ASHMOLE ACADEMY

An Ashmole Trust School

Key Stage 4 Curriculum & Options Choices

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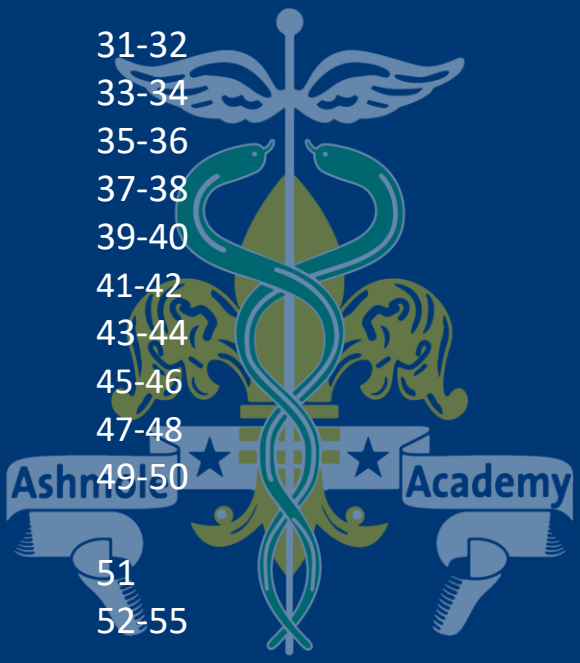


Introduction

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 which aim 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. We aim to give practical and straightforward information that will guide and advise students to take courses that suit their 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 further 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 a humanities subject from either Geography or History alongside the core compulsory subjects; English, Mathematics and Science. These subjects, collectively known as the English Baccalaureate (Ebacc), open up greater opportunities in further education and are considered essential to many degrees.

Some students will be identified to study the English, Mathematics & Digital Functional Skills Qualifications to complement their GSCE study of both English and Mathematics. By doing so they will improve their chances of securing at least a Grade 5 in both GSCE English and Mathematics. This will then provide them with a wider range of Post 16 options, including meeting the entry requirements to Ashmole Academy Sixth Form.

All students have a number of free choices, 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 a compulsory core curriculum with 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 child 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
English	9	9
Mathematics	8	8
Science	12	12
Religious Studies (Core)	1	0
Physical Education (Core)	3	1
PSHE	1	0
OPTION	4	5

These courses will be completed in May/June 2026, when the students will be in Year 11. GCSEs are graded with a scale from 9 to 1, with 9 being the highest grade.

Assessment

All GCSEs are assessed by terminal examinations in Year 11.
Some GCSEs have a terminal examination as well as elements of non-examination assessment (NEA). NEA refers to any assessment which forms part of an awarding body's qualification that is not the subject of a terminal examination. This could include controlled assessment, coursework or any other form of non-examined assessment. Non-examined assessments are marked (and where necessary moderated) internally. The marks are then submitted to the examination board for verification in the Spring of the examination year. The final decision on the awarding of marks is made by the examination board. GCSEs in Art, Textiles, Product Design, Food & Nutrition, Physical Education, Music and Drama all contain elements of NEA.

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 not assessed and will not lead to a qualification.

Curriculum Pathway One

This Curriculum Pathway allows students to meet the standard for the English Baccalaureate (EBacc). It consists of the core compulsory subjects, which are GCSEs in English Language, English Literature, Mathematics and Science (either combined or separate) plus a GCSE in either Geography or History and a GCSE in either French or Spanish. This selection is complemented by two further subjects from the list of GCSE option choices. Students on pathway one will study 9 or 10 GCSEs, depending on whether they take combined science, which is worth 2 GCSEs or separate science (3 GCSEs).

Curriculum Pathway Two

This Curriculum Pathway consists of the core compulsory subjects, which are GCSEs in English Language, English Literature, Mathematics, Science (either combined or separate) plus additional Digital, English and Mathematics Functional Skills Qualifications. Students will complete both the English and Mathematics Functional Skills Qualifications in Years 9 and 10, alongside their English Language and Literature and Mathematics GCSE courses. In Year 11, students will complete the Digital Functional Skills Qualification. This selection is complemented by three further subjects from the list of GCSE option choices. Students on pathway two will study 8 or 9 GCSEs plus 3 Functional Skills Qualifications.

Curriculum Pathway Three

This Curriculum Pathway allows students to study 8 GCSEs including an additional course to complement their GCSEs in the core subjects. By doing so they will improve their chances of securing at least a Grade 4 in all of their GCSE subjects. This would then enable them to access Post 16 education and /or an apprenticeship. Students will need to study both English Literature and Language, Mathematics and Science as well as **three further subjects** from the list of options choices.

Curriculum Pathways

Pathway One	CORE Subjects (Compulsory)	Languages	Humanities	Free Choice 1	Free Choice 2
	• English Language • English Literature • Maths • Biology • Chemistry • Physics	• French Or • Spanish (Students wishing to choose both languages would choose **Spanish** here and **French** in the Free Choice)	• Geography Or • History (Students wishing to choose both humanities would choose **History** here and **Geography** in the Free Choice)	• Art • Drama • Music • French • Geography • Textiles • Product Design • Business Studies • Computer Science* • Physical Education • Religious Studies • Food Preparation & Nutrition	• Art • Drama • Music • French • Geography • Textiles • Product Design • Business Studies • Computer Science* • Physical Education • Religious Studies • Food Preparation & Nutrition

Pathway Two	CORE Subjects (Compulsory)	Functional Skills Qualification	Free Choice 1	Free Choice 2	Free Choice 3
	• English Language • English Literature • Maths • Biology • Chemistry • Physics	• Digital English and Maths	• Art • Drama • Music • French • Spanish • Geography • History • Textiles • Product Design • Business Studies • Computer Science* • Physical Education • Religious Studies • Food Preparation & Nutrition	• Art • Drama • Music • French • Spanish • Geography • History • Textiles • Product Design • Business Studies • Computer Science* • Physical Education • Religious Studies • Food Preparation & Nutrition	• Art • Drama • Music • French • Spanish • Geography • History • Textiles • Product Design • Business Studies • Computer Science* • Physical Education • Religious Studies • Food Preparation & Nutrition

*<u>**N.B.**</u>

1. Computer Science 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.

2. Due to the similarities in course content, students may not select the following combinations; Product Design **and** Textiles

Curriculum Pathways

	CORE Subjects (Compulsory)	Free Choice 1	Free Choice 2	Free Choice 3
Pathway Three	• English Language • English Literature • Maths • Combined Science (2 separate GCSEs)	• Art • Drama • Music • French • Spanish • Geography • History • Textiles • Product Design • Business Studies • Physical Education • Religious Studies • Food Preparation & Nutrition	• Art • Drama • Music • French • Geography • History • Textiles • Product Design • Business Studies • Physical Education • Religious Studies • Food Preparation & Nutrition	• Art • Drama • Music • French • Geography • History • Textiles • Product Design • Business Studies • Physical Education • Religious Studies • Food Preparation & Nutrition

N.B. Due to the similarities in course content, students may not select the following combinations; Product Design **and** Textiles

This pathway includes an additional course, which is designed to support and improve students' chances of achieving at least a Grade 4 in all of their GCSEs.

The Options Process and Timescale

Year 9 Parents' Evening 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.	18th January 2024
Options guidance in tutorial sessions 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 2024
Options Guidance Assemblies Key staff will provide guidance on the Options Process to students. An outline of the option subjects available will be given to students.	Feb 2024
Options Evening Parents/Carers and students are invited to attend our Options Evening to gain more understanding of the options process as well as subject specific information for all subjects studied at GCSE.	22nd Feb 2024
Initial Options Deadline All students will need to submit their initial choices in advance of the optional guidance interviews.	14th March 2024
Options Guidance Interviews 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.	21st March 2024
Options Final Decisions Students will have an opportunity to review their online Options Form after their Options Guidance meeting.	25th March 2024
Start of GCSE Courses Year 9 students will start their full Key Stage 4 timetable after the May Half-Term break.	3rd June 2024
Completion of GCSE Courses Students will finish their Key Stage 4 courses and take their terminal GCSE examinations.	May/June 2026

How are students given guidance on Careers?

All students will continue to 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 PSHE 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 support your child in their future pathways can be found on the following link.

Learn more about **Unifrog** here:
https://www.unifrog.org/

ASHMOLE ACADEMY

An Ashmole Trust School

The Compulsory Subjects

English

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

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.

Paper 1: Explorations in Creative Reading and Writing	Paper 2: Writers' Viewpoints and Perspectives
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.

Paper 1: Shakespeare and the 19th Century Novel	Paper 2: Modern Texts and Poetry
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	1MA0
Coursework	✗
Tiers of entry	✓
Number of examinations	3

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.

Paper 1 Non-calculator	Paper 2 Calculator	Paper 3 Calculator
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

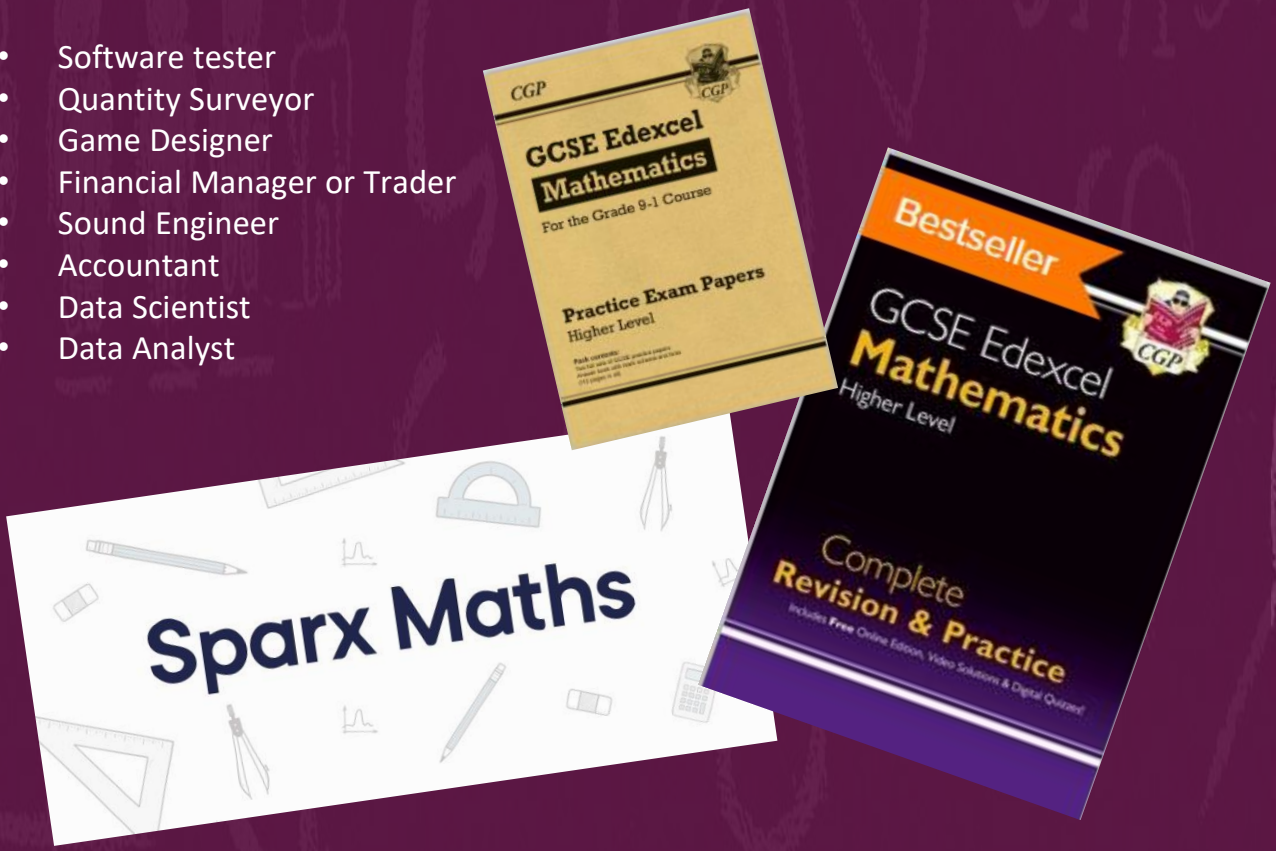
Students for both tiers will need a scientific calculator.

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

Examination Board	AQA
Syllabus Code	Separate: 8461 Biology 8462 Chemistry 8463 Physics Combined: 8464
Coursework	✕
Tiers of entry	✔
Number of examinations	6

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.

Separate 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:

Paper 1	Paper 2
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 separate 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 separate 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 separate 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 Year 10 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 you 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	1GBO
Coursework	✕
Tiers of entry	✕
Number of examinations	3

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 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.

Paper 1 Global Geographical Issues	Paper 2 UK Geographical Issues	Paper 3 Making Geographical Decisions
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 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

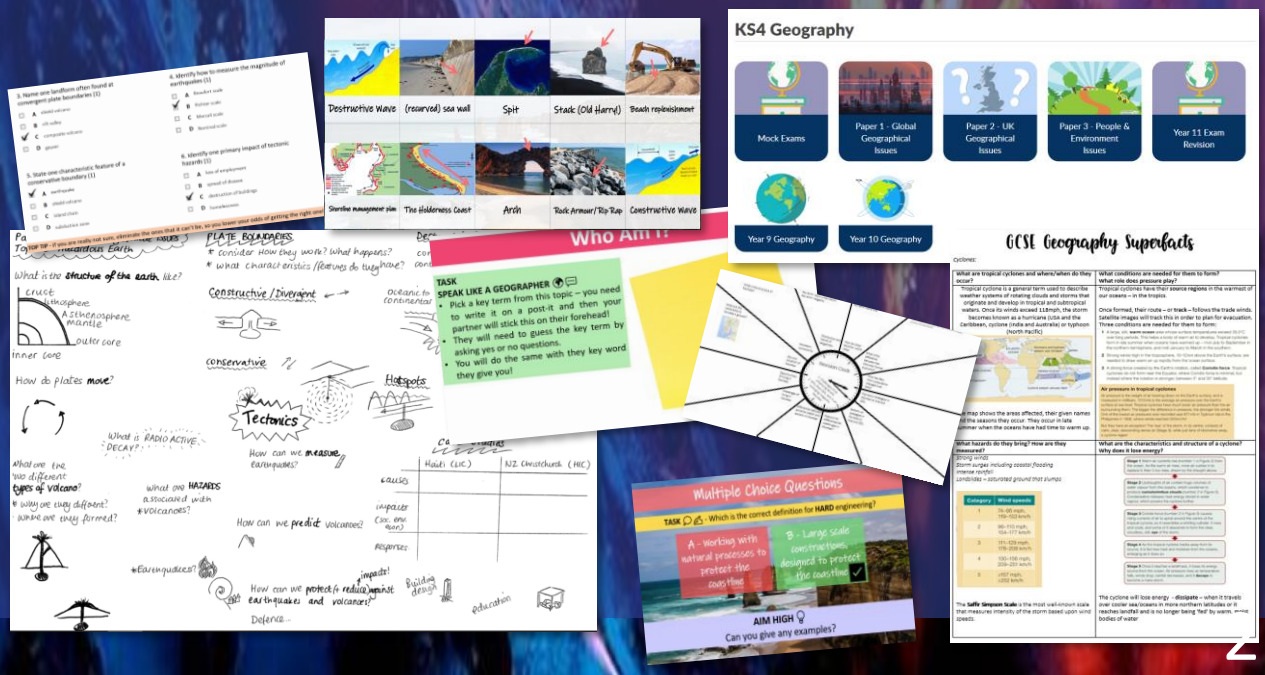
Additional Information

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.



History

Examination Board	Edexcel
Syllabus Code	1HI0
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.

Paper 1 Medicine Through Time	Paper 2 International Relations / King Richard and King John	Paper 3 Germany 1918-1939
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?

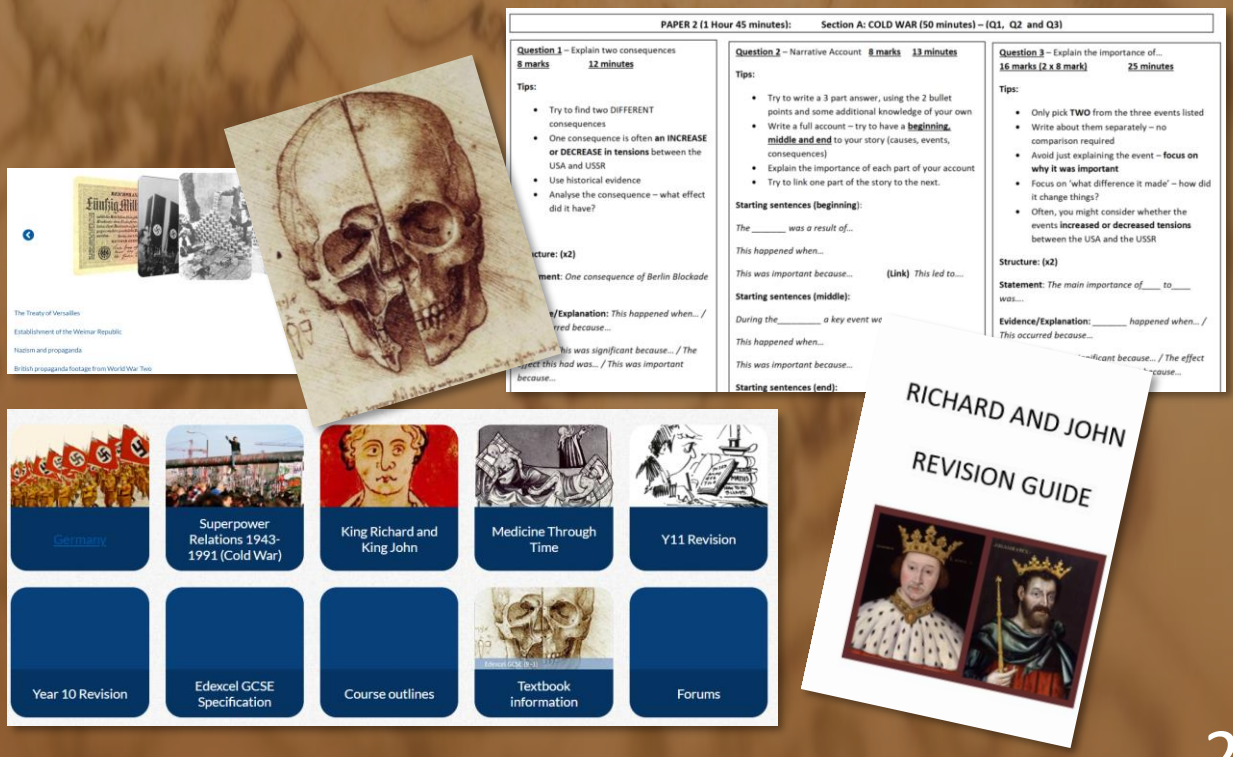
The course encourages students to develop the skills of enquiry, analysis, argument, explanation and evaluation. Students will learn how to communicate effectively through essay writing and debate.

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



Modern Foreign Languages

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

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 useful 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.

Functional Skills

Examination Board	AQA
Syllabus Code	8725
Coursework	✕
Tiers of entry	✕
Number of examinations	2

Functional Skills English Level 2

The English Functional Skills course gives students appropriate opportunities to demonstrate their competence in English using real-world situations. The specification will enable learners to develop confidence in English skills, preparing them for progression into employment or further education and for use in their daily lives. Students will develop their Reading and Writing skills through real-world situations and texts to engage their interest. The speaking, listening and communicating unit will allow students to develop their presentation and discussion skills around topics of their own choice. A key aspect of developing knowledge and skills in English is to be able to communicate with confidence, effectiveness and with an increasing level of independence.

Learners will be able to:

- Listen, understand and make relevant contributions to discussions with others in a range of contexts;
- Apply their understanding of language to adapt delivery and content to suit audience and purpose;
- Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing;
- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar; and
- Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Assessment of the course

The course will be assessed by examinations at the end of the course **in Year10.** The 33.3% Non-Examined Assessment will be based on 1 presentation and 1 discussion task.

Paper 1: Reading	**Paper 2: Writing**
1 hour (33.3% of the Functional Skills Qualification)	1 hour (33.3% of the Functional Skills Qualification)

Functional Skills

Examination Board	**Pearson Edexcel**
Syllabus Code	603/4268/7
Coursework	✕
Tiers of entry	✕
Number of examinations	2

Mathematics Functional Skills Level 2

The Pearson Edexcel Functional Skills Qualifications in Mathematics will allow learners to develop understanding and skills in mathematics. The qualification gives learners the opportunity to demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the level and apply mathematical thinking to solve simple problems in familiar situations.

Course Content:

- Using numbers and the number system – whole numbers, fractions, decimals and percentages
- Using common measures, shapes and space
- Handling information and data

Functional Skills mathematics qualifications will:

- Support the students for their learning of the Maths GCSE content
- indicate that students can demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity
- Introduce students to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life
- enable students to develop an appreciation of the role played by mathematics in the world of work and in life generally

Assessment of the course

The course will be assessed by examination at the end of the course **in Year 10.**

Paper A: Non-Calculator	**Paper B: Calculator**
25 minutes (25% of the Functional Skills Qualification)	1 hour 30 minutes (75% of the Functional Skills Qualification)

Functional Skills

Examination Board	**Pearson Edexcel**
Syllabus Code	610/3358/3
Coursework	✕
Tiers of entry	✕
Number of examinations	2

Digital Functional Skills Level 1

Digital Functional Skills qualifications will enable learners to initiate and participate in digital and online activities safely in the workplace and other real-life contexts. Learners will be given opportunities to apply their knowledge and skills to a range of different contexts. The course provides a foundation for progression into employment or further education and develops skills for everyday life.

Aims and learning outcomes

Digital Functional Skills qualifications will:

- Enable learners to increase their confidence and fluency in their use of digital knowledge and skills, and develop a positive attitude towards the use of digital skills
- Enable learners to demonstrate their knowledge and skills by applying these to complete tasks and activities
- Introduce learners to areas of life and work which may be new or unfamiliar, and tasks and activities that they may encounter in future
- Enable learners to develop an appreciation of the importance of digital skills in the workplace and in life generally

Course Content:

1. Using devices and handling information
2. Creating and editing
3. Communicating
4. Transacting
5. Being safe and responsible online

Assessment of the course

The course will be assessed by 1 examination comprising 2 sections at the end of the course **in Year11.**

Section A: Question Paper	Section B: Task
15 minutes	1 hour 30 minutes

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 PSHE (Personal, Social, Health 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. PSHE also includes a number of wider based lessons on crime and punishment, environmental issues, human rights and politics.

Central to the PSHE 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 PSHE 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: 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.

ASHMOLE ACADEMY

An Ashmole Trust School

The Options Subjects

Art & Design

Examination Board	Edexcel
Syllabus Code	1FA0
Coursework	✔
Tiers of entry	✕
Number of examinations	1

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. **60%** 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. **40%** 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

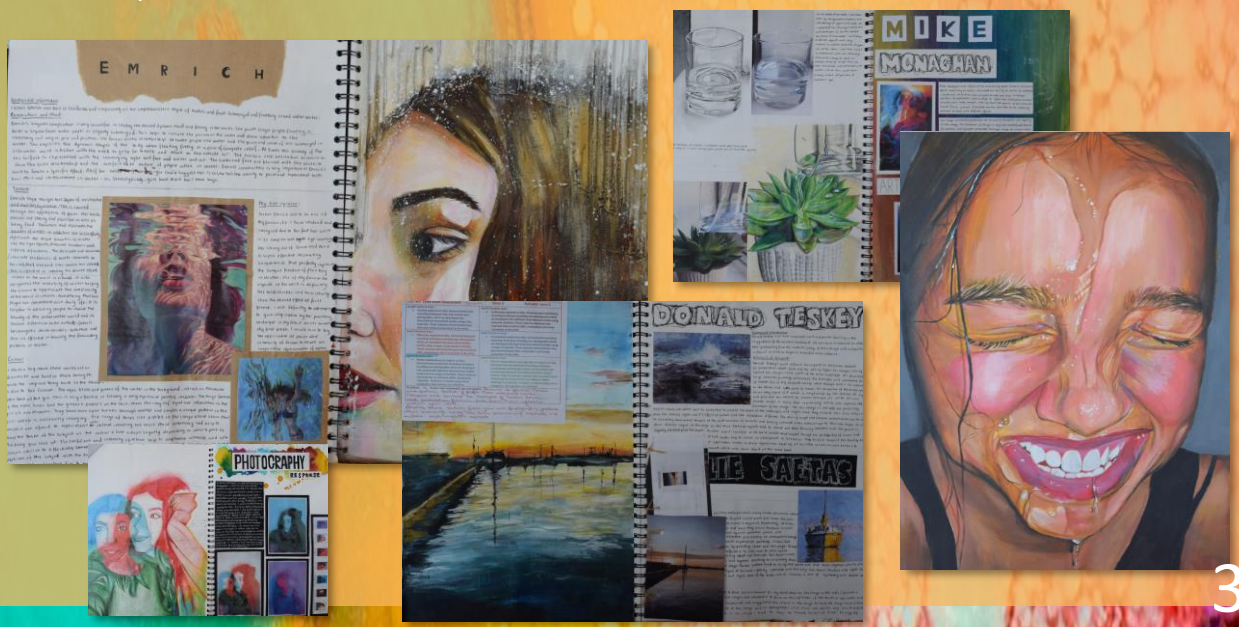
Students should follow a GCSE Art & Design course if they wish to pursue a career in Architecture, Graphic Design, Interior Design, Illustration, Theatre Design, Fashion and Textiles, Make up, Special Effects, Fine Art Painting or Sculpture, Animation, Photography, Restoration and much more.

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.



Business Studies

Examination Board	Edexcel
Syllabus Code	1BS0
Coursework	✕
Tiers of entry	✕
Number of examinations	2

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 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	8525
Coursework	✕
Tiers of entry	✕
Number of examinations	2

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.

Paper 1 Computational thinking and problem solving	Paper 2 Computing Concepts
2 hours (50% of the qualification)	1 hour and 45 minutes (50% of the qualification)

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

Computer Science

Programming Skills

A key part of the delivery of this specification is the development of students' programming skills. Throughout their course of study, students must be given the opportunity to design, write, test and refine, using one or more high-level programming language(s) with a textual program definition. In developing these skills schools and colleges are free to choose the context (i.e. they can be developed in relation to solving a specific problem or to a specification).

In assessments where programming skills are assessed, we will assess students' ability to:

- design
- write
- test, and
- refine

a program to a set task/brief (or to solve a problem). Students are free to use any of the programming languages supported by this specification at the time of their assessment.

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.

*__N.B.__ Computer Science 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.

Drama

Examination Board	AQA
Syllabus Code	8261
Coursework	✔
Tiers of entry	✖
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

Component 1 Written examination	Component 2 Devising drama (practical)	Component 3 Texts in practice (practical)
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

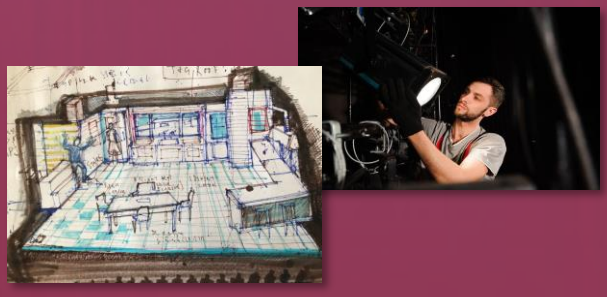
What skills does Drama help students to develop?

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

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

Examination Board	Edexcel
Syllabus Code	1MU0
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	OCR
Syllabus Code	J587
Coursework	✔
Tiers of entry	✕
Number of examinations	2

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 through 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.

Paper 1: The human body and movement in physical activity and sport	Paper 2: Socio-cultural influences and well-being in physical activity and sport
1 hour (30% of the qualification)	1 hour (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	1DT0/1C – Polymers
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

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?

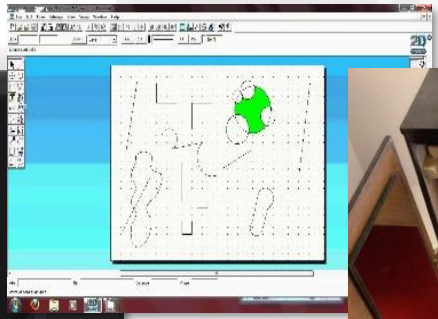
Students develop a wide range of design and making skills through the use of the school workshops and CAD/CAM applications such as SolidWorks 3D modelling package, the Laser cutter and the 3D printer. Students can choose to design their work both by hand or on the computer to present their work, with 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

Religious Studies gives all students the opportunity to:

- • Ask and explore answers to the biggest questions of life.
- • Examine critically the beliefs and practices of different worldviews - religious and non-religious.
- • Explore a range of philosophical, ethical and theological issues.
- • Reflect on their own beliefs and practice

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 examinations at the end of the course in Year 11.

Paper 1 The study of Religions	Paper 2 Thematic studies
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:

- Explain, analyse and evaluate key religious, philosophical and ethical issues.
- Debate different viewpoints, expressing their own ideas and understanding those of others.

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 religious or non-religious world view.

Textiles

Examination Board	Edexcel
Syllabus Code	1DT0/1E – 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?

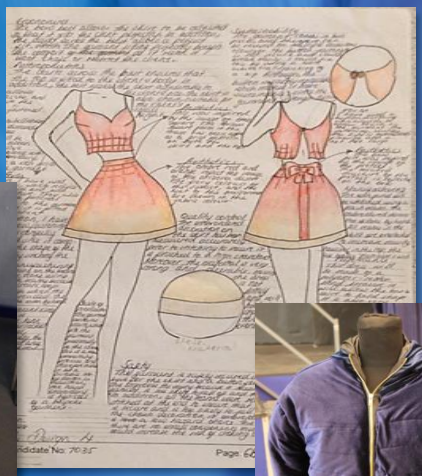
Project work will involve developing fashion and textile designs, researching artists, designers and different cultures using books, visits and the internet. Students will be creating ideas and learning how to develop work using techniques such as batik, silkscreen printing and embroidery, construction 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:

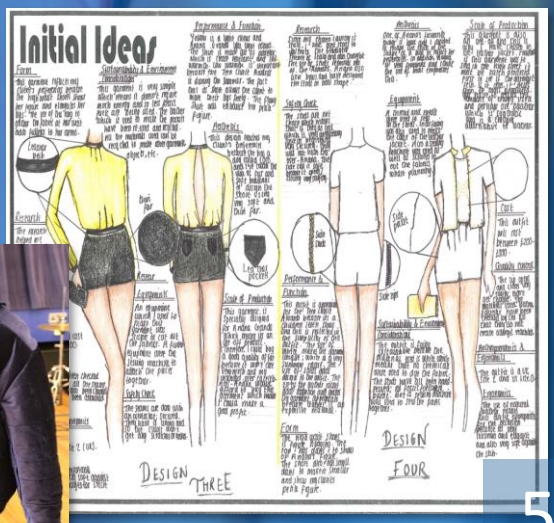
- The design process; from problem to manufactured solutions
- Drawing techniques; Fashion illustration
- Garment construction and the use of equipment
- New technologies being developed in Textiles; Scientific Wearable Technology
- The use of computer aided design and manufacture (Photoshop and 2D Design) 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	Senior Assistant Head Teacher
Miss R Chandler	Head of Year 9
Form Tutor	To see if a balanced set of subjects have been chosen to suit an individual student
Subject teachers	To discuss the suitability of the subject being chosen

Please email all queries to **Year9options@Ashmoleacademy.org**

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, places will be allocated on a first come first served basis.

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 child's teachers about their option choices?
If you would like further assistance with the option choices for your child, you will be able to attend an 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 GCSE Computer Science are offered as new subjects at Key Stage 4.

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

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

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 more able 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

N) What careers advice has my child already received?
During their PSHE 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.