



# Ash Manor School

## Year 8 into Year 9 Pathways Booklet 2024-2025

Aspire & Achieve



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# Welcome

April 2024

Dear Students, Parents and Carers,

## **Year 9 Curriculum 2024-2025**

I am pleased to welcome you to the Year 8 into Year 9 options process. The purpose of this booklet is to prepare your child for the process of choosing the subjects they wish to study during the course of Year 9 – the foundation year for Key Stage 4. The next year will be the most important so far in shaping the potential future direction in your child's academic life. At Ash Manor School we take this responsibility and challenge very seriously and look forward to working in partnership with you and your child to ensure that they achieve their full potential.

We wish to offer students the opportunity to start to shape their own curriculum at this early stage, potentially spend more of their time studying subjects that they particularly enjoy and, in some cases, try new courses. The content of the Year 9 courses will not be the GCSE programme and students will be free to choose their GCSE subject options during the spring of Year 9. With the exception of French and Spanish, study of a particular subject in Year 9 will not be a pre-requisite for future access to the corresponding GCSE course in Year 10.

I am confident that the information you receive will help you support your child through the process of choosing appropriate subjects to study over the next year. We have published this booklet for all Year 8 students and their families.

To provide the foundations for success, it is important that your child chooses options they are happy with. Whilst we understand that there will be requests to change subjects as the reality of Year 9 unfolds, and this is usually possible within the first few weeks of the academic year, we cannot guarantee that a change will be possible in all cases.

Thank you for taking the time to explore our Year 9 curriculum. We look forward to achieving success together.

Yours faithfully,

Mr E Carradine  
Deputy Headteacher & DSL



# The Year 9 Curriculum at Ash Manor School

During Years 7 and 8, students will have studied a broad and balanced range of subjects as part of the National Curriculum. In doing so, they have laid firm foundations for further studies in Year 9.

As your child moves into Year 9 and towards the start of their GCSEs, they have the opportunity to continue to study a broad and balanced curriculum. At the same time, your child can complement this by choosing option subjects that interest them and prepare them for starting their GCSE subjects in Year 10.

This booklet tells you and your child about the subjects and courses they will be studying in Year 9.

It contains information about:

- the subjects and courses that your child **must** do
- the subjects and courses your child can choose to do

The process by which your child makes their option changes is detailed at the end of this booklet. Students will also receive a message on Satchel One explaining the process.

## **Core Curriculum**

The core curriculum subjects are studied by everyone up to at least the end of Year 9.

These are:

- English Language and English Literature
- Mathematics
- Science
- French or Spanish – **the language studied in Year 8 will also be studied in Year 9**
- A Humanity (Geography or History)
- Core Physical Education
- Religious Studies, Personal Development and Citizenship
- PSHE Education

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

## **Option Choices**

At Ash Manor School we recognise that every child learns differently and have designed our curriculum to take account of this. Your child will have the choice of five option subjects.

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



# The Core Subjects

Subject	Lessons per fortnight
English	10
Mathematics	10
Science	9
French / Spanish	6
A Humanity (Geography or History)	4
Core PE	4
PSHE Education	1

The curriculum content for Religious Studies, Personal Development and Citizenship will be delivered through our Personal Development Days and as part of our tutor and assembly programme.

# The Option Subjects

To complement the core subjects and to enhance the curriculum, your child will choose five option subjects from the following.

Subject	Lessons per fortnight
Art and Design	4
Computer Science	4
Dance	4
Drama	4
Food and Nutrition	4
Geography	4
History	4
Media Studies	4
Modern Foreign Languages – French or Spanish (second language)	4
Music	4
Philosophy and Religious Studies	4
Physical Education	4
Product Design	4
Textiles	4

## How does your child decide?

**Your child must choose whether they would prefer to continue their study of History or Geography during Year 9.** Your child must then choose four additional subjects that they would like to study over the next year. If they would like to continue to study both History and Geography then please make this selection. Select one in the first option choice and then the other in choice two – five.

In making their decision regarding their choice of subjects, there are many important questions that students should ask themselves including:

- Which subjects give me most enjoyment and satisfaction?
- What sort of career do I want?
- What qualifications will I need?
- How do I get them?



# Making the right choices

There are a number of people who can assist and advise your child about appropriate choices and progression. Staff emails are available on the school website. These are:

- **Your child's form tutor** – who knows you as an individual student in the school
- **Your child's subject teachers** – who provide an objective assessment of your ability in their subjects
- Your child's **Head of House**
- **Heads of Department**
- **Your parents and carers**
- **Mr Carradine** – Deputy Headteacher

## Important things to consider

- **Do** consider if this subject is needed for a particular career
- **Do** keep your options open; don't try to specialise at this stage but aim for a good balance of subjects
- **Do** work to your own strengths and choose appropriate subjects
- **Do not** choose a subject because a friend is choosing it; there is no guarantee that you will be in the same teaching groups
- **Do not** choose a subject because you like your teacher; again, there is no guarantee that they will be teaching your group next year

## Options Process Timeline

<b>Thursday 2<sup>nd</sup> May:</b>	<b>Deadline</b> for completed Microsoft Form
<b>Friday 21<sup>st</sup> June:</b>	Notification of option allocations
<b>Wednesday 4<sup>th</sup> September:</b>	Year 9 courses begin



# Core Subject Information

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# English Language and Literature

## Why study this subject?

The study of English Language and English Literature affords all students exciting, vibrant learning opportunities as well as essential skills that underpin all aspects of the different curriculum subjects.

Students develop confidence as readers, writers and public speakers as well as becoming independent and mature thinkers, able to explore a wide range of texts with sensitivity, precision and focus.

## What topics will I cover and learn in this subject?

The Y9 course will cover a range of challenging texts to prepare students for the demands of the GCSE course, including:

- 'The Crucible' – a play about the Salem Witch Trials, which will offer some contextual knowledge for the GCSE study of 'Macbeth'.
- Non-Fiction texts – this unit will focus on extracts from Yusef Salaam's 'Better, Not Bitter', alongside other excellent examples of non-fiction in order to develop our students' understanding of the genre and develop the skill of writing in this style.
- Poetry – we will cover a range of poetry from 1794 until now, looking at the language, form, structure and context of these texts. Students will develop skills in their analysis and comparison of these poems.

Across each of these units, students will read and analyse a wide range of both fiction and non-fiction text extracts, whilst also having the opportunity to create their own.

## How and when will I be assessed?

Assessment is ongoing throughout the year with regular opportunities for reflection and improvement. During each term, students will complete an assessed piece of reading analysis and/or writing practice.

At the end of the year there will be an exam to assess students' knowledge and understanding of the studies completed this year which will provide the final part of preparation for the GCSE course.

## What activities can I expect to do in this subject as part of the learning and assessment?

English in Year 9 is a diverse and challenging subject to study. As well as regular reading of a range of texts, annotations, analytical writing, imaginative and transactional writing, students will have opportunities to develop their own opinions about the texts we study, to debate, to transform text types and to prepare formal presentations.

## Will I need any special / different equipment?

An open mind, determination and a willingness to excel.  
Highlighters are useful.

## The future: what GCSE and future careers does this link to?

English is essential for any and all career paths. It is particularly useful for careers in Publishing, Journalism, Film and TV, Advertising, Law, Teaching and Marketing.

## Is there anything else I need to know?

English is a compulsory subject and will require a positive attitude and a dedication to your studies. In order to succeed, you must be willing to read widely and write enthusiastically. The work is challenging, but rewarding.

## Where can I get further information?

For more information please contact Miss Whitfield by email: [cwhitfield@ashmanorschool.com](mailto:cwhitfield@ashmanorschool.com)



# Mathematics

## Why study this subject?

Mathematics is an exciting subject that is used in a huge variety of professions and industries.

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.

## What topics will I cover and learn in this subject?

We study six topic areas:

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

## How and when will I be assessed?

As we work through the topics, there will be reviews and progress checks which will identify any areas of concern for students to focus on in future lessons or as part of home learning.

Each term there will be a tiered exam, with GCSE exam style questions, to assess students' knowledge and understanding so far in the course.

## What activities can I expect to do in this subject as part of the learning and assessment?

Problem solving is at the core of everything we learn in mathematics. Students will learn how to apply what they have learnt to a wide range of contexts. This will enable them to develop skills such as logic, data handling, spatial awareness, accuracy and good communication.

## Will I need any special / different equipment?

It is necessary for all students to have a scientific calculator. We recommend the Casio fx-85GTCW or similar. Please contact the main office if you wish to order a calculator through school.

## The future: what GCSE and future careers does this link to?

GCSE Mathematics is taken at the end of Year 11 and each tier of entry consists of 3 exams, each lasting 90 minutes. We follow the Pearson Edexcel syllabus. Two of the exam papers permit a calculator and the other is a non-calculator paper. There is no controlled assessment.

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

*Engineering:* training in mathematics will prepare students to quickly learn specific issues in a new field, and creative problem solving skills will be a strong asset to an engineering firm.

*Actuary:* among the highest-paid professions are actuaries, who compute the statistics behind life insurance using 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.

## Is there anything else I need to know?

Mathematics is a compulsory subject. Students will require a positive attitude and dedication to their studies.

## Where can I get further information?

For more information please contact Mrs Ford by email: [jford@ashmanorschool.com](mailto:jford@ashmanorschool.com)

# Science

## Why study this subject?

Science 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.

## What topics will I cover and learn in this subject?

### Biology

Key Concepts  
Cells and Control  
Genetics  
Natural Selection  
Health and Disease  
Plants  
Animal coordination and control.  
Exchange and Transport in Animals  
Ecosystems

### Chemistry

States of Matter  
Separating Substances  
Atomic Structure  
The periodic Table  
Ionic Bonding  
Covalent Bonding  
Types of Substance  
Rates of Reaction  
Fuels and Earth Science

### Physics

Introduction to Physics  
Forces  
Energy  
Waves  
Refraction and Reflection  
Radioactivity  
Electromagnetic Spectrum  
Electromagnetism

## How and when will I be assessed?

Students will complete Progress Checks (PCs) during the course of each topic and will also a complete summative assessment at the end of each unit. This will identify any areas of concern for students to focus on in future lessons, or as part of home learning. The assessments consist of exam style questions.

## What activities can I expect to do in this subject as part of the learning and assessment?

Students will complete a number of practical activities that focus on 'How science works'. Core practical activities will be introduced and completed throughout the course. This style of work will be implemented into assessments, as questions will be asked on how to work scientifically. This will include: planning, recording results, analysing data and making conclusions whilst evaluating the quality of work.

## Will I need any special / different equipment?

We recommend all students have and use a scientific calculator (Casio fx-85GTCW or similar) as soon as possible, to allow them to become familiar with their calculator.

## The future: what GCSE and future careers does this link to?

GCSE Combined Science is taken at the end of Year 11. There are no controlled assessments though students are required to complete core practical activities which must be recorded.

All students who follow the combined route will complete their studies with two Science qualifications. The triple science course is aimed at those pupils who have already shown a good grasp of science, a keen interest in science and are capable of extending their knowledge. Students who complete triple science will complete their studies with three science qualifications. The choice is made in Year 9 whether to study triple or combined science and students will begin studying triple science in year 10.

Science can help students make sense of the world, to assist their 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 importance 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 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.

## Is there anything else I need to know?

Science is a compulsory subject and will require a hard working attitude in order to be successful.

## Where can I get further information?

For more information please contact Mrs Hales by email: [nhales@ashmanorschool.com](mailto:nhales@ashmanorschool.com)



# French

## Why study this subject?

The study of French in Year 9 will develop students' practical communication skills and add an international dimension to their studies. Throughout Year 9, students will complete the Foundation Certificate in Secondary Education (FCSE) with the AQA exam board and earn a qualification at either Pass, Merit, or Distinction level, equivalent to a GCSE Grade 1, 2, and 3 respectively.

## What topics will I cover and learn in this subject?

Students will study the following FCSE topics:

1. Qui suis-je? – Who am I? (Family, Friends, Role Models)
2. Le temps des loisirs – Leisure time (Hobbies and Activities)
3. Jours ordinaires, jours de fête – Ordinary days, celebratory days (festivals and celebrations)

## How and when will I be assessed?

Throughout each unit, students will complete a wide range of tasks which emulate assessment questions in order to support progress and to identify areas which require further attention in independent learning.

At the end of each unit, students will complete the FCSE papers for that topic. Students will sit the three levels of assessment and their highest scoring paper will be chosen from each language skill. This will then form an assessment portfolio that will be submitted to the exam board at the end of the academic year.

As part of the 5 year learning journey, all of these assessment tasks help to prepare students for the GCSE course should they wish to continue with their French studies in Key Stage 4.

## What activities can I expect to do in this subject as part of the learning and assessment?

Every lesson, students will experience a range of learning activities that balance our four main skills: listening, speaking, reading, and writing. Incorporating real-life language and authentic resources where appropriate, we aim to have students engage with the French language and culture beyond the classroom environment through lessons and independent learning tasks.

## Will I need any special / different equipment?

There is no requirement to order any other equipment. Students may wish to have their own French Grammar and Translation workbook which can be purchased through the school.

## The future: what GCSE and future careers does this link to?

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 the world's population 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, top-level management, law and a language can often be the deciding factor between candidates as well as in business trades where more and more companies are trading abroad with link companies.

As well as being useful for work, travel and tourism, a language can also help to improve literacy in English and gain an insight into other cultures and traditions around the world. Learning a language helps develop long-term memory skills which are essential in all aspects of school life and beyond.

## Is there anything else I need to know?

The topics covered in Year 9 provide a solid foundation for GCSE study.

## Where can I get further information?

For more information please contact Mrs Roberts by email: [rroberts@ashmanorschool.com](mailto:rroberts@ashmanorschool.com)

# Geography

## Why study this subject?

The world around us is constantly changing. Geography helps us answer the questions which hold the key to the future of our dynamic and developing world. Every day, Geography is all around us, impacting upon and relevant to all our lives.

## What topics will I cover and learn in this subject?

The Year 9 course of study will cover the following units of study:

- Global Ecosystems: *What are the world's main biomes and how do humans interact with them?*
- Our Urban World: *How are urban areas around the world changing? What are the challenges and opportunities in urban areas around the world? How can we make cities more sustainable?*
- Resources: *How are resources distributed around the world? How is the supply and demand of energy changing? How can we make energy use more sustainable?*

## How and when will I be assessed?

Throughout the course students will complete termly assessments with GCSE style questions for each topic studied. This will highlight any areas of concern for students to focus on and identify areas for further revision and study.

## What activities can I expect to do in this subject as part of the learning and assessment?

The Geography department work hard to ensure that lessons are active and engaging, bringing the outside into the classroom wherever possible to make the learning real and relevant. Group work and practical investigations are tied into topics regularly and students will use a range of maps, photographs and graph-based resources throughout their geographical studies.

### Year 9 – Kew Gardens Fieldwork

In Year 9 students are offered an optional trip to Kew Gardens to learn about the tropical rainforest ecosystem. Please note that the cost of this fieldwork is approximately £20.

### Year 11 - GCSE Fieldwork

Please also note that as part of the GCSE course, students who continue with Geography are required to undertake two geographical enquiries (fieldwork) outside of the classroom. This is currently planned as a residential trip in Year 11 and the cost is approximately £200.

**Important note: If your child is in receipt of pupil premium funding, the cost of this Year 11 - GCSE trip will be covered in full by the school.**

## Will I need any special / different equipment?

All Geography students should have a calculator as part of their everyday equipment which will be used to support geographical skills, analysing and presenting data.

## The future: what GCSE and future careers does this link to?

The GCSE Geography exams are sat at the end of Year 11. There are three exams in total, one focusing on human geography, one on physical geography and the final exam being enquiry and fieldwork based.

Geography is an academic study which is well recognised by colleges, universities and employers. Geography gives you a good foundation for working with people as well as problem solving, planning and presenting.

Geography is brilliant for any future careers that involve travel, culture, the environment, planning and collecting or interpreting data. The legal and business world also love the practical skills that Geographers develop. Popular careers include:

- |                 |                             |                          |               |
|-----------------|-----------------------------|--------------------------|---------------|
| *Conservation   | *Waste and water management | *Aviation                | *Armed forces |
| *Surveying      | *Town or transport planning | *Weather and forecasting | *Police       |
| *Sustainability | *Tourism                    | *Environmental planning  |               |

## Where can I get further information?

For more information please contact Mr Roseveare by email: [broseveare@ashmanorschool.com](mailto:broseveare@ashmanorschool.com)



# History

## Why study this subject?

History is a fascinating and academic subject that allows you to understand how the society and world we live in has been formed.

This course will look at a part of human history that should be understood by all. Events like the Second World War, Cold War, and the Holocaust have shaped history, warfare, geography and politics on an unimaginable scale. This course will give students a good understanding of events such as these. In Year 9, we also compare some of the most famous and cruel leaders in History, such as Hitler and Nero, ultimately asking whether all dictators should be considered tyrants.

In this course students will develop the knowledge and skills that are essential for a well-rounded education.

Studying History in Year 9 develops the skills and knowledge which are useful for those interested in taking History or Ancient History at GCSE.

## What topics will I cover and learn in this subject?

The Year 9 course will cover the following units of study:

- Tyrants through History – the Roman Emperor Nero through to Hitler (a development study)
- The Holocaust – persecution of minority groups by the Nazis
- World War II – key events, issues and developments in warfare
- The Cold War – superpower relations and atomic warfare

## How and when will I be assessed?

Each term there will be an assessed piece of work that builds on the knowledge and skills gained in that unit as well as all other content learned throughout the year. All assessments are designed to prepare students for GCSE exams.

## What activities can I expect to do in this subject as part of the learning and assessment?

History lessons will allow students to work with a wide range of sources in a variety of ways. There will be the opportunity to handle original artefacts, study film clips, analyse photographs and understand written accounts.

The emphasis in History lessons will be on active learning and a wide range of strategies will be used such as debates, presentations, group work, simulations and role-play, in order to carry out historical investigations.

## Will I need any special / different equipment?

No, students don't need any special or different equipment.

## The future: what GCSE and future careers does this link to?

History is a well-respected qualification and is highly valued by employers, colleges and universities. The study of History gives students an understanding of the world that they live in as well as the ability to evaluate a wide range of sources and information.

The study of History deals with real people that lived in the past and helps us understand what motivated these people. Therefore, History helps you understand the human mind and modern society.

The department offers two GCSEs for study in Years 10 and 11 – GCSE History and GCSE Ancient History.

History is a subject that can lead to a wide range of careers in law, politics, journalism, business, heritage management, teaching and management.

## Is there anything else I need to know?

The Year 9 History curriculum includes content and skills needed for both GCSE History and GCSE Ancient History.

## Where can I get further information?

For more information please contact Miss Worboys by email: [eworboys@ashmanorschool.com](mailto:eworboys@ashmanorschool.com)



# Core Physical Education

## Why study this subject?

Physical fitness and an appreciation of the benefits of exercise are a vital part of modern life; studying PE and participating in the range of sports on offer will develop an understanding and enjoyment of sport and physical activity.

## What topics will I cover and learn in this subject?

Students will participate in a variety of sports such as football, rugby, netball, fitness, badminton, basketball, dance and gymnastics. They will consider the techniques and requirements of each sport and work on improving the skills they already have in each discipline. The fitness suite is also used for Year 9 lessons, which brings an exciting alternative to team and individual sports.

## How and when will I be assessed?

Students are assessed at the end of each module.

## What activities can I expect to do in this subject as part of the learning and assessment?

Participation in sport is the key component in the lessons, along with the intention to improve their level of performance. Peer and self-assessment and feedback will be a regular part of the lessons and teachers will give ongoing, formative feedback.

## Will I need any special / different equipment?

Students are required to bring full Ash Manor School PE kit to every lesson.

## The future: what GCSE and future careers does this link to?

The course will be a good stepping stone towards GCSE Physical Education, developing a greater depth to the knowledge of sport and the areas that surround it.

## Is there anything else I need to know?

Every student participates in Core PE.

## Where can I get further information?

For more information please contact Mr Hill by email: [ahill@ashmanorschool.com](mailto:ahill@ashmanorschool.com)





# Spanish

## Why study this subject?

The study of Spanish in Year 9 will develop students' practical communication skills and add an international dimension to their studies. Throughout Year 9, students will complete the Foundation Certificate in Secondary Education (FCSE) with the AQA exam board and earn a qualification at either Pass, Merit, or Distinction level, equivalent to a GCSE Grade 1, 2, and 3 respectively.

## What topics will I cover and learn in this subject?

Students will study the following FCSE topics:

1. Mi Gente – My people (Family, Friends, Role Models)
2. Intereses e influencias – Leisure time (Hobbies and Activities)
3. De costumbre – Customs, Daily Life & Festivals (festivals and celebrations)

## How and when will I be assessed?

Throughout each unit, students will complete a wide range of tasks which emulate assessment questions in order to support progress and to identify areas which require further attention in independent learning.

At the end of each unit, students will complete the FCSE papers for that topic. Students will sit the three levels of assessment and their highest scoring paper will be chosen from each language skill. This will then form an assessment portfolio that will be submitted to the exam board at the end of the academic year.

As part of the 5 year learning journey, all of these assessment tasks help to prepare students for the GCSE course should they wish to continue with their Spanish studies in Key Stage 4.

## What activities can I expect to do in this subject as part of the learning and assessment?

Every lesson, students will experience a range of learning activities that balance our four main skills: listening, speaking, reading, and writing. Incorporating real-life language and authentic resources where appropriate, we aim to have students engage with the Spanish language and culture beyond the classroom environment through lessons and independent learning tasks.

## Will I need any special / different equipment?

There is no requirement to order any other equipment. Students may wish to have their own Spanish Grammar and Translation workbook which can be purchased through the school.

## The future: what GCSE and future careers does this link to?

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 the world's population 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 a language can often be the deciding factor between candidates as well as in business trades where more and more companies are trading abroad with link companies.

As well as being useful for work, travel and tourism, a language can also help to improve literacy and gain an insight into other cultures and traditions around the world. Learning a language helps develop long-term memory skills which are essential in all aspects of school life and beyond.

## Is there anything else I need to know?

The topics covered in Year 9 provide a solid foundation for GCSE study.

## Where can I get further information?

For more information please contact Mrs Roberts by email: [rroberts@ashmanorschool.com](mailto:rroberts@ashmanorschool.com)





# Options Subjects

You can choose four of the following subjects:

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Computer Science	17
Dance	18
Drama	19
Food and Nutrition	20
Media Studies	21
Music	22
Physical Education	23
Product Design	24
Philosophy and Religious Studies	25
Second Modern Foreign Language – French	26
Second Modern Foreign Language – Spanish	27
Textiles	28



# Art and Design

## Why study this subject?

Art is an exciting subject that is used in a huge variety of professions and industries. In Year 9, students develop their creativity, practical skills, knowledge and understanding of a variety of artistic movements and media.

## What topics will I cover and learn in this subject?

In Year 9 we aim to address the GCSE assessment objectives in our course. Students will study two projects which are designed to incorporate all skills needed at GCSE, looking at in-depth drawing and mark making, painting and printing to a higher level allowing students to confidently access GCSE Art in Year 10.

## How and when will I be assessed?

Students will be assessed using the GCSE assessment criteria and grading system of 9-1.

## What activities can I expect to do in this subject as part of the learning and assessment?

Through the units of work students will experiment with a variety of art media such as drawing, collage, print and other processes, enabling them to meet all four assessment objectives ( detailed below).

## Will I need any special / different equipment?

Students need a 2B pencil and a rubber. All other equipment will be provided by the school.

## The future: what GCSE and future careers does this link to?

GCSE Art is completed over two years (10 and 11). Throughout this time students will complete a portfolio of work (NEA 1). At the end of Year 11 students complete NEA 2, an externally set task that forms the exam element of the course.

A good creative background is useful as a basis for many careers, such as :

- Photographer, artist, graphic designer, computer games designer, interior designer, architect, animator, illustrator, web designer, product designer, sculptor, teacher, fashion designer

In Year 10 and 11, we follow the GCSE AQA syllabus which focuses on four assessment objectives:

- AO1 = Develop ideas through investigations informed by contextual and other sources
- AO2 = Refine ideas through experimenting and selecting appropriate resources, media and processes
- AO3 = Record ideas, observations and insights relevant to intentions
- AO4 = Present a personal response demonstrating meaningful and analytical understanding

## Is there anything else I need to know?

If students would like to see past work/portfolios, please see Miss Barot.

## Where can I get further information?

For more information please contact Miss Barot by email: [mbarot@ashmanorschool.com](mailto:mbarot@ashmanorschool.com)



# Computer Science

## Why study this subject?

Computer Science has become a very high-profile subject over the last few years. The ability to program computers is a very valuable skill. Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across Science and Engineering is growing rapidly.

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more relevant in the gaming, mobile and web related industries and GCSE Computer Science has been designed with this in mind.

## What topics will I cover and learn in this subject?

The principles of Computational thinking (Abstraction, Decomposition and Algorithmic thinking)

Designing creating and refining algorithms within Python

Using Sequence, Selection and Iteration to complete a given scenario

We will also look at the ethical use of computers relating this to driverless cars, medicine and the environment.

## How and when will I be assessed?

Half-termly assessments using GCSE criteria and grade boundaries.

## What activities can I expect to do in this subject as part of the learning and assessment?

Problem Solving, Python, Spreadsheet Design, Database Design, Ethical use of Computers, Legal Structure and Copyright

## Will I need any special / different equipment?

All will be provided.

## The future: what GCSE and future careers does this link to?

If you want to go on to higher study and employment in the field of Computer Science, it provides a superb stepping stone to some of the following:

- applications programmer
- games programmer
- information systems manager
- information technology consultant
- multimedia programmer
- software engineer
- systems analyst
- systems designer

## Is there anything else I need to know?

In Year 10, students can study either the Vocational Award in ICT or GCSE Computer Science. Students will get experience of sections from both subjects in Year 9 to allow them to see the difference between the two courses for Year 10.

## Where can I get further information?

For more information please contact Mr Coomber by email: [scoomber@ashmanorschool.com](mailto:scoomber@ashmanorschool.com)



# Dance

## Why study this subject?

This subject is a foundation year for GCSE Dance and gives students the chance to gain valuable knowledge and preparation for the study of the subject in Year 10.

Students who select Dance in Year 9 will get the opportunity to develop essential skills and techniques required to improve both their knowledge and understanding of performance, choreography and appreciation for dance.

If you enjoy Dance and/or have an interest in entering the performing arts industry in the future, you will enjoy and succeed in this option.

## What topics will I cover and learn in this subject?

The course is a combination of practical dance as well as laying the foundation for the theoretical and analytical knowledge required by GCSE Dance.

Students will begin by learning about performance in Dance and what skills are required for successful performance, including physical, expressive and mental practices. They will move onto learning about the choreographic process, the preparation and production of dance.

Finally, students will study several professional dance performances; students will also analyse and evaluate the choreography and production features including costume, lighting, set, props and aural setting. This is so they have critical appreciation skills of professional dance.

Throughout the year, students will use critical appreciation skills to analyse and evaluate their own performances and choreographic practice.

## How and when will I be assessed?

The assessment is through practical dance performance, the performance of choreography they have created and the analysis of their own work as well as professional dance.

## What activities can I expect to do in this subject as part of the learning and assessment?

Students will be expected to participate in teacher-led activities, including learning dance sequences. Students will also complete independent tasks, including choreographic tasks and conducting rehearsals.

Students will regularly perform to an audience, as well as to camera, as part of their final performance. They will also use this as a tool to evaluate their work. There will be theoretical tasks including writing when critically appreciating their own work and the work of professionals.

## Will I need any special / different equipment?

Students will need either the black performing arts t-shirt or the standard PE t-shirt, plus plain black or school uniform leggings, (boys can wear P.E. tracksuit bottoms or plain, black jogging bottoms). All lessons take place bare foot without shoes or socks. Long hair must be adequately tied up and no jewellery can be worn. All students will be given an exercise book for theory work.

## The future: what GCSE and future careers does this link to?

As this is a practical dance option, it will lead students onto courses involving the performing arts, including GCSE Dance, Level 3 Performing Arts Diplomas/A-Level Dance (College/Sixth Form Courses). Careers that form from the knowledge of Dance and GCSE Dance itself can vary! The list of careers to which Dance can take you are below:

- ★ Choreographer
- ★ Director
- ★ Stage Manager
- ★ Teacher in secondary schools or private dance organisations
- ★ Performer
- ★ Dance/Sports Therapist
- ★ Set/Lighting Designer
- ★ Events/Theatre Manager
- ★ Community Dance worker

## Is there anything else I need to know?

Students who study Dance in Year 9 are encouraged to attend extra-curricular dance clubs and strongly advised to take part in school shows, particularly House Dance.

**Where can I get further information?** For more information, please contact Mrs E Shaw via [eshaw@ashmanorschool.com](mailto:eshaw@ashmanorschool.com)



# Drama

## Why study this subject?

Drama is a highly practical, creative and challenging subject, offering students the chance to develop their presentation skills, grow in confidence, promote self-awareness and learn to work as a team. Students consistently achieve success in Drama. The skills learnt in Drama will develop students confidence in job interviews later in life and enable them to develop their leadership and collaboration skills. Drama is a fun, exciting subject which will help students often achieve more than they ever thought they could.

## What topics will I cover and learn in this subject?

In preparation for GCSE Drama, students will take part in teacher-led workshops, scripted scenes and devised group performances. They will assess both the work of modern and traditional practitioners as well as the skills and techniques used to create a variety of theatre styles. Students will additionally have the opportunity to watch live and recorded performances based on various styles and evaluate the effectiveness of a variety of performances throughout Year 9. The topics studied will also promote involvement in and enjoyment of drama, as performers and/or designers.

## How and when will I be assessed?

The assessments in Drama are through practical Drama performances, analysis of their own and others' work, and their understanding of how to improve performance as well as through GCSE style theory questions. These will take place every term to show progression and identify areas of key strengths and weaknesses. The year is broken up as below:

- Creating and Performing Theatre 40%
- Performing from a Script 40%
- Capturing understanding in writing 20%

## What activities can I expect to do in this subject as part of the learning and assessment?

At the start of the course, students will study a chosen play and participate in one performance using sections of the text; students can be assessed on either acting or design for this performance. Students will also take part in teacher-led workshops, focusing on a variety of styles and techniques needed in different theatre productions. There will be opportunities for design aspects in this part of the year. However, the emphasis will be mainly on performance skills and acting.

## Will I need any special / different equipment?

The department will provide all equipment and resources necessary for students who wish to take Drama.

There is a Performing Arts uniform available for students and it is recommended that those who are seriously considering taking Drama further into GCSE purchase this uniform. It allows for mobility and modesty in this physically active subject. In all cases, students in skirts should bring shorts or leggings to put on underneath their uniform.

## The future: what GCSE and future careers does this link to?

Drama is not just about wanting to become an actor or designer and is now recognised as a great asset for all careers that involve working with other people.

These can include: PR, advertising, journalism, sales, business management, teaching, speech therapy and social work as well as all aspects of work in the theatre and film industry. Time management, self-discipline and the ability to honestly reflect on work are sought after personal qualities and Drama will develop them all.

## Is there anything else I need to know?

The Year 9 Drama curriculum covers all the skills required to be successful for the end of Key Stage 3, developing skills needed for the beginning of Key Stage 4.

## Where can I get further information?

For more information please contact Mrs Wey by email: [swey@ashmanorschool.com](mailto:swey@ashmanorschool.com)



# Food & Nutrition

## Why study this subject?

Food technology aims to equip learners with the knowledge, understanding and skills required to cook while also applying the principles of food science, nutrition and food choices regarding family, culture and the future of eating on a global scale. If students enjoy preparing skilled dishes and would like to know more about how food can benefit their diet, the science behind why food is cooked and how it will sustain us for future generations, then this is the subject for them. This is a great foundation if students are interested in taking Food Technology at GCSE, or would just like to learn an essential life skill and be able to cook for themselves and their family.

## What topics will I cover and learn in this subject?

Food Technology is an exciting and creative course which focuses on a mix of practical cooking skills, food science, food safety, food choice and food provenance (where food comes from). Students will build on previous knowledge gained in Years 7 and 8 to develop their practical skills by making more complex products while introducing food investigation tasks that showcase the science of food which also helps to prepare students who wish to take the subject for GCSE level.

## How and when will I be assessed?

The strands of assessment are:

- 12 Practical Skills of: General practical skills; Knife skills; Preparing fruit and vegetables; Use of the cooker; Use of equipment; Cooking methods; Prepare, combine and shape; Sauce making; Tenderise and marinate; Dough; Raising agents; Setting mixtures.
- Food investigation and preparation tasks
- Written assessment for each topic
- Analysis & evaluation of practical skills

## What activities can I expect to do in this subject as part of the learning and assessment?

Students will develop their cookery skills, students will develop their including weighing, measuring and preparation of ingredients, knife skills, including preparing fruits and vegetables, and will have the opportunities to use different equipment and cooking methods. Students will also prepare, combine and shape different foods, as well as make different sauces, tenderise and marinate foods, make different doughs, use different raising agents and set different mixtures. There will be an element of theory linked to the practical tasks to build the foundations for those wishing to pursue this subject at GCSE, including investigations and research.

## Will I need any special / different equipment?

For practical tasks students will need the required ingredients, or for a nominal fee the school can provide these. Some students may qualify for a subsidy (see Miss Barot for further details).

## The future: what GCSE and future careers does this link to?

The skills students develop through the study of Food and Nutrition will support their study of a wide range of other subjects. In terms of subject knowledge, the nutrition and health elements may particularly complement the study of Science, Physical Education and Health and Social Care. Studying food can lead to careers in food science, nutrition, catering, hospitality, food marketing, design and development.

## Is there anything else I need to know?

If students would like to see past work/portfolios, please see Miss Barot.

## Where can I get further information?

For more information please contact Miss Barot by email: [mbarot@ashmanorschool.com](mailto:mbarot@ashmanorschool.com)



# Media Studies

## Why study this subject?

Media Studies is an exciting, creative and academic course allowing students to explore a wide range of media texts analytically, as well as developing their own skills as producers of media texts.

Students develop the confidence to become sophisticated interpreters of a range of media texts, as well as building a base of digital design skills focused on creating products for a particular brief.

## What topics will I cover and learn in this subject?

We follow the AQA syllabus at GCSE and the Year 9 course offers a solid foundation for progression on to GCSE Media Studies.

Over the course of Year 9, students will study a wide range of moving image, digital and print texts, both analytically and in their own creative responses.

## How and when will I be assessed?

Written, analytical assessment is ongoing throughout the terms with regular opportunities for reflection and improvement.

## What activities can I expect to do in this subject as part of the learning and assessment?

Students will be analysing print, digital and moving image texts in addition to creating their own print and digital texts. They will be equipped with the fundamental skills in creation and analysis required to succeed at GCSE Media Studies.

## Will I need any special / different equipment?

An open mind, determination and a willingness to excel.

## The future: what GCSE and future careers does this link to?

The media industry is one of the fastest growing sectors in the UK affording a wide and ever-changing range of career paths. Media Studies provides a solid foundation for understanding the key concepts that power the industry as well as igniting the creative drive and ambition essential to succeed in this exciting and challenging sector. Media Studies in Year 9 will equip students very well for pursuing GCSE Media Studies in Years 10-11.

## Is there anything else I need to know?

The Year 9 course provides students with an excellent foundation for GCSE Media Studies in Year 10, however it is not necessary to have studied Media Studies in Year 9 to select it as an option in Year 10.

## Where can I get further information?

For more information please contact Miss Whitfield by e-mail: [cwhitfield@ashmanorschool.com](mailto:cwhitfield@ashmanorschool.com)



# Music

## Why study this subject?

Music is an exciting, challenging and popular subject, offering creativity, skill development and the ability to work in a number of different situations. It provides excellent opportunities for students to develop a range of performance, composition and listening skills, combining technical development and musical creativity. Through studying music and music technology, students are encouraged to be imaginative and develop independence and confidence. The skills learnt are invaluable for later on in life: working effectively as part of a team, as an ensemble and being able to present to other students. These are tools students need to be successful in an interview or to effectively carry out a job.

## What topics will I cover and learn in this subject?

Topics covered in Year 9 Music encompass the range of skills required to be successful in GCSE Music. Units of work incorporate performance, composition and listening activities in a fun, engaging and practical way. Examples of topics covered include: Reggae, Brit-pop, Song writing, Composition and Minimalism. In these topics students have the opportunity to explore elements of music performance, ensemble playing and music technology.

## How and when will I be assessed?

There are two types of assessment in Music: mid-term and end of unit. Each student will be assessed in the middle of the unit by having their work recorded and feedback given. They will then again be assessed at the end of the unit and be given a final grade for that piece of work.

## What activities can I expect to do in this subject as part of the learning and assessment?

Activities in Music are broad. They incorporate music performance, music composition and listening tasks. In Year 9, students also study Music Technology in depth, using Soundtrap. This professional software package facilitates students with the tools in which to create music with freedom and expression. Exposure to this in Year 9 is the perfect stepping stone to composition in Year 10 and beyond. Alongside classroom teaching, students will have access to a range of extracurricular ensembles including, Choir, KS3 Rock and Pop band and Pop, Funk and Soul band.

## Will I need any special / different equipment?

The department will provide all equipment and resources necessary for students who wish to take Music. Any student wishing to rehearse or practice at home may wish to invest in hiring or buying a musical instrument. However, the music department does have a number of musical instruments that students can use for rehearsals as required.

## The future: what GCSE and future careers does this link to?

Music at Year 9 is the first step towards studying GCSE Music in Year 10. Music also sets you up well for other subjects as it teaches you vital skills in group work and presentation. Careers are wide-ranging – it's more than just performing on stage! Working in the studio as an engineer, producer and technician are all careers linked to music as well as more traditional music roles such as teaching music and music therapy. Music also promotes the skills required for many other roles outside of the subject due to the practical nature of the course.

## Is there anything else I need to know?

[www.aqa.org.uk/subjects/music/gcse/music-8271](http://www.aqa.org.uk/subjects/music/gcse/music-8271) / [www.bbc.co.uk/education/subjects/zmsvr82](http://www.bbc.co.uk/education/subjects/zmsvr82)

## Where can I get further information?

For more information about Music, please contact Mr Carter by e-mail: [jcarter@ashmanorschool.com](mailto:jcarter@ashmanorschool.com)





# Philosophy and Religious Studies

## Why study this subject?

In Philosophy and Religious Studies, philosophical perspectives within Buddhism and Christianity and four contemporary ethical themes are studied, including: relationships and families, life issues, peace and conflict and crime and punishment. This breadth of topics ensures 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 ethical and religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture and values.

## What topics will I cover and learn in this subject?

In Year 9, students will explore philosophical ideas about reality, 'The Existence of God' and 'The Problem of Evil' and 'Suffering'. We also lay the foundations for GCSE by studying Christian and Buddhist beliefs in more depth, including 'Animal Ethics' and 'Medical Ethics'. Finally, we look into ideas about social changes and what motivates them as well as Buddhism in preparation for Year 10. This wide range of topics helps develop students' interest and understanding of PRS.

## How and when will I be assessed?

Assessment is at the end of each topic. It is set out in a GCSE style with the focus on preparation for answering questions at GCSE including skills in assessing knowledge, analysis and evaluation.

## What activities can I expect to do in this subject as part of the learning and assessment?

Debating, discussions, presentations, watching excerpts from films and written analysis are activities used in the topics studied. Students will develop their analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these will help prepare them for further study at GCSE, A Level, university and also in the workplace within whatever career they choose.

## Will I need any special / different equipment?

Just a full equipment set and an open mind.

## The future: what GCSE and future careers does this link to?

GCSE Religious Studies is highly valued by universities as it prepares students to think critically and base their opinions on facts and evidence. This will help with further study at sixth form, university and in the workplace where they will work and deal with people of different cultures and beliefs. This can be very useful for a wide variety of careers such as police or armed forces, the caring professions (e.g. doctors, nursing, and social work), teaching, aid work, legal work, government and local council.

## Is there anything else I need to know?

Students do not need to be religious to study this subject – students just need an open, enquiring mind and a willingness to listen to other students' perspectives.

## Where can I get further information?

For more information please contact Miss Worboys by email: [eworboys@ashmanorschool.com](mailto:eworboys@ashmanorschool.com)



# Physical Education

## Why study this subject?

Physical Education is a fantastic, thought provoking and challenging subject. Studying PE in Year 9 and beyond could lead to a career in sport, and also gives the opportunity to look in detail at how the human body works for athletes.

## What topics will I cover and learn in this subject?

As a Year 9 option, a range of PE theory topics are studied as well as some of the practical sports on offer. Theory topics include:

- Principles of Training
- Muscles and Bones
- Movement Analysis
- Components of Fitness
- Sport Psychology
- Participation Rates
- Performance Enhancing Drugs

## How and when will I be assessed?

At the end of every unit, students will complete an end of unit test. This will identify any areas of concern for students to focus on in future lessons or as part of their home learning.

Students will also be assessed practically to ensure that they are meeting levels of performance within the skills element of the specification.

## What activities can I expect to do in this subject as part of the learning and assessment?

As the GCSE PE course is predominantly theory based (60%), the course will follow a similar theme. Students will spend lots of time in the classroom studying the various topics, but there will, of course, be a practical element to help with the (40%) non-examined assessment.

## Will I need any special / different equipment?

School PE kit is essential, as is full stationery equipment. It is highly recommended that students attend an extra-curricular club.

## The future: what GCSE and future careers does this link to?

GCSE PE has many links to the working world after school - jobs include being a PE teacher, physiotherapist, gym manager, fitness instructor and many more. The course has strong links to Biology, Physics and Food and Nutrition.

## Is there anything else I need to know?

The BBC GCSE Bitesize website has good content which supports the Year 9 course. The AQA exam board website is also well resourced helping to inform students of the specification and providing exemplar examinations similar to those that students will sit in Year 11.

## Where can I get further information?

For more information please contact Mr Hill by email: [ahill@ashmanorschool.com](mailto:ahill@ashmanorschool.com)

**Please note this option subject is in addition to the core P.E taken by all students.**



# Product Design

## Why study this subject?

Product Design prepares students to participate confidently and successfully in an increasingly technological world. Students learn from the wider influences on design including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively to identify and solve real problems in order to make different products through designing, and applying technical and practical skills. Studying Product Design not only provides students with a foundation to continue their study at GCSE but also equips them with essential life skills.

## What topics will I cover and learn in this subject?

As Product Design in Year 10 and 11 is now taught as an Art GCSE, in Year 9 students will experience and experiment with a range of more complex skills and techniques.

Students will build on their previous knowledge gained in Years 7 and 8 and will experiment to develop techniques and practical skills further. Students will learn designing and making principles which will assist them to make their own products. Students will specialise in working with timber but will gain knowledge of working with other materials. Students will also learn to use Computer Aided Design (CAD) and Computer Aided Manufacture (CAM).

## How and when will I be assessed?

Students will be assessed using the GCSE assessment criteria and grading system.

The strands of assessment are:

- AO1 = Critical understanding – Investigating the work of others
- AO2 = Creative making – Development of own ideas using a variety of materials
- AO3 = Reflective recording – Recording ideas
- AO4 = Personal presentation – Presentation of your own ideas and outcomes

These are completed within the projects undertaken throughout the year.

## What activities can I expect to do in this subject as part of the learning and assessment?

Activities are projects based on a set brief. Research will take place to gain an understanding of existing products and to collect inspirational material. Design ideas are generated and then developed through modelling and testing to produce creative solutions to problems identified. Products are made with the outcome being analysed and evaluated.

## Will I need any special / different equipment?

All materials and equipment are provided in Year 9. Students will be using an A4 sketchbook and for a nominal fee the school can provide this. Alternatively, students are welcome to purchase their own.

## The future: what GCSE and future careers does this link to?

Product Design can lead to a vast array of exciting careers that include product designer, architect, theatre designer, technologist, inventor, engineer, retail buyer, visual merchandiser, product manager and product developer.

## Is there anything else I need to know?

If students would like to see past work/portfolios, please see Miss Barot.

## Where can I get further information?

For more information please contact Miss Barot by email: [mbarot@ashmanorschool.com](mailto:mbarot@ashmanorschool.com)

# Second Modern Foreign Language - French

## Why study this subject?

The study of French in Year 9 will develop students' practical communication skills and add an international dimension to their studies. Throughout Year 9, students will complete the Foundation Certificate in Secondary Education (FCSE) with the AQA exam board and earn a qualification at either Pass, Merit, or Distinction level, equivalent to a GCSE Grade 1, 2, and 3 respectively.

## What topics will I cover and learn in this subject?

Students will study the following FCSE topics:

1. Qui suis-je? – Who am I? (Family, Friends, Role Models)
2. Le temps des loisirs – Leisure time (Hobbies and Activities)
3. Jours ordinaires, jours de fête – Ordinary days, celebratory days (festivals and celebrations)

## How and when will I be assessed?

Throughout each unit, students will complete a wide range of tasks which emulate assessment questions in order to support progress and to identify areas which require further attention in independent learning.

At the end of each unit, students will complete the FCSE papers for that topic. Students will sit the three levels of assessment and their highest scoring paper will be chosen from each language skill. This will then form an assessment portfolio that will be submitted to the exam board at the end of the academic year.

As part of the 5 year learning journey, all of these assessment tasks help to prepare students for the GCSE course should they wish to continue with their French studies in Key Stage 4.

## What activities can I expect to do in this subject as part of the learning and assessment?

Every lesson, students will experience a range of learning activities that balance our four main skills: listening, speaking, reading, and writing. Incorporating real-life language and authentic resources where appropriate, we aim to have students engage with the French language and culture beyond the classroom environment through lessons and independent learning tasks.

## Will I need any special / different equipment?

There is no requirement to order any other equipment. Students may wish to have their own French Grammar and Translation workbook which can be purchased through the school.

## The future: what GCSE and future careers does this link to?

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 the world's population 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. A language can often be the deciding factor between candidates as well as in business trades where more and more companies are trading abroad with link companies.

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

## Is there anything else I need to know?

The topics covered in Year 9 provide a solid foundation for GCSE study.

## Will my child miss out on parts of the curriculum having not studied this language between Year 7 and Year 8?

No. The MFL curriculum at AMS is designed to help support students who are taking a new language in Y9. Pupils starting a new language in Y9 will be placed in the same class as one another with the goal of enabling this group to make accelerated progress. Lessons and sequences of work will be planned and delivered by the teachers accordingly. There will also be an expectation of pupils to ensure that they access the curriculum through extended homework, and resources and websites that their teachers will direct them to.

## Where can I get further information?

For more information please contact Mrs Roberts by email: [rroberts@ashmanorschool.com](mailto:rroberts@ashmanorschool.com)

# Second Modern Foreign Language - Spanish

## Why study this subject?

The study of Spanish in Year 9 will develop students' practical communication skills and add an international dimension to their studies. Throughout Year 9, students will complete the Foundation Certificate in Secondary Education (FCSE) with the AQA exam board and earn a qualification at either Pass, Merit, or Distinction level, equivalent to a GCSE Grade 1, 2, and 3 respectively.

## What topics will I cover and learn in this subject?

Students will study the following FCSE topics:

1. Mi Gente – My people (Family, Friends, Role Models)
2. Intereses e influencias – Leisure time (Hobbies and Activities)
3. De costumbre – Customs, Daily Life & Festivals (festivals and celebrations)

## How and when will I be assessed?

Throughout each unit, students will complete a wide range of tasks which emulate assessment questions in order to support progress and to identify areas which require further attention in independent learning.

At the end of each unit, students will complete the FCSE papers for that topic. Students will sit the three levels of assessment and their highest scoring paper will be chosen from each language skill. This will then form an assessment portfolio that will be submitted to the exam board at the end of the academic year.

As part of the 5 year learning journey, all of these assessment tasks help to prepare students for the GCSE course should they wish to continue with their Spanish studies in Key Stage 4.

## What activities can I expect to do in this subject as part of the learning and assessment?

Every lesson, students will experience a range of learning activities that balance our four main skills: listening, speaking, reading, and writing. Incorporating real-life language and authentic resources where appropriate, we aim to have students engage with the Spanish language and culture beyond the classroom environment through lessons and independent learning tasks.

## Will I need any special / different equipment?

There is no requirement to order any other equipment. Students may wish to have their own Spanish Grammar and Translation workbook which can be purchased through the school.

## The future: what GCSE and future careers does this link to?

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 the world's population 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. A language can often be the deciding factor between candidates as well as in business trades where more and more companies are trading abroad with link companies.

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

## Is there anything else I need to know?

The topics covered in Year 9 provide a solid foundation for GCSE study.

## Will my child miss out on parts of the curriculum having not studied this language between Year 7 and Year 8?

No. The MFL curriculum at AMS is designed to help support students who are taking a new language in Y9. Pupils starting a new language in Y9 will be placed in the same class as one another with the goal of enabling this group to make accelerated progress. Lessons and sequences of work will be planned and delivered by the teachers accordingly. There will also be an expectation of pupils to ensure that they access the curriculum through extended homework, and resources and websites that their teachers will direct them to.

## Where can I get further information?

For more information please contact Mrs Roberts by email: [rroberts@ashmanorschool.com](mailto:rroberts@ashmanorschool.com)



# Textiles

## Why study this subject?

Interested in fashion, textiles and design?

Students will learn something new and exciting in each Textiles lesson. Lessons will provide the freedom to design and develop students' creativity. Students will have the opportunity to develop an individual style or direction based around textile design and textile art.

This is a great foundation if students are interested in taking a Textiles or Art specialism at GCSE.

## What topics will I cover and learn in this subject?

As Textiles in Year 10 and 11 is now taught as an Art GCSE, in Year 9 students will experience and experiment with a range of more complex skills and techniques.

Students will research and find out about traditional textile techniques, such as tie-dye and batik and try out new skills such as using a sewing machine and free hand embroidery. Students will have the opportunity to explore how these techniques are used in modern design.

In preparation for GCSE, we use and follow the following four assessment objectives:

- AO1 = Develop ideas through investigations informed by contextual and other sources
- AO2 = Refine ideas through experimenting and selecting appropriate resources, media and processes
- AO3 = Record ideas, observations and insights relevant to intentions
- AO4 = Present a personal response demonstrating meaningful and analytical understanding

## How and when will I be assessed?

Through the assessment objectives above, students are graded 9-1 using GCSE grade descriptors on a portfolio of work that they complete.

## What activities can I expect to do in this subject as part of the learning and assessment?

Technical and practical skills include printing, construction techniques, embellishments and advanced sewing machine skills. Students will have the chance to create individual textile pieces through various workshops and activities. Students will also have the opportunity to create their own tote bag in the summer term.

## Will I need any special / different equipment?

For practical tasks, students will be provided with all resources required. An A5 spiral bound sketchbook is required but this can be obtained through the school for a small nominal fee.

## The future: what GCSE and future careers does this link to?

GCSE Art and Design Textiles is completed over 2 years (10 and 11). Throughout this time students will complete a portfolio of work (NEA 1), and at the end of Year 11 students will complete NEA 2, an externally set task forming the exam element of the course.

Textiles helps to access a wide variety of exciting and varied career opportunities. This could include fashion design, interior design, fashion marketing and buying, fine art, fashion illustration, graphic art and design, illustration, museum director, monogram artist, fashion promotion, photography, painting restoration, printmaker, set design and costume design.

## Is there anything else I need to know?

If students would like to see past work/portfolios, please see Miss Barot.

## Where can I get further information?

For more information please contact Miss Barot email: [mbarot@ashmanorschool.com](mailto:mbarot@ashmanorschool.com)

# How to select your options

This year, students must make their option choices via a Microsoft Form. In order to do this, the students will be sent a link via [www.teamsatchel.com](http://www.teamsatchel.com) (Show My Homework).

When the students open up the link sent to them, a form will appear. On the form (illustrated below), students need to fill in:

- Their first name and surname
- Tutor group
- Their 5 option choices (following the guidance on page 2 of this booklet)
- Their 2 reserve choices

**ASH MANOR SCHOOL**  
Aspire & Achieve

## OPTIONS FORM FOR YEAR 9 2024 - 2025

Options form for Year 8 into Year 9

\* Required

1. **First Name** \*


Enter your answer

2. **Surname** \*

Enter your answer

3. **Tutor Group** \*  8G1  
 8G2  
 8H1  
 8H2

**The deadline for choices is Thursday 2<sup>nd</sup> May.** Any forms submitted after this date will be inputted last, and may mean choices made may not be accommodated. Please ensure the deadline is met.



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