



# Key Stage 4 Options Booklet.

# English



**GCSE Exam board:** AQA

**Specification code:** 8700 – English Language

8702 - English Literature

**Course outline:**

GCSE English Language		
Paper 1 Section A	Explorations in creative reading: one literature fiction text	50% 1 hour 45 mins
Paper 1 Section B	Explorations in creative writing: descriptive or narrative	
Paper 2 Section A	Writer's viewpoints and perspectives: reading	50% 1 hour 45 mins
Paper 2 Section B	Writer's viewpoints and perspectives: writing	
Speaking and Listening	Separate endorsement – (0% weighting of GCSE)	

GCSE English Literature		
Paper 1 Section A	Shakespeare Plays - Macbeth	40% 1 hour 45 mins
Paper 1 Section B	19 <sup>th</sup> Century Novel – Dr Jekyll and Mr Hyde	
Paper 2 Section A	Modern Text – DNA by Dennis Kelly	60% 2 hours 15 mins
Paper 2 Section B	Poetry – Power and Conflict Cluster and Unseen Poetry	

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 during 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:** Mr. C Connell – Director of English [Christian.Connell@attrust.org.uk](mailto:Christian.Connell@attrust.org.uk)

### Useful websites:

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/specification-at-a-glance>

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>



# GCSE Mathematics

**GCSE Exam board** - Edexcel

**Specification code.** – 1MA1

**Course outline:** This is taught as part of our 5-year scheme of work that the students have been studying since Year 7. All top set and set 2 students will be studying the course with a view to take the Higher paper and all other students will be aiming for the Foundation Paper.

**Method of assessment:** Students are assessed once a half term and all students receive individualised feedback from this. They will also sit a mock exam at the end of year 10 and at least one formal mock in Year 11.

When students sit their GCSE exams they will be sitting three papers; one non-calculator paper and two calculator papers lasting 90 minutes each. Students will require their own scientific calculator for these exams.

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

**Name of contacts:**

Miss. R Cullum – Director of Maths [Rebecca.cullum@Attrust.org.uk](mailto:Rebecca.cullum@Attrust.org.uk)

Miss. B James - Director of Maths [Bethany.james@Attrust.org.uk](mailto:Bethany.james@Attrust.org.uk)

**Website links.....**

- Sparx Maths – Every student has a login and there are videos online students can watch.
- 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 (Director of Science) [Aimee.Brown@attrust.org.uk](mailto:Aimee.Brown@attrust.org.uk)

**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. G Morgan- Teacher of Art [Gemma.Morgan@atrust.org.uk](mailto:Gemma.Morgan@atrust.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. You will complete component 1, the devising project, by performing your piece to a live audience and completing a portfolio of evidence.

In year 11 you will complete components 2 & 3. You will perform your scripted performances to a live audience and a recording will be sent to the 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 2 performances from a set text using 2 extracts. Monologue/duologue or group performance. *Externally assessed by an 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. S Hatfield, Director of Creative Arts [Steven.Hatfield@atrust.org.uk](mailto:Steven.Hatfield@atrust.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 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.

**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:**

Miss. J Brown - Teacher of Music [Jade.Brown@attrust.org.uk](mailto:Jade.Brown@attrust.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. S Randall- Teacher of Computer Science  
([Stephen.Randall@atrust.org.uk](mailto:Stephen.Randall@atrust.org.uk))

**Website links:**

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





## Sport (Examined)

**Exam board:** OCR Cambridge Nationals

**Specification code:** OCR Level 1/Level 2 Cambridge National in Sport Studies (J829)

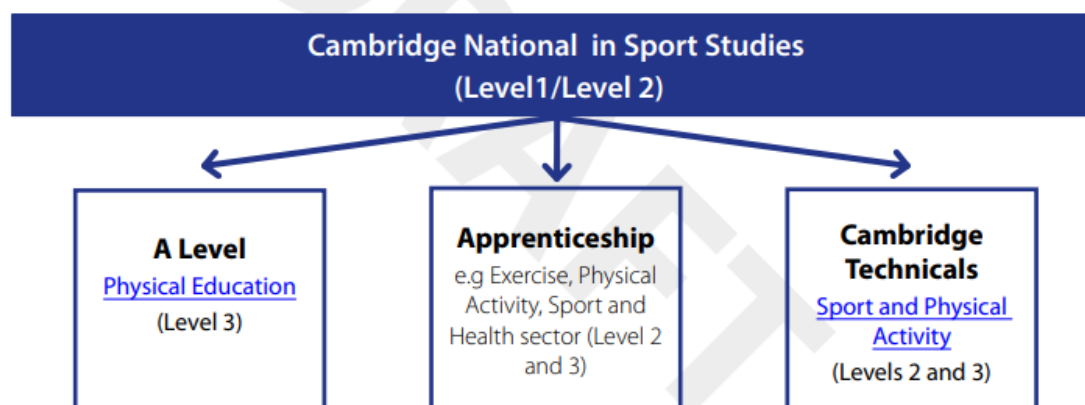
### Course outline:

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:

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R184	Contemporary issues in sport	J/618/5942	48	E	M
R185	Performance and leadership in sports activities	L/618/5943	48	N	M
R186	Sport and the media	R/618/5944	24	N	O
R187	Increasing awareness of Outdoor and Adventurous Activities	Y/618/5945	24	N	O

Students complete 3 units to achieve the full qualification. These unit are two Mandatory and one optional. R184 is an exam, whilst the other units are coursework based assessment.



**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:** Mr. M Lloyd. Director of PE [Mark.Lloyd@attrust.org.uk](mailto:Mark.Lloyd@attrust.org.uk)

**Website links:** [OCR Level 1/Level 2 Cambridge National in Sport Studies specification](#)



# **Business: Enterprise**

**Exam board:** Edexcel

**Specification code:** Pearson Btec Level 1 / 2 Enterprise (603/7063/4)

**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% Controlled Assessment**

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% Controlled Assessment**

Select a business idea to plan and pitch it

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

Explore promotional methods, financial records, planning and forecasting

For the exam you will be provided with a case study of a small to medium enterprise and complete a series of questions.

**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- Director of Vocational Studies ([Daniel.Morton-smith@attrust.org.uk](mailto:Daniel.Morton-smith@attrust.org.uk))

**Website links.....**

Specification available at:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/enterprise/2022/specification-and-sample-assessments/60370634-BTEC-Tech-Award-Enterprise-2022-spec-PPD1-190721.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:**

Mr J Fox

[Jake.Fox@ttrust.org.uk](mailto:Jake.Fox@ttrust.org.uk)

Director of Humanities

Mrs. C Smith [Clare.Smith@atrust.org.uk](mailto:Clare.Smith@atrust.org.uk)

Assistant Principal/Teacher of Geography

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

Vice Principal/ Teacher of Geography

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

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

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

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

# Health and Social Care



**Exam board:** OCR Cambridge Nationals

**Specification code:** Level 1/2 J835

**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, to maintain their dignity and sense of being valued.

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

1. **Unit RO32 – Principals of care in health and social care settings – exam worth 40% of the final grade.**

Explore the values of care such as dignity, respect and safeguarding and understand how they are shown in a care environment. This unit also covers the rights of the individuals and person-centred values. Finally it also looks at how to use effective communication and how to protect the service users.

2. **Unit RO33 – Supporting individuals through life events – Coursework worth 30% of the final grade**

This unit will look at the life stages we go through and will also consider the impact of life events. The last unit will look at sources of support that are available

**We then have the choice of one from the following two units – coursework worth 30% of the final grade:**

3. **R034 – Creative and therapeutic activities**
4. **R035 – Health promotion campaigns**

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

After completing the course, you can continue 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, to name but a few of the wide and varied careers you can enter following the completion of this course.

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



**Name of contact:** Mrs. K Warnes- Teacher of Health & Social Care [Kate.Warnes@attrust.org.uk](mailto:Kate.Warnes@attrust.org.uk)

**Website links:** <https://ocr.org.uk/Images/610950-specification-cambridge-nationals-health-and-social-care-j835.pdf?hsCtaTracking=8626aba2-b8a4-4fbc-9016-f9867767afa8%7Cf806cf3f-3456-4106-805d-ed3e8523311e>

# Design Technology: Resistant Materials



**GCSE Exam board:** AQA

**Specification code:** AQA Art & Design (three-dimensional design) 8205

## **Course outline:**

Students build a portfolio of evidence by means of designs and explanations of projects and examples of work they have done 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 Product development, design and production together with the associated technical skills working with a broad range of materials to create 3D outcomes.

This course enables 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:**

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. M. Atkinson- Teacher of DT [Michael.Atkinson@attrust.org.uk](mailto:Michael.Atkinson@attrust.org.uk)

**Website links.....**<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8205/specification>



# 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, c.1250 -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 KS4 study in Year 10 as part of a 2-year broad and balanced, knowledge-rich curriculum which has its foundations in their KS3 curriculum. 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 '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. B Murphy [Breen.Murphy@attrust.org.uk](mailto:Breen.Murphy@attrust.org.uk)

Mr. T Bacon [Thomas.Bacon@attrust.org.uk](mailto:Thomas.Bacon@attrust.org.uk)

Mr J Fox [Jake.Fox@ttrust.org.uk](mailto:Jake.Fox@ttrust.org.uk)

Teacher of History  
Assistant Director of Humanities  
Director of Humanities

**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/Pearson

**Specification code** – Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism

**Course outline:** The course consists of 3 Units.

**Component 1: Travel and Tourism Organisations and Destinations.** In this component, you will investigate travel and tourism organisations, their aims and how they work together. You will explore types of travel and tourism, the features that make destinations appealing to visitors and different travel routes.

**Component 2: Customer Needs in Travel and Tourism.** In this component, you will investigate how organisations use market research to identify travel and tourism trends, and customer needs and preferences. You will apply your understanding by selecting products and services and planning a holiday to meet customer needs and preferences.

**Component 3: Influences on Global Travel and Tourism.** In this component, you will explore the different factors that may influence global travel and tourism, and how travel and tourism organisations and destinations respond to these factors. You will examine the potential impacts of tourism at global destinations and how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

## **Method of assessment:**

Component	Assessment	Detail
1	Controlled Assessment	The exam board sets the assignment and then we have time to prepare and then complete the assessment (60 Marks, 30%)
2	Controlled Assessment	The exam board sets the assignment and then we have time to prepare and then complete the assessment (60 Marks, 30%)
3	External Assessment	2-hour written examination (60 Marks, 40%)

*The BTEC Tech 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:** Ms. S Thomson- Teacher of Travel & Tourism  
[Sarah.Thomson@attrust.org.uk](mailto:Sarah.Thomson@attrust.org.uk)

**Website links:** [Travel & Tourism \(2022\)](#) | [BTEC Tech Awards](#) | [Pearson qualifications](#)

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# Modern Foreign Languages- Spanish.



GCSE Exam board: AQA

Specification code: Spanish

## Course outline:

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

Written exam: 35 minutes, 40 marks (Foundation Tier), 45 minutes, 50 marks (Higher Tier)

25% of GCSE

Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played AND extra times included in the listening recording for qualifying students.

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

Internally conducted and externally assessed; 25% of GCSE.

#### **Assessment overview**

7–9 minutes (Foundation Tier) + preparation time, 10–12 minutes (Higher Tier) + preparation time  
50 marks (for each of Foundation Tier and Higher Tier)

- Role play – 10 marks
- Reading aloud – 5 marks
- Compulsory Questions – 10 marks
- Photocard & unprepared questions – 25 marks

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

Written exam

45 minutes (Foundation Tier), 1 hour (Higher Tier) 50 marks for each of Foundation Tier and Higher Tier

25% of GCSE

- Section A – Questions in English, to be answered in English or non-verbally
- Section B – Translation sentences from Spanish into English

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

Written exam: 1 hour 10 minutes (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks for both Foundation and Higher Tiers

25% of GCSE

Students are expected to answer three questions in Spanish plus complete a translation into Spanish. Answers range from a minimum of 40 words (Foundation tier) to a maximum of 150 words (Higher tier) in Spanish. The marks range from 10-25 per question depending on the tier.

**Method of assessment:** The AQA GCSE (9-1) in Spanish consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Students usually 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 contacts:**

Mrs. D Keeble [Daniela.Keeble@attrust.org.uk](mailto:Daniela.Keeble@attrust.org.uk) Teacher of MFL

Mr. A Janes [Alexander.Janes@attrust.org.uk](mailto:Alexander.Janes@attrust.org.uk) - Teacher of MFL

Mr J Fox [Jake.Fox@ttrust.org.uk](mailto:Jake.Fox@ttrust.org.uk) Director of Humanities

## **Website links:**

<https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification>



# Hospitality and Catering.

**Exam board:** WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)

**Specification code:** 603/7022/1

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you're interested in developing the skills you need to work front of house?

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:**

This qualification is made up of 2 units:

### Unit 1: The Hospitality and Catering industry

- Learn about the hospitality and catering industry, the types of hospitality and catering providers and about working in the industry.
- Learn about health and safety, and food safety in hospitality and catering, as well as food related causes of ill health.

### Unit 2: Hospitality and Catering in action

- Learn about the importance of nutrition and how cooking methods can impact on nutritional value.
- Learn how to plan nutritious menus as well as factors which affect menu planning. You will learn the skills and techniques needed to prepare, cook and present dishes as well as learning how to review your work effectively.

## **Method of assessment:**

You will be assessed through a written examination and an assignment.

- Unit 1 will be assessed through an exam, which is worth 40% of your qualification.
- In Unit 2 you will complete an assignment where you will plan and prepare a menu in response to a brief. This will be worth 60% of your qualification and will take 12 hours.

**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.

**Name of contact:** Miss. E Thomason - Vice Principal/ Teacher of Hospitality [Emily.Thomason@atrust.org.uk](mailto:Emily.Thomason@atrust.org.uk)



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

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# Child Development

**Exam board:** OCR Cambridge Nationals

**Specification code:** Level 1/2 J809

**Course outline:** The Cambridge National in Child Development will develop knowledge, skills and understanding and practical skills that would be used in the childcare sector. It will use a blend of real-life situations and practical learning. It will develop learning such as preparing a feed or meal for a child, choosing suitable equipment for a Child Care setting, planning suitable play activities and how to prevent accidents in a child care setting.

**Method of assessment:** Completion of 3 mandatory units-

1. Unit R057 –Health and well-being for child development– exam worth 50% of the final grade. In this unit students will learn about pre-conception health and reproduction, antenatal care and preparation for birth, post-natal checks, post-natal care and conditions for development and childhood illnesses and a child safe environment.
2. Unit R058 – Create a safe environment and understand the nutritional needs of children from birth to five years– Coursework worth 25% of the final grade. Topics for this section include creating a safe environment in a childcare setting, choosing suitable equipment for a childcare setting and knowing the nutritional needs of children from birth to five years.
3. R059 – Understand the development of a child from one to five years – coursework worth 25% of the final grade. In this unit students will learn the physical, intellectual and social norms for one to five years, the stages and types of play and how play benefits development, observe the development of a child aged one to five years and plan and evaluate play activities for a child aged one to five years for a chosen area of development.

**Careers/skills linked to the subject:** After completing the course, you can continue to further vocational and academic study at level 2 and level 3, as well as apprenticeships and traineeships and the new course as a T-Level in childcare. Child Development can lead to a career in nursing, midwifery, social work, nursery nurse, teacher and child psychologist to name but a few of the wide and varied careers you can enter following the completion of this course.

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

**Name of contact:** Mrs. K Warnes- Teacher of Health & Social Care.

[Kate.Warnes@attrust.org.uk](mailto:Kate.Warnes@attrust.org.uk)

**Website link:** <https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf>