



**CAISTOR
YARBOROUGH
ACADEMY**

Key Stage 4 Curriculum
OPTIONS INFORMATION BOOKLET
2025



**YOUR PERSONALISED PATHWAY
TO SUCCESS**



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Dear Parents / Carers and Students,

We are pleased to introduce you to this year's Key Stage 4 Curriculum Booklet, which outlines details of the courses offered and recommendations of subject combinations best suited for individual students. It will help inform the options that students choose as they consider what to study next year.

We hope that the curriculum will also develop other skills and abilities - physical, social, moral and cultural - as well as encouraging the development of positive attitudes.

Students, as you will know, this is a very important time for you because you will be making choices that will affect not only what you study in the future, but also your long-term career prospects. Accordingly, you need to think very carefully about the courses that are on offer before making decisions. This will ensure that what you study suits your needs and aspirations.

We are aware that, for some of you, it can be hard to make your choice of subjects. We suggest that you read this booklet thoroughly and read the PowerPoints for each subject under the options section on the academy website.

We also suggest you talk to as many teachers as possible if you are unsure if it is the right option for you to choose, as well as your parents and other adults in your family.

You can also talk to older students at school. When making your choices, think about where studying those subjects can lead to in terms of courses in our Sixth Form Partnership, in higher education and also in the world of work, as well as your aptitude and interest in those subjects.

This Academy is proud of its record of providing a broad range of Key Stage 4 courses, which allows progression to Post 16 Education and then employment or higher education. We know that we can add value to students' performance and therefore a guided process of subject combination is honed and personalised for each student.

We will be working closely with parents and students in order to arrive at the best possible personalised programme of study for every student. You can find the key dates in this process outlined in this booklet on page 9.

Once the contents of this information booklet have been duly considered the following form should be completed and submitted electronically by no later than Friday 21st March

<https://forms.office.com/e/NmnHfdAJr1>

We hope that all students are able to find a suitable combination of subjects and that their Key Stage 4 studies will engage and motivate them in order to allow them to achieve the highest possible success in the future.

With best wishes,



Mr M J Midgley
Headteacher

GCSE Grading

All GCSEs taught from September 2017 are now graded using the new system shown below:

BTEC qualifications and Technical Awards are graded as Distinction, Merit or Pass.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	
8	A*
7	A
6	
5	B
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Key Points

- Broadly the same proportion of students will achieve a grade 4 and above as historically achieved a grade C and above.
- Broadly the same proportion of students will achieve a grade 7 and above as historically achieved a grade A and above.
- In addition, the top 20 per cent of those who get a grade 7 or above in each exam will be awarded a grade 9.
- A grade 5 will be awarded to the top third of students gaining the equivalent of a grade C, or bottom third of a grade B. The Department for Education has decided that grade 5 will be a 'good pass'.
- The bottom of grade 1 will be aligned with the bottom of grade G.



Progress 8

Progress 8 was introduced for all schools in 2016 and replaced the 5 A* - C measure. This is a great step forward for schools as it calculates 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 to keep you competitive in the future.

The Progress 8 measure will be based on a student's eight best subjects within the following criteria:

- A double weighted GCSE Mathematics.
- A double weighted English. This can be either GCSE English Language or English Literature, whichever is the higher grade, as long as you are entered for both qualifications.
- The three highest grades from the subjects - Separate Sciences, Combined Science, Computer Science, Geography, History or a Modern Foreign Language.
- The best three grades from any of the remaining subjects included within the 'Open Group'. This can include the other English option not already counted.

The final GCSE scores from your best 8 are added together and then looked at against the score that you should have achieved based on your performance in the Key Stage 2 SATs tests.

THE ENGLISH BACCALAUREATE

The Government has introduced the English Baccalaureate to recognise achievement in a range of subjects. This shows that students are able to meet the demands of an increasingly competitive world either in education or in work and training. The English Baccalaureate is recognition that a student has a well-rounded academic education and a Grade 5 or above in all of the following subjects:

- GCSE English Language and English Literature
- GCSE Mathematics
- GCSE Sciences
- GCSE History/Geography
- GCSE Spanish

Universities are likely to look favourably on students who have achieved the English Baccalaureate. We strongly recommend this for students who wish to continue on to 'A' Levels and University.



The Subject Pathways at Key Stage 4

Choosing subjects to study at GCSE is a very important process. Decisions taken now will influence what subjects you can choose at 16 and 18.

The Academy offers one of three Pathways that students can follow in Key Stage Four and we will advise you about which Pathway best suits your particular gifts and talents. Each of these Pathways will allow you to study five Core Subjects and, in addition, the vast majority of students can choose another three subjects.

The three choices that are made now should be chosen based on your strengths and realistic ambitions for work or for further education or training. So, for instance, if you have an ambition to go to university you would be advised to take a humanity and a modern foreign language. It would not be wise to choose to study a subject at GCSE simply because a friend is taking it, or because you like the teacher (as important as that may be).

Each Pathway begins with the Core Subjects that have to be studied. These compulsory subjects include English Language, English Literature, Maths and Science as well as Physical Education.

Science can be studied in different ways and the Academy will help you make this decision. Most students will study Separate Sciences (Biology, Chemistry, Physics). However, the Academy might advise some students that they would be better off studying Combined Science.

There are then three other choices to make, one of which **must** be Geography, History or MFL (Spanish).

Other Subjects

In addition to the Core Subjects above, most students will be able to choose three other subjects to study. Each of these subjects will be studied for two hours a week.

We are requesting students who are on Pathway 2 to take a programme of study with mainly GCSE qualifications, including subjects that will enable them to pass the English Baccalaureate (GCSEs in English, Maths, Science, a Humanity and a Foreign Language). Pupils on Pathway 3 may also choose to take this route and in addition, need to speak to their science teacher about which science route is best for them.

Other students might feel that they succeed better in the more vocational or work-related subject areas and might feel that BTEC subjects are their preferred route. Where we feel a vocational route is more appropriate, we will discuss this with you. There is a limit to the number of vocational qualifications that should be followed, and this will be explained.

Many other students might feel a third route, with a mixture of GCSEs and vocational options, are best for them. Remember no matter which route you choose; you cannot take more than two vocational options.

Pathways

The pathways below are suggestions that match a range of subjects to the ability of the student. However, they are not compulsory and can be discussed and modified as appropriate.

Pathway 1 Lower Prior Attainment	Pathway 2 Higher Prior Attainment	Pathway 3 Middle Prior Attainment
English and English Literature 2 GCSEs	English and English Literature 2 GCSEs	English and English Literature 2 GCSEs
Mathematics 1 GCSE	Mathematics 1 GCSE	Mathematics 1 GCSE
Combined Science 2 GCSEs	Separate Science 3 GCSEs	Separate Science or Combined Science
A mixture of GCSE and Vocational subjects 3 GCSEs/equivalents <i>(One of which must be Geography, History or Spanish)</i>	History or Geography 1 GCSE	A mixture of GCSE and Vocational subjects 3 GCSEs/equivalents <i>(One of which must be Geography, History or Spanish)</i>
	A Modern Foreign Language <i>(Spanish)</i> 1 GCSE	
	Another GCSE/Vocational	

Option Blocks

Students will need to choose one subject to study from each block, eg:

Block A – Graphics

Block B – History

Block C – Geography

Please note: You can only choose one of Art or Graphics. You **cannot** therefore choose Graphics in block B and Art in block C.

Block A	Block B	Block C
Geography	Geography	Art
Enterprise (Business)	Graphics	Drama
Photography	Spanish	History
Health and Social	Sport	Travel and Tourism



SMSC

At Caistor Yarborough Academy we recognise that the spiritual, moral, social and cultural development of students plays a significant part in their ability to learn and achieve. Spiritual, Moral, Social and Cultural Education (SMSC) is delivered in all curriculum areas, tutor time and in every aspect of Academy life. There will also be three dedicated culture days over the academic year.

Key Dates

Wednesday 5th March Options Booklet issued. Please also view the PowerPoints on the academy website.

Thursday 6th March Year 9 Options and Parents' Evening 4.30pm - 8.00pm

Friday 21st March Final date for return of Options Forms

Monday 24th March Student interviews available
- Friday 25th April

Term 5 Options finalised and letter sent home

September Start KS4 curriculum

Monday 22nd September **Final** date for any Options changes

Advice to Students

Make your choices for the right reasons. Before making your final choices, you should make sure that:

- you read all the information in the booklet and follow up any questions with your teachers.
- you have read the PowerPoints on the academy website.
- you enjoy studying the subject (being careful to distinguish between your opinion of the subject and the teacher).
- you have listened to advice from your tutor, subject teachers, parents and older students.
- you are capable of studying the subject to examination level (consult your current subject teachers).
- if you have a particular career area in mind, you check if specific subjects are required.
- you leave your choices as **wide** as possible so you keep your options open at the end of Year 11, and
- you **do not** choose subjects to be with your friends - these are choices about **your** future. The Academy will decide on the structure of teaching groups, and friendships will not be a factor.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Provision for those students who currently have support due to their additional needs will continue, although it may take a different form to what they are used to. Input is likely to be focused to ensure support is most effective in developing independent learning and life skills.

There may be occasions where a student needs a more bespoke curriculum. This will be implemented in discussion with the SENCO.

Access Arrangements

Access arrangements allow candidates with specific needs such as Special Educational Needs, disabilities or temporary injuries to access assessments and examinations to show what they know and can do without changing the demands of the assessment/examination. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment/examination. Access arrangements are the principal way in which awarding bodies comply with their duty under the Equality Act 2010 to make reasonable adjustments.

Access arrangements are processed and applied for at the start of the course through Access Arrangements Online by the Centre Examinations Officer and SENCo. As a centre, we apply at the beginning of the GCSE course in Year 10, having firmly established a picture of need and normal way of working during Years 7, 8 and 9 and subject to feedback from class teachers.

Access arrangements MUST always be approved by the examination boards before an assessment or examination.

The arrangement put in place must reflect the support given to the candidate within centre (Academy). For example, for GCSE examinations, the support in school throughout years 7 to 10:

In classroom

Internal school tests/examinations

Literacy support lessons

This is commonly referred to as “normal way of working”.

The SENCO working within the Centre must be able to provide evidence of a history of support and provision that the individual candidate has had over the years. Regular inspections of this evidence occur annually.

Access arrangements will be finalised at the end of Year 9.

All applications for access arrangements will be made by the SENCO in the first term of the GCSE course in Year 10.

Under no circumstances will access arrangements be granted to a candidate during Year 11 or at the time of the examination.

Any questions or queries relating to Access arrangements should be directed to the lead of SEN (Mrs J Biglands), the Exams Officer (Mr J Norman) or the Deputy Headteacher (Mrs J Biglands).

WHAT NEXT?

Please read this Options Booklet carefully with your child and read the PowerPoints on the academy website. Encourage them to ask questions of the staff who teach them now, and who may teach them in the subjects that are new at KS4.

The online Options form must be returned by Friday 21st March. Please make sure that each 1st choice is carefully justified, as the form will not allow you to move on if this has not been completed - students should take their time. It is not a case of 'first come first served'.

Most students will have an interview regarding the option choices they have made.

It is important to recognise that there must be a **final day to change options**, as once a course of study has begun it becomes increasingly difficult to change. This year, the final date for changing subject options will be **Monday 22nd September**. After this time, it will not be possible to alter options.

Useful Website

<https://nationalcareersservice.direct.gov.uk/#>

Here you can:

1. Browse Job Profiles - so you know the following information:
 - The work you would be expected to do.
 - Hours you would expect to work.
 - Salary you would expect to earn.
 - Qualifications you would need.
 - Skills, interests and qualities you need to have.
2. Speak to an advisor free of charge. They will call you back on your mobile or alternatively speak to an advisor online.
3. Skills health check

Use an online assessment to find out what kind of jobs could suit you and save your results.



CORE SUBJECTS

Mathematics (CORE)

Subject content

- 1 Number
- 2 Algebra
- 3 Ratio, proportion
- 4 Geometry and measures
- 5 Probability
- 6 Statistics



Assessments

GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier. All question papers must be taken at the end of Year 11.

The information in the table below is the same for both Foundation and Higher tiers.

The Subject content section shows the content that is assessed in each tier. The tier is decided upon prior attainment and discussion with the Head of Faculty,

Paper 1: non-calculator

What's assessed

Content from any part of the specification may be assessed

How it's assessed

written paper: 1 hour 30 minutes
80 marks
non -calculator
33⅓% of the GCSE Mathematics assessment

Questions

A mix of question styles, from short, single-mark questions to multi-step problems.

Paper 2: calculator

How it's assessed

Content from any part of the specification may be assessed.

written paper: 1 hour 30 minutes
80 marks
calculator allowed
33⅓% of the GCSE Mathematics assessment

Questions

A mix of question styles, from short, single-mark questions to multi-step problems.

Paper 3: calculator

What's assessed

Content from any part of the specification may be assessed.

How it's assessed

written paper: 1 hour 30 minutes
80 marks
calculator allowed
33⅓% of the GCSE Mathematics assessment

Questions

A mix of question styles, from short, single-mark questions to multi-step problems.

Homework: Maths homework will be set weekly. It will be set on SPARX Maths www.sparxmaths.co.uk This resource automatically adjusts to the level that the student is working at. It allows the students to click on a video which shows a worked example for each question, so that students do not struggle unnecessarily at home. Students will also be given a set of flashcards to learn. There are no formulae given in the GCSE examination, and so it is important that the students learn them all to allow them access to the questions.

If you have any questions, please do not hesitate to contact a member of the Maths Department.



English Language and English Literature (CORE)

Students will receive two separate GCSEs. We will be following the Eduqas specification for both language and literature. Both subjects are assessed by final examination only.



We begin studying for **English Literature** in Year 10, leading to the final examination at the end of Year 11.

Students will read a range of literature including a nineteenth-century novel, a modern play, a selection of poetry and a Shakespeare play, learning to respond critically and personally to different aspects of these texts.

English Language is studied within literature and will also be examined at the end of Year 11. A range of unseen texts and writing tasks will be tested in the final examination.

Students will develop the following skills:

- Read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism.
- Read and evaluate texts critically and make comparisons between texts.
- Summarise and synthesise information or ideas from texts.
- Use knowledge gained from wide reading to inform and improve their own writing.
- Write effectively and coherently using Standard English appropriately.
- Use grammar correctly and punctuate and spell accurately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- Listen to and understand spoken language and use spoken Standard English effectively.



There is also a separate speaking assessment. Students can receive a pass, merit or distinction for this aspect of the course. They will be recorded within a small group towards the end of Year 10. Although this does not contribute to the overall language grade, it is a compulsory component of the course.

GCSE Combined Science

(Pathway 1 or 3)

This qualification is worth two GCSEs and will be examined at the end of Year 11

Combined science has 2 tiers: foundation, students can get up to a Grade 5 and higher, students can gain up to a Grade 9.



Examination Board - **Pearson Edexcel**

Aims

- Development of students' understanding of the science around them that affects their everyday life.
- Developing students' questioning, analytical and evaluative approach to scientific problems and issues.
- To further develop their practical skills in science and an understanding of how science works.
- To encourage enthusiasm about science; this could lead to continued study.

What will I study?

The course builds on all the work done in Science so far and in the same way it includes some Biology, Chemistry and Physics. Each subject area covers a variety of topics.

The topic areas are:

Biology	Chemistry	Physics
Paper 1 Cells and control Genetics Natural selection and genetic modification Health, disease and development of Medicines	Paper 3 States of matter Methods of separating and purifying substances Acids Obtaining and using metals Electrolytic processes Reversible reactions and equilibria	Paper 5 Forces and Motion Waves Light and electromagnetic spectrum Radioactivity



Biology	Chemistry	Physics
Paper 2 Plant structures and their functions Animal coordination, control and homeostasis Exchange and transport in animals Ecosystems and material cycles	Paper 4 Group 1, 7 and 0 Rates of reaction Fuels Heat energy changes in chemical reactions Earth and atmospheric science	Paper 6 Energy – forces doing work Forces and their effects Electricity and circuits Magnetism and the motor effect Electromagnetic induction Particle model Forces and matter

Students may be placed into ability groups based on their Year 9 Teacher Assessment. Some regrouping may take place at appropriate times throughout the course.

Skills Required

The course builds on many of the skills already acquired during Key Stage 3. In order to achieve the highest marks, independent research using books, CD ROMs and the internet are encouraged. An essential skill for success is to have an inquiring mind and we would expect students to question ideas rather than simply accepting them as fact.

How the marks make up the final Combined Science GCSE grade

The final GCSE Combined Science grade comes from six examinations:

- Two examinations in Biology, each for 1h 10 min, each for 60 marks
- Two examinations in Chemistry, each for 1h 10 min, each for 60 marks
- Two examinations in Physics, each for 1h 10 min, each for 60 marks

Homework

Homework will be set regularly and part of this will be to learn the classwork thoroughly before tests. All homework is expected to be completed by the deadlines given and recorded in the student's planner. Some homework and preparation work will be computer based.

Careers and Opportunities

The GCSE in Combined Science will be useful in almost all careers but particularly those involving technology of any kind. This includes Engineering, Computing and any careers associated with Medicine, Health & Beauty or working with animals.

It is expected that all students will achieve pass grades which will provide a sound basis for continued study at A level, BTEC and other qualifications.

It is hard to imagine a career which does not make use of Science!

GCSE Biology, Chemistry & Physics (Edexcel)

(Pathway 2 or 3)

Students who have made good progress in Science at KS3 may choose to study separate GCSE Biology, GCSE Chemistry and GCSE Physics. These courses help students to develop their questioning, analytical and evaluative skills alongside core practical skills.



This course is particularly suitable for students who are likely to choose science subjects at A level. This will include those interested in pursuing careers in Science and Engineering.

Separate science has 2 tiers: foundation, students can get up to a Grade 5 and higher, students can gain up to a Grade 9.

Course structure

Each GCSE has identical units to the GCSE Combined Science but each unit is covered in more depth.

There are also additional units for Biology, Chemistry and Physics.

GCSE Biology covers all units in more depth.

GCSE Chemistry has units on:

Transition metals, alloys and corrosion;

Quantitative analysis;

Chemical cells and fuel cells;

Qualitative analysis: tests for ions;

Hydrocarbons;

Polymers;

Alcohols and carboxylic acids;

Bulk and surface properties of matter including nanoparticles

GCSE Physics has units on Astronomy; Static Electricity;

External assessment (100%)

For **GCSE Biology**, two examinations B1, B2 each 1h 45min for 100 marks.

For **GCSE Chemistry**, two examinations C1, C2 each 1h 45min for 100 marks.

For **GCSE Physics**, two examinations P1, P2 each 1h 45min for 100 marks.

Physical

Education (CORE)

Physical Education is a compulsory (foundation) subject for all students in Key Stage 4. It aims to provide an enjoyable and satisfying programme, with opportunities for every student to develop as performers, observers, coaches and officials.

Key Stage 4 PE particularly aims to:

- promote the development of skills and tactics appropriate to each activity studied alongside knowledge of safety relevant to these activities;
- promote the ability to monitor and develop personal training;
- promote awareness and understanding of physical fitness and its contribution to the “quality of life” through participation in physical activity;
- develop appreciation of the concept of fair play;
- develop personal skills such as co-operation, responsibility, initiative and organisation.



What will I study?

At Key Stage 4 all students will follow courses in games and athletics. The programme is structured to fulfil the statutory requirements of the National

Curriculum and to allow some flexibility through the introduction of a variety of complementary activities.

Major games/activities studied are basketball, badminton, football and netball.

Complementary activities include rugby, hockey, table tennis, tennis, volleyball, rounders, circuit training and aerobic training.



EBACC SUBJECTS

GCSE Geography (WJEC Eduqas Specification A)



Aims

1. The course will help you develop a sense of place, both local and worldwide, as well as to see the challenges and constraints that face people in other countries including sustainable development.
2. You will develop an appreciation of the planetary environment, including climate change and how people can care for it.
3. The course will help you to form your own opinions about world issues.
4. You will acquire and apply skills in map work, fieldwork and related ICT including GIS.

What will you do during the course?

The study of Geography is a valuable part of general knowledge. It is taught in a lively, practical way with a range of resources used to demonstrate different aspects and concepts of both physical and human elements of Geography. Lessons are varied in terms of activities, with a focus on meeting students' needs to allow them to reach their target grade. Staff bring an extensive knowledge of both the Geographical themes which make up the course and also the exam requirements and techniques needed to succeed.

Fieldwork is **compulsory** so students will complete a minimum of 1 day of Fieldwork during the course which will be a mix of Physical and Human themes.

Students will need to be prepared for any weather conditions!

Assessment: 100% exam

The overall course comprises of 6 key themes.

Theme 1 - Landscapes & Physical Processes Changing: The Distinctive Landscapes of the UK – attractions & Human impacts, Coastal & Rivers Landscapes including processes and landforms. River flooding and Flooding Management.

Theme 2 - Rural & Urban Links: Urbanisation in global cities (Mumbai and London), Urban and rural processes and change in the UK. Population change around the UK and its wider impacts

Theme 3 – Coastal Hazards: The vulnerability of coastal communities to erosion and rising sea levels. Methods used to manage these coastal areas and assessing the sustainability of these methods

Theme 4 Weather, Climate and Ecosystems: Ecosystems - function and threats – looking at Tropical Rainforests. Water resources & issues around management. The concept, cause & impacts of Climate Change. The Climate of the UK and Global weather hazards –Tropical Storms and Drought

Theme 5 – Global Development: The concept of Economic Development & The Development Gap. Trade patterns and Globalisation. The causes and impacts of regional inequalities within countries & the importance of Tourism for Economic Development. A study of the role of Aid in helping economic development

Theme 6 – Measuring Social Development: The concept of social development and how it measured. Issues which exist in Sub-Saharan Africa and South Asia around healthcare & disease, access to education & Child labour and migration



The course is **100% exam** as outlined below.

1. Changing Physical and Human Landscapes (35% of GCSE)

1 hour 30 minutes.

Tested on knowledge of Themes 1-3. Multiple choice, short and extended data response questions

2. Environmental and Development Issues (35% of GCSE)

1 hour 30 minutes.

Tested on knowledge of Themes 4-6. Multiple choice, short and extended data response questions

3. Applied Fieldwork Enquiry (30% of GCSE)

1 hour 30 minutes.

Assessed approaches to fieldwork methodology, representation and analysis. How fieldwork enquiry may be used to investigate geographical issues in the UK.

The exam includes multiple-choice questions, short open, open response and extended writing questions, calculations and 8-mark extended writing questions.

What will homework be like?

Homework is set regularly. Examples of tasks include research, investigating case studies, past question exercises and learning key terms. You will be expected to complete homework on time and to a decent standard.

Careers:

Students who study Geography develop a range of skills that are required for further study and in the work place. They include; Leisure, Travel & Tourism, Meteorology, Social Services, Business & Finance, Scientific Service, Environmental Management and many more.

GCSE History (Edexcel)



Paper 1: Thematic study and historic environment
(30%* of the qualification)

11: **Medicine in Britain**, c.1250–present and The British sector of the **Western Front**, 1914–18: injuries, treatment and the trenches.

Paper 2: Period study *and* British depth study
(40%* of the qualification)

British depth study option: **Henry VIII and his Ministers**, 1509-1540

Period study options: **The American West**, c.1835-c.1895

Paper 3: Modern depth study (30%* of the qualification)

The USA, 1954-75: Conflict at home and abroad

Why History matters?

GCSE history teaches you to:

- form your own opinions
- articulate them effectively
- engage with the world around you

GCSE history shows employers:

- you are literate
- you are hard working
- you have excellent communication skills
- employers look for history as it develops a wide variety of transferable skills

Career options...

- Game designer - include historical accuracy
- Researcher - to gather and present information clearly
- Politician - (we spend a lot of time arguing - it's good practice)
- Journalism - be an investigator
- The Law - to make a determination on an event
- Tourism - to understand the heritage of the location

You must be prepared to read and write a lot. **Your opinions will be challenged**

Why should I take GCSE History?

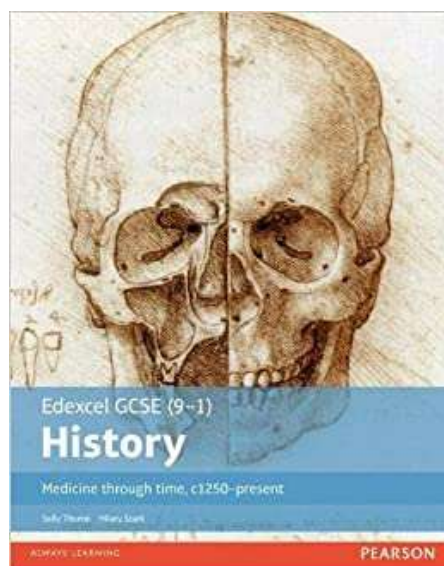
History is also about understanding human behaviour and human experience. Not only is this interesting, it also helps you to have a greater understanding of the world in which you live.

What are the entry requirements?

Enthusiasm and hard work are the key ingredients for successful history students. We welcome students who want to think for themselves, work in teams and contribute to group discussion. Students who are responsible, resilient, resourceful and respectful researchers will succeed. You will need to be prepared to develop your extended writing, argument and reading. A prior interest in history is certainly helpful but don't be put off if you haven't enjoyed history lessons in the past.

What about homework?

Homework is set regularly and is a combination of worksheets, questions and tasks. Students are encouraged to use both online and offline resources to complete their work. Students might be asked to make notes on a short online video to finish off their mock examinations. Students should try their utmost and hand work in on time to gain the most benefit from this critical part of the course.



Is there anything else I need to know?

GCSE History is a challenging, academic subject. If you are prepared to work hard and develop your writing skills you will find the course very rewarding!

Careers:

- People with qualifications in History, and the life skills that it develops, are in most major professions – Health, Teaching, Local and National Government and Broadcasting.
- Many students enter jobs with obvious History connections, such as Law, Journalism, Tourism, Archaeology, Marketing, Sales, Retail, the Armed Forces and Business Management, to name just a few.

GCSE Spanish (Edexcel)



Why choose to study a GCSE in a Modern Foreign Language?

Languages are really important in the world we live in and can provide you with a range of skills for the rest of your life. Being able to speak to locals when you go on holiday is just one of the many reasons why you should learn a language at GCSE. Speaking another language increases your career prospects and offers many opportunities for your future. A GCSE in a Modern Foreign Language will give you a wider knowledge of the world and your place in a global society.

What does the course entail?

If you choose to continue with your language studies, you will follow the Edexcel Spanish GCSE course. The course will be examined at the end of Year 11 and there will be 4 examinations based on each of the four key skills: listening, speaking, reading and writing. All are worth 25% of the final grade.

Listening: one listening comprehension examination, one dictation

Speaking: three tasks: one read aloud, one role play, one photo card discussion

Reading: reading tasks with written responses, including one translation task from Spanish into English

Writing: Writing tasks including one translation task from English into Spanish



(Foundation and Higher tiers available)

What about homework?

Homework is set weekly and is a combination of worksheets, translation tasks and exam-style questions. Students are encouraged to use both online and offline resources to complete their work. Doing small amounts of work regularly and acting on regular feedback is the key to success with learning a language.

Topics to be covered include:



Identity and Culture	Local, national, international and global areas of interest	Current and future study and employment
Youth Culture - Self and relationships - Technology and social media	Home and Locality - Local areas of interest - Transport	Current Studies - School life - School studies
Lifestyle - Health and fitness - Entertainment and leisure	Target Language Speaking Countries - Local and regional features and characteristics - Holidays and tourism	World of Work - Work experience and part-time jobs - Skills and personal qualities
Customs and Traditions - Food and drink - Festivals and celebrations	Global Sustainability - Environment - Social issues	Jobs and Future Plans - Applying for work/study - Career plans

Reference Materials

Students will also use authentic reading and listening materials, such as articles from Spanish magazines, newspapers and texts from the Internet. They will also have access to Spanish films, offering relevant and interesting insights into another culture. Students will need their own bilingual dictionary (We can order these through the Academy for you).

Careers in Languages

Foreign languages are increasingly essential for careers in many different fields. The demands of working in an international dimension make knowledge of one or more languages a useful tool in many areas of work. Languages are also very important for personal and social development and enjoyment!

- Employers say they value the key skills developed by language learners - these include: communication skills, team working skills, interpersonal skills, presentation skills, problem solving skills, organisational skills and positive learning strategies.
- Overseas inward investment into this country means that multilingual employees are needed in the UK - communication barriers lead to missed business opportunities.
- Some universities are thinking of making a language qualification a requirement for entry.

Is there anything else I need to know?

GCSE Spanish is a challenging subject but If you are prepared to work hard and act on feedback given, you will find the course very rewarding! The transferrable skills used during the course will provide a firm foundation for future studies and the workplace. Future employers will look favourably upon candidates with extra skills such as a GCSE in a modern foreign language.



OTHER GCSE AND BTEC OPTION SUBJECTS



GCSE Fine Art (AQA)

Aims

Courses based on this specification should encourage students to:

- actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds
- develop creative, imaginative and intuitive capabilities when exploring and making images and artefacts
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence
- acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures
- develop an awareness of the different roles and individual work practices evident in the production of art, craft and design
- develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- demonstrate safe working practices

What will you study?

In Component 1 (portfolio) students develop responses to initial starting points or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation.

In Component 2 (externally set assignment) students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

Skills Required

The most important requirements for this course are to be independent, creative, dedicated, determined, organised and to be able to meet deadlines. To do the latter you must be self-disciplined and driven. Good observational drawing skills are an advantage but not essential.

Assessment Objectives

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Fine Art Portfolio

The GCSE exam requires the successful completion of:

1 sustained project throughout the duration of Year 10 – The Natural World

1 mini project exploring the topic of Identity

Year 11 Examination (8 weeks preparation time, plus a 10 hour Timed Examination)



Extended Study

To complete the course, Art students are expected to use their own initiative and demonstrate that they are prepared to study in their own time – a minimum of 2 hours per week outside of classroom time. It is imperative that all Art students complete all coursework if they are to achieve the highest grade possible.

GCSE students have access to the Art Room (T1) on Mondays and Wednesdays. They are expected to come to any GCSE catch up session organised by their teacher.

Careers and Opportunities

Careers and occupational opportunities following this course include -

- Fashion design • Graphic design • Theatre designer • Animator • Video game designer • Illustrator
- Museum curator • Photographer • Architecture • Product design • Textiles design • Ceramics • Advertising • Publishing • Interior design • Fashion and media journalism • Hair and make-up design
- Retail design • Exhibition design • Jewellery design • Artist • Visual media • Teaching



AQA GCSE Photography

Reasons for studying Photography

Photography develops visual awareness, creative skills and aesthetic judgement. You will gain practical experience in communicating meanings, ideas and intentions through the medium of photography, exploring colour, line, tone, texture, shape, pattern, composition, scale, sequence, surface, contrast as well as gaining knowledge of important photographers.

Photography is an important subject for future careers in Art & Design, Media, Fashion, TV and Film, Teaching etc. It also provides ideas and skills for creative leisure.

Skills Required

You are expected to have an interest in photography and creative flair. You should enjoy being experimental and imaginative with your work and be committed to working on your portfolio outside of school – a minimum of 2 hours per week. You will be expected to participate in group critique sessions and practical workshops over the course of study.

What you will be studying

Your studies will cover all aspects of photography (primarily digital), allowing a breadth of exploration of image making techniques. You will be using Adobe creative suite to edit images for final outcomes.

How you will learn

You will work in one or more area(s) of photography, such as portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photojournalism, moving image: film, video and animation, fashion photography. You will be required to study the work of Photographers to develop your own work further. Much of this work will involve experimentation of techniques and developing ideas in a sketchbook.

How you will be assessed

Portfolio (60%)

- Completed photographic briefs with rigorous supporting study to show the development of ideas leading to the outcome(s)
- Sketchbooks/ workbooks on a theme/ subject showing detailed studies/ ideas for future developments including in-depth critical study of the work of Photographers
- Investigation of a visual concept or theme e.g. The Formal elements: colour, line, form, shape, tone, texture to further skills, knowledge and understanding

Externally set assignment (40%)

Task paper issued by AQA from 2nd January of year of examination with unlimited preparation time and 10hrs supervised time. This is an independently led project in response to a varied list of themes.



Eduqas GCSE Drama



Aims

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective learners able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- adopt safe working practices

What will you study?

GCSE Drama is an exciting, inspiring and practical course which promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

You will be given opportunities to participate in and interpret your own and others' drama. You have the option to work practically as performers and/or designers in Components 1 and 2.

You will investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise a piece of original theatre. You will also have the opportunity to participate in the performance of an extract from a play text. You will demonstrate your knowledge and understanding of drama, including your ability to interpret texts for performance, in a written examination. However, in preparation for this assessment, you are encouraged to study your chosen text practically as a performer, designer and director.

Drama is not JUST for aspiring actors! The pathways chosen by drama students can include: Law, Media, Teaching, Medicine, Business, Retail, Emergency Services and many more

Prior learning and progression

There are no previous learning requirements for this specification.

This specification builds on subject content which is taught at key stage 3 and provides a suitable foundation for the study of drama at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

Skills Required

You are expected to have strong acting skills and a willingness to work co-operatively and creatively in small groups. You should enjoy reading and acting out extracts from play texts as well as suggesting and trying out different ideas. It is expected that students who opt for this course are committed to improving their acting and creative skills. Students are assessed on how they respond to a brief and use their previous learning to come up with ideas for performance. Many skills acquired during the course can be transferred to those needed in the workplace in any area or further study.

Subject Content

The specification is designed to give learners a broad and balanced experience of drama and to integrate knowledge and understanding of how drama and theatre is developed and performed across a range of dramatic activities.

Across the three components learners will study:

- one complete performance text
- two extracts from a second contrasting performance text placed within the context of the whole text
- either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.

Learners will have the opportunity to work practically as designers and/or performers on:

- one devised performance using the techniques or characteristics of their chosen theatre practitioner or genre
- one performance based on the second contrasting performance text using sections of text from the two extracts.

In Components 1 and 2, learners are given the opportunity to develop acting and/or design skills as appropriate to their interests and facilities available in the centre. Learners may choose the same skill for each component, or a different skill for each component. Learners must choose from the list below:

- performing
- design (choose one of the following):
 - lighting, sound,
 - set design (including props)
 - costume design (including hair & make-up).

Learners should adopt safe working practices in all components as directed by the centre.

In addition to their own theatre making, learners must also know and understand the roles of performer, designer and director, and participate in theatre as an audience member

Component 1 - Devising Theatre

Non-exam assessment: internally assessed, externally moderated

40% of qualification

60 marks

Learners are required to devise a piece of original theatre in response to a stimulus, using either the techniques of an influential theatre practitioner or the characteristics of a genre of drama.

This component assesses:

- Devising: create and develop ideas to communicate meaning for performance (AO1, 30 marks). This is assessed through the portfolio of supporting evidence.
- Realising: apply theatrical skills to realise artistic intentions (AO2, 15 marks). This is assessed through the performance or design (realised in performance).
- Evaluating: analyse and evaluate their own work (AO4, 15 marks). This is assessed through a written evaluation completed under supervised conditions.

Each learner must produce the following:

1. a performance or design, recorded audio-visually from the audience perspective¹
2. a portfolio of supporting evidence
3. an evaluation.

Component 2 – Performing from a Text

Non-exam assessment: externally assessed by a visiting examiner

20% of qualification

60 marks

Learners are required to participate in a performance from a text. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions.

This component assesses the final realisation only (AO2, 60 marks). In this component learners must demonstrate the ability to:

- apply performing or design skills to realise artistic intentions in live performance
- interpret their chosen text
- contribute as an individual to the live performance.

Component 3 – Interpreting Theatre

Written examination: 1 hour 30 minutes

40% of qualification

60 marks

This component requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.





BTEC Tech Award in Enterprise

Components

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

Pearson BTEC Level 1/Level 2 Tech Award in Enterprise				
Component number	Component title	GLH	Level	How assessed
1	Exploring Enterprises	36	1/2	Internal
2	Planning and Presenting a Micro-Enterprise Idea	36	1/2	Internal
3	Marketing and Finance for Enterprise	48	1/2	External Synoptic

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Component 1: Exploring Enterprises

Learning outcomes

- A Understand how and why enterprises and entrepreneurs are successful
- B Understand customer needs and competitor behaviour through market research
- C Understand how the outcomes of situational analyses may affect enterprises.

Component 2: Planning and Presenting a Micro-Enterprise Idea

Learning outcomes

- A Choose an idea and produce a plan for a micro-enterprise idea
- B Present a plan for the micro-enterprise idea to meet specific requirements
- C Review the presentation of the micro-enterprise idea to meet specific requirements.

Component 3: Marketing and Finance for Enterprise

Assessment objectives

AO1 Demonstrate knowledge of facts, terms and issues in relation to enterprise

AO2 Demonstrate an understanding of facts, terms and issues in relation to enterprise

AO3 Apply an understanding of facts, terms and issues in relation to enterprise

AO4 Make connections with concepts, issues and terms in enterprise

AO5 Carry out calculations to complete financial documents, carry out calculations using formulae and ratios, and construct and interpret break-even charts

internal assessment.

Component	Description of Pearson-set Assignment	Window for assessment
Component 1: Exploring Enterprises	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of monitored preparation and 5 hours of supervised assessment. 60 marks.	December/January and May/June from 2023 onwards
Component 2: Planning and Presenting a Micro-Enterprise Idea	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of monitored preparation and 7 hours of supervised assessment. 60 marks.	December/January and May/June from 2023 onwards

Component	Description of external assessment	Assessment
Component 3: Marketing and Finance for Enterprise	External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. 60 marks.	January/ February and May/June from 2024 onwards

Next steps- Level 3 Business and enterprise.

Careers- Finance, Business ownership as well as a variety of other careers.

OCR GCSE Graphic Communication



Graphic Communication is defined here as the practice of creating work to convey information, ideas and emotions through the use of graphic elements such as colour, icons, images, typography and photographs.

Learners must explore, acquire and develop skills, knowledge and understanding through the application of techniques and processes specific to their area of study of Graphic Communication. They will explore practical and relevant critical and contextual sources such as the work of historical and contemporary graphic designers and the different purposes, intentions and functions of graphic communication as appropriate to their own work.

Students will be expected to produce written analysis and evaluate their intentions throughout the projects. There will also be elements of drawing to express ideas and communicate intention.

Content overview

Component 01: Portfolio

Students produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. In Year 10 the students produce a mini project to design and make packaging and the second, sustained project will look at re-branding a music festival. The portfolio will consist of a sketchbook of work and students will be expected to work on this outside of the classroom each week – a minimum of 2 hours per week.

The portfolio must provide evidence that the student has met all four assessment objectives.

Component 02: Externally set task

Students respond to one of five themes, each with a range of written and visual starting points and stimuli. Students research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the ten-hour supervised time period.

How you will be assessed

Component	Marks	Duration	Weighting	
<i>Portfolio (01)</i>	120	-	60%	Non-exam assessment
<i>Externally set task (02)</i>	80	10 hours	40%	Non-exam assessment

Careers Opportunities

- Advertising art director
- Animator
- Artworker
- Concept artist
- Exhibition designer
- Graphic designer
- Illustrator
- UX designer
- Web designer

Pearson (Edexcel) Btec (Tech Award) Level 1/2 Sport



The course has 3 components; 2 are coursework based and 1 exam based.



SPORT

BTEC LEVEL 2

COMPONENT 1

PREPARING PARTICIPANTS TO TAKE PART IN SPORT AND PHYSICAL ACTIVITY

Learning outcomes:

- A. Explore types and provision of sport and physical activity for different types of participant
- B. Examine equipment and technology required for participants to use when taking part in sport and physical activity
- C. Be able to prepare participants to take part in sport and physical activity.

ASSIGNMENT

30%







SPORT

BTEC LEVEL 2



COMPONENT 2

ASSIGNMENT 30%

TAKING PART AND IMPROVING OTHER PARTICIPANTS SPORTING PERFORMANCE

Learning outcomes

- A. Understand how different components of fitness are used in different physical activities
- B. Be able to participate in sport and understand the roles and responsibilities of officials
- C. Demonstrate ways to improve participants sporting techniques





EXAM UNIT 1 40%

FITNESS FOR SPORT AND EXERCISE

SPORT

BTEC LEVEL 2

Demonstrate knowledge and understanding of the following:

- A. Physical components of fitness,
- B. Skill components of fitness,
- C. Fitness testing,
- D. Training methods,
- E. Principles of training
- F. Explain how the above will work together to improve performance, participation and enjoyment in sport and physical activity





Fig 1



There is a high percentage of theory work within the course with a typical week consisting of two theory/practical lessons and two core P.E lessons. It is advantageous if pupils participate within sports/ physical activity outside of PE lessons. Pupils must be interested in sports and be keen to develop their understanding of performance further.

Careers and Pathways

Caistor Yarborough Academy

BTEC Sport level 2

Next Step

BTEC Sport Level 3 or A-levels. These can be completed at college or 6th form.

Further Education

BTEC Sport can be a great first step to further education. Some of the subjects you can study at university are:

- Applied Sport Science
- Adventure and Outdoor Management
- Athletic Development and Peak Performance
- Sports and Exercise Therapy
- Sport and Physical Education

Potential Careers



Pearson (Edexcel) Btec (Tech Award) L1/2 Health and Social Care



This course consists of 3 components, 2 internal assessments and 1 exam marked externally

BTEC Tech Award Level 1/2 in Health & Social Care course overview 2022																	
Year 10 Component's 1 (2)	Year 11 Component 2 & 3																
Coursework = 60% of end grade	Exam; May = 40% of end grade																
Learning and Assignment Tasks	Learning, Assignment Tasks & Exam																
 Component 1 – September – May Learning and Assessment Tasks Task 1 = 1.5 hours to complete Task 2 = 1.5 hours to complete Task 3a = 1 hour to complete Task 3b = 2 hours to complete Component 2 – May - July Learning and Practice Tasks BTEC Tech Award Grading <table border="1"> <thead> <tr> <th>Level / Distinction Grade</th> <th>Grade Equivalent</th> </tr> </thead> <tbody> <tr> <td>Level 2 / Distinction*</td> <td>8.5</td> </tr> <tr> <td>Level 2 / Distinction</td> <td>7</td> </tr> <tr> <td>Level 2 / Merit</td> <td>5.5</td> </tr> <tr> <td>Level 2 / Pass</td> <td>4</td> </tr> <tr> <td>Level 1 / Distinction</td> <td>3</td> </tr> <tr> <td>Level 1 / Merit</td> <td>2</td> </tr> <tr> <td>Level 1 / Pass</td> <td>1.25</td> </tr> </tbody> </table>	Level / Distinction Grade	Grade Equivalent	Level 2 / Distinction*	8.5	Level 2 / Distinction	7	Level 2 / Merit	5.5	Level 2 / Pass	4	Level 1 / Distinction	3	Level 1 / Merit	2	Level 1 / Pass	1.25	 Component 2 – September – December Refresh and Assessment tasks Task 1 = 1 hour to complete. Task 2 = 1 hour to complete. Task 3 = 1 hour to complete. Task 4 = 1.5 hours to complete. Task 5 = 1.5 hours to complete (case study) Component 3 - January – May exam Mock Exam February  Exam May 
Level / Distinction Grade	Grade Equivalent																
Level 2 / Distinction*	8.5																
Level 2 / Distinction	7																
Level 2 / Merit	5.5																
Level 2 / Pass	4																
Level 1 / Distinction	3																
Level 1 / Merit	2																
Level 1 / Pass	1.25																



Component 1 – This component is a coursework-based unit with an internal assessment based on the Human Lifespan Development. This unit will look at how people grow and develop throughout their lives, how factors such as lifestyle choices, relationships and lifestyle events can affect growth and development and how people cope with these changes. This component is worth 30% of the overall grade.

Component 2 - This component is a coursework-based unit with an internal assessment based on the Services and Values in Health and Social Care. This unit explores the Health and Social services and care values. You will learn about a range of services and professions as well as how the care values and care staff behaviours impact on service users. This component is worth 30% of the overall grade.

Component 3 – This is an exam-based component based on all of the previous learning in year 10 and Year 11. This final unit builds on knowledge learned in component 1 and 2 and enables you to bring these together and relate to a real-life situation. You will need to assess an individual's health and well-being and use this to analyse how choices and situations affect good health. This component is worth 40% of the overall grade.

Pearson (Edexcel) Btec (Tech Award) Level 1/2 Travel & Tourism



This BTEC award in Travel and Tourism is for students interested in taking a hands-on course alongside their GCSEs that will offer them a practical introduction to life and work in the dynamic travel and tourism industry, allowing them to make an informed decision about their future learning and career. It has three main aims:

1. Explore what it's like to work in the sector and gain the underpinning knowledge and skills required to work in it.
2. Develop key knowledge, skills and behaviours, and learn about essential tools, techniques, and equipment.
3. Apply their learning to real-life contexts and vocational scenarios in both learning and assessment

Course Structure

The course comprises of three main units, two of which are assignments completed and marked in school and the third is an externally assessed exam:

Component 1 - Travel and Tourism Organisations and Destinations – 30% of Qualification. **60 marks – Internal Assessment with 5 set tasks & scenarios**

Students will investigate travel and tourism organisations in the UK, their ownership, aims, key products and services, and how they work together. They will explore the role of different consumer technologies within the travel and tourism industry. Learners will understand the different types of tourism and different types of visitor and will investigate the features of and routes to popular tourist destinations

Students will study a range of organisations which include:

1. Accommodation providers
2. Transport providers
3. Visitor Attractions
4. Tour Operators
5. Travel Agents
6. Marketing



Students will research specific travel companies and how they are owned, structured and how they operate. They will also look at the role of technology in helping customers access Travel companies. They will also be expected to match different types of tourists to destinations & attractions

Component 2: Customer Needs in Travel and Tourism – 30% of Qualification.
60 marks - Internal Assessment with 4 set tasks & scenarios

Students will investigate how organisations use market research to identify travel and tourism trends and identify customer needs and preferences. They will apply their understanding by exploring how specific needs are met by organisations and how travel planning meets customer needs and preferences.

The Key Focus will be on:

1. The role of market research
2. Using market research to identify customer needs & preferences
3. Using research to identify travel & tourism trends
4. How the needs of customers can be met

Students will develop an understanding of the different reasons people travel. Their assignment will involve planning a trip/visit for a specific group of customers including travel, accommodation, activities, attractions & excursions

Component 3: Influences on Global Travel and Tourism – 40% of Qualification. **60 Marks - Externally assessed Exam.**

Students will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. Learners will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism

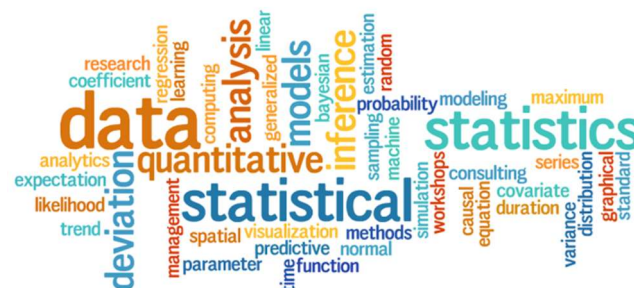
The Key Focus will be on:

1. *Factors which influence the Global tourist industry – e.g. prices, exchange rates, safety of destinations, health factors*
2. *How Travel & Tourism organisations inform customers of these factors*
3. *The impacts of travel & tourism on sustainability – Economic, Social and Environmental Impacts of Tourism*
4. *How destinations are managed to help protect local environments, benefit local people and protect local cultures & traditions*
5. *The role of different organisations in managing global tourism*

Next Steps

Following successful completion of this qualification, you can progress onto A Levels, or to a vocational qualification at Level 3, such as a BTEC National in Travel & Tourism.

As a guide to show you what is needed post 16



Please find below a summary of some of the Franklin College's entry requirements for their courses. Please refer to their prospectus and website for more details.

Course	Qualification	Requirements
Accounting	A- Level	5 GCSEs at 4+ including English Language at 5+ and maths at 6+
Business	BTEC L3	5 GCSEs at 4+ including English Language
Travel and Tourism	A- Level	5 GCSEs at 4+ including English Language
Creative Media	CTEC L3	5 GCSEs at 4+ including English Language
Dance	A- Level	5 GCSEs at 4+ including English Language. Dance experience essential.
Drama & Theatre Studies	A- Level	5 GCSEs at 4+ including English Language
Music	BTEC L3	5 GCSEs at 4+ including English Language and a good pass at GCSE Music or BTEC L2. Skill level equivalent to grade 4 practical ABRSM and grade 2 theory.
Music	A- Level	5 GCSEs at 4+ including English Language. At least grade 5 practical ABRSM
Music Tech	A- Level	5 GCSEs at 4+ including English Language and a good pass at GCSE Music or BTEC L2. Skill level equivalent to grade 2 practical ABRSM
Performing Arts	BTEC L3	5 GCSEs at 4+ including English Language
Photography	A- Level	5 GCSEs at 4+ including English Language plus an arts-based subject is desirable.
Children's Play, Learning & Development	BTEC L3	5 GCSEs at 4+ Including English Language and Maths
Geography	A- Level	5 GCSEs at 4+ including English Language
Government & Politics	A- Level	5 GCSEs at 4+ including English Language

Course	Qualification	Requirements
History	A- Level	5 GCSEs at 4+ including English Language
Sociology	A- Level	5 GCSEs at 4+ including English Language and another essay based subject
Computer Science	A- Level	5 GCSEs at 4+ Including English Language and Maths at 6+
IT	CTEC L3	5 GCSEs at 4+ Including English Language and Maths
English Language & Literature	A- Level	5 GCSEs at 4+ including English Language and English Literature
English Language	A- Level	5 GCSEs at 4+ including English Language and preferably English Literature
English Literature	A- Level	5 GCSEs at 4+ including English Language and English Literature
French	A- Level	5 GCSEs at 4+ including English Language and French at 6+
Spanish	A- Level	5 GCSEs at 4+ including English Language and Spanish at 6+
Applied Science	BTEC L3	5 GCSEs at 4+ Including English Language, Maths, and two Science grades.
Biology	A- Level	5 GCSEs at 4+ Including English Language, Maths at 6+ and science at 6+
Chemistry	A- Level	5 GCSEs at 4+ Including English Language, Maths at 6+ and science at 6+
Further Maths	A- Level	5 GCSEs at 4+ and Maths at 7+
Maths	A- Level	5 GCSEs at 4+ and Maths at 6+
Physics	A- Level	5 GCSEs at 4+ Including English Language, Maths at 6+, and science at 6+
Psychology	A- Level	5 GCSEs at 4+ Including English Language and Maths, and science at 5+
Public Services	BTEC L3	5 GCSEs at 4+ including English Language
Sport	BTEC L3	5 GCSEs at 4+ Including English Language and Maths, and science at 5+
PE	A- Level	5 GCSEs at 4+ Including English Language, Maths, and Science