

West Heath School



Year 9 Options Booklet



Academic Year
2023-2024



Key Stage 4 (Year 10 and 11) is an extremely important time for our students as the pathways intend to ensure that all students choose subjects and options that will set them up for life after school and next career steps. West Heath School offers GCSEs, Entry Level examinations, NCFE and BTEC courses. This booklet has been designed to provide detailed information about the curriculum options offered during these years.

The Key Stage 4 curriculum is divided into two parts: **Core** and **Optional**.

West Heath School has a strong belief in the value and importance of the **Core** curriculum, which combines academic, physical and emotional education (Self Science) together with a personal development programme. All KS4 students will be expected to engage in the Core Curriculum subjects.

In addition, students will choose a further four subjects to study within the **Optional** Curriculum. These may include a wide variety of practical, creative and academic courses.

During the Year 9 Parents' Evening, there is an opportunity for you to learn more about the subjects that are available for study in KS4. This booklet provides detailed information about the full range of subjects on offer. Please look through it carefully with your child and discuss the different possibilities with them.

If your child is considering continuing with a subject from KS3 into KS4, please discuss your choice with the appropriate teacher. Also, if you are interested in any new subjects, please discuss those options with the relevant teachers.

A letter will be sent to all parents / carers confirming option choices. Please note that any future changes to these options can only be agreed after consultation with the relevant teachers and parents / carers.

Help with your Decision

A group of former Year 11 students compiled the following list of factors to consider when choosing your options. This is an application of the CAF thinking tool – part of Edward De Bono's CORT programme. Its purpose is to help you consider all the relevant factors before making your decision.

- Will taking this subject keep your options open?
- Is your choice relevant to your intended job/career?
- Is your choice based on the subject or the others in your group?
- Is this subject something you find interesting and enjoyable?
- Have you got the ability and necessary knowledge to do this subject?
- Have you consulted the teacher to see if your choice is recommended?
- Do you know how the course is assessed? Is it coursework, controlled assessment or examination?
- Do your parents/ carers support your choice?
- Are you confident that you can succeed?
- Are you prepared to do the necessary homework?

Option Subjects at Key Stage 4

Subject	Qualification Type
Art & Design	GCSE
Business Studies	GCSE
Catering	NCFE
Duke of Edinburgh Award	Award
English Literature	GCSE
John Muir Award	Award
Hair and Beauty	BTEC
History	GCSE
ICT/ Interactive Media	NCFE
Music Performance	NCFE
Music Technology	NCFE
Performing Arts	BTEC
Physical Education	NCFE
Statistics	Edexcel
Textiles	GCSE

New KS3 and GCSE Numbers *(Number 5 is the new expected GCSE "good" pass)*

1

2

3

4

5

6

7

8

9

c b a

c b a

c b a

c b a

c b a

c b a

c b a

c b a

c b a

Old GCSE Grades

F

E

D

C

B

A

A*

A**

Old KS3 National Curriculum Levels

4

5

6

7


8

EP

NCFE Grading Criteria

V Certs grading structure

Old GCSE grading structure	New GCSE grading structure	V Certs grading structure	
A*	9	Level 2	D* 8.5
A	8		D 7
	7		M 5.5
B	6		P 4
C	5		
	4		
D	3	Level 1	D* 3
E	2		D 2
F	1		M 1.5
G			P 1
U	U	NYA (not yet achieved)	

West Heath School 

Core Subjects



These subjects are not optional; they are subjects that all students will study.

English Language GCSE/ Functional Skills



There are **two** pathways that students could follow within **English**; this is dependent on the students' abilities, learning style and FE route that is to be pursued.

Each student will be assessed on a Literacy Assessment to determine which option is best suited to the student. It may be possible to undertake **both** qualifications in order to obtain more certificates.

Pathway 1 – GCSE English Language (9-1)



Students have the opportunity to further develop skills of analysis by exploring both fiction and non-fiction leading to their GCSE Language. Students will follow the AQA syllabus, which will require them to study a range of literary texts, both fiction and non-fiction, from the 19th, 20th and 21st centuries. They will develop analytical skills of texts using appropriate subject terminology, make comparisons between texts and explore how they have been written. Students will be taught how to demonstrate their ability to write in a range of styles and for different purposes.

There is a speaking and listening element to the examination, where students will need to talk on a topic in a clear, structured and interesting way. This will be graded separately with either a Pass, Merit or Distinction grade being awarded. At the end of Year 11, students will sit two exam papers.

Paper 1: Explorations in Creative Reading and Writing	+ Paper 2: Writers' Viewpoints and Perspectives	+ Non-examination Assessment: Spoken Language
<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one literature fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> descriptive or narrative writing 	<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> one non-fiction text and one literary non-fiction text <p>Section B: Writing</p> <ul style="list-style-type: none"> writing to present a viewpoint 	<p>What's assessed</p> <p>(AO7–AO9)</p> <ul style="list-style-type: none"> presenting responding to questions and feedback use of standard English
<p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50 % of GCSE 	<p>Assessed</p> <ul style="list-style-type: none"> written exam: 1 hour 45 minutes 80 marks 50 % of GCSE 	<p>Assessed</p> <ul style="list-style-type: none"> teacher set throughout course marked by teacher separate endorsement (0 % weighting of GCSE)
<p>Questions</p> <p>Reading (40 marks) (25 %) – one single text</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) <p>Writing (40 marks) (25 %)</p> <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	<p>Questions</p> <p>Reading (40 marks) (25 %) – two linked texts</p> <ul style="list-style-type: none"> 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) <p>Writing (40 marks) (25 %)</p> <ul style="list-style-type: none"> 1 extended writing question (24 marks for content, 16 marks for technical accuracy) 	

In GCSE classes we use the Cambridge GCSE English Language textbook books associated with each tier of exam, which has specifically been written for the AQA course. This resource is used in association with the assessment materials available with this scheme of work. Other materials and revision guides are also used to supplement the course.

Homework is an important part of the course and by using **BBC Skillswise**, and practising skills and techniques at home, higher grades can be achieved.

Pathway 2 – English Functional Skills



Functional Skills is an accredited English course that focuses on the fundamentals of English language used in further education, work and general life.

Functional Skills English is split into three key areas:

Reading	A written or online test of 45 - 60 minutes based on reading comprehension.
Writing	A written or online test of 45 - 60 minutes based on understanding and writing skills.
Speaking and Listening	An internally assessed (externally verified) series of speaking and listening scenarios based on real life topics.

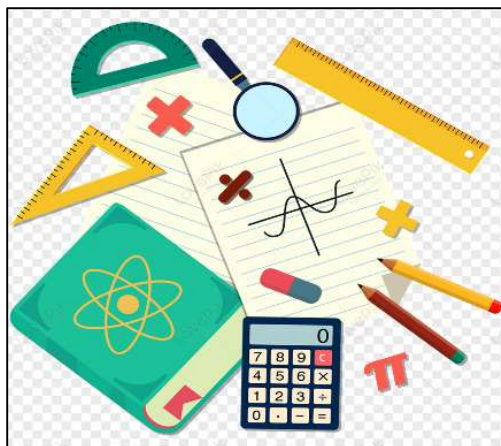
Tests can be taken at any time throughout the academic year; the tests are paper-based levels. Functional Skills is recognised by Further Education establishments and employers alike.

OR – Both!

It is possible for some students to complete a Functional Skills Level 1 and then progress to the GCSE English Language examination, giving an opportunity for learners to learn practical **and** creative English skills.

Students will be continually assessed, stretched and challenged by the department to maximise progression and achievement.

Maths GCSE/ Functional Skills



There are **two** pathways that students could follow within **Mathematics**; this is dependent on the students' abilities, learning style and FE route that is to be pursued.

Each student will be assessed using a past examination paper to determine which option is best suited to the student. It is possible to undertake **both** qualifications in order to obtain more certificates.

Students in Maths at West Heath School are tracked using the National Programme of Study. This monitors progress across the key stages. This will map students onto a Functional Skills or GCSE pathway for Key stage 4.

Pathway 1 – GCSE Mathematics (9-1)



Students are entered for either Edexcel Foundation or Higher GCSE. Students are awarded a grade from 1 up to 9.

Tier	Grades available
Foundation	1 to 5
Higher	4 to 9

The exam tests the six mathematics attainment targets:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Summary of table of assessment

Paper 1		*Paper code: 1MA1/1F or 1MA1/1H
<ul style="list-style-type: none"> • Externally assessed • Availability: May/June and November** • First assessment: May/June 2017 		33.33% of the total GCSE
Overview of content		
<ol style="list-style-type: none"> 1. Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics 		
Overview of assessment		
<ul style="list-style-type: none"> • Written examination papers with a range of question types • No calculator is allowed • 1 hour and 30 minutes (both Foundation and Higher tier papers) • 80 marks available 		

Paper 2		*Paper code: 1MA1/2F or 1MA1/2H
<ul style="list-style-type: none"> • Externally assessed • Availability: May/June and November** • First assessment: May/June 2017 		33.33% of the total GCSE
Overview of content		
<ol style="list-style-type: none"> 1. Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics 		
Overview of assessment		
<ul style="list-style-type: none"> • Written examination papers with a range of question types • Calculator allowed • 1 hour and 30 minutes (both Foundation and Higher tier papers) • 80 marks available 		

Paper 3	*Paper code: 1MA1/3F or 1MA1/3H
<ul style="list-style-type: none"> Externally assessed Availability: May/June and November** First assessment: May/June 2017 	33.33% of the total GCSE
<p>Overview of content</p> <ol style="list-style-type: none"> Number Algebra Ratio, proportion and rates of change Geometry and measures Probability Statistics 	
<p>Overview of assessment</p> <ul style="list-style-type: none"> Written examination papers with a range of question types Calculator allowed 1 hour and 30 minutes (both Foundation and Higher tier papers) 80 marks available 	

In GCSE classes we use the Pearsons (9-1) textbooks associated with each tier of the exam. These textbooks have been specifically written for the Edexcel course. This resource is used in association with the assessment materials available with this scheme of work. Other materials and revision guides are also used to supplement the course.

Homework is an important part of the course and by using **MyMaths**, and practising skills and techniques at home, higher grades can be achieved.





Pathway 2 – Mathematics Functional Skills



Functional Skills is an accredited Mathematics course that is designed to give students the skills to operate confidently, effectively and independently in education, work and everyday life.

Students have to:

- Use and apply maths in practical tasks, real life problems and within mathematics itself.
- Use a range of methods of calculation and apply these to problems.
- Explore shape and space through drawing and practical work using a range of materials.
- Use calculators and computers.
- Collect, record and represent data.

Tests can be taken at any time throughout the academic year; the tests are paper-based levels and are assessed by teachers. Functional Skills is recognised by Further Education establishments and employers alike.

OR – Both!

It is possible for some students to complete a Functional Skills Level 1 and then progress to the GCSE Mathematical giving an opportunity for learners to learn practical **and** theoretical Maths skills.

Students will be continually assessed, stretched and challenged by the department to maximise progression and achievement.



Science GCSE and Entry Level Functional Skills



Science is all about finding out and discovery. You will be learning about the rich variety of life on our planet and how living things develop, thrive and reproduce. More importantly you will be finding out how the human body works and about ways in which you can keep yourselves fit and healthy. You will be observing the differing ways in which humans are an influence on the Earth. We will discuss and develop opinions on many environmental issues affecting the modern world. Students wishing to study Biology, Chemistry, Geology or Physics at A Level will be able to do so if they achieve a high level at GCSE (for example, a level 6/7 or above). This provides a clear route to further studies at Universities and Colleges in a variety of science-based courses leading to a wide range of professional careers.

The course is suitable for pupils wishing to follow careers in animal care (veterinary nursing), car mechanics, nursing, hairdressing and beauty therapy, engineering apprenticeships, farming and catering etc.

Pathway 1 – GCSE Combined Science Qualification (9-1)



We have two primary routes for the Science Curriculum at West Heath. Our GCSE option is Combined Science by Edexcel. On completion of this course you are rewarded two GCSEs.

This GCSE has two levels, Foundation or Higher.

Areas that would be studied include:

- Cells
- Photosynthesis
- Forces
- Electricity
- Reactions
- Bonding
- Atmosphere



Paper 1: Biology 1 (*Paper code: 1SC0/1BF, 1SC0/1BH)
Written examination: 1 hour and 10 minutes
16.67% of the qualification
60 marks
Content overview
Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines
Assessment overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.
Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 11: Calculators</i> .

Paper 2: Biology 2 (Paper code: 1SC0/2BF, 1SC0/2BH)
Written examination: 1 hour and 10 minutes
16.67% of the qualification
60 marks
Content overview
Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles
Assessment overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.
Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 11: Calculators</i> .

Paper 3: Chemistry 1 (Paper code: 1SC0/1CF, 1SC0/1CH)

Written examination: 1 hour and 10 minutes

16.67% of the qualification

60 marks

Content overview

Topic 1 – Key concepts in chemistry, Topic 2 – States of matter and mixtures, Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria

Assessment overview

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 11: Calculators*.

Paper 4: Chemistry 2 (Paper code: 1SC0/2CF, 1SC0/2CH)

Written examination: 1 hour and 10 minutes

16.67% of the qualification

60 marks

Content overview

Topic 1 – Key concepts in chemistry, Topic 6 – Groups in the periodic table, Topic 7 – Rates of reaction and energy changes, Topic 8 – Fuels and Earth science

Assessment overview

A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 11: Calculators*.

Paper 5: Physics 1 (Paper code: 1SC0/1PF, 1SC0/1PH)

Written examination: 1 hour and 10 minutes

16.67% of the qualification

60 marks

Content overview

Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 – Radioactivity

Assessment overview

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 11: Calculators*.

Paper 6: Physics 2 (Paper code: 1SC0/2PF, 1SC0/2PH)

Written examination: 1 hour 10 minutes

16.67% of the qualification

60 marks

Content overview

Topic 1 – Key concepts of physics, Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 12 – Magnetism and the motor effect, Topic 13 – Electromagnetic induction, Topic 14 – Particle model, Topic 15 – Forces and matter

Assessment overview

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 11: Calculators*.



Pathway 2 – Entry Level Science



This course is designed to provide students with achievable targets, encouraging them to develop scientific skills and knowledge, supporting our students when they move to the next stage of their education.

Edexcel Entry Level Science is designed to encourage students who might find Science a challenging subject.

They will study areas such as:

- Cells, genetics, inheritance and modification.
- Health, disease and the development of medicines.
- Forces, movement and energy.
- Waves and radiation.
- Separating mixtures, breaking down substances, acids and metals.
- Atoms, compounds and states of matter.

AQA

ELC Science
Component 1 – Keeping Healthy

Teacher-Devised Assignment


Component	Skill Area 11	Skill Area 12	Skill Area 13	Skill Area 14	Skill Area 15	Total mark
1						/15

Investigating the energy in crisps.

Aim: Compare the energy released by a 'low fat' crisp and a normal one.

Information:

When food is set alight, energy is released.
Set up apparatus to measure the energy given off by a burning crisp.
Burn a 'low fat' and normal crisp.
Find out which one gives the most energy.



Tick (✓) which items of equipment you will need from the list below:

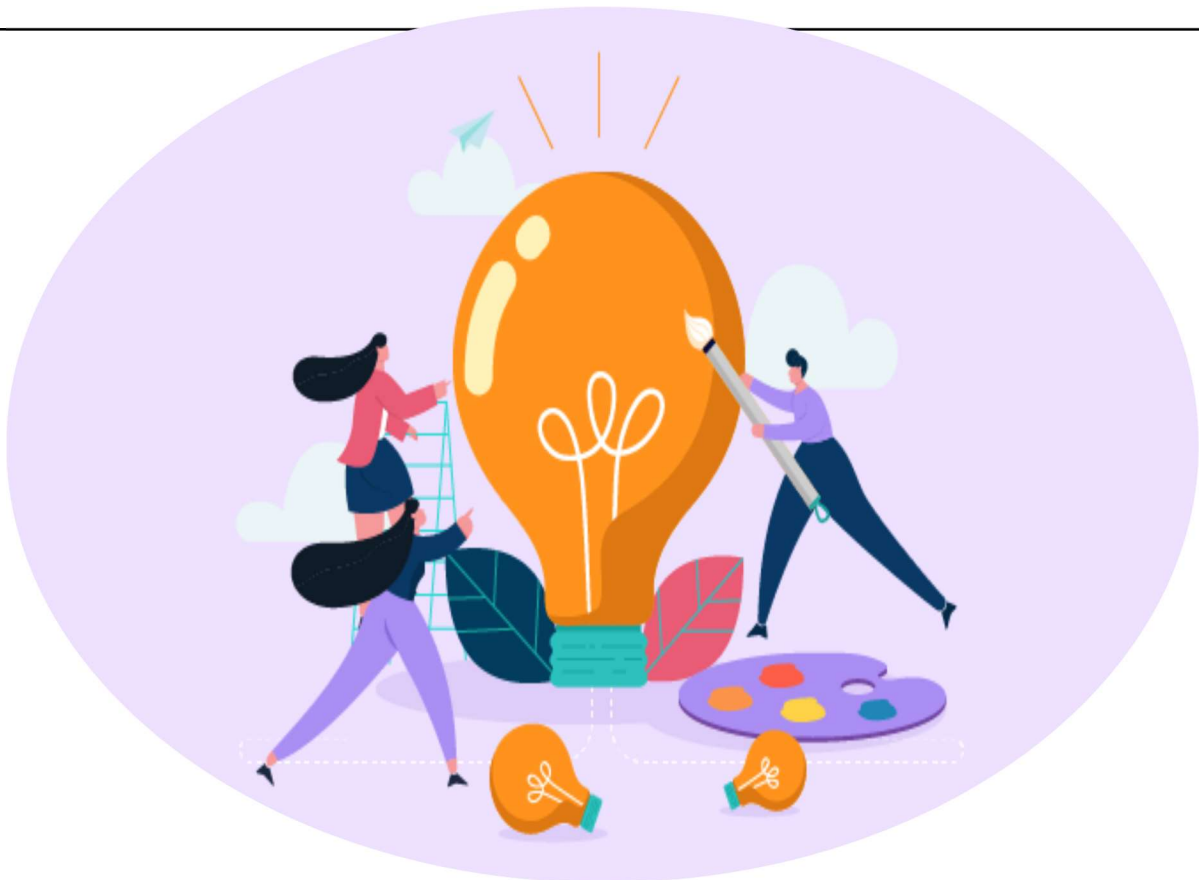
beaker	pipette	ruler	
tripod	Bunsen burner	goggles	
tongs	crisps	clamp & stand	
boiling tube	safety mat	measuring cylinder	
water	balance	thermometer	

AQA Education (AQA) is a registered charity (number 3074334) and a company limited by guarantee registered in England and Wales (number 3444722). Our registered address is AQA, Queens Drive, Manchester M15 6AA.

A key feature of the course is the regular assessment of a student's knowledge, understanding and practical ability using short written tests and classroom activities. This assessment is carried out by the teacher at regular intervals, allowing frequent and rapid student feedback. Experience shows that this approach allows plenty of opportunities for teachers to recognise their students' achievements and this in turn encourages student interest and develops students' confidence in the subject.

West Heath School

Compulsory Subjects



These subjects are not optional; they are subjects that all students will study.

PSCHE

(compulsory subject x2 lessons per week)



PSCHE is taught x2 a week at West Heath for all KS4 students and the lessons focus on developing life skills, encouraging decision-making and the ability to communicate and collaborate. PSHE also promotes personal and social responsibility that contribute to good citizenship – all essential skills for success in the 21st century, both for healthy societies and for successful and employable individuals. These lessons discuss British Values, physical health, the community and the need for equality to improve society.

We teach PSCHE to ensure that West Heath students become active, informed and responsible citizens, who are willing and able to take responsibility for themselves and their communities. We want to develop students who are:

- aware of their rights and responsibilities as citizens;
- informed about social and political issues;
- concerned about the welfare of others;
- able to clearly articulate their opinions and arguments;
- capable of having an influence on the world;
- active in their communities;
- responsible in how they act as citizens.

These capacities do not develop unaided; they have to be learnt. While certain life skills may be acquired through our everyday experience in the home or at work, they are not sufficient to adequately equip students for the active role

required of them in today's complex and diverse society. WHS believes that the PSICHE curriculum will help our students to understand their rights and responsibilities in society.

The Education for All (2000) included Life Skills among the essential learning tool for survival, capacity development and quality life. It also documented that all young people and adults have the 'human right to benefit from an education that includes learning to know, to do, to live together' recognising the importance of living together as much as acquiring knowledge from an academic environment.



There is no formal examination for this course, but it is a compulsory course and students will be assessed against the bespoke West Heath School Personal Development Framework. Students will be expected to provide evidence of when they have completed the key skills needed to be successful in and thrive in the world beyond West Heath School.

Self-Science

(compulsory subject x2 lessons per week)



Self-Science is taught x2 a week for KS4 students and is designed to ensure students can manage, understand and develop their mental health, wellbeing and social skills.

Academic achievement is important, but it must be recognised that at the same time children are faced with incredible emotional challenges. They will be able to meet these with the development of their emotional skills. Each of us is responsible for our own thoughts, feelings, emotions and behaviours. Self-Science has been designed with this in mind and the programme of learning leads to:

- Greater self-awareness.
- A sense of ownership and responsibility for self-management.
- Higher self-motivation and achievement.
- More resilience in the face of life's ups and downs.
- Respect for self and others.
- Recognise patterns in thoughts and behaviours.
- Increase respectful communication, thinking and behaviour.

The curriculum makes use of evidence base approaches, which together aim to support students develop the knowledge, self-awareness and regulation skills to flourish in their lives beyond West Heath School.

Self-Science helps students to reflect on the psychological and physiological effect of a diverse range of mental health conditions. For example, the differences between a neurotypical brain and one that has a condition such as OCD, ADHD and/ or ASD. This helps students to appreciate their own conditions, as well as those of their peers, which promotes empathy and understanding.

This curriculum has been informed by the Speech and Language Therapy Team and uses a range of teaching techniques to inspire students.

Topics that are studied include, but are not limited to:

- The anatomy of the brain.
- Mental health diagnosis.
- Physical and mental well-being.
- Memory.
- Sleeping patterns.



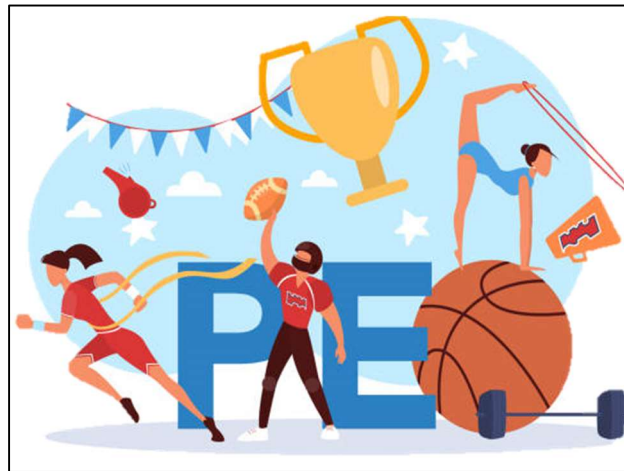
There is no formal examination for this course, but it is a compulsory course and students will be assessed against the bespoke West Heath School Personal Development Framework. Students will be expected to provide evidence of when they have completed the key skills needed to be successful in and thrive in the world beyond West Heath School.





Physical Education

(Compulsory subject x3 lessons per week)



In line with the National Curriculum, KS4 students have a range of activities offered across the school week. The activities will change on a 3-weekly basis. Physical education lessons will have an academic approach working towards National Curriculum levels, sport lessons have more of a holistic approach, teaching students how to play fairly, score games, use fitness equipment and improve their social skills. We would expect that each student follows and develops an interest in a minimum of two sports.

In KS4 the pupils have the opportunity to experience and participate in a wide range of sporting activities. We offer a wide variety of sports separated into 5 categories:



Invasion Games

- Basketball
- Football
- Tag Rugby
- Netball
- Hockey
- Handball
- Bench ball
- Capture the Flag



Net Wall Games

- Tennis
- Table Tennis
- Badminton
- Volleyball



Creative

- Gymnastics
- Dance
- Trampolining



Striking and Fielding

- Cricket
- Baseball
- Rounders
- Softball



Additional Activities

- Swimming
- Athletics
- Cycling
- Patonk
- Bowls
- Golf
- Fitness
- Boxing



West Heath School

GCSE Subject Options



GCSE stands for General Certificate of Secondary Education. They are highly valued by schools, colleges and employers. The qualification mainly involves studying the theory of a subject.

Why are GCSEs important?

You'll hear people say 'your GCSEs are so important' a lot over the next few months. Although you may not understand it now, you'll soon realise that these qualifications are extremely important, both in terms of the subjects you choose, and the grades you get. Your GCSEs will have an impact on the decisions you make after you leave school – for example the Sixth Form/college you attend, the subjects you can study at Level 3, the subjects you can study at higher education and university, and the career you can go into.

- **GCSEs can determine the sixth form/college you go to:** All Sixth Form forms and Colleges have entry requirements. These are minimum grades that you must achieve in order to go on to study at that place. They use entry requirements and your GCSE results as an indicator of how well you will do in your A Level or other advanced studies, and as you may go to a sixth form/college that you've never been to before, this will be the only information they have about you.
- **GCSEs can affect which subjects you are able to study in further education:** For some further education courses, you must have already studied specific subjects at GCSE – e.g. you need to have taken GCSE French to do a French A level. This is to ensure you have the right amount of knowledge in the subject, to begin the next level of teaching. Some Sixth Forms and Colleges will specify the grade you must have got at GCSE in order to do it at A Level too.
- **GCSEs are used to assess whether you are suitable for a higher education course:** Universities and higher education providers will look at your GCSE or other results when deciding if you have the academic ability to succeed on one of their courses. Most higher education providers will look for at least a 4/5 grade in English and Maths; and some will specify the grade you must have got in a specific subject at GCSE, in order to study with them.
- **GCSEs can affect the career that you end up doing:** Once you've finished your A Levels and/or completed your degree, employers will sometimes still look at your GCSEs. They are part of your educational journey, and are therefore sometimes included on CVs and applications.

History GCSE Option



GCSE History builds upon many of the skills and concepts that will have been developed during Key Stage 3.

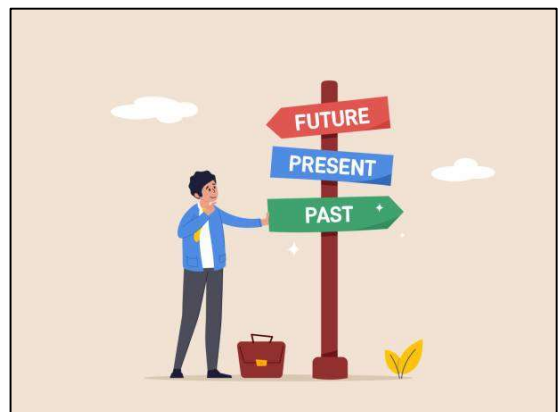
History GCSE has been known to help students develop the following skills for future careers:

- Critical reasoning and analytical skills, including solving problems and thinking creatively.
- The ability to conduct detailed research.
- Ability to construct an argument and communicate findings in a clear and persuasive manner.
- Ability to discuss ideas in groups, and to negotiate, question and summarize, to think objectively and approach problems and new situations with an open mind.
- Appreciation of the different factors that influence the activities of groups and individuals in society.

We are currently studying the new GCSE AQA History syllabus. This involves four main sections:

Year 10

1. **Period Study** - Germany 1890 – 1945.
2. **Wider World Depth Study Conflict and Tension**, focusing on Inter-War Period 1918 – 1939.



Year 11

3. **Thematic Study** - Britain: Migration, Empires and the people, focusing on 790 – the present day.
4. **British Depth Study** – Restoration England 1660 – 1685, including an Historic Environment.



Paper 1: Understanding the modern world

What's assessed

In Section A there is a choice of **four** period studies, each with a focus on two key developments in a country's history over at least a 50 year period.

In Section B there is a choice of **five** wider world depth studies. These focus on international conflict and tension.

How it's assessed

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – six compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

Paper 2: Shaping the nation

What's assessed

In Section A there is a choice of **three** thematic studies, which look at key developments in Britain over a long period.

In Section B there is a choice of **four** British depth studies incorporating the study of a specific historic environment.

How it's assessed

- Written exam: 2 hours
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

Questions

- Section A – four compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

Art and Design GCSE



If you decide that you would like to study Art and Design, you will be taking the unendorsed AQA GCSE option. This means that you will have the opportunity to study a wide range of 2D and 3D subjects depending very much on your own preferences and creative ability. The subjects you can study will include:

- Sketching techniques/ illustration.
- Drawing from observation and imagination.
- Painting using water colour, acrylic, oil and ink.
- Printing techniques including screen-printing, etching, mono-printing, stencilling, lino-printing, and collagraphy.
- Digital photography.
- Mixed Media.
- 3D Design.
- Sculpture using wire, clay, found materials, latex and plaster.



Assessment	Your work will be marked by continuous assessment of your portfolio. This will be out of 60% of the total marks for the exam.
Controlled Assessment	40% of the marks are from the controlled assessment, which is held over two days. You will be asked to select one question out of seven from the question paper which will be given to you four weeks before the exam. This gives you the opportunity to work on your ideas and research before completing your final piece.

The Art Room and Design Studio are both very well equipped. Every student is given the opportunity to learn and develop their art and craft skills, in a very creative environment to their individual maximum potential.

Each student is encouraged to develop an appreciation of the world around them; to identify objects, artists, movement and cultures which really interest them and which give them the inspiration to demonstrate their own increasing visual awareness and creative skills.

Art and Design students must develop an integrated approach to the critical, practical and theoretical study of art, craft and design, which include first-hand experience of original work. Trips are arranged to visit galleries, exhibitions, studios, and places of interest. Internal and external workshops are also arranged with practising creatives to give students experience of many diverse materials and techniques.

To be happy and successful Art and Design student you need to:



- Show how your art reflects your interest and feeling and what or who has inspired you.
- Demonstrate all the different methods and materials you have decided to use in your artwork.
- Be prepared to experiment and to make mistakes and learn from them. Show what you think of your artwork and move on from pieces which you think are good or not so good. Make

short notes.

- Ask for and take advice on making full use of the facilities and materials in the Art Room and Design Studio. Experiment with methods and materials which other artists or crafts people have used, in many movements and cultures, together with ones you invent yourself.
- Use galleries, libraries and the internet to research other artists who have been interested in similar areas and who have inspired you.
- Develop the very important habit of using your sketch book as a work journal to record ideas, observations and research and to develop sketching techniques.



REMEMBER:

You have the freedom and flexibility to work on a range of 2D and 3D projects of your own choice which you will enjoy and which will demonstrate your own interests and creative skills to the full.

Textiles GCSE



Textiles is an enjoyable and creative course. As part of GCSE this full course will encourage students to explore and be introduced to a variety of experiences exploring various textiles media, techniques and processes both traditional and new technologies.

Students are encouraged to explore images, artefacts relating to past and present times, including European and non-European examples by investigation and making in different styles.

Students will Study:

Students will have the opportunity to work in one or more areas:

- Fashion/costume.
- Printed and dyed materials.
- Domestic textiles.
- Constructed and applied textiles.
- Constructed/stitched and embellished textiles.



Knowledge

Students will explore various textiles methods such as fabric printing, tie-dye, batik, spraying, transfer, stitching and felting to name but a few! Students will take on an approach to critical, practical and theory of textiles using art, craft and design.

Students must demonstrate the ability to:

- develop their ideas through investigations informed by selecting and critically analysing sources.
- apply an understanding of relevant practices in the creative and cultural industries to their work.
- refine their ideas as work progresses through experimenting with media, materials, techniques and processes.



- Use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of:

- Media
- Materials
- Techniques
- Processes
- Technologies

- Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.


- Use drawing skills for different needs and purposes, appropriate to context.
- Realise personal intentions through sustained application of the creative process.

Outside Visits and Workshops

These are an important part of the course and give students the opportunity to explore the work of other artists. Visits and workshops include V&A Museum, Natural History Museum, British Museum, Jill Flowers Workshop, All Saints Church in Tudeley, Photography trip to London with a guided tour along the River Thames.



Unit 1- Portfolio/ Coursework	Assessment
<p>A portfolio that shows outstanding coverage in all four assessment areas. This one portfolio should give evidence of the journey from start to finish with a selection of techniques as guided by the teacher. Student can select a portfolio subject of either Architecture or myself. This will work alongside Mark Making exploration this is finding out about different techniques.</p>	<ul style="list-style-type: none"> • No time limit. • 96 marks. • 60% of GCSE

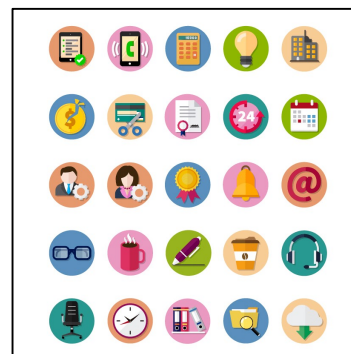
Unit 2- Exam	Assessment
<p>Students will respond to one question from the externally set exam paper. They will use this question to complete a portfolio of work, covering all four assessments. They will complete the work under exam conditions.</p>	 <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time (exam). Over two days. • 96 Marks. • 40% of GCSE.

Business Studies GCSE Option



This is an *academic* course where there will be research and self-motivated study along-side directed units of study. To be able to access the course, students will need to have secure English skills.

Students will have the opportunity to explore real business issues and investigate how businesses work. Knowledge and understanding can be applied to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.



Students develop an understanding of how these contexts impact on business behaviour. Case studies will be conducted and visits to local businesses will be arranged for real-life examples and contextualised learning.

What will I study?

Students will be led through units and will apply their knowledge and understanding to business decision making including:

- the interdependent nature of business activity
- influences on businesses - internal and external factors
- business operations
- finance
- marketing
- human resources
- the use and limitation of quantitative and qualitative data in making business decisions.

What skills will I learn and use?

Students are required to draw on the knowledge and understanding to:

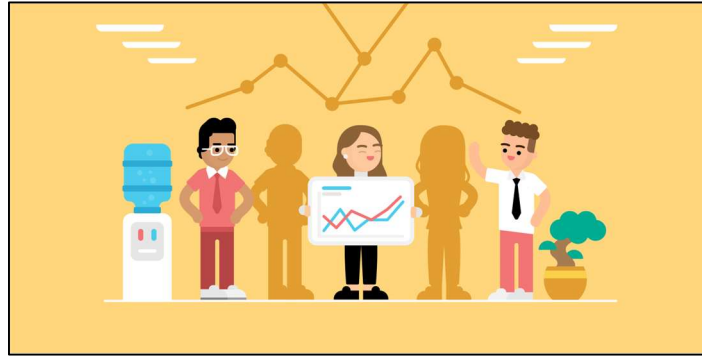
- Use business terminology to identify and explain business activity.
- Apply business concepts to familiar and unfamiliar contexts.
- Develop problem solving and decision-making skills relevant to business.
- Investigate, analyse and evaluate business opportunities and issues.
- Make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

Assessment Criteria

Paper 1: Influences of operations and HRM on business activity
What's assessed <ul style="list-style-type: none">• Business in the real world• Influences on business• Business operations• Human resources
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50% of GCSE
Questions <ul style="list-style-type: none">• Section A has multiple choice questions and short answer questions worth 20 marks.• Section B has one case study/data response stimuli with questions worth approximately 34 marks.• Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Paper 2: Influences of marketing and finance on business activity
What's assessed <ul style="list-style-type: none">• Business in the real world• Influences on business• Marketing• Finance
How it's assessed <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 90 marks• 50% of GCSE
Questions <ul style="list-style-type: none">• Section A has multiple choice questions and short answer questions worth 20 marks.• Section B has one case study/data response stimuli with questions worth approximately 34 marks.• Section C has one case study/data response stimuli with questions worth approximately 36 marks.

Statistics GCSE Option



The Edexcel GCSE Statistics course provides students with a comprehensive introduction to the principles and techniques of statistical analysis. Covering key concepts such as data representation, probability, and hypothesis testing, students will develop a solid foundation in statistical reasoning and application. Practical skills are honed through hands-on activities, enabling students to collect, analyse, and interpret data effectively. Emphasis is placed on real-world applications, fostering a deeper understanding of how statistics impacts various fields. By the end of the course, students will have acquired essential statistical knowledge and skills, preparing them for further studies or practical applications in diverse fields.

GCSE Statistics extends the statistical concepts from GCSE Maths, including Averages (mean, median, and mode), Statistical Diagrams (Bar Charts, Pie Charts, Histograms, etc.), and Probability (Theoretical Probability, Tree Diagrams, Venn Diagrams, etc.). This deepens understanding by exploring practical applications in real-life situations and introducing variations not covered in GCSE Maths, such as the Geometric Mean. Additionally, it delves into advanced techniques like calculating Spearman's Rank Correlation Coefficient for precise correlation values beyond simple identification on a scatter graph.

Assessment

The course is entirely assessed by exams. These will be at the end of the course, where you will take two written papers, both calculator and both one and a half hours long.

Key Skills

You will develop the following skills:

- **Data Interpretation:** Students develop the skills of interpreting and analysing various types of data, including numerical and graphical representations.
- **Real-life Applications:** The course focuses on the practical application of statistical skills in real-life scenarios, enabling students to understand how statistics are used in various fields and situations.
- **Advanced Statistical Methods:** Edexcel GCSE Statistics introduces advanced statistical methods, going beyond the basics covered in GCSE Maths.
- **Critical Thinking:** Students develop critical thinking skills by analysing data critically, making informed decisions, and drawing conclusions based on statistical evidence. This skill is valuable for problem-solving and decision-making in a wide range of contexts.

Where can it take me?

The skills you learn will really help you in your normal mathematics, as well as letting you see how mathematics is used in the real world. The knowledge acquired, is highly transferable to other subjects, being useful for A Level courses in: Mathematics, Geography, Psychology, Business Studies, Economics, Biology, Sociology and more.

The course contains four key areas:

- Planning and Data Collection
- Processing and Representing
- Reasoning and Interpreting
- Probability



English Literature GCSE



By studying GCSE English Literature, students will come to appreciate words and the power they can hold for years after they have been written. The texts that are studied will allow students to travel to other realms and times, learning about earlier British civilisation and the way people used to live. As students learn to consider multiple viewpoints, they will comprehend the changes and complexity of human nature.

Reading texts from the genres of prose, poetry and drama, students will analyse the themes, characters and literary techniques, considering the social and cultural contexts in which they were written. In reading about a wide range of cultures and intellectual traditions, students will be challenged to think critically about complex topics from different perspectives.

In studying the set texts students should have the opportunity to develop the following skills.

Reading comprehension and reading critically

- **Literal and inferential comprehension:** exploring aspects of plot, characterisation, events and settings.
- **Critical reading:** identifying and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation.
- **Evaluation of a writer's choice of vocabulary, grammatical and structural features:** analysing and evaluating how language, structure, form and presentation contribute to quality and impact.



- **Comparing texts:** comparing and contrasting texts studied, referring where relevant to theme, characterisation, context, style and literary quality; comparing two texts critically with respect to the above.

Writing



•Producing clear and coherent text: writing about Literature for a range

of purposes, such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references.

•**Accurate Standard English:** accurate spelling, punctuation and grammar.

Assessment Criteria

Paper 1: Shakespeare and the 19th-century novel
<p>What's assessed</p> <ul style="list-style-type: none"> • Shakespeare plays • The 19th-century novel
<p>How it's assessed</p> <ul style="list-style-type: none"> • written exam: 1 hour 45 minutes • 64 marks • 40% of GCSE
<p>Questions</p> <p>Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.</p>

Paper 2: Modern texts and poetry
<p>What's assessed</p> <ul style="list-style-type: none"> • Modern prose or drama texts • The poetry anthology • Unseen poetry
<p>How it's assessed</p> <ul style="list-style-type: none"> • written exam: 2 hour 15 minutes • 96 marks • 60% of GCSE
<p>Questions</p> <p>Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.</p> <p>Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.</p> <p>Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.</p>

West Heath School



Vocational Subject Options



Vocational qualifications offer a mix of practical and theoretical learning that is often directly related to a specific area of employment.

Why Choose Vocational Subjects'

Some schools offer vocational qualifications alongside GCSEs. Vocational qualifications offer a mix of practical and theoretical learning which is often directly related to a specific area of employment. These work-related courses can be a good option if you have a job sector in mind or if you would like to gain employability skills linked to a particular type of work. By applying learning to real-life situations, these qualifications offer a more practical approach than traditional courses. They are also particularly suited to students who prefer the practical side of learning, rather than sitting in a classroom and studying predominantly for examinations. However, some courses have an examination element to ensure they maintain their academic rigour.

Students have to undertake a number of units for which they present evidence based on real-life work and studies. This allows them to demonstrate their skills and knowledge in practical situations. If you think your child would succeed better working in this way, then the NCFE or BTEC route may be the one to investigate.

In addition to BTECs and NCFEs, there are a very small number of GCSEs in vocational subjects that might be a choice worth considering, such as Business Studies and English Literature. These GCSEs can be a first step on the ladder to a specific career and can lead on to further vocationally focused study or training.



The key benefits of studying a vocational course:

Hands on Approach

If you know what industry you would like to go into e.g. Hair & Beauty, you will be taking part in practical lessons and when you finish your course you will be ready to go straight into employment.

Increased Employability

You will develop skills and knowledge that employers want increasing the likelihood of finding a job. You will also take part in compulsory work experience, which is a great added bonus for your CV.



A Route to University

Alongside A Levels they are the most widely recognised qualification for admission to higher education. For example, a two-year BTEC Level 3 Extended Diploma is the equivalent to studying three A Levels; units are graded as Pass, Merit or Distinction.

Develop Transferable Skills



Many vocational qualifications are set up to enable participants to develop transferable skills in people management, team-work and time-keeping which are beneficial to many other careers.

Demonstrate practical skills

Vocational qualifications offer important means for demonstrating practical knowledge of theoretical ideas e.g. knowing and understanding the theory of Health and Safety procedures in the events industry is one thing, but being able to apply this to a real-life event is a great skill to have.

West Heath School

Outdoor Education Subject Options



Duke of Edinburgh Award Option



The Duke of Edinburgh's (DofE) Award Scheme is a programme of practical activities which aims to encourage young people to take part in new and challenging activities. In Year 10 students will achieve the Bronze Award and in Year 11 they will achieve the Silver Award.

There are four different sections of The Award:

- 1. Physical Section** - Any sporting activity, dance or fitness. Examples chosen by previous participants to include archery, bowling and high ropes.
- 2. Skills Section** - Covers almost any hobby, skill or interest. Examples chosen by previous participants to include first aid course, cookery and snooker.
- 3. Volunteering Section** - Helping other people in the community. Previous participants took part in fund raising activities, litter picking in the local area, visiting residents of a local residential home and running their library for an afternoon and dog walking.
- 4. Expedition Section** - For the Bronze Award students will plan a 2-day, 1 night expedition which will include a walk of at least 7 miles per day. For the Silver Award students will plan a 3-day, 2-night expedition with a walk of at least 10 miles per day. Students will learn to map read, write route cards, cook on a Trangia stove and basic campcraft.



To complete each section, participants need to partake for a minimum time period, for some sections this is a minimum of three months, while other sections require a minimum of six months' work.

Students can choose their own activities for each section from a wide selection available, this must be a group decision.

Parental/ carer consent is needed termly to cover the activities.

The majority of the DofE Award is practical, although some lessons are classroom-based. The group will also be expected to take part in a variety of outdoor challenges and team building activities, some of which would incur additional costs.

The DofE Award aims to encourage independence, a sense of responsibility, increase self-confidence and improve organisation skills. It is a widely recognised award and a valuable addition to any C.V.



If you choose The Duke of Edinburgh's award you need to:

- Be interested in outdoor activities.
- Be willing to try new activities.
- Have a genuine interest in The Duke of Edinburgh's Award scheme.
- Show commitment to The Award.
- Complete all 4 sections.
- Be willing to learn new concepts such as map reading.
- Have a sense of adventure.



John Muir Award



For students who have enjoyed Forest School and have a love of the outdoor environment we offer the John Muir Award.

The John Muir Award is a national environmental award that encourages people of all backgrounds to connect with, enjoy and care for wild places through a structured yet adaptable scheme. The Award isn't competitive, but should challenge each participant.

Award Levels

There are three different levels. The four Challenges are met for each level, increasing in responsibility and ownership.



- **Discovery Award** – four days/25+ hours minimum time commitment.
- **Explorer Award** – eight days/50+ hours.
- **Conserver Award** – 20 days/125+ hours across at least six months.

Award Criteria

To achieve a John Muir Award, each participant must:

- Meet our four Challenges.
- Complete the required time commitment.
- Show enthusiasm and commitment towards their involvement.
- Have an awareness of John Muir.
- Understand what the John Muir Award is and why they are participating.

Meeting the Four Challenges

Discover a Wild Place

This can be a school/centre grounds, local park, beach, woods, river, wildlife garden, mountain or National Park.

Explore It

Increase your awareness and understanding. Experience, enjoy and find out more about your wild place(s).



- Visit at different times of day and night, in different seasons, alone or with others.
- Travel extensively – walk, camp, bike, canoe.
- Sit, look, listen - engage senses.
- Identify and find out more about landscapes, habitats and living things (biodiversity), and how they connect.
- Make maps. Take photographs. Research local geology, natural and cultural history.

Conserve

Care for your wild place(s), take some personal responsibility, make a difference, put something back.

- Take practical action for nature - wildlife or surveys, litter picks and, tree or shrub planting, grow plants for wildlife or clear invasive plants, create or

monitor habitats...

- Campaign and educate to highlight an environmental issue or help protect a wild place.
- Apply minimum impact approaches to your activity.

Share Your Experience

Tell others about what you've done – experiences, achievements, feelings, what's been learned. Celebrate! Reflect, review and discuss your adventures and experiences in wild places.

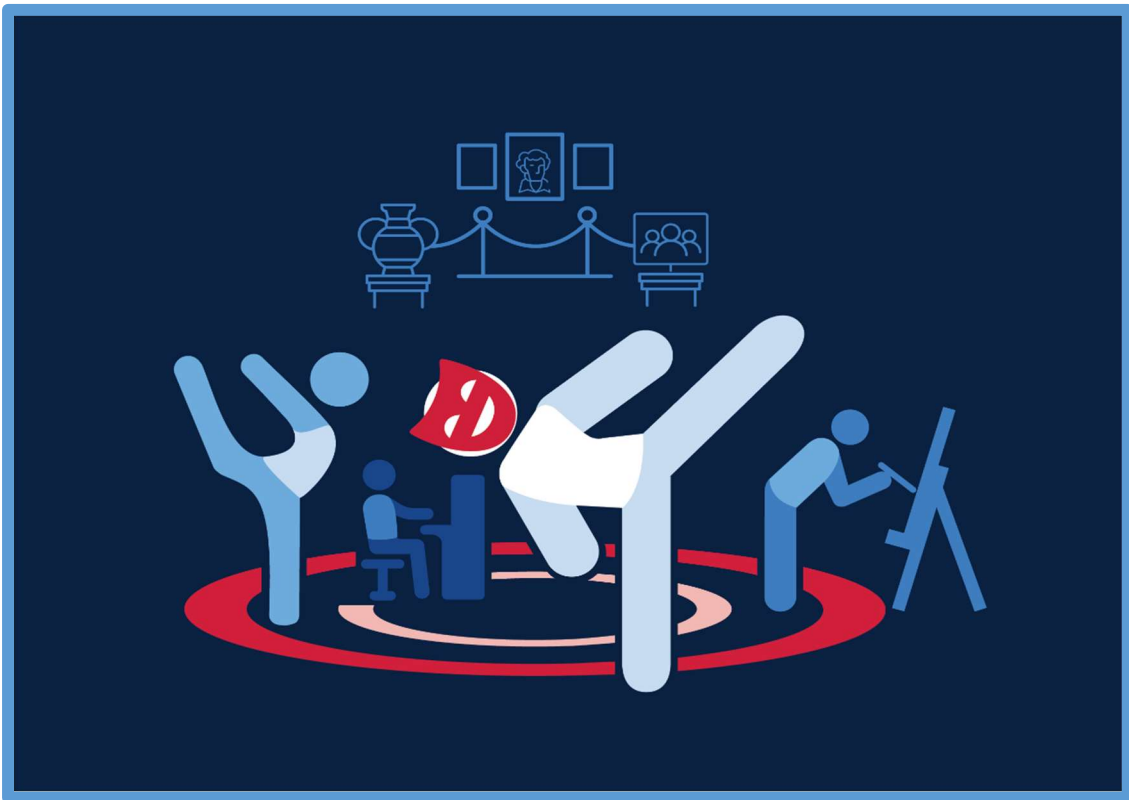
- Make a display of photos, drawings, stories, poems, artwork.
- Make a group diary – as a book, wall display or film.
- Organise a presentation or assembly.
- Lead a guided walk around your wild place(s).
- Use newsletters, websites and social media.

Students can choose to work towards this award in their own time at home, at the weekend or during holidays. If the student also participates in the Duke Of Edinburgh Award, they may count hours from that towards the John Muir Award.

West Heath School



NCFE Subject Options



Students are assessed using project-based, non-examination assessments to give students the opportunity to achieve based on their skills as well as their knowledge.

Level 1 Certificate in Sport



ncfe.

This qualification is for learners aged pre-16 and above and is suitable for use within a Study Programme. This qualification aims to help support the learner's personal development through acquiring skills and knowledge in sport, exercise and fitness.

We will follow the syllabus set by NFCE. This qualification aims to help support the learner's within sport and allows learners to gain personal transferable skills that can be applied to the workplace or further study.

Course Duration	2 academic years
Credit Value	20 (5 units)
Assessment Requirements	Internally assessed and externally moderated portfolio of evidence (coursework based)
Units Studied	<ul style="list-style-type: none"> • Taking Part in Sport • Personal Exercise and Fitness • Effect of Exercise on Human Body Systems • Strength and Conditioning • Health and Nutrition

Portfolio Based Assessment

This way of assessment means the learner will not have to retain information throughout the year and have to sit an exam. We create work packs for each unit and store the student's work in a portfolio, which then will be marked by an external verifier. We support all individual needs and the students can manage their workload whilst being supported throughout.

LIFESTYLE QUESTIONNAIRE

Name Blossom Jones Date 4.6.18

General Instructions: Please fill out this form as accurately as possible. If you have any questions, ask for assistance.

Physical Activity

1. In the last 12 months how often have you participated in some kind of exercise? (Please circle)

- 3 to 4 times per week
- 1 to 2 times per week
- 1 to 2 times per month
- Not at all i.e. may have been due to pregnancy or ill health

2. What sport or activity has worked for you in the past?

Short high intensity classes, group fitness classes, Bootcamp classes, functional training / circuit training.

3. What type of exercise do you enjoy and where do you go to take exercise?

My local leisure centre - functional training sessions.

Essential Skills

While undertaking this qualification, learners will develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar key skills such as team working, independent learning and problem solving to more tricky-to-measure skills such as:

- An appreciation for appropriate behaviour and dress.
- Appropriate interpersonal skills.
- Communicating with professional colleagues and peers.
- Supporting other learners and team work.



The objectives of this qualification are to help learners to:

- Gain an understanding of sport, exercise and anatomy.
- Study areas of particular interest.
- Encourage learners to adopt a healthier lifestyle.
- Enjoy the course and develop students' understanding of the 4Rs.



Q1
Feedback is gained from a variety of sources, how can you use feedback from colleagues to improve your performance?
Get feedback from your colleagues to reviews you and ratings you out of 10
It is important so your colleagues give you different feedback ways?
your colleagues have different feedback from different angles.
why else?
this will improve all areas of coaches

4.4
Q1
Identify ways in which you aim to improve your coaching practice and give a timeframe for these improvements to be made.

Improvement 1	Action Plan	Date of completion
Demonstration	Practises Demonstration more	6 weeks
Improvement 2	Action Plan avoid busy room everything thing	Date of completion 6 weeks
Improvement 3 comp plan	Action Plan Practises Demonstration more	Date of completion 6 weeks

gain experience

How is the course composed?

Students will complete a two-year course comprising of 3 periods of study per week: one double and one single lesson. They will complete a number of practical projects in Years 10 and 11.

Learner evidence:

Functions of Ingredients

- Garlic** - adds Flavour
- Egg** - binds ingredients
- Tomatoes** - Adds flavour and texture
- Onion** - Add flavour & Vitamin & mineral content
- Mince beef** - Source of protein for growth & repair
- Cumin** - Adds flavour
- Oregano & Parsley** - Adds colour and flavour
- Artificial Sweetener** - Adds sweetness but keeps sugar content low

Name of Dish
Italian Meatballs in Tomato Sauce

Purpose of recipe
Give clear instructions step by step on how to make meat balls and tomato sauce.

Main stage of recipe
Explains how to make dish

- Making meat balls
- Making tomato sauce
- Binding mixture evenly
- Cooking times

Skills needed

- weighing
- measuring
- boiling
- chopping
- slicing
- simmering

Health & Safety checks

- Wash hands
- Wear a clean apron
- Tie hair back
- Remove jewellery
- Clean surfaces and equipment in hot soapy water.
- Store raw ingredients in fridge at 5°C

2.5 hours for cooking skills	Candidates will demonstrate skills and prepare simple practice to progress and professional standards	No Marks for this AC	No Distinction for this AC	P
Type of Evidence				
Assessment criteria				
Candidate notes				

What can parents/ carers do to support their child's learning?

- Ingredients for practical lessons are provided by West Heath and purchased for all students. Students may be offered some minor adaptations to recipes to ensure the practical work will be enjoyed by the whole family. We can accommodate any dietary restriction. This will be treated sensitively and confidentially.
- A suitable container (plastic or tin container) to transport finished dishes from school is also provided.
- Sharing recipes, practice of food preparation and cooking skills at home are actively encouraged by the food teachers.
- Ask your child to explain the meaning of the scientific vocabulary that is new to each topic.
- Encourage your child to discuss what they have learnt each week as they progress through each unit.
- Look out for articles in newspapers or television and discuss them with your child.
- Encourage an interest in food and healthy eating.

Level 1 Information Technology Skills (ITQ)



ncfe.

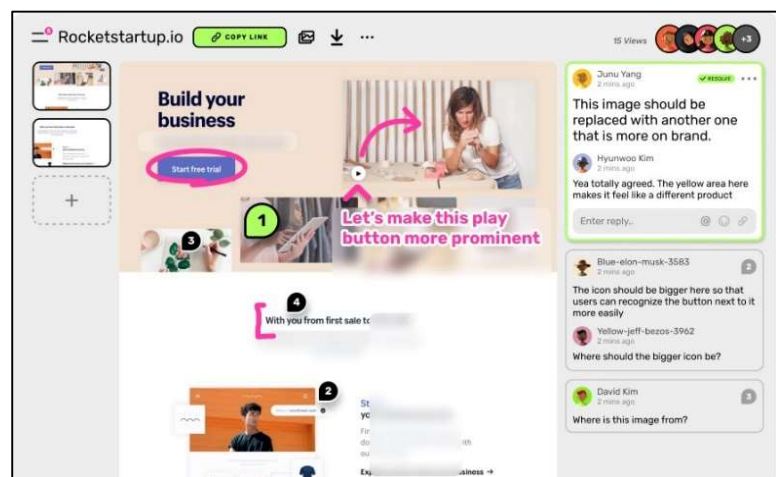
This qualification is suitable for learners who are using IT within their job or plan to pursue a career in a job requiring IT skills. Units can be taken at a variety of levels which gives flexibility to enable the qualification to match job roles. The qualification will allow learners to apply knowledge, understanding and skills to a level recognised by employers, thus proving competency in their job role. This qualification is suitable for learners using IT systems in a wide range of job roles.

This qualification will:

- Focus on the study of IT User Skills within the Information and Communication Technology sector.
- Offer breadth and depth of study, incorporating a key core of knowledge.
- Provide opportunities to acquire a number of technical skills.

Units Covered:

- Improving productivity using IT
- Website Design
- Spreadsheets
- Presentation Software
- Using Email



If you take a Computing qualification and then go on to study the subject at A Level or university, you'll have an advantage over fellow students who are picking up the subject at these higher levels. The increasing importance of information technologies means there'll be a growing demand for professionals who are qualified in this field. The course is also an excellent preparation if you want to study or work in areas that rely on the skills you'll develop, especially where they're applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

Portfolio Based Assessment

This way of assessment means the student will not have to retain information throughout the year and have to sit an exam. We create work packs for each unit and store the student's work in a portfolio which then will be marked by an external verifier. We support all individual needs and the students can manage their workload whilst being supported throughout.



IMPORTANT – We teach individual and group lessons each week in singing, guitar, bass, piano and drums. These are subject to a waiting list due to high demand so inform your tutors as soon as possible should you wish to take part. We are also at the beginning of implementing **instrumental grade** and **music theory exams** so we hope you will gain additional qualifications during your time in the music department.

REMEMBER, you can do BOTH the music performance and technology courses if you wish.

Learner Evidence:

Hardware Components of a DAW

L2D

Computer	Peripherals/Hardware
 <p>This is an Apple iMac computer. * It has a 4-Core, 3.36GHz processor * 8GB of RAM * 1TB Solid-State drive.</p>	<p>OS (Operating System) - Manages the computer hardware and software. Provides a visual interface to allow detailed editing work. Processor - The processor speed tells me how fast the computer can process data. Some sequencer programmes require a lot of processor speed for operation, especially when using lots of effects. Hard disk - The computer's OS and software are stored here. It is also where projects are saved or loaded from. Audio loops and sample instruments are also stored on the hard disk. RAM (Random Access Memory) - Temporary storage of data that the computer needs quick access to. For example a loaded sampler instrument. Keyboard and Mouse - Allows the user to control the software. Keyboard shortcuts can be used to quickly operate certain DAW functions such as record by pressing 'R'.</p>
 <p>The audio interface is used to connect instruments and/or microphones to your DAW via its XLR/Jack connections. It has gain controls so you can adjust the input to the desired level. It also allows you to output sounds to headphones or speakers so you can monitor recording or playback. It is connected to the computer by a USB cable which transmits audio and MIDI information to the computer. It also has a MIDI IN connection which allows you to connect a MIDI instrument such as a keyboard or MIDI guitar. It also has a MIDI OUT connection which allows you to send MIDI data to an external MIDI instrument such as a synthesizer.</p>	
 <p>The MIDI controller keyboard allows you to record MIDI data such as the pitch, velocity and length of notes performed on the keyboard. It has additional controls that allow you to manipulate functions within the DAW such as pitch bend or modulation. It is connected to the computer by a USB cable which acts as the MIDI interface.</p>	



Level 1 / 2 Music Technology



This qualification provides the opportunity to gain a sound understanding of studio and broadcast technology whilst producing and recording sound sources. Students will improve their communication and ICT skills when using the equipment and have the opportunity to learn the basic principles of music production software and its use to create music. The qualification also provides the opportunity for an introduction to DJ techniques, where learners will set up a DJ rig and use DJ equipment to demonstrate straightforward DJ mixing techniques. This is a non-performance-based Certificate qualification that we expect to last the duration of one academic year.

Course Duration	Level 1- x1 Academic Year Level 2- x1 Academic Year	
Assessment	Pass	
Assessment Requirements	Internally assessed and externally moderated portfolio of evidence (coursework based)	
Units Studied	Level 1 <ul style="list-style-type: none"> - Loop Based Sequencing - Microphones in Music - Location Recording - Multi Track Recording 	Level 2 <ul style="list-style-type: none"> - Set up and Operate Audio Music Software - Creative Music Using Audio, Midi Software

Portfolio Based Assessment

This way of assessment means the student will not have to retain information throughout the year and have to sit an exam. We create work packs for each unit and store the student's work in a portfolio which then will be marked by an external verifier. We support all individual needs and the students can manage their workload whilst being supported throughout.

L2D

Software Functions of a DAW

Track Types

Audio	Software Instrument	MIDI Tracks
Audio tracks are for audio files only (a recorded sound wave), such as a recorded guitar, or an audio loop.	Software instrument tracks are used for playing the instruments built-in to the DAW. The tracks consist of MIDI information such as note lengths, velocity and other information like automation data.	MIDI tracks are used for recording and playing back MIDI data. They are often used to control MIDI hardware, for example an external hardware synthesizer.

Software Instruments


Software instruments are software versions of real instruments that you can use in your DAW.

There are a range of different instruments available in a DAW.

This is a synthesizer instrument called the ES3, it features lots of controls which allow you to edit different parts of the instrument (for example cut-off).

The ESX 24 is a software instrument sample which features recordings (samples) of real musical instruments such as a drum kit.

Both require MIDI note data to work and can be performed/controlled using a MIDI controller keyboard.



Editing Tools





The DAW has a large range of editing tools. These tools can be used on audio/MIDI files (regions), or can be used on individual MIDI note events. Here are a few of the important tools.

The pencil tool is used to add individual notes or create a new region.

The eraser tool allows you to delete individual notes or entire sections of a project.

The scissors tool can be used to split audio parts or MIDI notes.

The glue tool can be used to join audio parts or join individual notes together.


Quantise

The quantise tool fixes the timing of your notes so that they play in the beat.

You select a quantise setting based on which beats you want your notes to snap to. The image below shows a 1/8 or quarter resolution.

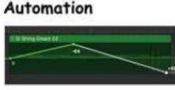

Quantised parts will play back perfectly in time which is useful if you are struggling to record a part correctly.

Quantise is also a stylistic feature of some forms of EDM, for example 4 to the floor drum pattern.





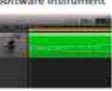

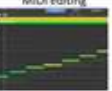




Automation

Automation is a really useful tool for developing your mix. Automation allows you to record changes to various parameters on each track. Examples of automation could be panning, volume and plugin settings. By using automation, you can record these changes so that they are triggered automatically for you when you playback. Automation can be used creatively (for effect) and for editing purposes (fixing problems).

The qualification aims to:

- Provide an introduction to music technology and the recording process.
- Provide an introduction to both the technical and performance attributes of music technology.
- Develop an understanding of the music technology process.
- Enable learners to progress into further study both at Level 1 and above.
- Develop and use ICT, communication, project management, time management and team working skills.
- Provide an opportunity to develop creative and technical skills.
- Increase learners' awareness of the different aspects of music technology.

NCFE Revision Guide – Written Exam Paper		
<p>3a. Two ways a MIDI keyboard can input information into a DAW</p>	<p>1. Notes played from keyboard to input pitch and length of note</p> <p>2. Using fader to control mixing</p>	 <p>MIDI keyboard</p>
<p>3b. Other types of MIDI controller</p>	<p>MIDI drums</p> <p>MIDI guitar</p>	
<p>2a. How is sound created?</p>	<p>Audio – by playing an instrument/singing</p> <p>Software instrument track – by MIDI information triggering sounds from a synth</p>	 <p>Audio</p>  <p>Software instrument</p>
<p>2b. How can the sound be changed in a DAW (Logic Pro X)</p>	<p>Audio – Audio editing tools and EQ</p> <p>Software instrument track – MIDI editing tools e.g. quantize, lengthening, copy</p>	 <p>Audio editing</p>  <p>MIDI editing</p>
<p>3a. What is reverb?</p>	<p>Plug in used to make a voice sound like it was recorded in a large hall</p>	 <p>Reverb plug in</p>  <p>Noise gate plug in</p>
<p>3b. What is a noise gate?</p>	<p>Plug in used to minimise unwanted background sounds</p>	
<p>4. A microphone is plugged in but no sound is coming out</p>	<p>Problem – DAW track not in monitor mode</p> <p>Solution – Turn on monitor mode on track</p>	 <p>Monitor mode in Logic</p>
<p>5. What is MIDI quantise</p>	<p>Putting notes that are played in into time</p>	 <p>MIDI quantise in Logic</p>



Learners have the opportunity to develop a basic understanding of the values and principles which underpin all work in this sector. For example, being able to work collaboratively with peers and guests from the music industry, team working skills, reflective learning, self-discipline, having a positive and cooperative attitude, self-assessment of strengths and weaknesses and self-improvement and development.

Level 2 Music Technology

This is the GCSE-equivalent progression from the Level 1 Certificate. This course requires a more in-depth version of the evidence portfolio and you will need to be a musician of higher ability, demonstrated throughout the year's performances. We expect this qualification to be completed in one academic year.

Level 1/ 2 Performance Skills

ncfe.



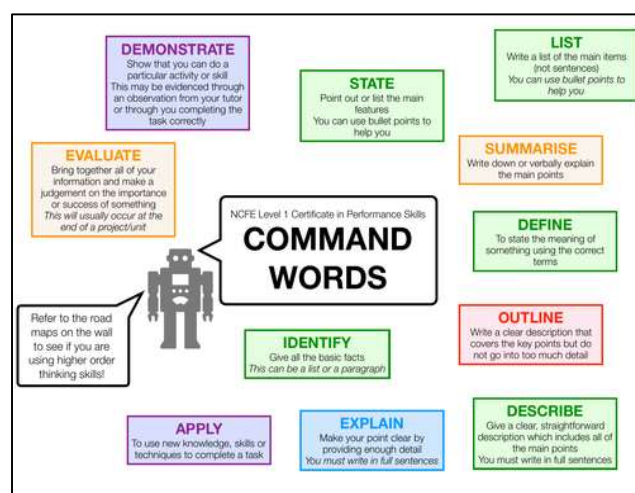
The music and entertainment business is one of the world's biggest industries and employs millions of people around the world. It's not just about getting onto X Factor or playing guitar in a band; behind the scenes are many professionals who are trained to make everything work - recording engineers, producers, stage technicians, film sound recordists and many more. They all have trained to do these jobs and we aim to help you to begin building those skills that will allow you to succeed.

West Heath School has regular school concerts, including Summer Chill, where students sing, play instruments and participate in the school bands so you are regularly invited to perform.

The primary purpose of this qualification is to introduce the skills, knowledge and qualities needed in the performing arts sector. This course focuses on your ability to practice and improve your musicianship skills as well as planning and taking part in performances throughout the year. You will create an evidence portfolio that includes footage of your performances so you will be required to be filmed.

Who is this qualification for?

This qualification is ideal for learners who wish to aspire to work within or continue their studies in the performing arts. It supports this by developing knowledge in the principles and process of performance skills.



Course Duration	Level 1- x1 Academic Year Level 2- x1 Academic Year
Assessment	Pass
Assessment Requirements	Internally assessed and externally moderated portfolio of evidence (coursework based)
Units Studied	This qualification consists of 4 units: <ul style="list-style-type: none"> - Preparing Performing Arts Work - Develop Performance Skills - Presenting Performing Arts Work - Taking Part in a Performance

Portfolio Based Assessment

This way of assessment means the student will not have to retain information throughout the year and have to sit an exam. We create work packs for each unit and store the student's work in a portfolio which then will be marked by an external verifier. We support all individual needs and the students can manage their workload whilst being supported throughout.

TOPIC TITLE: LO1 – Understand roles in the Performance Industry

Lesson 1: The Role and Skills of an Actor **Date:** 29 October 2018

"To understand the role, responsibilities, skills and qualities of an actor"

Learning Point:
An actor is a performing artist who portrays characters on stage and in television shows, commercials, movies and shows at amusement parks. While it is not a gender-specific term—both males and females in this occupation are called "actors"—the word "actor" is often used when talking about a male while "actress" is used to describe a female.

LO1 – Understand roles within the Performance Industry	
1.1 Roles	<input checked="" type="checkbox"/>
1.2 Responsibilities	<input type="checkbox"/>
1.3 Skills	<input checked="" type="checkbox"/>
1.4 Qualities	<input type="checkbox"/>

KEY WORDS
Accuracy, Actor, Clarity, Concentration, Coordination, Costume, Fluency, Lighting, Projection, Props, Timing,

Agree Learning Outcomes

This qualification shows learners how to:

- Develop the practical skills required for their chosen art form.
- Develop the understanding and effectiveness of rehearsal processes and performance skills and discipline.
- Understand the essential processes required for staging a performance including all technical and administrative procedures.
- Develop knowledge of costume, prop and set design and production skills.
- Understand employment opportunities within the performing arts industry and the jobs undertaken by those who work in it.

Learners will develop the following knowledge and skills:



- In existing performance skills.
- In fundamental practical skills and performance ability by developing their critical awareness.
- In skills and knowledge relating to the performance industry.

West Heath School



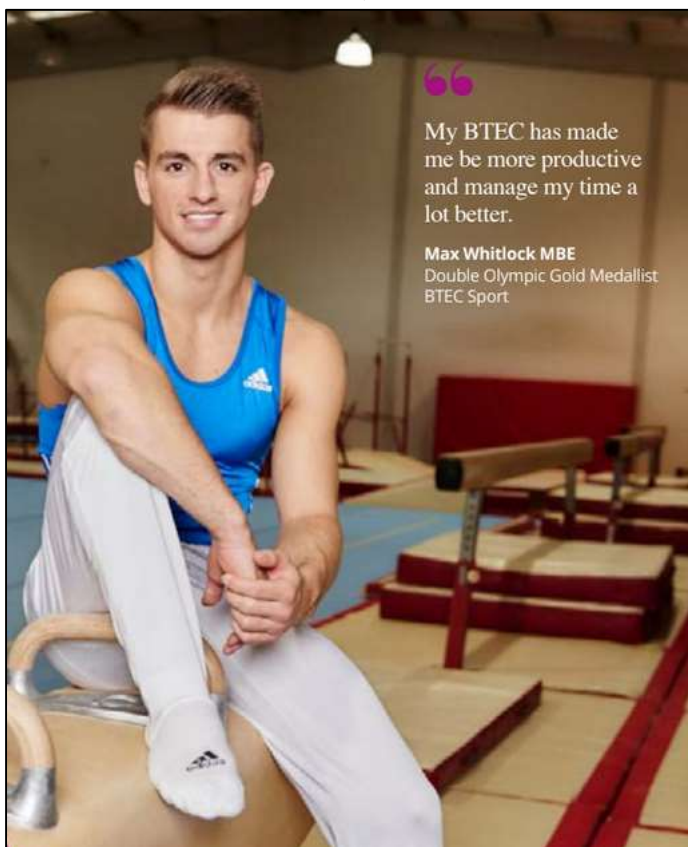
BTEC Subject Options



Students are assessed using project-based, non-exam assessments to give students the opportunity to achieve based on their skills as well as their knowledge.

BTEC qualifications are a 'hands on' qualification that equip learners with the knowledge, skills and practical experience they need to progress and thrive throughout their academic and professional careers.

- In 2015, over 25% of the students entering University in England did so with a BTEC qualification
- 90% of BTEC students are employed full time after graduation – Progression Pathways, 2016
- A Level 3 BTEC qualification can boost your life time earnings by £92,000 – London Economics, 2013



BTEC works closely with employers to ensure our qualifications and the students who complete them continue to meet their fast-changing needs of today's industries. They work in close consultation with teachers, employers and higher education institutions, both to develop our qualifications and to on an ongoing basis to ensure that they continue to meet the needs of today's educators, employers and learners.

A Pathway to University

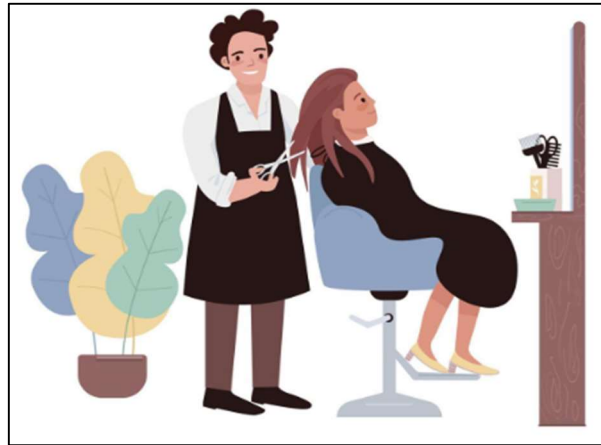
Along with A Levels, BTEC Nationals are the most widely-recognised qualification to get into University. In 2015, 95% of UK universities and colleges accepted students with a BTEC qualifications, including universities from the Russell Group.

BTEC has earned a worldwide reputation as a premier applied learning qualification because it provides learners with a clear route into their career. Today's employers are looking for a confident, work ready employees who have practical knowledge and technical skills that are taught when studying a BTEC.





BTEC Hair and Beauty



The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Hair and Beauty are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning. The Award offers a taster of the hair and beauty sector and could be studied alongside other subjects. The Certificate offers an introduction to the hair and beauty sector and could be studied alongside other subjects within a study programme. The Diploma gives learners the opportunity to develop a broader range of skills in the hair and beauty sector.



Portfolio Based Assessment

This way of assessment means the student will not have to retain information throughout the year and have to sit an exam. We create work packs for each unit and store the student's work in a portfolio which then will be marked by an external verifier. We support all individual needs and the students can manage their workload whilst being supported throughout.

Topics Covered

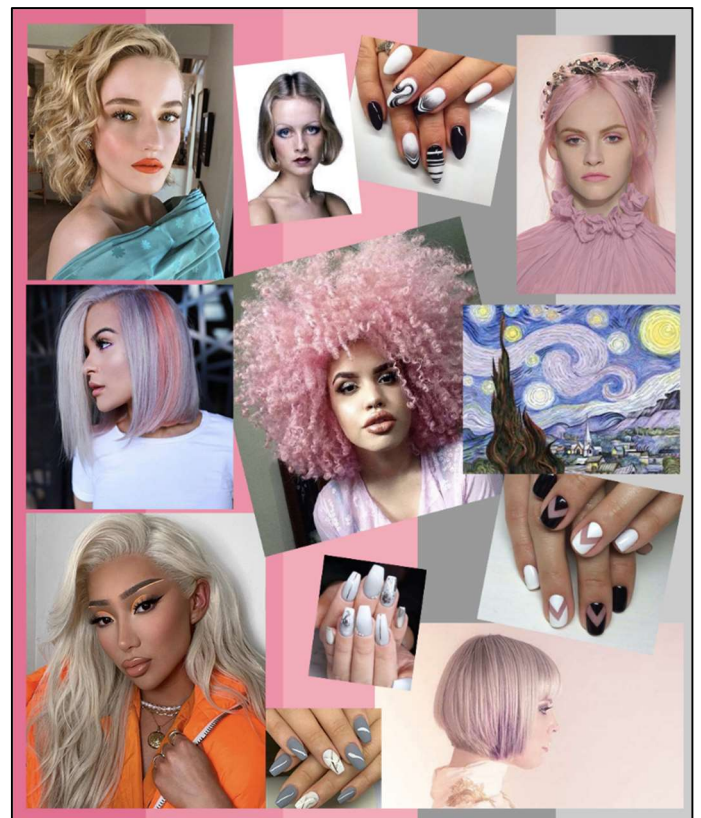
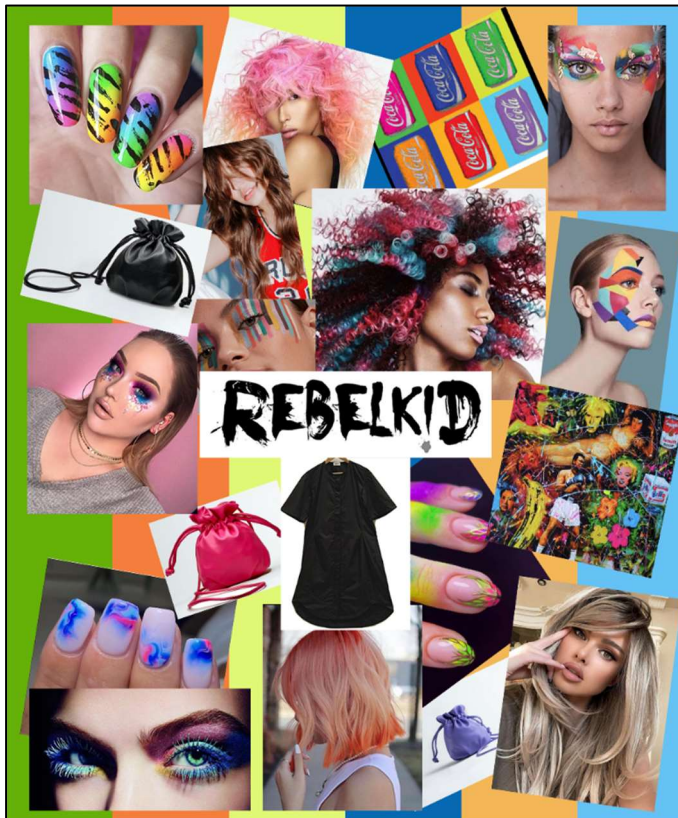
- Demonstrating Hair Styling
- Demonstrating Nail Art
- Responding to a Hair & Beauty Theme
- Personal Progression Plan



Why Study Hair and Beauty?

Students should study Hair and Beauty because:

- Hair and Beauty helps you to be creative, experiment with different styles and fashions, help others achieve the look they desire, express yourself artistically.
- Hair and Beauty helps you to develop your knowledge of hair styles, hair types and beauty techniques
- Hair and Beauty is a growing industry with a range of job opportunities such as: cosmetology in department stores, cruise ships, writing for magazines, hairdressing, spa therapists, working in film, TV, music and modelling or with celebrities, nail artistry.
- Hair and Beauty is well-known as one of the least stressful jobs.
- Hair and Beauty gives you an opportunity to experience practical hands-on learning.





BTEC Performing Arts



The Importance of Performing Arts

Learning music, dance and drama has wide-reaching benefits for students, providing them with the tools to think creatively, innovate and appreciate diverse cultures and backgrounds. Learning music, dance and drama has wide-reaching benefits for students, providing them with the tools to think creatively, innovate and appreciate diverse cultures and backgrounds.

The performing arts encourages students to explore their emotions, expand their imagination and helps them develop their own, unique voice. Each discipline of music, dance and drama engage a student's brain, body and emotions in different ways to encourage their confidence and find joy in self-expression.

We cannot underestimate importance of "emotional intelligence", developing a creative mind and fostering personalities and imaginations as our students make their journey through school, to become happy and well-rounded individuals.

Portfolio Based Assessment

This way of assessment means the student will not have to retain information throughout the year and have to sit an exam. We create work packs for each unit and store the student's work in a portfolio which then will be marked by an external verifier. We support all individual needs and the students can manage their workload whilst being supported throughout.



Course Duration	Level 1 Certificate – x2 Academic Years
Assessment	Pass/ Merit/ Distinction
Assessment Requirements	Internally assessed and externally moderated portfolio of evidence (coursework based)
Units Studied	This qualification consists of 3 mandatory units and 3 optional units. Mandatory units: <ul style="list-style-type: none"> - Being Organised - Personal Progression Plan - Acting in a Performance - Rehearsing for a Performance - Personal preparation for Performance



The BTEC Level 1 Introductory Award, Certificate and Diploma in Performing Arts are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory.

The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Performing Arts Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- Development of key skills that prove their aptitude in performing arts, such as reproducing repertoire and responding to stimuli.
- Processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance.
- Attitudes that are considered most important in the performing arts, including personal management and communication.
- Knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles.



2024/ 25 OPTIONS BANDS - Choose one subject from each Year 10 Option band:

OPTION A	OPTION B	OPTION C	OPTION D
Art (Y10 & Y11)	Art & Design (Y10 & Y11)	Catering (Y10)	Catering (Y10)
Business Studies (Y10)	Beauty (Y10)	Creative Media (Y10 & Y11)	Beauty (Y10 & Y11)
Duke of Edinburgh's Award (Y10)	Catering (Y10 & 11)	History (Y10)	Music (Y10 & Y11)
English Literature (Y10)	Duke of Edinburgh's Award (Y10)	John Muir Award (Y10 & Y11)	Performing Arts (Y10 & Y11)
Music (Y10 & Y11)	IT (Y10)	Music Technology (Y10 & Y11)	
Textiles (Y10)	Music Technology (Y10 & Y11)	Textiles (Y10)	
	Performing Arts (Y10 & Y11)		
	Physical Education (Y10 & Y11)		
	Textiles (Y10 & Y11)		