



Ashlyns School
2018 – 2020
Curriculum Options for
Years 10 and 11

Issue Date: March 2018

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Ashlyns School, Curriculum Options for Years 10 and 11, 2018 – 2020

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Ashlyns School Curriculum - Key Stage 4

Years 10 and 11

INTRODUCTION

The broad and balanced programme of study available at Key Stage 4 will:

- provide inclusivity, challenge, quality and choice
- recognise, facilitate and maximise achievement
- provide breadth of knowledge, skills and experience
- offer clear structures, choices and flexible progression routes towards A levels, vocational courses or to employment or Higher Education
- cover the main areas of learning:
creative, linguistic, physical, scientific, technological, mathematical, moral, spiritual and social

GUIDELINES FOR CHOOSING YOUR SUBJECTS

- choose subjects that you enjoy and ones in which you have ability / strength
- take the advice of subject teachers
- a future career may dictate which subjects you pursue; consult the careers advisor (who will be available in the 6th form dining hall during options evening or can be contacted via email to admin@ashlyns.herts.sch.uk)

IMPORTANT NOTICE - GROUP SELECTION

If it is not possible to form sensibly sized teaching groups then particular subjects may have to be withdrawn or the number of teaching groups offered reduced. This means that some combinations of subjects may not be possible. You will be asked to indicate a reserve subject preference in the Options Form.

Some subjects are limited in the number of classes we can offer. In all these cases the selection of students is done on a strictly 'best advice' basis, ensuring at the same time that there is equal opportunity of access for all.

LEARNING SUPPORT

For those students who have particular learning difficulties, every effort is made to provide support in lessons or in the Inclusion Department when appropriate. The Inclusion Team organise this programme and are always available to give individual students advice.

The Courses - Overview

- All students will study the **COMPULSORY CORE CURRICULUM:**

English (2 GCSEs: English Language and English Literature)

Mathematics

Religious Studies (leading to a GCSE in Philosophy and Ethics)

Physical Education ('Core PE' – this does not lead to a GCSE)

Science (students who are in Set 1 Science in Year 9 should select Triple Science – 3 GCSEs - whilst those in Set 2 should consider Triple Science. Those not studying Triple Science will gain 2 GCSEs.

- The **GUIDED OPTIONS** require students to select **four** further options from the remaining subjects.

Please note:

- If students are reasonably sure that they wish to progress onto Higher Education at University, particularly to study a more traditional subject, we would advise them to select a Language (French or Spanish) AND a Humanity (Geography or History) in their four subject selections – these are called 'facilitating subjects'.

Year 9 GCSE Options Form 2018-2020

Please select 4 GCSE Options in order of preference 1 - 4, plus 1 reserve (R), from the unshaded boxes

Column 1 Statutory Curriculum All students study:	Column 2 'Facilitating Subjects' Choose <u>at least one</u> subject from this column (you may choose more):	Column 3 Open Choice:
English Language & English Literature (2 GCSEs)	Triple Science (Set 1 scientists and some Set 2 students should select this)	Art & Design
Maths	French	Business Studies
Science (2 GCSEs)	Spanish	Computer Science
Religious Studies (Philosophy & Ethics)	Geography	Citizenship
PE (non-GCSE)	History	Drama
		Exam PE
		Film Studies
		Food Preparation & Nutrition
		Music
		Product Design (Materials Specification)
		Product Design (Textiles Specification)
		EPQ Level 2
		Health & Social Care BTEC

Student Name: _____

Form: _____

Parent/Carer Name: _____

Parent/Carer signature: _____

Please hand to Form Tutor by Thursday 15 March 2018

Curriculum Options for Year 10 and 11, 2018 - 2020

(Subject list in alphabetical order)

Art and Design

Exam board: Edexcel

Purpose of the course: On this course you will engage in a wide range of activities and produce in-depth assignments from given starting points and themes. You will have the opportunity to develop skills that are specific to Art and Design and skills that will be useful for the rest of your life. This course encourages students to adopt adventurous and enquiring approaches to Art and Design and you will develop your visual language skills and build a comprehensive portfolio of work, which will allow you to progress to further courses or employment.

Grades available: 1 – 9

The course covers :	Involves :	Prepares you for :
<ul style="list-style-type: none"> • Collection/use of and evaluation of primary and secondary resources • Drawing/Painting/Collage/Printing/Relief and 3D modelling • Investigating a wide range of materials to develop ideas • Consideration of the aims in other artists' works • Technical analysis of other artists' work and expressing personal judgements • Reviewing your own work to produce images that communicate your own interests within the starting points and themes offered • The themes for the Foundation studies (Year 10) and Controlled Assignments (Year 11) are internally set and will be broad enough for all students to pursue individual interests 	<ul style="list-style-type: none"> • Theme based Foundation studies to develop visual language skills and understanding of processes and Assessment Criteria • Two Controlled Assignments where you develop your own sustained and personal response to starting points and themes. The evidence for assessment will take the form of sketchbooks, study sheets, roughs, planning sheets, gallery visits and a final outcome • Externally Set Assignment where you develop your own sustained and personal response to a theme set by the Exam Board. The evidence for assessment will take the form of sketchbooks, study sheets, roughs, planning sheets, gallery visits and a final outcome 	<ul style="list-style-type: none"> • More advanced study at AS/A Level • Further Education courses in Art related subjects • Work-based training

Assessment:	Weighting:	Dates :
<p>Unit 1 – Personal Portfolio in Art and Design This is a Controlled Assignment and to ensure maximum achievement we intend to complete two Controlled Assignments and students/teaching staff will select the Controlled Assignment with the highest mark for examination purposes</p>	60%	<p>Foundation studies – September to January Year 10 Controlled Assignment 1 – issued January, completed by July Year 10 (to be confirmed) Controlled Assignment 2 – issued July, completed by January Year 11 (to be confirmed)</p>
<p>Unit 2 – Externally Set Assignment</p>	40%	<p>Start January, complete April Year 11 (to be confirmed)</p>

Business Studies

Exam Board: AQA

Purpose of the Course: Students use their numeracy and literacy skills to investigate the real world of business. An interest in real businesses and how they work is essential, as is the ability to write well structured answers. 10% of all marks are for numerical calculations, and students should therefore be able to calculate percentages and ratios.

A key skill is the ability to understand the language of business, and there will be many new key terms to learn. Students develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

The course allows students to apply their knowledge and understanding to different business contexts; from small enterprises to large multinationals and from local markets to global markets. It looks at the business functions of Marketing, Finance, Operations and Human Resources and how they work together to improve business performance. Students learn to investigate, analyse and evaluate business opportunities and to make recommendations based on data.

Grades available: 1 – 9

The course covers:	Involves:	Prepares you for:
<ul style="list-style-type: none"> • Business in the real world (ownership, aims and objectives, stakeholders, location, planning, expanding) • Influences on business (technology, ethics and environment, the economy, globalisation, legislation, competitive environment) • Business operations (production, procurement, quality, customer service) • Human resources (organisations structures, recruitment, motivating and training employees) • Marketing (understanding customers, segmentation, market research, marketing mix) • Finance (sources of finance, cash flow, financial calculation, financial performance) 	<ul style="list-style-type: none"> • Analysing information and situations • Developing an understanding of business terminology • Presenting and debating information • Using real life case studies to solve business problems • Internet research into specific businesses and markets • Using ICT to develop questionnaires, graphs, tables • Working individually and in teams on projects and tasks 	<ul style="list-style-type: none"> • GCE A Level in Business Studies • GCE A Level in Economics

Assessment	Weighting	Dates
Paper 1: Influences of Operations and HRM on business activity.	50%	End of Year 11
Paper 2: Influences of Marketing and Finance of business activity.	50%	End of Year 11

Citizenship

Exam Board: Edexcel

Purpose of the course: to encourage students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study. This will enable students to gain the confidence and conviction to participate in decision making and play an active role as effective citizens in public life.

Grades available 1 – 9

The course covers :	Involves :	Prepares you for :
<p>The course content is divided into five themes:</p> <p>A: Living together in the UK Students explore the nature of identity and multiple identities as well as how and why communities are changing. They consider the democratic rights, freedoms and values that we share.</p> <p>B: Democracy at work in the UK Students explore the idea of representative, parliamentary democracy in the UK including the voting and electoral system, the roles and responsibilities of MPs and how government is organised and kept in check.</p> <p>C: Law and justice Students explore why we need laws and how law affects us in our everyday lives. They consider how the justice system in England and Wales works in practice including the roles and power of the police and the courts.</p> <p>D: Power and influence In this section students consider power in relation to the ways in which citizens, governments and the media exercise power and influence in a range of local to global situations.</p> <p>E: Taking citizenship action Students plan a course of informed action to address a citizenship issue or question of concern.</p>	<ul style="list-style-type: none"> • Engaging with topical citizenship issues and contributing to debates on challenges facing society involving a wide range of political, social and ethical ideas, issues and problems in different contexts both local and global • Developing and applying understanding of key citizenship concepts (justice, democracy, rights and responsibilities, identities and diversity) to deepen their understanding of society and how communities change over time • Using and enquiring, critical approach to distinguish facts, opinions and bias, build arguments and make informed judgements • Developing the necessary skills, knowledge and understanding to take action with others to address citizenship issues in their communities 	<ul style="list-style-type: none"> • More advanced study at AS/A level • Higher Education courses in Philosophy, Ethics, Sociology, Politics, Business etc • Any type of work where you will meet people from all walks of life with different religious and moral opinions, particularly for employment in the police, the caring professions and personnel

Assessment:	Weighting:	Date:
Paper 1 Written examination: 1 hour and 45 minutes Themes A–C.	50%	End of Year 11
Paper 2 Written examination: 1 hour and 45 minutes Themes A–E (Questions relate to the students' own citizenship action, as specified in specification)	50%	End of Year 11

Computer Science

Exam board: OCR

Purpose of the course: To give students a real, in-depth understanding of how computer technology works. It offers an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing. This course will develop your practical ICT and computing skills and extend your knowledge and understanding of computing systems and ICT.

Note: A **high ability** in Mathematics, Science and English in addition to problem-solving skills are required, as well as an interest in programming and computers.

Grades available: 1 – 9

The course covers :	Involves :	Prepares you for :
<ul style="list-style-type: none"> Developing an understanding of current and emerging technologies and their inner workings Looking at the use of algorithms in computer programs Acquiring and applying creative and technical skills, knowledge and understanding of IT in a range of contexts Developing computer programs to solve problems Evaluating the effectiveness of computer programs/solutions and the impact of computer technology in society 	<ul style="list-style-type: none"> Two 1hr 30 min exams and a 20 hour programming project Presenting knowledge about computer systems A programming task to design, develop and test a solution. Presentation of findings Communication Team working 	<ul style="list-style-type: none"> More advanced study at AS/A Level Further and Higher Education courses in Computing, ICT and most other subjects Work-based training or a modern apprenticeship in an office or similar environment Immediate employment at entry level in most sectors

Assessment:	Weighting:	Dates:
Computer systems Written exam (1 hour 30 minutes) - 80 marks	40%	Year 11
Computational thinking, algorithms and programming Written exam (1 hour 30 minutes) - 80 marks	40%	Year 11
Programming Project Coursework - 40 marks	20%	Year 11

* **Please note** that the Computer Science Specification is currently under review, as such the details printed are based on the current specification but are subject to changes or amendments.

Drama

Exam board: Edexcel

Purpose of the course: Drama by its very nature is a practical course so the emphasis is on students developing the skills needed for performance and production. Students also need to explore material that has the potential for dramatic development, whether created from devised work or through the interpretation of a play text.

Students will learn why drama matters and study a broad range of topics and themes, working collaboratively and imaginatively. They will look at society and culture and develop an ability to “stand in other people’s shoes”. They will also explore the skills needed to critically review performance by evaluating their work and that of their peers. Drama develops creative thinking and team leadership skills much prized by learning and training institutions and employers.

Be mindful of the fact that GCSE Drama is not an easy option; it requires great focus and commitment and a written portfolio is a substantial part of the course.

Grades available: 1 – 9

The course covers :	Involves :	Prepares you for :
<p>Component 1 Devising Students create, develop and perform a devised piece from stimulus. Students analyse and evaluate the devising process and performance.</p> <p>Component 2 Performance from Text Students will perform two key extracts from a performance text.</p> <p>Component 3 Theatre Makers in Practice Practical exploration and study of one complete performance text and a live theatre evaluation.</p>	<p>There are two parts to the assessment: 1) A portfolio covering the creating and developing process and analysis and evaluation of this process. 2) A devised performance.</p> <p>Externally assessed by visiting examiner.</p> <p>Performance Text This section consists of one question broken into five parts based on an unseen extract from the chosen performance text.</p> <p>Live Theatre Evaluation This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.</p>	<ul style="list-style-type: none"> • Advanced study at A level • Higher Education courses at universities and drama schools • Work based training within theatre and technical theatre industries • Immediate employment in the workplace where leadership, creative thinking and communication skills are much sought after

Assessment:	Weighting:
Component 1 Devising	40%
Component 2 Group performance - visiting examiner	20%
Component 3 1½ hour exam	40%

English Language and English Literature - Double Award

Exam board: AQA

Purpose of the course: To enable students to succeed as confident speakers, listeners, readers and writers in the English language with a firm grasp and appreciation of English Literature.

Grades available: 1 – 9

The course covers :	Involves :	Prepares you for :
<ul style="list-style-type: none"> The course offers all students equal opportunities to demonstrate their attainment, whatever the level, regardless of gender, religion, ethnic and social background The course covers Speaking and Listening, Reading and Writing A wide range of literature (poetry, prose, drama) from Shakespeare to the present day 	<p>English Language:</p> <ul style="list-style-type: none"> The study of literary fiction and non-fiction from the 19th, 20th, and 21st centuries Descriptive and narrative writing Transactional writing <p>English Literature:</p> <ul style="list-style-type: none"> Exploring modern texts, prose or drama Poetry Shakespeare and the English literary heritage The 19th century novel 	<ul style="list-style-type: none"> As well as being a National Curriculum requirement, English is a subject needed for almost all occupations, further qualifications and courses. A sound grasp of English skills is needed for effective progress in all other curriculum subjects AS/A2 level study of English Literature and English Lang/Lit as an option for the Sixth Form A future appreciation of literature

Assessment – English Language	Weighting	Dates
External exam Explorations in Creative Reading and Writing	50%	End of Year 11
External exam: Writers' Viewpoints and Perspectives	50%	End of Year 11
Non- examination assessment: Spoken Language	0%	Assessed through a speech delivered to the class
Assessment – English Literature	Weighting	Dates
External exam Shakespeare and the 19 th Century Novel	40%	End of Year 11
Modern Texts and Poetry	60%	End of Year 11

Note: The course is supported by an anthology of material (published by AQA) that is used for one of the English Literature exams.

Level 2 EPQ

Exam board: AQA

Purpose of the course: On this course you will gain and develop a very wide set of skills, including project management, time management, resource management, and following a set brief. The course is also intended to develop your literacy and numeracy skills, along with life and work place skills, and part of the teaching hours allows set time for this.

Grades available: A*- C, U

The course covers :	Involves :	Prepares you for :
<ul style="list-style-type: none"> • Choosing an area of interest • Drafting a title and aims of the project • Planning the project • Researching the project • Producing the project • Carrying out a formal presentation on the findings of the project • Providing evidence at all stages of project management and assessment 	<ul style="list-style-type: none"> • identify, design and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives • obtain, critically select and use information from a range of sources • analyse data, apply it relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of the topic • select and use a range of skills, solve problems, take decisions critically, creatively and flexibly, to achieve planned outcomes • evaluate outcomes both in relation to agreed objectives and own learning and performance • select and use a range of communication skills and media to present evidenced outcomes and conclusions in appropriate format 	<ul style="list-style-type: none"> • Further study in level 2 courses • Level 3 EPQ • Work based training

Assessment:	Weighting:	Dates :
<p>Internally marked and externally moderated:</p> <ul style="list-style-type: none"> • the completed Production Log and Assessment Record including the Project Proposal Form, Presentation Record and Candidate Record Form • the project product including a written report and any other evidence, as appropriate, depending on the topic or subject area chosen. 	<p>100%</p>	<p>September- April of Year 10</p>

Film Studies

Exam board: Eduqas

Purpose of the course: To build upon students' own experience of film, to encourage recognition of the complexity of the medium of film, to develop a language in order to discuss film critically.

Grades available: 1 to 9

The course covers :	Involves :	Prepares you for :
<ul style="list-style-type: none"> • Key Developments in US Film • Global Film: Narrative, Representation and Film Style • Film production 	<ul style="list-style-type: none"> • US film comparative study • Key developments in film and film technology • US independent film • Foreign language films and representation 	<ul style="list-style-type: none"> • More advanced study if you wish to continue the subject through to A level • Film industry and film/media performance related Level 2 and 3 courses

Assessment	Weighting	Dates
<p>External Assessments</p> <p>Component 1: Key Developments in US Film Written examination: 1 hour 30 minutes</p> <p>Component 2: Global Film: Narrative, Representation and Film Style Written examination: 1 hour 30 minutes</p>	<p>35%</p> <p>35%</p>	<p>End of Year 11</p>
<p>Internal Assessments</p> <p>Component 3: Production Non-exam assessment</p> <p>- One genre-based film extract (either from a film or from a screenplay)</p> <p>- One evaluative analysis of the production</p>	<p>30%</p>	<p>End of Year 11</p>

Food Preparation and Nutrition

Exam Board: AQA

Purpose of course: This new GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Grades available: 1 – 9

This course covers:	Involves:	Prepares you for:
<p>Five core topics:</p> <ul style="list-style-type: none"> • Food, nutrition and health • Food science • Food safety • Food choice • Food provenance. <p>Food preparation skills, knowledge and understanding of the five core topics are assessed through the Food Investigation, Food Preparation Assessment and the final written exam</p>	<p>Year 10: Food Investigation Students' understanding of the working characteristics, functional and chemical properties of ingredients.</p> <p>How it's assessed: Written report (1,500–2,000 words)</p> <p>Year 11: Food Preparation Assessment Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.</p> <p>How it's assessed: Practical assessment plus a portfolio.</p> <p>Written paper Examination of theoretical knowledge of food preparation and nutrition.</p> <p>How it's assessed: Written exam: 1 hour 45 minutes, 100 marks, question style:</p> <ul style="list-style-type: none"> • Multiple choice questions (20 marks) • Five questions each with a number of sub questions (80 marks) 	<ul style="list-style-type: none"> • Work in the catering and food industries • Further Education study in Nutrition or vocational catering courses • Leading to Higher Education study in Hospitality or Nutrition based degree courses

Assessment:	Weighting:	Dates:
Task 1 – Food Investigation (30/100)	50%	Summer Year 10
Task 2 – Food Preparation Assessment (70/100)		Spring Year 11
Final written exam	50%	Summer Year 11
One tier of entry.		

French

Exam board: AQA

Purpose of the course: To develop the ability to communicate in both written and spoken French in a range of everyday contexts which match the experience of the student. To develop a knowledge and understanding of the country/countries where French is spoken and promote positive attitudes towards language learning.

GCSE grades for Foundation Tier are 1-5

GCSE grades for Higher Tier are 4-9

The course covers :	Involves :	Prepares you for :
<ul style="list-style-type: none"> • Students study all of the following themes on which the assessments are based: <ol style="list-style-type: none"> 1) Identity and culture 2) Local, national, international and global areas of interest 3) Current and future study and employment • Listening skill: understanding and responding to different types of spoken French in a range of contexts • Speaking skill: communicating and interacting effectively in speech for a variety of purposes. Students respond to the stimulus questions for a photo card and in a role play • Reading skill: understanding and responding to different types of written language. Students need to answer questions in English and in French. Students translate texts from French into English (from 35 to 50 words) • Writing skill: communicating effectively in writing for a variety of purposes. Students will have two written tasks and one translation task from English into French 	<ul style="list-style-type: none"> • Learning and practice of French in all four skills (Listening, Speaking, Reading and Writing) within the three themes specified • Grammar is taught within appropriate contexts • Translation activities will be incorporated in most lessons • Students will study authentic material in order to improve their understanding of the culture of the Target Language countries and the international areas of interest. (These will include novels, poems, movies and songs) • Students will practise describing authentic photos of everyday life in order to develop more spontaneous oral interaction • Students will undertake a series of writing and performing role play activities based on the specified themes 	<ul style="list-style-type: none"> • More advanced study at AS/A Level or Asset Languages Advanced Level • Higher Education courses in business, management, law, languages and many other disciplines • Study of other languages • Working in French speaking countries • Employment where good communication skills are important

Assessment :	Weighting :	Dates :
<p>1 : Listening: Section A: questions in English to be answered in English or non-verbally Section B: questions in French to be answered in French or non-verbally (Foundation Tier: 35 minutes Higher Tier: 45 minutes + 5 minutes reading time for both)</p>	25 %	End of Year 11
<p>2 : Speaking: Role play: based on given stimulus materials (2 minutes) – 15 marks Photo card: based on given stimulus questions (2 and 3 minutes) – 15 marks General conversation: respond to unexpected questions, initiate and develop conversations and discussions (3-5 and 5-7 minutes) – 30 marks</p>	25 %	End of Year 11
<p>3 : Reading: Section A: questions in English to be answered in English or non-verbally Section B: questions in French to be answered in French or non-verbally Section C: translation from French into English (35-50 words) 45 minutes at foundation tier and 50 minutes at higher tier 60 marks</p>	25 %	End of Year 11
<p>4 : Writing: <ul style="list-style-type: none"> • message – students produce four sentences in response to a photo (foundation tier) • structured writing task • open-ended writing task • translation from English into French </p>	25%	End of Year 11

Tiers of entry :
Higher Tier 4-9
Foundation 1-5
NB. Students must take all four question papers at the same tier and in the same series.

Note: Participation in appropriate exchanges/visits is hugely beneficial and we strongly recommend that students take part in any study visits or exchanges offered.

Geography

Exam board: AQA Linear

Purpose of the course: Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Grades available: 1 – 9

The course covers:	Involves:	Prepares you for:
<p>Paper 1: Living with the physical environment (35%)</p> <ul style="list-style-type: none"> • The challenge of natural hazards • Physical landscapes in the UK The living world • Geographical skills <p>Paper 2: Challenges in the human environment (35%)</p> <ul style="list-style-type: none"> • Urban issues and challenges • The changing economic • The challenge of resource management • Geographical skills <p>Paper 3: Geographical applications (30%)</p> <ul style="list-style-type: none"> • Issue evaluation • Fieldwork • Geographical skills 	<ul style="list-style-type: none"> • A decision-making exercise based on a pre-release resource • Critical thinking and problem-solving to demonstrate geographical skills and applied knowledge and understanding • Developing skills that will help you in other areas, such as IT and research • Completing geographical fieldwork enquiries in two contrasting locations • Working in a team with other students in and out of the classroom • Learning through investigating and doing, as well as listening and reading • Regular end of unit tests based on past examination questions 	<ul style="list-style-type: none"> • More advanced study at A Level • Employment and further education by developing a broad range of transferable skills • A career in planning, resource and countryside management, tourism and recreation or environmental management and development. Many geographers also move into management careers or branch out into journalism or law.

Assessment:

All papers are taken at the end of Year 11. Paper 1 and 2 are 1 hour 30 minutes with a total of 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPGST)). Paper 3 consists a written exam: 1 hour with a total of 76 marks (including 6 marks for SPGST). Paper 3 contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources. Paper 3 also requires students to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise.

Assessment:	Weighting:
Paper 1: 1 hour 30 mins	35%
Paper 2: 1 hour 30 mins	35%
Paper 3: 1 hour 15 mins	30%

Note: Students are required to develop and demonstrate a range of geographical skills, including cartographic, graphical, numerical and statistical skills, throughout their study of the specification. Skills will be assessed in all three written exams. Ordnance Survey (OS) maps or other map extracts may be used in any of the three exams. It is therefore essential students possess a reasonable ability in Mathematics and English to present written work in a professional format and of course an interest in geographical events. If you enjoy learning more about the world we live in and developing research skills that will help you in other areas, then GCSE Geography is the ideal subject for you.

BTEC Tech Award Health and Social Care

Exam board: Edexcel

Purpose of the course:

- Inspire and enthuse learners to consider a career in the health and social care sector, or in a related sector where knowledge of health and social care will be of use, such as early years.
- Give learners the opportunity to gain a broad understanding and knowledge of, and skills in, the health and social care sector, eg the underpinning care values and an understanding of the different life stages that individuals go through.
- Support progression to a more specialised Level 3 vocational or academic health and social care course or an apprenticeship or, more broadly, progression to qualifications in other sectors, such as early years.

Grades available: Level 1 Pass, Level 1 Merit, Level 2 Pass, Level 2 Merit, Level 2 Distinction

The course covers :	Involves :	Prepares you for :
<p>Component 1 – Human Lifespan Development</p> <p>How people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them.</p> <p>Component 2 – Health and Social Care Services and Values</p> <p>You will gain an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector</p> <p>Component 3 – Health and Wellbeing</p> <p>You will look at the factors that can have a positive or negative influence on a person’s health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone’s state of health. You will learn how to use this information to design an appropriate plan for improving someone’s health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.</p>	<ul style="list-style-type: none"> • Internal Assignments • Internal Assignments • Synoptic and external 	<ul style="list-style-type: none"> • Play therapist • Care assistant • Acupuncturist • Beauty therapist • Chiropractor • Nutritional therapist • Osteopath • Pilates teacher

Assessment:

- 40% External assessment
- 60% Coursework

History

Exam board: Edexcel Specification A

Purpose of the course: It helps to understand how our past has helped to shape the way we think and act and greatly improves our understanding of the way the world is now. History develops many useful skills, such as the ability to write longer, structured pieces of work that are analytical, selective and present a coherent argument. It also develops the ability to select useful and reliable evidence to support an argument, and the ability to write precisely and coherently in timed conditions. These skills are valued by all employers.

Grades available: 1 – 9

The course covers :	Involves :	Prepares you for :
<ul style="list-style-type: none"> • Crime and Punishment through time c.1000 to present day • Weimar and Nazi Germany 1918-39 • Henry VIII and his ministers 1509-40 • Superpower relations and The Cold War 1941-91 	<ul style="list-style-type: none"> • A study of events in history, why they happened and what the results were • Learning how to understand and use source material • Developing your ability to produce written answers to questions of different types • Reaching your own judgements about events, people and issues • Research using written texts and ICT 	<ul style="list-style-type: none"> • Advance study at A level • Higher Education courses in a number of subjects such as journalism, tourism, the law, civil service and teaching • In some careers a knowledge of history is essential, for example law, archaeology, museum services, the antiques trade and journalism

Assessment :	Weighting:	Dates :
Three external exam papers	100%	Completed in Year 11
Paper 1 Crime and Punishment – Thematic study	30%	Completed in Year 10
Paper 2 Period Study -The Cold War and British Depth Study - Henry VIII and his ministers	40%	Completed in Years 10 and 11
Paper 3 Modern Depth Study – Nazi Germany	30%	Completed in Year 11

Tiers of entry :
All students sit the same examination papers in this subject. There are no tiers of entry.

Note: We are very enthusiastic about this course and believe it to be one of the most relevant, interesting and challenging courses on offer. Anyone who wants to know more about it should contact a history teacher. Students must be aware that a high level of literacy and reading skills would help them meet the demands of the History course.

The History Department runs a trip to Berlin which links to the units on Weimar and Nazi Germany and the Cold War

Mathematics

Exam board: AQA

Purpose of the course: the overall aims of the GCSE course are to encourage students to:

- foster a positive attitude to mathematics
- consolidate basic skills
- apply mathematical knowledge and understanding to solve problems
- think and communicate precisely, logically and creatively
- appreciate the place and use of mathematics in society
- apply mathematical concepts to situations in their own lives
- acquire a firm foundation for further study.

Foundation grades 1 – 5

Higher grades 4 - 9

The course covers :	Involves :	Prepares you for :
<ul style="list-style-type: none"> • Using and applying mathematics • Number and algebra • Geometry • Measures • Statistics • Probability 	<ul style="list-style-type: none"> • Regular weekly home learning to consolidate/ extend work done in lessons • Three written exams at the end of Year 11 	<ul style="list-style-type: none"> • Basic numeracy skills required in the workplace • Further study in a wide range of subjects (e.g. Mathematics, Physics, Biology, Chemistry, Geography, Business Studies, Economics, Psychology)

Assessment :	Weighting:	Dates :
Higher Paper 1: non calculator: 1 ½ hrs	33.3%	June Year 11
Higher Paper 2: calculator: 1 ½ hrs	33.3%	
Higher Paper 3: calculator: 1 ½ hrs	33.3%	
Foundation Paper 1: non calculator: 1 ½ hrs	33.3%	
Foundation Paper 2: calculator: 1 ½ hrs	33.3%	
Foundation Paper 3: calculator: 1 ½ hrs	33.3%	

Music

Exam Board: OCR

Purpose of the course: This GCSE in Music is designed to allow the study of music through the integration of performing, composing, listening and appraising. It recognizes that we live in an age of cultural diversity and offers the study of a wide range of classical, world and popular music. The structure of the course allows students to capitalise on their individual interests. It progresses from and builds on the musical experiences of Key Stage 3 and caters for a wide spectrum of abilities and requirements. It gives students the opportunity to make music both individually and in groups, to develop a life-long interest in music and to progress to further study.

Grades available: 1 – 9

This course covers:	Assessment:	Prepares you for:
Performing on one instrument (including voice)	Two recorded performances, one solo and one group	<ul style="list-style-type: none"> • More advanced study if you wish to continue the subject through to A Level • Music industry and music performance related Level 2 and 3 courses at FE College • Study of music technology and music ICT
Composing and/or arranging your own music	Two original compositions 1. Free Composition 2. To a set brief	
Listening to and appraising music across four areas of study: 1. The concerto through time 2. Rhythms of the world 3. Film Music 4. Conventions of Pop	A 90 minute listening and written exam	

Assessment:	Weighting:	Deadline:
Recorded solo performance	15%	January Year 11
Recorded group performance	15%	January Year 11
First composition recorded with music notation	15%	End of Year 10
Second composition recorded with music notation	15%	Easter Year 11
External listening exam	40%	Summer Year 11

The course is single tier entry.

NOTES

- You only need to play one instrument. You may perform on two instruments although there is no extra credit for this.
- You may perform on any instrument (including voice) in any style.
- You will need to be at least grade 2 standard (or equivalent) on one instrument at the start of the course and at least grade 4 standard on one instrument by January of Year 11.
- You do not need to be able to read music to take the course, although you will be required to learn and understand notation.
- Four areas of study are followed throughout the course and form the focus of the final exam. They range from classical music, to world music, popular music and music in film.

Religious Studies (Philosophy and Ethics)

Exam board: Edexcel Course

Purpose of the course: To acquire knowledge and develop understanding of beliefs, values and traditions of one or more religions. You will learn how to consider the views held by other religions and how this might shape their responses to certain situations. You will be able to relate the beliefs, values and experiences of others to your own experience of life. Both this course and the style of examination techniques used will support other GCSE courses that are offered at Ashlyns.

The GCSE examination is split into 2 papers:

Paper 1 looks at **Religion and Ethics**. Students must study all four content sections based upon a chosen religion (Christianity).

Paper 2 looks at **Religion, Peace and Conflict**. Students study all four content sections based upon a chosen religion that must be a different religion to the paper 1 choice.

We have chosen Islam because it is an emerging religion in the United Kingdom and one that pupils will benefit from having an awareness of as they move into the world of work. Through Paper 2 pupils will look at issues that impact not just upon the United Kingdom but on the world at large.

Grades available: 1 – 9

The course covers :	Involves :	Prepares you for :
<p>Paper 1 – Religion and Ethics</p> <p>Students must study all four content sections based upon their chosen religion.</p> <ul style="list-style-type: none"> • Belief in God • Marriage and the Family • Living the Religious Life • Matters of Life and Death <p>Paper 2 – Religion, Peace and Conflict</p> <p>Students must study all four content sections based upon their chosen religion.</p> <ul style="list-style-type: none"> • Belief in God • Crime and Punishment • Living the Religious Life • Peace and Conflict 	<p>Being able to:</p> <ul style="list-style-type: none"> • Recall, select, organise and deploy knowledge of the syllabus • Describe, analyse and explain the relevance and application of a religion or religions • Evaluate different responses to religious and moral issues using relevant evidence and argument 	<ul style="list-style-type: none"> • More advanced study at A level, not just for Philosophy and Ethics, but also suitable for a study of Politics, Sociology and Psychology • Higher Education courses in Philosophy, Ethics, Sociology, Politics and many others that have social policy at their base • Any type of work where you will meet people from all walks of life with different religious and moral opinions, particularly for employment in Social Services, Psychology, development of social policy, advisers to the police, the Police service, the Civil Service, Journalism, Teaching, Politics etc

Assessment :	Weighting:
Two 1 hour 45 minute papers	100%

Physical Education ('Exam PE' – in addition to 'Core PE')

Exam board: Edexcel

Purpose of the course: To provide students with an opportunity to develop their theoretical knowledge and understanding of the factors that underpin physical activity and sport, and use this knowledge to improve performance. They will cover:

- Applied Anatomy and Physiology and Movement Analysis
- Physical Training, Health, Fitness and Well-Being
- Sport Psychology and Socio-Cultural Influences

The course involves two external examinations, practical performance in three sports and one non-examined assessment.

The theoretical element is split into two sections; Fitness and the Body Systems and Health and Performance. The non-examined assessment comprises of Practical performances one in a team activity, one in an individual activity and a free choice. The final component is a Personal Exercise Programme which is a piece of coursework worth 10% of the course.

Grades available: 1 – 9

The course covers :	Involves :	Prepares you for :
<p>Component 1- Fitness and the Body Systems Candidates will be assessed by written examination on the following objectives:</p> <ul style="list-style-type: none"> • Topic 1: Applied anatomy and physiology • Topic 2: Movement analysis • Topic 3: Physical training <p>Component 2: Health and Performance</p> <ul style="list-style-type: none"> • Topic 1: Health Fitness and Well-being • Topic 2: Sport Psychology • Topic 3: Socio-Cultural influences <p>Component 3: Practical Performance</p> <ul style="list-style-type: none"> • Students will be tested on their skills in a range of practical performances • One team activity, one individual activity and one free choice <p>Component 4: Personal Exercise Programme</p> <ul style="list-style-type: none"> • Students will be assessed on their ability to analyse and evaluate performance 	<ul style="list-style-type: none"> • External Examination (1 hour 45 minutes, 36%) • External Examination (1 hour 15 minutes, 24%) • Assessment in 3 different activities; internally assessed and externally moderated (30%) • Non-examined content either written or verbal; internally assessed externally moderated (10%) 	<ul style="list-style-type: none"> • A Level Physical Education • Leisure industry courses at college • Moving into coaching • BTEC Level 3 in Sport • Any further studies on how the body works

Assessment :	Weighting:	Dates :
Component 1 Fitness and Body Systems	36%	Summer Year 11
Component 2 Health and Performance	24%	Summer Year 11
Practical Performance (3 sports)	30%	Ongoing- Moderated Summer Year 11
Personal Exercise Programme	10%	Summer Year 11

Product Design (Materials Specification)

Exam Board: AQA

Purpose of course: GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

Grades available: 1 – 9

The course covers:	Involves:	Prepares you for:
<p>Core technical principles In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices and materials and their working properties.</p> <p>Specialist technical principles All students will develop an in-depth knowledge and understanding of the following specialist technical principles; selection of materials or components, forces and stresses, ecological and social footprint, sources and origins, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.</p> <p>Designing and making principles Students need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas; investigation, primary and secondary data, environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment and specialist techniques and processes.</p>	<p>Year 10:</p> <ul style="list-style-type: none"> • Focus practical tasks • Mini projects • Theory and subject content <p>Year 11:</p> <ul style="list-style-type: none"> • Major project • Theory and subject content • Exam technique and revision 	<ul style="list-style-type: none"> • Any design related course such as A Level Product Design • Study at A Level can lead to Higher Education level courses in Product Design, Art Foundation, Engineering or Manufacturing

Assessment:	Weighting:	Dates:
<p>Written exam: 2 hours</p> <p>Section A – Core technical principles (20 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks). A mixture of short answer and extended response questions.</p>	<p>100 marks 50% of GCSE</p>	<p>Summer of Year 11</p>
<p>Non-exam assessment (NEA): 35 hours</p> <p>A substantial design and make task The practical application of the core technical principles, specialist technical principles, designing and making principles.</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Identifying and investigating design possibilities • Producing a design brief and specification • Generating design ideas • Developing design ideas • Realising design ideas • Analysing and evaluating <p>AQA will set the project ‘context’ for students to work to.</p> <p>Students will produce a prototype and a portfolio of evidence.</p> <p>Work is marked by teachers and moderated by AQA.</p>	<p>100 marks 50% of GCSE</p>	<p>June to February of Y11</p>

Product Design (Textiles Specification)

Exam Board: AQA

Purpose of course: GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

This course covers:	Involves:	Prepares you for:
<p>Core technical principles In order to make effective design choices students will need a breadth of core technical knowledge and understanding that consists of new and emerging technologies, energy generation and storage, developments in new materials, systems approach to designing, mechanical devices and materials and their working properties.</p> <p>Specialist technical principles All students will develop an in-depth knowledge and understanding of the following specialist technical principles; selection of materials or components, forces and stresses, ecological and social footprint, sources and origins, using and working with materials, stock forms, types and sizes, scales of production, specialist techniques and processes, surface treatments and finishes.</p> <p>Designing and making principles Students need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas; investigation, primary and secondary data, environmental, social and economic challenge, the work of others, design strategies, communication of design ideas, prototype development, selection of materials and components, tolerances, material management, specialist tools and equipment and specialist techniques and processes.</p>	<p>Year 10:</p> <ul style="list-style-type: none"> • Focus practical tasks • Mini projects • Theory and subject content <p>Year 11:</p> <ul style="list-style-type: none"> • Major project • Theory and subject content <p>Exam technique and revision</p>	<ul style="list-style-type: none"> • Any design related course such as A Level Fashion and Textiles • Study at A Level can lead to Higher Education level courses in Textiles Product Design, Art Foundation, Textiles Manufacturing and Retail

Assessment :	Weighting :	Dates :
<p>Written exam: 2 hours</p> <p>Section A – Core technical principles (20 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.</p> <p>Section B – Specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.</p> <p>Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions.</p>	<p>100 marks 50% of GCSE</p>	<p>Summer of Year 11</p>
<p>Non-exam assessment (NEA): 35 hours A substantial design and make task The practical application of the core technical principles, specialist technical principles, designing and making principles</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> • Identifying and investigating design possibilities • Producing a design brief and specification • Generating design ideas • Developing design ideas • Realising design ideas • Analysing and evaluating <p>AQA will set the project 'context' for students to work to. Students will produce a prototype and a portfolio of evidence.</p> <p>Work is marked by teachers and moderated by AQA.</p>	<p>100 marks 50% of GCSE</p>	<p>June to February of Year 11</p>

Science - GCSE Triple Science / Combined Science

Exam board: AQA

Purpose of the course: All courses cover the National Curriculum Science requirements and build on the topics studied during Years 7-9. KS4 Science includes independent research projects, practical assignments and theory to give all students a secure knowledge in Biology, Chemistry and Physics as well as developing their research and practical skills. There are two routes by which all students will obtain at least two qualifications in Science and students are selected for these routes based on their internal assessments towards the end of the KS3 course. All students who meet the entrance requirements (below) may continue to take at least one Science qualification at Advanced Level into the Sixth Form, whichever route they have taken at KS4.

Grades available: Higher Tier grades 4 - 9 and Foundation grades 1 - 5

The course covers:	Prepares you for:
<p><u>AQA GCSE Combined Science (Trilogy)</u></p> <p>This course covers Biology, Chemistry and Physics with two GCSE grades being awarded</p> <p>The course is studied during Years 10 and 11 with examinations at the end of Year 11. There is no controlled assessment but students will complete core practicals which are examined in the final papers.</p> <p>http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</p> <p><u>AQA GCSE Triple Science</u></p> <p>All students in Sets 1 will be expected to take Triple Science as one of their options. Students who wish to take only Double will need to specify this. They will move sets in year 10. The Science faculty will also select other students for Triple Science on the basis of their performance in Years 7-9. These students will be those who have attained well enough and expressed an interest in Triple Science but are not in sets 1.</p> <p>This course covers Biology, Chemistry and Physics with three GCSEs (Physics, Chemistry and Biology) being awarded.</p> <p>This course covers everything in the Combined Science topics. Students also study extra modules in all three Sciences and complete more core practicals.</p> <p>http://www.aqa.org.uk/subjects/science/gcse/biology-8461 http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462 http://www.aqa.org.uk/subjects/science/gcse/physics-8463</p> <p>All students sit 6 examinations at the end of Year 11.</p>	<ul style="list-style-type: none"> • More advanced study at A Level Physics, Chemistry or Biology • Employment and further education by developing a broad range of transferable skills • More advanced study at A Level Physics, Chemistry or Biology • Employment and further education by developing a broad range of transferable skills

Assessment: GCSE Combined Science	Weighting:	Dates:
Examinations - six x 1.25 hour	16.6% each	Summer of Year 11
Assessment: GCSE Triple Science	Weighting:	Dates:
Examinations - six x 1.75 hour	16.6% each	Summer of Year 11
The AQA GCSE Science courses are linear with summer examinations in Year 11 only. There are no opportunities for retakes of individual papers.		

Spanish

Exam board: AQA

Purpose of the course: To develop the ability to communicate in both written and spoken Spanish in a range of everyday contexts which match the experience of the student. To develop a knowledge and understanding of the country/countries where Spanish is spoken and promote positive attitudes towards language learning.

GCSE grades for Foundation tier are 1-5

GCSE grades for Higher tier are 4-9

This course covers :	Involves :	Prepares you for :
<ul style="list-style-type: none"> • Students study all of the following themes on which the assessments are based: 1) Identity and culture 2) Local, national, international and global areas of interest 3) Current and future study and employment • Listening skill: Understanding and responding to different types of spoken Spanish in a range of contexts • Speaking skill: communicating and interacting effectively in speech for a variety of purposes. Students respond to the stimulus questions for a photo card and in a role play • Reading skill: understanding and responding to different types of written language. Students need to answer questions in English and in Spanish. Students translate texts from Spanish into English (from 35 to 50 words) • Writing skill: communicating effectively in writing for a variety of purposes. Students will have two written tasks and one translation task from English into Spanish 	<ul style="list-style-type: none"> • Learning and practice of Spanish in all four skills (Listening, Speaking, Reading and Writing) within the three themes specified • Grammar is taught within appropriate contexts • Translation activities will be incorporated in most lessons • Students will study authentic material in order to improve their understanding of the culture of the Target Language countries and the international areas of interest. (These will include novels, poems, movies and songs) • Students will practise describing authentic photos of everyday life in order to develop more spontaneous oral interaction • Students will undertake a series of writing and performing role play activities based on the specified themes 	<ul style="list-style-type: none"> • More advanced study at AS/A Level or Asset Languages Advanced Level • Higher Education courses in business, management, law, languages and many other disciplines • Study of other languages • Working in Spanish speaking countries • Employment where good communication skills are important

Assessment :	Weighting :	Dates :
<p>Listening: Section A: questions in English to be answered in English or non-verbally Section B: questions in Spanish to be answered in Spanish or non-verbally (Foundation Tier: 35 minutes Higher Tier: 45 minutes + 5 minutes reading time for both)</p>	25 %	End of Year 11
<p>Speaking: Role play: based on given stimulus materials (2 minutes) – 15 marks Photo card: based on given stimulus questions (2 and 3 minutes) – 15 marks General conversation: respond to unexpected questions, initiate and develop conversations and discussions (3-5 and 5-7 minutes) – 30 marks</p>	25 %	End of Year 11
<p>Reading: Section A: questions in English to be answered in English or non-verbally Section B: questions in Spanish to be answered in Spanish or non-verbally Section C: translation from Spanish into English (35-50 words) 45 minutes at Foundation tier and 50 minutes at Higher tier – 60 marks</p>	25 %	End of Year 11
<p>Writing: <ul style="list-style-type: none"> • message – students produce four sentences in response to a photo (Foundation tier) • structured writing task • open-ended writing task • translation from English into Spanish </p>	25%	End of Year 11

Tiers of entry :
Higher Tier 4-9
Foundation 1-5
NB. Students must take all four question papers at the same tier and in the same series.

Note: Participation in appropriate exchanges/visits is hugely beneficial and we strongly recommend that students take part in any study visits or exchanges offered.

Heads of Faculties/Teachers Responsible for Key Stage 4

Heads of Faculty

Creative and Physical Arts	Miss N Welch
English	Mr O Smith
Humanities	Mrs K Kirk
Inclusion	Mrs E Haezewindt
Mathematics	Mrs H Burton
Modern Languages	Mrs S Manns
Science	Mrs C Lowe
Technology, Business and Computer Science	Mr M Nicholson

Subjects

Art and Design	Ms K Gaches
Business Education	Mrs D Skidmore
Citizenship	Mr C McDonald
Computer Science	Mr B Marks (Ms S Ghalichi-Tabriz on maternity leave)
Drama	Ms S Burgum
English	Mr O Smith
Film Studies	Mr O Smith
Food Preparation and Nutrition	Mr M Nicholson
Geography	Miss J Cross
History	Mr D Church
Mathematics	Mrs H Burton
MFL (French and Spanish)	Mrs S Manns
Music	Mr Q Hutchinson
Physical Education	Mr J Preston
Product Design	Mr J Draper
Philosophy and Ethics	Ms S Fox
Science	Mrs C Lowe
Textiles	Ms R Jones (Mrs E Boyd on maternity leave)

