



Bentley Wood
High School for Girls

GCSE
Options Booklet 2024

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Introduction

At Bentley Wood High School, we have the highest expectations for all our students to achieve their best, this is underpinned by a superior quality curriculum journey; a carefully sequenced curriculum from Year 7 to 13 that reflects the national curriculum and external qualifications, designed to support our students' personal development.

A broad and balanced curriculum from Years 7 to 11 enables students to develop their skills and knowledge across many subjects. This gives them the opportunity to discover their passions and specialisms which they then go on to develop further in Years 12 and 13.

In Year 8, all students at Bentley Wood High School make important decisions regarding the curriculum they follow in Years 9, 10 and 11, the middle part of their seven-year journey.

We give our students appropriate guidance and support to ensure that they follow a broad curriculum which provides them with a solid foundation with which they can build their future studies and careers. It is our expectation that following Year 11, most of our students will stay on to study in our sixth form and some may go on to another sixth form or college; we know it is important that students do not make choices that limit their opportunities in later life.

We hope that you find this booklet helpful and informative in guiding your daughter's decision making. Bentley Wood high School has an excellent tradition of examination success which has been achieved by students, parents and teachers working together to ensure that all students are encouraged and supported to achieve their absolute best.

We look forward to working with you to continue this tradition.



Naseema Akbar
Head teacher

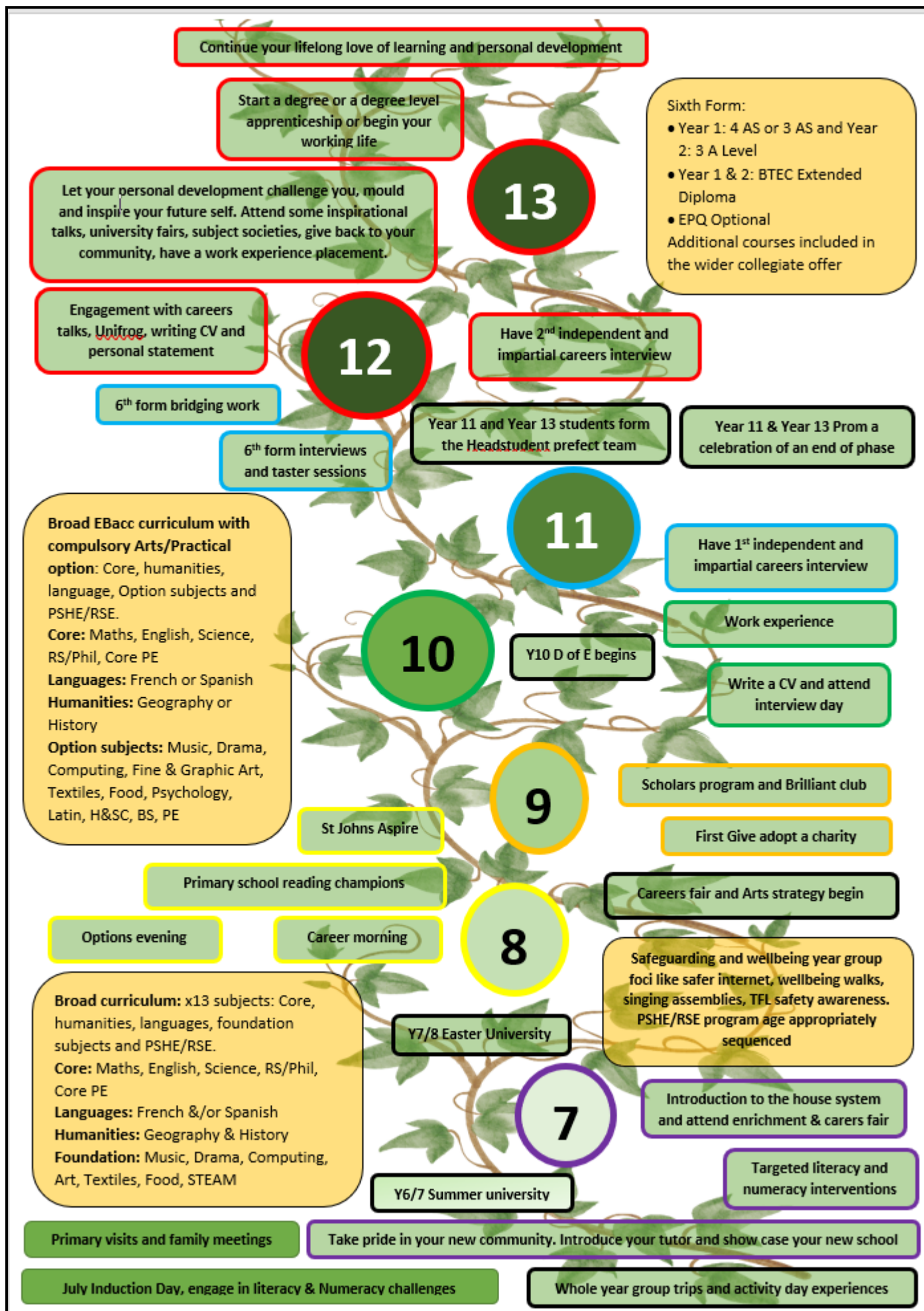
Please see below the changes we have made following previous parent and family feedback; we continue to value our Parent Voice.

<i>You said ...</i>	<i>We did ...</i>
You would have appreciated more time between receiving the options booklet and the deadline to complete the options form.	We are releasing our options booklet almost three weeks before our Options Evening and the deadline for your daughter's options form.



Kieran Robinson
Deputy Headteacher

A 7 Year Curriculum Journey



GCSE Choice Guidance

Every teacher wishes to support our students in choosing the most suitable subjects at GCSE. Your daughter should approach every teacher she thinks might have some helpful advice to offer in making her decision.

Form Tutors and the Head of Year offer advice about choosing subjects to support future careers choices. From January a programme of assemblies and structured learning in PSHE/RSE lessons are provided to help students to identify their strengths and interests.

Careers advisor and Unifrog can offer more detailed information about the multitude of different careers available, and the qualifications and personal strengths needed to undertake them. Your daughter has also had a careers morning in February where guest speakers have presented their own career progression story. She may have also spoken to our career's advisor, Mr Tapper in school, at drop-in sessions on Monday and Thursday lunchtimes, in the Careers Office between V1 and V2.

Subject teachers encourage all students to continue with their subjects; they can help the students understand how specialising in their subject would develop skills which could lead to certain career lines.

Key Dates and Procedures

Parents' Evening 16th November 2023 - 2:30 – 7:00 pm

Subject teachers were available to discuss each student's progress throughout the course of Year 8 and provide guidance on GCSE subject selection.

Senior Leader Assemblies 1, 2 & 3, January – March 2024

The Option procedure is outlined to your daughter, and she is encouraged to start thinking about her GCSE choices. She is introduced to key people she can talk to and prompted on how to make good choices that have a positive impact on her future.

Options Evening 27th March 2024

This is an information evening for Year 8 students and their parents/guardians. The options process is outlined, and parents/guardians can ask for an explanation of any aspect of the Key Stage 4 Curriculum. Heads of Departments and other subject teachers are available to answer any subject specific questions. Mr Tapper, our careers advisor is also present at the evening.

Submission of options forms 23rd April 2024

Each student and their parent/guardian will have an individual meeting with a member of the senior leadership team where they will submit their options form. The senior leader will discuss the student's option choices along with their most recent assessment to check that her curriculum is appropriate, broad and balanced.

GCSE Teaching and Examination Methods

Knowledge, skills, and application

The examinations allow candidates to show the skills they have acquired and how well they can apply their knowledge as well as how much they can understand and remember. The ability to listen, talk and research and to devise practical ways to solve problems are important skills as are reading, writing and calculation. With the increase in linear examinations, memory recall is a key skill.

Controlled coursework and examinations

A small number of subjects have elements of controlled coursework that are an important part of the examination. We expect students to work conscientiously all the time to enable them to meet their target grade.

Relevance to the everyday world

The complicated and fast-changing modern world makes great demands on the population. Key Stage 4 courses aim to increase the level of understanding, adaptability and coping skills of young people about to take their place in the adult world.

Examination Entry Policy

The school pays the cost of entering each student in each subject in which she has fulfilled the entry requirements which are:



1. She must have attended school and lessons regularly enough to be able to claim that she has completed the course.
2. If she takes a subject which has elements of coursework, then she must be on target to complete this by the end of January before her final examinations.
3. The school must feel confident that the student, if entered, attends, and completes every part of the examination and so qualify for a grade.

Examination Boards for All Subjects

Subject	Examination Board
English Language and Literature GCSE	Eduqas
Mathematics GCSE	Edexcel
Science GCSE	AQA
Philosophy/Religious Studies GCSE	AQA
Art and Design – Graphic Communication GCSE	AQA
Art and Design GCSE	AQA
Business	Edexcel
Computing GCSE	Edexcel
Drama GCSE	Edexcel
Food and Nutrition GCSE	OCR
Geography GCSE	AQA
Health and Social Care – BTEC Level 2 (single)	Edexcel
History GCSE	AQA
Latin GCSE	Eduqas
Modern Foreign Languages GCSEs	
French	AQA
Spanish	AQA
Music GCSE	OCR
PE GCSE	AQA
Psychology GCSE	Edexcel
Textiles GCSE	AQA

Additional information

To find out the core textbooks used by each subject, as well as recommended reading, revision guidance and revision websites please visit the curriculum area of our school website.

Ensuring Success at Key Stage 4



We want our students to experience a broad and balanced curriculum which facilitates their future careers choices. Most of our students study a group of subjects which make up the English Baccalaureate (EBACC). The way our options process is structured allows students choice while still ensuring they have the potential to achieve this group of qualifications. The EBACC gives our students a rewarding, challenging and academic Key Stage 4 and provide them with the qualifications necessary for progression to Key Stage 5 and then university, or a form of further education or employment.

English Baccalaureate (EBACC)

Compulsory	Refined choices	Choices
Mathematics English Language English Literature Science Philosophy/Religious Studies Modern Foreign Language GCSE Physical Education (PE) Personal, Social, Health and Economic Education and Relationship and Sex Education (PSHE/RSE)	History Geography	Option Subjects (students receive 1 out of 2 subjects they select in lists B and C)

The option subject choices are combinations of GCSEs with one Level 2 BTEC.

The GCSE selection form

Our aim is to meet all students' choices and ensure they have a broad and balanced curriculum. We also ensure all students get appropriate guidance so that they fully understand the demands of each subject they opt for.

Bentley Wood High School – Year 8 GCSE Selection Form 2024



Full Name:	Tutor Group:
-------------------	---------------------

Compulsory Subjects - you do not need to make any choices here

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ English (Language and Literature) ■ Mathematics ■ Modern Foreign Language ■ Philosophy/Religious Studies | <ul style="list-style-type: none"> ■ Science (Trilogy and Separate Sciences) ■ Physical Education (PE) ■ PSHCE/RSE |
|---|---|

Choose one subject from List A

<p><u>List A</u></p> <p><input type="checkbox"/> Geography</p> <p><input type="checkbox"/> History</p>
--

Choose 2 subjects from List B (**you will only continue with 1**).
 Choose 2 subjects from list C (**you will only continue with 1**).

<p><u>List B</u></p> <ul style="list-style-type: none"> • Art and Design • Art and Design- Graphic Communication • Drama • Food and Nutrition • Latin • Music • Physical Education GCSE (PE) • Textiles

<p><u>List C</u></p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • Art and Design • Art and Graphic Communication • Business • Drama • Music • Food and Nutrition • Textiles • Geography </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • History • Latin • Psychology • Computing • Physical Education GCSE (PE) • BTEC Health and Social Care </td> </tr> </table>	<ul style="list-style-type: none"> • Art and Design • Art and Graphic Communication • Business • Drama • Music • Food and Nutrition • Textiles • Geography 	<ul style="list-style-type: none"> • History • Latin • Psychology • Computing • Physical Education GCSE (PE) • BTEC Health and Social Care
<ul style="list-style-type: none"> • Art and Design • Art and Graphic Communication • Business • Drama • Music • Food and Nutrition • Textiles • Geography 	<ul style="list-style-type: none"> • History • Latin • Psychology • Computing • Physical Education GCSE (PE) • BTEC Health and Social Care 	

Place these subjects from list B and C in order of preference.

List B preference

First choice	Reserve

List C preference

First choice	Reserve

Signed (Student):

Signed (Parent):

Please complete the following form in preparation for your meeting with a member of the senior leadership team on Tuesday, 23rd April 2024.

Compulsory or Core Subjects

English (Language and Literature)
Mathematics
Science (Combined Science double and triple)
Modern Foreign Language
Philosophy/Religious Studies
PSHE and RSE
Physical Education (PE) (No exam)

GCSE English Language

*“A book is simply the container of an idea—like a bottle;
what is inside the book is what matters.”*

Author: Angela Carter

For the first two terms of Year 9, students will be developing skills in Speaking and Listening, Reading, and Writing. In the summer term, they will begin their GCSE course, with a focus on skills for non-fiction and Shakespeare.

Examining Board: Eduqas

Aims of the Course

The course aims to develop the students’ abilities to communicate effectively in speech and writing, and to listen with understanding. It should also enable them to be enthusiastic, responsive, and knowledgeable readers.

There are three key areas of English Language: Speaking and Listening, Reading, and Writing:

Speaking and Listening

Students will present and listen to information and ideas; respond appropriately to others; make effective contributions, use creative approaches to exploring questions, solving problems and developing ideas; participate in a range of real-life contexts in and beyond the classroom, adapting talk to situation and audience; select and use a range of techniques and creative approaches to explore ideas, texts and issues in scripted and improvised work.



Reading

Students will study how meaning is constructed through words, sentences and whole texts, including multimodal texts and at least one extended text, exploring language variation. They will evaluate the ways in which texts may be interpreted differently according to the perspective of the reader.

Writing

Written work will require students to write accurately and fluently, choosing content and adapting style and language to a wide range of forms, media, contexts, audiences, and purposes.

Method of Assessment

Examination: 100%

Coursework: Separate endorsement for speaking and listening
There will be no written coursework assessment.

Recommended Reading

- Notes from a Small Island – Bill Bryson
- Bill Bryson, Notes from a Big Country (and other travel books) - An American’s very funny perspective on Britain and British culture.
- Bear Grylls, Mud, Sweat and Tears - The autobiography of the famous adventurer/risk taker.
- I am Malala – Malala Yousafzai
- Dreams from my Father- Barack Obama

Enrichment:

- Globe Players Performance
- Jack Petchy Speak Out challenge
- Theatre trips, author/poet/play performances and Literary competitions throughout the year.

Revision Books:

- An Inspector Calls: York Notes for GCSE (9-1) Study Book (Revise + Test Books available)
- Globe Education Shakespeare: Macbeth for WJEC Eduqas GCSE English Literature
- Dr Jekyll and Mr Hyde: York Notes for GCSE Study Book (Revise + Test Books available)
- New GCSE English Literature WJEC Eduqas Anthology Poetry Guide - for the Grade 9-1 Course (CGP GCSE English 9-1 Revision)
- New Grade 9-1 GCSE English Literature WJEC Eduqas Unseen Poetry Guide (CGP GCSE English 9-1 Revision)

Key Stage 4 & 5 / Career Progression:

English underpins every subject in the curriculum and is therefore central to every possible career. Those who study English will find careers in Arts, Business and Tech, Writers and Journalists, Politics and Public Service, Medicine and Healthcare and Education.

GCSE English Literature

*"A good book is an event in my life."
Stendhal 'The Red and the Black'*



For the first two terms of Year 9, students will be developing skills in analysing literary texts. In the summer term, they will begin their GCSE course, with further literary analysis of a range of Shakespearean texts.

Examining Board: Eduqas

Aims of the Course

This course will enable students to explore their literary interests and to be enthusiastic, responsive, and knowledgeable readers. Students will develop an understanding of the ways in which literature is rich and influential.

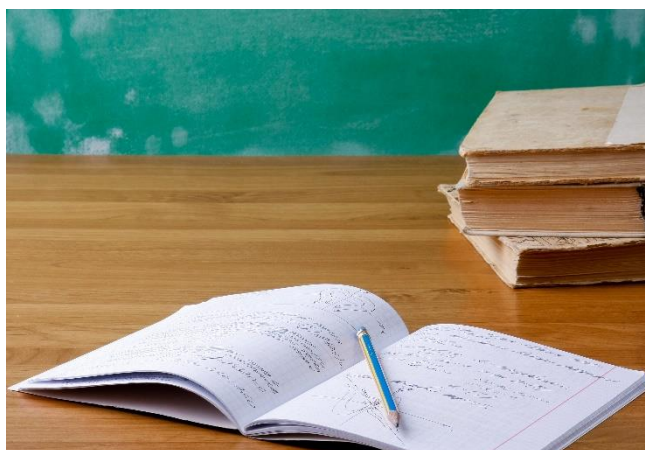
Content

The content of this course will consist of poetry, prose and drama, including a play by Shakespeare. A minimum of six texts will be studied, comprising:

- Texts from English, Welsh or Irish literary heritage
- Texts from different cultures and traditions
- Texts by contemporary writers

Students will:

- Develop and sustain independent interpretations of whole texts, supporting them with detailed textual references
- Analyse connections between texts, comparing features and qualities that connect and contrast the presentation of themes, characters and settings
- Analyse the impact of style, language, structure and form
- Relate texts to their social and historical contexts and to the literary traditions of which they are a part
- Understand how texts from the literary heritage have been influential and significant over time



Method of Assessment

Examination: 100% Paper 1 and Paper 2

Coursework: There will be no coursework assessment.

Recommended Reading

- A Thousand Splendid Suns/The Kite Runner – Khaled Hosseini
- Nineteen Eighty-Four -George Orwell
- Pride and Prejudice -Jane Austen
- Behind the Ice House – Emma Fine
- To Kill a Mocking Bird- Harper Lee
- Great Expectations- Charles Dickens

Enrichment

- Globe Players Performance
- Jack Petchy Speak Out challenge
- Theatre trips, author/poet/play performances and Literary competitions throughout the year.

Revision Books:

- An Inspector Calls: York Notes for GCSE (9-1) Study Book (Revise + Test Books available)
- Globe Education Shakespeare: Macbeth for WJEC Eduqas GCSE English Literature
- Dr Jekyll and Mr Hyde: York Notes for GCSE Study Book (Revise + Test Books available)

Key Stage 5 Progression/ Career Prospects

A Level English Literature is offered in the Sixth Form at Bentley Wood. English Literature is very important for a number of careers.

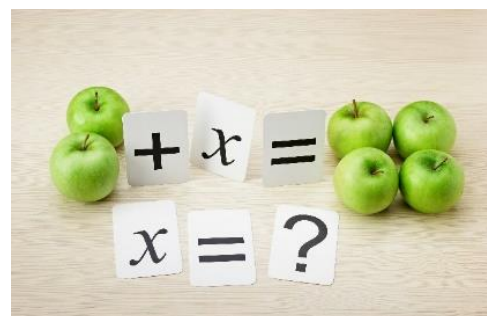
These would include:

- Law
- Theatre
- Journalism
- Teaching
- Advertising
- Publishing
- Media
- Screenwriting

GCSE Mathematics

Exam board: Pearson/Edexcel

Continuing with the delivery of the National Curriculum & following the Edexcel GCSE specification, this qualification encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise its importance in their own lives and society. It prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices. Student's gain experience of mathematical activities and develop their appreciation and enjoyment of mathematics.



Content	
<p>Number:</p> <p>Calculations, Rounding & Accuracy Bounds Fractions, Decimal, Percentages Ratio, Proportion Indices & surds Standard Form</p>	<p>Algebra:</p> <p>Expressions, Formulae, Equations Solving equations & inequalities Graphical methods Transformation of graphs Sequences Functions Iteration</p>
<p>Geometry & Measures:</p> <p>Properties of 2D & 3D shapes Units of measure Loci & construction Pythagoras Trigonometry Bearings Transformations Area, Perimeter, Volume Geometrical reasoning Vectors Congruence & Similarity Circle theorems Compound measures</p>	<p>Statistics & Probability:</p> <p>Collecting & representing data Interpreting statistical graphs Averages & range Spread Data analysis & comparison Theoretical & experimental probability Product rule for counting Frequency trees Probability trees Dependent & independent events</p>

Method of assessment:

Assessment takes place in every lesson with student being given oral feedback throughout the lesson. Teachers use a variety of tools to assess students in the lesson, e.g. mini white boards, cold calling, targeted questioning, etc.

Formal assessments take place at the end of every half term. Results are used to clear any misconceptions in subsequent lessons. Students are given feedback and work to complete following every assessment as well as an improvement task. At the end of year 9 and year 10 there is a longer End of Year assessment consisting of two papers, one non-calculator and one calculator. At the end of year 11 students are externally assessed by sitting their GCSE in Maths.

Maths is a tiered subject, Foundation and Higher. The GCSE exam consists of three written papers, one non-calculator and two calculator papers. Each paper is worth 33.3 % of the final GCSE grade. Each paper covers

a range of different topics and consists of a range of question styles, from single mark questions to multi-step problem solving.

Other qualifications:

Level 2 Certificate in Further Mathematics (AQA)

This course is offered to our most able mathematicians in year 10 & 11 and is assessed at the end of year 11. Students embarking on this course must be fully committed, as it requires discipline and independent studying. It is most suitable for those students wanting to continue studying Mathematics at A level.

Entry Level 1, 2 or 3 in Mathematics (Edexcel)

The course is designed for students who find Mathematics challenging. It covers the basic numeracy skills and is assessed by the class teacher. There are two components in the assessment: one exam paper and a task. The study of topics complements their GCSE topics and students can sit this at any point during year 11.

Recommended Reading:

- “The hidden Maths of everyday life” by Jordan Ellenberg
- “Humble pi” by Matt Parker
- “The art of Statistics” by David Spiegelhalter
- “Do dice play God?: The Mathematics of uncertainty” by Ian Stewart
- “The Simpsons and their Mathematical secrets” by Simon Singh
- “Reaching for the moon: the autobiography of NASA mathematician Katherine Johnson” by Katherine Johnson

Enrichment

- Chess Club
- Maths Ambassadors
- UKMT intermediate & senior Maths challenge (years 9 to 10)
- Level 2 Further Maths (A level bridging course for year 10 and 11 for the more able students)

GCSE Science

Examining Board: AQA

All students at Bentley Wood study science and the Science Department sets the highest expectations for all students. Based on prior achievement, aptitude and dedication to scientific learning, students are allocated to one of two pathways below:



1) Triple Science AQA – Biology, Chemistry & Physics

2) Double Award AQA – Combined Science (Trilogy Route)

All students have 6 periods of science allocated per week. Science is not an options subject.

Course Overview and Methods of Assessment

A brief outline of what is required in both the Triple and Double Award examination pathways is outlined below:

Triple Science

- 6 papers across all 3 science disciplines
- 1 hour and 45 minutes per paper
- 100 marks per paper
- Outcome: 3 GCSEs in biology, chemistry and physics respectively

Double Award

- 6 papers across all 3 science disciplines
 - 1 hour and 15 minutes per paper
 - 70 marks per paper
 - Outcome: 2 GCSEs in science averaged from across the 6 papers.
-

Topic Overview

The topics below are examined in triple and double pathways. As part of the triple specification, there will be additional aspects of these topics that will be taught and examined.

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

1. Atomic Structure and the periodic table
2. Bonding, structure and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extend of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. *Space physics (triple only)*

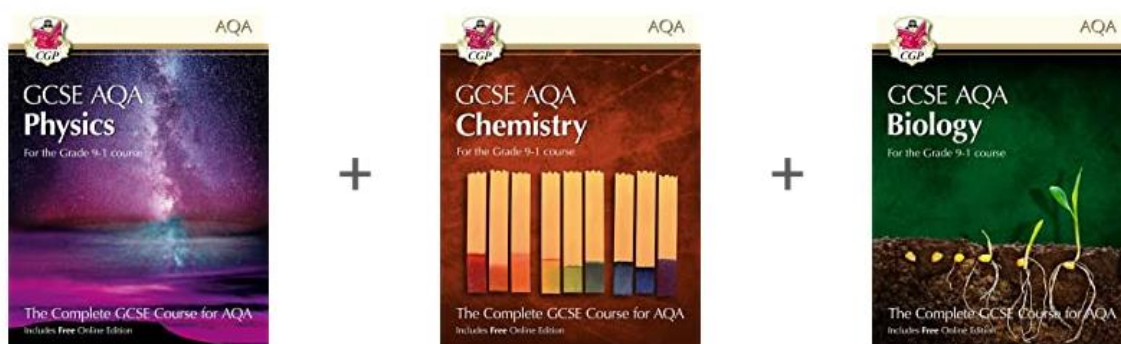
These is no coursework element in this specification.

Recommended Revision Guides

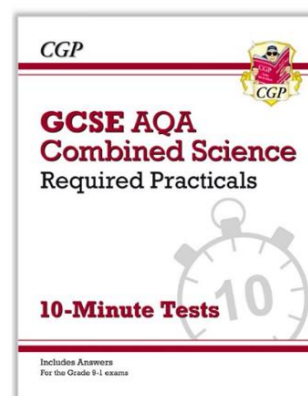
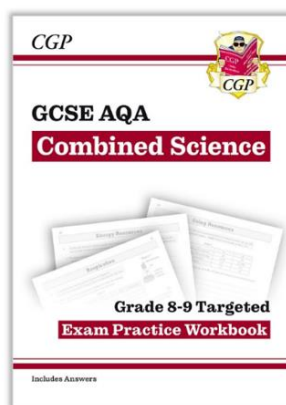
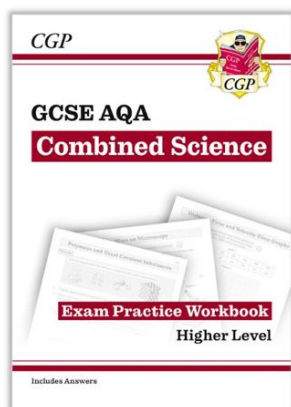
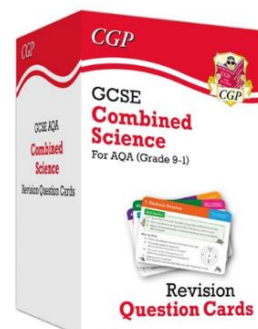
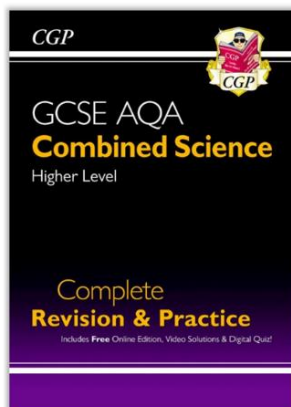
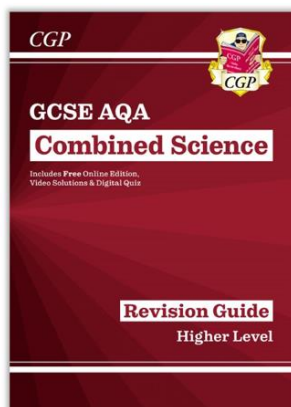
From Year 9, Bentley Wood provides all students with high quality biology, chemistry and physics textbooks to support students with their science studies up to Year 11. As part of our science curriculum, it is compulsory that all students have these books.

We have selected these textbooks to make sure students are well supported in their preparation for GCSEs. Students are expected to bring the relevant textbook to every science lesson. They should use these textbooks at home to support with their learning as well as challenging themselves.

A deposit of £15.00 covers all textbooks for the three-year loan period. At the end of Year 11, students must hand all three books back so that our next cohort of students can use them.



Additional Resources (separate sciences / combined foundation textbooks are also available where applicable):



NB: If purchasing the workbooks, ensure you purchase the ones that include the answers (older versions do not).

Recommended Revision Websites

- BBC Bitesize
- Savemyexams
- Ahammond Biology
- Physicsandmathstutor
- My-gcsescience
- Seneca
- Educake

Enrichment

- Royal Society lectures
- Summer Science Exhibition
- Imperial Summer Schools
- Science Olympiads
- Chemistry In Action Conference
- St John's College Oxford Programme
- Year 10 Imperial Summer School

Further Reading

- On the Shoulders of Giants - Melvyn Bragg
- The Big Bang - Simon Singh
- The Edge of Time - Dan Hooper
- A Short History of Nearly Everything - Bill Bryson
- Bad Science - Ben Goldacre
- The Selfish Gene - Richard Dawkins
- 8000 Metres Climbing The World's Highest Mountains by Alan Hinkes
- The Science Book, Big Ideas Simply Explained by Rob Colson (Editor), Camilla Hallinan (Editor), David John (Editor), Adam Hart-Davis

Further Study / Career Prospects

Triple Science and Combined Science at the higher tier of entry are both academically rigorous and therefore offer a strong foundation for those considering studying science at A-level and beyond into higher education. Bentley Wood offers a comprehensive range of Science A-Levels Biology, Chemistry and Physics, all taught by experienced subject specialists.

Our entry requirements for science A-levels are 66 or above in science GCSE, a 6 in Maths GCSE and a 5 in English Language GCSE.

An academic career in science enables students to develop creative problem-solving skills as well as refining their analytical and critical thinking skillsets. These are highly transferable across different professional fields including the financial and business sectors, engineering, science research as well as medical disciplines.

GCSE French/Spanish

Exam board: AQA

Aim of course

The aim of the MFL curriculum is to develop understanding of the target language in a variety of contexts, including literature of the target languages. As part of the language learning skills, it includes translation (English into target language and target language into English), the ability to communicate effectively in the target language and an awareness and understanding of countries and communities where the target language is spoken. The MFL curriculum contributes to the rich, ambitious and inclusive school curriculum. All students learn a modern foreign language.

Course Content

Theme 1: People and lifestyle. Theme 1 covers the following topics:

- **Topic 1:** Identity and relationships with others
- **Topic 2:** Healthy living and lifestyle
- **Topic 3:** Education and work

Theme 2: Popular culture. Theme 2 covers the following topics:

- **Topic 1:** Free-time activities
- **Topic 2:** Customs, festivals and celebrations
- **Topic 3:** Celebrity culture

Theme 3: Communication and the world around us. Theme 3 covers the following topics:

- **Topic 1:** Travel and tourism, including places of interest
- **Topic 2:** Media and technology
- **Topic 3:** The environment and where people live



Assessment

Students are assessed in four equally weighted skills following the exam board specifications and the national curriculum. Regardless of academic ability, students take a listening, reading, speaking and writing GCSE exam at the end of the linear course (Year 11). Speaking exams are conducted by the teacher but all exams are externally assessed. Exams in all four skills are tiered, students must sit exams in all four skills at the same tier. Some students, supported by the school, also take a GCSE or A Level exam in a community language which they study outside the school curriculum.

Enrichment activities

There are opportunities to take part in residential and cultural trips to Europe while studying the language for GCSE.

- Onatt MFL Plays and Film Club in French and Spanish.
- Cultural and Educational Visits in London (French Institute, Teatro Cervantes, BFI Film Studies, Flamenco Festival at Sadlers Wells Theatre)
- Inter-form competitions on Languages Week and the European Day of Languages.
- Attend the MFL Clubs and use the resources provided in the MFL Teams and Enrichment Team to complete homework, extend their learning or receive extra support.

Career Progression

Occupations with contacts in target language-speaking countries (business, law firms, estate agents, publishers, news and media agencies), bilingual secretarial work. Translator, interpreter, teacher, private tuition, tourism and travel (travel agency, courier, tour operator, airport/airline staff) fashion, catering and the restaurant trade, film industry. At Bentley Wood we are passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life.

Key Stage 4 & 5

GCSE and Sixth Form language students have many opportunities to enrich their language learning with extra-curricular and work experience like activities, including summer school courses via our partnerships with Routes into Languages and Cambridge University.

Recommended Reading

To support their learning of Languages all students have vocabulary workbooks to follow the course the study (Studio for French and Viva for Spanish). Languages websites and mobile apps such as ActiveLearn, Linguascope, Quizzlet, Wordreference, Languagesonline, BBC languages, Memrise Kahoot, GCSEPod and Duolingo are also used to practise vocabulary, grammar and phonics.

Revision Guides

CGP GCSE French AQA Complete Revision & Practise (with CD & Online Edition) – Grade 9-1 Course
CGP GCSE Spanish AQA Complete Revision & Practise (with CD & Online Edition) – Grade 9-1 Course

GCSE Philosophy & Religious Studies

Examining Board: AQA – Religious Studies specification A

Component 1: *The Study of Religions: Beliefs, Teachings and Practices*

Component 2: *Thematic Studies Philosophical and Ethical themes*



Aims of the Course:

1. Develop an understanding of a number of key Philosophical and Ethical issues that modern society faces.
2. Develop a critical understanding of two contrasting religions and their views on key issues, as well as learning about “humanistic” non-religious views.
3. Develop abilities to think, write, and speak, more logically, rationally, and articulately.
4. Promote exploration of, and reflection upon, the human condition.

Course Content:

Year 9	7) Religion, Peace and Conflict: Justice, war, terrorism – can war ever be justified? X
1) PHILOSOPHY A: The Big Questions - Introduction to Philosophy	
2) Critical Thinking – An Introduction to Argument (<i>to Christmas</i>)	Year 11
3) Christianity: Beliefs, Teachings and Practices (1 term) X	8) Christianity: Practices (1 term – to Christmas) X
4) Religion and Life: Big Bang’ theory, Evolutionary Theory. The environment and animal rights (1 term) X	9) Religion, Human Rights and Social Justice: Human rights, equality, gender, sexuality, race, poverty and wealth. (1 term – to February) X
Year 10	10) Revision Revisiting <i>Christianity and Buddhism</i>
5) Buddhism: Beliefs, Teachings and Practices (1 term – to Christmas) X	Revisiting <i>Religion and Life, Existence of God, Peace and Conflict.</i>
6) The Existence of God and Revelation: Arguments for and against the existence of a God; theories of the afterlife, ghosts! (1 term) X	X = GCSE examined module

Method of Assessment

2 x 1 hour 45-minute examinations taken at the end of Year 11. There is no coursework.

Recommended Reading

- Sophie's World by Jostein Gaarder
- Do Androids dream of Electric Sheep? By Philip K. Dick
- Brave New World by Aldous Huxley
- The Lion, the Witch and the Wardrobe by C. S. Lewis
- The Big Questions by Simon Blackburn
- Life of Pi by Yann Martel

Enrichment

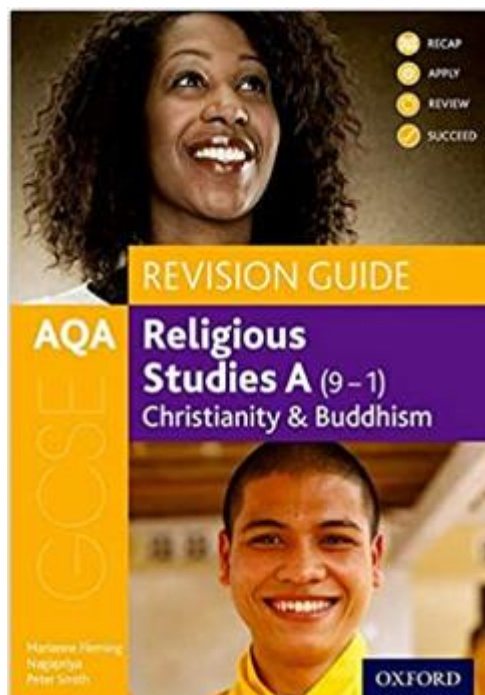
- Debate Club (Mr O'Sullivan)
- Year 9 trip to All Saints' Church
- Year 10 Buddhist speaker visit
- Year 11 trip to Stanmore Church

Key Stage 5 Progression/ Career Prospects

A Level Philosophy is offered at Bentley Wood (not Religious Studies). Careers pursued by students of Philosophy are varied and extraordinary. Ex-students of Philosophy include politicians, musicians and CEOs.

Revision Guide

AQA GCSE Religious Studies A: Christianity and Buddhism Revision Guide by Marianne Fleming, Nagapriya, and Peter Smith



Core Physical Education

Year 9 and 11

Students complete a range of physical activities whilst building on knowledge of the fitness and exercise industry. Students will develop their leadership skills through Sport Education in the following sports:

- **Netball**
- **Football**
- **Outdoor adventurous activities**
- **Tag rugby**
- **Volleyball**
- **Fitness**
- **Badminton**
- **Trampolining**
- **Rounders**
- **Athletics**
- **Cricket**
- **Basketball**
- **Year 10 - Sports Leaders**

The aim of the award is to encourage leadership skills and develop personal qualities. The award will give you understanding of what it means to be an effective leader with younger children. The course is not based on student sporting ability and at no stage will student ever be assessed on your technical knowledge or sporting ability.

Benefits of the course

- Personal development with self-esteem, confidence and self-management.
- Obtain 'life' skills
- Community involvement

Units

- 1: Planning, preparing and assisting a simple sporting activity
- 2: Basic communication skills for leading a sporting activity
- 3: Principles and practice in delivering a basic health and fitness session
- 4: Understanding fair play in sport
- 5: Understanding a role of the official
- 6: Understanding the scope of local sport and recreational activity
- 7: Demonstration of leadership skills in sport



PSHE and RSE Education

(Personal, Social, Health and Economic Education, and Relationship and Sex Education)

Overview and ethos

Every student has one PSHE/RSE lesson per week taught by their tutor. In these lessons, tutors work with and observe the personal and social development of the students in their tutor group: the close relationship developed between tutors and students is a crucial one. Through group discussion and a range of learning activities, students are enabled to develop their understanding of a range of personal and social issues relevant to their age.

Bentley Wood High School's PSHE/RSE curriculum has been carefully designed to meet both statutory requirement and the individual needs of our students. Whilst there is no final examination, each lesson is designed to empower students to make positive choices in all aspects of their lives.



The general objectives of the Bentley Wood PSHE/RSE Education programme are as follows:

- To empower all students to confidently make decisions based on their own values;
- To promote a tolerant and cohesive school community;
- To enable students to become responsible and respectful citizens;
- To create a personal point of contact between every student and their tutor;
- To equip students to manage personal, social and economic risk;
- To ensure students have the information required to lead healthy, successful lives;
- To foster positive attitudes to life-long learning;
- To prepare students for employment and further education.

Curriculum content

Students study a range of subjects under three main headings: Living in the Wider World, which involves rights and responsibilities and social philosophy; Relationships, which covers health, sex and relationships education; and Health and Wellbeing, including safety/e-safety, political and community participation, careers and economic education. A range of learning activities are used to deliver the curriculum, but the emphasis is on active learning strategies such as discussion and debate, case studies, role-play and simulations.

No part of the RSE curriculum promotes early sexual experimentation and all lessons are age appropriate.

For more details about the content of the PSHE/RSE Education programme, see the school website.

Recommended reading

- *No Worries! Mindful Kids* by Katie Abey
- *Hello Happy!* by Stephanie Clarkson
- *Mind Over Mood, Second Edition* by Dennis Greenberger

List A - C Subjects

Art and Design
Art and Design and Graphic Communication
Business
Computing
Drama
Food and Nutrition
Geography
History
Latin
Music
Physical Education (GCSE)
Psychology
Textiles
Health and Social Care (BTEC)

GCSE Art and Design - Fine Art

Examining Board: AQA



During the first two terms of Year 9 students continue to build upon their existing artistic knowledge and skills following a broad-based art and design curriculum focussing on developing key skills such as drawing and painting.

At the beginning of the summer term students will begin their GCSE in Art and Design which is a broad course exploring practical and contextual work through a range of 2D and/or 3D processes, new media and technologies. It is a course where students can work within two or more of the endorsements in appropriate art, craft and design materials and processes. This syllabus particularly focuses on students' ability to **draw**, and success relies on this particular skill. Students must also demonstrate an ability to communicate through writing.



Aims of the Course

- To actively engage in the process of making Art and Design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- To develop creative skills, through learning to use imaginative and intuitive powers when exploring and creating images and artefacts that are original and of value.
- To learn to actively engage with the experience of working with a broad range of media, materials and techniques, including, when appropriate, traditional and new media and technologies.
- To develop cultural knowledge, understanding and application of art, craft, design and media and technologies in historical and contemporary contexts, societies and cultures.

GCSE Content and Method of Assessment

Component	Component Title	Requirements	Duration
Unit 1	Portfolio of Work 60% of GCSE	A selection from work undertaken during course of study.	Throughout the course.
Unit 2	Externally Set Assignment (Examination) 40% of GCSE	One project of work. Response to all assessment objectives.	Question papers issued from 1 st January of examination year. Unlimited preparation time. 10 hours of sustained focused study. (Examination)

Course is centre-assessed and moderated by AQA.

Recommended Reading

- The complete guide to drawing & illustration – Peter Gray
- Ways of Seeing – John Berger
- The Art Book – Phaidon Press

Enrichment

- Kew Gardens Trip
- Outside competitions via the enrichment team.

Key Stage 5 Progression/ Career Prospects

A Level Fine Art is offered in Bentley Wood Sixth Form. Studying a broad-based Art & Design course at GCSE is a basic requirement for pursuing any 'art' related subject at A Level and BTEC, such as Textile Design, Graphic Communication, Photography, 3-D including Sculpture and Ceramics. This will then lead on to degree and to a wide range of careers.

These would include:

- Advertising
- Fashion design
- Animation
- Fine art
- Architecture
- Furniture design
- Artist
- Graphic design

GCSE Art & Design – Graphic Communication

Examining Board: AQA

During the first two terms of Year 9 students continue to build upon their existing graphical knowledge and skills following a broad-based curriculum focussing on developing understanding on the key elements of design through small one-off workshops.

At the beginning of the summer term students begin their GCSE in Art and Design – Graphic Communication. Students are expected to produce practical and contextual work using art skills as a base in one or more area(s) including illustration, advertising, packaging design, design for print, communication, lens-based media: animation and photography. This syllabus will particularly focus on students' ability to **draw** and an ability to communicate through writing is a requirement.



Aims of the Course

- To actively engage in the process of making graphic design in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- To develop creative skills, through learning to use imaginative and intuitive powers when exploring and creating images and artefacts that are original and of value.
- To learn and actively engage with the experience of working with a broad range of art media, materials and techniques, including, when appropriate, traditional and new media and technologies.
- To develop cultural knowledge, understanding and application of art, design and media and technologies in historical and contemporary contexts, societies and cultures.

GCSE Content and Method of Assessment

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Course is centre-assessed and moderated by AQA

Recommended Reading

- The complete guide to drawing & illustration – Peter Gray
- A Visual Language – elements of design – David Cohen & Scott Anderson
- 1000 Record Covers - Michael Ochs
- The New Typography - A Handbook for Modern Designers - Jan Tschichold
- Just My Type: A Book About Fonts - by Simon Garfield

Enrichment

- Kew Gardens
- British Museum

Key Stage 5 Progression/ Career Prospects

A Level Fine Art is offered in the Sixth Form at Bentley Wood with Graphic Design offered within the Collegiate. Studying an art based Graphic Design course at GCSE is a basic requirement for pursuing any 'art' related subject at A Level and BTEC, such as Textiles, Graphic Design, Photography, 3-D including Sculpture and Ceramics. This will then lead on to degree and a wide range of careers.

These would include:

- Advertising
- Editorial designer
- Internet/multimedia
- Print media designer
- Book binder and finisher
- Film/graphics effect designer
- Medical illustrator
- Theatre/TV/film design
- Cartoonist/animation
- Graphic designer
- Packaging designer
- Video games designer
- Desktop publisher
- Illustration
- Photography
- Website designer

GCSE Business

Examining Board: Edexcel

Aims of the Course

In Business Studies, we aim to develop a greater understanding and interest in how businesses and the economy work. This allows the students to apply theoretical concepts into real life situations. Students will find out what is involved in running their own businesses and learn what it would take to be a successful entrepreneur. Students are also better-informed consumer, and know where to go if they are dissatisfied by the goods and services they purchased. In essence, we help students become active, global citizens.



Course Content

Theme 1: Investigating small business

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

Theme 2: Building a business

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

Method of Assessment

There is no coursework for GCSE Business Studies hence the exams are worth 100% of your total GCSE grade.

- Paper 1 (50%): written exam 1 hour 30 minutes – 90 minutes
- Paper 2 (50%): written exam 1 hour 30 minutes – 90 minutes

Recommended Reading

- Alibaba: The House that Jack Ma Built (Duncan Clark)
- Inner Lives of Markets: How People Shape Them—And They Shape Us (Sharman and Fishman)
- Risk Savvy - How to make good decisions (Gerd Gigerenzer)
- The Box - How the Shipping Container Made the World Smaller and the World Economy Bigger, (Levinson)
- The Everything Store: Jeff Bezos and the Age of Amazon (Brad Stone)
- The Upstarts: How Uber and Airbnb are changing the world (Brad Stone)

Enrichment Opportunities

- Bank of England
- Careers Talks
- Student Investor
- Tenner Challenge
- Working in the City
- Young Enterprise

Key Stage 5 Progression/ Career Prospects

This course helps you prepare to study A-level Business Studies and Economics here at Bentley Wood High School. You will develop a plethora of skills including; decision making, creativity, problem solving, understanding finance, dealing with data, communicating and teamwork. A GCSE Business qualification could lead to work in any business-related profession including; accountancy, compliance, human resources, law, marketing, operations, risk management, tourism and many more

Revision Guides

KS4: [Revise Edexcel GCSE \(9-1\) Business Revision Guide](#)

GCSE Computer Science

Examining Board: OCR

Aims of the Course

This course helps to develop students understanding of current and emerging technologies, understanding of how they work and apply this knowledge in a range of contexts. Students acquire technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming. They use their knowledge of technology to become independent users of IT and make informed decisions about the use of different technologies. Students have the chance to develop computer programs to solve problems and develop the skills to work collaboratively. They also be able to evaluate the effectiveness of computer programs/solutions and the impact of, and issues related to, the use of computer technology in society.



Content

The computer systems and algorithms unit teach students the theory about a wide range of issues such as hardware and software, the representation of data in computer systems, databases, computer communications and networking, programming and more.

All students are given the opportunity to undertake a programming task or tasks during their course of study that will allow them to develop their skills in designing, writing, testing and refining computer programs.

Method of Assessment

Written Paper Examination:

Paper 1	50%	Computer Systems
Paper 2	50%	Computational thinking, algorithms and programming

Recommended Reading

- Learning to Program in Python by P M Heathcote

Enrichment

- Bebras Computing Challenge
- Bletchley Park trip
- iDEA
- Lego League competition
- Digital leaders
- BIMA Digital Day

Key Stage 5 Progression/ Career Prospects

Students are encouraged to progress into A Level Computing. There are many careers in which Computer Science will be an essential skill:

- Games Development
- App Development
- Computer Programmer
- Network Engineer
- Web Development
- Software Development
- Robotics
- Computer Scientist

Revision Guides

- OCR GCSE (9-1) Computer Science Student Book by S Robson & P M Heathcote
- KS4: CGP: GCSE Computer Science OCR Complete Revision & Practice - Grade 9-1 - ISBN: 9781782948605

GCSE Drama

Examining Board: Edexcel

Aims of the Course

Our Drama course gives student's the chance to explore drama and theatre in a range of exciting, relevant practical and theoretical ways. It allows students to work creatively with peers, interpreting texts, visiting the theatre, experimenting through practical workshops, and through devising, designing, and performing their own pieces of original theatre.



Students get the chance to develop their creativity, achieve personal growth and build self-confidence, as well as cultivating their communication and analytical skills through the acquisition of knowledge, skills and understanding, and through the exercise of your imagination.

Content and method of assessment

Component 1 Devising Drama (Practical and Devising log) 40%	Component 2 Texts in Practice (Practical) 20%	Component 3 Understanding Drama (Written Examination) 40%
What is assessed	What is assessed	What is assessed
<ul style="list-style-type: none"> • Process of creating devised drama • Performance of a devised drama • Analysis and evaluation of own work 	<ul style="list-style-type: none"> • Performance of two extracts from one play. • Performance skills • Characterisation • Communication • Dramatic intentions 	<ul style="list-style-type: none"> • Knowledge and understanding of drama and theatre • Study of one set text • Analysis and evaluation of the work of live theatre makers
How its assessed	How its assessed	How its assessed
<ul style="list-style-type: none"> • Devising portfolio, 45 marks • Devised performance, 15 marks 	<ul style="list-style-type: none"> • Performance of two extracts, 48 marks (24 marks per performance) 	<ul style="list-style-type: none"> • Written exam, 1 hour 45 minutes, 60 marks • Section A: Study of a set text: four questions on a set text • Section B: Live theatre evaluation: two questions about a live performance

Key Stage 5 Progression/ Career Prospects

Many of the skills that you hone and develop through your drama course will be incredibly valuable in later life, regardless of the career or educational pathway you choose to follow.

According to the university research, the top qualities that employers are looking for in their employees include a range of skills that will be explicitly developed through the drama course. These include good verbal and written communication skills; excellent time management; the ability to plan and organise as well as to be flexible; strong teamwork skills; initiative, self-motivation, and drive; the ability to analyse and evaluate.



Direct career prospects include the following job roles: Actor, Director, Costume designer, Set designer, Lighting designer, Sound designer, and Playwright.

Recommended reading (All available in the school library)

- **The Complete Stanislavsky Toolkit** by Bella Merlin
- **The Complete Brecht Toolkit** by Stephen Unwin
- **The Frantic Assembly Book of Devising Theatre** by Scott Graham and Stephen Hoggett

Enrichment

- Whole school musical production, Autumn/Spring term.
- Drama Club
- Regular opportunities to see live theatre

Revision Guides

KS4: [CGP Drama GCSE Revision Guide](#)

CGP [The Crucible Revision Guide](#)

GCSE Food Preparation & Nutrition

Examining board: OCR

Aims of the Course

This new GCSE Food Preparation and Nutrition is a demanding and creative course, which combines practical cooking skills with an in-depth knowledge of nutrition, food provenance and food science. At its heart, this qualification focuses on developing students' practical cookery skills as well as a strong understanding of nutrition.

Content

Food preparation skills are integrated into five core topics:

Food, nutrition and health

Food science

Food safety

Food choice

Food provenance.



The range of food and ingredients studied in lessons will reflect the recommended guidelines for a healthy diet based on the main food commodity groups:

- bread, cereals, flour, oats, rice, potatoes and pasta
- fruit and vegetables (fresh, frozen, dried, canned and juiced)
- milk, cheese and yoghurt
- meat, fish, eggs, soya, tofu, beans, nuts and seeds
- butter, oil, margarine, sugar and syrup.

Upon completion of this course, students will be qualified to go on to further study or embark on an apprenticeship or full-time career in the catering or food industries.

Throughout year 9 students focus on further developing their practical skills with each half term focused on a particular skills and techniques. Year 9 students also get the opportunity to practice a number of short coursework tasks in order to develop the skills needed to achieve high marks when completing their NEA tasks in Year 11.

Method of assessment

Written exam: Food preparation and nutrition (50% of GCSE) - 1 hour 30 minutes (100 marks)

Non-exam assessment (50% of GCSE)

Task 1: Scientific Food Investigation

Written report (1,500 – 2,000) words including photographic evidence (45 marks)

Task 2: Food Preparation

Written portfolio including photographic evidence (105 marks)

3-hour practical exam completed as part of the task.

Key Stage 5 progression/Career prospects

There is a wide range of careers and interests for which GCSE Food and Nutrition is relevant including Nutritionist, Dietician, Food Technologist, Food Scientist, Food Biotechnologist, Head Chef, Caterer, Development Chef, Hospitality Management, Food Product Buyer, Food Manufacturer, Government Researcher, and Environmental Health Officer.

Enrichment

- International Food Day
- Billingsgate Seafood School
- Springboard Future Chef

Recommended Reading

- The Science of Cooking: Every Questioned Answered to Your Perfect Cooking (Dr, Stuart Farrimond)
- How Food works: The Facts Visually Explained (DK)
- The Food Lab: Better Home Cooking Through Science (J.Kenji Lopez-alt)
- The Cook's book of Ingredients (DK)
- The Cook's Book: Recipes and Step-by-Step Techniques from Top Chefs: (Shaun Hill, Ken Hom and Charlie Trotter)

Revision Guides

- *My Revision Notes: OCR GCSE Food Preparation and Nutrition*
- *OCR GCSE Food Preparation and Nutrition*
- *Grade 9-1 GCSE Food Preparation & Nutrition - Complete Revision & Practice*

GCSE Geography

Examining Board: AQA

Aims of the Course

Geography at Bentley Wood is taught to ensure that young people are fully prepared with the transferrable skills, knowledge and understanding that will enable them to make sense of their world and to face the challenges that will shape our future societies and environments at the local, national and global scales. The course will engage and stimulate students to develop an understanding of, and respect for the world around them. Students will acquire a range of transferrable skills valuable to the workplace or in their future studies, including map work, fieldwork, ICT, decision-making and the analysis and presentation of data in different formats.

Content - GCSE

Unit 1: Physical Geography

- Hazards
- Living World
- Physical Landscape UK

Unit 2: Human Geography

- Urban Issues and challenges
- Changing Economic World
- Challenge of Resource Management

Unit 3: Skills paper

- Issues and evaluation
- Fieldwork and skills



Method of assessment: AQA Spec A GCSE (2016 syllabus)

- Living with the physical environment (Paper 1) = 1hr 30min / 88 marks / 35% of GCSE
- Challenges in the human environment (Paper 2) = 1hr 30 min / 88 marks / 35% of GCSE
- Geographical applications (Paper 3) = 1 hr 15 min / 76 marks / 30% of GCSE

Recommended reading

- Tim Marshall: "Prisoners of Geography"
- Peter Frankopan: "Silk Roads"
- Christiana Figueres and Tom Rivett-Carnac: "The Future We Choose: Surviving the Climate Crisis"
- Saci Lloyd: "The Carbon Diaries"
- Greta Thunberg: "No book is too small to make a difference"
- Mohsin Hamid: "Exit West"

Key Stage 5 progression/Career prospects

Many students continue with Geography A-level in the Sixth Form, where it is compatible with all subjects since it provides an excellent bridge between the Arts and Sciences. The understanding of geographical issues and the diversity of skills developed, supports a wide variety of careers, for example, weather forecasting, hazard risk management, environmental law, conservation, globalisation and resource management, politics, urban planning and international development; as well as other professions in areas such as business, commerce and industry.

Careers would include

- Architecture
- Environmental consultancy
- Energy industries
- Travel and tourism
- Nature conservation
- Publishing
- Journalism
- Medicine
- Business
- Civil Service
- Cartography
- Law
- Scientific research
- Flood protection
- Environmental Agency
- Meteorology

Field Trips

Students will be going on several compulsory field trips to carry out examination preparation for Component 3, which requires knowledge about fieldwork equipment, data collection (both primary and secondary data), data analysis and how to evaluate investigations carried out in the field.

The locations will be:

- Bentley Priory Trip
- Juniper Hall
- Urban Trip (Wembley, may be subject to change)
- West Wittering Trip

Revision Guides

- KS4: GCSE AQA Geography (for the Grade 9-1 course)
GCSE AQA Geography (for the Grade 9-1 course) Exam Practice Workbook

BTEC Level 2 Tech Award in Health & Social Care

Examining Board: Pearson

Aims of the course

This course gives learners the opportunity to study how people grow and develop over the course of their lives, from infancy to old age, and the factors that may affect this, such as major life changing events like marriage or parenthood. Students learn how people adapt to these changes as well as the types of support available to help them.

Students also learn about the different health and social care services, and about 'care values' and their importance in making sure that the people who use these services get the care they need. Learners are able to demonstrate these care values practically.

Students develop skills in interpreting data about someone's state of health in order to design a plan that allows them to improve their health and wellbeing.



Content

Component 1: Human Lifespan Development

Component 2: Health and Social Care Services and Values

Component 3: Health and Wellbeing

Component 1: This unit provides students with the opportunity to explore how we grow and develop throughout our lives and to investigate the factors that affect this growth and development.

Component 2: In this unit students gain an understanding of different health and social care services, barriers to accessing services and how care values are applied in health and social care settings, and their importance to work in the sector.

Component 3: This unit allows students to learn about physiological and lifestyle factors that affect health and wellbeing of individuals.

Method of Assessment

The new BTEC Tech Award in Health and Social Care contain two forms of assessment:

- Components 1 and 2 are assessed through two x 6 hour-controlled assessments (which are externally moderated by Pearson Edexcel) and make up 60% of the total course.
- Component 3 is a two-hour external exam and makes up the remaining 40% of the course.

This qualification is the same size and level as a GCSE, although it is graded using a pass, merit and distinction system.

BTEC grading

	BTEC Qualification Grade	Approximate GCSE Grade Equivalent
Level 2	Distinction*	8.5
	Distinction	7
	Merit	5.5
	Pass	4
Level 1	Distinction	3
	Merit	2
	Pass	1.5

Recommended Reading

- The Health Gap by Michael Marmot (higher achievers)
- The Patient Paradox by Margaret McCartney (higher achievers)
- Beautiful by Katie Piper (accessible to all)
- The Last Act of Love by Cathy Rentzenbrink (middle to higher achievers)
- Soul Surfer by Bethany Hamilton (accessible to all)
- Life and Limb: A true Story of Tragedy and Survival by Jamie Andrew (middle to high achievers)

Key Stage 5 Progression / Career Prospects

A BTEC Level 3 Health and Social Care qualification is offered in the Sixth Form at Bentley Wood, which is the equivalent to 3 A Levels and is a solid progression route into the health and social care professions. There is a wide range of careers/interests for which Health and Social Care is relevant. This would include:

- Social Worker
- Teaching
- Nursing
- Midwife
- Drama/Play Therapist
- Nursery Worker
- Psychiatric Nurse
- Psychologist
- Counsellor
- Occupational Therapist
- Care Worker
- Family Support Worker
- Youth Worker
- Dietitian
- Paramedic
- Health Care Assistant

Enrichment

- External speakers who work in Health and Social Care
- Mock interviews with a midwife

Revision Guides

- [KS4: Revise BTEC Tech Award Health and Social Care Revision Guide](#)
- [KS4: BTEC Tech Award Health and Social Care Student Book](#)

GCSE History

Examining Board: AQA

Aim of the Course:

At Bentley Wood we believe in the importance of not just learning history but learning from history. Understanding past events, people and their significance gives us all a better insight into the world around us. The History curriculum at Bentley Wood ensures student-centred learning that inspires them to discover, question and evaluate the past. We have a joint vision to plan and deliver an ambitious, demanding curriculum that challenges and enables all groups of students to make progress and achieve their best.

- Learning opportunities beyond the classroom are available to all students through external visits to historical sites, internal visits from guest speakers, enrichment passports, further suggested reading for students based on individual lessons and the History Ambassadors programme. Teachers and students often explore these broader aspects of the curriculum through sharing knowledge in class and student led discussion.
- Students focus on developing key skills, which can be transferred to any subject and can be studied in the Sixth Form and utilised to a future career path in any profession. Skills such as the ability to be an independent thinker; to critically evaluate; and to be a good problem solver with the ability to pick out relevant information and make appropriate use of it when discussing ideas and opinions.
- Students develop written and oral communication through analysis, research, logical thinking and debate. Students learn how a series of events interact, decide between relevant and irrelevant information, evaluate interpretations, identify change over time and reach a well thought out conclusion.



Content:

Paper 1 Wider World History:

- America: Opportunity and Inequality 1920-1973
- Conflict and Tension Between East and West 1945-1972

Paper 2 British History:

- Elizabethan England 1568-1603
- Migration, Empires and the People 790-Present Day

GCSE Topics to be studied from Year 9-11:

1. British Depth Studies: Elizabethan England, c1568–1603

This option allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. A new feature of the GCSE course is the introduction of the historic environment of Elizabethan England. The study of the historic environment will focus on a particular site in its historical context and examine the relationship between a specific place and associated historical events and developments.

2. British Thematic Study: Britain: Migration, empires and the people: c790 to the present day

This thematic study enables students to gain an understanding of how the identity of the people of Britain has been shaped by their interaction with the wider world. It considers the invasions and conquests. It studies the country's relationship with Europe and the wider world. It considers the ebb and flow of peoples into and out of Britain and evaluate their motives and achievements. It considers the causes, impact and legacy of Empire upon the ruled and the ruling in the context of Britain's acquisition and retreat from Empire.

3. Wider World Period Study: America, 1920–1973: Opportunity and Inequality

This period study focuses on the development of the USA during a turbulent half century of change. It was a period of opportunity and inequality – when some Americans lived the 'American Dream' whilst others grappled with the nightmare of poverty, discrimination and prejudice. Students study the political, economic, social and cultural aspects of these two developments and the role ideas play in bringing about change. Students also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

4. Wider World Depth Study: Conflict and tension between East and West, 1945–1972

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions that arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

Examination

This course is 100% examination. There are two written papers at the end of Year 11. Both of these are 2 hours.

Career Prospects

This course gives students a good grounding in all the skills that are needed to progress to A level History, Politics and Classics.

History is a highly respected traditionally academic subject and can lead to a career in law, journalism, the civil service, economist, archivist, researcher, police officer, publisher, social worker, teacher and any career where you need to investigate, weigh up evidence and reach a substantiated conclusion.

Employers of top business firms and graduate schemes value History highly as a degree subject and many top universities offer exciting courses.

Why should you choose GCSE History?

At Bentley Wood there is a team of highly experienced, knowledgeable and dedicated History teachers who run an interesting and dynamic course covering interesting and thought-provoking topics.

GCSE History is challenging but extremely rewarding and many of our students are vocal about how they are inspired through learning stories from the past.

The department provides a comprehensive revision programme throughout KS4 in addition to extra support that helps all students prepare for their examinations, ensuring that they reach their full potential.

Recommended Reading:

- The Cold War: A World History - Odd Arne Westad
- Elizabeth - David Starkey
- The Autobiography of Malcolm X - As told to Alex Haley
- No Turning Back: The History of Feminism and the Future of Women - Estelle Freeman
- A Short History of Nearly Everything - Bill Bryson

Enrichment

- Hampton Court Palace trip (Y9)
- Imperial War Museum, Duxford (Y10)
- Berlin trip (Y10)
- History Ambassadors (Y9 – Y11)

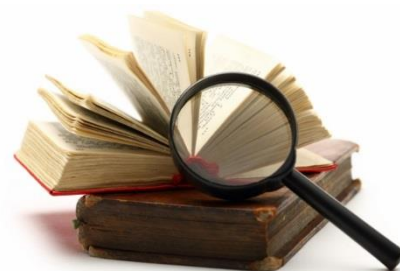
Revision Guides

- Oxford AQA GCSE History: Elizabethan England c1568-1603 Revision Guide (9-1)
- Oxford AQA GCSE History (9-1): Conflict and Tension between East and West 1945-1972 Revision Guide
- Oxford AQA GCSE History (9-1): America 1920-1973: Opportunity and Inequality Revision Guide
- Oxford AQA GCSE History: Migration: Empires and the People 790-Present Revision Guide

GCSE Latin

Examining Board: Eduqas

“Latin is exciting, it’s challenging, it introduces children to a whole range of worlds and literatures that are different from their own. So it’s mind-expanding and fun” Mary Beard.



Students of Latin will gain deep and broad understanding of the Latin language. They will gain strong knowledge of Latin vocabulary and its derivations, grammar and syntax. Latin students will also gain a comprehensive understanding of the history and culture of Ancient Rome and its provinces.

The following curriculum overview maps out how students build on their language skills to eventually use their learning to read and analyse real Roman literature and learn about the world in which Latin was spoken. As they move through the textbook in year 9, they learn about certain civilisation topics which the Latin stores are based on. In year 10 students focus on Roman civilisation topics which will be examined as part of the third paper. In year 11 they focus on the literature that has been specified for the second paper.

Aims of the Course

- To provide learners with the skills to develop and use their knowledge of Latin vocabulary, grammar and syntax in order to understand and interpret straightforward Latin.
- To develop learners’ knowledge of Latin literature through the study of original texts
- To develop an understanding of the Roman World and its culture and values.
- To develop critical, analytical and reflective skills to evaluate evidence from a range of texts and sources to encourage intellectual independence and enquiry.
- To support learners’ understanding and deepen their knowledge of English and other languages and to encourage an appreciation of the Ancient World and its effects on modern life and culture.

Course Content

Component 1

Language

Section A: 1 hour 30 mins, 50% of qualification, 100 marks

Students are given an unseen passage to Latin to read, interpret and translate. Students use their knowledge of vocabulary, grammar and syntax to translate a passage of Latin and to answer comprehension questions. Learners have to demonstrate their knowledge of Latin derivations and recognise elements of Latin accentuation and syntax.

Section B

Either: Translate a small number of simple sentences from *English to Latin*.

Or: Recognise a small number of grammatical and syntactical points in a short passage of Latin.

Component 2

Latin Literature and Sources: 1 hour 15 mins, 30% of qualification, 60 marks

A prescription of Latin literature, both prose and verse, on a theme together with prescribed ancient source materials on the same theme. A choice of one of two themes is offered. This is an open-book assessment.

Component 3

Roman Civilisation: 1 hour, 20% of qualification, 40 marks

Students study sources (as before) on a chosen topic (e.g. Religion in the Roman World) and show knowledge of the Roman World through analysis of the material and evaluation of evidence from across the text.

Key Stage 5 Progression

Students can go on to broaden their knowledge of the Roman civilisation topic by studying Classical Civilisation.

Career Prospects

The need for attention to detail in the study of Latin and the critical and evaluative skills that are developed through literature and source-based learning means that the student of Classics is well prepared for entering a large variety of careers such as law, medicine, politics, journalism, teaching. Academia (Mary Beard, Edith Hall), writing (C.S. Lewis, J.R.R. Tolkien, J.K. Rowling), broadcasting and curating. Students pursuing a career in medicine or law would benefit from studying Latin as much of the technical vocabulary is derived from the language.

Classics enrichment

- Classics Society
- Trips to Bath, St Albans, British Museum
- Trip to Rome and Pompeii

Reading List

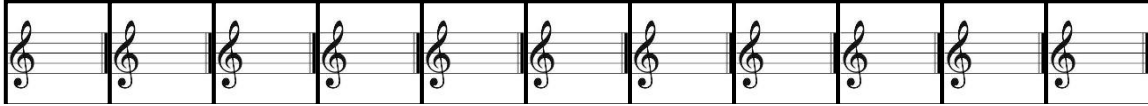
Ancient literature:

- The Odyssey by Homer
- The Iliad by Homer
- The Aeneid by Virgil
- The Metamorphoses by Ovid

Modern Literature:

- Mythos by Stephen Fry
- Troy by Stephen Fry
- A Thousand Ships by Natalie Haynes
- Circe by Madeline Miller
- Mythology by Edith Hamilton
- Percy Jackson by Rick Riordan
- The Olympians (graphic novel series) by George O'Connor
- It's all Greek to me by Charlotte Higgins
- Veni Vidi Vici by Peter Jones

GCSE Music



Examining Board: OCR

For the first term year nine students develop their composition, listening and performing skills in order to start the course in the Spring term

Aims of the Course

To further develop students understanding, skills and enthusiasm in for music. Teaching is built upon prior knowledge developed in year 7 and 8 as part of a 5-year curriculum. Students who study GCSE music are encouraged to further develop their abilities vocally or in a chosen their instruments through additional peripatetic lessons as well as learning new skills in music technology.

Content

GCSE music is based on four elements: listening; appraising; performing and composing. These are based around the musical elements which underpin the GCSE course:

- Rhythm and metre
- Harmony and tonality
- Texture and melody
- Timbre and dynamics
- Structure and form



The units studied are:

- AOS1 – My Music (performing and composing)
- AOS2 – The Concerto through Time – (Baroque, Classical and Romantic)
- AOS3 – Rhythms of the World - (including The Blues, African music, Caribbean music, Samba and Middle Eastern Music)
- AOS4 – Film Music (including composers such as John Williams, John Barry, Hans Zimmer, Emmanuel Fratianni, Halo)
- AOS5 - Popular Music (including The Beatles, Rock music, Film music such as Harry Potter, Alicia Keys, Adele and Taylor Swift, plus many more)

Method of Assessment

Understanding music: 40%

The listening component is assessed by a written examination which lasts for one hour 30 minutes. The examination focuses on the five areas of study and involves answering questions about recorded excerpts of music. Students learn to use technical vocabulary to describe the structural and expressive aspects of music and develop their listening skills.

Integrated portfolio: 30%

Each student will perform on their chosen solo instrument and write a free composition based on any genre they chose.

Practical component: 30%

Each student must record an ensemble performance. The exam board release a composition brief in the September of year 11 containing 4 different options.

Method of Assessment

Written examination: 40%
Coursework: 60%

Recommended Reading

- The AB guide to music theory- volume 1 and 2
- How Music Works: A listener's guide to harmony, keys, broken chords, perfect pitch, and the secrets of a good tune (Penguin classics)
- How to Compose Music: A Guide to Composing Music for a Musician (or an eager Beginner) who wants to become a Composer - (How to Write Music)
- How to Produce Music: The Ultimate Guide to Music Production (for the Beginner)
- The Music Lesson - Victor L Wooten
- Music and the Mind - Anthony Storr
- The Singing Neanderthals: The Origins of Music, Language, Mind and Body - Steven Mithen
- Poetics of Music in the Form of Six Lessons - Igor Stravinsky

Enrichment

- School production
- Senior choir
- Orchestra
- String group
- Glee
- Rock Band
- West End Musicals visits
- Classical orchestral visits

Revision Guides

CGP GCSE Music Complete Revision & Practice with Audio CD

GCSE Physical Education

Examination Board: AQA

Being part of a club outside of school is essential for this qualification

Aims of the Course:

AQA have worked closely with teachers and the Youth Sport Trust to develop a new GCSE Physical Education specification that will inspire teaching and learning. 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.



Breakdown of course:

The course is split into two parts. 60% is theory, where students sit two exam papers and 40% is coursework and practical assessment.

Theory topics that are taught:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data
- Sports psychology
- Socio-cultural influences
- Health, fitness and wellbeing

Practical Performance (100 marks 40%)

Students must write a piece of coursework where they analyse and evaluate their own performance in one of the sports that they are getting assessed in, this is worth 25 marks. Students also get assessed in 3 sports, this assessment is broken down into skills and game play, again out of 25 marks. Throughout the course in year 9 students will take part in table tennis, trampolining, netball, volleyball, badminton, and athletics. In year 10 & 11 this is then reduced to the 4 sports that they will be doing for their GCSE. The sports that the student scores the 3 highest marks in will be what will be sent to the examiner. Students should be taking part in a club outside of school as this will enhance their practical grade, if this is a sport that we do not do within school, then we will come and watch them at a fixture. They will still be assessed in all the sports.

Recommended Reading

- Running Like A Girl- Alexandra Hemmingsley
- Dare To Tri- Louise Minchin
- Unstoppable- Maria Sharapova
- Faster Than Lightning- Usain Bolt
- Leap- Geva Mentor

Recommended Watching

- Stop at Nothing: The Lance Armstrong Story
- Squad Goals
- The Last Dance: Michael Jordan's Story
- Icarus: Russia's Olympic Doping Scandal
- Break point (tennis documentary)

Key Stage 5 Progression/ Career Prospects

A Level PE can be undertaken within the collegiate. Sport and Leisure is a rapidly growing industry which offers a wide spectrum of careers for the future. This would include:

- Physiotherapist
- Leisure Manager
- Personal Trainer
- Armed Forces
- Sports Coach
- Journalist
- Sports Scientist
- Professional Sportswoman
- Dietitian
- Nutritionist
- Lifeguard
- Sports Psychologist
- PE Teacher
- Official
- Health Promoter
- Events Manager

Enrichment

- Brunel university trip
- PE clubs ran weekly
- Workshops with athletes

Revision Guides

- New Grade 9-1 GCSE Physical Education AQA Complete Revision & Practice (with Online Edition) (CGP GCSE PE 9-1 Revision)
- **PE Second edition AQA GCSE (Ross Howitt and Mike Murray)**
- New Grade 9-1 GCSE Physical Education AQA Revision Question Cards (CGP GCSE PE 9-1 Revision)



GCSE Psychology

Examining Board: Edexcel

Aims of the Course

This course builds on young people's understanding of other people and themselves, in particular the answers to the following questions which they face across their academic studies; why do we forget certain information? Why can my friend remember more than I can? Why does my teacher always look me in the eye when talking to me? Why are people treated differently? Why do I get moodier than my friends?



Course Content

Unit 1:

- Topic 1: Development – How did you develop?
- Topic 2: Memory – How does your memory work?
- Topic 3: Psychological problems – How would psychological problems affect you?
- Topic 4: The brain and neuropsychology – How does your brain affect you?
- Topic 5: Social influence – How do others affect you?

Unit 2: *Topics 6 to 10 are optional; students must study **two** of them. Topic 11 is compulsory.*

- Topic 6: Criminal psychology – Why do people become criminals?
- Topic 7: The self – What makes you who you are?
- Topic 8: Perception – How do you interpret the world around you?
- Topic 9: Sleep and dreaming – Why do you need to sleep and dream?
- Topic 10: Language, thought and communication – How do you communicate with others?
- Topic 11: Research methods – How do you carry out psychological research?

Method of Assessment

There is no coursework for GCSE Psychology hence the exams are worth 100% of your total GCSE grade.

- Paper 1 (55%): written exam 1 hour 45 minutes
- Paper 2 (45%): written exam 1 hour 20 minutes

Key Stage 5 Progression/ Career Prospects

A Level Psychology is also offered at Bentley Wood High School. Careers pursued by students of Psychology are varied and include such things as:

- Medicine
- Lawyer
- Criminologist
- Counsellor
- Clinical Psychologist
- Social Worker
- Teacher
- Educational Psychologist

Recommended Reading

- Carol Dweck's mindset theory
- Piaget and Inhelder (1956) Three mountains task
- Shyness - Phillip Zimbardo
- Oliver Sacks - The Man who Mistook His Wife for a Hat

Enrichment Opportunities

- Body World Exhibition
- Conferences
- Social Science Club

Revision Guides

A Revision guide including strategies for effective revision are provided by the Psychology Department for all students in GCSE Psychology, outlining the necessary guidance of knowledge, skill and exam information, required to excel and succeed in GCSE Psychology.

GCSE Textiles

Examining Board: AQA

During the first two terms of Year 9 students continue to build upon their existing textiles knowledge and skills through a variety of mini projects.

At the beginning of the Summer Term in Year 9 students begin their GCSE in Textile Design which is a broad course exploring practical and contextual work through a range of 2D and/or 3D processes, new media, and technologies. Textile design is defined as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. Students are required to work in one or more area(s) of textile design such as: Art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.



Aims of the Course



- To actively engage in the process of making art textiles in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- To develop creative skills, through learning to use imaginative and intuitive powers when exploring and creating images and artefacts that are original and of value.
- To learn to actively engage with the experience of working with a broad range of media, materials and techniques, including, when appropriate, traditional, and new media and technologies.
- To develop cultural knowledge, understanding and application of art, craft, design and media and technologies in historical and contemporary contexts, societies and cultures.

GCSE Content and Method of Assessment

Component	Component Title	Requirements	Duration
Unit 1	Portfolio of Work 60% of GCSE	A selection from work undertaken during course of study.	Throughout the course.
Unit 2	Externally Set Assignment (Examination) 40% of GCSE	One project of work. Response to all assessment objectives.	Question papers issued from 1 st January of examination year. Unlimited preparation time. 10 hours of sustained focused study. (Examination)

Course is centre-assessed and moderated by AQA

Recommended Reading

Numerous art publications are held in the school library, ADT department and local library. Students are encouraged to watch BBC news, read magazine articles (e.g. in Sunday supplements) and keep these. The Internet is also a valuable resource for researching well known designers.

Enrichment

- Costume Club
- Best of British – Photoshoot London

Key Stage 5

Progression/ Career Prospects

A Level Fine Art is offered in the Sixth Form at Bentley Wood. Studying a broad-based Art & Design course at GCSE is a basic requirement for pursuing any 'art' related subject at A Level and BTEC, such as Textile Design, Graphic Communication, Photography, 3-D including Sculpture and Ceramics. This then lead on to degree and to a wide range of careers.



These would include:

- Fashion photographer
- Fashion graphic designer
- Theatre/TV/Film design
- Museums/galleries
- Pattern cutter
- Soft furnishings
- Interior design
- Trend forecasting
- Textile design
- Furniture design
- Colourist
- Fashion design
- Artist
- Stylist
- Illustrator
- Buyer



Whole School Enrichment Activities



Monday

<p>Before/ During School Volleyball Club KS4 Spanish drum group Football Club Criminology Club Basketball Club Year 7 Catch Up Year 7 Homework Club</p>	<p>Young Carers & Friends Club Calm Club (invite only)</p> <p>After School GCSE Trampolining Rock Band Inclusion Homework Club</p>
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Tuesday

<p>Before /During School Maths Games Club Junior Orchestra Senior Orchestra Lego League Geography Club Arabic Club Senior Maths Club KS4 Basketball Classics Club Calm Club (invite only)</p>	<p>After School Duke of Edinburgh KS4 Composition Catch up KS3 Spanish & French Homework Club Food Prep & Nutrition Catch Up A level Business Revision Inclusion Homework Club Maths SOS Senior Maths Club Taekwondo Coding Club Netball Club Smash Badminton</p>
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Wednesday

<p>Before/During School Year 9 Choir Senior choir German KS4 Catch up Calm Club (invite only)</p>	<p>After School Slam Poetry Art Club Glee Club KS4 Composition Catch Up KS4 Conversation Club GCSE Year 11 Business Revision Inclusion Homework Club GCSE PE</p>
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Thursday

<p>Before/ During School Anthropology Society KS3 Instrumental drop in Chess Club History Club (Week B Only) Table Tennis Club Ethics Cup Young Carers & Friends Club Calm Club (invite only)</p>	<p>After School Maths Club KS4 German Support KS4 Spanish Catch up KS4 French Catch Up Art/Graphics Club Inclusion Homework Club Maths Support Year 11 Taekwondo Badminton Club Football Club</p>
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Friday

<p>Before/ During School KS3 STEM Club Junior Choir Politics Club (Week B) KS3 Cultural Club Volleyball Club Netball Club Cultural Arts & Crafts Club Dodgeball Club Calm Club (invite only)</p>	<p>After School KS3 Science Club Instrumental Drop in KS3 Art Club (Week B Only) Netball Club Inclusion Homework Club Film Club</p>
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Careers Education Information Advice and Guidance (CEIAG)

Aim of Course

To help students to

- Prepare for a responsible adult role in society and the world of work.
- Know themselves better and identify skills.
- Be aware of education, training, and careers opportunities.
- Make transitions to new roles and situations.
- Make informed choices about further education, training, and career paths.



Method of Study

The programme begins in Year 7 and is developmental and progressive through to Sixth Form.

Whilst it is delivered across the curriculum much of the work is concentrated in the PSHE/RSE programme. In all year groups students participate in work related activities and are helped to realise self-awareness and self-assessment.

At each stage we endeavour to make work related activities relevant to the real world of work by using role play exercises and industrial simulations and we are incredibly grateful to many local employers for their active participation in allowing their staff time to come to school and help with our work.

Main Activities

Year 8 – Careers Awareness Morning

In year 8 all students experience a careers awareness morning where professionals from a range of different careers come in to talk to the girls about their experiences.

Year 9 – First Give charity work



Year 10 and 12 - Work Experience and interviews

Every student is involved in an interview day and undertakes a one- week placement in a workplace in year 10. Year 12 students take part in a longer two- week work experience placement. Great care is taken in school to provide thorough and appropriate preparation. Students are helped and guided in choosing their work placement in PSHE by Education Development Trust. In year 10 students are visited at their chosen workplace and reports compiled by themselves, teachers and employers form an important part of the progress file.

Year 11 and 12 – Careers Guidance and Careers Enrichment Talks

Every student in year 11 and 12 receives a minimum of one session with an independent trained careers advisor, who provides personalised and non-bias guidance on options post key stage 4. Careers guidance is also supported via our PSHE program where students are exposed to and discuss a range of different career options.

Year 7-13 – University, Apprenticeships and Employment Fair

Students get the opportunity to speak with a range of universities, apprenticeship schemes and local employers. This provides them with personalised guidance on options post Key Stage four and five and what they need to achieve to access them.

There are also assemblies and talks during National Apprenticeship Week (February) and National Careers Week (March) for students and parents. Students and parents can use Unifrog to explore careers, universities and further study and employment.