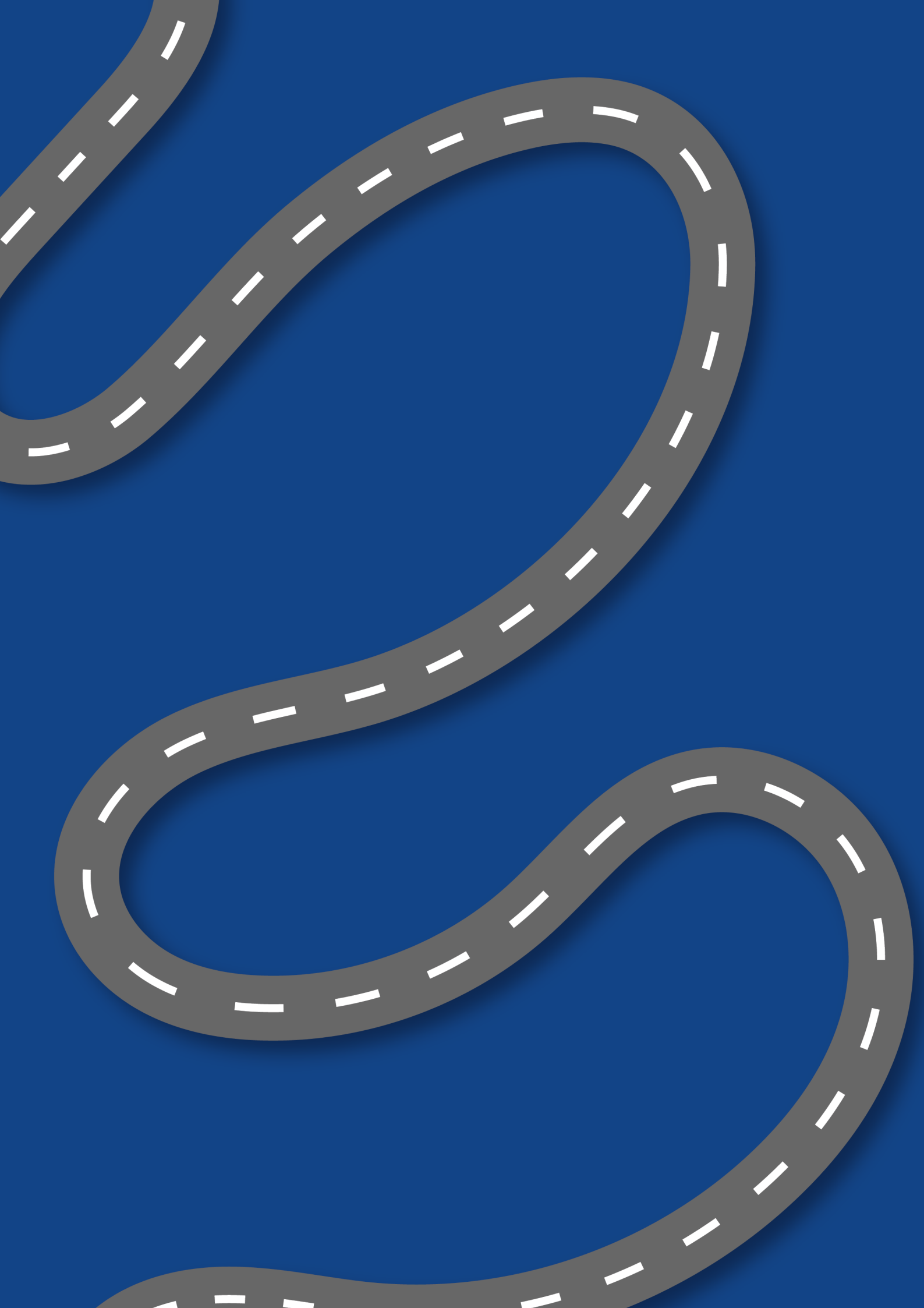




ASHINGTON
Academy

**Key Stage 4
Options Guide 2023**



A note from our Head of School

Dear Parents and Carers,

You are invited to attend the Key Stage 4 Options Evening on Wednesday 22nd March 2023, which will take place in the Main Hall and the Hub between 6.00pm and 7.30pm.

Following the Key Stage 4 Options Evening students are asked to make a number of choices in relation to the curriculum they will study in Years 10 and 11.

The subjects studied in Year 7, 8 and 9 are currently very similar for all students. However, in Years 10 and 11 students have a degree of choice and can select the option subjects they wish to study. As a parent/ carer, you have a key role in this process, as well as supporting your son/ daughter as they enter the next phase of their education at Ashington Academy.

All students are expected to follow examination courses in English, Mathematics and Science. In addition, all students will participate in Physical Education. These subjects are known as Compulsory Subjects, and they are compulsory. Students will then select from a range of courses which are shown on the Options Decision Form. A brief outline of the courses offered is also included in the brochure.

The Key Stage 4 Options Evening will give parents/ carers and students the opportunity to talk to staff and discuss the content of the individual courses on offer.

Yours faithfully,

A handwritten signature in black ink that reads "Yvonne Weston". The signature is fluid and cursive, with the first letter 'Y' being particularly large and stylized.

Yvonne Weston
Head of School

Curriculum

In Years 10 and 11, all students continue to follow the National Curriculum. In Year 9 we are introducing an element of choice as students prepare for Key Stage 4. Whilst the majority of the Key Stage 4 curriculum is prescribed by the Department for Education, we still have some flexibility at Ashington Academy.

There have been significant changes made both in the statutory curriculum offered and the way in which student performance is measured. However, we want to continue to offer our students a curriculum that is appropriate to their individual needs, whilst ensuring it enables them to meet the new expectations set out by the Department for Education.

With this in mind, students will follow a curriculum which reflects the recent changes and, wherever possible, this is tailored to suit your child's individual skills and abilities.

This brochure is about the courses your child will study over the next two years. Please read it carefully.

Next year we will be offering a range of courses including:

1. GCSE courses, some of which involve an element of controlled assessment and external examinations taken at the end of Year 11. Work in each subject will be graded from 9-1.
2. Vocational/ Technical courses which are largely portfolio based and relate to a particular vocational or work-related area. The courses are equivalent to a full GCSE but have fewer external examinations. All assessment decisions are subject to internal and external verification.

Choosing – The process

Wednesday 1st March 2023, 4.30pm - 7.30pm

Year 9 Parents' Evening

Week commencing 6th March 2023

Key Stage 4 Options assemblies.

Friday 10th March 2023

Key Stage 4 Options Guide 2023 issued to students.

Wednesday 22nd March 2023, 6.00pm – 7.30pm

Key Stage 4 Options Evening for students and Parents/ Carers. Options Decision Form issued to students.

Monday 17th April 2023

Deadline to hand Options Decision Form to tutors.

PLEASE NOTE: IF YOUR OPTIONS DECISION FORM IS HANDED IN LATE, YOU ARE LESS LIKELY TO GET YOUR PREFERRED OPTIONS.

Completed Options Decision Forms will be checked to ensure that your child has chosen a BROAD and BALANCED range of subjects allowing them access to as wide a range of careers as possible in the future.

We will do our very best to accommodate your child's choices, but it will be necessary for reserve choices to be made. Therefore, your child should *choose their reserve choices carefully*. We are offering a wide range of courses but may not be able to run them all if class sizes are not viable.

If there is a problem with any of their choices, we will discuss this with your child. Otherwise, they will start their chosen courses in September 2023.

Compulsory subjects

English

Two GCSEs which includes English Language and English Literature.

Mathematics

One GCSE.

Science

Two GCSEs by following the Combined Science Trilogy Award or three GCSEs if students sit a separate GCSE in each of the three Sciences.

Physical Education

No qualification awarded.



Compulsory subject: English Language

The specification offers two equally balanced papers, relating reading sources to the topic and theme of writing tasks. Each paper has a distinct identity, looking at how writers use narrative and descriptive techniques to engage the interest of readers and how different writers present a similar topic over time. The unit will also draw on good practice of students' verbal skills. However, this does not contribute to the overall GCSE result.

Areas of Study

Students will read and analyse a range of texts from the 19th, 20th and 21st Centuries. There are two pieces of Extended Writing in the examinations. For Speaking and Listening, students will be expected to present, ask and respond to questions and use Standard English.

Learning Outcomes

Students will be able to:

Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st Centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism

Read and evaluate texts critically and make comparisons between texts

Summarise and synthesise information or ideas from texts

Use knowledge gained from wide reading to inform and improve their own writing

Write effectively and coherently using Standard English appropriately

Use grammar correctly and punctuate and spell accurately

Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language

Listen to and understand spoken language and use spoken Standard English effectively

Future Options and Careers

A-Level Language

A-Level Literature.

English is a facilitating subject. The ability to analyse sophisticated ideas and communicate them fluently supports progression into a variety of professions including medicine, engineering, veterinary sciences, and law. Subject specific careers include marketing, public relations and journalism as well as work in the wider creative industries.

Assessment		
Unit	Method	Credit
Unit 1	Examination 1 hour 45 minutes Explorations in Creative Reading and Writing.	50%
Unit 2	Examination 1 hour 45 minutes Writers' Viewpoints and Perspectives.	50%
Unit 3	Internal Assessment, Externally Moderated Range of Spoken Language tasks.	0%

Contact K Tweddle for more information.

Compulsory subject: English Literature

GCSE English Literature encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge from some of the best thinkers and writers. Studying GCSE English Literature encourages students to read widely for pleasure and is preparation for studying literature at a higher level.

Areas of Study

Students will study a range of poetry, prose, and drama texts, including:

- A Shakespeare play
- Modern drama or novel
- 19th century novel
- A cluster of 15 thematically linked poems associated with power and conflict or love and relationships and written between 1789 and the present day
- A selection of 'unseen' poems in preparation for the 'unseen' element of the Paper 2 examination

Learning Outcomes

Students will learn to:

- Read a wide range of classic literature fluently and with good understanding, and make connections across their reading
- Read in-depth, with critical and evaluative processes, so that they are able to discuss and explain their understanding and ideas
- Develop the habit of reading widely and often
- Appreciate the depth and power of our English literary heritage
- Write accurately, effectively and analytically about their reading, using Standard English
- Acquire and use a wide of vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Future Options and Careers

A-level English Literature
A-level English Language

English is a facilitating subject. The ability to analyse sophisticated ideas and communicate them fluently supports progression into a variety of professions including medicine, engineering, veterinary sciences, and law. Subject specific careers include marketing, public relations, and journalism as well as work in the wider creative industries.

Assessment		
Unit	Method	Credit
Unit 1	Examination Paper 1: Shakespeare and the 19th-century novel. Written examination: 1 hour 45 minutes. Closed book examination (Students will not have access to the texts they have studied in the exam).	40 %
Unit 2	Examination Paper 2: Modern texts and poetry. Written examination: 2 hour 15 minutes. Closed book examination (Students will not have access to the texts they	60%

Contact K Tweddle for more information.

Compulsory subject: Mathematics

Mathematics is an interconnected subject in which we expect our students to be able to build on their learning in the early stages of Key Stage 3 to further develop their fluency, mathematical reasoning, and competence in solving increasingly difficult problems.

Areas of Study

There will be a mixture of formal, practical and investigation work in the lessons covering the areas:

- Number
- Algebra
- Ratio, proportion, and rates of change
- Geometry and measures
- Probability
- Statistics

Students will be assessed by 3 terminal examination papers taken at the end of Year 11:

- Higher Tier paper will allow students to gain grades from 4 to 9
- Foundation paper will allow students able to gain grades from 1 to 5

Learning Outcomes

By studying Mathematics, it is expected that our students will be able to develop and consolidate connections across mathematical ideas through the three aims of the curriculum:

1. Develop their fluency. Consolidate their numerical and mathematical capability from Key Stage 3. Be able to select and use appropriate calculation strategies and use mathematical language and properties precisely
2. Be able to reason mathematically. Extend their ability to assess the validity and accuracy of a given way of presenting information. Reason deductively in geometry, number, and algebra
3. Solve Problems. Develop their knowledge through solving problems and evaluating the outcomes, including multi-step problems. Make and use connections between different parts of Mathematics to solve problems

Future Options and Careers

Almost all jobs and careers require you to have GCSE Mathematics. Achieving a good grade will allow you to study Mathematics at A Level. An increasing number of jobs, college courses and university courses require a good pass for Mathematics at GCSE.

Assessment		
Unit	Method	Credit
Unit 1	Examination (90 mins) Foundation and Higher Tier written papers to assess knowledge and understanding of syllabus. Requires mental calculation No calculator allowed.	33%
Unit 2	Examination (90 mins) Foundation and Higher written papers to assess knowledge and understanding of syllabus. Requires complex calculation Calculator allowed.	33%
Unit 3	Examination (90 mins) Foundation and Higher Tier written papers to assess knowledge and understanding of syllabus. Requires complex calculation Calculator allowed.	33%

Contact S Dickinson for more information.

Compulsory subject: Science (Trilogy)

The course places a strong emphasis on exploring the science that underpins day to day life and encourages students to think about what science can tell them about themselves, the environment, and the universe. It provides the opportunity to acquire the scientific skills, knowledge and understanding necessary for life. There is a strong emphasis on explanations, theories, and modelling in science along with the implications of science in society.

Areas of Study

- **Biology topics:** 1) Cell biology 2) Organisation 3) Infection and response 4) Bioenergetics 5) Homeostasis and response 6) Inheritance, variation, and evolution 7) Ecology
- **Chemistry topics:** 8) Atomic structure 9) Bonding, structure, and properties 10) Quantitative chemistry 11) Chemical changes 12) Energy changes 13) The rate of chemical change 14) Organic chemistry 15) Chemical analysis 16) Chemistry of the atmosphere 17) Using resources
- **Physics topics:** 18) Energy 19) Electricity 20) Particle model of matter 21) Atomic structure 22) Forces 23) Waves 24) Magnetism and electromagnetism

Learning Outcomes

Students will study all three science subjects throughout Years 10 and 11 leading to a GCSE in Combined Science: Trilogy. This qualification is worth 2 GCSEs. At the end of Year 11, students will take six exams: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas.

Future Options

At the end of this GCSE, you will be ready to play your part in scientific and technological advances in society. If you wish to continue to study Science after Year 11 there are a wide range of courses on offer here at Ashington Academy including: A level Biology, A level Chemistry, A level Physics, BTEC Level 3 Science.

However, you will also find that GCSE Science underpins a wide range of vocational courses and apprenticeships beyond Year 11.

GCSE Science Triple Award

Students who have shown an aptitude for Science in Key Stage 3 will be selected to take this course. It allows students to experience a broader, more in-depth coverage of topics. At the end of the course, they will achieve qualifications in GCSE Biology, GCSE Chemistry and GCSE Physics.

Assessment		
Unit	Method	Credit
Unit 1 BIOLOGY	Written exam – based on topics 1-4	50%
Unit 2 BIOLOGY	Written exam – based on topics 5-7.	50%
Unit 1 CHEMISTRY	Written exam – based on topics 8-12.	50%
Unit 2 CHEMISTRY	Written exam – based on topics 13-17.	50%
Unit 1 PHYSICS	Written exam – based on topics 18-21.	50%
Unit 2 PHYSICS	Written exam – based on topics 22-24.	50%

Contact J Traynor for more information.

Compulsory subject: Core PE

All Ashington Academy students will receive one hour of high-quality PE every week. Within lesson time we aim to deliver a broad and balanced curriculum which is designed to engage all students.

Areas of Study

Within Core PE lessons classes are gender-specific, allowing boys and girls to follow a different curriculum. Furthermore, within boys' and girls' Core PE we aim to differentiate further by tailoring the curriculum to meet the needs of all students within each group. Activities which will be taught during Core PE include the following:

- Football
- Rugby
- Basketball
- Climbing
- Dance
- Netball
- Trampolining
- Fitness
- Handball
- Table tennis
- Athletics
- Tennis
- Rounders
- Cricket
- Outdoor adventurous activity (OOA)

Learning Outcomes

Core PE aims to develop students' understanding of the benefits of participating in physical activity and sport. Also, students are encouraged to be self-motivated and develop key transferable skills such as resilience, communication, leadership, and adaptability.

Future Options and Careers

Students are encouraged to value and lead a healthy active lifestyle after compulsory education.

Assessment		
Unit	Method	Credit
Unit 1	Effort Level Assessment All students will receive an effort level grade in line with each whole school grade update. Students who opt for GCSE will also work on their practical grade within Core PE lessons and be assessed using GCSE practical grading criteria. Students will also be assessed in relation to the following areas: physical, social, cognitive and fitness.	100 %

Contact R Watkins for more information.

Options you may choose

We are offering the following range of courses in September 2023.

GCSE Subjects

- GCSE Art
- GCSE Business
- GCSE Design & Technology
- GCSE Drama
- GCSE French
- GCSE Geography
- GCSE History
- GCSE Music
- GCSE PE
- GCSE Philosophy & Ethics
- GCSE Photography

Vocational/ Technical subjects

- OCR iMedia
- BTEC Health & Social Care
- WJEC Hospitality and Catering
- OCR Sport Science

All students in Year 9 should select **FOUR** choices from the subjects listed and these must include at least **ONE** of the following subjects: **GCSE Geography, History, French.**

Students in the **UPPER SETS** in Year 9 should select **FOUR** choices. One of their choices must be a Humanities subject, either **GCSE History or Geography** and the second a Modern Foreign Language, **GCSE French.** They will then have **TWO** free choices to make up their total of **FOUR** choices overall.

ALL students will also be asked to indicate **TWO RESERVE** choices on the Options Decision Sheet.

GCSE Art

Art is a course that is primarily concerned with visual and tactile modes of expression. It is a unique vehicle for communication and self-expression through a variety of art and design activities to develop creative, imaginative, conceptual, and practical skills.

Areas of Study

In Component 1 (portfolio), students are required to complete a minimum of two themed projects, from an initial concept or topic. These projects are designed to develop a range of creative skills and will include activities such as drawing, painting, supportive photography, printmaking, 3-D techniques, experimentation with media and techniques, annotation using specialist vocabulary, and studying the work of artists, designers, and craftspeople. In component 2 (externally set assignment), students respond to an initial concept or topic provided by the exam board. This provides evidence of the students' ability to work independently within specified time constraints, realise intentions that are personal and meaningful, and explicitly address the assessment objectives.

Learning Outcomes

Art and Design should encourage students to:

- Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- Develop creative, imaginative, and intuitive capabilities when exploring and making images, artefacts and products
- Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials, and techniques
- Develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- Develop and refine ideas and proposals, personal outcomes, or solutions with increasing independence

Future Options and Careers

A lot of students who study Art and Design go on to study: Multimedia Design, Fashion, Furniture Design, Graphics, Theatre Set Design, Photography, 3D Design, Vehicle Design, Animation, Computer Game Design, Surface Design, Curation.

Assessment		
Unit	Method	Credit
Unit 1	Themed Projects Component 1 is assessed as a whole, using the assessment objectives to determine the students' overall performance. The same process is met for Component 2 and added together to arrive at an overall mark.	60%
Unit 2	Externally set task Component 2 is assessed as a whole, using the assessment objectives to determine the students' overall performance. The same process is met for Component 1 and added together to arrive at an overall mark.	40%

Contact L Ratcliff for more information.

GCSE Business

GCSE Business introduces students to the world of small businesses and looks at what makes someone a successful business person. Students will find out how to develop an idea and spot an opportunity and turn that into a successful business. They understand how to make a business effective and manage money. Students will also see how the world around us affects small businesses and all the people involved.

Areas of Study

Unit 1 - Investigating Small business

This unit concentrates on the key business concepts and skills involved in starting and running a small business. Students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Unit 2 - Building a business

This unit examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance, and human resources considering the impact the wider world has on business growth decisions. Students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Learning Outcomes

GCSE qualifications in business subjects enable students to:

- Actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- Use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- Develop and apply their knowledge and skills to contemporary issues in a range of local, national and global contexts

Future Options and Careers

GCSE Business can help you prepare for further and higher education such as A Levels and BTEC and NVQ courses. You will develop several skills including making decisions, solving problems, dealing with data and finances, communicating and working as part of team. This course could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism industry.

Assessment		
Unit	Method	Credit
Unit 1	Examination The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.	50%
Unit 2	Examination The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.	50%

Contact H Anderson for more information.

GCSE Design & Technology

GCSE Design & Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental, and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Areas of Study

Students will gain a broad understanding of the properties of materials and commercial practice in related industries. They will study three principles:

Core principles: New and emerging technologies, Energy generation & storage, Developments in new materials, Systems approach to design, Mechanical devices, and Materials & properties.

Specialist Technical Principles: Timbers/polymers/metals, Forces & stresses, Ecological & social footprint, Sources & origins, Scales of production and Industrial processes.

Designing and Making Principles: Design strategies, Communication of design ideas, Prototype development, Tools & Equipment, CAD CAM and the work of others.

Learning Outcomes

Students will develop their technical knowledge and skills while working with a wide range of Materials, Components and Technologies over the two-year course. Students will learn how to effectively communicate design ideas whilst refining and developing designs through an iterative process. Students are required to produce high quality practical outcomes when realising design concepts whilst adopting a critical thinking habit to allow for continuous progress and development. Students will consider the commercial viability of their ideas and learn how their solutions would be manufactured in industry.

Future Options and Careers

Both A Level Product Design and A Level Fashion and Textiles are popular choices at Sixth Form for Design and Technology students. These lead into a wide range of popular Higher Education courses aimed towards the Design and Manufacturing industries.

Assessment		
Unit	Method	Credit
Unit 1	Externally Assessed Written Exam Paper A mixture of multiple choice, short answer and extended response answer questions to demonstrate your knowledge of core technical principles, specialist technical principles and designing and making principles.	50%
Unit 2	Internally Assessed Design and Make Portfolio You will work to a design brief to produce a portfolio of evidence which requires you to identify and investigate design possibilities, produce a design specification, generate design ideas and develop them into a high-quality product.	50%

Contact L Patterson for more information.

GCSE Drama

The GCSE Drama course follows a practical, engaging, and creative specification. It will provide opportunities to explore drama as a practical art form and allows students to work independently to create their own performances. Students are encouraged to be independent, critical thinkers and effective decision-makers. These personal attributes make students stand out as they progress through their education and into employment.

Areas of Study

In practical work, students will study and explore historical and cultural influences, styles of theatre, kinds of venue and audience, theatrical genres, and the use of set, lighting, sound and blocking to create atmosphere and effect.

Learning Outcomes

Students develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds - working imaginatively and creatively in collaborative contexts. They can evaluate their own work and that of others, and become very strong communicators, equipped for many situations in and outside of drama settings.

Future Options and Careers

Students may progress to a higher-level course such as A Level Drama at Sixth Form. They may also decide to carry on their studies to university or college studying a degree in Drama or Performing Arts or follow a career as a professional performer.

We also develop a range of transferable skills such as teamwork, analytical thinking, communication, problem solving, creativity and research which will support a wide range of career choices such as Lawyer, Broadcaster, Teacher, Media production. By choosing to complete a GCSE in Drama, students will find that their CV will gain a boost and you will develop the confidence you need to advance in their future.

Assessment		
Unit	Method	Credit
Unit 1	Non-examined Assessment - DEVISING THEATRE Students participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC.	40%
Unit 2	Non-examined Assessment - PERFORMING FROM A TEXT Students will be assessed on either acting or design. Students study two extracts from the same performance text chosen by the centre. Students participate in one performance using sections of text from both extracts.	20%
Unit 3	Written Examination - 1 hour 30 minutes - INTERPRETING THEATRE Section A: Set Text A series of questions on one set text. Section B: Live Theatre Review One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.	40%

Contact K Tweddle for more information.

GCSE French

As part of the global society, learning a second language offers a distinct advantage for employees. In competitive business, the ability to converse, translate and communicate in a second language is a highly desirable skill. Studying a language also develops social and *inter-personal skills, promotes confidence in learners and encourages respect for others.*

Areas of Study

The GCSE French course builds and progresses the skills already acquired at Key Stage 3. It is divided into three themes which comprise:

1. Identity and Culture
2. Local, National, International and Global Areas of Interest
3. Current and Future Study and Employment

The 4 key linguistic skills of Listening, Speaking, Reading, and Writing will be covered across the topics.

Learning Outcomes

During the GCSE French course, you will advance your linguistic skills and gain a key understanding of the way that languages work.

The skills acquired through the course will allow you to:

Apply grammatical rules to create language independently

Translate short phrases and texts from and to the target language

Understand and relate key information from written and spoken target language texts

Give your opinion and point of view about a range of topics

Future Options and Careers

A qualification in French at GCSE can progress into an A Level course for those who wish to continue their language learning in Sixth Form.

A language qualification compliments all further education subjects, be they arts or sciences and previous students who have studied languages at Sixth Form have entered a variety of university courses and employment areas including medicine, journalism, teaching, nursing, veterinary studies, social care, advertising and marketing.

Assessment		
Unit	Method	Credit
Unit 1	Listening Examination Foundation or Higher entry.	25%
Unit 2	Speaking Examination (with teacher) Foundation or Higher entry. <ul style="list-style-type: none">• Role play• Photo card• General conversation	25%
Unit 3	Reading Examination Foundation or Higher entry.	25%
Unit 4	Written Examination Foundation or Higher entry.	25%

Contact E Moore for more information.

GCSE Geography

This exciting course is based on a balanced framework of Physical and Human Geography. Students investigate the link between the two themes and travel the world from their classroom, exploring case studies in the United Kingdom, higher income countries, newly emerging economies, and lower income countries. Students are also encouraged to understand their role in society by considering different viewpoints, values, and attitudes.

Areas of Study

Unit 1 - This unit aims to develop an understanding of different physical processes, their dynamic nature and human interaction with them at a range of scales and in a range of places. Topics include Natural Hazards, Coastal Landscapes, Rivers, Ecosystems, Tropical Rainforests and Cold Environments.

Unit 2 - This unit aims to develop an understanding of the factors that produce a wide range of human environments. Topics include World Population, Urban Growth, Sustainable Living, The Changing Economic World and The Challenges of Resource Management.

Unit 3 - This unit aims to develop fieldwork skills covering both human and physical geography. This includes map skills, describing, analysing, and explaining fieldwork data, data recording and statistical analysis.

Learning Outcomes

Students will explore case studies in the UK and newly emerging economies such as Nigeria and Brazil. In the specification content, students are required to use both case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.

Future Options and Careers

A GCSE in Geography is suitable for anyone wishing to study Geography at A Level. Geography also compliments any Sixth Form advanced course of study. Geography is a facilitating subject, giving you a distinct advantage when applying for places at the top universities.

Assessment		
Unit	Method	Credit
Unit 1	Written Exam Living with the physical environment. 1 hour 30 minutes paper.	35%
Unit 2	Written Exam Challenges in the human environment. 1 hour 30 minutes paper.	35%
Unit 3	Written Exam Geographical applications. 1 hour paper.	30%

Contact M Gordon for more information.

BTEC Health and Social

The BTEC Tech Award is suitable for students who want a vocationally focused introduction to Health and Social Care. Students will learn about how we grow and develop throughout our lives; they will get to know how the Health and Social Care sector works and the core values that underpin it. They will also investigate what 'being healthy' means to different people and how to improve someone's health and wellbeing.

Areas of Study

The BTEC Tech Award is equivalent to one GCSE. Students explore the theory of human development from birth to death, types of health promotion activity as well as learning the skills needed to work in all care settings.

Students study three units:

- Human Lifespan Development
- Health and Social Care Services and Values
- Health and Wellbeing

The vocational course is assessed through coursework and a case study-based exam. Students gain a Pass, Merit or Distinction for their work and must pass all three units to attain the award.

Learning Outcomes

Students build a bank of theoretical knowledge about a variety of Health and Social Care settings and practices and develop transferable skills in collaborative practice and communication, needed to work in these settings.

Future Options and Careers

A BTEC Level 2 Tech Award in Health & Social Care can lead to the study of a Level 3 BTEC course at Sixth Form which can progress to further higher education opportunities. This course is very useful for anyone considering employment in health care, social care and early year's services e.g., Nurse, Dietician, Radiographer, Health Visitor, Paramedic, Teacher Nursery Manager, Childcare or Occupational Therapist.

Assessment		
Unit	Method	Credit
Unit 1	Internally Assessed Assignments Complete a series of tasks to create a portfolio of evidence to explain how individuals grow and develop through the life stages, factors and life events that influence development and how people cope with the changes caused by life events.	30%
Unit 2	Internally Assessed Assignments Complete a series of tasks to create a portfolio of evidence to explain the range of health and social care services that individuals use and the barriers they may experience in accessing these services. Investigate and evaluate the care values that underpin current practice in health and social care.	30%
Unit 3	Exam You will be given a case study and be required to assess an individual's health and well-being. You then need to design an improvement plan to help them become healthier.	40%

Contact R Young for more information.

GCSE History

The GCSE History course will be of interest to anyone who wants to learn more about the past and understand how the past enables us to understand the present day on a local, national, and global scale.

Areas of Study

Unit 1 - This unit aims to develop students' understanding of the historic environment in a thematic approach by investigating continuity and change in crime and punishment over time, incorporating source skills.

Unit 2 - This is a combination of a period study on The American West, c1835-c1895 and a British depth study on Early Elizabethan England 1558-88.

Unit 3 - This is a modern depth study on Weimar and Nazi Germany, 1918-39, incorporating source skills and analysis of interpretations of history.

Learning Outcomes

Students should develop and extend their knowledge and understanding of key events in local, British, and wider world history and of the wide diversity of human experience.

They should engage in historical enquiry as independent learners and critical and reflective thinkers.

Learners should develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.

Also, students should develop an awareness of why people, events and developments have been accorded historical significance and why different interpretations have been constructed about them.

They should organise and communicate their historical knowledge and understanding in different ways, reaching substantiated conclusions.

Future Options and Careers

A GCSE in History is suitable for anyone wishing to study History at A Level and compliments any Sixth Form advanced course of study.

History is also a facilitating subject, giving you a distinct advantage when applying for places at the top universities which require the expertise gained from skills and knowledge acquired when studying History.

Assessment		
Unit	Method	Credit
Unit 1	Written Exam Crime and Punishment in Britain, c1000-present and Whitechapel, c1870-c1900: crime, policing, and the inner city. 1 hour 15-minute exam.	30%
Unit 2	Written Exam Early Elizabethan England, 1558-88 and the American West, c1835-c1895. 1 hour and 45-minute exam paper.	40%
Unit 3	Written Exam Weimar and Nazi Germany, 1918-1939 1 hour and 20-minute exam paper.	30%

Contact H Smy for more information.

WJEC Hospitality & Catering

Level 2 Award in Hospitality and Catering enables learners to gain knowledge, understanding and skills relating to hospitality and catering as well as supporting learners to develop essential employability skills. Knowledge and understanding will relate to businesses that provide food, beverages and accommodation services.

Areas of Study

Unit 1: The Hospitality and Catering Industry

Unit 2: Hospitality and Catering in Action

Learning Outcomes

Unit 1: The Hospitality and Catering Industry

Learners apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Learners will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2: Hospitality and Catering in Action

Learners apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision, kitchen, and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners' appreciation of the whole vocational area beyond the kitchen environment.

Future Options and Careers

This qualification could lead onto a Level 3 Diploma in Food Science and Nutrition. It is also helpful for learners studying BTEC Health and Social Care.

Assessment		
Unit	Method	Credit
Unit 1	On screen E-Assessment Short and extended answer questions based around applied situations. Learners will be required to use stimulus materials presented in different forms to respond to questions.	40%
Unit 2	Controlled Assessment Plan nutritional dishes. Written assessment – 6 hours. Safely prepare, cook and present nutritional dishes. Practical Exam - 3 hours.	60%

Contact L Patterson for more information.

OCR iMedia

The UK is a world leader in the creative digital industries, such as in the creation of visual effects for films and computer games. However, there is growing recognition that there is a lack of young people with the necessary skills. This course provides the knowledge, skills and understanding that a growing number of employers are demanding.

Areas of Study

Unit R093: Creative iMedia in the media industry This is assessed by taking an exam. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact, and engage audiences. Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

Unit R094: Visual identity and digital graphics This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

There is one additional internally assessed component that will be determined by teaching staff, based upon the skills of our students. This component includes a large percentage of coursework. Much of the work completed in class is counted towards the final grade.

Learning Outcomes

The course is designed to engage and enthuse young people with an interest in creative computing (e.g., creative multimedia, website and computer game development). They start at preproduction and develop their skills through practical assignments as they create final multimedia products.

It teaches young people how to express their creativity in an informed and responsible way and encourage them to reflect on what they produce and strive for excellence.

It gives young people the skills they need to support future learning and to exploit the creative and commercial employment opportunities on offer in the digital world in which they are growing up.

Future Options and Careers

Progression Routes: Post 16 Study in ICT. University Honours Degree in Information Communication Technology.

Career Prospects: A qualification in ICT is suitable for careers in software application development, web development, computer programming, graphics designer, ICT manager and many more.

Assessment		
Unit	Method	Credit
Unit 1	External Written Exam R093 – Creative iMedia in the media industry	40%
Unit 2	Internal controlled assessment R094 – Visual identify and digital graphics	30%
Unit 3	Internal controlled assessment R097 – Interactive digital media	30%

Contact H Anderson for more information.

GCSE Music

GCSE Music gives students an insight into the Performing Arts. The focus is on performing, composing and an appreciation of music ranging from the baroque period to the most current styles and everything in between.

Areas of Study

Learners cover 4 areas of music ranging from the baroque period to the most current styles and everything in between.

Area of study 1: Musical Forms and Devices

Area of study 2: Music for Ensemble

Area of study 3: Film Music

Area of study 4: Popular Music

Learning Outcomes

Learners will develop their performing skills both as part of an ensemble and as a solo performer, compose in a range of styles responding to different briefs and appraise both familiar and unfamiliar music applying knowledge of musical elements, context, and language.

Future Options and Careers

Learners gain essential performing, composing and appraising skills essential for a career in the music industry. Further career options include Musician, Lawyer, Broadcaster, Business Management, Performer.

Having completed this course students are able to progress to A Level Music or Performing Arts at Sixth Form.

Assessment		
Unit	Method	Credit
Unit 1	Internally Assessed Assignments PERFORMING (4-6 MINUTES) Learners are encouraged to develop their knowledge and understanding of music through performing. All learners are required to perform at least 2 pieces one of which must be part of an ensemble, the other can be a solo or ensemble piece. Learners need to be taking regular lessons on their chosen instrument/voice to access this course.	30%
Unit 2	Internally Assessed Assignments COMPOSING (3-6 MINUTES) All learners are required to compose two pieces of music. Composition 1 is in response to a brief set by Eduqas related to the areas of study. Composition 2 is a free composition where learners compose in a style of their choice.	30%
Unit 3	Written Examination This component encourages learners to develop skills in appraising music through the exploration of a wide variety of music linked to the four areas of study. Each area of study includes a list of terms focusing on musical knowledge and understanding	40%

Contact C Turnpenny for more information.

GCSE PE

This course gives students an in-depth understanding of factors which affect PE, sport and performance. The course is assessed through written examinations focusing on the human body and movement as well as socio-cultural influences and wellbeing. Students will also undertake practical lessons where they will have the opportunity to develop their sporting performance.

Areas of Study

Unit 1 -Introduces students to content relating to the human body including movement analysis, physical training, and body systems. This unit will be assessed through a written examination.

Unit 2 - Gives students an understanding of the socio-cultural influences as well as the impact and benefits of health, fitness, and well-being.

Unit 3 - Focuses on the practical performance of students. Students will be assessed in 3 activities, one of which must be an individual activity and one of which must be a team activity.

Students will also complete a controlled piece of assessment where they will be required to identify the strengths and weaknesses of a sporting performance, then advise how to improve upon it. It is strongly recommended that students are participating regularly in their chosen practical activities at school, extra-curricular clubs and ideally at club level outside of school to meet the demands of their practical assessment.

Learning Outcomes

Students can demonstrate their understanding of factors which can affect sporting performance linked to physical, social, and mental wellbeing. They can also make informed decisions about partaking in a lifetime of healthy physical activity and the benefits of doing this. Students will know how to analyse and evaluate practical performance.

Future Options and Careers

This course provides a secure foundation for students going on to study Level 3 courses, particularly A Level PE and sport related BTEC National courses. Future careers include sports coach, fitness instructor, physiotherapist, dietitian/ nutritionist, teacher, and sports administrator.

Assessment		
Unit	Method	Credit
Unit 1	Written Examination 1 hour 15 minutes- 78 marks. Questions are a mixture of multiple choice/ objective test questions, short answer questions and extended answer questions.	30%
Unit 2	Written Examination 1 hour 15 minutes- 78 marks. Questions are a mixture of multiple choice/ objective test questions, short answer questions and extended answer questions.	30%
Unit 3	Practical Moderation & Controlled Assessment Students will be assessed through their practical performance in three different activities. Students will also analyse and evaluate a performance to bring about improvement in one activity.	40%

Contact R Watkins for more information.

GCSE Philosophy, Religion and Ethics

Religion permeates every aspect of our world and heavily influences debate. A good understanding of religion, philosophy and ethics will help you appreciate the rapidly changing world in which we live. Students with an inquisitive mind who enjoy thinking about and debating topical moral and philosophical issues will find this subject particularly appealing.

Areas of Study

Unit 1

Students will gain an understanding of different beliefs and teachings in Modern Britain focusing specifically on Christianity and Buddhism. Students will explore key teachings and how believers follow their faith in a modern 21st Century world.

Unit 2

Students will explore how religion can be applied to several ethical topics looking specifically at religion and life; relationships and families; peace and conflict; and crime and punishment. Key issues include abortion, animal experimentation, weapons of mass destruction, euthanasia, the death penalty, sexual ethics and terrorism.

Learning Outcomes

Students will develop their knowledge and understanding of religious beliefs and practices in the world around them. They will develop skills in analysis, application of beliefs and critical evaluation. The subject will develop students' ability to construct well-argued, informed, and balanced arguments.

Future Options and Careers

Universities are keen to accept students who have acquired philosophical skills. It is a popular A level choice and features in the subjects accepted by many departments at universities. The skills gained are highly transferable as the subject encompasses writing, communication, empathy, analysis, and evaluation.

Philosophy and Ethics is a subject accepted by employers, particularly those where contact with the public is common (medicine, nursing, teaching, police, social work, law, armed forces).

Assessment		
Unit	Method	Credit
Unit 1	Written Examination The Study of Religions: Beliefs, Teachings and Practices.	50%
Unit 2	Written Exam Religious, Philosophical and Ethical Themes.	50%

Contact G Milburn for more information.

GCSE Photography

This specialist course will be delivered in our new purpose-built art studio and will allow students to explore a range of digital and traditional photographic techniques and processes. Students will be given the opportunity to investigate and respond to a variety of historical and contemporary sources through different lens-based media including Photoshop and dark room development.

Areas of Study

In Component 1 (portfolio) students are required to complete a minimum of two themed projects from an initial concept or topic. These projects are designed to develop a range of creative skills and will include activities such as photography, experimentation with media and techniques, annotation using specialist vocabulary, and studying the work of photographers.

In Component 2 (externally set assignment), students respond to a concept or topic provided by AQA. This provides evidence of the students' ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives. The assessment objectives focus on:

- A01 – Investigate
- A02 – Experiment & Refine
- A03 – Record Ideas
- A04 – Present a meaningful and personal outcome

Learning Outcomes

GCSE Photography should encourage students to:

- Develop a critical understanding of sources by actively engaging in independent research to inform effective ideas and intentions.
- Experiment, develop and refine key techniques and processes as work progresses.
- Record ideas, observations, and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Future Options and Careers

A lot of students who study Photography go on to study: Multimedia Design, Fashion, Furniture Design, Graphics, Theatre Set Design, Photography, 3D Design, Vehicle Design, Animation, Computer Game Design, Surface Design and Curation.

Assessment		
Unit	Method	Credit
Unit 1	Themed projects Component 1 is assessed as a whole, using the assessment objectives to determine the students' overall performance.	60%
Unit 2	Externally set task Component 2 is assessed as a whole, using the assessment objectives to determine the students' overall performance.	40%

Contact L Ratcliff for more information.

OCR Sport Science

Sport Science is suitable for students that want to undertake a sport qualification but are more suited to a vocational style of study and assessment. The course has been designed to encourage students to develop learning and practical skills that can be applied to real life contexts in the sport sector.

Areas of Study

The Cambridge National Award in Sport Science is the equivalent to one GCSE grade. The course will be assessed through completion of 3 units:

- R180: Reducing the risk of sports injuries and dealing with common medical conditions
- R181: Applying the principles of training: fitness and how it affects skill performance
- R182: The body's response to physical activity and how technology informs this

Within the unit **R180** students will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. The unit will also prepare them to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions

Within the unit **R181** students will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. They will also learn how to design, plan, and evaluate a fitness training programme.

Within the unit **R182** students will gain understanding of how both the cardio-respiratory and musculoskeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both systems. Students will also learn about relevant technology and how this assists us in measuring changes in these systems.

Learning Outcomes

Students will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport, and Health Sector.

Future Options and Careers

Skills developed when studying this course will help you to progress onto further study in the Exercise, Physical Activity, Sport, and Health sector. This could include studying a Level 3 vocational qualification such as BTEC National in Sport or studying A Level Physical Education. Students will also be well equipped to enter employment in the sector through an apprenticeship scheme or as a coach, leisure team member or personal trainer etc.

Assessment		
Unit	Method	Credit
Unit 1	Written examination R180: Reducing the risk of sports injuries and dealing with common medical conditions	48 GLH
Unit 2	Non examined assessment (NEA) R181: Applying the principles of training: fitness and how it affects skill performance	48 GLH
Unit 3	Non examined assessment R182: The body's response to physical activity and how technology informs this	24 GLH

Contact R Watkins for more information.

CAREERS

This is an exciting time at school and an important stage in your career development. For the first time you get to make choices about what you study and learn. Making the right choice can inspire you to greater successes and motivate you to get the most out of your education. It can feel stressful making these decisions now but rest assured because your core subjects (the ones you have to study) provide the pathway for most career pathways.

It is most important to consider these questions:

Which subjects am I achieving highest in?	Ultimately, getting better grades will give you the most options in the future, so think about which subjects you can do best in.
What subjects am I passionate about or do I enjoy ?	You will have to work hard for two years and sit exams in these subjects so you need to be motivated to study and do well.
How will I be assessed ?	Some subjects are more exam based and others have coursework. Some subjects have lots of essays and others are more problem based. Think about what you might prefer.
Are there any subjects I might want to study at Sixth Form or University ?	If you might want to study a subject at Sixth Form or at University and it is an option to take at GCSE then you should take it. Sixth Form and University study will build on what you have already learnt at GCSE.
What are my career aspirations?	Most career routes will still be open to you whatever options you choose, however if you have a particular career in mind it is worth double checking if there are any key requirements. Remember, you can use Unifrog to check any career and see what subjects you might want to consider taking.

The next time you make choices about subjects and your career will be at the end of Year 11 when you choose your post 16 options.

Post 16 Options:

- **Job:** You can choose to get a job straight away and leave education. The job is likely to be lower paid and at a lower skill level. If you don't pass Maths and English, you may be required to study these subjects alongside your job.
- **Apprenticeship:** If you have not passed Maths and English, you can start a **Level 1** or **Level 2** Apprenticeship to learn on the job as you earn. You will also have to study Maths and English alongside your work, and the apprenticeship will be lower paid. If you pass Maths and English, you can look for a **Level 3** Apprenticeship which will have better pay.

- **College:** Colleges are a great choice for vocational routes like **BTECs** or **T-Levels**. Most colleges offer very hands on learning in subjects like Engineering, Catering, Childcare and many more.
- **Sixth Form:** Sixth Forms, like NE6 here at Ashington Academy, offer you the chance to study **A-Levels** and a small selection of **BTECs** and **T-Levels**. You usually select three subjects that you are really interested in and study those at a higher level. There are usually entry criteria to get onto these courses. If you choose to stay on at NE6 into Year 12 and Year 13, then you will also have to make choices to decide on your post 18 plans.

Post 18 Options:

- **Job:** Once again, you can choose to leave education and get a job. This may be slightly better paid than if you leave school at 16.
- **Apprenticeship:** You also have the option of starting an Apprenticeship where you can earn whilst you learn. As you will already have completed some Level 3 qualifications in school, you can start a **higher or degree level apprenticeship (Level 4-7)**. These are much more highly paid than Level 1-3 Apprenticeships and you can often be fast tracked into leadership positions. Degree level apprenticeships allow you to work towards a university qualification whilst being paid a salary too.
- **University:** At this stage, you can apply to university to study your subject further. Sometimes people go to university for a specific career (like Medicine), but most people go simply because they love learning about their subject. Going to university gives you a chance to learn so much, meet lots of different people and develop independence skills.
- **Gap Year:** Some people take a year after Sixth Form to work, travel and volunteer whilst they decide on their next steps. Providing you are doing something that develops your CV, this can be a great option which allows you to think about what your next steps in life will be.

Remember, the first step if you have any questions or queries about career routes is **Unifrog**. This is a one-stop shop for all things careers related and has so much information easily available.

If you feel you need more advice, you can also speak to any of your teachers including the Careers Team in school, you can even make an appointment with our independent Careers Advisor **Caron Mullin**.

Key Stage 4 Option Choices 2023

Name Tutor Group

Please indicate your preferred choice of subjects using the table below. You should rank your choices in order of importance 1-4.

ALL students should select **FOUR** choices from the subjects listed and these must include at least **ONE** of the following subjects: **GCSE Geography, History, French.**

Students in the **UPPER SETS** in Year 9 should select **FOUR** choices. One of your choices must be a **Humanities subject**, either **GCSE History or Geography** and the second a **Modern Foreign Language, GCSE French.** You will then have **TWO** free choices to make up the total of **FOUR** choices overall.

TWO RESERVE choices should also be indicated at the bottom of the form in case of over-subscribed courses or some courses not running.

The form should be signed and dated by student and parent/ carer and returned to your tutor by **Monday 17th April 2023**

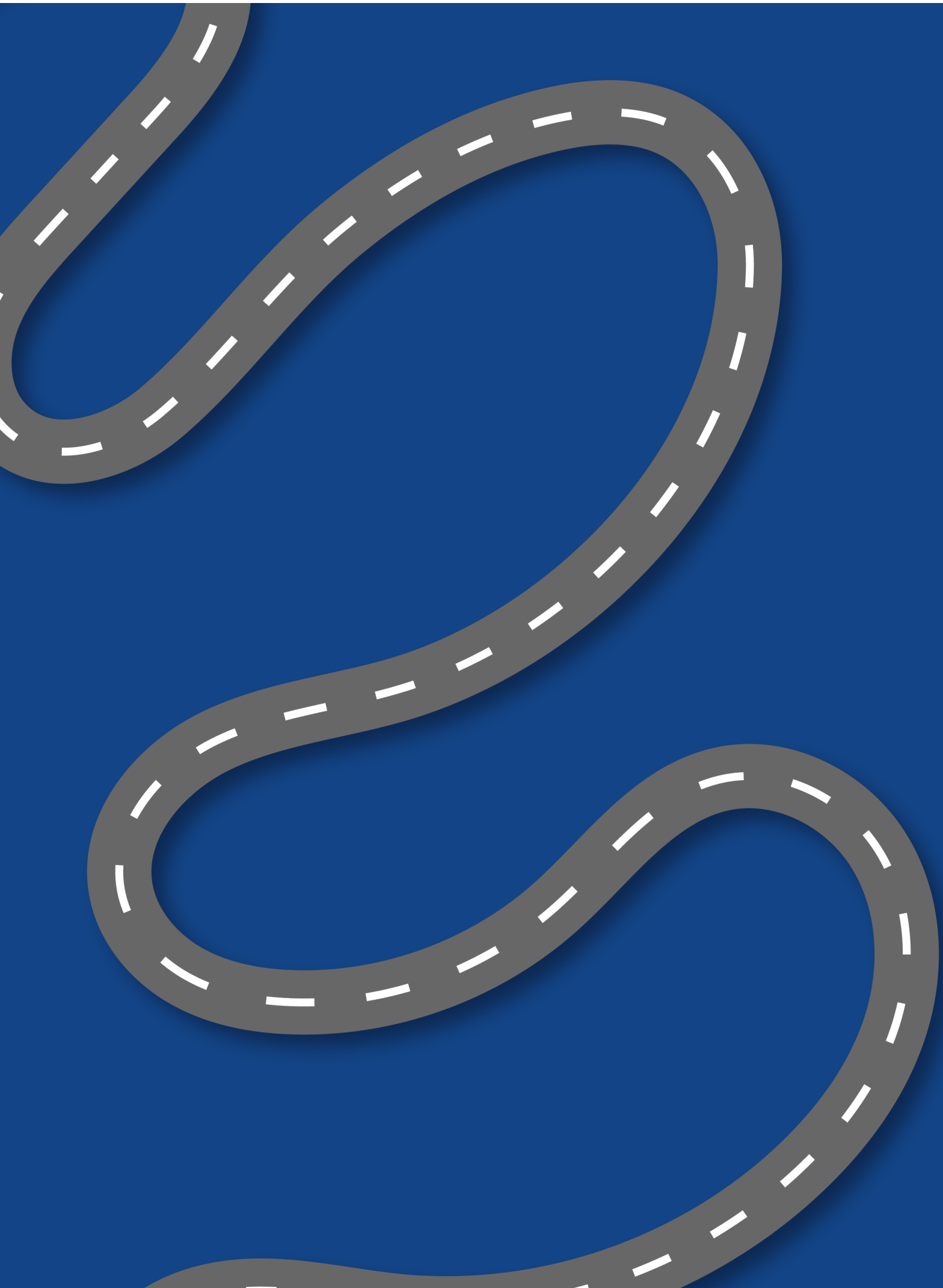
GCSE Art		GCSE History	
GCSE Business		WJEC Hospitality & Catering	
GCSE Design & Technology		GCSE Music	
GCSE Drama		GCSE PE	
GCSE French		GCSE Philosophy & Ethics	
GCSE Geography		GCSE Photography	
BTEC Health & Social Care		OCR Sport Science	
OCR iMedia			

Reserve subject 1

Reserve subject 2

Student signature

Parent/carers signature





ASHINGTON
Academy

Key Stage 4 Options Evening

Wednesday 22nd March 2023
6:00pm – 7:30pm

Ashington Academy

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