



WESTHOLME SCHOOL

Unrivalled Holistic Excellence

YOUR GCSE OPTIONS

WELCOME

Dear Year 9,

This is an exciting stage in your education! You are about to embark on making choices about your future study and this booklet is designed to help you do so. It provides a brief outline of all the GCSE subjects available at Westholme that you may consider taking in Years 10 and 11.

It is important that your GCSE curriculum choices continue to have breadth and balance. For this reason, your timetable will include a core of compulsory subjects along with options which you will choose. Core GCSE subjects that everyone will study are English Language, English Literature, Mathematics and Sciences. Alongside your GCSE subjects you will have PE lessons, Careers and PSHE programme which consists of a variety of activities and talks by internal and external speakers.

The majority of Year 10 and Year 11 students in the UK will follow a GCSE programme that is built around something called the English Baccalaureate (known as EBacc). This programme includes the Core subjects listed above, along with a Humanities subject such as History, Geography or EPR and one Foreign Language. Many of the most competitive Russell Group universities and some university courses such as Medicine, Veterinary, Dentistry, Law and Finance will expect applicants to hold EBacc GCSE qualifications in addition to their A Levels. At Westholme, we adopt a unique, holistic approach so

we do not confine you to the EBacc, we provide you with the freedom to make your own choices.

Though offering a much greater degree of flexibility with GCSE options, we still recommend that you consider the requirements of EBacc when making your final choices. Many of you will not be certain about your future career at this stage, so try to choose subjects that you like and are good at. Never choose a subject simply because your friends are choosing it, or because you like the teacher that you have had this year; the groups and teachers may well change for Years 10 and 11.

Ensure you are fully informed about the choices you have made and keep an open mind. For a few subjects, Non Examined Assessment (NEA) forms part of the assessment and you need to think carefully about this: you may be the type of student who performs well in independent study. Know yourself and make choices that will give you the very best chance of success!

Your form tutor, subject teachers, Dr Riley (Head of Year 9) and Mrs Cowan (Senior Academic Assistant Head) and the wider staff team will be able to offer you specific advice about your options and to answer any questions that you might have about the choices that you are considering; we will all guide you through the process of arriving at your final decision. If you are unsure about anything, please make sure that you take time to ask someone.



Finally, enjoyment and interest are crucial. If a subject really appeals to you then you are going to be motivated and enthusiastic over the two years of the course.

Good luck, happy picking, and keep asking those questions you are avidly seeking the answers to; we are here to help!

Dr Robson
Principal

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LEADING TO YOUR CHOICE

Options PSHE lesson: Wednesday 18 January 2023

Issue of Year 9 Options booklet: Thursday 19 January 2023

Year 9 Morrisby Profiling: Wednesday 25 January 2023

Options Information Evening: Thursday 26 January 2023

Year 9 Parents' Evening: Thursday 9 February 2023

Options choices to be returned: Tuesday 21 February 2023

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UNRIVALLED HOLISTIC EXCELLENCE

DUKE OF EDINBURGH'S AWARD

The Duke of Edinburgh's Award scheme is designed to help participants to develop skills and confidence. Holding one of the DofE Awards demonstrates that participants have developed their "soft skills" through involvement in co-curricular activities such as communication, commitment, leadership, teamwork, confidence and resilience. The DofE Awards are nationally and internationally recognised, as well as being recognised by universities and employers as providing evidence of a range of skills beyond those demonstrated by academic qualifications.

Year 10 pupils will have the opportunity to apply to take part in the Bronze Award. The Award has four sections at Bronze level:

- ▶ Volunteering
- ▶ Skills
- ▶ Physical
- ▶ Expedition

The programme at Westholme requires attendance at one after-school training session per week to learn the skills required to complete the expedition section and to receive support with the other three sections. These sessions will also provide support in the use of the DofE website to log progress and upload supporting evidence.

The Volunteering, Skills and Physical sections allow participants to design a programme of activities to satisfy the criteria of the award and require a time commitment of approximately one hour per section per week. The Westholme co-curricular programme provides a range of suitable activities for each of these sections, although many students also choose to complete these sections outside of school. For the Bronze Award, participants take part in each of these sections for three months, choosing one of the sections to continue for a total of six months.

The expedition section involves planning, training for and completing an unaccompanied, self-reliant expedition. For the Bronze Award, participants will complete two 2-day expedition weekends (one for training and one for assessment).

The Westholme DofE programme continues with the Silver Award in Year 11 and Gold Award in the INSPIRED Sixth Form. Completion of a previous level is not required (e.g. direct entry to the Silver Award is possible without holding a Bronze Award) but does reduce the length of time required to complete the Volunteering, Skills and Physical sections of a subsequent Award.

CLUBS, ENRICHMENT AND CO-CURRICULAR

CLUBS AND ENRICHMENT

All academic departments at Westholme offer enrichment and support opportunities through drop in-sessions, subject specific clubs, enrichment activities, in-school subject development sessions, visiting speakers, university visits, links with local and national businesses, off-site trips and many more development opportunities. At Westholme, it is not just about the education that you receive in the classroom; we take a holistic view of education and provide opportunities for all students to develop their academic profile well beyond the scope of their chosen GCSE courses.

CO-CURRICULAR PROGRAMME

Our vibrant and varied Westholme co-curricular programme continues from Lower Seniors, offering opportunities to enrich and supplement the academic provision that students in Years 10 and 11 follow. Students will continue to be able to take part in new activities, find and develop their talents and foster passions that can both complement and enhance their academic GCSE studies. Each year group is given a bespoke co-curricular timetable which is updated on a termly basis, facilitating a varied and dynamic programme, to meet the needs and interests of the students within each year group. If there is an activity that you would like us to offer, just ask and we will see if we can organise a club to provide it for you!

Take a look at our impressive Co-Curricular Booklet advertising 100 clubs, societies and activities to enjoy.



BUSINESS STUDIES (AQA)

SUBJECT INFORMATION

In GCSE Business Studies you will learn about how the world of business works and its relevance to almost every aspect of modern society. You will cover a range of topics in relation to businesses in the real world: both small and large. The main topics covered include external influences on business, human resources, marketing, finance and operations management.

These topics will be covered in lessons in preparation for the two examinations which are taken at the end of the course. Both examination papers are worth 90 marks and include short answer questions, essays, along with case studies and data analysis.

Throughout the course you will also develop a range of skills including entrepreneurship, communication, problem solving and quantitative skills.

This GCSE course opens exciting opportunities to study business-related subjects at A Level and beyond. Business can be the gateway to a number of great career choices and is one of the most popular degree disciplines to study at university because of its versatility in securing employment across many fields.

Business Studies provides students with a unique insight into the world of work. Through its study, students discover how businesses operate and learn about their key elements and essential business functions.

- ▶ Would you like to set up your own business and be a successful entrepreneur?
- ▶ Would you like to be a manager for a large business such as Nike, Unilever or Apple?
- ▶ Have you got an interest in the news and how the government and their policies affect your life?

If the answer is yes to any of these questions, then Business Studies may be the GCSE for you!

ASSESSMENT

Examination

100% of total mark.

Two written papers at the end of Year 11.

- ▶ Unit 1 – 50%: Influences of Operations and Human Resource Management on business activity.
- ▶ Unit 2 – 50%: Influences of Marketing and Finance on business activity.

CLASSICS (OCR)

SUBJECT INFORMATION

GCSE Classical Civilisation focuses on the ancient worlds of Greece and Rome and is a wide-ranging subject involving the study of literature, art, artefacts, religion, archaeological sites, and ancient historical context.

You do not need to have knowledge of ancient languages as everything is in English and it does not matter if you have not studied the Greeks and Romans since primary school; all you need is an interest in the Ancient World and its cultures to enjoy and excel in the course.

From heroes in mythology to ancient ideas about war, Classical Civilisation delves deep into those big questions which are still important today. In fact, ancient cultures grappled with exactly the same issues that we do: life, death, gods, love, family, power, patriotism, politics, crime, justice and war – the list goes on.

One of the best things about Classical Civilisation is how many different things there are to study. If you enjoy subjects such as History, English, EPR, or Drama, then Classical Civilisation lets you do a bit of everything whilst studying two of the most important civilisations of the Western world.

Also, who wouldn't want to know...

- ▶ Whether the Trojan War really happened?
- ▶ Where Odysseus was all those years?
- ▶ How many days off the average Greek got?
- ▶ Where you go after you die?
- ▶ What the Romans did with those sacred chickens?

Classical Civilisation is regarded very highly by universities, as it teaches you the skills of essay writing, debate, source analysis, and how to structure a good argument. Classics students are great thinkers and stand out in their ability to understand other people and cultures.

Classical Civilisation at GCSE is also great preparation for A Level Classics, as it gives you a solid foundation from which to explore the ancient world, which you build upon in our INSPIRED Sixth Form. It also goes well with any subject and is viewed very highly when part of an application to study degrees such as Law, English, Politics, Business, Creative Arts and Performance, Archaeology, Architecture and Humanities.

Not least, Classics is an incredibly interesting subject that you will just love studying. Lessons are fun and interactive, as you will enter an educational world of wonder, imagination, intrigue and fascination. Once a Classicist, always a Classicist!

ASSESSMENT

Examination

100% of total mark. At the end of Year 11.

Component 1:

Myth and Religion (50%) 1 hour 30 minutes

Gods, Temples, Religious Officials and Sacrifice, Festivals, Death and Burial, The Underworld, Hercules, Foundation Myths, Myths and Symbols of Power.

Component 2:

Homeric World (50%) 1 hour 30 minutes

The Mycenaean Age, Decorative Arts, Tombs, Graves and Burial, Homer's Odyssey Books 9, 10, 21, 22.



COMPUTER SCIENCE (OCR)

SUBJECT INFORMATION

Computer Science has become vitally important in all our lives. Computer systems affect most of the things that we do, for example doing business, controlling machinery, navigating planes, supporting administration and communicating with each other. Computer Science refers to what we have to do in order to obtain a solution to a problem by mathematical or numerical means. It underpins 'computer science' which refers to the use of computing to inform the design of equipment and processes to manipulate data.

Computer Science is a practical subject, developed in conjunction with companies like Microsoft and Google, where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science qualification will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

COMPONENT 01 – COMPUTER SYSTEMS

The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory – examined at the end of Year 11 (50%).

COMPONENT 02 – COMPUTATIONAL THINKING, ALGORITHMS & PROGRAMMING

This component is focused on the core theory of computer science and the application of computer science principles – examined at the end of Year 11 (50%).

20 HOURS OF PROGRAMMING

As part of the course, students must undertake at least 20 hours of programming, they will do this using Python 3. This will help them to deepen their understanding, building upon the coding that they undertook in Key Stage 3. This will be assessed as part of the written exams.

Through this qualification, students can:

- ▶ Develop their understanding of current and emerging technologies and how they work.
- ▶ Look at the use of algorithms in computer programs.
- ▶ Acquire and apply creative and technical skills in a range of contexts.
- ▶ Develop computer programs to solve problems.
- ▶ Evaluate the effectiveness of computer programs.

ASSESSMENT

Examination 100% of total mark.

At the end of Year 11: Two papers (2 x 1.5 hours)
Components 01 & 02.

DANCE (AQA)

SUBJECT INFORMATION

Studying the exciting and diverse GCSE Dance will help you to understand and appreciate a variety of choreographic styles and genres and will test you on far more than just your dance ability.

PRACTICAL ASSESSMENT

The practical element of the course is split into three distinct assessment areas. The first is a solo performance of set phrases from a choice of four: 'Breathe,' 'Flux,' 'Shift' and 'Scoop'. You will learn all four set phrases but will be assessed on two of them. All the set phrases are designed to test your posture, balance, coordination and control, amongst other key physical and technical dance skills.

The second practical element is a group performance, choreographed by the teacher. It allows you to demonstrate your skills and dance knowledge to create a challenging and sophisticated performance. Although danced together, this piece is marked individually. The solo performance and duet or trio combined, account for 30% of your overall grade. The final element of the specification is working from a stimulus to create your own choreography for between 1 and 5 dancers. To support this work, you will also write a 150-word evaluation, detailing the decisions you made during the process. This element is worth 30% of your overall grade.

The GCSE Dance Anthology provides the focus for learning how to critically appreciate professional set works. The anthology contains the following professional set works:

DANCE WORK	DANCE COMPANY	CHOREOGRAPHER
<i>Artificial Things</i>	Stopgap Dance Company	Lucy Bennett
<i>A Linha Curva</i>	Rambert Dance Company	Itzik Galilli
<i>Infra</i>	The Royal Ballet	Wayne McGregor
<i>Shadows</i>	Phoenix Dance Theatre	Christopher Bruce
<i>Within Her Eyes</i>	James Cousins Company	James Cousins
<i>Emancipation of Expressionism</i>	Boy Blue Entertainment	Kenrick H2O Sandy

WRITTEN EXAM

As part of the specification, you will study an anthology of six professional dance works, including works from established and respected choreographers, examples of inclusive dance and a variety of styles and choreographic approaches from ballet to contemporary. Studying this anthology will enrich your understanding of choreography and of dance itself and develop your ability to evaluate performances. This part of the course is assessed through a written exam taken at the end of Year 11, worth 40% of your overall grade. This paper also assesses your understanding of choreographic intent and your ability to critically assess your own performance.

WHO IS IT FOR?

You may wish to study this subject because you already enjoy dance outside of school, or if you aspire to a career in the Arts. This course will give you a grounding in a variety of dance styles and develop your ability to critically respond to both your own work and professional work. You will also improve your skills as a dancer and a choreographer through studying this course and could go on to study Dance at A-Level and beyond.

ASSESSMENT

Practical Assessment (60%)

Written Exam (40%)



DESIGN TECHNOLOGY: PRODUCT DESIGN (AQA)

SUBJECT INFORMATION

The recently modified GCSE in Design and Technology is an academically challenging qualification, as well as having some aspects of traditional skills. GCSE Design and Technology prepares students to participate confidently and successfully in an increasingly technological world. Students gain awareness and learn from wider influences including historical, social, cultural, environmental, ethical and economic factors. Students get the opportunity to work creatively when designing and making, whilst applying technical and practical expertise. Students will also focus on their specialism, but show they understand the process of design in a wider context. This qualification gives students both a creative and academic foundation, which can lead to a wide variety of careers, it is ideal for those who seek to work within business or the creative industries.

In Year 10 of the GCSE programme, students will focus on the theoretical content of the subject and combine this with the development of their practical skills needed in the Non Examined Assessment (NEA) in Year 11. The course allows students to study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. Students will also have the opportunity to study specialist technical principles in greater depth, whilst exploring 3D printing and laser cutting.

In the first term of Year 11, students will complete the design and manufacturing stages of their NEA, with the evaluation due by the February half-term break. Subsequent lesson time will then be used for examination preparation.

Students who opt for the subject may also apply for an Arkwright Scholarship during Year 11, if they are considering a career in Design, Technology or Engineering.

This creative yet academic GCSE is demanding but students will significantly benefit from the qualification when applying to Westholme's INSPIRED Sixth Form, as well as opening many career routes into industry and business.

ASSESSMENT

Examination 50% of total mark.

At the end of Year 11.

Written paper:

Two hours (100 marks). Section A – Core technical principles
Section B – Specialist technical principles
Section C – Designing and making principles

Non-Examined Assessment 50% of total mark.

Summer Year 10 to Spring Year 11. Approximately 30 – 35 hours (100 marks). Students undertake a design-and-make activity, selected from a range of exam board set tasks in their chosen specification.

DESIGN TECHNOLOGY: TEXTILES (AQA)

SUBJECT INFORMATION

This academic and creative course enables students to contribute to an increasingly technological world. The course will introduce students to the core technical principles which underpin industry including social, cultural, environmental, ethical and economic factors. The growing fashion and textile design industry is an exciting environment in which to be involved. You could influence the future of the British design industry. An ever-growing and changing industry constantly needs new and innovative ideas from people who are not only aware of the social and environmental costs of the status quo but from those who are determined to contribute to change. This course allows development of products both in fashion and interiors but is not limited to these: Textiles can be used in a much wider context; you are only limited by your imagination!

This qualification gives students both a creative and academic foundation, which can lead to a wide variety of careers; it is ideal for those who seek to work within business or the creative industries.

COURSE CONTENT

The first year of the course focusses on equipping students with the theoretical knowledge required for

the exam, as well as improving practical skills needed to complete the Non Examined Assessment (NEA). In Year 10, students undertake mini design and make projects, which will develop practical knowledge and skills. This will provide all students with the platform for more independent work, carried out in Year 11. Theory based lessons will support the work done in practical lessons, which will build knowledge for the theory exam.

ASSESSMENT

The NEA coursework is worth 50% of the final qualification. The NEA is a practical based design and make project and students select their own design brief from starting points provided by the exam board. This allows students to create products which respond to a design need. Students take approximately 35 hours to complete the NEA.

The other 50% of the course is a two hour written exam taken at the end of Year 11. Questions focus on core technical principles, specialist knowledge and designing and making principles.



DRAMA (EDUQAS)

SUBJECT INFORMATION

Candidates may choose Acting or a Theatre Design Skill for each performance unit:

- ▶ Stage Design
- ▶ Lighting or Sound Design
- ▶ Costume and Make-up

Drama is a subject that allows you to be who you want to be and act the way you want to. There are very few rules, and no right or wrong answers. There are no limits to how, who, or what you want to be. Drama is like your own psychologist allowing you to show how you're feeling, then reviewing it and seeing if you could respond in a different way. Drama gives you confidence; the ability to be able to stand up and say – this is who I am and what I'm capable of. It helps you to understand life from a different view, taking on different characters, emotions and problems. It trains you for the future when you may experience similar scenarios in your own life.

**“MOVIES WILL MAKE YOU
FAMOUS; TELEVISION WILL
MAKE YOU RICH; BUT THEATRE
WILL MAKE YOU GOOD.”**

- TERRENCE MANN

WHAT QUALITIES DO I NEED TO STUDY GCSE DRAMA?

- ▶ You will need to have focus and concentration
- ▶ You will need to be imaginative
- ▶ You will need to be willing to take risks
- ▶ You will need the ability to laugh at yourself

It's not hard to imagine the number of successful actors, designers, theatre technicians who have studied drama at school and then been inspired to go on and do something because of it. Yes, that's right, drama isn't just about acting – there are so many jobs that you can do with drama experience, and, they don't have to have anything to do with theatre or television. Communication and confidence are key skills in any job, and drama is a key player in teaching you them.

ASSESSMENT

Examination 40% of total mark. At the end of Year 11.
One paper.

Non-Examined Assessment 60% of total mark. During Year 10 and Year 11.

Unit 1: Devised Practical

Performance and Written Report (40%).

Unit 2: Performance from a Text (20%).

ENGLISH LANGUAGE (AQA)

SUBJECT INFORMATION

Students will start to work on content from the GCSE English Language and GCSE English Literature specification offered by the AQA exam board in the final term of Year 9. They continue to cover all of the relevant content from these specifications throughout Years 10 and 11. Students work towards two separate GCSEs – English Literature and English Language.

Students are assessed on their ability to understand, interpret and comment on a variety of literary texts from 1800 to the present day. They are also given the opportunity to write for a variety of audiences and purposes. Being taught how to construct descriptive, narrative and non-fiction text allows them the opportunity to vary how they use language to influence different audiences. The course offers an exciting opportunity to refine their reading skills, learning more about how writers utilise language to influence the reader.

Communication continues to be an important aspect of English lessons. Within the English Language specification is the Spoken Language component. Students' achievement within this area of the specification will appear on their certificate as a separately reported grade. This assessment is common across all exam boards, ranging from Distinction to Fail. Students are expected to plan and craft a speech on a subject of their course. This is performed to an audience and they are required to answer a series of questions afterwards.

PAPER 1: EXPLORATIONS IN CREATIVE READING AND WRITING

WHAT'S ASSESSED:

Section A: Reading

One literature fiction text

Section B: Writing

Descriptive or narrative writing

Assessed

Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

Questions

Reading (40 marks) (25%) – one single text

1 short form question (1 x 4 marks)

2 longer form questions (2 x 8 marks)

1 extended question (1 x 20 marks)

PAPER 2: WRITERS' VIEWPOINTS AND PERSPECTIVES

WHAT'S ASSESSED:

Section A: Reading

One non-fiction text and one literary non-fiction text

Section B: Writing

Writing to present a viewpoint

Assessed

Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

ASSESSMENT

PAPER 1: EXPLORATIONS IN CREATIVE READING AND WRITING

50% of total mark.

End of Year 11.

Written exam: 1 hour 45 minutes.

80 marks.

PAPER 2: WRITER'S VIEWPOINTS AND PERSPECTIVES

50% of total mark.

End of Year 11.

Written exam: 1 hour 45 minutes.

80 marks.



ENGLISH LITERATURE (AQA)

SUBJECT INFORMATION

English Literature gives students the opportunity to delve into the past and explore how context can influence how the text is understood. It helps students to develop their use of English by encouraging them to develop a wider range of vocabulary. Furthermore, students will be encouraged to read around the subject and, perhaps, even explore texts written by the same author.

PAPER 1: SHAKESPEARE AND THE 19TH-CENTURY NOVEL

WHAT'S ASSESSED:

- ▶ Shakespeare plays
- ▶ The 19th-century novel

HOW IT'S ASSESSED:

- ▶ Written exam: 1 hour 45 minutes
- ▶ 64 marks
- ▶ 40% of GCSE

QUESTIONS

Section A Shakespeare: students will answer one question on Macbeth. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B: The 19th-century novel: students will answer one question on a chosen novel. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

PAPER 2: MODERN TEXTS AND POETRY

HOW IT'S ASSESSED:

- ▶ Written exam: 2 hour 15 minutes
- ▶ 96 marks
- ▶ 60% of GCSE

QUESTIONS

Section A Modern texts: Students will answer one essay question from a choice of two questions on modern prose or a drama text.

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.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

ASSESSMENT

PAPER 1

40% of total mark.

Written exam: 1 hour 45 minutes.

64 marks.

PAPER 2

60% of total mark.

Written exam: 2 hour 15 minutes.

96 marks.

FINE ART (AQA)

SUBJECT INFORMATION

Fine Art enables students to explore and refine creative ideologies through a range of different sources and materials. Fine Art practice is defined as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance.

Throughout the course, students will study periods of significant Art History and select appropriate materials and processes to refine their ideas. They will explore a wide range of materials and techniques using 2D and 3D media, such as drawing, painting and sculpture, lino-printing, silkscreen printing, textiles, photography, moving image and lens/light-based media, mixed media and land art.

We look at and use the work of contemporary and traditional artists and movements for inspiration which involves going to see exhibitions in locations around the UK. Each year we provide the opportunity to work with an artist in residence during whole day workshops. These sessions enhance students' coursework portfolios and provide students with practical experience alongside other professionals to encourage wider practice. We have worked with renowned artists such as Ian Murphy and Ross Eccles in previous years.

Skills gained within the Fine Art GCSE are transferable in a variety of other disciplines and careers such as: Photography, Architecture, Art History, Graphics, Web Design, Industrial Design, Textiles, Interior Design and Curator amongst

many more. Many of our students have continued to study at degree level in a range of different areas such as Architecture, Special Effects Make-Up, Fashion Design, Animation, Fine Art, Dentistry and Advertising and Marketing.

Fine Art enables students to think outside the box and express themselves creatively without limitations.

ASSESSMENT

Coursework 60% of total mark.

Non-Examined Assessment.

Examination 40% of total mark.

The exam takes place in the Spring term of Year 11. It is an entirely practical exam which involves guided preparatory work and a timed final outcome.

FOOD PREPARATION AND NUTRITION (AQA)

SUBJECT INFORMATION

GCSE Food Preparation & Nutrition is a new, exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance, food science and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

1. **Food, nutrition and health:** Macro Nutrients, Micro Nutrients, Nutritional Needs and Health.
2. **Food science:** Cooking of Food, Heat Transfer and the Functional and Chemical Properties of Food.
3. **Food safety:** Food Spoilage, Contamination and the Principles of Food Safety.
4. **Food choice:** Factors Affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing.
5. **Food provenance:** Environmental Impact and Sustainability of Food, Food Processing and Production.

Studying food preparation and nutrition can lead to exciting and well-paid career options. Consumers are

becoming increasingly reliant on the food industry to develop solutions for their nutritional needs.

For more information on food careers please visit www.tastycareers.org.uk.

Please note: students will be required to bring in ingredients for most practical lessons (once a week).

ASSESSMENT

Examination 50% of total mark. End of Year 11.

One paper: 20 multiple choice questions and 5 questions each with a number of sub questions worth 80 marks.

Non-Examined Assessment 50% of total mark. Year 11.

Task 1: A written report (1,500-2,000 words) on the characteristics, functional and chemical properties of ingredients including photographic evidence of the practical investigation. (15%)

Task 2: Students will prepare, cook and present three or four trial dishes in lesson time. They will then create a final menu of three dishes within a single period of three hours, planning in advance how this will be achieved. Students will submit a written portfolio (20 A4 pages) including photographic evidence. (35%)



FRENCH (EDEXCEL)

SUBJECT INFORMATION

Over the two year course pupils build on the work completed in Key Stage 3 and explore new areas. There are five main themes which each cover several topic areas. They include:

- ▶ Identity and Culture (who am I, daily life and cultural life)
- ▶ Local Area, Holiday and Travel (holidays, travel and tourist transactions, town, region and country)
- ▶ School (what school is like and school activities)
- ▶ Future Aspirations, Study and Work (using languages beyond the classroom, ambitions and work)
- ▶ The International and Global Dimension (bringing the world together, environmental issues, global problems).

Pupils will be entered for Foundation Tier or Higher Tier for all four skill areas. This will be decided in Year 11 by the class teacher in consultation with pupils and parents. Entry at Foundation Tier allows access to Grades 1-5 and entry at Higher Tier allows access to Grades 4-9.

French is one of the world's major international languages; it is spoken by over 280 million people in 43 countries, on five continents. Knowing French increases your chances of communicating in a non-English-speaking country. French is also one of the official working languages of the European Union and the United Nations.

ASSESSMENT

Listening Examination (25%)

At the end of Year 11.

This paper comprises a mixture of questions to be answered in English and French based on listening material in French.

Speaking Examination (25%)

At the end of Year 11.

This is a final examination of between 7 and 12 minutes. The test will begin with a role play, followed by questions based on a picture stimulus. The final section is a general conversation based on a range of GCSE topics.

Reading Examination (25%)

At the end of Year 11.

This paper is comprised of a mixture of questions to be answered in English and French based on reading material in French and includes a translation from French into English.

Writing Examination (25%)

At the end of Year 11.

Students are assessed on their ability to communicate effectively through writing in French for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in French. In addition to this, there is a translation from English into French.

GEOGRAPHY (AQA)

SUBJECT INFORMATION

The study of GCSE Geography can help you to:

- ▶ Develop a knowledge and understanding of local and global events that will affect your future.
- ▶ Develop a range of skills that are useful across the curriculum and in future careers such as: literacy, statistics, ICT, carrying out independent fieldwork, mapwork and analysing data and graphs.
- ▶ Gain an understanding and appreciation of the cultures and backgrounds of people from all over the world and develop an appreciation of the causes of inequality.

You will study a wide range of topics on the AQA course:

PHYSICAL GEOGRAPHY

- ▶ Natural hazards including volcanoes, earthquakes, tropical storms, extreme weather and climate change.
- ▶ Physical landscapes: Rivers and coastal areas, as well as the landscape of the UK.
- ▶ Ecosystems including tropical rainforests and cold environments.

HUMAN GEOGRAPHY

- ▶ Urban issues and challenges: Studies of cities in a newly emerging economy (Rio de Janeiro) and urban change in Leeds.

- ▶ The changing economic world: Development issues, population growth and economic change in the UK.
- ▶ The challenge of resource management: Food, water and energy issues.

Geography could lead you to exciting career prospects. It is a well-respected academic subject; at A Level is one of the facilitating subjects preferred by the top universities and is compatible with a wide range of degree courses.

ASSESSMENT

Paper 1: Physical Geography exam

35% of total mark. At the end of Year 11.
Living with the physical environment.

Paper 2: Human Geography exam

35% of total mark. End of Year 11.
Challenges in the human environment.

Paper 3: Skills/applications exam

30% of total mark. End of Year 11.
Geographical applications: Issue evaluation, fieldwork, geographical skills.

**“GEOGRAPHY IS THE SUBJECT
WHICH HOLDS THE KEY TO
OUR FUTURE”**

– MICHAEL PALIN

GERMAN (EDEXCEL)

SUBJECT INFORMATION

Over the two year course, pupils build on the work completed in Key Stage 3 and explore new areas. There are five main themes which each cover several topic areas. They include:

- ▶ Identity and Culture (who am I, daily life and cultural life)
- ▶ Local Area, Holiday and Travel (holidays, travel and tourist transactions, town, region and country).
- ▶ School (what school is like and school activities).
- ▶ Future Aspirations, Study and Work (using languages beyond the classroom, ambitions and work).
- ▶ The International and Global Dimension (bringing the world together, environmental issues).

Pupils will be entered for Foundation Tier or Higher Tier for all four skill areas. This will be decided in Year 11 by the class teacher in consultation with pupils and parents. Entry at Foundation Tier allows access to Grades 1-5 and entry at Higher Tier allows access to Grades 4-9.

German is the second most widely spoken language in Europe and commonly referred to as the “money language”. It is also an important language in business, science, engineering, pharmaceuticals and academia.

ASSESSMENT

Listening Examination (25%)

At the end of Year 11.

This paper comprises a mixture of questions to be answered in English and German based on listening material in German.

Speaking Examination (25%)

At the end of Year 11.

This is a final examination of between 7 and 12 minutes. The test will begin with a role play, followed by questions based on a picture stimulus. The final section is a general conversation based on a range of GCSE topics.

Reading Examination (25%)

At the end of Year 11.

This paper is comprised of a mixture of questions to be answered in English and German based on reading material in German and includes a translation from German into English.

Writing Examination (25%)

At the end of Year 11.

Students are assessed on their ability to communicate effectively through writing in German for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in German. In addition to this, there is a translation from English into German.

HISTORY (AQA)

SUBJECT INFORMATION

- ▶ Why were the KKK so frightening?
- ▶ How important was Martin Luther King really?
- ▶ Why did Europe go to war in 1914 and then again in 1939?
- ▶ What exactly was the Black Death?
- ▶ Why did Queen Elizabeth I never get married?

These are some of the important questions you will be asking during our exciting GCSE History course. You will also find out that there are many different interpretations of historical events, such as the Civil Rights Movement in the USA which will give you the opportunity to exercise your own powers of analysis and argument.

WHY SHOULD I THINK ABOUT TAKING GCSE HISTORY?

- ▶ You have enjoyed History so far.
- ▶ You like finding information out for yourself, questioning historical sources, looking at both sides of an argument and making up your own arguments.
- ▶ You want to become more skilled at asking questions, even awkward ones!

- ▶ You want to further develop empathy and understanding of the actions and achievements of others; you want to draw conclusions and make judgements.
- ▶ These skills are highly desirable in many different careers and History is excellent training for any career where you have to use evidence or make decisions.

ASSESSMENT

EXAMINATION

100% of total mark which is assessed at the end of Year 11 in the following examinations:

Paper One: Understanding the Modern World (50%).

Section A: America, 1920 – 1973

Section B: Conflict and Tension, 1896 – 1918 or 1919 – 1939.

Paper Two: Shaping the Nation (50%).

Section A: Britain – Health and the People 1000 to present day.

Section B: Elizabethan England 1568-1603.



In 2019, Westholme's History Department was awarded the Gold Historical Association Quality Mark.

LATIN (OCR)

SUBJECT INFORMATION

Latin at GCSE is very similar in content to what is covered in Years 7 to 9, with a blend of Latin Language and Roman Culture. There is more emphasis on the language, however, there are still plenty of classical topics covered within the course, and the passages in the language themselves focus on stories from Roman History and Mythology.

LANGUAGE

Pupils continuing Latin to GCSE will consolidate what they have learned so far and build upon that foundation by learning new aspects of the language. They will develop their knowledge of Latin grammar and vocabulary and develop their skills in translation and analysis of the Latin language.

At GCSE, there is a prescribed vocabulary list, much of which students have already encountered in Years 7 – 9, so they are again building upon prior knowledge. In the exam, they will not be asked to translate any other word than what is included on the vocabulary list, so after two years of focusing on the same words, students should feel confident that they know the words they will encounter at the end of Year 11.

VERSE LITERATURE

This is the new part of the subject that students do not encounter until GCSE. It allows you to read, translate and analyse prescribed passages of real Roman verse from the famous Roman author Virgil.

To be able to translate the words of a famous Roman, who was alive over 2000 years ago, is incredibly exciting, and allows students to look beyond the modern textbooks and sample true Latin, as it was written by one of the great authors who was alive during the reign of the emperor Augustus. Students will be required to answer questions on his work in their examination. Throughout the two year course, students will have already seen and analysed the extracts of the text in lessons, thereby going into their examination knowing every passage that they can be asked on. The current prescription is Chapter 6 of Virgil's Aeneid; this is one of the more famous parts of Virgil's epic poem, focusing upon Aeneas' descent into the Underworld, the home of Hades and Persephone, on his quest to find the spirit of his father. It is a very popular text and students will become engrossed in the trials and tribulations of the characters and how the divine gods seek to save one man because he is destined for future glory.

LITERATURE AND CULTURE

Pupils study a range of Classical Civilisation topics and develop an understanding of certain aspects of ancient Roman life. These topics are a deeper evaluation of a number of Classical background topics they have studied in Years 7 – 9, and allow students to study some of the more favourable aspects of ancient life through ancient and modern sources, including literature, art, architecture, and film.

The prescription for this part of the course includes the following areas:

ENTERTAINMENT	MYTHS & BELIEFS	ROMAN BRITAIN
The Amphitheatre	Roman Gods and their roles	Military
The Theatre at Pompeii	State Religion	Bath Houses
The Circus Maximus and Chariot Racing	Beliefs in the After-Life	Roads
Dinner parties	Aeneas, Romulus and Remus	Conquest

ASSESSMENT

EXAMINATION

100% of total mark.
At the end of Year 11. 3 papers.

Paper 1 – 50% of total mark

Language:
1 hour 30 minutes.

Paper 2 – 25% of total mark:
Verse Literature B - 1 hour.

Paper 3 – 25% of total mark
Literature and Culture: 1 hour.



MANDARIN (AQA)

SUBJECT INFORMATION

Building on from the foundation work completed in Key Stage 3, where pupils have grasped the structure of Chinese characters to help them read and write and the phonetic alphabet to help them with listening and speaking, the two year GCSE course will explore the subject further and develop language skills in new areas. There are three main themes which each cover several topic areas.

They include:

- ▶ Identity and Culture (me, family and friends; technology in everyday life; freetime activities; Customs and Festivals in the target-language speaking countries/communities)
- ▶ Local, National, International and Global Areas of Interest (home, town, neighbourhood and region; social issues; global issues; travel and tourism)
- ▶ Current and Future Study and Employment (my studies; life at school/college; education post-16; jobs, career choices and ambitions).

Pupils will be entered for Foundation Tier or Higher Tier for all four skill areas. This will be decided in Year 11 by the class teacher in consultation with pupils and parents. Entry at Foundation Tier allows access to Grades 1-5 and entry at Higher Tier allows access to Grades 4-9.

Learning Mandarin equips our pupils with a valuable tool for engaging with a nation that is re-shaping the world as we know it. Taking GCSE Mandarin means you will add an international dimension to your choice of GCSE subjects, which is something many employers and higher education providers find desirable. As Chinese characters are the oldest continuously used writing system in the world, study of Mandarin often requires a different learning strategy that offers a unique opportunity to demonstrate an academic ability.

During the course there is a fantastic opportunity for our pupils to participate in an annual national speaking competition (first prize a trip to China) where they can meet like-minded young people from across the UK and interact with them to improve their language skills, as well as a bi-annual culture visit to some of China's most iconic places.

ASSESSMENT

Listening Examination (25%)

Taken at the end of Year 11.

This paper comprises a mixture of multiple-response and short-answer open-response questions to be answered in English based on listening material in Mandarin.

Speaking Examination (25%)

Taken at the end of Year 11.

This is a terminal examination of between 7 and 12 minutes. The test will begin with a role play. This is followed by questions based on a picture stimulus and the final section is a general conversation based on the topics covered over the two years.

Reading Examination (25%)

Taken at the end of Year 11.

This paper comprises a mixture of multiple-response and short-answer open-response questions to be answered in English based on reading material in Mandarin.

Writing Examination (25%)

At the end of Year 11.

Students are assessed on their ability to communicate effectively through writing in Mandarin for different purposes and audiences. Students are required to produce extended responses of varying lengths and types, to express ideas and opinions in Mandarin.



MATHEMATICS (AQA)

SUBJECT INFORMATION

Students will follow the AQA GCSE Mathematics (8300) specification. The content of the course is organised into six main topic areas:

- ▶ Number
- ▶ Algebra
- ▶ Ratio, proportion and rates of change
- ▶ Geometry and measure
- ▶ Probability
- ▶ Statistics

The course contains many new topics and areas of study, as well as building on the knowledge developed in Mathematics up to this point, with students developing the work they have covered in previous years. Work covered in Years 7 – 9 is also assessed at GCSE level, with regular consolidation and revision of previously covered topics also forming part of students' study throughout Years 10 and 11.

There are two tiers of entry in Mathematics – Higher Tier with results graded 4 to 9, and Foundation Tier with results graded 1 to 5. Most students will follow the Higher Tier course throughout, although knowledge of the Foundation Tier content will form the basis for further study in the Higher Tier course.

It may be that by consultation and discussion some students will sit the Foundation Tier. This decision would be made at an appropriate point in the course. It should be noted that most Higher Education courses and many employers may require evidence of achievement in Mathematics at GCSE Grade 4, with higher grades often required to commence further study in a Mathematics based course. Many A Level courses with significant mathematical content have a minimum requirement of GCSE Grade 6.

Higher performing students will be offered the opportunity to study Further Mathematics GCSE as an additional optional subject. Further Mathematics lessons take place after school one day a week during the final term of Year 10 and throughout Year 11. This course is of particular value to those wishing to study Mathematics or Further Mathematics at A Level.

Those students following the Foundation Tier course may be given the opportunity to sit IGCSE examination papers in the January of Year 11, to provide additional practice of examination skills and to aid their preparation for the final GCSE examinations in the summer of Year 11.

The Mathematics Department runs various enrichment activities which include the option of being able to attend external competitions, taking part in the UKMT challenges, as well as a number of lunchtime Mathematics clubs. Students can also

choose to attend one of the weekly lunchtime clinics to receive additional support with their studies or to explore other Mathematical ideas with staff. In the run up to the GCSE examinations, additional Year 11 revision clinics will be provided.

ASSESSMENT

Examination

100% of total mark.

At the end of Year 11.

Three papers including 1 non-calculator paper.





MUSIC (EDEXCEL)

SUBJECT INFORMATION

GCSE Music will give you an understanding of how music works across many different styles. In the Edexcel GCSE Music course we study eight set pieces: Defying Gravity (from the album of the cast recording of Wicked – S Schwartz); Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV – J Williams); Killer Queen (Queen); Music for a While (Purcell); Release (from the album 'Volume 2: Release' – Afro Celt Sound System); Samba Em Preludio (from the album 'Esperanza' – Esperanza Spalding); 3rd Movement from Brandenburg Concerto no. 5 in D major (J S Bach); 1st Movement from Piano Sonata no. 8 in C minor ('Pathétique' – Beethoven). The listening and writing test is then based mainly on these 8 pieces.

In lessons, time is split between learning about the music for the exam and learning how to compose two substantial pieces of music. These can be in any style, for any instruments, and are done using the latest computer software. One of the compositions is from a set of briefs published in September of Year 11; they are usually quite imaginative and enjoyable.

Many pupils choose GCSE Music because they already play a musical instrument or sing, and top marks can be gained in the performing component by performing Grade 4 standard pieces. More difficult pieces make it even easier to achieve full marks. For many of our pupils, this is like being handed 30% of a GCSE for something they can already do!

Many research projects have shown that music stimulates the intellect generally and there are links to most other subjects, but most pupils just enjoy listening to, learning about, performing, composing and arranging music. GCSE Music is recommended for all those going on to A Level Music or Music Technology, but it is also a course which can give everyone the ability to enjoy performing, composing and hearing music throughout their lives.

ASSESSMENT

Listening Examination (40%)

At the end of Year 11.

One listening and writing paper.

Non-Examined Assessment (60%)

During Year 11.

30% performing, 30% composing

PHOTOGRAPHY (AQA)

SUBJECT INFORMATION

Studying Photography at GCSE will not only teach you how to improve the quality of your images but also how to use a DSLR camera in a sophisticated and innovative way. In today's society, photographs are used to not only document our everyday lives and experiences through Apps such as Instagram, Twitter and Facebook, but they also open the door to a range of career opportunities.

Photography is a highly diverse medium which is used within many genres including fashion, film, food, engineering, advertising, portraiture, editorial, forensic, industrial, documentary, aerial, wedding, sports and travel etc.

This course will teach you how to compose your images in different ways by using the formal elements of Photography with skills such as viewpoint, line, symmetry, black and white or colour and repetition. You will become competent in the use of Adobe Photoshop which you will use to organise, edit and enhance your photos. By exploring a wide range of themes and photographers we aim to inspire our students to generate innovative imagery.

Westholme's photographic studio is a huge asset and can be used to experiment with different lighting techniques, lenses and props to take your work to the next level. In addition to the production of high-quality photographs you will also learn how to use a

wide range of creative techniques to present them in both 2D and 3D formats, such as silkscreen printing, multiple exposures, photomontage, collage and transfer printing.

In Year 11 you will produce an exhibition of your most successful work to showcase your skills, for other students, teachers, parents and governors to view. Trips out of the school environment and the classroom provide students with first-hand experience of exhibitions, contemporary culture and new locations to capture exciting imagery in places such as London, York and Liverpool.

ASSESSMENT

Examination 40% of total mark.

Before Easter in Year 11.

An entirely practical exam which involves guided preparatory work and a timed final outcome.

Non-Examined Assessment 60% of total mark.

May of Year 11. A minimum of 3 coursework assignments within a range of themes and media.

PHYSICAL EDUCATION (OCR)

SUBJECT INFORMATION

If you enjoy sport, then you will enjoy this GCSE option. The course will equip you with the knowledge, understanding and skills to develop your own performance in sport. You will also develop an understanding of the different influences on participation within sport, and the benefits of physical activity towards health, fitness and well-being.

You will be assessed in three practical activities – one from the ‘individual activity’ list, one from the ‘team activity’ list and one from either list. Out-of-school activities such as skiing, horse riding and dance can also be assessed. In the ‘Analysing and Evaluating Performance’ section, each candidate will produce an action plan to improve the quality and effectiveness of the performance for their specified sport.

It is strongly advised that students opting to do this subject, attend sports practices in their three chosen sports and participate in sport outside of school.

There are two main sections of the course:

1. PHYSICAL FACTORS AFFECTING PERFORMANCE

This section includes ‘Applied Anatomy and Physiology’ which explores the effects of exercise on the body, and ‘Physical Training’, which includes practical sessions on how to improve your overall fitness and prevention of injury.

2. SOCIO-CULTURAL ISSUES AND SPORTS PSYCHOLOGY

The ‘Socio-Cultural’ section looks at the external influences on participation and performance including ethical factors, drugs and violence in sport. ‘Sports Psychology’ examines how movement skills are learned, goal setting and mental preparation, and finally there is a section on ‘Health, Fitness and Well-being’, that investigates the benefits of exercise to health, the consequences of a sedentary lifestyle and diet and nutrition.

GCSE PE links well with a number of other subjects and provides each pupil with a greater insight into sport and exercise. There are numerous career paths linked with the field of sport including sports scientist, nutritionist and sports psychologist, physiotherapist, sports coach, and sports analyst. Sports based courses also support entry into careers in the armed forces, police and fire service. Even if you do not pursue a career in sport, this GCSE course can serve to promote a healthy and active lifestyle, which will undoubtedly benefit you throughout your GCSE, A Level and University studies, as well as for the rest of your life.

ASSESSMENT

Theory Examination (60%)

End of Year 11.

Two written papers (1 hour each) – 30% for each paper.

1. Applied anatomy, physiology and physical training.
2. Socio-cultural influences, sports psychology, health, fitness and well-being.

Practical Section (40%) March Year 11

- ▶ Course assessment of practical skills in three activities: 30%
- ▶ Analysing and Evaluating Performance in one activity (AEP): 10%



RELIGIOUS STUDIES – ETHICS, PHILOSOPHY & RELIGION (EPR) (EDUQAS)

SUBJECT INFORMATION

Are you interested in the crucial issues facing your society? Do you want to know more about the choices and paths that different people make in life? If 'yes', then this course is for you. GCSE students gain an excellent understanding of what is going on globally and in their own society. They have independent minds, are highly confident in discussion, can offer balanced and rational viewpoints and have sound academic ability. With these skills, an EPR GCSE is an asset on any CV.

You will learn about Buddhism and Christianity and consider ethical, philosophical and religious approaches to medical issues, debates surrounding the law, crime and punishment, marriage and relationships, identity, human rights, life after death and good and evil.

The GCSE equips you with understanding and skills which are beneficial to many different careers. Research highlights that employers expect 'diversity awareness' in their employees. In business, when dealing with people from a range of cultures, employees need to show a sense of awareness about the wider world, and they need to be capable of engaging with different people.

Classes are based on academic rigour and a creative approach to the subject. To help you have a real insight into the religions studied, namely Buddhism

and Christianity, you will experience a 'Buddhism Study Day' (an introduction to the basics of Buddhism including lectures and discussions at a Buddhist Centre) and encounter people and projects in the community.

Superb co-curricular activities are on offer for your CV: JAC Team (Justice, Awareness and Charity)

You may opt to be a part of this Year 10 EPR team which organises the 'Night at the Movies' for Year 7 pupils. You will develop skills in organisation, teamwork and take on new responsibilities when planning and hosting this exciting event.

ASSESSMENT

Examination

100% of total mark.

End of Year 11.

Three papers:

- ▶ Philosophical and Ethical Issues in the Modern World (50%)
- ▶ Study of Christianity (25%)
- ▶ Study of Buddhism (25%)

SCIENCE (AQA)

SUBJECT INFORMATION

Students start to work on content from the GCSE Science course offered by the AQA exam board at the beginning of Year 9 and will continue to cover all of the relevant content from this specification throughout Years 10 and 11. Students who do not choose the Separate Science option will continue to follow the GCSE Combined Science: Trilogy course as part of their core curriculum. Students following the Trilogy course will be taught by specialist subject teachers for a total of six lessons per week, with an additional three lessons for those who choose the Separate Sciences option.

There is no coursework in the Trilogy or the Separate Sciences course. Throughout the three-year course students are required to carry out a number of required practicals (these are experiments that students will undertake during lessons) to develop specific practical skills. These skills will then be assessed on the written examination papers and will account for 15% of the marks available.

Both the Separate Sciences and Trilogy study routes emphasise the importance of science in our everyday lives. Students will develop their understanding of issues facing the modern world and develop their knowledge of how scientific ideas can be used to interpret and question media reports and their ability to argue a rational case based on scientific data.

The traditional scientific ideas and concepts covered thus far in students' education will be explored in greater depth and built on to enhance students' understanding and to boost confidence in their application. Some of the additional scientific ideas and questions covered during Years 10 and 11 include:

- ▶ **HOW CAN GENETICALLY MODIFIED FOODS HELP TO FEED OUR EVER-GROWING POPULATION?**
- ▶ **SHOULD OUR FOOD CONTAIN ADDITIVES?**
- ▶ **HOW CAN WE DEAL WITH GLOBAL WARMING?**
- ▶ **ARE MOBILE PHONES SAFE?**
- ▶ **HOW DID THE UNIVERSE BEGIN?**

Biology, Chemistry and Physics are important and interesting subjects and are the starting points for many careers in disciplines such as Medicine, Forensic Science, Pharmacy, Engineering and Research. Science works to explain the world in which we live and it provides technology that has a significant impact on our society and the environment. In the 21st century, a sound knowledge of Science has become increasingly important.

COMBINED SCIENCE: TRILOGY

Students will follow the course offered by the AQA examination board, leading to the award of two GCSE grades at the end of Year 11. Students following the Trilogy course will be taught by specialist subject teachers for a total of six lessons per week.

All Science GCSEs are linear with those studying Science Trilogy sitting six, 75-minute examination papers at the end of Year 11: two papers for each branch of Biology, Chemistry and Physics.

The Trilogy Science course provides fundamental knowledge which can lead on to further study in a host of scientific fields, including providing the opportunity for A Level study in individual Science subjects or other Science-related courses.

SEPARATE SCIENCES – BIOLOGY, CHEMISTRY AND PHYSICS

This course is designed for those students who have a passion for and strive to develop a deeper understanding of scientific ideas, principles and skills. It gives students the opportunity to explore the world of science in much more depth and breadth and leads to the award of three GCSE grades at the end of Year 11. Students following the Separate Sciences course will be taught by specialist subject teachers for a total of nine lessons per week.

Students following this course will have much more content to cover than the Trilogy course and, along with the additional teaching time, will be expected to carry out significantly more independent study, especially in terms of examination preparation.

All the science GCSEs are now linear with those studying Separate Sciences courses sitting six, 105-minute examination papers at the end of Year 11 – two papers for each branch of Biology, Chemistry and Physics.

The Separate Sciences option provides students with the best preparation for further study in a Science based subject and covers an introduction to many of the topics that are studied in further detail in the A Level Science courses

ASSESSMENT

COMBINED SCIENCE TRILOGY

Examination (100%)

Two 75-minute papers each for Biology, Chemistry and Physics, taken at the end of Year 11.

SEPARATE SCIENCES

Examination (100%)

Two 105-minute papers each for Biology, Chemistry and Physics, taken at the end of Year 11.

SPANISH (EDEXCEL)

SUBJECT INFORMATION

Over the two year course pupils build on the work completed in Key Stage 3 and explore new areas. There are five main themes which each cover several topic areas. They include:

- ▶ Identity and Culture (who am I, daily life and cultural life)
- ▶ Local Area, Holiday and Travel (holidays, travel and tourist transactions, town, region and country),
- ▶ School (what school is like and school activities)
- ▶ Future Aspirations, Study and Work (using languages beyond the classroom, ambitions and work)
- ▶ The International and Global Dimension (bringing the world together, environmental issues).

Pupils will be entered for Foundation Tier or Higher Tier for all four skill areas. This will be decided in Year 11 by the class teacher in consultation with pupils and parents. Entry at foundation tier allows access to Grades 1-5 and entry at higher tier allows access to Grades 4-9. Spanish is the second most spoken language in the world with over 400 million native speakers. 22 countries, from Argentina to Uruguay, have Spanish as their official language. It is the second language used for international communication and the third most used language on the Internet.

ASSESSMENT

Listening Examination (25%)

At the end of Year 11.

This paper comprises a mixture of questions to be answered in English and Spanish based on listening material in Spanish.

Speaking Examination (25%)

At the end of Year 11.

This is a final examination of between 7 and 12 minutes. The test will begin with a role play, followed by questions based on a picture stimulus. The final section is a general conversation based on a range of GCSE topics.

Reading Examination (25%)

At the end of Year 11.

This paper is comprised of a mixture of questions to be answered in English and Spanish based on reading material in Spanish and includes a translation from Spanish into English.

Writing Examination (25%)

At the end of Year 11.

Students are assessed on their ability to communicate effectively through writing in Spanish for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in Spanish. In addition to this, there is a translation from English into Spanish.





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