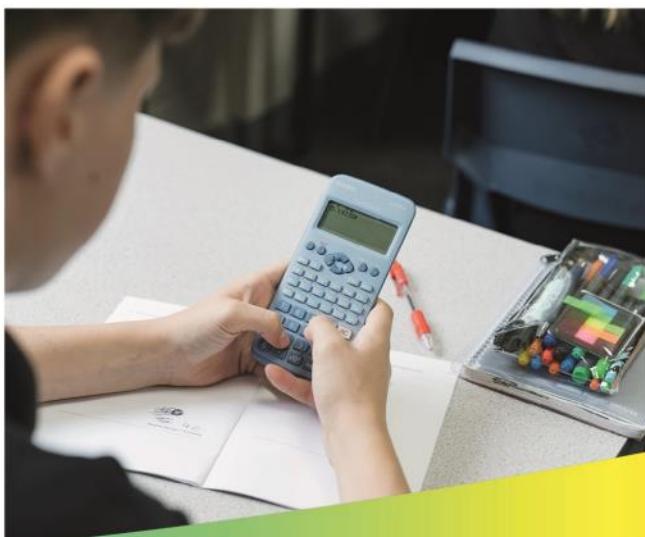




Westfield School

Chorus Education Trust



Key Stage 4 Options

2026-28

A student guide

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Welcome

Year 9 is an exciting time for all our students. You have reached an important stage in your school career when you will begin working towards the qualifications that will impact on your future opportunities and career. It is important that you consider your choices carefully and discuss your preferences with your family before making any final decisions.



If you are already interested in a particular career, apprenticeship, or going on to study at a sixth form, college or university you should check that your choices help you to progress where you want to go. Our Careers Team, in the careers office, will advise you.

These are some of the first decisions you will make as a maturing, independent student, and they deserve your careful thought, but please remember, courses will only run if they recruit sufficient numbers. In allocating places on courses we aim to maximise individual choice.

Read the contents of this booklet carefully. Please do get in touch with Mrs Hassall, Deputy Headteacher, or any member of the Year 9 pastoral team, should you have any questions once you have read all of the information.

We look forward to helping you achieve success in Year 10 and Year 11 and maximise your chances of a great start in adult life.

Good luck!

Mrs G Jones
Headteacher

Key dates

Monday 12 January	Options information available on website.
Wednesday 14 January	Options assembly.
Friday 16 January	Options booklet distributed to students. Options forms distributed to students.
Thursday 22 January	Year 9 parents' and options evening.
Friday 6 February	Deadline for options forms to be handed in.
May/June	Students notified of options decisions.
September	Start your key stage 4 courses.



Everyone: achieves beyond expectation

Advice and guidance

To make the right choices you need to be as informed as possible about what the courses involve and how they are assessed. Assistance from school includes:

- This booklet.
- Information on the school website www.westfield.chorustrust.org/ks4options.
- Options assembly and subject talks in lessons.
- Careers information

Assistance from other sources

- Use the nationalcareers.service.gov.uk website and investigate possible careers.
- UCAS website to investigate possible careers: www.ucas.com/explore/career-list.
- Informed Choices website to see how your subject choices affect degree options: www.informedchoices.ac.uk.

Who will offer me advice?

- Your form tutor.
- Subject teachers.
- Members of the School Leadership Team.
- Your parents and carers.
- The Careers Team in the careers office

Planning for the future

Your choices now may affect the choices you make at 16 and beyond, so make sure you seek advice and consider what you want to do in future. Think about what subjects you enjoy and what you may want to study after Year 11. Think about which careers you might like to follow when you leave education. Investigate what subjects you need to study now in order to access these opportunities in future.

What types of course are on offer?

There is a wide range of subjects, both academic and vocational. Whatever is chosen, we will support all students equally to gain the best grades possible to enable your chosen future career path.

See the subject pages later in this booklet for details of the courses on offer.

GCSEs

We offer a range of GCSEs, which count as level 2 qualifications. Assessment is through formal examinations, although some also have an element of 'non-examination assessment' (tasks taken in school under controlled conditions). GCSE grades are 1-9 with 9 being the highest; grade 4 is considered a 'standard pass' and 5 a 'strong pass'.

Level 1/2 Awards

We also offer a range of vocational (relating to the world of work) qualifications that are equivalent to GCSE grades 9 to 4. The awards—BTEC, OCR, WJEC,

Vocational, Technical and Cambridge Nationals—also enable students to progress into post-16 education such as sixth form or college, training or employment opportunities.

These courses count as level 2 qualifications and are graded: Distinction Star (D*), Distinction (D), Merit (M) and Pass (P). Should the standard for a level 2 pass not be achieved, the courses can be accredited at level 1.

The English Baccalaureate (EBacc)

Where appropriate, our students may study a suite of qualifications called the English Baccalaureate (EBacc). Students with passes in all the necessary EBacc subjects have a wide range of options available to them at both post-16 and degree level. The EBacc consists of GCSEs in maths, English, science, (computer science counts as one of the science subjects), a language and a humanity (either history or geography).



Everyone: is known and cared for



Everyone's: talents are nurtured and achievements celebrated

Pathways

At Westfield School there are three curriculum cohorts in key stage 4 (Years 10 and 11). Students are allocated a pathway — blue, pink or yellow — following input from your subject teachers, pastoral staff and the Leadership Team. We take into account your prior attainment profile, aptitude and progress with the aim that we allocate a pathway which will allow you to maximise your potential while offering the best opportunities for post-16 progression.

Pathways options forms

Together with this booklet, you will receive a 'pathways options form'. This will confirm your pathway, and guide you on making your choices. You will use this booklet (Key Stage 4 Options—a student guide) to learn about the subjects offered at key stage 4, and your pathways options form to choose which of them you would prefer to study in Years 10 and 11.

How do I choose my options?

Core subjects

All students study these core subjects:

English Language
English Literature
Mathematics
Science

In addition, all students will study the following courses, which are not examined:

Core PE
Personal Development

Depending on your pathway, you may also study a language or additional English as a core subject.

Choice 1

Geography

or

History

Choice 2—options subjects

You will indicate your preference for three or four courses (depending on your pathway), which are listed in this booklet. Your pathways options form will guide you through the choices you will make in more detail.

Art and Design (Fine Art)	History
Business	Music Practice
Computer Science	Photography (Art and Design)
Creative iMedia	Physical Education/Sport
Dance	Religious Studies
Drama	Science (Triple)
Engineering	Spanish
Food Preparation and Nutrition	
Geography	
German	
Health and Social Care	

Please note: we will try our hardest to give you your preferred courses, but our ability to do so will depend on group size and staffing factors.

Life after key stage 4

All students in England are expected to continue into learning until the end of the academic year that they become 18.

Choosing option subjects can be a very confusing business and you may find it helpful to obtain some

advice. First and foremost, however, it is absolutely vital that you consider what you think you might be going to do in the future when you leave school. Most young people follow one of the four main career paths listed below.



Everyone: is prepared for the future and plays a positive part in society



Everyone: experiences outstanding teaching/training and support

Full-time education

This involves going to a school sixth form or a college of further education for a further one or two years. Westfield is part of Chorus Education Trust, meaning that our students have priority access to Eckington and Silverdale Sixth Forms. This means that, if Westfield students attain the required entry qualifications, they will be given priority over non-Chorus Trust applicants for a sixth form place. The distance criteria would still be a tie breaker in the event of a course being full. See www.eckingtonsixthform.org and www.silverdalesixthform.com for more information.

There is a wide range of both academic and vocational (work related) qualifications available. Level 3 qualifications include A-levels and BTEC National Diplomas, amongst others. Staying on in full-time education can enable the young person to get a better job or go to university.

Occupation based training programme

By following this route, young people gain work experience and vocational qualifications at the same time. You can take qualifications to NVQ level 2 and above, depending on your individual needs. The length of training is flexible and could last up to two years.

Apprenticeship

An apprenticeship provides you with a job and the opportunity to gain higher level qualifications at NVQ level 3 and above. They are available in a number of vocational areas but are limited in number.

Go straight into a job

Very few young people are able to do this now, at age 16. It is essential that any job you consider provides training for future career development; quite often this is not the case.

Art and Design (Fine Art)

What will I learn?

GCSE art and design is a two-year course which is designed to engage, inspire and challenge. You will work on your own personal art projects where you will develop the skills and knowledge to be experimental and inventive, to be able to create your own works of art.

Projects are graded through four assessment objectives: AO1 artist links, AO2 development of ideas, AO3 observations and AO4 final response.

All projects start with AO1 artist links where you will study the work of existing artists through written analysis and visual means. This will inform the style of work you produce, as well as supporting you to be able to think critically and develop a deeper understanding of art and design.

Next, you will move onto objective AO3 where you will produce a variety of observational studies, developing skills with a range of media, such as drawing, painting, ceramics and photography to name a few. The observational studies will be informed and inspired by the themes and styles of the artist studied in AO1.

These two stages are then combined to produce development work, AO2. Here you will create your own designs through experimentation, taking inspiration from the artist whilst working within the project theme. Through these experimental studies you will then refine your ideas to produce one final personal response to the project (AO4).

What skills do I need?

We will continue to build on the skills you will have developed in key stage 3, however it is essential that you have a love and enthusiasm for the subject.

Skills covered in key stage 4 art and design include: observational drawing, painting skills, 3D design, ceramics, collage, photography and photograph manipulation, mixed media work, creative ideas, annotation skills, written analysis of an artist's work or styles.

Assessment

Examination

- Component 2: Externally set assignment (AO4) | 10 hours | 10%

Non-examined assessment

- Component 1: Portfolio (AO1, AO2, AO3, AO4) | 60%
- Component 2: Externally set assignment (AO1, AO2, AO3) | 30%

Could lead to:

You can continue to study art and design as a vocational course or at AS and A-level. An art and design GCSE will also support you to study other creative courses at further education.

Art and design could open the door to many exciting careers such as illustration, hair and make-up artist, fashion designer, animator, graphic designer, theatre designer, architect, product designer, games designer, photographer, artist, ceramic artist, teaching, plus many more!

Business

What will I learn?

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for you to explore core concepts through the lens of an entrepreneur setting up a business.

- 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 business.

Theme 2 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 an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

- 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.

What skills do I need?

- Able to apply knowledge and understanding in different business context.
- Have a high standard of written communication and the understanding of the need to develop and produce long written essay style questions to evaluate and justify in the exam. This skill will be developed throughout the course.
- Able to use mathematical skills to work out financial calculations.

Assessment

Examination

- Paper 1: Investigating small business | 1 hour 45 mins | 50%
- Paper 2: Building a business | 1 hour 45 mins | 50%

Non-examined assessment

Could lead to:

You can progress from this qualification to a number of different academic and vocational qualifications at level 3, including A-levels in business, history, geography, economics and psychology and BTEC Nationals in business. The knowledge and skills gained from GCSE business support students' entry into employment or other training in specific aspects of business, such as apprenticeships and vocational qualifications which focus on more specialised business areas.

GCSE business provides a strong foundation for employment, with students progressing, with further training, to a wide range of careers training such as banking, sales, product management and general management.

Computer Science

What will I learn?

Our GCSE in computer science is engaging and practical, encouraging creativity and problem solving. It encourages you to develop your understanding and application of the core concepts in computer science. You will also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Component 01: Computer systems

- Systems architecture.
- Memory and storage.
- Computer networks, connections and protocols.
- Network security.
- Systems software.
- Ethical, legal, cultural and environmental impacts of digital technology.

Component 02: Computational thinking, algorithms and programming

- 2.1 Algorithms.
- 2.2 Programming fundamentals.
- 2.3 Producing robust programs.
- 2.4 Boolean logic.
- 2.5 Programming languages and integrated development environments.

What skills do I need?

- Have a keen interest in computers and enjoy programming
- Competent mathematical, logical and problem-solving skills.

Note: computer science includes a significant maths requirement so is available as an options choice for students who have scored 19 points or more on their Year 9 computer science assessment and who are currently in set one or two for maths.

Assessment

Examination

- Computer systems (01) | 1 hour 30 mins | 50%
- Computational thinking, algorithms and programming (02) | 1 hour 30 mins | 50%

Non-examined assessment

Could lead to:

Our computer science GCSE (9-1) is effective preparation for a range of qualifications including:

- AS-level computer science.
- A-level computer science.
- Cambridge Technicals: IT level 3 or digital media level 3 (these are OCR vocational qualifications that offer an alternative to A-levels for students aged 16+).

It also provides a good grounding for other subject areas that require problem solving and analytical skills.

Creative iMedia

What will I learn?

Unit R093: Creative imedia in the media industry (assessed by exam)

- The sectors, products and job roles that form the media industry.
- You will learn the legal and ethical issues considered and the processes used to plan and create digital media products.
- How media codes are used within the creation of media products to convey meaning, create impact, and engage audiences.
- Choose the most appropriate format and properties for different media products.

Unit R094: Visual identity and digital graphics (set assignment NEA).

- You will learn how to develop visual identities for clients.
- Apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience.
 - Develop visual identity.
 - Plan digital graphics for products.
 - Create visual identity and digital graphics.

Unit R095: Characters and Comics (set assignment NEA)

- Plan, create, and review comics containing original characters.
 - Planning characters and comics.
 - Creating characters and comics.
 - Reviewing characters and comics.

What skills do I need?

- High standard of written language as a lot of written communication and report writing is required.
- High attendance due to amount of coursework and the ability to meet strict deadlines.
- Organisation.
- A flair for creativity in producing digital product using different software.
- The main skills are being able to see what a client wants, written in the style of a brief, then interpreting that into a creative digital product.
- Be prepared to justify your choices and design decisions.

Assessment

 Examination

- R093: Creative imedia in the media industry | 1 hour 30 mins | 40%

 Non-examined assessment

- R094: Visual identity and digital graphics | 12 hours | 25%
- R095: Characters and comics | 15 hours | 35%

Could lead to:

- A-level media studies.
- Apprenticeship in media and broadcast assistant pathway.
- Cambridge Technicals information technology and digital media.
- T-level digital production design and development or media, broadcast and production.

Dance - Performing Arts (with a Dance Approach)

What will I learn?

Component 1

- Explore and participate in workshops and classes developing knowledge and understanding of the interrelationships between processes, techniques and approaches that contribute to performance repertoire.
- Examine live and recorded performances to develop your understanding of practitioners' work in dance and musical theatre, with reference to influences, outcomes, and purpose.
- Gain a practical appreciation of practitioners' work in using existing performance material in a variety of dance styles and how they may respond to a particular theme or issue and communicate ideas to the audience through stylistic qualities.

Component 2

- Develop your performing arts skills and techniques through the reproduction of professional dance repertoire.

Component 3

- Have an opportunity to work as part of a group to contribute to a workshop performance as either a performer or designer in response to a given brief and stimulus.
- Gain transferable skills and confidence that will help you in the world today and prepare you for your future.
- Build applied knowledge and skills that show an aptitude for further learning, in the sector and more widely.

What skills do I need?

- Experience in at least one dance style.
- You will be performing your pieces of choreography to an audience.
- A passion for dance and different styles.
- Good literacy and ICT skills; component 1 is predominantly theory based with much written and coursework.
- Able to work independently on personal development whether practically or in theory.
- Work in a team supporting and collaborating.
- Good communication (listening, oral and written).
- An understanding of dance and creating choreography.

Assessment

Examination

Non-examined assessment

- Component 1: Exploring the performing arts | 36 guided learning hours (12 supervised hours) | 30%
- Component 2: Developing skills and techniques in the performing arts | 36 guided learning hours (15 supervised hours) | 30%
- Component 3: Responding to a brief | 48 guided learning hours (3 hours under exam conditions) | 40%

Could lead to:

Students can progress from this qualification to:

- Vocational courses such as the BTEC performing arts.
- Apprenticeships and other training.
- Employment in a related sector.

Drama

What will I learn?

Component 1 - Devising

Completed at the end of Year 10. You will explore and learn a range of devising skills in order to create your own performances successfully. You will learn about new theatrical styles, techniques, and practitioners to enhance your work.

You will explore a myriad of different stimuli to practise devising your own work which will facilitate the creation of your final performance. This will be recorded and sent off to a moderator to mark. Alongside your practical work you will complete a 2000 word portfolio which will analyse your devising process and creative decisions.

Component 2 – Performance from a text

This component will be completed at the start of Year 11. You will learn how to stage a script and will perform two scenes from a published play text in front of a GCSE examiner.

Component 3 - Theatre makers in practice—written examination

Completed at the end of Year 11. You will practically learn about the plot, characters and core themes of the play text 1984 by George Orwell. You will learn technical terminology for staging aspects of theatre such as lighting, sound, set and costume designs. This will then help you apply this knowledge to answer the GCSE examination questions.

In addition to this you will go to see a piece of live theatre and analyse the overall effectiveness of the performance, focusing on both acting skills and technical theatre. You will again answer questions about this in your GCSE examination.

Assessment

Examination

- Component 3: Theatre makers in practice | 1 hour 45 mins | 40%

Non-examined assessment

- Component 1: Devising | performance of 10-25 mins | 40%
- Component 2: Performance from a text | performance of 4-30 mins | 20%

What skills do I need?

To be successful in Drama GCSE you will need the skills below throughout the course:

- High levels of confidence with a willingness to share performances in front of peers.
- Ability to work with others.
- Analysis and problem solving skills.
- A good ability in English literature and language which will be needed for the written elements of the GCSE.
- Creativity and imagination.
- Empathy to be able to understand your character's story and journey.

sound, set and costume designs. This

Could lead to:

Drama GCSE can lead to many potential careers such as: stage manager, drama therapist, playwright, broadcaster, actor (film or stage), director, radio, lawyer, social worker, events organiser, teacher, journalist.

Engineering

What will I learn?

This course offers a learning experience that focuses learning for 14-16 year olds through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work. It provides the opportunity for authentic work-related learning, but more than this, it will require you to consider how the use and application of your learning impacts on individuals, employers, society and the environment. The qualification is made up of three units:

Unit 1: Manufacturing engineering products

Students interpret different types of engineering information in order to plan how to manufacture engineering products. They develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test a final product.

Unit 2: Designing engineered products

Explore how an engineered product is adapted and improved over time. It offers the opportunity to apply your knowledge and understanding to adapt an existing component, element or part of the product that you will have manufactured for unit 1.

Unit 3: Solving engineering problems

In this examined unit, students are introduced to a range of considerations that impact on engineering design and learn how modern engineering has had an impact on modern day life at home, work and in society in general.

Assessment

Examination

- Unit 3: Solving engineering problems | 48 guided learning hours | 40%

Non-examined assessment

- Unit 1: Manufacturing engineering products | 48 guided learning hours including 20 hours controlled assessment | 40%
- Unit 2: Designing engineering products | 24 guided learning hours 10 hours controlled assessment | 20%

Could lead to:

There are a wide range of opportunities within the field of engineering. For example:

- Aerospace engineer
- Biomedical engineer
- Civil/structural engineer
- Computer engineer
- Electrical/electronic engineer
- Environmental engineer
- Marine engineer
- Mechanical engineer
- Product engineer

English Language and English Literature

What will I learn?

In English language, you will draw upon a range of texts as reading stimuli and engage with creative as well as real and relevant contexts. You will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that you are able to read fluently and write effectively. You will be able to demonstrate a confident control of standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

- In English language you also will look at how different writers present a similar topic over time.
- In English literature you will study the following texts: Shakespeare's Macbeth; Dickens' A Christmas Carol; Priestly's An Inspector Calls; AQA anthology of power and conflict themed poetry.

Various topics will be considered as you practise your writing skills in descriptive, narrative and opinion writing.

You will also develop your speaking and listening skills as you build up to a formal presentation on a topic of your choice.

What skills do I need?

You will develop the skills you need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods, as well as the skills you need to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Assessment: English Language

Examination

- Paper 1: Explorations in creative reading and writing | 1 hour 45 mins | 50%
- Paper 2: Writers' viewpoints and perspectives | 1 hour 45 mins | 50%

Non-examined assessment

- Spoken language endorsement | Not included in total marks

Assessment: English Literature

Examination

- Paper 1: Shakespeare and the 19th century novel | 1 hour 45 mins | 40%
- Paper 2: Modern texts and poetry | 2 hours 15 mins | 60%

Non-examined assessment

Could lead to:

All types of post-16 qualifications and careers, including English language and English literature A-levels.

Option subject	Qualification
	GCSE
	Awarding body Course code
	WJEC Eduqas 601/8093/6
	Course leader
	Mrs M Hogan

Food Preparation and Nutrition

What will I learn?

You will develop your knowledge and skills of food preparation, cookery and presentation, learn about the principles of nutrition and how our dietary choices can impact upon our health. You will investigate the science behind the foods that we consume and the importance of good food safety and hygiene as well as finding out where our food comes from and how it is produced at home and in the food industry. You will learn about the food industry's environmental impact and our food choices, learning ways to be less impactful. Finally, you will discover current and future food trends and how new technologies are changing our diet and the foods we consume.

Assessment 1—The food investigation

You will research, plan and investigate the working characteristics, function and chemical properties of ingredients through practical experiments. You will produce a report where you analyse and evaluate the task.

Assessment 2—The food preparation assessment

You will plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context. This will culminate in a 3-hour practical examination where you will make three highly skilled dishes. Your supporting written work will be presented in a large folio of evidence.

What skills do I need?

You need to:

- Enjoy cooking and have an open mind as to the food that you will prepare and eat.
- Have an interest in learning about the food you eat, how it is made and where it comes from.
- Have an enquiring mind wanting to research and solve problems.
- Be able to work independently and as part of a team.
- Be able to work safely and understand why following good food hygiene is critical.
- Have good organisational skills, making sure you bring in your own ingredients when required.

Assessment

Examination

- Component 1: Principles of food preparation and nutrition:
1hr 45 mins | 50%

Non-examined assessment

- Component 2, assessment 1: Food investigation | 8 hours | 15%
- Component 2, assessment 2: Food preparation assessment (NEA) | 12 hours | 35%

Could lead to:

The course can lead to a range of further opportunities in nutrition qualifications, sports science, catering and hospitality, food and beverage production, manufacturing, chef apprenticeships, A-levels, BTEC level 2/3, diplomas in professional cookery.

Geography

What will I learn?

This course will enable you to think ‘like a geographer’. By following this specification, you will achieve the following objectives:

- Develop the ability to think creatively, for example, by posing questions that relate to geographical processes and concepts that include questioning about spatial pattern and geographical change.
- Develop the ability to think scientifically by collecting and recording appropriate evidence from a range of sources, including fieldwork, before critically assessing the validity of this evidence and synthesising their findings to reach evidenced conclusions that relate to the initial aim of your enquiry.
- Develop the ability to think independently by applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts. In so doing you should appreciate that geography can be ‘messy’ i.e. that real geography does not always match typical or predicted outcomes.

The course covers three themes, in which students are encouraged to take an enquiry approach to a range of contemporary geographical and environmental issues:

- Theme 1: changing places – changing economies.
- Theme 2: changing environments.
- Theme 3: environmental challenges.

Assessment

Examination

- Paper 1: investigating geographical issues | 1 hour 45 minutes | 40%
- Paper 2: problem solving geography | 1 hour 30 minutes | 30%
- Paper 3: applied fieldwork enquiry | 1 hour 30 minutes | 30%

Non-examined assessment

Could lead to:

Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting.

The army, police, government, research organisations, the law and business world also love the practical research skills that geographers develop.

As geographers learn about human and population development, geography can be useful for jobs in charity and international relations too.

German

What will I learn?

The subject content is split into three themes. During the GCSE we will cover vocabulary and grammar that relates to the below.

Theme 1: People and lifestyle

- Topic 1: Identity and relationships with others.
- Topic 2: Healthy living and lifestyle.
- Topic 3: Education and work.

Theme 2: Popular culture

- Topic 1: Free-time activities.
- Topic 2: Customs, festivals and celebrations.
- Topic 3: Celebrity culture.

Theme 3: Communication and the world around us

- Topic 1: Travel and tourism, including places of interest.
- Topic 2: Media and technology.
- Topic 3: The environment and where people live.

What skills do I need?

You should have studied German in key stage 3.

To study GCSE German you need to be a reflective learner who thinks carefully about their work and how to improve. You should also have good communication skills, and be willing to work both independently and in groups. You should also be resilient.

Note: students can choose to study German **or** Spanish.

Assessment

Examination

- Paper 1 Listening: Foundation 35 mins | Higher 45 mins | 25%
- Paper 2 Speaking: Foundation 7-9 mins + 15 mins prep | Higher 10-12 mins +15 mins prep | 25%
- Paper 3 Reading: Foundation 45 mins | Higher 1 hour | 25%
- Paper 4 Writing: Foundation 1 hour 10 mins | Higher 1 hour 15 mins | 25%

Non-examined assessment

Could lead to:

Having a second language is a real advantage to many employers who want to be able to communicate with other businesses all over the world. It also shows that you have excellent communication skills and that you are resilient.

Some of the areas that learning a language could take you into include: translator, risk analyst, academic researcher, English as a foreign language teacher, interpreter, broadcast journalist, consultant, logistics, sales, tour manager, travel and tourism.

Health and Social Care

What will I learn?

You will learn about how we grow and develop across the six key stages of life. You will learn about how our physical, intellectual, emotional and social (PIES) development, changes across these life stages and how they can be impacted by positive and negative factors, such as poor diet, illness and disease. You will also learn about how life events can impact upon our PIES development and how individuals can adapt or be supported through changes caused by life events.

You will also learn about the range of services provided in health and social care, and be able to identify appropriate services for individuals with different needs. You will also be able to identify the barriers and obstacles some individuals may encounter when trying to access support, or when they are trying to improve their health and wellbeing. You will be also able to identify the impact of these obstacles and barriers and be able to recommend ways to overcome them.

You will also learn about how an individual's lifestyle choices can determine their physical health and make recommendations and actions for them to improve their health and wellbeing. Finally, you will learn about the skills, attributes and values required to work in health and social care and how these benefit the service users.

What skills do I need?

- An interest in how humans grow and develop across our lives, and how the health and social care industry supports us.
- An enquiring mind and to want to research and solve problems.
- The ability to write reports with fluency and good literacy.
- The ability to work well independently and as part of a team.
- Good time management and be able to stick to strict coursework deadlines.

Assessment

Examination

- Component 3: Health and wellbeing | 2 hours | 33%

Non-examined assessment

- Component 1: Human lifespan development | 36 guided learning hours | 33%
- Component 2: Health and social care services and values | 36 guided learning hours | 33%

Could lead to:

The course can lead to a range of further opportunities for qualifications in health and social care such as BTEC level 3 health and social care. It can also lead to further vocational (NVQ) and higher education qualifications in education, child and adult care, learning support, charitable work and nursing, as well as apprenticeships and careers in the health and social care industry.

History

What will I learn?

Paper 1: Medicine through time c.1250-present

The history of medicine and the key changes that occurred, including ideas about diagnosis, causes, treatments, cures, who treated the sick; case studies of diseases such as the Black Death and cholera; treatment of the ill, wounded and injured in the trenches of the First World War.

Paper 2: Early Elizabethan England 1558-1588

The problems of the young Tudor queen including foreign threat, religion, finances, and rivals; Elizabethan society and the age of exploration; deteriorating relations with Spain that led to the Spanish Armada.

Paper 2: The American West 1836-1895

The making of the modern USA, covering the push west and reasons for this including the gold rush; those who pushed west including the Mormons and the Donnor Party; the conflicts that resulted with the indigenous peoples of the Plains; cowboys and cattle ranching, the railroads and the problems of law and order.

Paper 3: Weimar and Nazi Germany, 1918-1939

The difficulties faced by Germany in between the First and Second World Wars, including why recovery in the mid-1920s failed; reasons for Hitler's rise to power; how the Nazis ensured a dictatorship with little open opposition; how life changed for those living in Nazi Germany.

Assessment

Examination

- Paper 1: Medicine in Britain c.1250-present | 1 hour 15 mins | 30%
- Paper 2: Early Elizabethan England c.1558-1588 and the American West c.1835-1895 | 1 hour 45 mins | 40%
- Paper 3: Weimar and Nazi Germany c.1918-1939 | 1 hour 20 mins | 30%

Non-examined assessment

Could lead to:

History can lead to many careers, some directly connected with history, others using the skills history gives you. These include: researcher, archivist, conservator, events manager, heritage manager, historian, gallery curator, librarian, media researcher, museum curator, political analyst, newsreader, teacher or lecturer, writer or journalist.

Other potential opportunities include: accountant, archaeologist, charity worker, magazine editor, human resources, solicitor, police, solicitor and many more!

Mathematics

What will I learn?

As you continue your mathematical journey at Westfield, you will revisit some topics that you covered in Years 7-9 whilst learning new skills and areas that will prepare you to sit your exams at the end of Year 11.

Skills will be based on:

- Number
- Algebra
- Ratio
- Proportion and rates of change
- Geometry and measure
- Probability and statistics.

Your teachers will make sure that you revisit areas of development in your starters and following any mock/end of unit assessments you will complete.

What skills do I need?

To succeed in your maths GCSE, you need to develop the following skills:

- Problem-solving: ability to break down complex problems into manageable steps and find effective solutions.
- Logical reasoning: applying clear, structured thinking to tackle various mathematical challenges.
- Numeracy skills: understanding mathematical concepts and working confidently with numbers in different contexts.
- Creativity: thinking outside the box to explore multiple approaches to problems.
- Attention to detail: accuracy in calculations and following steps carefully to avoid errors.

Assessment

Examination

- Paper 1 (non-calculator):
1 hour 30 mins | 33%
- Paper 2 (calculator):
1 hour 30 mins | 33%
- Paper 3 (calculator):
1 hour 30 mins | 33%

Non-examined assessment

Could lead to:

Mathematics will open lots of doors for you as you leave school – you can go on to study mathematics at A-level or use it throughout college whilst completing an apprenticeship.

All careers use mathematics skills to some degree and there are many careers where mathematics is essential, such as electricians, builders, bank managers, web designers, computer/game programming, sports engineering and many more.

Music Practice

What will I learn?

Component 1: Exploring music products and styles

In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.

Component 2: Music skills development

In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements.

Component 3: Responding to a music brief

You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a digital audio workstation (DAW) project. You will also consider how your skills and interests make you suitable for the specific music sector opportunity.

Assessment

Examination

- Component 3: Externally set task | 3 hours | 20%

Non-examined assessment

- Component 1: 36 guided learning hours | 30%
- Component 2: 36 guided learning hours | 30%
- Component 3: 45 guided learning hours | 20%

Could lead to:

The choices that you can make post-16 will depend on your overall level of attainment and performance. Learners who generally achieve at level 2 across their key stage 4 learning might progress to A-levels, level 3 vocational qualifications such as a BTEC National in music or music technology. This prepares learners to enter employment or apprenticeships, or to move on to higher education by studying for a degree in music or employment in the music sector.

Photography

Art and Design (Photography)

What will I learn?

GCSE photography is a two-year course which is designed to engage, inspire and challenge. Projects are graded through four assessment objectives (AOs): AO1 artist links, AO2 development of ideas, AO3 observations and recordings and AO4 final response.

The first year will begin with you building skills and knowledge of photography skills such as lighting, viewpoint, depth of field and compositions. You will then put these skills into practice to build a portfolio of work which combines multiple projects. All projects start with AO1, artist links, where you will study the work of existing artists through written analysis and visual means. This will inform the style of work you produce, as well as supporting you to be able to think critically and develop a deeper understanding of art and design.

Next you will move onto AO3, observations and recordings, where you will produce a variety of observational photographs displaying your skills focusing on a range of subject matter. The observational studies will be informed and inspired by the themes and styles of the artist studied in AO1.

These two stages are then combined to produce work for AO2, development of ideas. Here you explore editing programmes such as Photoshop to create your own designs through experimentation, taking inspiration from the artist whilst working within the project theme. Through these experimental studies you will then refine your ideas to produce one final personal response to the project (AO4).

What skills do I need?

We will continue to build on the skills you will have developed in key stage 3, however it is essential that you have a love and enthusiasm for the subject.

Skills covered in key stage 4 photography include observational study through photography, photograph manipulation, creative ideas, annotation skills, written analysis of an artist's work or style.

Assessment

Examination

- Component 2: Externally set assignment (AO4) | 10 hours | 10%

Non-examined assessment

- Component 1: Portfolio (AO1, AO2, AO3, AO4) | 60%
- Component 2: Externally set assignment (AO1, AO2, AO3) | 30%

Could lead to:

You can continue to study art and design as a vocational course or at AS and A-level. An art and design GCSE will also support you to study other creative courses at further education.

Art and design opens the door to many exciting careers such as: illustrator, hair and make-up artist, fashion designer, animator, graphic designer, theatre designer, architect, product designer, games designer, photographer, artist, ceramic artist, teaching plus many more.

Option subject	Qualification
	Level 2
	Awarding body Course code
	Edexcel GCSE PE 1PEO
	BTEC Sport 603/7068/3
	Course leader
	Mrs K Palethorpe
	Mr J Lucas

Physical Education/Sport

What will I learn?

This course aims to develop a range of skills and knowledge through involvement in sport and physical activity in different contexts and roles. Students will develop their ability to apply theoretical knowledge to practical situations and gain a better understanding of the complexity of different areas of sport and the sports industry. Students will also learn about the different careers and roles available in the sports industry.

The course will cover a range of different topics including:

- Fitness and body systems.
- Health and performance.
- Developing skills in a team sport.
- Developing skills in an individual sport.

We are offer two qualifications GCSE PE and BTEC Sport Tech Award Level 1/2. If your child picks a sport course the department will consult with all stakeholders to ensure your child is on the most suitable qualification.

What skills do I need?

- You will need to enjoy participating in a variety of sports.
- You will need to be enthusiastic and be prepared to work hard.
- You will need to participate in sport regularly (in and out of school).
- You will need to work towards being a competent performer in a number of sports.
- You will need to umpire, coach, officiate and be able to analyse and improve performance.
- You must be prepared to work hard at school and at home on the theoretical aspects of the course.

Assessment

Examination

- There will be a written exam examination that will test understanding of key components of the course.

Non-examined assessment

- Practical performance and leadership.
- Personal exercise and activity.

Could lead to:

The course will help you develop your confidence, self-esteem and team building skills. It will help you to understand activities in more detail and how to stay fit and healthy. The course provides a good base for A-level physical education and BTEC sport.

Religious Studies

What will I learn?

The course has two key papers:

Paper 1: The study of religions – beliefs, teachings and practices

In this unit you will study two religions in detail. The religions we focus on are Christianity and Islam. For each religion you will examine:

- Key beliefs: nature of God, creation, afterlife & the key figures within that faith.
- Practices: worship and festivals, forms of worship, importance of prayer.

Paper 2 –Thematic studies (moral issues)

In this unit you will study four topics from the following:

- Relationships and families: family life, contraception, marriage and divorce.
- Religion and life: animal rights, abortion, creation.
- Religion, peace and conflict: war and religious attitudes to war.
- Religion, crime and punishment: religious attitudes to crime and punishments including the death penalty.
- Religion and human rights.
- The existence of God: examining the key arguments for and against God's existence and his revelation to humanity.

You will gain an appreciation of how religion, philosophy and ethics form the basis of our culture. You will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare you for post-16 study and the wider world around you.

Assessment

Examination

- Paper 1: the study of religions— beliefs, teachings and practices | 1 hour 45 mins | 50%
- Paper 2: thematic studies | 1 hr 45 mins | 50%

Non-examined assessment

Could lead to:

As a result of developing key analytical and critical thinking skills, a GCSE in religious studies could lead to further post-16 study in this area and potential careers in: law, nursing, politics, journalism, teaching, youth work, social work and the civil service.

Science—Combined (Trilogy)

What will I learn?

- Develop knowledge and understanding of 'working scientifically'.
- Develop a wide range of practical skills.
- See the relevance of science in our daily lives.
- Consider and interpret scientific data, evidence and ideas so you can reach your own conclusions.
- Develop knowledge and understanding of a broad selection of science topics.

Topics covered

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

What skills do I need?

You will build on the skills that have been important in science at key stage 3.

These include:

- Communication.
- Designing investigations.
- Observation skills.
- Using and presenting data.
- Working with others.
- Handling apparatus.
- Problem solving and research.
- Analysis and evaluation.

Note: all students study either combined (this course) or triple science (see overleaf), which you may include as part of your options choices.

Assessment

 Examination

- Biology Paper 1, topics 1-4: 1 hour 15mins | 16.7%
- Biology Paper 2, topics 5-7: 1 hour 15mins | 16.7%
- Chemistry Paper 1, topics 8-12: 1 hour 15mins | 16.7%
- Chemistry Paper 2, topics 13-17: 1 hour 15mins | 16.7%
- Physics Paper 1, topics 18-21: 1 hour 15mins | 16.7%
- Physics Paper 2, topics 22-24: 1 hour 15mins | 16.7%

 Non-examined assessment**Could lead to:**

You will gain 2 GCSEs in science and will be in a strong position if you wish to continue with science subjects at BTEC, A-level or beyond. The skills refined during this course are also sought after by employers, particularly planning, organisation, problem solving and communication. Highly qualified scientists are very much in demand and their skills are required in many jobs.

Option subject

Qualification

3 GCSEs: Biology, Chemistry and Physics

Awarding body | Course code

AQA | 8461 (Biology); 8462 (Chemistry); 8463 (Physics)

Course leader

Mrs J Palethorpe

Science—Triple (three separate sciences)

What will I learn?

- You will study for three separate GCSEs in biology, chemistry and physics.
- The content of 'combined science' will still be covered, in addition to extra topic areas and further skills.
- Additional topics will allow you to enhance practical and investigative skills.
- Triple science aims to encourage you to explore, explain, theorise and model in science and prepare you for further studies in science.

Topics covered

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology
8. Key ideas

Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics (physics only)

What skills do I need?

You will build on the skills that have been important at key stage 3.

These include:

- Communication.
- Designing investigations.
- Observation skills.
- Using and presenting data.
- Working with others.
- Handling apparatus.
- Problem solving and research.
- Analysis and evaluation.

Note: all students study either combined or triple science. Triple science is open to all students regardless of ability but if we feel that following the triple course may limit a student's future options then we will discuss this with you during the options process.

Assessment

Examination

Biology

- Paper 1, topics 1-4: 1 hour 45 mins | 50% of GCSE
- Paper 2, topics 5-8: 1 hour 45 mins | 50% of GCSE

Chemistry

- Paper 1, topics 1-5: 1 hour 45 mins | 50% of GCSE
- Paper 2, topics 6-10: 1 hour 45 mins | 50% of GCSE

Physics

- Paper 1, topics 1-4: 1 hour 45 mins | 50% of GCSE
- Paper 2, topics 5-8: 1 hour 45 mins | 50% of GCSE

Non-examined assessment

Could lead to:

You will gain 3 GCSEs in science and will be in a strong position if you wish to continue with science subjects at BTEC, A-level or beyond. The skills refined during this course are also sought after by employers, particularly planning, organisation, problem solving and communication. Highly qualified scientists are very much in demand and their skills are required in many jobs.

Spanish

What will I learn?

The subject content is split into three themes. During the GCSE we will cover vocabulary and grammar that relates to the below.

Theme 1: People and lifestyle

- Topic 1: Identity and relationships with others.
- Topic 2: Healthy living and lifestyle.
- Topic 3: Education and work.

Theme 2: Popular culture

- Topic 1: Free-time activities.
- Topic 2: Customs, festivals and celebrations.
- Topic 3: Celebrity culture.

Theme 3: Communication and the world around us

- Topic 1: Travel and tourism, including places of interest.
- Topic 2: Media and technology.
- Topic 3: The environment and where people live.

What skills do I need?

You should have studied Spanish in key stage 3.

To study GCSE Spanish you need to be a reflective learner who thinks carefully about their work and how to improve. You should also have good communication skills, and be willing to work both independently and in groups. You should also be resilient.

Note: students can choose to study German **or** Spanish.

Assessment

Examination

- Paper 1 Listening: Foundation 35 mins | Higher 45 mins | 25%
- Paper 2 Speaking: Foundation 7-9 mins + 15 mins prep | Higher 10-12 mins +15 mins prep | 25%
- Paper 3 Reading: Foundation 45 mins | Higher 1 hour | 25%
- Paper 4 Writing: Foundation 1 hour 10 mins | Higher 1 hour 15 mins | 25%

Non-examined assessment

Could lead to:

Having a second language is a real advantage to many employers who want to be able to communicate with other businesses all over the world. It also shows that you have excellent communication skills and that you are resilient.

Some of the areas that learning a language could take you into include: translator, risk analyst, academic researcher, English as a foreign language teacher, interpreter, broadcast journalist, consultant, logistics, sales, tour manager, travel and tourism.







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