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BROOKFIELD COMMUNITY SCHOOL

COMMITTED TO EXCELLENCE

YEAR 9 GUIDED CHOICES

INFORMATION FOR STUDENTS AND PARENTS

2024 - 2026



Equality and Achievement

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Welcome

Dear Student,

Moving into Key Stage 4 is an exciting time that provides you with more independence and responsibilities, and offers you many opportunities regarding your future.

At the start of this half-term we start the KS4 Guided Choices process where you consider your subject choices for Year 10 and 11. You will hear from subject teachers and have the opportunity to ask questions about the subjects available to you at Brookfield. This is an important time in your school career and we will make available to your parents the information you have received to help them support you with your choices.

At Key Stage 4 there are certain subjects that are compulsory and some that you may be recommended to do. We use the term Guided Choices as, at this stage in your school career you have certain choices of direction. You may wish to concentrate on an academic pathway fulfilling all the requirements of the English Baccalaureate (EBacc), opt for some of our vocational subjects, or look for a combination of both. Whatever you choose, you will be guided through the process by senior teachers and have the opportunity to speak with our career's advisor.

During the meetings with senior teachers, you will be supported in choosing a range of subjects that will broaden your knowledge and keep your career options open. If you are already interested in a particular job, apprenticeship, or going on to study at a sixth form, college or university, you should check that your choices help you to progress to where you want to go.

During your guidance meeting, we will ask you to complete an online Guided Choices form with your choices on it. Most students will study 9 GCSE or GCSE equivalent subjects. We will work hard to make sure everyone gets the choices they have made, but running any course does depend on having sufficient numbers of students interested and your choices fitting our timetable.

I encourage you now to read through this booklet and write down any questions you have. There is a section at the back for you to do this.

Mrs R Mason, Deputy Headteacher



Introduction to Guided Choices

This booklet has been designed to inform you about the next, exciting phase in your son/daughter's education: Guided Choices. Your son/daughter will be given information about Guided Choices in assemblies in January so they may have already been discussing this with you.

In the past, this process has been known as Options, but there have been significant national changes to examinations and entry requirements to academic courses and apprenticeships. Therefore, we have adapted this process to ensure all students are fully informed and prepared for a balanced selection of courses.

The courses that are followed in Years 10 and 11 will influence your son/daughter's long-term future so we feel it is important that students are guided throughout the process by one of our senior teachers. Each student will have an individual meeting where they will be given recommendations by this teacher over possible combinations of subjects leading to a well-balanced range of qualifications. These recommendations will be made through a holistic view of the student and with information from their form tutor and subject teachers.

As you read through the booklet, we will explain the Guided Choices processes and their timeframe. We hope you find it informative and that it will support you and your son/daughter at this time.

What is Guided Choices?

The Guided Choices process at Brookfield Community School is about supporting all students in the next step of their education. It is about guiding their choices for Key Stage 4 so to position them best to progress into future education, training and employment opportunities.

What subjects will students study?

All students will study the following Core courses:

- English Language (GCSE)
- English Literature (GCSE)
- Maths (GCSE)
- Science (GCSE)
- Core PE
- Life 360 - All students will engage in PSHE and RSE enrichment drop down days. As with KS3, aspects of British Values will be explored during Curriculum time, and students will be able to develop their cultural awareness, challenge stereotypes and develop skills necessary to keep them safe. Students will also be encouraged to participate in co-curricular activities and further develop life skills.

Important Dates

- **Tuesday 9th January 2024 - Year 9 Guided Choices Process Assembly**
- **Wednesday 10th to Friday 19th January 2024 - Subject Assemblies**
- **Tuesday 16th January 2024 - Year 9 Parents Evening**
- **Wednesday 24th January 2024 - Guided Choices Evening for Parents & Students**
- **Thursday 25th January to Wednesday 7th February 2024 - Guided Choices interviews**
- **Thursday 8th February 2024 - Deadline for parental changes**

How do I choose my subjects?

In addition to the compulsory Core subjects above, students will study:

1. Geography or History
2. French or Spanish where recommended and
3. Further subjects from the list of Guided Choices subjects opposite OR 3 further subjects where French or Spanish have not been chosen.

Students will also need to choose a reserve choice in case it is not possible to timetable their preferred subjects. A list of the Guided Choices subjects can be found below, showing which subjects are GCSE qualifications and which are vocational qualifications:

GCSE

Art
Business Studies
Computer Science
Dance
Design & Technology
Drama
French
Geography
History
Music
PE
Religious Studies
Spanish
Textiles

Vocational Qualifications

Hospitality and Catering (WJEC Level 1/2)
Sport & Coaching Principles (WJEC Level 1/2)
Engineering (WJEC Level 1/2)

Students cannot choose more than two vocational qualifications.

Only classes with viable students' numbers will be able to run.

How will I submit my choices?

After the Guided Choices evening on 24th January, the window for Guided Choices meetings will open. All students will be given a time slot to meet with a senior teacher to speak about the subjects they wish to take. During this meeting students will complete their guided choices online, and will also be provided with a copy to take home to share with parents.

Parents should only contact us if they wish to change these choices. The deadline for parent changes is Wednesday 7th February. Once all forms have been submitted, we will work to produce a timetable that matches every student's choice. Where we have been unable to allocate students their chosen subjects, we will meet with them after half term.

What is the EBacc?

According to the government, The English Baccalaureate (EBacc) is a set of subjects at GCSE that keeps young people's options open for further study and future careers.

All students should have a well-balanced range of core academic subjects.

The English Baccalaureate (EBacc) represents Brookfield's core academic offer and is suitable for those students looking for a broad range of academic subjects.

With the compulsory core subjects, students will choose Geography or History and a language. Students will then have 2 further choices available to them, and so could also choose Geography and History.

At Brookfield Community School we strongly encourage students suited to study a GCSE language to pursue the EBacc combination of subjects. Those not on the EBacc offer will still follow a broad and rigorous academic curriculum to ensure they have the best opportunities for future progression.



Should I study a language?

In an interconnected and global economy, learning a second language can provide an advantage to students culturally and in the job market. Learning a language enhances communication skills and provides a deeper cultural awareness of others, not to mention the possibilities of travel through study and work. Problem-solving and critical-thinking skills are also developed while learning a language, supporting students in their other subjects.

We will speak with students and advise them about their suitability for GCSE French or Spanish. Where students are recommended for study in a language, we strongly encourage them to take a language at GCSE.

Students intending to study French or Spanish at A Level should choose GCSE French or Spanish.

Why is Science an option?

All students will study Science. If they do not choose Triple Science from the Guided Choices subjects then they will follow the AQA Combined (Trilogy) Science course. This leads to 2 GCSEs in Science. Choosing Triple Science as a Guided Choices subject allows students to study Biology, Chemistry and Physics AQA courses resulting in 3 GCSE outcomes.

This choice is suitable for those students who may wish to take Science A Levels or who are considering a Science degree course. However, if a student does not choose Triple Science, studying the Combined (Trilogy) course will still allow students to access A Level Science courses in Year 12.

How are the Vocational courses different from GCSEs?

As part of the 2016 reform of qualifications, new GCSE specifications were introduced with changes to content and the breadth of study. The A*-G grading system was also replaced with a 9-1 system. This applies to all GCSE subjects.

At Brookfield Community School we offer a number of vocational qualifications including WJEC qualifications. These vocational qualifications were also reformed and now demonstrate greater rigour in their subject content and assessment methods. The courses sit well alongside our GCSE subjects enabling students to progress into post-16 education, college, apprenticeships or training. The courses have been carefully chosen, are equivalent to GCSE and could lead to employment opportunities or progression to Level 3 or A-Level equivalent courses at Post 16.

How will I be guided and supported in making my Choices?

Every student will:

- Have an individual meeting with a senior teacher to guide them towards suitable choices
- Have the opportunity in this meeting to talk about the subjects they are interested in

Other sources of support are:

- Our Careers Advisor Mrs R Morse. Should students wish to have an interview with Mrs Morse they should speak to their form tutor.
- Our SEND team. Where students have been supported with their studies at KS3 or where issues arise our team will support students with their choices.
- Form Tutors. This is your first person of contact should you have any worries or questions regarding the Guided Choices process

What else do I need to know about changes to Exams?

Requirement to pass GCSE English and Maths

There are now requirements for schools that mean all students who have not achieved a standard pass 9-4 GCSE in Maths and English by the age of 16 (end of Year 11) will have to continue to study towards achieving them as part of their 16 to 19 provision. This requirement is the same no matter where students go after Year 11, whether it be to our Brookfield Sixth Form, another post-16 provider, a college or other training provider. Students are best placed to ensure they achieve these qualifications at the first time of asking, here at Brookfield in Year 11.

Examinations Structure

All GCSEs will be 'terminal exams' and tested at the end of Year 11. Students will not have an opportunity to re-sit any exams or to take them early. This changes the way subjects will be taught as there will be a greater content of work to be recalled at the end of Year 11. It means that regular revision sessions will be required throughout the two years of study. There will also be a need for clear and accurate notes and well-presented class/ homework throughout Year 10 and Year 11. As parents, you will be informed regularly of mock examination periods and times in the year when assessments will occur in particular subjects. These will be crucial to students' preparation for, and success in, their final examinations.

Raising of the School Participation Age

The government decided that from 2015, all students should stay in some form of learning until they are 18. This does not mean that your son/daughter will have to stay on at school, as it is not about raising the school leaving age or staying on at school or college. There are a large range of other learning opportunities available after Year 11 including Apprenticeships, part-time study, voluntary work and jobs with training. However, it does mean that even if your son/daughter does leave school to get a job, legally their employer must ensure that they are also enrolled for some kind of study. It also means that, for our Year 9 students, they should take a long term view of their education.



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Core Subjects

2024 - 2026



GCSE English Language & Literature

This course follows an integrated approach which results in students gaining two separate GCSE certificates, one in English Language and one in English Literature. The course aims to develop students' abilities to:

- Advance individual skills of communication in both spoken and written language
- Experience a wide range of written material, including literary and media texts and to respond imaginatively to them
- Enjoy and appreciate the reading of poetry, plays and novels
- Understand more about themselves, others and the world around them.

During the two year course, as well as studying and analysing literature (including that written during the 19th Century), students will be given the opportunity to examine non-literary material. All students will also study a work of Shakespeare.

As writers, students will be given many opportunities to produce descriptive and persuasive texts.

Speaking and listening is an integral part of the course and students will be encouraged to take part in group discussion, debates, role play and the preparation and delivery of formal talks based on students' individual interests. Speaking and listening marks will be reported separately to the GCSE grades.

ASSESSMENT:

English Language: 2 Final Examinations	100%
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English Literature: 2 Final Examinations	100%
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FURTHER EDUCATION AND CAREER OPPORTUNITIES:

Success in English is essential for almost all further education and career opportunities. Many successful students go on to study English and/or English Literature at A Level in the sixth form.

EXAMINING BOARD: AQA

CONTACT: Mrs Lloyd and Miss Pickering



GCSE Maths

Maths is an essential subject at GCSE for all students. It teaches reasoning, precision and the ability to understand abstract ideas, in addition to basic numeracy and algebra. This is why it is valued highly by employers and providers of further education.

One third of all written papers in Maths are done without a calculator. Students must have their own calculator for harder calculations, but need to be able to do arithmetic for themselves. Our recommended scientific calculator is the Casio FX-83GTCW.

ASSESSMENT:

Higher tier:	Grades 9 to 3
Foundation tier:	Grades 5 to 1

All students follow a Linear Syllabus (AQA). Students will sit three external examinations at the end of Y11. There is no coursework element in Maths.

Students in Sets 1 and 2 may also study the AQA GCSE Further Maths qualification (AQA).

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

Maths is a qualification that is highly valued by sixth forms, colleges and apprenticeship providers. Doing well in Maths proves that you are numerate, resilient, logical and able to learn new processes and solve problems – skills that are in high demand whatever your chosen career path. Post GCSE, Maths is also the most popular A Level choice in the country. This is because it is seen as a prestigious A Level and can lead to further study in lucrative careers such as Engineering, Science, Accountancy, Finance and more.

EXAMINING BOARD: AQA

CONTACT: Mr Stewart

Further Core Subjects

Life 360 (Personal Development)

Life 360, alternatively known as Personal Development and RSE enables you to develop a set of skills and qualities that can support a happier, healthier and more fulfilling future. Life 360 is a very broad subject that covers: body image, drugs – legal and illegal, alcohol, finance and debt, global inequality and trade, human rights and responsibilities, legal system, prejudice and discrimination, self-esteem and stress, Relationship and Sex Education (RSE), homophobia, contraception, teenage pregnancy, Sexually Transmitted Infections (STIs), abstinence, positive and negative relationships, study skills, work experience preparation, mock interviews and Post-16 preparation in Year 11.

In addition to gaining a knowledge of these topics, students will be encouraged to develop the necessary skills to assess and evaluate economic well-being, financial capability, personal wellbeing, spiritual and cultural circumstances.

Due to the nature of this course modules are covered in cross-curricular subjects as well as through themed assemblies and during form periods.

Physical Education

During Key Stage 4, students are taught core PE in single gender classes.

The activities that students learn will depend on the class they are taught in. Some students will follow a set programme of activities throughout the key stage while others will have an element of choice to the activities they complete. All activities delivered during Key Stage 4 are designed to build on prior learning in Key Stage 3.

Examples of activities completed during Key Stage 4 are Football, Netball, Badminton, Volleyball, Trampolining, Handball and Rounders. These activities are carefully selected to both build the skills, knowledge and understanding of all students and support the progress of GCSE Physical Education students. The focus of physical education provision during the key stage is to deepen students understanding of activities with development of advanced skills, more complex tactical understanding of activities and a deeper knowledge of the rules and regulations within activities. Students will take on more complex leadership roles within lessons to develop the leadership skills of all students and support the progress of WJEC Sport and Coaching Principles students.



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Guided Choices Subjects

2024 - 2026



GCSE Art

Fine Art students study drawing, painting, printmaking, photography and mixed media. The work of other artists/designers and crafts people from contemporary and historical context is used to inspire and inform. Students will complete 2 practical projects, formal essays, skills workshops and gallery visits. In Year 11 students will complete an externally set assignment ending with a practical exam. They will then go on to display artwork in the GCSE exhibition.

Students opting for GCSE Fine Art need to be highly motivated, creative, and able to work independently on practical work and written critical analysis. We expect students to research and resource projects, and visit exhibitions and galleries. Students will also be expected to spend time after school and at home working on their artistic projects.

Students may discuss their suitability for the course with their teacher.

ASSESSMENT:

Component 1

Marked out of 96 worth 60%

Portfolio containing 2 extended projects; including preparatory studies, visual and written research, sketchbooks and final pieces, in addition to workshops, gallery visits and independent study.

Component 2

Marked out of 96 worth 40%

Externally Set Task beginning in January of Year 11, including a 10 week preparation period, then 10 hours supervised time to produce a final piece under exam conditions.

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

Students may go on to study A Level Fine Art at Brookfield Sixth Form or local colleges offer a range of Art based courses at all levels. After studying, A Level students may progress to a University Degree or onto a Collage Art Foundation course.

Art related career opportunities include: architecture, fine artist, illustration, graphic design, photographer, advertising, furniture design, journalism, product design, jeweller/ silversmith, textiles, ceramics, museum/gallery curation and technical support, teaching, art therapy, fashion, computer games design, animation, concept artist, TV and film, theatre/costume design, interior design and many more.

EXAMINING BOARD: AQA

CONTACT: Mr Fallon

GCSE Business Studies

A GCSE course in Business Studies is ideal for students who:

- Are genuinely interested in matters of business and economics
- Enjoy communicating and explaining ideas
- Like to think creatively and make decisions
- Enjoy working with numbers to solve business problems
- Want to learning about the world of business through real and relevant local and international brands.

CONTENT:

Students explore the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? Students learn how to develop an idea, spot an opportunity and turn it into a successful business. Students understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Students investigate business growth, and how a business develops beyond the start-up phase. They learn about key business concepts and issues and decisions needed to make when growing a business and working in a global business. Students learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and explore how the wider world impacts the business as it grows.

ASSESSMENT: All assessment is by end of course examinations. There is no coursework.

Paper 1 -Theme 1 – Investigating Small Business 90 minutes: 90 marks

Section A: mixture of multiple choice questions and short answer questions

Section B: short answer and extended-writing questions based on a business context

Section C: short answer and extended-writing questions based on a business context

Paper 2 - Theme 2 – Building A Business 90 minutes: 90 marks

Section A: mixture of multiple choice questions and short answer questions

Section B: short answer and extended-writing questions based on a business context

Section C: short answer and extended-writing questions based on a business context

This course enables students to understand the world of business and develop skills such as:

- Making decisions and developing persuasive arguments
- Creative and practical problem solving
- Understanding data, finance and communication.

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

Students may go on to study A levels and Level 3 BTEC courses. A GCSE Business course provides students with an understanding of what is involved in a business related profession, such as accountancy, law, marketing or the leisure and tourism industry.

EXAMINING BOARD: Edexcel

CONTACT: Mr Walsh

GCSE Computer Science

Our GCSE in Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs. The course provides excellent preparation for higher study and employment in the field of IT and Computer Science. The increasing importance of digital technologies means that there is a significant demand for professionals who are qualified in this area. Students who have taken a GCSE in Computer Science and who then progress to study the subject at A Level and university will have a significant advantage over their peers who are starting the subject at these levels.

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming. For many students, it is an interesting way to develop these skills, which can be transferred to other subjects and even applied in everyday life. Students will have the opportunities to develop programmes using Python and other languages to enable them to make fully operational applications.

ASSESSMENT:

The qualification is broken in to two assessed modules requiring a mixture of theoretical and practical experience. The theoretical aspects of Computer Science will be assessed at the end of Year 11. There are two papers, one focusing on the theory of Computer Science and one with a focus on programming and algorithms. Both papers have identical weighting and marks. Students are also given the opportunity to undertake a number of programming tasks during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations.

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

Computer Science GCSE has a natural progression to further study either on the A Level course in Computer Science or similar courses in colleges. Computer Science and its associated subjects are a major career path in the UK, becoming one of the most productive fields in the UK requiring high level skills. In this respect, the course provides excellent preparation for students who want to study or work in areas that rely on these skills. These areas include engineering, financial and resource management, science and medicine. Specialist Computer Science courses are available at most universities and colleges, these include Computer Science, Artificial Intelligence, Robotics, Security, Networking and Hardware Development through to courses where programming is a significant component such as the sciences and engineering.

EXAMINING BOARD: OCR

CONTACT: Miss Wear

GCSE Dance

GCSE Dance is a subject where students can achieve and enjoy. Dance not only allows students to access specialist learning about performance, choreography and analysis of dance, but will also focus on developing self-expression and communication, enhancing creativity, encouraging co-operation and developing confidence.

The course is for students who are keen to perform, choreograph, develop their understanding of dance styles, like to work practically, are committed and enthusiastic and are willing to share ideas. Students will also develop their ability to express their ideas and perform to an audience in a range of dance styles including contemporary, ballet and commercial.

Brookfield Community School has a strong Dance heritage and there will be plenty of opportunities for students to be involved in co-curricular clubs and performances, both at school and in the wider community. As well as specialist learning in school, students will have the opportunity of experiencing productions and workshops with external professionals.

To succeed in GCSE Dance students need three things:

- Commitment
- Enthusiasm
- Willingness to work hard

In order to achieve well students will need to work co-operatively in a variety of groups as well as independently. They will develop their analytical writing through supported practice in lessons and independent homework tasks. They must also be prepared to spend time outside lessons rehearsing for Component 1.

CONTENT:

Component 1: Performance and Choreography

Practical examination – 60% of the qualification

Performance (40marks) – a solo performance of set phrases and a duo/trio performance

Choreography (40marks) – to choreograph a solo/group dance using a stimulus

This component is marked internally and externally moderated

Component 2: Dance Appreciation

40% of the qualification

Written Exam (80 marks) of 1hour 30minutes

Students will be required to show their understanding of choreographic process, performance skills, evaluating their work and analysis of specific dance works set by AQA.

This component is marked externally

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

GCSE Dance can lead on to 'A' level Dance, Level 3 BTECs at college or professional training. As well as creative and performing careers, GCSE Dance is equally valuable in careers involving working with people and thinking creatively to solve problems; such as journalism, teaching, law, nursing or business management.

EXAMINING BOARD: AQA

CONTACT: Mrs Carter

GCSE Design & Technology

GCSE Design & Technology is a two year course in which students learn how to design and make products using wood, metals, plastics materials, and electronic components. Whilst there is a practical element to this subject there is also a substantial amount of theoretical knowledge to be learned.

Students need to be creative, practical, logical, well organised and must be able to work independently. Students will spend time developing their own ideas and studying the work of professional designers. Students will use traditional craft skills as well as computer aided design and manufacture. This course has a large coursework component much of which is written up as homework. Students must be willing to spend at least 1 hour a week, every week, completing homework in order to pass this course. The course has a 20% Maths content and students should be comfortable with using maths to solve problems and plan projects.

ASSESSMENT:

•External Examination	50%
•NEA (Coursework project)	50%

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

Students may go on to study A Level Product Design at Brookfield Community School. Chesterfield College also offers a number of design based courses as well as microelectronics, engineering, manufacturing and product design. Students may also progress from this GCSE into vocational opportunities, such as apprenticeships. Career possibilities include engineering, product design, furniture design, computer aided design, graphic design, advertising, marketing, architecture, interior or theatre design and teaching.

EXAMINING BOARD: AQA

CONTACT: Mr Swift

GCSE Drama

GCSE Drama is a highly successful course at Brookfield and is a subject where students can achieve and enjoy. Drama not only allows students to access specialist learning about acting and theatre but it can also; focus on self-expression and communication, enhance creativity, encourage co-operation and develop confidence in all students.

The course is for students who are keen performers, confident, want to develop their understanding of drama, like to work practically, are committed and enthusiastic about drama and are creative and willing to share ideas. It is also for those with a passion for technical theatre; set, lighting, costume, make-up and design. Everyone will also have the opportunity of visiting theatres and experiencing professional productions; we also run a West End residential and take part in workshops with professionals.

To succeed in GCSE Drama students need three things:

- Commitment
- Enthusiasm
- Willingness to work above and beyond

In order to achieve students need to work co-operatively in a variety of groups. They develop their analytical writing through practice in lessons and at home. Students develop their ability to express their ideas and experiment ways of communicating to an audience. They must be prepared to spend time outside of lessons rehearsing for both Component 2 and 3.

ASSESSMENT:

Component 1: Understanding Drama

1 hour 30 minutes written examination – 40% of the qualification

Section A – Theatre roles, staging and types of stage

Section B – Blood Brothers

Section C – Evaluation of live theatre seen.

This component is marked externally.

Component 2: Devising Drama and coursework

40% of the qualification

Students can opt for performing or technical aspect.

This component is marked internally and moderated externally.

Component 3: Texts in Practice

Coursework – 20% of the qualification

Performance for an audience – students can opt for performing or a technical aspect.

This component is marked by an external examiner.

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

GCSE Drama can lead on to professional training or A Level Theatre Studies, but is equally valuable in many careers involving working with people and thinking creatively to solve problems from journalism to teaching or from nursing and social work to business management. Students can also go onto study Level 3 BTECs at college.

EXAMINING BOARD: AQA

CONTACT: Mrs C Ashley

Level 1/2 Vocational Award in Engineering

The Level 1/2 vocational award in engineering is a two year course in which students learn all about the engineering sector and develop their own skills in using engineering to solve real life problems.

Students need to be practical, logical, careful, organised and must be able to work independently.

CONTENT:

Students on this course will cover the following:

- Learn about all aspects of engineering including different career paths
- Learn why engineers choose certain materials and components to make products
- Investigate how products are made
- Identify best practice when it comes to safety and risk management
- Develop research, observation, recording, interpretation and measuring skills
- Plan, reproduce and test an engineered product
- Create a prototype that meets a manufacturing specification
- Record, analyse and evaluate data and outcomes

ASSESSMENT:

Unit 1: Manufacturing Engineering Products. Students will manufacture a product using engineering drawings produced by the exam board. Unit 1 is worth 40% of the qualification.

Unit 2: Designing Engineering Products. Students will analyse a product and design modifications to improve it. Unit 2 is worth 20% of the qualification.

Unit 3: Solving Engineering Problems. Unit 3 is a 1.30 hour exam, sat at the end of year 11. Unit 3 is worth 40% of the qualification.

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

Students may go on to study A Level Product Design at Brookfield Community School. Chesterfield College also offers a wide range of related courses at Levels 1-3 including engineering, manufacturing, construction and product design.

Students may also progress from this course into vocational opportunities, such as apprenticeships or Level 3 BTEC.

Career possibilities include a wide range of careers in the engineering, manufacturing, and construction industries, product & industrial design, computer aided design, architecture and interior design.

EXAMINING BOARD: WJEC

CONTACT: Mr Swift

GCSE French

The course studied in Years 10 and 11 will build on the language and skills gained in Key Stage 3. Students will continue to learn to use the language of real life situations and, whatever the grade finally aimed for, students will have a working knowledge of how native speakers communicate in a variety of everyday situations. The language learning covers three themes:

- Identity & Culture
- Local, National, International and global areas of interest
- Current and future study and employment

Students will learn to understand both the spoken and written language and to communicate orally and in written form. Students will also learn about the country, other countries where the language is spoken and their way of life, customs and cultures

ASSESSMENT:

Four examinations at the end of Year 11:

Listening	25%
Reading	25%
Speaking	25%
Writing	25%

As an extra support to our young linguists, revision guides, course workbooks and vocabulary revision aids can be purchased through school at a discounted price.

Language learning is, by its nature, a continuous process in which students are reinforcing and building on what they know. They will be expected to revise and learn vocabulary and structures on a regular basis and to meet deadlines

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

The foundation gained in language learning skills and the GCSE grade obtained will equip students to continue the study of a Modern Foreign Language at A Level. The number and variety of university degree courses offering a vocational qualification combined with a language and the opportunity to study and work as an undergraduate are increasing each year as we become aware of the need to equip British students for life and work in the wider world. As the United Kingdom moves into closer political and economic relationships with other countries, the GCSE student of today will be the workforce of tomorrow and will be expected at all levels to be prepared to live and work beyond our country's boundaries. Knowledge of a language, the language learning skills and especially the communication skills will be of increasing importance throughout our students' lives.

EXAMINING BOARD: AQA

CONTACT: Miss Louca/Mrs Smith

GCSE Geography

The course provides coverage of physical, environmental and human aspects of the subject and the links that exist between them.

The content of the specification is organised into three broad themes:

Theme 1: Changing Places - Changing Economies

Theme 2: Changing Environments

Theme 3: Environmental Challenges

Key topics include urban change, development, river processes and management, coastal processes and management, extreme weather, ecosystems, climate change and desertification.

An issue-based investigative approach to Geography is at the core of each of the three units. The emphasis is on problem solving as well as developing skills and increasing an understanding of topical geographical ideas. This builds on the foundations laid at Key Stage Three.

ASSESSMENT:

Students will be assessed through three written examination papers.

1. The first examination will assess knowledge and understanding of the three themes outlined above.
2. The second examination will ask students to complete a geographical problem solving exercise.
3. The third examination will test the students understanding of the fieldwork exercises that they have completed over the course.

Fieldwork Opportunities: All students will have to complete fieldwork during the GCSE course in order to answer the questions on the third examination paper.

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

The range of issues studied and skills developed (including ICT, working with others and numeracy) are highly appropriate for many careers. They are especially relevant to careers in journalism, business, travel and tourism, urban and rural planning, environmental management, surveying and teaching. Many students go on to study the subject at A Level and it combines well with both science and arts subjects. A Level Geography is also viewed favourably as a facilitating subject by universities due to the range of transferable skills that it enables students to develop. The subject is also equally useful as a foundation for a range of vocational courses.

EXAMINING BOARD: EDUQAS: Specification B

CONTACT: Mrs Hopkinson

GCSE History

The course aims to help students understand the different ways in which we study the past and to study it in a way that is both relevant and useful. Our students will develop their understanding of fellow human beings, learn something of how the world came to be as it is and about change, which is so much a part of today's world. They will also develop many skills which will be extremely useful when they leave school, e.g. to argue a case based on evidence, to interpret a range and variety of sources and to use balanced judgments.

We study:

- America, 1840-1895 – the development of the American West, the causes and events of the American Civil War
- Conflict and tension, 1894-1918 – the causes and events of WW1
- Britain: Health and the people: c1000 to the present day – how and why beliefs about disease, the human body and public health have changed in Britain over time
- Elizabethan England, c.1568-1603 – the nature and rule of Elizabeth I's England featuring an investigation into the Elizabethan historical environment.

ASSESSMENT:

Paper 1 50% : Understanding The Modern World

America, 1840-1895: Expansion and consolidation

Conflict and tension, 1894-1918

Paper 2 50% : Shaping The Nation

Britain: Health & the People: c1000 to present day

Elizabethan England, c.1568-1603

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

Some further education/career opportunities are specifically linked to History e.g. Archaeologist, Archivist, Historian, Museum Work, Building Restoration. However, since it deals with people and teaches transferable skills, encouraging the ability to argue cases based on evidence, History leads on to many other further education/career opportunities e.g. law, personnel management, broadcasting, journalism, diplomatic service, town planning, Conservation Officer, police, Customs and Excise, social work, public relations work, local government service, civil service, teaching and many other careers.

EXAMINING BOARD: AQA

CONTACT: Mr Ireland

Level 1/2 Vocational Award in Hospitality & Catering

This course enables students to gain an insight into the Hospitality and Catering industry, the 4th largest sector in the UK. Students will learn how this multi-billion pound sector works and what makes businesses within it successful. Students will gain knowledge of customer care, the operation of a restaurant kitchen, the front of house service area, food preparation time management and food presentation skills. A genuine interest in cooking is essential as students will undertake numerous practical tasks during the course. A commitment is needed for the provision of ingredients and students must be willing to undertake written homework tasks.

The course is split into 2 units:

The Hospitality & Catering Industry. This involves studying the make-up of the industry and the type of businesses that operate within it, and includes:

- Health and safety,
- Food safety legislation
- Food ill-health and allergies
- Environmental issues.
- Hospitality & Catering in Action includes:
 - The study of nutrition
 - Menu planning to suit dietary needs,
 - Cooking methods
 - Presentation techniques.

ASSESSMENT:

Unit 1: Externally assessed written exam – 40%

Unit 2: Internally assessed NEA (Non examined assessment) – 60%

The NEA takes place during Year 11 and requires students to nutritionally plan, prepare and cook a variety of dishes for a given customer group or dietary need. The project consists of both written work and a 3 hour practical exam which assesses their practical skills and ability.

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

In addition to the obvious career progression into the Hospitality & Catering industry, this course is suitable for those students interested in other areas such as nutrition, diet, and the tourism & travel industries. It is also ideal for those simply interested in cooking and food, providing them with useful knowledge of healthy eating and food preparation for later on in life.

EXAMINING BOARD: WJEC

CONTACT: Miss Stephens and Mrs Taylor



GCSE Music

GCSE Music is for those who love music. Students work individually and in groups to perform, compose and learn about many different styles of music and gain wider transferable skills.

This course is for students who enjoy performing, creating and listening to music and can be tailored to suit all musical styles; rock guitarists, classical pianists, singers and drummers as well as those who are skilled and confident in sequencing, DJing and beatboxing. Students do not need to be of a specific standard on their chosen instrument/ voice. However, students do need to have a willingness to improve and complete private practice on their chosen instrument/voice in order to succeed in GCSE Music.

GCSE Music gives students opportunities to engage with professional musicians, attend music concerts and take part in performances outside of the classroom, alongside learning about performing, composing and understanding music in lessons.

GCSE Music can lead to professional training or further education in music. However if you choose not to follow the subject further, music also enables you to demonstrate many transferable skills such as creativity, teamwork, communication, working to a brief and performance and presentation skills. These are all skills which employers, colleges and universities look for in addition to academic success.

ASSESSMENT:

Component 1: Performing

30% of the qualification

Students complete Solo and Ensemble performances – 4-6 minutes in total.

This component is marked internally and then externally moderated.

Component 2: Composing (writing music)

30% of the qualification

Students compose 2 pieces of music - 1 to a brief set by Eduqas and 1 free choice

This component is marked internally and then externally moderated

Component 3: Appraising (Listening to and understanding music)

40% of the qualification

Students complete a 1 hour 15 minute, 8 question listening exam

2 of the 8 questions are on the set works of 'Africa' by Toto and 'Badinerie' by Bach

This component is marked externally

EXAMINING BOARD: Eduqas

CONTACT: Mr A Davey

GCSE Physical Education

Students who undertake GCSE PE need to be practically able across at least three sports. They should also have a wider interest in sport and physical activity. In the practical element students are assessed in three activities: one team, one individual and one choice.

Students will be expected to participate in extra-curricular sport to develop their skills and performance level. The theory element of the course is worth 60% of the overall grade and it contains a large element of anatomy and physiology.

Year 10

The focus in Year 10 is completing practical assessments in trampolining, badminton, table tennis, handball, netball, athletics and football. The theory focus will be preparing for Paper 1 which focuses on the following topics:

- Applied Anatomy and Physiology
- Movement Analysis
- Physical Training
- Use of Data

Year 11

The focus in Year 11 is completing additional practical assessments where appropriate and completing the performance analysis. The theory focus will be preparing for Paper 2 which focuses on the following topics:

- Sports Psychology
- Socio-cultural Influences
- Health, Fitness and Well-being
- Use of Data

Performance Analysis: Students complete this in Year 11. It involves students identifying strengths and weaknesses in their own or someone else's performance and then producing an action plan suggesting ways to improve.

ASSESSMENT:

Exam Paper 1: The Human Body and Movement 30%

Exam Paper 2: Socio-cultural Influences and Wellbeing 30%

Coursework: Practical performance in 3 sports and performance analysis 40%

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

A Level PE, vocational sport courses at college, leisure/recreation industry, nursing/health services, armed forces, police and teaching.

Please Note: Students who select Physical Education as one of their choices will be placed by the Physical Education department in either GCSE PE or Sport and Coaching Principles Level 1/2 Vocational Award.

EXAMINING BOARD: AQA

CONTACT: Mr Thompson

Level 1/2 Vocational Award in Sport and Coaching Principles

Students who undertake the WJEC Level 1/2 Vocational Award in Sport and Coaching Principles need to be interested in careers within the sports industry. The course will give students the knowledge and skills they need to begin their career journey within sport.

Students will complete three units of work as part of the course. Two of these units will be assessed through written coursework and video evidence. The remaining unit will be assessed through a written exam.

Expectations of students are extremely high and commitment and dedication will be required along with an ability to work towards deadlines. Students will be expected to complete coursework during lesson time and attend extra-curricular sessions where required.

ASSESSMENT:

Unit 1 – Fitness for Sport – In this unit students will learn about how to test and develop the fitness of an athlete. This includes components of fitness, fitness testing, the principles of fitness and fitness training. This is assessed through a written exam that will be taken at the end of Y11 (40% of total course).

Unit 2 – Improving Sports Performance – In this unit students will learn about how to improve the performance of a sportsperson. This includes factors that make up effective performance, performance testing and training to improve. This is assessed through written coursework. (30% of total course).

Unit 3 – Coaching Principles – In this unit students will learn how to coach effectively and develop their own coaching skills. This will include the skills and responsibilities of a good coach, planning a coaching session, leading a coaching session and reviewing their coaching session. This is assessed through written coursework and video evidence. (30% of course)

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

Variety of Level 3 vocational courses, including in sport and coaching. Sport and coaching vocations. Please Note: Students who select Physical Education as one of their choices will be placed by the Physical Education department in either GCSE PE or Sport and Coaching Principles Level 1/2 Vocational Award.

EXAMINING BOARD: WJEC

CONTACT: Mr Thompson

GCSE Religious Studies

In this GCSE course we will study two religions: Christianity and Islam. It is not necessary for a student to be 'religious'. Topics covered across the two year course include: Crime and punishment, peace and conflict, marriage and the family and matters of life after death.

Two components will be studied:

Year 10

- Christianity - Christian beliefs
- Christianity - Living the Christian life
- Christianity - Marriage and the family
- Christianity - Matters of life and death

Year 11

- Islam - Muslim beliefs
- Islam - Crime and punishment
- Islam - Living the Muslim life
- Islam - Peace and conflict

ASSESSMENT:

AO1

Demonstrate knowledge and understanding of religion and belief, including:

- Beliefs, practices and sources of authority
- Influence on individuals, communities and societies
- Similarities and differences within and/or between religions and beliefs

AO2

- Analyse and evaluate aspects of religion and belief, including their significance and influence.

There are two examination papers. Both of these papers are one hour and forty five minutes in length with four compulsory questions on each paper. There is no coursework or controlled assessment.

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

A GCSE in Religious Studies is welcomed by colleges and universities because of the higher level thinking skills it cultivates. These include: analysing, synthesising and reasoning skills. The areas of study span a wide range of mature and interesting topics that are relevant and engaging. It is useful for a variety of career pathways and choices including: Teaching in Primary, Secondary and Higher Education, the Civil Service including the Police Force, Medicine and caring professions.

EXAMINING BOARD: Edexcel

CONTACT: Ms Capey

GCSE Science

Science is a compulsory part of the Key Stage 4 curriculum. We are offering two different possible pathways through KS4 Science: Triple Science and Combined Science.

GCSE study in science provides the foundation for understanding the material world. All students will learn essential aspects of the knowledge, methods, processes and uses of science. They will gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a number of key ideas that relate to the sciences and that are both inter-linked and of wider applications.

Triple Science: GCSE Biology, GCSE Chemistry, GCSE Physics

These students will take three GCSEs in Science: GCSE Biology, GCSE Chemistry and GCSE Physics. Students follow the AQA Triple Science course. Students will be taught each science by a subject specialist teacher in total 15 lessons a fortnight. Each qualification is awarded a single award, which means students will gain 3 GCSE grades (one for each subject). The final assessments will consist of 6 1 hour 45-minute exams (2 for each science).

Why take Triple Science?

Students who enjoy and are making good progress may opt for Triple Science. Also, if students know that they may wish to study a Science at A Level Triple Science will provide them with a good foundation of knowledge. Students who are aiming for a career in medicine, as a vet, engineer or scientist should seriously consider taking Triple Science.

To choose Triple Science students need to select this on their Guided Choices form as one of their choices.

GCSE Combined Science

For students who do not wish to study Triple Science, they will take Combined Science. Students will follow the AQA trilogy combined science course.

This is the equivalent of two GCSEs. Within their lessons students will cover aspects of Biology, Chemistry, Physics and Science experimental skills. Students will have 10 lessons of science per fortnight. The final assessments will consist of 6 1 hour 15-minute exams (for each science)

ASSESSMENT FOR ALL GCSEs IN SCIENCE:

Students will be entered for the examination at one of two tiers:

- Higher tier (9-4)
- Foundation tier (5-1)

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

Students can progress from the GCSE Combined Science Course to A-Level studies in Biology, Chemistry and Physics, however the Triple Science option will provide further content coverage and an excellent preparation for A-Level studies in Biology, Chemistry and Physics.

There are many careers which require qualifications in science. These include all branches of engineering, medicine and health care, veterinary work, numerous industries e.g. chemical, pharmaceutical, food and drink.

EXAMINING BOARD: AQA

CONTACT: Miss Baddeley

GCSE Spanish

The course studied in Years 10 and 11 will build on the language and skills gained in Key Stage 3. Students will continue to learn to use the language of real life situations and, whatever the grade finally aimed for, students will have a working knowledge of how native speakers communicate in a variety of everyday situations. The language learning covers three themes:

- Identity & Culture
- Local, National, International and global areas of interest
- Current and future study and employment

Students will learn to understand both the spoken and written language and to communicate orally and in written form. Students will also learn about the country, other countries where the language is spoken and their way of life, customs and cultures

ASSESSMENT:

Four examinations at the end of Year 11:

Listening	25%
Reading	25%
Speaking	25%
Writing	25%

As an extra support to our young linguists, revision guides, course workbooks and vocabulary revision aids can be purchased through school at a discounted price.

Language learning is, by its nature, a continuous process in which students are reinforcing and building on what they know. They will be expected to revise and learn vocabulary and structures on a regular basis and to meet deadlines.

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

The foundation gained in language learning skills and the GCSE grade obtained will equip students to continue the study of a Modern Foreign Language at A Level. The number and variety of university degree courses offering a vocational qualification combined with a language and the opportunity to study and work as an undergraduate are increasing each year as we become aware of the need to equip British students for life and work in the wider world. As the United Kingdom moves into closer political and economic relationships with other countries, the GCSE student of today will be the workforce of tomorrow and will be expected at all levels to be prepared to live and work beyond our country's boundaries. Knowledge of a language, the language learning skills and especially the communication skills will be of increasing importance throughout our students' lives.

EXAMINING BOARD: AQA

CONTACT: Miss Walker

GCSE Textiles

GCSE Textiles is an Art course using creative textiles techniques as a medium rather than paint or clay. Students will create works of art using mixed media such as fabrics, print and stitch. Students will learn how to produce printed, dyed, applied, constructed and stitched textiles. As this is an art course, students will be expected to draw throughout the course. There is a strong academic element mainly through studying the work of other artists, textiles designers and photographers from throughout history and including other cultures. This is to inspire and inform. Students will produce visual as well as written work as a response to this. Students produce a substantial portfolio of work. In year 11 students will also complete an externally set project, which culminates in ten hours under exam conditions.

Students opting for GCSE Textiles need to be highly motivated, creative and able to work independently on coursework. We expect students to research and resource projects and visit exhibitions and galleries. Students will also be expected to spend time at lunch and after school on their portfolios. Textiles is not a fashion course and students will not be dressmaking.

Students will have the opportunity to make gallery visits in the UK as part of this course.

ASSESSMENT:

A Portfolio Unit of coursework of three complete projects. These include research, experimentation and development as well as final pieces.

60% of marks

Externally Set Task beginning in January of Year 11, including an approximately 12 week preparation period, then 10 hours supervised time to produce a final piece under exam conditions.

40% of marks

FURTHER EDUCATION AND CAREER OPPORTUNITIES:

Students may go on to study A Level Textiles Design at Brookfield Sixth Form or local colleges offer a range of Art and Textiles based courses at all levels. After studying A Level students may progress to a University Degree or Art Foundation.

Textiles related career opportunities include: Printed, woven and knitted textiles designer, theatre/costume design, art therapy, fashion. A Textiles degree can also lead to careers in the following: architecture, fine artist, illustration, graphic design, advertising, furniture design, journalism, product design, jeweller/silversmith, ceramics, museum/gallery curation and technical support, computer games design, animation, TV and film, interior design, teaching and many more.

EXAMINING BOARD: AQA

CONTACT: Ms D Judd

POST 16 PATHWAYS

The next transition point for students after picking their options is choosing what to do after Year 11. Government legislation states that: 'All young people should remain in some form of education or training until they are 18'.

Students can choose from many Post 16 pathways based around their potential career ideas, which subjects they have enjoyed studying at GCSE and ultimately the grades they receive at GCSE. Current Post 16 Pathways include:

A Levels:

Level 3 courses for 2 years with an academic and subject focus

Entry requirements are a minimum of 5 GCSEs at grade 4 or 5 (including English Language and Maths at grade 4). Some subjects will ask for a grade 5. Can be studied at Brookfield School, other 6th Forms or College

Vocational/ Careers linked courses e.g. BTEC, T level* and NVQs:

Level 1, 2 or 3 are available depending on subject studied and last 1 or 2 years. Entry requirements vary dependent on level of course. Can be studied at local colleges or at some Sixth Form schools.

*T Levels are new career linked qualifications with phased starts from 2022 onwards depending on the subject studied.

Apprenticeships:

Various levels - Level 2 (Intermediate), Level 3 (Advanced) & Level 4 and above (Higher and Degree) focusing on a specific career role. Lasts 1 - 5 years. Combination of paid work experience and study for a related qualification. Min. entry requirements vary but often include GCSE English and Maths at Grade 4 or above.

Pre Apprenticeship Programmes:

Traineeships – short periods of work experience from several weeks or months

Study Programmes – usually 6 -12 months and a combination of employability skills, development of English/ Maths and work experience

For all further careers information including Post 14, Post 16 and Post 18 pathways, please check the Careers page of the Brookfield website.

Guidance for students on choosing GCSE subjects

Do

Read the Guided Choices Booklet carefully. It is full of useful information to help guide your decision.

Make sure you view the curriculum page on our website to get further information on the subjects.

Spend time discussing your choices with parents or guardians.

Choose subjects that you are interested in.

Think about your strengths and skills and the subjects that you are currently performing well in.

Select a broad choice of subjects. A broad and balanced curriculum will provide you with the best opportunities at the next stage of your education or career.

Ask for advice if you need it - talk to your form tutor, head of year/subject or SLT.

Consider what you may wish to study after your GCSE's - if you want to study A Levels then these usually require a GCSE or equivalent qualification has already been studied.

Don't

Pick subjects just because your friends are choosing them - there is no guarantee that you would be in the same class.

Pick subjects because you like the teachers - or equally because you do not like your current teacher. You do not know who your teacher will be in KS4.

Notes





KS4 Guided Choices Form 2024-26

Name: _____

Form: _____

All students follow GCSE courses in:-

- English Language and Literature (two separate GCSEs for *most* students)
- Mathematics
- Science

Guidance on completing this form

- Students should tick in the boxes below which subjects they wish to study.
- Geography or History must be selected (students may select both)
- Consider studying a language
- Vocational courses are indicated with an *
- No more than two vocational courses can be selected.
- A reserve subject must be indicated

Step 1 – Select a Humanity

Geography	
French	
History	
Spanish	

Step 2 – Consider a language

(this must be the language that you studied in Y9)

Step 3 – choose 2/3 other subjects from below

Art	
Business Studies	
Computer Science	
Dance	
Design & Technology	

Drama	
Engineering*	
Geography	
Hospitality & Catering*	
History Triple	

Music	
PE / Sport & Coaching*	
Religious Studies	
Textiles	
Science	

Choice Restrictions

*Vocational Course – a maximum of two vocational courses can be selected
You cannot select both Engineering and Design and Technology

NB: If you select PE / Sport & Coaching the PE department will identify which qualification is most appropriate for you. They will let you know at the start of the summer term

Step 4 – Indicate your reserve choice below (please note that only option classes with viable student numbers will be able to run and every year a small number of students are required to study their reserve choice)

Reserve Choice _____

Unless we hear from you before 8th February, these are the choices that we will start to build the timetable on.



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