



# English

**GCSE Exam board:** Edexcel

**Specification code:** 1EN0/01 and 1EN0/02 - English Language

1ET0/01 and 1ET0/02 - English Literature

**Course outline:**

GCSE English Language		
Paper 1 Section A	Reading 19 <sup>th</sup> Century extracts (Unseen) Fiction	<b>40%</b> <b>1 hour 45 mins</b>
Paper 1 Section B	Writing Task (Imaginative/ Creative)	
Paper 2 Section A	Reading 20 <sup>th</sup> & 21 <sup>st</sup> Century texts (Unseen) Non-Fiction	<b>60%</b> <b>2 hours 5 mins</b>
Paper 2 Section B	Writing Task (Transactional – Purpose, Audience Form)	
Speaking and Listening	Separate mark – does not contribute to your grade.	

GCSE English Literature		
Paper 1 Section A	Shakespeare: Macbeth	<b>50%</b> <b>1 hour 45 mins</b>
Paper 1 Section B	Post-1914 Play: An Inspector Calls	
Paper 2 Section A	19 <sup>th</sup> Century Novel: A Christmas Carol	<b>50%</b> <b>2 hours 15 mins</b>
Paper 2 Section B	Poetry: Part 1: Poetry Collection from the Anthology Part 2: Comparing two unseen poems	

You will gain two GCSEs -

GCSE English Language

GCSE English Literature

**Method of assessment:**

4 formal examinations (details above), and a compulsory speaking & listening assessment completed in lesson time.

**Careers/ skills linked to the subject:**

- Digital copywriter
- Editorial assistant
- English as a foreign language teacher
- Magazine/Newspaper journalist
- Secondary school teacher
- Social Media Manager
- Web content manager
- Education consultant
- Marketing executive
- Media researcher
- Primary school teacher
- Records manager

**Name of contact:** Erica Reynolds – Director of English

**Useful websites:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.html>

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# **GCSE Mathematics**

**GCSE Exam board - AQA**

**Specification code. – 8300**

Course outline: This is taught as a three-year course starting in Year 9. The students follow either a Foundation, Intermediate or Higher Scheme of Work, with the intention being for the majority of Intermediate students to sit the Foundation paper and achieve 4's and 5's.

Method of assessment: Students are assessed after each 'Block' is taught. This should roughly happen once or twice a term. Students also sit a mock at the end of Year 10 and two mocks in Year 11.

Careers/ skills linked to the subject: A-Levels, Medicine, Dentistry, Veterinary Sciences, Engineering, Accountancy, Psychology, Data Analysis, Insurance.

**Name of contact:** Mr P Segar    P.Segar@tnha.org.uk

**Website links.....**

- MyMaths – Every student in the school has a login to their account.
- PiXL – Every student has a login and can download the app onto their phones.
- GCSE Bitesize
- Diagnostic Questions – You will need to set up an account but it is free to access
- Kahn Academy – These are video clips showing you how to do different questions
- S-Cool – A free revision website that you can sign up to
- Exam Solutions – Question bank with solutions
- Mr Barton Maths – Free banks of questions and papers
- Maths Genie – These are the old-style GCSE questions but are broken down by topic.
- Corbett Maths - Free banks of questions and papers



# **GCSE Combined Science.**

**GCSE Exam board:** AQA

**Specification code:** Combined Science Trilogy 8464

**Course outline:**

Students Study AQA GCSE Combined Science, which by the end of year 11 will result in them achieving a double award in Science (2 GCSE Grades) with students being taught biology, chemistry and physics topics.

**Method of assessment:**

100% external assessment. (two papers, three exams for each paper)

Paper 1 - (3 written exams, one each of biology, chemistry and physics as below)

Written exam: 1 hour 15 minutes

Foundation and Higher Tier

70 marks

16.7 % of GCSE

Paper 2 - (3 written exams, one each of biology, chemistry and physics as below)

Written exam: 1 hour 15 minutes

Foundation and Higher Tier

70 marks

16.7 % of GCSE

**Careers/ skills linked to the subject:**

If you want a career in science then doing well in science can lead to more wide ranging and diverse science related career opportunities than you could ever imagine. However, if you don't think that you want a science related career there are also so many other career opportunities and doors that open with science. In fact there are just too many career opportunities to mention, but listed below are just a few to give you an idea:

Meteorologist	Doctor	Airplane pilot
Astronaut	Engineer	IT consultant
Laboratory technician	Biologist	Architect
Conversationalist	Medical scientist	Veterinarian
Zoologist	Space scientist	Physicist

**Name of contact:** Mrs A Brown (Head of Science Faculty)

**Website links:**

There are many websites that can support your students learning and progress. Below are three that we would recommend.

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>

<https://www.bbc.com/bitesize/subjects/zrkw2hv>

<https://www.freesciencelessons.co.uk/>



# **GCSE ART**

**GCSE Exam board:** Pearson Edexcel

**Specification code:** 1FAO

## **Course outline:**

Students build a knowledge of visual communication throughout the course. They engage with the creative process in order to develop as independent learners and it encourages them to become confident in taking risks and learning from experience. Students will develop skills in formal elements of art; line, form, tone, texture and colour alongside technical skills through working with a broad range of media and materials including drawing, painting, printmaking and 3D work. This course will also enable the students to develop many other transferable skills that are desirable to both higher education providers and to future employers including problem solving, critical thinking, communication skills, adaptability, self-reliance and resilience.

## **Method of assessment:**

- Component 1 – Personal portfolio (Coursework - 60%). Completed throughout Year 10 and in the autumn term of Year 11
- Component 2 – Externally set assignment (Exam - 40%). Exam project completed throughout the duration of the spring and summer terms of Year 11 culminating in a 10 hour (2 consecutive days) focused period of study (exam) in which a final piece is produced.
- Both components are internally assessed and externally moderated.

## **Careers/ skills linked to the subject:**

Students who take Art GCSE can go on to study a variety of courses at further and higher education providers such as Art, Photography, Art Foundation, Animation, Architecture, Graphic Design, Fashion, Film Production, Fine Art, Illustration, Interior Design and Textile Design to name a few.

## **Name of contact:**

Mrs Morgan- Teacher of Art / [Gemma.morgan@tnha.org.uk](mailto:Gemma.morgan@tnha.org.uk)



**Website links:** [www.edexcel.org.uk](http://www.edexcel.org.uk)



# GCSE DRAMA

**GCSE Exam board:** PEARSON EDEXCEL

**Specification code:** 601/8069/9

## **Course outline:**

In year 10 you will learn about different styles of performance and practitioners such as Stanislavski and Brecht. We will start to explore a number of different plays and embark on preparation for all 3 components. You will have priority in making at least 2 theatre visits to contrasting performances.

In year 11 you will complete each of the components. You will perform your devised and scripted performances to live audiences and a visiting examiner. The course culminates in a written exam.

## **Method of assessment:**

**Component 1:** DEVISING – 40% - participation in a group devised performance – *internally assessed and externally moderated.*

**Component 2:** PERFORMANCE FROM TEXT – 20% - create a performance from a set text using 2 extracts. Monologue/duologue or group performance. *Externally assessed by visiting examiner.*

**Component 3:** THEATRE MAKERS IN PRACTICE – 40% - Section A will be a six-part question based on an unseen extract from a chosen text. Section B will be 2 questions that require analysis and evaluation of a live theatre performance. You will be allowed to take in notes for this section of the exam. *Written examination.*

## **Careers/ skills linked to the subject:**

Any level 3 course in drama and/or theatre studies including A-Levels, BTEC and NCFE.

This is a qualification that colleges and employers often like to see because it shows that you have developed your teamwork and communication skills even if you are not planning on pursuing the arts as a career.

## **Name of contact:**

Mr Hatfield

[Steven.Hatfield@tnha.org.uk](mailto:Steven.Hatfield@tnha.org.uk)

## **Website link:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>





# GCSE Music

**Exam Board and Specification Code:** Eduqas 601/8131/X

## **Skills and qualifications required to study this subject:**

An interest in music and dedication to improve knowledge of music via performance, composition, listening and appraising.

It is advisable to focus on improving skills in one particular instrument. Additional tuition in a specific instrument is strongly advisable to support progress.

## **Brief overview of the subject:**

The WJEC Eduqas specification encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study.

The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context.

The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study.

Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority.

Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

## **Course structure:**

30% Performance: A minimum of two pieces, one of which must be an ensemble performance of at least one-minute duration. The other piece(s) may be either solo and/or ensemble.

One of the pieces performed must link to an area of study of the learner's choice.

Internally assessed, externally moderated.

30% Composition: Two compositions, one of which must be in response to a brief set by the exam board. Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September 2020. The second composition is a free composition for which learners set their own brief.

Internally assessed, externally moderated.

40% Appraising Exam: 1 hour and 15 minutes long set at the end of of Year 11.

Eight questions in total, two on each of the four areas of study.

Two of the eight questions are based on extracts set by the exam board and are likely to be pieces that students have not heard before.

## **Courses linked to this subject:**

Any level 3 course linked to Music, Music Technology or Performing Arts that are available at local sixth forms and colleges.

## **Staff to contact with questions:**

Mrs Bailey - Teacher of Music [jade.bailey@tnha.org.uk](mailto:jade.bailey@tnha.org.uk)

**Website:** <https://www.eduqas.co.uk/qualifications/music/gcse/>







# Computer Science

**GCSE Exam board:** AQA

**Specification code:** 8525

**Course outline:** Computer Science is all about solving problems with algorithms and turning those into computer programs. It is learning what is inside a computer how those parts work. It introduces how data is stored, processed and sent between digital devices. During the course there is also an opportunity to learn about cyber security and the ethical, legal and environmental issues with technology.

You will create no computer games as part of this course. Be prepared to work outside of class for this course as you will be required to create programs in the exam with no computer present so must be very familiar with the Python commands you will need. As your GCSE final mark is compared with all students in the country to determine your final grade, you will need to work hard to catch up to students from other schools who will have been studying this subject since primary school. This is not an easy subject.

**Method of assessment:** There are two parts to the GCSE, *Paper 1 - Computational thinking and programming skills* and *Paper 2 - Computing concepts*. They are worth 50% each. These are written examinations, paper 1 being two hours in length and paper 2 being 1 hour 45 minutes.

**Careers/ skills linked to the subject:** Problem solving is present in every career and this qualification teaches you problem solving skills. Programming is also a much sought-after skill with programmers needed in most, if not all, industries.

**Name of contact:** Mr Steve Randall ([s.randall@tnha.org.uk](mailto:s.randall@tnha.org.uk))

**Website links:**

<https://www.aqa.org.uk/subjects/computer-science-and-it/gcse/computer-science-8525>





## Sport (Examined)

**GCSE Exam board:** OCR Cambridge Nationals

**Specification code:** Level 1/Level 2 Cambridge National Certificate in Sports Studies (J813)

### **Course outline:**

Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skill development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

### **Method of assessment:**

Sport Studies Units	Assessment method	GLH	J803 Award 60 GLH	J813 Certificate 120 GLH
<b>Mandatory</b>				
R051: <i>Contemporary issues in sport</i>	Written paper OCR set and marked 1 hour – 60 marks (60 UMS) Learners answer all questions	30	M	M
R052: <i>Developing sports skills</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	M	M
<b>Optional</b>				
R053: <i>Sports leadership</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
R054: <i>Sport and the media</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
R055: <i>Working in the sports industry</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
R056: <i>Developing knowledge and skills in outdoor activities</i>	Centre assessed tasks OCR moderated 60 marks (60 UMS) Learners should spend approximately 10 hours on the assessment tasks	30	n/a	O
<b>Key:</b> M = mandatory unit O = optional unit				

**Careers/ skills linked to the subject:** Exercise Physiologist, Sports Trainer, Sports Medicine, Sports Dietitian, Sports Coach, Education, Sports Official, Sports Psychologist, Bio mechanist, Sports Journalist, Administration, Sports Photography, Sports Marketing, Fitness Product.

**Name of contact:** [mark.lloyd@tnha.org.uk](mailto:mark.lloyd@tnha.org.uk)

**Website links:** <https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>





# Business: Enterprise

**GCSE Exam board:** Edexcel

**Specification code:** Pearson Btec Level 1 / 2 Enterprise (603/1916/1)

**Course outline:**

With the **BTEC Tech Award in Enterprise**, you are able to **explore, challenge** and **realise** your potential. It is for learners who wish to acquire knowledge and skills through exploring real life businesses, finding out what it means to set up and present a business idea, as well as learning about promotion and finance methods.

**Method of assessment:**

**Component 1 Exploring Enterprises – 30% Coursework**

Examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs

**Component 2: Planning for and pitching an enterprise – 30% Coursework**

Select a business idea to plan and pitch it

**Component 3: Promotion and finance for Enterprise – 40% Task**

Explore promotional methods, financial records, planning and forecasting

For the task you will be provided with a case study of a small to medium enterprise and complete a series of activities

**Careers/skills linked to the subject:**

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

The qualification enables you to develop **technical skills**, such as market research, planning, promotional and financial using realistic work scenarios, and, the **practical transferable skills** such as self-reflection, communication, teamwork and problem solving.

**Name of contact:** Mr D. Morton-Smith ([d.morton-smith@tnha.org.uk](mailto:d.morton-smith@tnha.org.uk))

**Website links.....**

Specification available at:

[https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC\\_L12\\_TechAwd\\_Enterprise\\_Spec\\_Iss3.pdf](https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/BTEC_L12_TechAwd_Enterprise_Spec_Iss3.pdf)

Purpose statement available at:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2017/specification-and-sample-assessments/60319161-tech-award-enterprise-purpose.pdf>



# Geography

GCSE Exam board: Edexcel

Specification code: 1GBO

## Course outline:

**Topic 1: Hazardous Earth** – an understanding of the global circulation of the atmosphere and changing climate. Plus two depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards at contrasting locations.

**Topic 2: Development dynamics** – an understanding of the scale of global inequality. Plus a depth study of one emerging country

**Topic 3: Challenges of an urbanising world** – an overview of the causes and challenges of rapid urbanisation across the world. Plus one depth study of a megacity in a developing or emerging country.

**Topic 4: The UK's evolving physical landscape** – an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus two depth studies of distinctive landscapes – Coastal change and conflict and River processes and pressures

**Topic 5: The UK's evolving human landscape** – an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus a case study of a major UK city - Dynamic UK cities.

**Topic 6: Geographical investigations** – two investigations, including fieldwork and research, carried out in contrasting environments and a 'Dynamic urban areas'

**Topic 7: People and the biosphere** – an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources

**Topic 8: Forests under threat** – a detailed study of tropical rainforests and the taiga, looking at processes and interactions and issues related to their biodiversity and to their sustainable use and management

**Topic 9: Consuming energy resources** – a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management

## Method of assessment:

Paper 1 – 1 hour 30 minutes	<b>Global Geographical Issues</b> Topic 1: Hazardous Earth Topic 2: Development Dynamics – <b>CASE STUDY EMERGING COUNTRY</b> Topic 3: Challenges of an urbanised world – <b>CASE STUDY MEGA CITY IN AN EMERGING COUNTRY OR DEVELOPING COUNTRY.</b>
Paper 2 – 1 hour 30 minutes	<b>UK Geographical Issues</b> Topic 4: The UK's evolving landscapes (Coasts and rivers) Topic 5: The UK's evolving urban landscapes – <b>CASE STUDY OF A UK CITY.</b> Topic 6: FIELDWORK.
Paper 3 – 1 hour 30 minutes	<b>People and the Environment</b> Topic 7: People and the Biosphere Topic 8: Forest Under Threat Topic 9: Consuming Energy

## Careers/ skills linked to the subject:

Cartographer, School teacher, International aid worker, Surveyor, Transport Planner, Volcanologist, Travel Agents, Climatologist, Landscape Architect, Tourism Officer

## Name of contact:

Mrs Smith [Clare.smith@tnha.org.uk](mailto:Clare.smith@tnha.org.uk)

Mr King [David.king@tnha.org.uk](mailto:David.king@tnha.org.uk)

Ms Thomason [Emily.Thomason@tnha.org.uk](mailto:Emily.Thomason@tnha.org.uk)

## Website links.....

<https://www.bbc.com/bitesize/examspecs/zsytxsg>

<http://www.coolgeography.co.uk/>

<https://www.geography.org.uk/>



# Health and Social Care

**GCSE Exam board:** OCR

**Specification code:** Cambridge Nationals Level 1/2 Certificate in Health and Social Care 600/4780/X

**Course outline:** The Cambridge National in Health and Social Care introduces students to the specialist knowledge and skills needed to work in various care settings. Underpinning the qualification is a focus on core values and communicating with individuals so as to maintain their dignity and sense of being valued.

**Method of assessment:** Completion of 2 core units

**1. Unit RO21 – Essential values of care for use with individuals in a care setting – 25% exam**

Explore the values of care such as dignity, respect and safeguarding and understand how they are shown in a care environment

**2. Unit RO22 - Communicating and working with individuals in health, social care and early years settings – 25% coursework**

Consider how you can communicate effectively with different people and develop your understanding of how the way you communicate impacts on an individual's care.

**The teacher will then choose two from the following worth 25% each:**

- 3. Unit R023: Understanding body systems and disorders**
- 4. Unit RO25 – Understanding Life Stages**
- 5. Unit R026: Planning for employment in H&SC and children & young people's workforce**
- 6. Unit R027: Creative activities to support individuals in H&SC and early years settings**
- 7. Unit R028: Understanding the development and protection of young children in an early years setting**
- 8. Unit R029 Understanding the nutrients needed for good health**
- 9. Unit RO31 – Using Basic First Aid Procedures**

Students find out about basic first aid procedures that might be required in a health or social care setting, including how to carry out basic first aid on adults. They learn how to assess the scene of an accident for further risks and what information they need to communicate when contacting the emergency services

**Careers/skills linked to the subject:**

After completing the course, you can **continue** on to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships. Health and Social Care can lead to a career in nursing, midwifery, social work, nursery nurse, teacher, personal carer, care assistant, and occupational therapist

The qualification enables you to develop **skills** such as **effective communication, teamwork, research, first aid, empathy and understanding.**

**Name of contact:** Mrs Warnes    [K.Warnes@tnha.org.uk](mailto:K.Warnes@tnha.org.uk)

**Website links.....**<https://www.ocr.org.uk/qualifications/cambridge-nationals/health-and-social-care-level-1-2-j801-j811-j821/specification-at-a-glance/>



# **Design Technology: Resistant Materials**

**GCSE Exam board:** Edexcel

**Specification code:** Pearson Level 1 / 2 2RM01/02

## **Course outline:**

The Edexcel GCSE in Design and Technology: Resistant Materials Technology qualification enables students to:

- actively engage in design and technology
- make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products
- explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making
- analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life
- develop decision-making skills through individual and collaborative working
- understand that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle
- develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

## **Method of assessment:**

Unit 1: Creative Design and Make Activities

50% for a Design and make activity

Unit 2: Knowledge and  
Understanding of  
Resistant Materials  
Technology

50% For a 1 ½ hr written examination

## **Careers/skills linked to the subject:**

After completing the course, you can **continue** on to further vocational and academic study as well as apprenticeships and traineeships

The qualification enables you to develop **technical skills**, such as, planning and making working products and problem solving.

Most businesses require their workers to be able to solve problems and issues for themselves. This subject enables the students to learn how to.

## **Name of contacts:**

Mr Dan Morton-Smith or Mr M. Atkinson. (Michael.Atkinson@tnha.org.uk)

## **Website links.....**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/design-and-technology-2017.html>



# History

**GCSE Exam board:** Pearson Edexcel

**Specification code:** 1HIO

**Course outline:**

The examination is split into three papers, all to be assessed at the end of Year 11:

- Paper 1: Thematic study and historic environment: Medicine in Britain, c1250-present and the British sector of the Western Front, 1914-18: injuries, treatment and the trenches (30%).
- Paper 2: Period study and British depth study: Early Elizabethan England, 1558-88 and Superpower relations and the Cold War, 1941-91 (40%).
- Paper 3: Modern depth study: Weimar and Nazi Germany, 1918-39 (30%).

**Method of assessment:**

Pupils begin their GCSE study in KS3, covering topics that will later be extended and expanded upon in KS4. Pupils begin their KS4 study in Year 9, but are given the option to continue when they choose their options later in the year; this allows pupils the freedom of well-informed choice, an integral part of what they will study in their GCSE.

Students will become experts in so-called 'fingertip knowledge' – that is, the facts, and details of selected events, but will also study and be assessed on so-called 'second-order concepts' to deepen their understanding of historical enquiry; such as change and continuity, causation, consequence, significance, similarity and difference.

**Careers/skills linked to the subject:**

- Secondary school teacher
- Historic buildings inspector or conservation officer
- Museum or gallery curator
- Archaeologist
- Archivist
- Journalist
- Newspaper Editor
- Politician
- Solicitor
- Web content manager

**Name of contact:**

Dr Murphy ([breen.murphy@tnha.org.uk](mailto:breen.murphy@tnha.org.uk)) or Mr Nash: ([s.nash@tnha.org.uk](mailto:s.nash@tnha.org.uk))

**Website links:**

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

<https://www.bbc.com/bitesize/examspecs/zw4bv4j>



# Travel and Tourism

**GCSE Exam board** – Edexcel

**Specification code** – Pearson BTEC Level 1/Level 2 First Award in Travel and Tourism (600/6512/6)

**Course outline:** The course consists of 4 Units.

**Unit 1: UK travel and tourism sector**- this unit allows the students to gain an understanding of the range of organisations involved with different types of tourism in the UK, including their roles, how they work together and how they use technology to meet changing customer needs.

**Unit 2: UK travel and tourism destinations** - This unit will give you an understanding of what the UK travel and tourism industry has to offer to tourists.

**Unit 3:** In this unit you will look at the definition of customer service and what the main aims of customer service are; this may differ depending on the size and type of the travel and tourism organisation.

**Unit 4: International travel and tourism destinations** - This unit will allow the learners to gain an introduction to some of the destinations on offer around the world and to investigate what makes them popular.

## **Method of assessment:**

Unit	Assessment	Detail
1 (Core)	External Examination	1 hour written examination January & June
2 (Core)	Internal Assignment	External Moderation
3 (Core)	Internal Assignment	External Moderation
4	Internal Assignment	External Moderation

*The BTEC First Level 2 in Travel & Tourism is the equivalent to a GCSE on completion of the course.*

## **Careers/ skills linked to the subject:**

BTECs are vocationally-related qualifications that take an engaging, practical approach to learning and assessment. They're industry-relevant, geared to key sector requirements and very popular because they suit such a broad range of learning styles and abilities. Students will develop the vital practical skills needed by today's employers.

**Name of contact:** Sarah Thomson [s.thomson@tnha.org.uk](mailto:s.thomson@tnha.org.uk)

## **Website links:**

Specification: <https://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.html>





# Modern Foreign Languages:

## Spanish.

**GCSE Exam board:** Pearson Edexcel

**Specification code:** Spanish 1SP0

### **Course outline:**

#### **Paper 1: Listening and understanding in Spanish**

Written examination

Foundation tier: 35 minutes including 5 minutes' reading time/ Higher tier: 45 minutes including 5 minutes' reading time

25% of the total qualification (50 marks)

#### **Paper 2: Speaking in Spanish**

Internally conducted and externally assessed

Foundation tier: 7–9 minutes; 60 marks/ Higher tier: 10–12 minutes; 72 marks

##### **Assessment overview**

Students will be assessed through three tasks: a role play, questions based on a picture stimulus and a conversation. Students at either tier will be permitted 12 minutes preparation time to consider the questions and stimulus for the role play and picture provided.

The picture task will be based on one topic allocated by Pearson.

The conversation is based on two themes. Each student must choose one topic from one of the themes in advance. The student will be allowed up to one minute to talk about their chosen topic at the start. The teacher will continue the conversation on the chosen topic and other topics within the same theme.

The second part of the conversation will be based on a different theme allocated by Pearson.

The use of dictionaries is not permitted during the preparation time or during the assessment.

The assessments will be conducted by teachers/examiners in one session within a prescribed assessment window and the recordings then submitted to Pearson for external marking.

#### **Paper 3: Reading and understanding in Spanish**

Written examination

Foundation tier: 45 minutes/ Higher tier: 1 hour

25% of the total qualification (50 marks)

#### **Paper 4: Writing in Spanish**

Written examination

Foundation tier: 1 hour 10 minutes/ Higher tier: 1 hour 20 minutes

25% of the total qualification (60 marks)

**Method of assessment:** The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Spanish consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students must complete their speaking assessment in April/May and all other assessments in May/June in any single year. Each paper is available at Foundation tier or Higher tier. **Students must be entered for a single tier across all papers.**

### **Name of contact:**

Mrs D Keeble ([d.keeble@tnha.org.uk](mailto:d.keeble@tnha.org.uk))

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**Website links:** <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/modern-languages-2016.html>



# Hospitality and Catering.

**GCSE Exam board:** WJEC Level 1/2 Vocational Award in Hospitality and Catering.

**Specification code:** 601/7703/2

The WJEC Level 1/2 Vocational Award in Hospitality and Catering has been designed to support students who want to learn about the Hospitality and Catering sector and the potential it can offer them for their careers or further study.

## **Course outline:**

### Unit 1: The Hospitality and Catering Industry

This unit covers all aspects of the Hospitality and Catering sector. Students will acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. They will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently legally and financially viably whilst meeting the needs of their potential market.

### Unit 2: Hospitality and Catering in Action

Students learn to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations.

## **Method of assessment:**

- Unit 1 is worth 40% of your final grade. Students sit a 90-minute online exam based on the theory of the Hospitality and Catering industry. There are short and extended answer questions based around applied situations.
- Unit 2 is worth 60% of your final grade. Students complete an internally assessed piece of coursework based around a task set by the teacher. This requires students to consider all of the theory and practical skills they have learnt to prepare and cook food.

**Careers/ skills linked to the subject:** Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

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**Website link:** <https://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html>