



**Bloxwich Academy**

# **YEAR 9 OPTIONS**

# Introduction

At Bloxwich Academy we are firmly committed to raising achievement. We have designed a curriculum plan to allow pupils to succeed in a great variety of paths.

The curriculum includes core subjects, which all pupils have to follow, and at least 3 further options. This booklet contains information about all courses we offer at Key Stage 4 including those that pupils can opt for.

Core Subjects that all will follow are;

- English Language
- English Literature
- Maths
- Science (Double award: worth 2 GCSEs covering Biology, Chemistry and Physics)

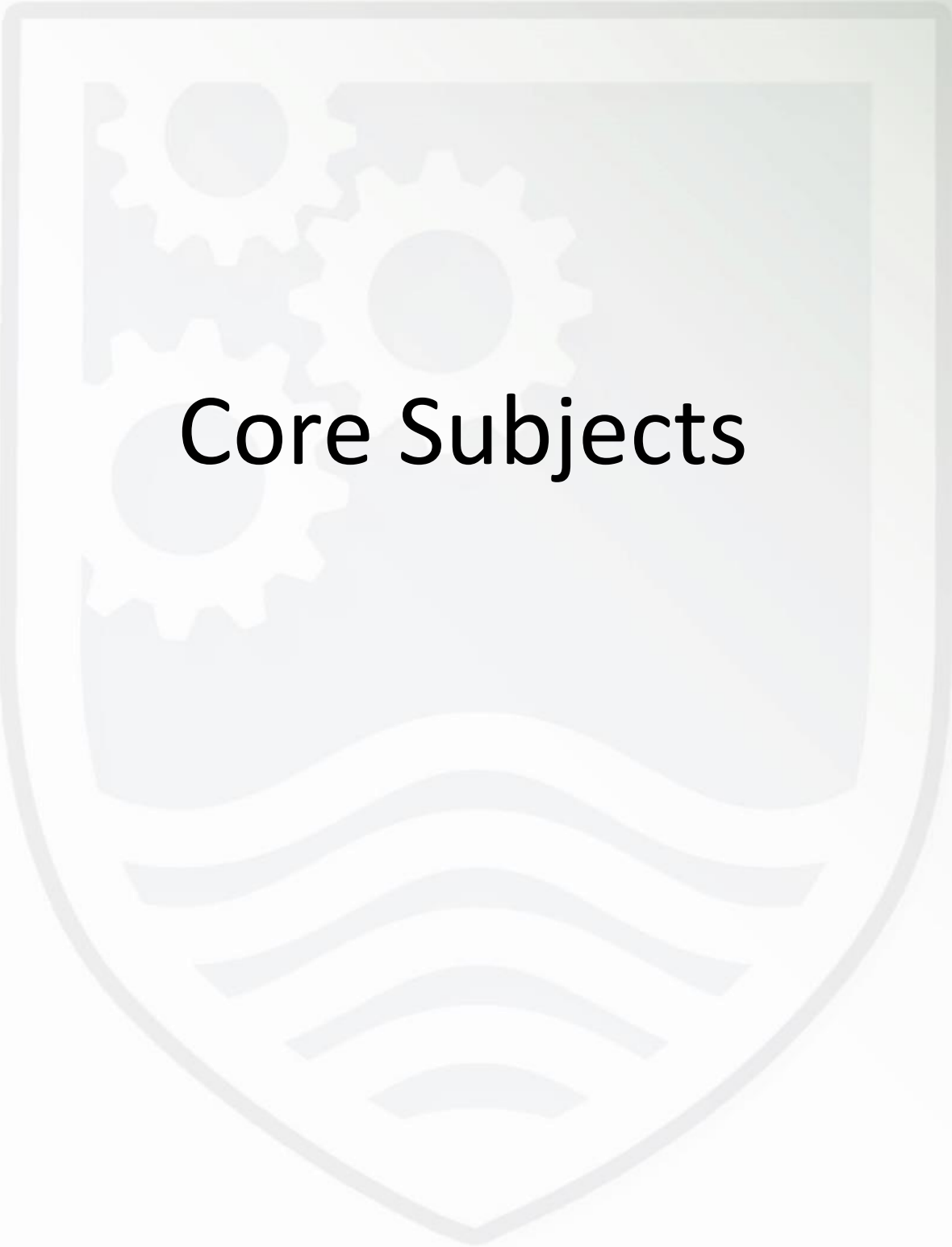
If you want to ensure you or your child achieves the English Baccalaureate you must study French in addition to either Geography or History.

The subjects that are included are designed to enable pupils to have the opportunity to study a broad core of subjects, ensuring that doors are not closed to them in terms of future progression.

## **Please note**

**We will do everything we can to accommodate pupils' preferences, but ultimately we must have viable pupil numbers for groups. We also reserve the right to withdraw a subject from the options at any time.**

Every effort has been made to make this booklet as accurate as possible but the exact content of courses may change.



# Core Subjects

# English Language

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

This specification will ensure that pupils can read fluently and write effectively. Pupils will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

|                                 |   |
|---------------------------------|---|
| <b>Course title:</b>            | English Language  |
| <b>Exam board:</b>              | AQA   |
| <b>Exam board website:</b>      | <a href="https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/subject-content">https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/subject-content</a> |
| <b>Course code:</b>             | 8700 / <b>601/4292/3</b>  |
| <b>Coursework / exam split:</b> | 100% Exam   |

## Assessment:

### Two Exams at the end of year 11

#### Paper 1: Explorations in creative reading and writing

The aim of this paper is to engage pupils in a creative text and inspire them to write creatively themselves by:

- in section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers
- in section B, writing their own creative text, inspired by the topic that they have responded to in section A to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

The paper will assess in this sequence, AO1, AO2 and AO4 for reading, and AO5 and AO6 for writing. Section A will be allocated 40 marks, and Section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.

#### Paper 2: Writers' viewpoints and perspectives

The aim of this paper is to develop pupils' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage pupils to demonstrate their skills by:

- in section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader

- in section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

The paper will assess in this sequence, AO1, AO2 and AO3 for reading, and AO5 and AO6 for writing. Section A will be allocated 40 marks, and section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE English Language specifications and all exam boards.

The exams and Spoken Language endorsement will measure how pupils have achieved the following assessment objectives.

- AO1:
  - identify and interpret explicit and implicit information and ideas
  - select and synthesise evidence from different texts
- AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- AO4: Evaluate texts critically and support this with appropriate textual references
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
- AO7: Demonstrate presentation skills in a formal setting
- AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- AO9: Use spoken Standard English effectively in speeches and presentations.

**This course is mandatory**

**Who to see: Miss. Hibbs**

# English Literature

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

This specification will ensure that pupils can read fluently and write effectively. Pupils will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

|                                 |   |
|---------------------------------|---|
| <b>Course title:</b>            | English Literature  |
| <b>Exam board:</b>              | AQA   |
| <b>Exam board website:</b>      | <a href="https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a> |
| <b>Course code:</b>             | 8702/ <b>601/4447/6</b>   |
| <b>Coursework / exam split:</b> | 100% Exam   |

## Assessment:

### Two Exams at the end of year 11

#### Paper 1

**Section A Shakespeare:** pupils will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** pupils will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

#### Paper 2

**Section A Modern texts:** pupils will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** pupils will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C Unseen poetry:** Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

**This course is mandatory**

**Who to see: Miss. Hibbs**

# Mathematics

|  |  |
|--|--|
| <b>Course title:</b>                       | Mathematics GCSE   |
| <b>Exam board:</b>                         | Edexcel  |
| <b>Exam board website:</b>                 | <a href="http://www.qualifications.pearson.com">www.qualifications.pearson.com</a> |
| <b>Course code:</b>                        | 1MA1   |
| <b>Controlled assessment / exam split:</b> | 100% examination   |

## Description of course:

This linear GCSE course develops knowledge, skills and understanding of mathematical methods and concepts including: Number, Algebra, Geometry, Measures, Statistics and Probability. Candidates use their knowledge and understanding to make connections between concepts, and apply functional elements of mathematics in everyday and real-life situations. This course gives pupils the opportunity to develop the ability to acquire and use problem solving strategies, reason mathematically and interpret and communicate mathematical information in a variety of forms.

## Assessment:

Candidates will be assessed in three written papers each contributing 33⅓% to the final grade. Examinations are 1 hour 30 minutes long for both Higher and Foundation, and assess topic areas with the following weightings. Only the first paper is non-calculator, with a scientific calculator being essential for the second and third papers

| Topic Area                 | Foundation % | Higher % |
|----------------------------|--------------|----------|
| Number                     | 25           | 15       |
| Algebra                    | 20           | 30       |
| Ratio                      | 25           | 20       |
| Geometry                   | 15           | 20       |
| Probability and statistics | 15           | 15       |

Mathematics is a core subject and is studied by everyone at GCSE.

## Careers:

Mathematics is essential for any job as it develops general numeracy skills as well as an ability to solve problems and confidently handle data, skills which are essential for a successful career. A GCSE in maths is a basic requirement for most jobs and training courses, and maths is also a subject which can be continued at A Level and degree standard. Key careers for maths would be accountancy, research and any type of engineering.

## Who to see:

Miss Keyte  
Director of Mathematics

## Science (Double award)

|  |  |
|--|--|
| <b>Course title:</b>                       | GCSE Combined Science - Trilogy                    |
| <b>Exam board:</b>                         | AQA  |
| <b>Exam board website:</b>                 | <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> |
| <b>Course code:</b>                        | 8464   |
| <b>Controlled assessment / exam split:</b> | 100% examination,                                  |

### Description of course:

**Biology:** cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation, evolution and ecology.

**Chemistry:** atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical changes, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.

**Physics:** forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, and atomic structure.

Candidates are expected to develop a broad knowledge of the natural, material and physical world whilst developing:

- an understanding of the nature of science and applications and the interrelationships between science and society;
- an understanding of the importance of scale in science;
- and applying their knowledge and understanding of the scientific process through hypotheses, theories and concepts;
- an understanding of the relationships between hypotheses, evidence, theories and explanations;
- an awareness of risk and the ability to assess potential risk in the context of potential benefits;
- and applying their observational, practical, enquiry and problem solving skills and understanding in laboratory, field and other learning environments;
- an ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions;
- skills in communication, mathematics and the use of technology in scientific contexts.

### Assessment:

Candidates are required to sit six exam papers.

Paper 1: Cell biology, organisation, infection and response and bioenergetics  
1 hr 15 mins (16.7%)

Paper 2: Homeostasis and response, inheritance, variation and evolution and ecology.  
1 hr 15 mins (16.7%)

Paper 3 Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes and energy changes.  
1 hr 15 mins (16.7%)

Paper 4: Rate and extent of chemical changes, organic chemistry, chemical analysis; chemistry of the



atmosphere and using resources

1 hr 15 mins (16.7%)

Paper 5 Energy, electricity, the particle model of matter and atomic structure

1 hr 15 mins (16.7%)

Paper 6 Forces, waves, magnetism and electromagnetism.

1 hr 15 mins (16.7%)

In all papers pupils will be expected to demonstrate their ability to:

- demonstrate knowledge and understanding of scientific enquiry, techniques and procedures (approximately 40% of the total marks on each paper);
- apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures. (approximately 40% of the total marks on each paper);
- analyse information and ideas to interpret and evaluate, make judgement and draw conclusions, develop and improve experimental procedures (approximately 20% of the total marks on each paper).

**The course is suitable for people who:**

Science is a core subject and is studied by everyone at GCSE.

**Careers:**

Science GCSEs can lead to vast array of jobs including medicine, veterinary sciences, engineering, astrophysics, communication science, renewable energy sciences, architect, aeronautical sciences, laser fusion science, sub-atomic particle sciences, optometry, drug development, research and development, teaching, oceanography, pharmacy, microbiology, physiotherapy, agriculture and zoology.

**Who to see:**

Dr P Grewal—Associate Assistant Headteacher

## Physical Education

During Key Stage 4, all pupils have one hour of physical education per fortnight. Pupils will follow a timetable of activities in Year 10 and 11. These activities will rotate every half term. In addition to the traditional team games including football, netball, rugby and rounders, we also offer alternative activities including aerobics/fitness, trampolining, badminton, tennis, swimming, personal survival, problem solving, outdoor adventure activities and first aid.

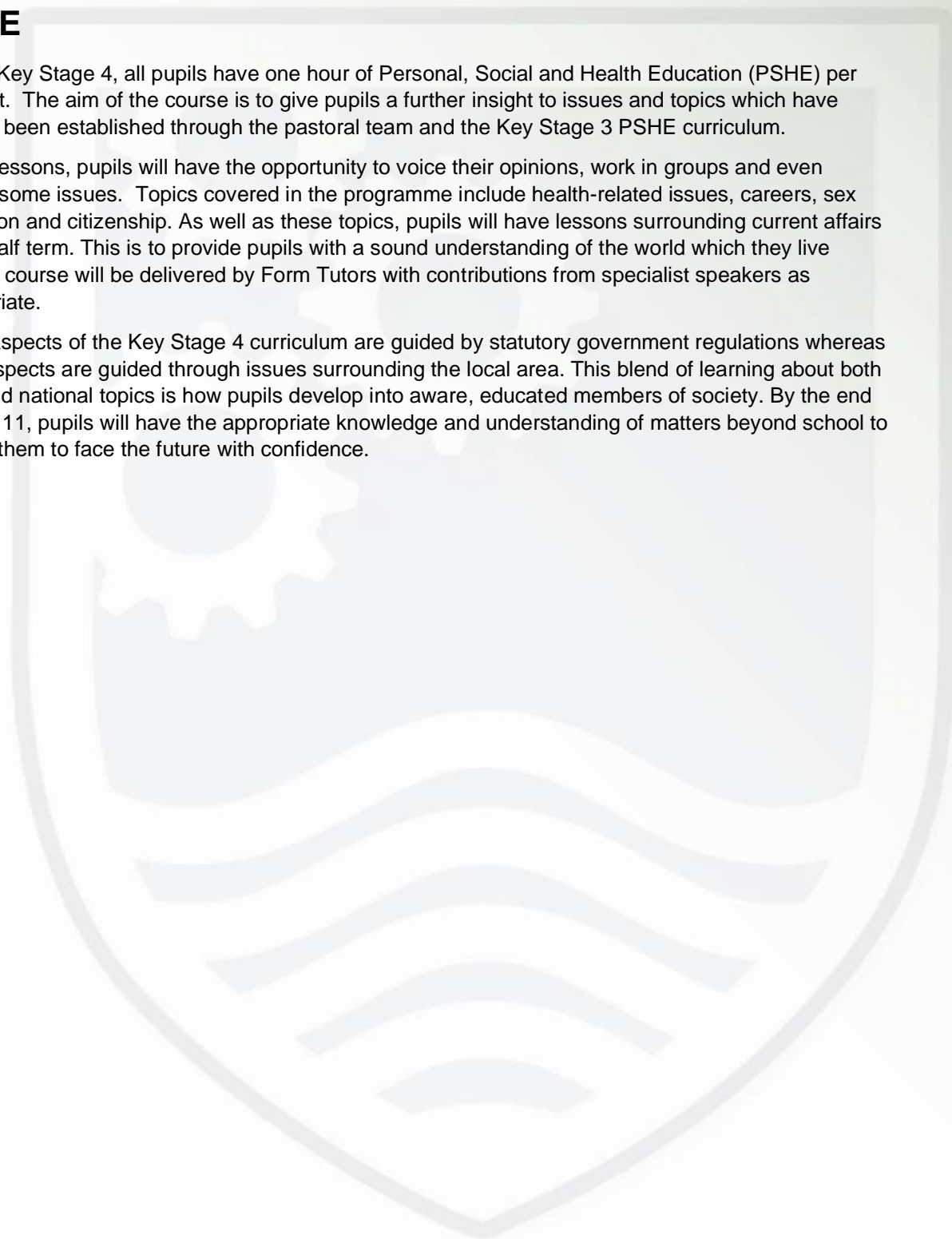
In Key Stage 4 pupils build on skills learnt in previous years as well as developing leadership, coaching and officiating in all activities.

## PSHE

During Key Stage 4, all pupils have one hour of Personal, Social and Health Education (PSHE) per fortnight. The aim of the course is to give pupils a further insight to issues and topics which have already been established through the pastoral team and the Key Stage 3 PSHE curriculum.

Within lessons, pupils will have the opportunity to voice their opinions, work in groups and even debate some issues. Topics covered in the programme include health-related issues, careers, sex education and citizenship. As well as these topics, pupils will have lessons surrounding current affairs every half term. This is to provide pupils with a sound understanding of the world which they live in. The course will be delivered by Form Tutors with contributions from specialist speakers as appropriate.

Some aspects of the Key Stage 4 curriculum are guided by statutory government regulations whereas other aspects are guided through issues surrounding the local area. This blend of learning about both local and national topics is how pupils develop into aware, educated members of society. By the end of Year 11, pupils will have the appropriate knowledge and understanding of matters beyond school to enable them to face the future with confidence.





# Option Subjects

# Child Development

## Description of course:

The Tech Award in Child Development gives learners the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning. Learners will have the opportunity to develop knowledge and technical skills in the following areas: the characteristics of children's development from birth up to five years, factors that affect growth and development, the importance of play, how play promotes children's learning and development, reasons why children may need support, child-friendly environments to support play, learning and development in children from birth to five years' old and supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development.

|                                 |   |
|---------------------------------|---|
| <b>Course title:</b>            | <b>BTEC Level 1/Level 2 Tech Award in Child Development</b>   |
| <b>Exam board:</b>              | <b>Pearson</b>  |
| <b>Exam board website:</b>      | <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/child-development.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/child-development.html</a> |
| <b>Course code:</b>             | 603/1914/8  |
| <b>Coursework / exam split:</b> | Coursework - 60% Exam - 40%   |

## Assessment:

### Internally assessed units:

Component 1 – Children's Growth and Development

Component 2 – Learning Through Play

The **externally assessed unit** will be completed through a written examination:

Component 3 – Support Children to Play, Learn and Develop.

### This course is suitable for people who:

For learners who want to acquire technical knowledge and technical skills through vocational contexts by planning, developing and adapting play opportunities suitable for young children across five areas of development as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

### Careers / jobs:

Teacher (primary and secondary), child psychologist, educational psychologist, social worker, nursing, nursery management, nursery nurse, childminder, midwifery, play-worker, play therapist, social worker.

**Who to see:** Mrs Burton (Teacher in Charge of Childcare) & Miss Hodgkiss

# Computer Science

|                                 |   |
|---------------------------------|---|
| <b>Course title:</b>            | <b>GCSE Computer Science</b>                              |
| <b>Exam board:</b>              | <b>OCR</b>  |
| <b>Exam board website:</b>      | <b><a href="http://www.ocr.org.uk">www.ocr.org.uk</a></b> |
| <b>Course code:</b>             | <b>J276</b>   |
| <b>Coursework / exam split:</b> | <b>100% Exam (2 exams)</b>                                |

## Description of course:

This qualification will build on the knowledge, understanding and skills established through the computer science elements of the Key Stage 3 programme of study. The content has been designed not only to allow for a solid basis of understanding but also to engage learners and get them thinking about real world application.

Pupils will learn about and explore the effectiveness of computer programming and the impact that this has in today's society. The course gives a real, in-depth insight into how computer technology works. Pupils will be encouraged to understand and apply the fundamental principles and concepts of computer science including abstraction, decomposition, logic, algorithms and data representation. They will understand the impact of digital technology on the individual and wider society and will be encouraged to think creatively, innovatively, analytically, logically and critically.

Pupils who want to go on to higher education and employment in the field of computer science will find that this course provides the perfect platform.

## Assessment

The course content is assessed in three separate units:

1. Computer Systems (50% exam).
2. Computational Thinking, Algorithms and Programming (50% exam).
3. Programming Project.

## The course is suitable for pupils who:

- Enjoy maths and problem solving.
- Enjoy text based programming and Python.
- Have a keen interest in computer science.
- Have a keen interest in further education / a career in the field of computing.

Acceptance on the course will be dependent on maths and English levels as there are limited places.

## Careers

Software developer, games developer, programmer, cyber security, robotics, analyst, computer engineer, network engineer, database design.

## Who to see:

Mr Oram

# Construction

## Description of course:

|                                 |   |
|---------------------------------|---|
| <b>Course title:</b>            | <b>BTEC Level 1/Level 2 First Award in Construction and the Built Environment</b>         |
| <b>Exam board:</b>              | <b>Edexcel</b>  |
| <b>Exam board website:</b>      | <b><a href="http://www.qualifications.pearson.com">www.qualifications.pearson.com</a></b> |
| <b>Course code:</b>             | <b>600/6817/6</b>   |
| <b>Coursework / exam split:</b> | <b>75% Coursework / 25% External Assessment</b>   |

## Description of course:

All of us use and experience the structures and buildings created by the Construction sector. The homes we live in, the schools we learn in, the hospitals, sports halls, gyms, tunnels and bridges that are part of our everyday lives are designed and built by people who will have the skills that this course will begin to develop. You will learn about the law and building regulations, Health, safety, and site management, materials and processes as well as a wide range of practical and technical skills needed to work in this industry. There is no practical element on this course. Some lessons will have a practical theme.

### Assessment:

Internally assessed units will be teacher-led through the completion of a number of coursework activities that are completed under controlled conditions. These include written assignments and the delivery of presentations.

The externally assessed unit will be completed through a paper based one-hour fifteen minute exam that is marked externally. It contains:

- multiple choice questions
- short answer questions
- four extended writing question

### Core units -

Unit 1: This is the externally assessed unit titled "Construction Technology". The unit will examine the different forms of construction that can be used for low-rise (up to 5.2 metres in height) offices, retail units and homes. The use of prefabrication to construct buildings is now a sustainable method used to build quickly and reduce damage to the environment. You will examine the modern methods of construction that rely heavily on offsite prefabrication, which benefits the environment sustainably.

Unit 2: "Scientific and Mathematical Applications for Construction". This unit aims to develop your understanding of the science and mathematics used in construction projects. It will help you to develop the mathematical and scientific skills needed to solve a variety of construction problems. An understanding of the properties of construction materials is an essential requirement of almost every job in the construction industry. Whether working as a supervisor, manager, designer or planner, you will always need to know about the materials used to construct buildings and why they are used.

Unit 3: “Construction and Design”. Have you ever wondered why buildings are very different in their design and function? On completing this unit you will understand what the construction industry undertakes in terms of the different types of buildings and structures it designs and builds. You will learn how client briefs can be developed by analysing the client’s requirements for the building and considering the external constraints on development. You will also gain an understanding of the different types of construction activities that take place within the industry, from civil engineering projects through to the refurbishment of existing older buildings.

### **Optional Specialist Units**

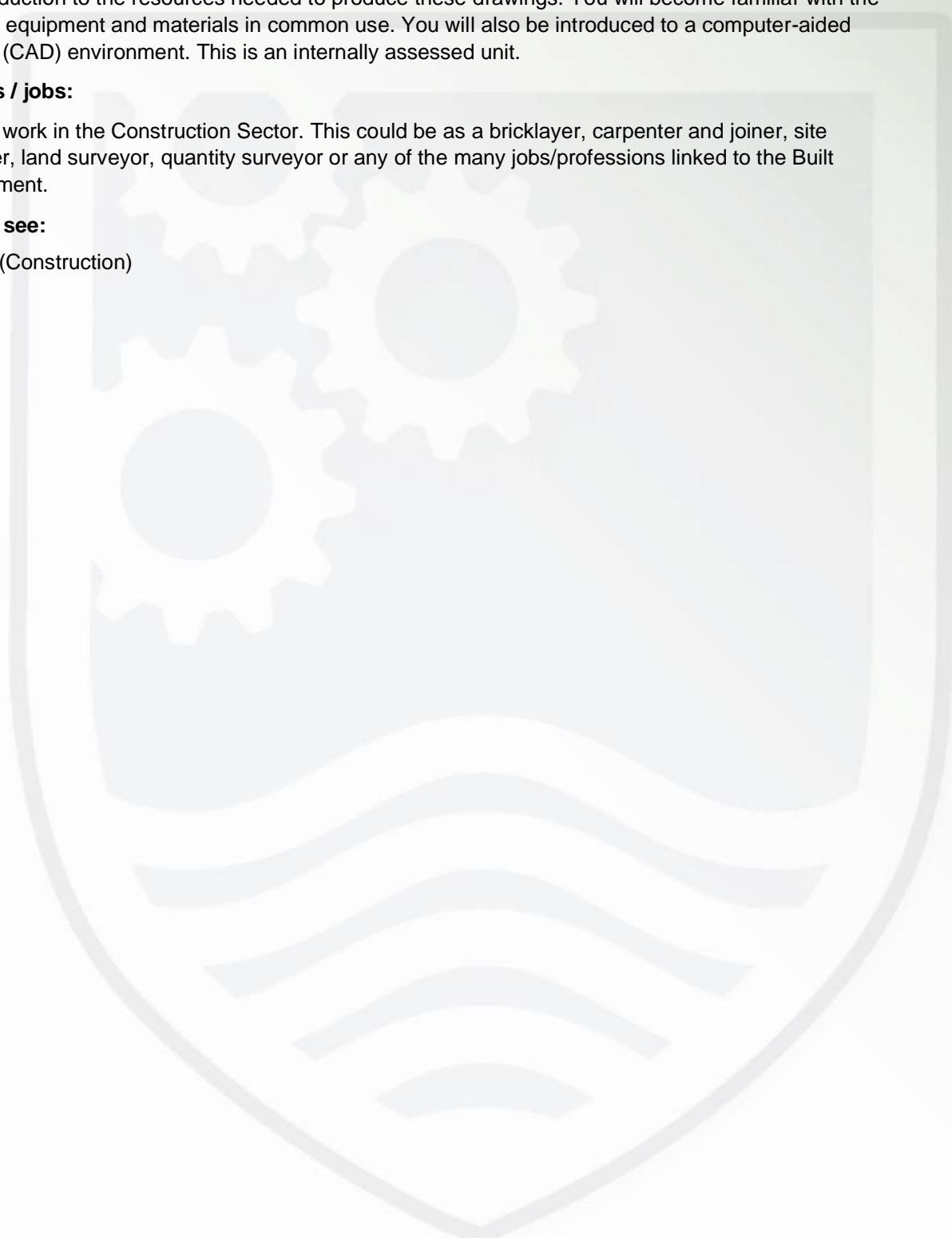
Unit 4: “Construction Drawing Techniques” In this unit you will initially investigate the different kinds of drawings used in the Construction industry and explore the purpose of each. This will be followed by an Introduction to the resources needed to produce these drawings. You will become familiar with the drawing equipment and materials in common use. You will also be introduced to a computer-aided drafting (CAD) environment. This is an internally assessed unit.

### **Careers / jobs:**

Wish to work in the Construction Sector. This could be as a bricklayer, carpenter and joiner, site manager, land surveyor, quantity surveyor or any of the many jobs/professions linked to the Built environment.

### **Who to see:**

Mr Hall (Construction)



# Dance

|  |  |
|--|--|
| <b>Course title:</b>                       | BTEC TECH Award in Performing Arts, Dance                |
| <b>Exam board:</b>                         | Pearson  |
| <b>Exam board website:</b>                 | <a href="http://www.pearson.co.uk">www.pearson.co.uk</a> |
| <b>Course code:</b>                        | LB1  |
| <b>Controlled assessment / exam split:</b> | 60% Internally assessed/ 40% External assessed           |

## Description of course:

It is important that pupils have an enthusiasm and interest for the subject alongside commitment and dedication to demonstrate their talent. This qualification is aimed at pupils who not only have a passion for Dance performance but also those who may wish to pursue a career as a Choreographer, Teacher, Dance Journalist or Dance Business, alongside many other career aspirations.

## Internal Assessment:

- Exploring the Performing Arts
- Developing Skills & Techniques in the Performing Arts

## External Assessment:

- Performing to a Brief

Throughout these units pupils will develop skills in a variety of Dance styles such as; Contemporary, Jazz, Ballet, Street and Lyrical. They will also have the opportunity to showcase their own choreography talents in their very own themed Dance showcase. Pupils will develop their audition skills within their externally assessed unit which will help to prepare them for their future careers. Pupils will be formally assessed during each unit through coursework and recorded performances that will take place in front of an invited audience. This will ensure pupils finish their course as a confident Dance performer.

## The course is suitable for people who are:

Interested in dance as a career and enjoy being creative whilst building confidence and skills that can be used in other subject areas.

## Careers:

Professional dancer, choreographer, fitness instructor, teacher, dance therapy, dance journalism.

## Who to see:

Miss Brunsdon or Mrs Haynes



# Drama

|  |   |
|--|---|
| <b>Course title:</b>                       | BTEC Level 1/2 Tech Award in Performing Arts, Drama Pathway |
| <b>Exam board:</b>                         | Pearson   |
| <b>Exam board website:</b>                 | www.pearson.co.uk   |
| <b>Course code:</b>                        | LC11  |
| <b>Controlled assessment / exam split:</b> | 60% Internally assessed/ 40% External assessed              |

## Description of course:

Within this course pupils will learn to work independently and as part of a group both in practical and theoretical aspects. Pupils will gain knowledge of exploring text, analysing professional works, devising and developing their ability to implement skills, techniques and conventions in preparation for their final examination.

During the course, the pupils will take part in the creation of a collaborative devised piece as well as teacher led pieces. They will then showcase their acting skills in performance to an invited audience.

As well as the practical elements of the course, pupils will complete theoretical elements in all three components. Pupils theory work will consolidate the practical aspect of the course.

## Internal Assessment:

- Exploring the Performing Arts
- Developing Skills & Techniques in the Performing Arts

## External Assessment:

- Performing to a Brief

## The course is suitable for people who:

- are considering further a career in the drama field;
- want to develop interpersonal skills;
- enjoy performing and critically evaluating performances;
- want to aid their understanding of English through the study of play-texts;
- want to develop crucial speaking and listening skills.

## Careers:

Possible career paths that this course will support include actor, director, teacher, journalist, drama therapist, and a number of careers in television and media.

## Who to see:

Miss Hodgkiss or Miss Joel (Teachers of Drama)

# Digital Information Technology (DIT) formerly ICT

|  |   |
|--|---|
| <b>Course title:</b>                       | BTEC Tech Award in Digital Information Technology                                   |
| <b>Exam board:</b>                         | Pearson Edexcel   |
| <b>Exam board website:</b>                 | <a href="https://qualifications.pearson.com">https://qualifications.pearson.com</a> |
| <b>Controlled assessment / exam split:</b> | 60% coursework / 40% external assessment  |

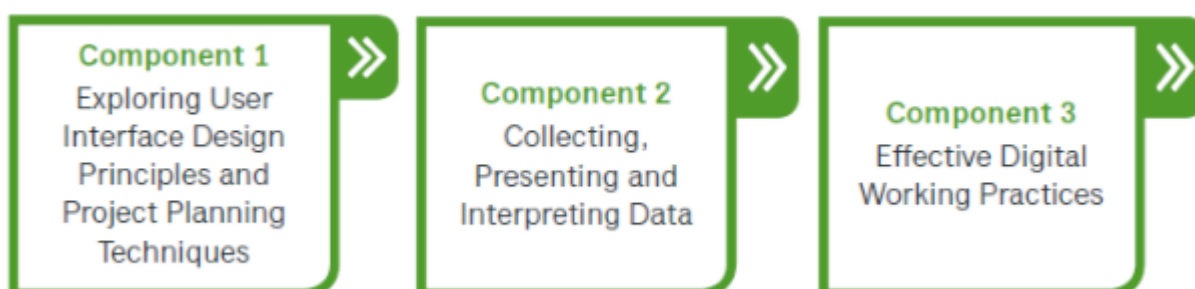
## Description of course

As the BTEC Tech Award in Digital Information Technology is a practical introduction to life and work in the industry, your pupils can explore the sector while:

- developing technical skills and techniques
- planning a digital solution for a given brief
- developing an understanding of what cyber security is and the importance of legal and ethical considerations when using modern technologies.

The course has two internally assessed components, and one that is externally assessed:

## Assessment



## The course is suitable for people who:

- have basic literacy and basic numeracy skills
- show motivation to work independently and aptitude for working with computers.

## Careers/jobs:

During the course, pupils can assess whether the digital industry aligns with their expectations, by providing them with an insight into the skills and knowledge they'll need to succeed in this sector.

After completing the course, your pupils can continue on to further vocational study with a

BTEC National in IT or Computing at Level 3. .

## Who to see:

*Mr Brown*

# Fine Art

## Description of course:

The Fine Art course is designed to encourage pupils to develop knowledge, skills, and understanding along with creativity and imagination. Pupils show this through their responses to a range of visual and written stimuli. Pupils have the opportunity to gain insight into the practices of artists, organisations and creative and cultural industries. The course allows pupils to acquire and develop technical skills, working with a broad range of media, materials, techniques, processes and technologies with purpose and intent. Further opportunities are offered for pupils to work with professional practicing artists and visit galleries for personal inspiration.

Homework tasks are set on a weekly basis to underpin and support learning in the classroom.

|                                 |  |
|---------------------------------|--|
| <b>Course title:</b>            | GCSE Fine Art  |
| <b>Exam board:</b>              | OCR  |
| <b>Exam board website:</b>      | <a href="http://www.ocr.org.uk">www.ocr.org.uk</a>   |
| <b>Course code:</b>             | J171   |
| <b>Coursework / exam split:</b> | 60% controlled assessment / 40 % external assessment |

## Assessment:

Unit 1 (60% of the qualification) pupils are required to produce a portfolio of work showing their personal response to a theme, demonstrating a range of skill and media.

Unit 2 (40% of the qualification) this is set by the exam board and involves preparatory time followed by a 10 hour supervised exam.

## The course is suitable for people who:

- Have a profound interest in Art and Design theory as well as practical application, and share a passion for creativity.
- Want to express their own voice and ideas through a visual means.
- Wish to develop their creative flare and enhance record and observation skills using a variety of media, including photography.
- Have demonstrated excellent motivation throughout their KS3 Art lessons
- Demonstrate consistent effort with their homework assignments.

## Careers:

Studying the Arts can lead to numerous careers in this field:

- Fine artist
- Design specialisms e.g. design director, junior designer, freelance designer and interior design, set design, fashion, graphics including website design, multimedia/animation and illustration
- Concept art, ceramicist, craftsperson, textiles artist, animator, games designer, special effects artist, model maker, photographer, copywriter, typographer, environment artist, arts administration, advertising and many more.....

**Who to see:** Mrs Reid (Head of Art & Design)

# Hospitality and Catering

|  |   |
|--|---|
| <b>Course title:</b>                       | <b>Eduqas Hospitality and Catering Level 1/2</b>            |
| <b>Exam board:</b>                         | <b>Eduqas</b>   |
| <b>Exam board website:</b>                 | <b>Www.eduqas.co.uk</b>                                     |
| <b>Course code:</b>                        | <b>5569</b>   |
| <b>Controlled assessment / exam split:</b> | <b>60% controlled assessment / 40% external examination</b> |

## Description of course:

WJEC Vocational Awards in Hospitality and Catering consist of two units:

Hospitality and catering industry: focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector

Hospitality and catering in action: develops learners' practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs. Both units have also been designed to provide learners with an understanding of how the learning is relevant to the sector.

## Assessment

Unit 1: The Hospitality Industry: This is an external assessment of 90 minutes worth 90 marks. The assessment is a combination of short and extended answers. The grade for this unit is worth 40% of your final mark.

Unit 2: Hospitality and Catering in Action. This is an internally assessed unit that includes planning, preparing and cooking dishes. The grade for this unit is worth 60% of your final mark.

## The course is suitable for people who:

Anyone who is interested in food. However the course is not just practical. There is a mixture of theory and practical learning.

After completing the WJEC Vocational Award in Hospitality and Catering learners might be interested in progressing to other qualifications relevant to working in the sector, such as:

WJEC Level 3 Applied Certificate / Diploma in Food Science and Nutrition

Level 2/Level 3 Diplomas in Hospitality and Catering

Level 2/Level 3 Diplomas in Professional Cooking

Level 3 Diploma in Hospitality and Tourism Management.

## Careers:

Careers in the food and catering industries such as food product development, chef, dietician, sports nutrition and teaching.

## Who to see:

Mr Evers (Assistant Headteacher)

# French

|  |  |
|--|--|
| <b>Course title:</b>                       | GCSE French  |
| <b>Exam board:</b>                         | AQA  |
| <b>Exam board website:</b>                 | <a href="http://www.aqa.org.uk/8658">www.aqa.org.uk/8658</a>               |
| <b>Course code:</b>                        | 8658   |
| <b>Controlled assessment / exam split:</b> | 100% examination: Listening 25% / Speaking 25% / Reading 25% / Writing 25% |

## Description of course:

Pupils will develop the 4 skills: reading, writing, speaking and listening. All skills will be sat at the end of Year 11 and are available in Higher and Foundation tiered exams. The following topics will be studied:

### Theme 1: Identity and Culture

- Family and friends.
- Technology in everyday life.
- Free time activities.
- Customs and festivals in French speaking countries.

### Theme 2: Local, National, International and Global Areas of Interest

- Home, town and neighbourhood region.
- Social issues: charity/voluntary work, healthy/unhealthy living.
- Global issues: the environment, poverty/homelessness.

### Theme 3: Current and Future Study and Employment

- Life at school/college.
- Education post 16.
- Jobs, career choices and ambitions..

## Assessment:

Candidates are expected to demonstrate the following in the context of the content described:

**AO1** Understand and respond to different types of spoken language

**AO2** Communicate and interact effectively in speech

**AO3** Understand and respond to different types of written language

**AO4** Communicate in writing

## The course is suitable for people who:

Have taken French as their main language in Year 9 and are genuinely interested in languages. A determination to learn vocabulary is important and pupils must have a good understanding of the language's structure. Wider reading and research is paramount to achieve the highest grades.

## Careers:

Teaching, translator, interpreter, tour guide, journalist, airline pilot, flight attendant, working for the government.

## Who to see:

Mr Gaudillat

# Geography

|  |  |
|--|--|
| <b>Course title:</b>                       | GCSE Geography                                     |
| <b>Exam board:</b>                         | AQA  |
| <b>Exam board website:</b>                 | <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> |
| <b>Course code:</b>                        | 8035   |
| <b>Controlled assessment / exam split:</b> | 100% Exam  |

## Description of course:

Pupils choosing GCSE courses are now often encouraged by schools to include courses which will enable them to achieve Ebacc as part of their Key Stage 4 education. Geography is a subject which can form part of the Ebacc. It is a solid academic subject and well respected by universities and employers alike.

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. Current GCSE courses offer a good mix of topics such as urban issues, world development, extreme environments, rivers and hazards to name but a few. 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.

There are so many ways of learning in geography. It is very practical with opportunities to learn new skills such as modern computer based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presenting, role play and debating techniques. You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork, or working outside the classroom is a really important part of geography. Fieldwork offers a brilliant opportunity to experience some of the things you have learnt about in class out in the real world.

## Assessment:

**Component 1:** Living with the physical environment 1 hr 30mins (35% of total marks)

Topic 1 The challenges of natural hazards

Topic 2 The living world

Topic 3 Physical landscape in the UK

**Component 2:** Challenges in the human environment 1 hr 30mins exam (35% of total marks)

Topic 4 Urban issues and challenges

Topic 5 The changing economic world

Topic 6 The challenge of resource management

**Component 3:** Geographical application - 1 hr 15 mins exam (30% of total marks)

Topic 7 Issue evaluation

Topic 8 Fieldwork

Topic 9 Geographical skills

Pupils must demonstrate their ability to show:

- **Reference skills** - ability to make use of a variety of sources for obtaining information.
- **Communication skills** - ability to present information in a clear and appropriate way through written and oral communication.
- **Interpretative skills** - ability to give meaning to data.
- **Evaluative skills** - ability to analyse critically and interpret evidence and to formulate conclusions.
- **Problem-solving skills** - the ability to enquire, to think clearly, critically and constructively and make decisions based on evidence.

**The course is suitable for people who:**

Have a passion for learning about the world we live in and who are interested in going to university, especially one of the Russell Group Universities ( top 20 ) as these universities are now wanting pupils who have taken geography at secondary level. They believe geography pupils will have developed skills and knowledge which will allow them to access more degree choices .

**Careers:**

Urban planner or community development, cartographer, GIS specialist, climatologist, transportation management, environmental management, writer or researcher, emergency management, demographer, marketing, librarian or information scientist, national park service ranger, real estate appraisal.

**Who to see:**

Miss Thomson

Head of Geography



# Health and Social Care

|                                 |   |
|---------------------------------|---|
| <b>Course title:</b>            | <b>BTEC Tech Award in Health and Social Care</b>  |
| <b>Exam board:</b>              | <b>Edexcel</b>  |
| <b>Exam board website:</b>      | <b><a href="http://www.qualifications.pearson.com">www.qualifications.pearson.com</a></b> |
| <b>Course code:</b>             | <b>Qualification Number: 603/0395/5</b>   |
| <b>Coursework / exam split:</b> | <b>60% internally assessed (coursework component) 40% exam</b>                            |

## **Description of course:**

The course is designed for pupils who have an interest in health and social care and have an interest in entering a caring profession such as nursing, social work, midwifery and the probation services.

The course content looks at many aspects of health and social care including human lifespan development. This unit explores how people grow and develop throughout their lifespan (from birth to late adulthood) and how lifestyle choices can impact on our physical, emotional and intellectual development.

Pupils will look at the role of the health professionals and the health and social care values that they portray. It looks at the roles and responsibility of the carer and the needs of the individuals. Effective communication plays a major part in the role of the health care professional. Throughout the course pupils will look at the different methods that are used as well as the barriers to communication.

Pupils will develop a variety of skills including independent learning, investigation and research skills as well as data handling and analysis.

## **Assessment:**

Pupils are required to complete 3 components of work. Two units are teacher assessed and one unit is an external assessment. The 2 internally assessed units are Component 1 Human Lifespan Development and Component 2 Health and Social Care Services and Values. The external examination, Component 3 Health and Wellbeing, is a 2 hour written assessment worth 40% of the final grade. This can be sat in January and May/June.

## **The course is suitable for people who:**

Are thinking of a career in the 'caring profession'. The course is aimed at pupils who are willing to work hard and who are good at communicating their opinions whilst being sensitive to the views of others. You must be willing to work independently and meet set deadlines.

## **Careers:**

The course is aimed at pupils who have an interest in nursing, midwifery, social work, probation services and other caring professions.

## **Who to see:**

Miss Williamson (Head of House)



# History

## Description of course:

Historians are often asked: 'What is the use or relevance of studying history?' and 'Why on earth does it matter what happened long ago?'. The answer is that History is everywhere around us and shapes who we are today. It studies the past and the legacies of the past in the present. History connects things through time and encourages pupils to take a holistic and rounded view of the world.

GCSE History takes four approaches: one thematic study which enables pupils to understand change and continuity across a long sweep of History, one period study which allows pupils to focus on a timespan of at least 50 years, and two depth studies (one British and one European) which enables pupils to focus on a short time span. Lastly the British depth also includes the study of the historic environment which enables pupils to focus on a particular site in its historical context, previous sites have included Pevensey castle and The White Tower (Tower of London).

Pupils throughout will secure understanding of chronology, knowledge and understanding of History on different scales and contexts, apply historical concepts and engage with the nature of evidence and interpretation.

|                                 |  |
|---------------------------------|--|
| <b>Course title:</b>            | History  |
| <b>Exam board:</b>              | AQA  |
| <b>Exam board website:</b>      | <a href="#">AQA   History   GCSE   History</a> |
| <b>Course code:</b>             | 8145   |
| <b>Coursework / exam split:</b> | 100% Exam                                      |

## Assessment:

The overall GCSE qualification is broken down into 4 components of a period study, thematic study, wider world depth study and one British depth study. These components are assessed in two papers:

### **Paper 1: Understanding the modern world (50% of qualification)**

#### **Section A Period Study:**

Germany 1890 – 1945 Democracy and Dictatorship (25%)

#### **Section B Wider World Depth Study:**

Conflict and Tension: The inter war years 1918 -1939 (25%)

### **Paper 2: Shaping the nation (50% of qualification)**

#### **Section A Thematic study:**

Britain: Health and the people c1170 – to present day (25%)

#### **Section B British Depth Study including site study:**

Norman England 1066 -1100 (25%)

**This course is suitable for people who:**

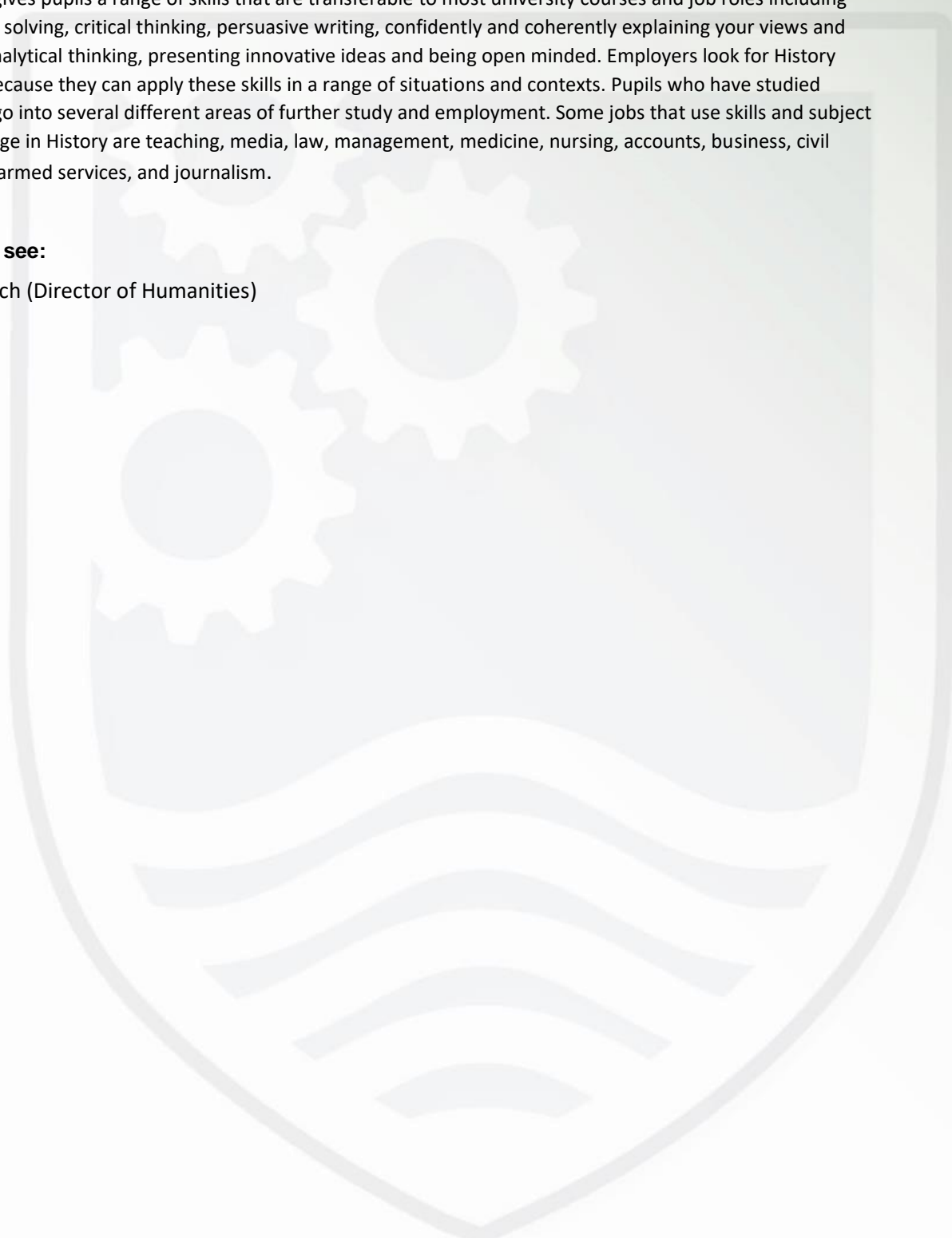
History will complement most subject combinations, whilst also stimulating the student's awareness and comprehension of our world today. This course suits students who want the ability to reason and develop an enquiring mind. History develops and demonstrates important life skills that both employers and universities (including Russel Group) value. Pupils must have the ability to use the knowledge and skills they have acquired throughout Key Stage 3 to produce extended pieces of writing, be able to argue their point of view and give a balanced argument. Above all, students should be genuinely interested in the subject.

**Careers / jobs:**

History gives pupils a range of skills that are transferable to most university courses and job roles including problem solving, critical thinking, persuasive writing, confidently and coherently explaining your views and ideas, analytical thinking, presenting innovative ideas and being open minded. Employers look for History pupils because they can apply these skills in a range of situations and contexts. Pupils who have studied History go into several different areas of further study and employment. Some jobs that use skills and subject knowledge in History are teaching, media, law, management, medicine, nursing, accounts, business, civil service, armed services, and journalism.

**Who to see:**

Mrs Birch (Director of Humanities)



# BTEC Creative Media Studies

|  |  |
|--|--|
| <b>Course title:</b>                       | <b>BTEC Tech Award Media Studies</b>   |
| <b>Exam board:</b>                         | <b>Edexcel</b>   |
| <b>Exam board website:</b>                 | <b><a href="https://qualifications.pearson.com">https://qualifications.pearson.com</a></b> |
| <b>Course code:</b>                        | <b>603/1238/5</b>  |
| <b>Controlled assessment / exam split:</b> | <b>60% controlled assessment / 40% externally marked practical assessment</b>              |

## Description of course:

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products
- process that underpins effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas

## Internal Assessment:

### Component 1: Exploring Media Products:

- Learners will develop their understanding of how media products create meaning for their audiences. Learners will examine existing products and explore media production techniques. This will focus on print products (adverts), moving video/audio (TV and Film), and interactive (websites and apps)

### Component 2: Developing Digital Media Production Skills

- Learners will re-create an existing media product. This year learners created an online advert for their own version of Goosebumps film, with the target audience changed from pre-teens to 16-18 year olds.

## External Assessment:

### Component 2: Create a media product in response to a brief

- Learners will apply and develop their planning and production skills and techniques to create a media product in response to a client brief. For example, this year pupils have to create an advert for a new café. Under examination conditions learners will have to plan and create a finished product (e.g. magazine advert, TV advertisement)

## The course is suitable for people who:

- are interested in being creative and practical;
- Are inspired by the world of advertising and entertainment.

The course will involve pupils developing sketchbooks to document the creative processes and thoughts. The expectations for pupils are high and they must be able to work independently and generate 'innovative ideas'.

**Careers:**

Camera Operator/ editing/ publishing/directing/production work/magazine design/ website design

**Who to see:**

Mrs. Lockley



# Music

**Description of course:** The aim of this qualification is to provide learners with the knowledge and range of skills needed to develop and progress towards becoming successful performing musicians who have a sound understanding of the music industry.

This qualification provides a vocationally relevant course in popular music, which allows for progression into a higher level of study and/or the industry. RSL level 2 focuses on the recognition of achievement through the acquisition of knowledge and practical musician skills.

Throughout the course learners will:

- Demonstrate knowledge of theoretical and contextual issues relating to music style, audience and the music industry.
- Perform effectively on their instruments/voice.
- Rehearse and display musicianship skills in a number of professional scenarios.
- Initiate and develop repertoire.
- Rehearse effectively and perform music live.
- Understand relevant aspects of music technology.

|                                 |   |
|---------------------------------|---|
| <b>Course title:</b>            | RSL Level 2 Certificate in Performance for Music Practitioner |
| <b>Exam board:</b>              | RSL   |
| <b>Exam board website:</b>      | <a href="http://www.rslawards.com">www.rslawards.com</a>      |
| <b>Course code:</b>             | 603/3303/0  |
| <b>Coursework / exam split:</b> | 40% external assessment, 60% internal assessment              |

## Assessment:

The qualification consists of three units which are 40% externally assessed and 60% internally assessed:

- Unit 201ta Musical Knowledge (Internally Assessed)
- Unit 202ta Live Music Performance (Externally Assessed)
- Unit 204ta Instrumental Study (Internally Assessed)

The externally assessed unit takes the form of a timed practical assessment and presentation under controlled conditions based on an assignment set and marked by RSL.

The remaining two units feature one core unit and one optional unit which are internally assessed.

**This course is suitable for people who:** can demonstrate a basic standard on their instrument or voice. This course suits learners who enjoy performing and reflecting upon their own progress in a more vocational environment.

**Careers / jobs:** Higher education courses such as degrees in popular music, music composition, music technology and music business, session musician, orchestra performer, peripatetic music teacher, instrumental teacher, music examiner, recording studio artist, music producer, orchestral manager, composer, video game music composer, music librarian, performing artist, freelance musician, musical theatre performer, pit band musician, armed forces musician, private teacher, music producer, music transcriber, music therapist, radio manager and even instrument maker and repairer.

**Who to see:**

**Mrs Collier**



# Psychology

|  |  |
|--|--|
| <b>Course title:</b>                       | GCSE Psychology                                    |
| <b>Exam board:</b>                         | AQA  |
| <b>Exam board website:</b>                 | <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> |
| <b>Course code:</b>                        | 8182   |
| <b>Controlled assessment / exam split:</b> | 100% examination                                   |

## Description of course:

Psychology is not a course on mind reading. Psychology is the science of the mind and behaviour. It is the study of what people and animals do and why they do it. Psychologists try to bring about change and help people with difficulties through psychological research.

Pupils will take modules on the following:

### Unit 1 (Year 10)

- Memory
- Perception
- Development
- Research methods

### Unit 2 (Year 11)

- Social influence
- Language thought and communication
- Brain and neuropsychology
- Psychological problems

### Assessment:

Pupils will follow the AQA specification. This comprises of 2 units which carry equal marks. Pupils will be examined in June at the end of Year 11.

Pupils will be assessed on their knowledge and understanding of the subject area together with their ability to analyse and evaluate studies. They will also be assessed on their ability to design, conduct and report on psychological experiments through the use of research methods. The exam has a range of short answer questions and extended writing.

### Pupils must demonstrate their ability to:

- work independently;
- write in a full prose and have a concise writing style;
- look at and analyse data;
- use good grammar and spelling as there is a lot of terminology;
- work as part of a team within a class, as there is a lot of group work.

### The course is suitable for people who:

Are good at maths, science and English - an essential requirement for success in psychology.

### Careers:

- Clinical psychology: working directly with people with mental health problems, individually or in groups, as well as conducting assessments, designing and carrying out therapies.
- Forensic psychology: studying offending behaviour through work in the police, prison or probation service. This involves the completion of risk assessments to inform the Home Office of risk, to protect the public.
- Educational psychology: applying theory to young people in education, examining learning difficulties as well as social and emotional problems. This involves doing assessments, researching into teaching methods, planning educational programmes.

**Who to see:**

Miss Pagett and Mr Booth





# Sociology

|                                 |                  |
|---------------------------------|------------------|
| <b>Course title:</b>            | GCSE Sociology   |
| <b>Exam board:</b>              | Eduqas           |
| <b>Exam board website:</b>      | www.eduqas.co.uk |
| <b>Course code:</b>             | C200U10          |
| <b>Coursework / exam split:</b> | 100% examination |

## Description of course:

Sociology is the study of society, and how patterns of social relationships, our interaction and culture impact our everyday life. As a sociologist it is your role to investigate different aspects of society such as to determine how this impacts on you as a person within society.

Pupils will take modules on the following:

### Component 1: Understanding Social Processes

1. Key concepts and processes of cultural transmission
2. Families
3. Education
4. Sociological Research Methods

### Component 2: Understanding Social Structures

5. Social differentiation and stratification
6. Crime and Deviance
7. Applied methods of sociological enquiry

## Assessment:

Pupils will follow the Eduqas specification. This comprises 2 units which carry equal marks. Pupils will be examined in June at the end of Year 11.

Pupils will be assessed on their knowledge and understanding of the subject area together with their ability to analyse and evaluate perspectives. They will also be assessed on their ability to apply their sociological understanding to a given scenario as well as their ability to design, conduct and report on sociological investigations. Both exams have a range of short answer questions and extended writing.

Pupils must demonstrate their ability to:

- Work independently
- Complete extended writing tasks with a concise writing style
- Look at and analyse data
- Use good grammar and spelling
- Be a good team player, as group investigations are prevalent within lessons.

## The course is suitable for people who:

Are good at Maths and English - an essential requirement for success in sociology.

## Careers:

Sociology is such a versatile subject that it is relevant to almost all career opportunities, some of the key careers linked to a qualification in sociology are:

- Police, Lawyer / Solicitor, Teaching, Prison Services

## Who to see:

Miss Pagett and Mr Booth

# Sport

|                                 |  |
|---------------------------------|--|
| <b>Course title:</b>            | BTEC Level 1/2 First Award in Sport  |
| <b>Exam board:</b>              | Pearson  |
| <b>Exam board website:</b>      | <a href="http://www.qualifications.pearson.com">www.qualifications.pearson.com</a> |
| <b>Course code:</b>             | 600/4779/3   |
| <b>Coursework / exam split:</b> | 75% internally assessed (coursework) 25% exam                                      |

## Description of the Course:

The course appeals to young people that have strong vocational abilities. It is an extremely hands on approach to learning where pupils will develop their knowledge and understanding by applying their learning and skills in a practical or work-related context.

Pupils will take part in a range of practical activities and tasks that may include team sports such as: football and netball, a variety of fitness tests, involvement in the leadership of House competitions and many more. This will allow pupils to develop their knowledge in a range of activities.

## Assessment:

Internally assessed units will be teacher-led through the completion of a number of coursework activities that are completed under controlled conditions. These include written assignments and the delivery of presentations.

The externally assessed unit will be completed through an online test with:

- multiple choice questions
- short answer questions
- one extended writing question

## Mandatory units -

Unit 1: Fitness for Sport and Exercise - externally assessed

Unit 2: Practical Sports Performance - internally assessed

Unit 3: Applying the Principles of Personal Training

## Optional Specialist Units - all of the below units are internally assessed

Unit 4: The Mind and Sports Performance

Unit 5: The Sports Performer in Action

Unit 6: Leading Sports Activities

**This course is suitable for people who:**

Are committed to weekly practical and theory lessons. Pupils must also participate in a number of sporting activities and have a high level of commitment to practical participation. Pupils must also complete regular units of assessments and homework tasks.

**Careers / jobs:**

|                            |                             |                                 |
|----------------------------|-----------------------------|---------------------------------|
| Exercise Physiologist      | Sports Development Officer  | Nutritionist                    |
| Fitness Centre Manager     | Sports Therapist            | Outdoor Activities Manager      |
| Personal Trainer           | Clinical Scientist          | Sport and Exercise Psychologist |
| Secondary School Teacher   | Cardiac Sciences            | Sports Agent                    |
| Primary PE Specialist      | Event Manager               | Sport Marketing                 |
| Sports Administrator       | Health Promotion Specialist | Sports Director                 |
| Sports Coach               | Higher Education Lecturer   | Player Personnel                |
| PR and Community Relations | Armed Forces                | Leisure Management              |
| Police                     | Fire Brigade                | NHS                             |

**Who to see:**

Mr Woodall, Mr Hamnett, Miss Knight, Mr Adams

# Triple Science

|  |   |
|--|---|
| <b>Course title:</b>                       | GCSE Separate Sciences : Biology, Chemistry and Physics |
| <b>Exam board:</b>                         | AQA   |
| <b>Exam board website:</b>                 | <a href="http://www.aqa.org.uk">www.aqa.org.uk</a>      |
| <b>Course code:</b>                        | 8461, 8462, 8463  |
| <b>Controlled assessment / exam split:</b> | 100% examination,                                       |

## Description of course:

**Biology:** cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation, evolution and ecology.

**Chemistry:** atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical changes, organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.

**Physics:** forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter, and atomic structure.

Candidates are expected to develop a broad knowledge of the natural, material and physical world whilst developing:

- an understanding of the nature of science and applications and the interrelationships between science and society;
- an understanding of the importance of scale in science;
- and applying their knowledge and understanding of the scientific process through hypotheses, theories and concepts;
- an understanding of the relationships between hypotheses, evidence, theories and explanations;
- an awareness of risk and the ability to assess potential risk in the context of potential benefits;
- and applying their observational, practical, enquiry and problem solving skills and understanding in laboratory, field and other learning environments;
- an ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions;
- skills in communication, mathematics and the use of technology in scientific contexts.

## Assessment:

Candidates are required to sit six exam papers.

### Biology:

Paper 1: Cell biology, organisation, infection and response and bioenergetics  
1 hr 45 mins (50%)

Paper 2: Homeostasis and response, inheritance, variation and evolution and ecology.  
1 hr 45 mins (50%)

## **Chemistry:**

Paper 1: Atomic structure and the periodic table, bonding, structure and the properties of matter, quantitative chemistry, chemical changes and energy changes.

1 hr 45 mins (50%)

Paper 2: Rate and extent of chemical changes, organic chemistry, chemical analysis; chemistry of the atmosphere and using resources

1 hr 45 mins (50%)

## **Physics:**

Paper 1: Energy, electricity, the particle model of matter and atomic structure

1 hr 45 mins (50%)

Paper 2: Forces, waves, magnetism and electromagnetism.

1 hr 45 mins (50%)

In all papers pupils will be expected to demonstrate their ability to:

- demonstrate knowledge and understanding of scientific enquiry, techniques and procedures (approximately 40% of the total marks on each paper);
- apply knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures. (approximately 40% of the total marks on each paper);
- analyse information and ideas to interpret and evaluate, make judgement and draw conclusions, develop and improve experimental procedures (approximately 20% of the total marks on each paper).

### **The course is suitable for people who:**

Science is a core subject and is studied by everyone at GCSE. However, this option will give you three qualifications, one in each discipline. A suitable choice if you plan to study in a science field at Post 16 or at University.

### **Careers:**

Science GCSEs can lead to vast array of jobs including medicine, veterinary sciences, engineering, astrophysics, communication science, renewable energy sciences, architect, aeronautical sciences, laser fusion science, sub-atomic particle sciences, optometry, drug development, research and development, teaching, oceanography, pharmacy, microbiology, physiotherapy, agriculture and zoology.

**Who to see:** Dr P Grewal (Director of Science)

# Textiles

|  |  |
|--|--|
| <b>Course title:</b>                       | GCSE Textile Design                                |
| <b>Exam board:</b>                         | OCR  |
| <b>Exam board website:</b>                 | <a href="http://www.ocr.org.uk">www.ocr.org.uk</a> |
| <b>Course code:</b>                        | J174   |
| <b>Controlled assessment / exam split:</b> | 60% controlled assessment / 40% examination        |

## Description of course:

Textile Design is designed for pupils who have an interest in developing creative ideas and concepts. The course gives pupils the opportunity to develop practical skills by exploring a wide range of different techniques and materials.

Sketchbooks form an essential part of the course as pupils will develop projects which document their creative journey from start to finish. Pupils will also learn how to produce products such as dresses, skirts, corsets and handbags.

Homework tasks are set on a weekly basis to underpin and support learning in the classroom.

## Assessment:

The GCSE (9–1) has TWO components.

### Component 01: Portfolio

Learners should produce:

- a portfolio of practical work showing their personal response to either a centre- or learner-set starting point, brief, scenario or stimulus.

### Component 02: Externally set task

- The early release paper will be issued on 2 January each year and will provide learners with five themes, each with a range of written and visual starting points and stimuli.
- A response should be based on one of these options.

## The course is suitable for people who:

- are interested in fashion and design;
- have a creative mind and enjoy developing practical skills.

The course will involve pupils developing sketchbooks to document the creative processes and thoughts. The expectations for pupils are high and they must be able to work independently and generate 'innovative ideas'.

## Careers:

Fashion designer, interior designer, footwear design, fashion marketing, fashion purchasing, fashion journalism, textile and fabric design, teaching.

**Who to see:** Miss Bhatti. (Head of Fashion)



**Bloxwich Academy**

Bloxwich Lane  
Bloxwich  
Walsall, WS2 7JT