



2020/22

KS4 Options

Information, Guidance and Courses.



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INTRODUCTION

Dear Student

In September you will begin Key Stage 4 of the National Curriculum which will lead to your GCSE examinations in up to nine subjects in the summer of 2022.

To be well educated and prepared to meet the challenges of the future you will need to continue to study a broad range of subjects. It is also important that you are able to make some subject choices to meet your own needs, interests and career aspirations whilst following a curriculum which is valued by all future employers.

This booklet is designed to help you make these choices. It gives a brief outline of each subject.

As a school, we believe that all our students should study a curriculum which ensures you are enabled to achieve success in a very competitive future world. A broad and balanced examination curriculum includes the study of English language and English literature, mathematics, science and physical education.

When choosing your options, the most important thing is to select subjects which you enjoy and really want to study. Also think about what you are good at and, if you have an idea of what you might want to do in the future then consider this. There may be specific subjects or subject combinations that some universities prefer for particular degree courses. Speak to your parents, talk to your form tutor and ask individual subject teachers for their advice and then work out what is best for you.

Whatever your choices, you will have to work hard over the next two years to make sure that you achieve the very best grades. I am confident that you will be successful.

Yours sincerely

Mrs Charlotte Badarello
Deputy Headteacher

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THE MENU OF SUBJECTS AT KEY STAGE 4

Year 9 students will soon come to the end of Key Stage 3 and move into Key Stage 4 of the National Curriculum. The purpose of this booklet is to provide brief information about the courses available in Years 10 and 11. The following subjects will form the examined Core Curriculum and will be available to all students.

| | |
|--------------------|------|
| English Language | GCSE |
| English Literature | GCSE |
| Mathematics | GCSE |
| Science | GCSE |

In addition to this Core Curriculum, you will have the opportunity to participate in Physical Education. You will also study PSHE (Personal, Social and Health Education) which will enable you to develop the knowledge, skills and attributes they need to keep healthy and safe, and prepare for life and work in modern Britain. There will be dedicated curriculum time for some students to develop their literacy skills. Furthermore you will have the opportunity to choose three other subjects that compliment you and your ability.

The aim of the Key Stage 4 curriculum is to provide the opportunity for a broad, relevant and balanced education, whilst maintaining as much individual choice as possible. This balance should ensure that a full range of career choices is open to you in the future. Employers will look for a basic education which will enable young people to develop flexibility and adaptability; essential qualities in today's fast changing world.

A wise choice, taken after consultation with parents, subject teachers, Heads of Departments, Form Tutors and finally, with a member of the Leadership Team, will result in a course which is tailored to a student's individual needs and aptitude.

Whilst all attempts will be made to accommodate preferences and to run the courses as published, these cannot be guaranteed.

CHANGES TO QUALIFICATIONS

The government has introduced a number of changes to the GCSE qualification. There are significant changes to the structure in most subjects with an increased focus on assessment at the end of the qualification. In many subjects the requirement for coursework or Controlled Assessment has been removed.

The most significant change concerns the grades you will receive in the summer of 2022. You will no longer receive a letter but a numerical grade between 9 – 1, where 9 is the highest grade. Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. Approximately the same proportion of students will achieve a grade 7 and above as achieve an A and above. The bottom of grade 1 will be aligned with the bottom of grade G. The top 20% of those who get grade 7 or above will get a grade 9 – the very highest performers.

Grade 5 is referred to as a “strong pass” and is the standard expected by colleges and employers. This result is positioned on the top third of the marks for the current grade C and bottom third of the marks for the current grade B. This will mean it will be of greater demand than the current grade C.

The new grading system does not apply simply, but a rough equivalence is shown below:

| New 9-1 GRADE SYSTEM | OLD A*-G GRADE SYSTEM |
|----------------------|-----------------------|
| 9 | A* |
| 8 | A*/A |
| 7 | A |
| 6 | B |
| 5 | B/C |
| 4 | C |
| 3 | D/E |
| 2 | E/F |
| 1 | F/G |

Details of all GCSE and vocational syllabuses can be found on the following websites:

www.aqa.org.uk

www.qualifications.pearson.com

www.ocr.org.uk

www.edugas.co.uk

www.ncfe.org.uk

www.vtct.org.uk



ADVICE

You must be prepared to ask for help and further information when making any decisions. The following members of staff may be consulted:

| | |
|--------------------|-------------------|
| Subject Teacher | As appropriate |
| Tutor | As appropriate |
| Deputy Headteacher | Mrs C Badarello |
| Pastoral Mentor | Miss S Stamp |
| SEN Coordinator | Mrs L Stevens |
| Head of ASD unit | Dr C Kafka-Markey |

Key Dates:

Tuesday 4th February

Students attend an assembly on the options process with Mrs Badarello.

Tuesday 4th February – Year 9 Options Evening Information

All parents/carers will be invited to an evening presented by the Headteacher, Mrs J Halliday and Deputy Headteacher, Mrs C Badarello on the importance of the options at Key Stage 4 and the process involved. All subjects offered at Key Stage 4 will have display boards and information for parents and students.

Wednesday 5th February

Students attend an assembly to learn about new subjects offered at GCSE.

24th – 28th February

Students will have the opportunity to investigate future career choices by using the “Careers” software during tutor time. They should then link this information to their subject choices.

Thursday 5th March – Year 9 Parents’ Evening.

This evening is an opportunity to discuss academic progress with class teachers. This is an important piece of feedback to help inform your decisions.

Week commencing 16th March we will be inviting all students and parents to meet with a member of the Leadership Team to discuss their options and confirm choices.

Following this process, parents will be advised around Easter time if, for any reason, choices cannot be met.

KEY STAGE 4 OPTION CHOICES

You will all study the Core Curriculum: The Core Curriculum is made up of subjects which are compulsory for all students. These are: English Language, English Literature, Mathematics, PE, Science and PSHE.

Science is either Triple Science or Double Science. Triple Science is the study of Physics, Chemistry and Biology and would result in 3 separate GCSE qualifications. Double Science is made up of both Core and Additional Science and is worth 2 GCSE's. Teachers will determine which science pathway is the most suitable for individual students to follow.

If you study Triple Science you can still choose 3 option subjects and do not need to include Triple Science as being one of these. To give you the additional time required for 3 GCSE qualifications we will adjust the time you spend in PE and PSHE.

Exemplar time allocation by subject for 2 week timetable (50 hours)

Triple Science:

| Subject | English | Maths | Triple Science | PE | PSHE | Option 1 | Option 2 | Option 3 |
|-----------|---------|-------|----------------|----|------|----------|----------|----------|
| No. hours | 9 | 8 | 12 | 2 | 1 | 6 | 6 | 6 |

Combined Science:

| Subject | English | Maths | Science | PE | PSHE | Literacy support | Option 1 | Option 2 | Option 3 |
|-----------|---------|-------|---------|----|------|------------------|----------|----------|----------|
| No. hours | 9 | 8 | 9 | 4 | 1 | 1 | 6 | 6 | 6 |

The English Baccalaureate (EBacc)

The Ebacc curriculum is made up of the subjects that may open more doors to higher education. By following this curriculum pathway you will not receive an additional qualification, but may be better placed when considering applying to university. The ability to speak a foreign language is a key skill that is highly sought after in the international world we now live in.

To achieve the Ebacc you will need to study the Core Curriculum and additionally study History or Geography and French.

Please refer to this option booklet for details of all courses. You must ensure that your reserve choice is a subject you would like to do because it will be used automatically if there are clashes in your choices.

We will endeavour to run all courses listed. We will make every effort to meet student preferences however this cannot be guaranteed.



All students are strongly encouraged to choose an appropriate mix of subjects.

| |
|---|
| GCSE Art & Design – Fine Art |
| GCSE Business Studies |
| GCSE Computer Science |
| GCSE Dance |
| GCSE Drama* |
| GCSE French |
| GCSE Geography |
| GCSE History |
| GCSE Music |
| Performing Arts Level 1/2 Technical Award* |
| GCSE Photography |
| GCSE Physical Education |
| GCSE Religious Studies |
| GCSE Art & Design - Textiles |
| GCSE Art & Design - Three Dimensional Design |
| *Students cannot select both subjects in their option choices |

There is no form to complete for your options. Instead we would like you to go through your choices when you meet with a member of the Leadership Team. This will ensure that you have chosen the best combination of options to enable you to make the best possible career decisions in year 11.

TIMELINE

| | |
|--|---|
| Tuesday 4th February 2020 | Options Assembly |
| Tuesday 4th February 2020 | Year 9 Options evening & talk |
| Wednesday 5th February 2020 | New Subjects Assembly |
| Week commencing 24th February 2020 | Use of careers software during tutor time |
| Thursday 5th March 2020 | Year 9 Parents' Evening |
| Week commencing 16th March 2020 | Meet with member of Leadership Team |
| May 2020 | Options confirmed |



GUIDANCE

Detailed information on each subject is given later in this booklet. Please examine the information about each subject before making your decision.

Your choices of subject preferences are an individual one, but take note of the following advice.

- DO** examine your latest report and consult with teachers at parents' evening.
- DO** find out as much as possible about what you will learn in all courses.
- DO** consider how much progress you have made in this subject previously.
- DO** take into account how interesting and enjoyable the subject has been to you.
- DO** consider whether the subject is necessary for any proposed further education course or Career.
- DO** take advice from teachers about the suitability of the course.
- DO** seek advice from a variety of sources: parents, older students and form tutors. If you do not know something, ask.
- DO** consider subjects you think will motivate and inspire you to learn.

Poor reasons for choosing a subject inevitably lead to problems later on:

- DO NOT** choose a subject because a friend is choosing it; you may not end up in the same group.
- DO NOT** choose a subject because it appears to be an easy option.
- DO NOT** choose a subject because it seems new and interesting, before obtaining full details about all that the course involves.
- DO NOT** choose a subject because of a particular teacher, he/she may not be teaching the subject at KS4.
- DO NOT** worry if you cannot take all the subjects you would like to study; many subjects can be taken up later at Sixth Form.





TIPS AND STUDY SKILLS FOR ENGLISH GCSE

- Every student will take two GCSEs in English: English Language and English Literature.
- Every student will also need to complete a Spoken Language assessment; this consists of an individual speech of around 5 minutes, followed by a series of questions. This is a compulsory part of their English Language GCSE.
- There is an increased weighting on spelling, punctuation and grammar, so it is really important that students spend time looking back over their marked work and learning the spellings that they have got wrong. There are many useful online resources, particularly on the BBC Skillswise website www.bbc.co.uk/skillswise/0/, which students can use to practise spellings and basic punctuation skills.
- To support the students' study of English Literature, it is really useful for them to have their own copy of each of the set texts so that students can make their own notes and have access to the texts as home. Exam boards recommend that students should read each text multiple times before they take the exam on the text. The English department will contact parents in advance of the students needing the books with the details of which copies would be most helpful to buy. If you are, for any reason, unable to purchase the copies please let us know and we will support where we can.
- The English department will run regular GCSE drop in sessions to support students' understanding of the different topics in advance of their final exams.
- At the end of each unit, students will do an exam-style question as an assessment, to gauge how they are progressing in English.

TIPS AND STUDY SKILLS FOR MATHS AND SCIENCE GCSE

Maths

Assessment:

- 3 Examinations at the end of the 2 year course
- Each examination is 90 minutes long
- 1 – Non-calculator
- 2 – Calculator

What can students expect from the course?

- Regular homework linked to the scheme of work
- Online access to revision aids
- Past Paper booklets
- Key Stage 4 drop in sessions
- Key assessments

What can parents do to help?

Make sure your child has the necessary equipment:

- Scientific Calculator
- A pair of metal Compasses
- Protractor
- Ruler
- A good supply of pens and pencils

Check their equipment at regular intervals – sometimes it goes walkabout!

Support Available:

<https://vle.mathswatch.co.uk/vle/>

MathsWatch is a complete online maths platform with videos, online assessments, feedback tools, independent learning, printable worksheets and much more to help develop students' mathematical skills.

Log-in: student initial and surname (no space) @thealegreen (e.g. tsmith@thealegreen) Password: 'changeme'.

- www.corbettmaths.com/
Corbett Maths has a series of videos which work through examples in each topic area. There is also a wealth of practice exam questions for students to use alongside. No log-in required.

Science

Tips and study skills for Science GCSE:

- There is no coursework element. It is all assessed in six GCSE exams at the end of Year 11.
- The Maths requirement is high and students can be expected to be able to apply appropriate Maths skills from their Maths GCSE.
- Students need to learn Physics equations by heart so it is important that they revise and practice these.
- The assessments require the recall and application of an extensive range of topics.
- Students need to practice exam questions and be able to respond correctly to command words, e.g. compare, evaluate, describe, explain.
- It is important that students become familiar with using the information and data in the questions to support their answers.

Support available:

- All students have access to Kerboodle which is an online resource hosting the textbooks and revision activities.
- We recommend the CGP revision guides if students want some extra support.



GCSE English Language

Course Content

Exam Board: AQA Course Number: English Language 8700

Students will study for a GCSE in English Language: they will have to sit two papers, equally weighted at 50%, at the end of Year 11. Both *reading* and *writing* will be assessed equally, accounting for 50% each of the overall qualification. Speaking and Listening, while not counting towards the overall grade, will be reported as a separate endorsement.

English Language now covers a broader range of texts and will focus on texts from the 19th, 20th and 21st centuries. Students will be taught literature, non-fiction and other non-fiction writing, including essays, reviews and journalism; both printed and on-line versions. Within the exam, students will respond to 'unseen' texts and will prepare for this by studying a wide variety of texts from various genres, where they will become confident in the skills required to analyse such a text; they will be assessed on comprehension, critical reading and summary and synthesis. Students will also have the opportunity to produce a piece of creative and transactional writing, and will be assessed, within the entire English Language assessment for spelling, punctuation and grammar. There will be a stronger emphasis on punctuation and grammar, where, within the complete qualification, 20% of students' final mark will be assessed for spelling, punctuation and grammar.

Course Assessment

Examination: 100%

Paper 1: (50%) Explorations in Creative Reading and Writing

Paper 2: (50%) Writers' Viewpoints and Perspectives

The assessment will also include a non-examination content focusing on Spoken Language which will be a presentation to the teacher and will be reported separately to your results.

The grading system, for both examinations, will take the form of a grade from 9-1, where 9 will be considered the highest possible achievement.

Homework/Independent study

Homework is a vital part of learning as it allows students to develop independent learning habits and consolidate important skills; homework will be set regularly and students will be expected to undertake tasks that will require them to practise both reading and writing skills. In addition, to help support students, they will be given a recommended reading list to encourage independent reading.

Post-16 Progression

A GCSE in English Language is essential for students to further study for training and skilled employment.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|--|---|--|
| Development of reading for meaning, analysis of language, structure and comparison of texts. | Using graphs, tables and Venn diagrams. | Group discussion, moral and social issues arising from a variety of texts. |



GCSE English Literature

Course Content

Exam Board: AQA Course Number: English Literature 8702

Students will study for an English Literature qualification. Like the Language paper, they will sit two papers, where they will be assessed at 40% and 60% respectively. Students will also be able to achieve up to 5% for spelling, punctuation and grammar.

English Literature covers the study of Shakespeare, a 19th Century novel, a selection of poetry post- 1789 and a British fiction or drama post-1914. Students will be exposed to a variety of texts; both unseen and seen.

Students will read 'in depth' and will learn how to evaluate, as well as critically responding to texts, so that they are able to discuss and explain their understanding and ideas.

Course Assessment

Examination: 100%

Paper 1: (40%) Shakespeare and the 19th Century novel

Paper 2: (60%) Modern Texts and Poetry

As part of your work in English Literature, you will have the opportunity to read a range of poems, plays, short stories, novels and pre-twentieth-century literature.

The grading system, for both examinations, will take the form of a grade from 9-1, where 9 will be considered the highest possible achievement.

Homework/Independent study

Homework is a vital part of learning as it allows students to develop independent learning habits and consolidate important skills; homework will be set regularly and students will be expected to undertake tasks that will require them to practise both reading and writing skills. In addition, to help support students, they will be given a recommended reading list to encourage independent reading.

Post-16 Progression

A GCSE in English Literature should encourage students to read widely for pleasure and is an excellent preparation for studying literature at a higher level.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|--|---|--|
| Development of reading for meaning, analysis of language, structure and comparison of texts. | Using graphs, tables and Venn diagrams. | Group discussion, moral and social issues arising from a variety of texts. |



GCSE Mathematics

Course Content

Exam Board: AQA Course Code: 8300

The content of the Mathematics GCSE is set out by the Department for Education and is common across all exam boards. Content is separated into 6 broad topic areas and are referenced as number, algebra, ratio & proportion, geometry, probability & statistics.

The Foundation Tier has a higher proportion of number and ratio questions whereas the Higher Tier has a higher proportion of algebra and geometry questions.

Decisions about which tier students will sit will not be made until year 11.

Course Assessment

Students will take 3 examinations at the end of Year 11. Each exam is 90 minutes in length, will carry 80 marks and will count for one third of the GCSE grade. One paper is non-calculator and the remaining two will require the use of a scientific calculator. Each examination could include content from any part of the course. The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded. Foundation tier: grades 1 to 5 and Higher tier: grades 4 to 9 (grade 3 allowed).

Examinations are assessed against 3 assessment objectives:

AO1 – Using & applying standard techniques (standard recall). 50% Foundation & 40% Higher.

AO2 - Reasoning, interpreting and communicating mathematically. 25% Foundation & 30% Higher.

AO3 - Solving problems with a much greater focus on solving non-routine problems in mathematical and non-mathematical contexts. 25% Foundation 30% Higher.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts. The mathematical demand increases as a student progresses through the paper.

Homework/Independent study

Students will receive homework of at least one hour each week. In addition to this work, students are expected to revise independently in order to recall prior knowledge and skills.

Post-16 Progression

Obtaining a 4 or above in mathematics is crucial if you wish to study after Year 11. Mathematics is highly regarded and a good grade may be required to study sciences at Sixth Form or College. Students who excel may wish to continue their studies in mathematics including Core L3 Mathematics, A Level Mathematics and A Level Further Mathematics. Engineering, economics and scientific course often also ask for a good level of mathematical proficiency.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|---|---|--|
| Understanding meaning of words and prefixes: e.g., 'tri', 'poly', 'cent' etc. Understand meaning of words specific to mathematical examinations e.g. 'solve', 'expand', 'factorise'. | Numeracy and numerical understanding is at the heart of the mathematics GCSE. | Students are able to apply mathematics to real life problems or contextual situations to make well balanced and informed judgements e.g. using ratio & proportion, logic or understanding data and statistics. |

Second In charge of Maths: Mr C Cross

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GCSE Combined Science

Course Content

Exam Board: AQA GCSE Combined Science: Trilogy (9-1) - 8464

The GCSE (9–1) in AQA Combined Science Trilogy is divided into the following topics:

| Biology | Chemistry | Physics |
|---|--|---|
| B1 – Cell Biology B2 – Organisation B3 – Infection and response B4 – Bioenergetics B5 – Homeostasis and response B6 – Inheritance, variation and evolution B7 - Ecology | C1 – Atomic structure and the periodic table C2 – Bonding, structure, and the properties of matter C3 – Quantitative chemistry C4 – Chemical changes C5 – Energy changes C6 – The rate and extent of chemical change C7 – Organic chemistry C8 – Chemical analysis C9 – Chemistry of the atmosphere C10 – Using resources | P1 – Energy P2 – Electricity P3 – Particle model of matter P4 – Atomic structure P5 – Forces P6 – Waves P7 – Magnetism and electromagnetism |

To replace controlled assessments there are also required practicals. Students will complete practicals in class as part of the teaching sequence, and they will be asked questions relating to these practicals as part of their exams.

| Biology | Chemistry | Physics |
|--|--|--|
| B1 – Microscopy B2 – Osmosis B3 – Enzymes B4 – Food tests B5 – Photosynthesis B6 – Reaction time B7 – Field investigations | C1 – Making salts C2 – Electrolysis C3 – Temperature changes C4 – Rates of reaction C5 – Chromatography C6 – Water purification | P1 – Specific heat capacity P2 – Resistance P3 – I-V characteristics P4 – Density P5 – Force and extension P6 – Acceleration P7 – Waves P8 – Radiation and absorption |

Course Assessment

The GCSE (9–1) in Combined Science: Trilogy is a linear qualification with 100% external assessment. Students will be entered for the Higher tier for all their exams or Foundation for all their exams. Foundation tier assesses grades 5 to 1 and Higher tier assesses grades 9 to 4.

There are 6 exams each 1 hour 15 minutes long worth 70 marks;

- two Biology – paper 1 covers topics 1-4 and paper 2 covers topics 5-7
- two Chemistry – paper 1 covers topics 1-5 and paper 2 covers topics 6-10
- two Physics – paper 1 covers topics 1-4 and paper 2 covers topics 5-7

Paper 1: Multiple choice, structured, closed short answer, and open response.

Paper 2: Multiple choice, structured, closed short answer, and open response.

Homework/Independent study

Students will be expected to complete 1 hour of Biology, 1 hour of Chemistry and 1 hour of Physics homework per fortnight.

Students are also expected to do independent study to support their learning such as making revision materials, completing past paper questions and reading around the subject.



GCSE Combined Science Cont.

Post-16 Progression

Combined Science gives students a good knowledge of Science and will provide a firm foundation for further study at A level, especially BTEC Level3 Applied Science. It will help students to develop as critical thinkers, who will not only have a factual understanding of the subject, but will also an understanding of the ethical, moral, social and cultural side of the subject.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|---|---|---|
| <p>Combined Science requires students to demonstrate their ability to construct and develop a sustained and coherent line of reasoning in their extended responses. They will also need to know a number of subject specific keywords and use them appropriately.</p> | <p>Students will be expected to demonstrate their understanding of physical quantities and corresponding units, SI and derived units, and be able to recall and rearrange scientific formulae. Mathematical skills assessment will make up 20% of the examinations.</p> | <p>Science has a huge role in society and influences almost every aspect of our lives. Students will explore the ethical and moral issues on modern day science and also look closely at modern scientific understanding of the world can clash with religious views.</p> |

KS4 Coordinator: Ms J Porter jporter@thealegreen.w-berks.sch.uk



GCSE Triple Science

Course Content

Exam Board: AQA GCSE Biology A (9-1) - 8461, AQA GCSE Chemistry A (9-1) - 8462 and AQA GCSE Physics (9-1) - 8463

In AQA GCSE Biology, Chemistry and Physics the content is divided into the following topics:

| Biology | Chemistry | Physics |
|---|--|---|
| B1 – Cell Biology B2 – Organisation B3 – Infection and response B4 – Bioenergetics B5 – Homeostasis and response B6 – Inheritance, variation and evolution B7 – Ecology B8 – Key ideas | C1 – Atomic structure and the periodic table C2 – Bonding, structure, and the properties of matter C3 – Quantitative chemistry C4 – Chemical changes C5 – Energy changes C6 – The rate and extent of chemical change C7 – Organic chemistry C8 – Chemical analysis C9 – Chemistry of the atmosphere C10 – Using resources | P1 – Energy P2 – Electricity P3 – Particle model of matter P4 – Atomic structure P5 – Forces P6 – Waves P7 – Magnetism and electromagnetism P8 – Space physics |

To replace controlled assessments there are also required practicals. Students will complete practicals in class as part of the teaching sequence, and they will be asked questions relating to these practicals as part of their exams.

| Biology | Chemistry | Physics |
|---|--|--|
| B1 – Microscopy B2 - Microbiology B3 – Osmosis B4 – Enzymes B5 – Food tests B6 – Photosynthesis B7 – Reaction time B8 – Plant responses B9 – Field investigations | C1 – Making salts C2 - Neutralisation C3 – Electrolysis C4 – Temperature changes C5 – Rates of reaction C6 – Chromatography C7 – Identifying ions C8 – Water purification | P1 – Specific heat capacity P2 – Thermal insulation P3 – Resistance P4 – I-V characteristics P5 – Density P6 – Light P7 – Force and extension P8 – Acceleration P9 – Waves P10 – Radiation and absorption |

Course Assessment

The GCSE (9–1) in Biology, Chemistry and Physics are linear qualifications with 100% external assessment. Students can be entered for the Higher tier or Foundation tier. Foundation tier assesses grades 5 to 1 and Higher tier assesses grades 9 to 4.

There are 6 exams each 1 hour 45 minutes long worth 100 marks;

- two Biology – paper 1 covers topics 1-4 and paper 2 covers topics 5-7
- two Chemistry – paper 1 covers topics 1-5 and paper 2 covers topics 6-10
- two Physics – paper 1 covers topics 1-4 and paper 2 covers topics 5-8

Paper 1: Multiple choice, structured, closed short answer, and open response.

Paper 2: Multiple choice, structured, closed short answer, and open response.

Homework/Independent study

Students will be expected to complete 1 hour of Biology, 1 hour of Chemistry and 1 hour of Physics homework per week.

Students are also expected to do independent study to support their learning such as make revision materials, completing past paper questions and reading around the subject.



GCSE Triple Science Cont.

Post-16 Progression

Triple Science gives students a good knowledge of science and will provide a firm foundation for further study at A level. It will help students to develop as critical thinkers, who will not only have a factual understanding of the subject, but will also an understanding of the ethical, moral, social and cultural side of the subject.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|--|---|--|
| Triple Science requires students to demonstrate their ability to construct and develop a sustained and coherent line of reasoning in their extended responses. They will also need to know a number of subject specific keywords and use them appropriately. | Students will be expected to demonstrate their understanding of physical quantities and corresponding units, SI and derived units, and be able to recall and rearrange scientific formulae. Mathematical skills assessment makes up 20% of the examinations. | Science has a huge role in society and influences almost every aspect of our lives. Students will explore the ethical and moral issues on modern day science and also look closely at modern scientific understanding of the world can clash with religious views. |

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GCSE French

Course Content

Exam Board: AQA Course Number: French 8658

A GCSE in a modern foreign language forms part of the EBacc. It is a very highly regarded academic qualification that combines well with other subjects. If you are aiming to continue to an academic course at university, you should study French at GCSE. You will:

- learn to communicate more accurately in writing and speaking, with an increased emphasis on grammar
- develop a wide range of vocabulary
- learn transferable skills that will enhance your literacy in other subjects
- develop an understanding of the culture of other countries
- be prepared for further language study beyond GCSE

Course Assessment

Assessment is split evenly across the four key skills of listening, reading, writing and speaking, with each being worth 25% of the final grade. Listening, reading and writing exams will take place in May/June of year 11 and will be marked by the exam board. Translation and literary texts will be introduced for the first time in this new specification. Speaking exams will take place in March/April of year 11. The speaking test will be conducted by the teacher and marked by the exam board. There is one tier of entry (no Foundation and Higher).

Homework/Independent study

Homework may be vocabulary learning, reading, listening, writing or speaking preparation. A willingness to commit to learning vocabulary, redrafting writing and practising speaking will be essential. You cannot do well in languages without a considerable amount of out-of-class learning.

Post-16 Progression

Progression to A level is a logical route after GCSE. A sound knowledge of the higher level grammatical structures and verb tenses will be essential for any student aiming to take an A level in French.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|---|--|--|
| Literacy skills are an essential part of language learning. Proofreading, attention to detail and accuracy are the key to communicating effectively in writing. A good command of English is required to access the French GCSE papers. | There is a strong correlation between numeracy skills and languages, which require the application of logic, rules and patterns. | Cultural understanding of the way of life, beliefs and customs of French-speaking countries is a key component of the French GCSE. |

Head of Department: Mrs L Parker

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GCSE Geography

Course Content

Exam Board: AQA Geography – Course Code 8035

This new and exciting AQA GCSE Geography course will provide you with an overview of physical and human Geography. There is a wide range of exciting topics and the opportunity to undertake two full days of fieldwork. You will learn a variety of geographical skills along the way to help you analyse geographical maps and sources. Remember that Geography is an ever changing and up-to-date subject which is exciting, dynamic and valuable.

Course Assessment

Unit 1: Living with Physical Environment This unit involves the study of natural hazards and their challenges, UK physical landscapes and ecosystems. Within this unit you will study topics that include volcanoes, earthquakes, tropical storms, coasts, tropical rainforests and cold environment.

It is a 1½ hour written paper involving multiple choice, short responses and extended case study responses. 35% of the GCSE.

Unit 2: Challenges in the Human Environment This unit involves the study of urban issues, economic world and resource management. Within this unit you will study topics that include development, urbanisation, sustainable living, water resources and food resources.

It is a 1½ hour written paper involving multiple choice, short responses and extended case study responses. 35% of the GCSE.

Unit 3: Geographical Skills This unit involves 2 compulsory day fieldtrips to contrasting geographical locations and an understanding on how to carry out a geographical enquiry. Within this unit you will learn about a variety of geographical fieldwork methods, data presentation, data analysis and conclusions. There is an element of mathematical knowledge needed for this unit and the work you do in GCSE maths will support this. You will also develop your analytical skills.

It is a 1 hour paper based around a set of pre-released materials that you study before the examination. The written paper involves multiple choices, short responses and extended fieldwork responses. 30% of the GCSE.

Homework/Independent study

You will be expected to complete a piece of homework once per week. This could be a revision task, examination question or research. You will be advised to purchase a revision guide and core GCSE textbook to keep at home. This would support your learning at home.

You will use folders in GCSE Geography to keep your notes and worksheets ordered and well presented.

Our twitter account (@thealegeog) often offers revision tips and resources. Watching the news is also important!

Post-16 Progression

We are offering the AQA A level which is a natural progression from GCSE.

It is worth remembering that Geography is highly recognised by employers and university due to its wide knowledge base and wide skills base. It is seen as an academically robust subject, which links to a range of jobs from tourism management to town planning to conservation to charities to business management.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|--|-------------------|---|
| Examination questions and structure | Data presentation | The entire Geography GCSE includes SMSC as we look at human interactions with one another and their environment. The study of people and places develops ideas that link to our rights and responsibilities as citizens for the future. |
| Fieldwork enquiry structure | Data manipulation | |
| Marks in examination for spelling, punctuation and grammar | Data analysis | |
| Note making in lessons and research | Map Skills | |
| | GIS/ICT Skills | |



GCSE History

Course Content

Exam Board: Edexcel U746 History GCSE 9-1

This is an exciting and challenging GCSE. The three units will cover themes from Modern World History in the years between 1901 and 2014 as well as a broad sweep of British History from 1000-2014 A.D.

Paper 1: Crime and Punishment with Environmental study of Whitechapel 1870-1900

Paper 2: Anglo-Saxon and Norman England, 1066-88 & The American West, c1835-c1895

Paper 3: Weimar and Nazi Germany 1918-39.

The key assessment objectives of the topics will be:

AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

AO2: Explain and analyse historical events and periods studied using second-order historical concepts.

AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Course Assessment

Paper 1: British Thematic Paper 1h 15m. 30% of overall mark and 52 marks in total.

Paper 2: Period Study 1hr 45m. 40% of overall mark and 64 marks in total.

Paper 3: Modern Depth Study 1hr 30m. 30% of overall mark and 52 marks in total.

Homework/Independent study

There is an expectation that students will complete a range of written and research tasks throughout the course. This on average will take place every week. Independent research will involve developing a number of skills such as explaining your opinions, using evidence to support your ideas, describing key events, examining other views and analysing and critically assessing political posters/cartoons.

Post-16 Progression

History is very highly regarded by universities. The transferable skills and disciplines used in History are of immense value to both employers and universities. The subject is of particular relevance to career areas such as law, the civil service, politics and journalism. History can lead to practically anything. History is highly valued in university courses such as journalism, English, law, nursing or medicine as well as the more obvious History, politics and social sciences. It is similarly appealing to employers from the worlds of finance, management and science.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|---|--|--|
| History requires particular kinds of reading and writing strategies that are critical to students being college, career and citizenship ready. It requires that students become creators and connoisseurs of arguments, careful readers, and good questioners. Students must learn that place, time, audience, and purpose matter to how authors craft and deliver their message. | It is impossible to teach history without involving numeracy - the number of deaths in battles or from diseases, chronology, the changes in population in the black death or unemployment statistics during the Great Depression. Much of what brings these events to life is that these huge changes can often only be expressed fully in numerical form. | <p>SPIRITUAL Students are encouraged to explore the role played by important Individuals, for good or ill, in the shaping of the world we live in.</p> <p>MORAL Notions of right and wrong are explored in connection with events from the past.</p> <p>SOCIAL Students will be encouraged to develop socially through collaborative and team working activities.</p> <p>CULTURAL Students will study, and be encouraged to gain an understanding of people from different cultural backgrounds.</p> |

Head of Department: Ms C Robinson crobinson@thealegreen.w-berks.sch.uk



GCSE Business Studies

Course Content

Exam Board: Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Business (1BS0)

The aims and objectives of this qualification are to enable students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

Course Assessment

Theme 1 and Theme 2 are studied over the 2 years, both of equal weighting. (50% each)

Theme 1: Investigating small business. Written Examination: 1 hour 30 minutes

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on a business

Theme 2: Building the business. Written Examination: 1 hour 30 minutes

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

Homework/Independent study

Homework is set every week on the topic covered in class or in preparation of the topic to be covered in future.

This course is challenging and enjoyable, with plenty of opportunities for student involvement in lessons and project work as well as exam practice sessions. The course gives you the opportunity to think independently as an entrepreneur and come up with strategies to solve real problems faced by businesses when expanding.

Post-16 Progression

The Business course gives you the opportunity to pursue your business at A level or BTEC National in the sixth form.

Studying business studies in sixth form opens the door to a wider range of university courses, such as Law, International Business, Marketing, Accounting and Finance etc. The degree programmes give you the opportunity to do a placement nationally or studying abroad.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|--|--|---|
| Reading articles. Watching business news. Completing case studies. Researching businesses. Completing class tasks. Working on exam techniques. | Writing dates. Finance which involves calculating break even, cash flow forecasts, budgets, costs and revenue. Calculating profit margins. | Business ethics. Environment Targeted market. Team working. Use of social media. Making Human resources decisions. Visiting companies. Understanding different markets. |



GCSE Computer Science

Course Content

Exam Board: AQA Course Number: 8525

The Computer Science course is designed for students who have an interest in the way computers work and an interest in, and aptitude for, programming which requires logical and mathematical thinking*. The course focuses on students understanding how systems work rather than just using them. This will involve looking at developing programs and applications as well as the role of networks and computer systems. As part of this course of study you will need to have a keen interest in problem solving and creating programs using appropriate programming languages, such as Python. The qualification gives a key level of understanding of key computing concepts and the fundamentals to programming. You will learn about:

- Fundamentals of Algorithms
- Programming
- Fundamentals of Data Representation
- Computer Systems
- Fundamentals of Computer Networks
- Fundamentals of Cyber Security
- Relational databases and Structured Query Language (SQL)
- Ethical, Legal and Environmental Impacts of Digital Technology on Wider Society, including issues of Privacy

*Students' progress in Mathematics will be considered when choosing this course.

Course Assessment

The course is assessed in three components, outlined below:

Component 1: Written Exam (50%)

This first exam of two will focus on a range of short, long and multiple choice questions about a range of computational thinking, problem solving, code tracing and applied knowledge listed in the course content section. Within this exam, you will be given a clear scenario and have to develop algorithms and examples of programs that would address the issues identified.

Component 2: Written Exam (50%)

This written exam focuses on the demonstrating your knowledge and understanding of Computer Systems, Networks, SQL, Security and the issues impacting on technology. You will be expected to answer short, long and extended questions that test your understanding of the content.

Homework/Independent study

Homework and Independent study will be undertaken throughout the duration of the course. This will mainly feature as work that can be accessed from the online platform. Homework undertaken will form one of two aspects; a one-off task relating to the work completed in the lesson or an extended project to support part of the course assessment.

Post-16 Progression

This course will allow you to undertake further study in a range of courses, particularly providing a solid foundation of understanding to undertake the A Level in Computer Science. From this, you will be able to undertake studies at university in a range of areas including: programming, science and engineering. This course would also provide a clear framework for undertaking an apprenticeship within a businesses' IT department.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|---|---|--|
| Projects require detailed reports including explanations of coding. | Use of logic for coding. Number systems look at Binary and Hexadecimal values. | All projects have a social/ moral focus. One unit of the course is dedicated to the Social, Moral/Ethical and Legal impact of technology in society. |

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GCSE Dance

Course Content

Exam Board: AQA Course Number: 4230

Dance focuses on the aesthetic and artistic qualities of contemporary dance. It develops technical and expressive skills alongside knowledge and understanding of dance performance, choreography and critical appreciation of dance. Students of dance must have a genuine passion for the subject, be reliable, committed and enthusiastic. Dance is a very demanding subject it requires you to work your body hard and also to think deeply and clearly. You must be willing to work with others and persevere when tasks are challenging.

Course Assessment

60% Practical Coursework

40% Terminal written examination

Component 1 Performance and Choreography 60%

Solo performance – Set phrases which need to be performed accurately demonstrating technical and expressive skill. 15 marks

Duet or trio performance - A set duet or trio dance demonstrating technical skill, expressive skill, group awareness and sensitivity which includes the three phrases used in the solo performance. This dance will last for 3 ½ -5 minutes. 25 marks

Solo or Group Choreography - A dance created in response to a specific task chosen from a list prescribed by the exam board. You can choose to dance in it or choose other dancers. This dance must last 2 – 2 ½ minutes for a solo and 3- 3 ½ minutes for a group. 40 marks

30% of the GCSE grade. All of component 1 is internally marked and externally moderated.

Component 2: Dance Appreciation 40%

Written exam paper 1 ½ hours

Section A: choreographic and performance based questions

Section B: appreciation of your own work; personal reflection

Section C: critical appreciation of 6 professional works prescribed by AQA

Homework/Independent study

Students will be expected to rehearse each week the practical exam components. There will also be written homework in relation to the different sections of the exam paper.

Post-16 Progression

Study of GCSE dance will provide you with the opportunity to study dance further at A level or BTEC Dance.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|--|---|---|
| Students will develop their use of dance terminology learning new key words, phrases and spellings associated with performing, choreographing and appreciation. Students will be encouraged to develop their use of dance vocabulary through keeping a choreographic journal and dance folder. | Students will explore shape and pattern through choreographic tasks. They will focus on varying types of space and relationships. This will become familiar with a variety of types of accompaniment and music dance relationships. They will learn about varying time signatures, phrasing, structure and rhythms. | Students will recognise the importance of behaving safely in the space (moral) Students will develop their understanding of how to work in a group situation with co-operation, perseverance, patience (social) Students will develop a knowledge and understanding of different types of cultures, religions and morals in relation to their own when exploring a variety of dance works prescribed by the exam board. |

Head of Department: Mrs S Cartland scartland@thealegreen.w-berks.sch.uk



GCSE Drama

Course Content

Exam Board: OCR

Do you enjoy performing in front of an audience? Do you love working independently? Do you enjoy working as part of a team? Do you enjoy watching performances?

Have you considered Drama? This is a subject that more and more employers look for on a CV. It shows you are creative, it shows you are able to present and it shows that you are able to work with others to create a product for a target audience by a deadline.

The GCSE Drama course is an exciting opportunity for students to develop a wide range of acting skills and an understanding of performing in the theatre. The course is 60% practical and 40% theory.

Students will research and explore a stimulus, work collaboratively and create their own devised drama.

Students will develop and apply theatrical skills in acting by presenting a showcase of two extracts from a performance text.

Students will explore practically a performance text to demonstrate their knowledge and understanding of drama as well as analyse and evaluate a live theatre performance.

Only take this subject if you enjoy performing in front of an audience.

Course Assessment

Drama consists of two components that are externally assessed and one component that is internally assessed and externally moderated.

Students will create a devised performance from a stimulus in a group. The performance will be assessed by a member of staff and will be moderated by the exam board. Students will also have to create a portfolio of evidence during the devising process and also write an evaluation of their performance.

This practical element is worth 30% of the GCSE.

Students will study a text and perform two extracts from the text to a visiting examiner. Students will also have to submit a concept pro forma that describes their research of the text and their artistic intention of the performance.

This practical element is worth 30% of the GCSE.

Students will sit a 1 ½ hour written exam with two sections. In Section A students must answer questions about the study of a performance text and the development of drama and performance. In Section B they must review, analyse and evaluate the work of others in a live theatre performance. This written element is worth 40% of the GCSE.

Homework/Independent study

Students will be required to complete written homework once a fortnight as well as organise and attend extra-curricular rehearsals for practical work.

Post-16 Progression

Success in GCSE Drama can lead to many post-16 courses. A-Level drama is an obvious choice but this course also helps students wishing to go on to study in many different areas including Law and Politics.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|--|--|---|
| Students will study play texts and will have many opportunities to practise their written exam skills throughout the course. | Technical aspects of staging drama performances. | Teamwork. Cultural significance of drama as an art form. Drama from other cultures. Self-expression. Wide range of SMSC issues covered. |



GCSE Art & Design – Fine Art

Course Content

Exam Board: AQA Course Number: 8202

The course will particularly appeal to students who are looking for a course that is practical in nature. A range of different units of coursework arise from a variety of fine art projects. It is the perfect choice for aspiring artists, sculptors and graphic students. Examples of project starting points are: natural forms, portraiture, the human figure and architecture.

During the course, students will develop skills in the following areas:

- studying the work of other artists and designers - both in and out of school
- developing enquiry, analytical, presentation and creative skills
- enriching lives through cultural and contextual information
- using a wide range of media and techniques including paint, clay, digital media, drawing media and print
- collecting ideas and resources and responding in written and visual forms
- improving observational drawing skills completing personal responses to negotiated project briefs.

Course Assessment

We offer GCSE Art & Design: Fine Art

Portfolio: Coursework involves work completed at school and home in the form of project files, sketchbooks and final outcomes. There will be two projects that will be submitted for their coursework and this equates to 60% of the final GCSE grade.

Externally set task: The exam unit is a project set by the exam board that ends with a supervised assessment (creation of a practical final piece in exam conditions). Students are given a selection of starting points to choose from for their exam project, which last 4 months. The exam project work and final supervised assessment equates to 40% of the final GCSE grade.

Homework/Independent study

Students are required to complete one homework every other week lasting a minimum of an hour each time. Homework varies between research, experimental and observational based tasks which supports and enriches the development of the students' project.

Post-16 Progression

Success in GCSE Art and Design can lead onto many of our courses post-16 A-level Art, A-level Photography, A-level Textiles all available at Theale Green School. Students will also develop valuable transferable skills in teamwork and communication that will be of value to them no matter what career they choose to follow.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|--|---|---|
| Students are taught how and where to use specialist vocabulary which develops into extended writing about artists and personal development. Using visual literacy to understand and explain meanings and intentions of artists' and personal work. | Enlargement and reduction in designing and planning. Tessellation and repetition in creating pattern. Measuring scale and proportions with and without tools. Use of symmetry. Construction and understanding of form. Turning 2D into 3D within sculpture. | Students develop their understanding, techniques and ideas by using art/craft/culture as a basis of inspiration. Students are encouraged to express their ideas and opinions as well as respect others. Students also learn how to use their imagination effectively and learn about the world around them. |



Options

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| GCSE Music |
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| Course Content |
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| Exam Board: AQA Course Number: 8271 |
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| <p>This course is ideally suited to anyone with an interest in music. You will get the chance to practise and perform music in any style you wish and this can be tailored for your individual needs. You will learn about music from all traditions including classical, rock, pop, RnB etc. and you will write music in these styles using the skills you have learnt. One of your own compositions allows you to compose in any way you wish. There will also be two performances on an instrument of your choice or using your voice, one will be solo and one as a group.</p> |
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| Course Assessment |
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| <p>Component 1: Exam paper with listening exercises. Section A: Listening Section B: Contextual understanding (40%) Component 2: Performance 1: Solo Performance 2: Ensemble (30%) Component 3: Composition 1: Composing to a brief. Composition 2: Free Composition (30%)</p> |
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|-----------------------------------|
| Homework/Independent study |
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|---|
| <p>Performance will include individual practice and instrumental tuition. There will be homework in revising key words and vocabulary, listening to pieces of music from the classical, world and popular traditions, applying key vocabulary and writing this up. Composition will include formulating ideas and listening to music for inspiration.</p> |
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| Post-16 Progression |
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| <p>There are many skills involved in studying music which employers, further education colleges and universities value highly. In fact, many Universities and colleges prioritise students with Music as a first or second subject and prioritise it as a facilitating subject across a whole range of other academic and technical courses. Research and inspection outcomes show conclusively that students develop a higher level of attainment across all levels of ability, achievement and enrichment when they study Music. Pupils studying Music as part of both technical and academic disciplines do better than those studying only technical or academic disciplines. Music students show that their brain is highly trained in listening skills and processing information and can also work under pressure to create and perform new ideas. Music can help develop your problem solving, analytical and presentation skills and further your skills in planning and teamwork. This course can lead to A Level music and is ideal for anyone looking to study music or performance at University. It will also give you plenty of skills for jobs involving the skills above or in becoming a performer yourself.</p> |
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|--------------------------------|--|--|
| Cross-Curricular Skills | | |
|--------------------------------|--|--|

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|---|--|---|
| Learning keywords, analysing and understanding styles of music. | Music notation/reading and composition skills. | Understanding music as an important part of all culture and belief systems. |

Subject Lead: Mr G Upton

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Technical Award Performing Arts

Course Content

Exam Board: AQA Course Number: 3745

The Performing Arts Course is for those students who wish to develop applied knowledge and practical skills in the performing arts. It's designed with both practical and theoretical elements, which will prepare learners for further qualifications in performing arts, drama, dance, music, media studies, film studies and art and design. This vocational course is the equivalent to one GCSE and students wishing to take the course should have experience in at least two disciplines e.g. music and drama or dance and drama.

Course Assessment

Students will complete three mandatory units (one externally assessed and two internally assessed) spread across the two years.

- **Unit 1: Unlocking creativity (internally assessed)**

Students will be asked to come up with a performance idea based on guidance from a range of practitioner DVDs. Students will understand, plan and deliver the activities required to put on a successful performance including business planning and pitching. Students will produce a portfolio of research, planning and ideas to enable them to put on a performance. They will then go on to pitch this idea as a group to camera. A short extract of the performance idea will also be presented.

- **Unit 2: The production/performance (internally assessed)**

Students will work towards producing a performance to an audience based on a list of five briefs. Students will choose one discipline from either a list of performance roles including acting, dancing, singing, instrumental musician, musical theatre, variety performance, pantomime, physical theatre and circus skills or a list of production roles including costume, set design, properties, make-up, lighting, sound, stage, original writing, directing, choreography, PR and film production.

- **Unit 3: The performing arts experience (externally assessed)**

Learners will draw on knowledge and understanding from units 1 and 2 and also from: roles and responsibilities within the performing arts industry, the role of performing arts in society, approaches to rehearsal, working as a deviser/performer/director, marketing and public relations, health and safety, design and technical elements, reviewing performances. The synoptic nature of this unit allows learners to respond to a range of questions designed to assess their knowledge across the performing arts.

Homework/Independent study

Homework will be a variety of tasks including visiting theatres, researching, written tasks and practical rehearsal.

Post-16 Progression

Study of Performing Arts will provide you with the opportunity to study any of the arts subjects at A Level or BTEC.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|---|--|---|
| Students will develop their use of subject specific terminology learning new key words, phrases and spellings associated with performing, devising, choreographing, composing and appreciation. | Students will explore shape and pattern through choreographic and devising tasks. They will focus on varying types of space and relationships. They will become familiar with a variety of types of accompaniment and music dance relationships. They will learn about varying time signatures, phrasing, structure and rhythms. | Students will recognise the importance of behaving safely in the space. They will develop their understanding of how to work in a group situation with co-operation, perseverance, patience. They will develop a knowledge and understanding of different types of cultures, religions and morals in relation to their own when exploring a variety of practitioner's work. |

Head of Department: Mrs S Cartland scartland@thealegreen.w-berks.sch.uk



Options

GCSE Photography

Course Content

Exam Board: AQA Course Number: 8206

During the course, students will develop skills in the following areas:

- studying the work of other artists
- developing enquiry, analytical, presentation and creative skills
- enriching lives through cultural and contextual information
- developing technical knowledge of cameras, lighting equipment and Photoshop
- collecting ideas and resources and responding in written and visual forms
- completing personal responses.

Course Assessment

The assessment of Photography is in two parts; coursework and an externally set exam.

Coursework involves all work completed at school and home in the form of personal projects set by the Photography department.

The syllabus is practical, comprising 2-3 units of coursework selected from the strongest work over the first 18 months of the course.

The coursework equates to 60% of the final GCSE grade.

The external exam is a project set by the AQA exam board that ends with a supervised assessment.

Students are given a selection of questions to choose from for their exam.

The exam equates to 40% of the final GCSE grade.

Homework/Independent study

- Students are required to complete one homework every other week lasting a minimum of an hour each time.
- Homework varies between research, practical and editing based tasks.

Post-16 Progression

Success in GCSE Photography can lead onto many courses post-16

- A-level Art (available at Theale Green School)
- A-level Photography (available at Theale Green School)
- A-level Textiles (available at Theale Green School)
- Level 1-3 courses in make up or hairdressing at college.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|--|--|---|
| Students are taught how and where to use specialist vocabulary which develops into extended writing about artists and personal development. Using visual literacy to understand and explain meanings and intentions of artists' and personal work. | Enlargement and reduction in designing and planning. Tessellation and repetition in creating pattern. Measuring scale and proportions with and without tools. Use of symmetry. Construction and understanding of form. Turning 2D into 3D. Understanding aperture and shutter speeds on cameras. | Students develop their understanding, techniques and ideas by using photographers' work as a basis of inspiration. Students are encouraged to express their ideas and opinions as well as respect for others. Students also learn how to use their imagination effectively and learn about the world around them. |

Head of Department: Mr A Wilson

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GCSE Physical Education

Course Content

Exam Board: Edexcel Course Number: 1PE0/01, 1PE0/02, 1PE0/03, 1PE0/04

Theoretical element (60% of course)

Section 1 – Applied anatomy and physiology, movement analysis, physical training and use of data

Section 2 – Health, fitness and wellbeing, sport psychology, socio-cultural influences and use of data

Practical element (40% of course)

Consists of students completing three physical activities (30%) from a set list:

One team activity, One individual activity and final activity can be a free choice

Personal Exercise Programme (10%) includes: Aim and planning analysis, carrying out and monitoring the PEP and evaluation of the PEP

Course Assessment

GCSE PE theory element (60%)

Two written examinations:

Exam 1 - Fitness and body systems (36%) - 1 hour and 45 minutes

Exam 2 – Health and performance (24%) – 1 hour and 15 minutes

GCSE PE practical element (40%)

Practical performance(30%)– non examined assessment of three activities,internally marked and externally moderated.

Personal exercise programme (10%) – non examined assessment, internally marked and externally moderated.

Expectations/Homework/Independent study

Expectations - All students expected to be playing at least one sport (competitively) out of school, and engaged in at least two extra-curricular sports regularly throughout Key Stage 3. It is also compulsory for all GCSE PE students to compete in house matches and sports day.

Homework/Independent Study - Students will be given theory homework on a weekly basis, which will include revision for end of unit topic tests. Students are expected to keep an organised A4 ring binder folder which will include all notes, worksheets and topic tests.

Post-16 Progression

Students can progress from this qualification to:

- further study of physical education at AS and A Level
- vocational courses such as the Level 3 BTEC Sport qualification (offered at Theale Green)
- apprenticeships and other training
- employment in a related sector

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|---|---|--|
| Theory exams include a number of written extended answer questions where marks are awarded for quality of written communication. Students will be expected to draw on their knowledge and understanding in relation to questions, apply their knowledge and understanding and come to a reasoned judgement in order to answer the specific requirement of a question. | More of an emphasis on numeracy skills in the new Edexcel specification with the use of data, particularly in relation to resting, working and recovery heart rates within the theoretical content of the course. Students expected to be able to understand the use of graphs and apply to practical situations. | Interpersonal skills: Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication. Relationship building skills – teamwork, trust, self-presentation, social influence, conflict resolution and negotiation. |



GCSE Religious Studies

Course Content

Exam Board: Eduqas Course: Eduqas GCSE (9-1) Religious Studies Route A

Component 1: Religious, Philosophical and Ethical Studies in the Modern World

- Issues of Relationships (marriage, adultery, divorce, sexual relationships, issues of gender equality)
- Issues of Life and Death (beliefs about creation, treatment of the environment, sanctity of life, abortion, euthanasia, beliefs about life after death, funerals, Humanist beliefs)
- Issues of Good and Evil (Crime and punishment, aims of punishment, treatment of criminals, capital punishment, forgiveness, the problem of evil)
- Issues of Human Rights (human rights in action, censorship, freedom of expression, prejudice & discrimination, Martin Luther King, use of wealth, poverty, Christian charities)

Component 2: Study of Christianity

Beliefs, teachings and practices of Christianity (nature of God, creation stories, role of Jesus, salvation, the afterlife, worship, sacraments, pilgrimage, celebrations, Christianity in Britain, the worldwide Church).

Component 3: Study of a World Faith

Beliefs, teachings and practices of Hinduism (nature of God, nature of the self, free will, reincarnation, nature of the universe, worship, meditation, festivals, sacred sites, environmental issues).

Course Assessment

Students will take 3 exams at the end of Year 11.

- 2 one hour exams on the study of Christianity and the study of Hinduism.
- 1 two hour exam on *Religion, philosophy and ethical studies in the modern world*

These components will be assessed by compulsory questions focussing on knowledge, understanding and evaluation of the subject content.

Homework/Independent study

Homework will be set once a fortnight and will mostly be exam practice questions or research.

You will also be expected to link classwork to what is happening in the outside world and include this information in exam questions.

Revision guides will be available for students to purchase and there will be revision sessions for students to attend in Year 11.

Post-16 Progression

Students can go on to study Religious Studies A level where they will complete modules in Philosophy of Religion, Religious Ethics and Development in Christian Thought. They will take 3 exams after a 2 year course. This course will enable students to expand on their GCSE knowledge and also to study Ethics and Philosophy in a lot more depth.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|---|---|--|
| Students are marked on their use of spelling, punctuation and grammar so this prioritised in all written work. New key words and the development of written arguments are also main features of the course. | Understanding key facts and figures will support and develop their written responses. | Students consider their place within society and the impacts of their actions and beliefs. They learn to look at the world with empathy, aiming to explore their own views while respecting and valuing others' views. |

Head of Department: Mrs J Webber jwebber@thealegreen.w-berks.sch.uk



GCSE Art & Design – Textiles

Course Content

Exam Board: AQA Course Number: 8204

During the course, students will develop skills in the following areas:

- Studying the work of artists both in and out of school through cultural and contextual information
- Developing enquiry, analytical, presentation and creative skills
- Exploring a range of media and techniques and experimenting with processes
- Collecting ideas and resources and responding in written and visual forms
- Improving their technique through observation
- Reviewing and refining of project work and ideas
- Completing personal responses (final pieces).

Course Assessment

The Art Textiles course is assessed through the completion of two separate units; Unit 1: Coursework which represents 60% of the overall grade and Unit 2: Externally set exam which makes up the remaining 40% of the awarded marks.

The Coursework unit is made up of Personal projects initiated by the class teacher, which can be completed between school and home. The syllabus is predominantly practical, supported by written reflection, analysis and evaluation of the students own work and the work of other designers. At the end of the course all work will be reviewed and a selection of the strongest work submitted.

The External exam unit is set by the AQA examination board. Students receive a choice of briefs from which to select their favourite. They then have a preparation period to produce preparatory work which investigates their chosen brief; the work produced follows the same format as Unit 1. The Exam unit culminates in a ten hours supervised exam in which students are expected to produce a final outcome which reflects their investigation of the brief.

Homework/Independent study

Students are required to complete at least one homework task every week. Each homework task should reflect at least one hour of independent study. Homework will be based on range of different subject specific skills; research, experimentation, annotation, developments, sampling and evaluation.

Students are more than welcome to use the facilities in the department at lunchtime or designated afterschool sessions to further their work, these are essential when completing the practical element of the course.

Post-16 Progression

The skills and knowledge acquired will allow learners to progress to a wide range of courses in both general and vocational qualifications. It is a particularly good preparation for A-level Textiles, related level 3 vocational qualifications, or an apprenticeship in a related area of employment. This qualification prepares learners by developing an in depth knowledge of Textiles based materials, techniques and processes, the design cycle and their application in the Fashion/Textile/Design industry. Learners will also develop valuable transferable skills in teamwork and communication that will be of value to them no matter what career they choose to follow.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|---|--|--|
| Students are taught specialist vocabulary which develops into extended writing about artists and personal development. Visual literacy is explored to understand and explain methods. | Enlargement and reduction in designing and planning. Tessellation, symmetry and repetition in creating pattern. Measuring scale and proportions with and without tools. 3D modelling i.e. Toile development. Computer aided design work. | Students develop their ideas by using spiritual and cultural links as a basis of inspiration. Students are encouraged to express their ideas and opinions as well as respect others. |

GCSE Art & Design: Three Dimensional Design

Course Content

Exam Board: AQA Course Number: 8205

The course will particularly appeal to students who are looking for a course that is about making. On this course you will explore sculpture, 3D making in wood and plastics, ceramics and wire. The course is focused on exploring physical properties of materials and how to create sculptures based on themes and ideas. Work produced can also have a practical application such as Chair design or architectural model. Examples of project starting points are: natural forms, buildings, movement, disguise, fear & phobias, concept car design,.

During the course, students will develop skills in the following areas:

- studying the work of other artists and designers - both in and out of school
- developing enquiry, analytical, presentation and creative skills
- enriching lives through cultural and contextual information
- using a wide range of media and techniques including, clay, card, wood, wire, plastic, found materials
- collecting ideas and resources and responding in written and visual forms
- improving observational drawing skills completing personal responses to negotiated project briefs.

Course Assessment

Portfolio: Coursework involves work completed at school and home in the form of project files, sketchbooks and final outcomes. There will be two projects that will be submitted for coursework representing 60% of the final GCSE grade.

Externally set task: The exam unit is a project set by the exam board that ends with a supervised assessment (creation of a practical final piece in exam conditions). Students are given a selection of starting points to choose from for their exam project, which last 4 months. The exam project work and final supervised assessment equates to 40% of the final GCSE grade.

Homework/Independent study

Students are required to complete one homework every other week lasting a minimum of an hour each time. Homework varies between research, experimental and observational based tasks which supports and enriches the development of the students' project.

Post-16 Progression

Success in GCSE Art and Design can lead onto many of our courses post-16 A-level Art, A-level Photography, A-level Textiles all available at Theale Green School. Students will also develop valuable transferable skills in teamwork and communication that will be of value to them no matter what career they choose to follow.

Cross-Curricular Skills

| Literacy | Numeracy | Social, Moral, Spiritual and Cultural (SMSC) |
|--|--|---|
| Students are taught how and where to use specialist vocabulary which develops into extended writing about artists and personal development. Using visual literacy to understand and explain meanings and intentions of artists' work | Enlargement and reduction in designing and planning. Measuring scale and proportions with and without tools. Use of symmetry. Construction and understanding of form. Turning 2D into 3D within sculpture. | Students develop their understanding, techniques and ideas by using art/craft/culture as a basis of inspiration. Students are encouraged to express their ideas and opinions as well as respect others. Students also learn how to use their imagination effectively and learn about how to respond to the world around them. |

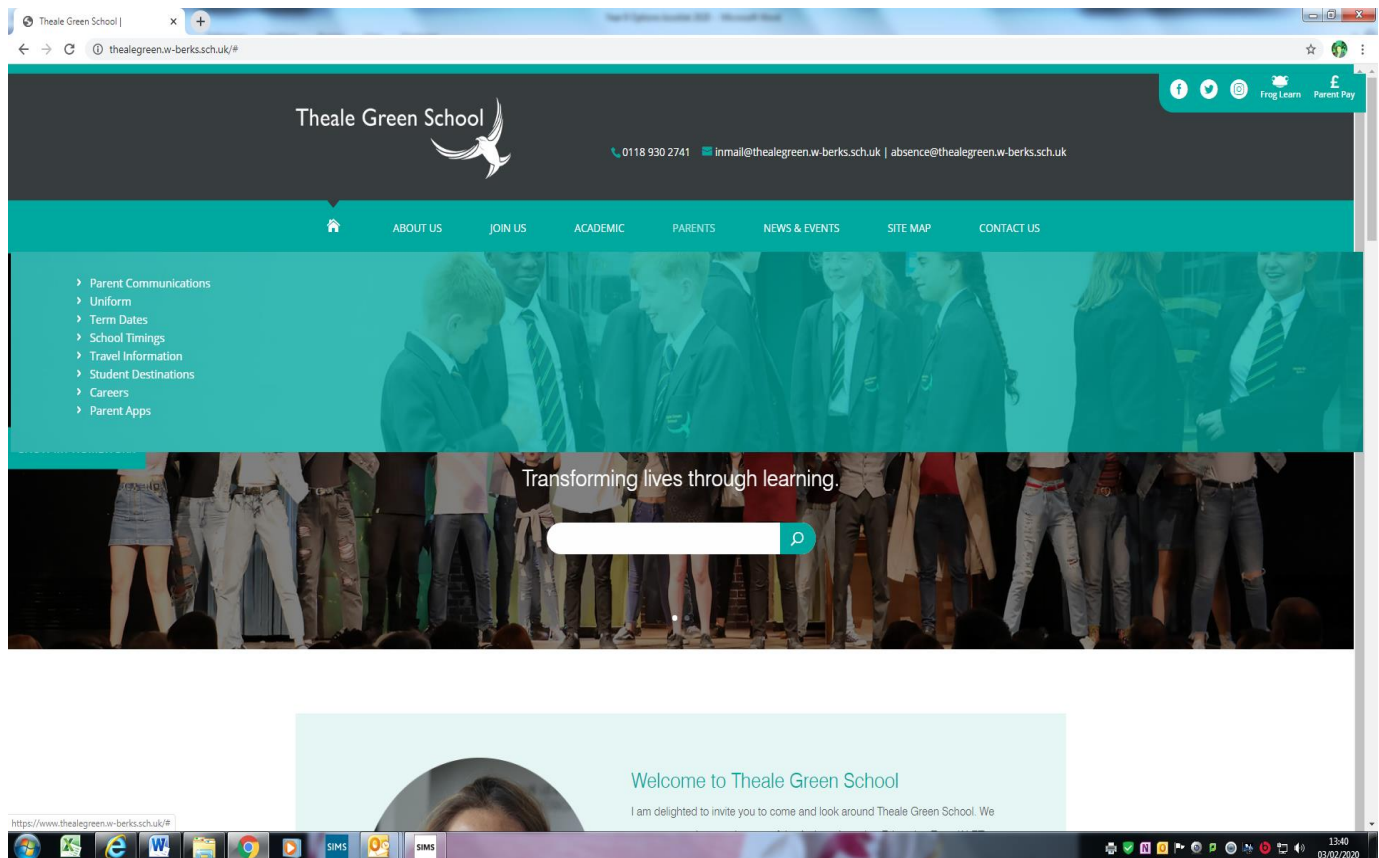
Head of Department: Mr A Wilson

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CAREERS INFORMATION

We have recently updated our school website to bring together a lot of information that will be useful to students and parents. This can be found using the following link:

<https://www.thealegreen.w-berks.sch.uk/parents/careers/>



Within this area there are also sections on:

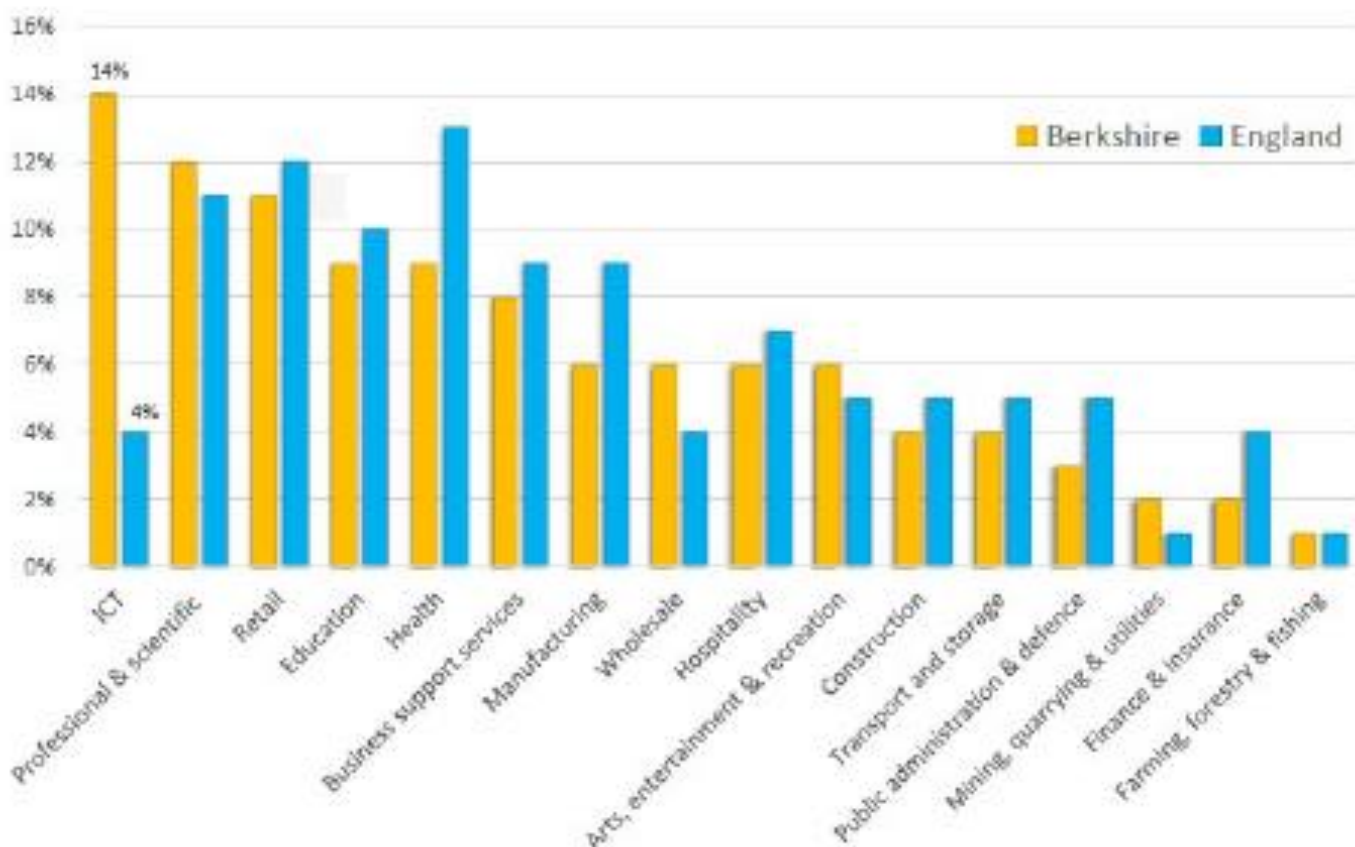
- Careers information
- Apprenticeships
- Careers guide for parents
- Writing a CV and cover letter
- Interview tips
- Labour market information



LABOUR MARKET INFORMATION

Seeing what employers are looking for in the area can sometimes help with decisions regarding subject choices and career plans. A fuller set of information is available on the school website under “Careers” in the Parents tab.

The local labour marker - % jobs by sector



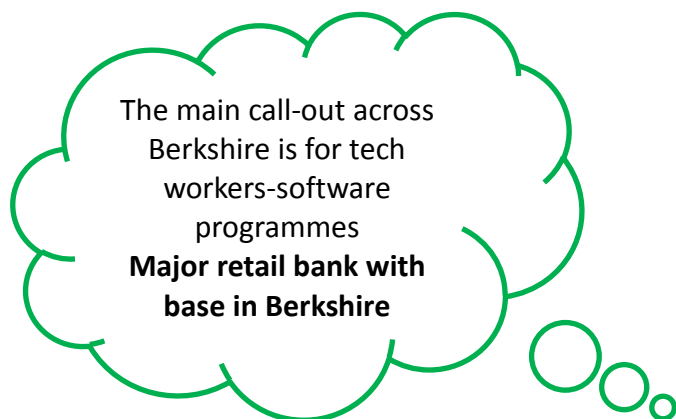
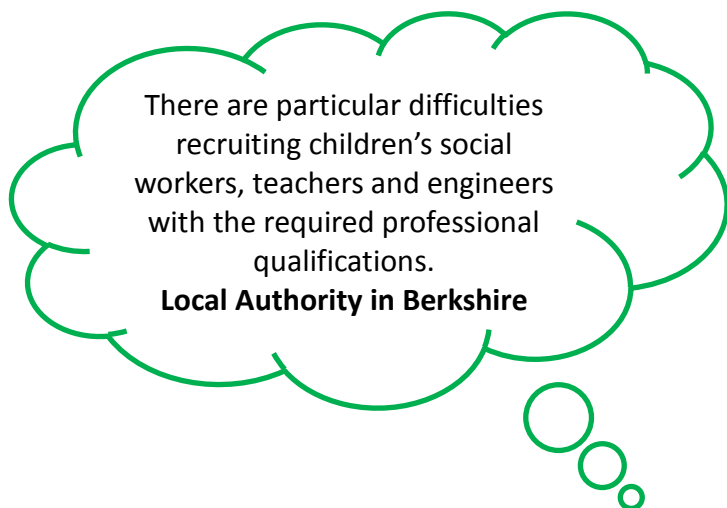


LABOUR MARKET INFORMATION

Key Fact

Job positions that employers in Berkshire find most difficult to fill include:

- Engineers
- Social Work
- Waiting and Bar Staff
- Software Developers
- Lorry Drivers
- Health Workers
- Teachers
- Apprentices



Looking to the Future

According to the World Economic Forum, the 10 skills you need to have a successful career in 2020 are:

- Complex Problem Solving
- Critical Thinking
- Creativity
- People Management
- Co-ordinating with others
- Emotional Intelligence
- Judgement and Decision Making
- Service Orientation
- Negotiation
- Cognitive Flexibility