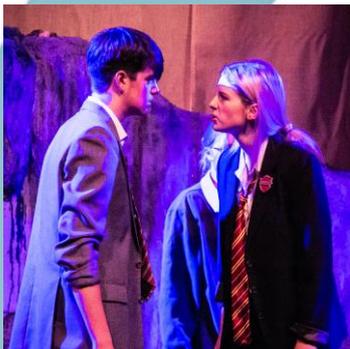


OPTIONS BOOKLET

Year 9 into 10 & 11

2025-2027



Options Evening
Thursday 6 February 2025
4.30-7.00pm

YEAR 9 INTO YEAR 10 & 11

Our Key Stage 4 curriculum is broad and balanced and provides our students with an excellent foundation for further post-16 study at Hillview in the Sixth Form.

All students study a compulsory core GCSE curriculum of English Language and English Literature (2 GCSEs), Mathematics (1 GCSE), and Combined Double Science (2 GCSEs) OR separate Biology, Chemistry and Physics (3 GCSEs). In addition, all students follow a programme of non-examined Personal and Spiritual Development (PSD) and Physical Education (PE).

In addition to the core subjects, all students study three or four (depending upon double or triple science being chosen) additional GCSE courses over 2 years in Years 10 and 11. Students will need to opt for Geography, Computer Science, Ancient History or History, along with a language, if they are to satisfy the requirements of the English Baccalaureate (EBacc).

Students will need to opt for Geography, Ancient History or History along with a language, and Combined Science or three separate Sciences (one of which can be Computer Science), if they are to satisfy the requirements of the English Baccalaureate (EBacc).

The deadline for the submission of options is 23.59pm on Friday 21st February 2025. Should any changes be required after this point, students must request this via Microsoft Form (to be sent directly to student emails after the online options form has closed). No changes will be considered after 19th September 2025.

YEAR 10 & 11 CURRICULUM AT A GLANCE

CORE SUBJECTS <i>Pages 3-9</i>		
	Year 10	Year 11
English ^z	8 hours	7 hours
Mathematics ^z	7 hours	8 hours
Combined Science ^z OR Triple Science (Biology & Chemistry & Physics) ^z	8 hours 13 hours	8 hours 13 hours
Physical Education	3 hours	3 hours
Personal and Spiritual Development (PSD)	2 hours	2 hours
OPTIONAL SUBJECTS <i>Pages 10-36</i>		
Option 1	5 hours	5 hours
Option 2	5 hours	5 hours
Option 3	5 hours	5 hours
Option 4 (only if Combined Science is being taken)	5 hours	5 hours

Please note that hours for each subject are per fortnight. ^z denotes qualifications that contribute to the English Baccalaureate.

Core Subjects

All core subjects (English, Mathematics and Science) will be studied until the end of Year 11.

Option subjects

The student has four option choice courses from a list of subjects. Please refer to the following pages of this booklet. This will allow them to start choosing a range of options over the coming years, which mean they can explore their interests and access a wide range of Level 3 courses when they get to 16.

Please note that students can only choose one subject out of Fine Art, Graphics Communication or Textiles.

Please be aware that the school may not permit certain option combinations if it is deemed to narrow the student's curriculum and be detrimental to their chances of progression. You and your child will, of course, be notified and consulted if this were the case. However, the decision of the school in this matter is final.

CORE SUBJECTS

At Key Stage 4, all students study the following core subjects:

English^z

Mathematics^z

Science ^z - either Combined Science (2 GCSEs) or Triple Science (separate Biology, Chemistry, Physics – 3 GCSEs)

Personal and Spiritual Development (PSD)

Physical Education

Students will undertake examinations in the following core subjects, which all students will be studying until the end of Year 11:

English

Mathematics

Science

English

Students will study GCSEs in English Language^z and English Literature.

Mathematics

Students will study GCSE in Mathematics^z.

Science

The vast majority of students will take the GCSE Combined Science^z double award qualification, which they will complete in Year 11.

Some students (by recommendation only) will take separate Biology^z, Chemistry^z and Physics^z as three separate GCSEs.

You can find detailed information about English, Mathematics and Science courses in the following pages of this booklet.

English Language and English Literature Σ

Qualification and Level

Pearson GCSE English Language & English Literature
(equivalent to 2 GCSEs)
Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

This subject is vital for any career involving communication, eg. journalism, the law, public relations, marketing, teaching, social work.

A Levels in English Literature or Language/Literature.

Course content/structure

Students study for two qualifications, both examined at the end of Year 11. Areas of study will include:

- a wide range of literary texts of different genres
- analysis of and response to non-fiction
- development of accurate and effective written expression
- confident, appropriate use of spoken language

Assessment

Final assessment for English Literature is through two written examinations. English Language is assessed by two written examinations and a spoken assessment.

What will you need to do to be successful in this course?

Write accurately and fluently for a number of different audiences and purposes; understand a wide range of texts; discuss your ideas; analyse language and structure closely; relate texts to their social, historical and literary contexts.

What skills will you learn?

This course covers skills that will allow you to express yourself effectively and persuasively to a wide range of audiences, work independently and in groups and think analytically and creatively.

Mathematics Σ

Qualification and Level

Pearson GCSE Mathematics

Graded 9-1

Two tiers of paper are available: Foundation tier allows access to grades 1-5 and Higher tier allows access to grades 4-9.

What can it lead to/complement for Years 10/11 and Post-16?

Understanding of mathematical ideas is essential to succeed in a number of GCSE subjects. It is also a requirement of entry to many sixth forms.

A good grade in GCSE Mathematics is a requirement to study Physics, Chemistry, Psychology and several other A Levels.

Achievement in Mathematics is highly valued by universities and by most employers.

Course Content/Structure

Students will be working on modules that meet the criteria for GCSE Mathematics. The areas studied include number, algebra, geometry, probability and statistics and ratio and proportion.

Homework is set at least once a week and is marked either in class or by the teacher. Each student is expected to be equipped with a ruler, a protractor, a pair of compasses and a scientific calculator (Casio FX-83 GT CW). This equipment must be brought to every Mathematics lesson.

Additional support from teachers within the Mathematics Department is available throughout the academic year at both lunchtimes and after school. Maths Clinic Sessions are one lunchtime per week and are manned by a maths teacher. Success in the subject demands a high level of independent learning. The department provides a range of resources, including the online programme 'Mathswatch', to allow students to work on improving any problem areas that they may have in the subject.

Assessment

Final assessment is made through three written examination papers. There is a non-calculator paper and two calculator papers. Each paper takes one and a half hours. All three exams must be taken at the end of Year 11. There is no coursework element to GCSE Mathematics. To achieve a pass in Mathematics students must gain at least a grade 4.

What will you need to do to be successful in this course?

Success at GCSE Maths comes through concentration and plenty of practice. So you should:

- Listen carefully in class
- Make sure you understand the work
- Do your homework on time
- Memorise the formulae you will need for the exam
- Ask for help if you don't understand something.

What skills will you learn?

You will build on your mathematical skills and knowledge from KS3 and obtain greater confidence through more experience of Mathematics and its uses in both everyday life and as a vital part of the sciences. You will develop your ability to solve complex problems by breaking them down into smaller steps, identifying the information needed to solve them and applying efficient techniques to arrive at a solution. You will learn how to analyse, evaluate and interpret data in a wide range of contexts.

COMBINED SCIENCE

Science – Combined Science Σ

Qualification and level

AQA Combined Science (Trilogy)

GCSE Level 2: Graded 9-5, Level 1: Graded 4-1

This course will lead to two GCSEs.

What can it lead to/complement in Years 10/11 and post 16

- A Level Biology
- A Level Chemistry
- A Level Physics
- BTEC Science

Course Content/Structure

This course is taken over two years and the examinations will be taken at the end of Year 11.

Students will continue with the work they have started in Year 9.

There are 21 required practicals that must be covered throughout the course and may be examined.

There are 23 Units covering Biology (7), Chemistry (9) and Physics (7) throughout the GCSE course:

Biology: Cell Biology, Organisation, Infection, Bioenergetics, Homeostasis, Inheritance, Variation and Evolution, and Ecology.

Chemistry: Atomic Structure and the Periodic Table, Bonding, Structure and Properties of Matter, Chemical Changes, Energy Changes, Rates of Chemical Change, Organic Chemistry, Chemical Analysis, and Chemistry of the Atmosphere.

Physics: Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Waves, and Magnetism and Electromagnetism.

Assessment

Six examinations totalling 100% of the qualification.

Each paper will last 75 mins and there will be two papers each for Biology, Chemistry and Physics leading to a Combined Double Award in Science.

What will you need to do to be successful in this course?

- Ability to learn and use new ideas.
- Ability to carry out calculations.
- Ability to remember facts.
- Ability to explain things using scientific knowledge.

What skills will you learn?

- Ability to understand data and to question evidence.
- How to link areas of science to explain every-day phenomena.
- Scientific practical skills such as how to work with electricity and chemicals.

Students who choose to study Triple Science as one of their options will study Biology, Chemistry and Physics separately (as outlined on pages 7-9)

TRIPLE SCIENCE

Science – Biology^Σ

Qualification

AQA GCSE Biology

GCSE Level 2: Graded 9-4, Level 1: Graded 3-1

What can it lead to complement in Years 10/11 and post 16

- A Level Biology
- BTEC Applied Science

Course Structure

This course is taken over two years and the examinations will be taken at the end of Year 11.

Students will continue in Year 10 with the work they have started in Year 9.

There are several required practical tasks that must be covered throughout the course and may be examined.

The units on this course are:

Cell Biology, Organisation, Infection, Bioenergetics, Homeostasis, Inheritance, Variation and Evolution, and Ecology.

Assessment

Two examinations totalling 100% of the qualification.

Each paper will last 105 mins.

What will you need to do to be successful in this course?

- Ability to learn and apply new ideas.
- Ability to carry out calculations.
- Ability to recall knowledge.
- Ability to explain things using scientific knowledge.

What skills will you learn?

Ability to understand data and to question evidence.

How to link areas of science to explain every-day phenomena.

Scientific practical skills.

TRIPLE SCIENCE

Science – Chemistry ^Σ

Qualification

AQA GCSE Chemistry

GCSE Level 2: Graded 9-4, Level 1: Graded 3-1

What can it lead to complement in Years 10/11 and post 16

- A Level Chemistry
- BTEC Applied Science

Course Structure

This course is taken over two years and the examinations will be taken at the end of Year 11.

Students will continue in Year 10 with the work they have started in Year 9.

There are several required practical tasks that must be covered throughout the course and may be examined.

Units on this course:

Atomic Structure and the Periodic Table, Bonding, Structure and Properties of Matter, Chemical Changes, Energy Changes, Rates of Chemical Change, Organic Chemistry, Chemical Analysis, and Chemistry of the Atmosphere.

Assessment

Two examinations totalling 100% of the qualification.

Each paper will last 105 mins.

What will you need to do to be successful in this course?

- Ability to learn and apply new ideas.
- Ability to carry out calculations.
- Ability to recall knowledge.
- Ability to explain things using scientific knowledge.

What skills will you learn?

Ability to understand data and to question evidence.

How to link areas of science to explain every-day phenomena.

Scientific practical skills.

TRIPLE SCIENCE

Science – Physics Σ

Qualification

AQA GCSE Physics

GCSE Level 2: Graded 9-4, Level 1: Graded 3-1

What can it lead to complement in Years 10/11 and post 16

- A Level Physics
- BTEC Applied Science

Course Structure

This course is taken over two years and the examinations will be taken at the end of Year 11.

Students will continue in Year 10 with the work they have started in Year 9.

There are several set practical tasks that must be covered throughout the course and may be examined.

Units covered in this course:

Energy, Electricity, Particle Model of Matter, Atomic Structure, Forces, Waves, and Magnetism and Electromagnetism.

Assessment

Two examinations totalling 100% of the qualification.

Each paper will last 105 mins.

What will you need to do to be successful in this course?

- Ability to learn and apply new ideas.
- Ability to carry out calculations.
- Ability to recall knowledge.
- Ability to explain things using scientific knowledge.

What skills will you learn?

Ability to understand data and to question evidence.

How to link areas of science to explain every-day phenomena.

Scientific practical skills.

Options subjects that count towards the English Bacallaureate

The English Bacallaureate is made up of English, Mathematics, a humanity, the sciences and a language.

English Bacallaureate				
English	Mathematics	Science	Humanities	Foreign Languages
Both...		One of ...	One of ...	One of ...
English Language GCSE	Mathematics GCSE	Combined Science Double GCSE (2 GCSEs)	Ancient History GCSE	French GCSE
English Literature GCSE		3 GCSEs from...	Geography GCSE	Spanish GCSE
		Biology Chemistry Physics Computer Science	History GCSE	

Subjects that we offer and can contribute to the English Bacallaureate are marked with a Σ .

Subject	Page
Ancient History Σ	11
Computer Science Σ	12
French Σ	13
Geography Σ	15
History Σ	16
Spanish Σ	18
Triple Science Σ	20

Ancient History ^Σ



Qualification and Level

OCR GCSE Level 2

Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

It complements History and Geography GCSE

History A Level

Classical Civilisation A Level

Course content/structure

There are 4 units to the GCSE. These are:

Unit J198/01 Part 1: *The Persian Empire 559-465 BC*

Looking at the Persian Empire and its expansion under kings such as Cyrus the Great and Xerxes. Investigating the relationship between Persians and their subjects and the wars between Persia and Greece including the 300 Spartans at Thermopylae.

Unit J198/01 Part 2: *Alexander the Great, 356-323 BC*

Looking at the upbringing, character, life and death of Alexander himself, his campaigns: the reasons for his expeditions, the main battles, the nature of his opponents and cultural aspects. The study looks at the developments in the Macedonian army under Philip and Alexander and the influences upon Alexander's life including his mysterious mother.

Unit J198/02 Part 1: *The foundations of Rome, from Kings to Republic*

Looking at the mythical birth of Rome from Romulus and Remus to the other early tyrant kings. Investigating the ending of Roman Kings and the birth of the Roman republic. The study looks at key events such as the founding of Rome and key individuals who shaped Rome's destiny including Brutus, Lucretia and the overthrowing of the king Tarquinius.

Unit J198/02 Part 2: *Cleopatra Rome and Egypt*

Looking at the expansion of Rome into Egypt and development of Egypt under Cleopatra, including her political, domestic and foreign policies. The life, character and the legendary death of Cleopatra; her accession and relationships with members of the Egyptian Royal household and her love affairs with Julius Caesar and Mark Antony, including their political significance.

Assessment

100% Exam – 2 exams, both 50%. SPaG (spelling, punctuation & grammar) marks are awarded in exams.

What will you need to do to be successful in this course?

The course merges both Historical skills and English literature, so you will need a strong ability in both these fields to be successful in the subject, as you will be studying ancient texts and linking them to historical context. In essence it is best to see this course as two subjects rolled into one. Students will need to show clear independent skills and a willingness to read lots of historical text in and beyond the classroom.

What skills will you learn?

Evaluation, judgment, explanations and source analysis skills

Computer Science Σ

Qualification and Level

OCR GCSE Level 2

Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

It is a science qualification and will count towards your English Baccalaureate subjects. It leads onto A Level in Computer Science and Computer Science at degree level. The skills learned are also valuable skills to have for a number of courses and in a number of professions as computing skills are becoming ever more a requirement in all walks of life.

Course content/structure

Component 1 is called “Computer Systems” and this covers both the theory and practice concerning the building of a computer network with PCs and software.

Component 2 is called “Computational Thinking, Algorithms and Programming” and this covers computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators. Learners will also complete practical programming tasks 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 particular component 02 (section B). Working independently, students will demonstrate their ability to code a solution to a given problem. Students will learn how to analyse the needs, design, write, test and evaluate a computer program.

Assessment

The 2 components are assessed in two 1½-hour written exams – one for each component. Each component is worth 50% of the final grade.

What will you need to do to be successful in this course?

As well as curiosity and passion for computing you need to be able to decompose problems and work through solutions logically and systematically. Computer programs can look impossible at first sight and you will need to approach them with an open and enquiring mind.

What skills will you learn?

You will learn how to understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation; analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs; think creatively, innovatively, analytically, logically and critically; understand the components that make up digital systems, and how they communicate with one another and with other systems; understand the impacts of digital technology to the individual and to wider society; apply mathematical skills relevant to Computer Science. You will also gain an understanding of how computer systems work which will enable you to make informed decisions later in life.

French Σ

Qualification and Level

AQA GCSE French

Foundation Tier (Grades 5–1) and a Higher Tier (Grades 9–4).

What can it lead to/complement for Post-16?

This course will lead to the study of French at A Level.

Course content/structure

- Media and Technology
- My personal world
- Studying and my future
- Lifestyle and wellbeing
- Travel and tourism
- My neighbourhood

Assessment

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

There is a **Foundation Tier** (grades 1–5) and a **Higher Tier** (grades 4–9). Students **must** take all four papers at the **same tier**.

Paper 1: Speaking (25% of the qualification)

Internally conducted and externally assessed

Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks

Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks

Task 1: Read aloud (12 marks)

Task 2: Role play (10 marks)

Task 3: Picture task (12 marks) with conversation (16 marks)

Paper 2: Listening (25% of the qualification)

Written examination

Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks

Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks

Section A: Listening (40 marks)

Section B: Dictation (10 marks)

Paper 3: Reading (25% of the qualification)

Written examination

Foundation tier: 45 minutes, 50 marks

Higher tier: 60 minutes, 50 marks

Section A: Reading and Understanding (40 marks)

Section B: Translation into English (10 marks)

Paper 4: Writing (25% of the qualification)
Written examination

Foundation Tier (1 hour 15 minutes; 50 marks)

Question 1: picture-based task (8 marks)

Question 2: 40-50 words task, one of two open-response questions, set in formal context (14 marks)

Question 3: 80-90 words task, one of two open-response questions, set in informal context (18 marks)

Question 4: translation into French (10 marks)

Higher Tier (1 hour 20 minutes; 50 marks)

Question 1: 80-90 words task, one of two open-response questions, set in informal context (18 marks)

Question 2: 130-150 words task, one of two open-response questions, set in formal context (22 marks)

Question 3: translation into French (10 marks)

What will you need to do to be successful in this course?

You will need to understand and respond to different types of spoken language, communicate and interact effectively in speech for a variety of purposes, understand and respond to different types of written language, communicate effectively in writing for a variety of purposes.

What skills will you learn?

The skills that you will learn and that can be used in different jobs are: Communication, ICT, Creativity, Research, Working with Others and Improving Own Learning and Performance.

Geography^Σ

Qualification and Level

AQA Geography
Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

Geography GCSE complements most other GCSEs including Science, History, PE, Business Studies and Travel and Tourism.

This course could lead to A Level Geography and Level 3 BTEC Travel and Tourism.

Course content/structure

Students will investigate case studies in high-income countries such as the United Kingdom, newly emerging economies and low-income countries. Topics of study include climate change, natural hazards, rivers, glaciation, water resource management, urban challenges, development and the changing economic world. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes. Students are required to complete two geographical fieldwork enquiries. There will be at least two fieldwork visits during the course to collect primary and secondary data.

All units are examined.

Unit 1 - Living with the Physical Environment

This unit focuses on natural hazards, living world and physical landscapes in the UK.

Unit 2 - Challenges in the Human Environment

This unit focuses on urban issues and challenges, the changing economic world and the challenge of resource management.

Unit 3 - Geographical Applications

This unit contains a synoptic element in the issues evaluation section and a fieldwork section.

All units develop geographical skills and application.

Assessment

Examinations:

Unit 1 - 35% Physical paper

Unit 2 - 35% Human paper.

Unit 3 - 30% Geographical Applications

What will you need to do to be successful in this course?

Enthusiasm and an interest in the world around you. You will need to develop skills in independence and decision-making. It is important that you enjoy discussion and active learning, and that Geography is a subject that you are interested in.

What skills will you learn?

Independent enquiry, research, source analysis, critical thinking, evaluation and the ability to construct a good argument. You will develop essential map skills, including grid references, measuring distance, interpretation of symbols and height.

To prepare for the Geographical Applications examination, you will take part in fieldwork visits and complete two geographical enquiries.

Qualification and Level

AQA GCSE History Level 2

Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

History will enable students to develop their research, organisation, analysis, evaluation, communication, judgment and source skills. These are all transferrable key skills which will help students in a variety of future subjects and careers. This course complements Ancient History GCSE, Geography GCSE .

It can lead to History A Level or Classical Civilisation A Level.

Course content/structure

Paper 1 Period Study – Germany 1890-1945: Democracy and Dictatorship

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism. You will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

Paper 1 Wider World Depth Study– Conflict and Tension between East and West: 1945-1972

This wider world depth study enables students to understand the complex and diverse interests of different individuals and states including the Soviet Union and the USA. It looks at concepts such as conflict and tension and the ranging ideologies that led to years of hostility between the two main powers. Beginning with the end of the Second World War and the grand alliance, the course explores the breaking down of allied cooperation that would divide the world for almost fifty years and would spark numerous indirect conflicts, the space race and the fear of nuclear annihilation. The course seeks to show how and why tension increased and at times decreased and why it proved difficult to resolve the issues which caused it. This study also considers the role of key individuals and groups in shaping change, as well as how they were affected by and influenced international relations.

Paper 2 – Thematic Study and Historic Environment: Migration, empires and the people 790AD to the present day.

This unit requires students to understand change and continuity across a long sweep of history from medieval to modern. The historic environment requirement then focuses on a particular site in its historical context.

Key areas covered:

- How Britain has been affected by conquest, settlement and migration
- What motivates people to migrate to and from Britain
- How Britain gained and lost an Empire
- Significance of key individuals
- The response of people to the influences of Empire

Paper 2 British Depth Study –Elizabethan England, 1568-1603

This unit gives students an opportunity to study in-depth a key aspect of British history. Students will look at the Queen, government and religion of the period. The challenges Elizabeth faced both at home and abroad and an overview of Elizabethan society in the Age of Exploration. Students will be asked to recall and deploy specific detail in answer to key questions around this topic, demonstrating the skills of

description, explanation, assessment, judgment, evaluation and the construction of an argument.

Assessment

100% Exam – shared over 2 exams which are broken down as 50% each for Paper 1 and 2. There is no longer a coursework element in history and the 2 examinations will be taken at the end of the 2 years.

What will you need to do to be successful in this course?

You will need to have good motivation, be willing to participate in class discussions, complete all the work set by the deadlines given, and take an active interest in your own learning.

What skills will you learn?

History will enable students to develop their research, organisation, analysis, evaluation, communication, judgment and source skills. These are all transferrable key skills which will help students in a variety of future subjects and careers.

Spanish ^Σ

Qualification and Level

AQA Edexcel GCSE Spanish

Foundation Tier (Grades 5–1) and a Higher Tier (Grades 9–4).

What can it lead to/complement for Post-16?

This course will lead to the study of Spanish at A Level.

Course content/structure

- Media and Technology
- My personal world
- Studying and my future
- Lifestyle and wellbeing
- Travel and tourism
- My neighbourhood

Assessment

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

There is a **Foundation Tier** (grades 1–5) and a **Higher Tier** (grades 4–9). Students **must** take all four papers at the **same tier**.

Paper 1: Speaking (25% of the qualification)

Internally conducted and externally assessed

Foundation tier: 7-9 minutes plus 15 minutes' preparation time; 50 marks

Higher tier: 10-12 minutes plus 15 minutes' preparation time; 50 marks

Task 1: Read aloud (12 marks)

Task 2: Role play (10 marks)

Task 3: Picture task (12 marks) with conversation (16 marks)

Paper 2: Listening (25% of the qualification)

Written examination

Foundation tier: 45 minutes, including 5 minutes' reading time, 50 marks

Higher tier: 60 minutes, including 5 minutes' reading time, 50 marks

Section A: Listening (40 marks)

Section B: Dictation (10 marks)

Paper 3: Reading (25% of the qualification)

Written examination

Foundation tier: 45 minutes, 50 marks

Higher tier: 60 minutes, 50 marks

Section A: Reading and Understanding (40 marks)

Section B: Translation into English (10 marks)

Paper 4: Writing (25% of the qualification)
Written examination

Foundation Tier (1 hour 15 minutes; 50 marks)

Question 1: picture-based task (8 marks)

Question 2: 40-50 words task, one of two open-response questions, set in formal context (14 marks)

Question 3: 80-90 words task, one of two open-response questions, set in informal context (18 marks)

Question 4: translation into Spanish (10 marks)

Higher Tier (1 hour 20 minutes; 50 marks)

Question 1: 80-90 words task, one of two open-response questions, set in informal context (18 marks)

Question 2: 130-150 words task, one of two open-response questions, set in formal context (22 marks)

Question 3: translation into Spanish (10 marks)

What will you need to do to be successful in this course?

You will need to understand and respond to different types of spoken language; communicate and interact effectively in speech for a variety of purposes; understand and respond to different types of written language; communicate effectively in writing for a variety of purposes.

What skills will you learn?

The skills that you will learn and that can be used in different jobs are: Communication, ICT, Creativity, Research, Working with Others and Improving Own Learning and Performance.

Triple Science ^Σ

Bi Ch Ph

Please see details on pages 7-9.

Triple Science will fill one of the Option Blocks if chosen.

Other academic and vocational options subjects

Subject	Page No.
Fine Art	22
Business Studies	23
Child Development	24
Dance	25
Drama	26
Food Preparation and Nutrition	27
Graphic Communication	28
Health and Social Care	29
Media Studies	30
Music	32
Physical Education	33
Religious Studies	34
Textiles	35
Travel & Tourism	36

Art and Design; Fine Art

Qualification and Level

AQA GCSE Art and Design Fine Art
Level 2, Two-year course, Graded 9-1

*Only one Art & Design Subject can be taken at GCSE

What can it lead to/complement for Years 10/11 and Post-16?

In Years 10 and 11, it would complement all subjects because it teaches independent learning and enquiry skills. Post 16 it can lead to a range of Art and Design A Levels or BTEC courses such as a Foundation course in Art and Design. For students with an ambition to follow an Art or Design profession, it would lead to any of the creative careers such as Fine Art, Sculpture, Printmaking, Illustration, Graphics, 3D Design, Textiles Design, Games Design, Art Curation, Art Conservation, Art Historian etc.

Course content/structure

Fine Art provides an exciting opportunity for students to develop their identity as a creative practitioner through exploration of a range skills such as painting and drawing, printmaking, sculpture and lens-based image making/ installation. Students are encouraged to explore personal and meaningful ideas through a range of creative practices to develop a portfolio of work that embeds the skills required for a future in creative careers.

This course consists of two components.

- Component 1: Portfolio (60%) The coursework includes a 'Personal Investigation' through sketchbooks and outcomes.
- Component 2: Externally Set Assignment (40%) The examination includes sketchbooks and outcomes completed from January to April with a 10-hour exam to produce final outcomes.

Assessment

Students are assessed on all sketchbook work and outcomes. The assessment criteria require students to evidence their ability to create a personal and meaningful response to a topic through research and exploration of ideas. Students are marked on both academic and practical elements of their work and must show critical understanding of visual language in their creative process.

What will you need to do to be successful in this course?

Throughout the course students will gain more independence, so it is integral students are self-motivated and have a genuine interest in art and design. Sketchbook work needs to be informed, purposeful and extensive. Students must carry out in-depth research from a range of primary sources, critiquing and referencing their experimentation before developing their final responses. The independent and open nature of work is demanding. Therefore, students must be prepared to be committed, self-motivated, and innovative risk takers.

What skills will you learn?

- Apply a creative approach to problem solving
- Consider and develop original ideas from initiation to realisation
- Analyse critically your own work and the work of others
- Express individual thoughts and make choices confidently
- Take risks, experiment and learn from mistakes.

Business Studies

Qualification and Level

OCR GCSE (9-1) Business

What can it lead to/complement for Years 10/11 and Post-16?

This qualification is a good foundation for an A Level in Business, It is good preparation for employment in the business workplace and for students who may one day run their own business.

Course content/structure

After studying Business students will have an insight into just how businesses operate, including how to set up a business of your own. We cover the range of disciplines you would expect to find in many businesses. These include:

- Marketing, including advertising, development of products, setting the best price.
- Recruitment, including how businesses get the right staff and keep them working well.
- Business structures, including the different ways to set up a business.
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- Business operations, including how businesses produce the things we buy.
- Influences on businesses, including the environment and how many businesses are operating around the world.

Assessment

Students will take two exams at the end of the course, each 90 minutes long. Some questions will be multiple choice, some will be extended writing to test your ability to explain why you made a particular decision.

What will you need to do to be successful in this course?

Students need basic literacy and numeracy skills together with the commitment and motivation to work independently. An interest in learning about the world of work would be an advantage.

What skills will you learn?

Students will be able to understand the business world which you will enter after finishing school/college/university. They will be able to make informed decisions and put forward arguments to persuade others. They will have the knowledge to help them set up a business of their own. The skills they learn such as evaluation and problem solving will be useful in a number of other subjects.

Child Development

Qualification and Level

NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years

What can it lead to/complement for Years 10/11 and Post-16?

This course complements many courses both vocational and academic for those learners with a view to a future in Primary teaching, Paediatric nursing or any child related profession.

Course content/structure

The course consists of 1 unit 'Understanding child development and care in the early years', which covers 9 content areas providing the opportunity to gain a vocational qualification that gives basic knowledge and understanding of child development and well-being necessary when working in such settings.

Assessment

The qualification has 2 assessments externally-set by NCFE:

one non-exam assessment (Controlled Coursework): a synoptic series of work, set externally but marked internally

one written examined assessment: a mixture of multiple-choice, short-answer, and extended response questions each worth 50%

Grading: Level 1 pass/merit/distinction

Level 2 pass/merit/distinction/distinction*

What will you need to do to be successful in this course?

To succeed on this course you will need to apply a positive mature attitude to your studies, be able to organise your work, complete set homework, meet deadlines and have an excellent attendance.

What skills will you learn?

You will understand the Childcare sector, its current practices and what is required to care for children. You learn the skills and responsibilities of working with children. You will apply your experiences and knowledge to the industry.

Dance

Qualification and Level

AQA GCSE Dance

Level 2 Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

A Level Dance

Level 3 BTEC Performing Arts (Musical Theatre)

Course content/structure

Component 1: Performance and Choreography

Performance

Students will perform set phrases through a solo performance (approximately 1 min).

Students will also perform in a duet/trio performance (3 ½ min).

Choreography

Students will create a solo or group choreography – solo 2 – 2 ½ min and group 3 – 3 ½ min.

Component 2: Dance Appreciation

In Section A, students will answer questions based on choreographic processes and performing skills. In Section B, the questions will relate to students' own experience of performance and choreography from within the course. In Section C, students will answer questions based on the GCSE Dance anthology (8 short professional works covering a range of dance styles including ballet, urban, contemporary and dance from other cultures).

Assessment

Component 1: Internally marked and externally moderated by AQA – 60% of final grade (Performance – 30% and Choreography – 30%).

Component 2: Written exam – 40% of final grade.

What will you need to do to be successful in this course?

Students will need to demonstrate a commitment to all three disciplines:

Performance, Choreography and Appreciation.

As with all Performing Arts subjects, students should be committed to rehearsing outside of lesson times, working as part of a team and completing independent study.

What skills will you learn?

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity.

Performance Skills – Physical, Technical, Expressive and Mental

Choreographic Skills – Action, Space, Dynamics, Relationships, Structure, Choreographic devices and use of Aural setting.

Appreciation Skills – Critical analysis, interpretation and evaluation.

Drama

Qualification and Level

Pearson GCSE Drama Level 2

Graded 9-1

What can it lead to/complement for Post-16?

This course can lead you to study A Level Drama and/or BTEC Level 3 in Performing Arts.

Course content/structure

Component 1: Devised Drama (Practical and Coursework)

Internally marked and externally moderated by Pearson.

Students are given stimuli which inspires them to create their own, original piece of Drama. They complete a portfolio, analysing and evaluating the devising process and their contribution to the final performance.

Students may design production elements, such as lighting, for this Component rather than performing.

Component 2: Performance from a Text (Practical)

Externally assessed by a visiting examiner.

Students will have to learn two extracts from the same play and perform the script in front of an audience. They can play different characters in each extract to demonstrate their performance range. Students can choose whether they wish to perform a monologue, a duologue, or as a group.

Students may design production elements, such as costume and make-up, rather than perform.

Component 3: Theatre Makers in Practice (written exam)

Section A: Students will practically explore the play DNA, considering how to interpret the script from page to stage. Students will have to answer questions from a performer, director and designer perspective.

Section B: Students will answer questions on a live theatre performance they have seen.

Assessment

Component 1 - 40% Practical exploration and coursework.

Component 2 - 20% Performance

Component 3 - 40% Written exam

What will you need to do to be successful in this course?

Students need to be able to work well in groups, willing to rehearse practical work outside of lessons and perform in front of an audience.

Students must demonstrate commitment, enthusiasm, energy and organisational skills to meet deadlines.

What skills will you learn?

Students will develop their performance skills including voice, movement and characterisation in addition to theatrical conventions, structure and genre. Students will appreciate how production elements communicate meaning, considering how to stage drama from the perspective of a performer, director and designer. Students will deepen their knowledge of the process involved when making drama, learn how to analyse and evaluate practical work, and extend their drama vocabulary.

Food Preparation and Nutrition

Qualification and Level

AQA GCSE in Food Preparation and Nutrition
Graded 9-1

What can it lead to/complement for Post-16?

Level 3 courses in:

Food Technology

Home Economics (food, nutrition and health)

Diploma in Advanced Professional Cookery (preparation and cooking)

Certificate in Hospitality and Catering Principles

Professional Cookery Studies

Careers in catering, food design, nutrition, food science, childcare and hospitality.

Course content/structure

Students will study theoretical aspects as well as the practical skills of food preparation and cooking. They will learn to use different cooking techniques and methods to enable them to use these within further education or apprenticeships. The course will give them a basic understanding of the skills required for a career in food.

The topics will cover the following content and skills:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Assessment

There is one food investigation task and one food preparation task, which together, are worth 50%. The written exam is worth 50%.

What will you need to do to be successful in this course?

- You will need to have an interest in the working characteristics, functional and chemical properties of ingredients.
- You will need to have an interest in food and enjoy cooking.
- You will need to be an independent learner as 50% is your own investigation, planning, preparing, and evaluating.
- You must provide all the materials for all practical assignments, of which there will be approximately one or two per fortnight.

What skills will you learn?

- planning
- evaluating
- research skills
- scientific investigation skills
- problem-solving skills
- creativity
- health and safety
- food preparation and presentation
- a wide range of cooking skills
- independence

Graphic Communication

Qualification and Level

AQA GCSE Art and Graphic Communication 1GCO

Level 2 Two Year Course Graded 9-1

*Only one Art & Design Subject can be taken at GCSE

What can it lead to/complement for Years 10/11 and Post-16?

In Years 10 and 11, it would complement all subjects because it teaches independent learning and enquiry skills. Post 16 it can lead to a range of Art and Design A Levels or BTEC courses such as a Foundation course in Art and Design. For students with an ambition to follow an Art or Design profession, it would lead to any of the creative careers such as Fine Art, Illustration, Graphics, 3D Design, Textiles Design, Interior Design, Games Design etc.

Course content/structure

GCSE Graphic Communication engages students in creative industry practice to prepare students for client-based work within creative careers. Students explore a range of media both traditional and digital to respond to briefs within advertising, illustration, branding, information design, user interface design, concept art and animation.

This course consists of two components.

- Component 1: Portfolio (60%) The coursework includes a 'Personal Investigation' through sketchbooks and outcomes.
- Component 2: Externally Set Assignment (40%) The examination includes sketchbooks and outcomes completed from January to April with a 10-hour exam to produce final outcomes.

Assessment

Students are assessed on all sketchbook work and outcomes. The assessment criteria require students to evidence their ability to create a personal and meaningful response to a topic through research and exploration of ideas. Students are marked on both academic and practical elements of their work and must show critical understanding of visual language in their creative process.

What will you need to do to be successful in this course?

Throughout the course students will gain more independence, so it is integral students are self-motivated and have a genuine interest in art and design. Sketchbook work needs to be informed, purposeful and extensive. Students must carry out in-depth research from a range of primary sources, critiquing and referencing their experimentation before developing their final responses. The independent and open nature of work is demanding. Therefore, students must be prepared to be committed, self-motivated, and innovative risk takers.

What skills will you learn?

- Apply a creative approach to problem solving
- Consider and develop original ideas from initiation to realisation
- Analyse critically your own work and the work of others
- Express individual thoughts and choices confidently
- Take risks, experiment and learn from mistakes.

Health and Social Care

Qualification and Level

Pearson BTEC Level 1/Level 2 Technical Award in Health and Social Care (equivalent to one GCSE)

What can it lead to/complement for Years 10/11 and Post-16?

The course complements many other option subjects including: Sciences, Childcare, Drama and Physical Education.

It can lead to Level 3 courses in Health & Social Care and/or can provide an excellent foundation for anyone wishing to work in the care industry and the linked services.

Course content/structure

The course is an introduction into the field of health and social care, the professions and expectations within the industry as well as examining human development.

It is divided into 3 components:

- 1) Human Life Development
- 2) Health and Social Care Service and Values
- 3) Health and Wellbeing

Assessment

The course has both coursework and exam elements.

Components 1 and 2 are assessed through coursework, which is set by the exam board and internal assessment.

Component 3 is assessed through a 2 hr external exam. This Component is synoptic which means it builds upon knowledge from Component 1 and 2

What will you need to do to be successful in this course?

An enthusiasm for the subject, an interest in working with people and commitment to independent learning. Students will need to be organised and able to work to strict deadlines. Listening to and watching the news and relevant programmes about care is helpful.

What skills will you learn?

You will develop key skills that will support your application of your human development knowledge such as taking measurements and interpreting data to assess an individual's health. You will learn how to use health data to designing a plan to improve an individual's health and wellbeing. You will develop the skills and attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them.

Media Studies

Qualification and Level

Eduqas Media Studies GCSE – (Grades 1-9)

What can it lead to/complement for Post-16?

During the GCSE Media course you'll develop and practise a range of skills which will equip you for progression to A Level study. These will help you hugely in other areas such as Film, Graphics, Photography, English, Humanities and Social Sciences.

Looking further ahead, over one hundred universities offer courses in Media, Communications and Cultural Studies. An A Level in Media Studies, informed by study at GCSE level helps you move towards these courses and many others. If university isn't for you, there is a huge array of career opportunities in the media in fields such as TV and Film production, advertising, journalism, digital marketing, web design and many more. Studying Media at GCSE is a great place to start.

Course content/structure

As a GCSE Media Studies student, you will analyse how media products like TV programmes and music videos use images, sounds, language and representations to create meaning. You will learn about the media industry and how it affects how products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products. You will study lots of different media forms such as:

Television – Magazines - Music Videos - Online Media – Newspapers – Radio – Advertising & Marketing – Social & Participatory Media – Film Marketing – Video Games

You will develop a range of skills to prepare for progression into creative courses focusing on industry briefs such as magazine covers and film posters. Throughout the course there will be opportunities to acquire skills within Adobe Photoshop, Final Cut Pro, and other aspects of computer aided design. You will learn how to apply your knowledge of media to develop products through research and investigation to prepare for A Level studies within Film, Media, Graphic Communication and Photography.

Assessment

Assessments will consist of a mixture of examinations and non-examined assessment:

- Component 1: Written examination – 1 hr 30mins – 40% of qualification
- Component 2: Written examination – 1 hr 30mins – 30% of qualification
- Component 3: Non-exam assessment – Media Production – 30% of qualification

What will you need to do to be successful in this course?

An interest in how different types of media are produced and consumed. You should enjoy watching films and television and engaging with news topics. You should be aware of debates surrounding online and social media and you should be willing to be exposed to new ways of thinking and have a creative spark in you.

You should also have a desire to develop creative aspects such as photography, layout design, and image manipulation. The ability to take risks and problem solve in order to produce a meaningful media outcome that meets the brief is essential.

What skills will you learn?

Media Studies will even help you to develop skills that you'll be able to use in other subjects such as critical thinking, analysis, research, planning, practical skills, essay writing, time management and more.

You will also learn graphic design and editing skills using industry standard software, learning about elements such as colour, composition and typography. You will be able to utilise and build on these skills if you choose to continue with Film, Media, Graphic Communication or Photography at A Level.

Music

Qualification and Level

OCR GCSE Music

Graded 9-1

What can it lead to/complement for Year 11 and Post-16?

GCSE Music complements all Level 2 Performing Arts subjects including Dance, Drama and Music Technology. Post 16, it can lead to a wide variety of music qualification courses including A Level Music, Music Technology, RSL Level 3 Music Practitioners Subsidiary Diploma and BTEC Musical Theatre.

Course content/structure

The course provides a contemporary, accessible and creative education in Music with an integrated approach to the three main elements of performing, composing and appraising focussing on the following Areas of Study (AoS):

AoS1: My Music, in which learners study their instrument/voice/technology skills.

AoS2: The Concerto Through Time - The Concerto and its development from 1650 to 1910.

AoS3: Rhythms of the World, including traditional rhythmic roots from India and Punjab, the Eastern Mediterranean and Middle East, Africa, and Central and South America.

AoS4: Film Music – including music composed specifically for film, music from the Western Classical tradition used within a film and music composed as a soundtrack for a video games.

AoS5: Conventions of Pop - pop music from the 1950s to the present day.

Assessment

Integrated portfolio (30%): Objective 1 – perform with technical control, expression and interpretation, and Objective 2 – compose and develop musical ideas with technical control and coherence. The learner will prepare and record a performance and a composition to a brief of their own design.

Practical component (30%): The learner will prepare and record an ensemble performance and a composition in response to a brief set by OCR.

Listening and appraising (40%): Learners will demonstrate and apply knowledge making evaluative and critical judgements of musical elements and/or features, musical contexts and musical language of extracts of music in a 1 hour and 30 minute exam. Questions include multiple choice, single word or short answer questions and questions that require extended response.

What will you need to do to be successful in this course?

Students will need an open mind and a ‘have a go’ attitude to all musical activities, including singing, as well as an inquisitive mind and being able to work well with others. Participation in extra-curricular music activities is vital to developing as a well-rounded singer and musician and it is compulsory that students attend at least one Music Department club and participate in concerts and events.

What skills will you learn?

Students will learn to perform, compose and appraise, and how these skills relate to each other, as well as developing many transferrable skills such as planning, organisation and communicating, along the way.

Physical Education

Qualification and Level

Pearson GCSE Level 2

Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

It can complement Biology, Dance, Maths, Sports Leadership and Health courses and can lead to any Level 3 sports course. It can help with Level 3 subjects such as Health Care or Science which have a biology element.

Course content/structure

The delivery of the course takes place through both theory and practical lessons. Over the course of the two years you will develop your knowledge and understanding of the topics being assessed in the two different exams entitled 'Fitness and Body Systems' and 'Health and Performance'. Within 'Fitness and Body Systems' you will develop your understanding of the muscular, skeletal, cardiovascular and respiratory systems, movement analysis and physical training. Within 'Health and Performance' you will study health, fitness and well-being, sport psychology and socio-cultural influences affecting participation and performance in physical activity.

The coursework is assessed through both practical performance and your personal exercise programme (PEP). In the practical performance you will be assessed in 3 different activities from a prescribed list; one must be a team activity, another must be an individual activity, and the last activity is your choice. Each activity will be marked out of 35 with the marks being added together, giving you a final practical mark out of 105, which is submitted to the exam board. If you take part in a sport or dance outside of school, we will be able to assess you in this also, as long as it is from the prescribed list from the exam board. The practical activities you will take part in throughout the course are likely to include netball, trampolining, and athletics. In addition to those, there are numerous extra-curricular options where you can develop your performance and be assessed.

To support your practical assessment you will learn to plan a personal exercise programme (PEP) which will be written under controlled conditions and which will support your final assessments.

Assessment

60% is assessed through two written exams at the end of the two years.

40% of GCSE PE is coursework which is assessed through practical activities and the PEP (Personal Exercise Programme).

What will you need to do to be successful in this course?

You will need to attend extra-curricular activities to support your practical assessments. Attendance at an extra-curricular club is compulsory and set as practical homework each week. You will also need to complete all homework which will be set regularly to help your progression in the theory work. You will need to be able to work independently and take some responsibility for your own organisation, learning and physical skill development.

What skills will you learn?

You will learn skills and tactics in a range of practical activities outlined above. You will learn to analyse performances and discuss strategies to improve performance including development of a fitness training programme to support your oral assessment.

Religious Studies

Qualification and Level

WJEC Eduqas GCSE in Religious Studies
Graded 9-1

What can it lead to/complement for Years 10/11 and Post-16?

It is excellent preparation for A Levels such as Religious Studies, Law, Sociology, Psychology, History and English. It also complements GCSE studies in Ancient History, History and English.

Course content/structure?

Students complete three components:

Component 1 (50%) – Religious, Philosophical and Ethical Studies in the Modern World:

- Issues of relationships
- Issues of life and death
- Issues of good and evil
- Issues of human rights

Component 2 (25%) – Study of Christianity

- The beliefs, teachings and practices of Christianity and the challenges it faces in the modern world.

Component 3 (25%) – Study of Islam

- The beliefs, teachings and practices of Islam, the challenges it faces in the modern world and how it contrasts to Christianity.

Assessment

- Component 1: 2-hour written exam
- Component 2: 1-hour written exam
- Component 3: 1-hour written exam
- There is no coursework in this subject.

What will you need to do to be successful in this course

Be willing to join in with discussions and debates as well as lesson activities. All class work and homework will need to be completed to a high standard. You also will need to be aware of the world around you and be prepared to examine a range of issues and beliefs.

What skills will you learn?

GCSE Religious Studies will develop your critical thinking skills and allow you to think about the world philosophically. It will help develop your understanding of why people have different attitudes to religious and moral problems and allow you to express and explain your own views and opinions.

You will gain a high level understanding of the diversity of religious traditions in the UK as well as non-religious beliefs such as atheism and humanism.

Textiles

Qualification and Level

AQA GCSE Art & Design: Textiles Level 2

Graded 9 – 1

*Only one Art & Design Subject can be taken at GCSE

What can it lead to/complement for Years 11 and Post-16?

In Years 10 and 11, it would complement all subjects because it teaches independent learning and enquiry skills. Post 16 it can lead to a range of Art and Design A Levels or BTEC courses such as a Foundation course in Art and Design. For students with an ambition to follow an Art or Design profession, it would lead to any of the creative careers such as Fine Art, Sculpture, Printmaking, Illustration, Graphics, 3D Design, Textile Design, Graphic Design, Games Design, Art Curation, Art Conservation, Art Historian, Fashion Design, Knit & Weave specialisms etc.

Course content/structure?

Textiles aims to equip students with the knowledge and skills required to successfully progress onto higher or further education courses in Fashion, Textiles or other Art disciplines. Students have access to an exciting array of equipment and technologies to refine their ideas towards producing a personal outcome. This course consists of two components.

- Component 1: Portfolio (60%) The coursework includes a 'Personal Investigation' through sketchbooks and outcomes.
- Component 2: Externally Set Assignment (40%) The examination includes sketchbooks and outcomes completed from January to April with a 10-hour exam to produce final outcomes.

Assessment

Students are assessed on all sketchbook work and outcomes. The assessment criteria require students to evidence their ability to create a personal and meaningful response to a topic through research and exploration of ideas. Students are marked on both academic and practical elements of their work and must show critical understanding of visual language in their creative process.

What will you need to do to be successful in this course?

Throughout the course students will gain more independence, so it is integral students are self-motivated and have a genuine interest in art and design. Sketchbook work needs to be informed, purposeful and extensive. Students must carry out in-depth research from a range of primary sources, critiquing and referencing their experimentation before developing their final responses. The independent and open nature of work is demanding. Therefore, students must be prepared to be committed, self-motivated, and innovative risk takers.

What skills will you learn?

- Apply a creative approach to problem solving
- Consider and develop original ideas from initiation to realisation
- Analyse critically your own work and the work of others
- Express individual thoughts and make choices confidently
- Take risks, experiment and learn from mistakes.

Travel & Tourism

Qualification and Level

BTEC Tech Award Level 1/2 in Travel and Tourism

What can it lead to/complement for Years 10/11 and Post-16?

BTEC Travel & Tourism complements a wide range of subjects and could lead to A Levels and Level 3 BTEC Travel and Tourism. This course complements many courses both vocational and academic especially for those learners with a view to a future in the travel or service industries.

Course content/structure

The course consists of 3 units and provides the opportunity to gain a vocational qualification that gives basic knowledge and understanding of the Travel and Tourism industry.

It also gives learners an insight into their preferred learning styles and assists in developing their ability to study;

- Travel and Tourism Organisations and Destinations
- Customer Needs in Travel and Tourism
- Influences on Global Travel and Tourism

Assessment

The Pearson BTEC Tech Award Level 1/2 in Travel and Tourism includes one externally assessed unit (Influences on Global Travel and Tourism). This will help learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning alongside the portfolio-based assessment.

This approach will also assist learners in developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts.

The remaining units are internally assessed. Internal assessment enables learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria. Evidence for assessment can be generated through a range of activities, including written work, practical performance and verbal presentations.

What will you need to do to be successful in this course?

To succeed on this course, you will need to apply a positive mature attitude to your studies, be able to organise your work, complete set homework, meet deadlines and have an excellent attendance.

What skills will you learn?

You will understand the Travel and Tourism sector, its current practices and what happening in the world of Tourism and leisure in general. You learn the skills and responsibilities of working in groups and independently. You will apply your experiences and knowledge to the industry. You will learn how to manage your time effectively and identify your own strengths and weakness as a student.

Options Year 9 into 10/11 2025-27

Optional subjects – full qualification (5 hours)

You will need to choose four courses to study (if choosing Triple Science this must be included in your choices), and three reserve subjects (*one must be an Ebacc subject*).

To support your planning please number your choices below:
1-7 in order of preference. 1,2,3 and 4 being your main preferences and 5, 6, and 7 being your reserves.

Please note that due to the number of students opting for a particular subject, or timetable clashes, it is possible that you will not always be able to study your first choice of subjects.

Optional subjects contributing to the English Baccalaureate. At least one must be chosen preference 1-4 and one as reserve preference 5-7 <i>Pages 10-20</i>					
Ancient History ^Σ	Ah			History ^Σ	Hi
Computer Science ^Σ	Cs			French ^Σ	Fr
Geography ^Σ	Gg			Spanish ^Σ	Sp
Triple Science ^Σ	Bi Ch Ph				
Other academic and vocational optional subjects <i>Pages 21-36</i>					
Fine Art *	Ar			Health and Social Care	Hs
Business Studies	Bs			Media Studies	Ms
Child Development Studies	Ce			Music	Mu
Dance	Da			Physical Education	Gp
Drama	Dr			Religious Studies	Rs
Food Preparation and Nutrition	Fc			Textiles *	Tx
Graphic Communication*	Tg			Travel and Tourism	Tt

** Please note you can only study one Art & Design subject out of the three; Fine Art, Graphic Communication or Textiles*

THE OPTIONS PROCESS IS COMPLETED ONLINE

**FINAL CHOICES WILL NEED TO BE MADE USING EDVAL CHOICES
ONLINE BY 23:59 ON FRIDAY 21 FEBRUARY 2025**