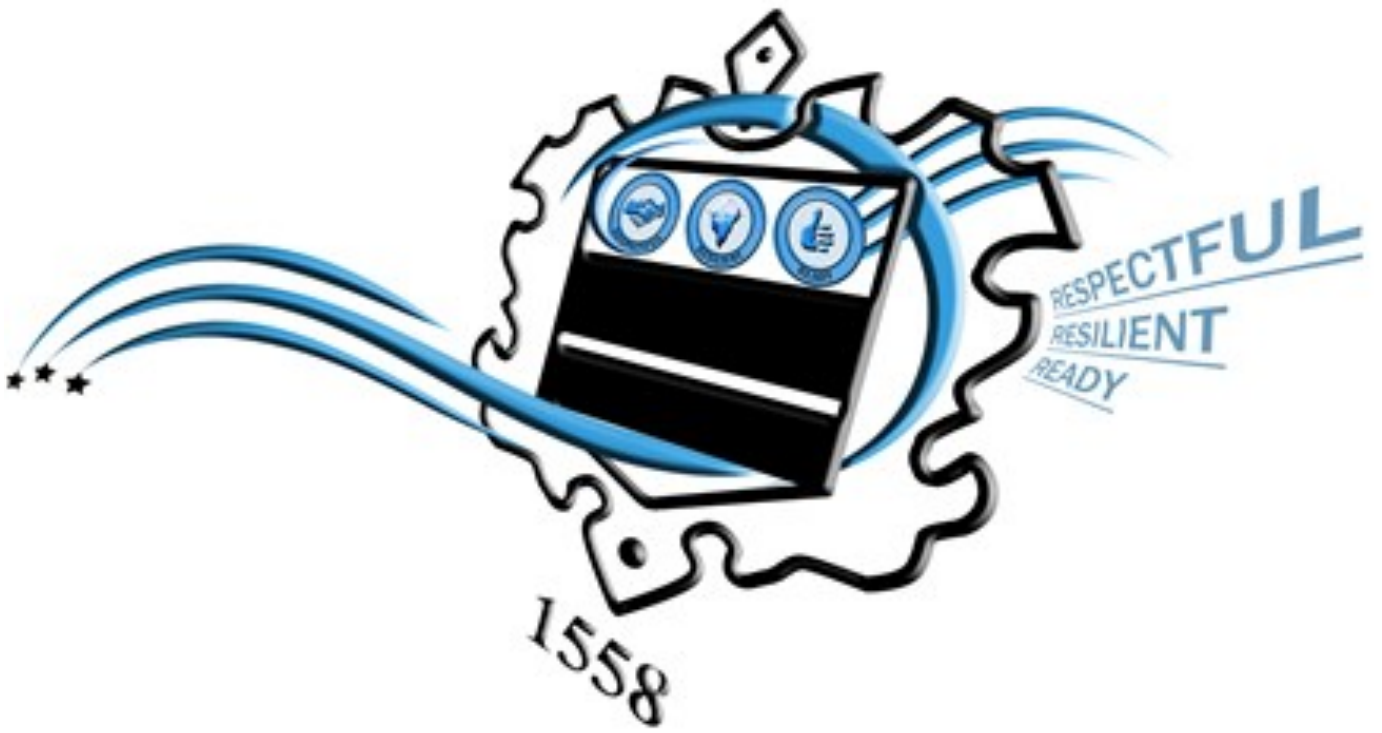
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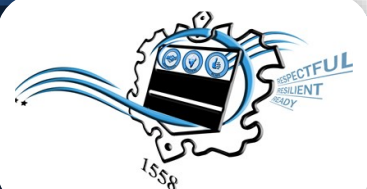




# Part 1

## An Introduction to the Curriculum

# INTRODUCTION



# Introduction

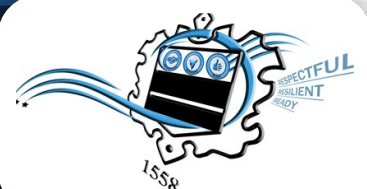
## What does this booklet contain?

- General information about school work at Alleyne's Academy, the courses available and advice about making the right choices
- Subject information for both core and option subjects
- Information about the Options Preference Form along with key dates.

## What does the curriculum offer at Alleyne's Academy?

- A wide range of courses with different qualifications to suit student learning styles
- Progression routes towards the Sixth Form and beyond
- Flexibility in the choice of courses giving opportunities for specialisation and encouraging breadth of study
- Continued opportunity for guidance and support

The second half of this guide will give details of the individual courses that we aim to have in place in September 2026.



# The Curriculum

## What will all students study?

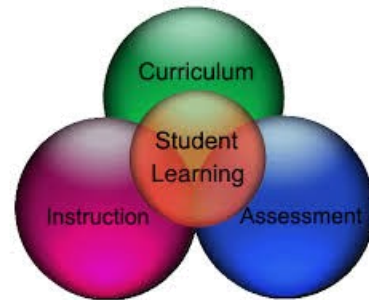
You will follow a common curriculum to include:

- English
- Mathematics
- Science

... to GCSE examination level.

You will also have lessons, but not be examined in:

- Core Physical Education
- Beliefs and Decisions
- Personal, Social and Health Education
- Careers Education, Advice and Guidance



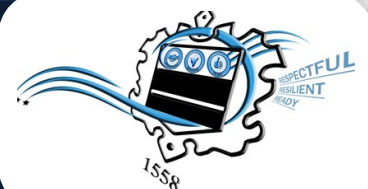
## Which subjects will students have a choice in studying?

The subjects below are offered as qualifications (please refer to Choosing Your Options on page 12):

- Art: Craft and Design
  - Art: Textile Design
  - Business
  - Economics \*\*
  - Computer Science
  - IT
  - DT
  - Drama
  - French
  - Geography
  - Health & Social Care
  - History
  - Hospitality & Catering
  - Music
  - Physical Education
  - Sport
  - Triple Science \*\*\*
- Art suite of subjects: You may only choose one of these subjects.
- You may only choose either Business or Economics.
- Computing suite of subjects: You may only choose one of these subjects. \*
- Physical Education suite of subjects: You may only choose one of these subjects.

**Please note that it is not possible to study all combinations of subjects and that for a variety of reasons a subject may be withdrawn. We are limited by group sizes and staffing in some popular subjects.**

- \* To select Computer Science as an option, you need fairly good mathematical and problem solving skills.
- \*\* Economics is suitable to those students currently in S or L sets in their Business Enterprise groups.
- \*\*\* To select Triple Science as an option, you will need excellent scientific knowledge with an intention of studying sciences at A-Level. This course is therefore suitable for students who are currently in top set (9L/ScW or 9G/ScM).



# Making The Right Choices

Your end of Year 11 exam **target** grades will be based on your performance at Key Stage 2. You should consider your own personal ability to cope with a subject, based on this information. You should carefully consider how your teachers have been assessing your work and the advice you have been given about ways to further improve. You will need to be able to cope with expectations and demands of each course so think carefully about the amount and type of controlled assessment work, project or exam preparation involved. You should also consider how a particular course matches your preferred learning style.

Think about what you want to do after Year 11:

Do you know now what courses or job you would like to do?

Consider the Level 3 (Sixth Form) courses you may like to study.

Sometimes, students are influenced by friendship groups and opt to study a subject without thinking about their own potential. Other students are influenced by past experiences in a subject.

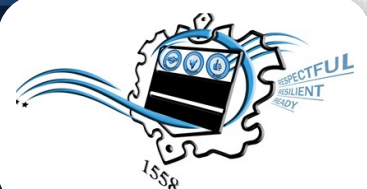
Remember: these are **your** choices..



Carefully read the course pages in the second half of this booklet.

**Ask your current teachers questions about your suitability for particular courses/types of courses.**

**Email [s.eldershaw@alleyes.staffs.sch.uk](mailto:s.eldershaw@alleyes.staffs.sch.uk) with questions that you cannot find answers to.**



# What are GCSEs & Technical Awards?

All students will be entered for GCSEs in the Core Subjects of **English, Mathematics and Science**. Some of these subjects will enter students for more than one GCSE qualification.

Details are available in the course descriptions in this booklet. In addition, many option subjects available lead to GCSE qualifications but some are technical award courses.

Students will follow:

GCSE subjects awarded on the GCSE 9-1 scale or Technical Awards graded Level 2 D\*- Level 1 P.



## GCSEs:

GCSE courses are assessed by **end of course examinations**. Most of these will take place **in the summer of Year 11**. **Some** GCSE courses also involve a **controlled assessment** component - further information is available from Heads of Departments. It is important to note that **controlled assessment can** happen throughout Years 10 and 11, so students must make sure that they are in school and **available to take these assessments**.

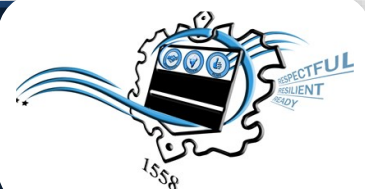
Grades **9 to 1** are available in these GCSE courses. Grade 9 is the highest grade available.

## Technical Awards:

Technical Awards are vocational qualifications that are the same as ("equivalent to") a GCSE qualification which students can study as well as GCSEs. Students are assessed for much of the time on doing/application rather than knowing, through project-based internal assessments and will apply knowledge and skills to practical tasks. Assignments will vary according to the subject, but activities will range from designing and making a working product or prototype, to making a short film or presenting to others.

There will also be at least one external examination which will complete the qualification.

Grades **Level 2 Distinction\***, **Level 2 Distinction**, **Level 2 Merit**, **Level 2 Pass**, **Level 1 Distinction**, **Level 1 Merit**, **Level 1 Pass** are available in these Technical Award courses except Hospitality & Catering which does not have Level 1 Distinction or Merit.

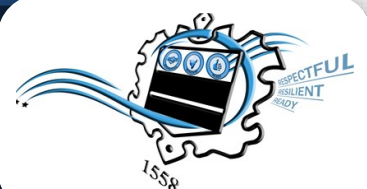


# Completing the Options Preference Form

We have designed our Options Preference Form to allow students to select from a wide range of qualifications for study at Alleyne's Academy. We also want to ensure that the preferences selected by students meet the Government's expectations of young people as well as the needs of employers, universities and colleges. This is achieved through making sure all students acquire a core of essential knowledge that is deemed to be important to the next steps that young people take. How to complete the online options form will be explained in detail during the Options Evening presentation on the 12th March.

## Attainment 8

One way that student performance will be measured is by the 'Attainment 8' measure. This uses the grades students achieve across a group of subjects. The measure requires students to complete GCSEs in English and Mathematics, at least two in Science and one other from either Geography, History, or French. The final three qualifications can be from a wider range of subjects and qualification types including GCSEs and Technical Awards. This will form part of the entry requirements for Alleyne's Academy Sixth Form.



# Where else can information be found?

Students can help themselves by:

- Researching career options online
- Talking about career ideas with subject teachers and form tutors

These websites may provide some useful information:

## Government:

- [www.gov.uk/government/organisations/department-for-education](http://www.gov.uk/government/organisations/department-for-education)  
(Department for Education)
- [www.qca.org.uk](http://www.qca.org.uk)  
(Qualifications and Curriculum Authority)

## Examination Boards:

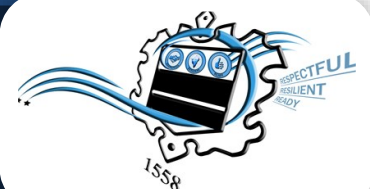
- <http://www.ocr.org.uk/qualifications/by-subject/>
- <http://qualifications.pearson.com/en/subjects.html>
- <http://www.aqa.org.uk/subjects>
- <http://www.edugas.co.uk/qualifications/>

## Careers Advice:

- <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>  
(National Careers Service)
- <https://www.staffordshire.gov.uk/education/Learning-options-and-careers/Apprenticeships-university-which-is-best.aspx>  
(Staffordshire Learning Options and Careers)

## Independent:

- <https://www.bbc.com/bitesize/articles/zdswf4j>



# Choosing Your Options

Students will select preferences from the Compulsory Option and Further Options:

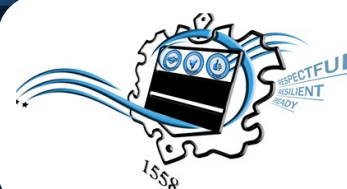
<b>Core Curriculum</b>	You <b>will</b> study:	<b>GCSE Qualifications:</b> <ul style="list-style-type: none"> <li>• English Language</li> <li>• English Literature</li> <li>• Mathematics</li> <li>• Science</li> </ul>	<b>Other Core subjects (non exam):</b> <ul style="list-style-type: none"> <li>• Games (Core PE)</li> <li>• PSHE/CONNECT</li> <li>• Careers Guidance</li> <li>• Beliefs and Decisions</li> </ul>
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**AND**

<b>Compulsory Option</b>	You must select at least <b>one</b> of these subjects:	<ul style="list-style-type: none"> <li>• French</li> <li>• Geography</li> <li>• History</li> </ul>	Students are not limited to only one of these subjects; they are all available as part of the further options
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**AND**

<b>Further Options:</b>	You must select <b>five further subjects</b> and will study <b>three</b> of these:	<ul style="list-style-type: none"> <li>• Art : Art, Craft and Design</li> <li>• Art: Textile Design</li> <li>• Business</li> <li>• Economics**</li> <li>• Computer Science</li> <li>• Design &amp; Technology</li> <li>• Drama</li> <li>• French</li> <li>• Geography</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Social Care</li> <li>• History</li> <li>• Hospitality &amp; Catering</li> <li>• IT</li> <li>• Music</li> <li>• Physical Education</li> <li>• RE</li> <li>• Sport</li> <li>• Triple Science*</li> </ul>
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# Timetabling - Hours per fortnight

\*Students in the top sets will have the opportunity to study triple science which will account for one of their options, therefore they will only have three option choices available to them.

\*\* Economics is suitable to those students currently in S or L sets in their Year 9 Business Enterprise groups.

2026/27 Year 10 Curriculum	
Subject	Hours per fortnight
English (Language & Literature)	8
Mathematics	8
Science	9
Beliefs and Decisions	2
Core PE	3
Option 1	5
Option 2	5
Option 3	5
Option 4	5
Connect (PSHE)	3 hours 20 minutes

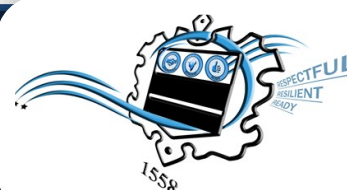
2026/27 Year 10 Curriculum (Triple Sci)	
Subject	Hours per fortnight
English (Language & Literature)	8
Mathematics	8
Science (Triple)	14
Beliefs and Decisions	2
Core PE	3
Option 1	5
Option 2	5
Option 3	5
Connect (PSHE)	3 hours 20 minutes

In order to assist with the creation of our two-weekly timetable (Week A and Week B), once students have chosen their options, they will then be split into two year-halves, L and G. With respect to academic ability, there is no difference between the year halves and students will complete some core subjects, in the same classes, within that year half as shown below:

- ⇒ English Language, English Literature, Core PE and Beliefs and Decisions
- ⇒ Maths (independent of other subjects)
- ⇒ Science (independent of other subjects)
- ⇒ Options subjects are mixed ability classes (independent of year half and the core subjects above)

In September 2026, if you require information about these classes, please contact the individual Head of Department or the Head of Progress and Support for Year 10 (contact details available on the website).

This process will be explained further during the upcoming Options Evening presentation on 12th March.



# What support is available to help with your decisions?

## **February 2026 - Option Booklet accessible on the school website**

During an assembly, Mr Tweats and Mr Eldershaw will explain the core curriculum, options procedures, things to consider when selecting preferences and the timeline for making decisions.

## **February 2026 - Discuss Options Booklets & Prepare for Options Evening on the 12th March**

Students will have the opportunity to look at the Options Booklet with their teachers in PSHE lessons. They will also be able to draw up a plan for the subject talks that they would like to attend at the Options Evening in March 2026.

## **Thursday 12th March 2026 - Options Information Evening**

Parents and students will have the opportunity to attend talks to listen to information about each options subject. There will also be a short presentation outlining the options process, courses and qualifications on offer and factors to consider in decision making.

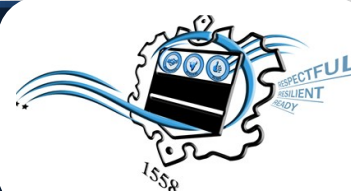
## **Thursday 19th March 2026 - Deadline for Options Preferences**

Students, along with their parents, should complete an online Options Preferences Form. The forms will then be processed by Alleyne's Academy.

There will be plenty of time to consider the subject information before students make an informed decision. There is NO advantage to students in submitting the online form early, but late return may affect the range of courses available to them.

## **w/b 29th June 2026 - Confirmation of option choices**

Students will be informed of their option choices and any issues will be dealt with by Mr Eldershaw.



# What further advice is there?

Take some time to study the information on the following pages. You will find information on the individual courses we are hoping to offer in September 2026.

You need to complete the online Options Preference Form which will allow you to indicate the combination of options subjects you would prefer to study.

If you have any questions, please contact Mr S Eldershaw ([s.eldershaw@alleyne.staffs.sch.uk](mailto:s.eldershaw@alleyne.staffs.sch.uk)) as soon as possible. Using the subject heading **Options 2026**.

This is an important and often difficult decision to make sure that you choose the right options. Some points to consider are:

- Have you checked exactly what is available? Read this guide very carefully.
- What subjects do you like and what are you good at?
- What subjects or qualifications might be of use in the future?
- Where can a particular course lead?
- Have you talked to all the right people?

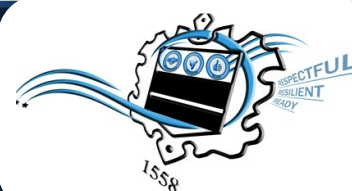
## Final Information ...

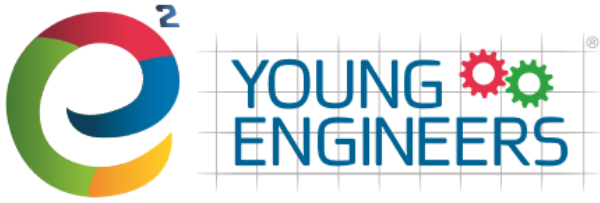
It is essential that all students and parents understand that we cannot guarantee all courses that are included on the Options Preference Form at this stage will run.

Where a course is under-subscribed, or resources become unavailable, we may have to withdraw the course.

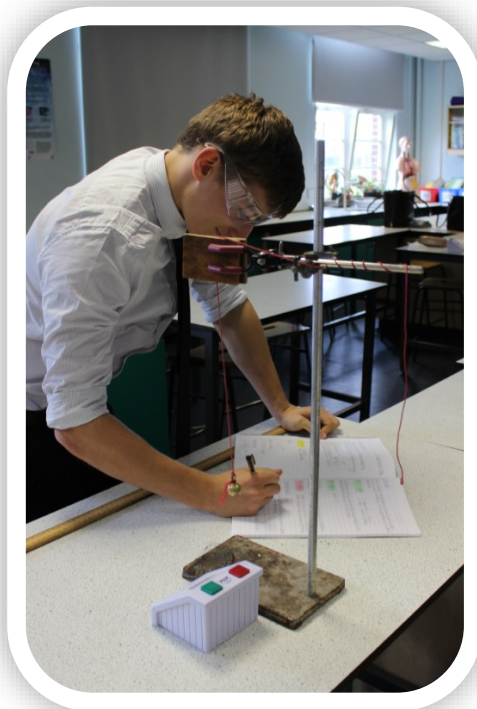
We may have to ask students to reconsider their choices if a course proves to be oversubscribed and we are unable to increase staffing or rooming resources, or a particular combination of subjects are not available.

Please ensure all preferences made are courses you wish to study, and be prepared to reconsider the choices you have made if required.





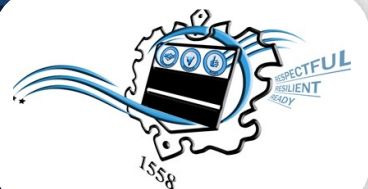
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# Part 2a

## Course Descriptions

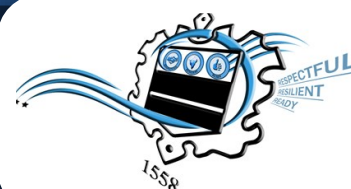
# CORE SUBJECTS



# English Language

# Qualification: GCSE

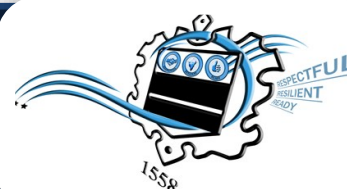
<b>English Language</b>	
<b>Specification</b>	Eduqas
<b>Course Structure</b>	You will study both fiction and non-fiction reading and writing.
<b>Assessment</b>	2 external exams Component 1: 20 <sup>th</sup> Century Literature and Creative Writing Prose Component 2: 19 <sup>th</sup> and 21 <sup>st</sup> Century Non-Fiction Reading and Persuasive writing.
<b>Additional opportunities</b>	You will have the opportunity to explore texts from a range of authors and time periods. You will also be able to develop your speaking and listening skills through class discussions.
<b>Skills developed</b>	You will develop your ability to use English as active and informed citizens and be able to speak, listen and write fluently and appropriately, effectively and critically for a wide range of personal, functional and social purposes.
<b>Progression routes</b>	These skills will allow you to prosper in all of your subjects. We offer a fantastic A level Language course that can lead you to careers in media, journalism and publishing along with many other things.
<b>For more information</b>	Mrs R Rutter (r.rutter@alleynes.staffs.sch.uk)



# English Literature

# Qualification: GCSE

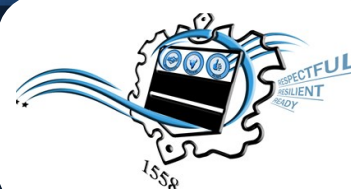
<b>English Literature</b>	
<b>Specification</b>	Eduqas
<b>Course Structure</b>	Read the following texts, in-depth, critically and evaluatively Macbeth Poetry An Inspector Calls Jekyll and Hyde
<b>Assessment</b>	2 external exams Component 1 Shakespeare and Poetry Anthology 2 hours Component 2 An Inspector Calls, Jekyll and Hyde and Unseen Poetry 2.5 hours
<b>Additional opportunities</b>	You will have the opportunity to see theatre productions as well as experiencing streamed performances from the RSC. You also have the opportunity to develop the habit of reading widely and consider historical context and their effect on literature.
<b>Skills developed</b>	You will develop your analysis, evaluation and written accuracy skills. You will also develop your love of reading.
<b>Progression routes</b>	These skills will allow you to prosper in all of your subjects. We offer a fantastic A level Literature course that can lead you to careers in media, journalism and publishing along with many other things.
<b>For more information</b>	Mrs R Rutter ( <a href="mailto:r.rutter@alleynes.staffs.sch.uk">r.rutter@alleynes.staffs.sch.uk</a> )



# Mathematics

# Qualification: GCSE

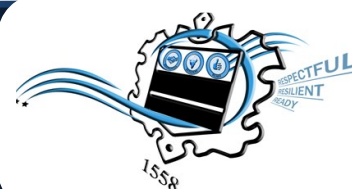
<b>Mathematics</b>	
<b>Specification</b>	Edexcel
<b>Course Structure</b>	<p>The maths curriculum ensures that all students develop competence across the following 5 broad areas:</p> <ul style="list-style-type: none"> <li>• <b>Number</b></li> <li>• <b>Algebra</b></li> <li>• <b>Shape, Space and Measure,</b></li> <li>• <b>Data Handling and Probability</b></li> <li>• <b>Problem Solving in Context</b></li> </ul> <p>Each broad topic is introduced and then built upon progressively throughout Y9, 10 and 11.</p>
<b>Assessment</b>	<p><b>3 Exam Papers</b>  <b>90mins per paper</b>  <b>80 marks per paper</b></p> <p><b>Paper 1 – Non-Calculator</b>  <b>Paper 2 – Calculator</b>  <b>Paper 3 – Calculator</b></p>
<b>Additional opportunities</b>	<p>Trips in Y10 and Y12  The Maths Challenge in Y10  GCSE Further Maths (AQA) in Year 11 for Gifted and Talented students  Progression to A-Level Mathematics in Y12</p>
<b>Skills developed</b>	<p>Maths develops logical thinking and problem-solving skills that are highly valued by employers.</p> <p>Maths increases numeracy skills which allow students to deal more confidently with personal finances, including: budgeting, taxes and Insurance.</p> <p>Through maths students will learn to interpret data, statistics and graphs. Maths will also develop personal skills such as hard work, perseverance, determination and team work.</p>
<b>Progression routes</b>	<p>Success in maths is a pre-requisite to advance in education and to succeed in the wider world. Progression in all routes of further education will highly likely require GCSE maths (Grade 4 and above). Maths is well known as a facilitating subject; meaning that it provides an excellent foundation for success in various other subjects. For example: Physics, Computer Science, Graphics, Chemistry, etc. In recent years, the importance of mathematics has increased due to a changing job market involving considerably more high-tech advances.</p>
<b>For more information</b>	Mr C Whalley ( <a href="mailto:c.whalley@alleynes.staffs.sch.uk">c.whalley@alleynes.staffs.sch.uk</a> )



# Science

# Qualification: GCSE

<b>Science</b>	
<b>Specification</b>	AQA GCSE Science: Trilogy
<b>Course Structure</b>	This course encourages a clear understanding of how the world around us works. Covering the three main scientific disciplines students will learn about a variety of topics including topics hugely relevant to modern day life such as the human biology, climate change, electricity and everyday chemical reactions.
<b>Assessment</b>	6 exams at the end of the course (two for each Science). Each exam is 1 hour 15 minutes
<b>Additional opportunities</b>	Throughout this course you will focus on knowledge that follows the Science national curriculum and will engage in a wide range of activities including practical's, disciplinary literature, paired work, career focused speakers, group work, trips and presentations.
<b>Skills developed</b>	You develop a wide range of skills in science including, but not limited to, analytical skills, problem solving, practical skills, comprehension skills and the understanding of disciplinary text, communication skills and numerical skills
<b>Progression routes</b>	Studying this course gives students a good foundation for any chosen route in further education, particularly helping students to progress onto science A-Levels, BTECs, T-Levels or apprenticeships. However, the skills obtained are applicable to any further education route.
<b>For more information</b>	Ms C Dawson (c.dawson@alleynes.staffs.sch.uk)



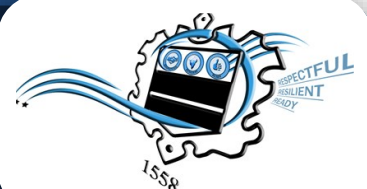
# PSHE/CONNECT/Beliefs and Decisions

All students will continue to follow a programme which is designed to develop their confidence as individuals and as members of the community. The course gives students the opportunity to develop and show qualities which will be valued in the adult society into which they will shortly move e.g. responsibility, reliability, self-discipline, the ability to communicate with others, and show concern for others. Alleyne's Academy is committed to ensuring students develop skills outside of the examined curriculum to help them to become well-rounded citizens. Engagement in the full PSHE/CONNECT programme helps them to achieve this.

A wide variety of topics are dealt with including health, sex education, substance abuse, communication skills, the understanding of and development of relationships, how to study, our place in the community, ways of helping others and citizenship.

PSHE lessons are delivered through the CONNECT programme during tutor time, a series of curriculum days devoted to PSHE/CONNECT, in assemblies and throughout the taught curriculum.

In addition to PSHE and Connect lessons, students will follow the beliefs and decisions' programme over 2 hours per fortnight. This programme investigates how human beings make decisions around moral and ethical behaviour, as well as how they are influenced in making those decisions. Examples of topics covered include genetic engineering, animal rights, and moral decisions in everyday life. Students may have the opportunity to complete work that will result in AQA Unit Awards.



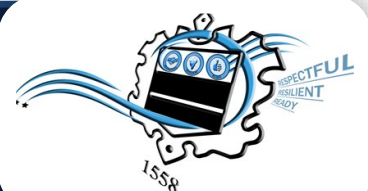
## Games (Core PE)

Core PE focuses on the holistic development of students beyond the classroom. The curriculum is designed to enable students to enhance their physical, social, cognitive, and fitness capabilities by engaging in a diverse range of sports and physical activities that are both challenging and inclusive.

A main objective of Core PE is to instil in students an appreciation for the advantages of engaging in physical activities, emphasising the significance of maintaining physical activity for sustained periods of time. Students are encouraged to be self-driven and acquire essential transferable skills such as resilience, teamwork, communication, leadership, and adaptability. Participation in competitive sports and other activities can help shape character, foster a growth mindset, and embed values like fairness and respect.

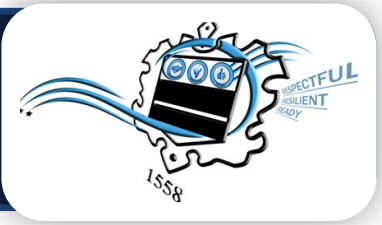
Throughout the academic year, students partake in various activities encompassing both team and individual sports alongside health and fitness. Some activities build upon skills acquired in previous years, while others offer opportunities to explore new interests.

Encouraging students to extend their development, Core PE promotes participation in extracurricular clubs and school teams. The PE department provides a variety of extracurricular clubs during lunchtime and after school. Additionally, students can represent the school in sports by participating in fixtures and competitions as part of school teams.





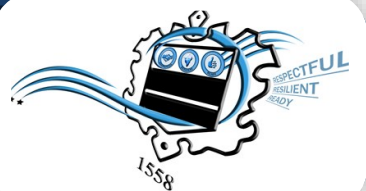
# Extra-Curricular Sport At Alleyne's Academy



# Part 2b

## Course Descriptions

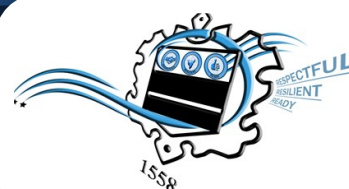
# OPTION SUBJECTS



# Art: Art, Craft and Design

# Qualification: GCSE

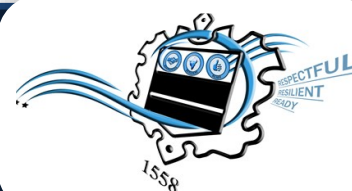
<b>Art and Design</b>	
<b>Specification</b>	AQA Art and Design – Art, Craft and Design
<b>Course Structure</b>	60% Coursework, 40% Controlled Test
<b>Assessment</b>	Portfolio of Coursework produced throughout Year 10 and first term of Year 11 (60%) Controlled Test portfolio produced from the January of Year 11, until the end of the course (40%)
<b>Additional opportunities</b>	The opportunity to develop formal processes in a variety of art disciplines such as; printing, digital art, drawing, painting, photography, graphic design, textiles and montage.
<b>Skills developed</b>	<ul style="list-style-type: none"> <li>-Development of formal and practical artistic skills in a range of art media</li> <li>-Development of conceptual skills alongside the ‘creative process’</li> <li>-Combining traditional and contemporary aspects of art and the wider world, including research into artists, art movements and cultures.</li> <li>-Learning about research subjects / themes, including; popular culture, society, history, environment, religion, current affairs, environment and politics</li> <li>-Exploring and experimenting with a range of art media.</li> <li>-Preparation for future careers in the vast world of Art and Design</li> </ul>
<b>Progression routes</b>	Progression to ‘A’ Level Art, BTEC Art Foundation and Art based degrees such as Fine Art, Graphic Design, Architecture and Web Design, for example.
<b>For more information</b>	Mr S Butler (s.butler@alleynes.staffs.sch.uk)



# Art: Textile Design

# Qualification: GCSE

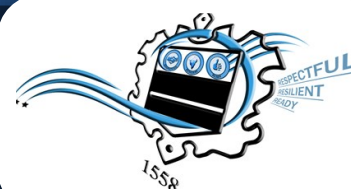
<b>Art: Textile Design</b>	
<b>Specification</b>	Exam Board: Pearson Edexcel - Code: Edexcel 1TE0
<b>Course Structure</b>	Component 1: Personal Portfolio - Coursework Component 2: Externally Set Assignment - Examination
<b>Assessment</b>	<p><b>Assessment:</b>  <b>Component 1: 60% (72 marks) - <a href="#">Personal Portfolio (internally set)</a> – <a href="#">Coursework</a> – internally assessed – externally moderated.</b>  <b>Component 2: 40% (72 marks) - Externally Set Assignment – Examination - internally assessed – externally moderated.</b></p> <p>Grade Awarded: 9-1 GCSE</p>
<b>Additional opportunities</b>	Open evening Art and Design ambassadors. Extra-curricular - Textiles club. Opportunities for extra-curricular – art/design/fashion visits.
<b>Skills developed</b>	<p><b><u>Curriculum Impact:</u></b></p> <p><b>Art and Design – Textile Design course</b> has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector.</p> <p>The creation, selection, manipulation and application of a range of materials such as fibres, yarns and fabrics, and processes such as weaving, stitching and printing to create designs and products.</p> <p>Textile designers work in multi-disciplinary ways to create ideas, materials and techniques for different applications. Textile designers also play an important role in the world of fashion, theatre, performance and retail. Students will also understand that Textile Design practitioners may work within a team environment in a large commercial manufacturing company, on a single aspect of the design or making process or work as freelance practitioners on commissions or self-directed projects.</p> <p>They will need good communication skills in order to liaise with clients and to promote themselves as textiles designers and makers.</p>
<b>Progression routes</b>	Studying this course gives students a good foundation for future opportunities in further education – A Level Art and Design, level 3 Diploma in Textile/fashion and Art courses
<b>For more information</b>	Mrs T Stenson ( <a href="mailto:t.stenson@allevnes.staffs.sch.uk">t.stenson@allevnes.staffs.sch.uk</a> )



# Business

# Qualification: GCSE

<b>Business Studies</b>	
<b>Specification</b>	AQA 9-1 GCSE Business Studies
<b>Course Structure</b>	<p>Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Students develop an understanding of how these contexts impact on business behaviour. The course consists of 6 key topics:</p> <ul style="list-style-type: none"> <li>• <b>Business in the real world</b></li> <li>• <b>Influences on business</b></li> <li>• <b>Business operations</b></li> <li>• <b>Human resources</b></li> <li>• <b>Marketing</b></li> <li>• <b>Finance</b></li> </ul>
<b>Assessment</b>	Externally assessed via two exam papers, each worth 90 marks.
<b>Additional opportunities</b>	Throughout this course you will focus on key business concepts and you will be involved in a variety of activities, such as group discussions, research, paired work, whole class debate, presentations or guest speakers.
<b>Skills developed</b>	You will learn to use business terminology to identify and explain business activity as well as being able to apply business concepts to familiar and unfamiliar contexts. Throughout the course you will also develop problem solving and decision-making skills relevant to business whilst investigating, analysing and evaluating business opportunities and issues.
<b>Progression routes</b>	Studying this course gives students a good foundation for any chosen route in further education, helping students progress onto A-Levels, BTEC Nationals or an apprenticeship.
<b>For more information</b>	Miss C Newnes (c.newnes@alleynes.staffs.sch.uk)

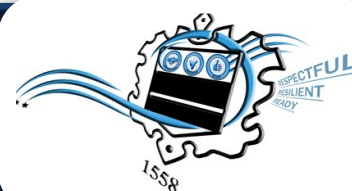


# Economics

# Qualification: GCSE

<b>Economics*</b>	
<b>Specification</b>	Pearson International GCSE
<b>Course Structure</b>	Students will study both microeconomics and macroeconomics to ensure they are receiving a breadth of knowledge. Microeconomics is the study of individual markets. Students will learn about the supply and demand model, as well as business economics. In the microeconomics section, students will look at all the markets combined in a country. They will investigate the UK economy and other countries' economies, as well as looking at the different government objectives relating to GDP, inflation and more. The perfect foundations for budding economists!
<b>Assessment</b>	Externally assessed via two exam papers, which are equally weighted, each 1hr 30 minutes and worth 160 marks in total.
<b>Additional opportunities</b>	Throughout this course students will focus on key economics concepts and will be involved in a variety of activities, such as group discussions, research, paired work, whole class debate, presentations or guest speakers.
<b>Skills developed</b>	Economics opens many doors as it covers key Business concepts as well as enabling students to remain open minded about societal trends and changes. We are aware most of the content is unfamiliar to students at the start so it presents a perfect opportunity to ignite an interest and promote a deeper understanding. The course focusses on mathematical concepts as well as analysis and evaluation, which means students are able to develop their transferrable skills.
<b>Progression routes</b>	Studying this course gives students a good foundation for any chosen route in further education, helping students progress onto A-Level Economics or A-Level Business.
<b>For more information</b>	Miss C Newnes (c.newnes@alleynes.staffs.sch.uk)

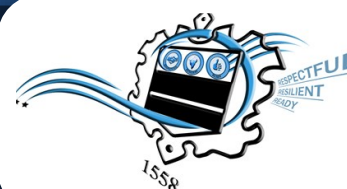
***\*please note: due to the academic rigour of this course, Economics is best suited to those students who are currently in S or L sets in their current Business Enterprise groups.***



# Computer Science

# Qualification: GCSE

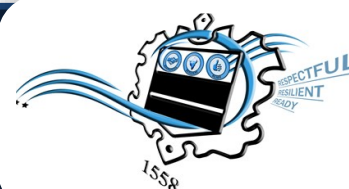
<b>Computer Science</b>	
<b>Specification</b>	OCR GCSE Computer Science
<b>Course Structure</b>	<p>Computer Science focuses on the well-established methodologies of computing, alongside the technological advances which make it such a dynamic subject.</p> <p>The course consists of two papers:</p> <p><b>Paper 1 Computer systems</b></p> <p><b>Paper 2 Computational thinking, algorithms and programming</b></p> <p>Learners will be given the opportunity to undertake programming tasks to solve problems, during their course of study.</p>
<b>Assessment</b>	<p>The two components are compulsory and are externally assessed:</p> <p><b>Paper 1 Computer systems - written paper -50% of total GCSE.</b></p> <p><b>Paper 2 Computational thinking, algorithms and programming- written paper- 50% of total GCSE.</b></p>
<b>Additional opportunities</b>	Learners will think creatively, innovatively, analytically, logically and critically. They will also learn to apply mathematical skills relevant to Computer Science. Learners will also have the opportunity to get involved with class discussions, activities and research into the latest technology and how it impacts our society.
<b>Skills developed</b>	Learners will gain valuable thinking and programming skills that are extremely attractive in the modern workplace and a deep understanding of computational thinking and how to apply it through a chosen programming language. Learners will also understand the components that make up digital systems, and how they communicate with one another and with other systems.
<b>Progression routes</b>	Students might consider progression A Levels as preparation for entry to higher education in a range of subjects such as Maths or Computer Science, BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.
<b>For more information</b>	Mr S Eldershaw (s.eldershaw@alleyne.staffs.sch.uk)



# Design & Technology

# Qualification: GCSE

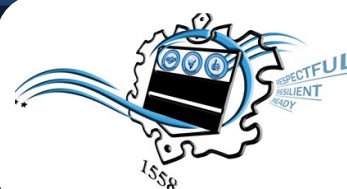
<b>Design and Technology</b>	
<b>Specification</b>	Exam Board & Code: AQA (8552)
<b>Course Structure</b>	<p><b>Component 1:</b> External examination</p> <ul style="list-style-type: none"> <li>Core technical principles</li> <li>Specialist technical principles</li> <li>Designing and making principles</li> </ul> <p><b>Component 2:</b> Non-exam Assessment (NEA) – Coursework Portfolio</p> <ul style="list-style-type: none"> <li>Identifying and investigating design possibilities</li> <li>Producing a design brief and specification</li> <li>Generating design ideas</li> <li>Developing design ideas</li> <li>Realising design ideas</li> <li>Analysing &amp; evaluating</li> </ul>
<b>Assessment</b>	<p><b>Component 1: 50% (100 marks) – Paper 1 (2 hours) – Externally Assessed.</b></p> <p><b>Component 2: 50% (100 marks) – Non-exam Assessment (NEA) – Coursework Portfolio – Internally assessed and externally moderated.</b></p>
<b>Additional opportunities</b>	<p>Open evening Design and Technology ambassadors.</p> <p>Extra-curricular – Design and Technology club.</p> <p>Opportunities for extra-curricular - STEM Club</p>
<b>Skills developed</b>	<p>This course has been designed to develop in learners the knowledge and understanding:</p> <p>The creation, selection, manipulation and application of a range of materials such as; papers and boards, timbers, metals, polymers, textiles and electronic and mechanical systems.</p> <p>Designers work in multi-disciplinary ways to create ideas, materials and techniques for different applications.</p> <p>Designers also play an important role in the world of technological advances, fashion trends, graphic design and engineering developments.</p> <p>Students will also understand that designers may work within a team environment in a large commercial manufacturing company, on a single aspect of the design or making process or work as freelance practitioners on commissions or self-directed projects.</p> <p>They will need good communication skills in order to liaise with clients and to promote themselves as designers or engineers.</p>
<b>Progression routes</b>	<p>Studying this course gives students a good foundation for future opportunities in further education or subject related apprenticeships in a wide range of specialisms, such as:</p> <ul style="list-style-type: none"> <li>Engineering;</li> <li>Architecture;</li> <li>Information Technology;</li> <li>Computer Science;</li> <li>Construction/Carpentry/Joinery;</li> <li>Food Manufacturing Industry;</li> <li>Product Design;</li> <li>and more.</li> </ul>
<b>For more information</b>	Mrs T Stenson ( <a href="mailto:t.stenson@alleynes.staffs.sch.uk">t.stenson@alleynes.staffs.sch.uk</a> )



# Drama

# Qualification: GCSE

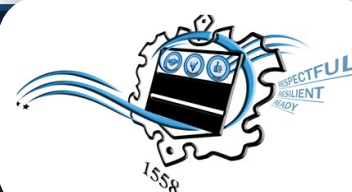
<b>Drama (GCSE)</b>	
<b>Specification</b>	AQA
<b>Course Structure</b>	<p>Component 1: Understanding Drama – A study of a set play and analysis of a live theatre production</p> <p>Component 2: Devising Drama – Research, collaboration, devising, performing and reviewing</p> <p>Component 3: Texts in practice - Interpretation and performing of a script</p>
<b>Assessment</b>	<p>Component 1: 1hr 45-minute written paper (40% of GCSE) <b>Externally assessed</b></p> <p>Component 2: Devising log &amp; Devised performance (40% of GCSE) <b>Internally assessed</b> – <i>marked by the teacher and moderated by the AQA</i></p> <p>Component: Performance of 2 extracts (20% of GCSE) <b>External examination visit</b></p>
<b>Additional opportunities</b>	<p>This GCSE gives students the opportunity to develop their:</p> <ul style="list-style-type: none"> <li>• <b>Problem solving skills</b></li> <li>• <b>Planning</b></li> <li>• <b>Interpersonal skills</b></li> <li>• <b>Working towards a deadline in a timely manner</b></li> <li>• <b>Self-led rehearsal time</b></li> <li>• <b>Development of writing skills and in-depth knowledge</b></li> </ul>
<b>Skills developed</b>	<ul style="list-style-type: none"> <li>• You will develop your confidence and presentation skills ready to compete in a competitive 21<sup>st</sup> Century workplace</li> <li>• This subject develops vital skills which are essential and looked on favourably by a range of career pathways from theatre, journalism, management, human resources, law and teaching</li> <li>• During this GCSE you'll wear many 'hats' as a director, performer and designer</li> <li>• You will have the opportunity to work both independently and as part of a group</li> <li>• There is a balance between written work and practical assessment</li> </ul>
<b>Progression routes</b>	Taking GCSE Drama can lead students for any route into further education, as it gives them an all-round experience of the expectations required within further education additionally helping them progress to either A-levels or other vocational courses smoothly with these transferable skills.
<b>For more information</b>	Miss D Palmer ( <a href="mailto:d.palmer@alleynes.staffs.sch.uk">d.palmer@alleynes.staffs.sch.uk</a> )



# French

# Qualification: GCSE

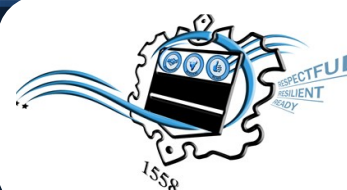
<b>French</b>	
<b>Specification</b>	AQA GCSE
<b>Course Structure</b>	<p>Our students will have the opportunity to develop their French language skills to their full potential, equipping them with knowledge and confidence they can use both in and outside of the classroom. The course also explores and encourages the culture of the wider French-speaking world and consists of 3 key themes:</p> <p><b>Theme 1: People and lifestyle</b></p> <p><b>Theme 2: Popular culture</b></p> <p><b>Theme 3: Communication and the world around us</b></p>
<b>Assessment</b>	<p>This qualification is linear which means that students will sit all their exams at the end of the course.</p> <p>Each paper represents 25% of GCSE (paper 1: listening; paper 2: speaking; paper 3: reading; paper 4: writing)</p> <p>GCSE French has a Foundation tier (grades 1–5) and a Higher tier (grades 4–9)</p>
<b>Additional opportunities</b>	<p>The course will also give the opportunity to travel to France and if desired to engage with a French student via emails. They can become Language Ambassadors. Students will also be involved in various activities in lessons such as role-plays, group work, internet research, whole class debate and more. Students will also join in webinars to appreciate how foreign languages can inspire their professional career.</p>
<b>Skills developed</b>	<p>You will develop language skills: listening, speaking, reading and writing. In addition, you will learn to translate from French to English and English to French and to apply grammatical rules. You will learn to describe photos and engage in small conversations in French. You will increase your decision-making skills and become more confident.</p>
<b>Progression routes</b>	<p>studying this course gives students an excellent start to A-Level courses or apprenticeships and further education.</p> <p>French will open access to careers in law, international relationships, business, translation, teaching and many more.</p> <p>It also gives the opportunity to students to start another foreign language at university. It certainly provides an advantage for job interviews as linguists feel more confident, have an increased cultural awareness, have a better understanding of their mother tongue and they become global</p>
<b>For more information</b>	Mrs V Durand (v.durand@alleynes.staffs.sch.uk)



# Geography

# Qualification: GCSE

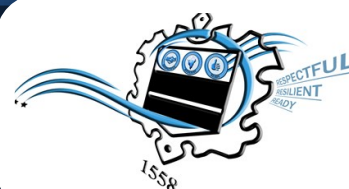
<b>Geography</b>	
<b>Specification</b>	AQA
<b>Course Structure</b>	<p>The subject content is split into four units: 3.1 Living with the physical environment, 3.2 Challenges in the human environment, 3.3 Geographical applications and 3.4 Geographical skills.</p> <p>3.1 Living with the physical environment 3.2 Challenges in the human environment 3.3 Geographical applications 3.4 Geographical skills</p>
<b>Assessment</b>	<p><b>Paper 1: Living with the physical environment</b> What's assessed 3.1.1 The challenge of natural hazards, 3.1.2 The living world, 3.1.3 Physical landscapes in the UK, 3.4 Geographical skills How it's assessed: Written exam: 1 hour 30 minutes 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG)) 35% of GCSE</p> <p><b>Paper 2: Challenges in the human environment</b> 3.2.1 Urban issues and challenges, 3.2.2 The changing economic world, 3.2.3 The challenge of resource management, 3.4 Geographical skills How it's assessed: Written exam: 1 hour 30 minutes 88 marks (including 3 marks for SPaG) 35% of GCSE</p> <p><b>Paper 3: Geographical applications</b> 3.3.1 Issue evaluation, 3.3.2 Fieldwork, 3.4 Geographical skills How it's assessed: Written exam: 1 hour 30 minutes 76 marks (including 6 marks for SPaG) 30% of GCSE Pre-release resources booklet made available 12 weeks before Paper 3 exam</p>
<b>Additional opportunities</b>	<p>Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.</p> <p>Students will be required to participate in fieldwork outside the classroom as part of the preparation for paper 3.</p>
<b>Skills developed</b>	<p>Studying Geography helps students to:</p> <ul style="list-style-type: none"> <li><b>identify questions and sequences of enquiry.</b></li> <li><b>write descriptively, analytically and critically.</b></li> <li><b>communicate their ideas effectively.</b></li> <li><b>develop an extended written argument.</b></li> <li><b>draw well-evidenced and informed conclusions about geographical questions and issues</b></li> </ul>
<b>Progression routes</b>	<p>Studying this course gives students a good foundation for any chosen route in further education. The map and locational skills learnt in Geography will be helpful in careers including: pilots, armed forces, travel agents and journalists. Learning from physical geography links strongly with careers in environmental science, hazard management, weather forecasting and landscape gardening.</p>
<b>For more information</b>	Mrs M Rushton-Fox ( <a href="mailto:m.rushton-fox@alleynes.staffs.sch.uk">m.rushton-fox@alleynes.staffs.sch.uk</a> )



# Health and Social Care

## Qualification: Technical Award

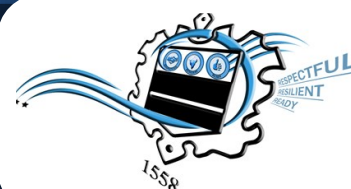
<b>Health and Social Care</b>	
<b>Specification</b>	Pearson Tech Award: Health and Social Care
<b>Course Structure</b>	<p>The course encourages students to explore the development of individuals across the life stages, from birth to late adulthood. Throughout students establish an understanding of the factors affecting health and well being and are able to explore different professionals that would meet individual needs. Students will explore these themes through 3 components:</p> <p style="text-align: center;"><b>Human Lifespan and Development</b> <b>Health and Social Care Services and Values</b> <b>Health and Wellbeing</b></p>
<b>Assessment</b>	<p>Component 1 (30%) and 2 (30%) are internally assessed as open book 6-hour tasks each.</p> <p>Component 3 (40%) is externally assessed 2-hour examination</p>
<b>Additional opportunities</b>	Throughout the course you will focus on understanding the different life stages and factors that may impact someone's development at any given time. You will be involved in a variety of activities such as research tasks, group and paired work, presentations, class discussions and NHS guest speakers.
<b>Skills developed</b>	You will develop interpersonal and communication skills throughout the course, such as ability to assess and recognise different needs from case studies and develop a greater understanding of the different care professionals available.
<b>Progression routes</b>	Studying this course gives students good foundational knowledge of the human lifespan and the differing careers within the NHS. This will help students progress onto further education, BTEC nationals, A-Levels or an apprenticeship.
<b>For more information</b>	Miss M Dawson (m.dawson@alleynes.staffs.sch.uk)



# History

# Qualification: GCSE

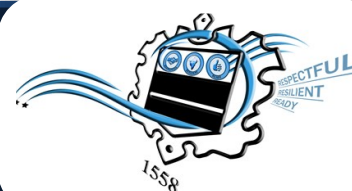
<b>History</b>	
<b>Specification</b>	AQA GCSE History
<b>Course Structure</b>	<p>Students study four equally weighted topics:</p> <p>World War One: Conflict and Tension 1894-1918          America 1920-1973          Britain: Health and the People c1000-Present Day          Elizabethan England c1568-1603</p>
<b>Assessment</b>	<p><b>Students sit two exam papers</b></p> <p><b>Paper 1 – WWI and USA</b>  <b>Paper 2 – Health and Elizabeth</b></p>
<b>Additional opportunities</b>	In Year 10, students have the opportunity to visit the WWI Battlefields in France and Belgium (places are limited; there is not a guaranteed place for every student).
<b>Skills developed</b>	Students will develop skills of source analysis. They will also be supported in writing extended answers and essays. They will be taught how to use evidence to support their arguments and how to reach judgements. Revision techniques will also be discussed.
<b>Progression routes</b>	<p>The analytical and written skills developed will support students as they progress on to A Levels or other Sixth Form qualifications.</p> <p>Studying History can be an excellent foundation for law, journalism, politics, media and more traditionally historical professions, such as museum work.</p>
<b>For more information</b>	Mrs J Davies (j.davies@alleynes.staffs.sch.uk)



# Hospitality and Catering

## Qualification: Technical Award

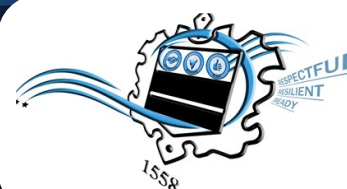
<b>Hospitality and Catering</b>	
<b>Specification</b>	The WJEC Level 1/2 Vocational Award in Hospitality and Catering
<b>Course Structure</b>	Unit 1 - The Hospitality and Catering Industry – External Examination 40% of final grade Unit 2 - Hospitality and Catering in Action – Coursework 60% of final grade
<b>Assessment</b>	<b>Unit 1 - The Hospitality and Catering Industry – completed in Year 11 – externally assessed examination.</b> <b>Unit 2 - Hospitality and Catering in Action – Completed in Year 10 – internally assessed coursework.</b> <b>Learners must complete both units to pass the course.</b> <b>Grading: Vocational Awards are awarded: Level 2 Distinction*, Level 2 Distinction, Level 2 Merit, Level 2 Pass, Level 1 Distinction*, Level 1 Distinction, Level 1 Merit, Level 1 Pass.</b>
<b>Additional opportunities</b>	Macmillan – charity fund raiser – student bake off. Stone food and Drink Festival – Independent visit. DofE Celebration evening – student catering event. Lunchtime Revision/coursework Club. Expert external visitors – Catering related events – career events. Stafford College Catering Taster Days – career events.
<b>Skills developed</b>	This course has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they must consider to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication, teamwork and collaboration.
<b>Progression routes</b>	Studying this course gives students a good foundation for future opportunities in further education – Level 1, 2 and 3 Diplomas in Hospitality and Catering related courses and Apprenticeships.
<b>For more information</b>	Mrs T Stenson ( <a href="mailto:t.stenson@alleynes.staffs.sch.uk">t.stenson@alleynes.staffs.sch.uk</a> )



# Information Technology (IT)

## Qualification: Technical Award

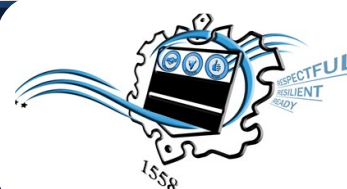
IT	
<b>Specification</b>	BTEC Tech Awards Digital Information Technology (2022)
<b>Course Structure</b>	The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. The course consists of 3 components: <ul style="list-style-type: none"> <li>• <b>Exploring User Interface Design Principles and Project Planning Techniques (Internally assessed)</b></li> <li>• <b>Collecting, Presenting and Interpreting Data (Internally assessed)</b></li> <li>• <b>Effective Digital Working Practices (External exam)</b></li> </ul>
<b>Assessment</b>	Component 1 and 2 are Non-exam internal assessments delivered through Pearson-set Assignments. Each worth 30% of the overall qualification. Component 3 is an external assessment worth 40%.
<b>Additional opportunities</b>	Learners will be able to get involved with class discussions, group activities and research about the latest technology in the news. The modern world expects digital skills to be as important as English and maths. Having both technical skills and business understanding is the key to success.
<b>Skills developed</b>	Development of key skills such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data. Project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.
<b>Progression routes</b>	Students might consider progression A Levels as preparation for entry to higher education in a range of subjects, BTEC National in IT, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the digital sector.
<b>For more information</b>	Mr S Eldershaw (e.eldershaw@alleynes.staffs.sch.uk)



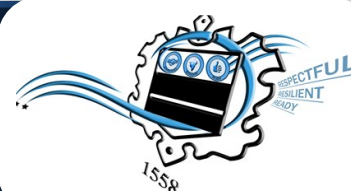
# Music

# Qualification: GCSE

<b>Music</b>	
<b>Specification</b>	EDUQAS GCSE Music
<b>Course Structure</b>	60% Coursework, 40% Appraising
<b>Assessment</b>	<b>15% Solo Performance</b> <b>15% Ensemble Performance</b> <b>15% Free Composition</b> <b>15% Brief Composition</b>
<b>Additional opportunities</b>	Additional opportunities – School shows, lunchtime concerts, after school concerts and community events
<b>Skills developed</b>	<ul style="list-style-type: none"> <li>• <b>Performance skills</b></li> <li>• <b>Composition skills</b></li> <li>• <b>Music appraisal skills</b></li> <li>• <b>Ensemble skills</b></li> <li>• <b>Music Technology</b></li> </ul>
<b>Progression routes</b>	Progression – A Level Music, BTEC Music /Sound, Performing Arts and Music Degree
<b>For more information</b>	Mrs C Evans (c.evans@alleynes.staffs.sch.uk)



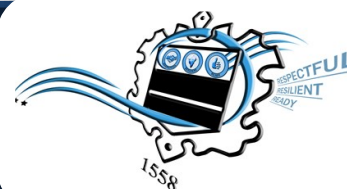
<b>Specification</b>	BTEC TECH AWARD in Sport
<b>Course Structure</b>	<p>The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the sport sector, and specialist skills such as analysis, leadership, and teaching and communication at Levels 1 and 2.</p> <p>The course is split into the following 3 components:  <b>Component 1: Preparing Participants to Take Part in Sport and Physical Activity</b>  <b>Component 2: Taking Part and Improving Other Participants Sporting Performance</b>  <b>Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity</b></p>
<b>Assessment</b>	<p>Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. Component 3   the external assessment is based on a written assessment that require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.</p> <p><b>Component 1 – 5 supervised hours – 60 marks</b>  <b>Component 2 – 4 supervised hours – 60 marks</b>  <b>Component 3 – 1.5 hours exam – 60 marks</b></p>
<b>Additional opportunities</b>	Throughout this course you will focus on a variety of key concepts in physical education. Lessons will be delivered through a variety of activities such as group work, individual research, guest speakers, debates and educational visits/ fixtures.
<b>Skills developed</b>	<p>The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:</p> <ul style="list-style-type: none"> <li>● investigating provisions for sport including equipment and facilities to enhance sport</li> <li>● planning and delivery of sport drills and sessions</li> <li>● fitness for sport including fitness testing and methodology.</li> </ul>
<b>Progression routes</b>	Studying this course provides students with the skills and knowledge necessary to progress onto any chosen health or sport related route in further education such as A-levels and BTEC Nationals.
<b>For more information</b>	Miss C Eyre (c.eyre@alleynes.staffs.sch.uk)



# Physical Education

# Qualification: GCSE

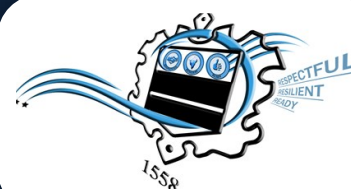
<b>Specification</b>	AQA GCSE PE
<b>Course Structure</b>	<p>The course consists of two exam papers, practical performance and written coursework. The following topics are covered:</p> <ul style="list-style-type: none"> <li>• <b>Applied anatomy and physiology</b></li> <li>• <b>Movement analysis</b></li> <li>• <b>Physical training</b></li> <li>• <b>Use of data</b></li> <li>• <b>Sports psychology</b></li> <li>• <b>Socio-cultural influences</b></li> <li>• <b>Health, fitness and well-being</b></li> <li>• <b>Use of data</b></li> <li>• <b>Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</b></li> </ul> <p>Analysis and evaluation of performance to bring about improvement in one activity.</p>
<b>Assessment</b>	<p>Paper 1 – The human body and movement and physical activity in sport</p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 78 marks</li> </ul> <p>30% of GCSE</p> <p>Paper 2 – Socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> <li>• Written exam: 1 hour 15 minutes</li> <li>• 78 marks</li> </ul> <p>30% of GCSE</p> <p>NEA (practical) – Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).</p> <ul style="list-style-type: none"> <li>• Assessed by teachers</li> <li>• Moderated by AQA</li> <li>• 75 marks</li> </ul> <p>30% of GCSE</p> <p>NEA (Written) - Analysis and evaluation of performance to bring about improvement in one activity.</p> <ul style="list-style-type: none"> <li>• Assessed by teachers</li> <li>• Moderated by AQA</li> <li>• 25 marks</li> </ul> <p>10% of GCSE</p>
<b>Additional opportunities</b>	Throughout this course you will focus on a variety of key concepts in physical education. Lessons will be delivered through a variety of activities such as group work, individual research, guest speakers, debates and educational visits/ fixtures.
<b>Skills developed</b>	Students will be able to show a deeper knowledge of how (their) performance in physical activity is influenced by the physiological topics covered. They will develop the ability to gain an advantage over opponents when in competitive situations. Students will also understand how sport is influenced by a range of socio-cultural factors
<b>Progression routes</b>	Studying this course provides students with the skills and knowledge necessary to progress onto any chosen health or sport related route in further education such as A-levels and BTEC Nationals.
<b>For more information</b>	Miss C Eyre (c.eyre@alleynes.staffs.sch.uk)



## RE

## Qualification: GCSE

<b>Religious Studies</b>	
<b>Specification</b>	Eduqas Route A
<b>Course Structure</b>	Students will study 3 components; Christianity, Islam and Philosophy and Ethics over the 3 years of the course.
<b>Assessment</b>	Students will take 3 examinations at the end of year 11. The Philosophy paper will be 2 hours long and students will answer 4 compulsory questions. The Christianity and Islam papers will be 1 hour each and students will answer 2 compulsory questions.
<b>Additional opportunities</b>	Religious studies at GCSE challenges students with questions about belief, values, meaning, purpose and truth. Students will learn an appreciation of how religion, philosophy and ethics form the basis of our culture.
<b>Skills developed</b>	Students will develop analytical and critical thinking skills which are transferable to many other subjects, especially English. Students will develop their understanding of a range of cultures and beliefs which are important in leadership.
<b>Progression routes</b>	Religious Studies A level is available in the sixth form.
<b>For more information</b>	Mrs R Umerah (r.umerah@alynes.staffs.sch.uk)

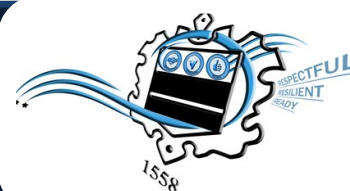


# Triple Science

# Qualification: GCSE

<b>Triple Science</b>	
<b>Specification</b>	AQA GCSE Biology, AQA GCSE Chemistry, AQA GCSE Physics
<b>Course Structure</b>	This course is an exciting opportunity for a deeper and wider understanding of the three main scientific disciplines, Biology, Chemistry and Physics. Triple Science is ideal for students potentially wanting to pursue Science at a higher level or who are just fascinated about how the world around us works.
<b>Assessment</b>	6 exams at the end of the course (two for each Science). Each exam is 1 hour 45 minutes
<b>Additional opportunities</b>	Throughout this course you will focus on knowledge beyond that of the Science national curriculum and will engage in a wide range of activities including practical's, paired work, disciplinary literature, guest speakers, group work, trips and presentations.
<b>Skills developed</b>	You develop a wide range of skills in science including, but not limited to, analytical skills, problem solving, practical skills, comprehension skills and the understanding disciplinary text, communication skills and numerical skills
<b>Progression routes</b>	Studying this course gives students a good foundation for any chosen route in further education, particularly helping students to progress onto science A-Levels, BTECs, T-Levels or apprenticeships. However, the skills obtained are applicable to any further education route.
<b>For more information</b>	Ms C Dawson (c.dawson@alleynes.staffs.sch.uk)

***\*please note due to the academic rigour of this course it is only suitable for students who are currently in top set (9L/ScW or 9G/ScM) and achieving Mastery in their Year 9 assessments.***



# Contacts

If there is anything that you do not understand at any stage during your option choice decision-making then get in touch and discuss your problem with the most suitable person from the following:

## Queries about overall choice and/or subject combinations:

Mr S Eldershaw (Senior Assistant Headteacher, Options & Timetable)  
s.eldershaw@alleynes.staffs.sch.uk

## Queries about the effects of your choice on Post-16 courses and further education possibilities:

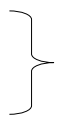
Mr R Haydon (Senior Assistant Headteacher Responsible for 6th Form)  
r.haydon@alleynes.staffs.sch.uk

## Queries about Careers:

Mrs G Douglas (Careers) (g.douglas@alleynes.staffs.sch.uk)

## Queries about individual subjects:

Art: Craft & Design  
Drama  
Music



Mr S Butler

s.butler@alleynes.staffs.sch.uk

Business subjects  
Economics



Miss C Newnes

c.newnes@alleynes.staffs.sch.uk

Computer Science  
IT



Mr S Eldershaw

s.eldershaw@alleynes.staffs.sch.uk

Design & Technology  
Art: Textile Design  
Hospitality & Catering



Mrs T Stenson

t.stenson@alleynes.staffs.sch.uk

English  
French  
Geography  
Health and Social Care  
RE/PSHE/Beliefs & Decisions  
History  
Mathematics  
PE/Sport  
Science

Mrs R Rutter

r.rutter@alleynes.staffs.sch.uk

Mrs V Durand

v.durand@alleynes.staffs.sch.uk

Mrs M Rushton-Fox

m.rushton-fox@alleynes.staffs.sch.uk

Miss M Dawson

m.dawson@alleynes.staffs.sch.uk

Mrs R Umerah

r.umerah@alleynes.staffs.sch.uk

Mrs J Davies

j.davies@alleynes.staffs.sch.uk

Mr C Whalley

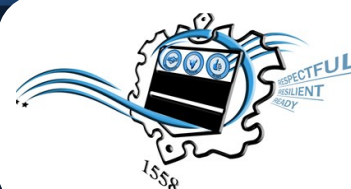
c.whalley@alleynes.staffs.sch.uk

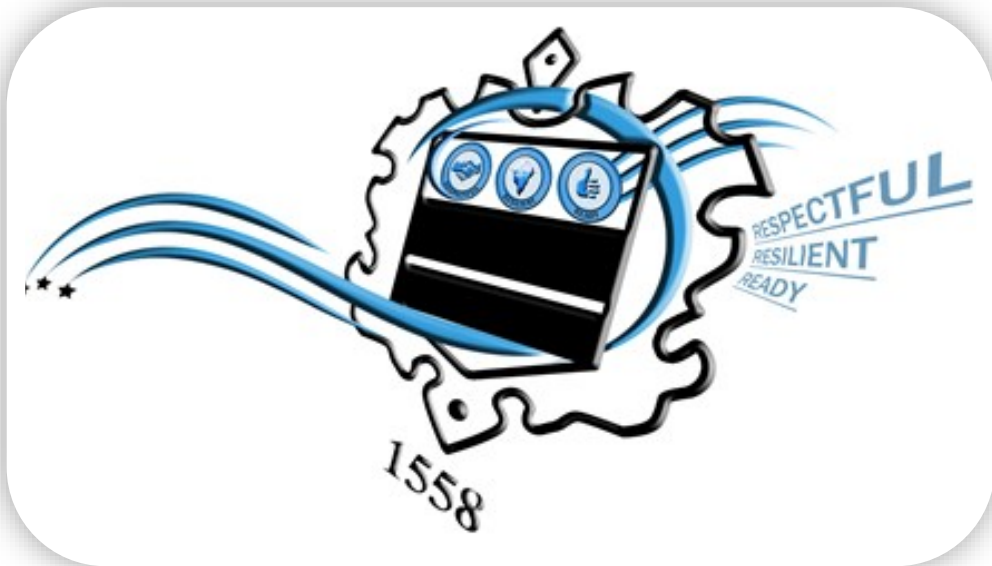
Miss C Eyre

c.eyre@alleynes.staffs.sch.uk

Ms C Dawson

c.dawson@alleynes.staffs.sch.uk





**Thank you**