



KS4 curriculum at Fourteen+

Options 2010-2012

Year 10 onwards

Education for Life

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KS4 curriculum at Fourteen+

Introduction

The next two years of study are very important to you. It will be the first stage in your 14–19 education at Ashcroft Technology Academy. As always, you must continue to work hard to ensure that you do as well as you possibly can.

There is a lot of information in this booklet, and you will need time to read it carefully. Don't make hasty decisions – talk things over with your parents and teachers before making up your mind. In particular think very carefully about choosing a language if you are interested in the new International Baccalaureate (IB) course now available in our 6th form as the IB includes a compulsory language module. The Curriculum Chart in this booklet shows what is compulsory and what is optional. The National Curriculum requires you to keep studying many subjects, so options for work or further study will remain open whatever you choose. However, if you have a fairly good idea of what you want to study further, or what kind of job you want to do, mention this when discussing your plans. We can then advise you more accurately. Above all, make sure your decisions are made in your best interest, not because of what your friends are doing, or because of who might or might not be teaching you.

Remember that your Tutor, Student Progress Manager and all Academy teachers are here to help you. Together with your parents, we all want to ensure that your studies in Year 10 and 11 are right for you.

Marcus C J Barker
Principal

KS4 curriculum at Fourteen+

Foreword

This booklet contains information on courses of study at Ashcroft Technology Academy, in Years 10 and 11 (Fourteen+). In the National Curriculum, there are several subjects which you must study – but you do have choices to make. Before deciding, you will have opportunities to discuss your present work and future options with your teachers, parents or guardians. Ashcroft Academy is a leader in curriculum development and we can offer courses which suit your needs. The details of the various option choices will be presented at the **Year 9 Options Evening on Tuesday 30th March 2010**. In the meantime do familiarise yourself with the courses and the course content.

GCSE and BTEC First Certificates

Most of the courses involve working towards the GCSE (General Certificate of Secondary Education).

There are 5 BTEC First Certificates in vocational subjects and a OCR Level 2 National in ICT and you must opt for one of these (you will need to list your preferences in case some are oversubscribed) – see the Curriculum Chart. These are exciting vocational courses and the Academy is established as a leader in the field of vocational education. There is a full description of these courses beginning on page 11.

There will be a chance for you and your parents to find out more on our Year 9 Options/Fourteen+ Open Evening on Tuesday 30th March 2010.

The option forms have to be returned to your tutor by **Friday 23rd April 2010**.

14-19 Education at Ashcroft Technology Academy

The age of 14 should be seen as the beginning of a distinct phase in the curriculum which runs through to 19. The 14–19 curriculum allows you to follow courses which lead progressively through from Key Stage 4 to sixth form education (Key Stage 5) at Ashcroft Academy. Your 14–19 education at Ashcroft Academy will prepare you for your future.

At Key Stage 4, Ashcroft Academy offers courses leading to the following qualifications:

- GCSE
- BTEC First Certificate
- OCR Level 2 Nationals in ICT

Your range of qualifications at Key Stage 4 will reflect your abilities and interests. Taking these into account you may consider the full range of options open to you in the sixth form at Ashcroft Academy. You could:

- progress to GCE A-levels
- progress to Applied A-levels
- progress to BTEC National/First certificates
- progress to International Baccalaureate (IB)
- study a mixed programme of subjects from GCE AS, A2, Applied A-levels , BTEC and IB

Whatever progression route you follow, your sixth form programme will include:

- preparation for Work, Higher Education and Employment
- Personal, Social and Health Education
- a Key Skills Programme of Information Technology, Application of Number and Communication.
- Physical Education
- a varied enrichment programme
- opportunities to take on positions of responsibility

A high proportion of students stay on at Ashcroft Academy after the age of 16 because of:

- the security of a familiar and orderly community
- the demands for high standards of work and behaviour
- the opportunities to exercise leadership and initiative to which many young people, selectors in higher education and employers attach great value
- the excellent resources
- our very high pass rate at Advanced level
- a curriculum offer that is second to none

It is very important that you talk to your teachers, tutors and your Student Progress Manager when making your option choices in Year 9 and to gain advice on your progression within the 14–19 curriculum at Ashcroft Academy.

Curriculum Chart

CORE CURRICULUM – You must study all of these subjects

English	Maths	Science (2 single awards)	PE/Games	CPSE	RS and Citizenship	ICT* OCR Level 2 Nationals
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PATHWAYS** – You must choose a pathway

Pathway A	Art & Design *BTEC First Certificate	Design & Technology GCSE		<table border="1"> <tr> <th colspan="2" style="background-color: black; color: white;">GCSE Options</th> </tr> <tr> <td colspan="2" style="text-align: center;"> (Choose two only) CoPe Drama French Geography History Media Music PE Triple Science Spanish ----- WRL** </td> </tr> </table>	GCSE Options		(Choose two only) CoPe Drama French Geography History Media Music PE Triple Science Spanish ----- WRL**	
GCSE Options								
(Choose two only) CoPe Drama French Geography History Media Music PE Triple Science Spanish ----- WRL**								
or								
Pathway B	Business *BTEC First Certificate	Design & Technology GCSE						
or								
Pathway E	Engineering *BTEC First Certificate	Business GCSE						
or								
Pathway H	Health & Social Care *BTEC First Certificate	Design & Technology GCSE						
or								
Pathway T	Travel & Tourism *BTEC First Certificate	Design & Technology GCSE						
or								
Pathway W	Any BTEC subject from above	Work Related Learning** (includes CoPE)						

You will spend some time discussing the choices on offer with your teachers and parents before you have to make your final decision. Please return the form **by** Friday 23rd April 2010.

Please note that OCR Level 2 Nationals and BTEC vocational subjects are all double awards and equivalent to two A-C GCSEs.

** If you have chosen to follow Pathway W, you will take Work Related Learning as both of your GCSE options.

Core Curriculum

Introduction

Most subjects are assessed through a combination of coursework and examinations. The information on each subject included in this booklet will give you more details. In some written examinations 5% of the marks will be awarded for correct spelling, punctuation and grammar. All coursework produced must be your own, original work.

Each subject area will offer syllabuses from one of the national GCSE awarding bodies which are suitable for their subject(s). Examination fees are normally paid by the Academy.

Further information can be found in the sections on individual subjects in this booklet, and from your teachers.

Core Curriculum

English and English Literature

Course content

From September 2010, students will study two new GCSEs in English Language and English Literature. English Language allows students to demonstrate their ability to use English in real life contexts and uses an investigative and analytical approach to language topics drawing on personal experience. English Literature gives students the opportunity to study texts from all genres exploring the English Literary Heritage and texts from other cultures and traditions.

English Language:

Unit One: Understanding and Producing Non-Fiction Texts (External exam (40%))

Unit Two: Speaking and Listening (Controlled Assessment (20%))

Unit Three: Understanding Spoken and Written Texts and Writing Creatively (Controlled Assessment (40%))

English Literature:

Unit One: Exploring Modern Texts (External exam (40%))

Unit Two: Poetry Across Time (External exam (35%))

Unit Three: The Significance of Shakespeare and the Literary Heritage (Controlled Assessment (25%))

The most significant change to the GCSE courses involves coursework. All students will now complete coursework assessments under formal supervised conditions and within a given time frame.

Method of Assessment

For English GCSE you will undertake an external examination which will account for 40% of your GCSE grade. You will also undertake two controlled assessments which will account for 20% of Unit 2 and 40% of Unit 3.

For English Literature GCSE you will undertake two external examinations which will account for 40% of Unit 1 and 35% of Unit 2 of your GCSE grade. There will also be a controlled assessment which will account for the remaining 25% (Unit 3) of your GCSE grade.

Mathematics

Course content

The mathematics course at Key Stage 4 will be a continuation of studies undertaken at Key Stage 3. The areas assessed are:

- mathematical processes and applications
- algebra
- number
- geometry and measures
- statistics

Mathematical processes and applications is assessed within each of the 4 topic areas: number, algebra, geometry and measures, and statistics.

Students will be grouped into 9 sets according to their KS3 performance.

Students will be entered for one of two tiers, either **Higher A*-D** or **Foundation C-G**

Method of Assessment

100% exam taken at the end of the course.

Science**Course content**

There are three options available for Science at KS4. Science is a core compulsory subject at KS4, it is not an option. Most students will take single award core Science GCSE in year 10 followed by an additional single award Science GCSE in Year 11 in either Applied or General Science. These students will have eight periods of Science per week. The most able and keen Science students may select the Triple Science option giving them three GCSEs, in Biology, Chemistry and Physics by the end of Year 11. The additional material for triple Science will be covered in four extra periods of Science per week.

Core Science GCSE

The OCR 21st Century Science GCSE course is completed in one academic year and provides one GCSE by the end of Year 10. The course is designed to enable students to recognise the impact of Science and technology on everyday life, make informed personal decisions about issues and questions that involve Science and understand and reflect on the information included in (or omitted from) media reports and other sources of information. The OCR 21st Century Science GCSE course has the following structure:

Unit 1: B1: You and your genes, C1: Air Quality, P1: The Earth in the Universe (exam in Jan)
 Unit 2: B2: Keeping Healthy, C2: Material Choices, P2: Radiation and Life (exam in Jan)
 Unit 3: B3: Life On Earth, C2: Food Matters, P3: Radioactive Materials (exam in June)
 Unit 4: Ideas in Context – an exam based on pre-release material (exam in June)
 Unit 5: Practical Data Analysis and Case Study (coursework)

All module exams are provided for Higher tier (grades A*-D) and Foundation tier (grades C-G).

Unit 5 involves analysis and evaluation of information from an experiment, applying knowledge of Science to explain experimental results. The case study involves researching a controversial aspect of Science in the media and producing a report giving an overview of the different points of view and the scientific basis for these viewpoints. Unit 5 will be completed in **class time** and submitted to the exam board at the end of Year 10.

Additional Science GCSE

In the second year of GCSE (Year 11) students will commence a second GCSE course in either Applied Science or General Science. Students who plan to study the Separate Science AS courses at post 16 are required to sit a traditional General Science GCSE and achieve a minimum of grade B to provide them with the necessary foundation knowledge base. Students who do not want to study Separate Science AS courses will sit the Applied Science GCSE, which develops students' scientific understanding through authentic, work-related contexts. If they achieve a B in Applied Science GCSE or a C in General Science GCSE they can study Applied Science at AS for students who take the Applied Science route at GCSE

Methods of Assessment**GCSE**

Units 1-4 will be examined in 45-minute exam papers, which are each worth 16.7% of the final GCSE grade. Unit 5 is the skills assessment unit and is comprised of the case study, worth 20% of the final grade and the data analysis, worth 13% of the final grade.

GCSE Additional Science

There are four theory units which will be examined in 45 minute exams, each worth 16.7% of the final GCSE grade. Unit 5 is the skills assessment unit and involves a practical investigation, which is worth 33.3% of the final GCSE grade.

GCSE Additional Applied Science

There are three unit exams each of which last 45 minutes and are worth 16.7% of the final grade. There is also a skills assessment unit that is comprised of a suitability test, worth 21%, a work-related report, worth 16.7% and completion of standard procedures, worth 12% of the final GCSE grade.

Physical Education/Games

Course content

In PE/Games lessons students will follow a programme covering at least two of the areas shown below:

- athletic activities
- outdoor and adventurous activities (Duke of Edinburgh Award)
- games
- swimming
- gymnastic activities
- health related fitness
- CCPR - Junior Sports Leaders Award

The range of activities will build on those offered at Key Stage 3 and will continue the physical development begun there. Health related fitness will form an important aspect of the course. Our aim is to add years to life, and life to years.

Method of Assessment

Continuous teacher assessment in line with records of achievement.

Evidence required of:

- participation
- development of skills both social and physical
- understanding of how to improve physical fitness

CPSE

Course content

CPSE provides educational experiences and curriculum content specifically designed to support and promote personal, social and intellectual development enabling students to acquire the skills, knowledge and understanding needed to be an active and informed citizen. The course helps students to become thoughtful and responsible and promotes spiritual, moral, social and cultural development encouraging them to play a positive part in the life of college, their neighbourhood, community and the wider world. Students are encouraged to develop the skills of enquiry, communication and participation and to take responsibility for their actions.

The programme of activities seeks to promote a range of experiences which will develop personal qualities and skills, positive attitudes, interpersonal skills and moral codes and behaviour. The main topics of study will include:

- | | |
|---|---------------------------------------|
| Understanding Yourself | Economic and Industrial Understanding |
| Keeping Healthy (including sex education) | Careers Education and Guidance |
| Developing Relationships | Environmental Education |
| Education for Citizenship | Study Skills |

Throughout the course students are encouraged to develop their Key Skills and in Year 10 will be prepared to undertake a two week work experience placement. In Year 11 students begin planning for the transition to KS5 or employment and assemble their Progress Files.

Method Assessment

Assessment is on-going and carried out through evaluation and personal review. Students keep an individual log book. Students track and record key skills during work experience. Evidence of achievement can be stored in the Progress File.

**Religious Studies/
Citizenship**

Course content

During the Religious Studies short course, students study the religions of Christianity and Islam in relation to contemporary moral and philosophical issues. They will learn to demonstrate knowledge and understanding of each topic and will develop skills of analysis, evaluation and argument. The course is divided into 4 units:

Rights and Responsibilities a study in issues relating to the workings of democracies, the protection of human rights and the sanctity of life

Environmental & Medical Issues

an examination of the issues surrounding environmental change and controversial medical issues such as transplant surgery

Peace & Conflict a study of conflict in the world and why it occurs

Crime & Punishment a study of the need for and workings of the justice system, especially controversial elements like capital punishment

This is an interesting course that gives students the opportunity to learn much about the world they live in. It will also develop their writing, analytical and evaluative skills.

Students will also have the option to either continue with the Religious Studies course to obtain a full GCSE in this subject or choose to follow a Citizenship course to gain another ½ GCSE.

The Citizenship course will comprise two units:

Citizenship Today a study of themes relating to rights and responsibilities, power, politics and the media, the global community

Participating in Society students choose a key issue to focus on from nine range and content areas, and an activity

Method of Assessment

RS (½ GCSE) –
1 ½ hour examination only

RS (full GCSE)
2 x 1½ hour examinations

Citizenship (½ GCSE)
1¼ hour examination which
accounts for 40% of the ½ GCSE
plus an internal assessment
which accounts for 60% of the ½
GCSE.

ICT
(OCR Level 2 National)

Course content

All students will study a minimum of 3 modules over the two-year period which will allow them to claim an OCR National Level 2 qualification in ICT.

The first compulsory module, studied by all students, will be **ICT Skills for Business**. Students will learn skills in a wide range of programs including databases, spreadsheets, word processing, desktop publishing and presentation software. After completing the first module students will work on two further modules, needed to gain the Award qualification (equivalent to 2 GCSEs).

For those students who work really well through their own efforts will also have an opportunity to take on further modules and ultimately gain the Certificate qualification, worth the equivalent of four GCSEs in ICT.

The course is designed to help students of all abilities to develop their ICT skills and knowledge in a wide range of practical situations. Students will also gain an insight into how ICT systems are designed and implemented in the commercial world.

The course is an excellent preparation for work and chosen further academic study such as AS/A level IT and Computing.

Method of Assessment

All units are internally assessed and externally moderated by OCR. There are no external tests or exams and ongoing assessments and moderations will take place throughout the course.

- The full award and units from this qualification are graded as Pass, Merit or Distinction.

Introduction

We are pleased to inform you that we will be offering to all students the opportunity of studying for **BTEC First Certificate** in a work related area of the curriculum.

At Ashcroft Technology Academy, all students will take an OCR Level 2 National in ICT. Alongside this students must take one other subject from the following range of BTEC courses:

- Art and Design
- Business
- Engineering
- Health and Social Care
- Travel and Tourism

By studying for the BTEC First Certificate students will have a healthy balance between academic and vocational study and will provide greater sixth form choices for our students.

Key Features of the BTEC First Certificate

BTEC First Certificates are graded Pass, Merit and Distinction.

BTEC First Certificates are equivalent to 2 GCSEs and are a "double award" in the same way that science is a double award.

Each BTEC First Certificate is made up of units. Each unit focuses on a key occupational area of the subject being followed.

Each unit is assessed through a portfolio of evidence. The evidence may be presented in a variety of ways such as written, taped, on video or class presentations for example. There are no exams. The assessment of the BTEC First Certificate is based on a "can do" approach and not the more traditional methods of assessment used in GCSE.

BTEC awards are developed in consultation with industry and professionals ensuring they are relevant, progressive and recognised by professional bodies, employers and universities. By following a BTEC First Certificate, students will be acquiring valuable key skills, which are essential in the workplace as well as gaining an in-depth knowledge and understanding of different occupational areas.

The following pages give you an outline of the different BTEC First Certificate Awards students may take at Ashcroft Academy.

Art & Design

Course content

The BTEC First Certificate in Art and Design has been developed in the areas of visual arts including fine art, graphic design, 3D design - ceramics, textiles and product design.

The course focuses on:

- Developing the knowledge, understanding and skills of students from an art and design practitioner's viewpoint.
- Education and training for students who may become employed in a variety of types of art and design based work.
- Developing key skills, which are transferable to the workplace.
- Preparing students for A-level and Art & Design based courses at university.

The course covers 2D and 3D communication, Vocational Contexts and Working to Visual Arts briefs. Artists, designers and craftspeople need to be able to develop and communicate ideas using 2D and 3D drawing and making techniques when meeting the requirements of a brief. To do this they need to think and work with materials, equipment and technology. Students develop their mark-making and making skills by using primary sources and working from direct observation.

The work experience programme at the end of Year 10 supports the vocational context of art and design and will help students gain an understanding of the wide range of careers available within art and design. There are a number of visits to art and design galleries, where students gain first hand experience of the work of individual artists and designers, and the work of different cultures and periods.

This course is designed to prepare students for progression to advanced studies in art and design including AS, NVQs and BTEC National Diploma. Some students may wish to go directly into employment where it is useful to have experience of art and design. Combined with subjects such as AS design technology and ICT, art and design offers a wide range of opportunities in higher education such as product design, printed textiles, web design, computer graphics, fine art, animation and architecture. The department is proud of its 100% success in helping student onto university courses in a wide range of related art and design specialist subjects.

Business	Course content	Method of Assessment
	<p>The BTEC First Certificate in Business is equivalent to 2 GCSEs. It has been developed to include a wide range of business-related areas of understanding and practice, focusing on:</p> <ul style="list-style-type: none">■ an understanding of business in its widest context■ Investigating the part people play in business■ opportunities to apply learning business simulations and case studies <p>The core units of the course are exploring business purposes and business organisations. The units introduce students to the dynamic and changing nature of the business through an introduction to the main sources of pressure on business organisations. Students undertake research into areas such as customer needs, marketing, financial service providers, sponsors and changing technology and evaluate their impact on business performance. Options will be offered as appropriate e.g. consumer rights, business ethics, the marketing plan and financial forecasting for business.</p> <p>Students who opt for this course will be expected to have a lively and enquiring mind, an interest in business, a willingness to explore new ideas and an ability to communicate ideas effectively.</p> <p>The business course is hard work but it is enjoyable and relevant to working life in general and will give students many ideas for career paths. Throughout the course students will carry out a 6 formal assignments, which will form a portfolio of evidence which is the 100% assessment method. There is no final/external exam. We are proud of the achievements of our students, many of whom study business at a higher level. Combined with a variety of other AS subjects at Post 16, Business Studies provides a solid foundation for a wide variety of degree courses.</p>	<p>Portfolio of evidence which is 100% final assessment externally verified.</p> <p>There is no exam.</p>

Engineering	Course content	Method of Assessment
	<p>The BTEC First Certificate in engineering has been developed to provide students with a broad understanding of engineering processes and techniques. With a focus on computer aided engineering (CAD/CAM), the course is very much technology centred and provides a specialist work-related qualification. There is a shortage of well-qualified female engineers and at Ashcroft Academy we are committed to equality of opportunity and wish to stress the fact that engineering is for all students.</p> <p>Throughout the course, students will develop a broad range of skills and knowledge relevant to the engineering industry. They will also focus on specialist units in computer aided design and electronics. Engineering is central to the success of the UK economy and it offers excellent career prospects for young women as well as men across a broad range of existing sectors including aerospace, transport, electronics, telecommunications and marine.</p> <p>With its strong investment in technology, Ashcroft Academy is well suited to offer the more technological aspects of engineering. Students who follow engineering will be expected to:</p> <ul style="list-style-type: none">■ Become competent users of computer Aided Design (CAD) and Computer Aided Manufacture (CAM)■ Develop a broad range of Engineering production techniques and make a range of products■ Develop a sound knowledge of electronics and related practical skills <p>The engineering course is based on practical activity with a strong vocational context. The skills and knowledge developed throughout the course will also complement GCSE Maths and Science. Students often progress from engineering to study a design based A level technology subject, which when combined with maths and physics, provides a firm foundation for degree courses in a range of engineering subjects, understanding mechanical, civil, medical and sound engineering.</p>	A portfolio of work

Health & Social Care

There is new specification due to begin this September which has yet to be verified by the awarding body. The course content given here is the current specification which will give you some idea of what to expect if you choose BTEC Health & Social Care.

Course content

The BTEC First Certificate in health and social care has been designed to provide a broad basis for further education, or further training for employment within the health or social care sector.

Structure of the qualification

The Edexcel Level 2 BTEC First Certificate in Health & Social Care is a three-unit qualification consisting of two core units plus one specialist unit:

Core units Communication and Individual Rights and Individual Needs within the Health & Social Care Sectors

Specialist unit Human Lifespan Development

The Edexcel Level 2 BTEC First Certificate is designed to develop knowledge and understanding required in the health and social care sectors and to focus on:

- providing opportunities to acquire skills and knowledge which are transferable and will enable individuals to meet changing circumstances, whether these arise from a shift in their own status or employment, or general changes in health and social care practice, provision or environment.
- providing opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment as a health or social care worker, or progress to other vocational qualifications such as the BTEC National Diploma in Health Studies, Care or Early Years, or the GCE in Health and Social Care
- developing the knowledge, understanding and skills of learners to meet the needs of the health and social care sectors
- the role of the health or social care worker, their relationship with patients/service users and their responsibilities towards patients/service users and the wider health and social care sectors

Students with a genuine interest in health care and well-being will find this course very satisfying, rewarding, stimulating, enjoying and challenging. Students will need to explore their own attitudes and values towards the health and care provision in society and in the locality in which they live.

Students can progress from the BTEC First Certificate in health and social care to more advanced provision including A-level, BTEC Diploma, Modern Apprenticeships. At Post 16, when studied in combination with sciences, health and social care can be a very useful supporting subject for entry to medicine, or can be used in its own right as a progression route to degrees in health and social care related subjects.

Method of Assessment

All units are internally assessed through assignment work.

Travel & Tourism

There is new specification due to begin this September which has yet to be verified by the awarding body. The course content given here is the current specification which will give you some idea of what to expect if you choose BTEC Travel & Tourism.

Course content

The travel & tourism industry is one of the fastest growing industries in the world; one out of every nine jobs worldwide is related to tourism. All students have the opportunity at Post 16 of continuing to study at AS and A level which provides an excellent foundation for those wishing to work in the industry or study for a degree in travel and tourism.

Unit 1: The UK Travel and Tourism Industry

This unit will provide learners with a broad overview of the UK travel and tourism industry so that they can appreciate its diversity, interrelationships and complexity. Learners entering this exciting and dynamic industry need a general level of understanding and knowledge in order to gain successful employment and this unit provides them with the opportunity to gain this.

Learning outcomes - On completion of this unit a learner should:

- 1 Understand the concept of the travel and tourism industry
- 2 Know the roles and relationships of organisations within the UK travel and tourism industry
- 3 Understand the development of the UK travel and tourism industry
- 4 Understand the impact of legislation and other issues on the UK travel and tourism industry.

Unit 2: Exploring Customer Service in Travel and Tourism

The travel and tourism industry is service oriented so it is critical that those entering the industry are fully aware of the importance of delivering good customer service. This unit allows learners to further explore customer service within the travel and tourism industry. Learners will investigate how different organisations approach customer service. Where possible students should secure a Year 10 work experience placement to support and gain evidence for this unit.

Learning outcomes - On completion of this unit a learner should:

- 1 Understand different approaches to customer service in different travel and tourism organisations
- 2 Understand the needs of different types of customers in the travel and tourism industry
- 3 Know the skills and techniques needed to provide good customer service in the travel and tourism industry
- 4 Be able to demonstrate customer service skills and techniques in travel and tourism situations.

Unit 4: European Holiday Destinations

Having an appreciation of destinations and understanding their appeal for holidaymakers is an essential requirement in many areas of work in the travel and tourism industry. This unit introduces learners to holiday destinations in Europe.

Learning outcomes – On completion of this unit a learner should:

- 1 Know the location of major European holiday destinations and gateways
- 2 Understand factors influencing the appeal of European holiday destinations
- 3 Be able to cost selected holidays to Europe
- 4 Be able to provide information to customers travelling to European holiday destination.

Method of assessment

All units are internally assessed through assignment work

Work Related Learning

Work Related Learning

Course content

The aim of this programme of study is to develop the attitudes and skills for enterprise, personal success, lifelong learning and employability. During the first year of the course, students will spend part of their week focusing on Functional Skills in English and Mathematics. In the following year they will have the opportunity to undertake 'Extended Work Experience' to enhance their understanding of possible career pathways. Students will also undertake the Certificate of Personal Effectiveness (CoPE) Level 1 and Level 2.

Modules and challenges are chosen from a menu including:

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- Vocational Preparation
- Health & Fitness
- Work Relating Learning and Enterprise
- The Environment

In addition to these modules, students will have the opportunity to benefit from extension programmes in Education for Citizenship, Study Skills and Study Support.

If you intend to choose this course, you must see Dr Smith before completing your option preference form.

Method of Assessment

There will be an appropriate form of accreditation of a student's achievements in each programme of study.

CoPE – Bronze Level 1
CoPE – Silver Level 2*
*(equivalent to Grade B GCSE)

GCSE Courses

Introduction

The next few pages provide information on GCSE courses offered in Packages A, B, E, H, T and W as well as those offered in the GCSE Option list.

To make sure you understand how to select the GCSEs best suited to your needs, you will spend some time discussing these with your teachers and parents/carers before making your final decision.

Business Studies
GCSE Single

Course content

This course is offered with the Engineering package E. Students are expected to perform equally well in Business as they do in Engineering. Students therefore need to feel committed to both Business and Engineering equally.

The new GCSE in Business Studies is now a modular course that covers all Business Studies courses available at GCSE. This is dependent upon the modules selected by the centre. At this time the exam boards are finalising content and delivery guidelines. However, in terms of the subject matter and course content it is very similar to the current GCSE syllabus. The course comprises of 3 components. **Unit 1 Setting up a Business**, which is essentially about forecasting and planning the start up of your business and focussed upon small businesses. **Unit 2 Growing as a Business**, which builds upon the work of Unit 1 but focuses upon how to manage, control and maintain a business as it goes from start up to a successful business and managing the challenges presented by greater size. **Unit 3 is a Controlled Assessment**. This is the replacement for coursework, demanded by the QCA. Under exam conditions, the students must use the data they have collected to meet the assessment criteria. During the assessment there will be no use of ICT. This assessment will encourage students to learn about business by developing business skills. They will have to adopt a business approach to problem solving by having to:

- Identify the causes of business problems in their own research;
- Analyse the information that they find in their research work;
- Consider alternative solutions to the problem; justify their choices
- Evaluate the final solution to see if it has solved the initial problem.

A very important aspect of the course is for students to be self-motivated and work in a business-like manner and as such will be expected to develop a strong sense of responsibility for their learning. Students will be required to develop skills such as: time management; business planning; making decisions; organising themselves; setting and meeting targets; co-operating in teams; communicating effectively; negotiating; working hard and with commitment and acting responsibly.

In addition to individual assignments, there will be traditional classroom teaching of the knowledge and skills used in the business world, listening to visiting speakers and some visits to firms. It is essential to be committed to working hard every lesson and completing two homeworks every week. Moreover, the development of Business Skills is centred on group work and use of communication skills where appropriate.

Students will develop their ICT knowledge and skills on the computer by using a range of software in a variety of business situations. For example, students will have to use :

- Spreadsheets to analyse profit and loss, and carry out market research projects;
- Databases to keep records and analyse their research work;
- Graphics packages to improve their presentation skills;
- Word processing and DTP to write reports;
- On-line and CD Rom databases to gather information on a topic;
- Other software when appropriate.

Method of Assessment

Unit 1 – Setting up in business, 1 hour examination, 40%).

Unit 2 – Growing as a business, 1 hour examination, 35%).

Unit 3 – Investigating business Under controlled conditions, students write up their research and planning (25%).

Progression:

Most students follow this subject at A Level and many go on to follow Business Management or Business and Engineering at degree level. Students often gain part time employment as a result of following a Business course while they study.

The Certificate in Personal Effectiveness (CoPE)

Course content

The Certificate in Personal Effectiveness is (CoPE) the QCA kitemark qualification outcome of the ASDAN Awards programme. The qualification offers young people imaginative ways of accrediting a range of activities. The course is learner centred, offering opportunities for a negotiated curriculum which is modular and activity based. As well as being introduced to new challenges and activities, students will experience, enhance and record a wide range of their personal qualities, abilities and achievements. CoPE provides a very effective way of accrediting CPSE, Work Related Learning and Citizenship as well as many of the other curriculum and enrichment activities taking place within college. The award also recognises achievement within the home, the community and the world of work. The flexibility of the course enables an individual curriculum and a range of progressive learning targets to be designed for each learner.

Method of assessment

Levels 1 and 2 - awarding body - ASDAN

It is 100% portfolio based and teacher assessed. Students build up a portfolio to meet the criteria of the CoPE standard prior to ASDAN moderation.

To achieve an ASDAN Certificate of Personal Effectiveness qualification, candidates must :-

Select and complete challenges or activities within a menu of modules:

Communication	The Environment	Work Related Learning and Enterprise
Citizenship and Community	Vocational Preparation	Science and Technology
Sports and Leisure	Health and Fitness	Expressive Arts
Independent Living	Beliefs and Values	International Links

Develop and evidence functional skills at the appropriate level:

Planning and carrying out research	Contributing to team tasks
Communicating through discussion	Tackling problems
Planning and giving oral presentations	Managing personal learning

Progression

Students may continue to CoPE Level 3 – Universities Award which is equivalent to an AS level.

Design & Technology

Course content

The Design and Technology GCSE full courses offered follow the AQA syllabus', which meet the National Curriculum requirements for Design and Technology through the following specialist areas :

Design & Technology : Catering

Design & Technology : Product Design

Design & Technology : Textiles Technology

Selection of specialisms

We will endeavour to allocate students their first choice subject but if numbers are too high in a particular option then students will be assigned to their next choice where places are available. It is therefore vital that all students identify their 1st, 2nd and 3rd choice subjects.

All courses focus on the 'Design Cycle' and students are expected to carry out independent research for coursework.

Design & Technology : Catering

This course is more practical than Food Technology so it will suit the more practically inclined student. There is still a certain amount of theory work to be covered and a written exam at the end of the course. The course is based on the following areas of study:

- The industry – food and drink
- Job roles, employment opportunities and relevant training
- Health, safety and hygiene
- Food preparation, cooking and presentation
- Nutrition and menu planning
- Costing and portion control
- Specialist equipment
- Communication and record keeping
- Environmental considerations

The course requires the making of 3 course meals and at least two practicals are assessed by an external moderator. You will be required to wear complete chef's whites and hats.

Method of assessment

There is a common scheme of assessment for each syllabus consisting of two components :

The examination (40%) is a single written paper which will be set at two tiers of assessment and the coursework (60%) is carried out in supervised time.

Design & Technology : Product Design

Product Design is a course that offers students the opportunity to learn about designers, designing, and manufacturing. Students will learn the basic making skills required to manufacture a variety of products using a range of materials, as well as the required theory, knowledge and understanding.

A creative approach to design is important, in order for students to design and make exciting products. ICT is an important aspect of Product Design, as pupils will be using a variety of Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) hardware and software.

Students who have excelled in Product Design are:

- 1 Good designers with excellent communication and presentation skills.
- 2 Have good basic practical skills
- 3 Are organised.
- 4 Have good basic ICT skills.
- 5 Are motivated and enthusiastic about studying for a GCSE in D&T Product Design.

Design & Technology : Textile Technology

This specification is concerned with designing and making practices delivered through Textiles. The coursework undertaken will provide students with the balanced understanding of Textiles through either :

- fashion - including garments and accessories or
- furnishings - products which enhance indoor and outdoor spaces and environments.

Students will develop a working knowledge of textile materials and components appropriate to modelling, prototyping and manufacturing. They will research the properties and characteristics of various fibres and fabrics to understand the factors which constitute suitability/fitness of purpose. They will also study finishing processes from dyeing and printing to decoration and enhancement of textiles products. The course will also cover manufactured components to enable students to identify and have a working knowledge of fastenings, threads, trimmings, interfacing, motifs, labels and electronic components.

There will also be an element of design and making practice where students will undertake a single design and make activity providing evidence via a design folder and a 3-dimensional finished product.

Drama

Course content

The Edexcel GCSE in Drama is comprised of three units:

Unit 1 – Drama Exploration (30%)

Students will explore an idea, theme or issue using various dramatic techniques. They will produce Portfolio style coursework which supports the work done in lessons.

Unit 2 – Exploring Play Texts (30%)

This unit introduces students to the content of plays written for the theatre. They will learn how to interpret a play in various ways and understand how a play works in performance. They will produce Portfolio style coursework which supports the work done in lessons.

Unit 3 – Drama Performance (40%)

This unit provides students with the opportunity to:

- demonstrate their knowledge and understanding of practical drama skills through their application to a live performance
- communicate to an audience.

Students will present their work as either performers or performance support students in a single performance to an examiner appointed by Edexcel.

Throughout the course students will also be given the opportunity to take part in workshops given by visiting professionals and to visit live theatre performances.

Methods of assessment

Unit 1 – Drama Exploration

Internally assessed under controlled conditions. 30%

Unit 2 – Exploring Play Texts

Internally assessed under controlled conditions. 30%

Unit 3 – Drama Performance

Externally assessed under controlled conditions. 40%

Geography

Course content

GCSE Geography is a lively, interesting and broad-based course. It allows you to fully appreciate the processes which have formed our environment and the way in which we interact with it.

Geography complements both arts and science subjects and paves the way to a number of fascinating careers, such as travel and tourism, environmental management, town and country planning, transport, geology, map making, hydrology and meteorology. It is also very well regarded when studied to a higher level in the fields of business and banking.

The course consists of three units:

Unit 1: Physical Geography (*looking at earthquakes and volcanoes, rivers and flooding and coastal processes and management*).

Unit 2: Human Geography (*looking at population change and pressures on Earth, Changing urban environments and global tourism*).

Unit3: Local Fieldwork investigation: Controlled Assessment (*project based on data students have collected on a fieldtrip*).

The three units provide opportunities for candidates to explore their own opinions, as well as consider the opinions of different groups of people, in a range of different places around the world. Sustainable development is a key theme within both the human and physical geography units, and this is explored through topical, up-to-date examples and case studies. The *Controlled Assessment* will be based on one of the 6 key themes studied in units 1 and 2, as issued by the examination board, and selected based on the local area and student interest. This element of the course means the students will get the opportunity to go out 'into the real world' and test the geographical theory to answer specific research questions.

The course structure is modular, and the 1 hour 30 minute examination for unit 1 (worth 37.5%) will be sat at the end of the first year of study. At the end of the second year of study, the 1 hour 30 minute examination for unit 2 (worth 37.5%) will be sat, and the local fieldwork investigation (worth 25%) will be submitted.

Methods of assessment

The course structure is modular, and the 1½ hour examination for unit 1 (worth 37.5%) will be sat at the end of the first year of study.

At the end of the second year of study, the 1½ hour examination for unit 2 (worth 37.5%) will be sat, and the local fieldwork investigation (worth 25%) will be submitted.

History

Course content

As part of GCSE History students will consider how politics, war and events of the 20th century have shaped the world we live in today. If you are interested in current affairs, the world today, and what you have studied in History up to Year 9 then choosing this option will further stimulate your interest and develop your understanding.

The two-year course involves the study of:

Unit 1 – Why did war break out?

International Rivalry 1900-14, looking at alliances and the fight for power in Europe, the Peace Settlement 1918-1928, looking at the Paris Peace Conference, the creation and role of the League of Nations, Hitler's challenge to the peace settlement and Appeasement.

Unit 2 – Germany 1918-39

Looking at Weimar, growth of the Nazi Party, Nazi dictatorship and domestic policies.

Unit 3 – A Divided Union? The USA 1945-70

Looking at The Red Scare, civil rights and other protest movements in the USA.

Unit 4 – Change in British Society 1955-75 (coursework)

Looking at immigration, sex discrimination, liberalisation of society and the swinging sixties.

History is a subject that promotes your sense of enquiry through research and develops your skills of analysis. It can be useful for going on to study courses in literature, law and politics.

Methods of assessment

Unit 1

Assessed through a single examination worth 25%

Unit 2

Assessed through a single examination worth 25%

Unit 3

Assessed through a single examination based on sources worth 25%

Unit 4

Coursework worth 25%

Media	Course content	Method of assessment
	<p>This course aims to develop students' awareness of the Media, helping them to develop a critical and independent understanding of the role of mass media in society.</p> <p>The department follows the AQA GCSE specification (4812 and 4814) and undertake a number of units:</p> <ul style="list-style-type: none">Unit 1 – Investigating the MediaUnit 2 – Understanding the MediaUnit 3 – Exploring Media Industries (double award)Unit 4 – Responding to a media brief (double award) <p>The course encourages candidates to develop their ability to:</p> <ul style="list-style-type: none">■ respond critically and analytically to a range of mass media texts;■ gain a broad knowledge of the industrial and commercial nature of media production;■ investigate the nature of media consumption by different audiences;■ enhance their skills in the planning and creation of media products;■ engage with the developing world of media technologies. <p>An important feature of the syllabus is the interdependent relationship between theoretical understanding and the development of practical skills.</p>	<p>Students are assessed in the following areas:</p> <p>Knowledge and understanding, Research and planning, Production and evaluation.</p>
	Aims	
	<p>This course encourages students to:</p> <ul style="list-style-type: none">■ foster a critical understanding of a range of media texts and the ways in which they are read and understood by different audiences;■ develop a critical awareness of media representations of individuals, groups and issues;■ develop an understanding of the relationship between media industries/institutions/technologies (including ICT), products and audiences;■ encourage an awareness of the debates surrounding the role of the media, and its industries, in contemporary society;■ enable candidates to explore and represent their own ideas and experiences by developing practical production skills in one or more media.	<p>Exam (40%) Coursework (60%)</p>
	<p>In order to cope with the written/theory element of GCSE Media students will need an absolute minimum of a KS3 National Curriculum level 5 in English and Maths.</p>	

Modern Foreign Languages
French or Spanish (ab initio)

Course content

You have been learning French at KS3 and this means you are well-prepared to study GCSE French. If you enjoy communicating with other people, finding out how language works and learning about different cultures, studying MFL GCSE will be an excellent choice for you.

In continuing with French you will be building on the knowledge and skills you have acquired and this will enable you to:

- share your ideas and interests with others
- learn about other countries
- add an international dimension to your studies which employers and providers of higher education look for
- learn many skills which are useful for a wide range of careers such as the ability to communicate clearly, being confident about speaking in public and use problem solving strategies
- have greater opportunities for yourself to plan to live or work abroad for companies in the UK with international links

In particular think very carefully about choosing a language if you are interested in the new International Baccalaureate (IB) course now available in our 6th form as the IB includes a compulsory language module.

If you pick up Spanish ab initio (from scratch) you will find the grammar and many words are similar to French and all the above points apply but you will have to work at a faster pace to get excellent results.

Methods of assessment

Listening and Understanding

20% assessed by exam at end of Year 11.

Speaking

30% assessed by your teacher and moderated by Edexcel. Two tasks of 4-6 minutes each which can be taken any time during the course.

Reading and Understanding

20% assessed by exam at end of Year 11.

Writing

30% assessed in 2 hour long sessions of prepared work and marked by Edexcel.

Music

Course content

Unit 1 – Listening to and Appraising Music (20%) Written Paper

Students study the following five musical elements:

Rhythm & Metre
Harmony & Tonality
Texture & Melody
Timbre & Dynamics
Structure & Form

through the following genres of Music:

The Western Classical Tradition
Popular Music of the 20th & 21st centuries
World Music

This unit enables students to gain an understanding of how composers have used the above musical elements.

Unit 2 – Composing and Appraising Music (20%)

Students are required to compose one piece of music. Their composition must include two or more of the five musical elements (listed in Unit1) and there must be a link to one of the three genres of Music. Students must then appraise the process and the outcome of the composition.

Unit 3 – Performing Music (40%)

Students should perform two different pieces:-

- a) one for 'Individual Performance'/Technology based performance, lasting no more than five minutes.
- b) one for 'Group Performance', lasting no more than five minutes.

Unit 4 – Composing Music (20%)

Students are required to compose one piece of music which explores two or more of the five musical elements. This may be in any style or genre of the candidate's choosing.

This course is suitable for students with good levels of performance skills.

Methods of assessment

Unit 1: Listening to and Appraising Music

20% 1 hour written examination
Externally assessed

Unit 2: Composing and Appraising Music

20% Up to 20 hours Supervised
Time for the composition and 2
hours Controlled Time for the
appraisal
Externally assessed

Unit 3: Performing Music

40% Controlled Assessment
Internally assessed and
externally moderated

Unit 4: Composing Music

20% 25 hours Controlled
Assessment
Internally assessed and
externally moderated

Physical Education

Course content

This is a challenging GCSE course involving 60% practical and 40% theory and only dedicated sports persons should consider it - this is **not** extra time to play games!

PE students will study in depth the leadership qualities, techniques, tactics, principles of play, and the rules of at least five sports in at least two areas of activity :

Games, Trampolining, Athletics and Outdoor Education.

Students will also study Sports Science: applied anatomy and physiology (bones, muscles, heart and circulation, respiration), types and effects of training on the body, nutrition, first aid and safety aspects, and have to produce a Personal Exercise Programme and keep a file of theory work for revision. Each week there will be one theory lesson and one practical lesson and homework.

Students will be expected to attend sports clubs both in and out of Ashcroft Academy.

The course follows two units:

Unit 1 – The Theory of Physical Education

Section 1.1 : Healthy, active lifestyles

Section 1.2 : Your healthy, active body

Unit 2 – Performance in Physical Education

Section 2.1 : Practical performance

Section 2.2 : Analysis of performance

Methods of assessment

Unit 1 The Theory of Physical Education

This unit is assessed through an externally set examination (1h30m) and includes multiple-choice, short-answer and longer-answer questions. 40% of the total GCSE

Unit 2 Performance in Physical Education

This unit is assessed under controlled conditions and externally moderated. 60% of the total GCSE

Triple Science

Course Content

Triple Sciences are available as an option for students with a talent and love of Science who have at least a **Level 6** in their end of year assessment. The course will run throughout years 10 and 11 and results in three separate GCSE Science certificates.

The Triple Science option will involve an additional four periods of Science per week (which is equivalent to more than a double period a day) in order to cover the factually based material that comprises separate Science.

As well as covering all of the content for GCSE Science and Additional General Science students will cover an additional module for each Science and will submit separate coursework for Biology, Chemistry and Physics.

Method of Assessment

GCSE

Biology/Chemistry/Physics

will be assessed separately as follows:

Units 1 and 2 in will be examined in 40 minute exams, which are each worth 16.7% of the final GCSE grade.

Unit 3 is a 60 minute pre-release exam in context (incorporating unit 7 information) and is worth 33.3% of the final grade.

Then depending upon students' ability they will study either Unit 4 or Unit 5.

Unit 4 is a skills assessment worth 33.3% of the final grade and involves producing a practical data analysis and case study.

Unit 5 is the practical investigation which is planned, carried out and written up and is worth 33.3% of the final grade.