



THE BEWDLEY SCHOOL

We fly with our own wings



YEAR 9 SEPTEMBER 2025 CURRICULUM BOOKLET



THE BEWDLEY SCHOOL FOUNDATION

Alis volamus propriis

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Curriculum Structure

As your daughter/son approaches Year 9, we are beginning phase 1 of the options process. The options process involves 2 distinct phases:

- Phase 1 (Spring term of Year 8) – students select 3 subjects to trial options in Year 9.
- Phase 2 (Spring term of Year 9) – students select 4 final options for study at GCSE or equivalent level in Years 10 and 11.

This is an exciting time for our young people and a sense of excitement is quickly followed by the sense of responsibility that these choices bring. The subjects that they follow may have implications for their future studies and career aspirations. During the Autumn term of Year 9 there is a short window where students have the potential to change a subject, if the option blocks and group size allows.

The curriculum structure we have developed means that students have two key points to make curriculum decisions:

In Year 8 to start in Year 9 (from September 2025)

- Students will continue to study the language they are currently studying.
- Students will pick a humanity (Geography* or History*).
- Students will pick a creative subject (Art, Art-Textiles, Design Technology, Hospitality & Catering, Music, or Drama).
- Students will pick 2 further subjects (Computer Science*, Business Studies, Media Studies, Art, Art- Textiles, Design Technology, Hospitality & Catering, Music, Drama or Health & Social Care). All students will have one lesson of RE and one of Personal Development.

In year 9 to start in Year 10 (from September 2026)

- Students will have careers advice and an options choices support programme in tutor time leading up to decision making. All students will select their final 4 GCSEs or equivalent options.
- All students must choose at least 1 EBacc subject marked above with an* French, Spanish, Geography, History, Computer Science.
- Students will also be able to add an additional option, potential subjects are listed in the back of this booklet.
- Students are not allowed to take both Art and Art Textiles.
- Students will only be able to take a subject in Year 10 if they have studied it in Year 9 with the exception of any new subjects offered - see 'Additional Option Subjects' at the end of this booklet.

Subject Listings

The subject information sheets which follow detail the GCSE syllabus descriptions (please note that these are correct as of January 2025 - but these will be updated when students move through into Year 9).

Students and parent(s)/carer(s) will have further information on the additional subjects being offered in Year 10 as they move through into Year 9. Some of the subjects that may be added can be found at the back of this booklet; however, the availability of these subjects will only be confirmed when we start Phase 2 of the Options process next year.

GCSE syllabus content will not be covered in ANY option subject until, at the very earliest, January of Year 9.

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 8 students do not!

Students must take the 'core' subjects, of 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. For this reason students must think about opting for a range of subjects which will not only help them now, but also 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. This is to include a good pass in English and mathematics GCSE by the age of 18. We hope the vast majority of our students will have achieved this at 16.

Submitting Your Course Preferences

Following the Parents' Evening on Tuesday 25 February, a Microsoft form link will be sent to students to enable them to select their options. Students will select one creative option and two other option subjects together with reserves. The deadline for submission of this form is Wednesday 12 March.

Options Timeline



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 Rickards - Head of Sixth Form, Extended Leadership Team: JRI@bewdley.worcs.sch.uk

Mr Horton - Head of Year 8: CHO@bewdley.worcs.sch.uk

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 Rickards, 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 Korischar and Mrs Howard, our careers advisers, are available to discuss any concerns. Please direct queries to:

Mrs Korischar - Careers Co-ordinator: SKO@bewdley.worcs.sch.uk

Mrs Howard - Careers Lead: KHO@bewdley.worcs.sch.uk

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



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. Each of the 3 papers are equally weighted and cover the whole of the specification. Students are expected to apply the subject content in order to solve problems. Sets 3 and 4 follow the Foundation Tier course which grades at 1 – 5. Sets 1 and 2 follow the Higher Tier course which grades at 4 – 9. Set 1 students also cover some of the content of the Level 2 Certificate in Further Mathematics (the rest of this content is taught on an evening during Year 11) as this will deepen and strengthen their GCSE knowledge and understanding. They will be offered the opportunity to take the Level 2 Further Mathematics examination and could therefore obtain 2 distinct qualifications in Mathematics.

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: a Shakespeare play; a nineteenth century novel; a modern prose, or drama, text; and poetry. Both qualifications will be assessed by final examinations at the end of Year 11.

GCSE Science

Mr C Beech, Mrs S Leach, Mr C Horton, Ms A Morgan, Mrs K Beech, Mrs C McDougall, Mrs C Jones, Mrs C Pigford, Mr W Morris, Ms J Prosser, Ms M Willemse, Mr J Hickman & Mr C Radford



Who studies GCSE Science?

All students are required to study Science at GCSE.

The majority of students will follow the AQA Combined Science Trilogy (8464) course from January of Year 9, 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 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 three years and are examined at the end of Year 11.

Following the trial exams in Year 11 the most able students will be entered for the AQA Biology (8461), Chemistry (8462) and Physics (8463) courses. This will lead to three GCSE qualifications. It must be noted, however, that Triple Science is not one of the option subjects.

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?

All the Science courses will be assessed in external examinations at the end of Year 11, these comprise of six written papers (2 in each science subject) which each contribute equally to the final grade.

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.

Post 16 Options

As we follow the same AQA exam boards at Bewdley Sixth Form, should a student wish to pursue any of the Sciences at A Level, the courses offered will provide a firm foundation for progression and ensure a smooth transition to further study.

GCSE History

Mrs S Barnes, Miss N Schmidt, Mrs K Howard, Mrs E Meredith & 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 every one 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.

At the start of Year 9 we learn about some of the conflicts of the modern world including World War One and the Rise of Hitler and the Nazis as well as the Causes of WW2. After Christmas we then start the teaching of the exciting GCSE course where we explore the in-depth study on the USA 1945 - 1975 – 'Land of liberty?', examining such topics as the Civil Rights movement, government and dissent, which covers the protest movement of the 1950s, 60s and 70s. We then examine the impacts of war on British society from c.AD 790, the Viking and Norman invasions, medieval conflicts and early modern conflicts such as the Elizabethan wars, the English civil wars right the way through to the 20th Century and the war on terror. Our study then moves to the Personal rule of Charles I to the restoration of Charles II; plus a study of Kenilworth castle throughout time. Finally we study 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.

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.
- A Level politics.
- Criminology, Forensic Science, Archaeology, Museum Curator, Journalism, Law, Research.

GCSE Geography

Mrs G Bodman, Mr W Nugent & Mrs J Rickards



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.

There will be 2 days of compulsory fieldwork in the local area. There will be a small cost for these.

What are the Post 16 Options with Geography?

Geography is a really useful subject as the skills and knowledge you gain can be used in most job sectors.

- A-Level Geography
- A-Level Politics
- Range of apprenticeships
- Energy sector, conservationist, architecture, Law, Politics, marketing and business.

GCSE Languages

Mr G Houillon, Ms A Claudio, Ms C Gilligan, Ms D Whyton, Mr P Willis & Mr J Holloway



Why study GCSE French, Spanish?

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.

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 Year 11. Edexcel is our awarding body.

GCSE Fine Art

Miss J Lord, Ms A Southall & Miss A Dipple



Why study GCSE Fine Art?

GCSE Fine Art is a course in which you investigate and experiment with a variety of Art materials, techniques and processes, research the work of artists and experiment with designs and ideas in pursuit of creating a personal final piece.

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). Students will be offered the opportunity to purchase a pack of equipment, from school, at the start of the course.

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, and photography. The course then offers students the opportunity to extend and master skills in order to develop individual strengths and preferences and teaches students how to effectively research and analyse the work of contemporary and/or historical artists and art movements, in order to support and further their own ideas and designs. Units start from broad independent thematic starting points, which allows for personal interpretation, exploration, investigation and creativity. Projects begin with photography and drawing skills in order to inform the basis of students' personal investigations. Students may pursue projects that encapsulate environmental, social, cultural, spiritual and aesthetic issues that whilst focusing 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%

Students produce a portfolio of work demonstrating knowledge, understanding and skills, comprising of supporting studies and personal response(s)

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 your GCSE Fine Art, you could progress to further education courses:

- A Level Fine Art and Art & Design,
- BTEC Foundation Diploma in Art, Design and Media Practice.

If students choose to look for an apprenticeship, they will have 2 portfolios 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 Textile Design

Miss J Lord & Ms A Southall



Why study GCSE Textile Design?

GCSE Textile Design involves the creation, selection, manipulation and application of a range of materials such as fabrics, yarns and fibres; and processes such as batik, stencilling, embroidery and printing to create designs and exciting pieces of art work or fashion items.

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.

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). Students will be offered the opportunity to purchase a pack of equipment, from school, at the start of the course.

What skills will students develop?

The GCSE course will give students the opportunity to develop a visual language in textiles. During the course students will experiment with a wide range of textile techniques and processes, explore their strengths and heighten their designing skills. The course teaches students how to effectively research and analyse the work of contemporary and/or historical textile artists and fashion designers, in order to support and further their own ideas and designs. Over the course students will 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, investigation and creativity. Projects begin with photography and drawing skills in order to inform the basis of students' personal investigations. Students may pursue projects that encapsulate environmental, social, cultural, spiritual and aesthetic issues that whilst focusing on the Edexcel GCSE exam requirements.

How will students be assessed?

Edexcel GCSE Textile Design is made up of two units.

Unit 1: Personal Portfolio – 60%

Students produce a portfolio of work demonstrating knowledge, understanding and skills, comprising of supporting studies and personal response(s)

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 your GCSE Textile Design course, you could progress to further education courses at:

- A Level in Textile Design
- BTEC Higher nationals in Art & Design/Fashion Design

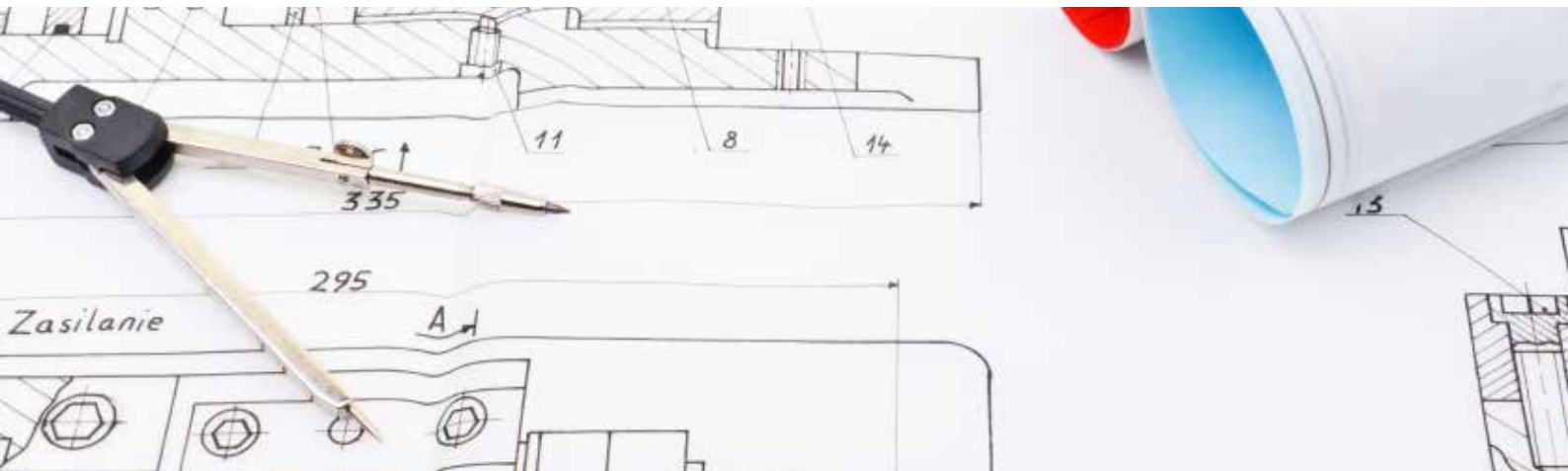
If students choose to look for an apprenticeship, they will have 2 portfolios of work that will provide evidence of their ability and dedication.

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!

GCSE Design & Technology

Mr A Hancock & Mr D O'Malley



Why study GCSE Design & Technology?

Designers at The Bewdley school can

- Use 2D design effectively
- Use their artistic skills to bring ideas to life
- Work independently
- Organise themselves and their projects
- Stop after school to continue to develop their folder and practical work

They are also

- Problem solvers
- Practical
- Analytical
- Creative

If you enjoy Design & Technology and you have achieved some good assessments, then carry on studying it! Design & Technology is one of a few subjects that involve coursework. It is therefore essential that you have the ability to focus every lesson. Your GCSE result will be a true reflection of hard work throughout the entire course.

What Students can expect to study

Unit 1 and 2:

Theory. Core Technical principles and specialist technical principles in wood. 50% of the GCSE, 2 hour written paper.

In this section we will prepare you for your written examination at the end of Year 11. This is a huge area for study and will range from various topics such as new and emerging technologies, designing for sustainability and industrial manufacturing systems to name but a few!

Unit 3:

The NEA (coursework) is a substantial design and make task. 40% folder work, 10% making, Year 10 1st June onwards.

You will investigate a context given to you from the exam board and design, develop and make a suitable design prototype. You will be expected to attend after school sessions for what is a very demanding part of the course. You will have at least one day off timetable to enable you to make a good start on this project. Previous contexts have included:

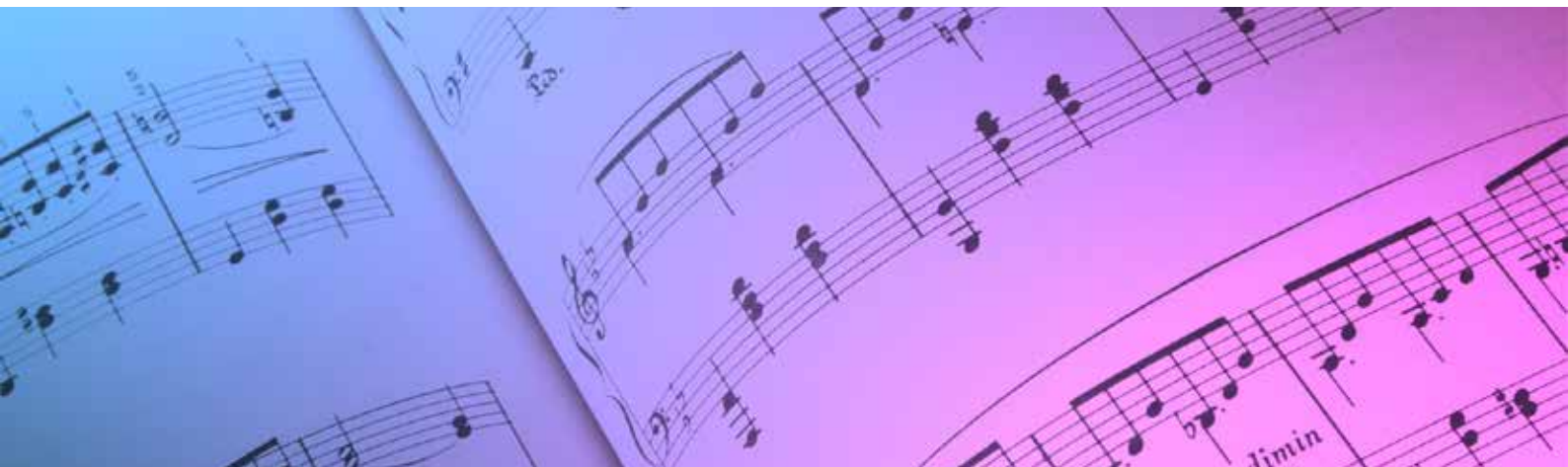
- Caring for animals
- Securing personal possessions
- Climate change

What are the post 16 options in Design & Technology?

- Most students go on to complete an 'A' level in Product Design here at Bewdley Sixth Form. Students have then gone 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 an apprenticeship, 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.

BTEC Tech Award in Music Practice

Mr O Alcorn, Mrs H Blythe & Mrs A Sahota



Why study Music?

Studying music develops a wide range of transferable skills which enhance cognitive ability, creativity, discipline, and communication. It strengthens problem-solving, memory and teamwork. Musicians also build confidence through performance, time management through practice, and resilience. These skills apply beyond music, making individuals more effective across the board. Interviewers often see a music background as a sign of creativity, dedication, and strong work ethic. Musicians are skilled at handling pressure, collaborating in teams, and thinking innovatively, all of which are attractive to employers. Highlighting a music background in applications or interviews can demonstrate a well-rounded and highly capable individual.

Many successful professionals credit their music training for shaping their careers. Paul Allen, co-founder of Microsoft, Condoleezza Rice, former U.S. Secretary of State; even Albert Einstein played the violin and claimed music influenced his scientific thinking.

What will students study?

The BTEC Tech Award in Music Practice is designed to give students a hands-on, practical understanding of music while developing technical and creative skills. The course is divided into three components, each covering different aspects of music practice:

Component 1: Exploring Music Products and Styles

- Students explore a variety of musical styles and genres, understanding their characteristics and history.

Component 2: Music Skills Development

- This component focuses on developing musical skills, including performance, composition, and production.

Component 3: Responding to a Music Brief

- They must create and present a musical product (e.g., a performance, composition, or production) in response to a set brief.

How will students be assessed?

Assessment in the BTEC Tech Award in Music Practice is a mix of internal coursework and external assessment:

- Practical performances (solo or group)
- Compositions and productions
- Written evaluations and reflections
- Presentations or portfolios of work

What are the post 16 options?

The skills developed in this course open multiple education and career pathways. Depending on their final grade, students can progress to:

1. Further Study in Music

BTEC Level 3 National in Music or Music Technology, A Levels in Music or Music Technology, Specialist Music Schools or Colleges.

2. Apprenticeships and Vocational Training

Music Production or Sound Engineering Apprenticeships, Creative Media or Performing Arts Courses.

3. Career Opportunities

Even for those not pursuing music as a full-time career, the transferable skills gained (teamwork, creativity, discipline, problem-solving) can be useful in fields such as: Marketing and Media, Event Management, Teaching and Education, Technology and IT.

The BTEC Tech Award in Music Practice is an excellent choice for students passionate about music, offering practical, hands-on experience while developing key skills for further study or careers. It provides flexibility, allowing students to explore performance, composition, and production, and sets them up for a variety of opportunities post-16.

GCSE Drama

Miss L Mullard & Mr A Mudge



Why study GCSE Drama?

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

In our increasingly competitive world of work, the confidence, creativity and emotional maturity are all skills very highly valued by employers. 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.
- Approximately 30% rehearsal portfolio (written).
- Approximately 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 discipline 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.

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 they can make some inspirational dishes and become knowledgeable about food and good health, this is the course for them.

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 two 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.

Cambridge National in Health and Social Care level 1/2

Mrs C Simmonds



Why study Health and Social Care?

This course applies to a wide variety of future careers as it provides students with the foundational knowledge required for many roles. If careers such as nursing, midwifery, social work, teaching, policing, probation work, nursery teacher, therapist are ones you are considering then Health and Social Care will give you the best spring board to access those future roles. Even if you do not want to do those, but know you would like to 'work with people' then this is a brilliant course to aid skills needed in future life. This vocational course focuses on real life application which makes the course more relatable and real. This course is the equivalent to a GCSE, just like all the other courses available to choose from.

What skills will students develop?

This vocational qualification allows students to gain broad, transferable skills and experience which can be applied to their next steps. Students will develop both academic skills such as analysis, evaluation and researching but also soft skills needed in the sector such as communication, how to be creative and deliver key information in an effective way.

How will students be assessed?

Students complete 3 units. One of these is an externally assessed unit (exam) and the other two are internally assessed units (controlled assessment/coursework). This really helps students who find examinations difficult. By the time you come to your GCSE exams, you have already completed 2/3rds of this course leaving just one end of course exam.

Unit 1- Principles of care in Health and Social Care settings (examination)

Unit 2- supporting individuals through life events (controlled assessed coursework)

Unit 3- Creative and therapeutic activities (controlled assessed coursework)

What are the post 16 options?

Many students will go onto study A Levels such as Health and Social Care, Sociology, Psychology, Biology, Criminology, History etc. Other students may take a more practical route and enter FE colleges so they can complete apprenticeships in child care or health and social care, for example. The typical careers for Health and Social Care students are roles within the NHS, education or social care sectors.

GCSE Computer Science

Mr C Mueller & Mrs A Danbury (after Easter 2025)



Why study GCSE Computer Science?

Computer Science helps you get to grips with practical programming techniques, and relevant Computer Science theory which 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: Application Development AQA.
- Computing A Level.
- Apprenticeship in Computing industry.

GCSE Media Studies

Mr S Birmingham



Why study Media Studies?

Ever wondered why the media industry (print/ TV/Film/ radio and social media) use certain colours, props, text or imagery in their products? Then maybe consider Media Studies. In the subject we evaluate many types of media which have helped shape our society. We continually investigate how sectors such as TV have portrayed characters and groups of people, through the mechanism of stereotyping and representation. Media Studies allows students an opportunity to understand how media reflects society not only from a modern perspective, but also from historical viewpoints, for example the Cold War.

Course details

The course is broken into 3 sections – 2 exams and 1 controlled assessment based on a closed brief. We cover a number of different areas, for example representation, language, audience and the media industry as a whole. The controlled assessment is written by OCR and is updated annually with recent articles/content making the subject content relevant. This will be a creative product, which maybe a website or magazine cover and double page spread. Students will be involved in a number of debates and discussions which require their opinion and reasoning. Media Studies is a creative subject, however it does require an analytical approach to writing and discussion.

How will students be assessed?

There are 2 exams and a controlled assessment.

Exam 1: Content – Television & Promoting media – written paper 1 hour 45 minutes
The Avengers (1960's) & Vigil (Television) & Lego Movie media campaign
Out of 70
35% of GCSE

Exam 2 Content – Music & the News
Avril Lavinge Sk8er Boi & Wheatus Teenage Dirtbag, Radio 1 Live Lounge, MOJO magazine and The Observer newspaper 1 hour 15 minutes
Out of 70
35% of GCSE

NEA – Create a media product based on a brief (30 marks)
30% GCSE

What are the post 16 options?

Once students have completed the Media Studies qualification, they could look at the following options:

- A level English Language
- Film Studies
- History
- CTEC Digital Media

GCSE Business & Economics

Mr J Willets, Mr D Chauhan & Mrs A Danbury (after Easter 2025)



Why Study GCSE Business/Economics?

Both qualifications will enable students to develop as commercially minded and enterprising individuals and help them to succeed in their chosen pathway. Both courses will enable learners to appreciate we are all part of the economy and that economics relates to every aspect of our lives – from the decisions of individuals or families to the structures created by governments and producers. It will develop learners' understanding of how entrepreneurial and economic issues affect choices about resources and markets.

What skills will students learn?

OCR's GCSE (9–1) in Economics equips learners with the skills and confidence to explore how consumers, producers and governments interact in markets nationally and internationally. It provides a well-rounded introduction to this subject and an excellent foundation for advanced study in Economics.

Pearson Edexcel's GCSE (9-1) in Business equips learners with the skills and confidence to develop enterprising mindsets with the ability to think commercially and creatively. Students will develop an understanding in business concepts, terminology, objectives, integrated nature of business activity and the impact on wider society.

How will students be assessed?

OCR's GCSE (9–1) in Economics is a fully linear course and consists of two mandatory components. Each component is externally assessed using a question paper. The structure of the two question papers is identical. Each question paper has 20 multiple choice questions in part A. Part B consists of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response.

Both question papers assess the quantitative skills as outlined in the specification.

The maximum number of marks for each question paper is 80 marks, so 160 marks in total. Each of the two questions papers counts towards 50% of the qualification. The time allowed for each question paper is 1 hour and 30 minutes.

Edexcel Pearson's GCSE (9-1) in Business also consists of two mandatory components. Each component is externally assessed using a question paper with three sections:

Section A: 35 marks. Section B: 30 marks. Section C: 25 marks.

Both papers 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 maximum number of marks for each question paper is 90 marks, so 180 marks in total. Each of the two questions papers count towards 50% of the qualification. The time allowed for each question paper is 1 hour and 45 minutes.

What are the post-16 options?

The subject provides a route to..

- Employment into the many areas of business and economics, 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.

Additional Option Subjects

May be available for study in Year 10 in September 2026
(if option blocks allow)

20. GCSE Physical Education

21. Level 2 Cambridge National in Sport Studies

22. GCSE Philosophy & Ethics

23. GCSE Psychology

24. GCSE Economics

25. GCSE Business



GCSE Physical Education

Mr R Upson, Mrs K Curtis, Mr M Pigford, Miss E Connolly & Mrs G Evetts



Why study GCSE Physical Education?

This course will appeal to students who have a keen interest in sport, find the human body systems fascinating, want to learn about physical training for optimum performance and explore how psychological factors affect a sportsperson's performance.

What skills will students develop?

Through this 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: The human body and movement in physical activity and sport.

- Written examination: 1 hour 15 minutes. 30% of GCSE.
- Applied anatomy and physiology.
- Movement analysis.
- Physical training.
- Use of data.

Component 2: Socio-cultural influence and well-being in physical activity and sport.

- Written examination: 1 hour 15 minutes, 30% of GCSE.
- Health, fitness and well-being.
- Sports Psychology.
- Sociocultural influences.
- Use of data.

Component 3: Practical Performance.

- Assessed in and out of 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. It is important to note that the GCSE PE course is science-based. There will be very limited time to participate in additional practical lessons as the theory element of the course is weighted much higher than the practical element.

Component 4: Performance Analysis.

- Assessed in school: 10% of the qualification.
- Observe, analyse and evaluate your own performance, or the performance of a peer in one of the approved 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.

Level 2 Cambridge National in Sport

Mr R Upson, Mrs K Curtis, Mr M Pigford, Miss Connolly & Mrs G Evetts



Why study the Cambridge National Level 2 in Sports Studies?

The OCR Level 2 Cambridge National in Sport Studies will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector.

What skills will the students develop?

- Understanding contemporary issues in sport and how they impact on different sporting activities
- Applying your skills as both a performer in two different sporting activities and as a leader in one sporting activity
- How to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations
- Applying your skills to participate in an outdoor and adventurous activity in a natural setting and environment
- Completing research
- Working with others
- Planning training programmes
- Evaluating and making recommendations to help improve performance
- Creating and delivering presentations
- Writing reports
- Leadership skills
- Healthy living and lifestyle skills.

How will students be assessed?

The two mandatory units are:

R184: Contemporary issues in sport - EXAM - 40%

Topics include:

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport.

R185: Performance and leadership in sports activities - ASSIGNMENT - 40%

Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

R187: Increasing awareness of Outdoor and Adventurous Activities - ASSIGNMENT - 20%

This is assessed by a set assignment

Topics include:

- Provision for different types of outdoor and adventurous activities in the UK
- Equipment, clothing and safety aspects of participating in outdoor and adventurous activities
- Plan for and be able to participate in an outdoor and adventurous activity
- Evaluate participation in an outdoor and adventurous activity.

Post 16 options

A Level Physical Education (Level 3), Apprenticeship (Level 2 & 3), Cambridge Technicals (Levels 2 & 3).

GCSE Philosophy & Ethics

Miss V Poussu



Why study GCSE Philosophy & Ethics?

- Enthusiastic, knowledgeable, committed, supportive teachers.
- A fascinating course, designed to make students think.
- Philosophy & Ethics looks at humanity and our place in it, a chance to develop and grow our own identity.
- 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:

- Capital punishment.
- Social justice and human rights.
- Religious freedom.
- Global concerns.
- Use and abuse of animals.

How will I be assessed?

There are 2 written examinations, both are 1hr 45 minutes and count for 50% of the final grade.

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

Two religions are studied. For each religion the key beliefs, practices and teachings are explored.

Component 2: Thematic Studies:

In this you will be assessed on the following topics areas:

- Religion, crime and punishment.
- Religion, peace and conflict.
- Religion and life.
- Religion, human rights and social justice.

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?

Most students progress to Sixth Form and study a variety of subjects such as; A Level Philosophy & Ethics, A Level Theology, A Level Religious Studies, A level Sociology, A Level History.

GCSE Psychology

Miss V Poussu



Why study GCSE Psychology?

Psychology is the fascinating study of the human mind and behaviour. This course will allow students to develop a deeper understanding of how we think, act and feel. Psychology aims to develop knowledge and insight into a variety of key questions:

- How does human memory work?
- Why do we forget?
- Why do we obey?
- What are the causes of mental health conditions?
- How can we reduce the stigma surrounding mental health?

What skills will students learn? How will students be assessed?

Paper 1: Cognition and Behaviour, 100 mark written paper, 1 hour 45 minutes making up 50% of total GCSE

Topics include:

- Memory
- Perception
- Development
- Research Methods

Paper 2: Social Context and Behaviour, 100 mark written paper, 1 hour 45 minutes making up 50% of total GCSE

Topics include:

- Social Influence
- Language, thought and communication
- Brain and Neuropsychology
- Psychological Problems

What skills will students develop?

- Essay writing skills and presentation skills
- Communication
- Critical and analytical skills
- Designing and carrying out investigations
- Drawing conclusion from data
- Problem solving skills

What are the post 16 options?

- A Level Psychology
- Further Education Options – Law, Criminology, Psychology
- Careers in Psychology include – clinical psychology, marketing, counselling, social worker, teacher, educational psychology

GCSE Economics

Mr J Willets & Mrs A Danbury (after Easter 2025)



Why study GCSE Economics?

Economics is about people and their economic choices. This course enables learners to appreciate we are all part of the economy and that economics relates to every aspect of our lives – from the decisions of individuals or families to the structures created by governments and producers. It will develop learners' understanding of how economic issues affect choices about resources and markets and vice versa.

What skills will students learn?

OCR's GCSE (9–1) in Economics equips learners with the skills and confidence to explore how consumers, producers and governments interact in markets nationally and internationally. It provides a well-rounded introduction to this subject and an excellent foundation for advanced study in Economics.

What skills will students develop?

OCR's GCSE (9–1) in Economics will enable learners to become better-informed and more responsible citizens, consumers and producers, by allowing them to develop an awareness for the importance of the economic dimension to our lives. This will allow them to become more confident in the economic choices relating to their life and work.

How will students be assessed?

OCR's GCSE (9–1) in Economics is a fully linear course and consists of two mandatory components. Each component is externally assessed using a question paper. The structure of the two question papers is identical. Each question paper has 20 multiple choice questions in part A. Part B consists of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response.

Both question papers assess the quantitative skills as outlined in the specification.

The maximum number of marks for each question paper is 80 marks, so 160 marks in total. Each of the two questions papers count towards 50% of the qualification. The time allowed for each question paper is 1 hour and 30 minutes.

What are the post 16 options?

- Employment into the many areas of business and economics, 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 Business

Mr J Willets, Mr D Chauhan & Mrs A Danbury (after Easter 2025)



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 45 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 45 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.



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