

# Year 9 Guided Choices



# February 2021

# Contents

The Core Curriculum .....	4
Guided Choices .....	4
The English Baccalaureate Certificate .....	5
What do I need to know? .....	6
What is the process? .....	6
What am I being guided to do?.....	6
Key Information .....	7
Course Changes after Submission.....	7
Guided Choice Pathways .....	8
Subject: Art .....	10
Subject: Business Studies.....	11
Subject : Construction.....	12
Subject : Child Development.....	13
Qualification: Level 2 Technical Award in Child Development.....	13
Subject : Computing .....	14
Subject: Dance .....	15
Subject: Engineering Level 1/2.....	17
Subject: English Language.....	18
Subject: English Literature .....	19
Subject : Geography.....	20
Subject : History.....	21
Subject : Health and Social Care .....	22
Subject: Hospitality (Food Technology) .....	23
Subject : I Media .....	25
Subject: Music .....	27
Subject : GCSE Philosophy And Ethics.....	28
Subject : Photography.....	29
Subject: Combined Science: Trilogy .....	30
Subject: Triple Science .....	31
Subject: Sociology .....	32
Subject: Sports Studies .....	33
Subject : Spanish.....	34
Subject : Textiles .....	35
Subject : Travel and Tourism.....	36
.....	36



Dear Families,

We are delighted to present to you our Key Stage Four curriculum for 2021.

Making choices to support future educational and career pathways is an important stage of school life. For this reason, the next two years are crucial to your child's future. Our job throughout this process is to guide you in making the best choices from the subjects we have on offer.

We have designed a curriculum offer which:

- Is broad and balanced across a range of both academic and vocational subjects
- allows pupils to pursue courses in areas of particular talent or interest
- provides a level of flexibility to meet the needs of pupils who might require support
- links clearly to further study and future employment.

In the pages that follow, you will find detailed information on all the subjects that we offer from Year 10 onwards. Please read them with your child, discussing with them the options that they are interested in.

There are certain examination subjects which pupils must continue to study. They are English, mathematics, science. Pupils will also continue with PSHE and PE (there is no exam in these subjects).

There are a number of events that are important in this process:

**Thursday 4<sup>th</sup> February** – Guided Choices Information available on school website.

**Friday 5<sup>th</sup> February Onwards** – Course and Pathway Information Requests

We understand that you will have many questions about making these choices – an online form will be available on our website. You will be able to submit a request for a specific call back from a subject/faculty colleague to answer any of your questions.

**Mid-March** - 1:1 Choices Meeting with your son/daughter and a senior colleague.

This meeting will take place to finalise subject choices. We are hopeful that a face to face meeting with your son/daughter will be possible. We will update you further when we have more clarity over school re-opening. Once all the decisions have been collated we will then be able to confirm which courses your child will follow in Year 10. While I envisage that all the courses in this booklet will run, there are things beyond my control. For example, if too few pupils choose a course then it might not be possible for it to go ahead. I ask for your understanding in advance.

If you have any further questions, please do not hesitate to contact one of the following people:

- Mr Trumble, Head of Year 9 paul.trumble@salford.gov.uk
- Mrs Earle, Assistant Headteacher KS3 leanne.earle@salford.gov.uk
- Mr Oldfield, Deputy Headteacher martin.oldfield@salford.gov.uk

We hope that you are excited as we are by the extensive range of courses and qualifications on offer. We believe it offers the breadth, depth and flexibility to prepare your child for the next step in their lives.

Yours faithfully,

Martin Oldfield - Deputy Headteacher

## The Harrop Fold Curriculum at Key Stage Four

At Harrop Fold School we offer an exciting, challenging and rewarding curriculum at Key Stage Four with the full range of subjects on offer. Our curriculum is broadly divided into two main sections; the compulsory curriculum and the guided choices. An overview of the curriculum is below – including the number of periods allocated out of a 50 period fortnightly timetable.

### The Core Curriculum

English Language and English Literature **(9 Periods)**

Mathematics **(9 Periods)**

Sciences – all students will study Combined Science which is worth two GCSEs. The option to take triple science is available in the Guided Choices section. **(10 Periods)**

PSHE – non-examined – delivered weekly in extended form period.

Physical Education – this core physical activity provides all students with the opportunity to be involved in physical exercise each week. **(2 Periods)**

### Guided Choices

Students will have the opportunity to select FOUR additional subjects through one of our Guided Choices pathways. All subject information is included in this booklet. **(Each subject will have 5 periods)**

Guided Option subjects on offer at Harrop Fold School in 2021 include;

GCSE Subjects	Vocational Subjects
Art and Design	Level 1/2 Catering
Art Textiles	Level 1/2 Construction
Computer Science	Cambridge National Creative iMedia
Geography	Level 1/2 Engineering
History	Cambridge National Enterprise and Marketing
Philosophy and Ethics	BTEC Health and Social Care
Photography	BTEC Music
Sociology	BTEC Performing Arts
Spanish	Cambridge National Sports Studies
Triple Science	

## The English Baccalaureate Certificate

This is a number of traditional academic subjects that the Department for Education believes will provide students with “a properly rounded academic education” and they are placing ever increasing importance upon students studying these subjects at Key Stage 4.

The EBacc includes the following subjects:

- English Language and Literature;
- mathematics;
- Two sciences;
- geography OR history;
- A language.

The government has set out the ambition that 75% of students will be studying an EBacc compliant pathway by 2022 to increase further after that. In this school, English Language and Literature, mathematics and science are compulsory at KS4; we also expect the vast majority of our students to study at least one other EBacc subject.

Universities have not made the EBacc a part of their admissions criteria, however, EBacc subjects are seen as facilitating subjects. This means that they are recognised as providing students with the academic grounding that will help them progress to A Levels and university, alongside the study of other subjects that might be drawn from the creative and practical areas.

Our curriculum is designed to allow students to combine a core of EBacc subjects with others from a broader range to ensure they keep their future options open. We recognise that the full complement of the EBacc subjects will not suit all learners at the school – as a result the Guided Choices system will cater for all our students and full advice given to our students.

## Assessment in Reformed GCSEs

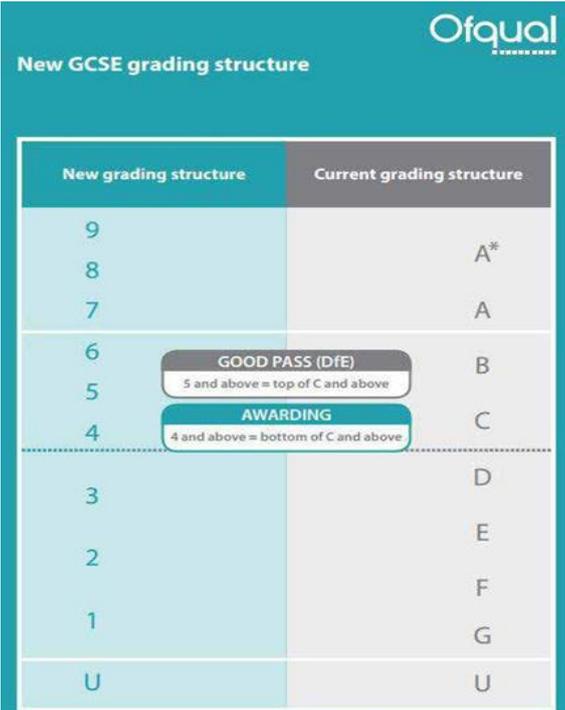
We are delivering the recently reformed GCSE or equivalent courses in all subjects.

The revised GCSEs and their exam papers are tougher and there is greater challenge for those students striving to achieve the highest grades.

All GCSE external exams will have to be taken at the end of the course. Re-sits of individual modules are not available. Marks for accurate spelling, punctuation and use of grammar will be awarded in exams that have a sufficient written English element – English Literature, Geography, History and Religious Studies.

New GCSEs will be graded with numbers rather than letters on a scale from 9-1 with 9 being the top level.

The chart shows how the new GCSE grades compare with the old GCSE grading system.



The chart, titled 'New GCSE grading structure' by Ofqual, compares the new numerical grading system (9-1) with the current letter-based system (A\*-U). The new system has a top grade of 9, while the current system has A\* as the highest grade. A dashed line separates the 'GOOD PASS (DfE)' range (grades 5 and above, corresponding to C and above) from the 'AWARDING' range (grades 4 and below, corresponding to C and below).

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

## What do I need to know?

At Harrop Fold, we want you to be in the best possible position to prepare you for your future. You may have a very clear idea of what you want that future to look like, but most pupils in Year 9 are not completely sure what direction they want to take yet. This is usual at this stage, so it is important to keep your choices open to give you the widest range of opportunities later on.

You will know which subjects you achieve well in, and those you enjoy – these should be the main factors when choosing your choices.

You should also be aware that most universities require three or more good A level grades. In order to get onto most A level courses (or equivalent), you will need five or more good GCSE grades (which means Grade 9-5 under the current grading system), including English, maths and science.

You should also take into account that studying a language is highly valued, as are history and geography. These subjects demonstrate that you are a pupil with broad interests, and the skills you develop are considered to help your overall learning. They are well-respected qualifications which can open doors and opportunities in the future. These subjects appeal to universities and colleges, and many more pupils are taking them now.

It is also important to remember that both universities and employers value a range of subjects and that you should seek to balance the courses you study. Practical and arts subjects can help you develop in a wide range of valuable areas and skills.

All the information you need is in this booklet, and staff are available to discuss and guide your decisions and choices with you.

## What is the process?

To help you be well-informed, you will receive:

- KS4 Guided Choices booklet and course information on the school website.
- The opportunity to request an individual call to answer any questions you may have.
- A personal choices Interview with a senior member of staff.

Attendance at the Choices Interview is very important.

***We cannot confirm the choices of any student until this interview has taken place.***

## What am I being guided to do?

We have three pathways at Key Stage Four, you will receive a recommendation from us regarding the pathway most suitable for you;

- **The Green Route** – will study the **English Baccalaureate Certificate**. A humanity and language are supplemented with two further choices.
- **The Blue Route** – this is a GCSE route where students will study an EBacc subject (geography, history, Spanish or computing) and have a choice of up to three additional subjects across the other three option blocks.
- **The Yellow Route** – you will study either geography or history and have a choice of up to three additional subjects across the other three option blocks.

## Key Information

All pupils will study English, mathematics and science.

All pupils will have core PE and PSHE lessons.

All pupils will receive tailored support in tutor time developing the skills needed to become independent and successful learners.

## Top Tips

- Choose subjects you are interested in and that you enjoy
- Be REALISTIC about which courses you are likely to succeed in
- Choose subjects you feel you are good at and check with teachers concerned
- Choose subjects you feel will help you in your possible future career
- Talk to people who can help and advise you

## How NOT to Choose

- Don't choose a subject just because you like the teacher. You cannot be sure of having the same teacher for the next 2 years
- Don't choose a subject because your friend chooses it. It might be right for him/her but not for you!
- Don't choose a subject because it looks easy – all subjects involve two years of hard work and commitment.

## Course Changes after Submission

Please note that courses need to have a viable number of students opting for them. A number are also limited for health and safety reasons. With this in mind we will ask for reserve choices in each block. We endeavour to provide students with their first choice selection but this may not always be possible.

Occasionally students may feel they have made an incorrect choice and request a change. We will endeavour to look at all such requests. However, due to class sizes, staffing and timetable limitations these changes may not be possible.

Requests for a change must be submitted to the Deputy Headteacher and be received no later than 17<sup>th</sup> September 2021.

## Guided Choice Pathways

Once all student choices have been collated the school reserves the right not to run subjects with a low intake. Mr Oldfield and Mrs Earle will discuss these subjects and a decision as to whether they run will be taken. If a subject is closed we will work with any affected students to ensure they are entered for a suitable alternate. There are three pathways available. You will receive a personalised letter with our pathway recommendation based on prior performance in Key Stage Three.

**Please note; English language, English literature, mathematics, combined science, PSHE and PE are compulsory on ALL pathways and are not part of the decision process.**

**Please use the spaces in the relevant pathway table to record your initial thoughts and potential choices at this early stage should you have any.**

## Green Pathway

This is the pathway for students studying the full English Baccalaureate set of subjects.

Please note, the language can be a home or community language the student is already fluent in. If this is the case, please speak to Mrs Earle or Mr Oldfield as soon as possible.

Students have 4 guided choices in order to fill their timetable. One of these must be a humanity (geography or history) and one must be Spanish. Students should then select two remaining choices from the remaining subjects. They must also indicate reserve subjects in case we can't offer all the first choices.

	<b>EBacc Choice 1</b>	<b>EBacc Choice 2</b>	<b>Choices 3 AND 4</b> (Choose Two Subjects AND Two Reserve Choices.)	
<b>Subjects Available</b>	Geography History	Spanish	Art and Design Art Textiles Catering Child Development Creative iMedia Computer Science Construction Engineering Enterprise and Marketing Geography	Health and Social Care History Music Performing Arts (Dance / Drama) Philosophy and Ethics Photography Sociology Spanish Sports Studies Triple Science
<b>First Choice</b>		<b>Spanish</b>		
<b>Reserve Choices</b>				

## Blue Pathway

This is the pathway for students studying one of the English Baccalaureate set of subjects.

Students have 4 guided choices in order to fill their timetable. One of these must be one of the EBacc set of subjects.

Students should then select two remaining choices from the remaining subjects.

They must also indicate reserve subjects in case we can't offer all the first choices.

	<b>EBacc Choice 1</b>	<b>Choices 2, 3 AND 4</b> (Choose Three Subjects AND Two Reserve Choices.)		
<b>Subjects Available</b>	Geography History Computer Science Triple Science Spanish	Art and Design Art Textiles Catering Child Development Creative iMedia Computer Science Construction	Engineering Enterprise and Marketing Geography Health and Social Care History Music	Performing Arts (Dance / Drama) Philosophy and Ethics Photography Sociology Spanish Sports Studies Triple Science
<b>First Choice</b>				
<b>Reserve Choices</b>				

## Yellow Pathway

This is the pathway for students studying one of the English Baccalaureate set of subjects not governed by additional entrance requirements such as computing and triple science.

Students have 4 guided choices in order to fill their timetable. One of these must be one of the EBacc set of subjects. Students should then select two remaining choices from the remaining subjects. They must also indicate reserve subjects in case we can't offer all the first choices.

	<b>EBacc Choice 1</b>	<b>Choices 2, 3 AND 4</b> (Choose Three Subjects AND Two Reserve Choices.)		
<b>Subjects Available</b>	Geography History	Art and Design Art Textiles Catering Child Development Creative iMedia Computer Science Construction	Engineering Enterprise and Marketing Geography Health and Social Care History Music	Performing Arts (Dance / Drama) Philosophy and Ethics Photography Sociology Spanish Sports Studies Triple Science
<b>First Choice</b>				
<b>Reserve Choices</b>				

## Subject: Art

**Qualification: GCSE Art, Craft and Design**

**Exam Board: AQA**

### Introduction:

Art is a very popular subject at GCSE level and the department has a very successful attainment record for our Year 11 pupils.

The course allows pupils to be creative and work independently. They will learn how to use different techniques and media and use formal art skills developed over previous years. Pupils will be introduced to the work and styles of different artist and designers, art from different cultures and other creative influences such as film, books and games.

### Course content:

Component 1 is coursework - Pupils are required to produce up to three projects based on different themes. They will be able to use the styles of different artists, designers or other stimulus to influence their work as it progresses. Pupils will be taught to use new and exciting techniques and media. Over time pupils can focus on their own chosen techniques and media in order to showcase their individual skills.

Component 2 is the external examination – Pupils will respond to one of seven exam questions set by AQA. They will be given a fixed set of time to complete preparation and planning for the examination. The final exam itself will be over ten hours (2 days in an art class). The exam is simply a smaller version of one of their coursework projects so the exam should not be too daunting.

### Assessment:

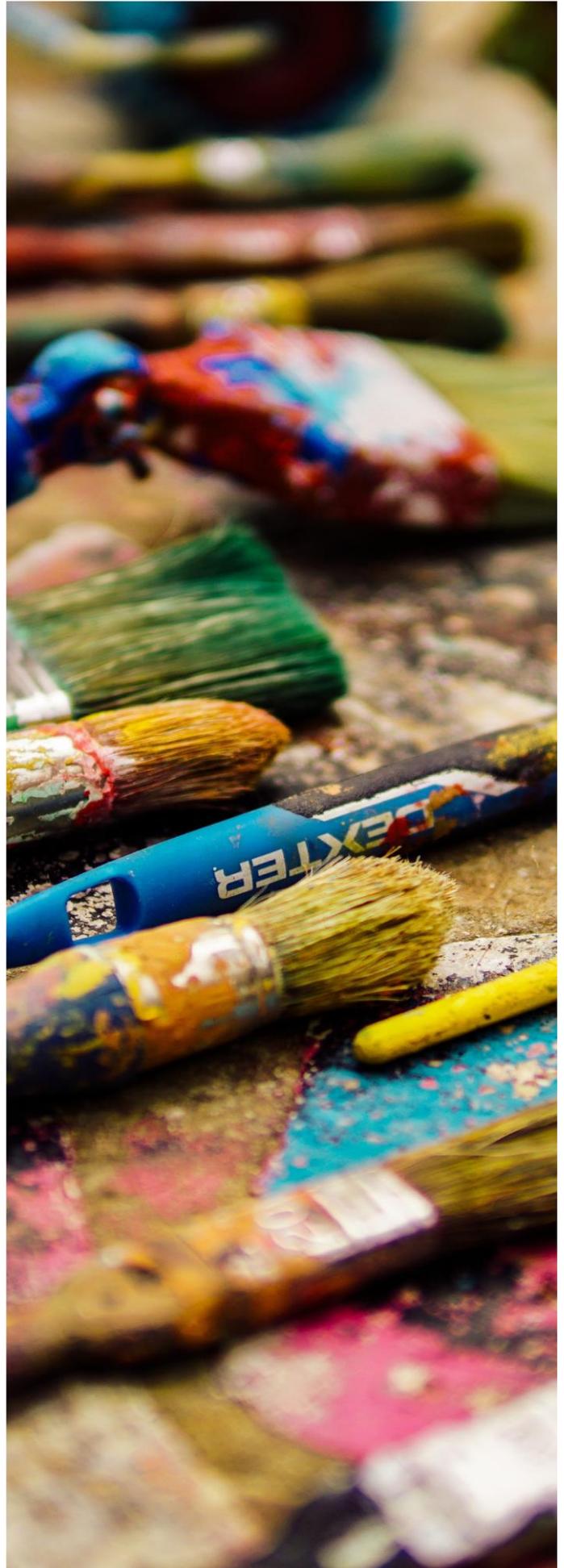
Component 1 is 60% of the overall marks.

Component 2 is 40% of the overall marks.

### Why study Art?

There are lots of exiting job and career pathways available with art based qualifications. Here are just a few examples of some of these artistic and creative career opportunities. museum curator, art editor, architect, graphic designer, art therapist, stage designer, set designer, art teacher, illustrator, gallery curator.

For further information, contact Miss Williams (subject teacher) or Mr Osman (Subject Lead for Art)



## **Subject: Business Studies**

### **Qualification: Cambridge National in Enterprise and Marketing**

#### **Exam Board: OCR**

#### **Introduction:**

Business skills are essential for success in employment and provide fundamental knowledge required by employers, in addition to providing transferable skills for future study. Cambridge Nationals deliver these skills and understanding, effectively engaging and inspiring pupils of all abilities to achieve.

#### **Course content:**

Pupils will study 3 units of work which are split across the 2 years. In year 10 pupils will study towards the examination.

The exam will be sat towards the end of year 10. In year 11 pupils will carry out 2 coursework pieces which involve creating a business and developing a marketing pitch and proposal.

#### **Assessment:**

Unit 1 will be assessed via a formal written paper (weighted as 50%) that is set and marked by OCR. Units 2 and 3 will be coursework units (weighted as 50%) completed by pupils and externally moderated by OCR. This vocational qualification is graded at Level 1 or Level 2 using the grades Pass, Merit or Distinction for Level 1 and Pass, Merit, Distinction and Distinction\* at Level 2.

#### **Why study Business Studies?**

Pupils will be able to complete further business qualifications due to the foundations that this course sets out. Examples include;

- A Level Business
- Level 3 BTEC business

Leading further onto Business and Enterprise qualifications at university. This course will also set the foundations for any pupil who wishes to set up their own business.

For further information, contact Mr D Burrows  
(Head of Technologies Faculty)



## Subject : Construction

### Qualification: Level 1/2 Technical Award in Constructing the Built Environment

Exam Board: WJEC

#### Introduction:

This course allows you to study construction and the built environment, giving you the opportunity to gain a broad knowledge and understanding of the industry. You will develop skills such as interpreting and analysing information, identifying the infrastructure required for safe and efficient work and in understanding how client needs can shape building design.

#### Course content:

You will study three mandatory units, covering the fundamental knowledge, skills and understanding required construction technology and design:

- construction technology
- construction and design
- scientific and mathematical application for construction

You will then get to choose a further unit to broaden your knowledge in construction and complete the course.

#### Assessment:

Unit 1 – External Examination – 25%

Unit 2-4 – Internal Assessment (Coursework) 25% Each

#### Why study Construction?

- Pupils who study this will be able to go onto study Level 3 BTECs in Construction and Engineering.
- Pupils could also complete an apprenticeship at a local college in conjunction with local employers
- Any career in the building and construction industry

For further information, contact Mr D Burrows

(Head of ICT and Technology Faculty) or Mr Goodwin  
(Design and Technology Teacher)



## Subject : Child Development

**Qualification: Level 2 Technical Award in Child Development**

**Exam Board: NCFE Cache**

### Introduction:

This qualification provides the opportunity to gain a vocational qualification that gives a basic introduction to the sector. It has been designed to meet the needs of learners from the age of 14 years. It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development of children aged 0-5 years. Students will also take part in practical and creative lessons, working with simulation babies and creating activities for young children.

### Course content:

**This qualification consists of 3 units:**

**Unit 1 and unit 2 are both coursework units.**

An introduction to working with children aged 0-5 years

Development and well-being 0-5 years

**Unit 3: Examination.**

Child care and development 0-5 years

### Assessment:

Unit 1 & 2 is 50% of the overall marks.

Unit 3 is 50% of the overall marks.

### Why study Child Development?

There are lots of exiting job and career pathways available from this qualification, some students may choose to continue to study at Level 3 in College or an Apprenticeship in the Child care sector.

Potential career paths are: Nursery Nurse, Pre-School and Primary School Teachers, Registered Childminder, Paediatric Nurse, Play Worker/Therapist, SALT – Speech & Language Therapist, Social Worker/Services.

For further information, contact Mrs Miller-Allen (Teacher of Child Development)



## Subject : Computing

### Qualification: GCSE Computer Science

### Exam Board: OCR

### Introduction:

This exciting GCSE course gives pupils an excellent opportunity to investigate how computers work and how they play an important role in the world we live in. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this field. This is a subject of the future! The course will help pupils learn about critical thinking, critical analysis and problem solving. Computing lessons will teach these skills in a fun, interactive and interesting way, which pupils can then transfer into other subjects and even apply to day-to-day life.

### Course content:

Pupils will develop computer programming skills, computer maintenance knowledge and industry specific problem-solving skills. Pupils will carry out fascinating in-depth research and practical assignments for example: some of the current investigations look at JavaScript, encryption and assembly language programming.

### Assessment:

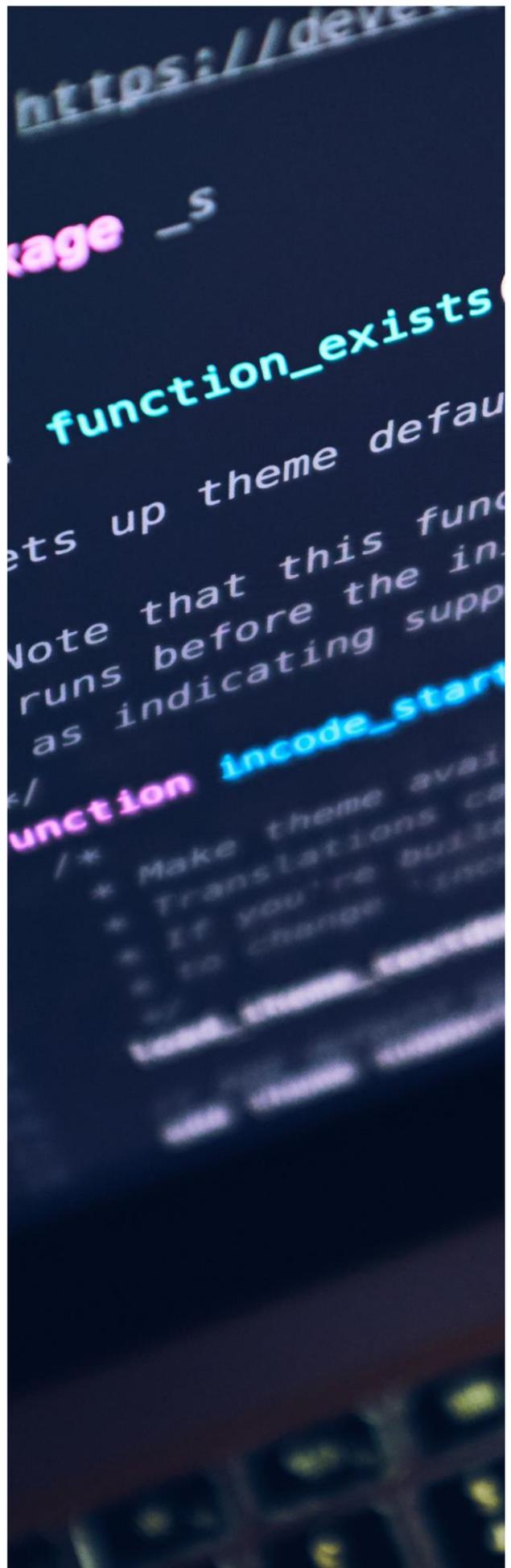
- Unit 1: Computer Systems (Written Exam 50%)
- Unit 2: Computational thinking, algorithms and programming (Written Exam 50%)
- Unit 3: Programming Project (Compulsory Element)

### Why study Computer Science?

There is a demand for people who are qualified in this areas. Examples of further qualifications and study after completion of this course.:

- A Level Computing
- Level 3 BTECs in Computing and ICT

For further information,  
Contact Miss S Shabir (Computing Teacher) or  
Mr D Burrows  
(Head of ICT and Technology Faculty)



## Subject: Dance

### Qualification: BTEC TECH Award in Performing Arts - Dance

### Exam Board: Pearson

### Introduction:

This is for pupils who want to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their dance skills and techniques.

- Exploring the Performing Arts
- Developing Skills and Techniques in the Performing Arts
- Responding to a Performing Arts brief

### Assessment:

(30% of the final course for each component)

Components 1 (30%) and 2 (30%) are assessed through internal assessment. Internal assessment for these components has been designed to relate to achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

The components focus on:

- The development of core knowledge and understanding of dance styles and techniques used in a range of genres.
- The development and application of skills such as practical and interpretative, rehearsal and performance through workshops and classes.
- Reflective practice through the development of skills and techniques that allow pupils to think about the development of their idea from the initial plan to the final Dance product

External Synoptic Assessment: (40% of the final course)

There is one external assessment, Component 3: Responding to a Brief, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. Component 3 requires pupils to apply acting skills and techniques in response to a brief to produce a performance. The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by Pearson (the exam board).

### Why study Performing Arts Dance?

Pupils who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts or a BTEC National in Performing Arts Acting or Dance, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a Performing Arts-related degree.

For further information, contact: Miss Challender - (Dance Teacher)



## Subject: Drama

### Qualification: BTEC TECH Award in Performing Arts - Drama

### Exam Board: Pearson/ Edexcel

#### Introduction:

The Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts, is for pupils who want to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their acting skills and techniques.

- Exploring the Performing Arts
- Developing Skills and Techniques in the Performing Arts
- Responding to a Performing Arts brief

#### Assessment:

(30% of the final course for each component)

Components 1 (30%) and 2 (30%) are assessed through internal assessment. The components focus on:

- The development of core knowledge and understanding of acting styles and techniques used in a range of theatre genres
- The development and application of skills such as practical and interpretative, acting rehearsal and performance through workshops and classes
- Reflective practice through the development of skills and techniques that allow pupils to think about the development of their idea from the initial plan to the final acting product

External Synoptic Assessment: (40% of the final course) There is one external assessment, Component 3: Responding to a Brief, which provides the main synoptic assessment for the qualification.

#### Why study Performing Arts Acting?

What can the qualification lead to?

Pupils who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts or a BTEC National in Performing Arts Acting or Dance, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a Performing Arts-related degree.

For further information, contact: Miss Wishart – (Drama Teacher).



## Subject: Engineering Level 1/2

**Qualification: VCERT**

**Exam Board: NCFE / CACHE**

### Introduction:

Engineering is a course designed for those who wish to understand how the world around us is designed and built. The course begins with studying the core knowledge required for the External Examination, before focusing on design and practical skills to prepare pupils for the final project set by the exam board in December of Year 11.

### Course content:

Throughout this qualification, pupils will gain valuable knowledge of:

- engineering disciplines
- the science and mathematics that is applied in engineering
- how to read engineering drawings
- properties and characteristics of engineering materials and know why specific materials are selected for engineering applications
- engineering tools, equipment and machines
- production planning techniques
- processing skills and techniques applied to materials for a manufacturing task equipment

### Assessment:

Unit 01: Understanding the Engineering World 40% Weighting Examination (External). Taken in March of Year 10 (resits in November of Year 11).

Unit 02: Skills and Techniques in Engineering 60% Weighting Synoptic (Internally Assessed) project, studied between December and April of Year 11.

To be awarded Level 1/2 Technical Award in Engineering, pupils are required to successfully complete units. They must also achieve a minimum of a Level 1 pass in both assessments.

### Why study Engineering?

Depending on the grade the learner achieves in this qualification, they could progress to:

- GCSE in Engineering
- A Level in Design Technology or Physics
- Level 2 Technical Certificate in Engineering
- Level 3 Applied General in Engineering
- Level 3 Technical Level in Engineering
- An apprenticeship sector such as aerospace engineer or an electrical/electronic support engineer or engineer.

For further information, contact Mr C Goodwin (Engineering Teacher)



## Subject: English Language

**This course is compulsory for all pupils.**

**Qualification: English Language**

**Exam Board: AQA**

**Introduction:**

Through this course we aim to promote high standards of language and literacy by equipping pupils with a strong understanding and appreciation of both reading and writing. Pupils will analyse and interpret fictional extracts and create their own descriptive and transactional writing.

**Course content:**

Paper 1: Explorations in creative reading and writing

What's assessed:

- Analysis of a fictional extract.
- Creative or descriptive writing

Paper 2: Writers' viewpoints and perspectives What's assessed:

- Analysis and comparison of two non-fiction sources.
- Transactional writing

**Assessment:**

Paper One: How it's assessed

- Written exam: 1 hour 45 minutes
- 80 marks

Paper Two: How it's assessed

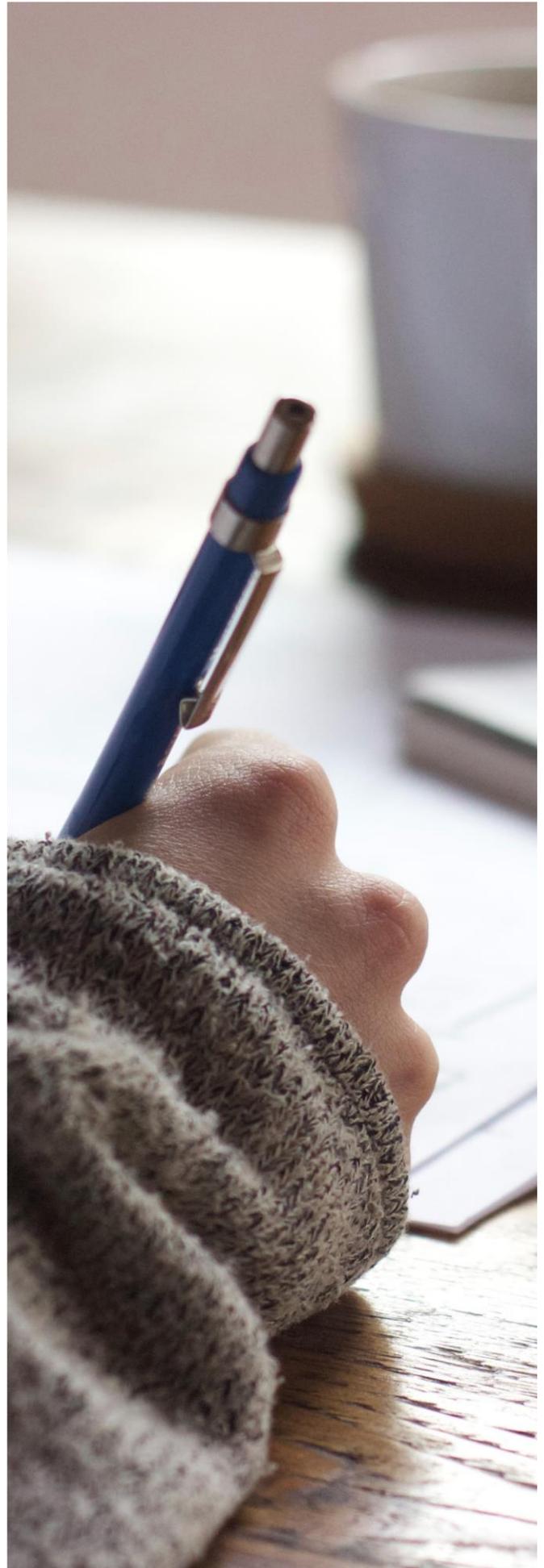
- Written exam: 1 hour 45 minutes
- 80 marks

**Why study English Language?**

English Language can help you to develop the skills that employers are looking for. Writing essays allows you to develop skills such as carrying out research, developing persuasive arguments and writing in a coherent, articulate way, all of which are important to employers.

A few of the careers that English language can open up are journalism, teaching, advertising, media, writing and politics.

For further information, contact J. Farrell (Head of English).



## Subject: English Literature

**This course is compulsory for all pupils.**

**Qualification: English Literature**

**Exam Board: AQA**

### Introduction:

Through this course we aim to promote high standards of language and literacy by equipping pupils with a strong understanding and appreciation of both modern and 19th Century Literature. Pupils will read significant works of literature in order to effectively interpret and analyse.

### Course content:

Paper 1: Shakespeare and the 19th-century novel What's assessed:

- Shakespeare – Romeo and Juliet
- The 19th-century novel – A Christmas Carol

Paper 2: Modern texts and poetry What's assessed:

- Modern texts – An Inspector Calls
- Poetry – Power and Conflict cluster
- Unseen poetry

### Assessment:

Paper One: How it's assessed

- Written exam: 1 hour 45 minutes
- 64 marks.

Paper Two: How it's assessed

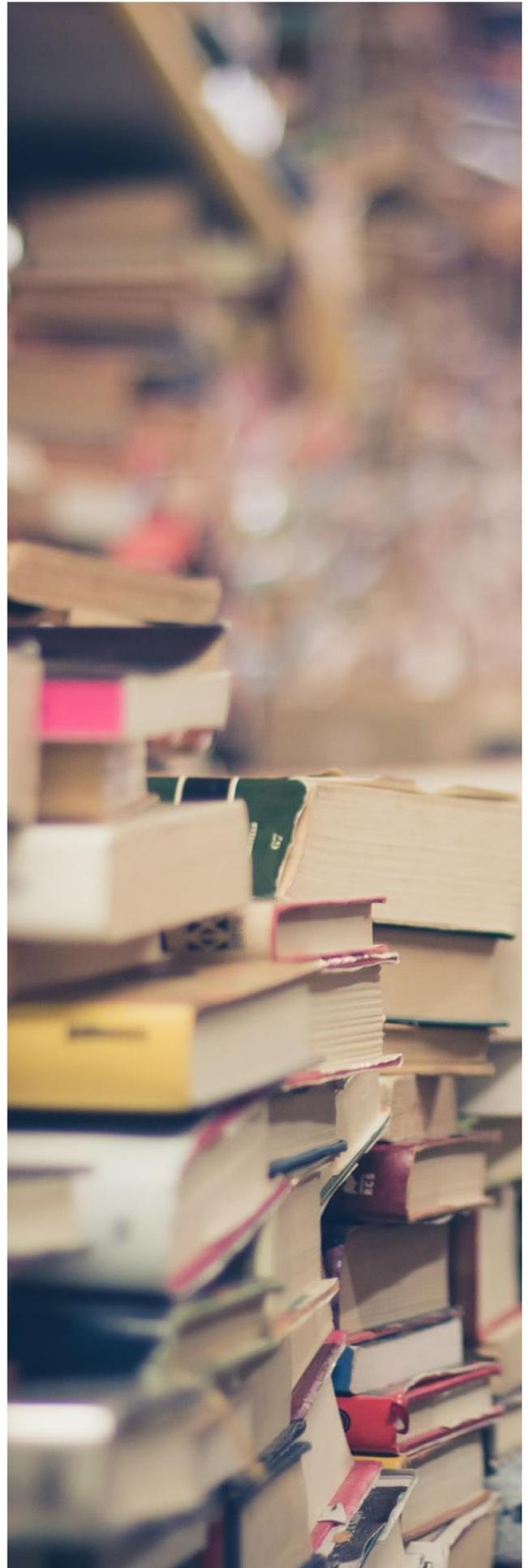
- Written exam: 2 hour 15 minutes
- 96 marks

### Why study English Literature?

English Literature can help you to develop the skills that employers are looking for. Writing essays allows you to develop skills such as carrying out research, developing persuasive arguments and writing in a coherent, articulate way, all of which are important to employers.

A few of the careers that English Literature can open up are journalism, teaching, advertising, media, writing and politics.

For further information, contact J. Farrell (Head of English).



# Subject : Geography

**Qualification: GCSE**

**Exam Board: AQA**

## Introduction:

Geography is a broad based academic subject which will open up options for you in your future. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding. GCSE Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them.

## Course content:

Paper 1: Physical Geography - 1 Hour 30 minutes – 35% of GCSE

- 1.1: Natural Hazards - Plate tectonics, earthquakes and tsunamis Weather hazards including hurricane formation and UK storms
- 1.2 The Living World - Ecosystems including World biomes, food webs, Rainforests & Deserts
- 1.3 Physical Environments in the UK - Rivers & Coasts

Paper 2: Human Geography - 1 Hour 30 minutes – 35% of GCSE

- 2.1 Urban Issues & Challenges - The growth of the urban populations in Rio de Janeiro & Manchester
- 2.2 The Changing Economic World – Migration, economics and industry
- 2.3 Resource Management & Energy - The changing energy demands of the World
- Paper 3: Fieldwork & Geographical Skills - 1 Hour 15 minutes – 30% of GCSE

Fieldwork – trip to Blackpool (coastal management study) and Salford Quays (urban regeneration).

Pre-release booklet – a booklet covering any aspect of Paper 1 or 2 will be released 12 weeks before the exam. Pupils will have this time to read, analyse and prepare for the exam which will question them on issues arising from this booklet.

## Why study Geography ?

Choosing geography at school can open the doors to a university degree, either specifically in geography or by combining geography with other A Levels to gain a place on a degree programme in another subject. Many employers prize the knowledge and skills that studying geography can provide, be it knowing how the world works, planning research and report writing, working in a team, using new technologies and communication skills – and much more. You will find geographers working in a wide range of jobs, from the City to planning, working in the environment to travel and tourism, or in international charities or retail.

For further information, contact Mr D Hargreaves (Faculty leader)



## Subject : History

**Qualification:** GCSE

**Exam Board:** Edexcel

### Introduction:

If you are interested in the events that have shaped the world we live in then History is for you. Studying history requires dedication, hard work and commitment to studying outside of the classroom.

### Course content:

Paper 1 - Crime and punishment in Britain (c1000 to present day)

Paper 2 - The American West (c1835-1895) and AngloSaxon/Norman England (c1060-88) Paper 3 - Weimar and Nazi Germany (1918-39).

### Assessment:

At the end of the course in year 11 pupils will sit 3 exam papers.

- Paper 1 is a 1 hour 15 minute exam which is worth 30% of the overall grade and is testing knowledge and ability to analyse sources
- Paper 2 is a 1 hour 45 minute exam which is worth 40% of the overall grade and is testing knowledge of both topics
- Paper 3 is a 1 hour 20 minute exam which is worth 30% of the overall grade and is testing knowledge and ability to analyse both sources and interpretations

### Why study History?

Historians develop a wide range of transferable skills including the ability to analyse, evaluate, communicate and formulate an argument. Historians go on to become journalists, lawyers, teachers, criminologists, archaeologists, librarians and archivists.

For further information, contact

Mr D Hargreaves (Faculty and Subject Leader)



## Subject : Health and Social Care

### Qualification: Level 2 Technical Award in Health and Social Care

### Exam Board: NCFE Cache

### Introduction:

The Level 2 Technical Award in Health and Social Care will enable pupils to develop knowledge, understanding and skills in relation to the health and social care sector.

The qualification will cover:

- an introduction to the health and social care sector
- professional practice and the health and social care practitioner
- human growth and development through the life stages

By completing three extensive core mandatory units, learners will explore key areas within health and social care in order to establish a firm foundation from which future knowledge can develop and grow.

### Course content:

Unit TAHSC 1 – Introduction to the health and social care sector.

Unit TAHSC 2 – Professional practice and the health and social care practitioner.

Unit TAHSC 3 – Human growth and development through the life stages.

### Assessment:

This is a knowledge-only qualification; therefore no work placement is required. Learners will be introduced to skills, attributes and behaviours applied in the sector in relation to best practice in health and social care.

To gain this qualification, learners must achieve a minimum of a Pass grade in:

- each of the 3 internal mandatory assessments (externally set, internally marked)

### Why study Health and Social Care?

This qualification will give a broad and sufficiently in-depth base from which learners can begin to make informed decisions concerning future career goals and aspirations. Health and Social care has so many varying avenues and transferable skills that the possibilities are vast.

Learners could progress to the next level of learning in health and social care – for example, the Technical Level 3 Certificate in Health and Social Care. Or they could pursue other courses such as child care, public services, social care or counselling.

For further information, contact:

Mrs Miller-Allen (Health and Social Teacher)



## Subject: Hospitality (Food Technology)

### Qualification: Hospitality and Catering

#### Exam Board: WJEC

#### Introduction:

WJEC Level 1/2 Vocational Awards enable pupils to gain knowledge, understanding and skills relating to a specific vocational sector. In addition to development sector specific knowledge and understanding, these qualifications also support learners to develop the essential employability skills that are valued by employers, further and higher education.

#### Course content:

Knowledge and understanding of the hospitality and catering industry Develops ability to plan, prepare and cook dishes Develops practical skills for the catering industry.

- The industry – hospitality
- Types of service provided and the related client groups
- Job roles, employment opportunities and relevant training
- Menu planning, preparation and presentation
- Customer care
- Standards of service
- Communication and teamwork
- Environmental considerations
- Costing menus and events
- Plan for the production of two dishes
- Prepare, cook and present two dishes

#### Assessment:

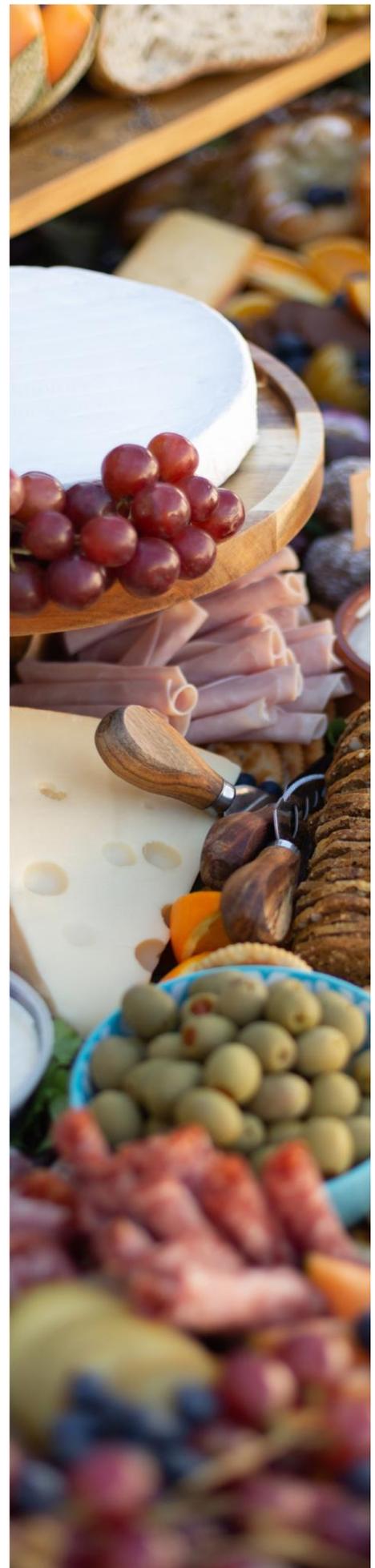
The WJEC Level 1/2 Vocational Award in Hospitality and Catering is made up of two mandatory units:

- Unit 1 the Hospitality and Catering Industry Unit 2 Hospitality and Catering in Action is externally assessed (written exam)
- Hospitality and catering industry: focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector)
- Unit 2: Hospitality and Catering in Action is internally assessed: (Coursework and practical exam).

#### Why study Hospitality and Catering?

Waiter • restaurant manager • head chef • sous chef • housekeeper • kitchen porter • porter or concierge • receptionist • hotel manager • commis chef • pastry chef.

For further information, contact Mrs Maddocks (Food Technology Teacher)



## Subject: Mathematics

**This course is compulsory for all pupils.**

**Qualification: GCSE**

**Exam Board: Edexcel**

### Introduction:

GCSE maths is a crucial qualification for future employment prospects and focusses in on not only a student's mathematical knowledge, but their ability to apply this knowledge. The maths content is presented clearly, giving students the opportunity to make links between different topics.

We believe that maths prepares students for their future and offers the opportunity to achieve highly.

The areas of study in maths are focussed on:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measure
- Statistics and Probability

There is a great emphasis on memory (learning formulas and algorithms), problem solving and reasoning/inference in each of the 3 examination papers.

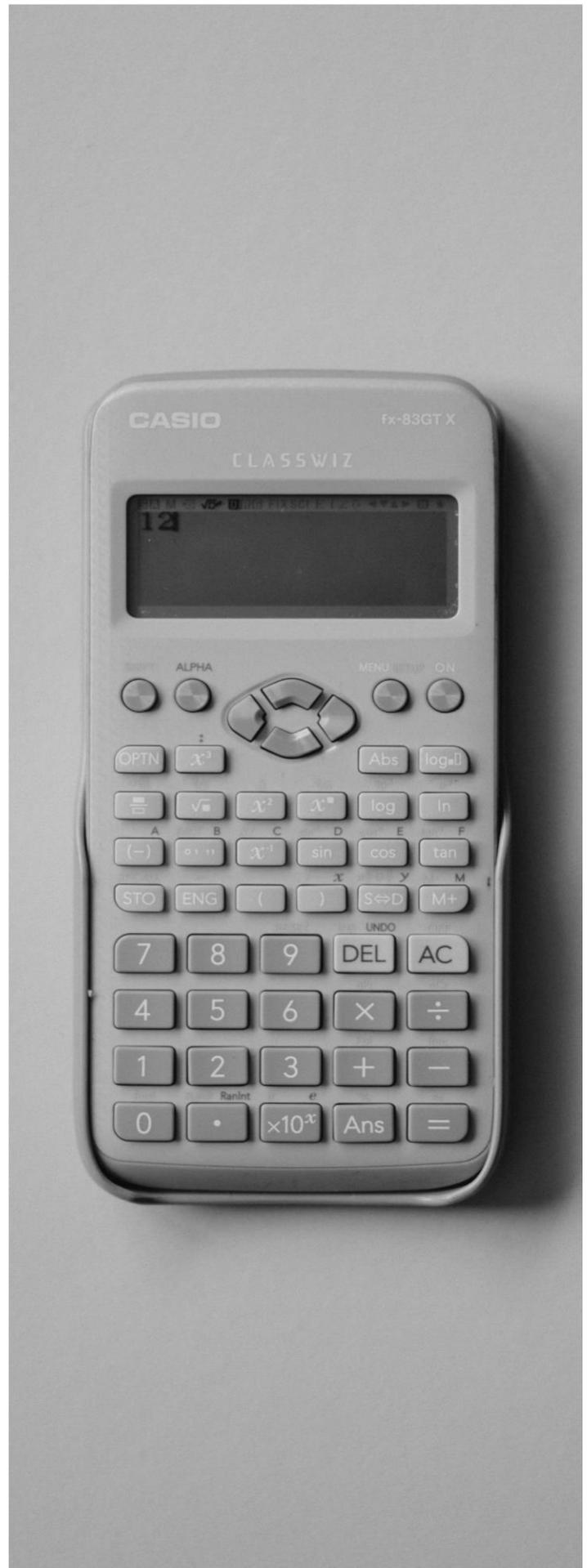
### Assessment:

You will sit 3 examinations at the end of year 11. Paper 1 is non calculator and papers 2 & 3 are done with a calculator.

Each examination is 1 hour and 30 minutes long.

For further information, contact Mr Rooney

(Head of Mathematics)



## Subject : I Media

Qualification: Cambridge Nationals in I-Media  
Exam Board: OCR

### Introduction:

This vocational course focuses on an in-depth study of how ICT is used in the media sector – including in film, television, web development, gaming and animation. Pupils will acquire knowledge in topics ranging from pre-production skills to digital animation, and will take a practical approach to their application through controlled assessments.

### Course content:

Over the course of two years, pupils will study a total of four units, each comprising of 30 guided learning hours. Two units are compulsory, and pupils will then go on to take a further two optional units to achieve their certificate, which is equivalent in size to a GCSE. Each of the 4 units is worth 25% of the overall grade.

### Assessment:

Year 10

R081 – Pre Production Skills – External Exam – 25% of final grade\* - Exam sat in January of year 10

R082 – Digital Graphics – Coursework – 25% of final grade

Year 11

R085 – Creating interactive products – Coursework – 25% of final grade

R087 – Creating websites – Coursework – 25% of final grade

\*opportunities to re-sit the examination later in the course

### Why study Creative I Media and opportunities for further study and career pathways:

Creative i-media can open many doors this is due to it being an ICT qualification. This course prepares you for the world of work as the skills are very transferable. Examples of courses you will be able to undertake are:

- A Levels in ICT or Media
- Level 3 BTECs in ICT and Media Productions
- Computing and Web Development qualifications

For further information, contact Mr D Burrows – (Head of ICT and Technology)



## Subject: Mathematics

**This course is compulsory for all pupils.**

**Qualification: GCSE**

**Exam Board: Edexcel**

### Introduction:

GCSE maths is a crucial qualification for future employment prospects and focusses in on not only a student's mathematical knowledge, but their ability to apply this knowledge. The maths content is presented clearly, giving students the opportunity to make links between different topics.

We believe that maths prepares students for their future and offers the opportunity to achieve highly.

The areas of study in maths are focussed on:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measure
- Statistics and Probability

There is a great emphasis on memory (learning formulas and algorithms), problem solving and reasoning/inference in each of the 3 examination papers.

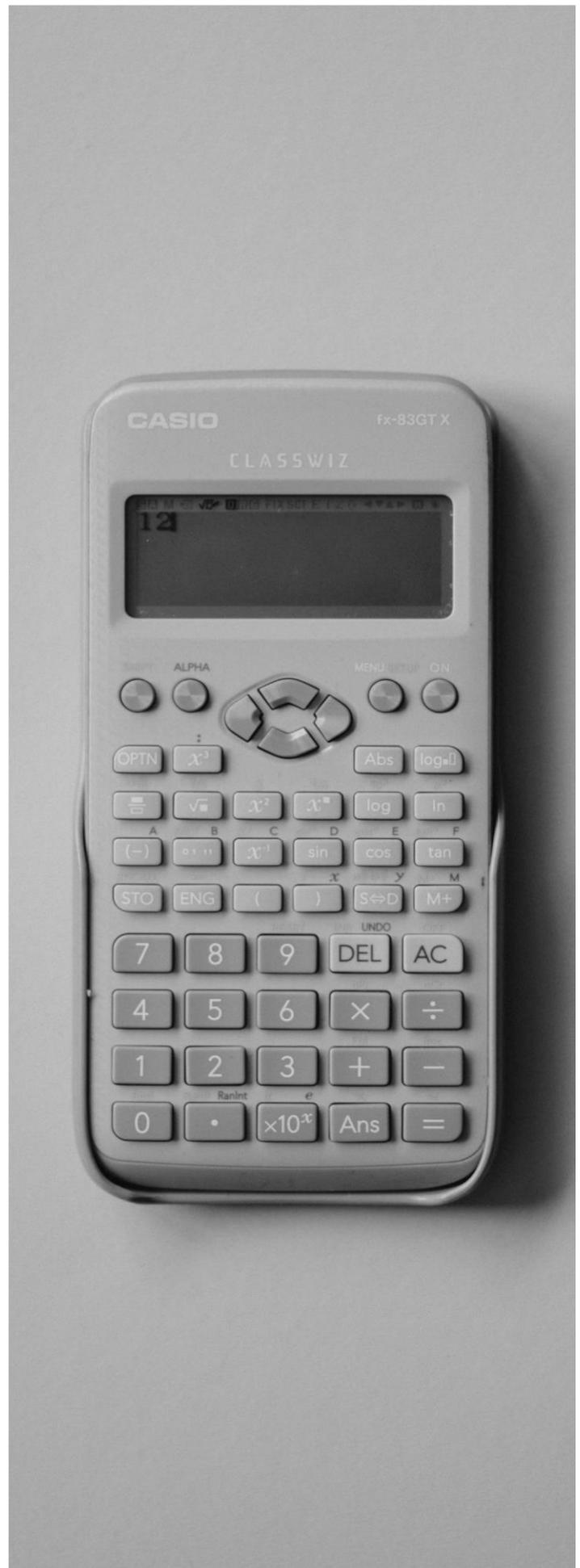
### Assessment:

You will sit 3 examinations at the end of year 11. Paper 1 is non calculator and papers 2 & 3 are done with a calculator.

Each examination is 1 hour and 30 minutes long.

For further information, contact Mr Rooney

(Head of Mathematics)



## Subject: Music

### Qualification: BTEC TECH Award in Music Practice

#### Exam Board: Pearson

#### Introduction:

The Pearson BTEC Level 1/Level 2 Tech Award in Music Practice, is for pupils who want to acquire technical knowledge and technical skills through vocational contexts by exploring and developing their musical skills and techniques.

- Exploring Music Products and Styles
- Music Skills Development
- Responding to a Commercial Music Brief

#### Assessment:

(30% of the final course for each component)

Components 1 (30%) and 2 (30%) are assessed through internal assessment. Internal assessment for these components has been designed to relate to realistic tasks and activities in the Music Industry.

The components focus on:

- Development of core knowledge and understanding of music styles and techniques in a range of music genres
- The development of skills such as practical and interpretative, musical rehearsal and performance through workshops and classes reflective practice through the development of skills and techniques that allow pupils to think about the development of their idea from the initial plan to the final musical product

External Synoptic Assessment: (40% of the final course) There is one external assessment, Component 3: Responding to a Commercial Music Brief, which provides the main synoptic assessment for the qualification.

Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation. The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by Pearson (The exam board).

#### Why study Music?

Pupils who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects study of a vocational qualification at Level 3, such as a BTEC National in Music or a BTEC National in Music Technology, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a music-related degree.

For further information, contact:

Miss C. Hopkinson (Head of Creative and Performing Arts)



## **Subject : GCSE Philosophy And Ethics**

**Qualification: GCSE**

**Exam Board: Pearson**

### **Introduction:**

This subject is fantastic for pupils who enjoy debate and questioning the world around them. This subject provides you with valuable skills and knowledge that you can take with you throughout life, and will help you in many different careers.

### **Course content:**

Pupils will study the beliefs of different religions and how they impact on people's lives. They will take a critical look at world issues such as abortion, euthanasia, creation of the universe, evolution, conflict, the death penalty, evil and suffering, charity and contraception. Pupils will use their own opinions, non-religious views and the views of two world religions (Christianity and Islam), to come to reasoned conclusions.

### **Assessment:**

At the end of the course, pupils will sit 2 exam papers, each worth 50% of the overall marks. Topics will include;

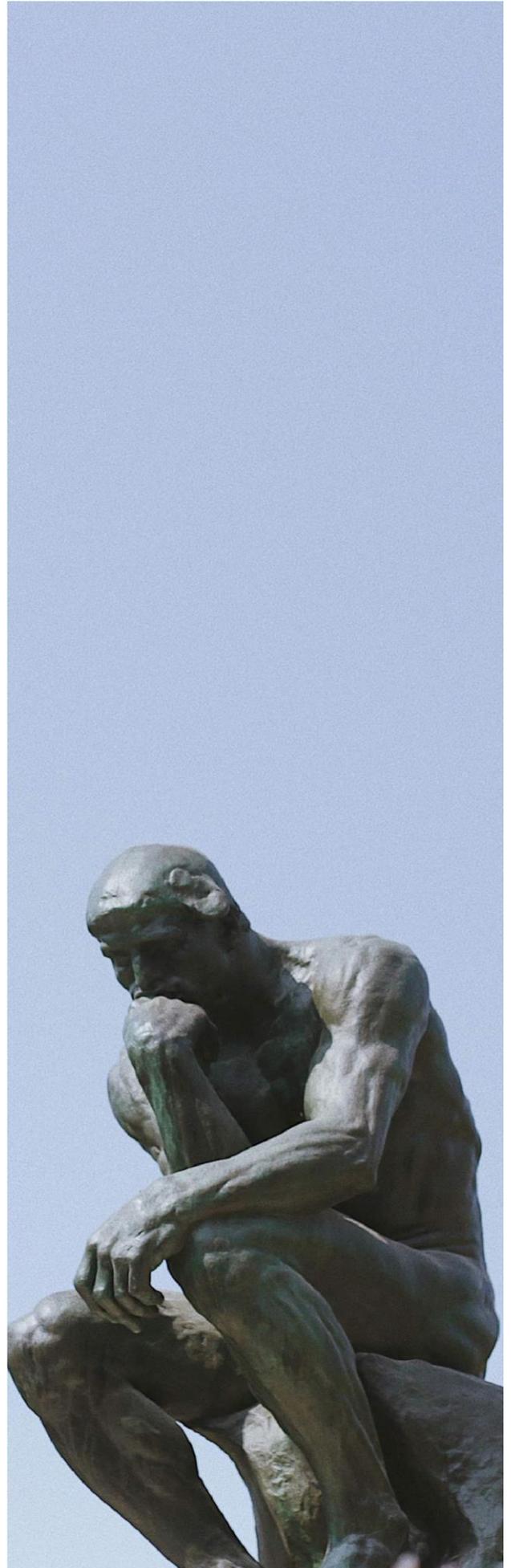
- Paper 1: Religion & Ethics – Marriage and the Family, Matters of Life and Death
- Paper 2: Religion, Peace & Conflict – Crime and Punishment, Peace and Conflict

### **Why study Philosophy and Ethics?**

You will learn to question the world around you. If you enjoy discussing moral issues then this is the course for you. Pupils who study Philosophy & Ethics go in to a wider range of careers. The skills involved often lead to roles in; law, teaching, journalism, politics, the police and many others.

As an academic subject, it is also an excellent way in to higher education such as college and university. The critical thinking skills are helpful for many subjects in higher education.

For further information, contact Mr McKenzie (Teacher of RE)



## Subject : Photography

### Qualification: GCSE Photography

### Exam Board: AQA

### Introduction:

Photography is another method for showing your creative skills, whilst drawing is less important in this subject, you will need to be interested in taking photographs as your method of recording imagery. You will also need to have a passion for developing ideas and experimenting using digital software. Although it is a photography course, most of the time is spent editing and developing your images so you need to have the desire to push and challenge yourself in your creative ideas.

### Course content:

This course is designed for pupils to achieve through continuous progress over the duration of the GCSE. As the subject is 100% coursework, every lesson counts and pupils will benefit from being consistent and working to the best of their ability. Pupils are enabled to demonstrate a variety of different skills and techniques in order to help them reach their potential through the teaching of camera use and software editing.

### Assessment:

The course consists of 60% coursework;

- (Unit 1 - portfolio) and a 40% final project
- (Unit 2 – controlled assessment). The final project culminates in a 10 hour exam

### Why study Photography?

Photography is an excellent subject to take if you are creative, yet you are interested in capturing imagery in an immediate way. Photography is a creative subject that uses digital technology to take and edit photographs, the techniques that you use are of industry standard and is used by most creative professionals.

Career pathways could lead to photojournalist, fine art photographer, commercial/industrial photographer, studio/portrait photographer, freelance photographer. Photography also leads to many other avenues of creative/art related professions.

For further information, contact Mr. J.Osman (Subject Lead)



## Subject: Combined Science: Trilogy

**Qualification: 2 GCSEs**

**Exam Board: AQA**

### Introduction:

GCSE Combined Science: Trilogy is interesting and relevant to all types of pupils. The biology, chemistry and physics content is presented clearly, in a logical teaching order with the opportunities for skills development throughout the specification.

We believe that science has something to offer every student. The subject content and required practicals in this specification suit pupils of all abilities and all aspirations.

### Course content:

- 7 topics of Biology
- 10 topics of Chemistry
- 7 topics of Physics

There is an emphasis on scientific literacy, knowledge and understanding.

### Assessment:

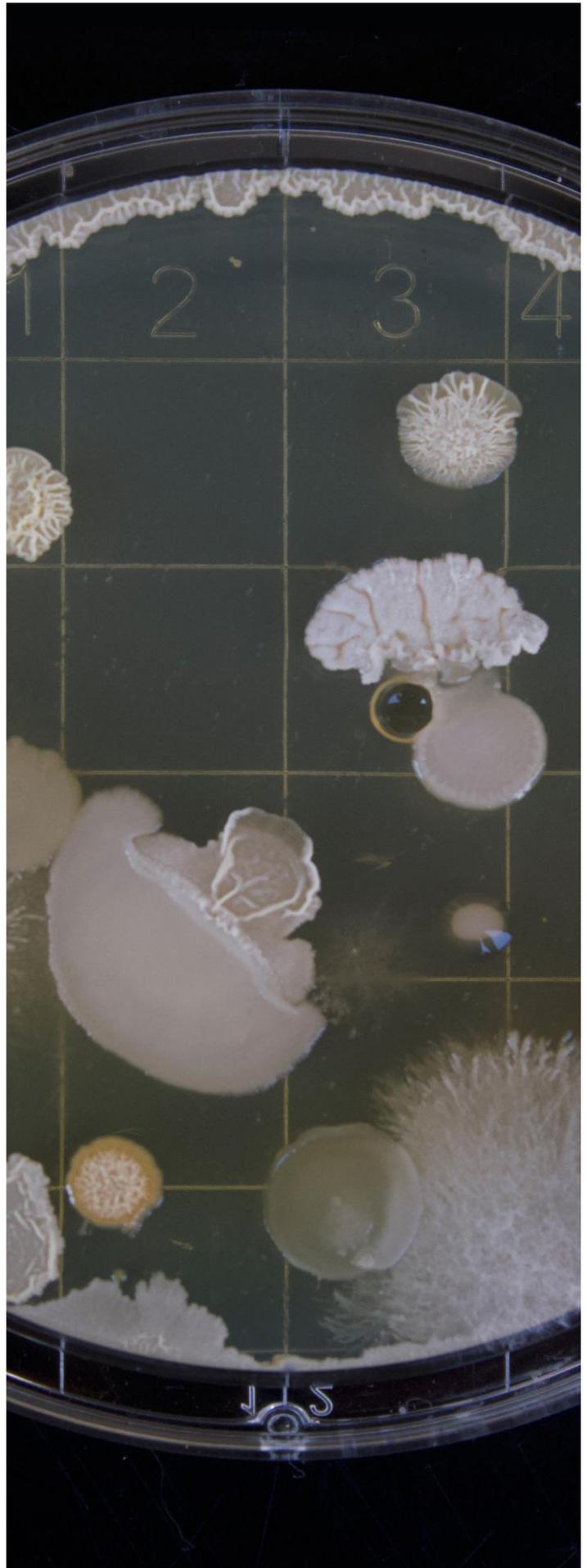
You will sit 2 examinations for each subject (Biology, Chemistry and Physics).

Each examination is 1 hour and 15 minutes long.

### Why study Combined Science?

This course works to prepare pupils for progression to further learning in the sciences in A Level subjects such as Biology, Chemistry, and Physics or vocational courses.

For further information, contact Mr Everson (Head of Science)



## Subject: Triple Science

**Qualification: 3 GCSEs**

**Exam Board: AQA**

### Introduction:

GCSE Single Sciences are developed to inspire and challenge pupils of higher abilities and aspirations within science. The core content follows a coherent and logical story through biology, chemistry and physics. This specification provides distinctive and relevant experiences through theory and practical lessons for more able candidates who wish to specialise in the separate sciences.

### Course content:

- 7 topics of Biology
- 10 topics of Chemistry
- 8 topics of Physics

These modules provide an opportunity for developing further understanding of scientific explanations, understanding of how science works and the study of elements of applied science with particular relevance to professional scientists.

### Assessment:

You will sit 2 examinations for each of the subjects (Biology, Chemistry and Physics).

Each examination is 1 hour and 45 minutes.

### Why study Single Sciences?

This course is ideal for pupils wishing to study individual sciences at A Level or vocational courses. There is a wide range of careers in the science field such as aerospace, engineer, medicine/dentist and veterinary sciences.

For further information, contact Mr Everson (Head of Science)



## Subject: Sociology

**Qualification: GCSE**

**Exam Board: WJEC (Eduqas)**

### Introduction:

Sociology studies how society works. It will help you to understand how individuals fit into a wider social network and encourage you to question beliefs about society which you may have previously taken for granted. Sociologists are interested in why society works in the way that it does and the extent to which our behaviour and opportunities can be shaped by our social class, age, gender and race.

### Course content:

Paper 1 – Key concepts within sociology

- Family
- Education
- Research methods

Paper 2 - Crime and deviance

- Power
- Social inequality
- Applied methods of sociological enquiry

### Assessment:

At the end of the course in year 11 students will sit 2 exam papers.

Paper 1 – Understanding social processes

- A 1 hour 45 minute exam which is worth 50% of the overall grade and is testing knowledge of all units. This is a written assessment with a mix of short answer, structured questions and extended response (essay) questions.

Paper 2 – Understanding social structures

- A 1 hour 45 minute exam which is worth 50% of the overall grade and is testing knowledge of all units. This is a written assessment with a mix of short answer, structured questions and extended response (essay) questions.

### Why study Sociology?

There are many careers where a qualification in sociology is useful. For example, many sociologists go into social work – community projects, charity work, welfare advisors and other areas of social services. Other careers are civil service, prison officers, journalists, police and teaching. A qualification in sociology will provide you with many key skills, including logical thinking, planning, research and negotiation – all of which can be used in a variety of careers.

For further information, contact Miss Shanks (Subject Lead)



## Subject: Sports Studies

### Qualification: OCR Cambridge Nationals in Sports Studies

#### Course Content:

- **Developing Sports Skills (Internally assessed)**  
Practical development of knowledge and skills both independently and as part of a team. Pupils will have opportunities to perform under pressure, use initiative, solve problems and make decisions.
- **Sport and The Media (Internally assessed)**  
This unit requires learners to look at a range media and how they differ in their sports between sport and the media as well as their ability to interpret the different ways in which sports events may be represented by the media.
- **Contemporary Issues in Sport (Externally assessed exam)**  
Pupils will develop their understanding of the different issues which affect participation.  
  
They will develop an appreciation about how sport can be used to promote good values locally, nationally and internationally.
- **Sports Leadership (Internally assessed)**  
This unit will give pupils the opportunity to experience the knowledge understanding and practical skills to be an effective leader in sport. They will develop their leadership styles and communication skills.

#### Assessment:

Coursework – 75% / Exam - 25%

Four units of work are to be completed, three of which are internally assessed and one unit is externally assessed.

For further information, contact: Miss V Pilling (Head of PE)



## Subject : Spanish

**Qualification:** GCSE

**Exam Board:** Edexcel

### Introduction:

By studying a GCSE in Spanish pupils will learn to understand and communicate in the Spanish language. The course aims to develop confidence in communication, allow pupils to express individual thoughts and ideas, deepen their knowledge of how language works, develop a deeper cultural understanding of Spanish and those who speak it, and to develop language-learning skills to prepare them for further language study or employment.

### Course content:

This course allows pupils to study a variety of topics relevant to their age and interest and develop a greater awareness of culture of Spanish-speaking countries and communities. The course is split into five themes:

- Identity and culture (friends and family, relationships, everyday life, food and drink, shopping, social media, celebrations and festivals, hobbies)
- Local area, holiday and travel (holidays, travel, accommodation, directions, eating out, weather, places to see, things to do)
- School (school types, school day, subjects, rules and pressures, school trips, events and exchanges).
- Future aspirations, study and work (further study, volunteering, travel, employment, jobs, and careers)
- International and global dimension (sports and music events, environmental problems and solutions, being green)

### Assessment:

Paper 1: Listening and understanding in Spanish – 25%

Paper 2: Speaking in Spanish – 25%

Paper 3: Reading and understanding in Spanish – 25% Paper 4:

Writing in Spanish – 25%

### Why study Spanish?

Speaking another language helps to break down barriers and allows you to be part of a global community; even a little knowledge of a language can make a difference when you meet people from other countries. Also, encountering other cultures gives you an understanding of diverse lifestyles and allows you to communicate with people from all walks of life. A grasp of Spanish can also be a valuable skill for further education and employment. It can give you an added advantage in your career (if you want to work for an international firm) and can open up a world of exciting career options (game translator, flight attendant, interpreter, teacher, tour guide).

For further information, contact Miss Phillips (subject leader)



## Subject : Textiles

**Qualification: GCSE**

**Exam Board: AQA**

### Introduction:

Textiles involves designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

It requires pupils to produce a coursework folder worth 60%, which is run over their year 10 and the Autumn term of year 11. Pupils are then required to choose an exam question, which pupils will be working independently through over 4 months (40%) This runs through the Spring term, ending with a 10-hour exam in the summer term.

### Course Content

- Tie Dye - traditional and triangular
  - Free hand machine stitch
  - Hand embroidery stitches such as French knot, chain stitch and creative free style embroidery.
  - Weaving – circular and rug weave
  - Fabric manipulation techniques, such as triangles, pleating and folding
  - Beading and sequins
  - Quilting
  - 3D structure techniques using alternative materials.
  - Fashion Illustration
  - PVA fabric making
  - Dis-solvable fabric
- **Assessment:**

Pupils will be assessed under the assessment objectives assigned by AQA.

- AO1 - Mood board which includes primary, secondary research and artist research
- AO1 and AO2 - Sketchbook – experimenting
- AO3 - Design sheets – mixed media samples
- AO3 – design ideas including fashion illustrations
- AO4 - Final Outcome – fashion based

### Why study textiles?

Opportunities for further study and career pathways: Fashion Designer, Fashion Buying/ merchandising, Fashion Promotion, Fashion Management.

For further information, contact Mrs K Boulter (Textiles Teacher)



# Subject : Travel and Tourism

Qualification: Level 1/2 First Award Travel & Tourism  
Exam Board: BTEC

## Introduction:

The qualification provides an engaging and stimulating introduction to the world of travel and tourism giving you the opportunity to develop knowledge and technical skills in a practical learning environment. You will explore some of the key areas within the sector, including accommodation, tourism development and promotion, transport and visitor attractions.

## Course content:

This qualification consists of 3 mandatory units:

- Unit 1 UK travel and tourism sector (Examination)
  - Unit 2 UK travel and tourism destinations
  - Unit 3 The travel and tourism customer experience
- And 1 of the 2 Optional units:
- Unit 4 International travel and tourism destinations
  - Unit 5 Factors affecting worldwide travel and tourism

## Assessment:

Coursework is 75% of the overall mark.  
Examination is 25% of the overall mark.

## Why study Travel & Tourism?

There are lots of exiting job and career pathways available from this qualification, some students may choose to continue to study at Level 3 in College that could lead to University or careers as Travel Agent, Tour Operator, Leisure Activity Co-Ordinator, Hospitality, Cruise Ship Staff to name just a few.

For further information, contact Mrs Miller-Allen (subject teacher) or Mr Hargreaves (Head of Faculty)

