



*An Ashmole Academy Trust School*

# Key Stage 4 Curriculum & *Options Choices*

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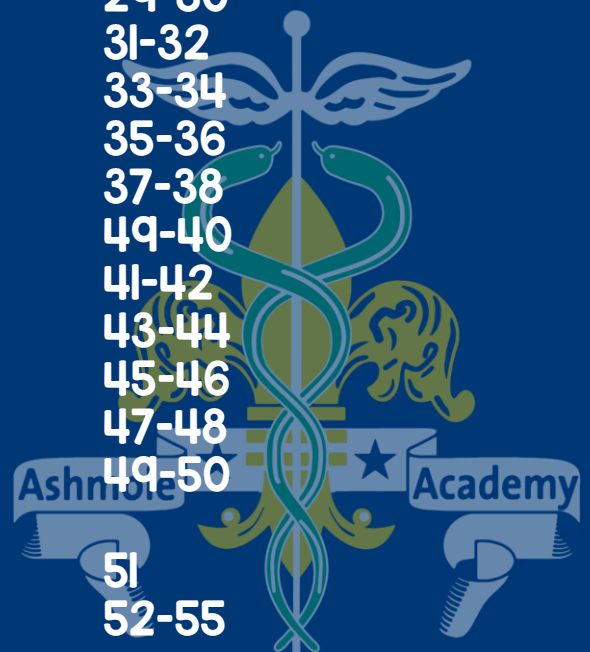
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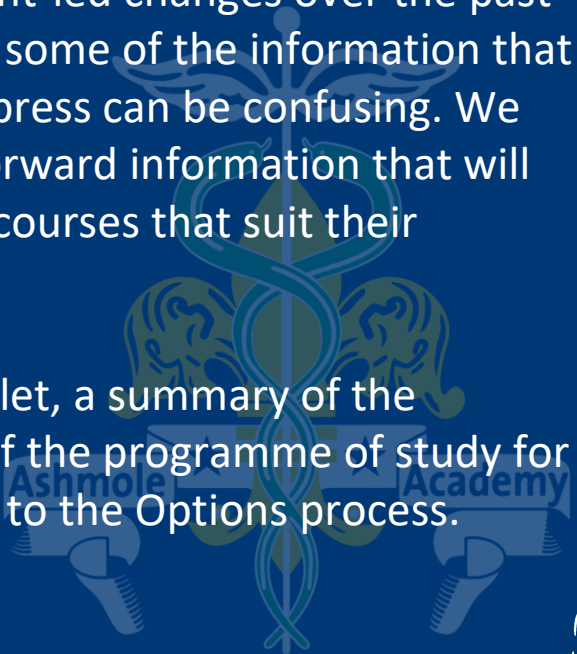


# Introduction

**Welcome to Ashmole Academy's guide to our Key Stage 4 curriculum. This is an important stage in the education of students as we now begin to build educational pathways for Key Stage 4, Post 16 and beyond. Nationally all students now continue in education or work-based training until the age of 18, continuing their studies beyond Year 11 either at Ashmole, if they apply to the Sixth Form, or in another school or college, or with a work-based training employer.**

We offer a wide variety of courses, both academic and vocational. Our selection of courses aims to provide all students with a broad and balanced curriculum whilst still giving each individual a degree of choice. This booklet gives you a detailed outline of all the opportunities available to our students. The success of each student at Key Stage 4 will provide the basis for further education and training beyond the age of 16. There have been a number of Government-led changes over the past few years and we understand that some of the information that will have gone out in the national press can be confusing. We aim to give practical and straightforward information that will guide and advise students to take courses that suit their abilities and aspirations.

We have included within this booklet, a summary of the subjects on offer, an explanation of the programme of study for each of these subjects and a guide to the Options process.



# Ashmole Curriculum

The Ashmole core curriculum at Key Stage 4 provides the breadth and range of qualifications to prepare students for a highly competitive, diverse and ever changing higher education system and employment market.

Students follow a curriculum which allows them to gain GCSE qualifications in subjects which facilitate access to the full range of higher education institutions. Most students will be expected to study a language and almost all students should select a humanities subject from either Geography or History alongside the core compulsory subjects; English, Maths and Science. This combination of subjects is known as the EBacc and provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education.

A small group of students will be identified for whom studying a traditional modern foreign language course and/or humanities subject is not appropriate. These students will follow a programme which supports their Key Stage 4 progress, by making choices to maximise their chances of success through focusing on a vocational qualification as well as avoiding subjects which place a more significant emphasis on literacy and numeracy skills.

All students have a number of free choices which are unrestricted, enabling them to select subjects based on their own preferences. Students, for example, can choose to study a new subject like Business, or to study a second language, or to choose additional humanities or arts subjects.

The combination of restricted and free choice options enables all students to maintain sufficient breadth of study. However, it is good advice to all students that if they have an intention to study a subject at school or in a college Post 16, that subject should be chosen at Key Stage 4.

## Non-examined subjects

All students will study a programme of Religious Studies, PSHE and Physical Education. These are non-examined and will not lead to a qualification. Students who wish to study either Religious Studies or Physical Education in greater depth and work towards a GCSE qualification, may do so as one of their optional subjects.

# The structure of the curriculum

The curriculum consists of **50** lessons over a **two-week timetable**.

The table below shows the number of lessons per core subject for your son/daughter through Years 10 -11. The proposed number of lessons may be revised if there is an additional need in a particular curriculum area or if there are further changes made by the government.

	Year 10	Year 11
<b>English</b>	<b>9</b>	<b>9</b>
<b>Mathematics</b>	<b>8</b>	<b>8</b>
<b>Science</b>	<b>12</b>	<b>12</b>
<b>Religious Studies (Core)</b>	<b>1</b>	<b>0</b>
<b>Physical Education (Core)</b>	<b>3</b>	<b>1</b>
<b>PSHE</b>	<b>1</b>	<b>0</b>
<b>OPTION</b>	<b>4</b>	<b>5</b>



# Qualifications

These courses will be completed in May/June 2023, when the students will be in Year 11.

## GCSE

GCSEs are graded with a scale from 9 to 1, with 9 being the highest grade.

## BTEC Tech Qualifications

BTECs are graded on a four point scale: Distinction\*, Distinction, Merit or Pass.

Below is a table from indicating how the current grades relate to the previous GCSE A\*-G grades.

Old GCSE Grading		Current GCSE Grading		BTEC Level 2 Grading
A*	=	9	=	Distinction*
A		8		Distinction
		7		
B		6		Merit
	=	5	=	Pass
C		4		
		3		
D		2		
E	=	1		
F				
G				

# Assessment

Throughout Key Stage 4, students will be assessed using the GCSE scale (9 to 1), or, where applicable, the BTEC Tech range of grades (Distinction\*, Distinction, Merit or Pass). This will be reflected in their in-class assessments, interim progress checks (IPCs) and yearly reports.

The reformed GCSEs have a more demanding subject content which will be assessed by a terminal examination. Coursework or non-examined assessment has been removed from a number of subjects, with the exception of Performing Arts, Physical Education, Art and Technology subjects.

# Curriculum Pathways

It is important for students to be able to follow a curriculum that they can access and where they can flourish. Having different Curriculum Pathways means that all learners have an appropriate range of subjects and qualification types from which they are able to select.

We firmly believe that the Curriculum Pathways we have designed will allow our young learners to follow a learning route that leads them to unlocking their potential. Each Curriculum Pathway includes a number of 'compulsory' subjects. Students then complete their programme by choosing from a range of 'optional' subjects.

All students, regardless of their Curriculum Pathway, will study a programme of Religious Studies, PSHE and Physical Education. These are non-examined and will not lead to a qualification.

## Curriculum Pathway One - The English Baccalaureate (EBacc)

This Curriculum Pathway will consist entirely of a set of GCSE subjects that keep a young person's options open for further study in future careers. The EBacc is made up of the subjects which the Russell Group says, at A Level, 'opens more doors to more degree courses'.

Students will need to study both English Literature and Language, Mathematics, Sciences, Geography or History and a modern foreign language. This selection is complemented by two further subjects from the list of GCSE option choices.

## Curriculum Pathway Two - Non-Linguist

This Curriculum Pathway would include the same compulsory subjects as Pathway one, with the exception of a modern foreign language. This pathway is tailored for students who have experienced challenges with some aspects of their language, French or Spanish, at Key Stage 3. These students have been identified by the Languages department as being at risk of not securing at least a Grade 4 in a modern foreign language GCSE.

Students will need to study both English Literature and Language, Mathematics, Sciences and either Geography or History. This selection is complemented by three further subjects from the list of option choices.

Students following this pathway would be able to select the BTEC Tech qualification in Enterprise as part of their free option choices. This Pathway would still enable students to access Level 3 courses (including A Levels), University and Higher Education courses in the future.

## Curriculum Pathway Three

This Curriculum Pathway includes a reduced number of compulsory courses and is designed for students who required additional support to ensure they are successful in achieving at least a grade 4 in the core GCSE subjects. Students will need to study both English Literature and Language, Mathematics and Sciences but would not be required to study a modern foreign language or Humanities subject.

This pathway is ideally suited to students who have experienced challenges with some aspects of their language subject, French or Spanish and/or their humanities subject, Geography or History, at Key Stage 3. These students have been identified by the Languages and Humanities department as being at risk of not securing at least a Grade 4 in a modern foreign language and humanities subject.

Students following this pathway are unlikely to pursue traditional A Level subjects and are more likely to follow a vocational course such as BTEC or a work-related apprenticeship. This Pathway would still enable students to access University and Higher Education courses in the future.

# Curriculum Pathways

Pathway One - EBacc	CORE Subjects (Compulsory)	Languages	Humanities	Free Choice 1	Free Choice 2
	<ul style="list-style-type: none"> <li>English Language</li> <li>English Literature</li> <li>Maths</li> <li>Triple Science (3 separate GCSEs) or Combined Science (2 separate GCSEs)</li> </ul>	<ul style="list-style-type: none"> <li>French Or Spanish</li> </ul> <p>(Students wishing to choose both languages would choose <b>Spanish</b> here and <b>French</b> in the Free Choice)</p>	<ul style="list-style-type: none"> <li>Geography Or History</li> </ul> <p>(Students wishing to choose both humanities would choose <b>History</b> here and <b>Geography</b> in the Free Choice)</p>	<ul style="list-style-type: none"> <li>Art</li> <li>Drama</li> <li>Music</li> <li>French</li> <li>Geography</li> <li>Textiles</li> <li>Product Design</li> <li>Business Studies</li> <li>Computer Science</li> <li>Physical Education</li> <li>Religious Studies</li> <li>Food Preparation &amp; Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Drama</li> <li>Music</li> <li>French</li> <li>Geography</li> <li>Textiles</li> <li>Product Design</li> <li>Business Studies</li> <li>Computer Science</li> <li>Physical Education</li> <li>Religious Studies</li> <li>Food Preparation &amp; Nutrition</li> </ul>

Pathway Two - Non-Linguist	CORE Subjects (Compulsory)	Humanities	Free Choice 1	Free Choice 2	Free Choice 3
	<ul style="list-style-type: none"> <li>English Language</li> <li>English Literature</li> <li>Maths</li> <li>Triple Science (3 separate GCSEs) or Combined Science (2 separate GCSEs)</li> </ul>	<ul style="list-style-type: none"> <li>Geography Or History</li> </ul> <p>(Students wishing to choose both humanities would choose <b>History</b> here and <b>Geography</b> in the Free Choice)</p>	<ul style="list-style-type: none"> <li>Art</li> <li>Drama</li> <li>Music</li> <li>French</li> <li>Geography</li> <li>Textiles</li> <li>Product Design</li> <li>Business Studies</li> <li>BTEC Enterprise</li> <li>Computer Science</li> <li>Physical Education</li> <li>Religious Studies</li> <li>Food Preparation &amp; Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Drama</li> <li>Music</li> <li>French</li> <li>Geography</li> <li>Textiles</li> <li>Product Design</li> <li>Business Studies</li> <li>BTEC Enterprise</li> <li>Computer Science</li> <li>Physical Education</li> <li>Religious Studies</li> <li>Food Preparation &amp; Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Drama</li> <li>Music</li> <li>French</li> <li>Geography</li> <li>Textiles</li> <li>Product Design</li> <li>Business Studies</li> <li>BTEC Enterprise</li> <li>Computer Science</li> <li>Physical Education</li> <li>Religious Studies</li> <li>Food Preparation &amp; Nutrition</li> </ul>



# Curriculum Pathways

	CORE Subjects (Compulsory)	Free Choice 1	Free Choice 2	Free Choice 3
Pathway Three	<ul style="list-style-type: none"> <li>English Language</li> <li>English Literature</li> <li>Maths</li> <li>Combined Science (2 separate GCSEs)</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Drama</li> <li>Music</li> <li>French</li> <li>Geography</li> <li>History</li> <li>Textiles</li> <li>Product Design</li> <li>Business Studies</li> <li>BTEC Enterprise</li> <li>Physical Education</li> <li>Religious Studies</li> <li>Food Preparation &amp; Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Drama</li> <li>Music</li> <li>French</li> <li>Geography</li> <li>History</li> <li>Textiles</li> <li>Product Design</li> <li>Business Studies</li> <li>BTEC Enterprise</li> <li>Physical Education</li> <li>Religious Studies</li> <li>Food Preparation &amp; Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Art</li> <li>Drama</li> <li>Music</li> <li>French</li> <li>Geography</li> <li>History</li> <li>Textiles</li> <li>Product Design</li> <li>Business Studies</li> <li>BTEC Enterprise</li> <li>Physical Education</li> <li>Religious Studies</li> <li>Food Preparation &amp; Nutrition</li> </ul>

**N.B.** Due to the similarities in course content, students may not select the following combinations; BTEC Tech Enterprise **and** Business Studies **or** Product Design **and** Textiles

# The Options Process and Timescale

<b>Options guidance in tutorial sessions</b> Students will receive guidance through tutorial sessions on how to select option subjects and on general preparation for the start of Key Stage 4.	February – April 2021
<b>Options Guidance Assemblies</b> Key staff will provide guidance on the Options Process to students. An outline of the option subjects available will be given to students.	W/C 1 <sup>st</sup> March 2021
<b>Options Information Launch to Parents &amp; Options form available for completion</b> Parents/Carers and students are invited to access a range of videos explaining the options process as well as subject specific information for all subjects studied at GCSE.	4 <sup>th</sup> March 2021
<b>Year 9 Parents Evening</b> Parents/Carers and students are invited to discuss progress made in Year 9 and to ask questions about GCSE courses in all of their subjects before they make their options choices.	25 <sup>th</sup> March 2021
<b>Initial Options Deadline</b> All students will need to submit their initial choices in advance of the optional guidance interviews.	26 <sup>th</sup> March 2021
<b>Options Guidance Interviews</b> You will be offered an interview with a trained member of staff to discuss your child's option choices and how these will help shape progression to Post 16, University and beyond.	15 <sup>th</sup> April 2021
<b>Options Final Decisions</b> Students will have an opportunity to review their online Options Form after their Options Guidance meeting.	19 <sup>th</sup> April 2021
<b>Start of GCSE Courses</b> Year 9 students will start their full Key Stage 4 timetable after the May Half-Term break.	7 <sup>th</sup> June 2021
<b>Completion of GCSE Courses</b> Students will finish their Key Stage 4 courses and take their terminal GCSE examinations.	May/June 2023

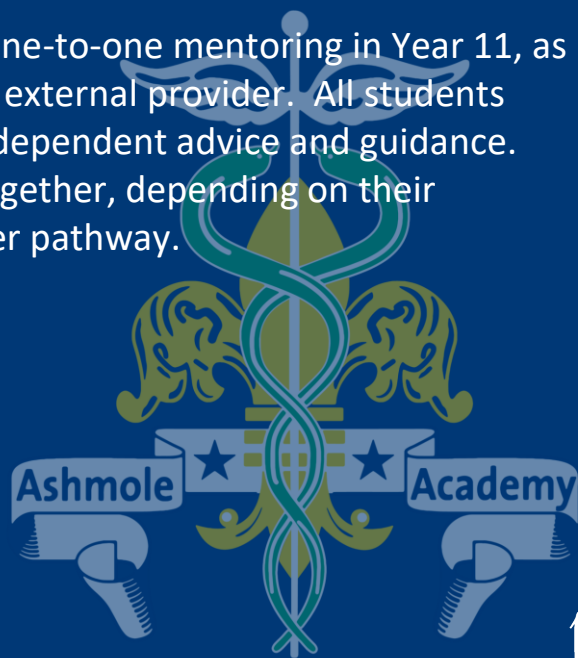
# How are students given guidance on Careers?

All students will receive careers advice and guidance during Years 10 – 11. This is through our individualised online Unifrog profiles, or individualised independent careers guidance, tutor time sessions, assemblies, specialist talks and Employability Day.

Students are also directed to websites whereby they can further research their interests, whether it be the next stage of their education or insight into job specifications and entry requirements. Tutorial activities and PHSE lessons will explore the opportunities available Post 16 and the pathways available, whether it be at a school or college.

One of the highlights of Year 10 is Work Experience, which takes place at the end of the academic year. This gives all students a better understanding of the world of work and can help them to make the link between their studies and skills needed to be successful in the work place. Work experience also helps students to improve their confidence and sense of responsibility transitioning into Year 11 and is concerned with giving students an understanding and experience of working life. It helps students see links between the courses they are studying and skills needed in the future.

Guidance is provided in school through one-to-one mentoring in Year 11, as well as through impartial guidance by an external provider. All students have the opportunity to receive some independent advice and guidance. Different cohorts of students are seen together, depending on their prospective future educational and career pathway.



# Unifrog

To support your child in making the right decisions, they have access to Unifrog.

Unifrog is the complete destinations platform. It brings all the available information into one single, impartial, user-friendly platform that helps students to make the best choices for their future pathways and careers.

At this stage, it will provide clear advice on how decisions this year may help shape their future decisions. It will help your child identify their personality type, their personal strengths and areas to develop and encourage them to strengthen their employability skills.

Students in Year 9 can easily explore a vast bank of career profiles and start to understand the various courses and options ahead. As they begin to identify exciting potential pathways, their raised aspirations will help in their own academic performance.

Further along the line, they can explore every apprenticeship, university course and college course in the UK and around the world, as well as career opportunities, such as MOOCs (online courses), School Leaver Programmes and work experience opportunities.

Further help on how Unifrog can help support your child in their future pathways can be found on Careers page on FireFly.

**Learn more about Unifrog here:**

<https://www.unifrog.org/>

**See the Firefly Careers page here:**

<https://ashmole.fireflycloud.net/careers-resources>





*An Ashmole Academy Trust School*

# The compulsory subjects

# English

Examination Board	AQA
Syllabus Code	8700, 8702
Coursework	×
Tiers of entry	×
Number of examinations	4

Firefly Subject Video Link: [English](#)

The functions of literature and language in enabling students to lead the best possible lives are at the forefront of the curriculum. The English department strives to foster within pupils a love of language and literature. We aim to create the very best communicators, readers, writers and thinkers. Through English Language, we seek to provide students with the language capacity to navigate and succeed in courses of their own choosing, as well as inspiring those students who wish to pursue language-centred careers. Through English Literature we seek to develop students' abilities to think deeply about humanity, and to discover the assets of their Literary Heritage, whilst developing the critical skills necessary to evaluate the ideas and the craft of these texts.

## GCSE course content

Students will learn how to read closely and analyse a diverse range of texts, inferring meaning and understanding techniques that writers use. They will learn how to write for a variety of contexts and audiences. They will also develop the skill of writing an extended response to source material or questions.

## Assessment of the course

### English Language

The course will be assessed by examinations at the end of the course in Year 11.

<b>Paper 1: Explorations in Creative Reading and Writing</b>	<b>Paper 2: Writers' Viewpoints and Perspectives</b>
1 hour 45 minutes (50% of the qualification)	1 hour 45 minutes (50% of the qualification)

Additionally, there will be a non-examination, separate assessment in Spoken Language. This does not contribute to the GCSE grade but will receive a separate endorsement.

### English Literature

The course will be assessed by examinations at the end of the course in Year 11.

<b>Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel</b>	<b>Paper 2: Modern Texts and Poetry</b>
1 hour 45 minutes (40% of the qualification)	2 hours 15 minutes (60% of the qualification)



# English

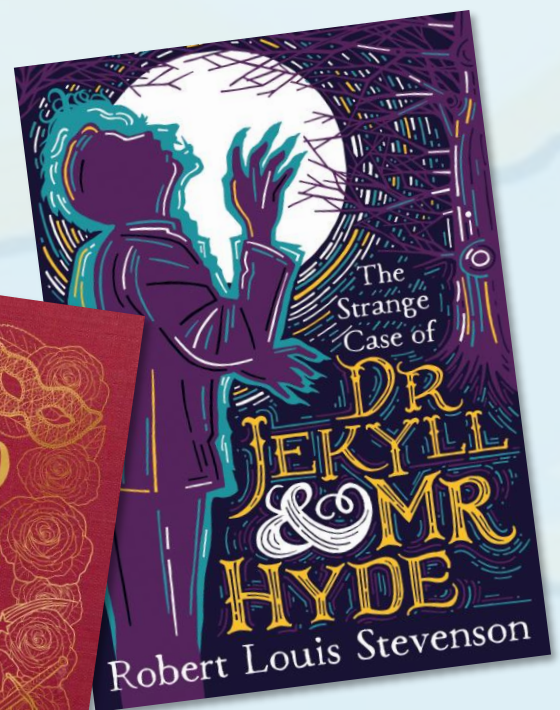
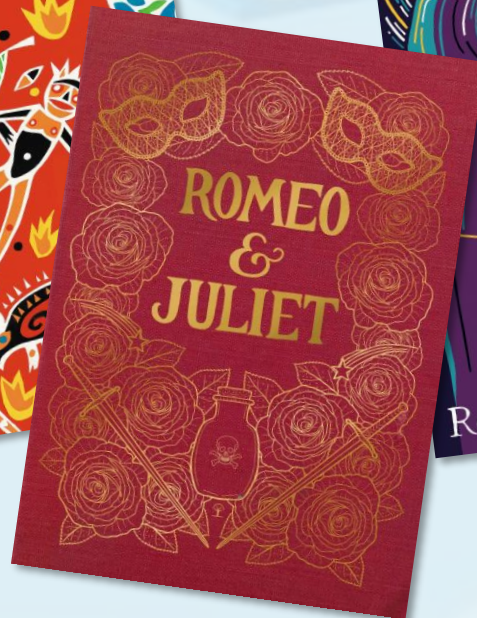
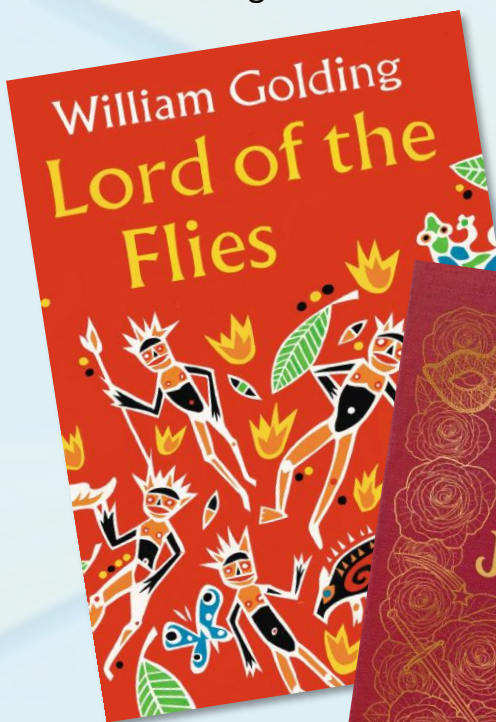
## What skills does English help students to develop?

Students will learn how to read closely and analyse a diverse range of texts, inferring meaning and understanding techniques that writers use. They will learn how to write for a variety of contexts and audiences. They will also develop the skill of writing an extended response to source material or questions.

## Next steps

The study of English enables students to develop literacy skills that lie at the heart of almost all learning. It allows students to express their ideas and understanding with coherence and cohesion. This refers to both written and spoken language.

Furthermore, the close analysis of texts and opportunity to respond builds and enhances students' ability to infer and formulate structured arguments, in addition to understanding how linguistic techniques and presentational devices construct meaning.



# Maths

Examination Board	Edexcel A
Syllabus Code	IMA0
Coursework	×
Tiers of entry	✓
Number of examinations	3

Firefly Subject Video Link: [Maths](#)

The Maths Department at Ashmole Academy aims for all students to have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

They will also become fluent in the foundation of mathematics so that they develop logical thinking skills and have the ability to recall and apply knowledge accurately.

We seek to develop students to become confident, numerate individuals who are able to deal with mathematics in all aspects of their adult life.

## Course Content

The subject content is organised into five broad topic areas:

- Number
- Algebra
- Geometry and measures
- Statistics and probability
- Ratio and proportional change

## Assessment of the course

The course will be assessed by three examinations at the end of the course in Year 11.

<b>Paper 1 Non-calculator</b>	<b>Paper 2 Calculator</b>	<b>Paper 3 Calculator</b>
1 hour and 30 minutes (33.3% of the qualification)	1 hour and 30 minutes (33.3% of the qualification)	1 hour and 30 minutes (33.3% of the qualification)



# Maths

## What skills does Mathematics help students to develop?

Students will learn how to: recall and use their knowledge of the prescribed content, select and apply mathematical methods in a range of contexts, interpret and analyse problems and generate strategies to solve them

## Additional Information

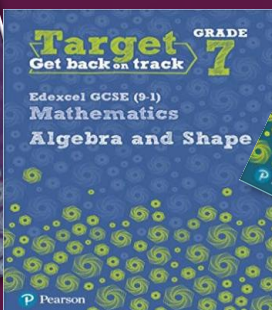
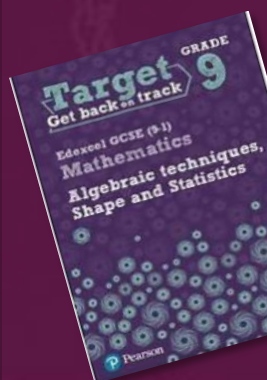
Students for both tiers will need a scientific calculator.

## Next steps

This Linear specification gives students a thorough grounding for A Level Mathematics and ensures that they have recent experience of all areas of the curriculum before advancing.

GCSE Mathematics is an excellent facilitating subject at A Level, University and also in a number of careers:

- Software tester
- Quantity Surveyor
- Game Designer
- Financial manager or trader
- Sound engineer
- Accountant
- Data Scientist
- Data Analyst



# Science

<b>Examination Board</b>	<b>AQA</b>
<b>Syllabus Code</b>	<b>Triple:</b> <b>8461 Biology</b> <b>8462 Chemistry</b> <b>8463 Physics</b> <b>Combined: 8464</b>
<b>Coursework</b>	<b>×</b>
<b>Tiers of entry</b>	<b>✓</b>
<b>Number of examinations</b>	<b>6</b>

**Firefly Subject Video Link:** [Science](#)

The Science Department wants to nurture the next generation of science specialists by guiding students along their path to becoming citizens with a passion and curiosity for science in the world around us. This will be rooted in a strong base of knowledge, where students will be well versed in modern methods and ideas of science.

Students will, consistently be encouraged to expand on and consolidate their learning throughout their Ashmole journey. They will be educated to use scientific reasoning and thinking skills to problem solve, communicate effectively, work cooperatively and use technology. At the conclusion of their education with Ashmole, our students will be capable of applying their scientific knowledge to contemporary issues, making connections between scientific disciplines, and pursuing post-secondary education or careers in the fields of science, medicine and engineering.

## Triple Science Course Content

Many students will take examinations in GCSE science courses in Biology, Chemistry and Physics. This will be taught by specialist teachers of each subject. Upon successful completion, this will lead to three distinct GCSEs in the grade range 9-1. The separate Science GCSE examinations cover the three sciences in significant detail.

## Assessment of the course

The course will be assessed by examinations at the end of the course in Year 11. In their examinations, students will be required to demonstrate their understanding of scientific experimentation. At least 15% of the total marks available in each science GCSE will be dedicated to this.

Students will sit two examinations for each of the three Science subjects (six in total). Examinations will take the following format:

<b>Paper 1</b>	<b>Paper 2</b>
1 hour and 45 minutes 100 marks (50% of the qualification) Mixture of multiple choice, structured, closed short answer and open response questions.	1 hour and 45 minutes 100 marks (50% of the qualification) Mixture of multiple choice, structured, closed short answer and open response questions.

# Science

## Combined Science Trilogy

### Course Content

In addition to the study of working scientifically, students will learn about vital concepts in Biology, Chemistry and Physics, with each subject carrying an equal weighting. This will be taught by specialist teachers of each subject.

### Assessment of the course

The course will be assessed by examination(s) at the end of the course in Year 11. In their examinations, students will be required to demonstrate their understanding of scientific experimentation. At least 15% of the total marks available will be dedicated to this.

For Combined Science examinations, two papers for each of the Science subjects will be taken (six in total). Examinations will take the following format:

All Combined Science Papers
1 hour and 15 minutes 70 marks (16.7% of the qualification) Mixture of multiple choice, structured, closed short answer and open response questions.

### What skills does Science help students develop?

Science will help students to question the world around them and develop their curiosity. Students will learn key aspects of Biology, Chemistry and Physics allowing them to better understand matter, electromagnetism, space, movement and living systems. Students are encouraged to interpret the nature of science and scientific methodology. They will develop skills in scientific enquiry and team work from doing practical work. This will allow students to develop skills of planning, analysis and evaluation.

### Additional Information

- With both triple and combined Science, you study all three sciences (Bio, Phys, Chem). Triple (separate) science contains approximately 50% more content in each science.
- No matter if you study triple or double Science you are still able to undertake A-levels if you meet the relative entry requirements at Ashmole (766 for triple and 77 for double).
- Entry on to the triple course will be determined by assessments and teacher evaluations in school. The course is designed such that a final decision is delayed until the end of Y10 allowing for an informed decision on your suitability based on achievement.



# Science

## Next steps

Science provides an excellent platform for the study of A Level Science courses. Equally, Science provides a stimulating look at Science and the world around us and gives an excellent level of scientific literacy and understanding for those students who choose to continue their Post 16 studies outside of the Science subjects.

Although there are obvious career paths that having a strong basis in Science is essential (i.e. Medicine, Engineering, Chemical/Drug Research, Pharmacology) studying and specialising in a particular Science does not limit you to these. Not only does Science teach you about how everyday life around you works on atomic through to a macro scale, studying Science provides you with a transferable set of skills that will put you at an advantage in whatever career they wish to pursue. The multidisciplinary nature of the subject means that you will refine a host of skills from problem solving, performing calculations or communicating clearly.



# Geography

Examination Board	Edexcel B
Syllabus Code	IGBO
Coursework	X
Tiers of entry	X
Number of examinations	3

Firefly Subject Video Link: [Geography](#)

The Geography department aims for all students at Ashmole Academy to be a local and global citizen.

We want students to be equipped with knowledge which makes them aware of the world they live in, and the part they play. We want our students to look for the Geography around them in the future.

## Course Content

At GCSE Geography students will study: Global Geographical Issues, looking at Hazardous Earth: climate change, extreme weather and tectonic events. Students will learn about the challenges of an urbanising world: how rapid urbanisation and impacts quality of life in different parts of the world. In addition they will study global economic development, looking at issues based upon the changing context of population, economy and society and of technological and political landscapes. In UK Geographical Issues students will gain a knowledge and understanding of the UK's geography, including its physical and human landscapes, environmental challenges, changing economy and society, the importance of cultural and political factors, and its relationships with the wider world. In People and the Environment Issues, students will study the distribution and characteristics of large scale natural global ecosystems; how humans use, modify and change ecosystems and environments in order to obtain food, energy and water resources and the impacts of this.

## Assessment of the course

The course will be assessed by examinations at the end of the course in Year 11. All aspects of the course will be examined, with fieldwork being assessed as 15% of the GCSE.

<b>Paper 1 Global Geographical Issues</b>	<b>Paper 2 UK Geographical Issues</b>	<b>Paper 3 Making Geographical Decisions</b>
1 hour and 30 minutes (37.5% of the qualification)	1 hour and 30 minutes (37.5% of the qualification)	1 hour and 30 minutes (25% of the qualification)



# Geography

## What skills does the Geography help students to develop?

In Geography GCSE students will learn and use a variety of transferable skills throughout the course, including:

- Skills – numeracy, statistical, cartographic
- Literacy
- Collecting, analysing and interpreting information and data
- Evaluation and assessment: making decisions; reaching judgements and conclusions
- Communicating your findings in different ways and listening to other people's opinions
- Working independently

## Additional Information

Students must undertake two days of fieldwork – a human geography study and a physical geography study.

## Next Steps

- This GCSE course forms the basis for further study in Geography, as it gives students the necessary content in both human and physical Geography and skills to progress onto an A Level and, if desired, University courses in Geography or related disciplines. This course also develops a broad range of skills including statistics and literacy and therefore is useful for other routes of study.
- Geography is a well respected subject by employers and universities.
- The course allows students to analyse resources, write extended answers and reach judgements. Geography also enhances students' teamwork skills.

Future careers could include: Environmental Science, Development Studies, Planning, Law.

The collage features several educational resources:

- KS4 Geography**: A grid of icons for Mock Exams, Paper 1 - Global Geographical Issues, Paper 2 - UK Geographical Issues, Paper 3 - People & Environment Issues, and Year 11 Exam Revision.
- GCSE Geography Superfacts**: A detailed infographic with multiple sections containing facts and diagrams about various geographical topics.
- Multiple Choice Questions**: A worksheet with a task to identify the correct definition for 'hard engineering' (A - working with natural processes to protect the coastline vs B - large scale interventions designed to protect the coastline).
- Plate Boundaries**: A diagram showing different types of plate boundaries (divergent, convergent, conservative) and associated geological features like volcanoes and earthquakes.
- Who Am I?**: A circular diagram with various geographical terms and concepts arranged around a central point.
- Hand-drawn Notes**: Several pages of student work with diagrams and text, including 'What is the structure of the earth like?', 'How do plates move?', 'What are the two different types of volcano?', and 'What are the hazards associated with volcanoes?'. These notes include diagrams of the Earth's internal structure, plate movement, and volcano types.
- Other Worksheets**: Various other sheets with diagrams and text, such as 'Destructive Waves', 'Constructive Waves', and 'The Siltation Cycle'.

# History

Firefly Subject Video Link: [History](#)

Examination Board	Edexcel
Syllabus Code	IH10
Coursework	×
Tiers of entry	×
Number of examinations	3

The History department aims to provide students with the knowledge of key events in British and world history from the past 1000 years and the way in which life has changed across the period.

History aims to give students the skills to communicate narratives and explanations of the past and create independent judgements and conclusions.

Students will gain an understanding of how historical evidence can be evaluated, as well as how history is interpreted, written about and researched.

Students will be encouraged to demonstrate their desire to continue exploring the past and to broaden their knowledge independently.

## Course Content

Students will acquire knowledge of key events in British and world history from the past 1000 years and the way in which life has changed across the period. Students will develop the skills to communicate narratives and explanations of the past and create independent judgements and conclusions. Students will reach an understanding of how historical evidence can be evaluated, as well as how history is interpreted, written about and researched.

## Assessment of the course

Students will be required to answer short questions and more detailed essay style questions. They will also have to analyse and evaluate the use of sources as evidence. The course will be assessed by examinations at the end of the course in Year 11.

<b>Paper 1 Medicine Through Time</b>	<b>Paper 2 International Relations / King Richard and King John</b>	<b>Paper 3 Germany 1918-1939</b>
1 hour and 15 minutes (30% of the qualification)	1 hour and 45 minutes (40% of the qualification)	1 hour and 20 minutes (30% of the qualification)



# History

## What skills does History help students to develop?

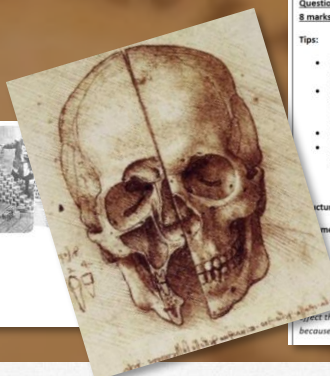
The course encourages students to develop the skills of enquiry, analysis, argument, explanation and evaluation. Students will learn how to communicate effectively through essay writing and debate.

## Next steps

History is a valued subject that is very well respected by employers and universities. It will prepare students to write essays effectively, communicate ideas clearly, debate important issues and listen to the views of others in preparation for A Level and beyond.

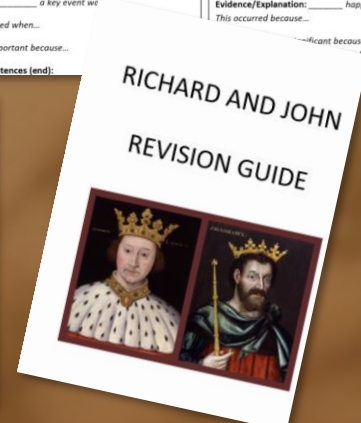
Future careers could include:

- Law
- Journalism
- Curator
- Archivist



PAPER 2 (1 Hour 45 minutes): Section A: COLD WAR (50 minutes) – (Q1, Q2 and Q3)

Question 1 – Explain two consequences 8 marks 12 minutes	Question 2 – Narrative Account 8 marks 13 minutes	Question 3 – Explain the importance of... 16 marks (2 x 8 mark) 25 minutes
<b>Tips:</b> <ul style="list-style-type: none"><li>• Try to find two DIFFERENT consequences</li><li>• One consequence is often an <b>INCREASE</b> or <b>DECREASE</b> in tensions between the USA and USSR</li><li>• Use historical evidence</li><li>• Analyse the consequence – what effect did it have?</li></ul>	<b>Tips:</b> <ul style="list-style-type: none"><li>• Try to write a 3 part answer, using the 2 bullet points and some additional knowledge of your own</li><li>• Write a full account – try to have a <b>beginning, middle and end</b> to your story (causes, events, consequences)</li><li>• Explain the importance of each part of your account</li><li>• Try to link one part of the story to the next.</li></ul> <p><b>Starting sentences (beginning):</b> The _____ was a result of... This happened when... This was important because... (Link) This led to... <b>Starting sentences (middle):</b> During the _____ a key event was... This happened when... This was important because... <b>Starting sentences (end):</b></p>	<b>Tips:</b> <ul style="list-style-type: none"><li>• Only pick <b>TWO</b> from the three events listed</li><li>• Write about them separately – no comparison required</li><li>• Avoid just explaining the event – <b>focus on why it was important</b></li><li>• Focus on 'what difference it made' – how did it change things?</li><li>• Often, you might consider whether the events <b>increased or decreased tensions</b> between the USA and the USSR</li></ul> <p><b>Structure: (x2)</b> <b>Statement:</b> The main importance of _____ to _____ was... <b>Evidence/Explanation:</b> _____ happened when... / This occurred because... _____ significant because... / The effect _____ cause...</p>





# Modern Foreign Languages

Examination Board	AQA
Syllabus Code	French: 8658 Spanish: 8698
Coursework	×
Tiers of entry	×
Number of examinations	4

## Firefly Subject Video Links: [French](#) [Spanish](#)

The Modern Foreign Languages Department aims to enthuse and engage learners to manipulate language and express themselves confidently and accurately (both verbally and in writing).

We endeavour to do this by providing a curriculum that gives students an insight into different cultures of the global community, and the opportunity to reflect on the place of their own culture and language within it.

## Course content - French and Spanish

Students will learn how to understand and provide information and opinions, which relate to their own experiences and those of people in countries and communities where the language is spoken, across a range of contexts and interests. They will develop their language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

### Students study all of the following themes on which the assessments are based:

- Relationships with family and friends
- Free-time activities & Technology in everyday life
- Customs and festivals in French-speaking countries/communities
- Home, town, neighbourhood and region
- Charity/voluntary work
- Healthy/unhealthy living
- The environment
- Travel and tourism
- Life at school/college & post-16 education

## Assessment of the course

The course will be assessed by examinations at the end of the course in Year 11.

Paper 1 Listening	Paper 2 Speaking	Paper 3 Reading	Paper 4 Writing
35 mins (Foundation) 45 mins (Higher) (25% of GCSE)	Teacher conducted examination (Role play, photo card and general conversation) (25% of GCSE)	45 mins (Foundation) 1 hour (Higher) (25% of GCSE)	1 hour (Foundation) 1 hour 15 mins (Higher) (25% of GCSE)



# Modern Foreign Languages

## What skills does the subject help students to develop?

In a Languages GCSE, students learn and use a variety of skills throughout the course, many of which are transferable. These include:

- Literacy
- Translation
- Grammatical agreement
- Self and Peer-evaluation
- Communicating views in different ways
- Deduction of meaning
- Speaking and listening to other people's opinion
- Working independently



## Next steps

The content, contexts and purposes of a GCSE specification in a modern foreign language will provide an appropriate foundation for A Level study and a suitable preparation for higher education or employment. University courses in Languages are highly rated and a modern foreign language is often a good complementary option, with the added bonus of potentially completing part of the course abroad.

Learning a foreign language can build your communication, interpersonal, intercultural, and public speaking skills. Some studies have also shown that learning another language can improve your ability to multi-task and block out distractions. That would definitely come in handy during exam revision...

Languages are great for a wide variety of careers especially those involving translation or communication with people from non-English speaking countries. This can include careers in tourism, government, politics, media, publishing, and journalism. You can also work in education, fashion or law!

Entry requirements for language courses at university tend to vary across institutions. If you want to study a language such as French or Spanish at university you will need to have studied it at A-level as an entry requirement. Some universities, like University College London, require a Modern Foreign Language GCSE for entry across all of its degree programmes.

Bear in mind too that languages are classified as facilitating subjects, which are subjects favoured by top universities for a whole range of degree courses, so they are a great option, whatever you want to do!

## Additional Information

The decision on tier of entry is finalised in Year 11 and is based on prior achievements in a range of assessments. Students must sit the same tier in all four papers.



# Non Examination Compulsory Subjects

## Physical Education

All students will continue to follow a non-examination but compulsory programme of Physical Education. Students will follow three sports from at least two different areas of the curriculum in Year 10. In Year 11 students will choose two sports from a larger option pool. The range of activities include football, basketball, cricket, rounders, netball, aerobics, table tennis and badminton. It is the aim that all students have a much greater understanding of high level performance, fitness, training and refereeing for their chosen activities.

## PSHE

Key Stage 4 PSHCE (Personal, Social, Health, Citizenship and Economic Education) is delivered through timetabled lessons and focuses on a number of key issues such as physical and mental wellbeing, financial management, relationships and sexual health. PSHCE also includes a number of wider Citizenship based lessons on crime and punishment, environmental issues, human rights and politics.

Central to the PSHCE provision is SMSC education; Spiritual, Moral, Social and Cultural education. This is key in developing students into thoughtful, confident, well-informed and compassionate young people who are able to lead happy, safe and responsible lives.

Students in Year 10 have one PSHCE lesson per cycle and also explore these issues in other areas of the curriculum including subject lessons, assemblies, tutor sessions, careers education and talks from external agencies.

## Religious Studies

As part of the broad and balanced curriculum that Ashmole Academy offers, Religious Studies is taught as a compulsory but non-examined subject delivered once a fortnight. The course follows some of the similar themes to those chosen at GCSE, with an emphasis on those that provide particularly stimulating discussion, such as: crime and punishment, prejudice and discrimination, the existence of suffering, miracles, God's existence and much more. Religious views are discussed, as appropriate.

Lessons are discussion led, with regular use of videos as a catalyst for thought and reflection, and opportunities for students to explore their own views and debate with others.



*An Ashmole Academy Trust School*

# The options subjects



# Art & Design

Examination Board	Edexcel
Syllabus Code	IFA0
Coursework	✓
Tiers of entry	X
Number of examinations	1

Firefly Subject Video Link: [Art](#)

The Art department aims for all students to be Active Cultural Citizens through the creation and consumption of Art. Students will think creatively to develop visual language to interpret and record the world around them whilst gaining an understanding of the importance of what Art contributes to our culture. Students will translate their learning to be the next generation of artists/designers.

## Course Content

The GCSE Art & Design course centres around four main themes; Nature, Objects, The Environment and People.

- **Nature:** Exploring a range of ceramic processes to create clay tiles, Mono printing and relief printing techniques
- **Still life:** Observational drawings using a range of material, Assemblage, Developing watercolour painting techniques, Exploring patterns, Collage techniques
- **Portraiture:** Exploring acrylic painting techniques, Developing an understanding of proportion
- **Environment:** Experimenting with different recording techniques to interpret the world around them.

## Assessment of the course

The course will be assessed by an examination at the end of the course in Year 11 and through a personal portfolio.

Unit 1 Personal Portfolio	Unit 2 Examination
is completed in lessons and regular homework, covering all four assessment criteria. <b>60 %</b> of the overall grade.)	The externally set examination is released by the examination board in the January of Year 11; students will produce work in response to set brief, carried out in a preparatory period before producing their final piece during a period of 10 hours in examination conditions. <b>40%</b> of the overall grade



# Art & Design

## What skills does Art & Design help students to develop?

- The students will learn to develop their ideas through investigations informed by selecting and critically analysing the work of professional artists
- They will refine their ideas as their work progresses through experimenting with media, material, techniques and process
- Students will be using drawing, painting and other materials to record their ideas and observations and develop their skills in using specialist vocabulary to evaluate their own work
- The conclusion of each project will be a painting, print, sculpture or textile piece which students produce over a sustained period of time

## Next steps

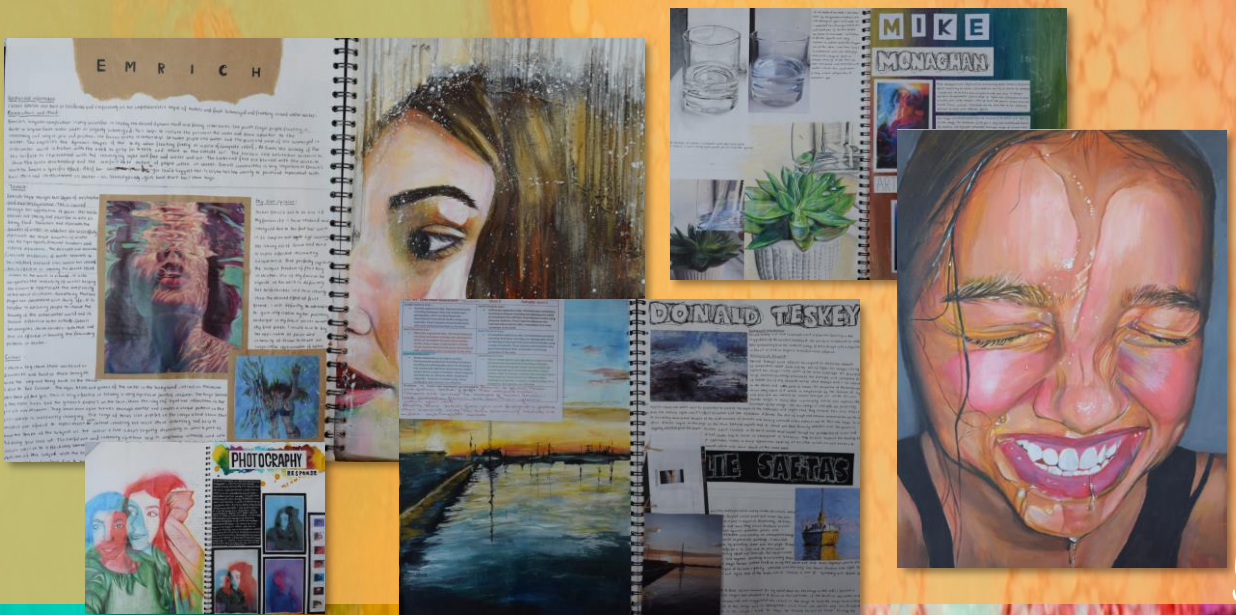
Students should follow a GCSE Art & Design course if they wish to pursue a career in Architecture, Graphic Design, Interior Design, Illustration, Theatre Design, Fashion and Textiles, Make up, Special Effects, Fine Art Painting or Sculpture, Animation, Photography, Restoration and much more.

Students learn to develop artistic skills of drawing, painting, 3D design, ceramics, photography, mixed media, silk painting, batik and printing. In addition, skills of analysis, critical awareness, self-confidence, independence, cooperation, time management and organisation skills.

GCSE Art & Design is required to progress onto A-level Fine Art at Ashmole Academy.

## Additional Information

Students purchase their own art pack, including sketchbook, paints, paint brushes and sketching pencils. Specialist Art materials relating to ceramics, printmaking, textiles and sculpture are provided by the school.





# BTEC Award in Enterprise

Firefly Subject Video Link: [Enterprise](#)

Examination Board	Edexcel
Syllabus Code	603/1916/1
Coursework	✓
Tiers of entry	X
Number of examinations	2 internal 1 external

The BTEC Tech Award in Enterprise will enable students to understand why businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast changing world.

Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all businesses.

## Course Content

The BTEC Tech Award in Enterprise enables students to understand why businesses need enterprising employees to drive their organisations forward, to have ideas and initiatives to instigate growth, and to ensure that businesses survive in this fast changing world. Enterprise skills provide a fantastic progression pathway into a number of roles in an organisation and are transferable into all.

## Assessment of the course

The course will be assessed by an examination at the end of the course in Year 11, alongside portfolio work.

Component	Component Title	Assessed
1	Exploring Enterprises (30% of the qualification)	Internally (Portfolio work)
2	Planning for and Pitching an Enterprise Activity (30% of the qualification)	Internally (Portfolio work)
3	Promotion and Finance for Enterprise (40% of the qualification)	Externally (Terminal examination)



# BTEC Award in Enterprise

## What skills does the BTEC Award in Enterprise help students to develop?

The BTEC Tech Award in Enterprise gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on the knowledge; understanding and skills required to research, plan, and pitch and review an enterprise idea, including:

- Development of key skills that provide aptitude in planning an enterprise activity, including market research, planning, carrying out financial transactions, communication and problem solving
- Knowledge that underpins effective use of skills, such as the features and characteristics of enterprises and entrepreneurs, and the internal and external factors that can affect the performance of an enterprise
- Attitudes and ways of working that are considered most important for enterprise, including monitoring and reflecting on performance of an enterprise idea and own use of skill

## Next Steps

- Students who gain a Level 2 may progress into A Level studies in a range of subjects.
- Students may also consider to study vocational qualifications at Level 3, such as BTEC National Extended Diploma in Business, which prepares them to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector.

## Additional Information

Please see the curriculum pathway options to see if this course is suitable to select.

Damian has delivered an order to a customer and now needs to be paid. He has sent you the following email giving information to include in his invoice.

Hello  
Can you create an invoice for me for AJ Craft Supplies Ltd?  
• 250 scented candles priced at £8.50 each  
• 275 candles priced at £4.00 each

As a loyal customer they should get a 10% discount on their order.  
Postage and packing should be charged at our standard rate of £40.00.

Thanks,  
Damian

2. 10 Complete the **Total Price** column in this invoice.

Invoice Number: 7916		Invoice to:	
		AJ Craft Supplies Ltd 437 Saffbury Terrace Duntholme NR27 4JX	
Quantity	Item Description	Unit Price	Total Price
250	Scented candles	£8.50	(1)
275	Candles	£4.00	(2)
		<b>Total Price</b>	(3)
		<b>Customer discount 10%</b>	(4)
		<b>Subtotal</b>	(5)
		<b>Postage and packing</b>	£40.00
		<b>Total to pay</b>	(6)

Damian Jones has been interested in crafts since he left art college. This interest led him to set up a candle-making enterprise. The enterprise also offers candle-making workshops.

Damian started the enterprise three years ago. He is not experienced in managing the finances of an enterprise and finds this part of running his enterprise difficult.



Damian makes the candles himself. One area of the enterprise he is keen to expand is the candle-making workshops sessions where customers can create their own candles. In recent months, the number of customers for these workshop sessions has fallen. Damian is not sure why this is happening, but it is affecting the profits of his enterprise.

Damian wants you to help him improve the success of the candle-making workshops, and to help with the general financial management of the enterprise.



# Business Studies

Examination Board	Edexcel
Syllabus Code	IBSO
Coursework	X
Tiers of entry	X
Number of examinations	2

Firefly Subject Video Link: [Business Studies](#)

The Business GCSE course will enable students to understand the business world. This comprises businesses which range from small enterprises to large multinationals and businesses operating in local, national and global contexts.

Studying this course will enable students to develop as commercially minded and enterprising individuals who think critically, drawing on business information and evidence to develop arguments and make justified decisions.

## Course Content

The Business GCSE course will enable students to understand the business world. This comprises businesses which range from small enterprises to large multinationals and businesses operating in local, national and global contexts. Studying this course will enable students to develop as commercially minded and enterprising individuals who think critically, drawing on business information and evidence to develop arguments and make justified decisions.

## Assessment of the course

The course will be assessed by examination(s) at the end of the course in Year 11.

Theme 1: Investigating small business	Theme 2: Building a business
1 hour 30 minutes (50% of the qualification)	1 hour 30 minutes (50% of the qualification)

# Business Studies

## What skills does the Business Studies help students to develop?

In Business GCSE students learn and use a variety of transferable skills throughout the course, including:

- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to make informed judgements
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- Develop and apply quantitative skills relevant to business, including using and interpreting data

## Next steps

This GCSE course forms the basis for further study in Business or Economics as it gives the necessary content about the business world to progress onto an A Level and if desired University courses in Business or Economics or related disciplines which include Accounting, Finance, Law and Advertising. This course also develops a broad range of skills including numeracy and literacy and therefore is useful for other routes of study.

## Additional Information

Students are permitted to use a calculator in their examinations.



# Computer Science

Examination Board	AQA
Syllabus Code	8520
Coursework	X
Tiers of entry	X
Number of examinations	2

## Firefly Subject Video Link: [Computer Science](#)

The Computer Science department aims to foster a love for programming by getting students working with real-world code and providing a good understanding of the fundamental principles of computing.

## Course Content

The Computer Science GCSE course is designed to challenge students to approach software and technology from a new perspective, with an appreciation and understanding of how common apps and programs have been created. It will also provide students with a broad knowledge of the hardware devices used and how they function.

- Fundamentals of algorithms – programs as implementations of algorithms, decomposition and abstraction, mechanics of searching and sorting algorithms.
- Programming – programming language, Boolean operations, data structures, input/output and file handling, string handling and random number generation, subroutines and robustness
- Data representation – number bases, converting between bases, units of information, character encoding, representation of images and sound, data compression
- Computer systems – hardware and software, Boolean logic, software classification, systems architecture
- Computer networks – types of network, protocols, network security
- Cyber security – types of threat, penetration testing, social engineering, malicious code, prevention of threats
- Impact of digital technology – ethical, legal and environmental impacts, privacy
- Aspects of software development – design, implementation, testing, evaluation and refining

## How is the course assessed?

The course will be assessed by examinations at the end of the course in Year 11.

<b>Paper 1</b> <b>Computational thinking and problem solving</b>	<b>Paper 2</b> <b>Written assessment (Theoretical knowledge)</b>
1 hour and 30 minutes (50% of the qualification)	1 hour and 30 minutes (50% of the qualification)

Students will also spend 20 hours completing a practical project and written report outlining the development of a computer program. This project will prepare students for Paper 1 that focuses on programming. The programming project will not be assessed.

# Computer Science

## What skills does Computer Science help students to develop?

In Computer Science GCSE students learn and use a variety of transferable skills throughout the course, including: Numeracy, Literacy, Collecting, analysing and interpreting information and data, evaluating work, communicating findings, listening to opinions, working independently.

## Next Steps

GCSE Computer Science supports all subjects both at Sixth Form level and beyond. Computer Science is relevant to all jobs and careers and employers are increasingly looking for candidates with high level Computing skills and qualifications. This course also develops a broad range of skills including numeracy and literacy and therefore is useful for other routes of study.

The UK IT sector currently has an enormous skills gap where there are more jobs than qualified applicants. This is especially prevalent in the programming space. Computer Science has links to many careers with IT becoming increasingly linked with everything we do, even if your job does not involve IT expertise directly, having a knowledge of Computer Science is valuable in most careers. Careers that are directly linked to Computer Science include: Web Design, Software Developer, Network Security, Robotics Engineer, Cloud Developers, Data Scientists, Games Design, Network Engineer/Manager, Systems Analyst, Information Scientist and IT Support Technician, as well as working in fields as far reaching as Science, Engineering, Medicine and Social Sciences amongst many others.

## Additional Information

Whilst there is no coursework, there will be many opportunities to conduct multi lesson programming projects to experience the full life cycle of developing a piece of software.

**N.B.** This is a challenging GCSE which includes programming and relies on strengths in logical thinking, numeracy and literacy. Therefore, this course has a *minimum entry requirement* of an Ashmole score of 7 in Mathematics and an Ashmole score of 6 in English in the Year 9 Spring IPC.



# Drama

Firefly Subject Video Link: [Drama](#)

Examination Board	AQA
Syllabus Code	8261
Coursework	✓
Tiers of entry	X
Number of examinations	1

In Drama, we believe all students should have the opportunity to explore their creativity and what it means to be human through a love of Drama.

The Drama department at Ashmole seeks to embrace the talents of all students. By providing opportunities for students to explore the roles of actor, director, script writer, designer and critic we endeavour to develop a life-long appreciation of Drama, Theatre and the Arts.

## Course Content

Study of this subject allows students to build their confidence in performance, as well as developing their skills in working creatively and cooperatively with others, and taking increased responsibility and ownership of projects they create. Drama can help encourage the following: enthusiasm, confidence, self-esteem and social skills.

Drama has the additional merit of helping students develop tolerance and empathy; adopting a role that requires an appreciation of others' perceptions, as well as providing new ways of communicating and understanding others

The GCSE Drama course at Ashmole Academy offers a challenging and stimulating environment in which to study, where students are positively encouraged to broaden their performance, group work and analytical skills.

## Assessment of the course

<b>Component 1 Written examination</b>	<b>Component 2 Devising drama (practical)</b>	<b>Component 3 Texts in practice (practical)</b>
1 hour and 45 minutes (40% of the qualification)	Non-examined assessment (40% of the qualification)	Performance of two extracts (20% of the qualification)

- The course will be assessed by examination (component 1) at the end of the course in Year 11
- For component 2 pupils are assessed on a coursework as well as a performance, the coursework contributes to 75% of component 2 and therefore 30% of their final grade.
- Component 3 is a performance exam, where pupils will be assessed by an external examiner on two extracts from a play.

# Drama

## What skills does Drama help students to develop?

GCSE Drama complements a range of subjects and is useful in building confidence and team cooperation, as well as improving presentation skills. It lends itself naturally to those wishing to study A Level Drama in the Sixth Form, but can also complement subjects such as English or Psychology. A qualification in Drama would be particularly useful if pursuing a career in teaching, public services, social services, law, the media or indeed any career which involves communication, interpersonal skills and working with members of the public.

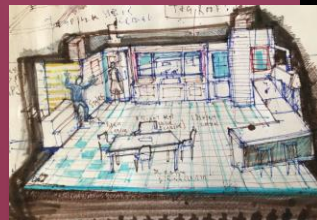
## Next Steps

In our currently ever changing job landscape, it is important that young people are gaining an array of transferrable skills – Drama is the perfect subject for this. Workplace and University statistics show that Drama students have one of the highest employment rates because the subject develops the skills of self-confidence, team-work and critical thinking skills, all of which are favoured highly by employers. This could lead you to arts-based careers such as:

- Actor
- Director/Producer
- Stage Manager
- Designer (Set, Costume, Props, Lighting, Sound)
- Broadcast presenter
- Community arts worker
- Dramatherapist
- Runner, broadcasting/film/video

However, not everyone who studies Drama goes on to be an actor or director. The skills you gain could be applied to the following fields or work:

- Education
- Law
- Social/Welfare
- Marketing/sales/advertising
- Business/financial



## Additional Information

Students are always assessed individually even though they work in groups throughout the GCSE course. Students will complete one written exam and one piece of course work, all the rest is practical. Students won't be able to choose groups but they will always be put with people who they work the best with.



# Food Preparation & Nutrition

Examination Board	Eduqas
Syllabus Code	C560P
Coursework	✓
Tiers of entry	×
Number of examinations	1

## Firefly Subject Video Link: [Food Preparation & Nutrition](#)

Design and Technology aims to have a curriculum which will allow students to become **self-motivated** and **confident** learners, who can work **independently** and as **part of a team**.

The main aim is to ensure that learners develop **technical** and **practical** competencies as well as the wider soft skills valued by employers.

Our priority is for students to grow a **critical mind-set** and be problem solvers who are ***not afraid of making mistakes***.

We hope our students will become responsible citizens who make a positive contribution towards society to **build our future**.

## Course Content

The Food Preparation and Nutrition GCSE course will include aspects of Nutrition, Food and Cooking and Food Preparation. In addition, it will encourage students to cook and enable them to make informed decisions about a wide range of further learning opportunities and career pathways, as well as develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Food spoilage
- Cooking and food preparation

## Assessment of the course

The course will be assessed by an examination at the end of the course in Year 11 alongside the NEA.

Component 1: Written examination	Component 1: Non-examined assessment
1 hour 45 minutes 50% of the qualification	Non-examination assessment: Assessment 1: Food Investigation 8 hours Assessment 2: Food Preparation 12 hours 50% of qualification



# Food Preparation & Nutrition

## What skills does Food Preparation & Nutrition help students to develop?

In Food Preparation and Nutrition GCSE, you learn and use a variety of transferable skills throughout the course, including:

- Numeracy
- Literacy
- Evaluating your work
- Working independently
- Range of cooking techniques

## Next Steps

The course is ideal for students who are thinking about entering the catering, food development, hospitality and leisure industries. It is also useful for students considering the fields of health, nutrition, or dietetics.

It also develops the students as confident and capable cooks when at university or when leaving home.





# Music

Firefly Subject Video Link: [Music](#)

Examination Board	Edexcel
Syllabus Code	IMU0
Coursework	✓
Tiers of entry	×
Number of examinations	1

In Music, we want students, by the end of their career at Ashmole, to:

- Create and experience a wide range of music at school
- Appreciate the place of music in their world
- Express thoughts and opinions on the music they experience

## Course Content

Through the GCSE Music course, students will actively develop their skills in performing, composing and analysing music. They will develop an awareness of a variety of instruments, music technologies, genres, styles and traditions of music.

Students will be expected to read music and be able to apply theoretical music knowledge to pieces of music they listen to and study. These may be set works they have already studied or unfamiliar works. They will learn about the historical context of pieces of music and how the context has influenced the composer and audience.

- Musical elements – organisation of pitch, basic melodic devices, tonality, structure, sonority, texture, tempo and dynamics
- Musical contexts – effect of purpose and intention, the effect of audience, time and place on music
- Musical language – reading and writing of staff notation, major and minor chords as well as associated chord symbols, using appropriate musical vocabulary and terminology

Students will be expected to perform, compose and appraise music from a range of areas of study. An area of study might be, for example, a genre, style, musical device, idiom, musical processes, period of time, cultural tradition or contextual influence. Students must demonstrate performing ability on their voice or instrument to the equivalent of grade 3 standard. This is essential for success on the course and where there is doubt over the suitability of this course for a particular student, an internal audition will be arranged to assess their performing ability.

## Assessment of the course

The course will be assessed by examination(s) at the end of the course in Year 11 alongside the NEA.

Component 1 Performing	Component 2 Composing	Component 3 Appraising
Non-examined assessment (30% of the qualification) One solo performance and one ensemble piece	Non-examined assessment (30% of the qualification) Two separate compositions, one to a given brief and one free choice.	Written examination: 1 hour and 45 minutes (40% of the qualification) Set works and unfamiliar pieces will feature in this exam

# Music

## What skills does Music help students to develop?

Throughout the course, students will develop a range of skills which include:

- Performing and composing skills, including the ability to make music individually and in groups.
- Knowledge of music history (Western Classical Music) through time and theory.
- Critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation.

## Next Steps

- Music is a fun, sociable and engaging subject that develops many parts of the brain including practical skills and critical inquiry.
- It is highly valued by universities and looks good on any CV as an indication of your talent and creativity.

Music at GCSE is excellent preparation for A Level Music. Music is an academically rigorous and artistically challenging discipline and studying Music can lead to a wide range of careers such as; performer, composer, record producer, sound engineer, radio presenter, radio producer, song writer, teacher, DJ, publishing, artist management, journalist, or music therapist.

If a career in music is not the ultimate goal, music training and the associated skills are complementary to many other professions and careers. For example, performing skills will give students confidence in presenting to an audience, which is particularly useful if pursuing a future career in drama or law. Listening skills will enhance the aural perception needed in language study. Many excellent musicians also go on to study Medicine, Mathematics or the Sciences at top universities.

## Additional Information

- To be successful in the GCSE music performance students should be able to play to grade 3 / 4 standard as a minimum. Singing counts as an instrument and is suitable for both solo and ensemble requirements.
- Ensemble skills are essential to the course and these are best developed in a directed musical activity through our extra curricular clubs such as choir, orchestra, band etc. For example, our senior choir provides essential musical learning, ear training and valuable performance opportunities for all our students.
- There are opportunities to attend trips to see musicals such as *Wicked* (one of the set works) and visiting the London Symphony Orchestra.



# Physical Education

Examination Board	AQA
Syllabus Code	8582
Coursework	✓
Tiers of entry	×
Number of examinations	2

Firefly Subject Video Link: [Physical Education](#)

The Physical Education department aim to provide an inclusive range of sporting activities giving all students the opportunity to participate in high quality PE.

It is our aim for all students to have confidence in a range of different sports and physical activities as they move up throughout the school. We want students to enjoy PE so that they have a desire to maintain a lifelong involvement in physical activity as we recognise the importance that sport and activity has in maintaining physical, social and mental wellbeing throughout life.

Within GCSE PE theory lessons we aim to offer students a wide range of new and contemporary topics that will help students of all abilities to develop a well-rounded skill set, preparing them for progression to further studies.

We look to challenge students by making links between both theory and practical knowledge, using real life sporting examples to develop a willingness to discover more.

## Course Content

The Physical Education GCSE course will include aspects from Sport Psychology, Movement Analysis, Anatomy and Physiology and Socio-Cultural concepts in physical activity. Alongside the theory content, students will also cover practical activities including both team and individual sports. Topics include:

- Anatomy and Physiology
- Movement Analysis
- Sports Psychology
- Socio-Cultural Influences
- Physical Training
- Practical Activities
- Sports

## Assessment of the course

The course will be assessed by examination(s) at the end of the course in Year 11. All aspects of the course will be examined, with the practical aspect being assessed internally alongside a theory examination paper. The 40% NEA will be based on practical performance in physical activity and sport.

<b>Paper 1: The human body and movement in physical activity and sport</b>	<b>Paper 2: Socio-cultural influences and well-being in physical activity and sport</b>
1 hour 15 minutes (30% of the qualification)	1 hour 15 minutes (30% of the qualification)



# Physical Education

## What skills does Physical Education help students to develop?

In Physical Education GCSE, you learn and use a variety of transferable skills throughout the course, including: Numeracy, Literacy, Data Analysis, Communication skills, Leadership skills, Problem solving

## Next Steps

This GCSE course forms the basis for further study in Physical Education, as it gives you the key subject knowledge in Anatomy and Physiology, Skill Acquisition and Contemporary studies to study Physical Education at A Level. It is considered to be the pre-requisite for courses such as Physical Education, Sport and Exercise Science, Physiotherapy, Sport Psychology and Sports Coaching at degree level.

## Additional Information

- You can only be assessed in the sports that are on the specification
- You are able to participate in sport outside of school, and this can be used as your assessed work. You will need to bring in video evidence of you participating in the skills and full context.
- The assessment of practical P.E is all down to the quality of your skills and your ability to influence the full context – a competitive game
- Over the course of a two week cycle, there are two GCSE practical lessons and two GCSE theory lessons.
- During practical lessons, we offer a range of individual and team sports. Throughout the course students will develop their skills where we look to assess a pupil in their best three sports





# Product Design

Examination Board	Edexcel
Syllabus Code	IDT0/IC - Polymers
Coursework	✓
Tiers of entry	×
Number of examinations	1

Firefly Subject Video Link: [Product Design](#)

Design and Technology aims to have a curriculum which will allow students to become self-motivated and confident learners, who can work independently and as part of a team.

The main aim is to ensure that learners develop technical and practical competencies as well as the wider soft skills valued by employers.

Our priority is for students to grow a critical mind-set and be problem solvers who *are not afraid of making mistakes*.

We hope our students will become responsible citizens who make a positive contribution towards society to build our future.

## Course Content

The Design & Technology GCSE: Product Design will incorporate a combination of Graphics and Resistant Materials into one subject. The course will engage students in developing their visual communication skills using drawing and modelling techniques that present solutions to design activities. Students also develop their practical making skills during the course using a variety of different tools and equipment including CAD/CAM. Students can work with a variety of different materials such as plastics, woods and metals to then create their designs. Students can have a free choice of materials to make their final assessed product.

## Assessment of the course

The course will be assessed by an examination at the end of the course in Year 11 alongside the NEA.

Component 1: Written examination	Component 1: Non-examined assessment
1 hour 45 minutes 50% of the qualification	Students will undertake a project based on a contextual challenge released by the examination board. There are four parts to the assessment: investigate, design, make and evaluate. 50% of the qualification

# Product Design

## What skills does Product Design help students to develop?

Students develop a wide range of design and making skills through the use of the school workshops and CAD/CAM applications such as SolidWorks 3D modelling package, the Laser cutter and the 3D printer. Students can choose to design their work both by hand or on the computer to present their work, with no restrictions, which makes this course suitable for all students. Other transferable skills include:

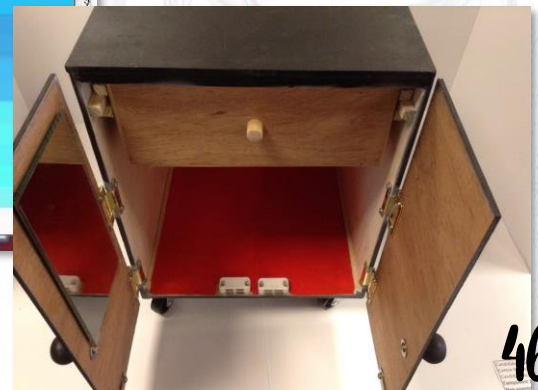
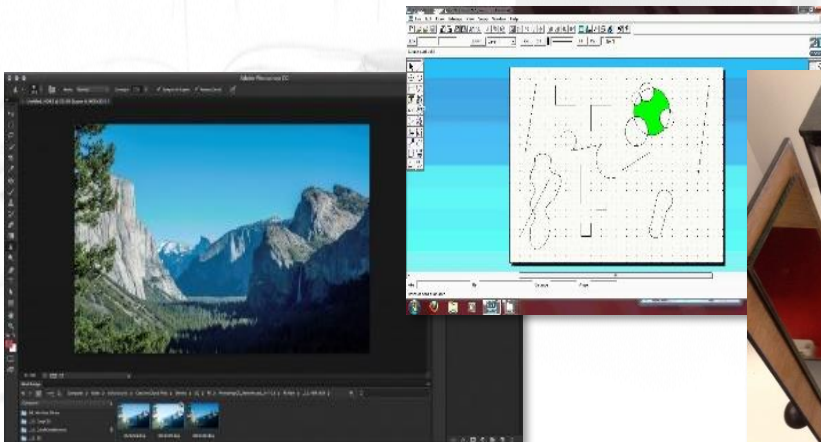
- Resilience in your ability to problem solve
- Developing a critical mindset
- Increased imagination in order to create solutions for sustainability
- Understanding the importance of past & present designers
- Building strong collaboration skills
- Awareness of different cultures
- Responsibility in health & safety



## Next Steps

Technology is a very popular option at A Level. Skills developed in Product Design are very transferable and students who gain a grade 6 or higher are encouraged to select the Edexcel Product Design A Level as an option if they aspire **to progress into any of the creative or technical professions, or simply enjoy the subject.** Future study and careers include:

Architecture, Industrial design, Interior design, Automotive design, Boat building, Theatre / Set Design, CAD design, Green energy design and engineering, Automotive design, Construction, Jewellery design, Games designer.





# Religious Studies

Examination Board	AQA
Syllabus Code	8062
Coursework	×
Tiers of entry	×
Number of examinations	2

## Firefly Subject Video Link: [Religious Studies](#)

Religious Studies gives all students the opportunity to:

- Ask and answer the biggest questions of life.
- Examine critically the beliefs and practices of those who are religious and non-religious.
- Explore a range of philosophical, ethical and theological issues.
- Reflect on their own beliefs and practices.

Our students will leave Ashmole intellectually curious, critically capable, yet also informed and respectful about the different beliefs, attitudes and ideas of humanity, past and present, equipping them to shape the future.

## Course Content

The course is split into two equal sections:

1. The study of the Beliefs and Practices of:
  - Christianity
  - Islam
2. Religious, Philosophical and Ethical Studies:
  - Relationships and families
  - Religion and life
  - The existence of God and revelation
  - Religion, peace and conflict



## Assessment of the course

Each exam paper has four sections, each with a range of knowledge, understanding, comparison and evaluation questions. The course will be assessed by an examinations at the end of the course in Year 11.

<b>Paper 1</b> <b>The study of Religions</b>	<b>Paper 2</b> <b>Thematic studies</b>
1 hour and 45 minutes (50% of the qualification)	1 hour and 45 minutes (50% of the qualification)

# Religious Studies

## What skills does Religious Studies help students to develop?

Students will:

- Develop their knowledge and understanding of religion, and philosophical and ethical issues
- Express their personal responses and informed insights on fundamental questions and issues
- Develop skills in explaining, comparing, evaluating and debating

## Next Steps

This GCSE course forms the basis for further study in Religious Studies providing the necessary content and skills to develop your religious, ethical and philosophical thinking. Topics studied feed directly into the A Level, as well as any further study of Religious Studies, Philosophy or Theology.

Furthermore:

- Religious Studies is a subject that will develop your skills of explaining, comparing and evaluating – complementing those in other subjects such as English and History.
- It is well respected by Universities and is often used as a platform for studying similar subjects, as well as law and medicine.
- The content and skills learned in RS will be of great use in any career that involves working with people, such as: social work, community work, politics, teaching, medicine, law and many others!

## Additional Information

RS is not compulsory as a GCSE, however it is studied as a non-examination subject once a fortnight for those who do not choose it as an option.

There is rich and varied content to the course that suits those of any faith or no faith.





# Textiles

Firefly Subject Video Link: [Textiles](#)

Examination Board	Edexcel
Syllabus Code	IDT0/IE - Textiles
Coursework	✓
Tiers of entry	×
Number of examinations	1

Design and Technology aims to have a curriculum which will allow students to become self-motivated and confident learners, who can work independently and as part of a team. The main aim is to ensure that learners develop technical and practical competencies as well as the wider soft skills valued by employers.

Our priority is for students to grow a critical mind-set and be problem solvers who are *not afraid of making mistakes*.

We hope our students will become responsible citizens who make a positive contribution towards society to build our future.

## Course Content

Textiles will cover textiles for fashion and interiors. Students will learn through a series of projects where they will design and make textile items. They will produce a portfolio of 2D and 3D work and build the confidence and skills to complete a final practical textiles garment. The course includes:

- Designing and making assignments – in which the students put their capability to work to develop a product that meets real needs
- Focused practical tasks – in which the students develop their making skills and knowledge of manufacturing processes whilst organising and planning their time effectively
- Products and application tasks - in which the students explore existing products and use what they find out to add to their own repertoire of skills, knowledge and understanding
- Theory – understanding of the materials, processes, sustainability and products involved with the industry: the course will require students to demonstrate both mathematical and scientific knowledge within their work

## Assessment of the course

The course will be assessed by an examination at the end of the course in Year 11 alongside the NEA.

Component 1: Written examination	Component 1: Non-examined assessment
1 hour 45 minutes 50% of the qualification	Students will undertake a project based on a contextual challenge released by the examination board. There are four parts to the assessment: investigate, design, make and evaluate. 50% of the qualification



# Textiles

## What skills does Textiles help students to develop?

Project work will involve developing fashion and textile designs, researching artists, designers and different cultures using books, visits and the internet. Students will be creating ideas and learning how to develop work using techniques such as batik, silkscreen printing and embroidery, construction techniques for garments and other products, the correct use of machines and equipment and industrial processes, including the use of CAD and CAM. Projects include; interior design furnishing and accessories, sportswear, children, women and menswear, protective clothing and scientific wearable technology. A number of transferable skills will be developed, which include:

- The design process; from problem to manufactured solutions
- Drawing techniques; Fashion illustration
- Garment construction and the use of equipment
- New technologies being developed in Textiles; Scientific Wearable Technology
- The use of computer aided design and manufacture (Photoshop and 2D Design) to create modern, innovative solutions

## Next steps

Technology is a very popular option at A Level and skills developed in Textile Design are very transferable. Students who gain a grade 6 or higher are encouraged to select Edexcel Product Design at A Level as an option, if they wish to progress into a creative profession or simply enjoy the subject. Future study and careers include:

Fashion Journalist, Footwear Design, Fashion Design, Textiles / Fashion Buyer, Pattern Cutter, Garment Technologist, Costume Designer, Milliner, Interior designer, Surface Pattern Designer.



# Making Choices

We have provided, within the Compulsory and Option Subjects sections of this booklet, a brief summary of the subjects on offer, as well as a broad outline of the course the students will follow. Students should read these carefully with their parents to fully understand the demands of both the course content and the assessment style.

It is important to balance an interest in the subject with choices that will maximise the chance of personal success. Although the curriculum pathways aim to ensure students have a broad range of options available to them for post 16 study, if a student has the intention to study a particular subject at A Level then it is recommended they choose that subject.

## For Further Advice

Your child has already begun the process of considering their Key Stage 4 Options through PSHE and tutorial sessions, as well as guidance assemblies.

Should you have any queries, the following people can give advice:

**Ms C Moon**

**Ms I Best**  
**Form Tutor**

**Subject teachers**

Senior Assistant Head Teacher  
Head of Year 9

To see if a balanced set of subjects have been chosen to suit an individual student

To discuss the suitability of the subject being chosen

Please email all queries to **[Year9options@Ashmoleacademy.org](mailto:Year9options@Ashmoleacademy.org)**

An **information evening** will also be held during the **Autumn Term of Year 10** to further update parents/carers and help their child to succeed.

# Frequently asked questions

## **A) What do you do if too many students opt for one subject?**

The option blocks are built after the students have made their option choices. Therefore we are usually able to give all students the subjects they would like to study at Key Stage 4. In the rare situation that the first choices result in a subject being oversubscribed, preference will be given to students who have met their aspirational target grade and then in order of a student's attainment in their Year 9 Spring IPC.

## **B) What do you do if too few students opt for one subject?**

If demand for a particular subject is small, it may not be possible to run that subject. This is dealt with on a one-to-one basis. Students and their parents/carers will be kept informed at all times.

## **C) Can all the choice combinations be timetabled?**

We are generally able to give all our students the subjects they would like to study at Key Stage 4. In exceptional cases it may be impossible to timetable some choice combinations. Individual interviews will take place with students who have chosen subject combinations, which cannot be timetabled. Students and their parents will be kept informed at all times.

## **D) How can I communicate with my son/daughter's teachers about their option choices?**

Subject specialists will be available to discuss their subjects with you at the Year 9 Parents Evening on Thursday 25<sup>th</sup> March. If you would like further assistance with the option choices for your son/daughter, you will be able to attend a virtual interview with an experienced member of staff. This interview is normally 10 minutes in duration and will provide final guidance to ensure the option choices are appropriate for your child. Students should attend this meeting with you. There will be an opportunity to review the Options Form following the Options Guidance Interview. If you have any further questions before this time, please feel free to contact the relevant Head of Department at the school or for more general queries, Ms Moon. For a small number of students with whom we have discussed an alternative curriculum pathway, we have already allocated you an Options Guidance Interview.



# Frequently asked questions

## **E) Which new subjects do you offer at Key Stage 4?**

GCSE Business and Computer Science are both offered as new subjects at Key Stage 4. Some students will have the opportunity to follow a vocational BTEC Tech qualification in Enterprise.

Students are encouraged to view the subject information videos on Firefly for more detail about these qualifications.

[Access the Firefly Options Page HERE](#)

## **F) Which non-GCSE subjects do you offer at A Level?**

We currently have the following non-GCSE subjects offered in the Sixth Form that are not taught at Key Stage 4:

- A Level Economics
- A Level Further Mathematics
- A Level Media Studies
- A Level Psychology
- A Level Sociology
- A Level Government & Politics

## **G) Do students have to follow a course at GCSE to be able to take it at A Level?**

It is generally required and advisable for students to have, where possible, studied the subjects that they choose for A Level at GCSE. However, in some circumstances students of a suitable aptitude may be accepted for some A Level subjects in the Sixth Form even if they have not covered the GCSE course in Years 10 and 11. Students who are interested in this should read through the relevant 'Subject Descriptions' and see the relevant Head of Department. The current subjects and entry criteria for entry into the Sixth Form can be found on the school website: [www.ashmoleacademy.org](http://www.ashmoleacademy.org)

# Frequently asked questions

## **H) When will the students start their Key Stage 4 courses?**

Students at Ashmole Academy will start Key Stage 4 courses in Year 9 after the May half-term break. This is done in order to give more time to cover the content of the course and maximise future success for each student. It also provides students with a better preparation for the linear examinations at the end of Year 11 and provides a better opportunity for a thorough period of revision at the end of the course.

## **I) What will happen if I change my mind about my option choices?**

For most students, we would hope that they would be able to make informed and appropriate option choices that they remain happy with. However, a smaller number of students may change their mind and want to change option courses before the new timetable has started. Whilst this is generally not advisable, it may be a possibility if the timetable allows and if there is space in the subject they wish to switch to. The opportunity to move after the start of the Key Stage 4 courses after the summer break is much more complex and may not be possible. It will also be made difficult as the student would need to catch up on any work missed since the start of the course. Any change would need to be made by a letter of request from the parents/carers and then authorised by the Leadership Team member for Year 9 or the curriculum.

## **J) What if the government makes further changes?**

The school will advise parents/carers of any changes to the proposed curriculum at Ashmole Academy.

## **K) What is the “English Baccalaureate”?**

This is an overarching performance measure, not a qualification. To achieve this benchmark measure, students are required to attain a grade 5 or more in the five Ebacc subject areas: English Language and English Literature, Mathematics, Science (2 or 3 GCSE equivalent), a Language and a Humanities subject (History or Geography). There is a very strong likelihood that this demanding GCSE standard will become a factor looked at by universities and employers once that stage of career is reached. We therefore believe that our curriculum should maximise student success in the English Baccalaureate and therefore most students will follow these subjects as part of their ‘compulsory’ curriculum.

# Frequently asked questions

## **L) Where can I find out more information about University destinations?**

For those parents and students interested in looking ahead, a useful guide on a wide variety of courses on offer, current entry requirements as well as the current rankings by subject and institution, can be found at:  
[www.guardian.co.uk/education/universityguide](http://www.guardian.co.uk/education/universityguide)

Other sites which contain useful information on higher education include:

<http://university.which.co.uk>

<http://www.thecompleteuniversityguide.co.uk>

<http://www.telegraph.co.uk/education/universityeducation/universities-and-colleges>

<http://www.independent.co.uk/student/into-university>

<http://www.timeshighereducation.co.uk>

## **M) What are regarded as the most prestigious Universities?**

A group called the 'Russell Group' are widely regarded as the most prestigious universities in the United Kingdom and we would advise our gifted and talented students in particular to apply to these institutions. For more information on the full list of "Russell Group" universities, please visit: [www.russellgroup.ac.uk](http://www.russellgroup.ac.uk)

## **N) What careers advice has my child already received?**

During their PHSE lessons, Year 9 students are shown how to use the Unifrog platform, an online careers guidance service. By identifying their learning styles and strengths, students are able to explore the many different career opportunities open to them. The website will suggest a number of possible career choices to each individual student based on the information provided by them.

