

YEAR 9 KEY STAGE 4 OPTIONS INFORMATION

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Year 9 Options Process

Dear Parents and Carers,

As your child progresses through Year 9, we are approaching an important milestone in their secondary education: the selection of GCSE and BTEC option subjects.

Over the coming weeks, students will be supported through our GCSE options process, which is designed to help them make informed and ambitious choices that reflect their interests, strengths, and future aspirations. While certain subjects remain compulsory, students will also have the opportunity to choose from a range of optional subjects that will form part of their Key Stage 4 curriculum.

This booklet has key dates that make up the options process. There is also further information about the curriculum that students will have access to in September. Please see the diagram on the next page, for a clear explanation of the routes available to your child(ren). We will do our utmost to ensure that every student is able to follow their option choices. However, in some cases, this may not be possible and we will contact you to discuss this should your child(ren) be affected.

We recognise that choosing GCSE options is a significant decision for both students and families. To support this process, we will be providing a range of guidance and information, including assemblies for students, careers information and opportunities to discuss choices with subject leaders and form tutors.

We strongly encourage you to discuss the options with your child and to consider not only their current enjoyment of subjects, but also their strengths, progress, and possible future pathways. Our staff will offer advice to ensure that choices are balanced and appropriate, and that every student is well prepared for success in KS4.

Thank you for your continued support. We look forward to working in partnership with you to help your child make confident and informed choices for the next stage of their education.

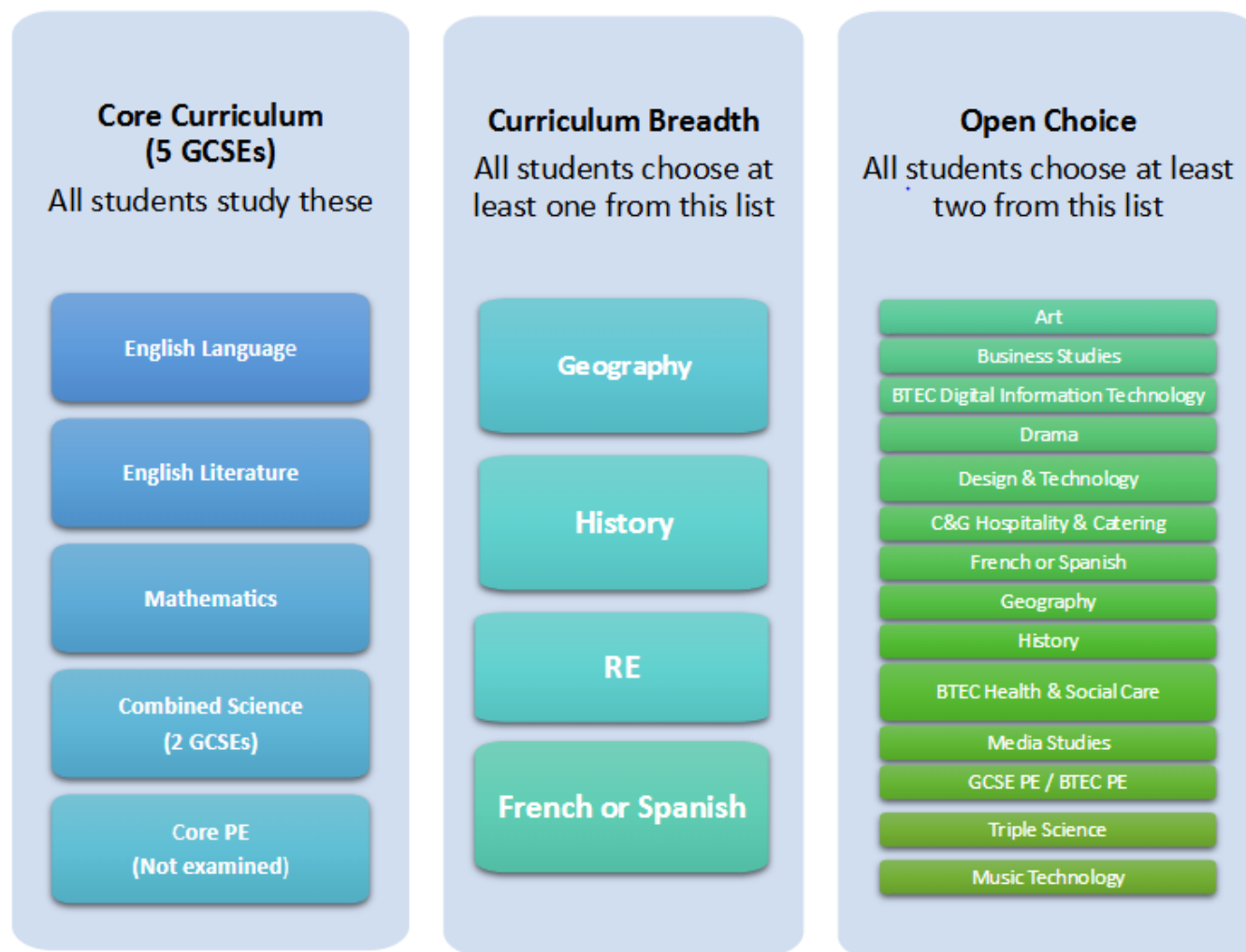
If you have any queries or concerns, please do not hesitate to contact our Year 9 Director of Studies, Ms Ratcliffe on k.ratcliffe@beechwood.slough.sch.uk or email enquiries@beechwood.slough.sch.uk



Anita Spires
Headteacher

Moving into Year 10 – Options 2026

Mission: To provide an exceptional educational experience for all, where potential is nurtured and responsible citizens created



KEY DATES

During March 2026: Options Assemblies.

Find out about new subjects to help with making the right choices

5th March 2026.

Options booklet goes live on the school website

17th March 2026

Options forms handed out in afterschool registration

26th March 2026

Final day for returning options forms (hand into Student Services)

Respect

Excellence

Kindness

COMPULSORY CORE SUBJECTS

GCSE ENGLISH LANGUAGE AND GCSE ENGLISH LITERATURE

What is it all about?

English Language and Literature are important compulsory GCSE Core Subjects at Key Stage 4. Both subjects are taught in an interactive and stimulating way allowing communication skills, critical thinking and independent learning to be developed.

The courses are linear which means that you will sit exams at the end of the course. There is no written coursework element which means that all your marks are gained on the day of the exams. You must work hard throughout the three years and liaise closely with your teachers who will provide the necessary support to ensure you gain the best marks. You must engage fully in the three-year course in order to be successful.

During the course, you will study fiction and non-fiction texts and develop your knowledge of grammar, punctuation, spelling and précis writing. As well as studying a range of poetry, prose and plays, you will also have the opportunity to develop informed opinions, display imaginative thinking and demonstrate good creative writing skills.

How is it assessed?

Below is a description of each award.

	Component 1	Component 2	Component 3
L A N G U A G E	50% 1hr 45 mins exam Paper 1: Explorations in Creative Reading and Writing (8700/1) In the exam, you will respond to questions based on one unseen text and complete a fiction writing task.	50% 1hr 45 mins exam Paper 2: Writer's Viewpoints and Perspectives (8700/2) In the exam, you will respond to questions on two unseen prose or literary non-fiction texts from the 20 th or 19 th centuries. You will be expected to demonstrate the skills of critical evaluation as well as write towards a specific purpose.	Spoken Language Component (presenting, listening to questions and responding appropriately.) You will be assessed for speaking and listening. Although the marks will not count towards your GCSE Grade, they will be reported to the exam board and will be separately endorsed and acknowledged on your certificate.
L I T E R A T U R E	50% 2-hour exam Exploring modern and literary heritage texts You will study a modern drama text and a 19 th century prose text from a selection.	50% 2-hour exam Exploring poetry and Shakespeare Along with a Shakespeare play, you will study a themed poetry cluster from the prescribed poetry anthology.	

How is it useful?

English is a very important subject that forms the foundation of all other subjects. Furthermore, most colleges require a good pass in English Language and Literature because it indicates that you have a good grasp of functional literacy skills and will be able to cope with higher order thinking skills at tertiary level. Similarly, future employers place great emphasis on good literacy and communicative skills that will provide you with confidence as you prepare for adult life.

Who to speak to for further information:

Mrs Mendes - Head of Department, Associate Senior Leader or any member of the English Department

GCSE MATHEMATICS

What's it all about?

Maths is a very enjoyable and vitally important subject. All college courses require some level of qualification in Maths. Employers also view a good pass at GCSE as one of the most important qualifications you can acquire.

At GCSE there are two tiers: Higher and Foundation. There are five areas of assessment:

- Number
- Algebra
- Geometry and measures
- Ratio, Proportion and rates of Change
- Statistics & Probability

Included in assessments is problem solving, especially the application of Maths to real life situations. We strongly encourage parents to share experiences with their child of everyday Maths such as shopping, paying bills, planning a trip, doing DIY at every opportunity available.

How is it assessed?

The Maths GCSE course is linear, this means that the result depends on examination results at the end of Year 11. There is no coursework requirement in GCSE Mathematics.

Students will take the linear exam at the end of Year 11. Assessment takes place via three 90-minute exam papers. (One non-Calculator and two calculator)

For each tier the grades you can gain are:

Foundation Paper: 5 to 1

Higher Paper: 9 to 4

Maths develops your powers of logical thinking and problem solving which are important in any further training or job. Also, the use and understanding of basic Maths will help you to tackle unfamiliar problems in the workplace or in everyday life. You will have developed knowledge and skills that you will need in the future. You will become more fluent in making connections between different areas of Maths and the world around you.

It is an essential subject to obtain a place at college, to get a good job and for everyday life.

Who to speak to for further information:

Mrs Goodwin - Head of Mathematics or any member of the Maths Department

GCSE SCIENCE: Combined Science (AQA)

What's it all about?

Science is life and life is science. Science is an important part of everything that happens around and inside you. Science consists of observing the world by watching, listening, observing, and recording. Science is curiosity in thoughtful action about the world and how it behaves.

Examples of content include:

Organisation, Infection and response, Bioenergetics, Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources, Energy, Electricity, Particle model of matter, and atomic structure

How is it assessed?

There are 6 theory examinations, of equal weighting, two each for Biology, Chemistry and Physics. Each exam is 1 hour 15 minutes long.

Entry Requirement

All students will study Science in KS4. In Year 10, students will study Combined Science which covers aspects of Biology, Chemistry and Physics that will further develop knowledge built throughout Key Stage 3.

How is it Useful?

Science is an important and compulsory subject at Key Stage 4. You will be studying Biology, Chemistry and Physics, which gives you a wide range of options for the future. Science forms part of many other subjects and can be important for a range of careers, further study and apprenticeships in areas such as Engineering, Healthcare and pharmaceuticals etc.

Pathway to Separate Science in Years 10 and 11:

Should you wish to be considered for triple Science then please initially tick the box on the options form. Key Stage three attainment, continuous assessment and feedback from teachers throughout Year 9 will allow the Science department to then consider whether this option is offered for progression into Years 10 and 11. This will allow students who are best suited to achieving in separate sciences to take this challenging course.



Who to speak to for further information:

Mrs Sandu – Acting Head of Science or any member of the Science Department

GCSE - FRENCH GCSE (AQA 8652)



The AQA GCSE French specification has been updated to provide students with a comprehensive and engaging language learning experience. This course is designed to develop students' French language skills to their full potential, equipping them with the knowledge to communicate confidently in a variety of contexts.

Course Content

The curriculum is structured around three primary themes:

1. **People and Lifestyle:** Exploring topics related to personal identity, relationships, and daily activities.
2. **Popular Culture:** Delving into areas such as media, entertainment, and current trends.
3. **Communication and the World Around Us:** Focusing on technology, global issues, and environmental concerns.

These themes aim to provide students with a broad understanding of French-speaking cultures and contemporary issues.

Assessment Structure

The assessment is linear, meaning students will sit all their exams at the end of the course. The qualification offers both Foundation (grades 1–5) and Higher (grades 4–9) tiers, and students must take all four question papers at the same tier. The assessments are divided as follows:

1. **Listening (25% of GCSE):** Students will be assessed on their understanding and response to different types of spoken language.
2. **Speaking (25% of GCSE):** This non-exam assessment evaluates students' ability to communicate and interact effectively in speech for various purposes.
3. **Reading (25% of GCSE):** Students will demonstrate their understanding and response to different types of written language.
4. **Writing (25% of GCSE):** This component assesses students' ability to communicate effectively in writing for a variety of purposes.

Each paper is designed to test specific language skills, ensuring a balanced evaluation of students' proficiency.

Why Choose GCSE French?

Studying GCSE French enhances communication skills, cultural awareness, and career prospects in fields like business, tourism, diplomacy, and translation. It also develops problem-solving and critical thinking abilities, valuable in any profession.

The course is engaging and well-supported, helping students reach their full potential. Learning French provides lifelong benefits, including:

- Improved memory, adaptability, and cognitive skills.
- Preparation for A-Level French and further study.
- Opportunities to connect with French speakers worldwide.
- Career opportunities in international business, hospitality, teaching, and interpreting.

Who to speak to for further information:

Mrs Audi-Jana - Head of Modern Foreign Language or visit the official AQA GCSE French specification page

GCSE - SPANISH (AQA 8692)



Studying GCSE Spanish will provide students with the essential skills to communicate confidently and effectively in Spanish-speaking contexts. This course develops listening, speaking, reading, and writing abilities while also deepening students' cultural understanding of Spain and Latin America.

Course Content

The AQA GCSE Spanish course is structured around three key themes:

1. **People and Lifestyle** – Covering topics such as family, relationships, technology, and daily life.
2. **Popular Culture** – Exploring areas like free time, media, and customs of the Spanish-speaking world.
3. **Communication and the World Around Us** – Focusing on travel, global issues, and environmental concerns.

These themes ensure that students not only learn the language but also gain insights into the cultures and traditions of Spanish-speaking countries.

Assessment Structure

The assessment is linear, meaning students will sit all their exams at the end of the course. The qualification offers both Foundation (grades 1–5) and Higher (grades 4–9) tiers, and students must take all four question papers at the same tier. The assessments are divided as follows:

1. **Listening (25% of GCSE)**: Students will be assessed on their understanding and response to different types of spoken language.
2. **Speaking (25% of GCSE)**: This non-exam assessment evaluates students' ability to communicate and interact effectively in speech for various purposes.
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Each paper is designed to test specific language skills, ensuring a balanced evaluation of students' proficiency.

Why Choose GCSE Spanish?

Studying GCSE Spanish enhances communication skills, cultural awareness, and career prospects in fields like business, tourism, diplomacy, and translation. It also develops problem-solving and critical thinking abilities, valuable in any profession.

The course is engaging and well-supported, helping students reach their full potential. Learning Spanish provides lifelong benefits, including:

Improved memory, adaptability, and cognitive skills.

- Preparation for A-Level Spanish and further study.
- Opportunities to connect with Spanish speakers worldwide.
- Career opportunities in international business, hospitality, teaching, and interpreting.

Who to speak to for further information:

Mrs Audi-Jana - Head of Modern Foreign Language or visit the official AQA GCSE Spanish specification

PERSONAL SOCIAL HEALTH CITIZENSHIP AND RELIGIOUS EDUCATION (Non-Examination)

At Beechwood we deliver Personal Social Health Citizenship and Religious Education through a rolling programme of one lesson a week delivered by Form Tutors, supported where appropriate with specialist staff from within and outside the school.

What's it all about?

At Beechwood, we follow a non-denominational world religions approach to compulsory Religious Education. This enables us to develop in our students an understanding of how religious beliefs and practices affect the way people live their lives. The Personal Social Health and Citizenship programme in each year of Key Stage 4 is coordinated by the Director of Studies. The areas we have decided to focus on are:

- **Philosophy of Religion.** This looks at the fundamental big questions. Why are we here? What happens when we die? Is there life after death? Is there a God? How can we prove the existence of God and provide students with the opportunity to explore and refute these issues from a religious and non-religious perspective?
- **Ethical Issues.** This is an Ethics based unit, which looks at various issues that have an effect on the way people understand the world and some of the issues people face in today's society. Some of the possible topics covered are Animals, Planet Earth, Prejudice and Discrimination, Life and Death, Crime and Punishment, UK and World Poverty, War and Peace and Religion and Young People. It covers a wide range of religious and non-religious beliefs and shows how religious believers use their faith to help them make important decisions or behave in a certain way.
- **Citizenship.** This looks at the running of the United Kingdom, with a focus on Parliamentary democracy, the Constitution of the UK and the different roles in Government. Followed by a study of how Governments work in other countries and the role of the United Nations. The consequences of War and Poverty are also studied.
- **Personal Social Health Education.** This element of the programme is structured around a number of key questions: What affects my life? What do I have to do to make my life successful? What happens when I make wrong choices and What can I do to look after my future?
- **Relationships and Sex education:** The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

How is it useful?

There are many skills developed in the programme as this is very much a cross curricular subject. Within this course students will develop literacy skills, ICT skills, research and thinking skills. The ability to develop abstract thought and empathise with others will increase as will the ability to discuss and debate issues in order to explore issues and ideas.

Who to speak to for further information:

Ms McEvoy - Associate Senior Leader and PSHCE Curriculum or Mr Gaffin - Assistant Headteacher

PHYSICAL EDUCATION (Non-Examination)

What's it all about?

Provision for students in core Physical Education lessons is outstanding. Key Stage 4 students receive two 1-hour lessons each week. The PE programme aims to develop a range of practical and social skills as well as encouraging students to be more aware of health-related activities as they contemplate an active lifestyle. Consideration for others is fundamental and physical endeavour is seen as the basis for success. The journey into KS4 gives two new opportunities; Sport Education in core PE and Academic PE for GCSE. Sport Education allows pupils to put their previously learnt skills into practice during competitive environments including game play and tournament style competition. Pupils should lead their own warm ups and select appropriate teams to compete in during the 5/6-week period of each activity. Pupils are encouraged to take full control in the organisation of each activity and should develop leadership, communication and organisational skills.

Programme of Study

The curriculum is organised and follows similar activities covered during KS3; however, they may experience new activities, this enables a wide range of sports and activities throughout each year. In year 10 the expectation is to continue to develop and improve upon new and existing skills within each unit of activity and sport; alongside taking on challenges which reflect competition, physical development, matching and practice, guided discovery and problem solving. The arrangements to cater for differing rates of student development will vary with particular experiences. The department will continue to have mixed ability and mixed gender groups and teachers will be encouraged to use a range of teaching styles and select a variety of strategies to meet the needs of the individual learner.

Activities that could be covered are as follows:

- | | | | |
|-------------|----------------|----------------|----------------|
| • Athletics | • Badminton | • Basketball | • Rounders |
| • Rugby | • Softball | • Cricket | • Swimming |
| • Football | • Table tennis | • Fitness | • Trampolining |
| • Netball | • Volleyball | • Short Tennis | and much more! |

General Aims of the Programme

To provide situations in which all students can experiment, consolidate and practice in an enjoyable manner. To widen the range of activities of the students and promote interest in modern recreation pursuits. To develop existing and newly acquired skills in the pursuit of Kindness, Excellence and Respect. But most importantly pupils will continue on the journey of '**Developing an all-round, lifelong, love for physical activity**'.

Who to speak to for further information:

Ms Cain - Head of PE or any member of the PE Department



OPTIONAL EXAMINATION SUBJECTS

GCSE ART AND DESIGN

GCSE Art and Design: Fine Art (AQA Specification)

By choosing art GCSE students are looking to explore more deeply their creativity and passion for art. This course teaches a creative and reflective approach to problem solving, a skill that applies to all career paths. It allows for personal expression and deeper understanding of ideas behind the creative minds that have changed the world! The most successful and innovative students are the ones who enjoy the subject, aren't afraid to question and form opinions, spend a lot of time drawing and are not afraid to give everything a try.

What to expect from the course?

GCSE Fine Art is broken down into Component 1: coursework (made up of two units) which is worth 60% of your overall grade, and Component 2: the externally set exam unit which is worth 40% of your grade. The examination unit ends in a 10 hour (two day) practical exam, where you'll make your final piece to complete your body of study. Both of these components are marked against four assessment objectives, each worth 25% of your mark out of 96, these are as follows:

Art Highlights!

Most recently our art students have taken part in exhibitions in the Curve as well as being entered into art competitions judged by The National Gallery in London -and come 2nd!

There are opportunities for gallery visits, trips into London, Kew Gardens and more...

Career wise it is a stepping stone to becoming an:

- | | | |
|--------------------------|-----------------------------------|----------------------|
| • Artist | • Sculptor | • Painter |
| • Fashion Designer | • Interior Designer | • Landscape Designer |
| • Design Engineers | • Architect | • Cartoonist |
| • Animator | • Computer/Web Designer | • Photographer |
| • Gallery/Museum Curator | • Graphic Designer | • Advertising |
| • Jeweller | • Product Designer or Art Teacher | • Fashion Designer |

and the list goes on!



Who to speak to for further information:

Mrs Whittle - Art and Design Subject Leader

BTEC HEALTH AND SOCIAL CARE

Health and Social Care

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in one of the fastest growing sectors in the UK: Health & Social Care.

Course Outline

The Exam Board is Edexcel. You will learn topics under 3 components:

- **Component 1: Human Lifespan Development**

You will explore different aspects of growth and development and the factors that can affect this across the life stages. You will explore the different events that can impact on individuals' physical, intellectual, emotional and social development and how individuals cope with and are supported through changes caused by life events

- **Component 2: Health and Social Care Services and Values**

You will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

- **Component 3: Health and Wellbeing**

You will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing

How is it assessed?

Component 1 & 2 are both worth 30% each and are internally assessed

Component 3 is worth 40% and is the external exam

Skills / Attributes

To achieve your full potential and succeed on this course, you need to either have or be able to develop these skills:

- be prepared for and motivated to work consistently and independently to achieve the requirements of the qualification;
- understand how you will be assessed and the importance of timescales and deadlines;
- appreciate fully that all the work submitted for assessment must be your own.

Future pathway

Health and Social Care plays an important role in today's world and this course provides students with many opportunities. Many students with qualifications in Health and Social Care go on to have interesting and successful careers in childcare, nursing, midwifery, social work, teaching, paramedics, counselling and health-visiting. This course provides a sound foundation to move into other higher qualifications such as a BTEC National course. With the opportunity to develop a range of personal skills and techniques this provides the necessary experience for successful performance in working life.

Who to speak to for further information:

Ms Feehan - Head of Social Sciences or Ms McEvoy – Associate Senior Lead

GCSE BUSINESS STUDIES

Business contexts and decision making

Students will apply their knowledge and understanding to different business contexts (business operations, finance, marketing and human resources). They will study small to large multinational enterprises and those operating in local, national and global contexts. Students will then move on to study how the different business contexts affect business decision making.

The GCSE in Business is designed to enable students to:

- know and understand business concepts, business terminology, business objectives and the impact of business on individuals and wider society;
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts;
- develop as enterprising individuals with the ability to think commercially and creatively and draw on evidence to make informed business decisions;
- develop as effective and independent students, and as critical and reflective thinkers, who can use an enquiring, critical approach to make informed judgments;

Who is this course suitable for?

You should:

- have a keen interest in Business and how it functions;
- a keen interest in Finance;
- enjoy studying a subject that is relevant to your own life and experience;
- be able to carry out independent investigations and enquiry;
- be interested in developing an understanding of how businesses work, develop and make decisions in order to maximise aims and objectives.

What you will study?

The GCSE 9-1 course is structured over 2 themes, studied over 2 years in Year 10 & 11.

Theme 1

Enterprise & Entrepreneurship, spotting a business opportunity, putting a business idea into practice, Making the business effective, Understanding external influences on business.

Theme 2

Growing the business, making marketing decisions, making operational decisions, making financial decisions, Making human resource decisions

Assessment

Theme 1:

Investigating small business Written examination paper: 1 hour and 30 minutes (worth 50% of the qualification)

Theme 2:

Building a business Written examination paper: 1 hour and 30 minutes (worth 50% of the qualification)

Who to speak to for further information:

Ms De Souza - Head of Business Studies

BTEC DIGITAL INFORMATION TECHNOLOGY

QUALIFICATION DETAILS

Edexcel BTEC Level 1/Level 2 Tech Award in Digital Information Technology (equivalent to one GCSE)

COURSE OUTLINE

This award allows you to develop useful key-skills for working in the information technology sector, through a mixture of investigation and project-work. These include project planning, designing and creating user- interfaces, and creating dashboards to present and interpret data. You will learn about the processes that underpin effective ways of working, including common planning techniques, iterative design processes, team-work and cyber-security, as well as legal and ethical codes of conduct. You will also consider how user-interfaces meet user needs, how organisations collect and use data to make decisions, and virtual ways of working.

HOW WILL YOU BE ASSESSED?

Two internally assessed coursework units (60%):

Component 1 involves planning, designing and create a computer user interface for a specific purpose.

Graded at L1Pass – L2Distinction

Component 2 looks at characteristics of data information, and how they are used in business to help make decisions. The project involves creating a dashboard to present and draw conclusions from a set of information.

Graded at L1Pass – L2Distinction

One externally assessed unit (40%):

Component 3 is an externally set exam (40%), which focuses on how organisations use digital technology, how technology has changed the way organisations work, and current issues. Understanding threats to computers including malware and viruses, data collection and manipulation, computing law and planning tools for design and development.

1 Hour 30 Minute Exam (60 Marks)

Graded at L1Pass – L2Distinction

The qualification is equivalent to 1 GCSE at 9 - 1 grades. The qualification results are Level 2

Distinction*(9/8) Level 2 Distinction (8/7), Merit (6), Pass (5/4) and Level 1 Distinction (3), Merit (2), Pass (1).

PROGRESSION ROUTES

Industry standard software is used throughout, giving a firm base for future development, either in employment or for further study. Appropriate further education for those achieving a BTEC DIT qualification includes GCEs, BTEC Nationals, A-level Computer Science and other Level 3 ICT related courses.

CAREER PROSPECTS

A qualification in BTEC DIT is suitable for careers in web development, gaming, IT, engineering and focuses on the IT skills required in these business sectors.

It is a worthwhile course if you are thinking about a career in the IT industry or in careers which involve use of IT, an area currently experiencing a major skills shortage.

Who to speak to for further information: Ms Delliou - Head of Computer Science

GCSE DESIGN AND TECHNOLOGY — EDEXCEL

Please note you will be studying a course in Design & Technology and covering all specialist areas.

What will you learn?

- Students will learn all aspects of design and technology, then will specialise in a chosen material area.
- Problem solving using your creative and technical understanding of materials and technologies. In an interactive way!
- Designing and making of prototypes, following real life design briefs and contexts.
- Theory & Use of Timbers, boards. Plastics, metals, textiles, new and smart materials
- Use CAD/CAM – developing skills in the use of laser cutting, 3D printing, vinyl cutters and software such as 2D design, sketch up and Solid works.
- Develop your mathematical and STEM skills.

Component 1 – Core D&T principles & specialist materials application.

Component 2 - Non-examined assessment (NEA) – contextual challenge – Iterative Analysis, design and make project.

Who Is This Course For?

- You enjoy being creative
- You have an imaginative way of solving problems
- You are good (*or want to learn about*) at visualising 3D concepts
- You are willing to develop your skills in practical work and apply your theoretical understanding to real problems.
- You enjoy using new and modern tools, equipment and approaches to develop real solutions. You enjoy analysing, technically exploring and learning how to problem solve.

The use of Computer Aided Manufacture (CAM) is an important method of production that will be incorporated into this course through the use of the school's CAM equipment and machinery. You will develop presentation and communication skills and be willing to investigate STEM areas.

You will also develop your science, business, computer science and geography skills as part of the D&T course at GCSE.

How is it useful? - What Happens When You Finish?

- A Level / BTEC level 3 - Product Design, Design & Technology and Engineering
- Degree - Product Design, Architecture, Interior Design, Jewellery Design, Civil engineering, Automotive engineering, Industrial Design.
- Possible Careers - Product Designer, Furniture Designer, Jewellery Designer, Automotive Designer, Architect, Engineer manufacturing, computing and in new technologies associated with Computer Aided Manufacturing, as well as giving a background in systems and management. And many more.

Projects can include:

- Sustainability and designer influenced engineering;
- contextual challenges - Mechanical advantage; Electronics, Systems
- production line team project - Architectural models;
- NEA design and prototype challenges.
- Projects will cover the full range of materials and involve presentational submission

How is it assessed?

Assessment is: - Edexcel exam board GCSE 1 – 9

50% Written Theory Exam – including maths modelling

50% non-examined *assessment (NEA) design folder and practical prototype.*

Who to speak to for further information: Mr Ensor - Head of Department and Associate Senior Leader

GCSE DRAMA

Why Choose Drama?

Your Drama course will give you the chance to explore drama and theatre in a range of exciting practical and theoretical ways. It will allow you to work creatively with other students, interpreting texts, visiting the theatre, experimenting through practical workshops, and through devising, designing and performing your own pieces of original theatre.

If you are more interested in the technical aspects of drama (for example set design, costume design or lighting) you could focus on these for part of the course.

What will I learn?

- How drama is created, including all the acting and staging skills that are needed to put a piece of drama on to the stage
- How to create a character and play this character in a performance
- Many skills that are highly valued in any walk of life including teamwork and confidently presenting yourself in public.

How will I be assessed?

There is a written examination and you will be required to keep a written record of your practical work. The course is divided into units which will cover a wide range of knowledge and skills.

- Assessed through a combination of a 40% written exam and 60% Non-Examined Assessment.
- Student's study one complete and substantial performance text and two key extracts from a second contrasting performance text. The texts must be studied to gain a practical understanding of drama.
- Students participate in a minimum of two performances, one devised and one from a performance text which has been studied as part of the course. Either of this performance could be studied from the point of view of a designer.

How is it useful?

A growing number of professions value the skills that Drama brings. Drama is an outstanding subject to have for any career. Employers, universities and colleges like students who have Drama skills as they are confident, can work effectively in a group and can present themselves well.

- | | | |
|--------------|--------------------|-----------------------|
| • Acting | • Law | • Social work |
| • Business | • Medicine | • Hospitality |
| • Journalism | • Public relations | • Leisure and Tourism |
| • Teaching | • Police | |

Not everyone is going to be an actor, but nowadays everyone needs drama skills in one form or another. Many examinations have oral or presentation components, often jobs and further education require interviews. There is an increasing need for a confident outward persona, an ability to speak with ease and audibility using the appropriate relaxed body language; this is when the skills learnt in Drama are of great consequence. This makes Drama a very valuable subject whatever career you wish to pursue.

Who to speak to for further information:

Mrs Dadak - Head of Drama and Performing Arts

NCFE MUSIC TECHNOLOGY

Love music? Interested in how songs are made? Want to produce your own tracks?

NCFE Music Technology gives you the chance to explore the creative and technical side of music production using industry-standard software and equipment.

What is Music Technology?

Music Technology is all about creating, recording, editing and producing music using digital tools. You will learn how modern music is made – from recording vocals and instruments to mixing and mastering tracks ready for release. This is a practical, hands-on course where you develop real production skills while building your creativity and confidence.

What Will You Learn?

During the course, you will:

- Use Digital Audio Workstations (DAWs) such as Logic Pro, GarageBand, or similar software
- Record vocals and instruments using microphones and audio interfaces
- Create beats and backing tracks
- Edit and arrange music
- Apply effects such as reverb, EQ and compression
- Mix and master your own tracks
- Understand studio equipment and how it works
- Develop listening and critical analysis skills

You will also complete projects where you plan, create and evaluate your own music productions.

How Will You Be Assessed?

The NCFE qualification is mainly coursework-based, meaning:

- No final written exam
- Assessment through practical projects and assignments
- Evidence collected in a portfolio
- Opportunities to improve and develop your work

This makes it ideal for students who prefer practical learning over traditional exams.

Where Can It Lead?

Music Technology can lead to:

- Level 2 or Level 3 Music or Music Technology courses
- A Levels in Music or related subjects
- College courses in Music Production or Sound Engineering
- Apprenticeships in the creative industries
- Careers such as music producer, sound engineer, DJ, composer, game audio designer, radio producer, or content creator

Who to speak to for further information:

Mr Harris - Music Teacher

CITY & GUILDS HOSPITALITY AND CATERING

Food Preparation and Nutrition

This GCSE will equip you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It will encourage you to cook and will enable you to make informed decisions about food and nutrition and will allow you to acquire knowledge and understanding required in order to be able to feed yourselves and others affordably and nutritiously, now and later in life.

The WJEC Educas GCSE in Food Preparation and Nutrition will enable you to make connections between theory and practice so that you are able to apply your understanding of food science and nutrition to practical cooking.

Course Outline

There are 2 components to this qualification:

Component 1 - Principles of Food Preparation and Nutrition

- Assessed through a written examination 50% 1 hour 45 minutes.
- Two sections containing compulsory questions.
- Section A: questions based on stimulus materials
- Section B: a range of question types to assess all content related to food preparation and nutrition.

Component 2 - Food Preparation and Nutrition in Action

- Assessed through two non-examination assessments (50%)
- Assessment 1 – 8 hour task on Food investigation (15%)
- Assessment 2 – 12 hour task on Food preparation and cooking (35%)

Skills/Attributes

- demonstrate effective and safe cooking skills by panning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment.
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks as well as microbiological food safety considerations.
- understand the relationship between diet, nutrition and health.
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.
- understand and explore a range of ingredients and processes, writing and modifying recipes.

Future Pathway

Food, nutrition and cookery play an important role in today's world and this course provides students with many different opportunities in the following sectors.

- Hospitality and Catering
- Health and Well-being
- Food Development and Production
- Food Retail



Who to speak to for further information:

Mrs Whittle - Head of Department or Mr Jolayemi - Associate Teacher of Food Technology

GCSE GEOGRAPHY

What's it all about?

Geography is the study of Earth's landscapes, people, places and environments. Quite simply, it is about the world in which we live. This subject is unique in bridging human geography with the natural physical geography. Human geography relates to cultures, societies, living spaces and economies. On the other hand, physical geography relates to the more natural components such as ecosystems, weather & climate and tectonics. Understanding the inter-relationship between us humans and the environment really underpins modern geography.

Examination Papers

Specification AQA Paper 1: Living with the Physical Environment

This paper is concerned with the dynamic interaction of physical processes and systems together with human interaction on a variety of scales. It covers topics such as natural hazards, tectonic landscapes, weather, climate change, tropical rainforests, ecosystems, UK coastal landscapes, UK river landscapes and UK glacial landscapes.

Specification AQA Paper 2: Challenges in the Human Environment

This paper is concerned with human processes more specifically and looks at outcomes and how these changes both spatially and temporarily. It covers topics including; urbanisation and challenges, the changing economic world, resource management in food, water or energy.

Specification AQA Paper 3: Geographical Applications

This paper is designed to allow students to draw together their knowledge, understanding and skills from the full course of study. This section contributes to a critical thinking and problem-solving element to the assessment structure. This part of the assessment provides students with the opportunity to demonstrate geographical map skills, applied knowledge and understanding by looking at particular issues and case studies. In addition, this section also requires students to undertake 2 geographical investigations, each of which must include the use of primary data, collected as part of a fieldwork exercise. One fieldwork investigation takes place in year 10 and the other in year 11.

How is it assessed?

Paper 1: 1 hours 30 minutes written exam (35% of GCSE)

Paper 2: 1 hour 30 minutes written exam (35% of GCSE)

Paper 3: 1 hour 15 minutes written exam (30% of GCSE)

'The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.' – **Barack Obama**

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is extremely fun. Our GCSE courses are a good mix of topics such as urban issues, world development, extreme environments, rivers and hazards and many more. The course will give you the chance to get to grips with some of the big questions which affect our world, and understand the social, economic and physical forces and processes which shape and change our world. If you would like to find out more about doing Geography at GCSE level, please ask one of your Geography teachers or find Mr McGaw to discuss. As a Geography department, we look forward to exploring these topics with you and see you develop your skills

Who to speak to for further information:

Miss Hann - Geography Subject Leader

GCSE HISTORY

What is History all about?

'How do you know who you are unless you know where you've come from? How can you tell what is going to happen unless you know what has happened before? History isn't just about the past. It is about why we are who we are – and about what is next'

Tony Robinson

How is it useful?

History teaches you to assess your place in society and to think critically about the world around you. The academic rigour and value placed on History makes it a highly regarded qualification by colleges, universities and potential employers.

It helps you discover how the world you live in today has evolved, and to understand how things have come to be as they are. History will help you develop a number of transferable skills such as becoming more critical of what you see, and hear in the news, and developing your ability to reason and argue your point of view with supporting evidence.

Our course at Beechwood School helps you to engage with issues such as medicine and how public health has developed over a long period of time as well as events during the reign of Elizabeth I in Tudor England. We study the roaring twenties, the great depression and opportunity and inequality in the United States over a fifty-year period. We also focus on conflict and tension looking at the Korean and Vietnam wars.

We follow the AQA specification. The course structure is as follows:

Component	Content	Assessment
1. Understanding the Modern World	Section A: Period Study <i>Opportunity and Inequality in the United States 1920-1970</i> Section B: Wider World Depth Study <i>Conflict and Tension in Asia Vietnam and Korea 1945-1975</i>	2hr Written examination 50% of the Qualification 84 marks Achievable grades 1-9
2. Shaping the Nation	Section A: Thematic Study <i>Britain Health and the People: c1000 to the present day</i> Section B: British Depth Study <i>Elizabethan England 1568-1603</i>	2hr Written Examination 50% of the Qualification 84 marks Achievable grades 1-9

Careers with History:

A study of history is useful for a wide range of occupations including:

The civil service, legal professions, education, journalism, the media and industry. Historians are viewed as having trained their minds to assemble and organise many facts and opinions. This is a very useful quality in many walks of life and an excellent preparation for many careers.

Who to speak to for further information:

Miss Hann - Head of Humanities

GCSE MEDIA STUDIES

What do you study?

GCSE Media Studies will develop your knowledge not only of the media but also the world we are living in and how it has changed over time. Media students develop excellent analytical skills which will encourage the growth of critical awareness. Students on the Media course will not only analyse how meanings are constructed in a variety of media products, they will also have the opportunity to use industry standard software - including Adobe Premiere Pro and Photoshop - to create their own media products.

How is it assessed?

Media 1 (35%)	Media 2 (35%)	NEA (30%)
1 Hour 30 Minutes External Exam, covering: - Media Language - Media Representations - Magazines - Advertising and Marketing newspapers - Online, social and participatory media and video games - Radio - Music Video - Film	1 Hour 30 Minutes External Exam, covering: - Television - Newspapers - Online, social and participatory media and video games	Non-exam assessment where students choose one of five annually changing briefs and create a media product. Students produce: - a statement of intent - a media product for an intended audience

How is it useful?

Media Studies is a very important subject, ultimately combining aspects of Politics, Sociology, History and Economics. It encourages creativity, teaches analytical skills and introduces students to critical ways of thinking about the world around them. These talents are highly valued by schools and universities.

Through Media Studies young people are able to develop analytical skills which are transferable to other arts. Media Studies can lead to GCE A level Media Studies.

Who to speak to for further information:

Ms Mendes Associate Senior Lead and Head of English or Ms Doncaster Director of Sixth Form and Teacher of Drama / Media

GCSE PHILOSOPHY AND ETHICS

What's it all about?

At Beechwood, all students have the opportunity to study Philosophy and Ethics at GCSE Level as an option. The course follows the AQA A syllabus specification. There are two papers that students will prepare for. The first is a philosophical study of the beliefs, teachings and practices of Christianity and / or another faith. The second paper covers four ethical studies of issues from a religious and non-religious perspective.

- **Philosophy of Religion.** This looks at the fundamental big questions. Why are we here? What happens when we die? Is there life after death? Is there a God? How can we prove / disprove the existence of God? Students are provided with the opportunity to explore and refute these issues from a religious and non-religious perspective. Our studies incorporate two major world religions.
- **Ethical Issues.** This looks at various issues that have an effect on the way people understand
- the world and some of the issues people face in today's society, such as:
- Relationships and families – including relationships, marriage and divorce, human sexuality, contraception, marriage, same-sex marriage and divorce.
- Religion and Life (the origin and value of the Universe and Life – including Scientific and Religious beliefs about the origin of human life, the sanctity of life, abortion, euthanasia and death and the afterlife).
- Religion, peace and conflict – including different religious attitudes towards violence, terrorism and war. Responses such as forgiveness, reconciliation and justice.
- Religion, crime and punishment – including types and causes of crime, law and order, human nature and the presence of evil, victims of crime, aims of punishment and the death penalty debate.

How is it assessed?

There are two 1hr 45-minute exams at the end of Year 11 with no coursework requirement.

How is it useful?

There are many skills developed in Philosophy and Ethics as this is very much a cross curricular subject. Within this course students will develop literacy skills, ICT skills, research and thinking skills. Students are expected to analyse and evaluate information to develop abstract thought and empathise with others. This will increase the ability to discuss and debate issues in order to explore current worldwide affairs.

Who to speak to for further information:

Mr John - Religious Education Subject Leader or Ms Feehan - Head of Social Sciences

GCSE Physical Education – Sport Science

What's it all about?

Academic PE allows pupils to see the intricate details of what makes up the world of PE and Sport. Pupils will start their exceptional journey in year 10 with Anatomy and Physiology and begin to see how amazing and well-designed our bodies are for physical activity. As they progress; lever systems and planes and axes help with the understanding of how movements occur at our joints within the body. Physical training then gives the pupils an insight into how hard work and specific training methods work in order to improve for competition or for general health and fitness.

During the two years, the NEA (practical and coursework) will run alongside the theory. This enables pupils to demonstrate their practical abilities in a range of sports and also develop their disciplinary literacy through a written piece of coursework. This is externally moderated just before the Easter holidays, giving pupils more time to hone their examination skills for 2 exam papers (1hr 15 mins each) in the summer.

The AQA GCSE Physical Education course is broken down into the following three areas:

- Paper 1: The human body and movement in physical activity and sport.
- Paper 2: Socio-cultural influences and well-being in physical activity and sport.
- Non-exam assessment: Practical performance in physical activity and sport.

How is it assessed?

Paper 1 and 2: 60% of the course is theory work and is examined through two 75-minute papers at the end of Year 11. The papers consist of three sections: a multiple-choice section; short answer questions and 2 extended answer questions. Throughout the course ongoing assessments will take place to develop understanding of test papers and mark schemes.

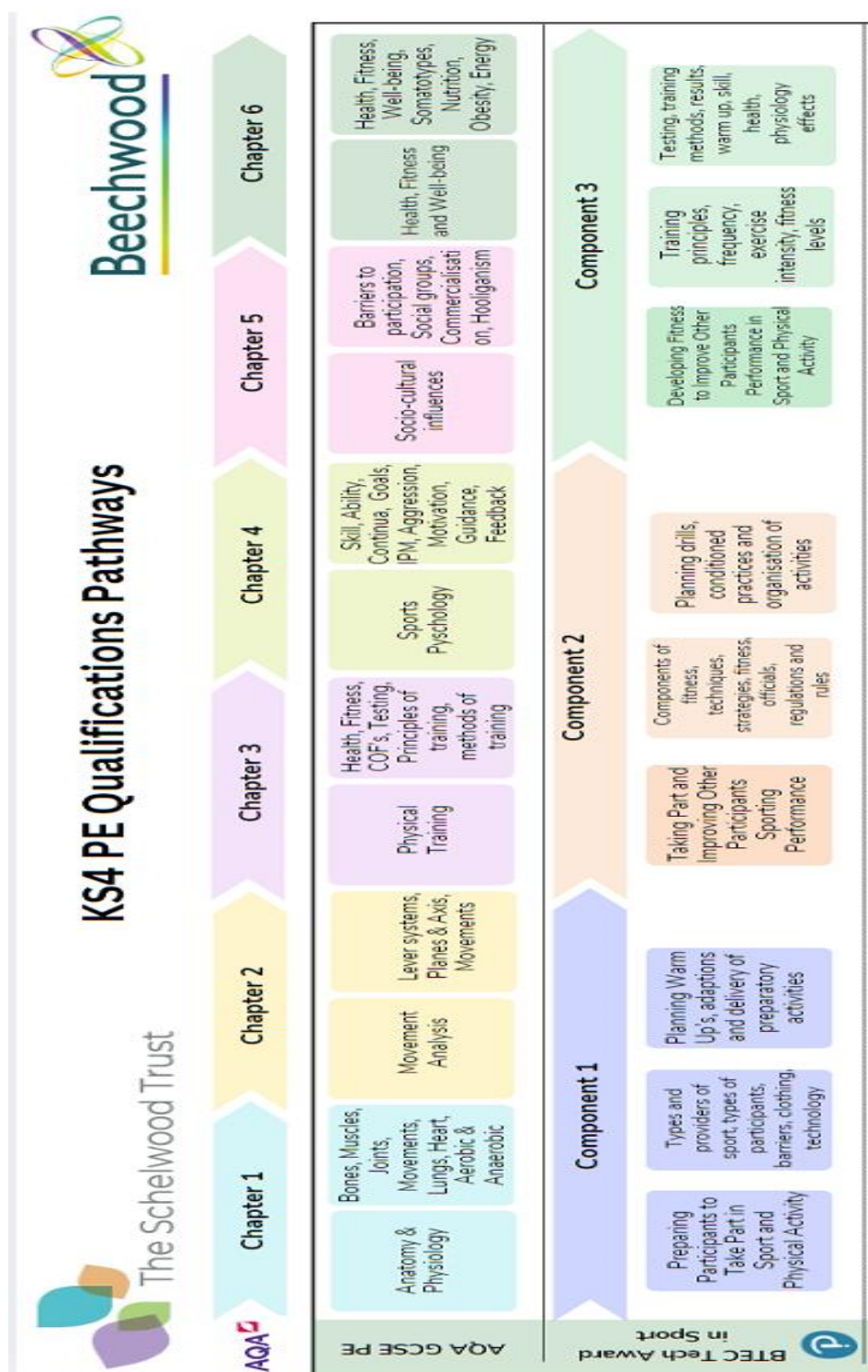
NEA (non-exam assessment):

30% of the course is practical, this is assessed and moderated throughout the course with a day of external moderation from the exam board at the end of year 11. The final 10% is assessed through coursework; analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one chosen activity.

How is it useful?

GCSE PE is helpful if you want to go on to study A level PE or a BTEC in Sports' Science. It will also support other subjects and will prove useful for any careers in sports' coaching, leisure and recreation, and public services. Employers also look on it positively as it shows you are able to co-operate and work as part of a team. New and contemporary topics will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies and beyond.

KS4 Physical Education Qualifications Pathways



Who to speak to for further information:

Ms Cain - Head of PE or any member of the PE Department or visit the AQA website: PE GCSE

Respect

Excellence

Kindness

GCSE TRIPLE SCIENCE

Providing the opportunity of separate sciences in Years 10 and 11: Biology, Physics and Chemistry

What's it all about?

Science is an important part of everything that happens around and even inside you. Whatever career you are considering, taking separate Science GCSEs will set you up well for later life. Employers are crying out for candidates with science-based skills. "The types of skills you learn studying all three Sciences can be really helpful for all sorts of different careers", says Naomi Weir, Assistant Director at Campaign for Science and Engineering. "Whether it's doing analytical stuff or developing a scientific way of thinking".

If you're already thinking about university and careers and are interested in science-based degrees and jobs then it is definitely worth considering taking separate science GCSEs. Most top universities prefer applicants for science subjects to have taken the separate subjects at GCSE. However, Science is such a transferrable subject that it is useful for many future careers and courses.

How is it assessed?

At the end of Year 11, there will be two 1 hour 45-minute exams for each subject: Biology, Physics and Chemistry. This will include the assessment of mathematical skills within science in addition to assessing practical skills that you will have covered in class time.

How is it useful?

Separate Sciences are aimed at those students who have both a high-level ability in science and are passionate about the subject. If you are considering careers that require Science A Levels then separate sciences is the route you should take.

Entry Requirements

Should you wish to be considered for triple Science then please initially tick the box on the options form. Key Stage three attainment, continuous assessment and feedback from teachers throughout Year 7-9 will allow the Science department to then consider whether this option is offered for progression into Years 10 and 11. This will allow students who are best suited to achieving in separate sciences to take the triple science route.

Who to speak to for further information:
Ms Sandu - Head of Science

BTEC AWARD IN SPORT

What is BTEC Sport all about?

Your Sports course will give you the chance to explore sport and exercise and how to prepare the body for movement. It includes both practical and theoretical knowledge through a variety of teaching styles. There will be many opportunities for development of skills such as team work, leadership and communication within school and leading festivals, workshops and events in the local area. This qualification is particularly good if you do not have a set sport outside of school but really enjoy the opportunity to take part in PE.

What will I learn?

Pearson BTEC Level 1 / Level 2 Tech Award in Sport				
Component Number	Component Title	GLH	Level	How Assessed
1	Preparing Participant to take part in sport and physical activity	36	1 / 2	Internal
2	Taking part and improving other participants sporting performance	36	1 / 2	Internal
3	Developing fitness to improve other participants performance in sport and physical activity	48	1 / 2	External Synoptic

- What is required for effective exercise and how to set up and lead an activity.
- Improving and developing your own and others sporting performance through feedback
- Life skills such as communication, guidance, enthusiasm and empathy.

How will I be assessed?

The course is divided into three sections, two pieces of written coursework completed individually and one external 1.5-hour exam (60 marks) during January/February.

Future Pathways and how is it useful?

A growing number of professions value the skills that PE brings.

- Physiotherapy
- Science
- Public relations
- Social work / Teaching
- Hospitality
- Leisure and Tourism

Who to speak to for further information:

Ms Cain - Head of PE or any member of the PE Department or visit the Pearson Website: BTEC Tech Awards

CAREERS EDUCATION

Careers' Education

The beginning of Key Stage 4, at the start of Year 10 is a very important time. Starting your GCSE courses will mean that you will need to start considering career paths and discussions with your tutors. The school has two dedicated Careers Advisers from Adviza who will be helpful in this process. You will choose three options from those studied in Year 9.

Choosing your subjects should include identifying:

- your strengths 'what are you good at';
- what you are interested in;
- what might support your further study or career aspirations.

In Years 10 and 11 you will continue to develop your career skills in a more focused way to enable you to identify the appropriate career paths and to ensure that you gain the necessary experience and qualifications to be able to achieve the next step towards fulfilling your career aspirations.

In summary, during your Key Stage 4 studies you will acquire skills to:

- investigate learning and careers opportunities;
- make informed judgements about learning and career options;
- understand how these choices will help you to achieve your ambitions;
- enable you to successfully manage key transition points.



Thinking About a Career?

Don't worry if you don't know exactly what you want to do. The Careers' Education programme has given you the opportunity to research into qualifications for different careers. Choosing subjects linked to jobs.

English

Skills developed by taking English include creative writing, fluent speaking, letter and report writing analysis.

These link to:

*Acting *Advertising *Air Traffic Controller * Barrister *Clerical Worker *Courier *Customer Services *Estate Agent *Hairdresser *Legal Executive *Pharmacy Technician *Press Officer *Public Relations *Receptionist *Sales Assistant
*Secretary *Social Worker *Solicitor *Speech Therapist *TV Presenter

Mathematics

Skills you can develop by taking Mathematics include accurate estimating and measuring, ability to make sense of figures and statistics, solving mathematical problems, thinking logically.

These link to:

*Accounts Assistant *Actuary *Air Traffic Controller *Architect *Bank Clerk *Carpenter *Computer Programmer *Economist *Engineer *Insurance Clerk *Investment Fund Manager *Laboratory Technician *Marketing *Merchant Banking *Operational Research *Optician *Psychologist *Retail Buyer *Sales Assistant *Statistician *Stock Broker *Surveyor *Systems Analyst *Teacher

Sciences

Skills you can develop by taking Sciences include the ability to solve problems, understand things you cannot see, perform practical tests and analyse the results.

These link to:

*Agriculture *Ambulance Paramedic *Animal Technician *Beauty Therapist *Botanist *Brewer *Chiropodist *Countryside Warden *Dental Nurse *Doctor *Electrician *Engineer *Environmental Health Officer *Food Scientist *Forestry *Geologist *Hairdresser *Homeopath *Horticulture *Medical Secretary *Meteorologist *Motor Mechanic *Osteopath *Pharmacy Technician *Physiotherapist *Radiographer *Veterinary Nurse

Humanities (Geography, History, Philosophy and Ethics etc)

Skills you can develop by taking Humanities include an awareness of the environment, knowledge of different cultures and places, an ability to analyse and present both sides of an argument, finding out things from different sources.

These link to:

*Actor *Archaeologist *Army/Navy/RAF Recruit *Care Assistant *Conservationist *Educational Psychologist *Estate Agent *Gallery Assistant *Health Visitor *Historical Researcher *Homeopath *Housing Manager *Import/Export Clerk *Journalist *Legal Executive *Librarian *Market Researcher *Medical Secretary *Museum Curator *Nursery Nurse *Police Officer *Publisher *Social Worker *Teacher *Transport Manager *Travel Clerk

Foreign Languages

Skills you can develop by taking Languages include the ability to communicate with people from different cultures and read, write and speak in different languages

These link to:

*Air Cabin Crew *Airline Ground Crew *Anthropologist *Bi-lingual Secretary *Conference Interpreter *Courier
*Customs Officer *Diplomatic Service *Export Clerk *Foreign Sales Representative *Hotel Receptionist
*International Banker *Journalist *Languages Teacher *Long Distance Driver *Marketing Manager *Retail Sales
Assistant *Sales Representative *Tour Operator *Travel Agent *Waiter

Design and Technology

Skills you can develop by taking Design and Technology include using your imagination to solve problems, drawing, illustration, computer aided design, ability to turn ideas into products.

These link to:

*Architectural Technician *Automobile Designer *Cartographer *Costume Designer *Heating and Ventilation
Fitter *Home Economist *Mechanical Engineer *Musical Instrument maker *Pattern Cutter *Photographic
Technician *Printing Worker *Product Designer *Sign Writer *Sound Technician

Business and Information Technology

Skills you can develop by taking Business and IT include the use of databases, spreadsheets and word processing, information gathering, entrepreneurship, solving business problems.

These link to:

*Accountant *Advertising Accountant Manager *Civil Service Executive Officer *Credit Controller *Customer
Service Assistant *Estate Agent *Exhibition Organiser *Farm Manager *Health Service Administrator *Hotel
Receptionist *Housing Officer *Import/Export clerk *Insurance Underwriter *Leisure/Recreation Manager
*Marketing Assistant *Pensions Manager *Personnel Assistant *Production Manager *Secretary *Training
Officer *Travel Clerk

Creative and Active

Skills you can develop by taking creative and active subjects include using your imagination, working in a team, ability to improvise, ability to apply instructions.

These link to:

*Actor *Animator *Antiques and Art dealer *Army / Navy/ RAF Recruit *Art Teacher *Beauty Therapist *Cabinet
Maker *Camera Operator *Chef/Cook *Costume Designer *Display Dresser *Florist *Graphic Designer
*Hairdresser *Landscape Gardener *Leisure Centre Assistant *Music Shop Manager *Music Therapist *Nursery
Nurse *Painter and Decorator *Physiotherapist *Police Officer *Professional Dancer *Sound Technician *Sports
Instructor *Stage Manager

Which qualifications do you need?

Find out as much as you can about the subject areas you wish to specialise in **BEFORE** making your choice of subjects. Think about the information in and use the booklets "Which Way Now?".

Who to speak to for further information:

Mrs Krasteva-Ilkova - Director of Careers or Miss Biggs - Careers Adviser

Extra-Curricular Opportunities



Duke of Edinburgh's Award (DofE)

The Duke of Edinburgh's Award (DofE) is a nationally recognised enrichment programme that gives students the opportunity to develop valuable life skills, build confidence and resilience, and stand out beyond the classroom.

At Beechwood, the DofE offers students the chance to challenge themselves in four key areas: **Volunteering, Physical activity, Skills development, and Expedition**. Through these sections, students learn to work independently and as part of a team, set personal goals, and step outside their comfort zone in a supportive and rewarding way.

Participation in the DofE helps students develop qualities that are highly valued by colleges, universities, employers and apprenticeship providers, including commitment, leadership, teamwork and problem-solving. It also encourages young people to contribute positively to their community and take responsibility for their own progress.

The expedition section is often a highlight for students and brings the DofE experience to life. Students take part in a **planned outdoor expedition involving real camping**, where they work in small teams to navigate unfamiliar routes, carry their own equipment and prepare their own meals. Spending time outdoors, including an overnight stay in tents, encourages independence, resilience and teamwork in a way few classroom experiences can. Under the guidance of trained staff, students learn practical skills such as map reading, campcraft and decision-making, while building confidence and lasting memories. For many, the expedition is the most rewarding part of the DofE and a genuine sense of achievement.

The DofE is an excellent enrichment opportunity for motivated students who are keen to broaden their experiences, build independence and prepare themselves for future pathways. It complements academic study and supports students' personal development, helping them to grow into confident, well-rounded young adults.



Who to speak to for further information:

Mr Nasib - Duke of Edinburgh Coordinator



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Part of

