



Winifred Holtby
Academy



THE CONSORTIUM
ACADEMY TRUST

Key Stage 4
Options
2024

www.winifredholtbyacademy.co.uk



...the quality of education that pupils receive is of a consistently high standard. Teaching is matched to the needs of the pupils and taught by staff with strong subject knowledge.”



‘Unlocking potential
through care and ambition for all.’



Contents

	Information		Options Subjects
04	Dear Pupils	24	Art
05	Key Dates 2024	25	Business
06	Introduction	26	Children's Development and Care
07	Information, Advice and Guidance	27	Construction and the Built Environment
08	EBacc Information	28	Digital Information Technology
10	Where next after Year 11?	29	Engineering
		30	Graphics
	Core Subjects	31	Health & Social Care
12	Combined Science	32	Hospitality and Catering
13	English Language and English Literature	33	Music
14	Mathematics	34	Performing Arts- Acting
15	Physical Education	35	Philosophy and Ethics / Religious Studies
16	PSHCE	36	Psychology
		37	Sociology
	EBacc Subjects	38	Sport Science
18	Computer Science	39	Travel and Tourism
19	French		
20	Geography		
21	History		
22	Spanish		



Dear Pupils

This booklet will help you plan your final two years at Winifred Holtby Academy.

Most of you will go on to further education, some of you will get a job with training, but whatever you do you will find your career will still involve further training.

This booklet contains information about the courses that you could follow for the next two years. You need to read this booklet carefully and discuss these courses with your parents/carers, subject teachers and tutor.

The more information you get, the better!

Which subjects should you choose?

There are several reasons why you may wish to continue studying a particular subject –

- You are good at it
- You are interested in it and enjoy it
- You may need it for your career or choice of training course

Try and select a good balance of subjects

Any pitfalls? Yes, there are!

- You need to think carefully about the subjects that you want to study.
- Don't choose a subject because your friends have chosen it. Depending on the timetable, you maybe in different classes at different times.
- Do not let like (or dislike) of a teacher influence your choice, you may have a different teacher next year.

Finally, do not panic! There are lots of people who are willing and able to help you.

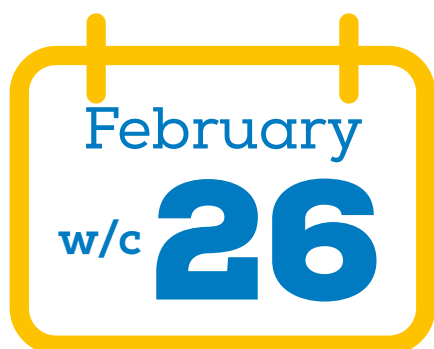
Key Dates 2024

As this is such an important decision we have planned a number of events to support pupils and their parent/carers in these choices.

Our aim is to have every pupil studying courses in which they have a high degree of interest and the potential to achieve highly.

Once everyone has submitted their option choices, we will begin the process of fitting the pupils' choices into a timetable.

Whilst we always try to ensure that pupils are given their first choice of courses, this cannot be guaranteed.



Option booklets handed to pupils via PSHCE lessons.



Options evening.



Deadline for Options choices forms.



Key Stage 4 courses start.

Introduction

Dear Parent/Carer

As your child approaches the end of Year 9 making the right option choices is important.

This booklet will guide you through the subjects and courses available in Years 10 and 11. Our aim is that every student in Year 9 will be able to make informed choices about the subjects that they would like to study throughout Key Stage 4.

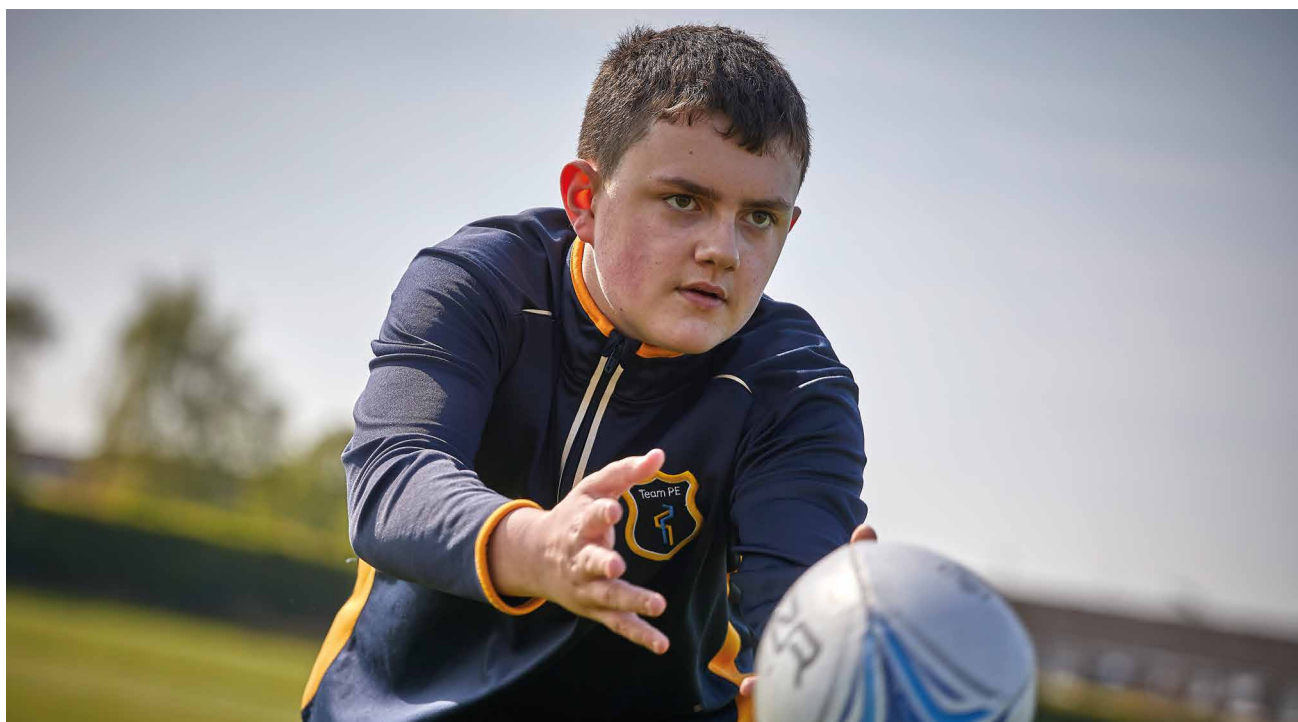
Every student will have the opportunity to study a range of subjects appropriate to his/her needs and potential. This includes the core subjects which every student must study: English Language and English Literature, Mathematics, Science, PE and PSHE which involves citizenship, personal well-being, careers advice and Moral Spiritual and Cultural Education.

In addition to the Core subjects, students must choose 3 other subjects plus a reserve option. Students will follow 1 EBACC plus 2 other subjects.

This booklet has been put together to help your child make the right decisions. We hope that you will have a chance to read through the booklet with your son/daughter and discuss the choices available. Your child should also seek help from his/her tutor and subject teachers, who are always available to offer advice and guidance on the most appropriate courses. Options evening is always a very busy night so preparing for the event with key questions for subject teachers is essential.

Options forms will be provided at the options evening on Wednesday 6 March 2024, we would like this form to be completed and handed in on the evening, or as soon after as possible. We need this information to enable us to make decisions on the options we can offer. If the form is submitted after the deadline or not completed in full, availability of courses may be limited.

We cannot guarantee the availability of all subjects; alterations may have to be made depending on student choices, oversubscribed groups/subjects and staffing availability. Please don't hesitate to contact us if you require any further information regarding option choices.





Information, Advice and Guidance

As your child continues to move through Key Stage 4, parents can access the Academy Careers programme via the pupil career opportunities weblink and at the Academy's information evenings.

- Parent/Carer evenings for all Year groups
- Year 11 information evening that provides career information on post 16 routes
- Parents and students have the opportunity to gain further advice on the external Advisors (Connexions) and post 16 pathways providers
- Have access to the school's careers leader Miss Sykes on 01482 826207 or by contacting msykes@winifredholtbyacademy.com

Young people now have to make more decisions and choices about their lifestyle, education and future careers than any previous generation.

Never before has the need for good information, advice and guidance (IAG) been more essential.

The Government requires that all young people stay in learning (i.e training or education) until they are 18. This is known as Raising the Participation Age. Raising the Participation Age does not necessarily mean that young people must stay in school.

They must however choose one of the following options:

- Full time education, such as a School Sixth Form, Further Education or Sixth Form College or a training provider
- Apprenticeships or other work-based learning routes
- Employment with training

EBacc Information

The English Baccalaureate qualification (EBacc) is the “gold standard” qualification that was introduced in 2010.

It is considered that some universities and employers may expect school leavers to have this qualification. The EBacc qualification is achieved if students achieve grades 5- 9 in English, Mathematics, two Science qualifications, a Humanities subject and a Modern Foreign Language.

The Government’s reasons for introducing the EBacc was a concern nationally that students were losing the opportunity to take exams in these subjects. This was considered to potentially cut off an important route in progressing to further learning.

The subjects we have included are designed to ensure that all students have the opportunity to study a broad core of subjects, ensuring that doors are not closed off to them in terms of future progression.

For students hoping to go to university, The Russell Group have provided a guide on making informed choices for post-16 education. These are subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open.

Therefore, students studying EBacc subjects at GCSE have access to ‘facilitating subjects’ at A level and hence should have access to the best universities.

Currently, universities have not stated if they require the EBacc qualification as an entry requirement. However, in future years, perhaps the more oversubscribed universities could decide to use it as one of their selection criteria.





Where next after Year 11?



THE CONSORTIUM
SIXTH FORM COLLEGE

All young people now need to stay in learning (i.e. training or education) until they are eighteen years old.

They must choose one of the following options:

- Full-time education, such as school Sixth Form, a further education or Sixth Form College or a training provider
- Apprenticeships or other work-based learning routes
- Employment with training

At 16, students could consider continuing their full-time education at The Consortium Sixth Form College, which offers a wide range of courses, academic, applied and vocational. This provides an appropriate route for higher education at University or higher or degree apprenticeships.

We realise for some however, that this might not be the right choice, especially if they are seeking intermediate/advanced apprenticeships or work-based learning.

We are committed to offering quality Information, Advice and Guidance, so all students in Year 11 will have the opportunity to have a careers interview with a careers specialist to assist them with these major decisions. They will also have the opportunity to listen to guest speakers from Further Education establishments and Apprenticeship providers.

Core Subjects

Combined Science (GCSE)

Course Content

GCSE (Biology) Combined Science Paper 1: Key concepts in Biology, cells and control, genetics, natural selection and genetic modification, health, disease and development of medicines.

Paper 4: Key concepts in Biology, plant structures and their functions, animal coordination, control and homeostasis, exchange and transport in animals, ecosystems and material cycles

GCSE (Chemistry) Combined Science Paper 2: Key concepts in Chemistry, states of matter and mixtures, chemical changes (acids and electrolytic processes), extracting metals and equilibria.

Paper 5: Key concepts in Chemistry, groups in the periodic table, rates of reaction and energy changes, fuels and earth science.

GCSE (Physics) Combined Science Physics Paper 3: Key concepts in Physics, motion and forces, conservation of energy, waves, light and electromagnetic spectrum, radioactivity.

Physics paper 6: Key concepts in Physics, energy- forces doing work, electricity and circuits, magnetism and the motor effect, electromagnetic induction, particle model, forces and matter.

How will I be assessed?

Pupils sit six 70 minute (60 mark) tiered examinations in year 11, two in each discipline. The examinations include multiple-choice questions, scaffolded short answer questions, calculations, and extended open response questions to assess student knowledge. Pupils sitting the Foundation tier papers aim for grades between 1-5 and those on Higher tiers for 4-9. The breakdown of the examinations AO1 – Knowledge recall is 40%, AO2- Application of knowledge is 40% and AO3- Analysis of information is 20%- 20% of the grade is based on Maths skills and 15% Core Practicals. Pupil progress is monitored with end of topic tests and practical assessments.

Progression and Career Opportunities:

Progression onto A level Science courses at Sixth Form Colleges and a range of careers or further study, such as Engineering, Pharmaceuticals, Construction, Web-based Technology and Aviation.

For further details see:

Mr Ramsden

English Language and English (GCSE) Literature

Course Content

English at Key Stage 4 is compulsory.

English Language is a lively and varied course, which develops students' language skills through speaking and listening, reading, and writing. Pupils will also study English Literature which is a course that aims to develop young peoples' appreciation of a wide range of literary texts including plays, poems, and prose. English Language and Literature will be studied alongside one another as skills between the subjects are transferable.

English Language:

- The Speaking and Listening element of the course includes the following tasks; presenting, discussing and listening and role playing.
- Grammar, punctuation, and spelling are fundamental skills that will be taught and assessed within creative and transactional writing tasks.
- Pupils will learn to how write in a range of transactional styles as well as craft creative writing tasks such stories and descriptive writing.
- Pupils will learn to analyse both fiction and non-fiction texts including web pages, blogs, articles, and other extracts.

Progression and Career Opportunities:

A Grade 5 or above is required for most post-16 establishments or apprenticeships. This GCSE can lead to A levels in English and English Literature, post-16 .

English Literature:

- Enhances upon and develops pupils' enthusiasm for Literature by using a skills-based approach to study.
- Pupils will analyse a range of GCSE texts including:
 - o Power and Conflict poetry
 - o 'Macbeth'
 - o 'The Strange Case of 'Dr Jekyll and Mr Hyde'
 - o 'An Inspector Calls'
 - o and a variety of unseen poetry.

How will I be assessed?

English Language: 100% exam

- **Paper 1:** 50% of GCSE
 - o Section A: Reading (fiction)
 - o Section B: Writing (creative)
- **Paper 2:** 50% of GCSE
 - o Section A: Reading (fiction and non-fiction)
 - o Section B: Writing (transactional)

English Literature: 100% exam

- **Paper 1:** 40% of GCSE
 - o Shakespeare text and 19th Century Novel
- **Paper 2:** 60% of GCSE
 - o Modern prose/drama texts, Power and Conflict poetry and unseen poetry

For further details see:

Miss Bibby

Mathematics (GCSE)

Course Content

The course content covered will depend on which tier you follow as we have the Higher and Foundation tier.

Both of these tiers are taught from a series of examples that progressively build on the skills and application taught previously. Teaching will be directed by the teacher supported by progression building power points and videos when needed. Students learn by completing the questions which are designed to build confidence in the students' ability of applying the taught skills. Students can be successful on either tier, as Mathematics, which is a problem-solving course, is part of our every day life and some students find Mathematical approaches easier than others.

Higher tier

Starts at Grade 4 and progresses to a Grade 9, the Grade 7 is aligned with the old Grade A. The course offers pupils a clear understanding of applying Mathematics to varied situations. It is a stepping stone to further Mathematical study and a requirement by Sixth Form College courses for progression to A level.

Foundation tier

This tier goes up to a Grade 5. This course covers everyday Mathematics skills which develop understanding, nurture confidence and exposes pupils to a range of Mathematical experiences which can be transferred to real-world problems.

How will I be assessed?

The examinations pupils sit for the GCSE qualification are three exam papers, which consist of one non-calculator paper and two calculator papers.

Each paper is worth 80 marks giving a total of 240 marks, which the whole GCSE is graded on. Each of these examinations last for 90 minutes, giving a total examination time of 4 hours 30 minutes. The questions on each paper are varied with some being multiple choice, some just requiring an answer, some requiring students to follow a series of steps to reach an answer and others require students to apply their Mathematical skills to solve a problem.

Progression and Career Opportunities:

Mathematics at Grade 5 or above is a requirement for almost all college courses and apprenticeships. If you want to study Mathematics at A level or go on to study a degree, you should aim to complete the Higher Mathematics course. Performance in Mathematics is evidence for solving problems, which is a transferable skill that opens the door to promotion in most jobs; as it shows an ability to work in a logical and methodical manner.

For further details see:

Mr Cook or Mrs Bowman

Physical (Core) Education

Course Content

Physical Education develops pupils competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of the academy.

A high-quality Physical Education curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them.

In Key Stage 4 Core PE the emphasis is on participation, health and enjoyment and continues to build on the 4 components of physical skills, physical fitness, personal qualities and cognitive skills developed in Key Stage 3.

Girls groups and selected boys groups are given an option programme which enables us to include the pupils in the decision making process and give the pupils greater ownership of their health and learning, which hopefully they will continue post 16.

What will I learn?

PE develops pupils competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of the academy.

As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at the academy, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Progression and Career Opportunities:

Being physically fit ensuring that young people can meet the physical demands of their environment and be fit for life. Pupils will have access to local sports club contacts to ensure that they can continue participating in sport post 16.

For further details see:

Mr Pindar

PSHCE (Core)

Personal, Social, Health and Citizenship Education

Course Content

Through the PSHCE programme of study, students will study issues relating to Personal, Social and Health Education including Relationship & Sex Education, Health Education, Careers & Work-Related Learning, Citizenship, Enterprise, and Economic Education.

Each strand of learning builds on the Academy Learner Profile model which aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working, problem solving and critical thinking abilities which students need to keep themselves healthy and safe and prepare them for life and work in modern Britain.

How will I be assessed?

As a non-examined component of the curriculum, students are not given a GCSE grade for this subject.

For further details see:

Miss Sykes

What will I learn?

- Careers & work-related learning which provides information and access to local providers, employers and industries- the opportunities they provide via careers talks, careers fairs, mock interviews, CV workshops; Labour Market Information (LMI);
- Physical & sexual health, including the importance of healthy relationships; consent; LGBT issues; staying safe online.
- Drug and alcohol education; including personal safety and the physical and social damage associated with these,
- Mental health awareness and emotional well-being,
- Citizenship education including the PREVENT strategy, government, the Criminal Justice System, knowledge and understanding about becoming informed citizens, skills of participation and responsible action

Progression and Career Opportunities:

Knowledge, understanding and skills developed will provide students with qualities that support a range of Post-16 routes and careers. Further skills, such as communication and problem solving, are invaluable in further and higher education and in the majority of career choices young people may make.

Future careers links include: Social Services, Probation and Prison Service, Nursing, Child Care and Financial Advice Services.

EBacc

Subjects

Computer Science

(GCSE)

Course Content

In the Computer Science course, we study what is required to make a computer system and how they work.

We study the physical components that make a computer system, to how they understand information using binary 1s and 0s. Computer Science is a growing subject with computers being used in our everyday lives more and more. This is causing a demand for jobs to be created constantly in computing fields such as cyber security, software development and video game development. So being able to think creatively, analytically, logically, and critically, are the kind of skills that will be beneficial to Computer Science.

Throughout the course we apply principles of Computer Science, including abstraction, decomposition, and logical thinking to solve a variety of problems. Then analyse these problems in computational terms to solve them by designing, writing, and debugging programmes.

Progression and Career Opportunities:

Further education: Computer Science A-level, Computer Science Degrees.

Careers Opportunities: Software Developer, Mobile App Developer, IT Project Manager, Video Game Developer, Computer Hardware Engineer.

How will I be assessed?

Computer Systems Paper 1: - 1 hour and 30 minutes
Written paper 50% of total GCSE:

- **Topic 1:** Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- **Topic 2:** Data – understanding of binary, data representation, data storage and compression.
- **Topic 3:** Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.
- **Topic 4:** Networks – understanding of computer networks and network security.
- **Topic 5:** Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues

Computational thinking, algorithms and programming Paper 2: - 2 hours Computer Based Exam 50% of total GCSE:

This exam will assess Topic 6: Problem solving with programming.

The main focus of this paper is:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine, and evaluate programs

For further details see:

Mr Yeomans

(GCSE) French

Course Content

AQA GCSE in French aims to give young people the opportunity to learn and develop the kind of French that will enable them to communicate effectively in each of the four key attainment targets: listening, speaking, reading and writing.

They will gain a cultural understanding of a foreign country and its people (in the Francophone World). Pupils will be supported with a wealth of paper-based and online materials to help gain in confidence writing and saying phrases about life and the world around us from memory.

In the future a modern foreign language will give young people the opportunity to become more employable and enhance their career prospects in an international workplace.

What will I learn?

In the French GCSE course young people will learn a variety of different topics and themes relating to contemporary France.

Whilst studying these themes pupils will develop a range of language techniques that include translation, conversation, open-ended writing, grammar skills and reading authentic texts. To support their learning young people will use interactive facilities such as Seneca, Active software, ipads and the interactive whiteboard as well as revision websites at home such as Seneca and Duolingo, which must be accessed daily to succeed.

Pupils study all of the following themes on which the final exams are based:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

How will I be assessed?

Assessment

Paper 1: Listening Written exam: 25% of GCSE

Paper 2: Speaking Non-exam assessment 25% of GCSE

Paper 3: Reading Written exam: 25% of GCSE

Paper 4: Writing Written exam: 25% of GCSE

Homework takes the form of spellings to learn, presentations or written answers to questions to learn in order to practise vital speaking skills as well as learning phrases from written tasks from memory.

Other languages are offered to those with experience of life in another country or who speak another language at home.

Progression and Career Opportunities:

In order to study French GCSE pupils must have studied and made good progress in the subject at Key Stage 3 as well as be prepared to read in or listen to the foreign language every day.

Key skills that would be desirable for the course include good communication skills, teamwork when working as part of a group and the confidence to take part in recorded speaking activities and speaking in front of peers; writing accurately from memory is also a valuable skill.

The course is a pre-requisite for A level French and is seen as a requirement for access to some universities and a positive qualification for access to many other universities.

For further details see:

Mr Styles, Mr Reaney or Mr Ziebeck

Geography (GCSE)

Course Content

Geography will allow pupils to develop their own independent research and analysis skills through fieldwork, allow them to develop their enquiry-based learning skills and give them an appreciation of the world around them.

Pupils will gain an awareness of how geographical processes can shape the way we live our lives and how the actions of one person can affect the lives of others around the world. Pupils will need to develop a range of skills when studying Geography. These include the use of statistical data, literacy skills, independent learning and empathy as they will be considering different people's values and attitudes and technological skills through the use of GIS and ICT lessons.

What will I learn?

In the Geography GCSE course pupils will study a range of Physical and Human Geography.

These will include:

Physical Geography: Living with the Physical

Environment: The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

1. The Challenge of Natural Hazards
2. The Living World
3. Physical landscapes in the UK

Human Geography: Challenges in the Human

Environment: The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments, the dynamic nature of these environments that change over time and place, the need for sustainable management, and the areas of current and future challenges and opportunity for these environments.

1. Urban Issues and Challenges
2. The Changing Economic World
3. The Challenge of Resource Management

Geographical Applications:

1. Issue evaluation which includes pre-release material and tests geographical skills linked to the topics covered in the previous two units.
2. Fieldwork which will be made up of two pieces one from the physical and one from the human sections of the course.

How will I be assessed?

Assessment will be through three examinations

Paper 1: Living with the physical environment (35%)

Paper 2: Challenges in the human environment (35%)

Paper 3: Geographical applications (30%)

Progression and Career Opportunities:

The Geography GCSE course is classed as one of the subjects which will allow pupils to achieve the Ebacc; it can lead to A level Geography post 16 and is seen as a high-level qualification for entry into university. It can lead to careers such as: Cartographer, Teacher, Landscape Architect, Transport Planner, Political Risk Analyst, Logistics and Distribution.

For further details see:

Mrs Rackley

(GCSE) History

What will I learn?

Pupils will explore a broad range of historical events and people within British, European and international history across varying timespans.

Unit 1: Thematic study (Medicine in Britain c1250-present) and a study of a historic environment (Written examination 1 hour and 15 minutes 30%)

We will take you on a journey through the plague-ridden streets of Medieval and Renaissance England, study the remarkable medical discoveries of the 19th and 20th Centuries and on a tour of the battlefields of WW1 that brought new challenges and breakthroughs in medical knowledge.

Unit 2: British depth study: Early Elizabethan England, 1558-1588 and Period study: The American West 1835-1895 (Combined paper Written examination 1 hour and 45 minutes 40%).

You will study Queen Elizabeth I and the challenges she faced when she became Queen, how against all odds, she defeated the Armada the largest and most powerful naval fleet ever seen and how her reign saw the start of exploration.

We will take you across the Atlantic to the New World and discover the development and economic expansion of the Great American West, whilst also exposing the human cost, the destruction of the Native American way of life.

Unit 3: Modern depth study: Weimar and Nazi Germany 1919-1939 (Written examination 1 hour and 20 minutes 30%).

You will learn about Germany 1919-1939 and discover how, in the wake of the First World War, Adolf Hitler would emerge as the unlikely leader and dictator of Germany.

Course Content

GCSE History is a challenging academic subject.

History is desirable because it helps develop cross-curricular skills. You will develop critical reasoning, analytical skills, problem solving, judgement, as well as encouraging independence, an ability to construct an argument using sources and interpretations and communicate your findings in a clear and persuasive manner, both orally and in writing.

How will I be assessed?

In addition to the end of course exams pupils will be also assessed through end of unit tests. Homework will be set to support the work being carried out in lessons and it is an expectation that this will be completed to a high standard.

Progression and Career Opportunities:

GCSE History is highly regarded as an academically rigorous subject that demonstrates to colleges and universities that pupils are capable of analysing information, evaluating the reliability of sources and the significance of previously held historical interpretations to create sustained, evidence-based arguments.

These are skills that are extremely useful in a wide range of university courses and careers including Law, Journalism, Business, Management and Academic study.

For further details see:

Mrs Collins Or Mr Nassau

Spanish (GCSE)

Course Content

AQA GCSE in Spanish aims to give young people the opportunity to learn and develop the kind of Spanish that will enable them to communicate effectively in each of the four key attainment targets; listening, speaking, reading and writing.

They will gain a cultural understanding of a foreign country and its people (in the Hispanic World). Pupils will be supported with a wealth of paper-based and online materials to help gain in confidence writing and saying phrases about life and the world around us from memory.

In the future a modern foreign language will give young people the opportunity to become more employable and enhance their career prospects in an international workplace.

How will I be assessed?

Assessment

Paper 1: Listening Written exam: 25% of GCSE

Paper 2: Speaking Non-exam assessment 25% of GCSE

Paper 3: Reading Written exam: 25% of GCSE

Paper 4: Writing Written exam: 25% of GCSE

Homework takes the form of spellings to learn, presentations or written answers to questions to learn in order to practise vital speaking skills as well as learning phrases from written tasks from memory.

Other languages are offered to those with experience of life in another country or who speak another language at home.

What will I learn?

In the Spanish GCSE course young people will learn a variety of different topics and themes relating to contemporary Spain.

Whilst studying these themes young people will develop a range of language techniques that include translation, conversation, open-ended writing, grammar skills and reading authentic texts. To aid their learning young people will use interactive facilities such as Seneca, Active software, ipads and the interactive whiteboard as well as revision websites at home such as Seneca and Duolingo, which must be accessed daily to succeed.

Pupils study all of the following themes on which the final exams are based:

Theme 1: People and lifestyle

Theme 2: Popular culture

Theme 3: Communication and the world around us

Progression and Career Opportunities:

In order to study Spanish GCSE pupils must have studied and made good progress in the subject at Key Stage 3 as well as be prepared to read in or listen to the foreign language every day.

Key skills that would be desirable for the course include good communication skills, teamwork when working as part of a group and the confidence to take part in recorded speaking activities and speaking in front of peers; writing accurately from memory is also a valuable skill.

The course is a pre-requisite for A level Spanish and is seen as a requirement for access to some universities and a positive qualification for access to many other universities.

For further details see:

Mr Horsley or Mr Styles

Options

Subjects

Art (BTEC Tech Award) *equivalent to 1 x GCSE*

Course Content

This award enables learners to develop skills across a range of Art and Design practices using a combination of practical exploration, experimentation and realistic vocational contexts.

They will develop personal skills, such as managing creative projects, documenting progress of skills and work, responding to briefs and presenting work through a practical and skills-based approach to learning and assessment.

Component 1: Creative Practice in Art and Design- Learners will investigate Art and Design practice to inform the generation and communication of ideas and will develop practical skills through exploration of specialist materials, techniques and processes.

Component 2: Responding to a Brief- Learners will develop and produce Art and Design work in response to a creative brief.

Please note: this option subject **CANNOT** be taken alongside Graphics, only one can be chosen.

For further details see:

Mr Anderson or Ms Mitchell

How will I be assessed?

All assessment is practical and project-driven making it relevant to the sector and building learners' skills and portfolio of work. Assessments are designed to be engaging, open and flexible, stimulating creative ideas without restricting types or direction of learner response.

Internal assessment

Component 1: Creative Practice in Art and Design- assessed through non-exam internal assessment. The non-exam internal assessment for this component has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities.

External assessment

Component 2: Responding to a Brief - Task set and marked by Pearson, completed under supervised conditions. Learners will be given a brief to which they respond with Art or Design work and produce a portfolio. The supervised assessment is a maximum of 20 hours and can be arranged over a number of sessions in a 12-week period timetabled by Pearson and is worth 60 marks.

Progression and Career Opportunities:

This course offers a practical introduction to an exciting sector that transects multiple industries such as Fashion, Games, Advertising, Graphics and Publishing, Craft and Product Design, Interior Design and Architecture.

equivalent to 1 x GCSE

Business

(BTEC Level 1 / Level 2 Tech Award in Enterprise)

Course Content

The course is for learners who wish to acquire skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, setting up, running and reviewing an enterprise.

Component 1: Exploring Enterprises: Learners will investigate local, small and medium enterprises.

Component 2: Planning for and Pitching an Enterprise Activity: Learners plan, pitch and then respond to feedback relating to an idea for an enterprise. Pupils **MUST** present their business idea as part of the controlled assessment.

Component 3: Promotion and Finance for Enterprise. This unit builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts.

The 3 components total 120 GLH (Guided Learning Hours).

For Components 1 & 2, there is an expectation that pupils will attend Lesson 7 sessions in order to complete coursework and/or improve work to meet and exceed target grades. Regular tasks and tests are set during Component 3.

Skills gained: independence, teamwork, ICT, employability, research, presentation.

How will I be assessed?

Assessment is through two components of controlled assessments.

Components 1 & 2 are worth 30% each. Part of the controlled assessment will include a presentation to the teacher of a business idea. Exam board deadlines for controlled assessments are fixed and failure to complete work by the deadlines will result in a resit in the next available window.

The Exam unit, Component 3, is worth 40%. The exam is a mixture of short and longer written answers with some numerical questions. The exam takes place in May of Year 11 and lasts for 2 hours.

Progression and Career Opportunities:

The qualification could provide a starting point for a route into employment in many of the diverse areas of business along with entry into further study of Business, Accounting and Economics in further education or an apprenticeship.

For further details see:

Mrs Aspinall

Children's Development and Care

equivalent to 1 x GCSE

(OCR Cambridge National)

Course Content

This qualification gives pupils an introduction to the key principles and concepts of Child Development.

The course introduces pupils to areas such as understanding child development, creating a safe environment for children, health and well-being, and the nutritional needs of children from birth to five.

Please note: the course is about caring for children in settings such as nurseries and as a childminder, NOT as a parent.

The course is divided into 3 units:

- **R057:** Health and well-being for child development (Externally assessed)
- **R058:** Create a safe environment and understand the nutritional need of children from birth to five years (Internally assessed)
- **R059:** Understand the development of a child from one to five years (Internally assessed)

Pupils will cover growth and development of children and an understanding of the role of planning activities that promote development in young children. Pupils will cover preparing a feed or a meal for a child. Pupils will learn about choosing suitable equipment to use in a childcare setting and helping to prevent accidents in a childcare setting.

How will I be assessed?

Unit **R057** is assessed externally, as an exam which includes multiple-choice, short answer, and long answer questions, this unit forms approximately 40% of the overall grade. R058 and R059 are assessed by written assignments which, together, form 60% of the overall grade. These are completed during lessons. Homework includes individual research and tasks to review knowledge in preparation for the exam. Each assignment is marked by the teacher and a sample is internally verified by another member of the faculty team. A sample will also be externally moderated the exam board.

Progression and Career Opportunities:

Further education: A levels and Level 3 courses in Child Studies, Health & Social Care, Psychology, and Sociology, along with others.

Future careers: Nursery Worker, Childminder, Social Worker, Nurse, Teacher and other careers in the sector.

For further details see:

Mrs Harrison

Construction and the Built Environment

(BTEC Level 1 / Level 2 Tech Award)

equivalent to 1 x GCSE

Course Content

The BTEC Tech Award in Construction and the Built Environment provides an engaging and stimulating introduction to the construction industry and can help you take your first steps towards further education, apprenticeships and employment in this exciting and varied industry.

What will I learn?

Pupils study a series of three components based upon different aspects of the construction industry such as:

- Construction Technology
- Carpentry and Joinery Techniques
- Construction Design, Planning and Architecture

Progression and Career Opportunities:

The skills and knowledge acquired will be directly relevant to anyone wanting to begin an apprenticeship in the construction sector or to continue their BTEC studies in one of a number of construction courses available at local colleges.

How will I be assessed?

Component 1: Construction Technology is a theory-based component looking at how buildings are made. It is taught across the two years and assessed by an exam at the end of Year 11.

Component 2: is a practical unit. You will learn to use common hand and machine tools to produce a variety of wood joints before being set a carpentry assignment that will be produced in the classroom under exam conditions. This component is internally assessed and externally verified.

Component 3: is a design unit. You will use drawing skills to produce elevations, site plans and floor plans for a variety of buildings before being set a final assignment that will be produced in the classroom under exam conditions. This component is internally assessed and externally verified.

For further details see:
Mr Alexander-Duncan or Mr Wallis

Digital Information Technology

(BTEC Tech Award)

equivalent to 1 x GCSE

Course Content

The BTEC Tech Award in Digital Information Technology will give you the chance to develop knowledge and skills that are suitable for working in the digital-technology sector, in careers such as IT Project Management, Technical Support and Cyber Security.

With our world becoming ever more reliant on technology in everyday life, studying digital Information Technology will support the development of key skills of project planning, designing and creating user interfaces, presenting and interpreting data, communication skills and understanding the legal and ethical issues associated with the sector.

What will I learn?

The course is divided into 3 units:

- **Component 1:** Exploring User Interface Design Principles and Project Planning Techniques (internally assessed 30%) – developing an understanding of what makes an effective user interface and how to effectively manage a project. You will use this understanding to plan, design and create a user interface.
- **Component 2:** Collecting, Presenting and Interpreting Data (internally assessed 30%) – developing an understanding of the characteristics of data and information and how they help organisations in decision making. You will use data manipulation methods to create a dashboard to present and draw conclusions from information.
- **Component 3:** Effective Digital Working Practices (externally assessed 40%) – you will explore how organisations use digital systems and the wider implications associated with their use.

How will I be assessed?

The first 2 components will be assessed internally. You will be required to complete a number of assignments which will include a variety of tasks – for example written reports, presentations, podcasts, storyboards, a user interface or spreadsheets. These will be completed during lesson time- however independent study is encouraged outside of lesson hours. Homework set will be in the form of individual research. Each assignment is marked by the subject teacher and then the result is internally verified by another member of the Faculty team. A sample may be sent to be externally moderated by an external verifier to ensure the assignments meet the assessment criteria. The remaining component will be assessed by a controlled assessment which will be completed under exam conditions. This will take the format of a mixture of multiple choice and short-answer questions, as well as extended writing sections.

This course is worth 1 GCSE. This course will allow pupils to progress onto a Level 3 course at college or to commence careers in the Digital Information Technology sector.

Progression and Career Opportunities:

This qualification will allow you to progress to Level 3 ICT qualifications. Employment within the ICT/Business sector.

For further details see:

Mr Macmillan

equivalent to 1 x GCSE

Engineering

(Level 1/Level 2 OCR Cambridge National)

Course Content

The OCR Cambridge National in Engineering allows pupils to explore the world of Engineering, develop key skills and techniques (including practical, design and CAD skills) and discover potential careers in the industry.

Pupils study a range of components based upon different aspects of the engineering industry such as:

C1: Principles of Engineering Manufacture - pupils will study some of the key strategies that can be used in Engineering Design. This unit is an externally moderated exam taken in Year 11.

C2: Manufacturing a one-off product - in this component you will be given a design brief and must produce and develop a series of designs using drawing and CAD skills. This unit is internally assessed and externally moderated.

C3: Manufacturing in Quantity - in this component you will analyse and disassemble an existing product before suggesting improvements and making a physical model of your solution. This unit is internally assessed and externally moderated.

How will I be assessed?

Component 1 is a theory based component focused on material properties and manufacturing techniques. It is assessed by an exam taken in Year 11.

Components 2 & 3 are judged on assignments completed in class, internally assessed and externally verified.

Other information

To be successful in this course pupils need a good standard of English, Science and Maths to allow them to complete engineering calculations and reports.

Progression and Career Opportunities:

The skills and knowledge will be directly relevant to anyone wanting to continue to study Engineering at college or begin an apprenticeship in the engineering sector.

For further details see:

Mr Alexander-Duncan

Graphics (BTEC Tech Award)

equivalent to 1 x GCSE

Course Content

This award enables learners to develop skills across a range of Art and Design practices using a combination of practical exploration, experimentation and realistic vocational contexts.

They will develop personal skills, such as managing creative projects, documenting progress of skills and work, responding to briefs and presenting work through a practical and skills-based approach to learning and assessment.

Component 1: Creative Practice in Art and Design- Learners will investigate Art and Design practice to inform the generation and communication of ideas and will develop practical skills through exploration of specialist materials, techniques and processes.

Component 2: Responding to a Brief- Learners will develop and produce Art and Design work in response to a creative brief.

Please note: this option subject **CANNOT** be taken alongside Art, only one can be chosen.

For further details see:

Mr Anderson or Ms Mitchell

How will I be assessed?

All assessment is practical and project-driven making it relevant to the sector and building learners' skills and portfolio of work. Assessments are designed to be engaging, open and flexible, stimulating creative ideas without restricting types or direction of learner response.

Internal assessment

Component 1: Creative Practice in Art and Design- assessed through non-exam internal assessment. The non-exam internal assessment for this component has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities.

External assessment

Component 2: Responding to a Brief- Task set and marked by Pearson, completed under supervised conditions. Learners will be given a brief to which they respond with art or design work and produce a portfolio. The supervised assessment is a maximum of 20 hours and can be arranged over a number of sessions in a 12-week period timetabled by Pearson and is worth 60 marks.

Progression and Career Opportunities:

This course offers a practical introduction to an exciting sector that transects multiple industries such as Fashion, Games, Advertising, Graphics and Publishing, Craft and product design, Interior Design and Architecture.

Health & Social Care

equivalent to 1 x GCSE (BTEC Tech Award)

Course Content

The Edexcel BTEC Tech Award in Health and Social Care provides a specialist qualification.

It provides learners with the opportunity to develop skills, knowledge and qualities necessary for working life.

The course is diverse and encourages reflection, the development of initiative, and involves independent learning, however, pupils also need to be willing to work with peers.

The course has 3 units:

- **Component 1:** Human Lifespan development (Internally assessed – 30%)
- **Component 2:** Health and Social Care Services and Values (Internally assessed – 30%)
- **Component 3:** Health and Wellbeing (Externally assessed – 40%)

Pupils will cover effective communication within Health & Social Care, they will discuss how H&SC organisations try to encourage people to live healthier lifestyles and study how to create health improvement plans for individuals based on their needs, including diet and lifestyle. Pupils also consider Human Lifespan Development and the influence of the media, environment, culture and discrimination.

How will I be assessed?

The first 2 components are assessed internally, using assignments set by the exam board. Pupils will complete a variety of tasks – e.g. written reports, audio/video recordings, and presentations. These will be completed during lesson time. Homework set will be individual research. Each assignment is marked by the teacher and the result is internally verified by another member of the Faculty. A sample will be sent to the exam board to ensure the criteria is met.

Component 3 is assessed by a controlled assessment, completed under exam conditions. This includes a mixture of multiple choice and short-answer questions, and extended writing sections.

Progression and Career Opportunities:

Further education: A level or Level 3 courses or apprenticeships, such as Health and Social Care, Child Studies, Sociology or Psychology.

Future careers: for example- Care Worker, Psychologist, Therapist, Paramedic, Police Officer – progression via apprenticeships or sector specific routes.

For further details see:
Ms Anderson

Hospitality and Catering

(Vocational Award) *equivalent to 1 x GCSE*

Course Content

This course gives pupils an introduction to working in the Hospitality and Catering sector, they will gain a grounding in the essential knowledge and skills crucial to this area.

The course is divided into 2 units:

- The Hospitality and Catering Industry
- Hospitality and Catering in Action

The course equips learners with skills to prepare and cook a wide range of healthy, balanced dishes. They will also understand where foods are sourced and how seasonality affects availability. They will develop life skills so that they can make dishes affordably and nutritiously. Pupils will examine jobs, services, and provisions within the sector including hotels, restaurants, casual dining, and many more. A large part of this course is theory work therefore a good standard of English is required. Please note- there are mandatory practical aspects of the course therefore basic culinary skills are required, practical sessions are photographed to produce evidence of skills.

For further details see:

Miss Armstrong

How will I be assessed?

The first unit will be assessed via an externally set exam. This will include multiple choice, short answer and extended answer questions. This will form approximately 40% of the overall grade. The second unit will be assessed by a controlled assessment which is set by the exam board, then marked by the subject teacher and then internally verified by another member of the faculty team. This controlled assessment will be completed in exam conditions and will be done in a strictly controlled 12-hour period (spread over a number of weeks). This will form approximately 60% of the overall grade.

Progression and Career Opportunities:

Further education: A level, Level 3 and apprenticeships linked to the hospitality and catering sector, or specialised apprenticeships including butcher or Chef De Partie.

Future careers: Employment can range from Waiting Staff, Receptionists and Catering Assistants to Chefs, Hotel and Bar Managers, and Technologists in Food Manufacturing.

equivalent to 1 x GCSE

Music

(BTEC Tech Award)

Course Content

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.

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

- **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.
- **Music Skills Development** - development of two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.
- **Responding to a Music Brief**- developing and presenting music in response to a given music brief.

How will I be assessed?

Internal assessment

Component 1: Exploring Music Products and Styles- Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment and is worth 60 marks.

Component 2: Music Skills Development-Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment and is worth 60 marks.

External assessment

Component 3: Builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario. Component 3: Responding to a Music Brief requires learners to apply musical skills and techniques in response to a brief to produce a music product.

Progression and Career Opportunities:

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 whether the music industry is for you and, if so, which part of it you might want to study further.

For further details see:

Mr Anderson

Performing Arts – Acting (BTEC Tech Award) *equivalent to 1 x GCSE*

Course Content

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment.

You will also develop key skills, such as creating performance or design content for a real vocational scenario.

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

- **Exploring the Performing Arts**- developing an understanding of the Performing Arts including practitioners' work and the processes used to create performance.
- **Developing Skills and Techniques in the Performing Arts**- development of Performing Arts skills and techniques through the reproduction of acting repertoire as performers or designers.
- **Responding to a Brief** - contributing to a workshop performance as either a performer or designer in response to a given brief and stimulus.

How will I be assessed?

Internal assessment

Component 1: Exploring the Performing Arts- Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 12 hours of supervised assessment and is worth 60 marks.

Component 2: Developing Skills and Techniques in the Performing Arts Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 15 hours of supervised assessment and is worth 60 marks.

External assessment

Component 3: Builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life scenario. Component 3: Responding to a Brief requires learners to apply performances or production skills and techniques in response to a brief and stimulus, developing group workshop performance for a selected audience.

Progression and Career Opportunities:

You will have developed a practical understanding of the Performing Arts industry, and the roles and responsibilities of the people involved in Performing Arts industries. The course will also help you to develop specific skills and knowledge, such as self-evaluation and group work, which will benefit you wherever you progress to next.

For further details see:

Mr Anderson

Philosophy and Ethics / Religious Studies

(GCSE)

Course Content

Religious Studies will help develop your key skills in communication, working with others, problem solving and improving your own learning.

It will also give you skills in making decisions about moral problems, and help you to become sure about your own worldview and explain this clearly to others.

Paper 1: Religion and Ethics – Christianity

- Belief in God
- Marriage and the Family
- Living the Christian Life
- Matters of Life and Death

Paper 2: Religion, Peace and Conflict – Islam

- Belief in God
- Crime and Punishment
- Living the Religious Life
- Peace and Conflict

The course is intended to encourage you to reflect upon ethical issues including the right to life, contemporary family issues, gender equality, animal life, environmental issues, religious attitudes to death, euthanasia, medical ethics, religious attitudes to crime and punishment, capital punishment and attitudes to poverty.

You will learn through investigation, debate, analysis of sources of wisdom and authority and exploring your own worldview.

How will I be assessed?

Written papers- two x 1 hour 45 minutes.

Each paper contains four sections, each comprising a 2, 4, 5 and 12 mark question, with 6 additional marks for SPaG.

Progression and Career Opportunities:

Post-16: Religious Studies, Sociology, Psychology, Criminology, History, Geography, Law, English, Health and Social Care, Politics, Public Services qualification.

Future careers: Social Work, Police Force, Armed Forces, Law, Journalism, Teaching Civil Service, Prison Service.

For further details see:

Miss Rule

Psychology (GCSE)

Course Content

On this GCSE pupils will learn about biological, cognitive, social, developmental and individual psychology, as well as psychological research studies relevant to today's society.

Pupils will carry out independent reading, and will use scientific and Maths skills to respond to the learning material.

The course consists of 8 topics:

- Development – How did you develop?
- Memory – How does memory work?
- Psychological problems – How would psychological problems affect you?
- The brain and neuropsychology – How does your brain affect you?
- Social influence – How do others affect you?
- Research methods – How do you carry out psychological research?
- Criminal psychology – Why do people become criminals?
- Sleep and dreaming – Why do you need to sleep and dream?

Pupils will gain knowledge of: key psychology debates, how psychological ideas can change over time, research methods, how psychology informs mainstream understanding of behaviour, using psychology to understand social and cultural diversity, and key psychological theories.

How will I be assessed?

100% of the assessment is by exams at the end of the course (Summer of Year 11). There are 2 exam papers, both will be a mixture of multiple choice, short answer and long answer questions. Paper 1 will cover the first 5 topics listed above, it will be 1 hour and 45 minutes and constitutes 55% of the overall grade awarded. Paper 2 will cover the 2 other topics and the research methods topic, it will be 1 hour and 20 minutes long and constitutes 45% of the overall grade awarded.

Progression and Career Opportunities:

Progression on to A levels in Psychology, pupils will have gained skills supporting progression on to subjects such as History, Sociology, Geography and English.

Future careers: Skills gained are valued by a range of employers, such as Public Services, Business and Marketing, and Health & Social Care professions.

For further details see:

Miss Armstrong

(GCSE) Sociology

Course Content

Sociologists look at how the wider society shapes us and influences our lives and actions; they study social issues such as high crime rates, the impact of divorce on children, institutional racism, underachievement in school and the effects of the media on violence.

If you are the kind of person that likes to ask questions about the world around you and are curious about what influences people's actions and choices in life, then Sociology is the subject for you.

We study six topics:

- Core sociological theories such as functionalism and Marxism
- Research methods
- Families
- Education
- Crime and Deviance
- Social Stratification

You will investigate how the agencies of social control, such as families and education, have evolved over the last 200 years, what function (role) they play within society and how changes to the law have impacted them.

You will learn through investigation, discussion, analysis of sociological theory and exploring your own worldview.

How will I be assessed?

There will be two exams at the end of the course:

- **Paper 1:** The Sociology of Families, The Sociology of Education, Relevant areas of Social Theory and Methodology Written Paper – 1 hour 45 minutes (50% of the overall mark);
- **Paper 2:** The Sociology of Crime and Deviance, The Sociology of Social Stratification, Relevant Areas of Social Theory and Methodology Written Paper- 1 hour 45 minutes (50% of the overall mark).

Each paper consists of two sections, both containing two multiple choice questions followed by a range of short and extended responses.

Progression and Career Opportunities:

Post-16 courses: Sociology, Psychology, Media Studies, Criminology, History, Geography, English, Law, Politics, Journalism.

Future careers: Journalism, Police Force, Law, Social Services, Civil Service, Armed Forces, Teaching, Prison Service.

For further details see:

Miss Rule

Sport Science *equivalent to 1 x GCSE*

(Cambridge National)

Course Content

Introduction

OCR Sport Science is a practical and theory based course. You will participate in one theory and one practical lesson each week. Core PE lessons may also be used to supplement learning and provide intervention where needed.

Why study Sport Science?

Are you a motivated, committed and determined pupil who works well as an individual and as part of a team? If so, Sport Science is a fantastic opportunity for you to gain a highly recognised qualification and develop key life skills within a fun, stimulating learning environment.

What skills will I need?

You will need to be able to work well, both independently and within a team. You must have a keen interest in ALL sporting activities and perform them at a good level. You will need to be confident, a good communicator, well organised and assertive.

What will I learn?

The course has 3 units of which 2 are internally assessed and 1 externally assessed to reach a total of 120 GLH. The units you will study are Sports Nutrition, Sports Injuries and Principles of Training.

Entry Requirements

A very high participation rate in Key Stage 3 PE lessons. A keen interest in a wide variety of sports / activities and an involvement in extracurricular sports activities. It is also essential that pupils who opt onto a sport course are keen to join in with and develop in a wide range of sports. Outstanding ability in just one sport will not bring success in OCR Sports Science.

How will I be assessed?

This OCR Sports Science course has 2 units that your centre assesses (internal) and one unit that is assessed in the form of an external examination. Pupils **MUST** pass the externally moderated unit at Level 2 Pass or above in order to achieve a Level 2 Pass or above overall. Each unit comprises Level 1, Level 2 Pass, Level 2 Merit and Level 2 Distinction tasks which build up to form a portfolio of work. Homework will be set every week to support the work being carried out in lessons and it is an expectation that this will be completed. This will vary in style from examination questions to attendance at Success Zone sessions to complete coursework and/or improve work to exceed target grades.

Progression and Career Opportunities:

This will assist you in furthering your education e.g. A levels, BTEC Level 3 and coaching awards and also provides the starting point for a route to employment into many diverse areas of sport, including junior level roles in the sport and active leisure sector, such as Recreation Assistant or Sports Leader

For further details see:

Mr Pindar

Travel and Tourism

equivalent to 1 x GCSE (BTEC Tech Award)

Course Content

- **Component 1:** Travel and Tourism Organisations and Destinations – investigating a travel and tourism organisation, what they're aiming to do and how they work together, types of travel and tourism and what makes different destinations appealing to different people.
- **Component 2:** Customer Needs in Travel and Tourism – how organisations use market research to identify travel and tourism trends, and customer needs and preferences, selecting appropriate products and services, planning a holiday to meet customer needs and preferences.
- **Component 3:** Influences on Global Travel and Tourism – factors that affect Global Travel and Tourism, and what various organisations do to respond to these factors, the possible affect that tourism can have on global destinations and how these destinations manage these effects.

Progression and Career Opportunities:

This course will allow pupils to progress onto a Level 3 course at college or to commence entry level training in the Travel and Tourism industry via an apprenticeship.

Future careers: Tour Management, Air Cabin Crew, Hotel Management, event management as well as Marketing and Sales Careers.

How will I be assessed?

The first and second components will be assessed internally. You will complete a number of assignments which include a variety of tasks – written reports, presentations, extended writing, customer information packs or holiday plans. These will be completed during lesson time- however independent study is encouraged outside of lesson hours. Homework set will be in the form of individual research to help encourage pupils to become more independent. Each assignment is marked by the subject teacher and then internally verified by another member of the BTEC Faculty team. A sample may be sent to be externally moderated by an external verifier to ensure the assignments meet the assessment criteria.

The remaining component will be assessed by a controlled assessment which will be completed under exam conditions. This will take the format of a mixture of multiple choice and short-answer questions, as well as extended writing sections which is currently a two hour exam.

For further details see:

Mr Heaton



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