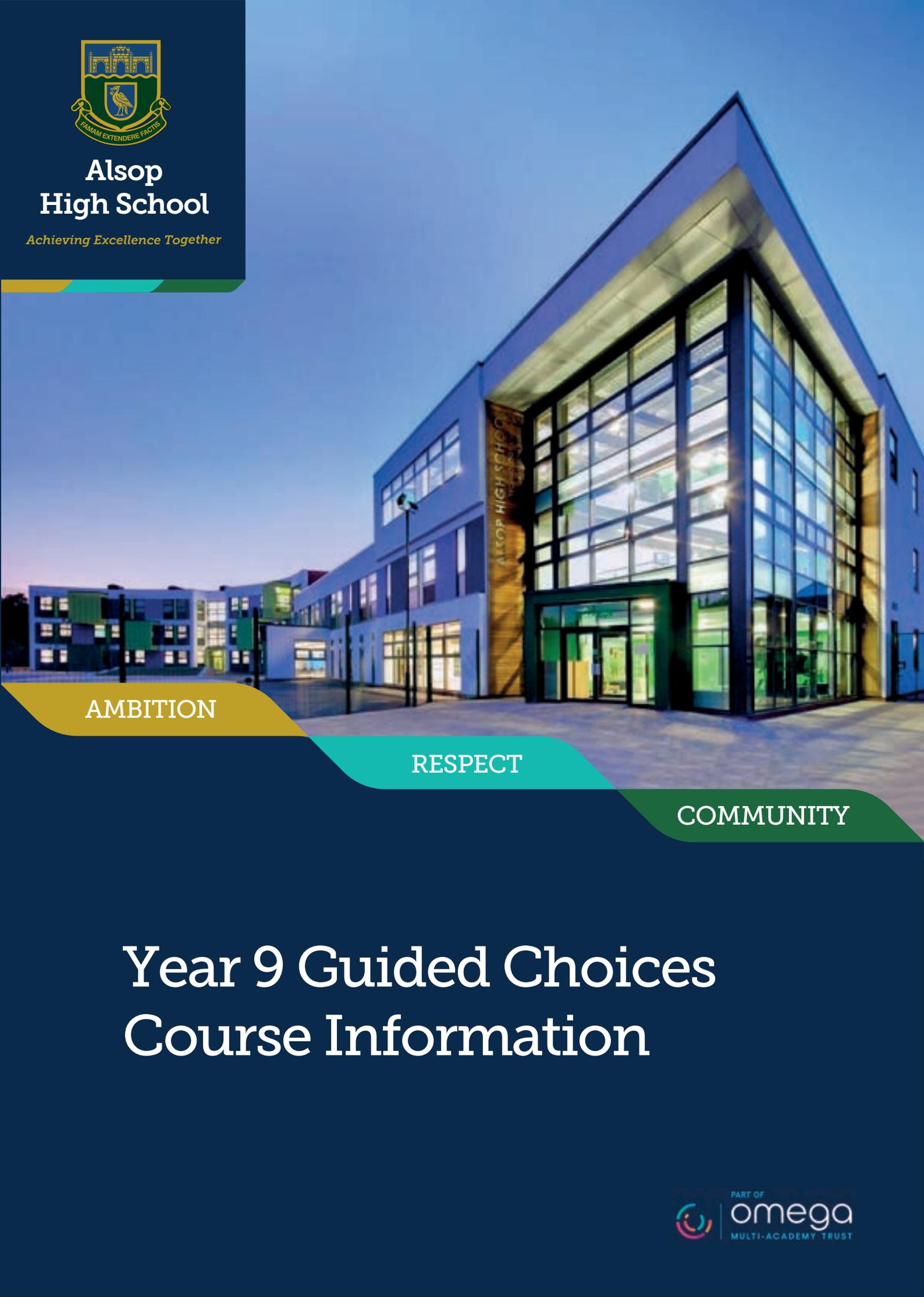




Alsop High School

Achieving Excellence Together



AMBITION

RESPECT

COMMUNITY

Year 9 Guided Choices Course Information

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*All information is correct at the time of going to print and it can be subject to change.

Our Values

AMBITION

We believe in 1% improvements in everything we do, every day.

RESPECT

In a world where we can be anything, we choose to be kind.

COMMUNITY

We believe alone we can do so little, but together we can achieve so much.

Our Mission

"Achieving Excellence Together"

Welcome to Year 9 Guided Choices

Dear Year 9 Student,

This is very important time in your life, as you prepare to enter Key Stage 4 in September. Over the coming weeks, you will need to make important decisions about your future.

Throughout Years 10 and 11, you will continue to study English, Maths, Science and Core PE, RE and Personal Development. You will also be able to choose additional courses that interest you and that build upon the strengths and talents you have developed during Key Stage 3.

These choices are personal to you because your success in them will transform your future beyond Alsop High School, therefore it is important that you think carefully about which subjects you are good at and which subjects you enjoy.

In September you will enter Key Stage 4, two important years that will transform your future. You need to think about subjects that will help you be successful, not which subjects your friend is taking or which teacher you might get. You should also start thinking about future careers, and if there are any specific subjects you should take to enable you to follow your career choice.

It is very important to study a variety of subjects as this is what most colleges, universities and employers look for. We will recommend the EBacc programme of study if we believe this is the right pathway for you.

Whichever subject you opt for, it is vital that we work together to ensure you are studying subjects in which you can achieve, make progress and will help you take the next step on your future career pathway. You should speak to parents, carers, other family members and teachers to help you make the right decisions that will help you achieve your ambitions. If you have friends in Year 10 and 11, speak to them about how they are finding their option subjects.

For now, you need to read the information in this booklet and think carefully about what you would like to study next year. Remember to ask questions if you are unsure of anything.

Mr J Kerfoot
Executive Principal

Mr P Mee
Head of School

Guided Choices Process

Making your choices may seem daunting at first, but we will guide you every step of the way.

Stage 1 Guided Choices assembly for students.
February 2026

Stage 2 Online resources available on website.
February 2026

Stage 3 Tutor time discussions and taster videos for all options subjects.
February - March 2026

Stage 4 Year 9 Parents Evening and Guided Choices Evening.
Thursday 12th March 2026

Stage 5 Deadline for Guided Choices selections.
Monday 23rd March 2026

Stage 6 Final choice letters sent out.
June/July 2026

Stage 7 Courses begin.
September 2026

Stage 8 "Transfer Window" closes*
Wednesday 30th September 2026

* Please note students will not be allowed to move subjects after this date as they will be too far behind.

Making Your Choices

Frequently Asked Questions

What are my choices?

In addition to your core curriculum subjects, which are compulsory, you will make three choices and three reserve choices.

Inside this booklet you will find out more about the subjects on offer to you next year. It is important that you enjoy learning, so it is vital that you select courses that you find interesting, play to your strengths and develop your skills. You should consider carefully how these choices will affect your future at Alsop High School and beyond. Many courses of study will link directly into sixth form and college courses and and future career paths.

How do I indicate my choices?

Students will be sent a link to their school email address giving them access to an electronic Microsoft Form, where they will submit their guided choices. The form will be divided into two pages. On the first page, students will select their three first-choice subjects. On the second page, students will select their three reserve subjects.

The form will be open from Friday 13th March 2026 until Monday 23rd March 2026. Please ensure it is completed within this timeframe. Only responses submitted via the electronic form will be accepted.

Will I automatically secure a place on my first choice courses?

Not necessarily, for three reasons:

1. The range of subjects offered now, at the planning stage, may have to be modified because of staffing or other constraints.
2. It may be necessary to limit the numbers for safety reasons and/or access to equipment.
3. A student's level of attainment and progression in Year 9 will be considered before confirming final choices.

You will be asked to give reserve choices on your Guided Choices Form. It is important that you do this as some subjects may be under or oversubscribed, and therefore we will need to find an alternative option for you. If you do not give us a reserve choice, it will not make it more likely to receive your first choice. In fact, you may be placed into whichever subject has the lowest numbers. Remember that once your choices have been made, it may not be possible to change them as timetables will be fixed and many groups may be full.

Choosing Your Subjects

As part of the National Curriculum it is compulsory that all students must study the following subjects:

- English Language
- English Literature
- Maths
- Combined Science
- Core Physical Education
- Core Religious Education
- Core PSHCE

It is also compulsory that all students must select at least one of the following subjects:

- History
- Geography
- Spanish

Making Your Option Choices

You will receive a digital Microsoft Form where you must submit your option choices. On the form, you will be asked to select one first choice and one reserve choice from each option block, listed below. This means you will make six different subject choices in total (three first choices and three reserve choices). Your reserve choices are important and will be used if your first choice cannot be allocated. It is important to remember that one of your choices must be History, Geography or Spanish. Please make sure you include one of these subjects in your selections.

* Please note you can only choose one option between Dance and Drama.

Option 1	Option 2	Option 3
History Spanish Digital IT Business & Enterprise Hospitality & Catering Construction Photography Health & Fitness Music	History Geography Religious Studies Digital IT Construction Art Photography Drama* Dance*	Geography Triple Science Spanish Business & Enterprise Construction Hospitality & Catering Art Health & Social Sociology



Alsop High School

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Core Subjects



Course Outline

The AQA GCSE English Language exam focuses on developing students' reading, writing, and critical thinking skills.

How you will be assessed:

Students are assessed formatively through fortnightly whole-class, teacher feedback in their books, targeted questioning and regular knowledge 'quizzes' to enable teachers to identify gaps in knowledge to reteach. Students are also assessed through summative assessments once knowledge of each unit is secure. This takes shape in the form of Assessed Tasks which are marked and used to inform pupil performance alongside Midway and End of Year Tests.

Paper 1: Explorations in Creative Reading and Writing

Reading (Section A): A range of literary texts (prose) from the 19th century. Students are asked to:

- Analyse how language and structure are used in the extract.
- Explore the writer's intentions and use evidence from the text.

Writing (Section B): A writing task where students must create a piece of imaginative or descriptive writing.

Paper 2: Writers' Viewpoints and Perspectives

Reading (Section A): Two non-fiction texts (from the 20th and 21st centuries) which may be about the same theme or topic. Students need to:

- Compare the texts, identifying key ideas and viewpoints.
- Analyse how language, structure and form are used to convey meaning.

Writing (Section B): A writing task where students must write a viewpoint or persuasive argument, responding to a prompt related to the reading section.

Course Contact: Mrs Morley
n.morley@ahs.omegamat.co.uk



A typical lesson might involve:

Do Now - A retrieval activity placed at the forefront of each lesson to allow students to reactivate prior knowledge.

A Big Question - A focused question which will allow students to understand and explore the main focus of the lesson (e.g. character, theme or writing skill)

Frayer model - Challenging vocabulary is taught explicitly using the Frayer Model and students are encouraged to apply this in both their spoken and written work.

I do - We do - You do (purple zone) - teachers will model and deconstruct worked examples of analysis or extended writing in order to encourage independence and resilience with extended writing tasks.

Student participation - Students are encouraged to fully participate in class discussion through the use of cold-calling and structured talk between peers. This is done with precision and accuracy and with the emphasis on students showcasing their grasp of the powerful knowledge they're being exposed to.

What qualifications could you achieve post-16:

- English Language A-Level
- English Literature A-Level
- Media Studies A-Level
- Film Studies A-Level

Future Pathways

English can lead on to further study at A-Level and degree level in Media Studies, English Language and English Literature. English underpins any role and career, however some that are more specific to English may include:

- Publishing
- Writing
- Editing
- Teaching
- Law
- Human Resources





Course Outline

The AQA GCSE English Literature exam tests students' understanding of a variety of texts, including Shakespeare, 19th-century novels, modern texts and poetry.

How you will be assessed:

Paper 1: Shakespeare and the 19th-century Novel Section A: Shakespeare – Romeo & Juliet

- Students will be asked to analyse how the writer's language, structure and dramatic techniques contribute to meaning.

Section B: The 19th-century Novel – Charles Dickens' A Christmas Carol

- Students will need to analyse key themes, characters, and plot points while focusing on the context and literary techniques used.

Paper 2: Modern Texts and Poetry

Section A: Modern Texts – J.B Priestley's An Inspector Calls

- Students will be asked to analyse the text in detail and explore the themes, characters and writer's intentions.

Section B: Poetry – Power & Conflict anthology

- A study of a set of 15 poems from the AQA anthology.
- A comparison of two poems, focusing on the themes, techniques and language used.

Section C: Unseen Poetry

- Students will be given an unseen poem and asked to analyse its meaning, structure, language and themes, comparing it with a second poem from the anthology.

Assessment

Both GCSE English Language and Literature exams typically consist of two papers (for each subject), each contributing to the final grade. The exams are designed to assess both knowledge and skills in understanding and producing texts.

Course Contact: Mrs Morley
n.morley@ahs.omegamat.co.uk



A typical lesson might involve:

Do Now – A retrieval activity placed at the forefront of each lesson to allow students to reactivate prior knowledge.

A Big Question – A focused question which will allow students to understand and explore the main focus of the lesson (e.g. character, theme or writing skill)

Frayer model - Challenging vocabulary is taught explicitly using the Frayer Model and students are encouraged to apply this in both their spoken and written work.

I do - We do - You do (purple zone) - teachers will model and deconstruct worked examples of analysis or extended writing in order to encourage independence and resilience with extended writing tasks

Student participation - Students are encouraged to fully participate in class discussion through the use of cold-calling and structured talk between peers. This is done with precision and accuracy and with the emphasis on students showcasing their grasp of the powerful knowledge they're being exposed to.

What qualifications could you achieve post-16:

- English Language A-Level
- English Literature A-Level
- Media Studies A-Level
- Film Studies A-Level

Future Pathways

English underpins any role and career, however some that are more specific to English may include:

- Publishing
- Writing/Journalism
- Editing
- Teaching
- Law
- Human Resources





Course Outline

Mathematics involves a range of mathematical disciplines namely:

- Number
- Algebra
- Geometry
- Ratio, Proportion and Rates of Change
- Probability
- Statistics

How you will be assessed:

You will sit 3 papers for this course.

Paper 1 – Non Calculator

Papers 2 and 3 – Calculator

All papers last 1 hour and 30 minutes and each is worth 80 marks.

There is no coursework element to Mathematics. There are two tiers available, Foundation and Higher. Your teacher will inform you which tier you will be entered for.

Level 2 Certificate in Algebra

For students who show strong algebra skills, there may also be the opportunity to study a Level 2 Certificate in Algebra. This qualification focuses specifically on developing fluency and confidence in algebraic techniques, supporting progression to further study in mathematics and related subjects.

What qualifications could you achieve post-16:

A-Level Mathematics and Further Mathematics

A Level Mathematics builds on GCSE content and studies topics such as algebra, calculus, statistics, and mechanics in greater depth. It requires strong algebra skills and the ability to work independently over longer problems.

Further Mathematics extends this learning with additional and more complex topics. It is usually taken alongside A Level Mathematics by students with a particular strength in the subject

A typical lesson might involve:

Instruction: The teacher will explain the mathematical concepts underpinning the day's lesson, demonstrate it through for you and explain in careful detail what you need to know and be able to do. This will involve worked examples and models.

Success: They will then guide you through successfully completing examples to build your fluency and confidence.

Build: You will then get the opportunity to complete independent practice by applying your knowledge and skills to a range of questions which gradually build in complexity.

Enrich: You will have the opportunity to apply your knowledge and skills across a range of familiar and unfamiliar contexts, and novel situations.

Live Marking: Your teacher will constantly circulate the room, check your understanding and give you feedback to improve.

Exam Practice: You will have opportunities to show your understanding through longer and more structured problems, including questions similar to those you may meet in assessments. These tasks also help develop skills such as problem-solving, reasoning and clear communication, which are useful across many subjects.

Future Pathways

- STEM Careers – Science, Technology, Engineering, Mathematics
- Finance and Business
- Technology and Data Science
- Apprenticeships and Vocational Pathways
- Everyday Life Skills

Course Contact: Mr K McCallan
k.mccallan@ahs.omegamat.co.uk





Course Outline

This course covers all three science disciplines: Biology, Chemistry and Physics, leading to two GCSEs in Science.

- Topics include the immune system, the effects of drugs and alcohol, atomic structure, the greenhouse effect, electricity, nuclear physics and forces.
- Students will also develop practical scientific skills, applying their knowledge to real-world contexts.

How you will be assessed:

- Students will sit six exams
- Two Biology papers
- Two Chemistry papers
- Two Physics papers
- Each exam lasts 1 hour 15 minutes and is worth 70 marks.

A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning.
- Practical experiments to build investigative and analytical skills.
- Exploring scientific concepts through discussions, problem-solving and research.
- Applying knowledge to real-world problems, such as climate change or medical advancements.
- Developing mathematical and data analysis skills to interpret scientific findings.

What qualifications could you achieve post-16:

- A-Level Biology, Chemistry and/or Physics
- BTEC Applied Science

Future Pathways

- Medicine
- Dentistry
- Veterinary Science
- Engineering
- Computer Science
- Laboratory Research
- Forensic Science
- Environmental Science
- Food Technology
- Meteorology
- Medical Writing
- Criminology



Triple Science



GCSE
Specification: AQA

Course Outline

This course allows students to study Biology, Chemistry and Physics in greater depth, earning three separate GCSEs.

- Topics include infection and response, chemical analysis, forces and space physics, alongside practical skills in all three sciences.
- The course is ideal for students interested in scientific research, medicine, engineering and technology, providing a strong foundation for further study and careers in science-related fields.

How you will be assessed:

Students will sit six exams at the end of Year 11:

- Two Biology papers
- Two Chemistry papers
- Two Physics papers
- Each exam lasts 1 hour 45 minutes and is worth 100 marks.

A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning.
- Practical experiments to develop investigative and analytical skills.
- Exploring scientific concepts through discussions, problem-solving and research.
- Applying knowledge to real-world scenarios, such as medical advancements or environmental issues.
- Developing mathematical and data analysis skills to interpret scientific findings.

*All students will study Combined Science as a minimum. For those students who wish to study Triple Science it will count as an option subject.

Course Contact: Mrs S Bohan
s.bohan@ahs.omegamat.co.uk



You should choose Triple Science if you...

- Enjoy investigating how the world works through scientific methods.
- Are interested in medicine, engineering, forensics or environmental science.
- Want to develop practical skills through hands-on experiments.
- Are considering A-Level Science or a career in a science-related field.

What qualifications could you achieve post-16:

- A-Level Biology, Chemistry and/or Physics
- BTEC Applied Science

Future Pathways

- Medicine
- Dentistry
- Veterinary Science
- Engineering
- Computer Science
- Laboratory Research
- Forensic Science
- Environmental Science
- Food Technology
- Meteorology
- Medical Writing
- Criminology



Core Physical Education

COMPULSORY

No assessment

Course Outline

Students will tackle complex and demanding physical activities. They will get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.

Students will be taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in teams and individual games.
- Develop their technique and improve their performance in other competitive sports or other physical activities.
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.

How you will be assessed:

Students are not formally assessed in Physical Education at GCSE, however every student will participate in Core PE weekly.

What qualifications could I achieve afterwards?

Whilst you will not be formally assessed, all students will gain a good knowledge of how to live a healthy and active lifestyle and will appreciate the value of physical activity and lifelong participation. This is arguably one of the most important life skills that can be learnt.



Course Contact: Mr J Solan
j.solan@ahs.omegamat.co.uk



Core Religious Education (RE)

COMPULSORY
No assessment

Course Outline

Students will tackle a range of religious ethical issues in their core RE lessons including exploring the impact of the media and technology on religion as well as the relationships between religion and sport. Many of the lessons are based around discussion and debate and encourage students to think critically about the world around them. Students will have the opportunity to explore a wide variety of faiths and belief systems as well as humanism and other non-religious belief systems.

How you will be assessed:

Students are not formally assessed in Core RE at GCSE. However, every student will participate in Core RE fortnightly.

What qualifications could you achieve afterwards:

Whilst students are not formally assessed in core RE they will develop a range of skills that will benefit them across the curriculum. Core RE enables students to develop critical thinking and explore their own beliefs, values and ideas whilst listening and responding carefully to the views of others. In core RE students are encouraged to appreciate the complexities of the society we live in and how they, through their actions, can be a positive influence in the world.



Course Contact: Mrs J Johnston
j.johnston@ahs.omegamat.co.uk



Course Outline

- Core Personal, Social, Health & Careers Education (PSHCE) is an integral part of Alsop High School's Personal Development Programme.
- Students will explore a range of topics such as: Healthy Lifestyles including Mental Health, Careers Education and Guidance, Relationships and Sex Education (RSE), Risks of Harmful Substances, Online Safety and Politics, Citizenship and Democracy.
- The course encourages students to develop their knowledge and understanding of themselves as individuals and support them to make informed and healthy choices in their lives as they develop into adulthood.

How you will be assessed:

- Whilst there are no formal assessments or examinations in core PSHCE, students will also have the opportunity to engage in student voice surveys throughout KS4.

A typical lesson might involve:

- A 'Do Now' starter task and 'I/we/you do' phases of learning.
- A Learning Question – demonstrating the topic of discussion for the lesson
- Students will be able to explore different areas of PSHCE in a safe environment using controlled discussion and be afforded the chance for personal reflection.

Personal

Social

Health

Careers

PSHE Contact: Miss K Bartlett
k.bartlett@ahs.omegamat.co.uk
Careers Contact: Mr J Solan
j.solan@ahs.omegamat.co.uk





Alsop High School

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Compulsory Subjects

You must select at least one of these subjects
when making your choices



Course Outline

This course helps students develop skills in listening, speaking, reading and writing in Spanish, exploring different aspects of language and culture.

Learning a language enhances communication skills, improves memory and opens up international opportunities.

The course is divided into three themes:

- People and Lifestyle – Identity, relationships, healthy living, education and work.
- Popular Culture – Free time, customs, festivals and celebrity culture.
- Communication and the World Around Us – Travel, tourism, media, technology and the environment.

How you will be assessed:

There are four exams, each worth 25% of the final grade:

- Listening – Understanding spoken Spanish.
- Speaking – Conversing in Spanish on a range of topics.
- Reading – Understanding written Spanish, including translation tasks.
- Writing – Producing written responses in Spanish, including translation.

A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning.
- Introduction of new material through reading, explanation and discussion.
- Activities covering all four skill areas – listening, speaking, reading and writing.
- Opportunities for independent work, paired exercises and group tasks.
- Use of cognates and near-cognates to build vocabulary.

You should choose Spanish if you...

- Enjoy learning new languages and exploring different cultures.
- Want to improve your communication and memory skills.
- Are interested in travel, international business or diplomacy.
- Want to develop a highly valued skill for future employment.

What qualifications could you achieve post-16:

- A-Level Spanish
- Travel & Tourism courses

Future Pathways

- Interpreter or Translator
- Teaching
- Police Officer or Lawyer
- Travel Representative or Air Steward
- Bilingual Secretary or Sales Representative
- International Business or Banking
- Foreign Civil Service
- Editing, Publishing or Advertising
- Event Management
- Import/Export Specialist





Course Outline

- This course explores key historical events and themes, helping students develop critical thinking, analysis and argument-building skills.
- Students will study a range of topics, including Elizabethan England, Medicine in Britain since 1250 and on the Western Front during WWI, Weimar & Nazi Germany, and the Cold War.
- The course encourages students to investigate historical sources, evaluate evidence and understand the impact of historical events on the modern world.

How you will be assessed:

- Students will sit three exams at the end of Year 11.
- One exam is 1 hour 20 minutes.
- One exam is 1 hour 30 minutes.
- One exam is 1 hour 50 minutes.
- There is no coursework and each exam contributes to the final grade.

A typical lesson might involve:

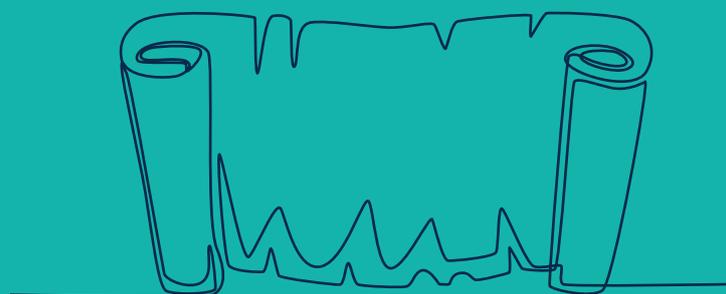
- A 'do now' starter task and 'I/we/you do' phases of learning.
- A Learning Question – exploring new content with clear learning objectives.
- Modelling (I do) – Teachers demonstrate how to answer historical questions effectively.
- Guided Practice (we do) – Students work with teacher support to develop their writing and analytical skills.
- Independent practice (you do) – Applying knowledge to exam-style questions during the 'purple zone'.
- The lesson ends with exit ticket questions, to check that all have understood.
- Homework will be set fortnightly, using GCSEpod, our online resources, to extend your understanding.

What qualifications could you achieve post-16:

- A-Level History
- A-Level Politics
- A-Level Law
- A-Level Classics
- A-Level English Literature
- A-Level Sociology

Future Pathways

- Journalism
- Politics
- Law
- Police
- Civil Service
- Armed Forces
- Museum and Archives Work
- Archaeology
- Research
- Teaching





Course Outline

Themes: Physical and human themes, including climate change, poverty and sustainable resource use.

Case studies: Students will explore case studies in the United Kingdom and a variety of contrasting countries around the world, including Brazil and Nigeria.

Skills: Fieldwork, map and GIS use and research skills

Approaches: Enquiry and investigative approaches to questions and hypotheses

Fieldwork: Wirral coast, looking at coastal management and Liverpool city centre, looking at regeneration.

How you will be assessed:

The subject content is split into four units, assessed across 3 exams, taken at the end of Year 11.

Paper 1: Living with the Physical Environment

Topics - Natural Hazards, Living World, UK Physical Landscapes – Rivers and Coasts

Paper 2: Challenges in the Human Environment

Topics – Urban Issues & Challenges, Changing Economic World and The Challenge of Resources

Paper 3: Geographical Applications

Issue Evaluation, fieldwork and Geographical skills
A pre-release booklet is released by the exam board 3 months before the exam. It contains a geographical issue to analyse and evaluate. Questions in the exam will be based on this material.

A typical lesson might involve:

Lessons typically start with a set of 'do now' questions, to help students remember previous learning. The teacher will then introduce new learning material through explanation, reading, video clips and questioning to check understanding. Written work is completed using, 'I do, we do, you do' and a section of the lesson will require independent, silent work - 'the purple zone'. The lesson ends with exit ticket questions, to check that all have understood. Homework will be set weekly, using Kerboodle, our online resources to extend your understanding.

What qualifications could I achieve in post-16:

- A Level Geography
- A Level Politics
- Courses in Environmental Science, Geology & Environmental Sustainability

Future Pathways

- Environmental Sustainability
- Climate Change
- Urban Planning
- Geology
- International Developments
- Travel & Tourism
- Teaching





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Open Subjects



Course Outline

This course explores a wide range of musical genres, including musical theatre, film music, gaming music, pop and rock.

- Students will study key pieces in detail, such as Bohemian Rhapsody, Love of My Life and The Seven Seas of Rhye by Queen.
- The course develops skills in performance, composition and musical analysis, supported by weekly instrumental lessons from specialist teachers.
- Students will compose their own music using Cubase and participate in ensemble performances to build confidence and technical ability.

How you will be assessed:

Coursework: 60%

- Performance (30%) – Students will complete one solo and one ensemble performance, totalling at least four minutes in length.
- Composition (30%) – Students will compose two pieces of music, one to a brief set by AQA and one in a style of their choice. These must total at least three minutes.

Exam: 40%

- Listening Exam (1 hour 30 minutes)
- Students will listen to a variety of musical pieces and answer questions on their key features and compositional techniques
- You will also answer some more detailed questions on specific pieces studied in class.

A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning.
- Exploring different genres of music through listening, performance and composition activities.

- Learning about key musical vocabulary and features.
- Developing instrumental and vocal skills through practical tasks.
- Composing original music using digital software.

You should choose Music if you...

- Enjoy performing, composing and listening to a variety of music.
- Want to develop technical skills on an instrument or voice.
- Are interested in how music is created, recorded and produced.
- Like working creatively and collaboratively in a musical environment.

What qualifications could you achieve post-16:

- A-Level Music
- A-Level Music Technology
- BTEC Level 3 Music Performance
- BTEC Level 3 Music Production
- BTEC Level 3 Performing Arts

Future Pathways

- Performer
- Composer
- Sound Engineer
- Music Producer
- Foley Artist
- Arts Administration
- Events Management
- Music Technician
- Teacher
- Conductor



Performing Arts (Drama)



BTEC
Specification: Pearson

Course Outline

This course develops skills in acting, performance techniques and theatre analysis, providing a strong foundation for further study in the performing arts.

- Students will explore different theatre styles and practitioners, analysing professional works such as West Side Story and Blood Brothers.
- The course encourages creativity, teamwork and self-reflection, helping students build confidence and develop their practical and theoretical understanding of performance.

How you will be assessed:

Component 1: Exploring the Performing Arts

- Studying professional productions, analysing themes and developing an understanding of performance styles.

Component 2: Developing Skills and Techniques in the Performing Arts

- Improving acting techniques through rehearsals and performances, with students maintaining a rehearsal log to track progress.

Component 3: Responding to a Brief (Externally assessed)

- Students will devise a group performance based on a given stimulus, taking into consideration the target audience, and applying their technical skills.

*You can only choose one option between
Dance and Drama

Course Contact: Miss J Smith
j.smith1@ahs.omegamat.co.uk



A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning".
- Practical acting exercises and rehearsals to develop performance skills.
- Studying play texts and theatre techniques to understand different performance styles.
- Creating research logs and written reflections to document progress.
- Developing confidence, teamwork and creative expression.

You should choose Drama if you...

- Enjoy acting, performing and exploring different theatre styles.
- Want to develop confidence, creativity and teamwork skills.
- Are interested in working in the performing arts industry or creative fields.
- Like to analyse theatre productions and apply techniques to your own performances.

What qualifications could you achieve post-16:

- BTEC Level 3 Performing Arts
- A-Level Drama and Theatre Studies
- Specialised training in technical theatre (lighting, sound and stage management)

Future Pathways

- Performer (Stage, Film or Television)
- Arts Administration
- Stage Management
- Creative Writing
- Events Management
- Teaching



Performing Arts (Dance)



Course Outline

This course focuses on developing performance skills, choreography and an understanding of professional dance works.

- Students will explore different dance styles and techniques, learning how performances are created and developed and will be involved with practical dances.
- The course encourages creativity, teamwork, and practical application, preparing students for further study or careers in the performing arts.

How you will be assessed:

Coursework: 60%

- Exploring the Performing Arts – Investigating professional performances and understanding the creative process.
- Developing skills and techniques in the Performing Arts – developing performance skills through rehearsals and workshops.

Externally Assessed Practical Performance: 40%

- Responding to a brief – creating a group performance based on a stimulus, applying technical and expressive skills.

A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning".
- Practical workshops to develop dance skills and techniques.
- Researching and analysing professional dance works.
- Group collaboration to create performances.
- Rehearsing and refining choreography for a practical assessment.

*You can only choose one option between Dance and Drama

Course Contact: Mr J Solan
j.solan@omegamat.co.uk



You should choose Dance if you...

- Enjoy performing and expressing yourself through movement.
- Want to develop technical and creative dance skills.
- Are interested in choreography and working collaboratively.
- Want to explore careers in the performing arts and creative industries.

What qualifications could you achieve post-16:

- BTEC National in Performing Arts (Level 3)
- A-Level Dance or Drama
- Vocational training in production arts, theatre or choreography
- Higher education courses in dance, performing arts or theatre studies

Future Pathways

- Professional Dancer (Theatre, Film or Television)
- Choreographer
- Dance Teacher
- Theatre Director
- Performing Arts Technician
- Arts Administrator
- Movement Coach
- Community Dance Worker
- Dance Therapist
- Costume Designer
- Stage Manager
- Dance Researcher
- Freelance Performer
- Dance Company Manager





Course Outline

This course explores how society functions, examining topics such as families, education, crime and deviance and social stratification.

- Students will develop an understanding of social structures, processes and issues, using sociological theories and research methods to analyse real-world topics.
- The course encourages critical thinking, discussion and analysis, helping students develop skills in evaluating evidence, forming arguments and understanding different perspectives on society.

How you will be assessed:

- The course is 100% examination-based, with two exams. Each paper lasts 1 hour 45 minutes and is worth 100 marks.

Paper 1 – Families and Education

- Examines the role of family and education in society. Students will apply sociological methods and theories to these topics.

Paper 2 – Crime, Deviance and Social Stratification

- Explores issues of inequality, social class, crime and punishment. Students will apply sociological methods and theories to analyse these themes.

A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning.
- Exploring new ideas through reading, discussion and questioning.
- Checking comprehension at the end of the lesson.
- Weekly tasks, including exam-style questions and comprehension exercises as homework.

You should choose Sociology if you...

- Are interested in how society works and why people behave the way they do.
- Enjoy discussing and debating real-world issues.
- Want to develop skills in research, analysis and critical thinking.
- Are considering careers in law, social work, teaching or criminology.

What qualifications could you achieve post-16:

- A-Level Sociology
- A-Level Psychology
- A-Level Criminology
- A-Level Law
- A-Level Religious Studies

Future Pathways

- Teaching
- Social Work or Counselling
- Police Force or Probation Service
- Journalism
- Law
- Psychology

Course Contact: Mrs J Johnston
j.johnston@ahs.omegamat.co.uk





Course Outline

This course explores key beliefs, teachings and practices in different religions, as well as ethical and philosophical issues.

- Students will examine how religious beliefs shape moral decision-making, relationships and justice.
- The course encourages critical thinking, debate and the ability to understand different perspectives on ethical dilemmas.

How you will be assessed:

- The course is 100% examination-based.
- Each paper lasts 1 hour 45 minutes and is worth 102 marks.

Paper 1: The Study of Christianity and Islam

- Explores core beliefs, teachings, and practices in both religions.
- Examines key figures, sacred texts, and modern challenges faced by religious communities.

Paper 2: Thematic Studies

- Covers four ethical themes, exploring religious and non-religious viewpoints on:
 - Religion, Relationships and Families
 - Religion and Life
 - Religion, Peace and Conflict
 - Religion, Crime and Punishment

A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning.
- Recapping key knowledge from previous lessons.
- Engaging with new material through reading, videos, and discussion.
- Writing structured responses using evidence and examples.
- Checking comprehension at the end of the lesson.

Course Contact: Mrs J Johnston
j.johnston@ahs.omegamat.co.uk



You should choose Religious Studies if you...

- Enjoy debating moral and ethical issues.
- Want to understand different cultures, beliefs and world views.
- Are interested in how religion influences law, politics and society.
- Want to develop skills in critical thinking, analysis and communication.

What qualifications could you achieve post-16:

- A-Level Religious Studies
- A-Level Psychology
- A-Level Sociology
- A-Level History
- A-Level English

Future Pathways

- Teaching
- Medicine
- Police Force or Probation Services
- Armed Forces
- Social Work
- Psychology





Course Outline

This course provides an introduction to the world of business, focusing on how enterprises operate, the skills needed to run a successful business and key concepts such as marketing, finance and entrepreneurship.

- Students will explore different types of businesses, how entrepreneurs turn ideas into reality and the factors that contribute to business success.
- The course develops practical, transferable skills such as communication, teamwork, problem-solving and self-reflection - essential for further study and future careers in business, finance and marketing.

How you will be assessed:

Coursework: 60%

- Exploring Enterprise – Students will examine what makes businesses successful, explore different types of enterprises and analyse how market research helps businesses understand customer needs and competition.
- Planning and presenting a micro-enterprise idea. Students will develop and present their own business idea, creating a detailed business plan using research and financial planning. They will then reflect on their strengths and areas for improvement.

Exam: 40%

- Marketing and Finance for Enterprise – Students will learn how businesses market their products, create brand awareness and manage finances, including financial records, cash flow and sources of finance.

A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning.
- Analysing real-life business case studies to understand enterprise success.
- Developing a business plan, including budgeting and marketing strategies.
- Engaging in guided practice before applying knowledge to independent tasks.
- Learning financial planning techniques such as breakeven analysis and cash flow forecasting.

You should choose Business & Enterprise if you...

- Are interested in how businesses work and what makes them successful.
- Enjoy problem-solving and creative thinking.
- Want to develop skills in marketing, finance and entrepreneurship.
- Like working with real-world business scenarios and case studies.

What qualifications could you achieve post-16:

- BTEC Level 3 in Business
- A-Level Business Studies
- A-Level Economics
- Marketing, Finance and Accounting courses

Future Pathways

- Finance & Banking
- Retail & Sales
- Marketing & Digital Marketing
- Business Management
- Human Resources
- Entrepreneurship & Start-ups

Course Contacts: Ms A Dowling
a.dowling@ahs.omegamat.co.uk

Ms P Bennett
p.bennett@ahs.omegamat.co.uk



Digital Information Technology



BTEC
Specification: Pearson

Course Outline

This course provides a broad introduction to the digital world, covering topics such as user interface (UI) design, data management and Information Technology systems. It helps students explore different areas of digital technology and develop essential IT skills.

- Students will work on real-world projects, learning how to design and evaluate digital interfaces, interpret and manage data and understand how organisations use digital systems.
- Digital literacy is increasingly important in today's job market, making this course a valuable foundation for further study and careers in technology, business and creative industries.

How you will be assessed:

Coursework: 60%

- Exploring User Interface Design – Students will learn what makes an effective UI, using project planning techniques to design and create their own interface.
- Collecting, Presenting and Interpreting Data – Students will explore how organisations use data to make decisions. They will create dashboards and use data manipulation techniques to present and interpret information.

Exam: 40%

- Effective Digital Working Practices – Students will examine how businesses and organisations use digital systems and explore the broader implications of digital technology, including security, productivity and ethical considerations.

A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning.
- Learning about digital systems, UI principles, and data management.
- Practicing skills in designing interfaces or working with data sets.
- Engaging in guided practice with the teacher before applying skills independently.
- Using industry-standard software to complete practical projects.

You should choose Digital Information Technology if you...

- Enjoy working with computers and digital technology.
- Like problem-solving and analysing data.
- Are interested in how technology impacts businesses and daily life.
- Want to develop skills in design, IT systems and project management.

What qualifications could you achieve post-16:

- BTEC Level 3 in IT or Computing
- Games Design

Future Pathways

- Web Designer
- Systems Analyst
- Computer Games Developer
- User Experience (UX) Designer
- Digital Graphics Developer
- Animator
- IT and Cybersecurity Specialist
- Careers in media, finance, and engineering that require strong digital skills

Course Contacts: Ms A Dowling
a.dowling@ahs.omegamat.co.uk

Ms P Bennett
p.bennett@ahs.omegamat.co.uk





Course Outline

This course provides students with a broad understanding of the health and social care sector, developing knowledge and practical skills relevant to real-world environments.

- Students will explore human development, healthcare services and factors affecting well-being, gaining insight into different career paths within health and social care.
- The course encourages teamwork, communication and problem-solving, essential for those considering careers in nursing, social work, midwifery and related fields.

How you will be assessed:

Coursework: 60%

- Human Lifespan Development (30%) – Exploring physical, intellectual, emotional and social development through life stages.
- Health and Social Care Services and Values (30%) – Investigating healthcare providers and the values needed to support individuals.

Exam: 40%

- Health and Wellbeing – A 2-hour external exam assessing students' ability to assess and improve an individual's health and lifestyle.
- The exam may be retaken once if needed.

A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning.
- Engaging in class discussions, teamwork, role play and independent research.
- Presenting work through essays, videos and computer-based projects.
- Applying knowledge to real-world case studies and scenarios.
- Developing communication and organisational skills essential for the health and social care sector.

You should choose Health & Social Care if you...

- Enjoy learning about human development and well-being.
- Want to understand how healthcare services support individuals and communities.
- Like working in team-based and practical learning environments.
- Are considering a career in health, social care or education.

What qualifications could you achieve post-16:

- Level 3 BTEC Health & Social Care
- A-Level Sociology or Psychology
- Apprenticeships in healthcare and social care professions.

Future Pathways

- Nurse
- Midwife
- Social Worker
- Paramedic
- Occupational Therapist
- Physiotherapist
- Mental Health Worker
- Dietitian
- Speech Therapist
- Health Manager
- Counsellor
- Doctor



Course Contact: Mr J Solan
j.solan@ahs.omegamat.co.uk



Health and Fitness (PE)



Course Outline

- This course provides an understanding of the health and fitness sector, focusing on key concepts such as body systems, training principles and the impact of lifestyle choices.
- Students will explore the effects of exercise, the components of fitness and how to design and implement effective training programmes.
- The course combines theoretical knowledge with practical application, making it ideal for students interested in sport, exercise and health-related careers.

How you will be assessed:

Coursework: 60%

- A synoptic project where students apply their learning to real-life health and fitness scenarios.
- Students will complete a portfolio demonstrating their ability to assess fitness, set goals and create training plans.

Exam: 40%

- A 1 hour 30-minute written exam, assessing knowledge of body systems, training principles, fitness testing and health-related topics.
- Includes multiple-choice, short-answer and extended-response questions.

A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning.
- A mix of theory and practical activities to develop knowledge and skills.
- Learning about body systems, fitness training and the effects of exercise.
- Applying knowledge to design and evaluate fitness programmes.
- Preparing for assessments through guided tasks and independent learning.

Course Contact: Mr J Solan
j.solan@ahs.omegamat.co.uk



You should choose Health and Fitness (PE) if you...

- Enjoy learning about the human body and how it responds to exercise.
- Want to develop practical fitness skills alongside theoretical knowledge.
- Are interested in sports, health and personal training.
- Like problem-solving and applying knowledge to real-world situations.

What qualifications could you achieve post-16

- Level 3 Sport and Physical Activity
- Personal Training or Fitness Services
- Sport and Exercise Science
- A-Level Physical Education (PE)
- T-Level Health and Science (fitness and healthcare pathways)

Future Pathways

- Fitness Instructor
- Personal Trainer
- Sports Coach
- Physiotherapist
- Nutritionist
- Medical Careers (Doctor, Nurse, etc.)





This course provides an insight into the hospitality and catering industry, covering key areas such as food preparation, nutrition, health and safety and menu planning.

- Students will develop practical cooking skills alongside theoretical knowledge of food safety, catering operations and the impact of nutrition on health.
- The course is ideal for students interested in careers within the food industry, event planning or hospitality management.

How you will be assessed:

Coursework: 60%

- Hospitality and Catering in Action – Students will complete an assignment, planning and preparing a menu in response to a brief. This will take 12 hours to complete and will be assessed on practical skills, organisation and creativity.

Exam: 40%

- The Hospitality and Catering Industry – A written exam covering the structure of the hospitality industry, food safety and health regulations.

A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning.
- Developing practical skills by preparing and cooking a variety of dishes.
- Exploring nutrition and menu planning, understanding how food choices affect health.
- Learning about health and safety in catering, including food hygiene and kitchen safety.
- Applying knowledge to real life scenarios such as dealing with customer complaints, job roles within the industry and public safety.

You should choose Hospitality & Catering if you...

- Enjoy cooking and experimenting with food.
- Are interested in nutrition and healthy eating.
- Like working in a fast-paced, hands-on environment.
- Want to explore career opportunities in hospitality, catering or food-related industries.

What qualifications could you achieve post-16

- WJEC Level 3 Food Science and Nutrition
- BTEC Level 3 in Hospitality or Professional Cookery
- City & Guilds Advanced Diploma in Professional Cookery
- T-Level in Catering
- Apprenticeships in Professional Cookery, Hospitality or Catering Management

Future Pathways

- Dietitian
- Food Photographer
- Executive Chef
- Pastry Chef
- Restaurant or Hotel Manager
- Food Buyer or Stylist
- Event Catering and Management
- Home Economist



Course Contact: Mrs T Powell
t.powell@ahs.omegamat.co.uk



Construction (Joinery)



Course Outline

This course provides an understanding of the construction industry, including how buildings are designed and built, the materials used and the practical skills required for construction trades.

- Students will study three key areas: Construction Technology, Practical Craft Skills and Construction and Design. They will gain hands-on experience in carpentry, planning and designing structures and understanding the role of construction in everyday life.
- Through a mix of practical and theory lessons, students will learn essential skills that can lead to further study or careers in construction, architecture and engineering.

How you will be assessed:

Coursework: 60%

- Students will complete practical and written assignments, demonstrating their ability to plan, design and construct projects.
- The Carpentry Unit requires students to create a frame using timber joints, with past projects including plant holders, shelves and tea trays.
- The Drawing Unit involves planning and designing structures such as floor plans, 3D drawings and customer briefs for projects like coffee shops and school buildings.

Written Assessment: 40%

- Students will complete a written assessment on Construction Technology, covering topics such as building materials, sustainability and the different technologies used in the construction industry.
- Students will apply their knowledge to real-world scenarios, demonstrating an understanding of how buildings are constructed and designed to meet various needs.

Course Contact: Mrs T Powell
t.powell@ahs.omegamat.co.uk



A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning.
- Developing practical skills through hands-on carpentry projects, using a range of timber joints.
- Learning to create technical drawings, including site plans and 3D drawing.
- Engaging in theory lessons that explore the science and technology behind construction.
- Working independently and in teams to complete design briefs and construction tasks.

You should choose Construction if you...

- Enjoy practical, hands-on work and problem-solving.
- Have an interest in how buildings and structures are designed and built.
- Like working with materials, tools and technical drawings.
- Want to develop skills that are useful for careers in construction, engineering or architecture.

What qualifications could you achieve afterwards:

- Level 2 Technical Certificate
- Level 3 programme, such as A Levels, T Levels or a BTEC National

Future Pathways

- Architecture
- Carpentry and Joinery
- Civil Engineering
- Quantity Surveying
- Interior Design
- Construction Management





Course Outline

In this course students follow the Art, Craft and Design title and will produce work under two of the following disciplines: Fine Art, Graphic Communication, Textile Design, Three Dimensional Design or Photography. The course allows students to develop artistic skills to create and communicate their own ideas. Students will benefit from a wide range of experiences including drawing, painting, mixed media, printing, digital processes and textiles.

How you will be assessed:

Art, Craft and Design is divided into 2 Components:

Component 1 Coursework Portfolio worth 60%

Component 2 – Externally set Practical Exam worth 40% sat in the Spring Term of Year 11.

A typical lesson might involve:

- Do Now – we will recap knowledge from current and previous topics Learning Question – The teacher will explain the new core learning and the outcomes they are looking for.
- Modelling – practical demonstration of a technique or process Guided practice – students experiment and practice the technique or process.
- Independent Practice – students then apply the knowledge learnt to produce their own artwork.

All classwork and homework goes towards either Component 1 or 2.

What qualifications could you achieve post -16:

Art and Design will give pupils 1 GCSE in Art, Craft and Design This leads to many courses, but the common ones are:

- A Level Art
- L3 BTEC Art and Design
- Textile or Fashion Design Photography
- Film and Media Studies

Future Pathways

GCSE Art and Design offers many career paths into the Creative Industries and others such as:

- Fashion
- Interior Design
- Games Design
- Animation
- Illustration
- Photography
- Graphic Design
- Product Design
- Education
- Advertising
- Film and Media
- Special Effects
- Publishing





Course Outline

This course explores the art and technique of photography, helping students develop creative and technical skills in composition, camera settings and digital editing.

- Students will study different photographers and styles, learning how to produce and present their own photographic work.
- The course encourages experimentation and critical thinking, preparing students for further study or careers in creative industries.

How you will be assessed:

For the AQA Photography GCSE, you'll be assessed on two components;

The Portfolio (Component 1), worth 60% of your grade, involves creating a practical coursework project where you demonstrate your photography skills, creativity, and research.

The Externally Set Assignment (Component 2), worth 40%, includes preparing a project based on a theme provided by AQA, followed by a 10-hour timed exam to complete your final piece. Assessment focuses on technical skills, creativity, experimentation and reflection on your work.

A typical lesson might involve:

A typical Photography GCSE lesson involves an introduction to the day's topic, followed by demonstrations of techniques for example camera controls, composition or editing. You'll then have time to experiment, take photos or work on your project. There's often research on photographers for inspiration and time for independent work. The lesson ends with reflection, feedback and updates to your work.

All classwork and homework tasks go towards either Component 1 or 2.

Course Contact: Miss A Nolan
a.nolan@ahs.omegamat.co.uk



What qualifications could you achieve afterwards:

The Photography GCSE provides the knowledge understanding and skills for Level 2 learners to progress on to:

- Photography (AS/A-Level)
- Art and Design (AS/A-Level)
- Media Studies (AS/A-Level)
- BTEC Media Studies (Level 3)
- Other related academic qualifications
- Photography Degree: You can study Photography at a higher level, such as a Bachelor's degree in Photography or Visual Arts.
- Specialized Courses: Consider courses in areas like digital media, photojournalism or graphic design.

Future Pathways

Employment within the creative media industry, for example, roles working in moving image production, audio production or publishing.

- Freelance Photographer
- Photographer for Media
- Studio Photographer
- Photojournalist
- Graphic Designer
- Art Director
- Photo Editor
- Photography Technician
- Photography Teacher
- Workshop Leader



Triple Science



GCSE
Specification: AQA

Course Outline

This course allows students to study Biology, Chemistry and Physics in greater depth, earning three separate GCSEs.

- Topics include infection and response, chemical analysis, forces and space physics, alongside practical skills in all three sciences.
- The course is ideal for students interested in scientific research, medicine, engineering and technology, providing a strong foundation for further study and careers in science-related fields.

How you will be assessed:

Students will sit six exams at the end of Year 11:

- Two Biology papers
- Two Chemistry papers
- Two Physics papers
- Each exam lasts 1 hour 45 minutes and is worth 100 marks.

A typical lesson might involve:

- A "do now" starter task and an "I/we/you" phases of learning.
- Practical experiments to develop investigative and analytical skills.
- Exploring scientific concepts through discussions, problem-solving and research.
- Applying knowledge to real-world scenarios, such as medical advancements or environmental issues.
- Developing mathematical and data analysis skills to interpret scientific findings.

*All students will study Combined Science as a minimum. For those students who wish to study Triple Science it will count as an option subject.

Course Contact: Mrs S Bohan
s.bohan@ahs.omegamat.co.uk



You should choose Triple Science if you...

- Enjoy investigating how the world works through scientific methods.
- Are interested in medicine, engineering, forensics or environmental science.
- Want to develop practical skills through hands-on experiments.
- Are considering A-Level Science or a career in a science-related field.

What qualifications could you achieve post-16:

- A-Level Biology, Chemistry and/or Physics
- BTEC Applied Science

Future Pathways

- Medicine
- Dentistry
- Veterinary Science
- Engineering
- Computer Science
- Laboratory Research
- Forensic Science
- Environmental Science
- Food Technology
- Meteorology
- Medical Writing
- Criminology



Notes

A spiral-bound notebook page with 12 horizontal lines for writing. The spiral binding is on the left side, consisting of 12 black rings connected by a grey metal strip. The page is otherwise blank and white.

Our Learning Habits

Be Ready



Perfect Uniform

Full school uniform, including correct full black footwear is expected to be worn by all students every day.



Correct Equipment

Students are expected to arrive every day with the correct equipment to support their learning.

Be Respectful



Positive Behaviour

Positive behaviour: we expect students to meet our school's relentless routines which are based on our school's values. This supports a safe and disciplined environment.



Manners & Respect

Our school expectation is that all students are kind and respectful to all members of our community.

Be Safe



Punctuality & Attendance

Our school expectation is that students attend and are punctual 100% of the time.



Calm Corridors

Students are expected to move calmly, safely and quickly between lessons.

Students not meeting our expectations will be given sanctions

AMBITION

RESPECT

COMMUNITY



Alsop High School

Achieving Excellence Together