



# Year 10

Options booklet

Your choices for starting  
GCSEs in 2026

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Dear Student,

Welcome to your options process that will help you to transition successfully from Year 9 and Key Stage 3 to the exciting world of Key Stage 4 study in Years 10 & 11.

Choosing your options represents the start of your exam journey and begins with making some important decisions. This booklet contains lots of information to help you make good choices. You can also find information on our school website and you can talk to your CREW leader about your choices as well.

When you are choosing your options, it is important that you make decisions for the right reasons. You should pick subjects that interest you, subjects that you think link to areas you might want to work or study further in the future and subjects that balance exams and practical learning in a way that is right for you. Choosing subjects because your friends are choosing them or because you have heard they are easy isn't a good idea, firstly because you won't necessarily be in the same groups as your friends and secondly because all KS4 courses are challenging; there are no easy options! Talking to your family, your teachers and doing some research will all help ensure you make good choices and ensure you are ultimately successful in KS4.

You also have opportunities to study GCSEs in subjects you haven't studied before. Your teachers will tell you more about these options in your current lessons so you understand what they involve and how they are assessed.

We want all our students to do well and enjoy their GCSEs at Ashby School; being happy with your options is the first part of this journey. Our staff have lots of experience in supporting students to achieve great results. However, it will be up to you to embrace being 'Empowered to Learn' through hard work and commitment and to firmly believe 'Anything is Possible'. If you can do that, the world is your oyster!

Dr Mellor  
Headteacher

## Key Dates:

21st January—  
Parents Evening

30th January—  
Options Form to be  
completed online

# The Curriculum

At Ashby School, we offer a curriculum that best meets students' individual needs, while meeting national recommendations and guidelines. We are also in a fortunate position to be able to offer students choices from a wide range of subjects which means they can keep much more breadth of study in their KS4 curriculum.

## Our Ashby Core Curriculum

All students study the following compulsory subjects in Key Stage 4

- English (language and literature to complete 2 GCSEs)
- Maths
- Triple Science (Where it is in the student's best interest, we may move them to Double Science later in Key Stage 4)
- A Modern Language—French or German
- A Humanities subject—Geography, History or Religious Education
- Core PE (Not examined)
- Personal and Social Development (Not examined)

## Breadth Curriculum

To support our students beyond the core curriculum we offer a wide range of subjects to allow them to add breadth to their learning and give students the agency to specialise in their areas of interest. Students will take two of these subjects to compliment the core curriculum. The subjects on offer are:

Art, Business Studies, Computer Science, Drama, French, German, Engineering, Food Technology, Geography, History, Media Studies, Music, PE GCSE, PE CNAT, Psychology, Religious Studies, Resistant Materials, Textiles

Lots of information about each of these subjects is contained in this booklet.

We will ask students to select one of these subjects as their first choice. We will do our utmost to ensure that they get this option and will contact students where this has not been possible to offer another priority choice.

We will then ask students to select two other options they are interested in. We will allocate students one of these.

We will also ask for a reserve option as a fall back in case of unexpected issues.

#For a few students there may be exceptional circumstances that may mean studying a language may not be a suitable choice e.g. not having studied a language for all of KS3, a specific learning difficulty etc. We will contact these students individually before the Easter break and arrange alternatives



Please Note, it is not possible to study both Art and Textiles  
We also reserve the right to withdraw any options for which  
there is insufficient interest or where staffing issues arise.

# The Curriculum

## The Options Process

Options are completed via an online form available Here :<https://options.ashbyschool.org.uk/KS4/index.php>

The form must be completed and submitted by 30th January 2026 to give students the best chance of being allocated their preferred subjects.

## Modern Language Subject

Students will be asked to select French or German

Only students having studied German at KS3 may select German, other students should select French.

It is possible to study both languages by selecting one here and the other in your breadth options

For a small number of students with specific learning issues, studying a language may not be appropriate, we will contact those students directly to discuss alternatives. However, all students must select a language at this stage.

## Humanities Subject

Students will be asked to select one subject from Geography, History or Religious Studies. It is possible to select more than one of these subjects by selecting one here and the other(s) in your breadth options.

## First Choice Breadth Option

Students will be asked to select their first choice subject from: Art, Business Studies, Computer Science, Drama, French, German, Engineering, Food Technology, Geography, History, Media Studies, Music, PE CNAT, PE GCSE, Psychology, Religious Studies, Resistant Materials, Textiles

We will do our utmost to give all students their first choice option. If this is not possible, we will contact the students and ask them to select another favourite option.

## Other Breadth Options

Students will be asked to select two other breadth options which are of interest to them. We will aim to allocate one of these options. Please remember it is not possible to study both Art and Textiles.

## Reserve Breadth Option

Students will be asked to select one final option to act as a reserve. They will only be allocated this if it is not possible to allocate two subjects from their other breadth subjects. However students should make sure that this is an option which they would be comfortable studying.

# Frequently Asked Questions

## Q. What is a Cambridge National qualification?

A. These are engaging level 1 and level 2 qualifications that equip students with applied knowledge and associated practical skills. Similar to a BTEC qualification, they will have a non-examined assessment element to them.

## Q. Are Cambridge Nationals worth the same as GCSE subjects?

A. All subjects are worth the same: one GCSE equivalent

## Q. If I do a Cambridge National qualification, can I still get into Ashby Sixth Form?

A. Yes, as long as you have a minimum of five GCSEs at grade 4 or equivalent, in four separate subjects. These must include English and mathematics.

## Q. Can I do a mixture of Cambridge National and GCSE subjects?

A. Yes, that is absolutely fine.

## Q. Can I do more than one Design Technology and Arts subject?

A. Yes, it is possible to choose two art or design subjects in your 'breadth' options (although students can not study both Textiles and Art as they are the same GCSE Course delivered through different media)

## Q. Do I have to take a language?

A. Yes, it is part of our core curriculum. Throughout KS3 students have been studying languages for 5 hours a fortnight to provide an excellent springboard for languages at GCSE. For a few students, due to extreme circumstances, studying a language may not be appropriate, we will contact those students individually before the Easter break to arrange an alternative.

## Q. Can I do more than one of the Humanities subjects

A. Yes, if Humanities are your area of interest, you can select one as your humanities choice and either or both of the others in your breadth options

## Q. What science option will I take?

A. All students start to study Triple Science (separate qualifications in Biology, Chemistry & Physics) in Year 9 and many will complete this at the end of Year 11. Where students are finding the breadth of content challenging, students may be moved onto double science instead. This award covers all three sciences and is equivalent to two GCSEs. Students following this route and achieving good grades (grade 5 or above) are still eligible to study science A levels at Ashby Sixth Form.

## Q. When do I find out which subjects I have been given from my choices?

A. You will find out which subjects you have been allocated later in the summer term.

## Q. If I start a subject and later realise that I have made a mistake, what can I do?

This happens to some students every year. There are only **two weeks** at the start of term when we look at requests for changes and make them if we can. Sometimes subject groups are full and students are unable to move but we do our best to help. By the end of the first **two weeks** of the autumn term, we have to stop making any changes as you will have missed too much work to begin a new subject.

If your question isn't answered here, please contact the school, initially by email [KS4options@ashbyschool.org.uk](mailto:KS4options@ashbyschool.org.uk)

# English (GCSE)

"Books are the quietest and most constant of friends; they are the most accessible and wisest of counsellors, and the most patient of teachers." - Charles William Eliot

## Course Information

Students will have eight lessons a fortnight of English in both Year 10 and Year 11. During these lessons, students will study for two GCSEs - English Language and English Literature. Key skills in reading comprehension and inference are covered as well as the creative use of language for a variety of purposes and audiences. Alongside the functional aspect of English, students are encouraged to embrace literature and will study a wide range of texts from Shakespeare and 19th century literature through to modern poetry, drama and prose.



## Year 10

Students will begin Year 10 with persuasive and descriptive writing to assess their current attainment and to familiarise themselves with the demands of the language exam. They will then go on to study the 19th century text 'A Christmas Carol' and the Shakespeare play 'Macbeth' which will form part of their literature GCSE at the end of Year 11. Throughout the year, students will also study a collection of 15 poems. In the final term, students will return to language skills when they begin preparations for an end-of-year assessment on language paper 1; Creative Reading and Writing.

## Year 11

In Year 11, students will build on their knowledge and experience of both English literature and English language skills. Students will start the year by studying a modern piece of prose or drama such as 'Lord of the Flies', 'An Inspector Calls', 'Animal Farm' or 'Blood Brothers'. Following this, students will tackle the challenging language paper 2; Writers' Viewpoints and Perspectives, which involves comprehension of non-fiction texts and persuasive writing. In the new year, students will return to revision of their Year 10 literature texts.

Internal Assessment		External Assessment	
Both English Language and English Literature are now assessed through 100% examination.  During Key Stage 4, students will undertake assessments which mirror the exams they will take at the end of Year 11 in order to best prepare them and to monitor their progress.		English Language:  Paper 1 - Explorations in creative writing and reading (50%)  Paper 2 - Writers' viewpoints and perspectives (50%)  English Literature:  Paper 1 - Shakespeare and the 19th century novel (40%)  Paper 2 - Modern texts and Poetry (60%)	
Course Title	Exam Board	Specification Code	Website
GCSE English Language	AQA	8700	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
GCSE English Literature	AQA	8702	
Next steps: English is a vital subject whatever students decide to do when they finish their GCSEs and, throughout the course, students are equipped with many transferable reading and writing skills. Many colleges require a grade 4 or grade 5 (C grade) for entry to further education courses. Both English Language and English Literature are available to study at A level at Ashby School. Students can opt to take one or both of these A levels as separate courses.			
Head of Faculty: Miss B. Keating-Rogers <a href="mailto:b.keatingrogers@ashbyschool.org.uk">b.keatingrogers@ashbyschool.org.uk</a>			

# Maths (GCSE)

The key to unlocking options and opportunities in future education and careers.



## Course Information

Mathematics GCSE is a compulsory core subject which is studied over two years by all students. Students are placed into sets dependent on their prior learning and ability to ensure all students are suitable challenged and supported in their learning. Students work towards either a higher or foundation tier entry. This decision is made halfway through Year 11.

### Year 10

Students in each group follow specific programmes tailored to their ability. Students can expect regular homework and all students sit an end-of-year exam under formal conditions. The curriculum in Year 10 is strongly focused around algebra and number work.

### Year 11

Students all sit a formal mock exam before Christmas and another before Easter and are then entered for either higher or foundation tier GCSE. The curriculum in Year 11 is strongly focused around shape and data work.

Internal Assessment		External Assessment	
Termly, with an end-of-year exam.		There are three formal GCSE examinations at the end of Year 11; two calculator papers and one non-calculator. Each paper is one and a half hours long.	
Course Title	Exam Board	Specification Code	Website
GCSE Linear Mathematics	AQA	8300	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Next steps: Students can go on to study A level Maths and Further Maths.			
Head of Faculty: Mr S Blatherwick <a href="mailto:S.blatherwick@ashbyschool.org.uk">S.blatherwick@ashbyschool.org.uk</a>			

# Science For All - Trilogy (GCSE)

## Course Information

This course covers the three science disciplines and is a double award of two GCSEs.

The course combines practical sessions and theory to give students a good grounding in contemporary science relevant to the increasingly technological world in which we live.

Students will start studying three separate sciences with the intention of sitting GCSE in Biology, Chemistry and Physics. However, if students are struggling we have the opportunity to enter them for this course instead.

### Year 10

The subjects are taught by specialist teachers in biology, chemistry and physics.

The topics covered are: cell biology, organisation, ecology, bioenergetics, atomic structure and the periodic table, bonding, structure, and the properties of matter, quantitative chemistry, chemical changes, energy changes, energy, electricity, particle model of matter and atomic structure.

### Year 11

The subjects are taught by specialist teachers in biology, chemistry and physics.

The topics covered are: homeostasis and response, inheritance, variation and evolution, infection and response, the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources, forces, waves, magnetism and electromagnetism.



Internal Assessment		External Assessment	
Regular end of topic tests in each subject every 6-7 weeks allow students to measure their progress through the course. There are end of year mock examinations to ensure students are on the correct course route.		Students will sit all their exams at the end of the course. Six papers: two biology, two chemistry and two physics. Each paper is 1 hour 15 minutes and students will study either Higher or Foundation.	
Course Title	Exam Board	Specification Code	Website
Combined Science Trilogy	AQA	8464	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Next steps: All our science qualifications provide opportunities for progression. Combined Science Trilogy gives students the option to progress to A levels in science or other subjects and onto degree level.			
Head of Faculty: Dr E Lockley <a href="mailto:e-lockley@ashbyschool.org.uk">e-lockley@ashbyschool.org.uk</a>			

# Biology (GCSE)

"Science for me, gives a partial explanation for life. In so far as it goes, it is based on fact, experiences and experiment." - Rosalind Franklin

## Course Information

The AQA GCSE Biology specification includes all of the topics on the Combined Science (Trilogy) course but has been designed to inspire and challenge students who want to study biology in more depth. It features additional topics such as the structure and function of the brain and the eye. The specification also introduces students to themes in current medical research such as the use of monoclonal antibodies for treating disease.

Students will study towards separate GCSEs in Biology, Chemistry and Physics. However, if they are struggling we have the opportunity to enter them for double science (trilogy) at the end of the course.

### Year 10

The topics covered are: cell biology, organisation, infection and response, and bioenergetics.

### Year 11

The topics covered are: ecology inheritance, homeostasis and response, and variation and evolution.



Internal Assessment		External Assessment	
Regular end of topic tests in each subject every 6-7 weeks allow students to measure their progress through the course. There is an exam at the end of Year 10 and mock exams in Year 11. There is no coursework, but students complete 10 required practicals to develop and assess their skills.		Students will sit all their exams at the end of the course. Two papers assessing knowledge and understanding from different topics. Each paper is 1 hour 45 minutes and students will study either Higher or Foundation.	
Course Title	Exam Board	Specification Code	Website
GCSE Biology	AQA	8461	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Next steps: All our science qualifications provide opportunities for progression. GCSE Biology will provide great preparation for A level Biology and degree level study.			
Head of Faculty: Dr E Lockley <a href="mailto:e-lockley@ashbyschool.org.uk">e-lockley@ashbyschool.org.uk</a>			
Head of Subject: Mr P Ellis			

# Chemistry (GCSE)

"I was taught that the way of progress was neither swift nor easy." - Marie Curie

## Course Information

AQA GCSE Chemistry includes all aspects of the GCSE Trilogy course but offers additional insight past the broader topic overviews. Exploring the complex nature of the DNA molecule, delving further into advanced analytical techniques and looking at cutting edge nano technology are just some of the extra topics on offer in this course. Students looking to pursue a career in medicine or other scientific fields will enjoy the challenge of GCSE Chemistry.

## Year 10

The subject is taught by specialist teachers in chemistry.

The topics covered are: atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes and energy changes.

## Year 11

The subject is taught by specialist teachers in chemistry.

The topics covered are: the rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.



Internal Assessment		External Assessment	
Regular end of topic tests in each subject every 6-7 weeks allow students to measure their progress throughout the course. There are end of year mock examinations to ensure students are on the correct course route.		Students will sit all their exams at the end of the course. Two papers assessing knowledge and understanding from different topics. Each paper is 1 hour 45 minutes and students will study either Higher or Foundation.	
Course Title	Exam Board	Specification Code	Website
GCSE Chemistry	AQA	8462	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Next steps: All our science qualifications provide opportunities for progression. GCSE Chemistry will provide great preparation for A level Chemistry and onto degree level.			
Head of Faculty: Dr E Lockley <a href="mailto:e-lockley@ashbyschool.org.uk">e-lockley@ashbyschool.org.uk</a>			
Head of Subject: Mr L Mason			

# Physics (GCSE)

"If I have seen further than others, it is by standing on the shoulders of giants." - Isaac Newton

## Course Information

This course covers all of the topics on the combined Science Course but includes extra content such as lenses, moments and space physics.

Students will study towards separate GCSEs in Biology, Chemistry and Physics. However, if they are struggling we have the opportunity to enter them for double science (trilogy) at the end of the course.

### Year 10

The topics covered are:

- Energy
- Electricity
- Particle model of matter
- Atomic structure



### Year 11

The topics covered are:

- Forces
- Waves
- Magnetism and electromagnetism
- Space physics

Internal Assessment	External Assessment
<p>There are regular end of topic tests every 6-7 weeks allowing students to measure their progress throughout the course. Students also sit larger mock examinations to give a more holistic measure of their progress.</p> <p>There is no coursework, but students use a lab book to investigate and record 10 required practicals that develop and assess their practical skills.</p>	<p>Students will sit all their exams at the end of the course.</p> <p>Two papers assessing knowledge and understanding from different topics. Each paper is 1 hour 45 minutes and students will study either Higher or Foundation.</p>

Course Title	Exam Board	Specification Code	Website
GCSE Physics	AQA	8463	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Next steps: All of our science qualifications provide opportunities for progression. GCSE Physics is great preparation for A level physics and onto degree level.			
Head of Faculty: Mr B Clarke <a href="mailto:b-clarke@ashbyschool.org.uk">b-clarke@ashbyschool.org.uk</a>			
Head of Subject: Mr H Harmsworth			

# Modern Languages (GCSE)

Languages should be accessible for all students and allow students of all abilities to progress and develop a passion for languages through culturally engaging topics.

## Course Information

The Edexcel GCSE in French and German consists of four externally examined papers. Speaking, listening, reading and writing are all equally weighted at 25% for each skill area.

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs.

Students will complete the speaking element in April/May and the listening, reading and writing elements in May/June of the year of exam entry. (This is Year 11 for the majority of students).

### Thematic contexts—Year 10

My personal world

My neighbourhood

Travel and tourism



### Thematic contexts—Year 11

Lifestyle and well being

Studying and my future

Media and technology

All of the above topics have extensive sub-topics and will be examined at regular intervals across all four ML skills over the two years including specific revision sessions at the end of Year 11.

Internal Assessment		External Assessment		
An extensive range of internal assessments will be carried out over the two years of study including full trial examinations to ensure students are equipped with the vocabulary, grammatical knowledge and skills needed to be able to sit the four elements of the GCSE. All students will take the four elements at a single tier of entry; foundation or higher.		Foundation	Higher	
Course Title	Exam Board	Specification Code	Website	
GCSE French	Edexcel	1FR0 (French)	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html</a>	
GCSE German	Edexcel	1GN0 (German)	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2024.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2024.html</a>	
Next steps: This course prepares students for A levels in ML subjects, university courses in ML, employment in areas such as business, travel and education.				
Head of Faculty: Mr N Fitzpatrick <a href="mailto:n-fitzpatrick@ashbyschool.org.uk">n-fitzpatrick@ashbyschool.org.uk</a>				

# History (GCSE)



"Those who cannot remember the past are condemned to repeat it." - George Santayana

## Course Information

The course is based on the belief of the importance of learning from history, not being bound by our past but learning from it. It enables students to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present.

The course offers students the opportunity to study World War One and Russian History c1894-1945. Students at Ashby School also engage with issues such as medical developments in the cause and cure of illness, public health and surgery. They also study the reign of Edward I in depth.

## Year 10

### 1A: World Period Study

Russia, 1894–1945: Tsardom and communism

This period study focuses on the development of Russia during a turbulent half century of change. It was a period when Russia went from being an autocracy to a communist state.

### 2 B: Wider World Depth Study

Conflict and tension, 1894–1918

This wider world depth study enables students to understand the complex and diverse interests of the Great Powers and other states. It focuses on the causes,

## Year 11

### 2A British Thematic Study

Health and the people: c1000 to the present day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time.

### 2B: British Depth Study

BC Elizabethan England c1568-1603

This option allows students to study in depth a specific Period, the last 35 year's of Elizabeth I's reign. The study will focus on the major events of Elizabeth I's reign considering the economic, religious, political, social and cultural standpoints and arising contemporary and historical controversies.

Internal Assessment		External Assessment	
Each topic within each study will be assessed internally once taught, usually in a 50 minute linear GCSE assessment. Progress will be tracked internally.		All four studies will be examined at the end of Year 11 on a single tier basis (no higher or foundation papers).	
Course Title	Exam Board	Specification Code	Website
GCSE History	AQA	81451C2A	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Next steps: Students can go on to study A level history providing they meet the Sixth Form entry requirements. At degree level, students may consider courses in archaeology, criminology, law, museum studies or politics.			
Head of Faculty: Mrs V Baxter <a href="mailto:v-baxter@ashbyschool.org.uk">v-baxter@ashbyschool.org.uk</a>			
Head of Subject: Ms C Lawrence			

# Geography (GCSE)

"The subject that holds the key to our future." - Michael Palin

## Course Information

There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study.

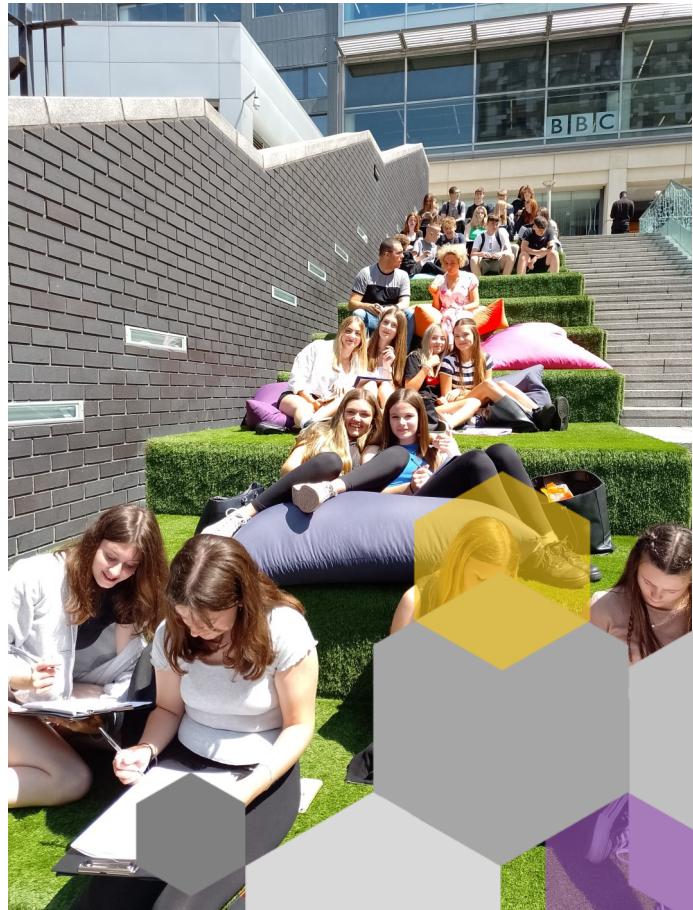
The course allows students to develop their skills in terms of statistical analysis, reviewing and interpreting data, evaluations of text and essay writing skills.

## Year 10

In Year 10, students will study Paper 1 content: The Challenges of Natural Hazards, The Living World, Physical Landscapes in the UK (rivers and coasts). They will also carry out compulsory rivers fieldwork to support Paper 3 on Geographical Applications.

## Year 11

In Year 11, students will study: Urban Issues and Challenges, The Changing Economic World and the Challenges of Resource Management. They will carry out compulsory urban fieldwork in Birmingham to support paper 3 on Geographical Applications.



Internal Assessment		External Assessment	
The students have a test at the end of every subject within each unit, increasing gradually to an hour throughout the year. The tests are then used to inform the student and the teacher where improvements can be made to ensure that progress is maintained during the two years of the course.		All the components are examined externally at the end of Year 11. The new specification will see the removal of higher and foundation tier papers. Students will be specifically examined on their field work and research skills Students will sit all their exams at the end of the course.	
Course Title	Exam Board	Specification Code	Website
GCSE Geography	AQA	8035	<a href="https://www.aqa.org.uk/subjects/geography/gcse/geography-8035">https://www.aqa.org.uk/subjects/geography/gcse/geography-8035</a>
Next steps: Studying geography allows students to develop a wide range of skills including research, critical evaluation, developing reasoned arguments, the collection and analysis of data, teamwork, problem solving, IT skills and communication skills. All of these provide an excellent intellectual base for study at A level, degree level and future employment in a variety of fields.			
Head of Faculty: Mrs V Baxter <a href="mailto:v-baxter@ashbyschool.org.uk">v-baxter@ashbyschool.org.uk</a>			
Head of Subject: Mr R. Cornell			

# GCSE RS (Philosophy & Ethics)



"The unexamined life is not worth living." - Socrates

## Course Information

GCSE Religious Studies explores some of life's biggest questions through the study of Christianity and Buddhism, alongside non-religious worldviews. You will examine key beliefs, teachings, and practices, and consider how these shape responses to ethical issues such as the value of life, human rights, and moral decision-making.

The course encourages critical thinking, debate, and reflection, helping you develop skills in analysis and communication that are highly valued in many careers. If you enjoy exploring ideas, discussing different viewpoints, and understanding di-



### Year 10

- Christianity (Beliefs & Teachings)
- Buddhism (Beliefs and Teachings)
- Philosophy & Ethics: Issues of Relationships
- Philosophy & Ethics: Issues of Life & Death

### Year 11

- Philosophy & Ethics: Issues of Good & Evil
- Philosophy & Ethics: Issues of Human Rights
- Buddhism (Practices)
- Christianity (Practices)

### Trips and Visitors:

We plan to visit the Buddhist Meditation Centre and Leicester Cathedral as part of our studies into religious practices, and also invite in external speakers to support our Philosophy and Ethics studies, such as a prison chaplain and Humanist speaker.

Internal Assessment		External Assessment	
Assessed homework tasks Assessments at the end of each topic Trial exam in both Year 10 and Year 11		Three exams at the end of Year 11 (no coursework): <ul style="list-style-type: none"><li>• Philosophy and Ethics Themes: 2 hour exam (50% of qualification)</li><li>• Christianity: 1 hour exam (25% of qualification)</li><li>• Buddhism: 1 hour exam (25% of qualification)</li></ul>	
Course Title	Exam Board	Specification Code	Website
GCSE Religious Studies	Eduqas	C120P1	<a href="http://www.eduqas.co.uk">www.eduqas.co.uk</a>
Next steps: A GCSE in this subject provides an excellent route to study Religious Studies (Philosophy & Ethics) at A-level as well as other post-16 qualifications. A qualification in RS is valuable for a wide range of careers, such as law, medicine, business, care and social work, journalism, the civil service, the police force and teaching.			
Head of Faculty: Mrs V Baxter <a href="mailto:v-baxter@ashbyschool.org.uk">v-baxter@ashbyschool.org.uk</a>			
Head of Subject: Ms A Rennocks <a href="mailto:a-rennocks@ashbyschool.org.uk">a-rennocks@ashbyschool.org.uk</a>			

# Art (GCSE)

## Course Information

The GCSE Art course allows students to experience a wide range of art and artists and gives them the opportunity to explore their own personal expression and individual style.

The course also encourages students to gain broad experience in a range of techniques and themes. These include drawing, painting, collage, multi media, photography and computer aided design. Themes covering portrait, landscape and still life will be explored.

This course offers progression to A level Art and careers in the busy and exciting creative industries, including visual arts, design, publishing, broadcasting and leisure.



### Year 10

Students will create portfolios of work from a given topic. The two main topics during Year 10 will be natural forms and everyday objects.

Through these projects, students will develop their skills in observational drawing, artist analysis, media and technique experimentation and development of personal response.

Students will gain inspiration from a range of artists.

### Year 11

Students will begin the year by completing the coursework element of the GCSE. This will focus on the topic of identity, as part of which students will study the work of artists such as David Hockney.

The students will then be given an externally set assignment from the exam board to produce the exam portfolio, unit 2 of the GCSE.

Internal Assessment		External Assessment	
Unit 1 - 60% portfolio of work. Two projects selected to produce a portfolio for assessment.		Unit 1 and Unit 2 are moderated by an external visiting examiner.	
Course Title	Exam Board	Specification Code	Website
GCSE Art and Design - Art, Craft and Design	AQA	8201	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Next steps: Students can go on to study A level Art or enter a range of creative industries.			
Head of Faculty: Ms L Poole <a href="mailto:l-poole@ashbyschool.org.uk">l-poole@ashbyschool.org.uk</a>			
Head of Subject: Mrs K Storer			

# Business (GCSE)

"An organisation, no matter how well designed, is only as good as the people who live and work in it."

## Course Information

This is a popular course aimed at developing students' understanding of business and encourages creative thinking and decision making. Students learn about the world of business through research and investigation as well as practical tasks.

Students are not expected to have a knowledge of business but should be interested in learning about the world around them, how businesses are set up and what makes someone a great entrepreneur.



### Year 10

Theme 1: Investigating Small Business, which covers enterprise, making the start-up effective and putting the business ideas into practice.

Theme 1 Year 10 content overview:

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on financial decisions

### Year 11

Theme 2: Building a Business, which covers marketing, customer needs and financial management.

Theme 2 Year 11 content overview:

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Internal Assessment	External Assessment
Regular end of topic tests allow students to measure their progress through the course. There are end of year mock examinations to ensure students are on the correct course route.	GCSE Theme 1 Investigating Small Business (50%) 1 hour 45 minute paper including calculations, short answer, multiple choice and extended writing questions. GCSE Theme 2 Building a Business (50%) 1 hour 45 minute paper including calculations, short answer, multiple choice and extended writing questions.

Course Title	Exam Board	Specification Code	Website
GCSE Business	Edexcel	1BS0	<a href="http://qualifications.pearson.com">http://qualifications.pearson.com</a>
Next steps: These courses are a good preparation for A level or Applied Business, Economics, FE Business courses or employment in a business setting			
Head of Faculty: Mrs V Baxter <a href="mailto:v-baxter@ashbyschool.org.uk">v-baxter@ashbyschool.org.uk</a> Head of Subject: Miss N Watkins			

# Computer Science (GCSE)

"Computer Science is no more about computers than astronomy is about telescopes"- Edsger W. Dijkstra

## Course Information

The role of computer science as a discipline and as an underpinning subject across science and engineering is growing rapidly. Businesses today require an ever-increasing number of technologically-aware individuals, particularly the gaming, mobile and web-related industries, and this specification has been designed with that trend in mind.

As part of this course, students will discover how a computer system works. They will look at: the different hardware components, how computer systems connect to each other and the internet; how the internet works; how computer systems make a difference in the current society. They will also develop their own pieces of software using Python.

### Year 10

Practical lessons include using the Python programming language to develop programming skills and to begin learning how to build robust software systems.

Theory lessons - Students will look in depth at the components that make up a computer system. They will explore how data is shared between devices and how computers affect society.

### Year 11

Practical lessons - Students will participate in a programming project using Python where the student chooses from a selection of scenarios they would like to develop a solution for.

Theory lessons - Students will look at computer security including threats and how to protect computer systems from those threats. Additionally, students will look at data representation and different types of software.

Internal Assessment	External Assessment		
Year 10 assignment  Students will gain hands-on experience of the Python programming language, following the three core strands of programming: Sequence, Selection and Iteration. This will prepare students for their paper 2 exam.  Students will sit a variety of end of topic tests throughout the year to assess theory knowledge.  June: Year 10 mock exam.	Exam 1: Computing Systems. This assesses the theoretical knowledge from subject content. (50%)  Exam 2: Computational thinking, algorithms and programming. (50%)  Programming Project: This will test students' ability to apply programming knowledge in a practical way. Required by the exam board but not part of the final qualification. (0%)		
Course Title	Exam Board	Specification Code	Website
GCSE Computer Science	OCR	J277	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
Next steps: This course would be ideal for those students wishing to study computer Science at A level and progress to a computer science-related degree at university. It is also a useful course for careers including ICT technician, software engineer, website developer and administrator.			
Head of Faculty: Mr S. Blatherwick <a href="mailto:s.blatherwick@ashbyschool.org.uk">s.blatherwick@ashbyschool.org.uk</a>			

# Drama and Theatre Studies (GCSE)



"All the world's a stage." - William Shakespeare, 'As You Like It'

## Course Information

This is a two year course designed to improve acting skills and knowledge of theatre. The course combines elements of different theatre styles and genres. There is a focus on group acting skills and students will perform extracts from well known plays and also work in groups to produce original devised theatre. The course suits students who are confident performers and students who enjoy writing about theatre. Enthusiasm and passion are essential.



### Year 10

Through a series of workshops, students will be introduced to the main drama techniques and skills. They will work on styles such as pantomime, physical theatre, naturalistic theatre and more surreal spooky styles.

As the year progresses, students work on devising skills such as teamwork and communication and look at how to write and perform monologues. Students also go to see live theatre for inspiration and ideas to use in their own original drama pieces.

By the end of the year, all students will have experienced a mixture of scripted and devised work and will have completed performances in groups and also as individuals.

### Year 11

Students will work in groups to produce an original drama piece in Unit 1 Devising Drama. After this, they will start to explore different play texts in preparation for the second assessment, Unit 2: Performance from a text. Students can choose from a variety of plays that are different in style and genre; this work will be ongoing as the assessment is in the spring term.

In the run-up to summer, students will prepare for the final assessment, which is a written exam on a popular play text. Although the exam is written, students explore the plays through practical workshops and group work to help visualise the play from the point of view of an actor and also a director.

Internal Assessment		External Assessment	
Unit 1 - Devising Theatre 40%.  Students have to produce a piece of work of between 10 to 20 minutes depending on group size.		Unit 2 Performance from a text 20%.  Students work in small groups to prepare a scene from a play.  Unit 3 Written exam on a set text and live theatre review 40%.	
Course Title	Exam Board	Specification Code	Website
GCSE Drama	EDUQAS	601/8420/6	<a href="http://www.eduqas.co.uk/qualifications/drama-and-theatre/gcse">www.eduqas.co.uk/qualifications/drama-and-theatre/gcse</a>
Next steps: Many drama students go on to study A level Drama and Theatre Studies in Ashby Sixth Form (providing they meet Sixth Form entry requirements) or go to college to study a Level 3 BTEC in Performing Arts. It also lays a solid foundation for students who wish to study complementary subjects such as media or music. Many of our students have gone on to pursue careers in the performing arts industry.			
Head of Faculty: Ms L Poole <a href="mailto:l-poole@ashbyschool.org.uk">l-poole@ashbyschool.org.uk</a>			
Subject Lead: Mrs A Jackson			

# Engineering (GCSE)



## Course Information:

The specification sets out the knowledge, understanding and skills required to design and manufacture an engineered product. Students will develop a variety of practical skills through mini projects to prepare them for their final product in Year 11. Throughout Year 10, students will acquire knowledge and practise the practical skills required for their coursework; they will learn how to research, design and make a variety of mini projects that will help enhance their work in Year 11. The theory element covers the requirements of the specification but also prepares students for further studies after GCSE.

### Year 10

Practical lessons -The students will develop a range of practical skills alongside some core Computer Aided Design (CAD) skills. Projects will include making a G cramp, electronic light box and Onshape work. Students will also have the opportunity and be encouraged to use the school's laser cutters and 3D printers.

Theory lessons - Using ICT, students will acquire knowledge on engineering topics in order to apply this in the practical classroom. This is to equip students with the knowledge required for their written examination. Theory topics are focussed around materials, processes and manufacturing.

Homework –this is set on a regular basis and will be used to support theory lessons.



### Year 11

The focus of Year 11 is to complete a written design portfolio (Non Examined Assessment - NEA). The students will follow the design process to research, design, manufacture and evaluate a product to a brief of their choice.

The design portfolio is worth 40% of a student's final grade and encourages creativity and high level manufacturing using at least two different materials and manufacturing techniques.

Internal Assessment		External Assessment	
Course Title	Exam Board	Specification Code	Website
40% Controlled assessment task.  The students start their coursework in June of Year 10. This project will run until April of Year 11 and will focus on the following areas:  Designing –including sketching and CAD Making –including traditional techniques and CAM Testing and evaluating the completed prototype		60% written exam at the end of Year 11  Candidates answer all questions starting with a selection of multiple choice, followed by longer questions requiring use of good English, punctuation and grammar.  The two-hour examination is 120 marks and tests all abilities throughout.	
Next steps: : Students can go on to study A level engineering at Ashby Sixth Form. There are also a number of Level 2/3 college courses and apprenticeships available. Students can then progress to a wide variety of design/engineering-based degree courses at university. Students could combine subjects to aim for a career in areas such as engineering, product design and architecture.			
Head of Faculty: Mr E Cooper		<a href="mailto:e.cooper@ashbyschool.org.uk">e.cooper@ashbyschool.org.uk</a>	

# Food Preparation and Nutrition (GCSE)



## Course Information:

The specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. Students will learn about nutrition, cooking of food and heat transfer, functional and chemical properties of food, food spoilage and contamination, principles affecting food safety, sustainability, food labelling and marketing, food processing and production and sensory evaluation. Throughout Year 10, students will learn and practise food preparation skills.



## Year 10

Practical lessons - learning in depth food preparation skills including the application of molecular gastronomy. Students will also apply nutritional knowledge to dishes produced and explore the different types of food chemistry and functions. This prepares students for their NEA (non-examined assessment) in Food Science and their NEA in Food Preparation.

Theory lessons - Using ICT, students will build knowledge on the specification topics in order to apply this in the practical classroom. This equips students with the knowledge required for their written examination.

Homework - Students will research dishes to produce each week in practical lessons, around the given theme, to demonstrate the knowledge they have developed in nutrition and food chemistry.

## Year 11

The focus of Year 11 is to complete two pieces of NEA and revisit the knowledge learnt in Year 10 in order to revise for a written examination.

NEA Food Science investigation 15% - applying food science and chemistry knowledge to experiments and writing up the findings in a 1500—2000 word report/essay with photographs.

NEA Food Preparation 35% - produce a three course meal within a three hour timed assessment showing as many food preparation skills as possible around a set brief. Write up and evaluate the findings within a 20 hour written report. Revision programme for the end of Year 11 - revisiting topics learnt in Year 10 - written examination 50%.

Internal Assessment		External Assessment	
Course Title	Exam Board	Specification Code	Website
15% Food Science Investigation - Year 11 students spend up to 10 hours experimenting with different types of food products before producing a written or electronic report including photographs (1500-2000 words).	35% Food Preparation Assessment - Year 11 - task to be set by the exam board. Produce a three course meal showing as many preparation skills as possible. Maximum of 20 hours, three hours for the practical production as an exam.	50% Written examination at the end of Year 11 which includes multiple choice, descriptive and essay/extended writing style questions. Question themes: How to apply nutrition through practical work, cooking of food and heat transfer, functional and chemical properties of food, food spoilage and contamination, principles affecting food safety, sustainability, food labelling and marketing, food processing and production, sensory evaluation.	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Next steps: Students can study the WJEC Diploma in Food Science and Nutrition at Ashby Sixth Form providing they meet Sixth Form entry requirements. Students can study the Edexcel Level 3 Extended Hospitality Diploma at college. Students can then go on to study a wide variety of food-based degree courses at university in hospitality, food and nutrition, and food technology.			
Head of Faculty: Mr E Cooper <a href="mailto:e.cooper@ashbyschool.org.uk">e.cooper@ashbyschool.org.uk</a>			

# Media Studies (GCSE)

"The media's the most powerful entity on earth...because they control the minds of the masses." - Malcolm X

## Course Information

Learners develop their knowledge and understanding of the media, looking critically at media products through media language and representation. Media industries such as print, advertising, gaming, TV and radio will all be studied in relation to audience responses.

Learners will also focus on all areas of theory in terms of media language, representations and media industries through the study of set texts set by the exam board. These include James Bond film posters from across history, a selection of magazine front covers exploring ethnic diversity as well as radio broadcasts such as The Archers and the gaming phenomenon Fortnite.

### Year 10

Students will be introduced to the codes and conventions used in the different media products. They will become familiar with the key concepts and media language in preparation for the representation non-examined component.

They will create different forms of media such as TV programmes, trailers, adverts, film posters, magazines and album covers.

The focus during this year will be to ensure that students feel confident with terminology, concepts and products, and have the ability to apply their knowledge in a range of situations.



### Year 11

Year 11 students will cover the following topics in preparation for their examination: advertising, music, film, audience theory, gender representations and media convergence.

These different areas of study will help students to understand how media products work in relation to each other to develop the students' ability to analyse the impact of media products on society.

Internal Assessment	External Assessment		
Component 3: Creating Media Products	Unit One: 40%	Section A: Exploring Media Language and Representation	Students assess media language and representation in relation to two print media forms: magazines, marketing (film posters), newspapers, or print advertisements.
Non-exam assessment	Section B: Exploring Media Industries and Audiences	Students assess two of the following media forms: film, newspapers, radio, video games.	Unit Two: 30%
30% of qualification			This component assesses all areas of the theoretical framework. and contexts of the media in relation to television and music.
An individual media production for an intended audience in response to a choice of briefs set by Eduqas, applying knowledge and understanding of media language and representation.			
Next steps: Students can go on to study A level Media Studies providing they meet Sixth Form entry requirements. This course also leads onto a variety of careers in creative industries.			
Head of Faculty: Ms L Poole <a href="mailto:l-poole@ashbyschool.org.uk">l-poole@ashbyschool.org.uk</a>			

# Music (GCSE)



"It expresses that which cannot be said and on which it is impossible to be silent." - Victor Hugo

## Course Information

Component 1: Performing 30%

Solo performing and ensemble performing.

Component 2: Composing 30%

Students compose two compositions of at least three minutes combined duration. These include one composition to a brief set by Edexcel of at least one minute in duration and one free composition set by the student of at least one minute in duration.

Component 3: Appraising 40%

Areas of study: Instrumental music 1700–1820, Vocal Music, Music for Stage and Screen and Fusions, Vocal Music, Music for Stage and Screen and Fusions.



## Year 10

Component 1: Performing

Approaches to performing; both solos and ensemble.

Component 2: Composing

Students will develop musical ideas and a range of compositional techniques alongside methods of notating composition scores.

Component 3: Appraising - Study of set works to include:

S Schwartz: 'Defying Gravity' from Wicked

Queen: 'Killer Queen'

J Williams: Star Wars Episode IV

Afro Celt Sound System: Release

## Year 11

Component 1: Performing

Students perform two separate pieces, of at least four minutes combined duration; one solo, one ensemble.

Component 2: Composing

The purpose of this component is to assess students' skills in composing music and enable them to appreciate the process of creating music.

Component 3: Appraising - Study of set works to include:

L van Beethoven: Piano Sonata 'Pathétique'

J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major

H Purcell: 'Music for a While'

Esperanza Spalding: 'Samba Em Preludio'

Internal Assessment		External Assessment	
All coursework; components 1 & 2, Performing and Composing, are internally assessed and then externally moderated.		Component 3; Listening and Appraising, a 1 hour 45 minutes exam which is externally assessed.	
Course Title	Exam Board	Specification Code	Website
GCSE Music		1MU0	<a href="http://qualifications.pearson.com">http://qualifications.pearson.com</a>
Next steps: Students can go on to study A level Music at Ashby Sixth Form providing they meet the Sixth Form entry requirements. This course also prepares students for a career in the creative industries.			
Head of Faculty: Ms L Poole <a href="mailto:l-poole@ashbyschool.org.uk">l-poole@ashbyschool.org.uk</a>		Head of Subject: Ms L Poole	

# Physical Education (GCSE and Cambridge National)

Inspire a generation—We want all students to enjoy, succeed and develop essential life skills within our Physical Education curriculum. We will provide a broad range of opportunities to improve students' health and well being and promote lifelong participation in physical activity.

## Course Information

The school runs two PE qualifications outlined below. For students who wish to follow an examination PE subject, Ashby School staff liaise with high school PE teachers to assess which is the most appropriate course. This assessment will be based on both academic and practical abilities and aptitudes.

GCSE PE is for students who have a keen interest in the study of PE and related issues. Although not compulsory, this is an excellent grounding for students who may wish to follow the A level course. The Cambridge National is for students who have a keen interest in a range of sports but also want to learn more about the theory of sport.

### GCSE PE

The course is made up of three components:

#### 1) Performance in Physical Education (40%)

This is the practical part of the course during which students will be assessed in three different practical activities and on a piece of written coursework.

#### 2) Physical Factors Affecting Performance (30%)

This is the first theory part of the course and includes applied anatomy and physiology as well as physical training.

#### 3) Socio-Cultural Issues & Sports Psychology (30%)

This is the second theory part of the course and includes socio-cultural influences, sports psychology and health, fitness and wellbeing.



### Cambridge National (Sports Studies)

The course is equivalent to one GCSE.

Students study three units (listed below) during the two years. Each one offers students different opportunities to develop their knowledge and understanding of the practice and theory behind the modern day sporting world. One of the units is externally examined. In the other two units, students are assessed through a variety of methods including presentations, written coursework, practical demonstrations and leadership.

Contemporary Issues (Externally examined at end of Year 11, worth 40%) Media in Sport (Coursework, worth 20%) Practical Sports and Leadership (Practical and coursework unit, worth 40%)

Assessment (GCSE PE)	Assessment (Cambridge National in Sports Studies)
Formal written progress test in the Autumn term of Year 10 Mock examination in the Summer term of Year 10 Mock examination in the Autumn term of Year 11 Ongoing practical assessment in a variety of activities Controlled assessment in the Autumn term of Year 11 Two x one hour external examinations at the end of Year 11	End of unit assessments One external exam worth 40% of the course (taken in Year 11)

Course Title	Exam Board	Specification Code	Website
GCSE Physical Education	OCR	J587	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
Cambridge National Sports Studies	OCR	J813	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>

Next steps: Both courses give students the necessary grounding to embark upon a career in the sports industry. GCSE PE provides students with the knowledge and skills to progress onto A level PE at Ashby Sixth Form. The Cambridge National in Sports Studies provides students with the skills needed to either continue into the Sixth Form to study one of our PE courses, or to go straight into the sporting industry to put their knowledge into practice.

# Psychology (GCSE)



"Education survives when what has been learnt has been forgotten." B.F. Skinner

## Course Information

Psychology is a new and exciting subject for many students at GCSE, but it is extremely challenging. Students need a good grounding in English, maths and biology to succeed in this multi-disciplinary subject.

All topics require students to explore and investigate a key question and consider why psychology matters. Students need to be able to adapt their research methods to consider different areas of study.

The topics are all based on key debates in society today and include relevant and contemporary scientific research. The topics provide a platform to explore current debates such as nature/nurture, ethical issues and comparisons to see how psychology has developed over time and how it differs between various cultures.



## Year 10

### Paper 1: Cognition and behaviour

The topics that students will study are memory, perception, development and research methods.

Students will then apply their knowledge through research methods, methods of investigation, methods of control and ethical considerations.

## Year 11

### Paper 2: Social context and behaviour

The topics that students will cover are social influence, language, thought and communication, the brain and neuropsychology and psychological problems.

Students will then apply their knowledge through research methods, methods of investigation, methods of control and ethical considerations.

Internal Assessment		External Assessment	
Each paper will be assessed internally, usually in an hour-long test covering all the topics taught. Progress will be tracked internally.		Paper 1 - Cognition and behaviour, 105 minute external examination worth 100 marks. 50% of overall qualification.	
Course Title	Exam Board	Specification Code	Website
GCSE Psychology	AQA	8182	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Next Steps: Students can go on to study A level Psychology, providing they meet the Sixth Form entry requirements. Looking further ahead, students may consider the following careers: criminal psychology, educational psychology, therapist, psychologist or teacher.			
Head of Faculty: Mrs V Baxter <a href="mailto:v-baxter@ashbyschool.org.uk">v-baxter@ashbyschool.org.uk</a>			

# Design and Technology - Resistant Materials (GCSE)

Developing technological capability in order to be able to design and make products.

## Course Information

The specification sets out the knowledge, understanding and skills required to design and manufacture a resistant materials product. Students will develop a variety of practical skills through mini projects to prepare them for their final product in Year 11. A large amount of theory is covered in practical lessons as well as through ICT. This will include materials research, as well as CAD/CAM packages including Google sketch-up, Onshape and 2D Design.

### Year 10

Practical lessons - Students develop a range of practical skills alongside core Computer Aided Design (CAD) skills. Projects may include dovetail boxes, picture frames and tables. Students will also have the opportunity to use the school's laser cutter and 3D printer.

Theory lessons - Using ICT, students will acquire knowledge on the specification topics; this is to equip students with the knowledge required for their written examination. Theory topics are focused around materials, processes and manufacturing.

Homework - This is set on a regular basis and will be used to support theory lessons.



### Year 11

The focus of Year 11 is to complete a written design portfolio.

The students will follow the design process to research, design, manufacture and evaluate a product to a brief of their choice.

The design portfolio is worth 50% of a student's final grade and encourages creativity and high level manufacturing.

Revision programme for the end of Year 11 - revisiting topics learnt in Year 10.

Internal Assessment		External Assessment	
50% Controlled assessment task. The students start their coursework in June of Year 10. This project will run until April of Year 11 and will focus on one of the following areas:  Designing - including sketching and CAD, Making - including traditional techniques and CAM, Testing and evaluating the completed product		50% Written examination at the end of Year 11.  Candidates answer all questions in three sections.  Section A is core principles based on all areas of Design and Technology and multiple choice format.  Section B is specialist principles based on materials, components and manufacturing processes in the material area chosen.  Section C tests the designing capability of the students.	
Course Title	Exam Board	Specification Code	Website
GCSE Design & Technology			
AQA			<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
Next steps: Students can study the A level Product Design course at Ashby Sixth Form providing they meet the Sixth Form entry requirements. There are also many level 2/3 college courses or apprenticeships available. Students can then go on to study a wide variety of design-based degree courses at university. Students could combine subjects to aim for a career in engineering, sports product design and architecture.			
Head of Faculty: Mr E Cooper		<a href="mailto:e.cooper@ashbyschool.org.uk">e.cooper@ashbyschool.org.uk</a>	

# Textiles (Art and Design – Textiles and Fashion) (GCSE)

## Course Information

This is an exciting option for students with an interest in Textile Art and Design. It will provide a good foundation for further study at A level and would be useful for pursuing a career in art and design, including fashion design, interior design, printed, knitted or woven textiles, costume design or working in any creative-based industry. You will be required to explore both traditional textile techniques and modern approaches to textiles. Successful students will be prepared to experiment and explore the different possibilities within textiles.



### Year 10

In Year 10, students will explore lots of different textile techniques through a range of mini projects and one extended project, developing their ideas through researching artists and designers and set themes. Students will produce a portfolio of work with final outcome/s showing that they can make a personal connection within their work. This work will contribute to 60% of the final course grade.

### Year 11

In Year 11, the exam board will give students a range of themes to explore from which they will choose one. They will produce a portfolio of work showing their ability to record information visually, research relevant artists/designers, experiment with materials and make a personal response to a theme. There will be one final practical exam in Year 11 (10 hours spread over two days). The exam makes up 40% of the overall mark.

Internal Assessment	External Assessment
Unit 1 - 60% portfolio of work. Two projects selected to produce a portfolio for assessment.  Unit 2 - 40% exam. Externally set exam paper in which students research and respond to a given stimulus or topic. This is set by AQA.	Unit 1 and Unit 2 are moderated by an external visiting examiner.

Course Title	Exam Board	Specification Code	Website
GCSE Art and Design (Textiles and Fashion)	AQA	8204c/x	

Next steps: Students can study for an A level in Fashion and Textiles at Ashby Sixth Form providing they meet the Sixth Form entry requirements. Students can then go on to study a wide variety of textiles courses at university in fashion design, fashion management, buying and merchandising. Students may also look to complete Level 2/3 college courses in fashion and textiles.

Head of Faculty: Mr E Cooper [e.cooper@ashbyschool.org.uk](mailto:e.cooper@ashbyschool.org.uk)

Head of Subject: Mrs S Sheldon

## Opting Out

Students may be withdrawn by their parents/ carers from assemblies and/ or religious education and sex education sessions, if there are valid reasons.

Requests and reasons for opting out must be sent in writing to Mr Newman, Assistant Headteacher, at the time of choosing subject options.

## Charging

The school makes no charge for essential materials, equipment or tuition for any course, but some courses cost more than others. The school does charge for design products which the students take home.

## Music Tuition

Although the law states that, in general, all education provided during school hours must be free, instrumental and vocal music tuition is an exception to that rule and charges will be made where parents have requested this tuition from the school. Students taking GCSE Music may apply for up to a 10% subsidy of the tuition costs.

Subsidies are only payable for lessons organised and overseen by the school.

## Reminder

Option forms should be completed by Friday 30th January 2026 through the options website, accessed via the link on options email.

If you have any difficulties with this process, please contact [KS4options@ashbyschool.org.uk](mailto:KS4options@ashbyschool.org.uk)

# Sixth Form Subject Requirements

FOR ALL SIXTH FORM COURSES 5 x 9-4 at GCSE or Equivalent – Including Mathematics AND English Language OR English Literature at Grade 4 or above		PLUS MINIMUM EXTRA GCSE REQUIREMENTS...
Applied Science		EITHER a 4-4 in Trilogy OR 4, 4, 4 in separate sciences
Art and Design (Art, Craft and Design)		4 in Art (if taken)
Art and Design (Textiles)		4 in either Textiles OR Art
Biology *		EITHER a 6-6 in Trilogy OR 6, 6, 5 in separate sciences (with a 6 in Biology) AND a 5 in Mathematics
Business		4 in Business (if taken)
Business, Level 3		4 in Business GCSE (if taken) or P2 in Level 2 Business (if taken)
Chemistry *		EITHER a 6-6 in Trilogy OR 6, 6, 5 in separate sciences (with a 6 in Chemistry) AND a 5 in Mathematics
Computer Science		4 in Computing (if taken)
Design & Technology (Product Design)		4 in a Design subject
Drama & Theatre Studies		4 in Drama (if taken)
Engineering		4 in a Design subject and a 5 in GCSE Mathematics is desirable
English – Language		5 in English Language & 5 in English Literature
English – Literature		5 in English Language & 5 in English Literature
Film		4 in Film (if taken)
Food Science and Nutrition - Level 3 Diploma		4 in Food (if taken)
French		5 in French
Further Mathematics* (this is a 2 option subject)		8 in Mathematics
Geography		4 in Geography (if taken)
Health & Social Care		P2 in Level 2 Health & Social Care (if taken). If not taken a Grade 4 in an essay based subject (such as History or Psychology) is essential and a Grade 4 in Science is desirable
History		4 in History (if taken)
Mathematics *		6 in Mathematics
Media Studies		4 in Media (if taken)
Music		4 in Music and/or achieved Grade 5 standard
Philosophy & Ethics		4 in Philosophy & Ethics (if taken)
Photography (Art & Design)		4 in Art is desirable but not essential (if taken)
Physical Education		4 in Physical Education (if taken) and 4 in Science is desirable
Physics *		EITHER a 6-6 in Trilogy OR 6, 6, 6 in separate sciences (with a 6 in Physics) AND a 6 in Mathematics
Psychology		4 in Psychology if taken or if not taken a 5 in English Language
Sport - Cambridge Technical Level 3: Extended Certificate		4 in Physical Education (if taken) or P2 in Level 2 Qualification (if taken)
<b>Additional Subjects:</b>		
Core Mathematics		4 in Mathematics
Extended Project Qualification		A GCSE APS of 6 is desirable

Information is correct at going to press, but may change due to staffing and budgetary considerations.

## School Contact Details

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Leicestershire

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School Reception Hours: 8.00 am – 4.00 pm