



**ASHCROFT  
TECHNOLOGY  
ACADEMY**

# **PATHWAYS BOOKLET**

**SEPTEMBER 2019-JUNE 2022**

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# PRINCIPAL'S FOREWORD

Dear parent/ guardian

The Year 8 preferences process is an important part of your son or daughter's experience at secondary school. At this stage, students ought to be discussing with you their strengths and weaknesses, the subjects they like, the new subjects they are interested in pursuing and their career aspirations. To help with these discussions, Mr Hall and Miss Britten have spoken to the year group about the preferences process, Curriculum Managers have explained to the students the content and exam structure of the subjects for which they are responsible and subject staff have answered the questions Year 8 students have about the challenges associated with GCSE study.

We are committed to ensuring that our Year 8 students are prepared for GCSE study and, ultimately, for further study and for working life through robust behaviour and attendance policies, a well planned curriculum, a developing culture of ambition and hard work, and a suitable careers programme. We want to make sure that our students are ambitious, and that they understand the correlation that exists between excellent attendance, excellent behaviour, hard work, achievements and ambitious career paths.

When we talk about the GCSE curriculum, we look to foster in our students a deep understanding of the subjects they study. Our Curriculum Managers design well-planned Schemes of Work, which encompass relevant subject content and the skills we wish students to master to guarantee academic success. We believe that teachers deliver excellent lessons on a daily basis and that they provide meaningful learning opportunities, in addition to planned lessons, in the form of homework and supervised study. For students who find the range and depth of our GCSE curriculum difficult to access, we provide study hall, homework club and subject 'power hours', all of which give students extra support in developing

competency and in applying subject content, in managing their workloads and in developing good study habits.

All GCSE students will study English Language, English Literature, Mathematics (with the option of Further and Additional Mathematics for our most able students), combined Science (with the option of Triple Sciences for our most able students), French, Geography or History and Religious Studies or Citizenship. In addition to core EBACC subjects, Year 8 students are encouraged to choose two further subjects. The extended school day means that students have access to 11 subjects, to study hall, to subject power hours and to the range of extra-curricular activities on offer. As a result of this, your son or daughter should not worry about not choosing a particular subject that interests them for GCSE because they will continue to have access to subjects such as Art, Computing, Drama, DT and Music through our extra-curricular programme.

We look forward to discussing this process further at the preferences evening on 7 March.

Douglas Mitchell  
Principal

# PATHWAYS 2019-2022

## KS4 curriculum at thirteen

In September 2019 you will begin your Key Stage 4 courses. The results you achieve will remain with you and will need to be quoted whenever you apply for higher education courses or jobs. As a consequence, it is important that you take courses in which you are likely to succeed and which will best prepare you for your future career.

The Curriculum Chart in this booklet shows the subjects that are compulsory and which courses you might choose to study. The Curriculum Chart's design is intended to help you consider combinations of subjects that are complementary and a pathway that will guide you towards your preferred career. Remember that your Tutor, Head of Year and all subject teachers are here to help you. Together with your parents, we all want to ensure that the subjects you study in Years 9, 10 and 11 are right for you.

## Qualifications

The majority of courses involve working towards the GCSE (General Certificate of Secondary Education), but we also offer a number of BTEC qualifications. BTEC courses are

pre-vocational and based on occupational sectors. They are different from GCSEs in many ways, the main difference being the style of assessment. GCSE assessment is based predominantly on a final examination period in 2022, whereas BTEC courses are assessed by portfolio.

The age of 13 should be recognised as the beginning of a distinct phase in the curriculum which runs to the age of 18. The 13 to 18 curriculum allows you to follow courses which run sequentially from Key Stage 4 to Sixth Form at Ashcroft Academy.

The Academy's curriculum will prepare you for your future. The range of qualifications you study 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 the International Baccalaureate (IB)
- progress to BTEC National Diploma in Performing Arts
- study a mixed programme of subjects from A level and BTEC.



# CURRICULUM CHART

Core Curriculum: All students will study these subjects in Years 9, 10 and 11. This is just for your information.

English Language	English Literature	Maths	Science (Double or Triple Award)	French	Games (non-examined)	CPSE (non-examined)
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Core preferences - All students need to choose between the following options, please tick the box.



History	<input type="checkbox"/>	Or	Geography	<input type="checkbox"/>
Religious Studies	<input type="checkbox"/>	Or	Citizenship	<input type="checkbox"/>

Students are required to select two subjects from the following tables. Subjects are grouped to help you select a pathway that is most suited to your interests and strengths. Please select your top 4 preferences by placing the numbers 1, 2, 3 and 4 in the relevant boxes.

Pathway A is highly academic. The subjects grouped in this pathway are predominantly facilitating subjects; subjects suited to students who aspire to study at Oxford or Cambridge, or a Russell Group university. They offer good preparation for entry into an academic A level or International Baccalaureate course.

Pathway B contains more creative GCSE subjects (BTEC Drama). A combination of one subject from Pathway A and one subject from Pathway B will enable you to maintain a good balance between academia and creativity.

Pathway C contains vocational options for which the final grade is derived from continuous assessment during the three years of study and not simply from a final exam. This pathway will suit students who wish to pursue a sport-related, food-related or media-related career.

Pathway A (Academic Subjects)	
Business	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>
Economics	<input type="checkbox"/>
Geography (You will need to have selected History in the core)	<input type="checkbox"/>
Italian	<input type="checkbox"/>
Psychology	<input type="checkbox"/>
Spanish	<input type="checkbox"/>

Pathway B (Creative Subjects)	
Art	<input type="checkbox"/>
Music	<input type="checkbox"/>
Design & Technology (Textiles)	<input type="checkbox"/>
Drama	<input type="checkbox"/>
Media	<input type="checkbox"/>

Pathway C (Vocational Subjects)	
Food Preparation and Nutrition	<input type="checkbox"/>
Health and social care	<input type="checkbox"/>
ICT	<input type="checkbox"/>
PE	<input type="checkbox"/>

# SUBJECT

# GCSE ENGLISH

## LANGUAGE & LITERATURE

From September 2019, all students will study GCSEs in English Language and English Literature. Year 9 will largely be used as a GCSE transition year; students will start studying for the new English Language and Literature GCSE in Year 10. In Year 9, students will focus on a range of 19th, 20th and 21st-century texts in order to prepare them for the demands of the new GCSE course; this will include an in-depth study of the Gothic genre. Students will study some of the classic texts from the old-GCSE specification, including *To Kill a Mockingbird* and *The Crucible*, and are assessed using the same exam structure and standards of the GCSE. With the significant changes to the GCSEs, students will no longer complete controlled assessments, but will be assessed in terminal exams at the end of Year 11.

### SPECIFICATION

In Year 9 students study texts from the old GCE specification and transition to new GCSE Assessment objectives and markschemes.

**Edexcel English Language**

**Edexcel English Literature**

### COURSE CONTENT

**Year 9:** Other Cultures Text (*Of Mice and Men* / *To Kill a Mockingbird*), Modern Drama: Arthur Miller (*A View from the Bridge*/*The Crucible*), The Gothic Genre, Poetry, Non-Fiction & Transactional Writing, 19<sup>th</sup> Century Fiction & Creative Writing.

**Year 10:** Post-19<sup>th</sup> Century Modern British Text, 19<sup>th</sup> Century novel, Shakespeare, Non-Fiction & Transactional Writing, 19<sup>th</sup> Century Fiction & Creative Writing.

**Year 11:** Relationships Poetry, Re-visiting core texts from Year 10.

### ASSESSMENT

#### English Language:

Paper 1 – Nineteenth Century Fiction and Transactional Writing 40% (1hr45)

Paper 2 – Non-Fiction and Transactional Writing 60% (2hrs5)

#### English Literature:

Paper 1 – Modern text and Shakespeare 50% (1hr45)

Paper 2 – 19<sup>th</sup> Century novel and Poetry 50% (2hr15)



# SUBJECT

# GCSE

# MATHEMATICS

GCSE Mathematics is a linear course assessed at the end of Year 11. In addition to enabling the students to develop fluency in the application of numbers to real life, the most important aspect of this qualification is the opportunity for the students to gain extended problem solving skills. Our rapidly developing society presents a number of challenges and mathematical thinking is an absolute necessity for progressing in the future. GCSE Mathematics is the first official step in formalising this notion.

<b>SPECIFICATION</b>	Edexcel – GCSE Mathematics (9-1) from 2015		
<b>COURSE CONTENT</b>	<p>Tier</p> <p>Foundation (Grades 1-5)</p> <p>Higher (Grades 4-9)</p>	<p>Topic area</p> <p>Number</p> <p>Algebra</p> <p>Ratio, Proportion and Rates of change</p> <p>Geometry and Measures</p> <p>Statistics &amp; Probability</p> <p>Number</p> <p>Algebra</p> <p>Ratio, Proportion and Rates of change</p> <p>Geometry and Measures</p> <p>Statistics &amp; Probability</p>	<p>Weighting</p> <p>22 - 28%</p> <p>17 - 23%</p> <p>22 - 28%</p> <p>12 - 18%</p> <p>12 - 18%</p> <p>12 - 18%</p> <p>27 - 33%</p> <p>17 - 23%</p> <p>17 - 23%</p> <p>12 - 18%</p>
<b>ASSESSMENT</b>	<p>Paper 1 – Non-calculator 33.3% - 1 Hour 30 minutes</p> <p>Paper 2 – Calculator 33.3% - 1 Hour 30 minutes</p> <p>Paper 3 – Calculator 33.3% - 1 Hour 30 minutes</p>		

# SUBJECT

# COMBINED

# SCIENCE

The new specification for Science aims to provide students with the opportunity to cover all three Science subjects; Biology, Chemistry and Physics equally. The three year course will combine theory and practical skills during lesson time, and with the removal of coursework, students will be prepared to answer practical-based questions in the examination papers. This new course will result in all students being awarded two grades for Science, as this is a combined Science course.

<b>SPECIFICATION</b>	OCR Gateway Combined Science A ( 9-1) J250
<b>COURSE CONTENT</b>	<p>Year 9</p> <p>B1: Cell level system and B2: Scaling up</p> <p>C1: Particles and C2: Elements, compounds &amp; mixtures</p> <p>P1: Matter and P2: Forces</p> <p>CS7: Practical skills</p> <p>Year 10</p> <p>B3: Organism level systems and B4: Community level systems</p> <p>C3: Chemical reactions and C4: Predicting &amp; identifying reactions &amp; products</p> <p>P3: Electricity &amp; magnetism and P4: Waves &amp; radioactivity</p> <p>CS7: Practical skills</p> <p>Year 11</p> <p>B5: Genes, inheritance &amp; selection and B6: Global challenges</p> <p>C5: Monitoring &amp; controlling chemical reactions and C6 Global challenges</p> <p>P5: Energy and P6: Global challenges</p> <p>CS7: Practical skills</p>
<b>ASSESSMENT</b>	<p>Paper 1 -Biology - 16.7% (Assesses content from topics B1-B3 and CS7)</p> <p>Paper 2- Biology - 16.7% (Assesses content from topics B4-B6 and CS, with assumed knowledge of B1-B3)</p> <p>Paper 3 -Chemistry - 16.7% (Assesses content from topics C1-C3 and CS7)</p> <p>Paper 4 -Chemistry- 16.7% (Assesses content from topics C4-C6 and CS7, with assumed knowledge of C1-C3)</p> <p>Paper 5 -Physics-16.7% (Assesses content from topics P4-P6 and CS7, with assumed knowledge of P1-P3)</p> <p>Paper 6 -Physics - (16.7% Assesses content from topics P4-P6 and CS7, with assumed knowledge of P1-P3)</p>



# SUBJECT

# TRIPLE SCIENCE

# BIOLOGY

Triple Sciences will be studied by the highest attaining students in the year group, identified by their performance in Year 8 assessments. Throughout the three year course, students will be continuously assessed to ensure that they are studying the correct course. At the end of the course, students will be awarded a separate grade for Biology, Chemistry and Physics. The three year course will combine theory and practical skills during lesson time, and with the removal of coursework, students will be prepared to answer Biology-based practical questions in the examination papers.

<b>SPECIFICATION</b>	OCR Gateway Biology A (9 -1) J247
<b>COURSE CONTENT</b>	Year 9 B1: Cell level system and B2: Scaling up B7: Practical skills
	Year 10 B3: Organism level systems and B4: Community level systems B7: Practical skills
	Year 11 B5: Genes, inheritance & selection and B6: Global challenges B7: Practical skills
<b>ASSESSMENT</b>	Paper 1: 50% (Assesses content from topics B1-B3 and B7)  Paper 2: 50% (Assesses content from topics B4–B6 and B7, with assumed knowledge of topics B1–B3)

# SUBJECT

# TRIPLE SCIENCE

# CHEMISTRY

Triple Sciences will be studied by the highest attaining students in the year group, identified by their performance in Year 8 assessments. Throughout the three year course, students will be continuously assessed to ensure that they are studying the correct course. At the end of the course, students will be awarded a separate grade for Biology, Chemistry and Physics. The three year course will combine theory and practical skills during lesson time, and with the removal of coursework, students will be prepared to answer Chemistry-based practical questions in the examination papers.

<b>SPECIFICATION</b>	OCR Gateway Chemistry A (9 -1) J248
<b>COURSE CONTENT</b>	Year 9 C1: Particles and C2: Elements, compounds & mixtures C7: Practical skills
	Year 10 C3: Chemical reactions and C4: Predicting & identifying reactions & products C7: Practical skills
	Year 11 C5: Monitoring & controlling chemical reactions and C6 Global challenges C7: Practical skills
<b>ASSESSMENT</b>	Paper 1: 50% (Assesses content from topics C1-C3 and C7)
	Paper 2: 50% (Assesses content from topics C4-C6 and 7, with assumed knowledge of topics C1-C3)

# SUBJECT

# TRIPLE SCIENCE

# PHYSICS

Triple Sciences will be studied by the highest attaining students in the year group, identified by their performance in Year 8 assessments. Throughout the three year course, students will be continuously assessed to ensure that they are studying the correct course. At the end of the course, students will be awarded a separate grade for Biology, Chemistry and Physics. The three year course will combine theory and practical skills during lesson time, and with the removal of coursework, students will be prepared to answer Physics-based practical questions in the examination papers.

<b>SPECIFICATION</b>	OCR Gateway Physics A (9 -1) J248
<b>COURSE CONTENT</b>	<p>Year 9</p> <p>P1: Matter and P2: Forces</p> <p>P7: Practical skills</p> <p>Year 10</p> <p>P3: Electricity &amp; magnetism and P4: Waves &amp; radioactivity</p> <p>P7: Practical skills</p> <p>Year 11</p> <p>P5: Energy and P6: Global challenges</p> <p>P7: Practical skills</p>
<b>ASSESSMENT</b>	<p>Paper 1: 50% (Assesses content from topics P1-P3 and P7)</p> <p>Paper 2: 50% (Assesses content from topics P4-P6 and P7, with assumed knowledge of topics P1-P3)</p>

# SUBJECT

# GCSE

# FRENCH

Students have been learning French at KS3 and this means they are well-prepared to study GCSE French. French GCSE is all about communicating with other people, finding out how language works and learning about different cultures. Topics and Themes covered over the course of GCSE are similar to topics covered in KS3, so students will be reassured by the familiarity of the material they encounter. However, at GCSE, topics and themes are pursued in a more detailed way therefore enabling students to get to grips with the language as well as being able to raise their fluency and confidence.

<b>SPECIFICATION</b>	Edexcel – GCSE French
<b>COURSE CONTENT</b>	<b>Year 9:</b> Identity & Culture, Who am I?, Leisure time, Daily life, Celebration
	<b>Year 10:</b> Local Area, Holiday and Travel
	<b>Year 11:</b> School, Future Aspirations, Study and Work. International and Global Dimension
<b>ASSESSMENT</b>	Paper 1 – Listening & Understanding 25% Paper 2 – Speaking 25% Paper 3 – Reading & Understanding 25% Paper 4 – Writing 25%

# SUBJECT

# GCSE

# GEOGRAPHY

The new specification for Geography aims to provide the opportunity for students to understand more about the world, the challenges it faces and their place within it. The GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and inter-relationships between places and environments at different scales, and develop students' competency in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

<b>SPECIFICATION</b>	AQA – GCSE Geography
<b>COURSE CONTENT</b>	<p><b>Year 9:</b> Weather hazards, Changing Economic World, Coastal Landscapes</p> <p><b>Year 10:</b> Cold Environments, Resource Management, River Landscapes</p> <p><b>Year 11:</b> Urban issues, Tectonics, The Living World (Ecosystems &amp; tropical Rainforests).</p>
<b>ASSESSMENT</b>	<p>Paper 1 – Human Geography 50%</p> <p>Paper 2 – Physical Geography 50%</p> <p>Paper 3 – Geographical Applications (fieldwork &amp; pre-release issue evaluation)</p>

# SUBJECT

# GCSE

# HISTORY

The specification for History aims to support students in learning more about the history of Britain and that of the wider world. The study of history at GCSE should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens. The discipline of history and a knowledge and understanding of the past will also help them to understand their own identity and significant aspects of the world in which they live, and provide them with the basis for further wider learning and study.

<b>SPECIFICATION</b>	Edexcel – GCSE History
<b>COURSE CONTENT</b>	<b>Year 9:</b> Weimar and Nazi Germany, 1918-1939
	<b>Year 10:</b> Crime and Punishment through time, c1000-present, Henry VIII and his ministers, 1509-1540
	<b>Year 11:</b> Superpower relations and the Cold War, 1941-91
<b>ASSESSMENT</b>	Paper 1: Paper 1: Thematic study and historic environment, Crime and Punishment through time, c1000-present – 30%
	Paper 2: Paper 2: Period study and British depth study, Henry VIII and his ministers, 1509-1540, Superpower relations and the Cold War, 1941-91 – 40%
	Paper 3: Modern Depth Study: Weimar and Nazi Germany, 1918-1939 – 30%



# SUBJECT

# GCSE

# CITIZENSHIP

Citizenship Studies is the way in which people take an active part in democratic politics and work together for a better society, locally, nationally and globally. Students will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. They will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts. They will experience taking citizenship action and learn from trying to make a difference themselves. Students who enjoy Citizenship often go on to study A level Politics in the Academy Sixth Form upon completion of their GCSE course.

<b>SPECIFICATION</b>	Edexcel-GCSE Citizenship
<b>COURSE CONTENT</b>	Year 9: Theme A-Living together in the UK: Theme B –Democracy at work in the UK
	Year 10: Theme C- How the Law works: Theme D Power and Influence
	Year 11: Theme D-Power and Influence: Theme E-Taking Citizenship action
<b>ASSESSMENT</b>	Paper 1- Component 1 Themes A-C Paper 2-Component 2 Themes A-E

# SUBJECT

# GCSE RELIGIOUS STUDIES

GCSE Religious Studies helps to develop students' knowledge and understanding of religions and non-religious beliefs. The course covers areas such as atheism and humanism as well as religious beliefs, teachings, and sources of wisdom and authority, which will include reading key religious texts, and scriptures. Students develop the ability to construct well-reasoned, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject. This will provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life. It will also challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their own preparation for adult life in a pluralistic society and global community.

<b>SPECIFICATION</b>	AQA – GCSE Religious Studies
<b>COURSE CONTENT</b>	Year 9: Islam; Beliefs, Teachings and Practices. Christianity: Beliefs and teachings.
	Year 10: Christianity: Practices. Thematic Studies: Relationship and Families, Religion, Peace and Conflict.
	Year 11: Thematic Studies: Religion and Life and Religion, Crime and Punishment.
<b>ASSESSMENT</b>	Paper 1: The Study of Religions: Christianity and Islam
	Paper 2A: Thematic Studies (non-Textual studies)

# SUBJECT

# GCSE

# ART

Art and Design fosters in students the skills to enjoy, produce and engage with the visual arts. GCSE Art and Design provides the opportunity for students to explore both contemporary and historical sources of art, craft and design first hand. Students will have the opportunity to work with ceramics, print-making, painting, drawing, mixed media, installation and much more. GCSE Art and Design students will also visit galleries and museums across London, examples include the TATE Modern, British Museum, the National Portrait Gallery and University Degree Shows. Many students pursue Art and Design at AS and A level and are highly successful in gaining university places studying a wide range of art and design subjects, including Architecture, Fine Art and Animation.

SPECIFICATION	Edexcel - GCSE Art and Design: Fine Art
COURSE CONTENT	<p><b>Year 9:</b> Coursework Project 1. Based on a Self-Portraiture theme that guides students through experimentation with a variety of materials (drawing, print-making, painting and mixed media) before the students create a self-portrait clay bust based on their earlier sketchbook development.</p> <p><b>Year 10:</b> Coursework Project 2. Students will be given a theme from which they will develop a sketchbook and final piece based on their individual material and artist preferences.</p> <p><b>Year 11:</b> September to December= Coursework Project 2 January to May= Exam Project</p>
ASSESSMENT	<p>60% Coursework (this is made up of two projects, each with a sketchbook and a final piece)</p> <p>40% Exam (this is delivered in January, students have four months to work on a third and final sketchbook project that culminates in a final piece which is produced across a 10-hour practical exam)</p>

# SUBJECT

## GCSE BUSINESS

### STUDIES

This course will introduce students to the world of business. They will develop an understanding of different business (product and scale) and students will apply their knowledge and understanding to business decision-making including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative and qualitative data in making business decision.

<b>SPECIFICATION</b>	AQA – GCSE Business
<b>COURSE CONTENT</b>	<p>Year 9:</p> <p>Business in the real world</p> <p>Human resources</p> <p>Year 10:</p> <p>Operations management</p> <p>Influences on business</p> <p>Revision and exam practice</p> <p>Year 11:</p> <p>Marketing</p> <p>Finance</p>
<b>ASSESSMENT</b>	<p>Paper 1:</p> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Business operations</li> <li>• Human resources</li> </ul> <p>Paper 2:</p> <ul style="list-style-type: none"> <li>• Business in the real world</li> <li>• Influences on business</li> <li>• Marketing</li> <li>• Finance</li> </ul>

# SUBJECT

# GCSE COMPUTER

# SCIENCE

The Computer Science GCSE course will provide students with a real, in-depth understanding of how computer technology works. The course will also provide excellent preparation for higher study and employment in the field of Computer Science and will develop critical thinking, analysis and problem-solving skills through the study of computer programming. This course has been re-designed very recently, to reflect the growing relevance of Computer Science in our world today and its status as a rigorous subject taught in schools.

<b>SPECIFICATION</b>	OCR – GCSE Computer Science
<b>COURSE CONTENT</b>	<p><b>Year 9:</b> Binary and hexadecimal, computer systems: hardware; systems software</p> <p><b>Year 10:</b> Algorithms, computational thinking, Boolean logic, programming, ethical and environmental concerns</p> <p><b>Year 11:</b> programming NEA, data types and structures, programming languages, networks, system security</p>
<b>ASSESSMENT</b>	<p>Paper 1 – Computer Systems 40%</p> <p>Paper 2 – Computational Thinking, Algorithms and Problem Solving 40%</p> <p>NEA – Programming project 20%</p>

# SUBJECT

# BTEC

# DRAMA

Level 2 BTEC Tech Award in Performing Arts (Acting) is an exciting and challenging course that is widely recognised and valued by Sixth Form Colleges and Universities. BTEC courses are both practical and academically stimulating, and this course prepares actors for further study. The course is comprised of three practical units and there is no written examination. Students will take part in a number of workshops and devised/scripted performances. They will also submit portfolios of evidence for a number of assignments (including evaluation essays, presentations to the class and research into drama practitioners and styles). Throughout the course, students will have the opportunity to watch live theatre performances and interact with professional actors.

<b>SPECIFICATION</b>	Edexcel BTEC Performing Arts (Acting) Level 2 BTEC Tech Award in Performing Arts (Acting)
<b>COURSE CONTENT</b>	<p><b>Year 9:</b> Developing the Actor through Devising Exploration of Script – Too Much Punch for Judy and Blood Brothers Monologues/duologues.</p> <p><b>Year 10:</b> Devising</p> <p><b>Component 1:</b> Exploring the Performing Arts</p> <p><b>Year 11:</b> <b>Component 2:</b> Developing Skills and techniques in Performing Arts <b>Component 3:</b> Performing to a Brief</p>
<b>ASSESSMENT</b>	<p>Practical recorded assessments Written assignments Both internally and externally assessed</p>



# SUBJECT

## GCSE DESIGN AND TECHNOLOGY (TEXTILES)

The new GCSE in Design and Technology is an exciting and challenging course which combines all areas of Design Technology. Students at Ashcroft will study this GCSE with a particular focus on Textiles. However, the new GCSE provides plenty of opportunities to experiment with a variety of materials and processes beyond those found in traditional Textiles courses. Design and Technology equips students with a 21st century understanding of the world using new technologies that are available within the academy – such as 3D printing, laser cutting, electronic and smart materials plus so much more. It allows students to develop problem solving skills and encourages students to use and apply knowledge from all areas of the curriculum. The new GCSE qualification has strong links with Maths and Science, therefore encouraging students to apply their knowledge from these subjects in a practical way to design and make new products for an ever changing world. By choosing this course, students will learn how important it is to be aware of the wider influences on Design and Technology in our world, including historical, social, cultural and environmental factors which may lead to them becoming a designer of the future. The diversity of this course means that it can lead towards a career in Fashion Design, Architecture, Marketing, Engineering, Interior Design, Materials Science, Medical Textiles, Fashion Communication, Graphic Design and Product design to name but a few.

<b>SPECIFICATION</b>	AQA Design & Technology
<b>COURSE CONTENT</b>	<p>Year 9: Design Ventura challenge, Identifying requirements, design thinking and communication, Materials (minor and major materials focus). Wider issues in design including the environment and their implications.</p> <p>Year 10: Design Ventura Challenge, Manufacturing processes and techniques, Design viability &amp; Learning from existing products. Mock NEA assessment and Mock principles of design assessment.</p> <p>Year 11: Technical understanding and the core principles of design, Component 2: Iterative Design challenge – Non Exam Assessment</p>
<b>ASSESSMENT</b>	<p>Component 1: Principles of design and technology – Written paper – Weight 50% - 2 hours</p> <p>Component 2: Iterative design challenge – Non Exam Assessment – Weight 50% - approx 35 hours</p>

# SUBJECT

# GCSE

# ECONOMICS

The GCSE Economics course combines the study of market structures, processes and the UK economy. It is split over two papers and provides candidates with the skills to analyse and evaluate complex economic data, make policy suggestions and personal finance decisions. The subject content looks at economic activity through the lens of consumers, producers, government and the workings of the global economy. As students proceed through the course they're presented with opportunities to focus on real-world issues. Students will consider and reflect upon moral, ethical and sustainability issues that arise as a result of the impact of economic activity. The Economics course allows students to develop a combination of skills that will help them in Post 16 subjects ranging across Mathematics, Sciences, English and other Humanities subjects.

<b>SPECIFICATION</b>	AQA – GCSE Economics
<b>COURSE CONTENT</b>	Year 9: Economic foundations, Resource allocation, How prices are determined, Production, costs, revenue and profit Year 10: Competitive and concentrated markets, Market failure, Introduction to the national economy, Government objectives Year 11: How the government manages the economy, International trade and the global economy, The role of money and financial markets
<b>ASSESSMENT</b>	Paper 1 – How markets work 50% Paper 2 –How the economy works 50%

# SUBJECT

## BTEC

### HEALTH & SOCIAL CARE

The BTEC Tech Award in Health and Social Care gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing; attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them and the knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing. This course builds on and uses the knowledge and skills students learn in GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology and will allow students to apply their knowledge and skills practically in a vocational context. The practical transferable skills students will master during their studies such as self-reflection, communication, team work and problem solving will also support their progress in their other subjects.

#### SPECIFICATION

OCR – Pearson BTEC Level 2 Tech Award in Health and Social Care

#### COURSE CONTENT

Unit 1: Human Lifespan Development explores human growth and development across the life stages. It also investigates factors affecting human growth and development, and how these factors interrelate. This unit will enable learners to appreciate the different care needs of individuals at different life stages. This unit is internally assessed. The unit supports all other units in the qualification.

Unit 2: Health and Social Care Values explores the care values that underpin current practice in health and social care, and investigates ways of empowering individuals who use health and social care services. It will enable learners to develop important skills that form the basis of good practice in health and social care, which can be applied to other sectors. This unit is internally assessed. The unit supports all other units in the qualification.

Unit 3: Health and Wellbeing requires learners to assess an individual's health and wellbeing and use this to create a health and wellbeing improvement plan. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way. The task is set and marked externally and is completed under examination conditions. The examination last for 2 hours. This unit is externally assessed.

#### ASSESSMENT

Three units of study, two of which are Internally assessed, whilst the third is assessed by an external examiner

# SUBJECT

# GCSE FOOD PREPARATION & NUTRITION

In Food Preparation and Nutrition students will learn about the properties and functions of ingredients and how to use them successfully to make a range of dishes, whilst developing basic cooking skills. Students will discover a range of processes, from pastry making to thickening sauces at the same time as using a variety of equipment. Students will analyse the nutritional value of foods and develop new food products, learn about health and hygiene and industrial processes when working with food and about many aspects of the food industry. Students will need to understand how ingredients work and be prepared for the theoretical side of the subject too so they can develop their own food products, understand existing products and build up a design folder of coursework. Food Science, nutrition, awareness of food legislation and hygienic practices in the food industry are a few of the areas covered by a course in Food Preparation and Nutrition. The catering industry offers a broad range of careers and a GCSE in Food and Nutrition could lead to further study or an apprenticeship to become a chef, for example. Working as a dietician could stem from an interest in diet and the nutritional aspect of the course. Food Technologists work for large food companies developing new food products very much in the way that you would develop a new food product for the controlled assessment.

<b>SPECIFICATION</b>	EDUQAS Food Preparation & Nutrition
<b>COURSE CONTENT</b>	Food commodities, principles of nutrition, diet and good health, the science of food, where food comes from and cooking and food preparation.
<b>ASSESSMENT</b>	1hr 45min written exam – 50% of GCSE. 2 tasks for remaining 50% - Task 1 (15%) – Food investigation – 1500-2000 work report on practical investigation. Task 2 (35%) – Preparation of three dishes set to a specific brief.

# SUBJECT

# ICT

Students will be study the Creative iMedia course in ICT, which is a level 2 qualification equivalent to GCSE. This is a practical subject with three projects and one written theory exam paper. Students will develop their software skills, using a range of creative software including Adobe DreamWeaver, Fireworks and Photoshop. Students will also learn other programs such as spreadsheets and databases. The course will provide students with an ICT skills-based qualification that will enable them to access further courses and help them with future careers involving technical skills. In the modern world it is imperative that young people are proficient in the use of ICT and, by studying an ICT qualification, these students will have a great foundation for a future that will demand the use of technology. The course will develop students' planning and creative skills by using some of the most up-to-date graphic design software.

<b>SPECIFICATION</b>	OCR – Cambridge Nationals – Creative iMedia
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<b>COURSE CONTENT</b>	Year 9: Skills-building, graphic design and web design – Adobe Fireworks and Dreamweaver
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<b>COURSE CONTENT</b>	Year 10: creating graphic design project, R082. Interactive multimedia project, R087
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<b>COURSE CONTENT</b>	Year 11: exam preparation R081 – pre-production skills. Final project – designing a game concept
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<b>ASSESSMENT</b>	R082, R087, R091 units 25% each
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<b>ASSESSMENT</b>	R081 pre-production skills exam – 25%
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# SUBJECT

## GCSE

### ITALIAN

Students will learn Italian from scratch in Year 9 and enjoy a three year GCSE. Italian is all about communicating with other people, finding out how language works and learning different cultures. There are 5 Themes and 8 Topics covered over the course and are similar to those studied in French, so students will be reassured by the familiarity of the material they encounter.

<b>SPECIFICATION</b>	Edexcel - GCSE Italian
<b>COURSE CONTENT</b>	Year 9: Identity & Culture, Who am I?, Leisure time, Daily life, Celebrations Year 10: Local Area, Holiday and Travel Year 11: School, Future Aspirations, Study and Work. International and Global Dimension
<b>ASSESSMENT</b>	Paper 1 – Listening & Understanding 25% Paper 2 – Speaking 25% Paper 3 – Reading & Understanding 25% Paper 4 – Writing 25%



# SUBJECT

## GCSE

# MEDIA STUDIES

Media Studies students will develop skills such as enquiry, critical thinking, decision-making and analysis. Students will be encouraged to develop their knowledge and understanding of a range of media issues and develop an appreciation of their role both historically and currently in society, culture and politics. Students will study examples of contemporary media, including: television, media, radio, newspapers, magazines. They will study at least one audio-visual, one print and one online media text. Furthermore, students will be given the opportunity to employ their understanding of media theory to produce their own media production.

### SPECIFICATION

Eduqas GCSE Media Studies

### COURSE CONTENT

Year 9: Introduction to GCSE ideas of context, representation, gender and narrative theories in Media. A range of media practical tasks that prepare for component 3, creating a variety of media forms.

Year 10: Examining context and representation in a range of set texts from various forms of Media, including adverts, newspapers, film posters and magazine pages. Studying representation and industries in the crime drama genre, with a focus on in-depth study of a television genre such as crime drama. Completing component 3 coursework based on briefs that are released in March.

Year 11: Analysing the audience and industry of video games, with focus on Pokemon Go. Analysing Music videos and online media with comparison of Taylor Swift and Bruno Mars. Understanding Radio Industry, with focus on The Archers. Revision and exam practice.

### ASSESSMENT

Component 1: Exploring the Media- Written Examination- Weight 40%

Component 2: Understanding Media Forms and Products- Written Examination- Weight 30%

Component 2: Creating Media Forms- Non-Exam Assessment-Weight 30%

# SUBJECT

# GCSE

# MUSIC

GCSE Music is a varied and demanding course that aims to develop the student practically as a musician and academically as a musicologist. The course comprises of three units: performing, composing and listening and appraising. The first two units are practical and the third is a written exam. Topics studied include: performance skills, composition skills, the Western Classical era, film music and the development of rock and pop. The Performing Arts department recommends that if a student wishes to choose GCSE Music, he or she should be able to play a musical instrument, or should start lessons or independent study on an instrument of their choice.

SPECIFICATION	Eduqas – GCSE Music
COURSE CONTENT	<p><b>Year 9:</b> an overview of all the areas of study, building listening and music theory skills. Solo and ensemble performance preparation. Composition activities.</p> <p><b>Year 10:</b> AoS1 – Musical Forms and Devices, AoS3 – Film Music, AoS4 – Popular Music. Composition 1 (free choice), Solo performance.</p> <p><b>Year 11:</b> Composition 2 (set brief), Ensemble performance, AoS2 – Music for Ensemble. Revision of all of the areas of study.</p>
ASSESSMENT	<p>Performance (30%): one solo and one ensemble piece of a combined duration of between 4-6 minutes.</p> <p>Composition (30%): two compositions of a combined duration of 3-6 minutes.</p> <p>Listening and appraising (40%): Eight questions based on the following areas of study:</p> <p>AoS1: Musical Forms and Devices</p> <p>AoS2: Music for Ensemble</p> <p>AoS3: Film Music</p> <p>AoS4: Popular Music</p>

# SUBJECT

# BTEC SPORT

# (PE)

The Edexcel BTEC Level 1/Level 2 First Award in Sport has been designed to provide an engaging and stimulating introduction to the world of sport. It has been developed to:

- encourage personal development through practical participation and performance in a range of sports and exercise activities
- give learners a wider understanding and appreciation of health-related fitness, sports and exercise through a selection of optional specialist units
- encourage learners to develop their communication, planning and team-working skills by having the opportunity to select from optional units available in the qualification structure

<b>SPECIFICATION</b>	Pearson BTEC Level 1/Level 2 First Award in Sport
<b>COURSE CONTENT</b>	Year 9 – Unit 1: Fitness for Sport / Unit 2: Practical Sports Performance
	Year 10 – Unit 6: Leading Sports Activities / Unit 3: Training for Personal Fitness.
	Year 11 – Unit 1: Fitness for Sport
<b>ASSESSMENT</b>	Unit 1: 25% Unit 2: 25% Unit 3: 25% Unit 6: Assignment 25%

# SUBJECT

## GCSE

# PSYCHOLOGY

This course introduces candidates to the research of Psychology, as well as providing a sound background in the subject. The engaging topics, relevant to the candidates and their lives, are designed to capture their interest and inspire further learning. In addition, candidates are introduced to the world of psychological research by means of a practical approach. Firstly, candidates learn how psychologists conduct research. They then have the opportunity to carry out research in preparation for the assessment, where they plan and design their own piece of research. On successful completion of the course, students will be ready to embark on the AS/A level specification, offering a stepped and graded programme of study.

<b>SPECIFICATION</b>	OCR – GCSE (9-1) Psychology
<b>COURSE CONTENT</b>	Year 9: Criminal Psychology, Developmental Psychology, Psychological Problems. Year 10: Social Influence, Memory, Sleep & Dreaming. Year 11: Research Methods.
<b>ASSESSMENT</b>	Paper 1 – Criminal Psychology, Developmental Psychology, Psychological Problems and Research Methods (50%). Paper 2 – Social Influence, Memory, Sleep & Dreaming and Research Methods (50%).

# SUBJECT

# GCSE

# SPANISH

Students will learn Spanish from scratch in Year 9 and enjoy a three year GCSE. Spanish is all about communicating with other people, finding out how language works and learning different cultures. There are 5 Themes and 8 Topics covered over the course and are similar to those studied in French, so students will be reassured by the familiarity of the material they encounter.

<b>SPECIFICATION</b>	Edexcel - GCSE Spanish
<b>COURSE CONTENT</b>	Year 9: Identity & Culture, Who am I?, Leisure time, Daily life, Celebrations Year 10: Local Area, Holiday and Travel Year 11: School, Future Aspirations, Study and Work. International and Global Dimension
<b>ASSESSMENT</b>	Paper 1 – Listening & Understanding 25% Paper 2 – Speaking 25% Paper 3 – Reading & Understanding 25% Paper 4 – Writing 25%



Ashcroft Technology Academy  
100 West Hill  
London SW15 2UT  
Telephone 0208 877 0357  
Fax 0208 877 0617  
[admissions@ashcroftacademy.org.uk](mailto:admissions@ashcroftacademy.org.uk)

Prospect Education (Technology) Trust Ltd  
Registered in England No 2484729  
Registered Office as above

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