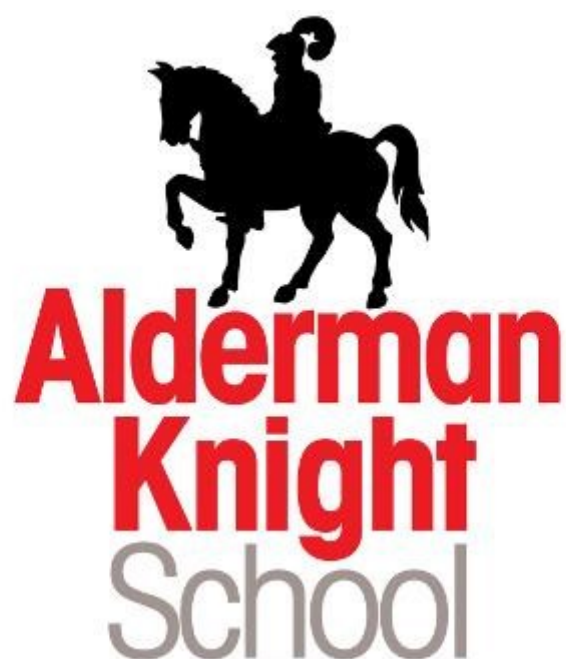


Name of pupil \_\_\_\_\_



# **Alderman Knight School**

## **Transition into Key Stage 4**

### **2021**



# Transition into Key Stage 4

## Introduction

This document is set out to guide and inform those parents/carers whose child is following a two year programme of study at Key Stage 4 starting in September 2021. Throughout Years 10 & 11 it is our intention to develop pupils full academic potential within an environment which supports and prepares them for a post-16 placement in full-time education or educational training. Each pupil will be offered a range of accredited courses appropriate to their needs and abilities. Within this document parents/carers are given an outline of each area of the curriculum that is on offer to your child.

## Key Stage 4 Curriculum

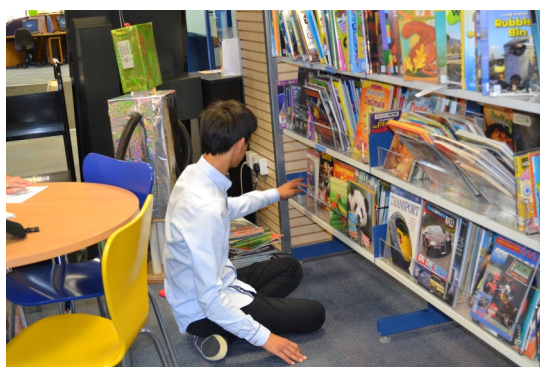
At Alderman Knight School we are committed to providing the very best education we can for all our pupils. Because of the wide range of individual needs, we believe that a 'one size fits all' curriculum model is not appropriate and cannot meet the differing needs of all our pupils. As a result, we have always tried to provide a curriculum as flexible and personalised as possible.

Our aim is to provide a meaningful and relevant set of learning experiences which, together, provide an engaging curriculum enabling both participation and achievement for all our pupils whilst preparing them for the future.

Following consultation with staff and pupils this year we feel the most beneficial route for your child include the following core subjects of English, Maths, Science, Computing, Personal Social Education, Physical Education and Religious Education. All pupils on this pathway have a choice of 3 out of 7 possible subjects. All pupils are offered accreditations in these subjects at an appropriate level, including Entry Level, GCSE or GCSE equivalent qualifications.

## Work Experience

We endeavour to secure Work Experience placements for all our pupils at Key Stage 4. Work experience provides pupils with the opportunity to look into job roles they may wish to follow in the future. It provides pupils with a realistic 'on the job' experience which cannot be achieved within school. Preparation work prior to the placement and follow up work at the end of the placement are conducted in school.



## College links

Many pupils leave Alderman Knight School to continue their education with the local college providers. During Years 10 and 11 pupils can experience taster days at the colleges they are interested in studying at. Within these link taster days, pupils not only gain a feel for the colleges but experience learning within classes. Furthermore, college assessments are conducted to assess the extent to which each college is able to meet every child's needs.

In October, we invite local colleges into school to participate in the first parents evening. This is an opportunity to allow parents of pupils in years 9, 10 and 11 to speak to each provider to see what post-16 education opportunities are on offer for their child.

# Accreditations at Key Stage 4

Pupils are entered for accreditations at levels appropriate to their ability. Please see below for a table showing the different levels of accreditation. Entry Level is the lowest level in the National Qualifications Framework Qualifications Courses.

From June 2017 GCSE will be graded 1– 9 with 9 being the top grade (A\*\*), please see the next page for further clarification. The subjects in orange text are option subjects.

Subject	Level of Accreditation		
		GCSE LEVEL	
	Entry Level	Level 1	Level 2
English	X	X	X
Maths	X	X	X
Science		X	X
IT and Computing	X	X	X
Personal Social Development	X	X	
Physical Education	X		
Religious Studies	X		
Hospitality and Catering		X	X
Media Studies	X	X	X
Art and Design		X	X
Design Technology		X	X
History	X	X	X
Sports Leadership		X	
Enterprise, Vocational and Life Skills	N/A	N/A	N/A

## Grading new GCSEs from 2017

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

For anyone completing GCSEs from September 2017 there is a new grading system which uses numbers instead of letters. The above table shows the comparison with previous grading system.

# Core Curriculum

GCSE English	
Overview of subject	This GCSE English Language course is designed to develop skills required to read, understand and analyse a wide range of fiction and non – fiction texts covering the 19th, 20th and 21st century time periods. In addition to this, learners are encouraged to create a range of fiction and non-fiction clearly, coherently and accurately using a range of vocabulary and sentence structures.
Exam board, qualification title and level	<b>AQA GCSE English Language (Grades 1 – 9)</b>
Qualification overview	<p>The English GCSE qualification cover:</p> <ul style="list-style-type: none"><li>• Component 1 - Paper 1: Explorations in Creative Reading and Writing (50%)</li><li>• Component 2 - Paper 2: Writer's Viewpoints and Perspectives (50%)</li><li>• Component 3: Speaking, Listening and Communication</li></ul>
Assessment	<p>Paper 1 is a written exam, externally assessed and is focused on one unseen fiction text from either the 19<sup>th</sup>, 20<sup>th</sup> or 21<sup>st</sup> century. Section A consists of four reading questions that are designed to take students on an assessment journey through lower tariff tasks to more extended responses. Section B consists of two fictional writing tasks, only one to be completed.</p> <p>Paper 2 is also a 1 hour and 45 minute written exam, externally assessed and focuses on two non-fiction texts from the 19<sup>th</sup> and 21<sup>st</sup> century. Section A consists of four reading questions that are designed to take students on an assessment journey through lower tariff tasks to more extended responses, including comparison. Section B consists of one writing task to create a non-fiction text.</p> <p>The speaking, listening and communicating component is a presentation delivered to an audience. They must answer questions asked by their audience at the end of their presentation, this has to be recorded and submitted as part of the assessment.</p>

# Functional Skills English

## (Year 10 and Year 11 Course if applicable)

Overview of subject	<p>These English qualifications are designed to equip learners with the life skills they need to succeed. It aims to ensure learners can communicate with confidence and independence and offers excellent preparation for employment and further education. This course can be used in preparation for GCSE English Language.</p>
Exam board, qualification title and level	<p><b>AQA Functional Skills in Reading, Writing, Speaking, listening and communicating</b></p> <p><b>Level 1 and Level 2</b></p>
Qualification overview	<p>The English Functional Skills qualifications cover:</p> <ul style="list-style-type: none"> <li>• Component 1: Speaking, listening and communicating (33.3%)</li> <li>• Component 2: Reading (33.3%)</li> <li>• Component 3: Writing (33.3%)</li> </ul>
Assessment	<p>The Speaking, listening and communicating component is internally set and assessed. Learners will prepare for and take part in discussions and deliver presentations.</p> <p>The Reading component is externally marked, one hour exam. Learners will engage with a range of straightforward texts on a range of topics. These will be of varying lengths that instruct, describe, explain or persuade. At Level 2 learners will also need to engage with some complex texts.</p> <p>The Writing component is also an externally marked, one hour exam. At Level 1 learners will be required to produce straightforward texts such as narratives, Instructions, explanations and reports of varying lengths. At Level 2 learners will be required to produce straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths</p>

# GCSE Maths

Overview of subject	<p>The aims and objectives of the GCSE in Mathematics are to enable students to:</p> <ul style="list-style-type: none"> <li>• develop fluent knowledge, skills and understanding of mathematical methods and concepts</li> <li>• acquire, select and apply mathematical techniques to solve problems</li> <li>• reason mathematically, make deductions and inferences, and draw conclusions</li> <li>• comprehend, interpret and communicate mathematical information in a variety of forms.</li> </ul>
Exam board, qualification title and level	<p><b>Pearson Edexcel Level 1/Level 2</b></p> <p><b>GCSE (9-1) Mathematics</b></p>
Qualification overview	<p>The GCSE (9-1) qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. All three papers must be at the same tier of entry and must be completed in the same assessment series.</p>
Assessment	<p>All assessments are externally marked exams. At the end of year 11 pupils will have 3 exams all at 1 hour and 30 minutes in length if they take the GCSE.</p>

# Entry Level Maths

Overview of subject	<p>This course provides basic relevant mathematical skills building confidence in the pupils ability within this subject.</p>
Exam board, qualification title and level	<p><b>AQA</b></p> <p><b>Entry Level Certificate 1, 2 and 3</b></p> <p>Levels are awarded by the exam board on the number of marks pupils achieve in the various units of work.</p>
Qualification overview	<p>Units of work studied may include:</p> <ul style="list-style-type: none"> <li>- The properties of number</li> <li>- The four operations</li> <li>- Ratio</li> <li>- Money</li> <li>- Geometry</li> <li>- Statistics</li> <li>- Measures</li> <li>- The calendar and time</li> </ul>
Assessment	<p>Learners compile a portfolio comprising eight components of work made up of between four and eight external assignments, the remaining components made up of internally set classwork.</p>

# Science

Overview of subject	Pupils will study a Science course covering aspects of Biology or Physics. They also develop their practical skills, learning how to use what they have found out in their lessons to plan and carry out experiments. There will be opportunity for pupils to study Entry Level Science if GCSE proves too demanding.																		
Exam board, qualification title and level	<b>AQA</b> <b>GCSE Biology or Physics</b>																		
Qualification overview	<p>This course is a full GCSE qualification within the science of Biology or Physics– it is taught within 2 main units in preparation for the 2 exams that the pupils have to sit and pass to complete the course. Units titles are:</p> <table> <thead> <tr> <th><b>Biology</b></th><th><b>Physics</b></th></tr> </thead> <tbody> <tr> <td>1. Cell Biology</td><td>Energy</td></tr> <tr> <td>2. Organisation</td><td>Electricity</td></tr> <tr> <td>3. Infection and response</td><td>Particle Model of Matter</td></tr> <tr> <td>4. Bioenergetics</td><td>Atomic Structure</td></tr> <tr> <td>5. Homeostasis and Response</td><td>Forces</td></tr> <tr> <td>6. Inheritance, Variation and Evolution</td><td>Waves</td></tr> <tr> <td>7. Ecology</td><td>Magnetism and Electromagnetism</td></tr> <tr> <td>8. Key Ideas</td><td>Space Physics</td></tr> </tbody> </table>	<b>Biology</b>	<b>Physics</b>	1. Cell Biology	Energy	2. Organisation	Electricity	3. Infection and response	Particle Model of Matter	4. Bioenergetics	Atomic Structure	5. Homeostasis and Response	Forces	6. Inheritance, Variation and Evolution	Waves	7. Ecology	Magnetism and Electromagnetism	8. Key Ideas	Space Physics
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Assessment	<p>100% exam based to be completed at the end of Year 11 with two written exams each lasting for 1 hour 45 minutes.</p> <p><u>Paper 1</u> – Topics 1 – 4, <u>Paper 2</u> - Topics 5 – 8.</p> <p>Questions include multiple choice, structured, closed short answer and open response.</p>																		



# Physical Education

Overview of subject	All lessons are practical and will allow pupils to develop their knowledge and skills in a number of activities. These activities will be taught over the 2 year course and will include skill development and improvement, analysis and evaluation of performance and effects of physical activity.
Exam board, qualification title and level	<b>OCR</b> <b>Entry Level 1,2 or 3 Certificate in Physical Education</b>
Qualification overview	4 activities from at least 2 of the following activity areas to be performed during moderation : <ul style="list-style-type: none"> <li>- Invasion Games/Striking Games/Net,Wall and Target Games</li> <li>- Gymnastic Activities</li> <li>- Combat Activities</li> <li>- Dance Activities</li> <li>- Athletic Activities</li> <li>- Outdoor and Adventurous Activities</li> <li>- Swimming Activities</li> </ul>
Assessment	80% practical 20% analysis

# Religious Education

Overview of subject	Religious Education is a statutory subject for all pupils. All pupils have the chance to gain recognition for their achievements, appropriate to their level of ability. Pupils will study Unit Awards which include the study of Christianity and at least one other principle religion.
Exam board, qualification title and level	<b>AQA Unit Awards at Entry Level</b>
Qualification overview	Examples of typical units studied: <ul style="list-style-type: none"> <li>- Existence of God</li> <li>- Crime &amp; Punishment</li> <li>- Religion &amp; Belief</li> <li>- Rites of Passage</li> <li>- Animal Rights</li> </ul>
Assessment	100% internally assessed through course work.

# Personal Social Development

Overview of subject	<p>Personal &amp; Social Development education is a fundamental entitlement of our pupils and is considered a core subject at Alderman Knight School. Pupils build on their knowledge, skills and understanding to help them to:</p> <ul style="list-style-type: none"><li>- stay safe,</li><li>- build and develop friendships,</li><li>- equip them for living in the wider world.</li></ul> <p>Ultimately with the aim of working towards achieving fulfilling voluntary or paid work.</p>
Exam board, qualification title and level	<p><b>Pearson</b></p> <p><b>Level 1 Award in Personal Social Development</b></p>
Qualification overview	<p>Over the two years pupils will complete seven units which will enable them to gain an award level qualification. They are able to make use of ICT, video and photographic evidence to present their work. Pupils work will then be marked against set objectives for each unit.</p> <p>Units are selected from the following:</p> <ul style="list-style-type: none"><li>- Developing Self</li><li>- Healthy lifestyles</li><li>- Preparation for work</li><li>- Individual Rights and Responsibilities</li></ul> <p>Pupils will also complete a discrete unit of work on Sex and Relationship education each academic year.</p>
Assessment	<p>100% internally assessed through course work.</p>

# Computing/Information Technology

Overview of subject	<p>The structure of the INGOTS ITQ units enables progressive formal qualifications for pupils with varying experience. It is a wide ranging suite within which students have a wide choice of units that combine to create the qualification at various levels.</p>
Exam board, qualification title and level	<p style="text-align: center;"><b>Entry Level 1- 3 ITQ Units.</b></p> <p style="text-align: center;"><b>Level 1 ITQ.</b></p> <p style="text-align: center;"><b>Level 2 ITQ.</b></p> <p>Pupil's will be entered at Entry Level, Level 1 or Level 2 (or a combination of these) dependent on their progress with individual units over the two years.</p> <p>For each unit completed, a unit award is issued. Each unit is worth a varying number of credits, at a given level. When a certain number of credits are gained, the Award is issued. For pupils who work at an accelerated pace, the extended Certificate may be achieved.</p> <p>The level 2 Certificate is the equivalent of a GCSE at grade 6. The level 2 Award a grade 4/5, and the level 1 Certificate at grade 3.</p>
Qualification overview	<p>Units that are taught may include:</p> <ul style="list-style-type: none"><li>- Using Word Processing Software</li><li>- Using Presentation Software</li><li>- Using Spreadsheet Software</li><li>- Using ICT for Safe Working Practices</li><li>- Using ICT to Find Information</li><li>- Using ICT in the Workplace</li><li>- Online Basics</li><li>- Online Safety</li><li>- Programming a Computer Game</li><li>- Video</li><li>- Digital Imaging</li><li>- Desk Top Publishing</li><li>- Audio Software</li><li>- Setting up an IT system</li><li>- Hardware and Software</li><li>- Cyber Security</li></ul>
Assessment	<p>This course emphasises practical work and the demonstration of skills and knowledge. Work will be assessed internally and moderated externally. This is by submitting electronic evidence.</p> <p>There are no written examinations.</p>

# Options

<b>Media Studies</b>	
<b>Overview of subject</b>	<p>GCSE Media Studies is an interactive, engaging course covering all aspects of media including language, representations, industries and audiences, giving an overall and in-depth understanding of how media represents the world.</p> <p>New topics offer a broad overview of the subject as well as a more detailed study of relevant and contemporary content. Due to the high content of technical language, this course would be suitable for pupils who have an aptitude for and enjoy English.</p>
<b>Exam board, qualification title and level</b>	<p><b>WJEC EDUQAS GCSE Media Studies (Grades 1- 9)</b></p> <p><b>Entry Level Pathway</b></p>
<b>Qualification overview</b>	<p>Component 1: Media 1 (30%)</p> <p>Component 2: Media 2 (30%)</p> <p>Component 3: Creating a Media Product (40%)</p>
<b>Assessment</b>	<p>Media 1 - Written exam: 1 hour 30 minutes</p> <p>Section A Learners will develop an understanding of how representations of gender and events are constructed and communicated through processes of selection, construction and mediation in relation to print advertising, video games (game covers and posters, not actual gameplay) and newspapers.</p> <p>Section B Learners will be introduced to media language, representation, industry and audience issues through studying music as a topic. This topic will involve an exploration of products from five media forms - magazines, websites, social media, music videos and radio programmes – and focus on the ways in which stars are represented and promoted within those products.</p> <p>Media 2 - Written exam: 1 hour 30 minutes.</p> <p>Section A This section involves an in-depth study of a specific television programme with a Welsh dimension – produced and/or set in Wales and aimed at a Welsh audience. Learners will explore how Wales as a place and Welsh cultural identity are represented in the example studied. Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.</p> <p>Section B Learners will develop an understanding of how Hollywood films use genre and narrative features to appeal to audiences worldwide.</p> <p>Coursework: independently create a media product in response to a brief set by WJEC EDUQAS.</p> <p>Internally assessed, moderated externally.</p>

# Art and Design

<b>Overview of subject</b>	<p>Art lessons take place in a light and spacious art room. The Art and Design course is flexible and stimulates creativity by offering a high degree of choice, allowing different approaches to be followed by each pupil in response to given prompts and briefs.</p> <p>Pupils are supported to explore a range of new materials, mediums and techniques to create their artwork and respond to a selection of topics, prompts and briefs. Pupils are guided to develop their confidence and independence to research artists and art movements, generate ideas and continue along their individual creative pathways to produce a final piece of artwork.</p>
<b>Exam board, qualification title and level</b>	<b>AQA GCSE Art, Craft and Design</b>
<b>Qualification overview</b>	<p>Our GCSE Art, Craft and Design qualification enables students to develop a wide range of skills and techniques, together with an in-depth knowledge and understanding of art, craft and design.</p> <p>Art, Craft and Design explores a range of different mediums and media – drawing, ceramics, graphic design, sculpture, printmaking, photography and painting — in the context of art, craft or design.</p> <p>The qualification encourages pupils to develop their knowledge, skills and understanding of art practices and respond to their ideas and inspiration with creativity, imagination and independence. Work produced by pupils for their GCSE should not be exhibited or shared, and should be their own work.</p>
<b>Assessment</b>	<p>It is made up of two components:</p> <ul style="list-style-type: none"><li>• <b>Portfolio (60%)</b> This is a Non-Exam Assessment (NEA) that is made up of a collection of teacher-led projects that respond to a variety of prompts and briefs to explore areas of art, craft and design. Pupils must explore a variety of areas of art, craft and design materials and media.</li><li>• <b>Externally set task (40%)</b> This is a task that is externally set by AQA in Year 11. Pupils must select a theme or topic from a list of prompts provided by the exam board and create a sustained project, leading up to a final art piece that is completed during a 10 hour supervised time period under exam conditions. This exam takes place over two days minimum.</li></ul> <p>Both components are assessed internally and moderated by an external moderator from AQA after the externally set task is completed.</p>

# Sports Leadership

<b>Overview of subject</b>	<p>Lessons comprise both practical and theory elements. This allows all pupils to apply theoretical knowledge learnt into a practical situation.</p> <p>The syllabus is designed to develop generic leadership skills that can be applied to a variety of sports and/or recreational situations as well as contributing to the personal development of the learner</p>
<b>Exam board, qualification title and level</b>	<p style="text-align: center;"><b>Sports Leaders</b> <b>Level 1 Award in Sports Leadership</b></p>
<b>Qualification overview</b>	<p>Level 1 contains two units which need to be completed. These are :</p> <ul style="list-style-type: none"> <li>• Establishing Leadership Skills</li> <li>• Plan, Assist and review in leadership. .</li> </ul> <p>In these units pupils will be looking to :</p> <ul style="list-style-type: none"> <li>• know the skills and behaviours needed to lead others</li> <li>• know how leadership skills and behaviours can be used in a range of situations</li> <li>• be able to develop own leadership skills</li> <li>• understand the roles and responsibilities of a Sports Leader</li> <li>• be able to plan appropriate sport/physical activity</li> <li>• be able to assist in leading appropriate sport/physical activity</li> <li>• be able to review their role in the leading of sport/physical activity</li> </ul>
<b>Assessment</b>	<p>60% Practical</p> <p>40% Theory work internally moderated within school</p>

# History GCSE

<b>Overview of subject</b>	<p>If you are keen to learn about the past, history may be the subject for you. The study of history is a window into the events and the people of the past. History builds the personal understanding; of the present-day, how we arrived here and that we will continue to develop in the future. You will learn valuable transferrable skills and good habits of thinking why something may be so, given the circumstances.</p>
<b>Exam board, qualification title and level</b>	<p><b>OCR : GCSE History</b></p> <p><b>Entry Pathway</b></p>
<b>Qualification overview</b>	<p>OCR's GCSE (9–1) History B (SHP) is an exciting new history course that will fire learners' enthusiasm for studying history. This course encourages learners to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. In the first year, this course will include a study of Crime and Punishment 1250- present - looking at crimes and criminals as well as superstitions and methods of punishment.</p> <p>We will then move onto a detailed study of the Norman Conquest and the impact that this invasion had on the people of the Britain.</p> <p>Finally, we will finish with a detailed study of Kenilworth Castle and the key events and periods associated with its history. During the second year we will look at the making of America, 1789-1900, including a study of the formation of America, the Slave trade and its terrible legacy, and the impact and legacy of the 'Indian wars'. We will finish with a study of the Aztecs and the Spanish Conquest, 1519- 1535, looking at their fascinating yet brutal society.</p>
<b>Assessment</b>	<p>All assessment is exam based around three exam papers.</p>

# Design Technology

Overview of subject	<p><b>GCSE Design and Technology</b> will prepare students to participate confidently and successfully in an increasingly technological world. ... Our <b>GCSE</b> allows students to study core technical and <b>designing</b> and making , including a broad range of <b>design</b> processes, materials techniques and equipment.</p>
Exam board, qualification title and level	<p><b>AQA GCSE Design Technology</b></p>
Qualification overview	<p>Using practical and hands-on learning experiences, pupils will:</p> <p>Identify and investigate design possibilities and solve problems</p> <p>Produce a design brief and specification</p> <p>Generate design ideas</p> <p>Develop design ideas</p> <p>Realise design ideas</p> <p>Analyse &amp; evaluate</p> <p>Pupils will explore the theory content to enhance their Design Technology knowledge, theses cover: Core technical principles, Specialist technical principles and Designing and making principles</p>
Assessment	<p>NEA Coursework - 50 % of total</p> <p><b>What's assessed</b></p> <p>Substantial design and make task</p> <p>2 hours written exam in year 11 – 50% of total</p> <p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>



# Hospitality and Catering

<b>Overview of subject</b>	<p>The WJEC Vocational Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector and the potential it can offer them for their careers or further study. This course aims to develop pupil's knowledge and understanding related to a range of hospitality and catering providers including how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, pupils will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem-solving, organisation and time management, planning and communication.</p>
<b>Exam board, qualification title and level</b>	<b>WJEC Level 1/2 Vocational Award in Hospitality and Catering</b>
<b>Qualification overview</b>	<p>The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry. The WJEC Vocational Award in Hospitality and Catering equips pupils with theoretical knowledge about the industry as well as enabling them to develop practical skills in planning, preparing and cooking a variety of dishes.</p> <p>WJEC Vocational Awards in Hospitality and Catering consists of two units:</p> <p>Hospitality and catering industry: focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector</p> <p>Hospitality and catering in action: develops learners' practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs</p> <p>Both units have also been designed to provide pupils with an understanding of how the learning is relevant to the sector.</p>
<b>Assessment</b>	<p>There are two mandatory units for this qualification:</p> <p>Unit 1 The hospitality and catering industry</p> <p>External assessment - Written Examination</p> <p>Unit 2 Hospitality and catering in action</p> <p>Non-examination assessment: internally assessed, externally moderated</p>

# Enterprise, Vocational and Life Skills

<b>Overview of subject</b>	This option will develop pupils' independence and life skills by studying a range of different areas. The aim of the option is to equip pupils with the skills they need to live an independent, fulfilled and happy life in the modern world.
<b>Exam board, qualification title and level</b>	<p><b>This subject will not have an overarching qualification but pupils will have the opportunity towards smaller stand alone programmes for example:</b></p> <ul style="list-style-type: none"> <li>• Asdan Short Course in Gardening</li> <li>• Asdan FoodWise Short Course</li> <li>• Asdan RoadWise Short Course</li> <li>• Asdan Personal Finance Short Course</li> <li>• Asdan Enterprise Short Course</li> </ul> <p>Because Short Courses are multi-level, the focus is on completing challenges and skills development according to individual ability, rather than attainment at a specific level.</p>
<b>Programme overview</b>	<p>The programme will consist of a variety of ASDAN short courses offered over the two years. There will be a high proportion of practical activities within all of the short courses offered.</p> <p>Some of the activities may include:</p> <ul style="list-style-type: none"> <li>• Planning, budgeting and cooking a family meal</li> <li>• Planning and taking a bus/train journey</li> <li>• Growing fruit and vegetables and using the produce in the kitchen</li> <li>• Running a whole school enterprise project</li> <li>• Opening a bank account</li> </ul>
<b>Assessment</b>	A portfolio of work will be produced and will be internally moderated. There will be no exams for this option