



ASH MANOR SCHOOL

Aspire & Achieve



Key Stage 4 Pathways Booklet 2017-2019



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Welcome

February 2017

Dear Students, Parents and Carers

Key Stage 4 Curriculum 2017-2019

We are delighted to welcome you to the Year 9 into 10 Options Evening. The next two years will be the most important so far in shaping the potential future direction in your life. At Ash Manor School we take this responsibility and challenge very seriously and look forward to working in partnership with each of you to ensure that students achieve their full potential.

I am confident that the information you receive tonight will help support you through the process of choosing appropriate subjects to study over the next two years. We have published this booklet for all Year 9 students and their families to inform you of the essential course information and to help you make informed choices; subject specialists will be available to discuss option choices with you this evening.

It is important that you choose options you are happy with in order to provide the foundations for success. While we do understand that there will be requests to change subjects as the reality of Year 10 unfolds and this is usually possible within the first few weeks of the academic year, we cannot guarantee that a change will be possible so we would ask that you take time now to consider the courses most suited to your skills and abilities. Any changes to courses will not be possible until 30th September 2017.

As always, your feedback about the evening is appreciated as this helps us improve the format for future years so please complete the survey when you leave.

Thank you for taking the time to attend this evening; we value your support.

Yours faithfully



Mrs J Luhman
Deputy Headteacher



Mr T Clouston
Assistant Headteacher

General Advice

This booklet tells you about the subjects and courses you will be studying in Years 10 and 11, and the qualifications you can achieve by the end of Year 11.

It contains information about

- ❖ the subjects and courses that you **must** do
- ❖ the subjects and courses you can choose to do

It also contains a choices form at the back for you to fill in your preferences. This must be completed and signed by your parent/carer and handed in by the deadline, Wednesday 29th March 2017. Any late forms will go on a late pile and therefore your options will be inputted last which may mean that it is not possible to accommodate your choices.

Core Curriculum

The core curriculum subjects are studied by everyone:

These are:

English Language and English Literature

A Humanities subject (History or Geography) **or** a Modern Foreign Language (French or Spanish)

Mathematics

Combined Science

Core Physical Education (no qualification)

Many of these subjects will lead towards the GCSE (General Certificate of Secondary Education) qualification. English and Science courses will, in most cases, lead to two GCSE passes in each subject.

Information about what you will study in these subjects is shown in the first section of this booklet.

Option Choices

At Ash Manor School we recognize that every child learns differently, and have designed our curriculum taking account of this. You will have the choice of three option subjects. You will study each of these subjects for 3 lessons per fortnight.

Please note we reserve the right to withdraw any of these option choice subjects if there are insufficient numbers.

The Core Subjects

Subject	Number of GCSE equivalent	Lessons per fortnight	Notes
GCSE English	2	10	This is made up of English Language and English Literature.
GCSE Mathematics	1	10	Mathematics
GCSE Combined Science	2	12	Students study topics in Biology, Chemistry and Physics.
Core PE (Games)	0	4	This is an essential aspect of the curriculum to enable students to develop a healthy body as well as a healthy mind.
Personal Development & Citizenship	0		The curriculum content for this area is delivered within the core curriculum, in tutoring sessions and assemblies and through our Personal Development days.
EBACC Subject: At least one from:			
GCSE Geography	1	6	You can also choose more of these within the option subjects.
GCSE History*	1	6	If you would like to study History, you must choose between History and Ancient History and cannot do both.
GCSE Ancient History*	1	6	
GCSE French	1	6	
GCSE Spanish	1	6	

The Option Subjects

To complement the core and enhance your curriculum you will choose three further option subjects from the following.

Subject	Number of GCSE equivalent	Lessons per fortnight	Notes
GCSE Ancient History	1	6	
GCSE Art and Design (Fine Art)	1	6	Students must choose between Art & Design (Fine Art) or Textiles.
GCSE Art and Design (Photography)	1	6	Students must choose between Art & Design (Photography) or Textiles.
GCSE Business Studies	1	6	
GCSE Computer Science	1	6	Course criteria apply. Grade 4/5 in Maths and Computing and discussion with Head of Department. Students must have taken Computing/ICT in Year 9.
GCSE Dance	1	6	
GCSE Design & Technology	1	6	
GCSE Drama	1	6	
GCSE Food Preparation & Nutrition	1	6	
GCSE French	1	6	
GCSE Geography	1	6	
GCSE History	1	6	
Technical Award Hospitality & Catering	1	6	Delivered at Tomlinscote Sixth Form School
Technical Award Health & Social Care	1	6	
GCSE Media	1	6	
GCSE Music	1	6	
GCSE Physical Education	1	6	This is in addition to Core Physical Education
GCSE Religious Studies	1	6	
GCSE Triple Science	1	6	In addition to Combined Science
GCSE Spanish	1	6	
Technical Award Sport	1	6	
GCSE Textiles	1	6	Students must choose between Art & Design or Textiles.

English Baccalaureate

Students who obtain a good GCSE (Grade 5 and above) in all of the following subject areas will have secured the English Baccalaureate, a collection of subjects that the government recommend for most students.

- English Language or English Literature
- Maths
- Two Sciences (one of which can be Computing Science)
- A Modern Foreign Languages
- A Humanity (History, Geography or Ancient History)

The English Baccalaureate includes academic subjects highly valued by the Russell Group, but it is not currently required for entry to any Russell Group university. Universities require English and Maths, a few may also require a Modern Foreign Language. Successful applicants are normally expected to have achieved good grades in a range of subjects at GCSE or equivalent, and to meet any specific requirements for their chosen course.

In making your decision regarding your choice of subjects there are many important factors to consider:

- Which subjects give me most enjoyment and satisfaction?
- What sort of job do I want?
- What qualifications will I need?
- How do I get them?
- What do I want for my future education pathway?

New Grading System

From September 2016, students will have been working towards GCSE qualifications that will be awarded within a numerical system from the highest Grade 9 to Grade 1, with the three top grades replacing the present A and A*. At present, there is no definitive guidance from the government about what number students are expected to achieve as a 'good pass' but this is expected to be a grade 4 or 5. You will be kept fully informed of future developments to this new system. More information about our new assessment model in response to these changes will be given during the options presentation.

Old GCSE Grades	New GCSE Grades
	Grade 9
A*	Grade 8
A	Grade 7
B	Grade 6
	Grade 5
C	Grade 4
D	Grade 3
E	Grade 2
F	
G	Grade 1

Help and Guidance

There are a number of people who can assist and advise you about appropriate choices and progression. These are:

- Your **Form Tutor** – who knows you as an individual student in the school
- Your **Subject Teachers** – who provide an objective assessment of your ability in their subjects
- Your **Head of House**
- **Mr Clouston** (Assistant Headteacher)
- **Mr Milner** (Assistant Headteacher)
- Your **Parents and Carers** – who knows you best of all as a person
- **SLT Meeting** – to help you make the right choices you will have an 'Options Meeting' with a member of the senior leadership team to discuss your choices

Important things to consider

- **DO** evaluate your subjects and your ability in terms of preference
- **DO** consider if this subject is needed for a particular career
- **DO** keep your options open. Don't try and specialise at this stage but aim for a good balance of subjects
- **DO** work to your own strengths and choose appropriate subjects
- **DON'T** choose a subject because a friend is choosing it. There is no guarantee that you will be in the same teaching groups
- **DON'T** choose a subject because you like your teacher. Again, there is no guarantee that he/she will be teaching your group next year

2017 Key Dates

Thursday 2 nd March	Year 9 Parents Evening
Thursday 9 th March	Year 9 Options Evening
Wednesday 15 th March	INSET Day
Wednesday 29 th March	Deadline for completed forms to your <u>form tutor</u>
Monday 3 rd April to Monday 17 th April	Easter Holidays
Tuesday 18 th April	Start of Summer term
Monday 1 st May	May Bank holiday
Monday 22 nd May to Friday 26 th May	Year 9 Exams
Friday 26 th May	Notification of option allocations
Monday 29 th May to Friday 2 nd June	Half Term
Friday 21 st July 2016	End of summer term
Tuesday 5 th September	Year 10 GCSE courses begin
Friday 30 th September	Final option subject change deadline. Students will not be able to change courses after this date.

Terminology

Here is a short explanation of some of the words and phrases used in this booklet.

CORE SUBJECT – a subject which you must study to GCSE/BTEC level.

CONTROLLED ASSESSMENT – a task completed under exam conditions in class, often preparatory notes are permitted.

FINAL / TERMINAL EXAM – an assessment at the end of your course.

KEY STAGE 3 – the collective name for Years 7 to 9.

KEY STAGE 4 – the collective name for Years 10 and 11

NATIONAL CURRICULUM – the subject areas which every student in England must study

OPTIONAL SUBJECT – a subject which you can choose to study to GCSE/BTEC level

SYLLABUS / SPECIFICATION – the information you have to know and what you must be able to do by the end of the course

TIER – the level of exam you are entered for – Foundation or Higher

Core Subjects

English Language
English Literature

Mathematics

Combined Science

Physical Education

GCSE English – Language/Literature

Examining Board: Edexcel

SUBJECT DESCRIPTION

English Language and Literature at GCSE level is a lively and interesting subject which prepares students to consider analytically, a variety of texts in a range of forms. They will develop as sensitive and mature readers and they will learn to create their own texts with imagination and subtlety.

Students develop a range of skills from being able to understand the way writers create meaning in a text to being able to write with empathy and perception of audience and purpose. They also complete speaking and listening assignments which help them to develop their skills in these areas.

COURSE CONTENT AND STRUCTURE

English Language

For their English Language exam, students will be asked to study a number of fiction and non-fiction texts while discussing the effects of the texts on the reader. Both exams also offer the opportunity for some guided creative writing that will be both imaginative and transactional.

ASSESSMENT ARRANGEMENTS (100 % exam)

Component 1: Fiction and Imaginative Writing (40%):

Component 2: Non-fiction and Transactional Writing (60%)

COURSE CONTENT & STRUCTURE

English Literature

Students will study *The Merchant of Venice*, *The Woman in Black*, *The Strange Case of Dr Jekyll and Mr Hyde* and a collection of seen and unseen poetry.

Assessment Arrangement

Component 1: Shakespeare and Post 1914 Literature (50%)

Component 2: 19th century novel and poetry since 1789 (50%)

It is compulsory for students to sit the English Language and English Literature GCSE exams. They will be awarded two grades, on a scale of 1-9, with 9 being the highest.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Communication is at the core of the English GCSE courses and they are essential, no matter what post-16 pathway students embark on. They will be taught essay writing, imaginative writing, critical thinking, analysis and the art of argument and persuasion.

STUDENTS MUST PASS ENGLISH AND MATHS AT GCSE, TO AVOID COMPULSORY TUTOR STUDY FOR GCSE RETAKES AT COLLEGE

**For more Information about English please speak to Mrs S Wilshaw
(swilshaw@ashmanorschool.com).**

GCSE Mathematics

Examining Board: Edexcel

SUBJECT DESCRIPTION

Mathematics is an exciting subject that is used in a huge variety of professions and industries. We follow the Edexcel syllabus at GCSE which is assessed at Higher and Foundation level and is studied in six topic areas:

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

Students develop logical thought processes to solve problems and are encouraged to show their method clearly, extending knowledge to incorporate algebraic manipulation and geometrical theorems in addition to sophisticated analysis of statistical tables. This subject is highly regarded for Higher Education and lends itself to many career opportunities.

COURSE CONTENT & STRUCTURE

GCSE Mathematics is taken at the end of Year 11 and each tier of entry consists of 3 exams, each lasting 90 minutes. Two of the exam papers permit a calculator and the other is a non-calculator paper.

We recommend all students have and use a scientific calculator (Casio fx-83 or similar) as soon as possible, to allow them to become familiar with their calculator.

Please speak to Miss Williams if you wish to order a calculator through school.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Mathematics will enable students to develop skills such as problem solving, logic, data handling, spatial awareness, accuracy and good communication. Students become more aware of the importance of mathematics in their everyday lives.

A good mathematical background is necessary for all walks of life. Furthermore, these are examples of Mathematics Careers:

Engineering: Your training in mathematics will prepare you to quickly learn the specific issues in a new field, and your creative problem solving skills will be a strong asset to the engineering firm.

Cryptography: From the Secret Service to a smaller company doing commerce on the web, the demand for mathematicians that can understand the number-theoretic issues in cryptography is great.

Actuary: Among the highest-paid professions are actuaries, who compute the statistics behind life insurance other tables of predictive data.

Finance: Most financial companies hire mathematicians to study financial models and make predictions based on statistical evidence.

Management: Management consulting firms look for individuals who can quickly source the root of a problem, and find creative and effective solutions, and critically choose from among many options.

STUDENTS MUST PASS ENGLISH AND MATHS AT GCSE, TO AVOID COMPULSORY TUTOR STUDY FOR GCSE RETAKES AT COLLEGE

**For more Information about Mathematics please speak to Miss H Williams,
(hwilliams@ashmanorschool.com).**

GCSE Combined Science

Examining Board: Edexcel

SUBJECT DESCRIPTION

Science at KS4 is designed to develop and inspire future scientists and provides a good scientific grounding. Our world is constantly changing and evolving; Science and how it relates to the real world, is a fascinating subject to students of all abilities and aspirations. The course we follow encompasses the study of all three sciences: Biology, Chemistry and Physics.

COURSE CONTENT & STRUCTURE

All students have to complete 3 years of study in Combined Science, starting the course in September of Year 9.

All students will complete their studies with two Science qualifications.

GCSE Combined Science is studied during Year 9 to be completed by the end of Year 11, with exams taken at the end of Year 11. There are no controlled assessments, though core practical activities are completed during the course.

ASSESSEMENT ARRANGEMENTS

Combined Science (Year 11)

Written examination (6 x 1 hour 10 minute exams. 2 each for Biology, Chemistry and Physics)

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Sciences can help you make sense of the world, to assist understanding of current issues and develop transferable skills that are necessary throughout life. Science enables students to develop an enquiring mind, problem solving skills, good communication, data handling, computer literacy and team working. Students become more aware of the important of science in their everyday lives as well as becoming more socially and environmentally informed.

A good scientific background is necessary for most walks of life and can lead to a multitude of careers, including medicine, astrophysics, research, engineering and many more. Acquiring science skills enables students to make their way in the real world in which problems can seem to be abound – in the home, in the workplace, in the community and on the planet. We aim to motivate our students, encourage scientific curiosity, reinforce scientific thinking and enable all our students to enjoy and succeed in Science.

**For more Information about Science please speak to Miss J Fairhurst,
(jfairhurst@ashmanorschool.com).**

Physical Education – non exam

COURSE CONTENT & STRUCTURE

Physical Education at Key Stage 4 remains compulsory for all students.

The Key Stage 4 Physical Education Curriculum does not lead to an accredited award, but aims to provide the students with sufficient interest, knowledge, and expertise that they can pursue active lifestyles upon leaving school. The course also enables students to develop key skills in communication, working with others, leadership and how to deal with and overcome challenges positively.

In Year 10 students are given a limited choice to their curriculum, whilst in Year 11 they follow a structured options programme of their choice. The Year 11 curriculum allows students to specialise in their preferred activities, whilst also having the opportunity to try different sports at local facilities.

Students are graded for their attitude to learning in line with the school's criteria.

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

The structure of the course is such that it will enhance self-confidence and team-work. These characteristics will benefit anyone in a working environment. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities.

GCSE Ancient History

Examining Board: OCR

SUBJECT DESCRIPTION

The Ancient World has shaped our world today; from the language we speak to the entertainments we enjoy. This lively and exciting course will help students understand modern democracy, warfare and culture. Students will re-create great ancient battles and develop an understanding of what drove key figures of the Ancient World to greatness.

Hollywood epics have immortalised individuals like Alexander and Cleopatra. This course will allow students to explore how accurate these interpretations are.

COURSE CONTENT & STRUCTURE

This GCSE looks at the events and key figures of The Ancient World through a range of printed and visual sources. This course is eligible for the Humanities section of the EBacc.

The course consists of four modules:

- **The Persian Empire**

This unit looks at the development of the Persian Empire. Students will particularly focus on the Empire under the reigns of Cyrus the Great, Cambyses II, Darius I and Xerxes I. This unit ends with the Persian invasion of Greece and the great battles of Salamis and Thermopylae.

- **Alexander the Great**

Having conquered much of the known world by the age of 25, Alexander the Great is considered to be one of the greatest military commanders of all time. This module looks at his relationship with members of his family and his military victories.

- **Foundations of Rome, from kingship to Republic**

This unit investigates the rule of the early kings of Rome and the tyranny of the last King of Rome. How the Roman people removed Tarquinus Superbus and founded the Republic.

- **Cleopatra: Rome and Egypt, 69–30 BC**

Cleopatra, Queen of Egypt is one of the most significant women in the Ancient world. This unit looks at how she secures her position within Egypt and the conflict with her brother, Ptolemy XIII. We continue by looking at her relationships with Julius Caesar and Mark Anthony and the significance of these.

ASSESSMENT ARRANGEMENTS

Two written examinations: 1 hour 45 minutes 50% each.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Ancient History equips students with a wide range of skills useful for higher education and employment. This course will encourage students to think critically, evaluate information and write well-constructed arguments.

Ancient History is highly valued by universities and employers.

**For more Information about Ancient History please speak to Mr J Matthews,
(jmatthews@ashmanorschool.com).**

GCSE French

Examining Board: AQA

SUBJECT DESCRIPTION

A GCSE in a Foreign Language further develops practical communication skills and adds an international dimension to your studies. Important language skills have been developed in Key Stage 3 and the GCSE course aims to build upon these through an introduction to higher level vocabulary and structures.

As well as being useful for work and travel and tourism, a language can also help to improve literacy and gain an insight into other cultures and traditions around the world.

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart”. (Nelson Mandela)

COURSE CONTENT & STRUCTURE

Students will cover the following topics over the two year course:

Leisure (holidays, free time, the media, new technologies, slang)

Work and Education (school life, future plans, jobs)

Lifestyle (relationships, health, smoking, alcohol)

Home and Local Environment (home, local area, environmental concerns)

ASSESSMENT ARRANGEMENTS

Students are assessed in the four skills of listening, speaking, reading and writing at either higher OR foundation tier.

Overview of assessments:

Listening	-	50 minute examination	(25%)
Reading	-	45 minute examination	(25%)
Speaking	-	15 minute examination	(25%)
Writing	-	1 hour examination	(25%)

All four skills are assessed via examination at the end of year 11. The course is 100% exam based and does not include any controlled assessment or coursework.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

A great way to start getting to know and understand other people better is by learning their language. It's a multilingual world – not everyone speaks English. 94% of people do not speak English as their first language. 75% of the world does not speak English at all. Languages can of course be used in language specific careers such as teaching, translating or interpreting but they are also useful in many jobs from reception to top level management or law and can often be the deciding factor between candidates.

**For more information about French please speak to Miss K Symonds,
(ksymonds@ashmanorschool.com).**

GCSE Geography

Examining Board: AQA

SUBJECT DESCRIPTION

Whether it's the devastation caused by a natural disaster on the other side of the world or how traffic is causing problems in Guildford, geographers are interested in what's going on around them. In GCSE Geography, we investigate in more detail how our planet is changing and the story behind these changes. Students will learn about real places, both in the UK and further afield, and will be encouraged to think about how they would respond to the challenges we face. The planet in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare students for these changes.

COURSE CONTENT & STRUCTURE

This course highlights the critical importance of Geography for understanding the world and for stimulating an interest in places. It will inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment.

Candidates are required to combine practical and theoretical study including GIS and remote sensing to obtain, present and analyse information.

Candidates will develop essential skills such as problem solving, literacy and numeracy, graphical, communication and technological skills. This course explores areas both within the human and physical world and students will understand the processes which have shaped our landscape and the impact people are having on our fragile environment.

ASSESSMENT ARRANGEMENTS

Section 1 – Physical Geography: 1 hour 30 minutes written examination 35%

- Candidates will study the following units: Natural Hazards, Physical Landscapes in the UK and The Living World.

Section 2 – Human Geography: 1 hour 30 minutes written examination 35%

- This paper consists of: Urban Issues and Challenges, The Changing Economic World and The Challenge of Resource Management.

Section 3 – Issue Evaluation & Fieldwork: 1 hour 15 minute written examination 30%

- Students will complete fieldwork into both Human and Physical Geography outside of the school setting. They will then answer questions on fieldwork techniques. Students will also complete an issue evaluation task answering questions based upon pre-released material and sources from the exam board.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

The GCSE course builds on the skills that students started to develop during Key Stage 3. Students learn and practise a wide range of skills including map interpretation, decision making, data interpretation, graphical, fieldwork and thinking skills. Students will become socially, economically and environmentally aware and will understand the growing importance of sustainability.

A GCSE in Geography is well-respected and is a sound entry requirement for any A Level or further education course. It is also very highly regarded by Higher Education establishments and future employers. Geographers enter many different areas of employment.

**For more information about Geography please speak to Miss A Raeburn,
(araeburn@ashmanorschool.com).**

GCSE History

Examining Board: Edexcel

SUBJECT DESCRIPTION

We follow a course that gives students the opportunity to engage in a range of different units that cover hundreds of years of History. In Year 10, students will complete a thematic study which will give them an opportunity to look at a range of historical periods while charting the changing nature of a particular topic. This will be followed up a British depth study of Elizabethan England. In Year 11, students will learn about Germany 1918-39 and the key events of the Cold War.

COURSE CONTENT & STRUCTURE

The course gives students the opportunity to acquire an understanding of the past; investigate major events, use sources critically and analyse interpretations. The specification has four modules:

1 Medicine through time c.1250 - present

Students undertake a development study that investigates the major changes in medicine from the Middle Ages to the modern day. Particular attention is paid to the development of surgery, the understanding of disease and the state of public health through time.

2 Weimar and Nazi Germany, 1918 – 1939

Students undertake a study of the rise and fall of democracy in Germany in the period after the First World War. This is followed by an in-depth study of life in Nazi Germany, with a focus on key groups such as young people and women.

3 Early Elizabethan England, 1558 - 1588

We will study the politics and culture of Elizabethan England. This will include the religious conflict at this time, the threat from Mary Queen of Scots and the Spanish Armada.

4 Superpower relations and the Cold War, 1941 - 91

This unit will focus on the growing tension between East and West and the key events of the Cold War. There is a particular focus on Berlin, the Cuban Missile Crisis and Czechoslovakia.

ASSESSMENT ARRANGEMENTS

Paper 1 – **Medicine through time c.1250 - present**: 1 hour 15 minutes - 30% of final mark

Paper 2 – **Early Elizabethan England, 1558-88 and Superpower relations and the Cold War**: 1 hour 45 minutes - 40% of final mark

Paper 3 – **Weimar and Nazi Germany, 1918 – 1939**: 1 hour 20 minutes - 30% of final mark

SKILLS DEVELOPMENT & CAREER OPPORTUNITIES

Employers who see that you have a qualification in History know that you have developed certain skills which can be applied to other situations. They will know that: you can understand what motivates people, are able to gather and read different kinds of information; and you will be able to communicate clearly and have learned to express yourself verbally. A GCSE in History is a well-respected qualification and is a highly regarded subject for further education. History is a good qualification for lawyers, journalists, writers, accountants, TV researchers, the police, politicians, civil servants to name but a few possible careers.

**For more Information about History please speak to Mr J Matthews,
(jmatthews@ashmanorschool.com).**

GCSE Spanish

Examining Board: AQA

SUBJECT DESCRIPTION

A GCSE in a Foreign Language further develops practical communication skills and adds an international dimension to your studies. Important language skills have been developed in Key Stage 3 and the GCSE course aims to build upon these through an introduction to higher level vocabulary and structures.

As well as being useful for work and travel and tourism, a language can also help to improve literacy and gain an insight into other cultures and traditions around the world.

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COURSE CONTENT & STRUCTURE

Students will cover the following topics over the two year course:

Leisure (holidays, free time, the media, new technologies, slang)

Work and Education (school life, future plans, jobs)

Lifestyle (relationships, health, smoking, alcohol)

Home and Local Environment (home, local area, environmental concerns)

ASSESSMENT ARRANGEMENTS

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A great way to start getting to know and understand other people better is by learning their language. It's a multilingual world – not everyone speaks English. 94% does not speak English as their first language. 75% of the world does not speak English at all. Languages can of course be used in language specific careers such as teaching, translating or interpreting but they are also useful in many jobs from reception to top level management or law and can often be the deciding factor between candidates.

**For more Information about Spanish please speak to Miss K Symonds,
(ksymonds@ashmanorschool.com).**

Non Core Subjects

Art and Design (Fine Art)

Art & Design - Photography

Business Studies

Computing
ICT

Dance

Design & Technology

Drama

Food Preparation & Nutrition

Health and Social Care

Media

Music

Physical Education

Religious Studies

Triple Science

Sport

Textiles

GCSE Art and Design - Fine Art

Examining Board: AQA

SUBJECT DESCRIPTION

In Art we believe that all students should engage in a wide range of visual, tactile and sensory experiences which stimulate and encourage creative and imaginative responses. Students utilise a wide range of equipment such as; paints, inks, pencils, charcoal, ceramics, pastels, found materials, computers, photography, rollers and printing inks. They use these materials to communicate what they see, feel and think. Students explore colour, line, tone, shape, form, texture, pattern, and compositional design and combine these with a diverse range of techniques. They make informed judgements about their own work and the work of others, expressing their appreciation and understanding of a range of artists and craftspeople. They comprehend how and why humans respond to their immediate environment in diverse ways and use this knowledge to enrich, shape and inform their own outcomes.

COURSE CONTENT & STRUCTURE

Unit 1 forms a series of modular work set and marked by the centre and moderated by AQA. It is worth 60% of the overall mark. This is a broad course exploring practical and critical / contextual work through a range of 2D and 3D. Candidates work will be executed in one or more areas including drawing and painting, mixed media, installation, photography and print making. This is followed by the externally set task Unit 2 which allows structured planning and a 10 hour supervised time in two 5 hour blocks, making up the extra 40% of the overall mark. All work must be in line with the 4 assessment objectives.

ASSESSMENT ARRANGEMENTS

Candidates will have the flexibility to select work from their coursework to effectively reflect and evidence their work to its best.

Portfolio of work: Completed in class 60%

The externally set task or exam unit 2: 10 hour supervised time 40%

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Possible Careers: Art Critic, Advertising (Visual Communication), Animation, Architect, Art Teacher, Airbrush Artist, Art Dealer, Art Consultant, Cartoonist, Desktop Publishing, E book cover Artist, Fashion Designer, Freelance Artist, Fine Art Photographer, Fine Artist, Fashion Illustration, Graphic Artist, Graphic Design, Interior Design, Illustration, Museum Director, Monogram Artist, Photographer, Painting Restorer, Print-maker, Sculptor, Set Design, Video Game and Web Design.

**For more Information about Art & Design please speak to Mrs J Wilson,
(jwilson@ashmanorschool.com).**

GCSE Art & Design - Photography

Examining Board: AQA

SUBJECT DESCRIPTION

In Photography students will practice using light sensitive materials such as photographic film and digital methods of photography for the development and production of images. They will make informed judgements about their own work and the work of others, expressing their appreciation and understanding of a range of artists. They will comprehend how and why humans respond to their immediate environment in diverse ways, and use this knowledge to enrich, shape and inform their own outcomes.

COURSE CONTENT & STRUCTURE

Unit 1 forms a series of modular work set and marked by the centre and moderated by AQA. It is worth 60% of the overall mark. This is a broad course exploring practical and critical / contextual work through a range of photographic procedures. Candidates work will be executed using photography and photographic methods of manipulation. This is followed by the externally set task Unit 2 which allows structured planning and a 10 hour supervised time in two 5 hour blocks, making up the extra 40% of the overall mark. All work must be in line with the 4 assessment objectives.

ASSESSMENT ARRANGEMENTS

Candidates will have the flexibility to select work from their coursework to effectively reflect and evidence their work to its best.

Portfolio of work: Completed in class 60%

The externally set task or exam unit 2: 10 hour supervised time 40%

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Possible Careers: Art Critic, Advertising (Visual Communication), Animation, Architect, Art Teacher, Photographer, Art Dealer, Art Consultant, Desktop Publishing, E book cover Artist, Fashion Designer or photographer, Freelance Artist, Fine Art Photographer, Fashion Illustration, Graphic Artist, Graphic Design, Interior Design, Illustration, Museum Director, Monogram Artist, Set Design.

**For more Information about Photography please speak to Mrs J Wilson,
(jwilson@ashmanorschool.com).**

GCSE Business Studies

Examining Board: Edexcel

SUBJECT DESCRIPTION

This course in GCSE Business Studies allows students to actively engage in the study of business and economics in order to develop as effective and independent reflective thinkers with enquiring minds. The course explores issues in a range of local, national and global contexts and encourages students to appreciate the range of perspectives of different stakeholders in relation to business and economic activities. All key business areas are studied ranging from business ownership and purpose, to marketing, finance, human resources, production and sustainability.

COURSE CONTENT & STRUCTURE

The course is divided into 2 parts covering a wide range of business issues:

Theme 1: Investigating Small Business (50%) – 90 mins written exam

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business.

Theme 2: Theme 2: Building a business (50%) – 90 mins written exam

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

ASSESSMENT ARRANGEMENTS

New GCSE Business Studies is externally assessed through multiple-choice paper, short answer, and extended writing contributes 100% to the final GCSE grade. Please note there is no controlled assessment and all elements of Business are externally assessed.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Business Studies is a key component for pupils wishing to learn how a business works and is developed. It opens many paths as an academic GCSE, most notably into A Level Business Studies, Economics or BTEC National in Business. It can also lead to more specific business orientated courses such as retailing, accounting, finance, law, economics, marketing and human resources. Business Studies qualifications can lead to many roles including retailing, marketing, human resource management, production, customer service, management, finance and administration.

**For more Information about Business Studies please speak to Mr A Gulliver,
(agulliver@ashmanorschool.com).**

GCSE Computing

Examining Board: OCR

SUBJECT DESCRIPTION

GCSE Computing is designed to help students understand the processes of computer science. It includes interesting topics relevant to modern life. This is a mathematically based subject with practical applications.

COURSE CONTENT & STRUCTURE

OCR GCSE Computing (J275) is a course for those students who are experienced with computing and wish to gain a deeper understanding of how computers work. They will need to be up to date with the latest technical developments and want to experiment with code in their spare time. They should already be able to code using python, or another textual language.

ASSESSMENT ARRANGEMENTS

Unit 1: Computer Systems & Programming 1 hour 40 minutes written examinations 40%

Unit 2: Practical Investigation controlled assessment 30%

Unit 3: Practical Programming controlled assessment 30%

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Because computing underpins so much of what we do in the world today, the GCSE Computing qualification can lead to an infinite number of qualifications and career opportunities including specialist jobs like website development and project management.

Students who are interested in the following industries will find this course engaging: gaming, specialist systems (eg financial companies), web development, software engineering, cryptography, database management and many more. Those students who enjoy challenges and solving problems will excel in this course. It will prepare students to make informed choices regarding further learning opportunities (college and university) and career choices.

Students must be on track to achieve a grade 4/5 in Maths by the end of Year 9 to be able to study this course.

**For more information about Computing please speak to Mr A Gulliver,
(agulliver@ashmanorschool.com).**

GCSE Dance

Examining Board: AQA

SUBJECT DESCRIPTION

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

This specification recognises the role of dance in young people's lives and students will study a range of dance styles and style fusions. Apart from the solo performance, they can choose any style in which to perform and choreograph, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise professional dance works and provide a springboard for engaging in practical tasks.

COURSE CONTENT & STRUCTURE

Students will spend time in the gym working on practical elements, as well as classroom based lessons focused on the theoretical element of the GCSE.

Component 1: Performance and choreography.

Students are expected to complete a solo performance of approximately 1 minute duration and to perform as part of a duet or trio for five minutes. For the choreography component students will be expected to produce choreography for either a group or a solo performer.

Component 2: Dance appreciation

Students will learn to have a knowledge and understanding of the choreographic process and performance skills. They will also be expected to critically appreciate their own work and that of other professionals.

ASSESSMENT ARRANGEMENT

The practical elements of the course are internally marked by the school and externally moderated by the exam board.

Performance: 30% of GCSE (40 marks)

Choreography: 30% of GCSE (40 marks)

Dance appreciation: 40% of GCSE (80 marks) Written exam 1 hour 30 mins

SKILLS DEVELOPED & CAREER OPPORTUNITIES

GCSE Dance is a fantastic course that will provide students with lots of brilliant experience if they want to work in the Performing Arts Industry.

Throughout the course, students will be required to work both independently and with others. During independent work, students will become resilient individuals who have enquiring minds that leads to success in their studies. During group work, students will develop their communication and teamwork skills. Students must evidence high quality written communication skills and apply these to both coursework and relevant workplace scenarios.

**For more Information about Dance please speak to Miss L Fletcher,
(lfletcher@ashmanorschool.com).**

GCSE Design Technology

Examining Board: Eduqas (WJEC)

SUBJECT DESCRIPTION

The WJEC Eduqas GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

The specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- demonstrate their understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice
- develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
- use imagination, experimentation and combine ideas when designing
- develop the skills to critique and refine their own ideas whilst designing and making
- communicate their design ideas and decisions using different media and techniques, as appropriate for different audiences at key points in their designing
- develop decision making skills, including the planning and organisation of time and resources when managing their own project work
- develop a broad knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes
- be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
- consider the costs, commercial viability and marketing of products
- demonstrate safe working practices in design and technology
- use key design and technology terminology including those related to: designing, innovation and communication; materials and technologies; making, manufacture and production; critiquing, values and ethics

COURSE CONTENT & STRUCTURE

The subject content is presented under two headings: **technical principles and designing and making principles**. Within each area, the content is further divided into core knowledge and understanding and in-depth knowledge and understanding.

Core knowledge and understanding is presented in five clear and distinct topic areas:

- design and technology and our world
- smart materials
- electronic systems and programmable components
- mechanical components and devices
- materials.

Learners are required to study all of the content in these five areas, to ensure they have a broad knowledge and understanding of design and technology and that they are able to make effective choices in relation to which materials, components and systems to utilise within design and make activities.

In-depth knowledge and understanding is presented in six clear and distinct topic areas: we are offering one option of natural & manufactured timber.

ASSESSMENT ARRANGEMENTS

The subject content for GCSE Design and Technology will be assessed in the written examination and non-exam assessment (NEA).

Design and Technology in the 21st Century Design and make task/ written examination: 2 hours 50% of qualification 100 marks (15% of this is maths and physics based)

NEA: approximately 35 hours 50% of qualification 100 marks.

Calculators may be used in Component 1 and in Component 2. Learners are responsible for making sure that their calculators meet the relevant regulations for use in written examinations

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Choosing Design technology provides students with a thorough grounding in a broad range of skills which play an important role in today's world. This would aid accessing exciting and varied career opportunities. This could include: Clothing/textile technologist, Exhibition designer, Furniture designer, Industrial/product designer, Interior and spatial designer, Advertising art director, Automotive engineer, Graphic designer, Materials engineer, Product manager.

**For more Information about Design Technology, please speak to Mrs J Wilson,
(jwilson@ashmanorschool.com).**

GCSE Drama

Examining Board: OCR

SUBJECT DESCRIPTION

GCSE Drama (Performance) is a highly practical, challenging and creative course which helps students develop an understanding of many of the skills required to prepare for and perform a wide range of pieces in a variety of different situations. Working both individually and as part of a group, students will explore a diverse range of plays, situations and characters. They will have the opportunity to create their own work as well as performing in plays written by other people. They will learn about different genres and performance styles and the ways in which performers and designers communicate meaning to an audience through the exploration of drama. Throughout the course, students will develop the confidence to perform both to their peers and to the public, pushing themselves beyond what they initially felt capable of.

Students will enjoy this course if they want to study a practical, creative subject and are good at working as part of a group as well as being able to commit to a piece of work, ensuring it will be the best that it can be.

COURSE CONTENT & STRUCTURE

Devising Drama
Component 01 / 02

Students will create their own devised performance based on a chosen stimulus. In addition to the performance, students will be marked on an accompanying portfolio with evidence of the process and decisions made.

Presenting and Performing Texts
Component 03 / 04

Students will take part in a showcase, demonstrating their chosen skills in a live performance. Students will design two performances from one text. Students will be required to produce an accompanying document, which outlines their intentions for and approach to the performance showcase.

Performance and Response
Component 05

This component requires students to study text and performance. Students study one performance text in detail from a set list given by the exam board. Students will also be required to analyze and evaluate a live theatre performance they have seen.

ASSESSEMENT ARRANGEMENTS

Students are assessed through a series of presentations and tasks as well as written responses by both their teacher and external moderators. The final written exam is marked by the exam board.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Drama GCSE is a great asset for all careers working with other people. Drama will help students acquire skills in working with others, problem-solving and communication, and will develop their imagination, creativity and concentration. These skills are in great demand and are recognised and highly valued by employers and colleges.

**For more Information about Drama please speak to Miss C Coe,
(ccoe@ashmanorschool.com).**

GCSE Food Preparation and Nutrition

Examining Board: OCR

SUBJECT DESCRIPTION

OCR's GCSE (9–1) in Food Preparation and Nutrition qualification aims to equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The OCR qualification will encourage learners to cook and make informed decisions about a wide range of further learning, opportunities and career pathways as well as develop life skills that enable learners to feed themselves and others affordably, now and in later life.

COURSE CONTENT & STRUCTURE

This new GCSE in Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Section A Nutrition

Section B Food: food provenance and food choice

Section C Cooking and food preparation

Section D Skills requirements: preparation and cooking techniques

ASSESSMENT ARRANGEMENTS

PAPER 1: FOOD PREPARATION AND NUTRITION

What's assessed?

Theoretical knowledge of food preparation and nutrition from Sections 1 to 5 above.

How it's assessed

- Written exam: 1 hour 45 minutes / 100 marks / 50% of GCSE

NON-EXAM ASSESSMENT (NEA)

What's assessed?

Task 1: Food investigation

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical investigations are a compulsory element of this NEA task.

Task 2: Food preparation assessment

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

How it's assessed

Task 1: Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Studying food can lead to careers in food science, nutrition, catering, hospitality, food marketing, design and development.

**For more Information about Food Preparation and Nutrition please speak to
Mrs P Laughton, (plaughton@ashmanorschool.com).**

Technical Award Health and Social Care

Examining Board: AQA (to be confirmed)

SUBJECT DESCRIPTION

This course is designed for learners aged 14–16 who have an interest in health and social care and wish to develop skills and learn the theory that can prepare them for further study and employment within this sector. It will particularly appeal to learners who are looking for a course that is practical in nature.

COURSE CONTENT & STRUCTURE

Unit 1: Improving the well-being of an individual:

Learners will choose a client and carry out a range of testing techniques to measure and evaluate their health and then produce, implement and review a plan that will aim to make lifestyle changes that could improve their health. They will then review and evaluate the impact this plan has had on their chosen client.

Unit 2: Promoting healthy living:

In this unit learners will research and evaluate existing health promotion campaigns and then plan and deliver their own health promotion campaign. This involves an element of creativity that learners will enjoy, particularly as they will have the freedom to choose the type of materials they produce, from posters or wall displays in schools to promotional videos or radio scripts. At the end, learners will review and evaluate the success of their campaign.

Unit 3: Development through the life stages:

Learners will study the fundamentals of health and social care and acquire the underpinning knowledge required to carry out the two practical units. This knowledge will be relevant when considering future career choices and further study options.

This unit covers:

- the stages and patterns of human growth and development
- expected development at each life stage
- life events • sources of support/services for life events
- roles of professionals from the sectors who are involved in supporting life events
- definitions of health and well-being

ASSESSMENT ARRANGEMENTS

- **2 Coursework based units, worth 30% each. These are internally assessed.**
- **1 externally assessed examination lasting for 1 ½ hours at the end of the course worth 40%.**

SKILLS DEVELOPED & CAREER OPPORTUNITIES

This course will provide learners with a solid understanding of health and social care that will help them to make choices about their future study options and career choices. They will leave the course having developed a wide range of practical skills some of which are particularly helpful for a career in one of the Health and Social Care sectors such as taking health measurements, identifying and planning improvements to health and well-being and working with clients. Other skills will be valuable no matter what career path they choose, these include communication, critical analysis and evaluation, decision making and problem solving.

**For more Information about Health and Social Care please speak to Mr J Wilder,
(j.wilder@ashmanorschool.com).**

Hospitality & Catering

Examining Board: WJEC Level 1/2

SUBJECT DESCRIPTION

This course will be delivered during afternoon sessions by staff at Tomlinscote Sixth Form. Students will be taken to Tomlinscote by school minibus and will finish at approximately 3:30pm. There are only 10 spaces available on this vocational course and if there are more students choosing this option than spaces available then there will be a selection process.

Hospitality and Catering is Britain's fourth largest industry and accounts for around 10% of the workforce (British Hospitality Association). This Level 1 / 2 has been designed to support students who want to learn about the vocational sector and the potential it can offer for potential careers and further study.

All students who select this as an option subject will be provided with ingredients for all practical sessions on a weekly basis throughout the 2 years, including the assessment tasks for Unit 2.

Students will develop food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

COURSE CONTENT & STRUCTURE

In Year 10, students will learn new practical skills and will be required to cook almost every week. Practical tasks will aim to build on the skills learnt during Years 7, 8 and 9 in Food Technology. Theory based lessons will focus on developing knowledge of the hospitality and catering industry. Students will learn about the different types of providers within the hospitality and catering industry, the legislation that needs to be adhered to and the personal safety of all those involved in the business. Students will also learn about the factors affecting the success and operation of the hospitality and catering industry. A range of practice assessments will be completed to prepare for Unit 1 and 2 assessments.

ASSESSMENT ARRANGEMENTS

Unit 1 – The Hospitality and Catering Industry (written paper) – This unit is assessed through an online external assessment exam (90 minutes) combining short and extended questions around applied hospitality and catering situations.

Unit 2 – Hospitality and Catering in action – This unit is assessed through a series of internal assessment tasks, which will show how to safely plan, prepare, cook and present a large range of nutritional dishes according to a set brief.

Both Unit 1 and Unit 2 will be graded and both units have to be passed in order to receive this qualification.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

This qualification supports students to develop essential employability skills that are valued by employers, and further and higher education.

Successful completion of this qualification together with GCSE in English, Maths and Science can support entry to Level 3 qualifications relevant to the hospitality and catering section. Employment in hospitality and catering can range from waiting staff, and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

**For more Information about Hospitality & Catering please speak to Mrs J Luhman,
(jluhman@ashmanorschool.com).**

GCSE Media

Examining Board: AQA

SUBJECT DESCRIPTION

Media Studies is an exciting and practical course which helps to build a critical understanding of the role of media in our daily lives. The course combines practical and theoretical knowledge and skills through topics such as Advertising, Film, Music and Television. In a world saturated with media, it is important to understand its purpose, how it is developed and how it is meant to be received.

COURSE CONTENT & STRUCTURE

Students selecting Media as an option will obtain knowledge and understanding of a range of media forms and platforms including: advertising, social media, film, photography, promotion of music, gaming, print and electronic publishing and radio and web-based technologies.

Students will understand the four major concepts:

- Media Language: forms and conventions
- Institutions: Production companies, Labels, Certificating and Regulating bodies, etc.
- Audience
- Representation

ASSESSMENT ARRANGEMENTS

Paper 1: Written Exam – 35% of total GCSE

Paper 2: Written Exam – 35% of total GCSE

Non exam assessment - 30% of total GCSE

Students will respond to a brief, creating a media text for a specified audience.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

A GCSE in Media Studies provides many advantages. The course supports the analytical skills required to succeed in GCSE English Language and promotes high levels of literacy and excellent communication skills. The course allows students to develop high levels of creative flair and independence.

Students will have the opportunity to work with cameras for photographic and film purposes. They will learn how to properly craft an engaging media text whilst also gaining an understanding of the importance of the planning, editing and evaluation stages of development.

A GCSE in Media Studies can lead to careers in photography, marketing, advertising, film, television, radio and the ever growing creative digital industries.

**For more Information about Media please speak to: Mrs S Wilshaw,
(swilshaw@ashmanorschool.com).**

GCSE Music

Examining Board: AQA

SUBJECT DESCRIPTION

AQA GCSE Music is a course that caters to all musical backgrounds, combining the disciplines of performance, composition and listening into a practical, engaging and exciting package. You will combine both practical and theory work each lesson as you work towards your controlled assessment and listening examination. You will explore through music from around the world and through the ages both from a performer and composer's perspective, whilst at the same time gaining an insight into the common techniques used throughout all music. This course also puts equal weighting on traditional vocal/instrumental performance and music technology, so it is truly open to all musical backgrounds and disciplines.

COURSE CONTENT & STRUCTURE

Throughout Year 10 and 11, students will study the content of the course whilst at the same time working on their controlled assessments.

This is arranged into three core components:

Component 1: Understanding Music (*Western Classical Tradition 1650-1910, Popular Music, Traditional Music, Western Classical Tradition since 1910*)

Component 2: Performing Music

Component 3: Composing Music

ASSESSMENT ARRANGEMENTS

Component 1: Understanding Music (40% of total GCSE)

- Section A: Listening- unfamiliar music
- Section B: Study pieces
- The exam is 1 hour and 30 minutes and is sat at the end of Year 11

Component 2: Performing Music (instrument/voice/technology) (30% of total GCSE)

- Performance 1: Solo performance
- Performance 2: Ensemble performance
- These are controlled assessments marked in school and moderated by AQA

Component 3: Composing Music (30% of total GCSE)

- Composition 1: Composition to a brief
- Composition 2: Free Composition
- These are controlled assessments marked in school and moderated by AQA

SKILLS DEVELOPED & CAREER OPPORTUNITIES

This course may lead to the study of A Level Music and BTEC Level 3 Music and Performing Arts courses. Students will develop their performing, composition and listening skills as well as an appreciation of music. Universities, colleges and employers look upon Music favourably due to the vast array of practical, social and group skills developed during its study.

**For more Information about Music please speak to: Mr L Coventry,
(lcoventry@ashmanorschool.com).**

GCSE Physical Education

Examining Board: EDEXCEL

SUBJECT DESCRIPTION

Physical Education will encourage students to be inspired, motivated and challenged by a broad course of study.

The aims of this course are to develop students' practical skills and their knowledge of a wide variety of sports. Through these activities a sense of team-work, fair play, communication and leadership are also developed.

During theoretical elements of the course students are taught a wide range of sport-related topics ranging from physiology, diet, individual differences, fitness training and many more.

If they are considering taking Physical Education as a GCSE option they need to be taking part in sport/recreation outside of class time and/or to have represented our school or clubs in one or more sports to enable them to get the best possible grade.

COURSE CONTENT & STRUCTURE

The aims of the syllabus are to:

- promote physical activity and healthy lifestyles
- develop positive attitudes
- ensure safe practice.

In this course students will study the Theory of Physical Education focussing on Healthy, active lifestyles and Your Healthy, active body and Performance in Physical Education which is broken down into Practical Performance and Analysis of Performance.

Please be aware that during the 3 lessons per week, 2 of these will often be classroom based theory.

ASSESSMENT ARRANGEMENTS

The course now comprises of 2 Theory Examinations, each lasting for 1 ½ Hours (Worth 60% of the final grade) and a practical assessment, looking to assess students across three different sports - an individual sport, team sport and a third choice from either category (worth 40% of final grade).

SKILLS DEVELOPED & CAREER OPPORTUNITIES

The structure of the course is such that it will enhance self- confidence and team-work. These characteristics will benefit anyone in a working environment. The course develops the transferable skills and key skills that employers are looking for and can lead to a wide variety of employment opportunities.

As well as being the ideal preparation for the A level Physical Education course, GCSE PE allows for many career opportunities. These can include further training in areas such as recreational management, sports development, coaching, the fitness industry, the armed forces, physiotherapy and teaching.

**For more Information about Physical Education please speak to Mr J Wilder,
(j.wilder@ashmanorschool.com).**

GCSE Religious Studies

Examining Board: AQA

SUBJECT DESCRIPTION

The AQA Philosophy and Ethics GCSE Religious Studies A covers philosophical themes within Buddhism and Christianity and four contemporary ethical themes, ensuring students have a diverse choice of intriguing subjects to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

COURSE CONTENT & STRUCTURE

Students must take assessments in the following two components:

Component 1: Philosophy - Beliefs, teachings and practices of the following religions:

- Buddhism
- Christianity

Component 2: Ethics - Thematic studies

- Theme A: Relationships and families including sex, marriage and divorce, families and gender equality
- Theme B: Religion and life including the origins of the universe, use and the abuse of the environment, animal rights, abortion, euthanasia, death and the afterlife.
- Theme D: Religion, peace and conflict including violence, terrorism and war and 21st century conflict
- Theme E: Religion, crime and punishment including crime and the causes of crime and types of punishment, forgiveness and the death penalty

The course does not expect students to have any particular views or faith, it is about understanding why people hold the views they do, what the justification for these views are and what they do as a result of these beliefs.

ASSESSMENT ARRANGEMENTS

The course is assessed by 2 examination papers. Each examination paper accounts for 50% of the total marks. Examination papers are 1 hour 45 minutes each.

There are no controlled assessments in this course.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

A GCSE in Philosophy & Ethics will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study at A Level, University and in the workplace.

GCSE Philosophy & Ethics also prepares the students to work and deal with people of different cultures and beliefs, which can be very useful for a wide variety of careers such as the government, local council, police or armed forces, legal work, aid work, the caring professions (e.g. doctors, nursing, social work) and teaching.

For more information about GCSE Religious Studies please speak to Miss S Moore, (smoore@ashmanorschool.com).

GCSE Triple Science

Examining Board: Edexcel

SUBJECT DESCRIPTION

Triple Science at KS4 is designed to develop and inspire future scientists and provides a strongly academic scientific grounding. The greater depth and complexity of the topics studied makes this course inspiring and challenging for the More Able Scientist. As with the Combined Science GCSEs, Triple Science also encompasses the study of all three sciences: Biology, Chemistry and Physics.

COURSE CONTENT & STRUCTURE

All students have to complete 3 of study at Key Stage 4 in Combined Science, starting the course in September of Year 9. The Triple Science is aimed at those pupils who have already shown a good grasp of Science and are capable of extending their knowledge at a faster pace.

Students who complete Triple Science will gain three Science qualifications.

The units of study extend the material covered in the Combined Science GCSEs, considering the uses, and applications of Science in a wider setting. The material is taught in units after the completion of Combined Science content. The course results in GCSEs in Biology, Chemistry and Physics.

ASSESSMENT ARRANGEMENTS

Triple Science

Written examinations 6 x 1hr 45 minute exams. 2 each for Biology, Chemistry and Physics. (Students will not sit exams for Combined Science as the Triple Science exams assesses this content).

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Triple Science further develops our ability to make sense of the world, to have a balanced understanding of current issues and develops transferable academic skills that are necessary for future academic study. The course also enhances the understanding of topics covered and assessed in Combined Science, which can in turn assist students in gaining the highest grades across all 3 qualifications

An academic science background is necessary for many future University subjects and can lead to a multitude of careers, including medicine, astrophysics, research, engineering and many more. This course aims to motivate our students, further encouraging scientific curiosity, scientific thinking and enabling those who choose this course to students to enjoy and succeed at the highest levels in Science.

**For more Information about Triple Science please speak to Miss J Fairhurst,
(jfairhurst@ashmanorschool.com).**

Technical Award Sport

Examining Board: AQA (to be confirmed)

SUBJECT DESCRIPTION

This qualification is designed for 14–16 year olds who want to learn about sports coaching, officiating or organising sporting events in a practical setting that helps them develop the knowledge, skills and experience that could open the door to a career in the industry.

COURSE CONTENT & STRUCTURE

Unit 1: Practical player performance (internally assessed) Learners develop their player performance in two sports activities, and their ability to analyse their own performance and those of others.

Unit 2: Coaching and officiating or organising a sports event/activity (internally assessed) Learners can coach a sport of their choice. This may be a group or individual activity, depending on the needs of the learner, peer group and school or college. They will also have the choice of officiating or organising a sports event or activity.

Unit 3: The sports industry (externally assessed) Learners will study the fundamentals of the sports industry and its organisations, knowledge of which will be relevant when considering future career choices.

ASSESSMENT ARRANGEMENTS

Internal Assessment - 30% Assessment as a Player, 30% Assessment as a Coach, Official or Organiser

External Assessment - 40% Theory Examination

SKILLS DEVELOPED & CAREER OPPORTUNITIES

The course will develop a wide range of practical sporting skills incorporating agility, balance, coordination, reaction and timing. Learners will understand the technical and tactical demands of the sports they choose to study in addition to a variety of transferable skills such as self-appraisal, evaluation, leadership, communication, decision making and problem solving. Learners will also have an increased awareness of the positive effects of physical activity on the general health and wellbeing of individuals as a result of completing this qualification.

**For more Information about Physical Education please speak to Mr J Wilder,
(j.wilder@ashmanorschool.com).**

GCSE Textiles

Examining Board: AQA

SUBJECT DESCRIPTION

Textile Art is a creative and varied subject. We believe that all students should engage in a wide range of visual, tactile and sensory experiences which stimulate and encourage creative and imaginative responses. It enables students to demonstrate their creativity through the designing and making of fashion and textile art pieces.

Students utilise a wide range of textiles tools and equipment such as; sewing machines, printing blocks and inks, heat press, embroidery machines, a wide variety of different fabrics, found materials, smart materials, photography, paints, ink and charcoal.

They use these materials to communicate what they see, feel and think. Students explore colour, shape, form, texture, pattern, and silhouette and combine these with a diverse range of techniques. They make informed judgements about their own work and the work of others, expressing their appreciation and understanding of a range of artists, fashion designers and textile designers.

COURSE CONTENT & STRUCTURE

Unit 1 forms a series of modular work set and marked by the centre and moderated by AQA. It is worth 60% of the overall mark. This is a broad course exploring practical and critical / contextual work through a range of 2D and 3D textiles. Candidates work will be executed in one or more areas including printed textiles, fabric manipulation, weave, expressive stitch, fashion design & illustration, structured textiles and working in 3D. This is followed by the externally set task Unit 2 which allows structured planning and a 10 hour supervised time, making up the extra 40% of the overall mark. All work must be in line with the 4 assessment objectives.

ASSESSMENT ARRANGEMENTS

Candidates will have the flexibility to select work from their coursework to effectively reflect and evidence their work to its best.

Portfolio of work: Completed in class 60%.

The externally set task or exam unit 2: 10 hour supervised time 40%.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Choosing Textile Art provides students with a thorough grounding in a broad range of skills which play an important role in today's art and design world. This would aid accessing exciting and varied career opportunities. This could include Fashion design, Interior Design, Fashion Marketing and Buying, Fine Artist, Fashion Illustration, Graphic Artist, Graphic Design, Interior Design, Illustration, Museum Director, Monogram Artist, Fashion Promotion, Photographer, Painting Restorer, Print-maker, Sculptor, Set Design and Costume Design.

**For more Information about Textile Art, please speak to Mrs H O'Connor,
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