



Ash Manor School

Key Stage 4 Pathways Booklet 2018-2020



Aspire & Achieve

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Welcome

March 2018

Dear Students, Parents and Carers,

Key Stage 4 Curriculum 2018-2020

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. While we do understand that there will be requests to change subjects as the reality of Year 10 unfolds and this is usually possible within the first few weeks of the academic year, we cannot guarantee that a change will be possible so we would ask that you take time now to consider the courses most suited to your skills and abilities. Any requests to change courses will need to be presented to Mr Clouston by 28th September 2018.

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

It also contains a choices form at the back for you to fill in your preferences. This must be completed and signed by your parent/carer and handed in by the deadline, Wednesday 28th March 2018. Any late forms will go on a late pile and therefore your options will be inputted last which may mean that it is not possible to accommodate your choices.

Core Curriculum

The core curriculum subjects are studied by everyone:

These are:

English Language and English Literature

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

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
GCSE English	2	10	This is made up of English Language and English Literature.
GCSE Mathematics	1	10	Mathematics
GCSE Combined Science	2	12	Students study topics in Biology, Chemistry and Physics.
Core PE (Games)	0	4	This is an essential aspect of the curriculum to enable students to develop a healthy body as well as a healthy mind.
Personal Development & Citizenship	0		The curriculum content for this area is delivered within the core curriculum, in tutoring sessions and assemblies and through our Personal Development days.
EBacc Subject: At least one from:			You can also choose more of these within the option subjects.
GCSE Geography	1	6	
GCSE History	1	6	If you would like to study History, you must choose between History and Ancient History and cannot do both.
GCSE Ancient History	1	6	
GCSE French	1	6	
GCSE Spanish	1	6	
GCSE German	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 and cannot do both.
GCSE Art and Design (Fine Art)	1	6	Students must choose between Fine Art or Photography or Textiles.
GCSE Art and Design (Photography)	1	6	Students must choose between Fine Art or Photography or Textiles.
GCSE Business Studies	1	6	
GCSE Computer Science	1	6	Course criteria apply. Grade 4/5 in Maths and Computing and discussion with Head of Department. Students must have taken Computing/ICT in Year 9.
GCSE Dance	1	6	
GCSE Design & Technology	1	6	
GCSE Food Preparation & Nutrition	1	6	
GCSE French	1	6	
GCSE Geography	1	6	
GCSE German	1	6	
GCSE History	1	6	If you would like to study History, you must choose between History and Ancient History and cannot do both.
BTEC Health & Social Care	1	6	
Cambridge Nationals IT	1	6	
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 Religious Studies	1	6	
GCSE Triple Science	1	6	In addition to Combined Science
GCSE Spanish	1	6	
BTEC First Award Sport	1	6	
GCSE Textiles	1	6	Students must choose between Fine Art or Photography or Textiles.

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 job do I want?
- What qualifications will I need?
- How do I get them?
- What do I want for my future education pathway?

New Grading System

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

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

Help and Guidance

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

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

Important things to consider

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

2018 Key Dates

Thursday 8 th March	Year 9 Parents' Evening
Thursday 15 th March	Year 9 Options Evening
Wednesday 28 th March	Deadline for completed forms to your <u>form tutor</u>
Friday 30 th March to Friday 13 th April	Easter Holidays
Monday 16 th April	Start of Summer term
Friday 25 th May	Notification of option allocations
Monday 28 th May to Friday 1 st June	Half Term
Thursday 21 st June	Year 9 Progress Reports issued
Friday 20 th July	End of summer term
Wednesday 5 th September	Year 10 GCSE courses begin
Friday 28 th September	Final option subject change deadline. Students will not be able to change courses after this date.

Terminology

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

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

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

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

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

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

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

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

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

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

NEA – Non-examined assessment.

Core Subjects

English Language

English Literature

Mathematics

Combined Science

Physical Education – non exam

EBacc Subjects

Ancient History

French

Geography

German

History

Spanish

GCSE English – Language and Literature

Examining Board: Edexcel

SUBJECT DESCRIPTION

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

Assessment Arrangement

- Component 1: Shakespeare and Post 1914 Literature (50%)
- Component 2: 19th century novel and poetry since 1789 (50%)

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

SKILLS DEVELOPED & CAREER OPPORTUNITIES

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

**STUDENTS MUST 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 Mrs S Wilshaw
(swilshaw@ashmanorschool.com).**

GCSE Mathematics

Examining Board: Edexcel

SUBJECT DESCRIPTION

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

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

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

COURSE CONTENT & STRUCTURE

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

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

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

SKILLS DEVELOPED & CAREER OPPORTUNITIES

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

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

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

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

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

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

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

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

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

GCSE Combined Science

Examining Board: Edexcel 10379

SUBJECT DESCRIPTION

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

COURSE CONTENT & STRUCTURE

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

All students will complete their studies with two Science qualifications.

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

ASSESSEMENT ARRANGEMENTS

Combined Science (Year 11)

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

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Sciences can help you make sense of the world, to assist understanding of current issues and develop transferable skills that are necessary throughout life. Science enables students to develop an enquiring mind, problem solving skills, good communication, data handling, computer literacy and team working. Students become more aware of the 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.

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

Physical Education – non exam

COURSE CONTENT & STRUCTURE

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

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

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

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

SKILLS DEVELOPED AND CAREER OPPORTUNITIES

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

GCSE Ancient History

Examining Board: OCR

SUBJECT DESCRIPTION

The Ancient World has shaped our world today; from the language we speak, to the 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.

**For more information about Ancient History please speak to Miss E Worboys,
(eworboys@ashmanorschool.com).**

GCSE French

Examining Board: AQA

SUBJECT DESCRIPTION

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

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

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

COURSE CONTENT & STRUCTURE

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

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

ASSESSMENT ARRANGEMENTS

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

Overview of assessments:

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

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

SKILLS DEVELOPED & CAREER OPPORTUNITIES

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

**For more information about French please speak to Mr M Tilles,
(mtilles@ashmanorschool.com).**

GCSE Geography

Examining Board: AQA

SUBJECT DESCRIPTION

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

COURSE CONTENT & STRUCTURE

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

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

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

ASSESSMENT ARRANGEMENTS

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.

**For more information about Geography please speak to Mrs K Couch,
(kcouch@ashmanorschool.com)**

GCSE German

Examining Board: AQA

SUBJECT DESCRIPTION

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

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

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

COURSE CONTENT & STRUCTURE

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

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

ASSESSMENT ARRANGEMENTS

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

Overview of assessments:

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

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

SKILLS DEVELOPED & CAREER OPPORTUNITIES

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

**For more information about German please speak to Mr M Tilles,
(mtilles@ashmanorschool.com).**

GCSE History

Examining Board: Edexcel

SUBJECT DESCRIPTION

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

COURSE CONTENT & STRUCTURE

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

1 Medicine through time c.1250 - present

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

2 Weimar and Nazi Germany, 1918 – 1939

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

3 Early Elizabethan England, 1558 - 1588

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

4 Superpower relations and the Cold War, 1941 - 91

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

ASSESSMENT ARRANGEMENTS

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

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

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

SKILLS DEVELOPMENT & CAREER OPPORTUNITIES

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

**For more information about History please speak to Miss E Worboys,
(eworboys@ashmanorschool.com).**

GCSE Spanish

Examining Board: AQA

SUBJECT DESCRIPTION

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

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

“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, national, international and global areas of interest

Theme 3: Current and future study and employment

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**For more information about Spanish please speak to Mr M Tilles,
(mtilles@ashmanorschool.com).**

Non Core Subjects

Art and Design (Fine Art)

Art & Design (Photography)

Business Studies

Computer Science

Dance

Design & Technology

Food Preparation & Nutrition

Health and Social Care

IT

Media Studies

Music

Performing Arts (Drama)

Physical Education

Religious Studies

Sport

Triple Science

Textiles

GCSE Art and Design - Fine Art

Examining Board: AQA

SUBJECT DESCRIPTION

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

COURSE CONTENT & STRUCTURE

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

ASSESSMENT ARRANGEMENTS

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

Portfolio of work: Completed in class 60%

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

SKILLS DEVELOPED & CAREER OPPORTUNITIES

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

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

GCSE Art & Design - Photography

Examining Board: AQA

SUBJECT DESCRIPTION

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

COURSE CONTENT & STRUCTURE

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

ASSESSMENT ARRANGEMENTS

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

Portfolio of work: Completed in class 60%

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

SKILLS DEVELOPED & CAREER OPPORTUNITIES

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

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

GCSE Business Studies

Examining Board: Edexcel

SUBJECT DESCRIPTION

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

COURSE CONTENT & STRUCTURE

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

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

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

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

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

ASSESSMENT ARRANGEMENTS

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

SKILLS DEVELOPED & CAREER OPPORTUNITIES

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

**For more information about Business Studies please speak to Miss C Burrow,
(cburrow@ashmanorschool.com).**

GCSE Computer Science

Examining Board: OCR

SUBJECT DESCRIPTION

GCSE Computer Science is designed to help students understand the processes and understanding of computer components and how the technology is designed, structured and implemented. It includes interesting topics relevant to modern life. This is a mathematically based subject with practical applications.

COURSE CONTENT & STRUCTURE

OCR GCSE Computer Science (J276) is a course for those students who are interested with some experience with computing and wish to gain a deeper understanding of how computers work. They will need to be up to date with the latest technical developments and want to experiment with code in their spare time. They should already be able to code using python, or another textual language.

ASSESSMENT ARRANGEMENTS

J276/01: Computer Systems examination - 40% of GCSE

J276/02: Computational Thinking, Algorithms and Programming examination - 40% of GCSE

J276/03: NEA Programming Controlled Assessment - 20% of GCSE

SKILLS DEVELOPED & CAREER OPPORTUNITIES

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

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

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

**For more information about Computer Science please speak to Mr D Joslin,
(djoslin@ashmanorschool.com).**

GCSE Dance

Examining Board: AQA

SUBJECT DESCRIPTION

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

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

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

COURSE CONTENT & STRUCTURE

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

Component 1: Performance and choreography.

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

Component 2: Dance appreciation

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

ASSESSMENT ARRANGEMENT

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

Performance: 30% of GCSE (40 marks)

Choreography: 30% of GCSE (40 marks)

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

SKILLS DEVELOPED & CAREER OPPORTUNITIES

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

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

**For more information about Dance please speak to Mr L Davy,
ldavy@ashmanorschool.com).**

GCSE Design & Technology

Examining Board: AQA

SUBJECT DESCRIPTION

GCSE Design and Technology (Product Design) will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively to identify and solve real problems through designing and making, applying technical and practical expertise.

COURSE CONTENT & STRUCTURE

The subject content is presented under three areas of focus:

Core technical principles: New and emerging technologies; energy generation and storage; developments in new materials; systems approach to designing; mechanical devices; materials and their working properties.

This gives learners a broad knowledge and understanding of design and technology so that they are able to make effective choices in relation to which materials, components and systems to utilise within design and make activities.

Specialised technical principles: Students specialise working with timber and gain an in-depth knowledge of the selection of materials; their sources and origins; using and working with timber; specialist techniques, processes and finishes; scales of production.

Designing and making principles: Students will learn to demonstrate and apply knowledge and understanding of designing and making principles in relation to environmental, social and economic factors; the work of others; design strategies; communication of design ideas; prototype development; which will assist them to undertake their own design and make challenges.

ASSESSMENT ARRANGEMENTS

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

Written examination: 2 hours 50% of qualification 100 marks

Section A – Core technical principles (20 marks) Multiple and short answer questions

Section B – Specialised technical principles (30 marks) Short answers and one extended response.

Section C – Designing and making principles (50 marks) A mix of short and extended response questions

Non Exam Assessment (NEA): 35 hours 50% of qualification 100 marks.

The NEA is a contextual challenge which is set by the exam board. Students will produce a prototype and portfolio of evidence. It will require students to identify and investigate design possibilities, produce design criteria, generate design ideas and develop them through modelling and testing, resulting in a design solution, which they then manufacture, with the outcome being analysed and evaluated.

Work will be internally assessed by teachers and externally moderated by AQA.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Choosing Design and Technology provides students with a thorough grounding in a broad range of skills which play an important role in today's world. This would aid accessing exciting and varied career opportunities that could include: Clothing/textile technologist, exhibition designer, furniture designer, industrial/product designer, interior designer, advertising art director, automotive engineer, graphic designer, materials engineer, product manager, retail buyer and product developer.

**For more information about Design Technology, please speak to Ms J Coleman,
(jcoleman@ashmanorschool.com).**

GCSE Food Preparation and 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:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. 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 from Sections 1 to 5 above.

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.

For more information about Food Preparation and Nutrition please speak to Ms J Coleman, (jcoleman@ashmanorschool.com).

BTEC Health and Social Care

Examining Board: Edexcel

SUBJECT DESCRIPTION

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

COURSE CONTENT & STRUCTURE:

Unit 1: 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 and Social Care please speak to Miss C Burrow, (cburrow@ashmanorschool.com).

Cambridge Nationals IT

Examining Board: OCR

SUBJECT DESCRIPTION

Cambridge Nationals IT is designed for learners aged 14-16 who wish to develop applied knowledge and practical skills in using information technologies. This qualification will enable students to understand how data underpins technology across the world.

COURSE CONTENT & STRUCTURE

To claim the level 1/2 Cambridge Nationals Certificate Information Technology qualification, students must complete both units of assessments. The performance in both assessments will be underpinned by acquiring knowledge, understanding and skills required by learning by doing. Students will develop their spreadsheet modelling skills, HTML and web design, publishing, data manipulation and security.

ASSESSMENT ARRANGEMENTS

J808 – OCR Level 1/2 Cambridge National Certificate in Information Technologies is split into two assessment units:

- R012 – Understanding tools, techniques, methods, and processes for technological solutions – Written exam (1hr 45mins) – 80 marks
- R013 – Developing technological solutions – Assessment Project (20 hours) – 80 marks

SKILLS DEVELOPED & CAREER OPPORTUNITIES

Because data manipulation and analysis underpins so much of what we do in the world today, the Cambridge Nationals IT qualification can lead to an infinite number of qualifications and career opportunities including specialist jobs like business analyst, merchandiser and buyer.

Students who are interested in the following industries will find this course engaging: Web design, Business analysis, merchandiser, buyers, procurement, business management, digital media, content management, human resource management, financial planning, project management and many more.

Those students who enjoy the creative aspect of Information Technology will excel in this course. It will prepare students to make informed choices regarding further learning opportunities (college and university) and career choices.

**For more information about Cambridge Nationals IT please speak to Mr D Joslin,
(djoslin@ashmanorschool.com).**

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

Students will understand the four major concepts:

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

ASSESSMENT ARRANGEMENTS

Paper 1: Written Exam – 35% of total GCSE

Paper 2: Written Exam – 35% of total GCSE

Non exam assessment - 30% of total GCSE

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

SKILLS DEVELOPED & CAREER OPPORTUNITIES

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

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

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

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

GCSE Music

Examining Board: AQA

SUBJECT DESCRIPTION

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

COURSE CONTENT & STRUCTURE

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

This is arranged into three core components:

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

Component 2: Performing Music

Component 3: Composing Music

ASSESSMENT ARRANGEMENTS

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

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

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

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

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

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

SKILLS DEVELOPED & CAREER OPPORTUNITIES

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

**For more information about Music please speak to: Miss C Coe,
(ccoe@ashmanorschool.com).**

BTEC Performing Arts (Drama)

Examining Board: Pearson

SUBJECT DESCRIPTION

BTEC Performing Arts is a highly practical, challenging and creative course which helps students develop an understanding of different genres and styles of theatre and performance 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.

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.

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. This project is 10 weeks and external assessed by the exam board.

ASSESSMENT ARRANGEMENTS

All components are assessed practically through workshops, presentations and performance. All components have a written coursework element which supports the students' development of the practical assessment, and will include research, analyses of contrasting theatre styles and evaluations of live productions from peers and professionals. Component 1 and 2 are internally assessed and Component 3 is marked 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.

**For more information about Performing Arts please speak to Miss C Coe,
(ccoe@ashmanorschool.com).**

GCSE Physical Education

Examining Board: Edexcel/Pearson

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: Fitness and Body Systems (*Written examination: 1 hour and 45 minutes*)
36% of the qualification (90 marks)

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Component 2: Health and Performance (*Written examination: 1 hour and 15 minutes*)
24% of the qualification (70 marks)

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Component 3: Practical Performance NEA: *internally marked and externally moderated*
30% of the qualification 105 marks (35 marks per activity)

The assessment consists of students completing three physical activities from a set list.

One must be a team activity.

One must be an individual activity.

The final activity can be a free choice.

Component 4: Personal Exercise Programme (PEP)

Non-examined assessment: internally marked and externally moderated

10% of the qualification

20 marks

Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

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

**For more information about Physical Education please speak to Mr E Green,
(egreen@ashmanorschool.com).**

GCSE Religious Studies

Examining Board: AQA

SUBJECT DESCRIPTION

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

COURSE CONTENT & STRUCTURE

Students must take assessments in the following two components:

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

- Buddhism
- Christianity

Component 2: Ethics - Thematic studies

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

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

ASSESSMENT ARRANGEMENTS

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

There are no controlled assessments in this course.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

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

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

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

BTEC First Award in Sport

Examining Board: Edexcel/Pearson

SUBJECT DESCRIPTION

These qualifications are intended primarily for learners in the 14–19 age group, but may also be used by other learners who wish to gain an introductory understanding of a vocational area. When taken as part of a balanced curriculum, there is a clear progression route to a level 3 course or an apprenticeship.

COURSE CONTENT & STRUCTURE

Pearson BTEC Level 1/Level 2 First Award in Sport

Core units (Assessment method)

1 Fitness for Sport and Exercise (External)

2 Practical Sports Performance (Internal)

Optional specialist units

3 The Mind and Sports Performance (Internal)

4 The Sports Performer in Action (Internal)

5 Training for Personal Fitness (Internal)

6 Leading Sports Activities (Internal)

ASSESSMENT ARRANGEMENTS

This qualification is a level 2 qualification, and the certification may show a grade of Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction*. If these are not achieved a Level 1 or Unclassified grade may be awarded.

SKILLS DEVELOPED & CAREER OPPORTUNITIES

The Pearson BTEC Level 1/Level 2 First Award in Sport also provides the starting point for a route to employment into many diverse areas of sport, including junior level roles in the sport and active leisure sector, such as recreation assistant or sports leader.

**For more information about Physical Education please speak to Mr E Green,
(egreen@ashmanorschool.com).**

GCSE Triple Science

Examining Board: Edexcel

SUBJECT DESCRIPTION

Triple Science at KS4 is designed to develop and inspire future scientists and provides a strongly academic scientific grounding. The greater depth and complexity of the topics studied makes this course inspiring and challenging for the 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 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 3 qualifications

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

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

GCSE Textiles

Examining Board: AQA

SUBJECT DESCRIPTION

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

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

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

COURSE CONTENT & STRUCTURE

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

ASSESSMENT ARRANGEMENTS

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

Portfolio of work: Completed in class 60%.

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

SKILLS DEVELOPED & CAREER OPPORTUNITIES

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

**For more information about Textile Art, please speak to Mrs J Wilson,
(jwilson@ashmanorschool.com).**

