

Year 9 Options

(2024-2025 Choices)

ALLERTON GRANGE SCHOOL



Subject Choices for Years 10 and 11

Dear Year 9 students,

This is a really important time for you at school. It is the start of your GCSEs, the first steps towards your exciting careers ahead. It is vital that you take the time to think about what is the best route for you, as you will be studying the subject you choose in Year 9 for the next two years. Unfortunately, once your timetable has been produced it is very difficult to change your option.

This booklet should make the choice as simple as possible. It gives you information about the subjects available at Allerton Grange, as well as information about the core subjects that are studied by everyone. Over the next few weeks, you will need to talk to as many people as possible so that you can make an informed decision about your future. However, choose what you want to study and not what your friends want, as this is a personal decision that needs to be right for you.

The best piece of advice we can provide you with is...

'If you enjoy something and you are good at it, then at this stage of your life, take advantage of your opportunities by gaining a qualification in whatever you are good at. It is much easier to succeed at something you are good at and enjoy'

Throughout half term 2 you received presentations during assemblies. These presentations were from Curriculum Leaders of options subjects; these should help you understand what the option subjects will offer if you chose as one of your Key Stage 4 Options.

*Please note you will receive your **Option Form in January 2024**. All Options must be chosen by 9th February 2024. Between now and the, consider your options: talk to teachers and discuss with parents/carers. This will best prepare you for your option decision in January 2024 and the next exciting step in your education.*

Please note:

Some classes are very popular so if there is excess demand, we will speak to you and consult with your parents in order to determine the most appropriate outcome for you.

What subjects do you choose?

Students at Allerton Grange are expected to study the full range of English Baccalaureate (EBacc) subjects at GCSE. Research shows that studying this group of subjects increases your chances of staying in full time education. Furthermore, the Russell Group Universities recognise these subjects as being essential to access many degree courses.

The English Baccalaureate subjects are:

- English Language and English Literature
- Maths
- Science (Students will either study Biology, Chemistry and Physics as 3 separate GCSEs, or gain a 2 GCSE qualification in science as a combined subject)
- A language
- A humanity - Geography or History

In addition to this there will be the choice of one additional subject which will be in an option block within the school timetable. This option will have seven lessons of fifty minutes over the two-week timetable.

Please note it is possible to pick an additional language or History and Geography.

All students will continue to study RS and PE, which are compulsory at Key Stage 4.

What qualifications will I get at the end of Year 11?

The table below shows the grades that you could come out with at the end of Year 11. All grades are a pass and therefore a qualification in the subject (other than a grade U which is a fail.)

| GCSE Grades | Vocational Qualifications |
|----------------------------|--|
| 9 (Highest Grade Possible) | |
| 8 | Level 2 Distinction* |
| 7 | Level 2 Distinction |
| 6 | Level 2 Merit |
| 5 | |
| 4 | Level 2 Pass |
| 3 | Level 1 Distinction |
| 2 | Level 1 Merit |
| 1 | Level 1 Pass |
| U Unclassified | A qualification has not been achieved. |

Careers Education and Guidance

Careers Education and Guidance is an important part of every student's curriculum. Its focus is to enable students to make well-informed academic, vocational and training choices.

At Allerton Grange, many elements of Careers Education and Guidance are embedded through PSHCE Education and through dedicated Planning for Progress sessions in Key Stage Three. During Year 9, there will be time in tutor groups to explore different careers and there will be an assembly giving you further guidance. As students move into Key Stage Four, they have a fortnightly AGS Futures lesson, dedicated to preparing them for post-16 education, employment and training, and life after Allerton Grange School.

As a school we recommend using online resources such as [Unifrog](#) (which all students and parents/carers have accounts for accessing), [Springpod](#), [Speakers for Schools](#) and [Start to Apply](#). All these websites have a wealth of information, as well as virtual work experience opportunities, courses and webinars.

Please visit the AGS School website Careers section which has a lot of information and links to useful sites. Mrs Mills is the Careers Coordinator in school. Please speak to her about the resources available to help you or email her: louisemills@allertongrange.com.

Qualifications – Where Can They Take You?

Qualifications can help you to get ahead in life. They come in 8 different levels, as this diagram shows:

| | | | | |
|---------------------|---|-----------------------------------|---------------------|-------------------------|
| | University | | | |
| Level 8 | Doctorate PhD | | | |
| Level 7 | Master's Degree MA, MSc, MPhil | | | |
| Level 6 | | | | |
| Level 5 | University Degree BA, BSc | Foundation Degree FdA, FdSc | HND | |
| Level 4 | | | HNC | |
| | | | | |
| Level 3 | A Level | | L3 Diploma/CTech | L3 Certificate/CTech |
| Level 2 | GCSE Grades 9 to 4 | Level 2 BTEC/CNAT | Level 2 VRQ | |
| Level 1 | GCSE Grades 4 to 1 | Level 1 BTEC | Level 1 VRQ | |
| Lower school | Key Stage 3 Years 7- 9 | | | |
| | | | | |

Generally, you progress from one level to the next, step by step. You may be able to switch between different types of qualification as you progress. For example, with five or more GCSE's at level 2 you could:

- Progress to an A level course (Grade 5's normally needed)
- Progress to an Advanced Diploma course
- Progress to a combination of Advanced Diploma and AS level.

Core Subject Information

The following section details what will be studied within the Core Subject at Key Stage 4. Although these subjects are compulsory, it is still valuable information so you understand what topics will be involved. It also lets you know which curriculum staff members who you can contact should you have any questions.

English GCSE

Contact for further information: Ms Sophie Halaka

English is a compulsory subject at GCSE and is highly valued in employment and for further education. Most employers will want you to have a strong grade in English to show you are able to communicate effectively in both speech and writing. Students sit two GCSEs in English and gain two separate qualifications: English Language and English Literature

Students who achieve a 5 or above in English Language or English Literature should be able to study these subjects in Sixth Form. A levels in English Literature and English Language are well regarded by universities and colleges, and will allow access onto many different courses.

All students will follow the GCSE English Language and GCSE English Literature AQA courses. There is just one tier of entry at GCSE, covering grades 1-9. The courses are both assessed solely by external exams at the end of Year 11. There are no longer any controlled assessments or coursework. Speaking and Listening will be assessed in school, based on a presentation and response to questions and you will receive a grade of Pass, Merit or Distinction.

GCSE English Language

Examinations 100% of overall mark - 2 x 1 hour and 45 minutes examinations:

Paper 1: Explorations in creative reading and writing

- Students will be given an unseen extract from 19th, 20th or 21st century fiction.
- The questions will require students to analyse the language and structure of this extract and form a critical opinion, supporting their ideas with evidence.
- Students will be asked to produce a piece of narrative or descriptive writing based on an image.

Paper 2: Writers' viewpoints and perspectives

- Students will be given two unseen extracts from 19th, 20th or 21st century non-fiction
- The questions will require students to select and retrieve information, summarise the differences in a text, analyse language and structure and compare the attitudes and perspectives of writers.
- Students will also be asked to produce a piece of discursive writing to communicate a point of view.

Examinations 100% of overall mark - 1 x 1 hour and 45 minutes examination; 1 x 2 hours and 15 minutes examination

Paper 1: Shakespeare and the 19th century novel

- *Macbeth* (William Shakespeare): Students will be given an extract from the play (this will *not* be pre-released) and asked to explore a character and/or theme. They will be expected to analyse language, form and structure in the extract whilst also demonstrating an understanding of the play as a whole. In addition, marks will be awarded for exploring how context can deepen meanings.
- *A Christmas Carol* (Charles Dickens): Students will be required to produce an extended essay-style answer to a question on a theme or character from the text. Like the first part of the exam, students should analyse language, form and structure and show an understanding of the text as a whole, as well as exploring context.



Paper 2: Modern texts, poetry anthology and unseen poetry

Section A: *An Inspector Calls*: Students will be given a choice of two questions based on character or theme. They must answer one question and explore how the chosen writer uses language, form and structure to convey meanings. Marks are also awarded for showing an understanding of context.

- **Section B:** Poetry anthology: Students will study a collection of fifteen poems from an anthology provided by the examination board, AQA. In the examination, students will write a comparison of two poems from this anthology: one poem will be specified, and students may choose the second.
- **Section C:** Unseen Poetry: Students will complete two tasks in this section of the exam. The first will ask students to focus on an analysis of a poem they will not have studied in class. They will be awarded marks for insightful responses to the way in which the poet uses language, form and structure to present ideas and feelings in the poem. The second question will be based on a comparison of two poems, both of which are unseen.

Career paths that need English:

Media – Journalism, Publishing, TV and Radio, Copywriting, Events Management etc.

Professions – Law, HR, Banking, Accountancy, Insurance etc.

Public Sector – Civil Service, Health Service, Local Government, Police/Armed Forces etc.

Contact for further information: Mr D. Sumroy

Mathematics is a compulsory subject and is an essential qualification for all careers. Employers, colleges and universities will want you to have a good grade in Mathematics. All students follow the **EdExcel** GCSE specification and are entered for the most appropriate **tier**. There are two **tiers** for Mathematics: **Higher tier: Grades 4-9** and Foundation **tier: Grades 1-5**.

Subject content

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Assessments

Students must sit three exam papers at the same tier (foundation or higher). All three papers must be taken at the end of year 11. **Each paper is worth one third of the overall grade.**

Paper 1: Non-calculator

Written paper: 1 hour 30 minutes, 80 marks

Content from any part of the specification may be assessed and there are a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

Paper 2: Calculator

Written paper: 1 hour 30 minutes, 80 marks

Content from any part of the specification may be assessed and there are a mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

Paper 3: Calculator

Written paper: 1 hour 30 minutes, 80 marks

Content from any part of the specification may be assessed.

Career paths that require Maths:

Maths opens up opportunities in almost any area of study or employment, including accounting, actuarial work, engineering, computing, science, medicine and pharmaceuticals. Many university courses have a high maths and statistics content including social sciences, business and economics.

Contact for further information: Dr Kyriacou (Curriculum Leader for Science).

Science is a compulsory subject as it is a highly valued qualification for all careers. It is relevant to most issues facing the modern world and in the development of new products. All students study the fundamentals of GCSE Science in Year 9.

All students study the fundamentals of each Science in Year 9. Student will be streamed at the start of Year 10 into Triple and Combined pathway cohorts, based on assessments in Year 9. In most cases, a final decision about Triple or Combined entry will be made after the end of Year 10 PPEs. This will be based on the **average scores from all assessments** completed during Year 10.

There are two routes in Science:

1. Triple (Separate) Science – Biology, Chemistry and Physics – worth 3 GCSEs.
2. Combined Science: Trilogy – worth 2 GCSEs. In Combined Science, they will still study all three Sciences but the content is slightly reduced and the scores of the six exams are amalgamated to produce two overall grades e.g. 5-5 or 7-6.

Triple (Separate) Science GCSEs

Exam boards assess separate Biology, Chemistry and Physics science via **two written exams per science at the end of Year 11**. Students will sit a total of six written exams. Students can either be entered for the foundation **or** higher tier for both exams for each Science but can sit different tiers for the different sciences e.g. Higher for two and Foundation for the other.

The questions will be a mixture of multiple-choice, short answer, structured and longer open responses. The students will also be assessed on their **mathematical and working scientifically skills**. There will also be an element of **synoptic** assessment in some of the written papers. This will involve making and using connections within and between different areas of each science e.g. applying knowledge and understanding of more than one area to a particular situation or context.

There are up to ten **Required Practicals** for each subject that must be covered during lesson time over the two years and may be covered in the written exam.

Combined Science (Trilogy) GCSE

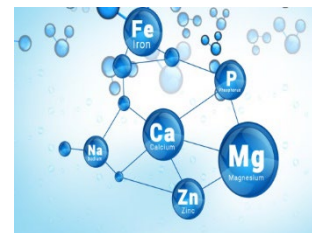
Exam boards assess Combined Science via **two written exams per science at the end of Year 11**. This will mean a total of six written exams for Combined Science: Trilogy. Students can either be entered for the foundation **or** higher tier for all six exams. The questions will be a mixture of multiple-choice, short answer, structured and longer open responses. The students will also be assessed on their **mathematical and working scientifically skills**. There will also be an element of **synoptic** assessment in some of the written papers. This will involve making and using connections within and between different areas of each science e.g. applying knowledge and understanding of more than one area to a particular situation or context.

There are twenty-one **Required Practicals** (seven for Biology, six for Chemistry and eight for Physics) that have to be covered during lesson time over the two years and may be covered in the written exam.

To study any Science subject at A-level students will need to get a grade 6-6 in Combined Science, or in the relevant Single Science subject and will also need to have at least a grade 5 in English Language and a grade 6 in Mathematics.

What exam board do we use?

AQA <http://www.aqa.org.uk/subjects/science/gcse>



Topics covered at GCSE

| |
|---|
| Triple Science (3 GCSEs) and Combined Science: Trilogy (2 GCSEs) |
| Biology <ol style="list-style-type: none">1. Cell Biology2. Organisation3. Infection and Response4. Bioenergetics5. Homeostasis and Response6. Inheritance, Variation and Evolution7. Ecology |
| Chemistry <ol style="list-style-type: none">1. Atomic Structure and the Periodic Table2. Bonding, Structure and the Properties of Matter3. Quantitative Chemistry4. Chemical Changes5. Energy Changes6. The Rate and Extent of Chemical Change7. Organic Chemistry8. Chemical Analysis9. Chemistry of the Atmosphere10. Using Resources |
| Physics <ol style="list-style-type: none">1. Energy2. Electricity3. Particle Model4. Atomic Structure5. Forces6. Waves7. Magnetism and Electromagnetism8. Space Physics (Triple only) |

Why study Science?

An understanding of Science underpins many aspects of life including food, energy, electronics, medicines, cosmetics and health. Studying Science will help you to understand the world around you better. Even if you are not thinking about a career in Science, it can give you some important skills, such understanding bias, or how to interpret a claim you see on the internet or social media! Science lessons require lots of transferable skills. You will gain skills in interpreting and analysis, you will learn to how make accurate observations from practicals and you will use your maths skills to analyse data.

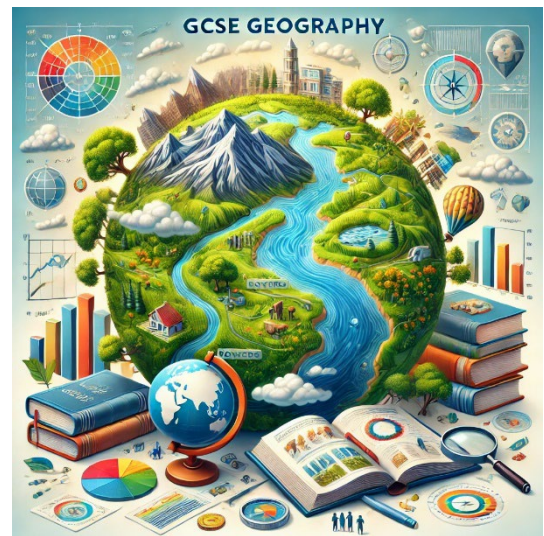
Contact for further information: Mr K Morgan

Geography offers you an exciting, dynamic, and relevant pathway that connects you with the world around you. Geography isn't just about maps and facts; it's about understanding how our world works and how people, places, and environments interact and shape each other. In choosing geography, you'll gain valuable skills in research, analysis, and critical thinking that apply to many careers and real-life situations – skills that employers are always looking for!

Studying geography will help you make sense of global challenges, from climate change to urbanisation, and it empowers you to think critically about solutions. You will

explore diverse topics like ecosystems, population changes, and global issues, using both classroom learning and opportunities for fieldwork. By understanding these issues, you will develop the ability to think globally and act locally—a vital skill in today's interconnected world.

At Allerton Grange we study the AQA GCSE Specification which we break down into key enquiry questions.



| Year 10 | Year 11 |
|---|--|
| <ul style="list-style-type: none"> ○ How do we close the development gap? Investigating how the global economy has changed by focusing on the economy of Nigeria. ○ Do humans harm or help the natural world? Exploring the threats to the natural world in tropical rainforests and cold environments. ○ How does water shape the land? Investigating the physical world of rivers and coasts and the threats they pose to people. ○ Do we have enough food to survive? How the world is facing threats to food supply and what can be done to help this. ○ How has the UK's economy changed? Investigating how the global economy has changed by focusing on the economy of the United Kingdom. | <ul style="list-style-type: none"> ○ Why do we need to understand how natural hazards occur? Natural hazards affect people in different ways, understanding them is essential to reduce the threat. ○ What are the opportunities and challenges of living in cities? Investigation into the challenges and opportunities of living in cities with a focus on Lagos and London. ○ How do I think like a geographer? This unit includes the pre-release resource booklet on a contemporary geographical issue and an analysis and evaluation of the issue in preparation for exams. ○ How do I work like a geographer? Two days of fieldwork investigations (one physical geography, one human geography) developing your skills in data collection, analysis, and presentation related to real-world locations. |

Fieldwork

All students who study GCSE geography must take part in 2 days of fieldwork which is an exciting opportunity to see geography in action. The students will visit either a river or coastal environment to investigate the effectiveness of hard engineering techniques and will visit York to identify the effectiveness of traffic management in an urban area.



Contact for further information: Miss E. Hockey

Why choose History?

History is widely recognised as a respected academic discipline which develops meaningful and transferable skills for many future careers. History helps you to develop your skills in critical thinking, essay writing and the analysis of complex evidence. It also enables you to develop your ability to debate and argue a case using a range of evidence. The knowledge you acquire and the skills you establish are well regarded by both sixth form colleges and universities. By studying history, you will be empowered with knowledge of events and concepts that have shaped the modern world and continue to impact the world in which you live.

What will I study and how will I be assessed?

The GCSE course enables students to study a broad chronological and geographical range of history. You will have the opportunity to investigate history from the medieval period to the present day, as well as study world, European and British history.

You will have seven fifty-minute lessons of GCSE History across two weeks, following the Edexcel specification. There are three exam papers which are sat at the end of Year 11:

Paper 1: Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Written examination: 1 hour and 15 minutes

30% of the qualification

Paper 2: Early Elizabethan England, 1558–88 and Superpower relations and the Cold War, 1941–91

Written examination: 1 hour and 20 minutes

40% of the qualification

Paper 3: Weimar and Nazi Germany, 1918–39

Written examination: 1 hour and 20 minutes

30% of the qualification

| | | |
|-----------------------|---|--|
| <p>YEAR 11</p> | <p>PAPER 2</p> <p>Period study</p> <p>Superpower relations and the Cold War, 1941-91</p> | <p>PAPER 3</p> <p>Modern Depth study</p> <p>Weimar and Nazi Germany, 1918–39</p> |
| <p>YEAR 10</p> | <p>PAPER 1</p> <p>Thematic study and historic environment</p> <p>Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.</p> | <p>PAPER 2</p> <p>British depth study</p> <p>Early Elizabethan England, 1558–88.</p> |

History and careers

History is a degree which involves such a high degree of critical thinking, analysis and memory recall that many different companies are keen to recruit history graduates. The degree itself proves that you have intellectual capability and that is what many employees are looking for. A degree in History opens many doors.

Many corporate law firms offer internships to history graduates. If applicants are successful in securing a training contract, then the firm will pay for a law conversion course (a one- year course).

The ability to research, synthesis and convincingly argue also makes great careers in journalism. If you have aspirations to work in the BBC, a degree in History could be beneficial. For example, the journalist and documentary maker, Louis Theroux is a History graduate.

Other varied and interesting jobs are politics (many Prime Ministers have History degrees), business analyst (this is becoming very popular in start-up businesses) CEO, accountant, marketing executive, film researcher, TV producer, academic researcher.

Contact for further information: Mrs H. Walker

“Employer demand for foreign language skills has significantly increased over the last few years, but uptake of these subjects at schools and colleges remains way too low.

This report shows that reversing this trend is critical to increasing the UK’s global competitiveness and to ensuring young people have the high level of cultural awareness that supports a successful career.”

Guardian Newspaper Jan 2023

A Modern Foreign Language qualification can be extremely valuable to an employer or in enrolling on to a college or university course. Some universities insist on students having a GCSE language. Moreover, it forms part of the “EBacc” qualification introduced by the current Government. At Allerton Grange, we offer three European languages in the options system.

Studying a language at GCSE builds on the skills and knowledge students have already acquired. It will give them the ability to communicate with other communities, offer an understanding of foreign countries and encourage positive attitudes to the wider world. It will really develop their grammar, literacy, memory and thinking skills in a way which benefits all their other learning.

GCSE Languages have a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

The broad topic areas students will learn about are:

- My personal world
- Lifestyle and well being
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

The course is assessed through four exams at the end of Year 11

- Listening (25% of final mark)
- Reading (25% of final mark)
- Speaking (25% of final mark)
- Writing (25% of final mark)

Studying a Second Language

Most students will continue with the language they studied in Years 7, 8 and 9. Some students may however also wish to opt for a second language. If you consider yourself a talented linguist, you should strongly consider doing so. People with a qualification in one language are highly valued by employers, but having two foreign language qualifications can open even more doors.

Many students assume that they will get confused or “mixed up” when learning two languages. This is rarely the case, and, in fact, it can make things easier because the study skills and techniques are the same for all languages. If you are not sure, or you would like any further advice about this, please speak to one of the Languages teachers.

Some careers that need languages:

Language skills can be used in almost any career, particularly in businesses that trade internationally. Other careers that need languages are:-

Interpreter and translator, Political risk analyst, Sales executive, Diplomat

Option Subject Information

The following subjects can be chosen as your option choice. It is important that you select what is right for you: one that you enjoy, are good at and/or for which have a real interest and passion. Don't forget, if you are in any doubt speak to the relevant teachers, your Form Tutor or your Head of Year.

Fine Art GCSE

Contact for further information: Mrs K. Crampton

This creative, exciting course will enable students to explore, experiment and develop a wide range of techniques to enhance their interest in Art and Design. This broad course will explore practical work as well as looking at the work of other artists, to help inspire students' own ideas.

There will be opportunities to explore a wide range of processes including:

- Painting, drawing and mixed media work
- Printmaking using a range of processes
- Construction and 3D processes
- Digital photography and ICT design packages

The course comprises two units:

Component 1 – Portfolio of work (worth 60%).

This is selected from the work produced over the two years by the students in response to projects set by teachers in the lessons. Students document their processes and ideas showing clear development to produce final outcomes.

Component 2 – Externally Set Task (worth 40%).

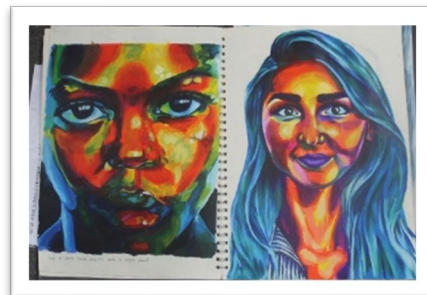


The theme is set by the exam board and students are given preparation time over several weeks to develop their ideas. The final practical exam is 10 hours long and delivered over two continuous days. During this time, students will produce a final outcome.

GCSE Art and Design is the first step from which to progress to A Level, college courses and careers in a wide range of creative subjects such as Fine Art, Graphic Design, Architecture, Fashion Design etc. To study this course students must be committed, creative and take enjoyment in this subject.

Some careers that need art and design:

Architect, Graphic Designer, Fine artist, Art therapist, Illustrator and lots more!

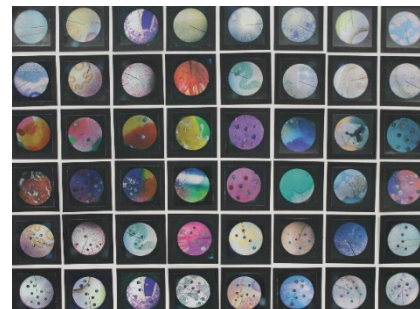


Contact for further information: Mrs J. Maurice

Photography is a fantastic option for those who enjoy producing their own creative imagery using digital technology. Students will learn how to use Photoshop to create expressive artwork, as well as how to light and compose their own imagery.

Students will explore a range of themes and techniques within the structure of the course. Possible themes will include:

- Portraiture
- Surrealism
- Abstract imagery
- Architectural Photography
- Mixed Media



The course comprises of 2 Units:

Unit 1 – Portfolio of work (worth 60%).

This is selected from the work produced over two years by the students in response to projects set by teachers in the lessons. Student document their processes and ideas showing clear development to produce final outcomes.

Unit 2 - Externally Set Task (worth 40%). The theme is set by the exam board and students are given preparation time over a number of weeks to develop their ideas and take their photographs. The final practical exam is 10 hours long and delivered over two continuous days. During this time, students will produce a final outcome.

GCSE Photography is the first step for students who would consider studying this subject at A level, or at college. It would also benefit students who are considering studying Graphic Design or Media Studies or have an interest in film and television. To succeed on the Photography course, students should enjoy creative thinking and working in a digital format.

Careers that need photography:

Commercial and industrial designer, Fashion photographer, Photo Editor, Cinematographer

Business (Edexcel GCSE)

Contact for further information: Mrs L Coopey

The GCSE in Business allows students to study two themes: investigating small businesses and how businesses are built. When investigating small businesses, students will find out how to start up and run a small business. This theme includes all the basics of start up from choosing a legal ownership type, to gaining finance as well as setting aims and objectives. Moving onto theme two allows students to study how we build businesses. This covers the different ways to expand an enterprise including going international. This theme also sees students learn about production and procurement as well as managing human resources.

The GCSE course is examined through two exam papers at the end of Year 11, there is no coursework involved within this qualification. The exam questions are a combination of short mark and extended essay questions, two out of three sections of the paper are based upon a case study.

In this subject, you will be required to read about and study businesses as well as learn lots of key terms and language. You will need to be able to write longer answers to questions about business decisions, clearly explaining ideas and theories and using analytical and evaluative skills when making a business decision. You will need to have good literacy skills to succeed as well as be confident in the numerical calculations you will be required to complete.

Some careers that need Business Studies:

Business owner or Entrepreneur, Marketing, Sales, Accountancy, Procurement, Human Resources

As all organisations, including Schools are businesses, understanding how a business works is very useful for most jobs. A lot of our students go on to study Business and/or Economics at A Level.

Contact for further information: Mrs G. Adams

Classical Civilisation, more commonly known as Classics, is the study of Ancient Greece and Ancient Rome. It consists of the study of the history, mythology, literature, philosophy and art of Greece and Rome, giving insight into their social, cultural and political values and beliefs.

Why choose Classical Civilisation?

Classics allows you to develop a critical understanding of the roots of modern society and culture. You will build skills in evaluation and analysis as well as developing excellent communication skills and the ability to argue articulately. Classics is a highly academic subject which means that a GCSE in Classical Civilisation is excellent preparation for a wide variety of A level subjects. The requirement to defend opinions and ideas in debates is a transferable skill that is highly valued by employers and universities. Classicists go on to many successful careers and a wide range of university courses including History, Law, English and Architecture.

The department offers a range of opportunities to support broader engagement with Classics. In recent years, students have been on trips to the University of Cambridge, attending workshops in the Museum of Classical Archaeology and experienced a lecture by a Cambridge academic, as well as a trip to the British Museum in London.

What will I study and how will I be assessed?

There are two topics studied across Year 10 and 11. One is a thematic study on Myth and Religion and the other a study of culture and the Homeric World. There are two exams which are both taken at the end of Year 11. Both exams are 1 hour 30 minutes and are worth 50% of the GCSE grade.

Myth and Religion

Within this topic you will study the religions of Ancient Greece and Ancient Rome. This will include learning about the gods and goddesses of Greece and Rome and looking at mythology. Within this topic we shall also study the Universe of the Hero (Hercules and Theseus) and the role of religion in society including the mythology surrounding death and the Underworld.

The Homeric World

This topic requires you to explore *The Odyssey*. *The Odyssey* is believed to have been composed in the 8th century BC by a bard named Homer.

The Greek hero, Odysseus, has spent 10 years away from home fighting with the Greeks in the Trojan War. Homer's *Odyssey* tells the story of Odysseus' journey to return home. Unfortunately, Odysseus has angered Poseidon, God of the Sea, by blinding his son. As a result of Poseidon's wrath, it will take him 10 years to travel to his home, the island of Ithaca, where his wife and son are waiting for him.

We will read five sections of Homer's *Odyssey* including *The Cyclops* and *Circe*. We will study the text in the context of the period, meaning we will study life, beliefs and traditions in the Mycenaean Age as well as studying the site of the Trojan War.

Some careers that need Classics

Specialist careers in Classics include being a museum curator, an archivist or an academic researcher.

The nature of Classics means that students develop intellectual flexibility and analytical thinking. Therefore, Classics students go on to a wide range of careers including barristers, journalists and heritage managers.



GCSE students on a trip to the University of Cambridge, Faculty of Classics.

Contact for further information: Mr L . Morris

What is Computer Science?

Have you recently used a mobile phone, desktop PC, laptop or tablet? How about a videogame console, television, in-car entertainment system or microwave? The answer is almost certainly 'yes'. Computer technology is all around us and will only increase further as we move into a world whereby almost everything is connected to the Internet and considered 'smart'.

Computer Science is the study of the hardware - the physical components that exist within a computer system; the software that provide the computer with instructions to follow to achieve meaningful and useful tasks; how our devices are connected together as part of a network. Computer Scientists consider how data is stored and processed - using binary to represent numerical values, the characters we send as instant messages or emails, the sounds that we hear when streaming music; the colours that generate the images we snap and later share with friends. Fundamentally, Computer Science is learning about *how* technology works to make the above possible. If you enjoy logical thinking, problem-solving and have an inquisitive mind, then Computer Science could be for you.

How is the course assessed?

| Component | Method of assessment | Weighting |
|------------------|-----------------------------|------------------|
| Component 01 | Written Paper | 50% |
| Component 02 | Written Paper | 50% |

What is the course content?

Component 01 - Computer Systems: Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

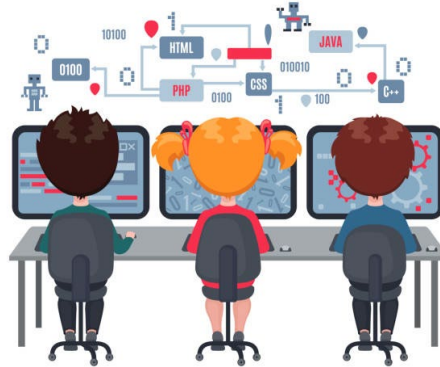
Component 02 - Computational Thinking, Algorithms and Programming: Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

What does studying GCSE Computer Science involve?

The majority of Computer Science lessons involve learning the theory of the subject. This includes learning key words and explanations for how computers work.

There is also a large Mathematical element to Computer Science, with a requirement to follow methods and use numeracy to calculate answers in areas such as binary and hexadecimal.

During their course of study, students will be given the opportunity to undertake programming tasks which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations.



Progression after GCSE Computer Science

As well as learning the skills necessary to influence the modern world of computers, students who study the subject give themselves the opportunity to help shape the future. Driverless cars, robotics, augmented reality, online security, cloud computing, machine learning etc. are all areas underpinned by the fundamentals of Computer Science.

The understanding developed throughout the course will provide you with knowledge and skills relevant to continue your study of the subject at A Level Computer Science. This involves undertaking your own independent programming project whereby you plan, design and develop software about anything that interests you. There is also opportunity to continue your interest in the field by studying BTEC Information Technology.

Careers related to Computer Science include: software development, network engineering, cyber security, videogame development, web development, QA testing, computer technician, data analyst and many more.

Contact for further information: Mr K Hansen or Mrs Spencer-Matthews

Examination Board: AQA

Specification: GCSE DRAMA (9-1)

In this course, there are lots of opportunities for students to do what they like best: participate in performance! GCSE Drama is an exciting, inspiring and practical course that promotes involvement in and enjoyment of drama, as performers and designers. Additionally, Drama provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

Students can choose to develop as a

- Performer,
- Designer (lighting, sound, costume, set or puppets)
- Performer and designer



The course is split into 3 components:-

Component 1: Understanding Drama

Component 2: Devising Drama

Component 3: Texts in Practice

This is a course for people who love to participate in and experience all kinds of performance. Students will have the opportunity to learn and perform in our state of the art theatre, creating work that is both original and thought provoking. Students will need to be dedicated, as rehearsing out of lesson time is key to accessing those top grades; and since the course involves being able to write about theatre as well as to perform, students will need to be able to get their views down on paper. There are regular opportunities to work with leading professional artists and companies and share in their experiences. Most recently, our GCSE students have worked with several theatre companies and professionals including, Frantic Assembly, The Paper Birds, Leeds Conservatoire and Leeds Beckett University. There will be regular practical and written homework tasks, professional theatre workshops and opportunities to see theatre in Leeds and beyond – recently our GCSE students have visited York Theatre Royal, Manchester Royal Exchange and London’s West End.

Method of assessment:

60% Coursework / Practical, 40% Written Exam

Some careers that need drama:

Performer- actor, dancer, singer, Drama therapist, Youth and Community Worker. Studying GCSE Drama provides learners with a plethora of transferable skills to ensure success in most of careers. Sharpening critical thinking, developing communication and collaborative working skills and deepening your ability to empathise will ensure you have a bright future, whatever career path you choose.

Contact for further information: Mrs E Hawkins

If you enjoy Technology, choosing a qualification in Hospitality and Catering, Three-Dimensional Design or Art Textiles adds balance to your options allowing you to develop your creativity, problem solving, ICT, and design skills which are sought after by employers.

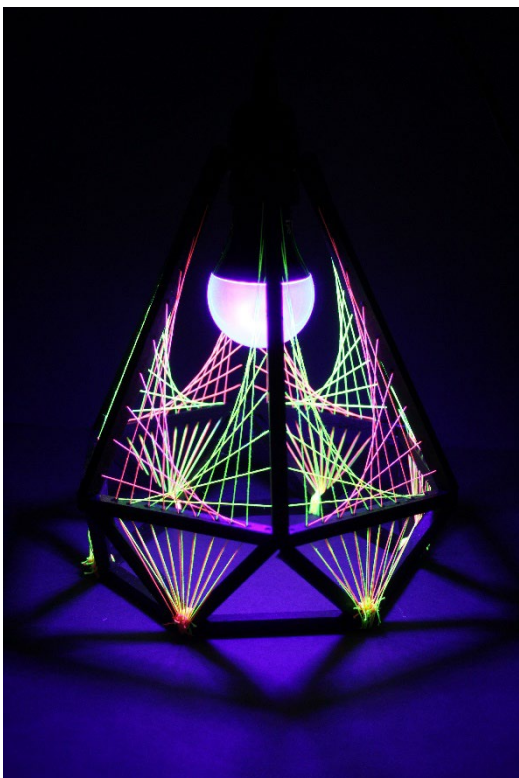
Across all Design and Technology subjects you will design new products and use state of the art CAD/CAM equipment to make high quality products or creative pieces that will be a proud addition to any interview portfolio. There are a wide variety of chosen career paths and further/higher education courses available to students such as Fashion, Interior Design, Architecture, Food and Nutrition, Hospitality and Catering, Product Design and Engineering.

Three Dimensional Design (Art and Design)

An exciting option for students who have enjoyed the hands on approach of their Design Technology lessons at Key Stage 3 and are looking forward to stepping up their skills to the next level. There is no written examination within this course, providing students with plenty of time to develop their practical skills.

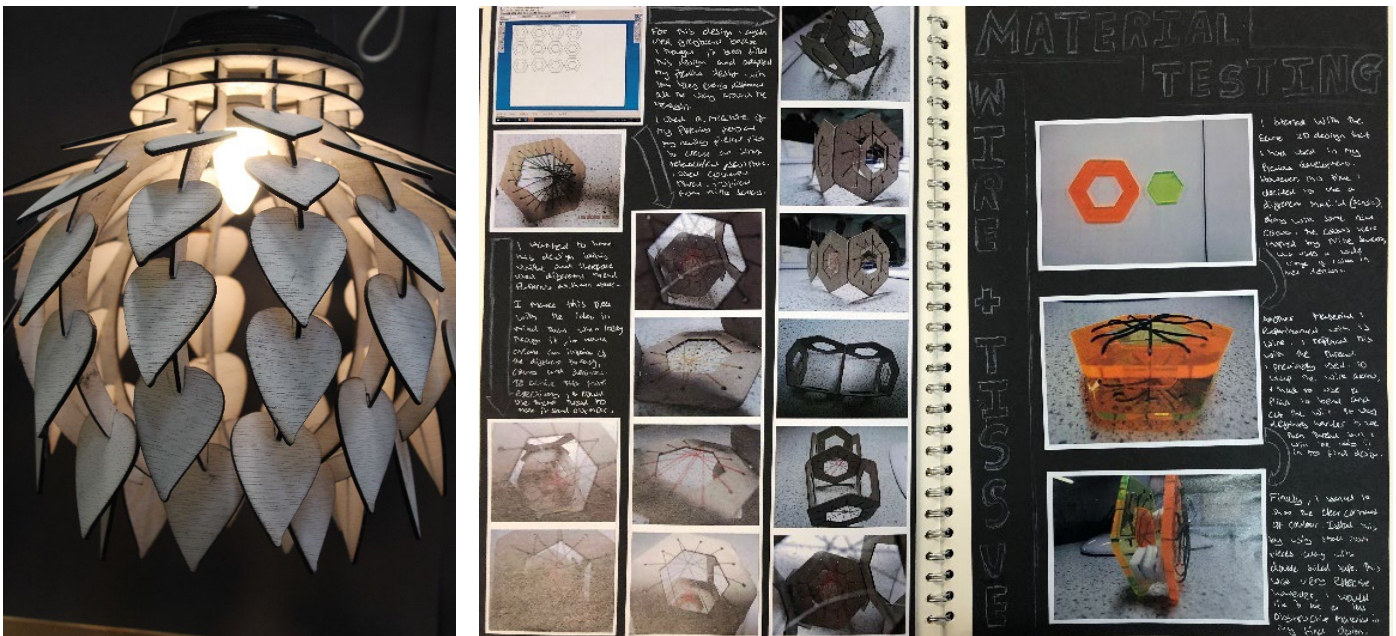
The course comprises of two coursework units:

Component 1 – Portfolio of work (worth 60%).



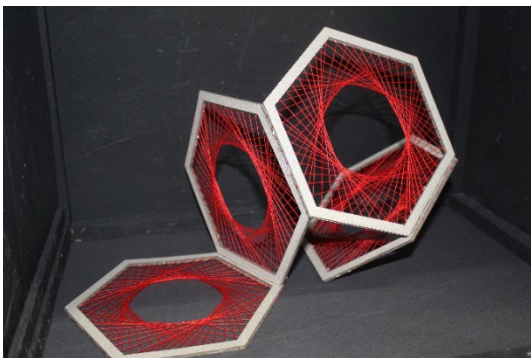
This is selected from the work produced over the two years by the students in response to projects set by teachers in the lessons. As well as producing a range of 3D outcomes, students will learn about design movements, designers, artists, sculptors and architects allowing them to create own unique designs. The breadth of this fantastic course allows students to work within the following areas:

- Architecture
- Product Design
- Jewellery and Body Adornment
- Sculpture
- Ceramics



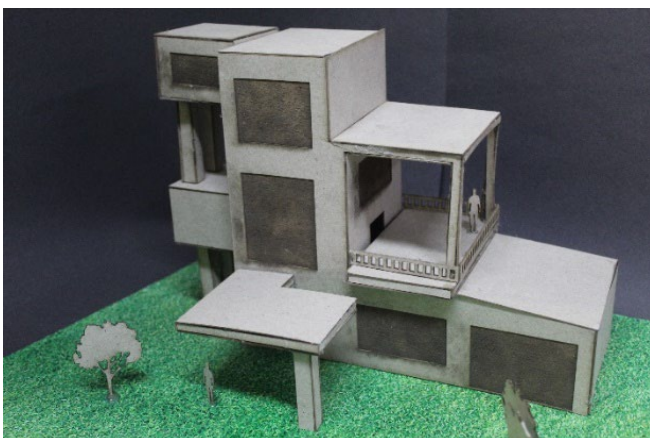
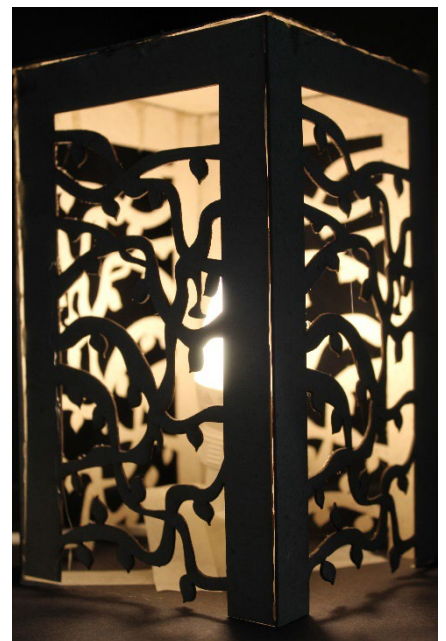
Component 2 – Externally Set Task (worth 40%).

The theme is set by the exam board and students are given preparation time over a number of weeks to develop their ideas. The final practical exam is 10 hours long and delivered over two continuous days. During this time, students will produce a final 3D outcome.



GCSE Art and Design is the first step from which to progress to A Level, college courses and careers in a wide range of creative subjects such as Furniture Design, Architecture, Product Design etc. To study this course students must feel they enjoy

working in the workshop environment and take pride in the work that they produce.



Year 10: The 2-year course includes two separate qualifications:

Qualification 1: VTCT Level 1/2 Technical Award in the Study of Hair and Beauty

About this qualification.

Entry requirements

This qualification has been developed for learners aged 14-16. There is no formal entry requirement to access this qualification, and no prior knowledge, skills or understanding are required. However, an interest in hairdressing and beauty therapy and the related industries is desirable.

Who is this qualification for?

This qualification is aimed at learners aged 14-16 who have an interest in developing a broad understanding of the hairdressing and beauty therapy sector and related industries, including retail, leisure, manufacturing and other personal care services.

What will the learner study as part of this qualification?

This qualification is designed to use the context of hairdressing and beauty therapy as a vehicle to support learners to develop broad and comprehensive understanding of the sector and related industries but, more importantly, of core academic knowledge and study skills that will support progression into post-16 and higher education. Specifically, the qualification will prepare learners to progress onto qualifications related to the hair and beauty sector. **It is a vocational qualification equivalent to GCSE grades 9-1.**

UCO90 – BUSINESS AND ENTREPRENEURSHIP IN THE HAIR AND BEAUTY SECTOR

This unit will enable learners to develop knowledge and understanding of business principles, types of businesses, marketing and entrepreneurship and different business opportunities within the hair and beauty sector.

UCO91 – ANATOMY, PHYSIOLOGY AND COSMETIC SCIENCE

This unit will enable learners to develop knowledge and understanding of cosmetic chemistry, the role of the integumentary system and the development of hair and beauty products.

UCO92 – DESIGN IN THE HAIR AND BEAUTY SECTOR

This unit will enable learners to develop knowledge and understanding of the purpose, principles and development of design briefs for the hair and beauty sector, including how to present and communicate design brief ideas and concepts to a range of audiences and develop analytical, reflective and evaluative skills.

This qualification consists of one exam and one NEA – an assignment project.

Qualification 2: Level 2 Certificate in Hair and Beauty Skills

What will the learner study as part of this qualification?

One mandatory unit:

- Create an image based on a theme

Students will select a minimum of four units from below:

- Blow dry and finish hair
- Shampoo and treat hair
- Basic cutting techniques for women's hair
- Basic photographic make up
- Basic face painting
- Basic skin care

Method of assessment: Internal practical assignments - Pass, Merit, Distinction

About this qualification

This hairdressing course is a great way to learn and experience a broad and comprehensive understanding of the hair and beauty sector. Students develop significant knowledge which spans the entire vocational sector and related issues. They also develop academic and study skills that will support progression within hair and beauty and transfer to other subjects.

Our hair salon, at Allerton Grange, opened in 2011 and has been created as a realistic working environment where students are taught and assessed on basic practical hair and beauty skills.

Teaching in the salon focuses on the main services in hairdressing such as shampooing and conditioning hair, blow drying hair and cutting hair and the popular services in beauty therapy such as skin care, photographic make up and face painting. Students are encouraged to act in a professional manner, have excellent time keeping and adhere to the health and safety rules, as they would in the workplace. Within this environment, students learn well, enjoy the experience of working in the salon, make new friends, aim high and achieve excellent results.

All aspects of the course are assessed by the internal verifier to meet VTCT and regulatory requirements. An external verifier, appointed by the VTCT visits the salon to sample and quality-check the assessments. The purpose of this qualification is to develop skills to a high level of occupational ability to enable students to perform their own services and assist others.

So why choose hair and beauty?

Provides a good platform for working as a modern apprentice.

- Develops creativity & hair and beauty skills.
- Develops confidence & communication skills.
- Enhances social & negotiation skills.
- Encourages independent learning.
- Provides a workplace experience.





This exciting vocational Hospitality and Catering Award has been developed to support students who are interested in this diverse sector of the careers industry. Or students who are interested in going onto further their studies in any of the topics that are covered. Students will learn about the environment in which Hospitality and Catering providers operate touching on the importance of nutrition for different clients while menu planning. Primarily you will learn to demonstrate effective and safe cooking skills by planning, preparing, cooking and presenting a variety of dishes from around the globe. Students will have the opportunity to develop their culinary skills with guest speakers and masterclasses.

The course comprises of 2 units. Unit 1 - the written exam is 40% of the final mark. Unit 2 - Hospitality and Catering in Action is the non exam assessment where students will be given a brief and be expected to create 2 dishes in an exam practical setting. This is 60% of their final mark.



Careers in Hospitality and Catering

Restaurant/Bar/Hotel manager, Chef, Nutritionist, Menu planner, Deli/Café owner, Function Caterer, Food Truck Artisan, Events Manager, Environmental Health Officer, Quality Control Tester, Product Development, Baker, Barista.



Contact for further information: Ms Nabila Mughal

This is a brilliant course for anyone who is interested in working and caring for others in a variety of roles. You learn through completing individual projects based on realistic workplace situations and demands.



Methods of Assessment

You must complete THREE units to complete the course. There are TWO controlled assessment units and one external exam. You may prefer this option if you feel you are better suited to coursework rather than exam work.

The units include:

- Principles of care in HSC settings (Mandatory external exam unit)
- Supporting individuals through life events (mandatory coursework unit)
- Creative and therapeutic activities (optional coursework unit) OR
- Health promotion campaigns (optional coursework unit)

Having completed this course successfully you can continue with Post 16 education opting to study a Health and Social Care Level 3 course.

As a subject, Health and Social Care (H&SC) combines elements of psychology, sociology, business, biology, nutrition, law and ethics.

Some careers pathways:

Health related careers (physiotherapy/radiography/nursing/mental health), health/social care assistant, medical technician/research assistant, childcare practitioner, teaching, social work

Contact for further information: Mrs T. Casey

This is a new and exciting course which is a perfect choice for any student who likes composing, performing and analysing Music. 60% of this GCSE is based around practical coursework. Students must perform as well as compose music. The other component is worth 40%, which is a 1 hour and 15 minutes listening and analysing exam. The Subject content is divided into the three components:

- Understanding and appraising music (40%)
- Performing music (30%)
- Composing music (30%)

We learn about the following four Areas of Study -

Area of study 1: Musical Forms and Devices – Baroque, Classical and Romantic.

Area of study 2: Music for Ensemble – Jazz and Blues, Musical Theatre and Chamber music.

Area of study 3: Film Music

Area of study 4: Popular Music

These areas of study help to develop an in-depth knowledge of the theory of music, musical elements and musical language. They can also provide a rich source of material when developing performance and composition skills.

Assessment:

Component 1: Performing Music 30% - Performers can play instruments, sing, rap, use turntables and music technology to perform any style of music. At the end of the two years they must submit one individual performance (acoustic or technology-based) and one group performance lasting a combined minimum of four minutes. The recordings can be made at any time during the course.

Component 2: Composing Music 30% - Students learn how to develop musical ideas and compose music that is musically convincing through two compositions. One must be in response to an externally set brief and the other a free composition.

Component 3: Understanding Music 40% - At the end of the two years, students sit a 1 hour and 15 minute written examination where they listen to lots of different kinds of Music and answer questions. Some questions will be specifically on two of the Study Pieces listed above and will require short and extended written answer.



Some careers that need Music:

Professional Musician,
 (Film/TV/Game/any genre) Music
 Composer
 Music Therapist
 Music Producer
 Sound engineer
 Conductor
 Music Teacher
 Music Journalist
 Music Critic
 Tour manager

Online music distribution
 Record labels/studio staff
 Singer/songwriter
 Lyricist
 Music promoters
 Music festival organisers
 Music publishing
 DJ
 Jingle writer
 Booking agent

Transferable skills gained such as confidence, resilience, team work, and analysis and problem solving through studying music can lead onto Law, medicine, business and many more careers!

Physical Education (Option)

Contact for further information: Miss R. Caisley

Why study Physical Education?

Physical exercise is an important part of a healthy lifestyle. It is a growing area and can lead to careers in:

- Leisure Industry
- Teaching
- Coaching/instructing
- Physiotherapy
- Sports Journalism

Aptitudes Needed

A strong desire to learn about the theory of Physical Education. Only 30% of this course will involve practical PE. An enthusiastic approach towards all sports with a willingness to learn and improve your own ability and skill level. You need to have a sound level of sporting ability in most sports, and you need to be taking part in sport on a regular basis outside of school as well as playing for the school teams in at least one sport. Finally, a very good academic ability in English and Science, particularly Biology is advantageous.

At Allerton Grange we offer two pathways:

Assessment Structures

GCSE PE:

Component 1: Physical factors affecting performance 30% OF TOTAL GCSE 1 hour written paper 60 marks

Component 2: Socio-cultural issues and sports psychology 30% OF TOTAL GCSE 1 hour written paper 60 marks

Component 3: Performance in physical education (NEA) 40% OF TOTAL GCSE - Performance of three activities taken from the two approved lists in specification.

- one from the individual list
- one from the team list
- one from either list
- Analysing and evaluating performance (AEP), coursework.

Cambridge National in Sports Studies:

The Cambridge National is assessed through centre assessed units of work with a single exam during the cycle of the course.

The pathway you follow will depend on your aptitude, enthusiasm and commitment shown to sport at KS3.

Future opportunities:

A GCSE in PE can lead to a diverse number of careers. You can continue studying PE at A Level, and at university, through several different sports courses including; Sports Science, Sports Massage, Sports Coaching, and Sports Psychology to name but a few. The health and fitness industry are a booming market, and a GCSE in PE can be the first step you take in preparing for a future career in this area.



Contact for further information: Ms Nabila Mughal

GCSE is an engaging qualification that introduces you to the fundamental principles of psychology, critical thinking and research skills. Learners will explore human behaviour, gaining an understanding of themselves and others in a range of contexts.

Learners choosing to study GCSE psychology need a strong desire to learn about the human mind and the impact on human behaviour. Going above and beyond in their studies to research and read around the subject. The course will develop skills in critical thinking and the ability for learners to develop and structure arguments about the complexities of human behaviour.

Methods of Assessment

This is a linear course where learners will sit two exams at the end of year 1. Both papers are equally weighted and include a range of question types, including multiple choice, short and long answers and scenario-based responses.

Course content

Cognition and behaviour

1. Memory
2. Perception
3. Development
4. Research methods

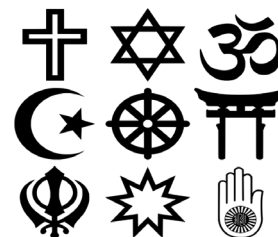
Social context and behaviour

1. Social influence
2. Language, thought and communication
3. Brain and neuropsychology
4. Psychological problems

Having completed this course successfully you can continue with Post 16 education opting to study a range of A levels.

Some careers pathways:

There are a range of career pathways for learners studying psychology. These include a range of psychological professions such as; forensic, clinical, educational and occupational psychologists. As well as research analyst, mental health, social work and childcare services.



Contact for further information: Ms R. Barlow

All students will complete a **short course** GCSE in Religious Studies in one lesson a week during KS4. There will be one exam at the end of the course of 1hr 45 mins.

What will I actually study?

The course involves the study of the beliefs and teachings two of the main world religions (Christianity and Islam). We will then study two contemporary ethical themes and how those religions and non-religious groups would approach those issues. You will not only learn about the religious attitudes towards these but also the legal, political, psychological and sociological ideas associated with the themes.

Study of Religions:

Christian Beliefs and Teachings: – the study of the teachings and beliefs of Christianity, including the life of Jesus, Christian beliefs about creation, sin and salvation and life after death.

Muslim Beliefs and Teachings: – the study of the teachings and beliefs of Islam, including key beliefs about prophets, holy books, life after death and Allah. Students also explore the reasons for the Sunni and Shi'a divide.

Contemporary Themes:

Peace and Conflict: the study of pacifism, weapons of mass destruction, holy war, just war and how religious and non-religious people address them.

Relationships and Family: – the study of marriage, divorce, contraception and gender roles and how different groups in society address them.

What if I want to complete a full GCSE in Religious Studies?

You can opt to complete a full GCSE by attending Session 7 after school every week for the full 2 years. You will then cover the other 4 units to complete the full GCSE.

These units will be:

Christian Practices: - the study of the practices of Christianity, including pilgrimage, prayer, worship and the importance of the church.

Muslim Practices – the study of the practices of Islam, including the Five Pillars and Muslim Festivals.

Religion and Life – the study of abortion and euthanasia, theories about the origins of the universe including the Big Bang, evolution, Quantifier Shift Fallacy and the Anthropic Principle and how religious and non-religious people address them.

Religion, Crime and Punishment – the study of crime and punishment including theories of punishment, treatment of criminals, evil and suffering, forgiveness and the death penalty, and how religious and non-religious people address them.

This will mean that you will sit two exams of 1 hr 45 mins each at the end of Year 11.

Is the course for me?

If you want to study current issues that are part of the world that we live in now and how they affect human behaviour, then yes, this course is for you.

You will be able to debate issues such as marriage and relationships, crime and whether or not the death penalty is ever appropriate, as well what happens to us when we die. If you want to be skilled in the art of winning arguments convincingly, or at least persuading people to consider your view, then yes, this course is for you.

If you have a faith of any kind, are an atheist or agnostic, or simply follow a set of non-religious principles and values, then yes, this course is for you!

Future Prospects

This GCSE prepares you for A-level courses in Religious Studies, History Classics, Criminology, Law, Psychology, Sociology and other subjects. Religious Studies is well regarded by colleges and universities as it helps to develop students' thinking and evaluation skills in order to make them better learners.

Careers where RS would be useful:

Examples of careers in which this would be a useful are Anthropology, Social Work, Nursing, Law, Journalism, Health Care and Education.

Please remember that once you have made your choices you must complete the Options Form and return it to your form tutor before Friday 9th February 2024

If you have any questions, please ask.