

# ASHFORD

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**GCSE Options Booklet 2009/2010**

**Adventurous Learning**



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# INTRODUCTION

## GCSE

This term you will be making important subject choices. For some the choice of subjects will be obvious, but for others it will be less so. This booklet, together with help from your parents, tutors, teachers, and the Careers Department should help you to make informed choices which are appropriate for you as an individual and also allow sufficient flexibility to cope with any changes of direction that you might have in the future.

Future employers and university admissions officers will want to see that you have a range of skills and knowledge. They will also want to be sure that you can communicate effectively in discussion and on paper in more than one language, solve problems logically, manipulate numbers and use information technology efficiently and involve yourself in activities. High achievement at GCSE is important evidence that they will use to make judgments about you.

Universities are consistent in their advice; they prefer quality to quantity. Hence we offer most students the opportunity to study for ten GCSEs. The core subjects you must study are:

- English and English Literature
- Mathematics
- Sciences (either as two or three GCSEs)
- A Foreign Language

This represents seven subjects (or six if you only take science and additional science).

In addition, you must choose a further three subjects from the following: Humanities - Classical Civilisation, Geography, History, Religious Studies; Languages - Latin, a second Modern Foreign Language (ie, French, German or Spanish), EAL (English as an Additional Language); Performance / Creative - Art and Design (either Art or Textiles), Design and Technology, Drama and Theatre Studies, Information and Communication Technology, Music, Physical Education,

In addition to one Foreign language, it is strongly recommended that you choose to study at least one humanity and one performance / creative subject.

The optional subjects and Foreign Languages will be grouped into four “blocks” and will be timetabled simultaneously. You will be asked to make four choices from the initial blocks which we have set up. (See separate sheet). We will then consider whether we need to make two groups of a particular subject in order to accommodate all those who wish to do it. At this stage, please be patient as we consider your requests. We always try to ensure that you are given your individual choice but this cannot be guaranteed.

The option blocks will be finalised towards the end of the Spring Term. Once they have been finalised, you will only be able to change your choice of subjects within that structure.

In addition to the GCSE subjects, all students in Years 10 and 11 have tutorials and Personal Social Health Education and weekly games and PE sessions. You will also be expected to contribute to the co-curricular life of the school.

The timetable for making your choices is as follows:

- Tuesday 10 February 2009: Year 9 Parents' Consultation Evening
- Tuesday 24 February 2009: Options sheets to be returned to Miss Allen
- Ongoing until end of Lent Term 2009: discussions with students and adjustment of blocks
- First half of Summer Term 2009 : confirmation of choices

**You will receive a confirmation slip, listing the subjects that you have chosen, at the beginning of the Summer Term. After that time, you may still change your subject choice, providing that the changes fit the blocking scheme and that there is sufficient space in the teaching sets.**

**Subject**                      **English**

**Exam Board**                **AQA**

**Specification B**        **3701**

### **GCSE Assessment**

A written coursework folder including personal writing and response to literature.

An examination including essay writing and directed writing. Oral coursework is tested by assessed group discussions, role play and solo talks. Coursework represents 40% of the total assessment.

The examination consists of 2 papers. Paper 1 is 1 hour 40 minutes and includes media text, non-fiction texts and writing in order to argue, persuade and advise. Paper 2 is 1 hour 30 minutes and includes poetry from other cultures and writing in order to analyse, review and comment. These written papers represent 60% of the total assessment.

### **Specification Content**

The aim of this course is to develop the ability to communicate effectively in writing and speech, to increase understanding of what is read, seen and heard and to sharpen awareness of life and the power of the imagination.

There will be the opportunity to read a wide range of material from the literary to the statistical and to show understanding of that reading. There will be practice in writing in styles appropriate to the subject matter. Essay writing of all kinds will be taught. Vocabulary will be developed. Skills, such as spelling, punctuation and grammar will be developed. Oral work will form an important part of the course. There will be an opportunity to learn more about the history, development and current use of our language.

### **What next?**

There are many directly related career prospects and English can be combined with a very wide range of subjects at AS/A2. At University there is the option of both single and combined degree course. A degree in English from a good university is highly regarded by employers.



|                      |                           |
|----------------------|---------------------------|
| <b>Subject Name</b>  | <b>Mathematics</b>        |
| <b>Exam Board</b>    | <b>Edexcel</b>            |
| <b>Specification</b> | <b>Maths Modular 2381</b> |

From Year 7 to Year 11 we follow the National Curriculum Mathematics programmes of study. Year 9 is the end of Key Stage 3.

Key Stage 4 is Years 10 and 11 and finishes with an examination, still called GCSE but designed specifically for the National Curriculum.

The syllabus, at the moment, is broken down into four areas called attainment targets and these are:

- |                                   |       |
|-----------------------------------|-------|
| 1. Using and Applying Mathematics | (20%) |
| 2. Number & Algebra               | (40%) |
| 3. Shape and Space                | (20%) |
| 4. Handling Data                  | (20%) |

The modular course involves taking an exam for the Data Handling (Statistics) in November in Year 10 (20%), followed by a further exam in June worth 30%. The final exam is taken in June in Year 11 and is worth the remaining 50%.

GCSE Maths can be taken at two levels – Higher and Foundation. Those taking Foundation cannot receive a Grade higher than C. Most students at Ashford School will take Higher, with a few opting to change to Foundation at a late stage in the course.

### **Entry Requirements**

Everyone has to take GCSE Maths

### **GCSE Assessment**

At Key Stage 4, there is now no coursework. Assessment is based purely on the examination.

Just as for Key Stage 3, at GCSE calculators are allowed in one of the papers but not the other. Each paper lasts one hour forty five minutes.

### **What next?**

Your chances of obtaining any job will be much higher if you have passed GCSE Maths and the higher your grade is, the better your chance will be. A-level Maths is one of the most popular subjects in the Sixth Form and for the really able, there is the opportunity to take two mathematics A-levels, Maths and Further Maths.

### **Further information**

To take A or A/S Level Mathematics in the Sixth Form, it is essential that you do the Higher Level GCSE.

|                      |   |
|----------------------|---|
| <b>Subject Name</b>  | <b>Sciences</b>                           |
| <b>Exam Board</b>    | <b>OCR</b>                                |
| <b>Specification</b> | <b>Twenty First Century Science Suite</b> |

**Entry Requirements:**

The OCR 21st Century Science Suite offers: Science (1 GCSE), Additional Science (1 GCSE), and Biology (1 GCSE), Chemistry (1 GCSE) and Physics (1 GCSE). Science and Additional Science are the equivalent of Combined/Dual Award Science, whilst Biology, Chemistry and Physics are the three Separate Sciences. The first six modules for Biology (B), Chemistry (C) and Physics (P), are common to Science and Additional Science, and the three Separate Sciences. Module 7 in B, C and P is extension material.

At Ashford, all students in Year 10 are taught by subject specialists. Work builds on previous Key Stage Three knowledge. Students work towards Science and Additional Science, or towards three Separate Sciences. Students are placed in sets at the start of Year 10 and are told which strand they are to follow. Both give the possibility of further study at A Level.

**Aims:**

To encourage students to:

- acquire a systematic body of scientific knowledge, and the skills needed to apply this in new and changing situations, in a range of domestic, industrial and environmental contexts;
- acquire an understanding of scientific ideas - how they develop, and the factors which may affect their development and their power, as well as their limitations;
- plan and carry out investigative tasks, and consider and critically evaluate their own data, and that obtained from other sources, using ICT where appropriate;
- use electronic (internet, CD ROMs, databases, simulations etc.) and/or more traditional sources of information (books, magazines, leaflets etc.) to research and plan an investigation;
- select, organize and present information clearly and logically, and use appropriate scientific terms and conventions, and ICT, where appropriate;
- interpret and evaluate scientific data from a variety of sources.

## **GCSE Assessment:**

### **Glossary of Terms**

|                    |   |  |
|--------------------|---|--|
| Specification      | = | Examination Board Syllabus   |
| Module             | = | Teaching block of material from specification  |
| Unit               | = | Examination of module content (Unitised) (67%) or Skills Assessment (33%)  |
| Skills Assessment  | = | Case Study, Data Interpretation Exercise or Investigation  |
| Unitised Exams     | = | “Unitisation” means that candidates do not need to enter all units at the same tier. They can take a mixture of Higher and Foundation tier papers. Units can be retaken in the same tier, or a different tier. The higher of the two unitised marks will be counted. |
| Pre-release Topics | = | Scientific article(s) given to pupils a few weeks before the Unit 3 exams.   |

- All students sit external B, C and P Unit 1 exams, covering Modules B1-3, C1-3 and P1-3, at the end of Year 10. (3 x 40 min exams, each equivalent to 16.7% of the total marks for the award of a GCSE grade.)
- All students sit external B, C and P Unit 2 exams, covering B4-6, C4-6 and P4-6, in Year 11. (3 x 40 min exams, each equivalent to 16.7% of the total marks for the award of a GCSE grade.)
- Over the two year course, students following Science and Additional Science sit two Pre-release Topic exams. (2 x 45 min. exams, each equivalent to 16.7% of the total marks for the award of a GCSE grade.)
- Separate Scientists sit Extension B, C and P Unit 3 exams, covering B7, C7 and P7, and Pre-release Topics, at the end of Year 11. (3 x 60 min exams, equivalent to 33.3% of the total marks for the award of a GCSE grade.)
- Skills Assessment – Case Study, Data Interpretation Exercise or Investigation (33.3% of the total marks for the award of a GCSE grade – students do three skills assessments – one for each Science Subject.)

### **Note:**

- These exams are at either Foundation or Higher Tier (depending on the pupil's ability at time of entry). It is hoped that all candidates will be entered at Higher Tier, with access to A\* to D grades, however, see note on “unitisation” above, with respect to retakes in Year 11.
- We monitor students' performance in an ongoing way, so should it prove necessary to change students from Separate Sciences, to Science and Additional Science, or vice versa, then this decision will be made in Year 11, by the Head of Science, following consultation with Science Subject Teachers.

**Summary:**

|                       |  |
|-----------------------|--|
| <p><b>Year 10</b></p> | <p><b><u>GCSE Science</u></b></p> <p>B1 You and your genes<br/>B2 Keeping healthy<br/>B3 Life on Earth</p> <p>C1 Air quality<br/>C2 Material choices<br/>C3 Food matters</p> <p>P1 The Earth in the Universe<br/>P2 Radiation and life<br/>P3 Radioactive materials</p>  |
| <p><b>Year 11</b></p> | <p><b><u>GCSE Additional Science</u></b></p> <p>B4 Homeostasis<br/>B5 Growth and development<br/>B6 Brain and mind</p> <p>C4 Chemical patterns<br/>C5 Chemicals of the natural environment<br/>C6 Chemical synthesis</p> <p>P4 Explaining motion<br/>P5 Electric circuits<br/>P6 The wave model of radiation</p> |

|  |  |  |   |
|--|--|--|---|
| <p><b>Year 11</b></p> <p>For students who enjoy understanding scientific concepts and can learn at an accelerated pace and work independently.</p> | <p><b>GCSE Biology Chemistry and Physics</b></p>   |  |   |
|  | <p><b>B7 Biology</b></p> <p>Living organisms are interdependent</p> <p>Photosynthesis</p> <p>Heterotrophic nutrition</p> <p>New technologies</p> <p>Respiration</p> <p>Circulation</p> <p>Skeletal systems</p> | <p><b>C7 Chemistry</b></p> <p>Alcohols, carboxylic acids and esters</p> <p>Energy changes in chemistry</p> <p>Reversible reactions and equilibria</p> <p>Analysis</p> <p>Green chemistry</p> | <p><b>P7 Physics</b></p> <p>How do astronomers observe the sky?</p> <p>How does a telescope work?</p> <p>What are the objects we see in the night sky and how far are they?</p> <p>What are stars?</p> <p>How do astronomers work together?</p> |

## What next?

There are many scientific fields, leading to many careers:

|               |                            |                   |                       |
|---------------|----------------------------|-------------------|-----------------------|
| Astronomy     | Ecology                    | Human Biology     | Physics               |
| Botany        | Engineering/Technology     | Maths             | Science Communication |
| Chemistry     | Food Science and Nutrition | Materials Science | Zoology               |
| Earth Science | Health and Medicine        | Nanotechnology    | Etc., . . .           |

### You can be anything you want to be . . .

Applied Mathematician, Asset Manager, Electricity Lines and Cables, Astronomy Lecturer, Astrophysicist, BBC Radio Producer, Biotechnology Research Manager, Broadcast Technology Project Director, Chartered Mechanical Engineer, Chemical Physicist, Climate Change Centre Coordinator, Climate System Modeller, Clinical Scientist, Corrosion Engineer, Curator, Curriculum Project Coordinator, Doctor - General Practitioner, Drug Discovery, Electrical Design Engineer, Electrical Engineer, Energy Analyst, Experimental Research Physicist, External Communications Manager - Climate Change, Face Research, Forensic Scientist, Graduate Safety Engineer, Human Gene Naming, Immunologist, Information Services Manager, Innovation Manager, Inorganic Electrochemist, Inventor, Laser Physicist, Lecturer in Physiology and Pharmacology, Management Consultant, Marine Biogeochemist, Marine Biologist, Materials and Corrosion Consultant Engineer, Mechanical and Forensic Engineer, Mechanical Biased Development Engineer, Medical Device Development, Molecular Plant Pathologist, Museum Curator, Neuroscientist, Nutrition Policy and Advice Manager, Nutrition Scientist, Operations Manager, Optoelectronics Physicist and Engineer, Organic Chemist, Patent Examiner, Physical/Chemical Oceanographer, Planetarium Astronomer, Planetary Scientist, Plant Systematist, Process Development Engineer, Process Scientist, Public Awareness of Science Manager, Research Biochemist, Research Engineer, Research Scientist & Science Communicator, Science Communications Consultant, Science Communicator, Science Correspondent, Science Exhibit Developer, Science Information Officer, Science Journalist, Science Programme Manager, Science Promotion, Science Teacher, Scientific Adviser, Seabird Ecologist, Senior Lecturer – Genetics, Senior Projects Engineer, Senior Scientific Officer, Nutrition (Food Standards Agency), Senior Space Technologist, Senior University Lecturer in Biochemistry, Skin Care Technology Scientist, Software Engineer, Space and Extreme Environment Physiologist, Special Needs Science Teacher, Sports Materials Engineer, Staff Scientist, State Registered Dietician (SRD), Structural Engineer, Technology Translator, Television Producer, Theoretical Physicist, University Lecturer in Colour Science, University Parapsychology Researcher, Veterinary Surgeon, Wind Energy Engineer, Young People's Programme Officer.

Source: <http://www.planet-science.com/nextsteps/index.html?page=/profiles/search.html>

### Further Information:

If you are not sure whether you should study a specific area of science at AS and A2 Level, then the following websites provide more detailed information:

|             |  |
|-------------|--|
| Biology     | <a href="http://www.iob.org">www.iob.org</a>                 |
| Physics     | <a href="http://www.careers.iop.org">www.careers.iop.org</a> |
| Chemistry   | <a href="http://www.rsc.org">www.rsc.org</a>                 |
| Engineering | <a href="http://www.semta.org.uk">www.semta.org.uk</a>       |

The following website offers good general advice:

[www.connexions.gov.uk](http://www.connexions.gov.uk)

**Subject Name**      **CLASSICAL CIVILISATION**

**Exam Board**        **OCR**

**Specification**      **GCSE J280**

Students will expand their knowledge of the Classical World through the media of textbooks in ascending difficulty, and various ICT resources.

- There is **no** language required and students of **any** ability can study Classical Civilisation – the key is interest and the willingness to work hard.
- Classical Civilisation is multi-disciplinary, made up of a massive selection of cross-curricular topics: literature, philosophy, history, politics and sociology, archaeology, technology, even some science. Hence it combines well with most other subjects.
- The subject matter is naturally interesting, entertaining and novel. The sheer range means that anyone will find something which they can personally enjoy.
- So many of the key skills are there - comprehension, analysis, substantiating arguments, literary appreciation and self-expression.

### **Content and Assessment**

There are four equally-weighted modules, three taught and one coursework.

#### **The 3 Taught modules**

- **The City of Rome** – the focus here is on the everyday life of a Roman citizen living in Rome; key areas include the importance of religion, the nature of the family and main forms of Roman entertainment available in the city
- **Homer's *Odyssey*** – the great epic of Odysseus, set just after the legendary Trojan War
- **Spartans** – a look at their society, culture and what made them the best soldiers on earth!

#### **Assessment of Taught Modules (2 exam papers)**

- Two of three context passages, answering a series of factual questions (15 + 15 marks)
- One of two essay questions involving factual application and discussion (30 marks)

The layout is uncomplicated and accessible – no nasty surprises, provided that students have done the work!

#### **Module 4 – Coursework**

- Assessment comes in the form of a 2000 word assessment task. There are six topics and two tasks set for each so candidates can effectively choose from twelve titles. Pupils

will practise the key academic skill of forming an argument: making a point, backing it up with appropriate evidence and establishing its relevance in relation to an essay title.

- Each task will require candidates to analyse and evaluate original sources in order to investigate a particular aspect of the civilisation studied in each option.
- This is where people really come into their element because of the choice – everyone finds something to write which really interests them.

### **Why study Classical Civilisation?**

- The classical world provides an excellent basis for enjoying our European culture as the founding father of literature, philosophy, music, drama, technology and science.
- It leads on naturally to A level and on to any of a growing number of degree courses in non-linguistic classical subjects being developed at many universities, from Oxbridge downwards.

So if you are considering law, history, literature or philosophy then the skills you will pick up in Classical Civilisation are infinitely transferable. In addition, Classics is recognised and respected by top universities as a rigorous academic subject and will stand out on an application for anything.

### **Out and About – The Classical Society**

The department involves pupils in various activities to widen and stimulate involvement in the classical world. Annually, there are speakers, trips to talks in London or elsewhere, various reading competitions, a classical play and, if there is enough interest, a trip to Classical Italy or Greece.

**Subject**                      **Geography**

**Exam Board**                **AQA**

**Specification**              **4030 A**

This specification divides the course contents into three units, and it is possible to choose which sections to study within these units. Divided by section, the following topics have been selected for study:

**Unit 1 : Physical Geography (37.5% of total assessment)**

**Section A**

- The Restless Earth
- Rocks, Resources and Scenery
- Challenge of Weather and Climate
- Living World

**Section B**

- Water on the Land
- Ice on the Land
- The Coastal Zone

**Unit 2 : Human Geography (37.5% of total assessment)**

**Section A**

- Population Change
- Changing Urban Environments
- Changing Rural Environments

**Section B**

- The Development Gap
- Globalisation
- Tourism

### **Unit 3 : Local Fieldwork Investigation (25% of total assessment)**

Coursework. One piece of roughly 2000 words, based on local fieldwork, which is conducted as a whole group exercise.

#### **What next?**

Geography's integrating nature makes it a good choice at AS and A2 level since it combines easily with both sciences and arts subjects.

#### **Further Information**

The specification provides a very useful insight into many issues that are of growing importance to our society and way of life while maintaining some of the more traditional elements of studying the landscapes around us. Certainly, an understanding of the natural environment and our interaction with it are now an essential part of modern education. In addition, the study of Geography at this level allows the integration of scientific knowledge with humanity and the development of a range of transferable, mathematical and communication skills.

|                      |   |
|----------------------|---|
| <b>Subject Name</b>  | <b>History</b>                                  |
| <b>Exam Board</b>    | <b>AQA</b>                                      |
| <b>Specification</b> | <b>4042 History A (Schools History Project)</b> |

There are three main topics in the new GCSE course, so there is no chance to become bored or stuck with a topic in which you are not so interested: a Development Study (Medicine & Public Health Through Time), an Enquiry in Depth (Germany 1919-45) and a Local Study (Rochester Castle). What this means in real terms is - the study of why and how medicine developed from ancient times to today; how and why Hitler came to power and with what results for the German people, including the Jews. Many of these issues have clear parallels with modern problems and, as such, are very relevant. There will be a visit to Rochester Castle, to try to match up what we can see with the old documents we will have studied in class. Throughout the course we will focus on handling evidence critically, and learning to think as 'real' historians do.

### **Entry Requirements**

You have all studied History in school for many years. There are no other specific requirements except that you enjoy the subject and find it interesting.

### **GCSE Assessment:**

|          |  |       |
|----------|--|-------|
| Paper I  | 1¾ hours Medicine & Public Health Through Time | (35%) |
| Paper II | 1¾ hours Enquiry in Depth – Germany 1919-45    | (40%) |

You submit a controlled piece of coursework based on your Rochester studies. This is worth the remaining 25% of the marks.

### **What next?**

History is useful for a lot of careers and not just the obvious ones. Some careers have an obvious link with history such as conservation work, town planning, building restoration, tourism, museum or archive work. It is also a good qualification for budding journalists, secretaries, accountants researchers, police, lawyers and scientists where an ability to gather and read different information, analyse or evaluate it carefully and then communicate it clearly is required. This subject combines with science as well as English, Geography, Modern Languages and the Arts.

### **Further information**

A range of different approaches is taken. You will notice straight away a much more relaxed atmosphere in class (after all, this is an option!). You begin to take greater responsibility for meeting deadlines and working on your own or in a group. The course is designed to be as accessible and supportive as possible.

**Subject**                      **RELIGIOUS STUDIES**

**Exam Board**                **EDEXCEL**

**Specification**              **1481**

We follow the Edexcel board course at Ashford focusing on Religion and Life and Religion and Society. This course concentrates on the two Religions of Islam and Christianity. There is currently no coursework in this subject.

**Unit A: Religion and Life based on the study of Christianity and at least one other religion.**

This is an exciting course that tackles real issues. It examines reasons why people do and do not believe in God from the paranormal to the problem of evil and suffering. Students also assess key ethical issues including abortion and euthanasia. The course focuses on different Christian and Islamic views on issues of prejudice, marriage, sex, life after death and equality. This is an exciting and “real” course that challenges and inspires students to ask the difficult questions.

**Unit H: Religion and Society based on the study of Christianity and at least one other religion.**

This is a relevant and challenging module that examines key concepts within the fields of Social responsibility, the environment, war and peace, crime and punishment and controversial medical issues. In a society that is becoming more violent and consumer driven and a world that is becoming increasingly concerned with the effects of war, global warming and scientific advancements, this is a brilliant course that allows students to really assess the strengths and weaknesses of actions and decisions. This course stretches the most able whilst at the same time allowing all to achieve.

**Entry Requirements:**

Religious Studies is a course for all; people with religious beliefs or with none can study this subject. The important thing is to be open-minded. Knowing about and understanding religion is important. Religion affects the way people live and behave towards each other. The aim of this course is to allow you to explore beliefs, practices, cultures and attitudes within society as a whole and two major Religions.

There are no specific entry requirements for this course, just come with energy, enthusiasm, an open mind and a voice ready to be heard.

**GCSE Assessment:**

You will take two examinations of two hours each, one at the end of each year (Yr10 & Yr11). At this stage there is no plan to do coursework although this is an option in the specification.

**What Next ?**

GCSE is about diversity, it is your final chance to explore a wide range of subjects. Religious Studies is a fantastic GCSE as it underlines the entire curriculum, offering elements of history, language, geography, arguments about science, skills of debating, analysis of material and most importantly a subject that enables you to challenge the beliefs you hold. At A Level this subject can be combined with any other subjects, it provides the same skills as History and English and can also be a useful subject alongside science if you are thinking about medicine, as it includes the study of medical ethics. The skills gained through a study of RS can also be regarded highly by the Law profession in matters of debating and analysing evidence etc. Students who have taken Religious Studies beyond GCSE have gone on to read Humanities, Law, Philosophy, Psychology, Theology, Medicine and a whole range of other subjects. From there, RS has provided the base line for many careers stretching from Law and Medicine to Accountancy, Teaching, Business and Finance to name a few.

**Further Information:**

If you are interested in taking this subject next year as a GCSE option, please feel free to come and see Miss Semple and explore your options.

|                      |                  |
|----------------------|------------------|
| <b>Subject Name</b>  | <b>LATIN</b>     |
| <b>Exam Board</b>    | <b>OCR</b>       |
| <b>Specification</b> | <b>GCSE J281</b> |

### **Skills, Aims and Outcomes**

Students will expand their knowledge of the Latin language through the media of textbooks in ascending difficulty, original Latin guided by the teacher and various ICT resources.

- **Language:** Latin is a heavily inflected language. This means that the endings of words are crucial for understanding the meaning of a sentence. The mental somersaults needed make for a disciplined mind and enhanced powers of analysis.
- **Literature:** But the point of all this is not just mental stimulation. Only by reading it in the original can one truly appreciate the simple beauty of Roman literature.

### **Assessment**

- **Language (50%):** Three passages, two comprehension and one translation, focused around prescribed basic grammar and key sentence constructions. These are based on a prescribed vocabulary list issued at the start of the course. Any words in the exam not on this list are underlined and their meanings are given.
- **Literature (50%):** This entails a combination of some exciting stories and some of the best surviving Latin prose and poetry from Roman times. This can include love-stories or murder intrigue, private letters or scenes from dinner parties. The texts are read and prepared in advance for exam questions on translation, context and literary merits.

### **Is it very difficult?**

No! Gone are the days of dry grammar, obscure passages and awkward translations designed to trick the unwary. There are straightforward comprehensions and vocabulary lists to make the linguistic study much more manageable and enjoyable. This is not to say that is not challenging and will stretch the most able for those top grades, but the high proportion of prepared work (70%) and the vocabulary lists which can be pre-learned for the rest mean that anyone who is prepared to try can succeed and maybe even enjoy the experience!

### **Why study Latin?**

As well as the above, Classics provides a marvellous insight into how other languages work and the foundations of European culture. Not only does it benefit linguists with keen analytical minds but it can be enjoyed by *anyone* with an interest in the classical world. So if you're considering law, languages, history, literature or philosophy then the skills you will pick up in Latin are infinitely transferable. In addition, Latin is recognised and respected by top universities as a rigorous academic subject and will stand out on an application for anything.

### **Out and About – The Classical Society**

The department will involve pupils in various extra-curricular activities to widen and stimulate pupils' involvement in the language and the classical world in general. There will be guest speakers, trips to talks in London and elsewhere, various reading competitions, a classical play and, if there is enough interest, a trip to Classical Italy or Greece.

**Subject Name    Modern Foreign Language  
(French / German / Spanish)**

**Exam Board        AQA**

**Specification:     A FULL COURSE**

**Entry Requirements**

At least 2 years' study of the language at KS3. The 4 skills of reading, writing, speaking and listening will be practised and tested regularly. They will have equal weighting in the examination.

**GCSE Assessment**

There are 4 attainment targets:

1. Listening and Responding
2. Speaking
3. Reading and Responding
4. Writing

The assessment will consist of 2 tasks in both the writing and speaking skills during Y10 and 11 and by examination in the listening and reading skills at the end of year 11.

This is the specification at a glance:

| <b>Unit 1 Listening</b>  | <b>Unit 2 Reading</b>  | <b>Unit 3 Speaking</b>  | <b>Unit 4 Writing</b>  |
|--|--|---|--|
| Examination<br>20% weighting   | Examination<br>20% weighting   | Controlled<br>assessment<br>30% weighting   | Controlled<br>assessment<br>30% weighting  |
| FoundationTier<br>30mns<br>Higher Tier: 40mns  | FoundationTier:<br>30mns<br>Higher Tier: 50mns   | Untiered<br>Differentiation by<br>outcome   | Untiered<br>Differentiation by<br>outcome  |
| A range of question<br>types based on<br>prerecorded spoken<br>material in target<br>language<br>Questions and<br>answers in English | A range of question<br>types based on<br>written material in<br>target language<br>Questions and<br>answers in English | Students submit 2<br>tasks for moderation:<br>each a form of<br>dialogue lasting 4-<br>6mns | Students submit 2<br>tasks for marking:<br>Access to dictionary<br>is allowed when<br>producing final<br>version |

Listening and Reading can be taken at either Foundation or Higher Tier and students can opt to do one skill at Foundation and one at Higher or both at Foundation or at Higher Level.

Speaking and Writing are untiered. Differentiation is by outcome, not by task.

The themes on which the assessment will be based are as follows:

- Life style
- Leisure
- Home and environment
- Work and education

and are subdivided further into elements that can be summarised as **healthy and unhealthy lifestyles, relationships** (family and friends, future plans, social issues and equality), **free time and the media** (free time activities, shopping, money, fashion and trends, new technology), holiday (getting around, plans, preferences, experiences), **home and local environment** (special occasions, home town, region, problems facing the planet, being environmentally friendly), **school and future plans** (describe school, pressures and problems, looking for a job, advantages and disadvantages of different jobs)

Students will be issued with an AQA student's guide, textbook and workbook in which GCSE vocabulary and grammar are listed, as are the strategies for understanding that are expected to be developed.

### **What next?**

It will be possible to study Modern Foreign Language at A level in the 6<sup>th</sup> form with a minimum requirement of an A/A\* grade at GCSE. This subject can be combined with a variety of academic and practical subjects, such as History, Geography, English, Economics, Business Studies, DT, Textiles and any science based subjects

A Modern Foreign Language is an asset when envisaging a career in Law, Education, Business, Marketing, Tourism, Fashion, Architecture or Research

### **Further information**

The aim of the GCSE course is to enable students to understand the spoken and written French, German or Spanish likely to be encountered by a 16-year-old visiting a country speaking that language (or hosting French, German or Spanish speakers at home). You are also encouraged to develop knowledge and understanding of grammar and the ability to apply it. The course will provide a suitable foundation for further study and/or practical use of the language.

|                     |  |
|---------------------|--|
| <b>Subject Name</b> | <b>EAL</b> (English as an additional Language) |
| <b>Exam Board</b>   | University of Cambridge,<br>ESOL Exam          |

The Certificate in Advanced English (CAE) is an exam for advanced users of English. This exam is aimed at people who can use written and spoken English for most professional and social purposes. It is widely recognised for work or study purposes.

Cambridge ESOL is a department of the world-famous and historic University of Cambridge. Attaining one of its certificates is an achievement and a reward in itself. However, there are many other benefits to taking CAE:

- a CAE certificate is valid for life
- CAE is truly international, [recognised around the world](#) for business and study purposes
- hundreds of employers, universities and government departments officially recognise CAE as a qualification in advanced English
- passing CAE gives you the confidence to take on the [Certificate of Proficiency in English \(CPE\)](#) or Academic IELTS
- CAE's ['Can Do' skills](#) give you the confidence to use English in real situations

#### **What will taking CAE help you do?**

CAE is at Level C1 of the [Common European Framework of Reference for Languages \(CEFR\)](#) - an internationally recognised benchmark of language ability. The framework uses six levels to describe language ability from A1 to C2. 'Can Do' statements have been used to describe these levels in terms of real skills with language.

For example, at C1 level, typical users can be expected to:

- read quickly enough to cope with an academic course
- understand complex opinions
- produce clear, well structured and detailed pieces of writing
- express themselves well with a good degree of fluency
- use English flexibly for social, professional and academic purposes.

Your preparation for CAE will give you these kinds of practical language skills.

## What does CAE involve?

CAE has five papers:

### Reading:

You will need to be able to understand texts from publications such as fiction and non-fiction books, journals, newspapers and magazines.

### Writing

You will have to show you can produce two different pieces of writing such as an article, a report, a proposal and a review.

### Use of English

Your use of English will be tested by tasks which show how well you can control your grammar and vocabulary.

### Listening

You need to show you can understand the meaning of a range of spoken material, including lectures, radio broadcasts, speeches and talks.

### Speaking

You will take the Speaking test with another candidate or in a group of three, and you will be tested on your ability to take part in different types of interaction: with the examiner, with the other candidate and by yourself.

## A world of opportunities — worldwide recognition

- CAE is a truly international exam, recognised by hundreds of employers as proof of advanced ability in English and also by universities and colleges as proof of ability to study in English to undergraduate level.
- Companies such as Microsoft, Airbus, IBM and PricewaterhouseCoopers recognise the value of CAE in their overseas offices.

## English for your future

- Passing CAE is a major step towards taking our highest qualification, [CPE](#).
- CAE's 'Can Do' skills enable you to use English in real situations with confidence. CAE exams use real-life situations and are especially designed to help you communicate more effectively in your own life and to focus your language learning on the skills you will actually need.
- Because CAE exams focus on all four communication skills (Reading, Writing, Listening and Speaking) plus the use of English, you increase your confidence in using English in everyday situations.

### Marking

Exam scripts are sent to Cambridge ESOL for marking and grading and the results are sent back to the test centres.

### Your results

Each component of the exam carries 20% of the total marks.

|                      |                       |          |
|----------------------|-----------------------|----------|
| <b>Subject Name</b>  | <b>Art and Design</b> |          |
| <b>Exam Board</b>    | Edexcel               |          |
| <b>Specification</b> | 1028                  | Fine Art |
|                      | 1030                  | Textiles |
|                      | 1031                  |          |

These courses encourage you to be adventurous and enquiring in your approach to art and design; to understand the past, examine the present and look to ways of developing the future; to improve your practical skills and enjoy studying art in all its various contexts.

There are two courses available; both courses allow you to experiment with a similar wide and varied range of ideas, materials and techniques. The courses are built so that you will maximise your personal potential.

**Fine Art** – a specialised course studying drawing and painting, and/or printmaking and sculpture. On offer are a wide range of materials, practices and experiences.

**Textiles** – a specialised course covering all aspects of fabric production, construction and decoration based on a sound foundation of drawing and designing.

The syllabus is based on the relationship between ‘basic-elements’ such as line, tone, colour, texture, pattern and the following ‘practices’ – drawing, painting, collage, printmaking, sculpture, graphics and textiles. These are studied in various ways using observation, visual research, exploration, problem solving, analysis and discussion expressed in terms of sketchbooks, individual studies and final pieces.

#### **GCSE Course components and Assessment**

There are two internally set assignments spread over five terms, and each assignment will consist of:

- A Preparatory work presented in a sketchbook
- B Historical and Critical studies presented in a sketchbook
- C One or more pieces of finished work per assignment

The externally set paper will be studied in the spring term and examined in the first half of the summer term (Year 11). The examination paper will be given to the students eight working weeks before the date of the test. The controlled test will last for ten hours, spread over one week.

All the above work is assessed as a whole at the end of the course.

**What next ?**

For the student who has enjoyed and successfully completed the GCSE course there is the challenge of tackling the AS/A2 Art and Design course in Fine Art, Textiles or Photography leading to a degree course at University or School of Art. Ex-students are, at present, pursuing careers in fine art, textile design, architecture, photography, product design and film making to name but a few.

**Further information**

The department staff will be only too pleased to discuss issues with you regarding your future plans. We also cater for students who enjoy art but who intend to pursue careers in other academic areas of study such as English, Maths and Science.

Come and talk to us!

**Subject**                      **Design and Technology:  
Resistant Materials Technology  
(4560)**

**Exam Board**                **AQA**

**Specification**             **4560**

**Course aims:**

To encourage students to:

- Actively engage in the processes of design and technology and to develop as effective and independent learners
- Make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products
- Explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making
- Analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life
- Develop decision-making skills through individual and collaborative working
- Understand that designing and making reflects and influences cultures and societies, and that products have an impact on lifestyle
- Develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge

**Entry requirements:**

There are no formal entry requirements; we simply ask that you are enthusiastic, show willingness to experiment and approach the subject with an inquisitive mind.

**GCSE Assessment:**

Examination

There will be a two hour examination at the end of your course worth 40% of the total mark. The examination is divided into two sections and comprises both written and design based questions. To enable the students to prepare for the design element of the examination, pre-released material is made available in the Lent term.

Coursework

The coursework requires the students to design and manufacture a product to fulfil a need within society, an A3 design folder will accompany the three dimensional product. The coursework element of the course is significant and accounts for 60% of the total mark.

**What next?**

Design and Technology is designed to be a complimentary study to subjects such as Mathematics, Physics, Art and Design or to be a contrasting subject with English, History, Geography and Modern Languages. Having studied Design and Technology, students can choose from a wealth of University courses and the following are a selected few: Product Design, Industrial Design, Broadcast Media Design and Technology Communication, Internet Engineering, Sports Technology, Medical and Surgical Engineering, Interior Design and Architecture. Future employers could include Apple, BT, Lego, Nokia, Ikea and Mercedes.

**Further Information:**

The course provides opportunities to engage in several 'design and make' activities using resistant materials such as metal, plastics, wood, composites and smart materials. It encourages students to be imaginative and experimental when designing, selecting materials and using manufacturing processes.

**Will you enjoy the course?**

You will enjoy the course if you want to study a subject that:

- is both creative and technical
- is relevant to the consumer society you live in
- encourages you to be a discerning consumer
- enables you to design and make products
- places an emphasis on practical work
- develops a full range of skills that will be useful in other subjects you study, in employment and life in general

**Subject**                      **Drama and Theatre Studies**

**Exam Board**                **AQA**

**Specification**              **3241**

### **Assessment**

**Practical**                      **60%**

A number of practical assessments will be undertaken during the course, and elements learnt in this section have great value, as the whole of Paper 2 is synoptic.

During the two year course you will have the opportunity to study a variety of technical skills. As well as acting in both scripted and devised pieces you can choose to be assessed on make-up, puppetry, costume design, mask construction, stage management, prop construction and set design, and there will be opportunities to attend classes in these skills.

You will complete a minimum of four assessments during the two year course and these will be internally assessed and externally moderated. The best two marks from the different skills will go forward as 60% of the overall examination mark.

**Written Paper 2**                **40%**

This is a two-hour paper, where you must answer two questions from either of two sections.

Section A consists of the study of set texts. These will be studied from a performance and design perspective, and you may choose to answer on characterisation or design.

Section B involves the analysis of live productions seen during the course. All aspects of the productions seen – performance, design and production – will be studied. During the course, there will be many opportunities to see a variety of plays, both locally and in London.

### **Entry Requirements**

GCSE Drama is open to all.

### **What next?**

The GCSE course is designed to be an excellent introduction to the A level. The skills learnt in the GCSE are expanded upon and developed at AS and A2. However GCSE Drama is an excellent course to study even if a student has no wish to take the subject any further as it develops confidence and teamwork, skills that are useful in any area. The subject hopefully encourages a love of theatre that will last a lifetime regardless of the career path a student chooses.

**Subject Name**                      **IGCSE Information and  
Communication Technology**

**Exam Board**                        **Edexcel**

**Specification**                      **41T0**

**Entry requirements**              An interest in ICT

This is an exciting and new qualification that will enable pupils to explore and learn about ICT in an innovative way with topics relevant to everyday use. The assessment of the qualification is designed to assess both theory and practical skills and will appeal to all pupils.

This is a two year course that aims to encourage the exploration and study of ICT in a variety of contexts: home, community, business, industry, recreation and education. In any given situation students will have the opportunity to acquire competence, ability and critical skills through the implementation, use and evaluation of a range of ICT systems. Students can develop their interests in, enjoyment of and critical reflections on ICT as an integral part of modern society.

### **Key subject aims**

The Edexcel IGCSE in ICT enables students to:

1. Acquire and apply ICT skills, knowledge and understanding in a range of contexts
2. Develop ICT-based solutions to address challenges and solve problems
3. Develop an understanding of ICT systems
4. Develop an understanding and awareness of current and emerging technologies
5. Develop an awareness of the legal, social, ethical and environmental consequences of the use of ICT systems for individuals, organisations and society

Recognise potential risks when using ICT and develop safe, secure and responsible practice

### **Assessment**

Paper 1: Written paper

- Written paper lasting one hour 30 minutes, set and marked by Edexcel
- Single tier of entry
- The total number of marks available is 100.

Paper 2: Practical paper

- Practical paper lasting three hours (including printing time), set and marked by Edexcel
- Single tier of entry

- One-week examination window in May
- The total number of marks available is 100.

### **Course Content**

Some of the topics covered are as follows:

- Types of ICT systems
- Uses of ICT in Business, Entertainment and Communications
- Hardware/Software
- Storage methods and devices
- Networks – what they are and how they work
- Internet – how it works and what equipment it uses
- Legal aspects of ICT
- Data security and virus protection
- Practical applications

There will be a lot of emphasis on ICT in the modern world, its applications and uses.

### **Software used within this course will include the following:**

Video editing, Image editing, Database, Spreadsheet, Word-processing, Desktop publishing, Web authoring, Audio editing, Communications and Multi-media presentations.

### **Progression**

A Level in ICT, careers in ICT and most areas that use ICT.

**Subject**                      **Music**

**Exam Board**                **Edexcel**

**Specification**              **1426**

**Entry Requirements**

You will need to be able to play at least one instrument to at least grade 3 or 4 standard by the end of the course. If you are already learning an instrument (including voice) the course will be a lot easier but it is designed so that you can begin an instrument as you start the course and not be disadvantaged. You **must**, however, learn an instrument for the duration of the course, even if you have not already done so.

There are no other requirements although a basic grasp of music theory does help.

Anyone who has completed the Ashford School music syllabus in Years 7 to 9 will be able to access music successfully at GCSE

**GCSE Assessment**

There are three parts to the course: Listening & Appraising, Performing, and Composing.

**Listening** (40% of total marks)

The listening paper requires an acquaintance with all kinds of music, including Western classical music of the last few centuries, all kinds of pop and dance music, and music from other parts of the world. It is based on four specified Areas of Study, which form the core of activities in both listening and composing work. It is assessed through a 1 ½ hour exam at the end of the course.

**Performing** (30% of total marks)

You must either sing or play an instrument, both as a soloist and in an ensemble, for your final performance. This is assessed as coursework, marked internally then moderated by an external examiner. For this reason your performances will be recorded.

**Composing** (30% of total marks)

This is, for many candidates, the most demanding and most rewarding part of the course. Over the two years, you will produce a series of compositions to briefs arising from the Areas of Study. Two of these are chosen for submission at the end of the course. Assessment is through internal marking and external moderation. You must produce a score and a recording for each composition. Both score and recording can be produced via the Sibelius IT programme, which students began to use in Year 8.

**What next?**

A GCSE in music can be a passport to further study in music or it can be used as evidence of creative, disciplined work if you are looking to study other subjects. Music is one of the subjects with the widest range of skills required to pass well and so is valued by employers and higher education establishments alike. Former students with high music grades at GCSE have gone on to study law and economics at the highest universities in the UK.

**Further information**

All pupils taking music for GCSE must participate in a choir (to develop their aural skills) and, if they learn an instrument, in at least one other musical activity (to develop their ensemble skills).

**Subject**                      **Physical Education**

**Exam Board**                **Edexcel**

**Specification**              **4892**

**Paper 1: Written paper (1 hour 30 minutes) - 40%**

The paper is split into 2 common themes;

Healthy, active lifestyles;

- Benefits
- Influences
- Exercise and fitness
- Physical activity
- Personal health and wellbeing
- Physical activity as part of your healthy, active

Your healthy, active body;

- Cardiovascular system
- Respiratory system
- Muscular system
- Skeletal system
- Healthy mind and body

**Paper 2: Practical Skills – 60%**

Candidates must choose FOUR activities for assessment and complete an Analysis of Performance in ONE of these activities. During assessment, candidates may take the role of performer, coach or official.

Candidates will be assessed during the course and again in their final practical assessment on their selected activities. Candidates will also be expected to demonstrate the ability to analyse performance in their chosen activity.

There is a lot of work involved, but students enjoy finding out just how the body does or does not work! They also find it overlaps and reinforces aspects of the Biology syllabus.

Excellence in all four chosen activities is not essential but, over the two years, students will work to bring all sports to a high level.

**Entry Requirement**

Candidates should be able to perform to a good standard in their chosen activities. Active participation in school clubs and teams (this can also include outside agencies, e.g. hockey clubs, swimming clubs, dance schools, horse riding etc) is required.

**What Next?**

A Level Sport Science and Physical Education

Careers in the Leisure Industry

Physiotherapy

A wide variety of Sport Science Degrees .....to name just a few