



# Ash Manor School

## Key Stage 4 Pathways Booklet 2020-2022


Aspire & Achieve





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# Welcome

March 2020

Dear Students, Parents and Carers,

## Key Stage 4 Curriculum 2020-2022

We are delighted to welcome you to the Year 9 into Year 10 Options Evening. The next two years will be the most important so far in shaping the potential future direction of each student here today. 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 all students achieve their full potential.

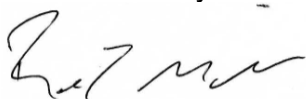
We are confident that the information you receive tonight will help support you through the process of choosing appropriate subjects to study over the next two years. We have published this booklet for all Year 9 students and their families to inform you of the essential course information and to help 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. Whilst we 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. We would ask that you take time now to consider the courses most suited to your skills and abilities. Any requests to change courses will need to be presented to Mr Clouston by Friday 2<sup>nd</sup> October.

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



Mr R Milner  
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

The enclosed options form must be completed and signed by your parent/carer and handed in by the deadline, Wednesday 1st April 2020. Any forms submitted after this date will be inputted last, and may mean it is not possible to accommodate your choices. Please ensure you meet the deadline.

## **Core Curriculum**

The core curriculum subjects are studied by everyone:

These are:

English Language and English Literature

A Humanities subject (History, Ancient 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 recognise that every child learns differently, and have designed our curriculum taking account of this. You will have the choice of four 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
<b>GCSE English</b>	2	10	This is made up of English Language and English Literature.
<b>GCSE Mathematics</b>	1	10	Mathematics
<b>GCSE Combined Science</b>	2	12	Students study topics in Biology, Chemistry and Physics.
<b>Core PE (Games)</b>	0	4	This is an essential aspect of the curriculum to enable students to develop a healthy body as well as a healthy mind.
<b>Personal Development &amp; Citizenship</b>	0		The curriculum content for this area is delivered within the core curriculum, in tutor sessions and assemblies as well as through our Personal Development days.
<b>EBacc Subject: At least one from:</b>			You can also choose more of these within the option subjects.
<b>GCSE Geography</b>	1	6	
<b>GCSE History</b>	1	6	If you would like to study History, you must choose between History and Ancient History. You cannot study both.
<b>GCSE Ancient History</b>	1	6	
<b>GCSE French</b>	1	6	
<b>GCSE Spanish</b>	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	If you would like to study History, you must choose between History and Ancient History. You cannot study both.
GCSE Art and Design (Fine Art)	1	6	Students must choose between Fine Art <b>or</b> Photography <b>or</b> Product Design <b>or</b> Textiles.
GCSE Art and Design (Photography)	1	6	Students must choose between Fine Art <b>or</b> Photography <b>or</b> Product Design <b>or</b> Textiles.
GCSE Art and Design (Textiles)	1	6	Students must choose between Fine Art <b>or</b> Photography <b>or</b> Product Design <b>or</b> Textiles.
GCSE Business Studies	1	6	
GCSE Computer Science	1	6	Students must have studied Computer Science in Year 9. If you would like to study a computer based course, you must choose between Information Technologies and Computer Science. You cannot study both.
GCSE Dance	1	6	
GCSE Food Preparation & Nutrition	1	6	
GCSE French	1	6	Students must have studied French in Year 9.
GCSE Geography	1	6	
BTEC Health & Social Care	1	6	
GCSE History	1	6	If you would like to study History, you must choose between History and Ancient History. You cannot study both.
Cambridge National Information Technologies	1	6	If you would like to study a computer based course, you must choose between Information Technologies and Computer Science. You cannot study both.
GCSE Media Studies	1	6	
GCSE Music	1	6	
BTEC Performing Arts (Drama)	1	6	
GCSE Physical Education	1	6	This is in addition to Core Physical Education
GCSE Product Design	1	6	Students must choose between Fine Art <b>or</b> Photography <b>or</b> Product Design <b>or</b> Textiles.
GCSE Religious Studies	1	6	
GCSE Spanish	1	6	Students must have studied Spanish in Year 9.
GCSE Triple Science	1	6	In addition to Combined Science



# English Baccalaureate

Students who obtain a strong 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 and English Literature
- Maths
- Two Sciences (one of which can be Computer Science)
- A Modern Foreign Language
- 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 career do I want?
- What qualifications will I need?
- How do I get them?
- What do I want for my future education pathway?



# 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 previous A and A\*.

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** (Deputy Headteacher)
- Your **Parents or Carers** – who know you best of all as a person.
- 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 they will be teaching your group next year.

# 2020 Key Dates

Thursday 5 <sup>th</sup> March	Year 9 Parents' Evening
Thursday 12 <sup>th</sup> March	Year 9 Options Evening
Wednesday 1 <sup>st</sup> April	<b>Deadline</b> for completed forms to your <b><u>form tutor</u></b>
Monday 6 <sup>th</sup> April to Friday 17 <sup>th</sup> April	Easter Holidays
Monday 20 <sup>th</sup> April	Start of Summer term
Friday 1 <sup>st</sup> May	<b>Notification of option allocations</b>
Friday 8 <sup>th</sup> May	Spring Bank Holiday
Monday 25 <sup>th</sup> May to Friday 29 <sup>th</sup> May	Half Term
Friday 10 <sup>th</sup> July	Year 9 Progress Reports issued
Friday 17 <sup>th</sup> July	End of Summer Term
Thursday 3 <sup>rd</sup> September	Year 10 GCSE courses begin
Friday 2 <sup>nd</sup> October	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 all students study to GCSE level.

**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/Cambridge National 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.

**NEA** – Non-examined assessment.



# Core Subjects

English Language

English Literature

Mathematics

Combined Science

Physical Education – non exam

# EBacc Subjects

Ancient History

French

Geography

History

Spanish

# GCSE English – Language and Literature

Examining Board: Edexcel

## SUBJECT DESCRIPTION

English Language and English Literature at GCSE level are lively and interesting subjects which prepare students to consider analytically, write creatively and to develop an appreciation for 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 a play by Shakespeare, *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: 19<sup>th</sup> 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 ACHIEVE A GRADE 4 OR BETTER IN ENGLISH AND MATHS AT GCSE, TO AVOID COMPULSORY TUTOR STUDY FOR GCSE RETAKES AT COLLEGE**

For more information about English please speak to Miss C Whitfield,  
Head of English & Media (cwhitfield@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-83GT X or similar) as soon as possible, to allow them to become familiar with their calculator.

Please speak to the main office 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 ACHIEVE AT LEAST A GRADE 4 IN 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,  
Head of Mathematics, (hwilliams@ashmanorschool.com).

# GCSE Combined Science

Examining Board: Edexcel

## SUBJECT DESCRIPTION

Science at Key Stage 4 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.

## ASSESSMENT 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 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 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.



# 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 as well as developing a healthy active lifestyle.

In Year 10, students follow a structured curriculum to ensure they are active and engaged in physical activity. In Year 11 students follow a structured options programme of their choice. The Year 11 curriculum allows students to specialise in their preferred activities and be responsible for their learning whilst also having the opportunity to try different sports at local facilities.

Students are graded for their behaviour and 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 entertainment we enjoy. Hollywood epics have immortalised individuals like Alexander and Cleopatra, and this lively and exciting course will help students understand what made these figures so 'great' as well as studying the mysteries of ancient democracy, warfare and culture.

## 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.

### The Age of Pericles

This unit focuses on the interplay of political, military, social, economic, cultural and religious factors that led Pericles to claim in his Funeral Oration that "Athens was an education to Greece". Students will have the opportunity to study *the* original democracy, Ancient Greek religion, as well as the role of women in this culturally rich ancient society.

### Foundations of Rome, from kingship to Republic

Rome rose to become one of the most influential and powerful civilisations in the Ancient World. Students will investigate how this was possible through a study of ancient politics, warfare, religion and mythology.

### Hannibal and the Second Punic War, 218 – 201 BC

The Carthaginian commander marched his army of over 40,000 and 37 war elephants and attacked the Roman Republic. Hannibal won many decisive victories over the armies of Rome and occupied part of Italy for fifteen years. This unit explores how Hannibal became Rome's worst nightmare.

## 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, in a similar way that a GCSE in History would. This course will encourage students to think critically, evaluate information and write well-constructed arguments.

Ancient History is highly valued by universities and employers.

# GCSE French

Examining Board: Edexcel

## 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 language 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:

**Theme 1:** Identity and culture

**Theme 2:** Local area, holiday, and travel

**Theme 3:** School

**Theme 4:** Future aspirations, study, and work

**Theme 5:** International and global dimension

## ASSESSMENT ARRANGEMENTS

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

Overview of assessments:

Skills	Foundation Tier	Higher Tier	Weighting
Listening	40 minutes	50 minutes	25%
Speaking	12 minutes preparation 7-9 minute exam	12 minutes preparation 10-12 minute exam	25%
Reading	45 minutes	60 minutes	25%
Writing	1h 10 minutes	1h 20 minutes	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 is 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 Mrs R Roberts,  
Head of Modern Foreign Languages (redmonston@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 Geographical Information Systems 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

Paper 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.

Paper 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.

Paper 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.

It is a compulsory requirement of the exam board that all students complete two pieces of fieldwork outside of the classroom.

## 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.

# 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 by a British in 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, 1941-1991**: 1hour 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 Miss E Worboys,  
Head of History ([eworboys@ashmanorschool.com](mailto:eworboys@ashmanorschool.com)).

# GCSE Spanish

Examining Board: Edexcel

## 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 language 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:

**Theme 1:** Identity and culture

**Theme 2:** Local area, holiday, and travel

**Theme 3:** School

**Theme 4:** Future aspirations, study, and work

**Theme 5:** International and global dimension

## ASSESSMENT ARRANGEMENTS

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

Overview of assessments:

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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 is 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.



# Non Core Subjects

Art and Design (Fine Art)

Art & Design (Photography)

Art & Design (Textiles)

Business Studies

Computer Science

Dance

Food Preparation & Nutrition

Health and Social Care

Information Technologies

Media Studies

Music

Performing Arts (Drama)

Physical Education

Product Design

Religious Studies

Triple Science

# GCSE Art & Design – Fine Art

Examining Board: AQA

## SUBJECT DESCRIPTION

In Art we believe that to create artists of the future students should engage in a wide range of visual, tactile and sensory experiences which stimulate and encourage creative and imaginative responses. This is a challenging but engaging subject that equips students to use a wide range of media 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 in response to outside stimuli. Students explore colour, line, tone, shape, form, texture, pattern, and compositional design and combine these with a diverse range of techniques. They will make informed judgements about their own work and the work of others, expressing their appreciation and understanding of a range of artists and craftspeople through a written element.

## 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.

# GCSE Art & Design – Photography

Examining Board: AQA

## SUBJECT DESCRIPTION

In Photography students will follow a demanding course that enables students to take photographs in response to different stimuli and make in-depth written analysis of these and the work of others, preparing them to life in the industry. Students will use light sensitive materials such as photographic film and digital methods of photography for the development and production of images. Through experimentation with digital and manual manipulation students will be able to adapt photographs to create independent pieces of work. They will make informed judgements about their own work and the work of others, expressing their appreciation and understanding of a range of artists.

## 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.



# GCSE Art & Design – 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, creating artists of the future. 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 AND 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 a wide variety 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, Costume Design

# GCSE Business Studies

Examining Board: Edexcel

## SUBJECT DESCRIPTION

GCSE Business Studies allows students to actively engage in the study of business and economics in order to develop as effective, independent and 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 two parts covering a wide range of business issues:

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

This theme explores the fundamentals of enterprise and the qualities required to be a successful entrepreneur. Students study how business opportunities evolve and how those opportunities are put into practice with regards to starting a new business. The theme then develops students' knowledge on the financial side of business and then continues to make links between business and the local, national and world economy.

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

This theme focuses on businesses that are already established and how they can continue to be successful. There is a focus on marketing, operational decisions and also investigating the importance of a motivated staff. Students will use the foundations learnt in theme 1 to support their learning throughout theme 2.

## ASSESSMENT ARRANGEMENTS

GCSE Business Studies is externally assessed through two examination papers. Questions range from multiple choice, short written answers, longer written answers and answering questions based on a case study of a real business.

## 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 Level 3 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.

# GCSE Computer Science

Examining Board: OCR

## SUBJECT DESCRIPTION

The course gives you a real, in-depth understanding of how computer technology works. You will no doubt be familiar with the use of computers and other related technology from your other subjects and elsewhere. However, this course will give an insight into what goes on 'behind the scenes', including computer programming. You will develop your programming skills and use them to solve tasks both in the examination and programming project. This is a mathematically based subject with practical applications.

## COURSE CONTENT & STRUCTURE

As technology is constantly changing there are always new topics up for discussion and new areas to explore. This course encourages you to acquire and apply creative and technical skills, knowledge and understanding of computing in a range of contexts. You will look at the use of algorithms in computer programs, develop computer programs to solve problems as well as evaluating the effectiveness of solutions and the impact of computer technology in society. You should already be able to code using python, or another textual language.

## ASSESSMENT ARRANGEMENTS

The OCR Computer Science course has three components. Components 1 and 2 are written examinations each worth 50% of the overall qualification which you will take in the summer of Year 11. You will cover the theory required for the examination across the two years. Component 3 is a programming project which is allocated 20 hours and the tasks are set by the exam board.

## SKILLS DEVELOPED & CAREER OPPORTUNITIES

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course provides excellent preparation for those who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

# 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.

# GCSE Food Preparation & Nutrition

Examining Board: AQA

## SUBJECT DESCRIPTION

GCSE Food Preparation and Nutrition 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 AQA 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

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. The five areas of focus are:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

## ASSESSMENT ARRANGEMENTS

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

**Written examination:** 1 hour 45 minutes 100 marks 50% of GCSE

This assesses theoretical knowledge of food preparation and nutrition.

**Non Exam Assessment:** Comprises of 2 tasks which are set by AQA.

**Task 1:** Food investigation 30 Marks 15% of GCSE

Students investigate the working characteristics, functional and chemical properties of ingredients. Written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

**Task 2:** Food preparation assessment 70 marks 35% of GCSE

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. The criteria will be set by the exam board.

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

The NEA tasks are internally assessed by teachers and externally moderated by AQA.

## SKILLS DEVELOPED & CAREER OPPORTUNITIES

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

# BTEC Health and Social Care

Examining Board: Edexcel

## SUBJECT DESCRIPTION

This course is designed for students 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 students who are looking for a course that is practical in nature.

## COURSE CONTENT & STRUCTURE:

### Unit 1: Human Lifespan Development

Students will:

- Explore how individuals develop physically, emotionally, socially and intellectually over time.
- Investigate how various factors, events and choices impact individuals' growth and development.
- Discover how people adapt to life events and cope with making changes.

### Unit 2: Health and Social Care Services and Values

Students will:

- Learn which health and social care services are available
- Identify why people might need to use these services
- Discover who's involved in providing these services
- Explore what might stop people from accessing the services they need
- Look at the care values the sector has to make sure people get the care and protection they need.

### Unit 3: Health and Wellbeing

Students will:

- Learn what 'being healthy' means to different people
- Explore the different factors that might influence health and wellbeing
- Identify key health indicators and how to interpret them
- Assess an individual's health using what they have learned
- Create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available.
- Reflect on the potential challenges the person may face when putting the plan into action.

## ASSESSMENT ARRANGEMENTS

2 Coursework based units, worth 30% each. These are internally assessed.  
1 externally assessed coursework task 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.

For more Information about Health & Social Care please speak to Mr A Hill  
Head of Physical Education (ahill@ashmanorschool.com).

# Cambridge National Information Technologies

Examining Board: OCR

## SUBJECT DESCRIPTION

The Cambridge National in Information Technologies improves your knowledge of the digital environment and your confidence with IT. This course will help you develop the key Digital Literacy skills that employers look for, including the use of Excel, Word and Database software. The project you will undertake combines this software to create an integrated technological solution to communicate information.

## COURSE CONTENT & STRUCTURE

The collection and communication of data and storing of data/information happens all around us. Technology underpins how it's collected and communicated nearly all of the time. It can be seen in all walks of life, from a wearable fitness tracker recording how many steps you have taken, your mobile phone provider recording your usage to create your bill or an online retailer being able to target you with specific promotions based on your purchase history. Knowing how and why data is gathered and being able to turn raw data into something meaningful is essential as you move through education and into employment.

## ASSESSMENT ARRANGEMENTS

The Cambridge National has two components each worth 50% of the overall mark. Both must be passed to pass the course. Component 1 is a 1 hour 45 minute exam and component 2 is a 20 hour project that is completed in test conditions. Results are given on a Level 2 – Distinction\*, Distinction, Merit or Pass

## SKILLS DEVELOPED & CAREER OPPORTUNITIES

This course is suitable for students who want to progress onto other related study, such as qualifications in IT, Digital Media, Computer Science.

# GCSE Media Studies

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 Studies 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, Certifying 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 a range of subjects 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 Photoshop and other programs in order to develop skills in computer-based design. 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.



# 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 NEA and listening examination. You will explore 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 can 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.

# BTEC Performing Arts (Drama)

Examining Board: Pearson

## SUBJECT DESCRIPTION

BTEC Performing Arts is a highly challenging and creative course which helps students develop an understanding of different genres and styles of theatre and performance through written and practical work. Working both as an individual and as part of a group, students will explore a diverse range of plays, acting and performance styles, as well as studying contrasting theatre practitioners and theatrical productions, both through live and recorded work. Students will be given the opportunity to develop both their analytical and practical skills when exploring script and genre. 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

### Component 01 - Exploring the Performing Arts

Students will examine professional practitioners' performance work through theatre visits. They will complete evaluations of pre-recorded material including productions and plays and will explore the interrelationships between the actor and the director in a variety of contrasting performance styles and genres. Students must use a combination of practice and theory to draw conclusions about processes, techniques, approaches and interrelationships through written work, presentations and short performances.

### Component 02 - Developing Skills and Techniques in the Performing Arts

Students will practically explore different styles of theatre in skills workshops and rehearsals. Students will develop acting skills and techniques to rehearse, and prepare a scripted performance to a target audience. Students will be required to review, reflect and evaluate their own development and performance, providing entries in your logbook, reviewing the progress you have made, focusing on strengths, areas for improvement and targets relating to technical, stylistic and interpretative skills.

### Component 03 - Performing to a Brief

Creating a theatre company with other members of their class, students will have to make and create their own piece of theatre based on a performance brief from the exam board that communicates ideas and creative intentions. Students will also have to capture their ideas on planning, development and effectiveness of the performance process in a written log and an evaluation report. This project is 10 weeks with 3 separate hours of supervised written exam work and is externally assessed by the exam board.

## SKILLS DEVELOPED & CAREER OPPORTUNITIES

BTEC Performing Arts 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.

# GCSE Physical Education

Examining Board: AQA

## SUBJECT DESCRIPTION

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

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

## COURSE CONTENT & STRUCTURE

The course structure is made up of four components:

### Component 1: The Human body, and movement in physical activity and sport.

**Assessed by written examination. (78 marks, 1 hour 15, 30% of GCSE)**

#### Content overview

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

### Component 2: Socio-cultural influences and well-being in physical activity and sport.

**Assessed by written examination. (78 marks, 1 hour 15, 30% of GCSE)**

#### Content overview

- Health, fitness and well-being
- Sport psychology
- Socio-cultural influences
- Use of data

### Component 3: Practical Performance NEA: *internally marked and externally moderated*

**(30% of the GCSE 75 marks (25 marks per activity) and 25 marks written analysis and evaluation 10 % of the GCSE)**

- The assessment consists of students completing three physical activities from a limited set list (75 marks).
- One must be a team activity.
- One must be an individual activity.
- The final activity can be a free choice.

Students are then assessed on their analysis and evaluation of performance, related to one of the sports selected in their practical performance. This is completed in written format.

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

## SKILLS DEVELOPED & CAREER OPPORTUNITIES

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.

# GCSE Product Design

Examining Board: WJEC Eduqas

## SUBJECT DESCRIPTION

GCSE Product Design is undertaken under the Art and Design specification following the Three-Dimensional Design strand. This allows students to maximise their creativity and practical skills in a productive and effective way, involving designing, computer-aided design, prototyping, modelling and making activities. They experiment with a wide variety of materials, processes, tools, equipment and resources to generate evidence of different work and outcomes.

Students are given opportunities to develop their techniques and skills of production and manufacturing methods in a structured way. This platform provides students with a good foundation from which to further develop their ideas and allows them some autonomy with which to express themselves using 3D outcomes.

Students will explore the work of product designers and practitioners to gain appreciation of the work of others enabling them to make judgements about their own work and others.

## COURSE CONTENT & STRUCTURE

Component 1 forms of a series of assignments, projects and tasks which are set by the centre to produce a portfolio of work. The work is compiled throughout the duration of the course. It is worth 60% of the overall mark.

Component 2 is an assignment set by the exam board, commencing in January of the final year of study. Candidates have a set period of time to research and prepare their final piece which is then produced during a 10 hour supervised time, broken into two 5 hour blocks. Students are required to work unaided and under supervised conditions. It is worth 40% of the overall mark.

All work must be in line with the 4 assessment objectives. Both components are internally marked by the centre and moderated by the exam board.

## ASSESSMENT ARRANGEMENTS

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

Component 1: portfolio of work. Completed in class 60%

Component 2: externally set assignment. 10 hour supervised time 40%

## SKILLS DEVELOPED & CAREER OPPORTUNITIES

Choosing Product Design 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 that could include: Product Technologist, Exhibition Designer, Furniture Designer, Industrial/Product Designer, Interior Designer, Advertising Director, Engineer, Graphic Designer, Product Manager, Retail Buyer and Product Developer.

For more information about Product Design, please speak to Ms M Barot,  
Head of Design & Technology ([mbarot@ashmanorschool.com](mailto:mbarot@ashmanorschool.com)).

# GCSE Religious Studies

Examining Board: AQA

## SUBJECT DESCRIPTION

The AQA Religious Studies GCSE covers philosophical beliefs and practices 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: 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 written examination papers. Each examination paper accounts for 50% of the total marks. Examination papers are 1 hour 45 minutes each.

## SKILLS DEVELOPED & CAREER OPPORTUNITIES

AQA Religious Studies GCSE is an academic subject and will help develop analytical and critical thinking skills, the ability to work with and write about abstract concepts, evaluation and independent research skills. All these help prepare for further academic study at A Level, University and in the workplace.

In addition, AQA Religious Studies GCSE prepares the students to work with and understand 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 such as doctors, nursing, social work and teaching.

# GCSE Triple Science

Examining Board: Edexcel

## SUBJECT DESCRIPTION

Triple Science at Key Stage 4 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 potentially high achieving 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 study Combined Science at Key Stage 4, starting the course in September of Year 9. The Triple Science course is aimed at those pupils who have already shown a very good level of understanding in Science and are capable of extending their knowledge at a faster pace.

Students who complete Triple Science will gain three separate Science qualifications.

The units of study extend the material covered in the Combined Science GCSEs and includes some additional content, considering the uses, and applications of Science in a wider setting. The material is taught in units from the start of Year 10. Students are taught by specialist subject teachers. 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. There are 24 core practical activities that are completed in lessons but do not count towards the final grade.


## 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 three 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 enjoy and succeed at the highest levels in Science.



# Notes



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