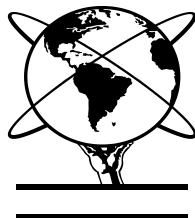


# Y9 Course Choices

2024





Dear Students and Parents,

At Beverley High School we recognise the importance of the decisions that students need to make their transition from Year 9 into Key Stage 4. We hope that this booklet will give a sound basis on which to make the decision making process easier.

Make sure you have all the information you need before you make your subject choices. In school, many people are available to help you. These include your Form Tutor, Subject Teachers, Heads of Department, Ms C Atkinson (Year 8 & 9 Leader) , Miss Brownell (Careers Leader) and Mr Colton (Curriculum Leader). Mr Colton can be contacted on [options@beverleyhigh.net](mailto:options@beverleyhigh.net)

Making your choices is an individual process. Do ask lots of questions about the subjects/qualifications that interest you. Think about:

- The subjects you like and enjoy. You will often be more successful at what you enjoy!
- A good balance of subjects.
- Where you want to be in the future: which subjects will help you with Sixth Form, University or employment.

Do not choose courses because:

- Your friends have chosen it.
- You like the teacher—you may have a different teacher next year.
- You have never studied it before and it sounds exciting and different.

### **WHAT HAS ALREADY BEEN DONE TO HELP YOU MAKE DECISIONS?**

Teachers will always be happy to discuss options in lessons if you have a question. Mr Colton is also available by email should you wish to discuss things. Careers information and lots of links to external websites are available using our own school website.

### **WHAT WILL HAPPEN NEXT?**

Subject Staff will talk to you in lessons about the courses they offer in Years 10 and 11. A dedicated section of the website will hold introduction films for every option subject and there will be an introductory talk from Mr Colton explaining what happens and when. There will also be a dedicated email address for you and parents to send any queries into - [options@beverleyhigh.net](mailto:options@beverleyhigh.net)

The Post 14 Options section is on the website with subject information and Mr Colton will add his introduction to Options by 1st March. Options evening at BHS will take place on **Wednesday 6th March from 5pm.**

Deadline for making your choices:  
**Wednesday 20th March 2024**

You must complete the Choices Form (via the link which will be sent to you) by Wednesday 20th March – no late returns please. Follow the completion instructions on the form CAREFULLY.

**We will try to fit everyone into their first choices, but we cannot guarantee that this will be possible.**

**Every year a few students have to take their reserve(s) choice of course so think hard about this choice too.**

# **Progression Routes**

## **14-16 years**

GCSEs at Beverley High School



## **16-18 years**

A-Levels  
BTEC (Level 2 or 3)  
Apprenticeship (advanced or intermediate level)  
Employment with training  
Vocational Courses  
GCSEs



## **Post 18**

Degree at Oxbridge University  
Degree at Russell Group University  
Degree at non-Russell Group University  
A-Levels  
BTEC (Level 3)  
Apprenticeship (advanced or higher level)  
Employment  
Level 3 Vocational Courses

## English Baccalaureate (EBacc)

The Government puts an emphasis on specific subjects for recommended study, called the English Baccalaureate, or the EBacc. By 2025 every school should have 90% of its students studying this pathway. To gain the full EBacc, students must gain the equivalent of a Grade 4 or above (which equates to the old C grade) in the following subject areas:

- English;
- Mathematics;
- a Science (including Computer Science);
- a Humanities subject (Geography or History);
- a Modern Foreign Language.

These subjects are perceived to give students a breadth of learning across the curriculum, and are also amongst the subjects that universities and employers are keen for students to pursue. Students study English, Mathematics, Science and a Modern Foreign Language at GCSE as well as Core PE and Religious Studies. We believe, like the government, that Ebacc subjects are important, but we believe that every subject we offer is uniquely important, so we recommend that your child studies a broad range of subject qualifications. Those subjects not in the Ebacc are by no means inferior and they may prove very valuable.

## Information on GCSEs

The GCSE qualifications use a grading system, where students are graded by numbers rather than letters.

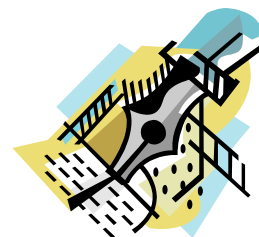
The table below shows how the 9 to 1 grades equate to the old A\* to G grades.

NEW GCSE GRADING STRUCTURE										
9	8	7	6	5	4	3	2	1	U	
			<div><div><div><div><div></div><div>4 = C</div><div>and above</div></div><div>and above</div></div><div></div></div><div><ul style="list-style-type: none"><li>■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.</li><li>■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.</li><li>■ The bottom of grade 1 will be aligned with the bottom of grade G.</li></ul></div></div>							
A*			A	B	C	D	E	F	G	U
CURRENT GCSE GRADING STRUCTURE										

# CORE SUBJECTS



# ENGLISH LANGUAGE GCSE



## ***Course Leader—Mrs V Koczy***

### **Paper 1**

#### **50% of GCSE**

Section A Reading—Literature fiction (25%)  
Section B Writing—Descriptive or Narrative (25%)

### **Paper 2**

#### **50% of GCSE**

Section A Reading—Literary non-fiction text and non-fiction text (25%)  
Section B Writing—Presenting a view point (25%)

### **Non-examination**

Spoken Language  
Teacher assessed  
Separate endorsement on certificate (0% weighting of GCSE)

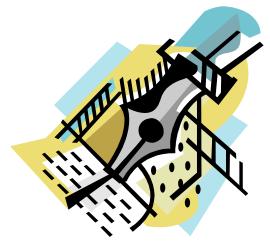
English Language will allow students to draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes

Students will be able to read fluently and write effectively. They will be able to demonstrate a confident control of standard English and write grammatically correct sentences, displaying figurative language and analysing texts.

**English Language and English Literature will be taught together as students greatly benefit from the transferable skills learnt across the two subjects.**



# ENGLISH LITERATURE GCSE



## ***Course Leader—Mrs V Koczy***

### **Paper 1**

#### **40% of GCSE**

Section A—Shakespeare  
Section B—A 19th Century novel

### **Paper 2**

#### **60% of GCSE**

Section A— A modern text or drama text  
Section B—Poetry  
Section C—Unseen poetry

The English Literature course encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature encourages students to read widely for pleasure, and as a preparation for studying literature at a higher level.

Students are encouraged to read a wide range of classic literature fluently and with good understanding. They make connections across their reading and read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.

They are encouraged to develop the habit of reading widely and often and to appreciate the depth and power of the English literary heritage. They will be guided to write accurately, effectively and analytically about their reading, using Standard English as well as acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.





# MATHEMATICS LINEAR GCSE



## ***Course Leader – Mrs C Brooke***

Everyone needs to use mathematics, particularly arithmetic, as a tool to help in everyday life and to understand more clearly the world in which we live. Simple calculation, the use of tables giving information, and the interpretation and understanding of figures and graphs will be needed by everyone throughout life. In addition, skills developed in mathematics lessons will help people to tackle new ideas and problems in a confident, logical and organised way.

Mathematics is a subject where new knowledge builds on what has been understood before. Hence, pupils are placed in sets along with others who are at a similar stage of development and ability. They will follow a 2 year Linear GCSE Maths course accredited by AQA.

The course is divided into Using and Applying Mathematics, Number, Algebra, Shape and Space, and Handling Data. Pupils will look at aspects of all of these throughout the course. The GCSE is assessed through three external exams. There is no controlled assessment for this course.

### **AQA Level 2 Certificate in Further Mathematics**

In addition to GCSE Mathematics pupils in Set 1 will study the AQA certificate in further mathematics.

The course consists of four areas of pure mathematics algebra, co-ordinate geometry, trigonometry and calculus. The qualification is assessed through three external exams at the end of the course.



# SCIENCE AQA GCSE COURSES



## ***Course Leader – Dr G Cosquer***

The Key Stage 4 Science courses offered to pupils aim to develop their interest in, and enthusiasm for, Science. They are also designed to equip pupils with the scientific skills, knowledge and understanding of how science works and its essential role in society.

From September students will study for 3 separate Science GCSEs in Year 10: Biology, Chemistry and Physics. They will be taught by a subject specialist. The triple award broadens the students' understanding of Science at KS4. There are two tiers of assessment: Foundation (1-5) and Higher (4-9).

Students will be taught 2 hours a week in Biology, Chemistry and Physics (6 hours of Science a week).

We anticipate that many of our students will go on to study Biology, Chemistry or Physics at Advanced level and to pursue careers in a wide variety of areas, for example environmental study, medicine, veterinary science, engineering, agriculture and teaching.



# RELIGIOUS STUDIES GCSE



## ***Course Leader – Mrs W Marshall***

All students follow the AQA Full Course GCSE in Religion, Philosophy and Ultimate Question and Religion and Life Issues. The examination course is studied one lesson per week starting in Year 9 and followed through in years 10 and 11.

The course includes an investigation of some ethical issues relevant in today's society. It gives students the opportunity to develop their knowledge, understanding and skills. This course also offers students the opportunity to express their personal and informed responses to ethical issues whilst reflecting on the beliefs and opinions of others. Students also have the opportunity to investigate.

The topics we will be looking at are:-

- *The study of aspects of Buddhism..*
- *The study of aspects of Christianity.*
- *Human Rights, Social Justice & Wealthy and Poverty.*
- *Crime & Punishment*
- *The Existence of God and Revelation*
- *Religion, Peace and Conflict*

Students participate in discussion, group work, written work, role play, presentations and visits.

Students will take two exam papers, answering four questions on each paper, based on the topics studied.



# GENERAL PHYSICAL EDUCATION



## ***Course Leader – Mrs E Owen***

P.E. is a compulsory element of the Key Stage 4 curriculum and in today's climate it is important in the maintenance of a healthy lifestyle and should not be underestimated. We aim to provide our students with knowledge of a range of sports and opportunities at local facilities in preparation for lifelong learning in physical education.

Throughout Year 10 and 11 pupils receive one hour of core PE per week, where we aim to educate pupils on the importance of fitness for life and the need to participate in physical activity once they leave compulsory education.

At the start of year 10 pupils will undertake a sport's leader's unit in lessons. Within this, pupils look at the role of the official, fair play in sport, opportunities in sport and developing their leadership skills. This also involves the delivery and review of sports sessions. Pupils may get an opportunity to be involved in sports festivals for primary school children.

We also offer pupils the chance to experience different fitness activities that can be undertaken post 16.

In Year 11 we rotate activities within lessons regularly, to ensure students have the chance to study a wide variety of activities before leaving school. Students also get the opportunity to participate in a team challenge unit. Working as a team they compete in different sports and activities over a half term, enabling them to develop important teamwork skills which can be taken into the workplace and further education after finishing school.



# WELLBEING EDUCATION



## ***PSHE Co-ordinator - Ms L Evans***

Today's young people are growing up in a rapidly changing world, full of opportunities but with increasing risks. PSHE education is the school subject which prepares them for life and work in this changing world, helping to keep pupils safe, healthy and boosting their life chances. PSHE education covers core knowledge relating to issues such as online and offline safety, relationships, health and careers, taught in a way which is appropriate to the age and maturity of pupils. The subject is tied together by the development of the key skills and attributes which pupils need to thrive both in their childhood and throughout their adult lives. These key skills and attributes – such as self-management, empathy, critical thinking, communication, resilience, teamwork and negotiation – are crucial to pupils' life chances.

The compulsory PSHE course here at BHS is taught to all year groups. The programme is delivered on specialist days arranged by the PSHE co-ordinator and taught by teaching staff, with support from the Wellbeing Team and Year Leaders. A variety of methods are used in teaching the PSHE course, including group and class discussion, role-plays, individual work, teacher information sessions and presentations. A variety of external agencies support the programme where appropriate to provide relevant and accurate information.

The following topics will be covered throughout the PSHE curriculum:

- Pupil safety online and offline Experts see PSHE education as the best way to promote the safe use of technology and address online abuse
- Physical health and risk-taking behaviours Educating pupils about their health reduces risk-taking behaviours such as unhealthy sexual relationships and drug or alcohol addiction
- Mental health and emotional wellbeing PSHE education promotes positive outcomes relating to emotional health while reducing stigma and helping pupils learn where to go if they have mental health concerns. This helps to boost pupils' life chances and aids them to form healthy relationships with themselves and others
- Building key skills and attributes for life and work The non-academic skills and attributes acquired through PSHE education have a positive impact on academic performance as well as being key to boosting the employability of school-leavers and improving social mobility. PSHE education has been proven to remove barriers to learning and provide skills to aid success
- Economic wellbeing, financial capability & careers pupils learn about the impact of personal financial choices, understanding of risk and responsibility, various types of work and the influence of the media on financial choices

# MODERN FOREIGN LANGUAGES



# FRENCH OR GERMAN AQA GCSE



## ***Course Leader – Mrs B Lawrence***

Most pupils follow a two year course in a Foreign Language in Years 10 and 11.

Both the French and German courses build on the skills already gained in Key Stage 3 and aim to develop the ability to use the language for practical communication. There will be practice in Listening and Reading, and pupils will also develop their skills to communicate in the spoken and written language. It is hoped that pupils will enjoy their study of a European Language and come to a greater understanding of the country involved.

The course consists of four units. Two tiers of assessment are available – Foundation or Higher—but the pupils must enter at the same tier for all four skills

The GCSE examination consists of four papers—Listening, Reading, Speaking and Writing. Each paper is worth 25% of the overall exam.

The language teachers will decide which tier of assessment is most appropriate for their pupils.

### **The study of both languages**

There will be the opportunity for pupils to study **both** French and German at GCSE level. Pupils interested in this option should tick the appropriate box on their Options Choice Form.

# **OPTIONAL SUBJECTS - GCSEs**





# ART GCSE



## *Course Leader – Mr B Capper*

Course: **AQA GCSE Art: Fine Art**

Since September 2008 the Art Department has occupied an inspirational, state of the art facility that includes two spacious classrooms, a sixth form studio, a digital suite, with up-to-date art specific programmes and an impressive exhibition space. We are fully resourced to offer printmaking, photography, ceramics as well as painting, drawing and sculpture.

This course will encourage you to develop a greater knowledge about Art in today's world by developing your practical skills and using the methods of artists and designers in a creative, imaginative and personal way. After a period of workshops and skill building exercises you will be encouraged to develop your own original ideas through exciting and relevant projects. The AQA GCSE syllabus in Fine Art allows you to develop the skills, interests and ideas you have encountered throughout your first three years in the department in greater depth.

Students will be expected to develop critical skills by studying the work of artists, designers and craftspeople from a variety of cultures in order to inform your practical work. Portfolios showing research, process, preparation and experimentation will count for 60% of the GCSE. A 10 hour controlled test on a topic set by the board, but discussed with your teacher, will be undertaken in controlled conditions at the end of the course. The controlled test will count for 40% of the GCSE.

Why should you study Art?

- Increasingly we live in a world where visual literacy is an essential skill. Art and design subjects bring a great deal of value to our economy, this means that there are large number of people employed in the creative industry
- Art is important from a cultural perspective. A strong art education can give young people an appreciation of why art matters, where it comes from, and where it fits in a wider social, historical and political context. Art gives students an understanding of the world, and themselves, by looking at what's been expressed by others before them
- Art fosters creativity, imagination and confidence: skills that are transferable to every other subject on the school curriculum, and critically, are indispensable in a wide array of jobs. Art and design has a central role in the pursuit of science, technology, engineering and mathematics subjects, encouraging innovation, analysis and evaluation – skills that are undoubtedly valuable in school, and well beyond into the workplace
- It becomes a passion that can last a lifetime and is proven to seriously improve mental health

Our Art rooms are beautifully light, creative spaces full of previous artworks for inspiration. They are a space for free thinking and relaxation, combined with positivity and productivity. As teachers we see ourselves as people you can bounce ideas off, talk through future creative plans and it excites us to pass on our knowledge of skills and techniques to you as you adapt them to make them your own!

For more information on the course, visit the Art Department website: <https://sites.google.com/beverleyhigh.net/bhsartphotography/home>



# ART TEXTILES GCSE



## ***Course Leader – Miss H Jackson***

Art Textiles is an exciting, creative subject that mixes drawing skills with a series of new textiles techniques.

### **What will you do?**

Through a series of short, themed projects, you will develop an understanding of how fabrics are manipulated and the ways in which textile materials are used in design and construction. You will be taught various methods of fabric enhancement so that you can select the techniques you think are most suitable for products you will design. Lessons will be a mixture of practical and design activities. Over the two years, you will build up a portfolio of work and a supporting sketchbook, which is Component 1 and is worth 60%. In Year 11 there will also be a 10 hour exam (over two days) which you will prepare well for in advance. This is Component 2.

Component 1: Portfolio	+	Component 2: Externally set assignment
<b>What's assessed</b> A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study.		<b>What's assessed</b> Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• No time limit</li> <li>• 96 marks</li> <li>• 60% of GCSE</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>• Preparatory period followed by 10 hours of supervised time</li> <li>• 96 marks</li> <li>• 40% of GCSE</li> </ul>
Non-exam assessment (NEA) set and marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.		Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June.

Careers with Art Textiles include:

Clothing/textile technologist, Colour technologist, Interior and spatial designer  
Fashion designer, Textile designer, retail buying, fashion promotion.



# ASTRONOMY GCSE



## ***Course Leader – Dr G Cosquer***

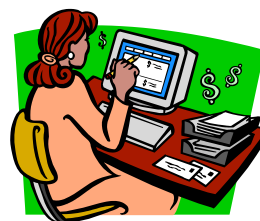
This course is the perfect course for anyone who is fascinated by space science, by the night sky and by stories about our continuing exploration of our Solar System and Universe. The course has been developed to build on that interest and to give you an introduction to the subject of astronomy. It will enable you to understand our position in the Universe, the movements of planets and stars, the cycles in the night and daytime sky, and the way in which we use technology to observe and interact with space. You will follow an incredible story of how scientists, from ancient civilisations to the modern day, have used their imagination and carefully recorded visual measurement to explore the Universe in which we live. Along with a range of practical observational activities, below are the topics you will be studying.

Topic 1 – Planet Earth • Topic 2 – The lunar disc • Topic 3 – The Earth-Moon-Sun system • Topic 4 – Time and the Earth-Moon-Sun cycles • Topic 5 – Solar System observation • Topic 6 – Celestial observation • Topic 7 – Early models of the Solar System • Topic 8 – Planetary motion and gravity • Topic 9 – Exploring the Moon • Topic 10 – Solar astronomy • Topic 11 – Exploring the Solar System • Topic 12 – Formation of planetary systems • Topic 13 – Exploring starlight • Topic 14 – Stellar evolution • Topic 15 – Our place in the Galaxy • Topic 16 – Cosmology

The GCSE (9–1) in Astronomy consists of two externally-examined papers 1 hour and 45 minutes long each. You must complete all assessment in May/June at the end of year 11. The papers consist of a mixture of different question styles, including multiple-choice questions, short-answer questions, calculations, graphical and extended-open-response questions.



# BUSINESS GCSE



## ***Course Leader – Mr S Gouldthorpe***

At Beverley High School we study GCSE Business using the Edexcel specification, which is divided into two themes:

In Year 10 students will study Theme 1: 'Investigating Small Business'. This theme concentrates on the key business concepts, issues and skills involved in starting and running a small business and it provides a framework for students to explore core business concepts through the lens of an entrepreneur setting up a business. Students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Students will develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates.

In Year 11 students will study Theme 2: 'Building a Business'. This theme examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions

### Assessment

The content of the course will be assessed through two externally-examined papers in May/June 2026

### Transferable Skills

As well as giving students a broad overview of how the commercial world operates, GCSE Business develops the essential transferable skills that are important in further education and employment. The course allows students opportunities to use and develop:

- Cognitive skills: non-routine problem solving and creativity; decision making and reasoning; analysing and reasoning skills; ICT literacy.
- Interpersonal skills: communication; relationship-building skills; collaborative problem solving.
- Intrapersonal skills: adaptability; self-management and self-development.



# CHILD DEVELOPMENT

Students will achieve Cambridge  
National Level 1 or 2 qualification



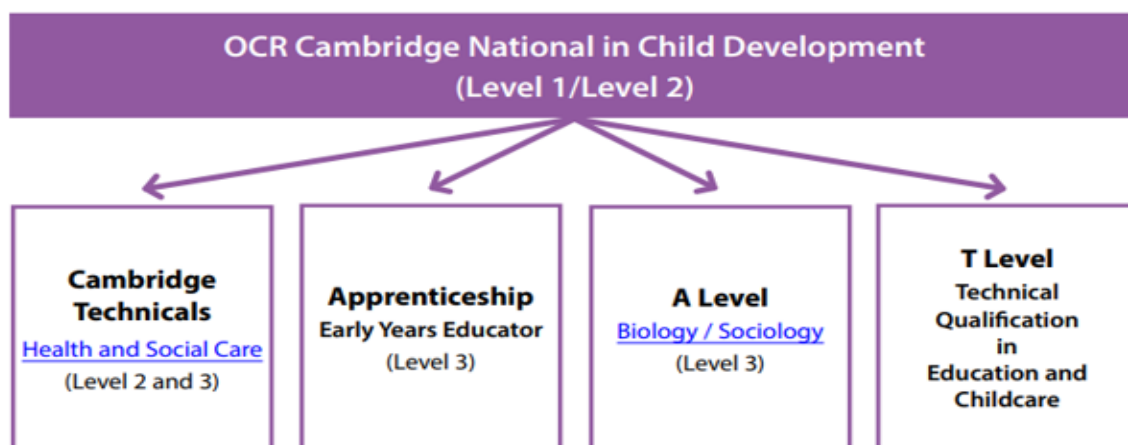
## ***Course Leader – Mrs M Clark***

Cambridge National in Child Development will encourage students to understand and apply the fundamental principles and concepts of Child Development to include health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years

Unit R057 - Health and well-being for child development: This is assessed by a 1 hour and 15 minute exam. In this unit you will learn about the importance of pre-conception health and reproduction, antenatal care and preparation for birth. You'll also learn about postnatal care and the conditions in which a child can thrive.

Unit R058 - Create a safe environment and understand the nutritional needs of children from birth to five years: This is assessed by a set assignment that is centre assessed and OCR moderated. In this unit you will learn how to create a safe environment for children from birth to five years in childcare settings. You'll research and choose equipment that is suitable and safe for use and will learn about children's nutrition and dietary needs.

Unit R059 - Understand the development of a child from one to five years: This is assessed by a set assignment that is centre assessed and OCR moderated. In this unit you will learn the physical, intellectual and social developmental norms for children from one to five years. You'll understand the importance of creating plans and providing different play activities to support children in their development.



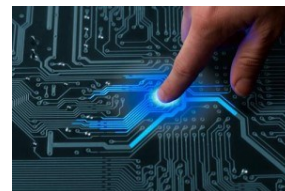
### Progression

Many different careers involve the care of children and the need to understand how children develop and how their development can be affected by their surrounding e.g Nursery staff, Nurses, Play leaders, Child Psychologist, teacher etc. This course also develops learning and practical skills that can be applied to real-life contexts and work situations, you are required to think creatively, innovatively, analytically, logically and critically whilst applying the correct terminology.





# COMPUTER SCIENCE GCSE



*"Your Future is at  
Your Finger Tips".*

## ***Course Leader – Mr P Smith***

Choosing **GCSE Computer Science** could be your gateway to a future filled with innovation and opportunity! Here's a glimpse of what you'll cover:

1. **Programming:** Get hands-on experience with programming languages like Python, learning how to write code to solve problems and create your own programs to develop coding skills.
2. **Computational Thinking:** Learn how to think like a computer scientist by breaking down complex problems into smaller, more manageable parts. You'll develop algorithms and computational techniques to analyse data, design solutions, and optimise processes.
3. **Computer Systems:** Delve into the inner workings of computers, exploring topics such as hardware, software, and networks. You'll gain a deeper understanding of how computers operate at both a hardware and software level, laying the foundation for advanced study in IT and computer engineering.
4. **Data Representation:** Uncover the secrets behind how data is stored, processed, and transmitted by computers. From binary and hexadecimal to data compression and encryption, you'll learn the ins and outs of data representation and manipulation.
5. **Computer Networks:** Explore the fascinating world of computer networks, including how devices communicate with each other over the internet. You'll learn about protocols, network topologies, and the importance of cybersecurity in an interconnected world.
6. **Cybersecurity:** Dive into the realm of cybersecurity and learn how to protect computers, networks, and data from unauthorised access, cyberattacks, and other digital threats. You'll develop essential skills in risk assessment, encryption, and ethical hacking.

By choosing GCSE Computer Science, you'll not only gain valuable knowledge and skills but also open doors to a wide range of exciting career opportunities in fields like software development, data analysis, cybersecurity, and more.

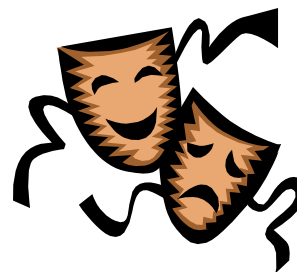
The course is assessed through **two written papers** worth 50% each.

Computer Science leads nicely into A-Level Computer Science and then onto university where you can diversify into specialist areas such as Games development, Robotics and Artificial Intelligence.

More importantly though, not only is this course applicable to Computer Science and Engineering fields, but also to the Arts, Humanities, Social Sciences, Sciences and beyond.



# DRAMA GCSE



## ***Course Leader – Miss L Bevan***

GCSE Drama is diverse, practical and accessible to students of all abilities. Drama provides students with the opportunity to explore different characters and situations, different mind-sets and emotions and allows for great use of creativity and imagination- skills which are highly valued by potential employers. In GCSE Drama you will have the opportunity to create your own work based on a number of different stimuli, whilst exploring a range of different theatre styles and techniques. You will also look at the written works of famous playwrights and explore themes and characters. This course is all about working cooperatively and as part of a team to create excellent pieces of Drama and to build your confidence both personally and as a performer.

### **Unit One: Written Paper 40%**

1 hour and 45 minutes.

80 marks.

- Section A: multiple choice question about theatre roles and terminology (4 marks)
- Section B: four questions on a given extract from the set play chosen (46 marks)
- Section C: one two part question (from a choice) on the work of theatre makers in a single live theatre production seen (30 marks)

### **Unit Two: Practical. Devising Drama. 40%.**

Devising log (60 Marks)

Devised performance (20 marks).

80 marks in total.

### **Unit Three: Practical. Texts in practice. 20%.**

Performance of two extracts from one play chosen by teacher

Performance of Extract 1 (25 marks) and Extract 2 (25 marks)

50 marks in total

Drama is a great choice for those who enjoy thinking creatively and working with others. In Drama you need to be committed. Much of your independent learning will be made up of rehearsals at either lunchtimes or afterschool. You will have opportunities to take part in several performance evenings and go on theatre trips.



# ECONOMICS GCSE



## ***Course Leader – Mr S Gouldthorpe***

Economics is about people and their economic choices. GCSE Economics shows students that 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 develops their understanding of how economic issues affect choices about resources and markets and vice versa.

At Beverley High School we study GCSE Economics using the **OCR** specification, which is divided into two components:

In **Year 10** students will study **Component 1: 'Introduction to Economics'**. This component introduces students to the fundamental economic terms and concepts. Students will apply these to investigate and explain how markets work in contemporary and historical economic contexts. They will study the different roles and perspectives of the main economic agents (consumers, producers and the government) and how they interact in the economy. Students will develop the ability to use and interpret quantitative data to justify economic decisions. They will learn to appreciate that all economic choices have costs and benefits. This will encourage them to consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity in a range of national and global contexts.

In **Year 11** students will study **Component 2: 'National and International Economics'**. This component provides students with an understanding of the main economic objectives and role of the government in achieving them. Students will investigate the effects of economic policies on markets. They will use and interpret quantitative evidence, such as unemployment figures, in contemporary and historical economic contexts. They will learn to appreciate the importance and impact of international trade by analysing data such as quantitative information on exports and imports. Students are encouraged to consider moral, ethical and sustainability issues that arise as a result of the impact of economic activity in a range of national and global contexts.

### **Assessment**

The content of the course will be assessed through two externally-examined papers in May/June 2026.

GCSE Economics is a fully linear course and consists of two mandatory components that are externally assessed. There will be two question papers assessing the two components. Each question paper will have 20 multiple choice questions and short case studies with related short and medium response questions as well the opportunity for extended writing.

### **Transferable Skills**

By learning how to use economic data from a range of sources, such as tables, charts and graphs, students will acquire the skills to make informed judgements and to communicate in a clear and concise way.

By learning how to explain and evaluate economic problems and possible solutions, students will acquire a way of thinking as economists and develop a logical approach to thinking and reasoning. The study of economics enables students to become better-informed and more responsible citizens, consumers and producers, by developing an awareness of 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.

The course allows students opportunities to use and develop:

- Interpersonal skills: communication; relationship-building skills; collaborative problem solving.
- Intrapersonal skills: adaptability; self-management and self-development.





# FOOD PREPARATION AND NUTRITION GCSE



## *Course Leader – Miss S Clark*

### **Introduction**

Love food? Like creating great food for your friends and family?

If you choose Food Technology you will learn about designing and making a saleable, quality food product by applying your growing knowledge and understanding of the world of food. This new GCSE focusses on your Practical Skills to give you a strong understanding of nutrition

### **Course Outline**

You will explore and develop a range of food products in Year 10 like pastry products and continental breads. The aim is to encourage you to be creative and develop new, exciting products building on what you have learnt at KS3.

You will be expected to use ICT throughout your work and there is a greater emphasis on skill acquisition and making professional quality products at this level in Food Technology.

You will learn about:-

- A) Food, nutrition and health
- B) Food science
- C) Food safety
- D) Food choice
- E) Food provenance

The scheme of assessment is made up of two parts:-

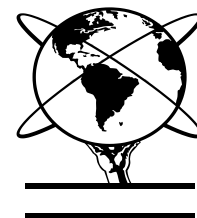
- i) Written paper – 1 hour 45 mins which is 50% of the total marks
- j) Controlled Assessment – 45 hours which is 50% of the total marks
  - Task 1—Electronic report
  - Task 2—Portfolio

The coursework project is undertaken in Y11 and is a very important piece of work.

This subject is a good basis for pupils who are wishing to: stay on into the 6<sup>th</sup> Form to study AS/A2 Food Technology; work in the Food Industry; go into further education training as a Food Technologist; become Food Technology teachers or combine the qualification with PE or Biology.



# GEOGRAPHY GCSE



## ***Course Leader – Mrs J Ayling***

*Do you enjoy asking questions about our world?*

*Do you want to know how our world is changing, and what it will be like in the future?*

*Do you want to find out how other people around the world live?*

*Do you enjoy learning about the processes that shape our landscape?*

**If the answers are YES..... then Geography is for YOU!**

### **By studying Geography, students will:**

- Gain deeper understanding of a range of places and environments, and how they are changing;
- Develop awareness of how people affect their environments;
- Appreciate the opportunities, challenges and constraints that are faced by people in different places;
- Understand the significance and effects of the different ways environments are used and managed;
- Conduct geographical enquiries, including the use of statistical skills, maps and evaluation;
- Have the opportunity to solve problems, predict future changes and understand complex processes;
- Tackle key issues affecting the world now and in the future;
- Use Geographical Information Systems (GIS) – a constantly developing field becoming increasingly important in many areas of work.

We follow OCR B Geography GCSE specification, which is assessed as follows:

### **Paper 1: 1 hour 15 minutes (35%) Our Natural World**

- Global hazards
- Changing climate
- Distinctive landscapes
- Sustaining ecosystems.
- Physical geography fieldwork

### **Paper 2: 1 hour 15 minutes (35%) People and Society**

- Urban futures
- Dynamic development
- UK in the 21st century
- Resource reliance.
- Human geography fieldwork

### **Paper 3: 1 hour 30 minutes (30%) Geographical Exploration**

This component draws on geographical knowledge, understanding and skills that have been developed in components 01 and 02. This synoptic assessment enables students to demonstrate their understanding of the connections between the different elements of the subject.

Geographical skills:

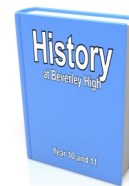
- Cartographic
- Graphical
- Numerical
- Statistical.

This component includes a decision-making exercise, here students can become critical thinkers and develop arguments.

We are required to conduct two fieldwork enquiries, over 2 days, one physical and one human. We are intending that the physical trip will be based on a coastal theme and that the human study will take place in York.



# HISTORY GCSE



## ***Course Leader - Miss S Brownell***

The GCSE course gives opportunities to study history from a variety of perspectives, including social, economic, and cultural, thereby helping students to appreciate the diversity of the societies studied and the experiences of the people in those societies. It is a wide-ranging course allowing you study in depth across a range of periods and topics. If you have enjoyed history in years 7-9 there is no reason to doubt that you'll enjoy this new GCSE course. You will continue to develop the historical skills which you have already been using: looking at sources, dealing with bias and propaganda, and collecting and organising information.

The course is about helping us to understand the world we now live in and is essentially about people - what they did and why they did it.

There are a number of periods studied:

*Paper 1 - Thematic study and historic environment.*

**Medicine in Britain c1250-present day and the British sector of the Western Front 1914-1918: injuries, treatment and the trenches or crime**

Written examination of 1 hour and 15 minutes. (30% of the total marks)

*Paper 2 - Period study and British Depth study*

**Early Elizabethan England 1558-1588 and The American West**

Written examination of 1 hour and 45 minutes. (40% of the total marks)

*Paper 3 - Modern Depth Study*

**Weimar and Nazi Germany 1918-39**

Written examination of 1 hour and 20 minutes (30% of the total marks)

In GCSE History we make use of a variety of Historical resources that include newsreels, films, photographs, cartoons, written primary sources as well as the very latest textbooks approved by the AQA exam board. Work is presented through essays, oral presentations, role play, group and individual projects, wall charts and there is plenty of opportunity to use I.T

GCSE History is an extremely valuable and highly respected qualification for further training in all areas of education and employment. It combines well with both arts and sciences at A Level and is appropriate and relevant to a range of careers. The skill set that the subject provides you with; critical thinking, analytical approach, the ability to communicate effectively and efficiently are highly prized by further education institutions and employers.



# MEDIA GCSE



## ***Course Leader - Miss L Bevan***

The new Media GCSE course is a contemporary and interactive subject that encourages you to develop your creative, analytical, research, and communication skills, through exploring a range of media forms and perspectives. If you are interested in the world around you, Media Studies will be enjoyable because of its relevance to your life and for the opportunities it provides for exploring contemporary issues through the use of different media in creative and practical ways. You will continue to develop analytical skills that you have already been using in subjects such as English or History: looking at media products, exploring how meanings and ideas are created and considering how audiences are targeted.

The course also allows you to develop creative practical work, so that you can express your ideas whilst learning contemporary technical skills. Media Studies is about helping us to understand the world we now live in and the ways that cultural ideas are shaped by the media.

There are four key concepts studied across a range of media products; the key concepts are Media Language, Audiences, Representations and Industries.

**Component 1: Exploring the Media. Written exam: 1 hour 30 minutes (40% of GCSE).**

**Section A: Exploring Media Language and Representation. This section assesses two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.**

**Section B: Exploring Media Industries and Audiences. This section assesses two of the following media forms: film, newspapers, radio, video games.**

**Component 2: Understanding Media Forms and Products. Written exam: 1 hour 30 minutes (30% of GCSE).**

**Section A (Television): This section will focus in-depth on the television products that students have studied in the course. One of the questions will be based on a screening from an extract of one of the television products.**

**Section B (Music): This section will focus in-depth on the music videos and online media products that students have studied in the course.**

**Component 3: Creating Media Products. Coursework (30% of GCSE).**

**Students select a media product to create from a choice of briefs set by Eduqas, for an intended audience. The five briefs change every year and will include some of the following forms: television, music video, radio, newspapers, magazines, advertising/marketing, online, social and participatory media, video games.**

In GCSE Media Studies we study a variety of media products set by the exam board that include: television, film, radio, newspapers, magazines, advertising and marketing, online, social and participatory media, video games and music video. You will present work through essays, group or individual research tasks and creative media projects.

There is also the opportunity to take part in visits to places such as the National Media Museum, in Bradford or MediaCityUK, in Manchester, for example.

GCSE Media Studies is an extremely relevant qualification for modern society. It combines well with subjects such as English Language or Literature, Business Studies, Photography, Psychology or Theatre Studies at A Level and is appropriate and relevant to a range of careers in most industries. The skill set that the subject provides you with; critical thinking, analytical approach, the ability to communicate effectively and creatively are highly valued by further education institutions and employers.



# MUSIC GCSE



## ***Course Leader – Miss S Ward***

GCSE Music is a challenging and rewarding course that will enable you to deepen and widen your musical knowledge, understanding and skills and learn about the time, place and purpose of music in various cultural contexts. You need to have a genuine interest in composing your own music and in performing by yourself (instrument or voice) in front of other students in the class.

***You will enjoy GCSE music if like to appraise, compose and perform***

*Appraise*    listen to, analyse and write about different styles of music

*Compose*    create your own pieces of music using musical notation

*Perform*    practise between your weekly instrument/voice lessons and play or sing in front of an audience

### **1. Appraising (EXAM 40%)**

- In the EXAM you will respond to questions on recorded excerpts and printed musical scores
- In lessons and homework tasks you will listen to, study and write set works from the following periods and genres: Baroque; Classical; Musical Theatre; Film; Folk and Latin Jazz.

### **2. Composing (COURSEWORK 30%)**

- For the composing COURSEWORK you will produce two substantial compositions. You will use staff notation and 'Sibelius' publishing software to present high quality musical scores.
- In lessons and homework tasks you will develop your knowledge of music theory and compose by creating, developing and extending your own melodic, rhythmic and harmonic ideas.

### **3. Performing (COURSEWORK 30%)**

- For the performing COURSEWORK you will play/sing 1 SOLO and 1 ENSEMBLE piece. The solo could be a piece that you from an instrument/voice grade exam.
- In some class lessons you will play/sing and receive feedback for improvement and you will, of course, continue to attend your weekly instrument/voice lessons in order to improve to at least grade 4 standard by the middle of Y11.

*Universities and companies value candidates with a wide range of skills, interests and qualities of character. Students with an academic qualification in music are viewed as having self-discipline, tenacity, good time-management skills and creativity.*

*GCSE music is an important stepping stone to A level music, which is available in the 6th form. Grade 5 theory alone does not prepare students for the challenges of A level standard musical appraisal and composition.*



# PHOTOGRAPHY GCSE



## *Course Leader – Mr B Capper*

### Course: **AQA GCSE Photography**

This is an exciting and popular GCSE course at Beverley High School. Students will learn how to use appropriate technologies, backdrops and props to create an interesting and thought-provoking images which will be developed into a portfolio of work that is inspired a range of photographers and creatives.

The work will be indoor and outdoor based and will involve experimenting digitally (Photoshop) to manipulate photographs as well as physical edits (creating installations, stitching, burning etc).

Portraiture and Structures will be the main themes in year 10, along with learning about the Formal Elements, Visual Principles and Composition Devices. In Year 11, pupils will have a choice of where to take their projects and will be expected to convey a personal response to a selection of starting points.

Students will predominantly use digital cameras and learn to manipulate the settings in order to solve a range of increasingly complex visual problems. Pupils will become fluent in the manipulation of camera settings, the most common of which are aperture, shutter speed and ISO.

A dark room has been purpose built to experiment with a range of more traditional photographic techniques.

Students will be expected to develop critical skills by studying the work of artists, designers and craftspeople from a variety of cultures in order to inform your practical work. Portfolios showing research, process, preparation and experimentation will count for 60% of the GCSE. A 10 hour controlled test on a topic set by the board, but discussed with your teacher, will be undertaken in controlled conditions at the end of the course. The controlled test will count for 40% of the GCSE.

### Why Should you study Photography?

- Increasingly we live in a world where visual literacy is an essential skill. Creative subjects bring a great deal of value to our economy, this means that there are large number of people employed in the creative industry
- Creative subjects are important from a cultural perspective. A strong creative education can help young people understand how the world/politics/cultures have developed through time and how they have been documented.
- Photography fosters creativity, imagination and confidence: skills that are transferable to every other subject on the school curriculum, and critically, are indispensable in a wide array of jobs
- It becomes a passion that can last a lifetime and a creative outlet is proven to seriously improve mental health

PUPILS ARE NOT REQUIRED TO OWN A CAMERA. The Art Department has a healthy stock of DSLR cameras and given the advancements in technology, mobile phones can also be used to capture high quality images.

For more information on the course, visit the Art Department website: <https://sites.google.com/beverleyhigh.net/bhsartphotography/home>





# PHYSICAL EDUCATION GCSE



## ***Course Leader – Mrs E Owen***

GCSE PE is an ideal course for pupils with good practical ability and a keen interest in the way we exercise and its impact on the body, as it comprises of both a practical and theory element. Throughout both Years 10 and 11 pupils are taught in one practical and one theory lesson per week.

**It is also expected that GCSE PE pupils attend extra-curricular activities and out of school sport to reinforce their practical skill development.**

**The practical element makes up 40% of the final GCSE grade** (Performance and Analysis of Performance)

**Performance (30%):** Pupils will cover a range of activities, within lesson time, for which they will be assessed. The pupils' best three practical grades will be used for their final assessment. Club level, and out of school activities may also be used for practical assessment with video evidence. Pupils have to choose a team activity, an individual activity and the third can be a free choice from a set list provided by the exam board. Pupils are also moderated by an external examiner in their best three practical areas; it is this final moderation mark that is submitted to the exam board prior to the theory examination.

### **Analysing and Evaluating performance (AEP) (10%):**

Within this aspect, pupils are required to demonstrate their ability to analyse and evaluate their own practical performance or that of a peer. This includes analysing the aspects of performance in a practical activity, evaluating the strengths and weaknesses of the performance and producing an action plan which aims to improve the quality and effectiveness of the performance. This work is done at the start of year 11 as a controlled assessment piece in school and takes approximately 14 hours to complete.

### **The theory element makes up 60% of the final GCSE grade:**

This is assessed through two one hour written examinations at the end of year 11. The theory element covers a wide variety of issues including applied anatomy and physiology (i.e. Skeletal, Muscular, Respiratory and Circulatory systems) Physical Training (i.e. principles and methods of training and components of fitness) Socio-cultural influences (i.e. the relationship between media and sport) Sport psychology (i.e. mental preparation for performance) and Health, fitness and wellbeing (i.e. diet and nutrition, physical, social and mental well-being). Pupils taking GCSE PE should have a keen interest in Biology.

**Pupils considering this course should consult with their PE teacher to establish their suitability; they MUST participate in an extra-curricular activity either outside of school at club level, or be committed to school sports teams.**



# **PRODUCT DESIGN**

## **(GCSE Design and Technology)**



### ***Course Leader – Mrs P Colley***

#### **Introduction**

Product Design (GCSE Design and Technology) is about improving people's lives by designing and making something they need or want. Products are designed to make life easier and more enjoyable, or to make a task or activity more efficient. A good product is something that works well and is satisfying to use.

#### **Course Outline**

During the course you will be expected to work in similar ways to professional product designers.

The course will be taught through a series of design and make projects during which you will work in a variety of materials including paper/card, plastic and wood.

Through developing possible solutions to design problems, you will improve your practical skills as well as learning about:-

- ♦ Properties of materials
- ♦ How products are made in industry
- ♦ Human factors which influence designers
- ♦ Effective use of I.C.T. including C.A.D./C.A.M.
- ♦ The history of design

The second year of the course is largely devoted to a Non Examined Assessment that is marked by teachers and moderated by the exam board. A single design and make project set by the exam board will account for 50% of your total marks. The marks are awarded for each part as follows.

- o 1 – Investigate (16 marks)
- o 2 – Design (42 marks)
- o 3 – Make (36 marks)
- o 4 – Evaluate (6 marks)

A one hour 45 minute written exam taken in the summer will account for the remaining 50% of your marks.



## GCSE Options

**You will be sent a link to complete your options online, please use this page to make notes.**

### GCSE Subjects:

You will choose THREE subjects plus TWO RESERVE subject choices from the following subjects.

GCSE Subject	Choice
Art	
Art Textiles	
Astronomy	
Business	
Child Development	
Computer Science	
Drama	
Economics	
Food Technology	
French (as 2 <sup>nd</sup> MFL)	
Geography	
German ( as 2 <sup>nd</sup> MFL)	
History	
Media	
Music	
PE	
Photography	
Product Design	

**Please ensure that you have completed the online form by the end of school on Wednesday 20th March 2024**