

# Year 9 Options & Pathways

## Subject Information Booklet



**2024 – 2026**

# YEAR 9 PATHWAYS 2024-2026

This booklet contains information which is designed to:

- Inform you of the curriculum in Years 10 and 11 (called Key Stage 4 or KS4)
- Help you make sensible choices between certain subjects.

**Please take time to read this booklet.**

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# INTRODUCTION FOR PATHWAYS 2024-2026

There are several points which make courses in Key Stage 4 different from previous school work.

- Some subjects will be studied in greater **depth** while others will no longer be studied at all
- More **difficult** and **longer** pieces of work will be required over a **continuous** period of time. Some of these will count towards the final examination grades

## COMPULSORY SUBJECTS

Some subjects are compulsory and have to be studied by everyone.

## CHOOSING OPTIONS

We strongly advise courses which maintain a broad and balanced curriculum.

Once a decision has been taken and a course begun, it is extremely difficult to make any changes. It is therefore **essential** that **time** and **thought** be given to the combination of subjects to be taken.

Brief descriptions of each course available can be found in this booklet.

Your teachers are there to offer information, guidance and assistance – do not hesitate to **ask** when you need **help**.

The **Careers** and **Pastoral** staff will be pleased to give advice and to answer specific enquiries relating to courses at any time, as will other members of staff involved in the decision-making process.

Some courses are for all students while some are more suited to students of different abilities. You will need to look at the course information carefully, talk to your teachers and check that the course is suitable for you.

**PLAN AHEAD**

**THINK CAREFULLY**

**LISTEN TO ADVICE**

**KEEP AN OPEN MIND**

# COURSES IN YEARS 10/11 SUMMARY

## COMPULSORY SUBJECTS

- English Language
- English Literature
- Mathematics
- Combined Science
- Physical Education\* (Core PE)

**\*Students will not gain a qualification in this subject. Should they wish to study this in depth, they should select it as an Option subject**

## OPTION SUBJECTS

- The following are available options subjects:
- Art, Craft & Design (GCSE)
- Art Textiles (BTEC Tech Award)
- Business Enterprise (BTEC Tech Award)
- Citizenship (GCSE)
- Computer Science (GCSE)
- Construction and the Built Environment (BTEC Tech Award)
- Design Technology (BTEC Tech Award)
- Digital Information Technology (BTEC Tech Award)
- French (GCSE)
- Geography (GCSE)
- Health & Social Care (BTEC Tech Award)
- History (GCSE)
- Hospitality & Catering (Vocational Award)
- Music (BTEC Tech Award)
- Performing Arts (BTEC Tech Award))
- Religious Studies (GCSE)
- Spanish (GCSE)
- Sport (BTEC Tech Award)
- Statistics (GCSE)
- Travel & Tourism (BTEC Tech Award)
- Triple Science: Biology, Chemistry & Physics (GCSE)
- Urdu (GCSE)

# ADVICE TO STUDENTS

## You should

- Read carefully the subject information in this booklet, ask your teachers if you have any questions about the subjects on offer.
- Listen carefully to information given about new subjects in assemblies, during your Year 9 Taster Day, and in lesson times.
- Seek advice from the Academy's Careers Lead, Mrs Walker. Further advice can be sought from the Academy Careers Advisor, Rob Crookes, who is professionally qualified, experienced and gives impartial advice and guidance. He is there to support all students moving forward and making decisions about future careers, courses, jobs and apprenticeships.
- Meet with your SLT link who will talk through your options choices with you.
- Discuss potential option choices with parents/careers.

## Allocation to courses

We hope that you will be able to follow the courses you have chosen, but sometimes this may not be possible or advisable.

Alternatives may have to be considered if:

- too many students opt for a particular subject
- too few students select a particular subject

Parents and students will be consulted on any suggested change to initially indicated preferences.

# GCSEs, BTECs, TECH AWARDS & ENTRY LEVEL CERTIFICATES

**What are they?**

## **GCSE**

GCSEs generally involve studying the theory of a subject which is assessed through an exam at the end of Year 11.

GCSEs are graded 9-1. The grid below explains the broad equivalencies of these grades with the more traditional A\*-G grades.

<b><u>Old GCSE Grades</u></b>	<b><u>Equivalent Grade for New GCSE</u></b>
A*	9
	8
A	7
B	6
C	5
	4
D	3
E	2
F	1
G	

## **Tech Awards (Including BTECs)**

These are vocational qualifications which are available to 14–16-year-olds to take alongside GCSEs.

Tech Awards have been developed to equip learners with the practical, transferable skills and core knowledge they will need to progress to further general or vocational study, including level 3 qualifications, employment or apprenticeships.

### **Level 1 Tech Award qualifications are equivalent to 1 GCSE at grades D-G:**

	New GCSE Grade Equivalent	Old GCSE Grade Equivalent
Pass	1	G
Merit	2	F
Distinction	3/4	D/E

### **Level 2 Tech Award qualifications are equivalent to 1 GCSE at grade A\*-C:**

	New GCSE Grade Equivalent	Old GCSE Grade Equivalent
Pass	5	C
Merit	6	B
Distinction	7	A/A*
Distinction*	8/9	A*

## **Entry Level Certificate (ELC)**

ELCs are available for English, Mathematics & Science. They are part of the National Qualifications Framework and are pitched just below GCSE level. They are targeted for students who find these subjects particularly challenging. The courses are designed to improve the confidence of students in these subjects with the view to them being entered for GCSE English, Mathematics & Science. Students are selected to follow this pathway by SLT.

# COMPULSORY SUBJECTS

- ENGLISH (Language & Literature)
- MATHEMATICS
- COMBINED SCIENCE
- PHYSICAL EDUCATION (Core PE)



# ENGLISH LANGUAGE AND ENGLISH LITERATURE (GCSE)

## Compulsory subject

English is the means by which communication takes place in all walks of life. Across the world, English is a recognised and widely spoken language, and we want our students to be confident, accurate and expressive in their use of written and spoken English. English constantly changes and evolves, and the new specification GCSE courses reflect this, with a modern, vibrant approach. Among others, English is one subject which holds the key to succeeding in the future.

## Description of the course

### GCSE English Language

This will be assessed by means of two examinations where students will study unseen extracts of fiction, and non-fiction texts. In addition, they will be required to write a narrative and two transactional writing pieces.

### GCSE Literature

This will also be assessed by means of two examinations where students will study both modern and pre-20th-century literature. This includes Shakespeare, a 19th century novel and a variety of poetry.

## How the course is assessed

### English Language 100% examination:

#### English Language Component 1 - 1 hour 45 minutes (40% of overall grade)

##### **Section A (20%) – Reading (40 marks)**

This section will test through structured questions the reading of an unseen extract from one 20th century literary prose text (about 60-100 lines).

##### **Section B (20%) – Prose Writing (40 marks)**

This section will test creative prose writing through one 40-mark task. Candidates will be offered a choice of four titles giving opportunities for writing to describe and narrate, and imaginative and creative use of language. This response should be a narrative.

#### Component 2- 2 hours (60% of overall mark)

##### **Section A (30%) – Reading (40 marks)**

This section will test through structured questions the reading of two high-quality unseen non-fiction texts, one from the 19th century, the other from the 21st century. Non-fiction texts may include letters, extracts from autobiographies or biographies, diaries, reports,

articles and digital and multi-modal texts of various kinds from newspapers and magazines, and the internet.

### **Section B (30%) – Writing (40 marks)**

This section will test transactional, persuasive and/or discursive writing through two equally weighted compulsory tasks (20 marks each). Across the two tasks candidates will be offered opportunities to write for a range of audiences and purposes, adapting style to form and to real-life contexts in, for example, letters, articles, reviews, speeches.

English Literature 100% examination

- English Literature Paper 1 - 1 hour 45 minutes (40% of overall grade)

This paper will require students to answer questions about 'Macbeth' and 'A Christmas Carol'. Students will be given a section of each text and will have to analyse the extract and how it links to the rest of the play/novel, based on a specific theme or character.

- English Literature Paper 2- 2 hours 15 minutes (60% of overall grade)

This paper will require students to answer a question about the play 'An Inspector Calls', focusing on a specific theme or character. The next section of the exam focuses on poetry. Students will answer a question about a named poem from a pre-studied cluster of poems based on 'conflict' and how it compares to another poem from the cluster. They will then answer two questions on previously unseen poems.

- The final element of the course is a speaking and listening assessment which requires students to give a speech about a given topic to an audience. This is accredited separately, and is awarded as a Pass, Merit or Distinction.

### **Other information**

English is a compulsory course at Key Stage 4, and, as such, is able to offer a number of different routes through GCSE, based on individual student performance.

In addition, throughout the course, students will be offered opportunities to enhance their study of English by partaking in excursions to see live theatre performances, out of the Academy revision activities, and will be taught by enthusiastic staff, who are dedicated to students' achievement. Throughout the course, students will be targeted for support and revision, suited to their individual needs.

# MATHEMATICS (GCSE)

## Compulsory subject

GCSE Mathematics is a qualification that is required by most employers and is often needed for entry to further or higher education, and so it is an important subject to study. Mathematics requires logical thinking and develops practical and analytical skills that can be used in everyday life.

## Description of the course

### You will study:

- Number
- Algebra
- Geometry and Measures
- Probability and Statistics
- Ratio and proportion

### You will learn the following skills:

- Numeracy
- Logical Thinking
- Problem Solving Techniques
- How to Work Independently

## How the course is assessed

This GCSE is based on two tiers of examinations, a higher and a foundation.

### Examination

Assessment for the GCSE is 100% exam and is assessed through three linear papers at the end of year 11. 1 non-calculator and 2 calculator papers each an hour and a half long. Each paper holds 80 marks and are equally weighted.

## Other information

All students will be expected to bring a pen, pencil, ruler and rubber to all Mathematics lessons. There are numerous resources that the department has invested in to support students at home and it is expected that students complete at least 1 hour per week of independent work.

# COMBINED SCIENCE (GCSE)

## Compulsory subject

Our aim is to give you a broad and balanced education in science which will help you to:

- Understand the importance of science in everyday life.
- Learn about the fascinating and curious world in which we live.
- Develop investigative skills.
- Be prepared to make informed decisions about scientific issues that will influence your life now and in the future.

Activities will be practically based and will provide you with the opportunity to plan and carry out investigations, complete problem-solving tasks, and to discuss and write about your findings. You will also have the opportunity to make sense of scientific information presented in a variety of interesting ways.

## Description of the science courses available

Combined Science is offered to all students who have not chosen Triple Science as an option. The course focuses on scientific explanations and models, and gives students an insight into how scientists develop scientific understanding of ourselves and the world we inhabit. You will study a wide range of Biology, Chemistry and Physics topics.

## How the above courses are assessed

Combined Science is assessed using external terminal exams at the end of year 11 which will represent 100% of the final grade. There is no coursework aspect of the course.

The Combined Science GCSE will include 6 one hour 15-minute exams, each exam is worth 16.7% of the overall grade. Students will sit two exams for Biology, Chemistry and Physics at either higher or foundation tier.

Both courses will include exam questions which are a mixture of multiple choice, structured, closed short answer, and open response questions.

## Other information

There are a variety of activities running outside normal lessons. Intervention opportunities are regularly provided for KS4 students. These sessions vary in focus and range from revisiting content, to revision techniques and exam practice. Revision resources including Revision Guide, knowledge retrieval packs and GCSEpod resources are provided to all students.

# PHYSICAL EDUCATION (Core PE)

## Compulsory subject

At Key Stage 4 all students will continue with Physical Education, as it remains a compulsory subject. There is an emphasis on the physical and mental benefits of regular physical activity. This allows students to be involved in the education of the whole person and also provides periods in the week where students can improve their fitness and aid mental stimulation therefore increasing their capacity for higher levels of study.

## Description of the course

Students must study a minimum of 2 areas of the National Curriculum over the two/three years.

As well as traditional activities such as football, netball, rugby, athletics etc., students will also be offered activities like fitness, dodgeball, handball and yoga.

# OPTION SUBJECTS

- Art, Craft & Design (GCSE)
- Art Textiles (BTEC Tech Award)
- Business Enterprise (BTEC Tech Award)
- Citizenship (GCSE)
- Computer Science (GCSE)
- Construction and the Built Environment (BTEC Tech Award)
- Design Technology (BTEC Tech Award)
- Digital Information Technology (BTEC Tech Award)
- French (GCSE)
- Geography (GCSE)
- Health & Social Care (BTEC Tech Award)
- History (GCSE)
- Hospitality & Catering (Vocational Award)
- Music (BTEC Tech Award)
- Performing Arts (BTEC Tech Award)
- Religious Studies (GCSE)
- Spanish (GCSE)
- Sport (BTEC Tech Award)
- Statistics (GCSE)
- Travel & Tourism (BTEC Tech Award)
- Triple Science: Biology, Chemistry & Physics (GCSE)
- Urdu (GCSE)

# ART, CRAFT AND DESIGN (GCSE)

## Why study this subject?

To develop creative thinking and artistic ability in all students. Studying Art & Design at Thornhill Community Academy can offer you a stimulating, exciting and challenging practical GCSE course. Our results at GCSE are consistently excellent and our past students have thoroughly enjoyed their time spent in the Art department during Years 10 and 11.

## Description of the course

Students will study drawing, painting, ceramics, art history plus illustration, and other facets of the course may involve printing, photography and computer-based work.

The course will consist of one sustained project which will be developed in response to a subject, theme, task or brief, and a series of mini projects ranging from skill-based workshops, trials, experiments and responses to artists' work.

Although the course is largely practical in nature, there is a written element, both investigative and creative.

In year 11 they will be given an externally set assignment which will lead into producing their final exam piece.

## How the course is assessed

60% coursework - All work produced in Years 10 and 11 will be entered for assessment.

40% examination - A ten hour-controlled examination (two days) is taken late in Year 11.

## Other information

**Future careers** Interior design / Film / Photography / Television / Teaching / Graphics / Book Illustrator / Advertising / Fashion / Theatre

**Interesting fact** On average, over the last 6 years over 80% of students have achieved a grade 4 or above.

# ART TEXTILES (TECH AWARD)

## Why study this subject?

This exciting Art Textiles course focuses on the purpose of Art and Design practice through vocational contexts. Developing knowledge of broader attributes valued in this sector, for example researching, planning, generating ideas, realising intentions, problem solving and communicating, as well as more general skills needed in work that fit well with project-based learning, for example teamwork and independent learning.

In response to a vocational context Art Textiles skills and knowledge will be developed using the amazing resources the department has to offer. Investigating pattern, colour and texture to create designs, creative stitch pieces or products will be created that have been stitched, woven, felted and printed.

## Description of the course

Learners are required to complete and achieve two components in the qualification.

### Component 1 - Creative Practice in Art and Design – 60% Final Grade (Year 10)

This component is assessed through non-exam internal assessment (PSA). This has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The component focuses on:

- Thorough research investigation into a theme to inform work.
- Based on the investigation, students will use different design methods to generate a range of ideas in response to the brief.
- Explore and experiment with a wide range of art materials, textile techniques and processes and creative solutions to develop and refine work and produce outcomes.
- Select and organise work from their project to produce a portfolio of work that communicates their creative process and outcomes.

**Examples of skills:** *Block printing, transfer printing, needle felting, tie dye, stenciling, couching, applique, reverse applique, CAD/CAM embroidery, free machine embroidery, crochet, quilting, beading, patchwork, fabric manipulation, hand stitching*

### Component 2 - Responding to a Brief – 40% Final Grade (Year 11)

#### External synoptic assessment

This component builds directly on Component 1 and enables learning to be brought together and related to a real-life scenario.

Component 2: Responding to a Brief requires learners to select and integrate learning from across the qualification, including generating ideas and developing art and design skills and techniques in response to a brief and stimulus, and developing a portfolio and final response for a specified audience. The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period. The external assessment takes the form of a set task taken under supervised conditions, which is then marked, and a grade awarded by Pearson. This component will be delivered and then assessed at the end of the course of study.





## **How the course is assessed**

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction\* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass

## **Other information**

The skills developed through an education in Textiles Art and Design are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries including fashion, interior design, surface pattern design, jewelry design, design engineer, garment technologist, buying and product development.

# BUSINESS / ENTERPRISE (BTEC)

## Why study this subject?

With the new BTEC Tech Awards in Enterprise, students can explore what it means to set up and run a business enterprise, as well as develop key skills and discover potential careers.

The BTEC Tech Award in Enterprise is a practical introduction to life and work as an entrepreneur, your students will:

- Delve deeper into how the sector works.
- Appreciate the importance of business planning and understanding the market.
- Analyse and evaluate the skills they develop.

Enterprise BTEC Tech Awards give students the chance to discover their aptitude for a career in Enterprise and develop essential skills.

## Description of the course

BTEC Tech Award has **three components**:

- Component 1 - Explore the sector.
- Component 2 - Develop knowledge, skills and best practices.
- Component 3 - Apply knowledge, skills and best practices.

## How the course is assessed

The course has two internally assessed components (60%) and one that's externally assessed (40%)

- Practical assignments (set and marked by the school, verified by Pearson)
- One task-based assessment (set and marked by Pearson)

## Other information

During the course, students can see whether the industry is one they'd like to be in, where they could go, and gain knowledge and skills they need to succeed in their next steps.

After completing the course, students can continue to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships.

# CITIZENSHIP STUDIES (GCSE)

## **Why study this course:**

Citizenship Studies is about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally.

You will learn about power, democracy, the operation of government and the legal system, and the role of the UK in the wider world. You will explore and learn about different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts.

This course also involves trying to make a difference yourself by planning and carrying out your own citizenship action to improve the school or local area. This could be by campaigning or volunteering, running an event or raising awareness of an issue.

## **Description of the course**

The course content is divided into five themes:

### **A: Living together in the UK**

The UK is a diverse society of many different communities and groups who live together. You will explore the nature of identity and multiple identities as well as how and why communities are changing. This includes democratic rights, freedoms and values that we share, including human rights.

### **B: Democracy at work in the UK**

This includes the representative, parliamentary democracy in the UK including the voting and electoral system, the roles and responsibilities of MPs and how government is organised and kept in check. You will consider the role of parliament in making and shaping law; the government's role in managing public money; and how power is organised across the constituent parts of the UK.

### **C: Law and justice**

You will explore why we need laws and how law affects us in our everyday lives. You will learn how the justice system in England and Wales works in practice including the roles and power of the police and the courts in dealing with crime in society.

### **D: Power and influence**

You will explore ideas about power. Considering power in relation to the ways in which citizens, governments and the media exercise power and influence in a range of local to global situations. You will contrast representative democracy in the UK with a non-democratic political system and the limits this places on the rights and freedoms of citizens.

### **E: Taking citizenship action**

Citizenship action is a real out-of-classroom activity that allows you to apply citizenship knowledge, understanding and skills, and to gain different citizenship insights and appreciate different perspectives on how we live together and make decisions in society. It requires you to practice a range of citizenship skills including research and enquiry, interpretation of evidence, including primary and secondary sources, planning, collaboration, problem solving, advocacy, campaigning and evaluation.



## **How the course is assessed**

The exam board will be Edexcel. The course is assessed by two exams of 1 hour 45 minutes. Both exams are worth 80 marks. You will answer questions on your own citizenship action within Paper 2.

## **Other information**

This course is an ideal first step for those who want to go into or move to study; law, politics, sociology, criminology, journalism and the media, police/armed forces, other humanities like history, geography, religion and ethics. Aside from this, studying citizenship allows you to become a member of society that is well informed, can make good decisions, can advocate for change and make your community a better place, is tolerant and respectful of other people and therefore can be a successful citizen in modern Britain no matter what career you want to go into.

# COMPUTER SCIENCE (GCSE)

## Why study this subject?

This course will give you an in-depth technical understanding of how computer technology works as well as hands on experience of computer programming. This GCSE provides excellent preparation for higher study and employment in Computing and IT, of which there is a large skills gap nationally, especially for girls. It is a specialised course for anyone looking to either progress into a career or further study based around computers and programming. You should consider this subject if:

- You are interested in how a computer works and enjoy problem solving.
- You have designed computer programs or are interested in designing them.
- You excel at mathematics and feel you may be able to transfer these skills into a different context.
- You have a strong and independent work ethic and can work above what is taught in lessons.

This is not a course that teaches you how to use computers or to design video games. It requires a foundation of strong mathematics, logical thinking, and the ability to handle abstract theoretical concepts.

## Description of the course

The course is assessed through two external exams sat at the end of year 11, both worth 50% of the final qualification. Each exam is based on a specific unit as identified below:

**Unit 1 (Computer Systems)** - Introduces you to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural, and environmental concerns associated with computer science.

**Unit 2 (Computational Thinking, Algorithms and Programming)** – You will apply knowledge and understanding gained in unit 1 as well as develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, and translators.

You will also be given the opportunity to undertake **programming tasks** during their course of study which allows them to develop their skills to design, write, test, and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in the Unit 2 examination.

## How the course is assessed

### External Examinations (100%)

Unit 1 – Computer Systems (50%)

Unit 2 – Computational thinking, Algorithms and Programming (50%)

## Other information

**Future Careers:** Software, App and games development, Technological engineering, Network management, Computer design, development, repair

# CONSTRUCTION (BTEC)

## Why study this subject?

This course will appeal to learners who have an interest in the construction industry. The Pearson BTEC Tech Award in Construction and the Built Environment is for learners who want to acquire sector-specific applied knowledge and skills through a practical context by studying skills used in construction, with a specific focus on joinery and carpentry skills.

## Description of the course

The qualification will give learners the opportunity to develop broad knowledge and understanding of the construction and built environment sector, and specialist skills such as interpreting and designing a low-rise construction to a brief, construction of a practical outcome to specification and ensuring the quality of that outcome. Learners will have the opportunity to develop applied knowledge and practical skills in the following areas:

### Component 1 - Construction Technology

This component requires learners to understand the different areas of technology and the real-life application of these technologies in the UK and around the world.

The design of this external assessment ensures that there is sufficient stretch and challenge. It is based on a key task that requires learners to demonstrate they can identify and effectively use an appropriate selection of skills, techniques, concepts, theories, and knowledge. The external assessment takes the form of an external examination, taken under supervised conditions.

### Component 2 - Construction in Practice

This component includes practical skills and techniques used in industry for safe working practices to create a practical outcome to a specification in carpentry and joinery, and, quality control procedures to ensure an aesthetic, well-finished and accurate product. The Pearson-set Assignment will be completed in approximately 8 hours of supervised assessment.

### Component 3- Construction and Design.

This component includes the development and application of skills such as interpreting a brief to extract relevant information that will impact design ideas, principles of design, constraints of design, and sketching skills and techniques. The Pearson-set Assignment will be completed in approximately 2 hours of monitored preparation and 6 hours of supervised assessment.

## How the course is assessed

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction\* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass.

## Other information

The construction industry is one of the UK's most important sectors. The range of jobs available is large, covering traditional craft trades, large civil engineering infrastructure projects, housebuilding, design and consultancy, and the professions such as architecture, management, and surveying. Studying this subject at Key Stage 4 will complement other GCSE subjects through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this vital sector.

# DESIGN TECHNOLOGY (BTEC)

## Why study this subject?

In this Tech award, you will be learning about a variety of design & technical skills and processes through theory and practical application in either card, timber, metal or plastics. This vocational course focuses on the purpose of design practice and the broader attributes valued in this sector, for example researching, planning, generating ideas, realising intentions, problem solving and communicating, as well as more general skills needed in work that fit well with project-based learning, for example teamwork and independent learning. This subject would be great for students looking to progress into a design and technology-based career such as; Product Design, Graphic Communication, Wood Working, Engineering, CAD Design.

## Description of the course

Learners are required to complete and achieve 2 components in the qualification.

### Component 1 - Creative Practice in Art and Design – 60% Final Grade (Year 10)

This component is assessed through non-exam internal assessment. This has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

The component focuses on:


- Thorough research investigation into a theme to inform work.
- Based on the investigation, students will use different design methods to generate a range of ideas in response to the brief.
- Explore and experiment with a wide range of materials, techniques and processes and creative solutions to develop and refine work and produce practical / graphical outcomes.
- Select and organise work from their project to produce a portfolio of work that communicates their creative process and outcomes.

**Examples of practical skills:** Woodworking Techniques, Wood Joints, Card-Modelling, Architectural models, 3D Modelling, Vacuum Forming, Laser Cutting/Engraving, Pewter Casting, Joining methods, Computer Aided Design, Computer Aided Manufacturing.

### Component 2 - Responding to a Brief – 40% Final Grade (Year 11)

External synoptic assessment. This component builds directly on Component 1 and enables learning to be brought together and related to a real-life scenario.

- Responding to a Brief requires learners to select and integrate learning from across the qualification, including generating ideas and developing art and design skills and techniques in response to a brief and stimulus, and developing a portfolio and final response for a specified audience.

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- The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.
  - The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by Pearson. This component should be delivered and assessed at the end of the course of study.

**Examples of practical skills:** Woodworking Techniques, Wood Joints, Card-Modelling, Architectural models, 3D Modelling, Vacuum Forming, Laser Cutting/Engraving, Pewter Casting, Joining methods, Computer Aided Design, Computer Aided Manufacturing.

### **How the course is assessed**

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction\* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass.

### **Other Information**

The skills developed through an education design and technology are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries including games design, advertising, graphics and publishing, product design, and architecture.



# DIGITAL INFORMATION TECHNOLOGY (BTEC)

## Why study this subject?

This qualification is for anyone interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work the Digital sector. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy, putting it increasingly on a par with English and mathematics skills. This course will give you a broad introduction to several aspects of 'digital' – from UX and interface design to data management and IT systems – enabling to see what areas they are most keen on and keeping their options wide open for progression. The course has been designed specifically to develop skills that are needed for employment in the Digital sector, where there is a wealth of career opportunities within the county and nationally.

## Description of the course

The course consists of two controlled assessment projects and an external exam.

**Core Component 1:** Exploring User Interface Design, Principles and Project Planning Techniques. You will develop an understanding of what makes an effective user interface and how to effectively manage a project and use this understanding to plan, design and create a user interface. This is completed in the form of a controlled assessment project.

**Core Component 2:** Collecting, Presenting and Interpreting Data. You will explore 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. This is completed in the form of a controlled assessment project.

**Component 3:** Effective Digital Working Practices. You will explore how organisations use digital systems and the wider implications associated with their use. This is assessed in the form of an external exam.

## How the course is assessed

### Internal Assessment (60%)

Core Component 1: Exploring User Interface Design, Principles and Project Planning Techniques (30%)

Core Component 2: Collecting, Presenting and Interpreting Data (30%)

### External Assessment- Short answer exam (40%)

Component 3: Effective Digital Working Practices

## Other information

Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy, putting it increasingly on a par with English and Maths skills. This is an excellent course for students interested in Computing and Digital Skills, but not as keen on programming. The coursework aspect gives students more opportunity to develop and showcase knowledge over time, rather than exclusively in a terminal exam.

# FRENCH (GCSE)

## Why study this subject?

It will give an **international dimension** to your GCSE choices. After all, 94% of the world does NOT speak English as their first language. The language most in demand in the UK amongst businesses is French.

- 1) You already have a solid base in French with 3 years of learning already completed.
- 2) You can already express yourself. You will not be starting at the very beginning.
- 3) The topics and the language will be familiar.
- 4) Do you visit France? It is, after all, the nearest European country to us!

## Description of the course

The new GCSE in French enables students to work towards grades 1-5 at foundation level and grades 4-9 at higher tier level and covers speaking, reading, writing and listening. It will enable learners to build on the strong foundation they have developed at KS3 and further enhance their knowledge and understanding in the French language, build confidence and fluency and learn more about French culture and French speaking countries.

## How the course is assessed

25%	<b>Reading</b> Translation into English	Students will learn how to tackle a variety of texts and question types and will develop skills in translation sentences and short texts from French into English,	Students are tested in the following topic areas across the 4 exams: <b>Theme 1: People and lifestyle</b> • Topic 1: Identity and relationships with others • Topic 2: Healthy living and lifestyle • Topic 3: Education and work
25%	<b>Listening</b> Dictation	Students will develop confidence and ability to identify key information, answer a variety of question types and develop skills in dictation.	<b>Theme 2: Popular culture</b> • Topic 1: Free-time activities • Topic 2: Customs, festivals and celebrations • Topic 3: Celebrity culture
25%	<b>Writing</b> Translation into French	Students will prepare for describing photos, write texts of varying lengths from 50 to 150 words, undertake grammar exercises and translation a text into French.	<b>Theme 3: Communication and the world around us</b> • Topic 1: Travel and tourism, including places of interest • Topic 2: Media and technology • Topic 3: The environment and where people live
25%	<b>Speaking</b>	Students will build confidence in preparation for speaking which includes a role play, reading a text aloud, a photo card description and a general conversation.	

## Other information

### What could I study post 16?

- A level French
- Business French enrichment course with UCAS points
- Language degrees
- Applied languages as a modular option for other degree courses

### Where will this lead me next?

- Study for further language qualifications.
- Employers are always asking for candidates with language skills. A GCSE in languages will place you in a strong position with interesting career opportunities e.g. Media, Law, Marketing, Medicine, Fashion, Business, Travel and Tourism, ICT, Sport and Leisure and Journalism.

# GEOGRAPHY (GCSE)

## Why study this subject?

Geography is part of every aspect in life. Gaining an understanding of how physical and human forces cause changes to earth, is extremely important in gaining an appreciation for our unique ways of life. You will be taken on a journey through physical landscapes like rivers, coasts and tectonic islands, and investigate how human lives interact with these spaces. You will become more aware of the unequal world and how lifestyles differ with contrasting levels of wealth. You will also become an expert in the causes, effects and sustainable responses to wider global issues such as climate change, becoming a worldlier advocate for damaging human activities.

## Description of the course

We will be using the AQA exam board:

<https://www.aqa.org.uk/subjects/geography/gcse/geography-8035>

### Paper 1: Living with the Physical Environment.

Challenges of Natural Hazards: Tectonic Activity, Weather Hazards and Climate Change.  
The Living World: Tropical Rainforests, Cold Environments, Small Scale UK Ecosystem  
Physical Landscapes in the UK: Rivers and Coasts

### Paper 2: Challenges in the Human Environment.

Urban Issues and Challenges: HIC City – London, NEE City – Mumbai.  
Changing Economic World – UK and India  
Challenges of Resource Management – UK resources and Energy.

### Paper 3: Geographical Applications

Fieldwork – One human and one physical fieldwork conducted in Bridlington.  
Unseen Fieldwork and Skills  
Issue Evaluation – Information booklet provided 12 weeks before exam. Students answer questions in exam.

## How the course is assessed

Paper 1: 1.30 hours / 88 marks/ 35%

Paper 2: 1.30 hours/ 88 marks/ 35%

Paper 3: 1.30 hour/ 76 marks/ 30%

**All examinations are at the end of Year 11.**

## Other information

This course includes one field trip to Bridlington and Flamborough Head and is required as part of the paper 3 examination.

# HEALTH & SOCIAL CARE (BTEC)

## Why study this subject?

This BTEC Technical Award course is designed to give you a flavour of the world of work and is suited to anyone interested in a career related to health and social care.

You will develop knowledge and understanding and practical and social skills to help prepare you for working in a health and social care career. Please note this course does not cover Early Years, working with children.

## Description of the course

### UNIT 1 HUMAN LIFESPAN DEVELOPMENT (30% marks)

In this component, you will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes, as well as the types and sources of support that can help them.

### UNIT 2 HEALTH AND SOCIAL CARE SERVICES AND VALUES (30% marks)

This component will give you an understanding of health and social care services and will help you develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers). This component will help you to progress to Level 1 or 2 vocational or academic qualifications.

### UNIT 3 HEALTH AND WELLBEING (40% marks) Exam Unit

In this component, you look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

## How the course is assessed

**The BTEC Technical Award will have a written exam worth 40% and portfolio units worth 60%.**

The BTEC Technical Award course is graded Level 1/2 PASS, MERIT, DISTINCTION or DISTINCTION\* and the marks for all 3 units are added together to decide your final grade. Unit 3 is assessed by an external written examination and accounts for 40% of the final marks. The other 2 units are assessed through a controlled assessment assignment that match the assessment criteria for the unit.

## Other information

This course is ideal for anyone wanting to work in health, social or caring services e.g. nursing, health visitor or paramedic. It is excellent for people wanting to work with people, e.g. Social Worker or as a Care Assistant.

Health and Social Care courses continue at higher level at most local colleges and are very popular. Most students leaving the course continue onto Level 3 BTEC Health and Social care or Childcare courses. Many study further at 'A' level.

# HISTORY (GCSE)

## Why study this subject?

- History is a fascinating subject that gives you the opportunity to explore the past and influence the future.
- History gives you skills that can be applied to other subjects and your adult life.
- History will encourage you to find out information through enquiry, develop your investigative and research skills and make reasoned, balanced arguments. It will also develop key skills that are transferable to other subjects.
- History will teach you to think critically about events and to keep an open mind.

## Description of the course

### Paper 1: Thematic study and historic environment

Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

### Paper 2: Period study and British depth study

British depth study = Early Elizabethan England, 1558–88.

Period study = The American West, c1835–c1895

### Paper 3: Modern depth study

Weimar and Nazi Germany, 1918–39

## How the course is assessed

Paper 1 is worth 30% of the final mark.

Paper 2 is worth 40% of the final mark.

Paper 3 is worth 30% of the final mark.

All examinations are at the end of Year 11 and will test your skills and knowledge from all of your studies at GCSE.

## Other information

Future careers: Journalism, Publishing, Law, Accountancy, Teaching, Tour Guide, Armed Forces, Programme Researcher, Archaeologist, Travel & Tourism, Curator, Examiner, Lecturer, Comedian, Film, Anthropologist, Archivist, Restoration

# HOSPITALITY AND CATERING (BTEC)

## Why study this subject?

This exciting hands-on course is ideal for those who are interested in food preparation in a commercial catering environment. You will develop a portfolio of work, develop practical skills and gain knowledge of the hospitality and catering industry. Studying Hospitality and Catering can offer you a stimulating, exciting, challenging and very practical course.

## Description of the course

The Hospitality and catering will give you the opportunity to develop your understanding of: Practical food preparation skills and techniques, meal and menu planning, cooking methods and recipes, commercial practice, career opportunities in the hospitality and catering sector and food hygiene and safety. The course is made up of 2 units. Unit 2 is project and practical based and unit 1 is a written exam.

## How the course is assessed

### Unit 1: The hospitality and catering industry

External assessment (40%): Demonstrate knowledge of job roles and health and safety in the workplace,

### Unit 2: Hospitality and catering in action.

Controlled assessment (60%) Showcase skills and knowledge, demonstrating safe and hygienic working practices and make products demonstrating core skills, Investigate social, cultural and environmental issues surrounding food choices.

## Other information

### Future careers:

Chef, Hospitality- hotels, restaurants, catering companies, Food research and development, Sport – personal trainers, Dietitian, Food photographer, Nursing and the medical professions.

# MUSIC (BTEC)

## Why study this subject?

This course is ideal for any student with a love for Music. It provides opportunities to build practical skills and technical knowledge through exploration of a range of styles from the last 60 years. Students can develop their performance ability in a range of instruments through work in lessons and will be given the opportunity to specialise in one through school funded lessons with a visiting professional. They will also learn how to create music using computer sequencing software. As a vocational course it focuses on real life musical products and expects students to be creative, organised and increasingly independent.

For any student studying this course, efforts will be taken to secure an instrumental or vocal lesson with an outside agency.

## Description of the course

### Component 1 - Exploring the Music Industry

Students explore musical styles from the last 60 years including British Invasion, Synthpop, EDM & Music for Media. They will listen to, perform and compose using the key features of each genre creating a portfolio of work which demonstrates their understanding.

### Component 2 - Music Skills Development

Students will learn about the professional skills musicians require to create & share their music. They will then work on practical projects which allow them to develop their own skills by combining Performance, Creation or Production areas.

### Component 3 - Responding to a Commercial Brief

Students are given a list of 10 pieces by the exam board and will work to create a cover version in a style different to the original. Their submission will demonstrate the skills they have developed as a creator/performer or creator/producer.

## How the course is assessed

60% internally assessed - Components 1 & 2 - The exam board publish set assignments which are completed under supervised condition in lesson time. Teacher assessment is confirmed through a moderation process.

40% externally assessed - Component 3 - The final assessment is created in the classroom under controlled conditions in response to a stimulus set by the exam board. This is assessed by an examiner.

## Other information

Students studying this course could progress on to further A level/Level 3 study.

The course also looks to develop music making skills and personal attributes that could be used professionally or personally for the rest of your future.



# PERFORMING ARTS (BTEC)

## Why study this subject?

This course allows students to develop their understanding of the performing arts by examining practitioners' work and the processes used to create performance. Students will also develop their performing arts skills and techniques through the reproduction of acting, dance and/or musical theatre repertoire as performers or designers.

## Description of the course

This course gives students the opportunity to develop Performing Arts specific knowledge and skills in a practical learning environment. The course is split into three components;

### Component One - Exploring the Performing Arts (Internal Unit)

This component will help you to understand the requirements of being a performer (in acting, dance, or musical theatre) and/or designer across a range of performances and performance styles.

### Component Two - Developing Skills and Techniques in the Performing Arts (Internal Unit)

You will develop performing or design skills and techniques. You will have the opportunity to specialise as a performer or designer in one or more of the following disciplines: acting, dance, musical theatre. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce performance or design elements of the work.

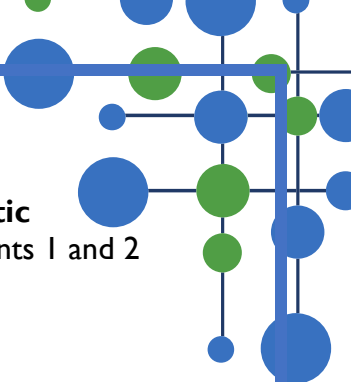
### Component Three - Responding to a Brief (External Unit)

You will have the opportunity to respond to a brief. You will be given a brief that outlines the performance and design requirements and that asks you to consider your target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, you will develop your ideas for a workshop performance and apply your skills and techniques to communicate your creative intentions to your audience.

## How the course is assessed

Components 1 and 2 are assessed through internal assessment. The components focus on:

- the development of core knowledge and understanding of a range of performance styles and disciplines, and the key features that contribute to these such as practitioners' roles, responsibilities, skills and techniques
- the development and application of skills such as: practical and interpretative, rehearsal and performance. in acting, dance and/or musical theatre, through workshops and classes
- reflective practice through the development of skills and techniques that allow learners to respond to feedback and identify areas for improvement using relevant presentation techniques, for example a logbook.



**Component 3 is an external assessment that 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.

### **Other information**

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Performing Arts,  
which prepares learners to enter employment or apprenticeships, or to move onto higher  
education by studying a degree in the Performing Arts or Production Arts areas.

# RELIGIOUS STUDIES (GCSE)

## Why study this subject?

Do you enjoy discussing, debating and listening to other peoples' points of view? If so, this course is for you. The aim of this course is to encourage you to look at decisions people have to make in our society, how they made them and who influenced them.

This subject is very much based on your own views and opinions; there is lots of discussion in this course. There are many opportunities for 'out of the academy learning' experiences during your studies. This is a living issues course, so it is important to discuss the issues with friends and family whilst listening to and analysing responses, considering your own learning.

## Description of the course

This course is studied over two years. Different units are studied in years 10 & 11. The course examines Christian, Islamic and non-religious attitudes to a variety of issues.

### Area of study 1- Religion and Ethics

You will study all four content sections and focus on the religion of Christianity.

- Beliefs
- Marriage and the family
- Living the Religious Life
- Matters of Life and Death

### Area of study 2- Religion, Peace and Conflict

You will study all four content sections and focus on the religion of Islam.

- Beliefs
- Crime and Punishment
- Living the Religious Life
- Peace and Conflict

## How the course is assessed

Two externally assessed examinations, both at the end of Year 11, one for each topic studied.

### Area of study 1- Religion and Ethics

- Written examination 1 hour and 45 minutes
- 50% of the qualification
- 102 marks

### Area of study 2- Religion, Peace and Conflict

- Written examination 1 hour and 45 minutes
- 50% of the qualification
- 102 marks

## Other information

Course particularly suited to all students, prior knowledge of Christianity and Islam is helpful but not essential.

# SPANISH (GCSE)

## Why study this subject?

It will give an **international dimension** to your GCSE choices. After all, 94% of the world does NOT speak English as their first language.

- 1) Spain is the most visited country. Do you go to Spain regularly on holiday?
- 2) Spanish is the world's largest first language after Mandarin Chinese – 320 million people speak it.
- 3) There are 23 countries where Spanish is spoken. It is a truly global language.
- 4) Spanish has a simple sound system, similar to English.
- 5) Are you prepared to work hard?

## Description of the course

The new GCSE in Spanish enables students to work towards grades 1-5 at foundation level and grades 4-9 at higher tier level and covers speaking, reading, writing and listening. It will enable learners to build on the strong foundation they have developed at KS3 and further enhance their knowledge and understanding in the Spanish language, build confidence and fluency and learn more about Spanish culture and Spanish speaking countries.

## How the course is assessed

25%	<b>Reading</b> Translation into English	Students will learn how to tackle a variety of texts and question types and will develop skills in translation sentences and short texts from Spanish into English.	Students are tested in the following topic areas across the 4 exams: <b>Theme 1: People and lifestyle</b> <ul style="list-style-type: none"> <li>• Topic 1: Identity and relationships with others</li> <li>• Topic 2: Healthy living and lifestyle</li> <li>• Topic 3: Education and work</li> </ul> <b>Theme 2: Popular culture</b> <ul style="list-style-type: none"> <li>• Topic 1: Free-time activities</li> <li>• Topic 2: Customs, festivals and celebrations</li> <li>• Topic 3: Celebrity culture</li> </ul> <b>Theme 3: Communication and the world around us</b> <ul style="list-style-type: none"> <li>• Topic 1: Travel and tourism, including places of interest</li> <li>• Topic 2: Media and technology</li> <li>• Topic 3: The environment and where people live</li> </ul>
25%	<b>Listening</b> Dictation	Students will develop confidence and ability to identify key information, answer a variety of question types and develop skills in dictation.	
25%	<b>Writing</b> Translation into French	Students will prepare for describing photos, write texts of varying lengths from 50 to 150 words, undertake grammar exercises and translation a text into Spanish.	
25%	<b>Speaking</b>	Students will build confidence in preparation for speaking which includes a role play, reading a text aloud, a photo card description and a general conversation.	

## Other information

### What could I study post 16?

- A level Spanish
- Business French enrichment course with UCAS points
- Language degrees
- Applied languages as a modular option for other degree courses

### Where will this lead me next?

- Study for further language qualifications.
- Employers are always asking for candidates with language skills. A GCSE in languages will place you in a strong position with interesting career opportunities e.g. Media, Law, Marketing, Medicine, Fashion, Business, Travel and Tourism, ICT, Sport and Leisure and Journalism.
- It will give you job security in a changing and developing world. It will open up new opportunities

# SPORT (BTEC)

## Why study this subject?

Are you interested in learning the theory behind health and fitness? Are you interested in possible careers such as health and fitness, personal training, sports coaching, PE teaching, physiotherapy and sports management? Would you like to discover how to train and live like a professional athlete? If you have answered yes to these questions, then you will be well suited to the BTEC Level 1-2 Tech Award in Sport.

## Description of the course

### You will study:

Component 1: Preparing Participants to Take Part in Sport and Physical Activity.

Component 2: Taking Part and Improving Other Participants Sporting Performance

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

### You will learn:

- How to provide sports and physical activity to suit a range of people with different needs and characteristics.
- How physical activity can benefit people physically, mentally and socially.
- How to assess your own and others performance in a chosen sport in order to improve performance.
- The different training methods used by an athlete and how to monitor sports progression.

## How the course is assessed

Component 1 – Coursework (30%) completed in year 10

Component 2 – Coursework (30%) completed in year 10-11

Component 3 – Exam (40%) completed in year 11 exam window.

### The grades achieved on the course are as follows:

- Distinction\* equivalent of a grade 8 or 9
- Distinction equivalent of a grade 7
- Merit equivalent of a grade 6
- Pass equivalent of a grade 5.

## Other information

This qualification can provide you with the opportunities to study sport, human biology or public services in higher education. If you aspire to have a career in the sports industry e.g. coach, physiotherapist, teacher, leisure center manager, then this course would benefit you. Additionally, jobs in the public services e.g. Fire fighter, police officer or a member of the armed forces have very close links with the knowledge and qualifications you would gain from this course. The course also develops students' independence and resilience that will be required of them to be successful in further education and the careers mentioned above.

# STATISTICS (GCSE)

## Why study this subject?

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of Maths. It gives students the skills to collect, analyse, interpret and present data. It complements subjects such as GCSE Biology, Geography, Business and Economics, and opens the door to a variety of careers – from weather forecasting to the biological sciences.

## Description of the course

This qualification will see students use statistical techniques in a variety of investigations. Students will use real world data in contexts such as, populations, climate and sales. Students will identify trends through carrying out appropriate calculations and data visualisation techniques and critically evaluate data, calculations and evaluations that would be commonly encountered in their studies and in everyday life.

## How the course is assessed

GCSE Statistics	
<b>Paper 1</b> Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE	<b>Paper 2</b> Written exam: 1 hour 45 minutes • 80 marks • 50% of GCSE

## Other information

This option is suitable for students who:

- are expected to achieve, grades 7, 8 and 9 in GCSE mathematics, although a Foundation paper can be sat by students working at a lower level
- are likely to progress to A-Level study in Mathematics and possibly Further Mathematics
- who really enjoy Mathematics and using data

# TRAVEL & TOURISM (BTEC)

## Why study this subject?

Do you enjoy visiting new places and learning about the world you live in? Are you interested in the UK tourism industry? If so, this course is for you.

The aim of this course is to give you the opportunity to gain a broad knowledge and understanding of, and develop skills in, the travel and tourism sector.

## Description of the course

This course is studied over two years. Different units are studied in years 10 & 11. There are three units in total to be studied.

- Component 1: Travel and Tourism Organisations and Destinations - this unit covers the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different component industries that make up the UK travel and tourism sector.
- Component 2: Customer Needs in Travel and Tourism – this unit looks at how organisations identify travel and tourism trends and explores how to meet the needs and preferences of travel and tourism customers
- Component 3: Influences on Global Travel and Tourism – this unit covers how the different factors influence travel and tourism destinations.

## How the course is assessed

- Component 1: Travel and Tourism Organisations and Destinations  
Coursework (30% of the total course)
- Component 2: Customer Needs in Travel and Tourism  
Coursework (30% of the total course)
- Component 3: Influences on Global Travel and Tourism  
External examination, 2 hours (40% of the total course)

## Other information

Future Careers: All sectors of the travel & tourism industry.



# TRIPLE SCIENCE (GCSE)

## Why study this course

Our aim is to give you an in-depth education in science which will help you to:

- Understand the importance of science in everyday life.
- Learn about the fascinating and curious world in which we live.
- Develop investigative skills.
- Be prepared to make informed decisions about scientific issues that will influence your life now and in the future.

Studying triple science will give students a greater breadth and depth of knowledge and understanding in Biology, Chemistry and Physics, and provides 3 GCSEs in Science. This course is recommended for students wishing to study A-Levels in science with the aim of going onto a science-based career.

## Description of the science courses available

Students will study Biology, Chemistry and Physics as three separate courses. Students will have a specialist teacher for each subject and will study each subject in a greater depth than combined science. The course focuses on scientific explanations and models, and gives students an insight into how scientists develop scientific understanding of ourselves and the world we inhabit.

## How the courses are assessed

Biology, Chemistry and Physics are assessed using external terminal exams at the end of year 11 which will represent 100% of the final grade for each subject. There is no coursework aspect of the course.

The Biology, Chemistry and Physics GCSEs are assessed as separate subjects by two 1 hour 45 minutes exam per subject. Each exam is worth 50% of the marks for each subject. Each exam paper includes questions which are a mixture of multiple choice, structured, closed short answer, and open response questions.

## Other information

There are a variety of activities running outside normal lessons, these include:

- Intervention opportunities (P0 & 7, pizza and coke night) are regularly provided for KS4 students. These sessions vary in focus and range from revisiting content, to revision techniques and exam practice.
- Revision resources including Revision Guides, knowledge retrieval packs GCSEpod resources are provided to all students.

# URDU (GCSE)

## Why study this subject?

- You may already have a solid background in Urdu after five years of teaching in the mosques.
- You speak Urdu or Punjabi at home.
- A qualification in another language is an asset for your future.
- When you visit India or Pakistan, you will find it easier to communicate.
- To study GCSE Urdu, you must already have some knowledge of the language. Speak to a languages teacher and we'll help you decide if it is right for you.

## Description of the course

You will study the language in relation to 3 main themes across all 4 skill areas of Listening, Speaking, Reading and Writing:

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment

At Key Stage 3 you have developed important language skills and knowledge. The GCSE will build on this and introduce you to a wider range of themes, structures and vocabulary.

## How the course is assessed

- Unit One - Listening and understanding - 25%
- Unit Two - Speaking - 25%
- Unit Three - Reading and understanding - 25%
- Unit Four - Writing - 25%

All 4 skills of Listening, Reading, Writing and Speaking are examined at the end of the 3-year course.

## Other information

Where will this lead me next?

- Study for further language qualifications.
- Employers are always asking for candidates with language skills. A GCSE in languages will place you in a strong position with interesting career opportunities e.g. Media, Law, Marketing, Medicine, Fashion, Business, Travel and Tourism, ICT, Sport and Leisure and Journalism.
- It will give you job security in a changing and developing world.
- It will open up new opportunities.

# WHAT'S NEXT?

Once you have read through each option on offer, please make sure:

1. You discuss your thoughts with your parents as they may have different ideas to you.
2. You watch all of the subject videos on the Academy website, as these provide you with more information on options.
3. You contact your subject teachers for more information and get any questions answered.
4. You attend a special options interview with a designated member of SLT. More advice will be given during these meetings and any questions you may have will be answered at this stage.
5. You think about your reserve choices. Although we try our best, unfortunately not everyone gets their first choice.
6. You consider what you would like to study Post 16. For example, you may not be able to do a history A-level without sitting a GCSE in History.
7. You complete your options choice document **by Friday 15th March**. Failure to meet this deadline may result in you not getting your first choices. You will upload this to an assignment on Teams.