



Westfield School

Chorus Education Trust



# Key Stage 4 Options 2023-25

---

A student guide





# Contents

<b>Welcome .....</b>	<b>5</b>
<b>Key dates .....</b>	<b>6</b>
<b>Advice and guidance.....</b>	<b>7</b>
<b>What types of course are on offer? .....</b>	<b>8</b>
<b>Pathways.....</b>	<b>8</b>
<b>How do I choose my options .....</b>	<b>9</b>
<b>Life after key stage 4 .....</b>	<b>10</b>
<b>Courses .....</b>	<b>12-35</b>
Art & Design (Fine Art).....	12
Business .....	13
Computer Science.....	14
Creative iMedia .....	15
Dance .....	16
Drama .....	17
Engineering .....	18
English Language & English Literature.....	19
Food Preparation & Nutrition .....	20
French .....	21
Geography.....	22
Health & Social Care .....	23
History.....	24
Mathematics .....	25
Music Practice .....	26
Photographic Communication .....	27
Photography.....	28
Physical Education .....	29
Religious Studies.....	30
Science—Combined.....	31
Science—Triple .....	32
Spanish.....	33
Sport Studies .....	34
Textiles.....	35



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





## 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. Please take the time to watch all of the options information videos, which will be available to view from Friday 20 January on our options webpage: [www.westfield-chorustrust.org/ks4options](http://www.westfield-chorustrust.org/ks4options).



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, Ms Daughtry and Ms Roberts, in the careers office in the Library 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 me 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 we will assist you to make the most of your time at Westfield School and maximise your chances of a great start in adult life.

Good luck!

**Mr M Lambourne**  
**Deputy Headteacher**

## Key dates



Everyone: is welcomed and feel that they belong

Wednesday 11 January Options assembly

Friday 20 January Options booklet distributed to students  
Options information available on website  
Options forms distributed to students

Thursday 26 January Year 9 parents' and options evening

Friday 10 February Deadline for options forms to be handed in

June/July 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 and subject videos on the school website at:  
[www.westfield-chorustrust.org/ks4options](http://www.westfield-chorustrust.org/ks4options).
- Options assembly and subject talks in lessons.
- Careers information in the Library.

### Assistance from other sources

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

### Who will offer me advice?

- Your form tutor.
- Subject teachers.
- Members of the School Leadership Team (Mr Birkbeck, Mr Lambourne, Mr Griffiths, Ms Tiffin).
- Your parents and carers.
- The Careers Team in the careers office in the Library.

### 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.



Everyone's talents are nurtured and achievements celebrated



Everyone is known and cared for

# 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).



# 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  
PSHE

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 & Design (Fine Art)

Business

Computer Science

Creative iMedia

Dance

Drama

Engineering

Food Preparation & Nutrition

French

Geography

Health & Social Care

History

Music Practice

Photographic Communication  
(Art & Design)

Photography (Art & Design)

Physical Education

Religious Studies

Science (Triple)

Spanish

Sport Studies

Textiles (Art & Design)

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.



### Full-time education

This involves going to a school sixth form or a college of further education for a further one or two years. Now that Westfield is part of Chorus Education Trust, our students have priority access to sixth forms at other schools within the Trust including Silverdale Sixth Form. This means that, if Westfield students attain the required entry qualifications, they will be given priority over any other external applicant for a Sixth Form place. The distance criteria would still be a tie breaker in the event of a course being full. See [www.silverdalesixthform.com](http://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 the this is not the case.





Everyone: experiences outstanding teaching/training and support

# Art & 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.
- Able to use mathematical skills to work out financial calculations.
- Evaluate and make justified decisions—based on data shown.

## Assessment

### ☒ Examination

- Paper 1: Investigating small businesses | 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

Introduces the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

### Component 02: Computational thinking, algorithms and programming

You will apply knowledge and understanding gained in component 01. You will develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

## 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 are on course to receive at least a grade 5 in maths.

## Assessment

### ☒ Examination

- J277/01: Computer systems | 1 hour 30 mins | 50%
- J277/02: Computational thinking, algorithms and programming | 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?

In creative imedia you will learn how to create different digital products using a range of software. This includes: Adobe Dreamweaver and Photoshop.

The emphasis on this course is developing your creativity and creating industry standard publications. This includes: magazines, comic strips and websites.

You will deepen your understanding of pre-production methods, design techniques and strategies to communicate effectively.

## What skills do I need?

- Creativity!
- 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. There is no limit to what you create.
- You will need to be organised and work to deadlines.
- 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 | approx. 10-12 hours | 30%
- R097: Interactive digital media **or** R095: Characters and comics | approx. 12-15 hours | 30%

## Could lead to:

Creative imedia is an excellent foundation to a wide range of careers and post-16 opportunities. A good grade will allow you to take any A-level course, including media studies and computer science. The skills you have gained will also be valued by vocational courses and by employers.

# Dance - Performing Arts (with a Dance Approach)

## What will I learn?

- Explore and participate in workshops and classes to develop your 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 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 how they communicate ideas to their audience through stylistic qualities.
- Develop your performing arts skills and techniques through the reproduction of professional dance repertoire.
- 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, both in the sector and more widely.

## What skills do I need?

- It is recommended that you choose this course if you have experience in at least one dance style.
- Have a passion for dance and learning about different styles.
- Have good literacy and ICT skills.
- Be able to work independently and self-motivate to work on personal development whether practically or in theory.
- Can work in a team supporting and collaborating with others
- Good communication including listening, oral and written communication.
- Have an understanding of dance and creating choreography.

## Assessment

### ☑ Examination

- Component 3: Responding to a brief | 3 hours under exam conditions | 20%

### ☑ 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 (12 supervised hours) | 30%
- Component 3: Responding to a brief | 48 guided learning hours | 20%

## Could lead to:

Students can progress from this qualification to:

- Further study of physical education at AS and A-level.
- 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

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 you 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.

## 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 characters story and journey .

## 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%

## Could lead to:

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

# 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

You have the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products. 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

Introduction to a range of considerations that impact on engineering design and 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 | 30%
- Unit 2: Designing engineering products | 24 guided learning hours 10 hours controlled assessment | 30%

## What skills do I need?

You will develop a range of skills which are attractive to employers, colleges and universities including:

- Communication
- Critical thinking
- Learning independently
- Research
- Taking on responsibility
- Time management

## 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 & English Literature

## What will I learn?

You will learn how writers use narrative and descriptive techniques to engage the interest of readers.

- 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*; Kelly's *DNA*; 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: Writer's viewpoints and perspectives | 1 hour 45 mins | 50%

#### ☒ Non-examined assessment

- Spoken language | 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.

# Food Preparation & 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 onto 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.

# French

## What will I learn?

- You will develop a variety of reading, writing, listening and speaking skills in the French language.
- You will learn how to use the language in a real context!
- The GCSE covers topics that have been touched on in Years 7-9 but go into more depth. This includes family and relationships, hobbies, holidays, town and environment, the working world and education.
- You will also learn about culture festivals.

## What skills do I need?

Reading, writing, listening and speaking skills in French (Year 7-9 knowledge).

Note: students can choose to study French or Spanish.

## Assessment

### ☒ Examination

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

### ☐ Non-examined assessment

## Could lead to:

You will develop your communication skills in another language, and this can lead to jobs in engineering, business, hospitality, translation, ICT...the world is your oyster when you learn another language!

Employers look for people who can speak another language, as it shows they have excellent communication skills.

Following this course, you can take further qualifications, including A-level, in French.



# Geography

## What will I learn?

### Paper 1: Living with the physical environment

- Section A (the challenge of natural hazards): natural hazards; tectonic hazards; weather hazards; climate change
- Section B (the living world): ecosystems; tropical rainforests; hot deserts
- Section C (physical landscapes of the UK): UK physical landscapes; coasts; rivers

### Paper 2: Challenges in the human environment

- Section A (urban issues and challenges): Sheffield; Lagos
- Section B (the changing economic world): Nigeria; the UK
- Section C (the challenge of resource management): resource management; food

### Paper 3: Geographical applications

There isn't any new content for you to learn for this unit. It is all about applying what you already know.

- Section A (issue evaluation): you will be sent a booklet of material 12 weeks before the exam. You have to analyse and interpret it, then answer questions in the exam on a related issue.
- Section B (fieldwork): you must take part in 2 field trips. In the exam you will be asked to write about general fieldwork techniques as fieldwork you have done yourself.

## What skills do I need?

- Literacy – the ability to read and write fluently.
- Numeracy skills – 25% of your final mark will come from questions that test your numerical, statistical and data analysis skills.
- Listening skills.
- The ability to engage in group activity.
- Even more importantly an interest in the world around you!

## Assessment

### ☑ Examination

- Paper 1: Living with the physical environment | 1 hour 30 mins | 35%
- Paper 2: Challenges in the human environment | 1 hour 30 mins | 35%
- Paper 3: Geographical applications | 1 hour 15 mins | 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, 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.

# Health & Social Care

## What will I learn?

This qualification will prepare you for work in the health and social care sector by equipping you with communication skills, organisational ability, and the ability to present your ideas clearly. You will gain subject knowledge through studying three units:

### Component 1: Human lifespan development

How people develop across the life stages and the factors that impact on their growth and development.

### Component 2: Health and social care services and values

The range of health and social care services that are available to us and barriers that stop people accessing them. The values you need to demonstrate to work in health and social care.

### Component 3: Health and wellbeing

The components of a healthy lifestyle and how different factors impact on lifestyle. Planning how to improve lifestyle and barriers that might stop this happening.

## What skills do I need?

- Literacy, numeracy and ICT skills.
- Ability to work in a group and individually.
- Good organisation.
- Good communication skills.

## Assessment

### ☑ Examination

- Component 3: Health and wellbeing | 2 hours + 48 guided learning hours | 40%

### ☑ Non-examined assessment

- Component 1: Human lifespan development | 36 guided learning hours | 30%
- Component 2: Health and social care services and values | 36 guided learning hours | 30%

## Could lead to:

- Further study in sixth form or college. Silverdale Sixth Form offers the Level 3 BTEC in health and social care.
- Apprenticeships in health and social care.
- Courses in childcare and care of the elderly.
- Preparation towards a nursing career.

# History

## What will I learn?

### Paper 1: Medicine through time c.1250-present

The history of medicine including ideas about causes, treatments and cures, who treated the sick and factors bringing about change. Includes a study of injuries, treatment and the trenches in the First World War.

### Paper 2: Early Elizabethan England 1558-1588 & the American West 1836-1895

Early Elizabeth England: the challenges of foreign threat, religion, finances and rivals for the throne. Elizabethan society in the Age of Exploration and the deteriorating relationship with Spain that culminated in the Spanish Armada.

The American West: the early settlement of the West, the development of the plains, and conflict and conquest Including conflict with the Plains Indians and the problems of law and order.

### Paper 3: Weimar and Nazi Germany, 1918-1939

The difficulties Germany faced at the end of the First World War and why the recovery in the mid-1920s did not last. Reasons for Hitler's rise to power and how life changed in Nazi Germany, particularly women, the young, workers and minorities.

## What skills do I need?

- Literacy – the ability to read and write fluently.
- Source skills, particularly assessing skills for their use or for what can be inferred from them.
- The ability to think critically and reached a justified viewpoint or conclusion.
- Oracy – the ability to discuss different opinions and values.
- Presentational skills (spoken and written).
- A commitment to work at home as well as in the classroom.

## 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.1860-1890 | 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. These skills will be based on areas in number, algebra, ratio, proportion and rates of change, geometry and measure, and probability and statistics. Through the use of responsive teaching in lessons, your learning journey will be based on what you need to learn. 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?

A key skill that you will need as you continue through maths at key stage 4 is resilience, as you will be faced with challenging questions that may look different to ones you have seen before. You will be encouraged and supported every step of the way by your teachers and peers. Problem solving is another crucial skill, as this will enable you to behave like a mathematician every day and apply skills to the outside world.

## 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 a large number of 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.

## What skills do I need?

- A love and enthusiasm for the subject.

Skills covered include:

- Listening and analysis of musical styles.
- Performance and composition skills related to specific musical styles.
- Use of music technology (DAW) and production skills.
- Developing personal and musical skills independently and collaborating with others.
- Planning and preparing musical products and responding to musical project briefs.

## 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 a degree in music or employment in the music sector.

# Photographic Communication

## Art & Design ( Graphic Communication)

### What will I learn?

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

You will begin by building skills and knowledge of photography, such as lighting, viewpoint, depth of field and compositions, before putting these skills into practice to build a portfolio of work which combines multiple projects with the overarching theme of advertising.

All projects start with AO1, artist and cultural links, where you will study the work of existing publicists through written analysis and visual means. This will inform the style of work you produce and enable you to think critically, developing a deeper understanding of art and design.

As part of AO3, you will produce a variety of observational photographs displaying your skills. These will be informed and inspired by your studies of publicists in AO1.

These two stages are combined to produce work for AO2, development of ideas. You will explore editing programmes such as Photoshop to create your own designs through experimentation. You take inspiration from the publicists whilst working within the project theme to communicate a message. You will then refine your ideas to produce one final personal response to advertise the theme of 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 photographic communication 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 in further education.

Art and design could open 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



# Photography

## Art & 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 could open 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.

# Physical Education

## What will I learn?

The aims and objectives of this qualification are to enable you to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Develop your ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution that physical activity and sport make to health, fitness and wellbeing.
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. You will be assessed in three activities: 1 team, 1 individual and an option.

## What skills do I need?

- It is recommended that you choose this course if you play *at least one sport at club level*.
- Have a passion for physical activity.
- Have good literacy and ICT skills.
- Be able to work independently and self-motivate to overcome challenges whether practically or in theory.
- Can work in a team supporting others.
- Good communication including listening, oral and written communication.
- Have an understanding of sport and how this can link to theory topics e.g. cardiorespiratory system, fitness and training etc.

## Assessment

### ☑ Examination

- Component 1: Fitness and body systems | 1 hour 30 mins | 36%
- Component 2: Health and performance | 1 hour 15 mins | 24%

### ☑ Non-examined assessment

- Component 3: Practical performance | 30%
- Component 4: Personal exercise programme | 10%

## Could lead to:

You can progress from this qualification to:

- Further study of physical education at AS and A-level (if they play a sport at club level minimum).
- Vocational courses such as the BTEC Nationals in sport and sport and exercise sciences.
- Apprenticeships and other training.
- Employment in a related sector.

# 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.
- The existence of God: examining the key arguments for and against God's existence and his revelation to mankind.
- 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.

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 further post-16 study and the wider world around you.

## What skills do I need?

- Literacy: the ability to read and write fluently.
- Listening skills.
- The ability to engage in group activity.
- Oracy: the ability to discuss different opinions and values.
- Presentational skills (spoken and written).

## 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.

# 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 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?

- You will develop a variety of reading, writing, listening and speaking skills in the Spanish language.
- You will learn how to use the language in a real context!
- The GCSE covers topics that have been touched on in key stage 3 but go into more depth. This includes family and relationships, hobbies, holidays, town and environment, the working world and education.
- You will also learn about culture festivals.

## What skills do I need?

Reading, writing, listening and speaking skills in Spanish (Year 7-9 knowledge).

Note: students can choose to study French or Spanish.

## Assessment

### ☑ Examination

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

### ☐ Non-examined assessment

## Could lead to:

You will develop your communication skills in another language, and this can lead to jobs in engineering, business, hospitality, translation, ICT...the world is your oyster when you learn another language!

Employers look for people who can speak another language, as it shows they have excellent communication skills.

Following this course, you can take further qualifications, including A-level, in Spanish.

# Sport Studies

## What will I learn?

The aims and objectives of this qualification are to enable you to:

- Develop a range of skills through involvement in sport and physical activity in different contexts and roles.
- Develop your ability to apply theoretical knowledge to practical situations.
- Gain a better understanding of the complexity of different areas of sport and the sports industry.
- Increase your awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

## What skills do I need?

- Have a passion for physical activity.
- Have an interest in leading, and outdoor and adventure activities.
- Have good literacy and ICT skills.
- Be able to work independently and self-motivate to overcome challenges whether practically or in theory.
- Can work in a team supporting others.
- Good communication including listening and oral and written communication.
- Have an understanding sport and how these can link to theory topics e.g. cardiorespiratory system, fitness and training etc.

## Assessment

### ☑ Examination

- Unit R184: Contemporary issues in sport | 1 hour 15 mins + 48 guided learning hours | 37%

### ☑ Non-examined assessment

- Unit R185: Performance and leadership in sport activities | 48 guided learning hours | 42%
- Unit 187: Increasing awareness of outdoor and adventurous activity | 24 guided learning hours | 21%

## Could lead to:

Students can progress from this qualification to:

- Further study of physical education at AS and A-level (if they play a sport at club level minimum).
- Vocational courses such as the BTEC Nationals in sport and sport and exercise sciences.
- Apprenticeships and other training.
- Employment in a related sector.



# Textiles (Design & Technology)

## What will I learn?

- Fibres: natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles.
- How materials or components are influenced by a range of factors, such as functional, aesthetic, environmental, availability, cost, social, cultural and ethical.
- The impact of forces and stresses on materials and objects and the ways in which materials can be reinforced and stiffened.
- Stock forms, types and sizes in order to calculate and determine the quantity of materials or components required.
- Alternative processes that can be used to manufacture products to different scales of production.
- Specialist techniques and processes that can be used to shape, fabricate, construct and assemble a high quality prototype.
- Appropriate surface treatments and finishes that can be applied for functional and aesthetic.

## What skills do I need?

The course requires and builds on a range of skills including; organisation, time management, researching, evaluating, preparation, planning, health and safety, use of different equipment, creating time plans, using theory to inform choices of materials and using ICT. The external assessment will have a core subject section, which you have been learning about in all areas of D&T in key stage 3 as well as more detailed questions about fashion and textiles. You must be dedicated to the course and expect to work in a safe and calm manner in the classroom. An ability to draw or communicate through drawing would be helpful but not essential.

## Assessment

### ☑ Examination

- Design and technology in the 21st century | 2 hours | 50%

### ☑ Non-examined assessment

- Design and make task | 35 hours | 50%

## Could lead to:

The course can lead onto a range of technology and art based careers including creative college courses, careers in fashion, theatre and art and design.



**Westfield School**  
Eckington Road, Sheffield S20 1HQ  
Tel: +44 (0) 114 248 5221  
Email: [enquiries@westfield.chorustrust.org](mailto:enquiries@westfield.chorustrust.org)  
Website: [www.westfield-chorustrust.org](http://www.westfield-chorustrust.org)