



**Bloxwich Academy**

'Be The Best You Can Be'

# **YEAR 9 PATHWAYS**

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# INTRODUCTION

We know that success in Year 10 and 11 will help you to build the foundations you need to continue your journey towards a fulfilling career in the years ahead. Your studies in Year 10 and 11 at Bloxwich Academy will offer you the opportunity to study a wide range of both academic and vocational courses, providing you with the qualifications you will need to follow your chosen career path.

In order to help you make the best choices, you and your parents /carers need to have high quality information about the choices that are on offer to you. The information in this options booklet will hopefully provide the answers to any questions you may have.

We provide a high level of support for our students and believe that a three-way partnership between the students, parents/carers and the academy is key to achieving excellence. Our aim is to give you all the help and guidance you need in the coming weeks and months so that in September 2024 you can start your new courses with confidence.

## Year 9 Options: Frequently Asked Questions

### What are the Core compulsory subjects?

These are the subjects that all pupils will study.

This includes:

- English Language and English Literature
- Mathematics
- Science
- Geography or History

The majority of pupils will also study French

Pupils will also study the following compulsory subjects that do not have an examination

- Physical Education
- PSHCE (Personal, Social, Health, and Citizenship Education)

### What is the difference between a GCSE and a Vocational/BTEC course?

The grades awarded are 9- to 1 for GCSE and Level 2 Distinction\* to Level 1 Pass for a vocational/BTEC courses. GCSE courses are normally 100% exam. Although some of these exams are practical exams done under strict supervision (controlled assessment). Written GCSE exams are taken at the end of the course and there are no re-sit options during Year 11. BTEC/Vocational courses are more assignment based and grades submitted throughout the two-year course and can be improved upon. These subjects have both internally and externally assessed units. BTEC grades are roughly equivalent to the following GCSE Grades: - Level 2 Distinction\* = Grade 8/9 - Level 2 Distinction = Grade 7 - Level 2 Merit = Grade 5/6 - Level 2 Pass = Grade 4 - Level 1 Distinction= Grade 3 - Level 1 Merit= Grade 2 - Level 1 Pass= Grade 1

### Why are the majority of pupils studying French?

Learning a language is a skill that pupils will carry with them for life- It is something that many adults wish they had kept up. Languages have always been highly regarded by universities and employers. The UK's lack of language skills costs the economy billions every year. We have chosen to prioritise pupils taking a language at GCSE to keep their future options open and enable them to develop a skill which is highly valued that they will take with them beyond Bloxwich Academy.

At Bloxwich Academy, we have been gradually increasing the number of pupils that take a language at GCSE during the last three years. The Department for Education (DfE) has stated that 90% of pupils should study a language at GCSE by 2025.

**Why do all students have to choose to study either Geography or History?**

Both of these subjects are classed as facilitating subjects in that they facilitate a wide variety of career pathways. By studying one of these subjects, students are keeping their options open and placing themselves in a stronger position for study beyond 16. Facilitating subjects are the subjects most commonly required or preferred by universities to get on to a range of degree courses.

**What are the opportunities for students to study Triple Science as an option subject?**

Triple Science allows you to specialise in the three areas of Science and would be useful if you are considering taking a Science at A-Level. Please note that currently there is a pre-requisite of grade 6s in two Sciences to study Sciences at post-16. This is also achievable on the Combined Science route.

**My child has a particular career in mind. How important are these options decisions?**

While these decisions are important, there is no need to worry too much at this stage. We have designed the curriculum to ensure that all our pupils will maintain a balanced combination of lessons. It is almost impossible to limit career options at this early stage. A far more important requirement is to strive to get the best grade in all of their subjects and 'Be the best that you can be'

**What happens if the option I choose is over-subscribed?**

This can happen and there are no easy solutions to this. We cannot simply create more sets as we do not have the staff or teaching rooms to do this. It is for this reason that each pupil is asked to include a number of options subjects in order of preference on their options form. The vast majority of pupils will get their first-choice options. In the case of over-subscription, we reserve the right to look at previous pupil performance in a subject to inform any decision-making. Please remember that your choices are one part of the decision about what course you will study. Your teachers will also comment on your suitability for each course. Your choices are not guaranteed.

**What if only small numbers of pupils opt for a particular subject or the curriculum provision changes?**

The school reserves the right to remove a subject from the curriculum if the set size is not viable or if there has been a change in staffing. In this instance, we will endeavour to give the student their reserve option.

**I still have questions, whom can I contact?**

You are welcome to contact Mr Evers (Deputy Head) or you can speak directly to the Teachers in charge of subjects as outlined on each subject page. You might find another link useful for further impartial advice: <https://www.bbc.co.uk/bitesize/articles/zrjh92p>

## DESCRIPTION

The skills of reading, writing and speaking and listening are of vital importance in many areas, both in the daily world and the world of imagination. These skills are essential in many careers, and they underpin successful study at all levels.

Pupils will be assessed across two examination papers, each with a reading and writing component.

The assessment of reading skills will account for 50% of the overall GCSE. Pupils will develop their analytical skills throughout the course as they analyse language, structure and form; they will be provided with a range of extracts in order to develop their understanding of language approaches, including explicit and implicit reading interpretations.

The assessment of writing skills will also account for 50% of the overall GCSE and will focus on both fiction and non-fiction writing styles. For paper 1, pupils will enhance their creative imaginations as they craft works of narrative and descriptive writing. In addition, pupils will explore their own views and opinions through the construction of non-fiction writing for paper 2, such as writing to persuade and argue, in various formats such as letters, articles and speeches.

Lastly, there is a Spoken Language component which is a non-examined assessment. This is assessed in school but does not contribute to the overall qualification grade. For this component, pupils will be expected to give a presentation using standard English and respond to questions afterwards.

## PUPILS MUST BE ABLE TO DEMONSTRATE THEIR ABILITY TO:

- Read and understand texts, selecting material that is appropriate to its purpose including cross referencing and comparison.
- Develop personal interpretations and perspectives of writers' intentions and craft (making links where necessary to the context of a text).
- Explain and evaluate how writers create different effects using linguistic and figurative devices.
- Write clearly, effectively and imaginatively for a variety of forms and purposes, employing vocabulary that is appropriate to the purpose, task and audience whilst engaging the reader.
- Organise ideas and information through informed and accurate structural choices, including their sentence structures, paragraphs and punctuation.
- Use language to craft deliberate effects and convey precise meanings, ensuring accuracy of spelling and grammar.

## ASSESSMENT

- Pupils will complete two examinations: one focused on fiction reading and writing, the other focused on non-fiction reading and writing.
- Each exam is 1 hour 45 minutes long.
- Spoken Language will be assessed but this will not contribute towards the overall grade.
- Pupils are awarded pass, merit, distinction or fail for the Spoken Language component.
- This course is not tiered, and pupils will be graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

## CAREERS

Any job that requires you to effectively communicate through using reading, writing or verbal skills; such as teaching, journalism, publishing, speech therapy, public relations, marketing and many more!



# GCSE English Literature

Course Code: 8702

Contact: Mrs Morgan-Jones

Exam/Controlled Assessment: 100% Exam

AQA

## DESCRIPTION

Whilst introducing pupils to different texts from English literature, both classic ones and more modern texts, this course also encourages pupils to shape their own personal viewpoints, whilst also developing their critical reading skills.

The course will also allow pupils to understand how the social, historical and cultural contexts of literary works are significant when informing a critical evaluation. The course aims to enable pupils to connect ideas, themes and issues that stem from real world situations and experiences.

The texts that we have chosen to study are: A Christmas Carol by Charles Dickens, Macbeth by William Shakespeare, An Inspector Calls by JB Priestley, an anthology of poetry on the theme of 'Power and Conflict' and unseen poetry.

## PUPILS WILL LEARN TO HAVE:

- A close knowledge and understanding of prose, poetry and drama texts and their contexts.
- An understanding and appreciation of writers' uses of characterisation, theme, plot and setting.
- An understanding of writers' use of language, structure and form to create literary effects.
- A focused and evaluative personal engagement with the literary texts that is both informed and critical.
- An accurate and coherent use of grammar and punctuation.

## ASSESSMENT

- Pupils will complete two examinations, both of which will be closed text exams (candidates cannot take the texts in with them).
- Across the two papers, candidates will be assessed on: a Shakespearean drama text; a 19th Century prose (novel); a modern text in the form of a drama; a collection of poetry from a selected anthology; a comparison of unseen poetry.

Paper one (Macbeth and An Inspector Calls) is 1 hour 45 minutes.

Paper two (A Christmas Carol, poetry from the anthology and unseen poetry) is 2 hours 15 minutes.

- These units are not tiered and pupils will be graded on a nine-point scale: 1 to 9 – where 9 is the highest grade.

## CAREERS

Any job that requires you to effectively communicate or to think critically, such as anything in the field of the arts, education, law, publishing, business, and many more!

# GCSE Mathematics

Course Code: 1MA1      Contact: Ms A Keyte  
Exam/Controlled Assessment: 100% Exam

**EDEXCEL**

## DESCRIPTION

This linear GCSE course develops knowledge, skills and understanding of mathematical methods and concepts including Number, Algebra, Ratio, Geometry, Measures, Statistics and Probability.

Pupils 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 their abilities to acquire and use problem solving strategies, reason mathematically and interpret and communicate mathematical information in a variety of forms.

## ASSESSMENT

Pupils will be assessed by three written papers each contributing 33.3% 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	Foundation	Higher
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and Statistics	15	15

## 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. A GCSE in Mathematics is a basic requirement for most jobs and training courses, including the potential to study at A Level and degree standard. Key careers for Mathematics would include accountancy, research and any type of engineering.

# GCSE Combined Science Biology

Course Code: 8464 Contact: Mrs Halse  
Exam/Controlled Assessment: 100% Exam

AQA

## DESCRIPTION

All students must study Combined Science unless they take the option for Triple Science (see later in the booklet).

Combined Science is worth two GCSEs and throughout the course you will study aspects of Biology, Chemistry and Physics. Details of these components cover the next three pages of this prospectus.

Pupils are expected to develop a wide knowledge of science whilst;

- Learning about how Science and its applications are important.
- Producing ideas to test and evaluate and understanding how scientists develop modern ideas.
- Developing skills in communication, mathematics and the use of technology in scientific contexts.

The Biology component covers a wide array of content including cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution and ecology.

Studying Biology is essential for understanding what we are made of and how we fit into the natural world. The course covers aspects of human health, such as infectious diseases and our genetics, biochemistry explaining how cells function and ecology looking at sustainability and human impact on planet Earth.

## ASSESSMENT

In Combined Science (Trilogy) there are six exams that pupils complete – two for each branch of Science.

Each paper is worth 70 marks and is 1hr 15minutes long. Each exam consists of a selection of multiple choice, short answer and long answer responses.

The total mark from the six papers determines the two GCSE grades awarded for Combined Science. Paper 1 Biology: Cell Biology, Organisation, Infection and Response and Bioenergetics. Paper 2 Biology: Homeostasis, Inheritance, Genetics and Evolution and Ecology.

## CAREERS

Combined Science allows for post-16 A Level study in a range of areas, providing that the grade requirements are met, which will set you up to study Science courses at university. For example, you could go into: veterinary Sciences, drug development, research and development, pharmacy, microbiology, zoology, agriculture. Science also opens door to banking, economics, statistics, business and teaching.



# GCSE Combined Science Chemistry

Course Code: 8464 Contact: Mrs Halse  
Exam/Controlled Assessment: 100% Exam

AQA

## DESCRIPTION

Following on from the previous page, Combined Science Chemistry makes up one third of the content of the Combined Science GCSE. Chemistry helps explain the behaviour of the world around us, from why does ice float through to the shiny alloy wheels on our cars. Becoming literate in the chemical sciences, enables us to engage with every day conversations around climate change and recycling from a knowledgeable and informed perspective.

The students are going to be part of a changing world, from a dependent on fossil fuels to one which has to be inventive to use natural resources in a sustainable way. Whilst no course can address all current issues in the world of Science, the GCSE Combined Science Chemistry course allows pupils to develop the required skills to engage with further study in the chemical sciences.

## ASSESSMENT

In Combined Science there are six exams that pupils complete – two for each branch of science. Each paper is worth 70 marks and is 1hr 15minutes long.

Each exam consists of a selection of multiple choice, short answer and long answer responses. The total mark from the six papers determines the two GCSE grades awarded for Combined Science.

Paper 1 Chemistry: Atomic Structure and the Periodic Table, Bonding, Structure and the Properties of Matter, Quantitative Chemistry, Chemical Changes, and Energy Changes.

Paper 2 Chemistry: Rate and Extent of Chemical Changes, Organic Chemistry, Chemical Analysis; Chemistry of the Atmosphere and Using Resources.

## CAREERS

Combined Science allows for post-16 A Level study in a range of areas, providing that the pre-requisite requirements are met which will set you up to study science courses at university. Following GCSE Combined Science can lead to a wide variety of careers. Careers are available in food chemistry, biochemistry, medicine, healthcare and pharmaceutical science, research and development. However, Science can also open doors to careers such as teaching, banking, business and finance.

# GCSE Combined Science Physics

Course Code: 8464 Contact: Mrs Halse  
Exam/Controlled Assessment: 100% Exam

AQA

## DESCRIPTION

Following on from the previous page, Combined Science Physics makes up one third of the content of the Combined Science GCSE. The goal of Physics is to understand how things work from first principles.

Physicists look for all the hidden laws that explain why all matter (that is: every physical thing) and energy in the known universe exists, where it comes from and how it behaves the way it does. So, if you're wondering how forces of nature, like gravity work or how aircraft stay up in the air, you will need to go to a physicist like Brian Cox, Jocelyn Bell Burnell or your Physics teacher for an explanation.

In Combined Science Physics, you will cover many areas of Physics including; forces, energy, waves, electricity, magnetism and electromagnetism, particle model of matter and atomic structure.

## ASSESSMENT

In Combined Science there are six exams that pupils complete – two for each branch of Science.

Each paper is worth 70 marks and is 1hr 15minutes long. Each exam consists of a selection of multiple choice, short answer and long answer responses.

The total mark from the six papers determines the two GCSE grades awarded for Combined Science.

Paper 1 Physics: Energy, Electricity, Particle Model of Matter, and Atomic Structure

Paper 2 Physics: Forces, Waves and Magnetism and Electromagnetism

## CAREERS

Combined Science allows for post-16 A Level study in a range of areas, providing that the pre-requisite requirements are met which will set you up to study Science courses at university. Physics is important in a range of careers including several branches of engineering, telecommunications, game design, renewable energy engineering, architecture, aeronautics, teaching, and optometry.

# GCSE Triple Science (Biology, Chemistry and Physics)

Course Code: 8461, 8462, 8463 Contact: Mrs Halse

Exam/Controlled Assessment: 100% Exam

AQA

## DESCRIPTION

Whilst all students must study Combined Science at GCSE, if you are passionate about science and potentially already considering studying science at A Level or beyond, you may choose to take 'Triple Science' where you study all three branches of science as separate GCSE subjects. By selecting this option, you will study additional content in Biology, Chemistry and Physics which will further prepare you for studying individual sciences at an advanced level.

In Biology, additional content will include plating micro-organisms, negative feedback loops, the eye, the brain, and further ecology.

In Chemistry, additional content will include nanotechnology, more challenging maths in chemistry, fuel cells and batteries, detailed organic chemistry, and ion testing.

In Physics, additional content will include lenses, static electricity, nuclear fission and fusion, transformers, and space physics.

The Triple Science option is more rigorous and challenging than the Combined Science course and we reserve the right to make recommendations about options based on performance in KS3 Science, Maths and English.

## ASSESSMENT

Similar to Combined Science, you will take 6 exams. However, rather than your grade being calculated from your grand total, instead you will receive one GCSE for each of the separate sciences. This means you will get three GCSE grades instead of two. Each paper is 1 hour 45 minutes and will be a mixture of multiple choice, short answer and long answer questions.

Each paper is worth 50% of that subject's GCSE grade.

Paper 1 Biology: Cell Biology, Organisation, Infection and Response and Bioenergetics.

Paper 2 Biology: Homeostasis, Inheritance, Genetics and Evolution and Ecology.

Paper 1 Chemistry: Atomic structure and the Periodic Table, Bonding, Structure and the Properties of Matter, Quantitative Chemistry, Chemical Changes, and Energy Changes.

Paper 2 Chemistry: Rate and Extent of Chemical Changes, Organic Chemistry, Chemical Analysis; Chemistry of the Atmosphere and Using Resources.

Paper 1 Physics: Energy; Electricity; Particle Model of Matter; and Atomic Structure

Paper 2 Physics: Forces; Waves; Magnetism and Electromagnetism, and Space Physics.

## CAREERS

Studying Triple Science is not essential to studying the subjects at A-Level. However, there are prerequisite grades required for the study of A-Level Science. As with Combined Science, studying Triple Science at GCSE sets you up to go on to careers in healthcare, material sciences, pharmaceuticals, engineering, technology, medicine, dentistry, education, as well as many more!

## DESCRIPTION

GCSE French is an exciting opportunity to build on the language skills you have developed throughout Key Stage 3. It is designed to encourage you to communicate confidently both in written and spoken French in a range of different scenarios. The GCSE course blends cultural knowledge about French-speaking countries alongside extending pupils' grammar and vocabulary abilities to create proficient and confident linguists. The specification is designed with a significant focus on developing spontaneous speech to ensure that you can apply your language skills in real life scenarios. Taking GCSE French offers you the chance to develop a wide variety of skills that are much sought after in a variety of different disciplines.

The course develops outward-looking, self-regulating, independent and confident learners. It encourages pupils to develop their communication and presentation skills as well as develop an empathetic and understanding worldview. A language qualification often sets pupils apart at interviews, as employers know they will have excellent attention to detail and be self-motivated.

## CONTENT

There are **6 thematic contexts** that all pupils will study, each with 3 or 4 sub-topics.

- My personal world (Family, friends, relationships, equality)
- Media and technology (TV and film, music, social media and gaming)
- Lifestyle and wellbeing (Sports, food and drink, mental wellbeing, physical wellbeing)
- My neighbourhood (Places in town, shopping, environmental issues, natural world)
- Travel and tourism (Accommodation, transport, tourist attractions)
- Studying and my future (School, future aspirations)

## ASSESSMENT

### Paper 1: Speaking (25% of grade, 50 marks)

- A reading aloud task
- A transactional role play
- A picture description and follow on conversation

### Paper 2: Listening (25% of grade, 50 marks)

- 5 minutes reading time at the start of the paper.
- Section A: Listening - multiple-choice, multiple-response and short-answer open response questions.
- Section B: Dictation

### Paper 3: Reading (25% of grade, 50 marks)

- Worth 25% of the overall grade
- Section A: Reading - multiple-choice, multiple-response and short-answer open response questions.
- Section B: Translation into English

### Paper 4: Writing (25% of grade, 50 marks)

Foundation Tasks:

- Picture description task
- 40-50 words
- 80-90 words
- Translation into French – 5 sentences

Higher Tasks:

- 80-90 words
- 130-150 words
- Translation into French - paragraph

## CAREERS

Languages can be very beneficial in a variety of different careers – some where you will use the language actively every day and somewhere having a language is desirable and makes you a more employable candidate. Some areas where a language is highly sought after are: Teaching, translator, interpreter, tour guide, tourism and hospitality, airline pilot, flight attendant, journalist, government employee, working for the embassy/foreign office, politics, university researcher, law, business and trade.



## DESCRIPTION

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 inescapable. It studies the past and the legacies of the past in the present. Far from being a 'dead' subject, it connects things through time and encourages its students to take a long view of such connections.

The AQA GCSE History specification is relevant and engaging for pupils and it also helps them to stimulate their interest in history. 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; two depth studies (one British and one European/wider world) which enables pupils to focus on a short time span, and lastly a study of the historic environment which enables pupils to focus on a particular site in its historical context.

Pupils will develop a secure understanding of chronology, knowledge and understanding of history on different scales and contexts, apply historical concepts and processes and engage with the nature of evidence and interpretation.

## 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%)

## CAREERS

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 students because they are able to apply these skills in a range of situations and contexts. Pupils who have studied history go into a number of 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, hospitality and journalism.



# GCSE Geography

Course Code: 8035

Contact: Mrs H Tanner/Miss S Thomson

Exam/Controlled Assessment: 100% Exam

AQA

## DESCRIPTION

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. 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.

<b>Paper 1: Living with the physical environment (35% of GCSE) 1hr 30</b>	<b>Paper 2: Challenges in the human environment (35% of GCSE) 1hr 30</b>	<b>Paper 3: Geographical applications (30% of GCSE) 1hr 30</b>
Topic 1: The challenge of natural hazards	Topic 1: Urban issues and challenges	Topic 1: Issue evaluation
Topic 2: The living world	Topic 2: The changing economic world	Topic 2: Fieldwork
Topic 3: Physical landscapes in the UK	Topic 3: The challenge of resource management	Topic 3: 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.

## 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.

# GCSE Computer Science

Course Code: J277 Contact: Mr T Oram / Mr M Plant  
Exam/Controlled Assessment: 100% Exam

OCR

## DESCRIPTION

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.

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.

## 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 (Compulsory for course, not assessed by OCR).

## CAREERS

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

# GCSE Art and Design (Fine Art)

Course Code: J171 Contact: Miss Stallard or Miss Morris  
Exam/Controlled Assessment: 40% Exam  
60% Controlled Assessment

OCR

## DESCRIPTION

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.

## 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.

# GCSE Religious Studies

Course Code: 8062 Contact: Mrs H Tanner/ Mrs A Jahic  
Exam/Controlled Assessment: 100% Exam

AQA

## DESCRIPTION

The GCSE is split into three key parts: Christianity, Islam and Thematic studies. We will look, analytically, at what Christians and Muslims believe about:

- God
- The afterlife
- Humans and how humans should act
- How to show faith through celebrations, festivals and worship.

Thematic studies cover four topics:

- Religion Crime and punishment
- Religion and life
- Religion Peace and conflict
- Relationships and families

Component 1: The study of religions.

The study of religions focuses on two chosen religions: Christianity and Islam. At the end of the two years, you will take an exam paper for each religion. This exam paper is made up of questions ranging from 1 mark to 15 marks.

Component 2: Thematic studies

Thematic studies focus on ethical and philosophical themes. At the end of the two years, you will also sit an exam paper on our four chosen themes, with questions ranging from 1 mark to 15 marks. Examples of the sort of questions we will consider are:

- Should the death penalty be brought back?
- How should criminals be treated?
- Are people born or made evil?
- How should crimes be punished?
- When does life begin?
- Is abortion ethical?
- Should euthanasia be made legal?
- Is it right to test on animals?
- Should nuclear weapons be destroyed?
- Is war ever acceptable?
- What is peace and can world peace ever be achieved?
- What makes the family important?
- What is the purpose of marriage?

## ASSESSMENT

Paper 1 (Christianity and Islam) : Written exam: 1 hour and 45 minutes

96 marks, plus 6 for spelling, punctuation and grammar.

(50% of GCSE)

Paper 2 (Thematic studies) : Written exam: 1 hour and 45 Minutes

96 marks, plus 3 for spelling, punctuation and grammar.

(50% of GCSE)

## CAREERS

Religious Studies equips you for any career path. Employers agree Religious Studies pupils have skills that make them very valuable in the workplace. It builds character and develops soft skills that employers look for, such as communication, initiative and social interaction.

Jobs could include: Teaching, law, social work, health work, childcare, local government and journalism.

## DESCRIPTION

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 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.
- Pupils need to be 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.



# GCSE Three-Dimensional Design

Course Code: 8205 Contact: Mrs. Grant-Patel  
Exam/Controlled Assessment: 40%  
Portfolio: 60%

AQA

## DESCRIPTION

The Three-Dimensional Design course is designed to encourage pupils to actively engage with creative processes. They will be inspired to be reflective thinkers with enquiring minds and become effective and independent learners through the study of Three-Dimensional Design. Learners will be taught about prototyping and modelling and how to make functional and aesthetic products, objects. They will, draw upon their intellectual, creative and practical skills.

Within the Three-Dimensional Design course our learners will be taught how to use a range of materials and techniques along with a variety of approaches to produce work. Learners will have the opportunity to explore one or more area of study including:

- Architectural design
- Sculpture
- Ceramics
- Product design
- Jewellery and body adornment
- Interior design

Learners will use a variety of media and materials, including:

- drawing materials
- clay
- wood
- metal
- plaster
- plastic
- found materials.

## ASSESSMENT

**Component 1 - A portfolio** that in total demonstrates coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study. It is 96 marks and worth 60% of the GCSE.

**Component 2 - Externally set assignment** - Students will respond to their chosen starting point from an externally set assignment paper which relates to their subject title, they will demonstrate coverage of all four assessment objectives. Learners are also expected to demonstrate consistent effort with their homework assignments. There is preparatory period followed by 10 hours of supervised time assessment. It is worth 96 marks and 40% of the GCSE.

## CAREERS

Studying the Three-Dimensional Design can lead to numerous careers in this field:

3D Designer

Architect

Design specialisms e.g. design director, junior designer, freelance designer and interior design,

Façade Designer

Draughtsman

# GCSE Textiles Design

Course Code: 8204 Contact: Mrs. Grant-Patel  
Exam/Controlled Assessment: 40%  
Portfolio: 60%

AQA

## DESCRIPTION

The Textiles Design course is designed to encourage pupils to actively engage with creative processes. They will be inspired to be reflective thinkers with enquiring minds and become effective and independent learners through the study of Textiles. Our Learners will develop their creative, imaginative and intuitive capabilities when exploring, creating and producing their images, artefacts and products. Within the Textiles Design course our learners use a range of materials and techniques along with a variety of approaches to produce work. Learners will have the opportunity to explore one or more area of study including:

- Art textiles
- Fashion design and illustration
- Costume design
- Constructed textiles
- Printed and dyed textiles
- Surface pattern
- Stitched and/or embellished textiles
- Soft furnishings and/or textiles for interiors

## ASSESSMENT

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

**For Component 2- Externally set assignment** (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 an interest in Textiles Design, surface printing, block, screen or digital, pattern making, pattern cutting, embroidery.

Have a passion to work creatively when using a range of fabrics, materials and techniques.

Wish to develop their creative, and imaginative capabilities when exploring and creating new products. Have demonstrated excellent motivation to learn new Textiles skills in KS3 Textiles Design lessons. All learners must demonstrate consistent effort with their homework assignments.

## CAREERS

Studying the Textile Design can lead to numerous careers in this field including:

Fashion marketing and advertising.

Design specialisms e.g. design director, junior designer, freelance designer and interior design, set design, fashion,

Textiles artist.

Brand ambassadors are the public faces of a company in marketing materials.

Stylists provide clients with custom fashion advice to help them achieve their desired look or aesthetic.

A pattern maker designs patterns or templates that fabric cutters use to cut and shape material for clothing and accessories.

A fashion merchandiser acquires, monitors and controls a fashion retail store's stock.

# Vocational Hospitality & Catering

Course Code: 5049QA Contact: Mrs. Grant-Patel

Controlled Assessment: 60%

External assessment/Exam: 40%

WJEC

## DESCRIPTION

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

**Unit 1 - The Hospitality and Catering Industry:** enables learners to gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety

**Unit 2 - Hospitality and catering in action:** enables learners to develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively

## ASSESSMENT

Unit 1: The Hospitality and Catering Industry: This is an external assessment/exam 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 Coursework which, analyses, plans, prepares and cooking dishes for a specific customer. The grade for this unit is worth 60% of your final mark.

### The course is suitable for people who:

Want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. However, it is also suitable for anyone who is interested in food although the course is not just practical. There is a mixture of **theory** and **practical** learning.

## CAREERS

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

# BTEC Child Development

Course Code: RCD3 Contact: Mrs Burton  
Exam/Controlled Assessment: 40% Exam /  
60% Controlled Assessment

Pearson

## DESCRIPTION

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.

## 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 – Supporting Children to Play, Learn and Develop.

### The 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

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

# BTEC Performing Arts (Dance)

Course Code: RPD3    Contact: Miss Stallard  
Exam/Controlled Assessment: 40% Exam/  
60% Controlled Assessment

Pearson

## DESCRIPTION

Dance at BTEC level is essential for those pupils who have an enthusiasm and interest for the subject, alongside commitment to train, create and perform. 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. The course is split into three components where pupils are challenged to analyse professional Dance works, studying choreographers, learn repertoire and create engaging choreography.

## ASSESSMENT

Internal Assessment:

- Component 1: Exploring the Performing Arts
- Component 2: Developing Skills & Techniques in the Performing Arts

External Assessment:

- Component 3: Performing to a Brief

Throughout the three components, 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 in Dance Showcases and performances. Pupils will develop their audition skills within their externally assessed units 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.

The course is suitable for people who are:

- Interested in dance as a career
- Enjoy being creative and have a natural ability in Dance and choreography
- Studying famous Dance choreographers and their professional repertoires
- Develop transferable skills and the ability to present ideas and prepare for events.

## CAREERS

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



# BTEC Performing Arts (Drama)

Course Code: RPA3 Contact: Miss Stallard  
Exam/Controlled Assessment: 40% Exam |  
60% Controlled assessment

Pearson

## DESCRIPTION

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.

## ASSESSMENT

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.

### DESCRIPTION

This course is structured into three distinctive components:

The first component delves into user interfaces and their pivotal role in the modern world. Exploring various types of user interfaces and the essential elements that contribute to their success, this segment empowers students to proficiently strategize, develop, and evaluate compelling interfaces for their assignments.

Component 2 shifts focus towards advanced data-centric concepts, empowering students to proficiently create, manipulate, and articulate data across diverse scenarios using Excel. Through hands-on experience with extensive and intricate datasets, students will develop the skills to draw meaningful conclusions and derive actionable insights. This unit uniquely prepares students for thriving in the IT industry by equipping them with essential competencies.

Component 3 encapsulates an examination unit centered on the dynamic intersection of IT within the contemporary landscape. It delves into the profound cultural, ethical, and legal ramifications of computing on our world. Essential topics explored encompass the intricate mechanisms of global computer communication and the essential strategies employed to safeguard data integrity against diverse threats.

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

Component 1: Exploring User Interface Design Principles and Project Planning Techniques – Pearson Set Assignment (PSA) - 30%

Component 2: Collecting, Presenting and Interpreting Data – Pearson Set Assignment (PSA) - 30%

Component 3: Effective Digital Working Practices - Externally assessed exam - 40%

#### Component 1

Exploring User Interface  
Design Principles and Project  
Planning Techniques

#### Component 2

Collecting, Presenting and  
Interpreting Data

#### Component 3

Effective Digital Working  
Practices

**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

Database Manager, Web designer, Software Development, Games Designer, Network Consultant, Cyber Security Expert, IT technician.

# BTEC Health and Social Care

Course Code: RHS3 Contact: Mrs Burton  
Exam/Controlled Assessment: 40% Exam |  
60% Controlled assessment

Pearson

## DESCRIPTION

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

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.

This 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.

# BTEC Creative Media Production

Course Code: RCM3 Contact: Mr Plant  
Exam/Controlled Assessment: 40% Controlled  
Assessment | 60% External Assessment

Pearson

## DESCRIPTION

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.

## ASSESSMENT

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;
- 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/productions /magazine and website design

# BTEC Music Practice

Course Code: RMP3 Contact: Miss Stallard / Miss Collier  
Exam/Controlled Assessment: 40% Exam | 60% Controlled Assessment

**Pearson**

## DESCRIPTION

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will develop key skills, ranging from rehearsing to experimenting with technology, equipment and instruments. You will also develop an understanding of the music industry.

## ASSESSMENT

Everyone taking this qualification will study three components, covering the following content areas:

- Component 1: Exploring Music Products and Styles - exploration of the techniques used in the creation of different musical products and investigation of the key features of different musical styles and genres.
- Component 2: Music Skills Development - development of two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.
- Component 3: Responding to a Music Brief - developing and presenting music in response to a given music brief.

## WHERE WILL THIS COURSE TAKE ME?

Once you have completed the qualification, you will have developed valuable knowledge, practical skills and a wider understanding of the music industry. This qualification will allow you to develop your knowledge and skills through practical and creative application in a vocational context, and by responding creatively to a commercial brief. Since you will be developing skills across a number of disciplines – such as music creation, production and performance – you will have a better understanding of the music industry. If you decide to go on to further study of music, you could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

## CAREERS

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.



# BTEC Tech Award in Sport

Course Code: RSP3 Contact: Mr. Knight/Mr. Beards  
Exam/Controlled Assessment: 33.3% Exam  
66.6 % Controlled Assessment

Pearson

## DESCRIPTION

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.

### Component 1

This component covers different types of physical activity (sports, OAA and physical fitness activities), different sports provisions available to people, barriers to participation, equipment and technology required to participate in sport and physical activity, and how to lead a warm-up to a small group.

### Component 2

This component covers how components of fitness can impact sports performance, physically participating in three skills and gameplay within a designated sport, understanding the roles and responsibilities of officials in sport, as well as creating and leading a coaching session to a small group.

### Component 3

This exam component covers components of fitness, training principles, exercise intensity, importance of fitness testing, fitness testing, fitness training methods, sporting provisions, effects of long-term fitness training, impact of motivation on fitness training.

## ASSESSMENT

Component Number	Component Title	GLH	Level	How Assessed
1	Preparing Participants to Take Part in Sport and Physical Activity	36	1/2	Internal – externally moderated
2	Taking Part and Improving Other Participants Sporting Performance	36	1/2	Internal – externally moderated
3	Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity	48	1/2	External Synoptic

### 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

Higher education courses in Sport science, coaching, fitness instructor, sports doctor, physiotherapist, sports psychologist, sports massage therapy, sports journalist, PE teacher,

# BTEC Business Enterprise

Course Code: RSP3 Contact: Mr Boylan or Mr Jilali  
Exam/Controlled Assessment: 33.3% Exam  
66.6 % Controlled Assessment

Pearson

## DESCRIPTION

BTEC Tech Award in Business Enterprise will provide learners with opportunities to link education and the world of work in engaging, relevant and practical ways. You need to be interested in business and you will need to have a good work ethic. You must be able to work well in groups as well as individually. The qualification enables learners to develop their transferable skills, such as researching, planning, making decisions and judgements. They will also improve their financial literacy using realistic vocational contexts, and personal skills, such as creativity and innovation, time management, reviewing, communication and planning through a practical and skills-based approach to learning and assessment.

## ASSESSMENT

Learners must complete three units in total.

Component 1: Exploring Enterprise: this is internally assessed via a written assignment.

Component 2: Planning for and running an enterprise: this is internally assessed via a written assignment.

Component 3: Promotion and finance for Enterprise: this is externally assessed and will explore promotional methods, financial records, planning and forecasting.

## WHERE WILL THIS COURSE TAKE ME?

Study of the qualification as part of Key Stage 4 will help learners who generally achieve at Level 2 might consider progression to study a vocational qualification at Level 3, such as a BTEC National in Enterprise and Entrepreneurship, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the business sector

## CAREERS

This qualification would help learners to thrive in the world of business. Either working for someone else or being able to be a successful business owner in their own right.

# BTEC Travel and Tourism

Course Code: CTT01 Contact: Mrs Burton  
Exam/Controlled Assessment: 40% Exam /  
60% Controlled Assessment

Pearson

## DESCRIPTION

The Tech Award in Travel and Tourism gives learners the opportunity to develop applied knowledge and understanding in a range of areas. By taking this qualification you will study three components, covering the following content areas:

- The aims of travel and tourism organisations, how different organisations work together and types of travel and tourism, the features that make destinations appealing to visitors and different travel routes
- How organisations use market research to identify travel and tourism trends, and customer needs and preferences, and selection of products and services and planning a holiday to meet customer needs and preferences
- The factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors, and the potential impacts of tourism on global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

## ASSESSMENT

Internally assessed units:

Component 1 – Travel and Tourism Organisations and Destinations.

Component 2 – Customer Needs in Travel and Tourism

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

Component 3 – Influences on Global Travel and Tourism

## The course is suitable for people who:

For learners who want to acquire sector-specific applied knowledge by studying the aims, products and services of different travel and tourism organisations, their use of consumer technologies, the features of tourist destinations, how organisations meet customer needs and preferences, and the influences on global travel and tourism. The qualification enables you to develop transferable skills, such as researching, planning, and making decisions and judgements.

## CAREERS

Air cabin crew, Holiday representative, Hotel manager, Theme park manager, Tour manager, Tourism officer, Tourist information centre manager, Travel agency manager.

# EXAM SPECIFICATIONS

[bloxwichacademy.com/exam-specifications/](https://bloxwichacademy.com/exam-specifications/)