

**OPTIONS** COURSE INFORMATION 2021 - 2023



**THE BEWDLEY SCHOOL**  
YEAR 9 STUDENTS 2021

Everything Students need to know about choosing their subjects  
[www.bewdley.worcs.sch.uk/curriculum](http://www.bewdley.worcs.sch.uk/curriculum)



**THE BEWDLEY SCHOOL**  
Learning for Life - Achievement for All

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# Foreword

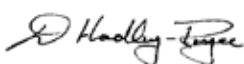
Dear Year 9 Parent/Carer,

It is now time for Year 9 students to select their GCSE options, with the intention of uplifting students to their option subjects after February half term. This also means an increase in the number of lessons they receive in English, Maths and Science, all of which is to give them an extra half year in preparation for their GCSE examinations in Year 11.

As you may know, the English Baccalaureate or EBacc, has been introduced to English education during the last six years. This consists of English, Maths, a Science, a Humanity and a Language. Alongside this change, subjects at Advanced Level have been segregated into traditional 'Facilitating Subjects' and the newer 'Others'. The Russell Group Universities, which are often the destinations of the academically highest performing students, tend to give preferential offers to students who have studied Facilitating or EBacc subjects through GCSEs and A Levels.

Many schools have insisted that a proportion or even all students take a Humanity and a Language subject beyond their compulsory core of English, Maths and Science to make up the EBacc qualification. It is clearly to the advantage of the most academically inclined students to study both a Humanity and a Language. For other students a freer choice with more work-oriented qualifications or with additional support may be more suitable. We will give strongly-weighted individual advice and guidance to each student, but we will not insist on any student studying both a Humanity and a Language.

Students will select one subject from each of four option blocks. One of these four subjects must be either Computer Science, French, Geography, History, Spanish or Triple Award Science for every student in the year group. This is essential so that the Progress 8 measure is covered in every student's curriculum plan. The online options presentation available on the school website (available from the 27th November) will explain the process and all of the support we are putting in place to support students at this important stage in their education.



Dave Hadley-Pryce  
Head Teacher



# Making Your Choice

**Taking one subject means not taking another. If students knew exactly what they were going to do in the future there would be no great problem, but...Many Year 9 students do not!**

Students must take the 'core' subjects, i.e. English, Mathematics and Science, as without them it will make it much harder to find a job. It will also be almost impossible to do any further courses or training. Most employers are interested in young people who have proved themselves in a **range** of subjects.

If students do have ideas about what they want to do in the future they can choose subjects to suit this, **but remember** students might change their minds before leaving school, as they learn more about courses and careers. So students must think about opting for a range which will help them now, and allow them to be flexible in the future, if they do change their minds.

## **Think about the things they do know**

- Students will have to choose a career at some time in the future and should expect to change jobs numerous times.
- Students know their strong and weak subjects and their interests at the moment.
- They know that qualifications are important.

## **But some things they do not know**

- They do not know what their career will be and what their job choice will require in the future.
- They cannot predict the economy and job opportunities.
- They cannot know how **they** will change.
- They cannot predict how entry qualifications will change.

There are also new subjects that they might like the sound of. Make sure they investigate them thoroughly. Students must base their choice on what they are good at, what they enjoy and what will be useful to them in the future – should they have any ideas about their future career. We will make sure that the range of compulsory subjects will keep as many doors open as possible.

The government is now expecting all young people to be in education or training up to the age of 18 years. This is to include a good pass in English and Maths GCSE by the age of 18 years! We hope the vast majority of our students will have achieved this at 16 years.

# Submitting Your Course Preferences

## Initial choices will be confirmed by the end of January 2021

Students will complete their choices online. Below and overleaf is an instruction sheet guiding them through how to do this.

Students will choose 4 subjects in rank order of preference. Along with a reserve choice the software will then generate a best fit solution to ensure the highest proportion of student options are met. For subjects within the same sectors e.g. Music and RSL Music Performance please choose 'Music'. Course suitability will then be discussed with Subject Leads to guide the final choice.

Where courses are oversubscribed and we can't fit all of the students in we will use the criteria below to shortlist:

- Progress being made in the subject.
- Attendance.
- Behaviour.
- Attitude to learning in school and at home.
- Please note that students may only opt for both Textiles and Art or Dance and Drama with the express permission of Mrs McDougall. It is unlikely to be granted due to reducing breadth within the curriculum.
- **The final curriculum decision rests with Mrs McDougall and Mrs Curtis.**

## Guide to Options Online

### How Do I Register?

1. If you have not used Options Online before, your child will receive a registration email from [noreply@sims.co.uk](mailto:noreply@sims.co.uk) to their school email address containing a unique invitation code. You will need this code to set up your SIMS Online Services account. If your child does not receive a registration email, please check their junk folder before contacting the school.

2. Follow the link in the email to be directed to the Sign in page.

**IMPORTANT NOTES:** Students must not attempt to register using SIMS ID. The SIMS ID option is for use by school staff only.

3. Students should register by clicking on the orange Office 365 link, once clicked students will be directed to sign in using their existing school email address login details.



4. For verification purposes, students are required to enter their Date of Birth.

5. Registration has now been completed successfully and you will be able to access your details.

## How Do I Sign In to Options Online?

1. Once the registration process is complete, students can sign in by going to <https://www.sims-options.co.uk>. Click on the same orange link for Office 365 as before to be directed to the Sign in page.

2. Once signed in, the Student Choices page will be displayed. The personal details at the top of the page are read only and cannot be edited.

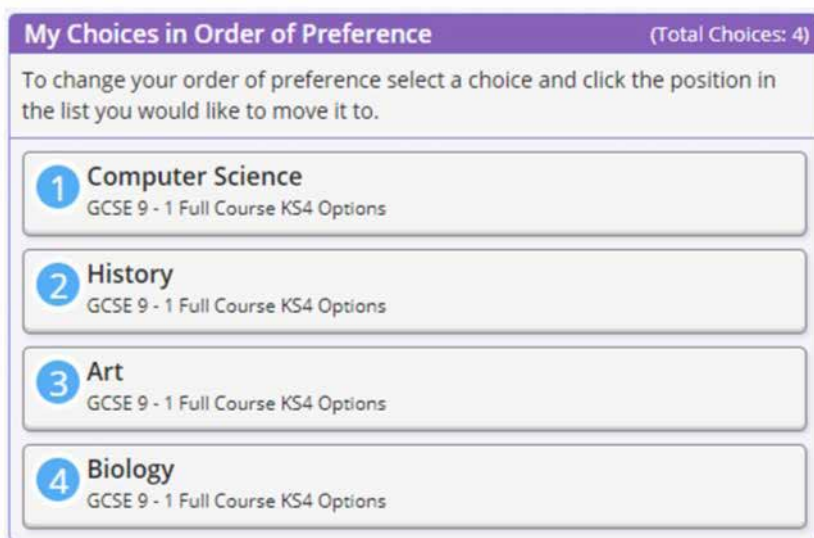
a. You must select four preferences and one reserve preference from the list of subjects. Once a subject has been selected it will turn blue and show up on the right hand side, if you click it again the preference will disappear. To select a reserve, click the white reserve box to the right of the subject title.



KS4 Options	
You have chosen 4 of 4 courses and 1 of 1 reserves from this list	
Art GCSE 9 - 1 Full Course	Reserve
Biology GCSE 9 - 1 Full Course	Reserve
Computer Science GCSE 9 - 1 Full Course	Reserve
Drama GCSE 9 - 1 Full Course	Reserve
History GCSE 9 - 1 Full Course	Reserve
Music GCSE 9 - 1 Full Course	Reserve
PE GCSE 9 - 1 Full Course	Reserve
RE GCSE 9 - 1 Full Course	Reserve

b. At least one preference must be an EBacc subject (Triple Science, Computer Science, Geography, History, French, Spanish).

c. Once your preferences have been chosen, you should then put them in rank order on the right hand side of your screen. Make sure that you have at least one EBacc subject in your top four. To change the order, click on the subject you wish to move and then click on the number you wish to move it to.



My Choices in Order of Preference		(Total Choices: 4)
To change your order of preference select a choice and click the position in the list you would like to move it to.		
1	Computer Science	GCSE 9 - 1 Full Course KS4 Options
2	History	GCSE 9 - 1 Full Course KS4 Options
3	Art	GCSE 9 - 1 Full Course KS4 Options
4	Biology	GCSE 9 - 1 Full Course KS4 Options

d. There is a notes section, this is to be used to let us know if there is a known career path or destination that you wish to pursue.

3. At this point it **is important to click on the save button which is at the top of the screen**. As soon as you click save, the school will also be able to see your selections when we log in, you will not receive a confirmation that your selections have been received but if you can see them when you log back in, then so can we.

4. You can now sign out.

# Asking For Advice

**The more information students have, the better their choice is likely to be.**

Various people are available to advise students about their choices:

Mrs McDougall - Deputy Head Teacher

Mrs Curtis - Head of Year 9

Form tutors are also available for general advice, particularly in relation to likely strengths and areas for improvement.

For those who hope to enter the Sixth Form or continue into some kind of higher/further education, Mrs Howard - Head of Sixth Form can offer guidance about entry requirements.

Subject teachers are in the best position to give detailed advice about students' likely potential in their subjects.

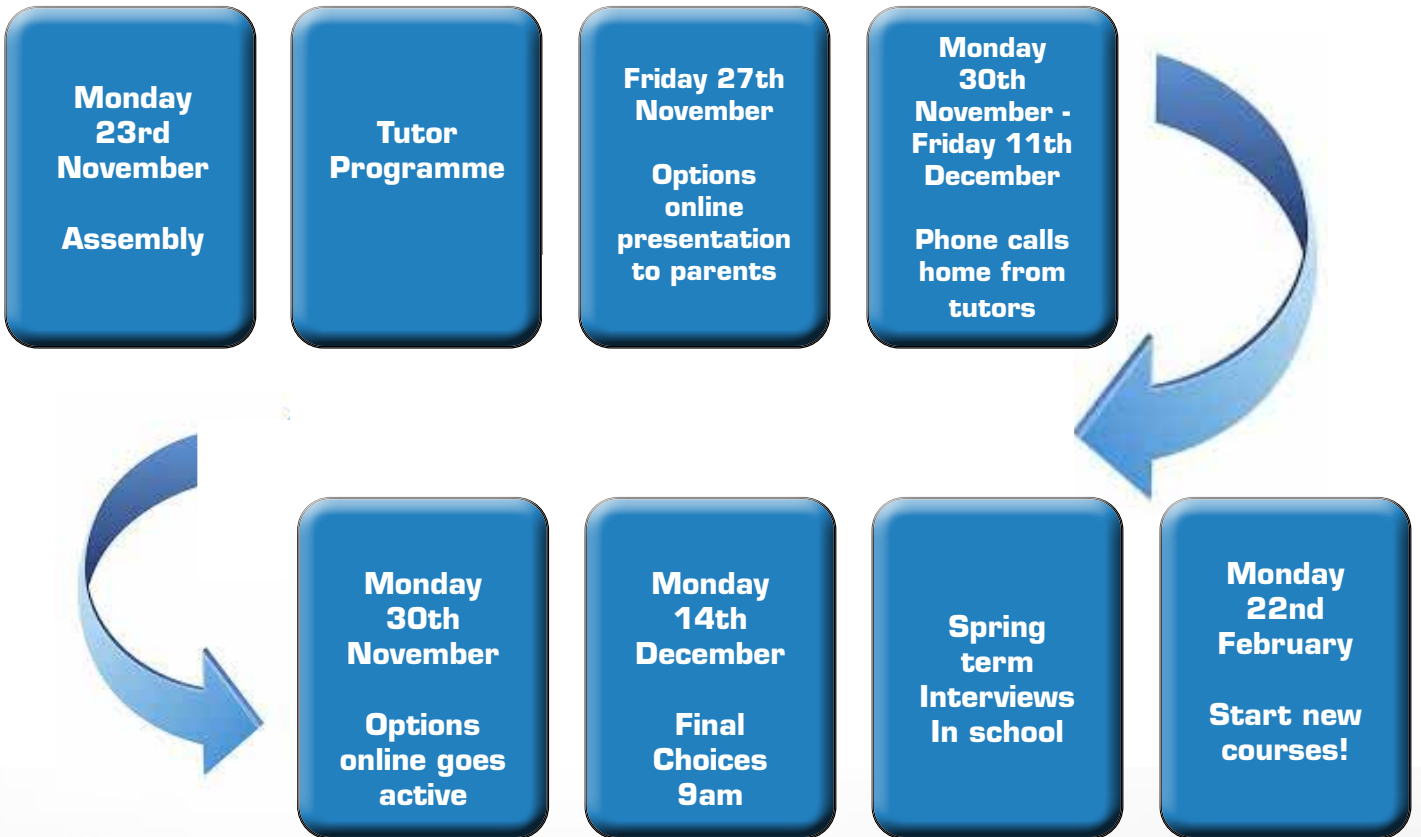
Mrs Edwards, our careers adviser, is available to discuss any concerns please direct queries to: [WED@bewdley.worcs.sch.uk](mailto:WED@bewdley.worcs.sch.uk)

It is extremely important to do your research and act upon advice to make sure the correct choices are made.



# Options Timeline

## The Process





# Core Subjects

## Mathematics

All students follow the AQA Mathematics GCSE (8300) specification which is assessed via 3 examinations at the end of Year 11, the first of which is a non-calculator paper.

Mathematics is a tiered subject with Foundation Tier grading at 1 – 5 and Higher Tier at 5 – 9. Each of the 3 papers are equally weighted and cover the whole of the specification. Students are expected to memorise all formulae and apply the subject content in order to solve problems.

## English

Students will follow the AQA GCSEs in English Language (8700) and English Literature (8702).

The English Language course will allow students to develop skills in creative reading and writing and explore writers' viewpoints and perspectives.

For English Literature, students will study a range of texts including Shakespeare, a Victorian novel, modern prose or drama and poetry. Both qualifications will be assessed by final examinations at the end of Year 11.

## Science

The majority of students will follow the AQA Combined Science Trilogy (8464) course in Years 10 and 11. This will lead to two GCSE qualifications.

The course ensures natural progression from Key Stage 3 and is suitable for students of any ability. Should a student wish to pursue any of the Sciences at AS and A-Level, this course will provide a firm foundation for progression and ensure a smooth transition to further study.

The 3 subject areas of Biology, Chemistry and Physics are studied across the two years and are examined at the end of Year 11. These will be assessed in external examinations at the end of the course. There is no longer any controlled assessment (coursework) in Science. Instead, there are twenty-one 'required practicals' as part of the specification. These are standard science experiments that are integrated into day-to-day lessons. The final exams will include questions that draw on students' practical science experience in these experiments.

# GCSE Business

Mr J Willets & Mr D Chauhan



## Why Study GCSE Business?

The qualification enables students to develop as commercially minded and enterprising individuals and helps them to succeed in their chosen pathway.

## How the course works:

The Pearson Edexcel Level 1/2 GCSE (9-1) in Business consists of 2 externally examined papers:

### Theme 1: Investigating small business

**Written examination: 1 hour and 30 minutes. 50% of the qualification. 90 marks**

#### Content overview

- Topic 1.1 Enterprise and entrepreneurship.
- Topic 1.2 Spotting a business opportunity.
- Topic 1.3 Putting a business idea into practice.
- Topic 1.4 Making the business effective.
- Topic 1.5 Understanding external influences on business.

#### Assessment overview

The paper is divided into three sections:

Section A: 35 marks.

Section B: 30 marks.

Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Questions in Sections B and C will be based on business contexts given in the paper.

### Theme 2: Building a business

**Written examination: 1 hour and 30 minutes. 50% of the qualification. 90 marks**

#### Content overview

- Topic 2.1 Growing the business.
- Topic 2.2 Making marketing decisions.
- Topic 2.3 Making operational decisions.
- Topic 2.4 Making financial decisions.
- Topic 2.5 Making human resource decisions.

#### Assessment overview

The paper is divided into three sections:

Section A: 35 marks.

Section B: 30 marks.

Section C: 25 marks.

The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.

Questions in Sections B and C will be based on business contexts given in the paper.

The subject provides a route to..

- Employment into the many areas of business, including roles in specialist areas such as marketing, finance, customer service or human resources in large businesses, or a more general role in a small, local business.
- Study at a school Sixth Form or college in a business - related area or a new direction.

# GCSE Computer Science

Mr C Mueller



## Why study GCSE Computer Science?

Computer Science helps you get to grips with practical programming techniques, and relevant Computer Science theory that will give you a good understanding of what makes technology work. So, if students enjoyed programming and figuring out how and why computers work in the lower years, this course will significantly build on those Computer Science skills.

## Course details

The course is designed to teach students concepts and develop techniques that will provide long term value and support your progression into higher education and beyond, as well as giving a hugely engaging and stimulating experience of Computer Science.

Students will be taught how to problem solve computer coding issues and write their own programs based around given situations. Students will be able to evaluate the effectiveness of computer programs which were developed to solve a problem.

## How will students be assessed?

This course involves 2 assessed exams, both weighted at 50% each.

Computer Systems 50% (80 marks and 1hr 30 minutes long)

The following topics will be covered:

- Systems architecture.
- Memory and storage.
- Computer networks, connections and protocols.
- Network security.
- Systems software.
- Ethical, legal, cultural and environmental impacts of digital technology.

Computational thinking, algorithms and programming 50% (80 marks and 1hr 30 minutes long)

## The following topics will be covered:

- Algorithms.
- Programming fundamentals.
- Producing robust programs.
- Boolean logic.
- Programming languages and integrated development environments.

All students will have the opportunity to attempt multiple programming tasks and challenges throughout the course, there will always be a focus on practical programming as well as theory throughout the 2 year course.

## What are the post 16 options?

- Computing at A Level.
- BTEC Level in IT.
- Apprenticeship in IT industry.

# Creative iMedia - OCR National Certificate

Mr S Birmingham



## Why study Creative iMedia - ICT?

ICT is a dynamic subject which provides everyone with many business and learning opportunities. The fundamental part of ICT is that it is ever-changing, and allows for innovation and the development of personal skills. This course incorporates a variety of different learning styles and thinking methods which provide different opportunities for all students, and is a GCSE equivalent which is industry-recognised.

## What skills will students learn?

Within all aspects of business/industry, ICT plays an essential part from budgeting to website design. ICT is at the heart of any successful organisation. It teaches students the process behind creating successful products, the theory of the working world, as well as producing creative ideas which reflect engaging scenarios. The subject promotes independence, which is a core value of the ICT learning.

## What does the course involve?

The course is made up of several units based around internally-written scenarios. The course teaches the fundamental skills required within the working world. The work completed within the classroom will consist of the following units:

**Website Design, Professional Email Etiquette, Interactive Power Point, Improving Productivity, Graphic Design, Photo Manipulation and Desktop Publishing.**

The course teaches valuable skills which are transferable and ensure that all students develop their own learning and confidence, which aids them when moving onto the next step of their education or training. Alongside this, students will be required to take an examination which covers a wide range of topics, varying from legalisation, ICT in the working world through to ICT within society.

## How will students be assessed?

In ICT you will be assessed through coursework and an examination. In Year 10 we will investigate two topics which will allow students to express their creative nature. They will be taught how to create a professional website, before moving onto an interactive Power Point which focuses on the presentation and functionality of ICT. In Year 11, students will be taught the compulsory units, which they need to pass in order to gain an overall qualification. One of these units is examined, whilst the other is completed through controlled assessment. The examination investigates the media's usage of ICT, whilst the controlled assessed unit continues the theme of creativity, by allowing students to create their very own graphics based upon a scenario written by OCR. Each unit is worth 25%; however it is important that the qualification can only be achieved if the compulsory units have been passed.

## What are the post 16 options?

Once students have completed the Level 2 ICT qualification, students could look at the following options (subject to change)

- BTEC Level 2 & 3 IT Diploma for Users or Computer Technicians or Diploma in Games Design, Computing and E Systems, BTEC Diploma in Computer and Networking Technicians or BTEC Diploma in Games Design and Development.
- L4 Higher National Diplomas (HNDs) in Computing and Systems Development or Games Design and Development.

# GCSE Design & Technology

Mr A Hancock & Mr D O'Malley



## Why students should study GCSE Design & Technology?

- They are creative.
- They like to draw and design new and exciting ideas by hand and on computer.
- They enjoy making products from woods, metals and plastics.
- They are well organised and not scared of a challenge.
- You like practical mathematics.
- They enjoyed Design and Technology in Year 7, 8 & 9.
- They are hardworking, trustworthy.

## What skills will students develop?

Primarily, students will be designing and making creative, original products from a variety of materials. In Years 9 and 10 staff will teach students the skills needed to succeed in producing demanding, innovative products.

In Year's 9 and 10, students will learn all methods of drawing, including Computer Aided Design. Manufacturing lessons will be significantly increased from KS3 in order to gain all the necessary skills for Year 11.

Year 11 projects are something all students look forward to.

Projects in the past have included:

- Jewellery storage.
- Coffee tables.
- Bedside tables.
- Wine racks.
- A product to be used in the garden such as a birdhouse.
- A board game.
- TV, console and gadget storage.
- A product to be sold in a music store, such as a guitar stand.

## How will students be assessed?

- 50% written exam at the end of Year 11.
- 50% Controlled Assessment (Coursework), a single design-and-make project throughout Year 11.

## What are the post 16 options?

On completion of your Design & Technology GCSE, students could progress to further education courses:

- Most students go on to complete an A level in Product Design here at Bewdley Sixth Form. Students have then go on to study at University in subjects such as Architecture, Product Design and Engineering.
- BTEC Nationals in Design and Technology or Engineering at college.
- If students choose to look for a job, they will have a folder of work that will provide evidence of their ability. There may be opportunities to work in graphic and product design, manufacturing trades or they may choose to be self-employed.

# GCSE Drama

Mr A Mudge, Ms K Haynes, Mr P Baxter & Mrs H Lloyd



## Why study GCSE Drama?

**“Find out about yourself, and let the world find out about you”**

In our increasingly competitive world of work, the confident, creative and emotionally-mature candidate who walks into an interview, is going to get the job. This is what Drama does for students.

GCSE Drama is a fun and challenging course involving the close reading of set texts, the study of drama theory and the theatre industry, and the development of a range of specialist practical skills. Students need to be good at working with other people and committed to make long-term projects successful. Students do not have to be a brilliant actor already, but should be well-organized, willing to improve and good at recording their ideas as they develop. Lessons are active and intense, balancing theory, reading, note-taking and practical work. Most students choose to be assessed on their acting and learn how to explore and create convincing roles, but students also learn about technical elements such as lighting, costume and set design.

## What skills will students develop in Edexcel GCSE Drama?

- Realising their full potential through confident performance and team-work skills.
- Learning how to influence an audience.
- Analysing plays and their social contexts and ideas (this goes well with English Literature).
- Devising their own performances through research, improvisation and script writing.
- Analysing the effectiveness of live performance.
- Developing effective writing skills through detailed and informative essays and portfolios.
- Developing effective time-management and organisational skills.
- Widening their knowledge of acting styles, cultural history and technical skills in the theatre industry.

## What is the Edexcel GCSE Drama?

Examination - 40% final exam on:

- Study of a set play.
- Review of live theatre production.

Coursework:

- Devised performance.
- 30% rehearsal portfolio (written).
- 10% recorded performance.

Practical exam:

- 20% scripted performance.

## What other opportunities will GCSE Drama offer students?

Theatre visits, after-school rehearsals and the chance to perform in a professional Birmingham theatre.

## What are the post 16 options/career pathways?

Drama is a highly valuable skill. The cultural and textual analysis involved make good preparation for a wide range of A Levels (including Theatre Studies). The teamwork skills and confidence gained help with a wide range of careers including, law, the civil services, business/marketing, media, politics, social work, education and the creative industries.

# GCSE Fine Art

Miss J Lord, Mrs B Newbold & Mrs H Hayes



## Why study GCSE Fine Art?

This is suitable for students who are:

- Keen to develop their visual skills.
- Creative, enthusiastic and imaginative.
- Able to enjoy visits to galleries, museums, workshops and studios.
- Willing to experiment and take risks in their work.
- Willing to review their progress and make improvements.

Good drawing skills and the ability to be creative and imaginative are necessary to complete this course. Students will need to provide a small selection of art equipment to complete coursework tasks and homework (a list is available).

## What skills will students develop?

The GCSE course begins with a series of workshops where students will investigate the Formal Elements of Art and develop and enhance their skills when using a wide range of art media such as painting, drawings, mixed media, sculpture, and photography. The course then offers students the opportunity to extend and master skills in order to develop individual strengths and preferences. Each unit begins with a broad thematic starting point, which allows for personal interpretation, exploration, investigation and creativity, and directly links to contemporary and historical art movements. Projects encapsulate a wide range of environmental, social, cultural, spiritual, cross-curriculum and aesthetic issues that focus on the Edexcel GCSE exam requirements.

## How will students be assessed?

Edexcel GCSE Fine Art is made up of two units.

### Unit 1: Personal Portfolio – 60%

Internally set and marked (controlled assessment).

### Unit 2: Externally Set Assignment – 40%

A personal project that culminates in a 10 hour exam that is set by the exam board.

## What are the post 16 options?

On completion of the GCSE Fine Art Course, students could progress to further education courses/apprenticeship.

- A Level Fine Art.
- Specialist Diploma in Creative Media.
- BTEC Nationals in Art & Design.

If students choose to look for an apprenticeship, they will have a portfolio of work that will provide evidence of their ability and dedication.

## Areas of Art students could try!

Drawing, painting, digital art, mixed media, photography, animation, video, sculpture, and much more!

# GCSE Geography

Mrs J Rickards, Mr W Nugent & Mrs G Bodman



## Why study GCSE Geography?

### Geographers can:

- Handle data.
- Ask questions and find answers.
- Make decisions about an issue.
- Organise themselves.
- Think creatively and independently.

### Geographers are:

- Good communicators.
- Spatially aware.
- Problem solvers.
- Good team players.
- Computer literate.



If students enjoy studying Geography - carry on studying it! Students are more likely to obtain their best results in a subject they enjoy. Geography is one of the subjects that make up the English Baccalaureate.

## What students can expect to study:

### Unit 1:

#### Living in the UK Today - 30% of the GCSE, 1 hour exam.

In this topic we look at the diversity of the UK. This includes its urban areas, its glaciated landscapes and rivers. The UK's ecosystems, changing energy demands and the impacts of extreme flood events are also examined.

### Unit 2:

#### The World Around Us - 30% of the GCSE, 1 hour exam.

In this topic we look at ecosystems of the world, including tropical rainforests and coral reefs. We investigate contrasting urban areas, with different levels of development, and examine the causes and impacts of these differences. Climate change and the global effects of this, such as drought are discussed.

### Unit 3:

#### Geographical Skills and Fieldwork Assessment - 40% of the GCSE, 90 minute exam.

This unit assesses all of the key geographical skills obtained over the two years. Physical and human fieldwork will be undertaken, and the skills gained will be examined. Map and graphical skills, such as climate graphs and population pyramids, will be studied, applied and assessed.

We aim to undertake 2 days fieldwork in the local area. The approximate cost for both trips is £45.

## What are the Post 16 Options with Geography

- A Level Geography.
- Further Education.
- Careers include: engineering, armed services, tourism, conservation, architect, property lawyer, marketing, business analyst and travel writer.



# BTEC Health & Social Care

Mrs B Ranford



## Why study BTEC Health & Social Care?

BTEC Level 2 Tech Award in Health and Social Care is an interesting course, particularly if students are considering a career in Health, Social Care or Early Years Services, which are areas of the job market that continue to grow.

## What could students expect from the BTEC Level 2 Tech Award?

During Years 9 and 10, students will complete 2 units, Human Lifespan Development and Health and Social Care Services and Values. In Year 11, they will complete a unit called Health and Wellbeing.

Human Lifespan Development is assessed by way of assignments which are set and marked in school, and then verified by the exam board. Topics studied are how humans grow and develop through all of the life stages, and how people deal with a range of expected and unexpected life events, which happen throughout their lives.

Health and Social Care Services and Values is also an assignment-based unit and will cover topics surrounding the job roles and services available in the sector, and how care workers work effectively with individuals in different care settings.

In Year 11, students will take part in a unit called Health and Wellbeing, they will learn how to assess the health and wellbeing of individuals and what a range of different measures mean. They will also learn how to put in place ways of improving and managing the health and wellbeing of individuals. They will be assessed by participating in an external assessment which will be similar to an exam but will be carried out over a period of 2 hours.

All students will have the opportunity to achieve a wide range of grades in this course. The overall qualification is the equivalent of 1 GCSE and students may achieve from a Pass 1 through to a Distinction \* .

## How will I be assessed?

You will be assessed by completing 4 assignments during Year 10, one of these will involve role play. The role play will only be observed by two members of staff within school and students will be able to work in groups. In Year 11, students will take part in an examination where you will create a Health and Wellbeing plan for an individual person and also answer some questions. To prepare students for this examination, students will complete practice examinations during Year 11.

## What are the Post 16 Career Pathways?

Completing and being successful in this subject can lead to a variety of different options:

- BTEC Level 3 in Health and Social Care.
- Apprenticeships with the NHS and in Early Years settings.
- Midwifery.
- Nursing.
- Radiography.
- Occupational Therapy.
- Early Years Education.
- Primary School Teaching.
- Paramedic.



# GCSE History

Mrs S Barnes, Miss N Schmidt, Mrs K Howard, Miss E Dorr & Mr J Willets



## Why study GCSE History (explaining the modern world)?

- Experienced, knowledgeable, enthusiastic, innovative and dedicated History teachers.
- A fun, dynamic course with interesting, thought-provoking topics.
- History teaches us about who we are and where we come from; something to interest everyone of us.
- A programme of revision and support that helps you to prepare for your exams and fulfil your potential.

## Course details

**Paper 1** = 1 hour 45 minutes written paper = 50% GCSE International relations (1918 – c.1975).

**Paper 2** = British Thematic Study = 1 hour written paper = 25% GCSE.

**Paper 3** = 1 hour 15 minutes Written paper = 25% GCSE A British study personal rule to restoration alongside a study of the historic environment.

This exciting course allows us to explore the forces which shaped the international relations of the 20th Century, with a view to assessing how far these forces are still shaping events today. We will cover conflict and cooperation between the years 1918 -1939, plus the causes, events and consequences of the Cold War 1945 -1975. There will be an in-depth study on the USA 1945 - 1975 – ‘Land of liberty?’, examining such topics as the Red Scare, the civil rights movement, government and dissent, which covers the protest movement that developed through the sixties and seventies. This will culminate in an in-depth study on Britain examining war and society from c.AD 790 - c.2010 with a depth study on the personal rule of Charles I to restoration this then supports the study of the final historic environment....castles!!

## What skills will students learn and develop?

Written and oral communication; arguing; debating; logical thinking; analysis; research; seeing how a complex series of events interact; decision-making; interpretation; consequences; deciding between relevant and irrelevant information; questioning; social interaction; using ICT programs; attention to detail; evaluating; balancing strengths and weaknesses; using evidence; creativity; significance; collecting data; drawing conclusions; identifying changes; distinguishing between cause and consequence; essay writing.

## What Post 16 Career Pathways are Available?

- A Level History.
- Further Education/Apprenticeship in History.
- Criminology, Forensic Science, Archaeology, Museum Curator, Journalism, Law, Research.

# Hospitality & Catering Vocational Award

Mrs D Ransom



## Why study Level 1/2 Hospitality and Catering?

If students like to be creative and work in a practical subject area where students can make some inspirational dishes and become knowledgeable about food and good health.

This course is suitable for students who would like to learn about:

- Cooking and food preparation.
- Food safety and hygiene.
- Where food comes from.
- Diet and good health.
- Different types of commodities.
- Nutrition.
- The Hospitality industry.

The course involves a large amount of practical work as well as written and theory elements. We produce all practical work to a high visual standard using a variety of presentation techniques. Students are expected to bring in their own ingredients for practical lessons on a regular basis. Practical exams involve cooking a minimum of three dishes with accompaniments in one session, so it is vital that ingredients are provided when required.

Students will need to purchase a catering apron and hat from the school.

## How will students be assessed?

The course is divided into 2 sections:

- A written examination paper at the end of Year 11 - 40%.
- Non-examined assessment to include a planning and practical task - 60%.

## What are the Post 16 Options

As well as using Hospitality and Catering as basic life skills, enabling students to cook for themselves, further opportunities could include:

- Professional Catering courses at local colleges.
- Apprenticeships linked to college courses.
- Employment opportunities with the Hospitality industry.
- Level 3 qualifications.



# GCSE Modern Foreign Languages

Mrs V Campbell, Mr G Houillon, Miss L Tobin, Mr P Willis & Mrs E Sharp



## Why study GCSE Modern Foreign Language, Spanish or French?

It is a multilingual world - not everyone speaks English. 94% of the world does NOT speak English as their first language. 75% of the world does not speak English at all. A language enables students to communicate with others. (Information from Centre for Information of Language Teaching).

Learning languages contributes to mutual understanding and respect of others. Students learn to appreciate their own language when they start to learn another. During lessons we learn about other people, their food, their customs, and their culture.

- We have taste testing lessons.
- We watch foreign language films.
- We communicate with others.
- We have language competitions.
- We have the opportunity to visit the country of the language we are studying.
- We are experienced specialist teachers.

People who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills.

## THINK OF THE FUTURE!

### How will students be assessed?

The GCSE course focuses on the 4 language skills of:

- Listening
  - Speaking
  - Reading
  - Writing
- These Are Equally Weighted At 25%

All assessments are linear. All examinations will be taken at the end of the second year. Edexcel is our awarding body.



# GCSE Music

Mrs H Blythe & Mrs A Sahota



## Why study Eduqas (WJEC) GCSE Music?

Music is a unique form of communication that can change the way students feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop students' competence and increase their self-esteem.

## Why study Music?

Students need to show that they have a full range of skills at GCSE. A creative-based option fulfils this, showing colleges and prospective employers that students have originality and flair. **If students play an instrument or sing and enjoy making music then this is for them!**

**A qualification in Music** can develop self-confidence, discipline, motivation and organisational skills.

**A qualification in Music** indicates communication, creativity and confidence.

**A qualification in Music** shows the ability to work well both individually and as a member of a team.

Whatever students musical taste and whatever their instrument or voice, students will find plenty to interest and stimulate them in the new GCSE 9 - 1 Music Course.

## Course Details:

Eduqas GCSE Music requires students to develop their performing, composing, listening and appraising skills.

## What will students study?

The course has four areas of study:

AOS1: Musical Forms & Devices.

AOS2: Music for Ensemble (Group).

AOS3: Film Music.

AOS4: Popular Music.

## How will students be assessed?

GCSE Music remains one of the few options available where coursework is still a vital part of the assessment process. All coursework is marked at school and then sent for moderation.

60% of the coursework:

2 Performances (Solo and Group) 30%.

2 Compositions 30%.

40% External Listening and Appraising:

8 questions, 2 on each Area of Study (AOS).

## At the end of the course students will be able to:

- Compose music for instruments or voice, from a range of starting points, organising musical ideas effectively.
- Perform on their instrument or voice of choice (music technology options are available also).
- Understand, appreciate and analyse music of different types.
- Make effective use of music technology.

## What are the post 16 options?

A GCSE Music qualification shows a wide range of skills that will be welcomed on a range of courses post 16. **A Level Music Technology** - Learn to produce music using software synthesisers and sequencers. Learn how to operate a mixing console and recording (MIDI and audio). **BTEC Music Level 3** - Continue to develop skills in composition, performance, listening and appraising. Study a range of musical forms and styles.

# RSL Music Performance Level 2

Mrs H Blythe & Mrs A Sahota



## Why study RSL Level 2 Certificate in Music Performance?

The RSL Music Performance Certificate allows students, who want to develop practical musical skills, to focus on **playing** and **performance** skills. The RSL Course is **equal in value** to GCSE music but simply offers an alternative path.

## Why study Music?

Students need to show that they have a full range of skills at GCSE/Level 2. A creative-based option fulfils this, showing colleges and prospective employers that students have originality and flair. If students play an instrument or sing and enjoy making music then this is for them!

**A qualification in Music** can develop self-confidence, discipline, motivation and organisational skills.

**A qualification in Music** indicates communication, creativity and confidence.

**A qualification in Music** shows the ability to work well both individually and as a member of a team.

Whatever your musical taste and whatever your instrument or voice, you will find plenty to interest and stimulate you in the new RSL Level 2 Music Performance Certificate.

## Course Details:

The RSL Level 2 Certificate in Performance requires students to develop their performing, practice and organisational skills.

Students will study **3 units in total and need to achieve 20 Credits in value.**

201ta Musical Knowledge **Internal Core Unit** (8 Credits)

204ta Instrumental Study Improving Instrumental Performance (4 Credits)

202ta Live Music Performance **External Core Unit** (8 Credits)

## How will students be assessed?

Music remains one of the few options available where coursework is still a vital part of the assessment process.

The External Core Unit is sent to RSL for marking. This is usually completed in year 2. The remaining Units are marked by subject staff and monitored by RSL External Verifiers. **There is no end of course examination.**

## At the end of the course students will be able to:

- Plan and prepare performance on their instrument or voice of choice (music technology options are available also).
- Develop a strong interest in the development of their own instrument.
- Develop an appreciation for a variety of musical styles.

## What are the post 16 options?

A Level 2 Music qualification shows a wide range of skills that will be welcomed on a range of courses post 16. **A Level Music Technology** - Learn to produce music using software synthesisers and sequencers. Learn how to operate a mixing console and recording (midi and audio). **RSL Subsidiary Diploma Level 3 (worth 1.5 A Levels)** - Continue to develop skills in composition, performance, listening and appraising. Study a range of musical forms and styles.

# BTEC Performing Arts: Dance

Mrs G Evetts



## Why study BTEC Performing Arts: Dance?

This course is designed to stimulate and develop an appreciation and enjoyment of Dance. It is suitable for all students who have skills in Dance or a genuine enthusiasm for the subject. Students will be actively involved in the three core areas of choreography, performance and appreciation. A range of Dance styles are covered during the course in order to improve students' technical and interpretive skills. They will notice a significant increase in their confidence when performing. In addition to the development of their teamwork and creative thinking skills, they will also develop an appreciation of how Dance contributes to their physical, social and mental well-being.

## What skills will students develop?

Through this practical course, students will:

- Take part in dance classes in a variety of styles to ensure students develop their dance technique, physical and expressive skills.
- Set individual targets to improve technique and performance skills while learning and replicating professional dance repertoire.
- Take part in rehearsals and perform in front of audiences to help evaluate their progress.
- Broaden their knowledge of dance styles and understand the roles and responsibilities of different types of practitioners that contribute to the making of dance for performance.

## How will students be assessed?

This is both a practical and theory based course. It is equivalent to 1 GCSE. It has three units, each of which is assessed at Level 2 as a Pass, Merit or Distinction.

### Component 1:

- Students will learn about three different choreographers from different styles of Dance in a practical way experimenting with their processes and techniques. This will then be compiled into a written research portfolio of evidence comparing and contrasting the three works studied and a reflection journal evaluating their weekly contributions and professionalism in practical workshops.

### Component 2:

- Students will take part in workshops to develop their own physical and interpretive skills as a dancer by exploring different dance styles and techniques. Students will then learn a piece of professional repertoire and perform to an audience. They will set targets to help improve performance skills and consistently evaluate their progress.

### Component 3:

- Students will create a piece of group choreography based upon a stimulus: this will put all of their skills and techniques learned through the course into action, taking on roles of a professional performer enabling them to showcase their talent.

## What are the post 16 options?

This course provides an excellent foundation for further study in related areas such as Level 3 BTEC for Arts, Theatre Studies, PE, Dance and Drama. Students who study BTEC Dance can go on to study Dance at University as it

# GCSE Physical Education

Mrs K Davies, Mr R Upson, Mrs K Curtis, Mr M Pigford & Mr P Phillips



## Why study GCSE Physical Education?

Students who have a keen interest in sport, and take part in sport outside of lessons, want the knowledge to keep themselves fit, active and healthy, find the human body's systems fascinating, want to learn how to train smart not just harder. This is the course for them.

## What skills will students develop?

Through this active course, students will:

- Develop their understanding of basic anatomy and physiology and the relationship between fitness and body systems.
- Be introduced to sports psychology and explore links between health and performance.
- Examine the effects of exercise and how training can improve performance.
- Collect and interpret data to analyse and evaluate performance.
- Develop skills for individual and team activities.

## How will students be assessed?

The course is assessed over 4 components:

### **Component 1:** Fitness and Body Systems.

Written examination: 1 hour and 45 minutes, 36% of the Qualification.

- Applied anatomy and physiology.
- Movement analysis.
- Physical training.
- Use of data.

### **Component 2:** Health and Performance.

Written examination: 1 hour and 15 minutes, 24% of the Qualification.

- Health, fitness and well-being.
- Sports Psychology.
- Sociocultural influences.
- Use of data.

### **Component 3:** Practical Performance.

*Assessed in school:* 30% of the Qualification.

- Perform as a player/performer in three different physical activities from a set list.
- *One must be a team activity, one must be an individual activity; the final can be a free choice from the activity list. Activities can be followed and assessed in or outside school.*

### **Component 4:** Performance Analysis

*Assessed in school:* 10% of the qualification.

- Observe, analyse and evaluate the performance of a peer in one of the 3 chosen physical activities.

## What are the post 16 options?

Further Education:

- A Level Physical Education.
- Degree in Physical Education.
- Apprenticeship/work.
- Careers in Sports Science, Coaching, Sports Therapy/Physiotherapy, Sports Management, Sports Journalism.



# GCSE RE: Religion, Philosophy & Ethics

Mrs L Colbourne & Mr R Ward



## Why study GCSE Religion, Philosophy & Ethics?

- Enthusiastic, knowledgeable, committed, supportive teachers.
- A fascinating course, designed to make students think.
- Religion, Philosophy & Ethics looks at humanity and our place in it, a chance to develop and grow our own identity.
- A department where students will receive clear help and support to gain their very best result.
- A course which is accessible to all.

## Course Details

The course will encourage students to study two major world religions in detail: Christianity and Islam. There will be a variety of ethical issues studied and discussed. For example:

- Violent protest and terrorism.
- Social justice and human rights.
- Religious freedom.
- Global concerns.
- Use and abuse of animals.

## How will I be assessed?

### Component 1: The study of religious beliefs, teachings and practices:

- Written exam: 1 hour 45 minutes.
- 96 marks, plus 6 marks for spelling, punctuation and grammar.
- 50% of GCSE.

### Component 2: Thematic Studies:

- Religion and life.
- Religion, peace and conflict.
- Religion, crime and punishment.
- Religion, human rights and social justice.
- Written exam: 1 hour 45 minutes
- 96 marks, plus 3 marks for spelling, punctuation and grammar.
- 50% of GCSE.

## What Skills Will I Develop?

You will use and therefore develop the following skills in these lessons: enquiry, decision-making, analysis, listening, reflection, synthesis, evaluation, application, problem-solving, reasoning and empathy. All skills which promote thinking and communication - valuable skills for the work place!

## What Post 16 Career Pathways are Available?

A Level Philosophy & Ethics, GCE A Level Theology, A Level Religious Studies, Humanities Subjects, Medicine, the Law, the Media, Politics.

Famous people with Philosophy degrees. The list could be endless.

Steve Martin - Actor, comedian, Bruce Lee - Martial arts expert and actor, Martin Luther King Jr - Civil rights leader, Harrison Ford - Actor.



# GCSE Textile Design

Miss Lord



## Why study GCSE Textile Design?

This is suitable for students who are:

- Interested in textiles and or fashion.
- Keen to develop their visual and practical skills.
- Creative, enthusiastic and imaginative.
- Able to enjoy visits to galleries, museums, workshops and studios.
- Willing to experiment and take risks in their work.
- Willing to review their progress and make improvements.

The ability to be creative and imaginative are necessary to complete this course. Students will need to provide a small selection of art equipment to complete coursework tasks and homework (a list is available).

## What skills will students develop?

The GCSE course will give students the opportunity to develop a visual language in textiles. Students will experiment with a wide range of textile techniques and processes, research and analyse the work of textile artists and fashion designers, explore their strengths, heighten their designing skills and develop and produce 2 portfolios of work and final pieces.

Each unit begins with a broad thematic starting point, which allows for personal interpretation, exploration and creativity. Each unit will begin with photography and drawing skills in order to inform the basis of personal investigation.

## How will students be assessed?

Edexcel GCSE Textile Design is made up of two units.

### Unit 1: Personal Portfolio – 60%

Internally set and marked (controlled assessment).

### Unit 2: Externally Set Assignment – 40%

A personal project that culminates in a 10 hour exam that is set by the exam board.

## What are the Post 16 options?

On completion of the GCSE Textile Design Course, students could progress to further education courses/apprenticeship.

- A Level Textile Design.
- Specialist Diploma in Fashion & Textiles.
- BTEC Nationals in Fashion & Textiles.

If students choose to look for an apprenticeship, they will have a portfolio of work that will provide evidence of their ability and dedication.

Areas of Textiles you could try!

Fashion Design, Surface Decoration, Batik, Embroidery, Printing, Felt Making, Reverse Appliqué, Plastic Fusion, Appliqué, Embellishments, construction and much more!

# BTEC Travel & Tourism

Mr J Willets & Mrs G Bodman



## Why study BTEC Travel and Tourism?

If students have ever wanted to learn more about the world, or understanding new parts of the world and how tourism has helped improve the lives of thousands of people and even whole countries? Then Travel and Tourism could be the subject for them! With the new BTEC Tech Award in Travel and Tourism, students can explore the aims of different tourist organisations, explore different countries and reasons to visit, explain how organisations meet customer requirements and explain the influences on global travel and tourism.

Students will also:

- Plan and organise trips for a number of different people.
- Research and locate many countries and cities across the world.
- Develop a range of life skills which will enable you to confidently plan any future holidays.

## How will students be assessed?:

The course involves 3 units. 2 are assessed within school by completing assignments, or projects. The final unit is an external task, set by the exam board that students have a specified time to complete in exam conditions.

### Unit 1: Travel and Tourism Organisations and Destinations (Internally assessed)

### Unit 2: Influences on Global Travel and Tourism (External assessment)

### Unit 3: Customer Needs in Travel and Tourism (Internal assessment)

#### Students will find out:

- What the sector is all about.
- What it is like to work in the sector.
- What skills I need to work in this sector.

### Unit 1: Travel and Tourism Organisations and Destinations (Internally assessed)

In this unit students will investigate different travel and tourism sectors and organisations, both within the UK and worldwide. Students will gain an understanding of the wide range of jobs within the industry and the opportunities people have within the travel and tourism sector.

### Unit 2: Influences on Global Travel and Tourism (External assessment – 2 hour assessment in exam conditions)

This unit will explore the different factors that can influence global travel and tourism, and how organisations and destinations respond to these factors. Issues including environmental management of resorts, and how natural disasters and political events can impact on tourist decisions to visit a country etc.

### Unit 3: Customer Needs in Travel and Tourism (Internal assessment)

Students will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. They will apply their understanding by selecting products and services, and planning a holiday to meet customer needs and preferences.

## What are the Post 16 options?

- Employment into the many areas of travel and tourism including holiday reps or travel agents.
- Study at a Sixth Form or college in the travel and tourism - related area or a new direction.

# GCSE Triple Science

Mr G Lowrie, Mrs S Leach, Mr C Horton, Mr A Cameron, Ms D Walters, Mr C Beech, Mrs K Beech, Mrs C McDougall & Mr M Alexander



## Why study GCSE Triple Science?

The study of Science fires students' curiosity about phenomena in the world around them and offers opportunities to find explanations. It engages students at many levels, linking direct practical experience with scientific ideas. Students learn how knowledge and understanding in Science are rooted in evidence. They discover how scientific ideas contribute to technological change (for example in business and medicine) and lead to improving the quality of life. They learn to question and discuss issues that may affect their own life and the future of the world.

## What will students learn?

The specification has three teaching and learning units in Biology, Chemistry and Physics.

In Biology students will study:

- Biological processes, control in living things and health.
- Interdependence, adaptations and human impact on the environment.
- Genetics, variation and evolution.

In Chemistry students will gain an understanding of:

- The nature of substances and how they react together.
- How Chemistry is used in business and industry.
- How our use of raw materials in fuels and manufacturing can affect the global and local environment.

In Physics students will learn about:

- The use and transfer of energy.
- Waves, radiation and space.
- The application of Physics (for example, the use of lenses to improve eyesight).

## How will students be assessed?

Each subject (Biology, Chemistry and Physics) is assessed in the same way, through two 1 hour 45 minute external exams. Each of these exams contributes 50% to the final GCSE grade. There is no longer any controlled assessment (coursework) in Science. Instead, there are nine 'required practicals' in each of the subject areas. These are standard science experiments that are integrated into day-to-day lessons. The final exams will include questions that draw on students' practical science experience in these experiments.

The Triple Science course leads to 3 separate GCSE grades - one each in Biology, Chemistry and Physics.

## Post 16 Options

Should a student wish to pursue any of the Sciences at A Level, this course will provide a firm foundation for progression and ensure a smooth transition to further study.



## OPTIONS 2021





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## OPTIONS COURSE INFORMATION YEAR 9 STUDENTS 2021

Everything students need to know about choosing their subjects  
[www.bewdley.worcs.sch.uk/curriculum](http://www.bewdley.worcs.sch.uk/curriculum)





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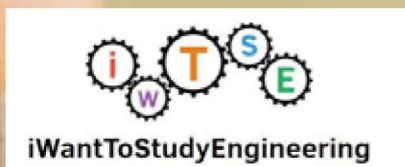
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