



# **Bloxwich Academy**

'Be The Best You Can Be'

Year 9 Pathways  
2026

# 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 pupil and believe that a three-way partnership between the pupils, 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 2026 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
- PSHE

### 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 course. GCSE courses are normally 100% exam, although some of these exams are conducted as practical exams 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 are submitted throughout the two-year course and can be improved upon, if required. 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.

# Introduction

**Why do all pupils 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, pupils 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 pupils 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. This is also achievable on the Combined Science route. However, Triple Science is a desirable qualification looked upon favourably by colleges and sixth forms.

**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 options selections are timestamped and we allocate options places on a first come, first serve basis. 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 to ensure every child receives appropriate guidance. 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 endeavor to give the student their reserve option.

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

You are welcome to contact Mr Francis (Assistant Headteacher) who will be able to answer most questions around the options process. The teachers in charge of subjects are listed for each subject, they will be happy to provide information to your child.

# English Language

GCSE

Course Code: AQA - 8700

Contact: Miss S Hibbs

## DESCRIPTION

English Language is about how our language works and how we use it effectively. Pupils will learn how writers create meaning, how language influences readers, and how to communicate your own ideas clearly and confidently.

Pupils will study a wide range of fiction and non-fiction texts, including:

- Short stories and novel extracts
- Newspaper and magazine articles
- Speeches, letters and reviews

Throughout the course, pupils will build skills that are valuable far beyond GCSE:

- Reading skills – analysing language, structure, and writer's choices
- Writing skills – crafting imaginative stories and persuasive arguments
- Critical thinking – forming your own interpretations and viewpoints
- Communication – expressing ideas clearly in writing and speech

## ASSESSMENT

- No tiers – all pupils sit the same exam papers
- Two exams – both 1 hour and 45 minutes long
- Paper 1: Exploring Creative Reading and Writing (Fiction)
- Paper 2: Writer's viewpoints and perspectives (Non-Fiction)

Spoken Language Endorsement:

- A five-minute formal presentation on a topic of the pupil's choice.

## CAREERS

English Language helps you develop communication, analysis and writing skills that are essential in almost every career. Employers value people who can read carefully, think critically and express ideas clearly. Key careers would include therapists, roles in marketing and advertising, lawyers, journalists and any role in the digital world.

Assessment Method: 100% Exam

# English Literature

GCSE

Course Code: AQA - 8702

Contact: Miss S Hibbs

## DESCRIPTION

English Literature explores stories, plays and poems that have shaped culture and society. You will study a range of classic and modern texts, learning how writers use language, structure and ideas to explore characters, themes and messages.

This course is about reading deeply and thinking carefully about texts.

You will explore:

- Characters and how they change
- Themes such as power, conflict, love, identity and morality
- Writers' intentions and the ideas behind their choices
- How texts reflect the time and society they were written in

You will study:

- A Shakespeare play – Macbeth
- A 19th-century novel – A Christmas Carol
- A modern text - An Inspector Calls
- A poetry anthology and unseen poems – Power and Conflict Poetry

## ASSESSMENT

No tiers – all pupils sit the same exam papers.

Two exams:

- Paper 1: Shakespeare and 19th Century - 1 hour 45 minutes
- Paper 2: Modern Prose and Poetry - 2 hours 15 minutes

## CAREERS

Any job that requires you to effectively communicate and to think critically, such as lawyers, judges, teachers, publishers, critics, theatre directors and content creators.

Assessment Method: 100% Exam

# Mathematics

GCSE

Course Code: Pearson - 1MA1

Contact: Ms A Keyte

## 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.

Assessment Method: 100% Exam

Course Code: AQA- 8464

Contact: Mrs C Halse

## 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 1 hr 15 minutes 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.

# Chemistry

GCSE

Course Code: AQA- 8464

Contact: Mrs C Halse

## 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 pupils 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 1 hr 15 minutes 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.

Assessment Method: 100% Exam

Course Code: AQA- 8464

Contact: Mrs C Halse

## 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 1 hr 15 minutes 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.

# Triple Science

GCSE

Course Code: AQA- 8461,8462,8463

Contact: Mrs C Halse

## DESCRIPTION

Whilst all pupils 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!

Assessment Method: 100% Exam

Course Code: Pearson - 1FR1

Contact: Mr L Gaudillat

## 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	Higher Tasks
Picture description task	Picture description task
40-50 words	80-90 words
80-90 words	130-150 words
Translation into French (5 Sentences)	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.

**Course Code: AQA - 8145GA**

**Contact: Mrs H Tanner / Miss C Austin**

## 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 c1000 – 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.

# Geography

GCSE

Course Code: AQA - 8035

Contact: Mrs H Tanner / Miss S Thomson / Miss H Khan

## 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 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.

Paper 1: Living with the physical environment (35% of GCSE) 1hr 30	Paper 2: Challenges in the human environment (35% of GCSE) 1hr 30	Paper 3: Geographical applications (30% of GCSE) 1hr 30
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.

Assessment Method: 100% Exam

# Computer Science

GCSE

Course Code: OCR- J277

Contact: Mr M Plant

## 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 / 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.

Assessment Method: 100% Exam

# Art (Fine Art)

GCSE

Course Code: OCR- J171

Contact: Miss E Morris

## 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 pupils 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.

Assessment Method: 40% Exam 60% Controlled Assessment

# Art (3D Design)

GCSE

**Course Code: AQA - 8205**

**Contact: Mrs M Grant-Patel**

## 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 pupils through the study of Three-Dimensional Design.

Pupils will be taught about prototyping, 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 pupils will be taught how to use a range of materials and techniques along with a variety of approaches to produce work. Pupils 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

Pupils 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 pupil's course of study. It is 96 marks and worth 60% of the GCSE.

Component 2 - Externally set assignment - Pupils 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. Pupils 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

**Assessment Method: 40% Exam 60% Controlled Assessment**

# Art (Textiles)

GCSE

Course Code: AQA - 8204

Contact: Mrs M Grant-Patel

## 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 pupils through the study of Textiles. Our pupils will develop their creative, imaginative and intuitive capabilities when exploring, creating and producing their images, artefacts and products. Within the Textiles Design course our pupils use a range of materials and techniques along with a variety of approaches to produce work. Pupils 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 pupils 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 pupils 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.

Assessment Method: 40% Exam 60% Controlled Assessment

# Design and Technology

GCSE

**Course Code: Eduqas C600QS**

**Contact: Mrs M Grant-Patel / Mr S Ravenscroft**

## DESCRIPTION

Eduqas GCSE Design and Technology consist of two units:

**Component 1: Design and Technology in the 21st Century Written examination:**

A mix of short answers, structured and extended writing questions which assesses pupils' knowledge and understanding of:

- Technical principles
- Designing and making principles along with their ability to
- Analyse and evaluate design decisions and wider issues in design and technology

**Component 2: Design and make task Non-exam assessment:**

A sustained design and make task, based on a challenge task set by WJEC, which assesses learners' ability to:

- Identify, investigate and outline design possibilities
- Design and make prototypes
- Analyse and evaluate design decisions and wider issues in design and technology

## ASSESSMENT

**Component 1: Design and Technology in the 21st Century Written examination.** This is 2 hours which is 50% of your final mark.

**Component 2: Design and make task Non-exam assessment.** Is approximately 35 hours and 50% of your qualification.

The course is suitable for people who:

Want to identify and solve real problems by designing and making products or systems. Through studying GCSE Design and Technology, pupils will be prepared to participate confidently and successfully in an increasingly technological world and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

## CAREERS

Careers in Design and Technology include; Mechanical Engineer, Product Engineer, Manufacturing Engineer, Automotive Engineer, Product Designer, Industrial Designer Furniture Designer, Aerospace Engineer, Mechatronics Technician, CNC Machinist and Engineering Technician.

**Assessment Method: 40% Exam 60% Controlled Assessment**

# Religious Studies

GCSE

Course Code: AQA - 8062

Contact: Mrs H Tanner / Miss A Jahic

## 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 and how to show faith through celebrations, festivals and worship.

Our thematic studies cover four topics:

- Religion and 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 which will contain both religions. 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.

Assessment Method: 100% Exam

# Psychology

GCSE

Course Code: AQA - 8162

Contact: Mr A Booth

## 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.

Assessment Method: 100% Exam

# Hospitality and Catering

WJEC

**Course Code: WJEC - 5049QA**

**Contact: Miss J Williamson**

## DESCRIPTION

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

Unit 1 - The Hospitality and Catering Industry: enables pupils 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 pupils 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 pupils 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.

**Assessment Method: 60% Controlled Assessment 40% Exam**

# Child Development

BTEC

**Course Code: Pearson - RCD3**

**Contact: Mrs Burton / Mr Booth**

## DESCRIPTION

The Tech Award in Child Development gives pupils the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five. It also looks at how children learn through play and how meeting the needs of individual children will support their development, play and learning.

Pupils 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 pupils 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.

**Assessment Method: 60% Controlled Assessment 40% Exam**

# Health and Social Care

BTEC

**Course Code: Pearson - RHS3**

**Contact: Mrs Burton / Mr Booth**

## 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.

**Assessment Method: 60% Controlled Assessment 40% Exam**

# Performing Arts (Dance)

BTEC

**Course Code: Pearson - RPD3**

**Contact: Miss Gardener / Mrs Holmes**

## 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.

**Assessment Method: 60% Controlled Assessment 40% Exam**

# Performing Arts (Drama)

BTEC

**Course Code: Pearson - RPA3**

**Contact: Miss Hodgkiss**

## 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.

**Assessment Method: 60% Controlled Assessment 40% Exam**

**Course Code: Pearson - RMP3**

**Contact: Miss Stallard / Mrs Collier**

## 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.

**Assessment Method: 60% Controlled Assessment 40% Exam**

**Course Code: Pearson - DIT3**

**Contact: Mr M Plant**

## 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 pupils to proficiently strategize, develop, and evaluate compelling interfaces for their assignments.

Component 2 shifts focus towards advanced data-centric concepts, empowering pupils to proficiently create, manipulate and articulate data across diverse scenarios using Excel. Through hands-on experience with extensive and intricate datasets, pupils will develop the skills to draw meaningful conclusions and derive actionable insights. This unit uniquely prepares pupils 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, 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 pupils 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.

**Assessment Method: 60% Controlled Assessment 40% Exam**

## Course Code: Pearson - RSP3

Contact: Mr Knight / Mr Waterworth

### 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 pupils 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

**Assessment Method: 60% Controlled Assessment 40% Exam**

**Course Code: Pearson - CTT01**

**Contact: Mrs Burton / Mr Booth**

## 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 pupils who:

For pupils 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.



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Exam Specifications

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