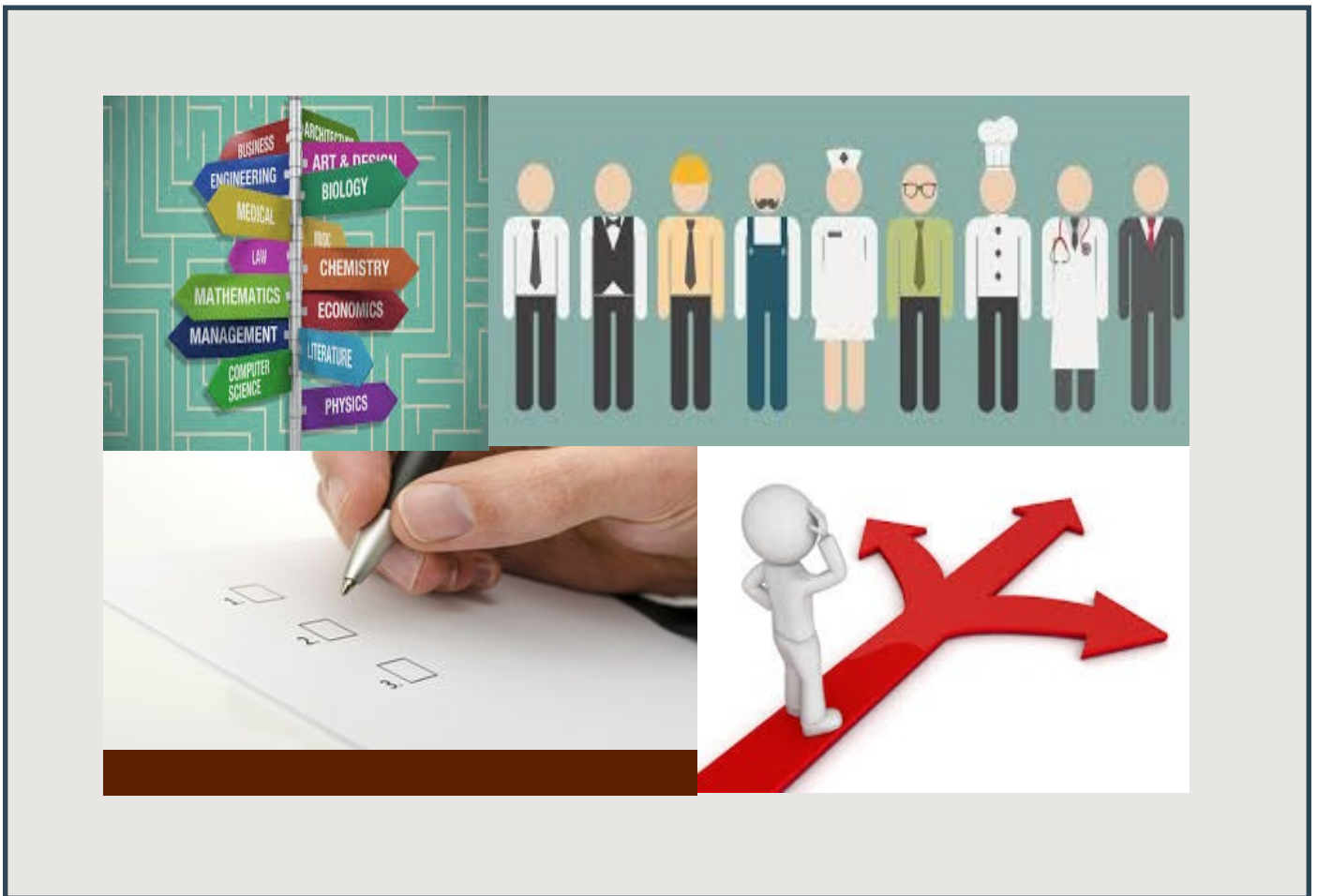




# KS4 Curriculum Information



## A Guide For Students & Parents 2026 - 2028

**Name** .....

**Tutor** .....

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# ***TIME FOR A DECISION***

Dear Parent/Carer,

Your child is now coming to the end of their studies in Key Stage 3. During Years 7-9 they have followed a curriculum with the National Curriculum central to it. It is intended to provide our pupils with an introduction to the essential knowledge that they need to be educated citizens, in an academy that is inclusive and aspirational for all.

Whereas KS3 offered a broader range of subjects during Key Stage 4, Years 10 and 11 pupils will follow a curriculum that is more focused and there is now some opportunity for pupils to discontinue certain subjects in order to study new ones. A key aim is to prepare pupils for external examinations (GCSE) and possibly vocational qualifications. Hence the subjects studied are allocated more time in the week and they are studied to much greater depth.

It must be stressed that the courses studied in KS4 do not limit choices made in Key Stage 5. It is extremely important that a great deal of thought is given to selecting these subjects, but you do not always require the level 2 qualification to begin it at level 3. The most important point is that further education providers will focus on attainment across KS4 to determine places on courses.

This booklet has been produced to help your child make certain choices. They will of course need help from a range of people and in the academy they will receive this during tutorial time and through discussions with their teachers and education providers.

The remainder of this booklet is addressed to your child, but it is clearly important for them that you are fully involved in the preferences they identify. We hope therefore that you will be able to read this book with them.



**Mr R. Featherstone**  
**Deputy Headteacher**

## **KEY STAGE 4 CURRICULUM**

At Key Stage 4 all students study a 'core' of GCSE subjects including Mathematics, English Language, English Literature, Separate or Combined Science, PE and PSHE. The students are then able to complete the remainder of their curriculum from other 'foundation' subjects. Students will be expected to study either History, Geography or French, but is decided on an individual basis. In addition, most will need to express an interest in two other subjects from the list available.

We must, however, at this stage, mention that although we make every attempt to meet your wishes, some adjustment may have to be made to the proposed list of subjects. It may be that some subjects are under subscribed and have an insufficient number of pupils to make into a class. Whatever changes have to take place, will be discussed with you.

It must be emphasised that initially, you are **expressing an interest** in the course. If classes are over-subscribed you may have to move to a different subject. There is also a limit on the number of subjects that are available. Our own evidence will also be used to support discussions around preferences.

It is very important that you provide any information you have in regards to your reasons, possibly a career choice (if known) and think seriously about your 'reserve' subjects.

The opportunities are there in each subject for you to achieve the best that you are capable of achieving. You will receive every encouragement and support. How far you progress will depend not only on your ability but also on the way you devote yourself to your studies.

Your tutors will offer you guidance about your options during tutorial. The guidance form in this booklet will help you to choose the most suitable subjects and show you have discussed it with your tutor or parent/carer and to help you collect your thoughts or raise questions.



# WHAT TYPE OF QUALIFICATIONS ARE OFFERED?

## GCSE

Since reforms were made to GCSE's in 2019, the grades are 9-1, instead of A\* - G. GCSE's are a Level 2 qualification and will require students to complete public examinations and possibly non-examination assessments. They are methods of assessment that are not examined in a final paper.

## BTEC & WJEC

The BTEC 'Technical Awards' and Vocational Awards are Level 1 and Level 2 qualifications. All of the BTEC courses are the equivalent of one GCSE grade. This is due to the number of guided learning hours (glh) being around 120.

Previous Grading Structure	GCSE Grading Structure	BTEC Technical Award Grades	WJEC Vocational Award	L E V E L 2  L E V E L 1
A*	9	Distinction*	Distinction*	
	8			
A	7	Distinction	Distinction	
B	6	Merit	Merit	
	5			
C	4	Level 2 Pass	Pass	
	3			
D	3	Level 1 Distinction	Level 1 Distinction*	
E	2	Level 1 Merit	Level 1 Distinction	
				F
G	1	Level 1 Pass	Level 1 Pass	
U	U	<u>Unclassified (U)</u>	<u>Not yet achieved</u>	

GOOD PASS  
5 and above =  
top of C and above

STANDARD PASS  
4 and above =  
bottom of C and  
above

# SCHOOL PERFORMANCE TABLE

## ATTAINMENT 8 / PROGRESS 8

### School Performance Tables

The government have made numerous changes to the education policy over the last few years. One of their more recent decisions was to change how we assess at Key Stage 3 and later at Key Stage 4. Progress 8 has now been introduced into all schools and has replaced the 5A\* - C measure, focusing on the degree of progress made across the key stages.

This is a great step forward for schools as it will calculate all students' progress throughout the GCSE courses regardless of ability. Progress 8 encourages you to have a broad and balanced GCSE portfolio. There is strong governmental advice about the expected spread of subjects needed for all students regardless of what you wish to do, which will keep you competitive for the future.

There is also a great deal of emphasis on English Baccalaureate qualifications. Therefore we would expect pupils, where appropriate, to choose either History, Geography or French. With this in mind, we will be allocating students to courses that we believe will benefit the students, but also with our own performance tables in mind. Those who have aspirations to attend a Russell Group university should consider studying French in addition to History and/or Geography. However, this will also be considered on an individual basis.

Progress 8 is based on a calculation of students' performance across eight subjects called Attainment 8. These subjects are:

- A double weighted GCSE Mathematics.
- A double weighted English. This can be either English language or English Literature, however both courses have to be completed.
- The three highest grades from the E-Bacc qualifications - Separate Sciences, Trilogy Science, Geography, History and French.
- The remaining element contains the three highest point scores in any three remaining subjects.

English and Mathematics are counted twice, meaning ten grades contribute.

The table below show how Progress 8 is calculated. The difference between your targeted score and your attainment across your eight subjects (Attainment 8), is your Progress 8 score. We have to ensure all students comply with each of the blocks below:

<b>A</b>	<b>B</b>	<b>C</b>
Mathematics and one English: OR	Any Three from:	The English not used in column A can now be used in the calculation, or any 3 from:
Mathematics English Language English Literature	Separate Science offers 3 places  Trilogy Science offers 2 places French Geography History	Art & Design Business/Enterprise Health & Social Hospitality & Catering Performing Arts Physical Education (GCSE) Photography Sport Travel & Tourism

# HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (Ebacc), and help keep options for young people open:

- **English language and English Literature**
- **Maths**
- **Science**  
Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- **History or Geography**
- **A language**  
Ancient or modern



## WHAT IS THE EBACC?

The Ebacc is not a qualification in its own right - it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

### EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the Ebacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the Ebacc is also recommended by Britain's most prestigious universities.

**The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.**

The Centre for Longitudinal Studies,  
August 2017

# LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of Ebacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

## WHAT ABOUT ARTS AND MUSIC?

While arts and music are not included in the Ebacc, every child should still experience a high-quality arts and cultural education throughout their time at school as part of a balanced curriculum. If your child can take 9 GCSEs, they will have either 1 or 2 further options and can choose subjects based on their wider interests like art or music as well as others such as physical education or technology.

Schools where more pupils select the Ebacc at GCSE maintain the number of pupils that select arts.

Trends in arts subjects in schools with increased Ebacc entry July 2017

### Further information

Search Ebacc on GOV.UK for more information.

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer"

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities. (The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers"

Dr Adam Marshall, Director General of the British Chambers of Commerce



You should also get in touch with your child's school directly- they will be able to tell you about their specific GCSE and Ebacc offer and explain all of your child's

# ART & DESIGN

## Art and Design GCSE AQA

### Why choose Art and Design?

Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? If so, you should consider a course in Art and Design. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.

Art and Design is about looking, learning, thinking and communicating ideas. It inspires creative thinkers.

### Art and Design course content

You will have the opportunity to take part in drawing, painting, mixed media, sculpture, ceramics, installation, printmaking, and photography.

You will be able to study projects on Pop Art, Portraiture and graphic design as well as having the opportunity to do your own briefs which are personal to you and are based on your own interests.

Possible career options –

- Animator
- Architect
- Art Therapist
- Art restoration
- Cartoonist
- Computer game designer
- Community arts worker
- Exhibition designer
- Fashion designer
- Film/video maker
- Fine artist
- Graphic designer
- Illustrator
- Interior designer/Lighting Designer
- Jeweller
- Museum/gallery conservator
- Medical illustrator
- Printmaker
- Product designer
- Teacher
- Theatre designer



## ART & DESIGN

### Component 1 (Coursework):

Portfolio:

What's assessed ?

A portfolio that in total shows explicit coverage of the four assessment objectives. This will be your coursework projects and it might be based on Pop Art, Portraiture or themes of your choice.

How it is assessed?

There is no time limit and you are marked out of 96 marks 60% of a GCSE.

### Component 2 (Exam work):

This is an externally set assignment and you have the choice to choose a question that you would like to base your work on.

How it is assessed?

You will work on your question in lessons and then complete a period of 10 hours of supervised time during two school days. It is marked out of 96 marks 40% of a GCSE.

**If you would like further information regarding this course, please speak to Mr T Cale.**



# BUSINESS / ENTERPRISE

## BTEC TECH AWARD

### Course Details

Business/Enterprise will be delivered as a BTEC TECH AWARD. The BTEC will be assessed as stated below.

Business/Enterprise is designed to give students knowledge. The course will be taught and assessed using practical experiences such as role plays, educational visits, IT presentations, group and individual work.

Currently all students **MUST** complete all components to complete the course.

#### Component 1 - Exploring Enterprise - PSA assessed

This component introduces you to the language and terminology used in business. In this section you consider enterprises and the entrepreneurs running them. You will explore, size, scale, mind set and skills of these owners and research into your chosen SMEs.

#### Component 2 - Planning for and running an Enterprise - PSA assessed

This component considers collection and use of data and how SMEs present their findings of the data.

#### Component 3 - Promotion and Finance for Enterprise - External assessment

The final component really focuses on the running of the enterprise with particular focus on promotion, marketing and all aspects of finance.

### Assessment

The BTEC TECH course is assessed through Pearson Set Assignments. Component 1 includes researching a small enterprise of your choice and assessing the impact of the business activities on its success. This is done through a range of written reports.

Component 2 includes creating, researching (a business plan) and delivering a presentation on your business idea (similar to Dragons Den). This is done through written reports, a recorded presentation and accompanying business plan.

Component 3 is an external 2 hour written exam on marketing and finance.

Qualification: BTEC TECH AWARD Enterprise

Exam Board: Pearson/Edexcel

### Course Progression

BTEC National Award or A Level Business Studies

### Careers associated with this qualification

Accounting, Customer Service, IT, Personnel or Sales



If you would like further information regarding this course, please speak to Mr N Hodge.

# ENGLISH

## GCSE English Language

### Course Details

GCSE English Language allows students to demonstrate their ability to use English in real life contexts and uses an investigative and analytical approach to language topics drawing on personal experience. English lessons promote high standards of language and literacy by enabling students to have a strong command of the spoken and written word.

GCSE English Language requires candidates to explore texts from a different genres including:

- Fiction
- Non fiction
- Spoken language

## GCSE English Literature

### Course Details

GCSE English Literature allows students to explore the world in which they live, as well as the wider world through a variety of texts. Studying GCSE English Language and English Literature offers a fully integrated approach but also allows for greater distinctiveness between disciplines, for instance students develop their cultural capital by exploring texts within the contextual social and historical background against which they are set.

GCSE English Literature requires candidates to explore texts from a personal perspective and offers an experience of:

- Literature today
- Literature globally
- The Literary heritage

### Assessment

All assessment will take place with the external examinations at the end of the course. The external examination will account for the final 100% of each GCSE grade. The exams are 'closed book' - this will require your son/daughter to learn quotations for all of the texts they study for the English Literature exam.

During the GCSE English course your son/daughter will be provided with opportunities for reading, writing, and spoken language; they will also be assessed in each of these three components. In addition, they will study poetry, creative writing, Shakespeare and a 19<sup>th</sup> Century text (to name but just a few areas of study).

Exam Title: English Language

Qualification: GCSE

Exam Board: AQA

Examination: 100%

Exam Title: English Literature

Qualification: GCSE

Exam Board: AQA

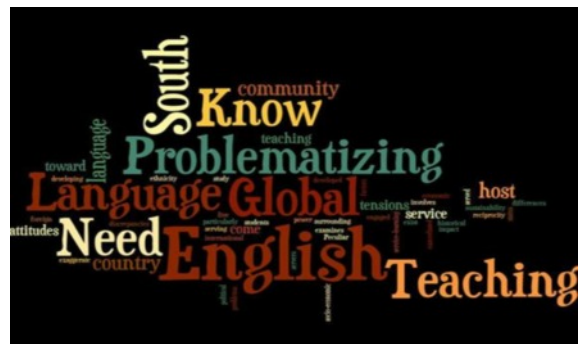
Examination: 100%

### Course Progression

A-Level English, A-Level Literature, Media Studies, creative writing.

### Careers associated with this Qualification

Teaching, Publishing, Broadcasting, Advertising and Journalism.



If you would like further information regarding this course, please speak to Mrs Quean.

## FRENCH- GCSE



### Course Aims:

The aims of this GCSE French qualification are to:

- Provide a coherent, satisfying and worthwhile course of study
- Develop confidence in, and a positive attitude towards language learning and to recognise the importance of languages in today's global society
- Provide a strong linguistic and cultural foundation for students who go on to study languages at a higher level post-16
- Develop students' ability and ambition to communicate independently in speech and writing with speakers of the language for authentic purposes
- Develop students' ability to communicate independently about subjects that are meaningful and interesting to them
- Build students' confidence and broaden their horizons, enabling them to step beyond familiar cultural boundaries, develop new ways of seeing the world, and better understand relationships between French and the English language
- Enable students to become familiar with aspects of the contexts and cultures of the countries and communities where the language is spoken.

### Content:

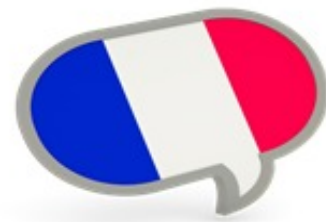
Built on a foundation of inclusivity, accessibility and transparency, Edexcel have created this student-centred GCSE qualification that caters to the needs of all students, regardless of their background, ability or reason for studying a language.

The French GCSE course allows students to develop their ability to communicate in French in both speech and writing.

They will study language within a variety of thematic contexts relevant to their age and interests and will develop a greater awareness of the culture of French-speaking communities and countries.

Students will develop and use their knowledge and understanding of French vocabulary and grammar progressively through their course of study, building on their Key Stage 3 learning. The broad thematic contexts covered are:

- My personal world
- Lifestyle and well-being
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism



### Assessment:

The course is assessed as follows and offers a two-tiered entry system (Foundation and Higher). All exams are equally weighted and are taken at the end of Year 11.

**Paper 1** - Speaking which is conducted internally by staff at WCA and recorded for external marking by the exam board (25%)

**Paper 2** - Listening and Understanding (25%)

**Paper 3** - Reading and Understanding (25%)

**Paper 4** - Writing (25%)

## FRENCH- GCSE

### Course Progression:

It is important to note that a Modern Foreign Language GCSE is required to fulfil the criteria of the Ebacc. Furthermore, many of the country's top universities also require applicants to have a language qualification.

Learning a language has many educational benefits and it is said to enhance academic skills in reading, writing and mathematics. Furthermore, pupils gain a better understanding of other cultures, attitudes and ways of life. Employers value language competence as an indicator of wider communication skills: language learning promotes understanding of the need to listen carefully, to engage with others and to empathise with people in a range of working and social contexts.

Local colleges offer A-Level French, and the subject also lends itself to those wishing to study Politics, European Studies, Medicine or Law. In addition to a pure languages degree, a language can be studied alongside many subjects at university to complement and enhance a student's qualification. Many such university courses involve spending a year living abroad (working or studying) as part of the qualification. This presents an incredibly exciting and unique opportunity to develop your language skills and cultural understanding, while making friends for life from different countries.

Studying a language at GCSE can also be advantageous for learning other foreign languages in the future for study, employment or pleasure.

### Careers associated with this Qualification:

Interpreting and Translating, Travel & Tourism, Law, Marketing, Imports and Exports, Business, Media, Journalism / Publishing and Teaching.

**If you would like any further information regarding this course, please speak to Mrs Hawley.**





# GEOGRAPHY

## Course Details

GCSE Geography is one of the optional courses. This course follows OCR Specification B (Enquiring Minds) which has a highly relevant content giving you the chance to study current world issues, places and environments at a range of scales, from global to local.

There are three components to Geography for Enquiring Minds:

1. **Our Natural World** - a study of Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems.
2. **People and Society** - this includes Urban Futures, Dynamic Development, the UK in the 21<sup>st</sup> Century and Resource Reliance.
3. **Geographical Exploration** - involving Geographical Skills, Fieldwork and Decision Making Exercises.

## The Final Assessment Is Divided Into Three Units:

There are three exams in Year 11 (coursework is no longer examined).

1. **Our Natural World** Written paper (1 hour 15 minutes), 35% of the GCSE.
2. **People and Society** Written paper (1 hour 15 minutes), 35% of the GCSE.
3. **Geographical Exploration** Written paper (1 hour 30 minutes), 30% of the GCSE.

There will be a day field visit to a distinctive landscape such as a coastal location or river basin to practice Geographical skills needed for the Year 11 exams.

## Course Progression

A-Level Geography, A-Level Law, A-Level Sociology, A-Level Geology, A-Level Archaeology, A-Level Economics and BTEC-Leisure & Tourism.

## Careers associated with this Qualification

Business Management, Civil Service Geology, Consultancy, Law, Teaching, Financial Management, Environmental Science, and Travel Journalism.

**If you would like further information regarding this course, please speak to your Geography teacher.**

# HEALTH & SOCIAL CARE

## BTEC TECH AWARD

### Course Details

BTEC Technical in Health and Social Care is a vocational course that is designed to give students an insight into the Health and Social Care Sector, including undertaking specialist units on the care industry and also human development. This is done through practical lessons, external speakers and a number of off site visits.

### What does the course involve?

The structure of the course allows for a variety of units to be covered and a number of different assessment methods to be used ranging from an external written assessment to assignment based activities that are internally assessed.

Unit Title	Credits	Assessment Method
Human Lifespan Development	30	Pearson Set Assignment - Controlled Assessment
Health & Social Care Services	30	Pearson Set Assignment - Controlled Assessment
Health & Wellbeing	40	Externally Assessed

**Human Lifespan Development** - Knowing how we change throughout our lifetime with a focus on physical, intellectual, emotional and social development.

**Health & Social Care Services** - A knowledge of the care service looking at care values and service providers.

**Health & Wellbeing** - Students will look at what being healthy means and factors that will influence a healthy lifestyle.

Alongside this, there is also the opportunity to achieve a recognised First Aid Qualification and Dementia Friend Training. The units of the course that are internally assessed require you to complete a controlled timed assessment called a Pearson Set Assignment (PSA). This contributes to their final grade .

### Is this the course for me?

For the course, all students must have:

- An interest in health and human development.
- A desire to learn about the health and social care industry.
- The ability to work independently and as part of a team.
- Good organisation skills and the ability to hand assignments and homework in on time.

### Course Progression

- Level 3 vocational qualifications including BTEC Nationals in Health and Social Care.
- Related academic qualifications.
- Apprenticeships within the early years and health and social care sectors.

### Careers associated with this Qualification

Physiotherapy, Residential Care, Psychology and Nursing.

If you would like further information regarding this course, please speak to Mrs V Holmes.



## HISTORY

### Why Choose GCSE History?

#### Valuable Skill Set

GCSE History is respected by schools, universities, and employers because it combines deep knowledge with advanced intellectual skills. It is often viewed as a subject that challenges students to think independently, and not just memorise key facts. It is an argument-based subject, and supports students in thinking independently and constructing arguments.

- Critical thinking; you'll learn to question sources, spot bias, assess usefulness, evaluate interpretations of events, and construct essay-based arguments.
- Analytical reasoning; break down complex events to understand why things happen not just what happens.
- Evidence-based argument; you will build arguments based on evidence.
- Essay writing and communication; you will develop clear, structured writing skills and the ability to explain and construct complex ideas.
- Research skills; you will learn how to investigate topics, use sources effectively and draw conclusions.
- Time management and exam technique; handling long essays and timed exams build discipline and resilience under pressure.

#### Future Careers Choices:

- Historian, archivist, museum curator, archaeologist, lawyer/barrister, civil servant, politician, journalist, author/writer, teacher, university lecturer/academic, intelligence analyst (working for agencies like MI5), heritage manager, tour guide and travel expert, marketing, business.

Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future.

History is another optional GCSE subject. It aims to develop further skills that you have been using in History so far, such as identifying the causes and consequences of events, distinguishing between facts and opinions and recognising bias in historical sources.



# HISTORY



## What will I study?

### 1. Germany 1890-1945 (Democracy and Dictatorship)

Students will study the political, social and economic problems in Germany at the end of the First World War such as hyperinflation and the early failed attempt by Hitler to seize power in 1923, which resulted in his imprisonment. An in depth examination of the reasons why Hitler became a dictator in Germany will also be undertaken. There will also be a focus on what it was like to live in Hitler's Germany, which will cover aspects such as the Hitler Youth, the Gestapo, Concentration Camps, propaganda and censorship of the media, Nazi policies towards women and the Jews and Hitler's economic achievements.

### 2. Interwar Years 1918-1939

The 'Inter-War' was the period after the end of the First World War and the build up to the Second World War. For much of this period, the world's politicians tried and failed to stop another global war from breaking out. The methods they used, such as appeasing Hitler, and making grand treaties were all to stop another devastating conflict, but their hopes were destroyed by the Great Depression and the rise of totalitarianism.

### 3. Britain: Health and the People c.1000-Modern Day

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time. They will examine the reasons why there has been progress in the health of the British people. The impact that medical progress has had on people and society and the significance of key individuals or events in the history of medical development. It allows you to explore medicine, surgery and public health in the Medieval, Renaissance, Industrial and Modern periods.

### 4. Elizabethan England c.1568-1603

This topic allows students to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints and arising contemporary and historical controversies. Students will also study a specific historical site in depth. This site will be changed annually. The site will relate to the content of the rest of this depth study. It is intended that study of different environments will enrich students' understanding of Elizabethan England.



# HISTORY

## How will I be assessed?

Two exams across all 4 papers. Each exam is two hours long and this will account for 100% of the final grade. All exams are taken in the summer of Year 11.

**Paper 1 Exam:** Germany and Interwar (2 hours)

**Paper 2 Exam:** Health and Elizabeth (2 hours)

The exam board we use is AQA; you can purchase textbooks for all the topics on Amazon. Additionally, using the AQA website to access the schemes of work for each topic to provide a more in-depth look at each topic.

## Progression for History

**A-Level History** - this is considered one of the most respected essay-based subjects and is highly regarded by topic universities such as Oxford and Cambridge.

**A-Level:** Politics, Law, English, BTEC courses such as Business and Travel and Tourism.

Taking GCSE History keeps your options open for further education, it supports top-tier academic pathways, and is seen as facilitating subject foundation (similar to English or Maths in terms of skill value).

If you would like further information regarding this course, please speak with your History teacher or alternatively contact them:

plows.e@wintertonca.com

verde.t@wintertonca.com

featherstone.r@wintertonca.com

Monteith.s@wintertonca.com

# HOSPITALITY & CATERING

## Why choose Level 1/2 in Hospitality and Catering?

According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups. The ability to plan, prepare and present food is an essential skill within the hospitality and catering industry.

The WJEC Vocational Award in Hospitality and Catering equips you with theoretical knowledge about the industry as well as enabling you to develop practical skills in planning, preparing and cooking a variety of dishes.

## What will I study?

**Unit 1:** Hospitality and catering industry:

You will focus on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

**Unit 2:** Hospitality and catering in action:

You will develop practical skills for planning, preparing, cooking and presenting nutritional dishes to meet specific client's needs.

## What skills will I develop?

You will develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

## How will I be assessed?

Level 1/2 in Hospitality and Catering is externally and internally assessed.

**Unit 1 The Hospitality and catering industry:** is assessed through a written examination.

**Unit 2 Hospitality and catering in action:** is assessed through a Non-examination assessment task (NEA) which will be completed under controlled conditions, marked by your teacher, externally moderated by WJEC. This assessment will allow you to showcase the food preparation skills you have developed through your practical lessons.

## Careers with Level 1/2 in Hospitality and Catering

After completing the WJEC Vocational Award in Hospitality and Catering you may be interested in progressing to other qualifications relevant to working in the sector, such as: WJEC Level 3 Applied Certificate/Diploma in Food Science and Nutrition, Level 2/Level 3 Diplomas in Hospitality and Catering, Level 2/Level 3 Diplomas in Professional Cooking and Level 3 Diploma in Hospitality and Tourism Management.

**If you would like further information regarding this course,** please speak to **Mrs Dalowsky** or **Mr T Cale**.





# PERFORMING ARTS

## Performing Arts Technical Award

We are pleased to offer the **Performing Arts Technical Award**. This will focus primarily on performance but will also cover a variety of theatrical production elements such as costume, stage lighting and set design.

**Note:** *High levels of attendance are vital as all assessment is completed under controlled conditions. A significant portion of this is completed within lesson time. Performances are completed outside of the timetabled school day and written assessment reflects upon students' rehearsal and performance.*

### Who is this qualification for? What will the student study?

This qualification is for students who wish to develop practical skills in the performing arts. Students will be introduced to a range of theatre practitioners, play texts and theatre companies and will develop written responses to reflect their learning throughout. Students will have the opportunity to watch and analyse live performances as well as perform both devised and scripted work.

The practical and theoretical elements will prepare students for further qualifications in the performing arts as well as developing a range of transferable skills.

*Note: Students will be expected to participate in a range of practical workshops. Students **must** be willing to engage in practical sessions, attend additional rehearsal and to perform in front of others. They should also be willing to attend theatre productions outside of the school curriculum and have a genuine interest in theatre and the performing arts.*



## Performing Arts Technical Award (WJEC)

The vocational award in Performing Arts will develop students' knowledge and understanding of the performing arts sector and provide them with opportunities to develop associated practical skills. It covers performing, creating and performing arts in practice.

The qualification is made up of 3 units. During Units 1 and 2 students will undertake projects (not exams) in response to a given brief. Students will be given a scenario and then required to complete a number of tasks. Each unit is worth 30% of the qualification.

Unit 3 features another project in response to a brief. This will be significantly more intensive than the work in Units 1 and 2 and will be worth 40% of the qualification.

### Unit 1: Performing (30%)

Students will learn the skills and techniques required to produce a successful performance of an existing piece of professional/published work, such as an extract from a theatre production.

- Internal assessment
- Written Portfolio including research surrounding the performance text
- Performance of extract

*Unlock your potential...*

### Unit 2: Creating (30%)

Students will learn how to create and refine their own original performance.

- Internal assessment
- Written Portfolio including research surrounding the style of the piece
- Performance of devised work

*Choose the Arts!...*

# PERFORMING ARTS

## Unit 3: Performing Arts in Practice (External Assessment) (40%)

Students will plan and create various pieces of work by responding to industry commissions. They will work to a brief commissioned by an arts organisation to plan a performance. This unit will require a good understanding of the business and management sector of the performing arts industry.

- External Assessment
- A variety of set tasks set by the exam board

## Course Progression / Careers associated with this qualification

This course will prepare students for the further study of Performing Arts as well as developing transferable skills desired by further education and employers in all sectors of industry. The course will help create independent learners, critical thinkers and effective decision makers – all personal attributes that can make them stand out as they progress through their education and into employment.

**If you would like further information regarding this course, please speak to Mr Martin.**

# PHOTOGRAPHY

## Why choose photography?

Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? If so, you should consider a course in photography. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.

Photography is about looking, learning, thinking and communicating ideas. It inspires creative thinkers. Photography means 'drawing with light' and that is what photographers do when they take a picture. Many photographers have explored various techniques to create images that make a personal statement about things that have interested or concerned them. The most exciting aspect of photography is that you are capturing the world as you see it.

Possible career options –

- Commercial photographer
- Fashion photographer
- Filmmaker
- Fine art photographer
- Forensic photographer
- Industrial photographer
- Medical photographer
- Nature photographer
- Photographic illustrator
- Photographic technician
- Teacher
- Photojournalist
- Picture editor
- Researcher
- Social photographer
- Sports photographer



## PHOTOGRAPHY

### Component 1 (Coursework):

Portfolio: What is assessed ?

A portfolio that in total shows explicit coverage of the four assessment objectives. This will be your coursework projects and it might be based on Landscapes, Portraiture or themes of your choice.

How it is assessed? There is no time limit and you are marked out of 96 marks 60% of a GCSE

### Component 2 (Exam work):

This is an externally set assignment and you have the choice to choose a question that you would like to base your work on.

How it is assessed?

You will work on your question in lessons and then complete a period of 10 hours of supervised time during two school days. It is marked out of 96 marks 40% of a GCSE.

**If you would like further information regarding this course, please speak to Mr T Cale.**



## PHYSICAL EDUCATION - CORE

All students participate in Physical Education and will complete one lesson a week. Within the lessons a structured timetable of activities will be followed that links to the national curriculum for key stage four. Throughout Year 10 and 11 you will continue to develop your knowledge of key skills and concepts that underpin sporting performance, whilst continuing to develop a knowledge of the importance of fitness and exercise and how this contributes towards health. In particular the benefit that physical exercise and sport can bring to your emotional health in the run up to the exams.

Throughout Year 10 twelve activities are offered with a further ten in Year 11. Activities are taught for a three week block, having this quick turn around ensures enjoyment, high participation rates and high quality learning.

Activities will be based on the key stage 4 national curriculum listed below:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis).
- Develop their technique and improve their performance in other competitive sports (for example, athletics and gymnastics) or other physical activities (for example, dance).
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.
- Continue to take part regularly in competitive sports and activities outside school through community links or sports club.



# PHYSICAL EDUCATION - GCSE

## Course Details - GCSE Physical Education

Edexcel 9-1

The course has 4 components

### ASSESSMENT VIA EXAM

#### Component 1:

##### **Fitness and Body Systems**

Topic 1 Applied anatomy and physiology

Topic 2 Movement Analysis

Topic 3 Physical Training

*36% of qualification*

*90 marks*

#### Component 2:

##### **Health and Performance**

Topic 1 Health, fitness and well-being

Topic 2 Sport psychology

### ASSESSMENT WITHIN LESSONS

#### Component 3:

##### **Practical Performance**

Three sports:

1 individual,

1 team, and the 3<sup>rd</sup> can be a choice either individual or team.

*30% of qualification*

*105 Marks*

#### Component 4:

##### **Personal exercise programme**

Course aspect of the course.

*10% of qualification*

The board assess students' abilities in four key areas:

- AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.

The exams consist of multiple choice, short answer and extended writing questions.

The exams assess AO1, AO2 and AO3. Component 1 & 2 account for 60% of overall grade.



# PHYSICAL EDUCATION -GCSE

## ASSESSMENT VIA EXAM

### Component 1:

#### Fitness and Body Systems

Topic 1 Applied anatomy and physiology

Topic 2 Movement Analysis

Topic 3 Physical Training AO1 = 15%

*36% of qualification* AO2 = 12%

*80 marks* AO3 = 9%

### Component 2:

#### Health and Performance

Topic 1 Health, fitness and well-being AO1 = 10%

Topic 2 Sport psychology AO2 = 8%

Topic 3 Socio-cultural factors AO3 = 6%

*24% of qualification*

*60 marks*

With regards to the practical element, students can only be assessed in the sports listed by the exam board (please see Mrs Irvin for a detailed list of practical activities). Component 3 and 4 assess AO4 and account for 40% of the overall grade.

## ASSESSMENT PRACTICALLY

### Component 3:

#### Practical Performance

Three sports,

One individual,

One team

The third sport can be a choice either individual or team.

*30% of qualification*

*105 Marks*

### Component 4:

#### Personal exercise programme

Course aspect of the course.

*10% of qualification*

*20 marks*

## PHYSICAL EDUCATION-GCSE

There will be 3 lessons per week:

2 lessons per week are allocated to theory work.

1 lesson per week is a practical lesson this will be used to:

- Reinforce theoretical work covered in the classroom
- Planning and implementation of coursework
- Develop skills in weakest sport to ensure high practical mark



It is **strongly** advised that students play at least one sport on a regular basis at club level outside of school. For a second and third activity students should make use of clubs within school time and at after school clubs. It is expected that students will be willing to represent the school across a range of sports to aid their practical mark. Students should expect weekly homework to reinforce learning and aid their progress within the subject enabling them to achieve the best grade possible.

Students should consider their personal qualities when choosing GCSE PE. Students should be coachable, hard working and willing to work with the staff in the department, in particular listening to the feedback and support staff give in order to get the best possible grade.

Students who study GCSE PE can progress to A Level PE or BTEC National courses at post 16 level.

At university level students can study undergraduate degrees in the following fields:

- Sports and Exercise Science
- Sports Nutrition
- Sports Coaching and development
- Sports Injury and Rehabilitation

Career opportunities can include but are not limited to:

- Sports coaching such as strength and conditioning coaching.
- Physiotherapy / Sports therapist
- Leisure and Sports industry such as personal training or gym manager
- Lecturer in Sport
- PE Teacher

**If you require any further information on this course, please speak to Mrs Irvin**

# OCR CAMBRIDGE NATIONAL

## IN SPORTS STUDIES

### Who is the qualification for?

- This qualification is designed for students who **enjoy sport, physical activity, and learning about the sports industry.**
- It suits learners who prefer a mix of **practical and theoretical work**, rather than a purely exam-based course.
- It's ideal for students considering future study or careers in areas such as **coaching, leadership, fitness, sports media, or sports development.**

### Components

The course is made up of several units that blend practical performance with written coursework. The components include:

#### 1. Contemporary Issues in Sport (Exam Unit)

- Looks at participation in sport, barriers to involvement, and strategies to increase engagement.
- Covers major sporting events, national governing bodies, and the role they play in UK sport.

#### 2. Sports Leadership

- Focuses on planning, delivering, and reviewing a **sports activity session.**
- Helps develop communication, organisation, and leadership qualities.

#### 3. Optional Unit

- Increasing Awareness of Outdoor and Adventurous Activities.

# **OCR CAMBRIDGE NATIONAL**

## **IN SPORTS STUDIES**

### **Course Progression**

Completing this qualification can lead to a range of next steps, such as:

### **Further Study**

Level 2 or Level 3 qualifications in:

- Sports Studies
- Sport Science
- Physical Education
- Fitness Instruction or Coaching

A-Level PE (depending on school requirements).

### **Career Pathways**

While this qualification is an introduction, it supports long-term progression into roles such as:

- Sports coach
- PE teacher
- Fitness instructor
- Sports development officer
- Sports journalist or media professional
- Outdoor activity leader

### **Skills Developed**

- Leadership and teamwork
- Communication and organisation
- Practical performance and officiating
- Understanding of the sports sector

# RELIGIOUS EDUCATION - GCSE

## Who is the qualification for?

- Students aged 14-16 studying at GCSE level in England
- Learners interested in exploring religious beliefs, ethical issues, and philosophical questions.
- Those wanting to develop skills in critical thinking, argumentation, empathy, and cultural awareness.
- Suitable for students of any religious background or none.

## Components of the Course

Although the course has not been confirmed, units may include the following:

### 1. Study of Religions

Students study **two world religions** in depth (commonly Christianity and Islam, but others are available). Topics include:

- Beliefs and teachings
- Practices
- Sources of authority
- Forms of worship
- Religious identity and community life

### 2. Thematic Studies

Students explore **four ethical or philosophical themes**, such as:

- Relationships and families
- Religion and life
- Peace and conflict
- Crime and punishment
- Human rights and social justice

These themes require students to apply religious teachings to contemporary issues.

## Assessment

- **Two written exams**, each 1 hour 45 minutes
- No coursework
- Exams t

## ***RELIGIOUS EDUCATION - GCSE***

### **Course Progression**

Studying GCSE Religious Studies can lead to:

### **Further Study**

- A-Level Religious Studies
- Philosophy
- Sociology
- Psychology
- Ethics or Theology courses

### **Skills Development**

Students gain:

- Critical thinking and analytical skills
- Essay-writing and argument-building abilities
- Understanding of diverse cultures and worldviews
- Ethical reasoning and decision-making

### **Career Pathways**

While not vocational, the course supports careers in:

- Law
- Education
- Social work
- Journalism
- Public services
- Healthcare
- Politics and diplomacy

# SCIENCE

## The Science Specification:

At Winterton Community Academy we teach and assess from the AQA specification. We have two pathways that our pupils may consider and each pathway has two possible tiers:

- Combined Science Trilogy - Higher Tier
- Combined Science Trilogy - Foundation Tier
- Separate Science - Higher Tier
- Separate Science - Foundation Tier



## What content is studied in science at KS4?

Year	Combined and Separate Topics	Separate Only Sub-Topics
10	Cells, Organisation, Infection and Response, Bioenergetics	Culturing Microorganisms, Monoclonal Antibodies, Plant Diseases, Plant Hormones
	Atomic Structure, Bonding, Quantitative Chemistry, Chemical Changes, Energy Changes	Transition Metals, Nanoparticles, Percentage Yield, Titration, Gas Volumes, Fuel Cells and Batteries
	Energy, Electricity, Particle Model, Atomic Structure	Static Electricity, Gas Pressure, Radiation Hazards, Background Radiation, Fission, Fusion
11	Homeostasis and Response, Inheritance, Variation and Evolution, Ecology	Brain and Eye, Kidney Function, DNA, Cloning, Theory of Evolution, Decomposition, Trophic Levels, Food Production
	Rate and Extent of Chemical Change, Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere, Using Resources	Alkenes and Alcohols, Polymers, Spectroscopy, Using Materials, Haber Process
	Forces, Waves, Magnetism	Moments, Levers and Gears, Fluid Pressure, Momentum, Reflection, Sound, Ultrasound, Seismic Waves, Lenses, Visible Light, Blackbody Radiation, Loudspeakers, Induced Potential, Space

Content knowledge and application of that knowledge is developed from prior knowledge that was learnt in KS3. Paper one content is advanced during year 10 and paper two content is advanced during year 11. Recall activities are used throughout our curriculum to ensure that pupils are regularly referring to content taught in previous units.

# SCIENCE

## How is science taught at KS4?

Both pathways for science are taught over 6 lesson per week:

- 2 lessons in biology with a biology specialist teacher
- 2 lessons in chemistry with a chemistry specialist teacher
- 2 lessons in physics with a physics specialist teacher

## How is science assessed at GCSE?

6 Exams	Combined Science Each exam	Separate Science Each Exam
Biology Paper 1	<b>Total Marks Available:</b> 70  <b>Standard Duration:</b> 1 hour 15 min  <b>Extra Time:</b> (+ 19 min)	<b>Total Marks Available:</b> 100  <b>Standard Duration:</b> 1 hour 45 min  <b>Extra Time:</b> (+ 27 min)
Chemistry Paper 1		
Physics Paper 1		
Biology Paper 2		
Chemistry Paper 2		
Physics Paper 2		



# SCIENCE

## Comparing the science pathways:

Comparatives	Combined Science	Separate Science
<b>Pace of lessons</b>	High	Higher due to additional content in the same number of lessons.
<b>Amount of revision</b>	Revision from the beginning of year 10 is important due to the high volume of content.	
	There is more time available in lessons to revisit content.	There is less time available in lessons to revisit content.
<b>Grades</b>	Results averaged from all six papers to produce two science grades. Each paper is worth 17% of the final grades.	Results from paper 1 and paper 2 averaged to produce a single grade, independent grade for each of the three sciences. Each paper is worth 50% of the final grade for that science.
<b>Grade boundaries</b>	Generally lower so you need fewer marks to achieve a specific grade.	Often higher due to the pupils choosing this route, being keen to excel and to advance into science careers.
<b>Where could it take me?</b>	<ul style="list-style-type: none"> <li>- Grades 7 7 to 9 9 would provide you access to all science careers.</li> <li>- Grades 6 6 would allow you to study science at A-Level.</li> <li>- Grades 4 4 → 5 5 demonstrate that you can apply knowledge and skills in context.</li> </ul>	Similar to the combined science pathway, however the increased content covered will allow for an easier transition into A-Levels, T-Levels and science-based apprenticeships.
<b>Getting support</b>	Intervention sessions are held throughout year 10 and 11 to support progress of all pupils.	
	Tier entries may be adjusted to ensure pupils are able to reach their potential.	Tier and pathway entries may be adjusted. Pupils learn the content to support progression but can focus on the reduced demand / content in exams.
<b>How do I choose this pathway?</b>	Pupils will be automatically selected for this pathway if no conversation occurs between pupils and their science teacher.	Pupils must speak to their science teacher discuss the increased level of challenge, and the increased effort required from pupils. After the discussion a joint decision will be made.

## SCIENCE

### Comparing the science tiers:

Comparatives	Foundation		Higher			
	Combined	Separate	Combined	Separate		
Grade Possibilities	1 1	4 3	4 3	7 6	3	7
	2 1	4 4	4 4	7 7	4	8
	2 2	5 4	5 4	8 7	5	9
	3 2	5 5	5 5	8 8	6	
	3 3		6 5	9 8		
		5	6 6	9 9		
Crossovers	Due to both tiers allowing for grades between a 4 3 and a 5 5, 40% of both the foundation tier papers and the higher tier papers are the same. This is assessed through the standard demand questions on both tiers' exam paper questions.					
Exam Paper Structure	<ul style="list-style-type: none"> <li>- 60% low demand questions. These are highly structured questions providing pupils with support to recall information. Questions have more prompts.</li> <li>- 40% standard demand questions. Some of the scaffolding is removed and there is an increased amount of skill required to answer these questions.</li> </ul>		<ul style="list-style-type: none"> <li>- 40% standard demand questions. Some of the scaffolding is removed.</li> <li>- 60% high demand questions. These are designed to allow pupils to demonstrate wide variety of skills and to link scientific knowledge together in context.</li> </ul>			
	A maximum of 32% will be closed questions: Multiple choice, draw a line to match the information or gap fill.		A maximum of 14% will be closed questions: Multiple choice, draw a line to match the information or gap fill.			
	10% will be extended response questions.		15% will be extended response questions. These can be written responses or multi-stage equations.			
	<ul style="list-style-type: none"> <li>- 15% of each paper will focus required practicals. These are taught across years 10 and 11 in all three science specialisms.</li> <li>Maths skills:                             <ul style="list-style-type: none"> <li>- 10% of each biology paper</li> <li>- 20% of each chemistry paper</li> <li>- 30% of each physics paper</li> </ul> </li> </ul>					

# GCSE STATISTICS

## Why choose GCSE Statistics?

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, Psychology, Geography, Business and Economics, and opens the door to a variety of careers - from weather forecasting to the biological sciences.

## What will I study?

GCSE (9-1) Statistics qualification incorporates numerous examples of real-life data and contexts, which build skills that students will use in other subjects, such as science and geography. Based on the principles of the statistical enquiry cycle, students gain a rounded understanding of how to interpret and apply data to a number of scenarios, both across subjects and in the real world.

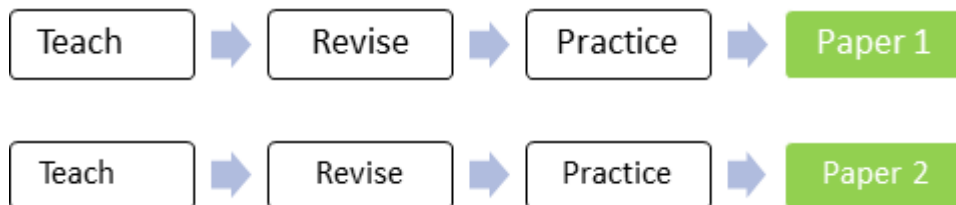


## How will I be assessed?

**GCSE Statistics** qualification consists of two externally examined papers. Students must complete all assessments in May/June in any single year.

The examination is split into two evenly weighted papers that focus on the same content and skills.

This gives students and teachers an opportunity after the first paper to reflect on the areas they need to work on in order to strengthen performance in the second paper.



## Course Progression

GCSE Statistics is a natural partner for reinforcing techniques in GCSE Mathematics and supporting students to progress to A Level Mathematics.

## Careers associated with this qualification

Statistician, Actuary, Business Analyst, Data Analyst, Scientist, Geneticist, Investment Analyst, Machine Learning Engineer, Market Analyst, Mathematician, Meteorologist, Operations Analyst.

**If you would like further information regarding this course, please speak to Mrs Cowlbeck..**

# TRAVEL AND TOURISM

## Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism, is for learners who want to acquire knowledge and technical skills through vocational contexts by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

## Components

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

Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism				
Component number	Component Title	GLH	Level	How assessed
1	Travel and Tourism Organisations and Destinations	36	1 / 2	Internal
2	Influences on Global Travel and Tourism	48	1 / 2	External
3	Customer Needs in Travel and Tourism	36	1 / 2	Internal Synoptic

### Component 1: Travel and Tourism Organisations and Destinations

- Focuses on the different types of travel and tourism organisations and what they do.
- Explores how these organisations work together to meet customer needs.
- Covers key UK and global destinations and why people travel to them.

### Component 2: Influences on Global Travel and Tourism

- Examines factors that influence travel, such as economic changes, natural disasters, and global events.
- Analyses travel and tourism trends and how they affect the industry.
- Assesses how destinations and organisations respond to these influences.

### Component 3: Customer Needs in Travel and Tourism

- Looks at different types of customers and their specific travel needs and preferences.
- Teaches how to plan travel itineraries that meet customer requirements.
- Develops skills in understanding customer service and how it affects the travel experience.

## Course Progression

Btec National Award or A-Level progression.

# SUPPORTING YOUR CHOICES

Name \_\_\_\_\_

Tutor Group \_\_\_\_\_ Teaching Group \_\_\_\_\_

English Set \_\_\_\_\_ Maths Set \_\_\_\_\_ Science Set \_\_\_\_\_

In asking students to make appropriate subject choices we pose three fundamental questions that you need to ask:

- do I enjoy my subject choice?
- am I good at the subject and likely to achieve success?
- do I understand the pathways that my choices allow access to and those that would not be accessible?

Think carefully about what skills you would need to use in your future career/occupation. If you are not sure, ask or try to do some of your own research.

I am considering choosing the following subjects because of the skills I need to be successful.

**Look at the example below to see how to complete the sheet.**

What future career / occupation / further education course do I see myself doing?

The skills I will need to use/develop are .....

**Choice No. 1** e.g. History  
Skills I have identified

- Research skills
- Evaluating evidence
- Communicating an idea or argument
- Empathy (putting yourself in someone else's shoes)

Now it is your turn: Remember to seek help and advise if you need it.

**Choice No 1 -**

Skills I have identified

**Choice No 2 -**

Skills I have identified

**Choice No 3 -**

Skills I have identified

I have talked these choices over with:

Signed by pupil \_\_\_\_\_

Signed by teacher \_\_\_\_\_

## Important Questions To Ask

## Notes

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Headteacher Mr K Rowlands