

West Heath School



# Year 9

# Options Booklet



**Academic Year**  
2026-2027

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## Introduction to the KS4 Curriculum



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 and Level 1/ 2 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** subjects.

West Heath School has a strong belief in the value and importance of the **core** curriculum, which combines academic, physical and holistic education. 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.

## Option Guidance

(Please see the Year 9 Option Booklet for more detail)

### Key Stage 3 Guidance

At KS3 (Year 7, 8 and 9) we use West Heath Steps based on the National Curriculum. The lowest West Heath Step is a 1c and the highest West Heath Step is 8a.

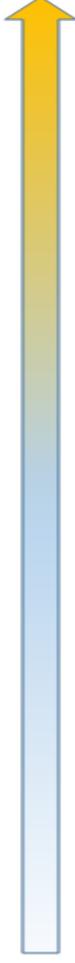
A sub-level (such as **1c**, **1b**, or **1a**) shows how securely a student is working within a particular step of the progression:

'**c**' indicates the student is **just entering** the step. They're beginning to show the skills but still need support.

'**b**' means the student is **secure** in the step. They can use the skill reliably and with growing confidence.

'**a**' shows the student is working at the **top** of the step. They're applying the skill consistently and are nearly ready to move to the next step.

West Heath Step	Suggested Course of Study
<b>8a</b>	GCSE Level 2 Awards
<b>8b</b>	
<b>8c</b>	
<b>7a</b>	
<b>7b</b>	
<b>7c</b>	
<b>6a</b>	
<b>6b</b>	
<b>6c</b>	
<b>5a</b>	
<b>5b</b>	Functional Skills Level 1/ 2 subjects
<b>5c</b>	
<b>4a</b>	
<b>4b</b>	
<b>4c</b>	
<b>3a</b>	
<b>3b</b>	
<b>3c</b>	Entry Level Qualifications Award subjects
<b>2a</b>	
<b>2b</b>	
<b>2c</b>	
<b>1a</b>	
<b>1b</b>	
<b>1c</b>	



## **KS4 Compulsory Subjects**

Subjects all Year 10 and 11 students' study.

<b>Compulsory Subjects</b>	<b>Exam/ Coursework/ None</b>
* English Language	GCSE Exam/ Functional Skills Exam
* Mathematics	GCSE Exam/ Functional Skills Exam
Science	- GCSE Exam (Double Award) - Coursework (Entry Level) - None (World Science)
PE	None
PSHE	None
Self-Science	None
Preparation for Adulthood	None

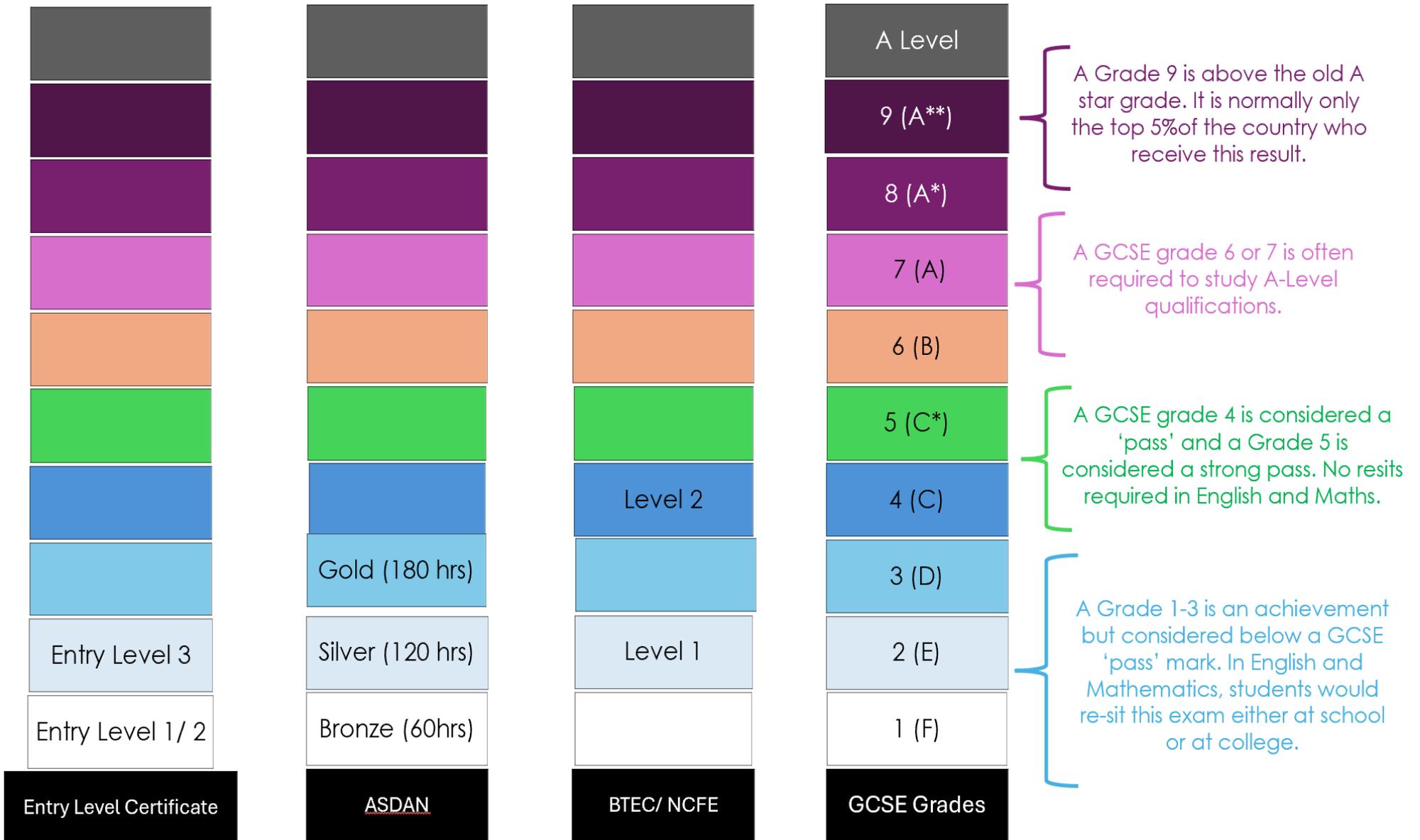
\* Students working at a WH Step 5b or above will be entered for the GCSE English Language and GCSE Mathematics exam.

Students working below West Heath Step 5c will be entered for the English and / or Mathematics Level 1/ 2 Functional Skills exam.

Students working below Level 3 will be entered for the Entry Level Exam.

Subject	Qualification Type	Subject Guidance
Art & Design	GCSE	Students should be working at West Heath Step 5b and above to take a GCSE subject. Please seek teacher advice. This will be determined on a case-by-case basis.
Textiles	GCSE	
History	GCSE	
Hair and Beauty	BTEC (Level 1)	These are practical, coursework-based subjects. Students working at a West Heath Step 3c or above can take these subjects. Completing the written (typed) coursework is an essential part of the course.  * subjects can be completed to Level 2, which is the equivalent of a GCSE 4 'pass' grade. All others are Level 1 only qualifications.
Performing Arts	BTEC (Level 1)	
*Creative Media	BTEC (Level 1 / 2)	
Sports Studies	NCFE (Level 1)	
Music	NCFE (Level 1)	
*Food and Cookery Skills	NCFE (Level 1 / 2)	
*Music Performance	NCFE (Level 1 / 2)	
*Music Technology	NCFE	
Sport Studies/ PE	NCFE	
IT	NCFE	
ASDAN	ASDAN	These subjects are practical and vocational based courses, which require less written work than the above subjects, and are accessible to all students.
Duke of Edinburgh Award	Award	
John Muir Award	Award	

# Grade Equivalents





\*Level 1/2/3 Courses may include, but are not limited to, BTEC, NCFE, Functional Skills and ASDAN courses.

West Heath School   
**Mandatory Subjects**



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



## English Language



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. They will either take the GCSE or the Functional Skills pathway.

### 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.



<b>Paper 1: Explorations in Creative Reading and Writing</b>	<b>Paper 2: Writers' Viewpoints and Perspectives</b>	<b>Non-examination Assessment: Spoken Language</b>
<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"><li>one literature fiction text</li></ul> <b>Section B: Writing</b> <ul style="list-style-type: none"><li>descriptive or narrative writing</li></ul>	<b>What's assessed</b> <b>Section A: Reading</b> <ul style="list-style-type: none"><li>one non-fiction text and one literary non-fiction text</li></ul> <b>Section B: Writing</b> <ul style="list-style-type: none"><li>writing to present a viewpoint</li></ul>	<b>What's assessed</b> (A07–A09) <ul style="list-style-type: none"><li>presenting</li><li>responding to questions and feedback</li><li>use of standard English</li></ul>
<b>Assessed</b> <ul style="list-style-type: none"><li>written exam: 1 hour 45 minutes</li><li>80 marks</li><li>50 % of GCSE</li></ul>	<b>Assessed</b> <ul style="list-style-type: none"><li>written exam: 1 hour 45 minutes</li><li>80 marks</li><li>50 % of GCSE</li></ul>	<b>Assessed</b> <ul style="list-style-type: none"><li>teacher set throughout course</li><li>marked by teacher</li><li>separate endorsement (0 % weighting of GCSE)</li></ul>
<b>Questions</b> <b>Reading (40 marks) (25 %)</b> – one single text <ul style="list-style-type: none"><li>1 short form question (1 x 4 marks)</li><li>2 longer form questions (2 x 8 marks)</li><li>1 extended question (1 x 20 marks)</li></ul> <b>Writing (40 marks) (25 %)</b> <ul style="list-style-type: none"><li>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li></ul>	<b>Questions</b> <b>Reading (40 marks) (25 %)</b> – two linked texts <ul style="list-style-type: none"><li>1 short form question (1 x 4 marks)</li><li>2 longer form questions (1 x 8, 1 x 12 marks)</li><li>1 extended question (1 x 16 marks)</li></ul> <b>Writing (40 marks) (25 %)</b> <ul style="list-style-type: none"><li>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</li></ul>	

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.

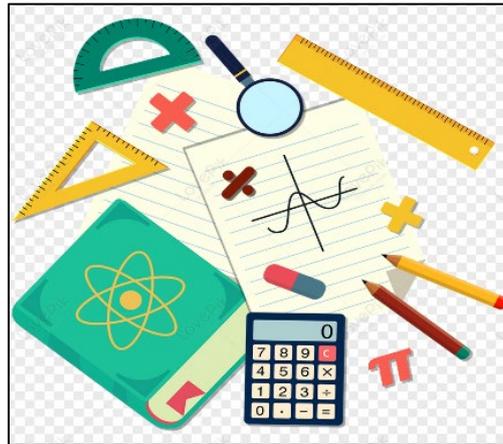
Functional Skills English is split into three key areas:

<b>Reading</b>	A written or online test of 45 - 60 minutes based on reading comprehension.
<b>Writing</b>	A written or online test of 45 - 60 minutes based on understanding and writing skills.
<b>Speaking and Listening</b>	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.



# Mathematics



There are **two** pathways that students could follow within **Mathematics**; this is dependent on the students' abilities, learning style and further education 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	3 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"> <li>• Externally assessed</li> <li>• Availability: May/June and November**</li> <li>• First assessment: May/June 2017</li> </ul>	<b>33.33% of the total GCSE</b>
Overview of content <ol style="list-style-type: none"> <li>1. Number</li> <li>2. Algebra</li> <li>3. Ratio, proportion and rates of change</li> <li>4. Geometry and measures</li> <li>5. Probability</li> <li>6. Statistics</li> </ol>	
Overview of assessment <ul style="list-style-type: none"> <li>• Written examination papers with a range of question types</li> <li>• No calculator is allowed</li> <li>• 1 hour and 30 minutes (both Foundation and Higher tier papers)</li> <li>• 80 marks available</li> </ul>	

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



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

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



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



<b>Paper 1: Biology 1 (*Paper code: 1SC0/1BF, 1SC0/1BH)</b>
<b>Written examination: 1 hour and 10 minutes</b>
<b>16.67% of the qualification</b>
<b>60 marks</b>
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
<b>Assessment overview</b>
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> .

<b>Paper 2: Biology 2 (Paper code: 1SC0/2BF, 1SC0/2BH)</b>
<b>Written examination: 1 hour and 10 minutes</b>
<b>16.67% of the qualification</b>
<b>60 marks</b>
<b>Content overview</b>
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
<b>Assessment overview</b>
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**

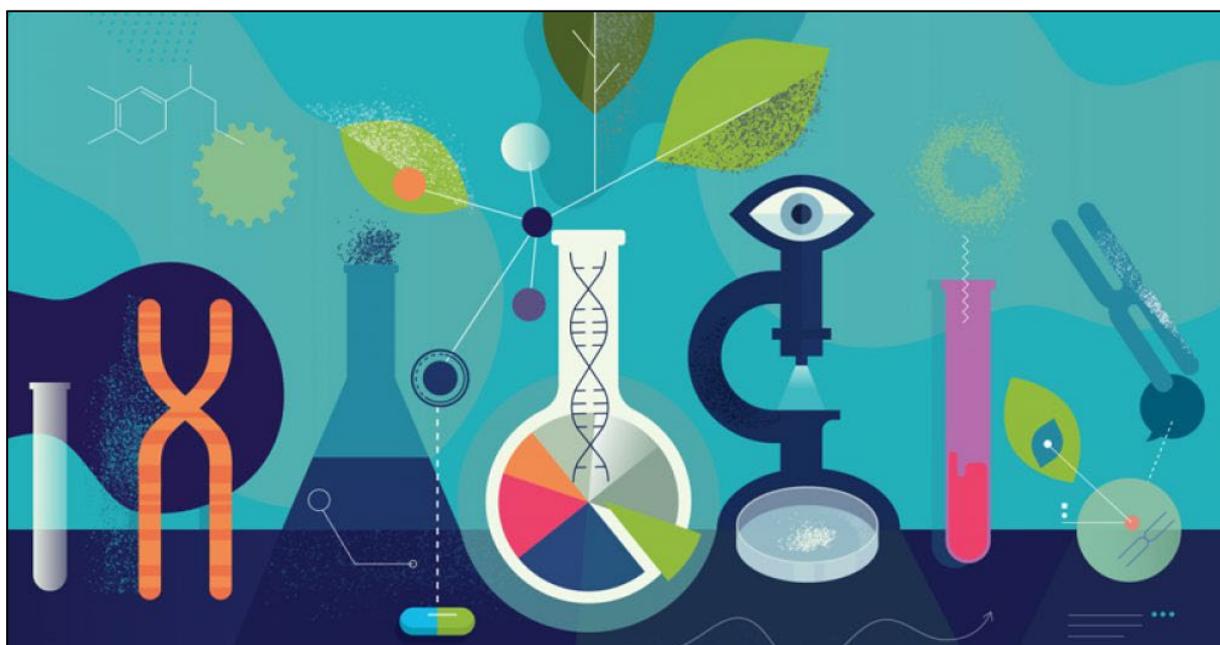
**Content overview**

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.

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.

**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	

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## Personal Development Subjects

(compulsory subject x4 lessons per week)

### Self-Science/ Preparation for Adulthood/ Votes for Schools/ PSHE



Developing the 'whole' child at West Heath is at the centre of what we try to do. Much of this happens through the relationships build with staff and the numerous opportunities that are part and parcel of life at West Heath school from a varied curriculum to day trips, residential stays and a multitude of off-site provision via out Education Off Site provision. However, our personal development suite of timetabled subjects, also ensures that we are supporting all students to thrive and be ready for their next steps towards adulthood and independence, within their timetabled lessons. The aim of our Personal Development curriculum is that all students are HEADS:

Healthy  
Engaged  
Aspirational  
Diplomatic  
Safe

This framework is part of how work is assessed in each subject and formulates part of the intent of all learning across the School. The below bespoke Personal Development lessons make up five timetabled slots across every week and are therefore seen in line with the importance we place on core academic studies.

**PSCHE** – Our statutory component where students study a spiral curriculum under the topics:

Being me in my World  
Celebrating Difference  
Dreams and Goals  
Healthy Me  
Relationships  
Changing me



Learners look, in an age relevant way, at topics from managing transitions, drugs education, sex and relationship education amongst many others and signposting for where to seek help. In addition to the weekly lessons, each term there is a whole school activity day built around the theme and all staff, no matter what lesson they teach will be attempting to link thematically at times to the overarching theme.

**Votes for Schools-** Votes for Schools is a national initiative that West Heath participate in. Each week, students discuss relevant news stories that are crafted into PowerPoint-based lessons asking searching, open questions. Both sides of the debate are presented, and students are then invited to vote based on their opinion. This introduces them beautifully to the British value of democracy and helps students develop their oracy skills. Students see that their vote has meaning as the following week a soundbite of video clip is shared from a relevant person e.g. a Politician or charity worker etc. responding to how the nation of students voted.

**Preparation For Adulthood-** West Heath has the facility of a fully equipped Preparation for Adulthood house for students to practise life skills that they will need to live independently. Each week students from Year 7-11 are taught highly practical and often game-based lessons, to track all their skills from tying a shoelace, understanding road signs, operating white goods. Students will also learn how to fill in an application forms, practice interview skills, meet with a career advisor and think about budgets and bank accounts. This is a unique provision and one that the School is very proud to offer to our students.

**Self-Science** – This bespoke subject is written by professionals within West Heath school and adapts to the needs of the cohort being taught. Self-Science attempts to talk explicitly about the human brain, emotions, communication, neurodiversity, sleep and nutrition and child development. It is highly relevant to our students as it seeks to help them explain and understand feelings of anxiety and panic, improve their own understanding of the neurodiversity that impact our community. At the heart of Self-Science is the insight and hope that a brain is not 'fixed' in one state unable to change, but that we can all grow in a way that helps us achieve our goals. This encourages students to foster a culture of understanding and empathy across the 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 and are the highest level of academic qualification offered at KS4 at West Heath School. The qualification mainly involves studying the theory of a subject, with an examination at the end of the course.**

## 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.

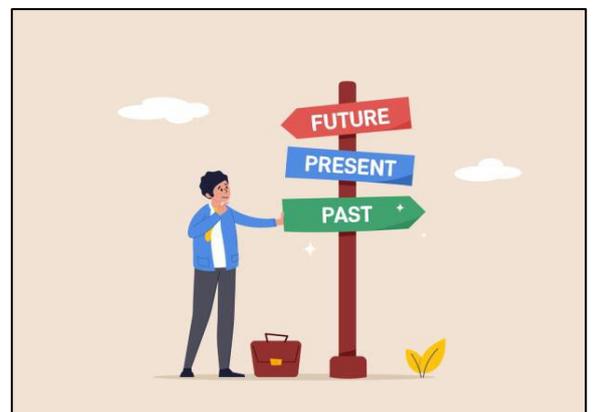
History GCSE has been known to help students develop the following skills for future careers:

- 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.





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 Option



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.



<b>Assessment</b>	Your work will be marked by continuous assessment of your portfolio. This will be out of 60% of the total marks for the exam.
<b>Controlled Assessment</b>	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 Option



Textiles and art have a close relationship, with textiles giving students the opportunity to work with fibres and fabrics more extensively and to look at incorporating modelling and 3D into their work. It is an excellent subject for realising creativity and developing resilience and patience in. There is no written exam, instead a practical exam will take place.

Textile design is the creation of designs and products for woven, knitted, stitched, printed or decorative textiles. This can include 2D or 3D and you will have the opportunity to create art pieces like wall hangings or fashion pieces which can be exhibited on the catwalk. As part of AQA GCSE this 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.





The AQA textile design course is broken up into two sections. There is the first module which is 60% coursework, running from September in year 10 until the December in year 11.

In year 10 students will have the opportunity to learn how to use the sewing machine, embellisher, loom and heat press. Students will develop skills in applique, reverse applique and free motion embroidery through a structured project about nature. Students will create a portfolio, normally in the form of a book experimenting with different techniques. Students will get to choose from a wall hanging or a fashion garment for their outcome for this project. This first project will be due to be completed in the May/June. The second project will be a run for the student to choose what they want to do after a discussion with the teacher. It is encouraged that this second project is about the student's interests and about themselves.

The other 40% of the grade is created in the textiles exam. Students will be given a paper in the January of year 11 with 6 project titles to choose from. They should choose one of these to set their project on. This could be 'history' or 'people and places.' Students then use from January till April to create a project based on their chosen title, creating a portfolio (book) of work developing ideas and experimenting with techniques with the help of the teacher. In May, the students will be expected to work independently for 10 hours divided over 2-4 sessions to create a final piece. This will be invigilated in the textiles room.

### **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.



## 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 have included V&A Museum, Natural History Museum, British Museum and screen-printing workshops.



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"> <li>• No time limit.</li> <li>• 96 marks.</li> <li>• 60% of GCSE</li> </ul>
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"> <li>• Preparatory period followed by 10 hours of supervised time (exam). Over two days.</li> <li>• 96 Marks.</li> <li>• 40% of GCSE.</li> </ul>

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. These qualification types are often predominantly coursework based.**

## Why Choose Vocational Subject

Some schools offer vocational qualifications alongside GCSEs. These courses 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 an award route may be the one to investigate.



The key benefits of studying a vocational course:

### **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.

### **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.

# ASDAN Option



## What are they?

ASDAN Short Courses are flexible, portfolio-based programmes designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas. Students can choose bespoke topics and activities that they find engaging and decide how they want to be assessed and examined.

## Who are they for?

Short Courses are widely used in formal and non-formal settings by 13-19 year olds. Because they are multi-level, the focus is on completing challenges and skills development according to individual ability, although we expect learners to be working at Entry level 3 to Level 1.



## Facts and Figures

- Flexible, multi-level award.
- Internally moderated.
- Accredits 10-60 hours of activities.
- Also offers progression to higher level 1 and 2 awards such as **Award of Personal Effectiveness** and **Wider Key Skills**.

## Example Courses

- Animal Care Short Course
- Football Skills Short Course
- Enterprise Short Course
- Gardening Short Course
- Sports and Fitness Short Course
- Peer Mentoring Short Course
- Leadership Short Course
- Careers and Experiencing Work Short Course



## ASDAN Personal Development Programmes (Bronze, Silver, Gold)

### What are the Personal Development Programmes?

The ASDAN Personal Development Programmes (PDP) are flexible, skills-based courses designed to develop confidence, independence, communication, and real-world capability. They are available at Bronze, Silver, and Gold levels.

The programmes are built around short, practical challenges across a wide range of modules, such as:

- Community
- Sport & Leisure
- Independent Living
- Health & Survival
- The Environment
- Science & Technology
- Beliefs & Values
- Work-Related Learning
- Expressive Arts

Students complete challenges, gather evidence, and reflect on what they've learned. It's a structured but highly adaptable way to recognise personal growth.

### How are Bronze, Silver, and Gold structured?

Each level requires students to complete a set number of **credits**, with each challenge worth a certain amount. The levels build on each other:

#### **Bronze**

- Introductory level
- Focus on engagement, basic skills, and confidence
- Ideal for students new to ASDAN or those needing high scaffolding

#### **Silver**

- More independence and depth
- Students complete more complex challenges
- Strong progression from Bronze

#### **Gold**

- Highest level within PDP
- Requires sustained commitment and higher-level skills
- Often used as a bridge to CoPE or vocational qualifications

All levels are **portfolio-based**, with internal assessment and external moderation.

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 indoor climbing and or golf.
- 2. Skills Section** - Covers almost any hobby, skill or interest. Examples chosen by previous participants to include first aid course, cookery, snooker, photography, art and or podcasting.
- 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 6 miles per day. For the Silver Award students will plan a 3-day, 2-night expedition with a walk of at least 8 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 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 Option



The John Muir Award, encourages people of all backgrounds to connect with, enjoy and care for wild places. Participants will learn about the special attributes of wild places and the Award helps them Discover, Explore, Conserve and Share their experience of wild places. In the first year, we work towards the Wild Places Guardian certificate. Wild Places Protector and Wild Places Champion become available later.

At West Heath we have 30 acres of grounds which include woodland. A perfect place to explore and care for. We will also visit other local wild places for inspiration.

### Award Criteria

To achieve their John Muir Award Wild Places Guardian certificate, every participant must meet these criteria:

1. Spend 25 hours or more completing their John Muir Award – with at least 25 per cent of the time spent on Conservation activity. For example: Litter picking, Tree Planting, Wild Flower Planting, Wild Life Surveys.
2. Get involved in decision making and planning of their Award - this helps to build belief that they can make a difference beyond the Award.
3. Learn about an inspirational person. This should be an environmentalist, past or present, or someone making a difference to wild places locally.
4. Complete the Four Challenges: Discover, Explore, Conserve, Share. These Four Challenges lie at the heart of the John Muir Award.



**Discover.** Find a wild place. This can be on school grounds and somewhere near home if you would like to do something towards the award in your spare time.

Where is it? What sort of place is it? Woodland, meadow, seaside. Why is it special?



**Explore.** Learn about your wild place. What trees or plants grow there? What animals live there? Spend time in different weather and different seasons. How does it make you feel? Walk, play, relax. Draw or take pictures if you are feeling creative.



**Conserve.** Take part in conservation activities to help your wild place. Litter picking. Tree Planting. Bee friendly planting, habitat creation, and wildlife surveys.



**Share.** Share your experience with someone else. You might want to show your pictures, keep a journal, take someone on a guided walk. Create a poster or PowerPoint display.

West Heath School



# **NCFE (Technical) 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 1/2 Certificate in Sport Option

# 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.

<b>Course Duration</b>	2 academic years
<b>Course Assessment</b>	Pass/ Merit/ Distinction Award Qualification
<b>Assessment Requirements</b>	Internally assessed and externally moderated portfolio of evidence (coursework based)
<b>Units Studied</b>	<ul style="list-style-type: none"> <li>• Taking Part in Sport</li> <li>• Personal Exercise and Fitness</li> <li>• Effect of Exercise on Human Body Systems</li> <li>• Strength and Conditioning</li> <li>• Health and Nutrition</li> </ul>

### 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 circuit.



## 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 way? your colleagues have different feedback from different angle. 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	Praties Demonstration more	6 weeks
Improvement 2	Action Plan asked little mean everything thing	Date of completion 6 weeks
Improvement 3 comp people	Action Plan Praties Demonstration more	Date of completion 6 weeks



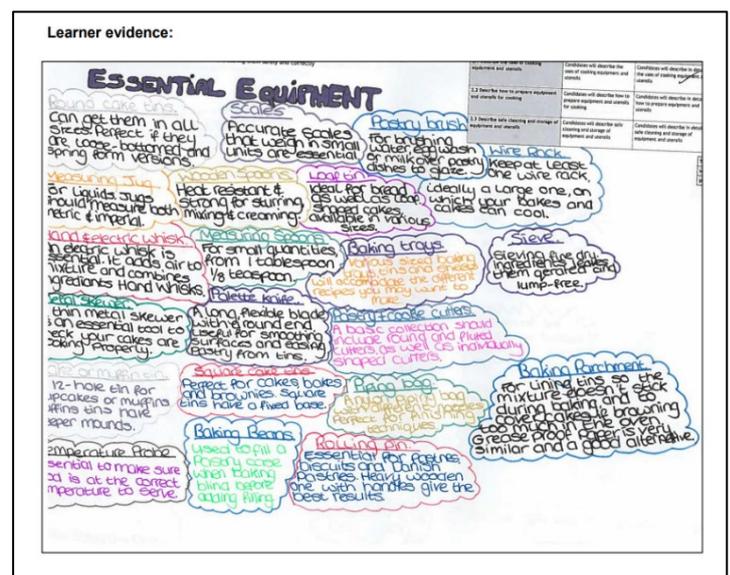
# ncfe.

This qualification is designed for learners with an interest in food and cookery. It will provide learners with experience of using different cooking skills and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

<b>Course Duration</b>	2 academic years
<b>Assessment</b>	Pass/ Merit/ Distinction Course
<b>Assessment Requirements</b>	Internally assessed and externally moderated portfolio of evidence (coursework based)
<b>Units Studied</b>	<ul style="list-style-type: none"> <li>• Preparing to Cook</li> <li>• Understanding Food</li> <li>• Exploring Balanced Diets</li> <li>• Plan and Produce Dishes in Response to a Brief</li> </ul>

## 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.





## 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**

**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
- Dividing mixture evenly
- Cooking times

**Skills needed**

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

**Health & Safety checks**

1. Wash hands
2. wear a clean apron
3. Tie hair back
4. Remove jewellery
5. Clean surfaces and equipment in hot soapy water.
6. Store raw ingredients in fridge at 5°C

**Recipe Card:**

**Italian Meatballs in Tomato Sauce**

**Ingredients:**

- 200g lean mince beef (5% fat)
- 1 onion, finely chopped
- 2 garlic cloves, crushed
- 1 egg, beaten
- 20g breadcrumbs
- Salt and ground black pepper
- 1 egg, beaten
- Chosen tomato, to garnish

**For the tomato sauce:**

- 1 onion, finely chopped
- 2 garlic cloves, crushed
- 1 x 400g can chopped tomatoes
- 1 tsp sugar (optional)
- 1 tsp dried basil or oregano
- Salt and ground black pepper
- 100 ml water

**Method:**

1. Pre-heat the oven to 180°C. In a large bowl, combine the mince, onion, garlic, egg, breadcrumbs and seasonings. Mix well and form into 12 meatballs. Place the meatballs on a parchment-lined tray and bake for 20 minutes.
2. In a large saucepan, add the onion, garlic, tomatoes, sugar, basil/oregano and water. Simmer for 15 minutes.
3. Add the meatballs to the tomato sauce. Pour the sauce over the meatballs and bring to a boil. Simmer for 15 minutes.
4. Add the meatballs to the tomato sauce in the pan. Cook and then gently heat in the oven for 15 minutes. Add the meat to the tomato sauce. Serve garnished with chopped parsley, with a crisp salad.

## 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.



# ncfe.

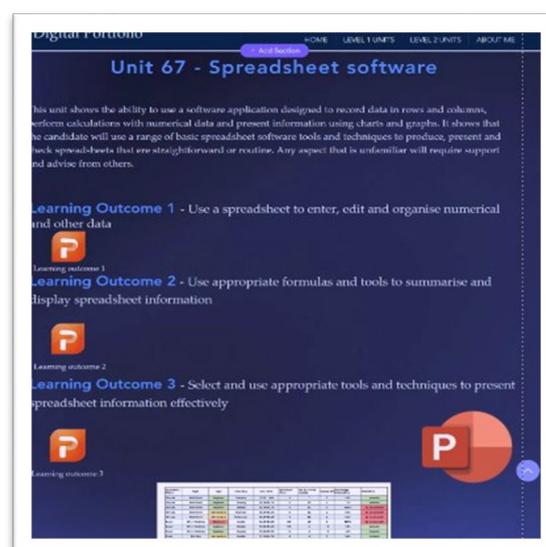
This qualification is suitable for learners who are using IT within their job or plan to pursue a career in a job requiring IT skills. Units can be taken at a variety of levels which gives flexibility to enable the qualification to match job roles. The qualification will allow learners to apply knowledge, 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.



# 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.

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

**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.**

## Level 1/ 2 Music Technology Option



# ncfe.

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.

<b>Course Duration</b>	Level 1- x1 Academic Year Level 2- x1 Academic Year	
<b>Assessment</b>	Pass or Not Yet Achieved	
<b>Assessment Requirements</b>	Internally assessed and externally moderated portfolio of evidence (coursework based)	
<b>Units Studied</b>	Level 1 - Loop Based Sequencing - Microphones in Music - Location Recording - Multi Track Recording	Level 2 - 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.

**Learner Evidence:**

#### Hardware Components of a DAW

**Computer**

This is an Apple iMac computer.

- \* It has a 4-Core, 3.36GHz processor
- \* 8GB of RAM
- \* 1TB Solid-State drive.

**Peripherals/Hardware**

**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 or pressing 'F'.

**Audio/MIDI Interface**

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 synthesiser.

**MIDI Controller Keyboard**

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.



## 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.

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.

Next I opened the software instrument Alchemy and loaded up an arpeggio pre-set.

This created a rhythmic synth type sound. Alchemy has a special pad that allows you to blend various synthesiser functions to help create some motion to the sound. I also accessed the ADSR envelope settings (Attack, Decay, Sustain, Release). Using

these I was able to change the envelope of the sound making certain notes last longer by increasing the sustain and release settings. These changes were recorded in automation to create a dynamic/evolving synth sound. I also used the filter cut-off and resonance controls to make the synthesiser brighter, or duller and recorded these changes in the automation. This also helped the synthesiser sound less static and more modern.



I recorded some automation so that the controls would change between the different settings during the performance. You can see some of this automation in the following screenshot:



## 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 Option



# ncfe.

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.

<b>Course Duration</b>	Level 1- x1 Academic Year Level 2- x1 Academic Year
<b>Assessment</b>	Pass/ Not Yet Achieved
<b>Assessment Requirements</b>	Internally assessed and externally moderated portfolio of evidence (coursework based)
<b>Units Studied</b>	This qualification consists of 4 units

### 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	✓
1.2 Responsibilities	
1.3 Skills	✓
1.4 Qualities	

**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.

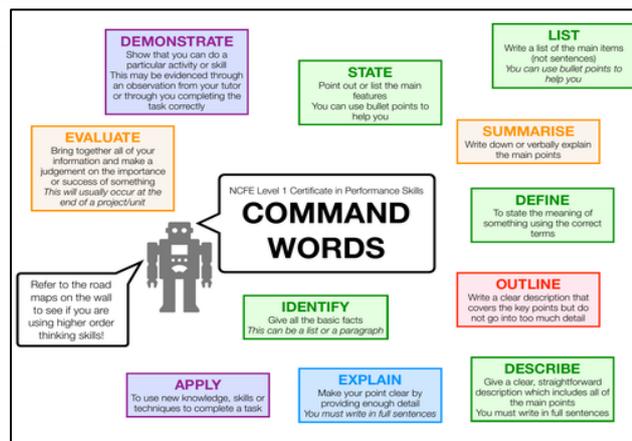
## Learners will develop the following knowledge and skills:

- 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.

**Review**

**Key Review Questions:**

- **How the project met the brief**  
I feel that the project met the brief requirements as I was able to demonstrate my abilities with using a DAW to a successful outcome. I created a piece of contemporary EDM music which made best use of the available technology at my disposal. I targeted all of the required skill areas and did my best to apply these skills in a creative way consistently.
- **Musical Outcome**  
I am pleased with the stylistic outcome which paid homage to original garage style sounds, but also incorporated some more modern elements. The use of a modern DAW with synthesisers like Alchemy help to put a modern spin on my piece which helps it sound less dated. Unfortunately, I did not have access to a vocalist and had to rely on loops for the vocal part. This resulted in a rather repetitive vocal line which may start to get a bit boring to the listener after a while. I would have liked to have worked with a vocalist/lyricist to add more variation to my work.
- **My strengths and weaknesses in using a DAW (MIDI, audio, arrangement and editing)**  
I have a lot of strengths across DAW use. Where I am struggling (for example playing in parts - audio and MIDI) I make use of the features in the DAW which are designed to help me record technical parts such as the quick-comp feature which I found extremely useful. MIDI editing skills are incredibly useful as I can correct pitch or timing errors by editing the notes directly in the piano roll. The biggest weakness for myself is the reliance on loops, whether these are ready-made or created by myself, they can cause the arrangement to sound repetitive. I did try to counteract this by adding a breakdown section, however the electric guitar did not always complement the EDM style.  
As mentioned before, having access to modern synthesisers like Alchemy makes the creative process much easier as you have access to some incredible sounding presets, but also a complete suite of editing tools to help make tailor my sounds to my exact needs, or in the case of this track, adding dynamic/evolving elements to the sounds so that they aren't static.



I need to work on my arranging techniques and how I put different styles together. A lot of this is down to instrumentation choice and a reliance on loops. I need to find new ways of varying my parts, so they don't sound repetitive. I could try copying and pasting and editing the pasted files so that they sound different each time, this would add more variation and make the piece more exciting to listen to. As mentioned above, having access to a vocalist instead of editing a vocal loop, would have helped add more originality and variation, helping to make my composition stand out.

## Level 2 Performance Skills

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



**BTEC**

**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 lifetime 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**

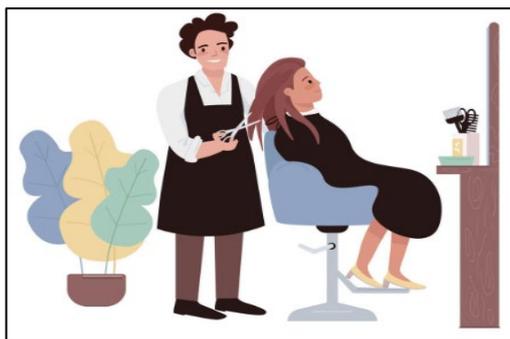
Along with A Levels, BTEC Nationals are the most widely-recognised qualification to get into University. In 2015, 95% of UK universities and colleges accepted students with a BTEC qualifications, including universities.

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.

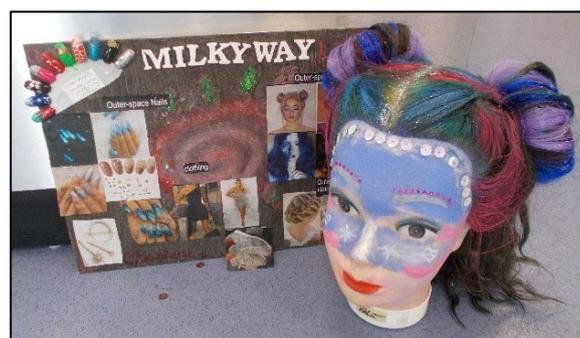




## BTEC Hair and Beauty



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

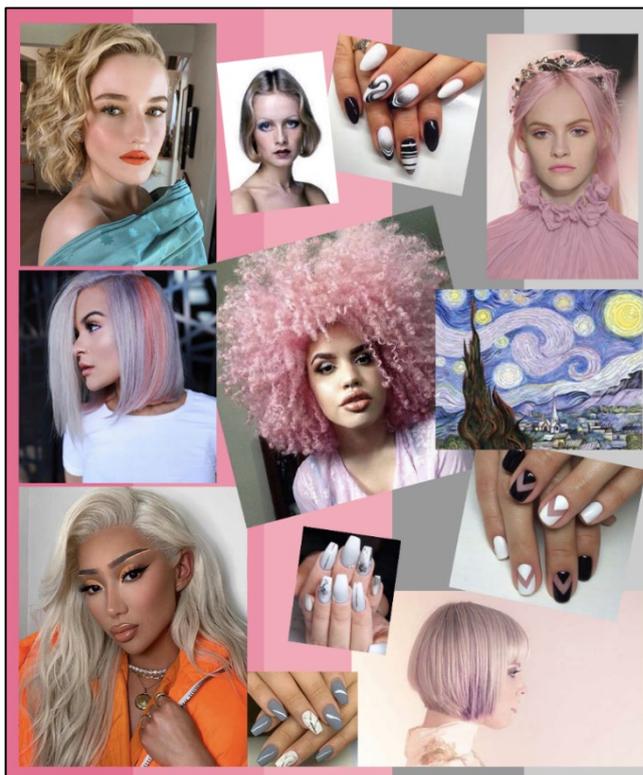
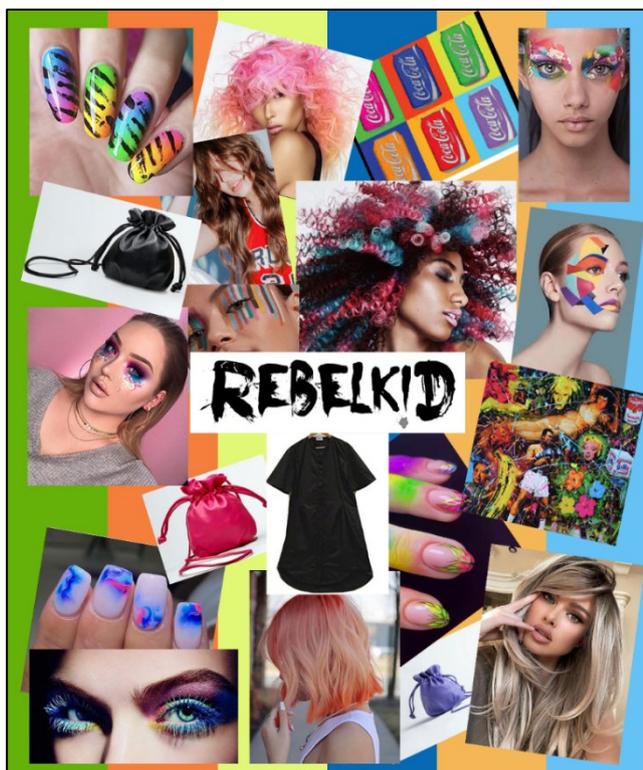
- Being Organised
- Demonstrating Hair Styling
- Demonstrating Nail Art
- Responding to a theme
- Personal Progression Plan



## 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.





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

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.



# BTEC Creative Digital Media

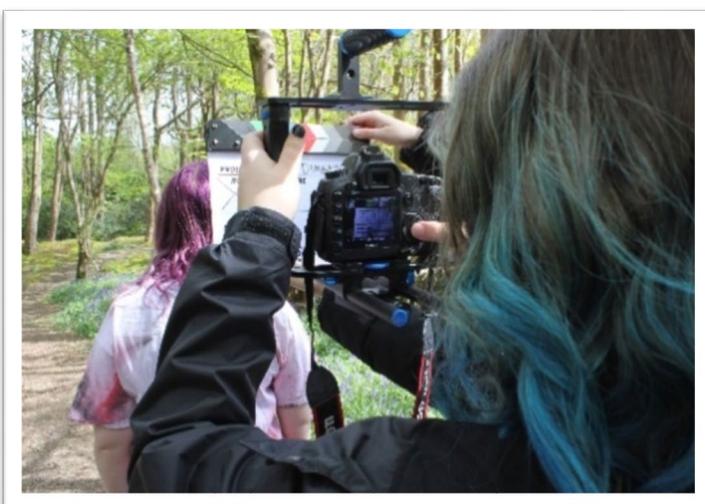


The Pearson BTEC Level 1 Introductory in Digital Media has been designed primarily for young people who may wish to explore a vocational route throughout Key Stage 4, incorporating learners' interests, ideas and career or progression across the curriculum. It offers physical, hands-on creative activities using professional equipment and computer-based learning. Allowing students to become more confident in taking ownership of and responsibility for their own direction, work and choices.

Digital Media students gain a broad understanding of opportunities within the media sector and the type of skills needed to work in specialist roles within the media industry.

Digital Media also provides a vocational context in which learners can develop the knowledge and skills required for further study. There are no specialist pathways in this subject; this enables and encourages multidisciplinary practice and integration of the relevant skills that learners want to develop such as:

FILM TITLE: The Last Dragon			
Shot Number: 1	Duration: 3	Shot Number: 2	Duration: 5
Shot Line: EXT. FOREST - WIDE SHOT	Action: Dragon breathing fire	Shot Line: EXT. FOREST - MEDIUM SHOT	Action: Dragon breathing fire
Camera: ELS	Shot type: WIDE	Camera: WIDE	Shot type: MEDIUM
Sound: DRAGON BREATH	Transition: FADE IN	Sound: DRAGON BREATH	Transition: FADE IN
Shot Number: 3	Duration: 2	Shot Number: 4	Duration: 3
Shot Line: INT. SPYRE - MEDIUM SHOT	Action: Dragon breathing fire	Shot Line: EXT. SPYRE - MEDIUM SHOT	Action: Dragon breathing fire
Camera: WIDE	Shot type: MEDIUM	Camera: WIDE	Shot type: MEDIUM
Sound: DRAGON BREATH	Transition: FADE IN	Sound: DRAGON BREATH	Transition: CUT TO



- Teamwork
- Project work
- Presentation skill
- Analytical skills
- Creative development
- Developing and monitoring progress towards personal aims

The BTEC Level 1 Introductory in Digital Media Award, Certificate and Diploma is designed to explore key fundamentals of creative media practice, learning how skills are integrated to create work. Digital Media students carry out the development of a full Creative media project, using creative practices including investigation, ideas communication, practical skills and development using working skills. They then will apply the skills they have developed throughout the programme to produce a proposal and practical response to a creative brief, that demonstrates their ability to manage a creative project, from inception to communication of outcome.



The BTEC Level 1 Introductory in Digital Media Award, Certificate and Diploma can be achieved over a 1 or 2 year course, learners follow the qualification that is most suitable for them.

### Units of Study include:

Unit Title	Assignment Title	Assessment
Unit DM8: Layout Design for a Digital Product	Film Poster & Magazine Front Cover	<b>Graded:</b> Pass/Merit/Distinction  Internally assessed and externally moderated portfolio of evidence (coursework based)
Unit DM5: Creating a Storyboard	Teaser Trailer Storyboard	
Unit A1: Being Organised	Teaser Trailer Shoot Planner	
Unit DM7: Producing an Advert	Film Teaser Trailer	
Unit A2: Developing a Personal Progression Plan	Next steps in your learning	

Please contact your child's Form Tutor or the Head of Middle School if you have any further questions.

