



Dear Parent/Carer

This booklet has been produced to enable you to help your child at this important stage in their education

The booklet gives a brief outline on each subject your child will study, and in some practical guidelines to help you as a parent/carer encourage your child throughout Key Stage 4.

As you know, KS4 is a vital stage in your child's education and it is paramount that we work in tandem to ensure your child achieves their full potential.

We hope you will find this booklet useful.

As ever, please do feel free to contact school if you require any additional information on the programmes of study your child is undertaking or if we can be of any further assistance.

Yours faithfully

*R Phillips*

**Ms R Phillips  
Headteacher**

## Contents

|   |       |
|---|-------|
| Page No.  |       |
| Pupil Assessment, Recording and Reporting           | 3     |
| Pupil Curriculum                                    | 4     |
| AQA Unit Award Scheme and Entry Level Certification | 5     |
| English   | 6     |
| English Literature                                  | 7     |
| Maths   | 8-9   |
| Science   | 10    |
| Core Physical Education                             | 11    |
| Core Religious Studies                              | 12    |
| Core Careers Education & Guidance                   | 13    |
| Core PSHCEE   | 14    |
| GCSE Fine Art                                       | 15    |
| GCSE Graphic Design                                 | 16    |
| GCSE Business                                       | 17    |
| GCSE Catering                                       | 18    |
| GCSE Drama  | 19    |
| GCSE Engineering                                    | 20    |
| GCSE Environmental & Land-Based Science             | 21    |
| GCSE Geography                                      | 22-23 |
| GCSE History  | 24    |
| GCSE Information Technology                         | 25    |
| GCSE Media Studies                                  | 26    |
| GCSE Modern Foreign Languages French & Spanish      | 27-28 |
| GCSE Music  | 29    |
| GCSE Physical Education                             | 30    |
| GCSE Product Design                                 | 31    |
| GCSE Religious Studies                              | 32-33 |
| GCSE Textiles                                       | 34-35 |
| BTEC Animal Care                                    | 36    |
| BTEC Art & Design                                   | 37    |
| ASDAN   | 38    |
| BTEC Business Studies                               | 39    |
| BTEC Dance  | 40    |
| BTEC Extended Certificate in Health & Social Care   | 41    |
| BTEC Extended Certificate in Hospitality            | 42    |
| BTEC Level 2 First Certificate in Music             | 43    |
| BTEC Sport  | 44    |
| BTEC Travel & Tourism                               | 45    |

## **Pupil Assessment, Recording and Reporting**

At Woodchurch we believe that maximum effort is absolutely essential and that in many ways, this is the most important indicator on a child's report. If a child is providing maximum effort, we cannot ask for more.

Effort grades cover 1-4 and enclosed in the child's report is a description of what each grade means.

The report will inform you of the target grade or pass level linked to the course your child is studying. Target and attainment grades are based on GCSE pass grades A\*-G; a U signifies an unclassified grade, BTEC levels are Pass, Merit and Distinction.

The target grade is directly related to your child's Key Stage 2 exam results and 3 SATs teacher assessments and our own initial NFER/CATS baseline testing.

Throughout the year your child will receive Progress Reports and a Full Report. These Reports will also indicate the current grade level at which your child is working.

If teaching staff believe a pupil will not reach their target grade this will be flagged in the cause for concern column.

You will have opportunities to discuss your child's progress at Parents' Evenings and as always we will welcome your feedback.

## GENERAL EFFORT

This is a very important indicator and will be the same for all years.

The effort grade is explained in the descriptors below.

| Grade | Description  |
|-------|--|
| 1     | <p>Outstanding</p> <p>Effort that fulfils the highest expectations<br/>Effort that reflects self-motivation and independence<br/>Effort in lessons is enthusiastic and fully participative<br/>Grade 1 is awarded as a result of sustained effort over a period of time<br/>Effort in lessons is participative and interactive</p> |
| 2     | <p>Good</p> <p>Effort that is in line with expectations<br/>Effort that reflects some personal commitment to tasks set<br/>Effort in lessons is good and in line with teacher expectations most of the time<br/>Grade 2 is awarded as a result of consistent effort most of the time</p>   |
| 3     | <p>Inconsistent</p> <p>Effort that is below minimum expectations on some occasions<br/>Effort that reflects personal commitment some of the time<br/>Effort in lessons beginning to affect achievement<br/>Grade 3 is awarded as a result of inconsistency across a series of lessons</p>  |
| 4     | <p>Inadequate</p> <p>Effort has regularly fallen below expected level<br/>Effort is reflecting disinterest and demotivation<br/>Effort in lessons is having a direct link to underperformance<br/>Deadlines are missed and time spent off task is a cause for concern<br/>Other pupils' learning may also be disrupted.</p>        |

## **AQA Unit Award Scheme and Entry Level Certification**

### **Unit Awards**

This scheme provides the opportunity to give our pupils formal recognition of their success in short programmes of work referred to as units. At Woodchurch an increasing number of curriculum areas are deciding to use this scheme in association with the delivery of their Key Stage 4 courses.

The Award scheme enables pupils to study the topics covered in the GCSE courses, however, these are broken down into small manageable units. Pupils are then assessed at the end of the unit and receive a certificate in recognition of their achievement. This enables pupils of all abilities to receive short term positive reinforcement for their efforts during the two years.

If towards the end of the course it is felt that the GCSE examination is inappropriate for a student - this may be due to poor attendance, pupils' additional needs or levels of ability, the student will still have the Unit Award Certificate to place in their portfolio as evidence of their commitment, and efforts during the two years.

All units must have been approved by the examination board and pupils receive the unit award statement in the form of a certificate when they have successfully completed a unit. At the end of Key Stage 4 AQA issues each pupil with a Letter of Credit which lists the titles of all the units they have achieved.

At Woodchurch, work linked to this scheme is at present being offered in the following curriculum areas:

Careers Education and Guidance  
French  
Geography  
History  
Physical Education  
Religious Education / Studies  
Spanish  
Textiles Technology

### **Entry Level Certification**

In some curriculum areas the units being achieved are linked to the Entry Level Certification. These units are produced by the examination board and follow closely the requirements of the various GCSE courses. At present the Modern Languages and Information Technology departments work with some pupils towards Entry Level Certification. The final award is based on pupils' work from six units. 50% of the assessment takes the form of externally - set assignments/tests. The certificate issued will reflect an award given at National Entry levels 2 or 3.

# English GCSE

Pupils are entered for GCSE English Language and GCSE English Literature so that by the end of Year 11 they can obtain 2 GCSEs for English.

## AIMS OF GCSE ENGLISH LANGUAGE

- Show skills in speaking, listening, reading and writing necessary to communicate confidently and appropriately.
- Express themselves creatively and imaginatively.
- Understand the impact of differences in spoken and written language and how
- They relate to identity and cultural diversity.

## WHAT WILL I BE DOING?

### **Controlled Assessment – 30%**

3 assignments:

- Shakespeare
- Descriptive writing
- Story writing

### **Speaking and Listening – 30%**

- 3 tasks which allow pupils to speak and respond in different situations, including drama
- Written study of spoken language

### **2 exams – each 1 hour – 40%**

- Reading non-fiction eg articles, leaflets
- Writing information and ideas eg speeches, reviews

# English Literature GCSE

## AIMS OF GCSE ENGLISH LITERATURE

- Understand how some books and plays have been important over time
- Explore texts from different cultures
- Connect themes, ideas and issues
- Become critical readers

## WHAT WILL I BE DOING?

### Controlled Assessment – 25%

1 assignment linking a play by Shakespeare to a group of themed poems.

**2 Exams – each 2 hours and covering:**

### Unit 1

- Different Cultures Novel eg 'Of Mice and Men' or 'To Kill a Mockingbird'
- Comparison of 2 unseen poems

### Unit 2

Study of 1 modern play or novel eg 'About a Boy' or 'Blood Brothers' and 1 play or novel from English/Irish/Welsh Literary Heritage eg 'An Inspector Calls' or 'Lord of the Flies.'

# **GCSE Mathematics**

## **AQA MATHEMATICS B (Modular)**

**Years 9, 10 and 11**

**Course:** GCSE Mathematics  
(AQA) Mathematics B (Modular)  
Edexcel Mathematics Linear

**Content:**

Pupils will study topics including;

- Using and Applying Mathematics
- Number
- Algebra
- Shape, Space and Measure
- Handling Data

A combination of traditional approaches and investigational work will be used to deliver, use and extend written, mental and calculator techniques.

In class pupils work from either Foundation or Higher text books which have been edited by subject examiners. Investigational work gives pupils the opportunity to see and develop their mathematical skills in problem solving situations. This work is designed to assess the pupils' abilities in:

- Decision Making
- Mathematical Communication
- Mathematical Reasoning

Homework may be in the form of written exercises or investigations and will include 'online' exercises and lessons from the MyMaths website (which the school subscribes to). These may be done in school if pupils do not have internet access.

Pupils are also welcome to take advantage of the Maths Drop-in Centre which is available after school once a week.

**Assessment:**

A pupil's performance in classwork, homework and tests will determine which tier of paper they will sit.

The course is split into 3 sections;

Unit 1 – Statistics of Number  
26.7% of total assessment

Unit 2 – Number & Algebra  
33.3% of total assessment

Unit 3 – Geometry of Number  
40% of total assessment

Pupils in Year 11 will also be entered for the Edexcel linear examination. Pupils can be assessed in November, March or June, they will be entered for the external exam when it is felt they are fully prepared.

| <b>Level of Entry</b> | <b>Examinations</b>   |
|-----------------------|---|
| Higher and Foundation | Edexcel Linear November 2011 Year 11                              |
| Higher and Foundation | AQA Unit 1 November 2011 Year 10                                  |
| Higher and Foundation | AQA Unit 2 March 2012 Year 9                                      |
| Higher and Foundation | AQA Units 1 & 2 March 2012 resits Years 10 and 11                 |
|                       | Edexcel Linear resit March 2012 Year 11                           |
| Higher and Foundation | AQA Unit 3 June 2012 Year 11, Unit 2 Year 10, Unit 1 resit Year 9 |

# GCSE/BTEC Science

There are three courses available:

1. **BTEC Applied Science** Approx 50% of the pupils follow this non-exam course which gains a certificate equivalent to 1 or 2 GCSEs.
2. **Core Science GCSE**  
and **Additional Science GCSE**

In Year 10 to January they study the CORE SCIENCE GCSE Course. Following January exams and through Year 11 they study additional science GCSE and the exams take place in June in Year 10 and Year 11:

3. Approx 20% of pupils with a particular interest in Science study **Triple Science** which leads to a GCSE in each of Biology, Chemistry and Physics.

## Scientific Investigation Skills

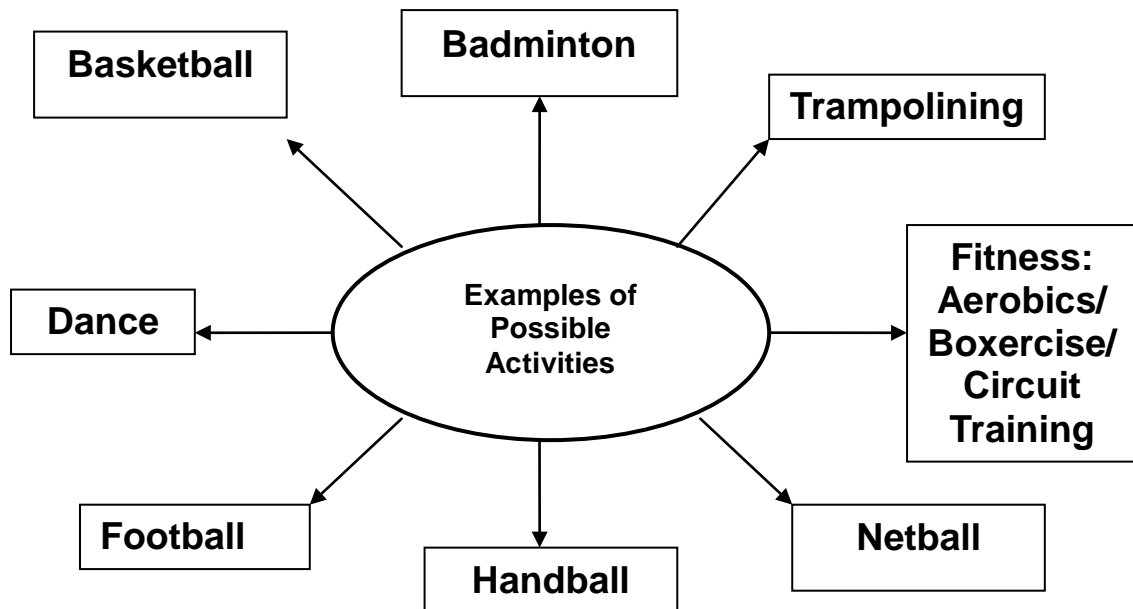
These skills are developed throughout the course and are formally assessed twice in each subject area. This contributes 25% to the final grade.

## Parental Support

We would encourage pupils to purchase a revision guide and use the revision material available on the especially the PowerPoint presentations for each unit. Parents/carers will receive progress letters indicating the current grades gained in texts just prior to the exams.

## **Core Subjects Physical Education**

All pupils continue with their Physical Education lessons in Years 10 and 11. Pupils have one lesson per week and can choose the activity they participate in. Choices are based upon the facilities and staff available at the time. Pupils can change their chosen activities every half or full term.



### **Key Stage 4**

Pupils continue to be assessed in their chosen activity throughout Years 10 and 11. The level that pupils received at the end of Key Stage 3 is used to form a target grade which pupils can work towards throughout the Key Stage. Pupils are awarded a final level at the end of Key Stage 4.

Pupils are assessed in the relevant National Curriculum areas:

- Outwitting Opponents
- Accurate Replication of Skill
- Performing at Maximum Levels in relation to Height, Speed & Distance
- Exploring & Communicating Ideas effectively
- Exercising Safely
- Identifying & Solving Problems

## **Core Subjects**

# **RELIGIOUS STUDIES**

In accordance with the 1988 Education Reform Act, Religious Education is compulsory for pupils. The school follows the Wirral Agreed Syllabus for Religious Education.

### **Curriculum**

The aim of the course is to help pupils to develop an understanding of the nature of religion, beliefs and experiences as well as exploring the way religious beliefs shape life and conduct. Pupils should also develop their knowledge of the diverse nature of religious beliefs.

### **AQA UNIT AWARD**

This scheme provides the opportunity to give our pupils formal recognition of their success in short programmes of work referred to as units. At Woodchurch an increasing number of curriculum areas are deciding to use this scheme in association with the delivery of their Key Stage 4 courses.

The Award scheme enables pupils to study the topics covered in the GCSE courses, however, these are broken down into small manageable units. Pupils are then assessed at the end of the unit and receive a certificate in recognition of their achievement. This enables pupils of all abilities to receive short term positive reinforcement for their efforts during the two years.

All units must have been approved by the examination board and pupils receive the unit award statement in the form of a certificate when they have successfully completed a unit.

At the end of Key Stage 4 AQA issues each pupil with a Letter of Credit which lists the titles of all the units they have achieved.

The main Core RS units are

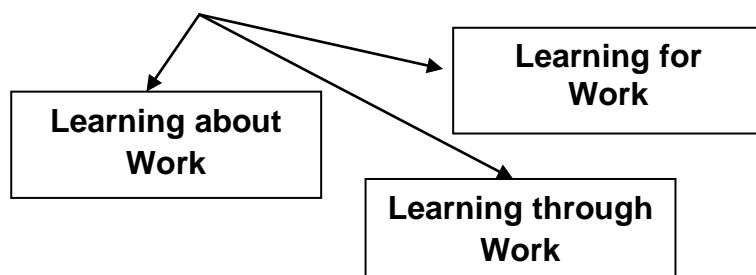
- The Local Church
- Introduction to Buddhism
- Introduction to Hinduism
- Discovering Judaism
- Celebrating Easter

### **Parental Support**

It is not necessary to belong to or practise a faith in order to be successful in this course. However encouragement and support can be given by providing the opportunity to develop their own attitudes and responses to a variety of issues and problems facing society today.

## Core Subjects Careers Education and Guidance

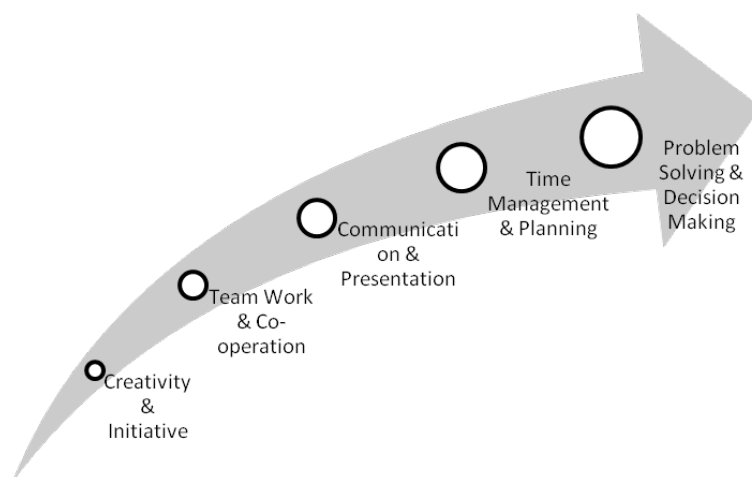
Over their time in Key Stage 4, pupils undertake Work Related Learning. This is broadly split into three components:



Activities include:

- Work Experience – usually undertaken as a two week block in Year 10
  - Extended Work Experience – usually one day per week for selected pupils
  - Enterprise Days – in addition to enhancement and enrichment activities
- Vocational Courses – as detailed elsewhere in this booklet

Within Enterprise, pupils also develop the following 'Skills for Work':



In addition, pupils, as part of the PSHCE programme, are taught Careers Education. The aim is to develop and equip pupils with the knowledge, understanding and skills they need for effective decision making, as well as their own life-long learning and career development.



School works closely with Greater Merseyside Connexions, who support this programme through individual Guidance Interviews, drop-in sessions, as well as group work activities. See the VLE for much more detailed information about all of the above.



# PERSONAL SOCIAL HEALTH CITIZENSHIP & ECONOMIC EDUCATION (Core)



**Q. Why do all pupils have to study this?**

A. Because it helps them become responsible and informed citizens who will make a full contribution to society. It also encourages them to analyse risk and make the right decisions about their personal health, future and money matters.

**Q. What sort of topics do they learn?**

**A. In Citizenship**

- Rights and responsibilities
- Criminal justice
- Democracy and voting
- Global economy
- Communities

**In PSHEE**

- Healthy lifestyles
- Personal finance
- Sex and relationships
- Careers
- Drugs

**Q. Is there an exam in this subject?**

A. No, there is no exam. Pupils' progress is regularly assessed in different ways. This may be through written answers to questions, more extended writing or orally through contributions to discussions.

## **GCSE Art: AQA Fine Art**

Pupils choosing this subject will follow a broadly based course consisting of three projects. Each project will include drawing from observation and using a variety of art materials such as paint, oil pastel, textiles, print, collage, mod roc, card construction and inks. Each project uses the techniques of certain artists, crafts person or designers and pupils need to research the chosen style of Art for each project.

### **Content:**

*Areas of study for Syllabus A (General)*

Drawing and Painting

Textile design and print

3 Dimensional design

### **Assessment**

#### **Coursework**

**60%**

Pupils must produce a minimum of 2 coursework assignments.

#### **Terminal work**

**40% Set by the AQA**

Candidates must answer one question in a specified period up to 10 hours. Work is carried out under supervised conditions with four weeks preparatory time allowed. There will be a single tier assessment.

All coursework should be completed by the beginning of January in Year 11.

Terminal preparatory work begins in January of Year 11.

Terminal work begins in March of Year 11.

Terminal work to be completed by the beginning of May in Year 11.

The visits arranged by teachers to museums and galleries are an important element of the course. Pupils should note that having a personal sketch book is important.

Pupils should ensure that they provide themselves with basic equipment such as a pencil, pencil sharpener and eraser.

### **Parental Support:**

Parents can help their children by ensuring that they are fully equipped with basic equipment such as pencils, pencil sharpener, eraser and if possible colour pens and pencils.

A personal sketch book and portfolio for carrying work to and from school would be of great benefit. Ensuring that there is enough space at home to pursue homework and encouragement with work in general would help to motivate your child. Trips to galleries are arranged by the department but follow up trips by the family would help reinforce your child's understanding of what has been seen.

## **GCSE Art & Design—AQA Graphic Design**

Pupils choosing this subject will follow a broadly based course consisting of three projects. Each project will start with research and drawing from observation. Their initial ideas and sketches will be developed using a range of art materials. Their final outcome will be manipulated and produced using Adobe Photoshop and other work related ICT software. Each project uses the techniques of certain artists, craft persons or designers.

### **Content:**

*Areas of study for Art and Design (Graphics)*

Drawings, ideas, mixed media

Advertising

Logo/Brand identity

Packaging

### **Assessment**

#### **Coursework**

**60%**

Pupils must produce a minimum of 2 coursework assignments.

#### **Terminal work**

**40% Set by the AQA**

Candidates must answer one question in a specified period up to 10 hours. Work is carried out under supervised conditions with four weeks preparatory time allowed. There will be a single tier assessment.

All coursework should be completed by the beginning of January in Year 11.

Terminal preparatory work begins in January of Year 11.

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Terminal work to be completed by the beginning of May in Year 11.

The visits arranged by teachers to museums and galleries are an important element of the course. Pupils should note that having a personal sketch book is important.

Pupils should ensure that they provide themselves with basic equipment such as a pencil, pencil sharpener and eraser.

### **Parental Support:**

Parents can help their children by ensuring that they are fully equipped with basic equipment such as pencils, pencil sharpener, eraser and if possible colour pens and pencils.

A personal sketch book and portfolio for carrying work to and from school would be of great benefit. Ensuring that there is enough space at home to pursue homework and encouragement with work in general would help to motivate your child. Trips to galleries are arranged by the department but follow up trips by the family would help reinforce your child's understanding of what has been seen.

## **GCSE Business**

### **Year 10**

Theory taught through a variety of methods, such as investigations mini assignments and visits.

### **Year 11**

Examination - 75% 2 hours  
Controlled Assessment 25%

### **WJEC BUSINESS**

- Type of Business organisations
- People in business
- Finance
- Marketing
- Production

Research the impact of a Business of your choice on the stakeholder or research how ICT impact on business

Where possible we plan to use external speakers and visits to help with the delivery of topics.

Pupils will have access to the VLE where additional material will be kept.

# GCSE Catering (Single Award)

## Design and Technology~ WJEC : GCSE Catering (Single Award)

This course is designed for pupils who enjoy practical work.

### **Content**

This course is divided into two units:

- ❖ Unit 1 : Catering skills related to food preparation and service.
- ❖ Unit 2 : Catering, food and the customer.

It concentrates on the food preparation and service aspect of the hospitality and catering industry.

The course will be **practically** based and developed through a series of focused tasks, which assist in the development of skills and application of knowledge.

Pupils will also be provided with opportunities to visit local catering establishments as well as Colleges of Higher Education.

### **Assessment**

#### 1. Unit 1 : Catering skills related to food preparation and service. (60%)

This consists of two controlled practical tasks selected from a bank of six WJEC set tasks. 45 hours in total. The tasks will be internally assessed using WJEC set criteria and externally moderated.

Task 1 is worth 20% and should take a maximum of 15 hours in Year 10.

Task 2 is worth 40% and should take a maximum of 30 hours in Year 11.

#### 2. Unit 2 : Catering, food and the customer (40%)

This is assessed through a 1 ¼ hour written examination which is externally set and marked. The examination will not be divided into tiers. All the questions will be compulsory and targeted at the full range of GCSE grades. The examination will contain short-answer, structured and free response questions drawn from the catering content.

### **Parental support**

Parents or guardians can assist by:

1. Providing them with a basic recipe book.
2. Providing ingredients etc., for practical lessons.
3. Encouraging them to experience different types of foods, e.g, foods from other cultures.
4. Encouraging them to practise their practical skills at home, (supervised if necessary.)
5. Encourage them to take an active interest in food, e.g. shopping.
6. Encourage them to take note of food issues in the media, e.g. articles in newspapers and magazines. Cookery programmes on television.
7. Ensuring that homework is done regularly.



# GCSE Drama

## **What you do in Year 10**

- In Year 10 you will explore many dramatic techniques and learn skills such as 'Improvisation' and 'Tableaux' and use them to create your own group devised Drama. Group Dramas can include costume design, set design and use of music and lighting techniques. This work will be performed to an audience and assessed. It is worth 30% of your practical mark.
- You will go on theatre visits and analyse the plays that you see.
- You will study a play and perform a scene from it with a partner or in a group.
- You will learn to describe and evaluate all your practical work.

## **What you do in Year 11**

- You will study a set play and with a partner or in a group you will perform an extract from it. This will be assessed and performed at the Arts Showcase and a GCSE Performance Evening. It is also worth 30% of your practical mark.
- You will go on more theatre visits to help you understand and recognise good theatre and performance.
- In your written work you will learn to describe, analyse and evaluate all practical work.

## **How you are assessed**

Your practical work is worth 60%. It is assessed by your teacher and moderated by a moderator.

There is a written exam which will last 1 and a half hours and is worth 40%. This is externally sat and marked.

## **How Parents Can Help**

- Parents can encourage regular completion of homework;
- Encourage pupils to keep up to date with coursework;
- Help pupils learn lines for final performances;
- Encourage pupils to see and evaluate as much live theatre as possible.

## **GCSE Engineering (Single Award/2 Double Lessons)**

**Course:** Engineering GCSE (Single Award/2 Double Lessons)

**Content:** The Engineering GCSE will give pupils a broad introduction to the academic and practical aspects of Engineering. It is not solely a practical skills course the majority of the course will be delivered through designing and making activities. Pupils will design products, model them and test them. They would also have to explain their choice of materials and produce a production plan explaining exactly how their product would be made in an industrial environment. Pupils will use hand tools machines and CAD / CAM equipment to manufacture and design their products.

The course has 2 units for assessment.

Unit 1            Manufacturing and materials. Externally assessed examination (40%)  
1 hours ((un-tiered)

Unit 2            A design task and a manufacturing task. Internally assessed controlled  
assessment projects, set by the examination board (60%).

Projects and tasks will include designing and making a pocket maze game using pro desk top CAD, software and a computer controlled milling machine to manufacture their design. Pupils will also work with electronics to manufacture a wind turbine. They will also use machine tools to manufacture a desk lamp from a set of engineering drawings. The main design task involve designing an adjustable desk light.

# GCSE Environmental and Land-Based Science

This course aims to equip candidates with knowledge, skills and understanding needed for further study and eventual employment in the Land and Environment sector. During the course candidates experience a wide range of practically-based activities using the school's brand new Horticulture and Agricultural Area. They will produce coursework during the two years which will enable them to build a portfolio of their achievements.



## Course Content and Assessment

| Unit | Title  | Duration exam  | Assessment & Weighting           |
|------|--|--|----------------------------------|
| 1    | Management of the Natural Environment          | 45 min   | <b>Computer based Exam = 20%</b> |
| 2    | Plant Cultivation and Small Animal Care        | 45 min   | <b>Computer based Exam = 20%</b> |
| 3    | Environmental and Land-based Science Portfolio | <b>Pupils produce a Portfolio of work = 60%</b><br>Element 1: Practical skills tasks<br>Element 2: Investigative project<br>Element 3: Work-related activity |                                  |

## Progression

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications. Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A\* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

For more information please contact Ms Hackett (Rm H4)

# GCSE Geography

Year 10 Curriculum Information:  
GCSE Geography: AQA Specification A:

Unit 2: Human Geography:

Autumn Term:

**Population Change:**

World population growth: 'The Population Explosion' Causes, Effects, Responses.  
Ageing Populations in the countries of the European Union (EU).  
Migration to and within the EU.

Spring Term

**The Development Gap:**

Contrasts in development between 'rich' and 'poor' countries.  
Global Inequalities: causes, effects and responses.  
Development contrasts in the enlarged EU.  
Responses to inequalities within the EU.

Summer Term:

**Tourism:**

Global increase in Tourism.  
UK tourism.  
Advantages and disadvantages of 'Mass Tourism'.  
Tourism in 'Extreme Environments'  
Sustainable management of tourism. 'Ecotourism'.

**Assessment of Unit 2:** Human Geography = 37.5% (1 hour 30 minutes Examination) for those pupils entered for the June exam in Year 10.

**Controlled Assessment:** Tourism Enquiry in Snowdonia National Park based on fieldwork visit in June/July -for those pupils re-sitting/taking Unit 1 Exam in June of Year 11- to collect data and to be completed early in the Autumn term.

**Parental Assistance:**

Encourage pupils to watch/read news/newspapers. Support use of Internet for research and to watch relevant documentary programmes on TV such as 'Coast'. General support with homework and revision

Year 11 Curriculum Information:  
GCSE Geography: AQA Specification A:

Unit 1: Physical Geography:

Autumn Term:

**The Restless Earth:**

Plate Tectonics, Fold Mountains, Volcanoes, Supervolcanoes, Earthquakes and Tsunamis: Causes, Effects, Responses.

Spring Term

**Water on the Land:**

River Processes: Erosion, Transport and Deposition.

River Valley Landforms, River Floods, River Management: UK Water Supply.

Summer Term:

**The Coastal Zone:**

Coastal Processes: Weathering, Erosion, Transport and Deposition

Coastal Landforms, Rising Sea Levels, Cliff Collapse, Coastal Management Strategies, Hard and Soft Engineering, Conservation and Sustainable Management.

**Assessment of Unit 1:** Physical Geography = 37.5% (1 hour 30 minutes Examination) for those pupils re-sitting/ being entered for the June exam in Year 11.

**Parental Assistance:**

**Encourage pupils to watch/read news/newspapers. Support use of Internet for research and to watch relevant documentary programmes on TV such as 'Coast'.  
General support with homework and revision**

# GCSE History

The GCSE History course has four elements covering a wide range of topics:

## **Unit 1 – A study in depth (25%)**

### Depression, war and recovery in Wales and England, 1930-1951

The impact of the Depression years  
The impact of war on life on the Home Front  
Developments in post-war Wales and England

## **Unit 2 – A thematic study (25%)**

### The changing role and status of women in Wales and England, 1900 to the present day

The changing experience of women at home  
The changing nature of women's work and employment  
The changing role of women in political life

## **Unit 3 – A development study (25%)**

### Changes in health and medicine, 1345 to the present day

Developments in medical knowledge  
Changes in the prevention and treatment of disease  
Developments in public health and patient care

## **Unit 4 – An investigation into an issue of historical debate or controversy (25%)**

### **Controlled Assessments**

Topics vary each year, but questions could be set around the following:

- World War I
- World War II
- The growth of industrial towns and riots and protests in the nineteenth century
- The role of a key individual

The Controlled Assessments are focussed around developing historical skills.

The WJEC exam board assesses this course through three examinations, 1 hour exams on Units 1, 2 and 3 each worth 25% towards the final grade, and two Controlled Assessment questions worth 25%.

### **Parental Assistance**

There are many historical television programmes which support the topics we are studying. Pupils are also encouraged to research topics we are studying using the school Learning Resource Centre or local libraries and the internet. General support with homework tasks and revision would be appreciated. Information, relevant resources and links to revision websites can be found on the History site of the VLE.

# GCSE Information Technology

## Year 10

### Unit 1

Examination - 1½ hours

Looks at the different Applications use in Business

## Year 11

### Unit 3

Examination 1½ hours

Looks at the impact of ICT on society

## WJEC ICT GCSE

### Unit 2

Assignment Solving Problems

Pupils help with the day to day organisation of given business using ICT. Pupils will use word processing DTP, Databases and Spreadsheets.

### Unit 4

Assignment - Multimedia ICT Solution  
2½ hours.

Develops - web building skills graphics and animation.

Pupils will be given a list of suitable websites to help with theory and practical tasks. The VLE is stocked with revision material for both exam and homework support. Pupils are encouraged to purchase a GCSE Revision Guide for £3.00.

## **GCSE Media Studies (AQA)**

In Media Studies we examine the world of the media, looking at television, pop music, films, magazines, websites and advertising. We analyse how media professionals create their work, then we use these techniques to create our own pieces of media. Here is a breakdown of the GCSE Media Studies course

### Music Videos (10% of GCSE marks)

- A 500 word analysis of a music video
- Create an imaginary band and make a storyboard for your band's video.
- Write an analysis of this storyboard.

### Film (20% of GCSE marks)

- Write a 1000 word analysis of a film poster and a film trailer
- Design and create a film poster for your own film idea
- Write an analysis of this film poster
- Create and analyse a film trailer storyboard for this film

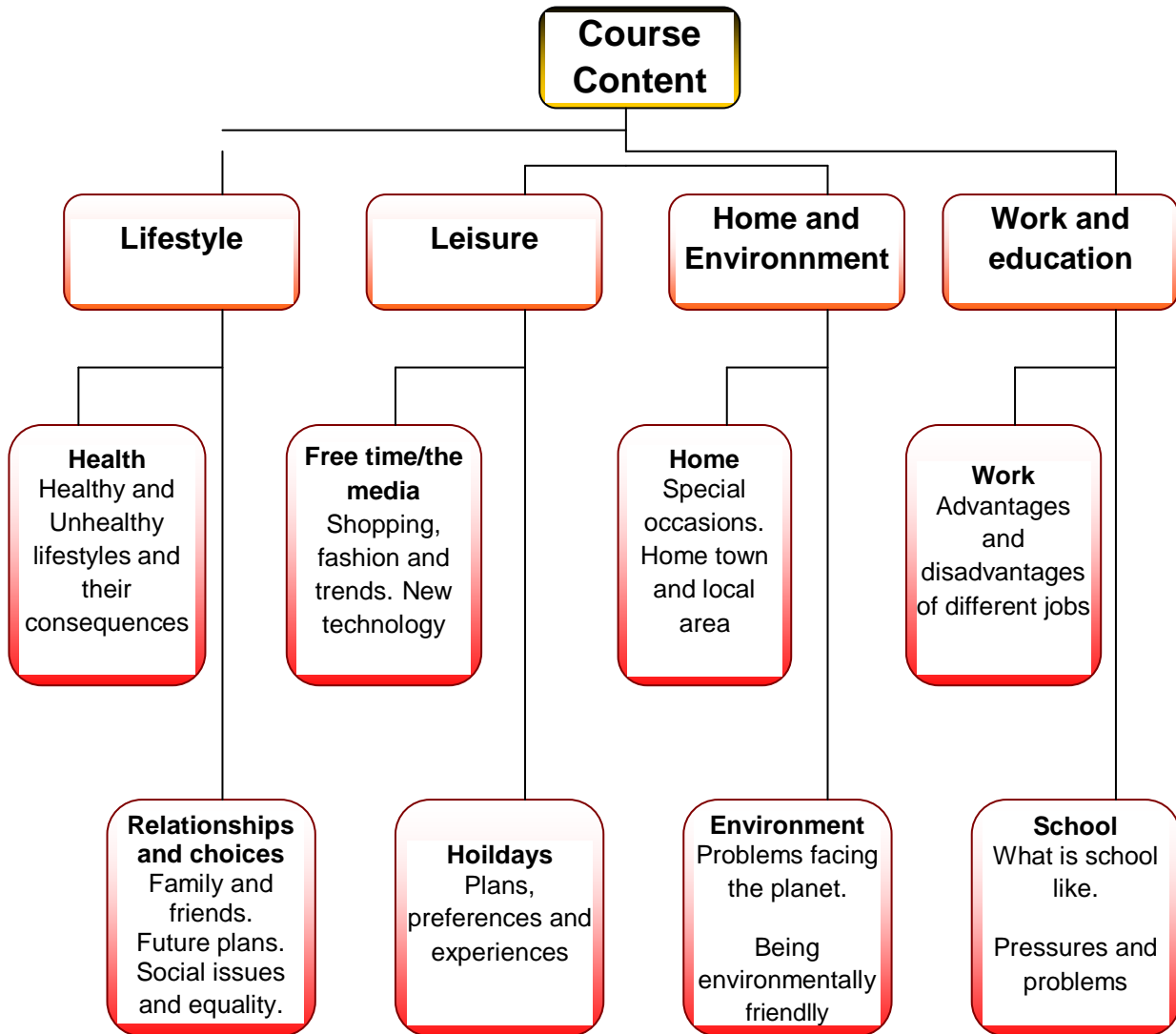
### Practical Assignment (30% of GCSE marks)

- In our practical we produce a piece of media of our own choice. This could be a short film, a website, a magazine or an advertising campaign.
- A detailed supporting account is also written.

### Controlled Assessment - Exam (40% of GCSE marks)

Pupils sit a controlled assessment for media when they sit their final GCSEs at the end of Year 11. In 2012 it will be Television Police Dramas and in 2013 it will be the music press (print and online).

# GCSE Modern Foreign Languages FRENCH/SPANISH



## **MFL contd.,**

### **Parental Support**

As well as ensuring that good attendance is maintained, homework is always completed and well presented, and, where relevant, coursework deadlines adhered to, there are other ways in which parents can help their children practise and improve their linguistic skills. If you follow just some of the advice contained here we guarantee that your son / daughter will make further progress.

There are 4 skills in Modern Languages and pupils need to work on each one of these areas although they may find one much easier than another.

#### ***Listening***

This can be one of the harder skills to master and it is important that your son / daughter gets as much practice as possible listening to other people speak the foreign language. If pupils bring in blank cassettes their language teacher can record extra material to reinforce or extend what has already been covered in class.

#### ***Speaking and Writing***

Extra listening practice will also help enhance speaking skills. Access to a digital recorder or computer with a microphone will enable your son / daughter to record and listen to themselves. In this way they will also be able to keep a record of material covered which would be a very useful revision aid. Recording language broadcasts on radio and television will also provide useful practice.

Your son / daughter will be expected to regularly learn phrases by heart for homework. It is essential that they develop good practice from the start of their KS4 course as they cannot expect to remember all the vocabulary / grammar points covered over a period of years unless they are prepared to learn them actively.

#### ***Reading***

Pupils will find reading the easiest skill to improve upon on their own. Readers and magazines can be borrowed from school to give further practice at home. Pupils need not try to understand every single word although a foreign language dictionary will help them identify key words and assist them in developing the skill of reading to get the gist of a passage. If buying a dictionary it must be remembered that there are a wide range available and the successful use of one often depends on quality. The department recommends a "COLLINS" dictionary.

We aim to ensure that learning a foreign language is an enjoyable and successful experience for all the pupils. Should you son / daughter ever have any difficulties with the subject not only can they see their class teacher they can also come along to our '**Drop in Surgery**' on Fridays after school to get additional practice, help with homework or to borrow books.

#### ***Visits***

The department has a history of successful trips abroad. In recent years there have been trips to Barcelona and Paris and in the last two years the department organised an exchange with the 'La Salle' school near Cadiz in Southern Spain. The pupils always find these trips to be hugely worthwhile and memorable. We are currently organising the 2011 Exchange with our Partner School.

# GCSE MUSIC AQA 4272

## **MUSIC**

At Key Stage 4 we offer two accredited courses for students.

### **AQA Music GCSE Course 4272**

A highly practical course ideal for those pupils who want to take the study of music beyond the school. An “in depth” course based on the areas of Performing, Composing and Listening/Evaluating. 80% practical coursework and ideal if students like to work on pieces and projects over time.

#### **Performing 40%**

They will learn new pieces, work in groups and do solos. If they enjoy singing they could use backing tracks and be recorded in our new Studio! Perhaps they could show their work at the “Arts Showcase”? Over the two years of the course they will perform lots of times and have the opportunity to perform in public and for school events.

#### **Composing and Appraising 20%**

Students will make up and record a piece linked to either Pop music of the 20th and 21st century, Classical or World music. They will need to write it down in music notes but these can be TAB for Guitar or even Graphic Scores. Students will complete a detailed evaluation of their work.

#### **Composing 20%**

In Year 11 in 25 hours they will compose, write up and record a second piece, it will link elements of Music like “rhythm” and “structure” together. Ideal if they like styles like Rock or Dance music! This will be done like a “controlled test” but students will be encouraged to plan and invent their work outside the exam and they can ask for some help. You will complete a detailed evaluation of your work.

#### **Listening 20%**

Students will be asked to answer questions about musical styles, instruments and effects using key terms. They don't have to be really good at reading music but they do need good ears!!!

# GCSE PHYSICAL EDUCATION

The GCSE Course is divided into two elements: Practical (60%) and Theory (40%). Within practical sessions, pupils will be assessed either as a Performer, Coach or Official in four different activity areas. The written exam lasts for two hours and covers questions on the topics identified below. The examining board is Edexcel.

The aim of the course is to:

- ◆ Improve pupil's skills, techniques and knowledge in a variety of sports.
- ◆ Develop Leadership and Officiating skills
- ◆ Develop an understanding of our body systems and the effects of exercise.
- ◆ Understand the importance of exercise and the types of training available to improve performance.

## THE PRACTICAL COURSE

|   |  |
|---|--|
| <b>Performance</b> – Pupils can be assessed in activities such as football, dance, trampolining, karate, swimming, rugby, basketball. | <b>Coaching</b> – Pupils can be assessed as a coach in a sport they participate in at a high level. Experience is an advantage here. |
| <b>Officiating</b> – Pupils can be assessed in an official's role in their chosen sport. A good knowledge of the sport is vital.      | <b>Analysis of Performance-</b> Pupils have to describe key rules, tactics and techniques in their chosen sport.                     |

## THE THEORY COURSE

|                        |                         |                        |
|------------------------|-------------------------|------------------------|
| Body Systems           | Effects of Exercise     | Diet, Health & Hygiene |
| Participation in Sport | Drug Use in Sport       | Types of Training      |
| Methods of Training    | Analysis of Performance | Training Zones         |

# GCSE Product Design (AQA)

**Course:** GCSE Product Design (AQA)

**Content:** This course involves learning how to design and make products with creativity and originality, using a range of materials and techniques including electronics. Pupils will manufacture working prototypes of their products from the appropriate materials. They will also be encouraged to design and make packaging, advertising and points of sale displays.

Pupils will acquire and apply knowledge, skills and understanding through:

- ◆ Developing knowledge and understanding of different materials, components and industrial manufacturing processes.
- ◆ Developing knowledge and understanding of the major design movements since 1900 e.g. arts and crafts, art nouveau, art deco, Bauhaus, modernism, Memphis and post modernism.
- ◆ Learning how to design a product and its packaging.
- ◆ Developing knowledge and understanding of the ethical, environmental and sustainability issues involved in designed a product.
- ◆ Learning how to use ICT to design and make their products through the use of computer aided design and computer aided manufacturing.
- ◆ Developing a range of practical skills using both hand and machine tools if needed.

During Year 10 pupils will design and make a number of products including:-

- ◆ iPod amplifier
- ◆ Pair of mini speakers
- ◆ Radio packaging
- ◆ Jewellery
- ◆ Mood table lamp

During Year 11 pupils will spend 45 hours completing a controlled assessment task set by the examination board. This will involve designing and making a product chosen from a selection given by the examination board. One of the tasks involves designing a product which is inspired by a particular design/movement.

The latter part of Year 11 will be based on examination practice and revision.

## ASSESSMENT

Written examination            40% (2 hours untiered)

Controlled assessment        60% (design and make a product)

# GCSE Religious Studies (WJEC)

## Content:

*Specification A*

*Paper 1 (A) : Christianity*

*Paper 2 (C) : Christian Philosophy and Ethics*

## Study and Development

This specification is intended to be accessible to all candidates of any religious persuasion or none and provides a broad structure for the study of the beliefs and practices of Christianity, with emphasis on the educational basis of the study. Pupils are encouraged to be aware of the different emphasis and practices of the major Christian traditions.

## Curriculum

The following diagram shows some of the topics that are covered in the GCSE Religious Studies course.



## Assessments

Candidates will be required to complete **TWO** papers each of 1 hour 45 minutes duration.

## Parental Support

It is not necessary to belong to or practice a faith in order to be successful in this course. However encouragement and support can be given through visiting various churches and cathedrals.

You can help by encouraging your child to watch and discuss a wide variety of programmes from television, especially those who confront religious issues, such as; Panorama, Watchdog and Tonight.

Please remind your child that there are shortened PowerPoint's of each lesson on the Religious Education/Studies section on the VLE which can be accessed at home to assist with homework and revision.

**Homework**

Homework is set each week on the VLE for all pupils to complete, as guided by their subject teacher.

# GCSE Textiles Technology EDEXCEL

## Content

|   |   |
|---|---|
| <b>Year 10 - Term 1 and first half of Term 2</b>                | Mini themed project based on the same format of the major coursework project. Emphasis is on the use of the sewing machine including theory on equipment; design process; analysis of existing artefacts; choice of materials; fashion designers; ready-made and made to measure and haute couture. Pupils also have the opportunity to visit the 'Clothes Show Live' in Birmingham NEC. Local designers are also invited into school to discuss different areas of the Textile industry for example, theatre costume design. |
| <b>Year 10 - Term 2 and first half of Term 3</b>                | Various focused practical tasks in order to develop a sound knowledge and understanding of fibres and fabrics, dying and printing, decorative and construction techniques. Emphasis is placed on industrial practices and applications such as computer aided design (CAD) and computer aided manufacture (CAM)   |
| <b>Term 3 - second half to half term Spring Term of Year 11</b> | Major project: Investigation, design specification, generating and developing ideas, further investigations, testing prototypes, planning the making, making, designing for manufacture, evaluation and testing.  |
| <b>Second half of Spring Term of Year 11</b>                    | Mini business to include industrial practice, costing, market research, Health and Safety.  |

## Assessment

|                                   |            |                                |
|-----------------------------------|------------|--------------------------------|
| <b>Unit 1- Coursework Project</b> | <b>60%</b> | <b>Not to exceed 40 hours.</b> |
| <b>Unit 2 - Written Paper</b>     | <b>40%</b> |                                |

## Non tiered paper A\* - G

In Year 10 an induction period is used to develop basic skills leading to specific investigation, design and make tasks. The investigation task develops product analysis skills, a series of design tasks are used to develop creativity and ability to work to deadlines. A making task is used to develop making skills through a series of both modern and traditional methods of fabric decoration and construction. All of these skills prepare students for their major coursework in Year 11.

Pupils will be given an examination preparation sheet at the start of March of Year 11. This will give them advanced notice of the content of the written paper. This preparation sheet cannot be taken into the examination.

## **Parental Support**

Encourage pupils to visit shops to look at existing artefacts and to collect samples of trimmings and materials. To provide them with the required materials and equipment in order to spend the maximum time on practical work. All design folder work is completed on A3 paper therefore a good quality folder is needed to carry work to and from school. The visits arranged to local factories, museums and Clothes Show Live are an important element of the course.

All pupils need an A3 folder to carry project works between home and school. Pupils will be informed of a suitable course text book during the course which parents may wish to purchase

# BTEC ANIMAL CARE

## The Aims of the course:

- To provide education and training for learners interested in the Environmental and Land-Based sector, especially in the area of Animal Care and Animal Husbandry
- To allow learners an opportunity to progress to vocational Qualifications such as BTEC Level 3 Nationals in Animal Care
- To give learners an opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life



Using the schools extensive, purpose-built Agricultural area, and collection of Exotic Animals, pupils will get to experience hands-on care for a wide range of species. They will be involved in the care of our breeding flock of North Ronaldsay Sheep, raising rare breeds chickens from eggs, and regular maintenance of habitat, feeding and handling of the reptiles. This course is for you if you like animals, prefer to learn outside of the Classroom and don't mind a bit of hard work!

## Assessment

- There are no examinations
- all three units studied will be assessed through coursework
- pupils write and produce assignment portfolios and are graded on each throughout the course

## Progression

On successful completion of a BTEC First qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area. BTEC Nationals in Animal Care is just one course learners could follow at Reaseheath College.

## Pupil Comments:

"I love working with the animals. I get a great feeling of satisfaction when I know they are all warm and comfortable and fed!"

"It's amazing! I feel like I have learnt so much from this course, and have really enjoy working outdoors"

We are lucky to have so many different animals in school! I really like it when the sheep come running over for their breakfast every morning because they know me now"

**For more information please contact Mrs Moulton in Science 4**



## **BTEC ART & DESIGN**

During their Art and Design BTEC course, pupils will work through modules that will develop their ability to follow a brief, very similar to the way in which an Art or Design company would function. This flexible BTEC course is for students who want to work in the Art & Design industry. Part One takes a year - the "Certificate". Part Two, the "Extended Certificate" takes two years and is the equivalent of two Grades A\*-C at GCSE level. They will have the opportunity to work in the following areas:-

The Art Department values the importance of out of school visits. Every pupil will have the opportunity of extending classroom activities with at least one such visit. There is a trip to Paris organised annually for Year 10 pupils studying Art courses



We recognise that young people are multi-talented and we celebrate that diversity, seeking to:

- **Encourage, engage and motivate learners**
- **Promote active and experiential learning**
- **Raise the expectations of learners**
- **Reward a range of learning styles and contexts**
- **Use assessment to further learning**
- **Make learning relevant and transferable**
- **Promote the worth and value of all our qualifications**

and thereby recognise the potential to transform the abilities and achievements of all learners.



In Year 10 pupils will follow the Award of Personal Effectiveness (AoPE) which will get them 12.5 GCSE points which will go towards their total needed for college entry when they leave school.

In Year 11 pupils will go on to complete the Certificate of Personal Effectiveness (CoPE) which will give them 24 GCSE points (Grade F) at level 1 or 48 GCSE points (Grade B) at level 2.

Both courses follow similar formats which consist of a wide variety of tasks that will evidence various life skills such as budgeting to live independently and planning family holidays through to looking at environmental issues and researching foreign cultures.

We are now able to offer pupils the Wider KeySkills qualifications which are very similar to AoPE or CoPE but take less time and can actually make up part of the CoPE coursework whilst giving the student extra GCSE points.

Every attempt is made to make the courses as interesting and challenging as possible including several trips out of school throughout the two years.

Pupils complete 3 units of work in Year 10

## **Unit 1 Business Purpose**

- Understand purpose and ownership of business.
- Understand how business's operate.

## **Unit 2 Business Organisations**

- Know how to set business aims and objectives.
- Understand main functional areas in business organisations.

## **Unit 4 People In Organisations**

- Know about job roles and functions.
- Be able to produce documents for specific roles.
- Be able to prepare for employment and plan careers development.

## **BTEC Dance – Level 2 First Extended Certificate**

The course is divided into three units:

- Core Unit – Performing Dance
- Two Specialist Units – Chosen by the teacher

The Aims of the Course are:

- To provide pupils with an understanding of what a career in the performing arts world can entail.
- To improve pupils performance skills in a variety of different Dance styles.
- Allows pupils to focus on their talents and interests and explore new areas, such as make – up for performers and Contemporary Dance.

### **The Practical Modules**

- Pupils will explore a range of different dance styles in Jazz, Street Dance, Contemporary and Hip Hop.
- Pupils will perform pieces in front of an audience, demonstrating performing skills.
- Learn how to design, apply and remove stage make – up for a performance.

### **The Theory Element**

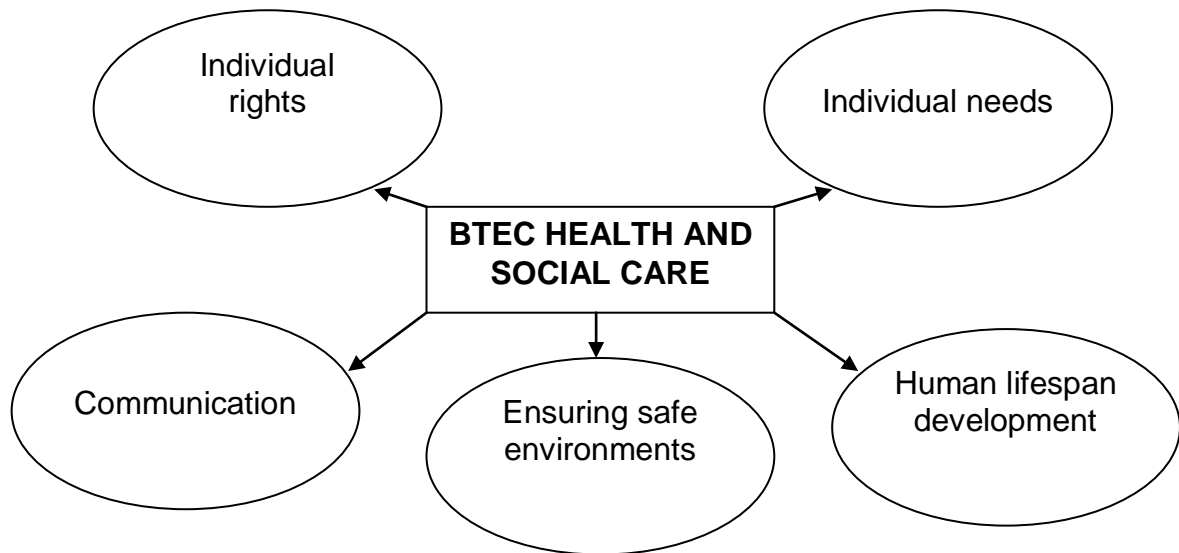
- There is no written examination
- Pupils will look at units based on the Performing Dance, the Development of Dance and make-up for performers
- Pupils will create assignments and portfolios from each unit and will be awarded a grade for each.

# **BTEC - Extended Certificate in Health and Social Care**

This work related qualification is an excellent introduction to Health and Social Care and can lead to many different college courses.

The aims are:

- ◆ To develop skills, knowledge and understanding that are useful for employment in these areas
- ◆ Learn about the role of health and social care workers, their relationships and responsibilities



They are assessed entirely through their portfolio of coursework and there are no exams. Assignments are done in each of the 5 units, with work being continuously assessed at pass, merit or distinction levels.

Regular helpful feedback from staff encourages all pupils to achieve their potential. If any pupil is at risk of not achieving a pass on a piece of work that work will have to be improved to a satisfactory standard.

Parents are encouraged to discuss career opportunities in Health and Social Care and discuss related issues in the media. Any family members who work in these areas will be great resources who pupils will be keen to talk to about various aspects of the course. They may also do a case study on young children or older family members.

# **BTEC Level 2 Extended Certificate in Hospitality**

## **UNITS STUDIED:**

- Unit 1 - Investigate the Catering and Hospitality Industry (4 credits)
- Unit 2 - Products, Services and Support in the Hospitality Industry (1 credit)
- Unit 5 - Planning and Running a Hospitality Event (10 credits)
- Unit 6 - Healthier Food and Special Diets (1 credit)
- Unit 8 - Prepare, Cook and Finish Food (4 credits)
- Unit 9 - Contemporary World Food (10 credits)

## **OVERVIEW OF THE COURSE**

Throughout the course you will work as individuals and as a group to **INVESTIGATE** and **EXPLORE** the Hospitality Industry. You will visit various Hospitality organisations and speak with or question experts in the industry.

The Aims and Purpose of each course are:-

### **UNIT 1 – pupils will**

- Develop understanding of the main functions, scope and size of the hospitality and catering industry.
- Understand the links with other related businesses.
- Compare the differences in the different sectors of the industry through surveys.

### **UNIT 2 – pupils will**

- Gain knowledge and understanding of products and services the industry offers and the support it receives from other industries.

### **UNIT 5 – pupils will**

- Gain the knowledge and skills to contribute to the planning, organising, promotion, running and reviewing of a hospitality event.

### **UNIT 6 –pupils will**

- Understand the importance of good health and the principles of a balanced diet.
- Apply skills in preparation, cooking and serving food to ensure changes in diet are effective.
- Investigate the need of special diets and the effects they can have on individuals.

### **UNIT 8 – pupils will**

- Learn the main principles involved in preparing, cooking and finishing food.

### **UNIT 9 – pupils will**

- Gain knowledge of the equipment, food items, methods and styles used to prepare and cook selected contemporary world dishes and the skills required to prepare, cook, present and review them.

**ASSESSOR:** Miss R Hardy

## **BTEC Level 2 First Certificate in Music**

### **EDEXCEL BTEC Level 2 First Certificate in Music**

This flexible BTEC course is for students who want to work in the music industry in areas such as teaching, publishing, promotion or DJing.

Part One takes a year– the “Certificate”. Part Two, the “Extended Certificate” takes two years and is the equivalent of two Grades A\*-C at GCSE level.

### **Compulsory Units**

“Working in the Music Industry” and “Professional Development in the Music Industry”.

### **Optional Units will be chosen from.**

- Solo Musical Performance– for students who play an instrument and have lessons on it.
- Exploring Musical Composition-learn how to create music in any style, organise their ideas, and write it down in TAB or other notation. Write their own song!
- DJ Technology and Performance– find out how DJs make a living, research dance music styles, learn to use different music technologies.
- Working as a Musical Ensemble– organising and taking part in group performances
- Investigating an Area of Music– research a type of music, an artist or some music technology and create a presentation on it.
- Planning and creating a Music Product– plan a product, market and develop their idea. Create their own CD or organise a gig!

# **BTEC SPORT**

## **Course Outline**

The BTEC First Certificate in Sport (Level 2) is a coursework based option that is equivalent to two GCSE's. Pupils have one practical lesson and one theory lesson per week.

## **Course Content**

### **Unit 1 – The Body in Sport**

Pupils will complete assignments based on how body systems such as the muscles, skeleton and cardio-vascular system are affected by exercise.

### **Unit 2 – Preparation for Sport**

Pupils will complete assignments based on how lifestyle, nutrition, fitness training and psychology affect performance within sport.

### **Unit 3 – Practical Sport**

Pupils will perform in a range of sports and will be assessed on their practical ability, their understanding of officiating roles and their ability to analyse performance.

## **Assessment**

- 100% coursework with no final exam.
- Pupils receive a Pass, Merit or Distinction for each task.
- Pupils can repeat a task until they gain a Pass.
- At the end of the course pupils are given a final grade which is equivalent to 2 GCSE's:
  - Pass = CC
  - Merit = BB
  - Distinction = AA

## **BTEC TRAVEL & TOURSIM**

This two year course is assessed by pupil portfolio instead of external examination.

Pupils completing 3 Units on: The Travel and Tourism Industry will be awarded the equivalent of a grade A - C at GCSE level; grades being awarded from Distinction (A) and Merit (B) to Pass (C).

Pupils not achieving above a pass grade will be awarded letters of credit so that they may complete any missing units post-16.

Pupils completing Unit 1 The UK Travel and Tourism Industry and Units 2/3 Exploring Customer Service in Travel and Tourism and UK Travel and Tourism Destinations in Year 10 will be awarded the equivalent of a GCSE at grades A - C. Pupils complete all remaining assignments in Year 11.

Pupils complete assignments based on investigations into the UK Travel and Tourism industries. These include a number of visits to Travel and Tourism providers in the North West.

The course is an excellent preparation for post-16 work in the travel and tourism industries and/or further study.