



A guide to help you choose the right GCSE courses for you

## KS4 curriculum at thirteen+

Pathways  
2017-2020

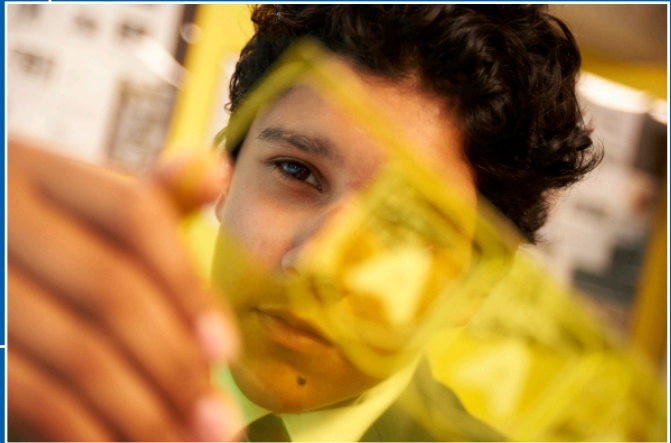
Year 9 onwards

Education for Life



*“Attainment in many subjects, especially English, Maths, Science and RE is significantly above national averages.”*

*Ofsted 2015*



*“The Sixth Form is Outstanding. Students achieve well and make excellent progress. They are ambitious, determined and highly confident young adults.”*

*Ofsted 2015*



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# KS4 curriculum at Thirteen+



In September 2017 you will start your Key Stage 4 courses. The results you achieve will remain with you and will need to be quoted whenever you seek higher education or employment. As a consequence, it is important that you take courses which you are likely to succeed in and which will best prepare you for your future career. I firmly believe that our strategy of spending three years teaching Key Stage 4 courses to students will give you a significant advantage in the competition for sixth form places, for Higher Education places and later in career pathways.

This booklet contains a lot of information. You will need time to read it carefully. Don't make hasty decisions – talk things over with your parents and teachers before making up your mind. The Curriculum Chart in this booklet shows what is compulsory and which courses you might choose to do. Success in the EBACC and in Progress 8 means continuing to study many subjects, so options for work or further study will remain open whatever you wish to do. However, if you have a fairly good idea of what you want to study further, or what kind of job you want to do, mention this when discussing your plans so that we can then advise you more accurately. Above all, make sure your decisions are made in your best interest, not because of what your friends are doing, or because of who might or might not be teaching you.

Remember that your Tutor, Head of Year and all Academy teachers are here to help you. Together with your parents, we all want to ensure that your studies in Year 9, 10 and 11 are right for you.

Marcus C J Barker  
Principal

This booklet contains information on courses of study at Ashcroft Technology Academy, in Years 9, 10 and 11. In the National Curriculum, there are several subjects which you must study, but you do have several subjects available which you may express a preference\* to study from September. Before submitting your preferences, you will have opportunities to discuss your present work and future subjects with your teachers, parents or guardians. Ashcroft Academy is a leader in curriculum development and we can offer courses which suit your needs. The details of the various pathways will be presented at the Year 8 Pathways' Evening on Tuesday 7 March 2017. In the meantime do familiarise yourself with the courses and the course content.

## Qualifications

The majority of courses involve working towards the GCSE (General Certificate of Secondary Education), but we also offer a small number of BTEC qualifications. There continue to be many changes in the government guidance on examinations at 16, so all of the material in the brochure is somewhat provisional. All examinations in core subjects (English, Mathematics, Science, French, History and Geography) will definitely be GCSE examinations, but in other subjects it is possible that we may switch the examination. We will, of course, keep parents fully informed.

We are pleased to be offering the BTEC First Awards in

- ◇ Engineering
- ◇ Health & Social Care
- ◇ Performing Arts (Acting)
- ◇ Sport
- ◇ Travel & Tourism

BTEC courses are pre-vocational and based on occupational sectors. BTEC courses are different from GCSEs in many ways, the main one being the style of assessment. GCSE assessment is traditionally based on coursework/controlled assessment and end of course examinations whereas BTEC assessment is mainly portfolio based where students develop their understanding of the vocational context. BTEC courses do not prepare students for work in various sectors of industry, they do however provide a good insight. BTEC courses are high in quality and do much to enrich the student experience at Ashcroft Technology Academy.



There will be a chance for you and your parents to find out more on our Year 8 Pathways/Thirteen+ Open Information Evening .

The preference forms have to be returned to your tutor by Wednesday 22 March 2017. There is no rush to return them as groups are not composed on a first-come first-served basis. However, any forms handed in late may not be considered on the same basis as those handed-in by the deadline.

\* Please note that students are expressing 'preferences' to take a subject. As teachers know your son/ daughter well, the Academy will be looking at the match of student to 'preference' and, in consultation with the student, will be agreeing with or adjusting the subjects selected by students based on known aptitude and ability. Some subjects may be over-subscribed and so teachers will make judgements as to which students should be signed up to subjects. Furthermore, some subjects may not be viable and so will not run in September. Whilst we know that students will feel committed to subjects once they express their preference to take them in September, students need to recognise that it is impossible to satisfy everyone's choice of subject and indeed it is undesirable for some students to take some subjects. In order for us to best-fit students, we are asking students to rank their most preferred subjects where appropriate.



# 13-18 Education at Ashcroft

The age of 13 should be seen as the beginning of a distinct phase in the curriculum which runs through to 18. The 13–18 curriculum allows you to follow courses which lead progressively through from Key Stage 4 to sixth form education (Key Stage 5) at Ashcroft Academy. Your 13–18 education at Ashcroft Academy will prepare you for your future.

Your range of qualifications at Key Stage 4 will reflect your abilities and interests. Taking these into account you may consider the full range of options open to you in the sixth form at Ashcroft Academy. You could:

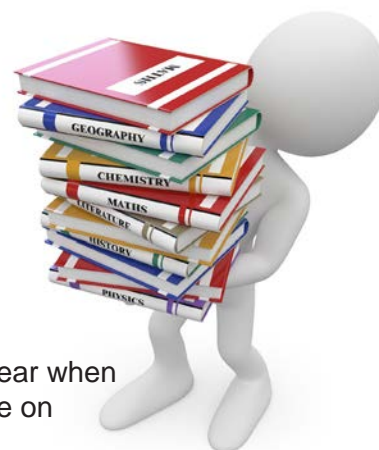
- progress to GCE A-levels
- progress to International Baccalaureate (IB)
- progress to BTEC National Diploma in Performing Arts
- study a mixed programme of subjects from A level and BTEC.

Whatever progression route you follow, your sixth form programme will include:

- preparation for Higher Education and Employment
- physical education
- a varied enrichment programme
- opportunities to take on positions of responsibility

A high proportion of students stay on at Ashcroft Academy after year 11 because of the sustained track record of outstanding results in public examinations. The Sixth Form is regarded as the best in the area and has won the Wandsworth Award for Sixth Form Achievement for the past 4 years. It is also now the first choice sixth form for over 100 students from other schools and students at Ashcroft Sixth Form make more progress than those in some highly selective independent schools. Students benefit from:

- the excellent teaching
- the security of a familiar and orderly community
- the demands for high standards of work and behaviour
- the opportunities to exercise leadership and initiative to which many young people, selectors in higher education and employers attach great value
- the excellent resources
- our very high progression route to top universities
- a curriculum offer that is second to none
- outstanding facilities in our new sixth form centre



It is very important that you talk to your teachers, tutors and your Head of Year when expressing your preferences for Key Stage 4 courses in order to gain advice on your progression within the 13–18 curriculum at Ashcroft Academy.

Ashcroft Sixth Form is a very special place to work and learn as a teacher and a student. There is so much going on in the Sixth Form of which I am particularly proud. Please see the Sixth Form part of the school website; well worth a look.

Student aspirations are so high that nearly every student applies to university. This will be your son/daughter in a few years time. 60% of students secure places at top Russell Group universities to study a range of courses and this year we have a high number of students who will be participating in our Oxbridge programme. Choose your GCSE/BTEC courses carefully and play to your strengths. The key to success is hard work and we look forward to working with you.

Ashcroft is your school; it's your sixth form.

# Curriculum Chart

## CORE CURRICULUM – You must study all of these subjects

English	Maths	Science	CPSE	French	PE/Games
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## OPTIONAL SUBJECTS

You must choose either:

*If you wish to follow both History and Geography, make Geography your preference and choose History as one of your two choices from the list below.*

You must choose either:

You will also choose to study two subjects from the choices listed below:

GCSE Art & Design	GCSE Media
GCSE Business Studies	GCSE Music
GCSE Computer Science **	BTEC Tech Award in Performing Arts (Acting)
BTEC Engineering (D&T*)	GCSE Psychology
GCSE Food Preparation and Nutrition (D&T*)	GCSE Science - Triple
BTEC Health & Social Care	GCSE Sport
GCSE History	GCSE Textiles (D & T*)
CIDA ICT **	BTEC Travel & Tourism
GCSE Italian	

Please indicate, in order of preference (1 = 1st, 2 = 2nd etc) what your other two preferences for subjects will be. Note that as we cannot guarantee your choices, you should put numbers down until you can no longer decide between subjects. Please note that you may only study a maximum of one Design & Technology\* subject as one of your two preferences, but you can indicate as many D&T subjects as you wish so that we can work out if you wish to study D&T and which D&T subject in preference order. This is also true of ICT\*\* and Computer Science\*\* where you will only be able to study one of these two subjects.

You will spend some time discussing the choices on offer with your teachers and parents before you have to make your final decision. Please return the subject preference form by Wednesday 22 March 2017.







## Introduction

All subjects are assessed through a combination of controlled assessments, coursework and examinations. The information on each subject included in this booklet will give you more details. In some written examinations marks will be awarded for correct spelling, punctuation and grammar. All coursework produced must be your own, original work.

Each subject area will offer syllabi from one of the national GCSE awarding bodies which are suitable for their subject(s). Examination fees are normally paid by the Academy.

Further information can be found in the sections on individual subjects in this booklet, and from your teachers.



# English Language and English Literature

## Method of Assessment

For English Language GCSE, students will undertake two external examinations which will account for 100% of the GCSE grade.

These examinations include: Fiction and Imaginative Writing (40%) and Non-fiction and Transactional Writing (60%). Students will also be assessed on speaking and listening, although this will not contribute to the overall grade.

For English Literature GCSE, students will undertake two external examinations which will account for 100% of the final GCSE grade. These examinations include: Shakespeare and Post-1914 Literature (50%).  
19th-century Novel and Poetry since 1789 (50%).

Examination Board:  
Edexcel



Further information available from:

Mr M Collins  
English  
Curriculum Manager

## Course content

From September 2015, all students will study GCSEs in English Language and English Literature. Year 9 will largely be used as a GCSE transition year; students will start studying for the new English Language and Literature GCSE in Year 10. In Year 9, students will focus on a range of 19th, 20th and 21st-century texts in order to prepare them for the demands of the new GCSE course; this will include an in-depth study of the Gothic genre. With the significant changes to the GCSEs, students will no longer complete controlled assessments, but will be assessed in terminal exams at the end of year 11.

English Language GCSE allows students to engage with a wide range of texts, including 19th Century fiction and non-fiction extracts. Through the study of these texts, students will develop the ability to read critically and for meaning, analysing and interpreting the writer's use of language, form and structure. Additionally, students will use the knowledge gained from their reading to improve their own writing, developing a wide-ranging and sophisticated vocabulary and crafting sentences for effect.

In English Literature GCSE, students will engage with a range of British literary texts, developing their analytical skills. Students will study a Shakespeare play, a 19th-century novel and a post-1914 play or novel. In addition to evaluating the writer's use of language, form and structure, students will consider the significance of the social, cultural and historical context of the texts.

### English Language:

- ◇ Component One: Fiction and Imaginative Writing (Exam 40%)  
Students will study a range of 19th-century fiction extracts and develop their imaginative writing skills.
- ◇ Component Two: Non-Fiction and Transactional Writing (Exam 60%)
- ◇ Students will study a range of 20th and 21st-century non-fiction extracts and write for a variety of different forms and purposes.

### English Literature:

- ◇ Component One: Shakespeare and Post-1914 Literature (Exam 50%)
- ◇ Students will study texts from a prescribed selection, including: Romeo and Juliet, Macbeth, R C Sherriff's 'Journey's End', J B Priestley's 'An Inspector Calls' amongst others.
- ◇ Component Two: 19th-century Novel and Poetry since 1789 (Exam 50%)
- ◇ Students will study texts from a selection, including: Mary Shelley's 'Frankenstein', Charles Dickens' 'Great Expectations', R L Stevenson's 'Dr Jekyll and Mr Hyde'.

# Mathematics

## Course content

Students study a single award linear GCSE in mathematics. This qualification in Mathematics encourages students to develop confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society.

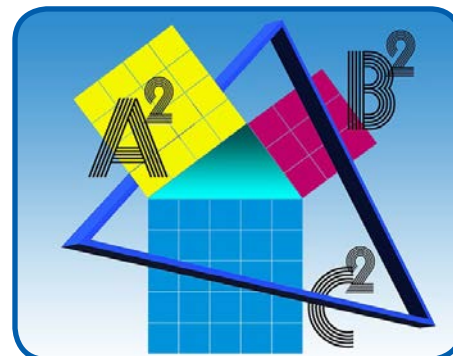
The Edexcel GCSE in Mathematics gives students the opportunity to develop the ability to:

- ◇ develop fluent knowledge, skills and understanding of mathematical methods and concepts
- ◇ acquire, select and apply mathematical techniques to solve problems
- ◇ reason mathematically, make deductions and inferences, and draw conclusions
- ◇ comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

## Method of Assessment

- Three written papers: equally weighted, 80 marks per paper
- Tiered papers  
Foundation Tier grades 1-5  
Higher Tier grades 4-9
- All papers are 1 hour 30 minutes
- Paper 1 – Non calculator
- Paper 2 & 3 - Calculator

Examination Board:  
Edexcel



Further information available from:

Mr P Hall  
Maths  
Curriculum Manager



# Science

## Method of Assessment

Students will be regularly assessed on topics through both summative and AfL methods. The public exams will all be terminal, not modular and there will be no coursework element. However students will still need to complete practical work as knowledge of this will be tested in the exam.

## Course content

All KS4 students must study a full and balanced science curriculum. Therefore all students will be required to study Biology, Chemistry and Physics. The more able students will study these as three separate subjects and achieve 3 separate science GCSEs at the end of KS4. While the majority will study combined science and be awarded two grades for science GCSE.

All students will study science as a core subject and will be able to:

- ◇ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- ◇ develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- ◇ develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- ◇ develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Students will be graded on a 1-9 scale and the exam will have several marks awarded for mathematical and English language skills relevant to science.

Examination Board:  
OCR Gateway 1-9 Combined



Further information available from:

Ms L dos Santos  
Science  
Curriculum Manager

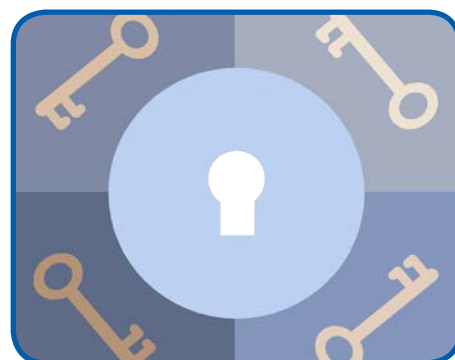
## Course content

CPSE provides educational experiences and curriculum content specifically designed to support and promote personal, social and intellectual development enabling students to acquire the skills, knowledge and understanding needed to be an active and informed citizen. The course helps students to become thoughtful and responsible and promotes spiritual, moral, social and cultural development encouraging them to play a positive part in the life of school, their neighbourhood, community and the wider world. Students are encouraged to develop the skills of enquiry, communication and participation and to take responsibility for their actions.

The programme of activities seeks to promote a range of experiences which will develop personal qualities and skills, positive attitudes, interpersonal skills and moral codes and behaviour. The main topics of study will include:

- ◇ Understanding Yourself
- ◇ Keeping Healthy (including sex education)
- ◇ Developing Relationships
- ◇ Education for Citizenship
- ◇ Economic and Industrial Understanding
- ◇ Careers Education and Guidance
- ◇ Environmental Education
- ◇ Study Skills

Throughout the course students are encouraged to develop their Key Skills and in Year 10 will be prepared to undertake a two week work experience placement. In Year 11 students begin planning for the transition to KS5 or employment and assemble their Progress Files.



Further information available from:

Mr C Borresen  
CPSE/Citizenship  
Curriculum Manager

# French

## Method of Assessment

### Listening and Understanding

25% assessed by terminal exam at end of Year 11.

### Speaking

25% assessed by terminal exam at the end of Year 11.

### Reading and Understanding

25% assessed by terminal at end of Year 11.

### Writing

25% assessed by terminal exam at end of Year 11

## Course content

Students have been learning French at KS3 and this means they are well-prepared to study GCSE French. French GCSE is all about communicating with other people, finding out how language works and learning about different cultures.

Students will follow the new GCSE Specification for Summer 2020 entry with the Edexcel Exam Board.

The changes in Specification at GCSE include:

- ◇ the removal of controlled assessments –
- ◇ 100% external assessment – terminal exams only
- ◇ 25% assessment weightings per skill – listening, speaking, reading, writing
- ◇ tiered papers Foundation & Higher
- ◇ the introduction of a new 9-1 grading system (top grade = 9)

Topics and Themes covered over the course of GCSE are similar to topics covered in KS3 so students will be reassured by the familiarity of the material they encounter. However at GCSE topic and themes are pursued in a more detailed way enabling students to really get to grips with the language as well as being able to raise their standards and confidence.

The rigor of this new French GCSE will prepare students for language study at sixth form – either at A level or for the International Baccalaureate (IB) course, as the IB includes a compulsory language module.

Examination Board:  
Edexcel



Further information available from:

Mrs P Kavanagh  
MFL  
Curriculum Manager



# PE/Games

## Course content

Physical Education remains a compulsory subject in Years 9, 10 and 11 and all students have 3 periods of curriculum time dedicated to Physical Education. The emphasis in KS4 is on participation and enjoyment to promote a prolonged healthy and active lifestyle and an interest in sport.

In PE/Games lessons students will follow a programme covering at least two of the areas shown below:

- ◇ Team Games
- ◇ Gymnastic activities (trampolining)
- ◇ Fitness, using either our cardiovascular machines or weights machines
- ◇ Level 1 Sports Leader Award
- ◇ Outdoor and Adventurous activities (Duke of Edinburgh Award)
- ◇ Striking and Fielding
- ◇ Net Games

The range of activities will build on those offered at Key Stage 3 and will continue the physical development begun there. Students are encouraged to undertake different roles such as performer, coach and official. Students are also encouraged to attend our extensive extracurricular program.

## Method of Assessment

Students are assessed on their effort levels only in core PE.

Evidence required of:

- participation
- development of skills both social and physical
- understanding of how to improve physical fitness



Further information available from:

Mrs V Ward  
PE  
Curriculum Manager



# GCSE/BTEC Course Information

## Introduction

The following pages of this booklet provide information on the courses that will be offered from September 2015.

To make sure you understand how to select the courses best suited to your needs, you will spend some time discussing these with your teachers and parents before making your final decision.





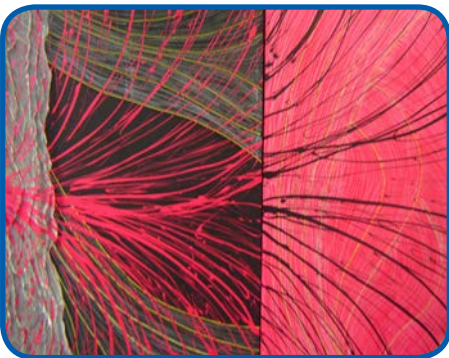
# Art & Design

## Method of Assessment

All work is internally assessed and moderated by a visiting moderator from the Edexcel Exam Board.

Over the course of the three year GCSE, students produce two sketchbooks and two final pieces for their coursework (worth 60%). From January of Year 11, students have a third and final sketchbook and they produce the final piece for this project within a 10 hour exam, completed across two academy days (worth 40%).

Examination Board:  
Edexcel



Further information available from:

Ms K Griffiths  
Art & Design  
Curriculum Manager

## Course content

Art and Design equips students with the skills to enjoy, produce and engage with the visual arts. GCSE Art and Design provides the opportunity for students to explore both contemporary and historical sources of art, craft and design first hand.

Students will have the opportunity to work with ceramics, print-making, painting, drawing, mixed media, installation and much more. GCSE Art and Design students will also visit galleries and museums across London, examples include the TATE Modern, British Museum, the National Portrait Gallery and University Degree Shows.

Many students pursue Art and Design at AS and A level and are highly successful in gaining university places studying a wide range of art and design subjects, including Architecture, Fine Art and Animation.

# Business Studies

## Course content

Students apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts.

Students will apply their knowledge and understanding to business decision making including:

- ◇ the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources, and how these interdependencies underpin business decision making
- ◇ how different business contexts affect business decisions
- ◇ the use and limitation of quantitative and qualitative data in making business decision

The specification requires students to draw on the knowledge and understanding to:

- ◇ use business terminology to identify and explain business activity
- ◇ apply business concepts to familiar and unfamiliar contexts
- ◇ develop problem solving and decision making skills relevant to business
- ◇ investigate, analyse and evaluate business opportunities and issues
- ◇ make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills.

This qualification is linear, which means that students will sit all their exams at the end of the course.

## Subject content

- 1 Business in the real world
- 2 Influences on business
- 3 Business operations
- 4 Human resources
- 5 Marketing
- 6 Finance

Paper 1 will include content from 1-4 above whilst Paper 2 will include content from 1-2 and 5-6 above.

## Method of Assessment

Paper 1: Influences of operations and HRM on business activity

Paper 2: Influences of marketing and finance on business activity

Each written exam is:  
1 hour 45 minutes 90 marks  
50 % of GCSE and both consist of:

Section A : Multiple choice questions and short answers worth 20 marks

Section B: One case study/ data response stimuli with questions worth approximately 34 marks

Section C: One case study/ data response stimuli with questions worth approximately 36 marks.

Examination Board:  
AQA



Further information available from:

Mr J Hetherington  
Humanities  
Curriculum Manager

# Citizenship

## Method of Assessment

100% examination externally assessed which will incorporate an in depth Citizenship action investigation carried out by the student during the course worth 15%.

## Course content

The Citizenship studies course is an interesting and varied course designed to develop skills of enquiry, processes and methods with a critical approach to distinguishing facts, opinion and bias, build arguments and make informed judgments. Furthermore students are able to broaden their Political literacy skills for potential future studies at Post 16 and degree level.

Topics Include:

- ◇ Democracy and Politics
- ◇ Citizen participation in democracy and society
- ◇ Rights, the law and the legal system in England and Wales
- ◇ The UK and its relations with the wider world
- ◇ Identities and diversity in UK society
- ◇ The Economy, Finance and Money
- ◇ A critical in depth Citizenship action investigation by the student

Assessment will be a 100% examination externally assessed. Within the exam students must include the assessment of the knowledge, understanding and skills gained through the student's own experiences of undertaking action through an in-depth study; this will form 15% of the total marks.

This qualification is a new specification for first examination in 2018. The exam board is currently being finalised

Examination Board:  
Edexcel



Further information available from:

Mr C Borresen  
CPSE/Citizenship  
Curriculum Manager



# Computer Science

## Course content

Students will study Computer Science GCSE. The course will give learners a real, in-depth understanding of how computer technology works. The course will also provide excellent preparation for higher study and employment in the field of Computer Science and will develop critical thinking, analysis and problem-solving skills through the study of computer programming. This course has been re-designed very recently, to reflect the growing relevance of Computer Science in our world today and its status as a rigorous subject taught in schools.

### Non-Exam (20%)

GCSE in Computer Science is currently assessed by a combination of exam and non-exam assessment. 20% of the marks will be allocated to non-exam assessment to allow students to demonstrate practical skills in a more realistic context than would be possible in exams alone. The non-exam assessment will focus on the end-to-end iterative process of programming, allowing for the use of a couple of programming languages. It will require candidates to apply a methodical approach to a complex problem and to recognise when refinements are possible or required. Students will analyse, design, create, test and evaluate a solution to a set of computer-based problems.

### Exams (80%)

Assess the fundamental concepts of computer systems, computing hardware, software, binary, data representation, databases, networks and programming. Students will study each of these topics in depth and in the two written exams will have to apply their knowledge to a range of questions covering the specification. Students will learn how to deconstruct a problem, learn about logical problem-solving and how to design algorithms. Students will learn how to think logically when confronted with a problem.

## Method of Assessment

### Theory Exams (80%)

Computer systems and programming.

### Non-Exam Assessment (20%)

Programming project

Examination Board:  
OCR



Further information available from:

Mr J Phillips  
Computing & IT  
Curriculum Manager

# Engineering

## Method of Assessment

The externally assessed unit, Unit 1 – The Engineering World, is worth 25% and is an onscreen test taken either in year 10 or 11

## Course content

The BTEC L2 Award in Engineering has been developed to provide students with a broad understanding of engineering. There is a focus on computer aided engineering (CAD/CAM), materials technology and an in depth product investigation unit; each worth 25% of the overall course.

The externally assessed unit, Unit 1 – The Engineering World, is worth 25% and is an onscreen test taken either in year 10 or 11.

Throughout the course, students will develop a broad range of skills and knowledge relevant to the engineering industry. Engineering is central to the success of the UK economy and it offers excellent career prospects for women and men across a broad range of existing sectors including aerospace, transport, electronics, telecommunications, civil and architecture.

Students who follow Engineering will be expected to:

- ◇ Develop a broad understanding of the Engineering World including sectors of industry, modern production management techniques and the future of modern engineering. (Unit 1)
- ◇ Develop a sound knowledge of analysis techniques used to analyse engineering products, disassemble and critique manufacturing methods and materials used. (Unit 2)
- ◇ Become competent users of computer Aided Design (CAD) and Computer Aided Manufacture (CAM). (Unit 6)
- ◇ Develop a broad range of materials, production techniques and testing methods. (Unit 5)

Examination Board:  
Edexcel



Further information available from:

Mrs K Aldred-Hall  
Design & Technology  
Curriculum Manager

The Engineering course is split into four parts. The first part is covered in year 9 and is an extended product analysis and evaluation task focussing on a complex assembly; the module covers manufacturing techniques, material selection and quality assurance. During year 10 students will complete two further modules, Unit 5 – Materials and Unit 6 CAD/CAM. Both units are assessed via assignment work; Unit 2 prepares students for the deeper and broader content of these specialist units. Year 11 is designated for Unit 1 – The Engineering World, this unit covers engineering in a broad way with topics such as use of modern materials, methods of production and future technology. The skills and knowledge developed throughout the course will also compliment our progression opportunities in to AS Product Design which has various specialist strands, when combined with maths and physics provides a firm foundation for degree courses in a range of engineering and design based subjects.

# Food Preparation & Nutrition

## Course content

Have you ever wondered why eggs are a foam when whisked? Why they look like a cloud of sunshine when scrambled? Or why they set when they are fried?

Food Preparation and Nutrition is an exciting twenty-first century subject designed to complement both the arts and science subjects. Students studying the subject will develop an understanding of the importance of health and nutrition throughout life. They will apply the principles to prepare and cook a repertoire of foods and dishes from cultures around the globe. It also gives students the opportunity to unleash their imagination in the kitchen, modifying existing ideas to create or even engineer twenty-first century recipes. Students will learn about the scientific principles that underlie preparation and cooking of food through active investigation and experimentation.

The Food Industry is Britain's largest industry, and Food Preparation and Nutrition is a useful subject which could lead students into careers in nutrition, dietetics, food product development, marketing, manufacturing, hospitality, food styling and journalism.

The Year 9 course will initially focus on where food comes from-farm to fork, understanding the functional and nutritional properties of food, and developing cooking skills through practical work and experimentation. The GCSE course will then be started at the beginning of year 10, with final examinations taken in year 11.

Students will be able to:

- ◇ demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment
- ◇ develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drinks
- ◇ understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- ◇ understand the economic, environmental, ethical, and socio-cultural influences on food availability, production processes, and diet and health choices
- ◇ demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- ◇ understand and explore a range of ingredients and processes from British and International culinary traditions, to inspire new ideas or modify existing recipes

Special requirements:

Students will need to provide their own ingredients for all practical tasks.

## Method of Assessment

### Unit 1 : Principles of Food and Nutrition

Written exam: 1 hr 30mins  
40% of qualification (80 marks)

Section A: questions based on stimulus materials

Section B: a range of question types to assess all content related to food and nutrition

Unit 2: Food and Nutrition in Action

Non exam assessment:  
internally assessed, externally moderated. 60% of qualification (120 marks)

Assessment: 1: 10 hours  
Food Investigation Assessment  
20% of total marks available will be allocated to scientific food investigation

Assessment 2: 15 hours  
The Food Preparation Assessment  
40% of total marks available will be allocated to a task which assesses planning, preparation, cooking and presentation of dishes to form a menu.

Examination Board:  
WJEC Eduqas



Further information available from:

Mrs K Aldred-Hall  
Design & Technology  
Curriculum Manager

# Geography

**Method of Assessment**

100% examination of which 10% numeracy and 5% SPAG.

No tiered entry

2 compulsory field trips that will be assessed in examinations

Examination Board:  
AQA



Further information available from:  
Mr J Hetherington  
Humanities  
Curriculum Manager

## Course content

The aims of the new course:

The new specification for Geography aims to provide the opportunity for students to understand more about the world, the challenges it faces and their place within it. The GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

Requirements to study:

<b>Living with the Physical environment</b>	Natural Hazards The living world Physical landscapes of the UK
<b>Challenges in the Human environment</b>	Urban issues and challenges The changing economic world The challenge of resource management
<b>Geographical applications</b>	Contemporary Geographical issue Geographical skills



# Health & Social Care

## Course content

The BTEC is taught over 120 guided learning hours (GLH). It has a core and specialist units.

The BTEC First Level 2 Award in Health and Social Care contains one externally assessed core unit, Unit 1: Human Lifespan Development, which develops learner's knowledge and understanding. There is a further core unit, Unit 2: Health and Social Care Values, which develops learner's skills and practical application of vocational practices and is internally assessed. These units provide the foundation for the rest of the qualification.

Unit 1: Human Lifespan Development explores human growth and development across the life stages. It also investigates factors affecting human growth and development, and how these factors interrelate. This unit will enable learners to appreciate the different care needs of individuals at different life stages.

Unit 2: Health and Social Care Values explores the care values that underpin current practice in health and social care, and investigates ways of empowering individuals who use health and social care services. It will enable learners to develop important skills that form the basis of good practice in health and social care, which can be applied to other sectors. The unit supports all other units in the qualification.

## Optional specialist units

There are a wide range of optional specialist units available. All units are 30 guided learning hours (GLH) and internally assessed. To gain the award students must complete two of the following units.

The optional units available in the Award are:

- ◇ Unit 3: Effective Communication in Health and Social Care
- ◇ Unit 4: Social Influences on Health and Wellbeing
- ◇ Unit 5: Promoting Health and Wellbeing
- ◇ Unit 6: The Impact of Nutrition on Health and Wellbeing
- ◇ Unit 7: Equality and Diversity in Health and Social Care
- ◇ Unit 8: Individual Rights in Health and Social Care

## Method of Assessment

### Unit 1

Externally assessed via a paper-based exam which is 1 hour long

### Unit 2

Internally assessed

### Optional units

Internally assessed

Examination Board:  
Edexcel



Further information available from:

Ms V Bailey  
Assistant Principal

# History

## Method of Assessment

100% examination

No tiered entry

Examination Board:  
Edexcel



Further information available from:

Mr J Hetherington  
Humanities  
Curriculum Manager

## Course content

The aims of the new course:

The new specification for History aims to support students in learning more about the history of Britain and that of the wider world. The study of history at GCSE should inspire students to deepen their understanding of the people, periods and events studied and enable them to think critically, weigh evidence, sift arguments, make informed decisions and develop perspective and judgement. This, in turn, will prepare them for a role as informed, thoughtful and active citizens. The discipline of history and a knowledge and understanding of the past will also help them to understand their own identity and significant aspects of the world in which they live, and provide them with the basis for further wider learning and study.

Requirements to study:

<p><b>Thematic study and historic environment</b></p>	<p>Thematic study (Crime and Punishment in Britain, c1000-present).</p> <p>AND</p> <p>A study of a historic environment</p> <p>Whitechapel, c1870-c1900, policing and the inner city.</p>
<p><b>Period study and British depth study</b></p>	<p>Henry VIII and his ministers, 1509-40</p> <p>AND</p> <p>Superpower relations and the Cold War, 1941-91</p>
<p><b>Modern depth study</b></p>	<p>Weimar and Nazi Germany, 1918-39</p>

## Course content

Students will be studying the Certificate in Digital Applications (CiDA) course in ICT, which is a level 2 qualification equivalent to GCSE. This is a practical subject with no written theory exam papers. Students will develop their software skills, using a range of creative software including Adobe DreamWeaver, Fireworks and Photoshop. Students will also learn other programs such as spreadsheets and databases.

### Unit 1 – Develop Web Products (25%)

Students will sit a 2 and a half hour practical exam on the computers at the end of the course. They will be expected to create a web-site, using their skills, and add video, pod-cast and image content to it. Students would have spent lots of time developing these skills so that they will be confident for the practical exam.

### Unit 2 – Graphics/Multimedia project (75%)

Students will work on the computers, on a series of tasks set by the exam board. They are given a scenario, and the tasks involve using a wide range of programs. Students will learn how to do pod-casts, web design, video-editing, spreadsheet modelling and use database software. They will also create presentations and online evaluations of their tasks. They will get given feedback on their digital products, and will be expected to make improvements as a result of the feedback. This is a practical unit where students will develop their software skills throughout the course and at the end of it be able to produce an excellent project, showcasing all of the skills they have learned.

## Method of Assessment

### Unit 1

25% web-based practical exam

### Unit 2

75% ICT practical project.

Examination Board:  
Edexcel



Further information available from:

Mr J Phillips  
Computing & IT  
Curriculum Manager

# Italian

## Method of Assessment

### Listening and Understanding

25% assessed by terminal exam at end of Year 11.

### Speaking

25% assessed by terminal exam at the end of Year 11.

### Reading and Understanding

25% assessed by terminal at end of Year 11.

### Writing

25% assessed by terminal exam at end of Year 1

## Course content

Italian can be taken in addition to French and a similar course is followed starting at a very basic level. With previous knowledge of French, many students will find Italian quite familiar and easy to grasp. Many grammar structures and vocabulary are similar. As both are Romance Languages (deriving from Latin) they go very well together and one often helps the other.

Able linguists will find Italian challenging yet interesting and an additional language will open many doors for future careers. As a European language and the base of Latin languages Italian provides excellent opportunities for travel and work abroad.

Students will follow the new GCSE Specification for Summer 2020 entry with the Edexcel Exam Board.

The changes in Specification at GCSE include:

- ◇ the removal of controlled assessments –
- ◇ 100% external assessment – terminal exams only
- ◇ 25% assessment weightings per skill – listening, speaking, reading, writing
- ◇ tiered papers Foundation & Higher
- ◇ the introduction of a new 9-1 grading system (top grade = 9).

Topics and Themes covered over the course of GCSE are similar to topics covered in French so students will be reassured by the familiarity of the material they encounter.

The rigor of this new Italian GCSE will prepare students for language study at sixth form for the International Baccalaureate (IB) course compulsory language module.

Examination Board:  
Edexcel



Further information available from:

Mrs P Kavanagh  
MFL  
Curriculum Manager



# Media

## Course content

Media Studies students will demonstrate skills on enquiry, critical thinking, decision-making and analysis. Students will be encouraged to develop their knowledge and understanding of a range of media issues and develop an appreciation of their role both historically and currently in society, culture and politics. Students will study examples of contemporary media, including: television, media, radio, newspapers, magazines.

Students will study at least one audio-visual, one print and one online media text. Furthermore, students will be given the opportunity to utilise their understanding of media theory to produce their own media production

### Media Representations:

Students will be required to demonstrate knowledge and understanding of how media products reflect the social, cultural, historical and political contexts in which they are produced. Students will be required to demonstrate knowledge and understanding of the processes of:

- selection
- construction
- mediation
- theoretical perspectives on gender and representation and feminist approaches.

In order to fulfil this requirement, students will need to explore the role of the media in the construction of gender (masculinity, femininity) and power struggles that continue to take place around representations of gender and inequality. Students will need to recognise the distinction between essentialist views (that males and females are different categories with essential features, behaviours and attributes that define them) and social constructionist views that the same features, behaviours and attributes are constructed by society (including the media) and not by nature.

### Media Industries & Audiences:

Students will acquire knowledge and understanding of how the media industries' processes of production, distribution and circulation affect media forms and platforms. This includes: impact of production processes; effect of ownership and control of media organisations; impact of multi-modal media; difference between government and non-government funding and potential impact; functions and types of regulation on the media.

Students will also develop an understanding of how audiences interpret and respond to different media forms, and how these audiences become media producers themselves.

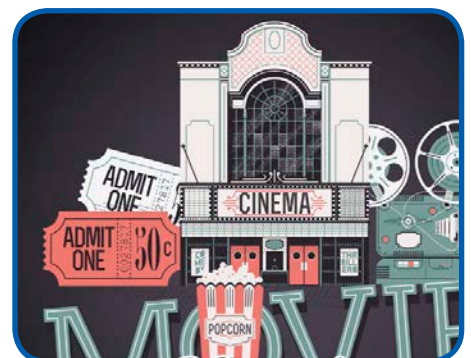
## Method of Assessment

Coursework Project –  
Applied knowledge and practical skills: print media, magazines, television media or film  
30% of GCSE

2 x exams:  
Paper 1: Industries, audiences and representation  
1 hour 30 minutes  
35% of GCSE

Paper 2: Media language and contexts  
1 hour 30 minutes  
35% of GCSE

Examination Board:  
AQA



Further information available from:

Mr M Collins  
English  
Curriculum Manager

# Music

## Method of Assessment

### Unit 1: Performing

30% 1 solo performance and 1 group performance.

Internally assessed and externally moderated.

### Unit 2: Composing

30% 2 original compositions,

Internally assessed and externally moderated.

### Unit 3: Listening & Appraising

40% listening exam.

Externally assessed.

Examination Board:  
Edexcel



Further information available from:

Mr A Chadda  
Performing Arts  
Curriculum Manager

## Course content

The GCSE in Music is an exciting and challenging course, comprised of three units:

### Unit 1 – Performing (30%)

For this unit, students must have a chosen “instrumental focus” this could be an orchestral instrument, keyboard, guitar, drum-kit, singing, DJ skills, beat boxing or indeed any other instrument.

Students develop solo and group performance skills through group workshops, performance exercises and independent practice. Students prepare and perform a solo performance and a group performance.

### Unit 2 – Composing (30%)

Students develop composition skills, and compose two original pieces (using Logic Pro, Garageband, Ableton Live, Sibelius or through live composition methods) in different musical styles. One composition will be in response to a brief set by Pearson, the second composition can be in a style of your choice.

### Unit 3 – Appraising (40%)

Students explore/study eight pieces of music from four contrasting areas of study (AoS); this will take place through performance tasks, composition tasks, discussion, theory exercises and listening based exercises. Students will develop music theory skills and will conduct wider listening throughout the course. The AoS and assigned set-works, are as follows:

- ◇ Instrumental Music 1700-1820 (Brandenburg Concerto, J.S Bach & and ‘Pathetique’, Beethoven)
- ◇ Vocal Music (Music for a While, H Purcell & Killer Queen, Queen)
- ◇ Music for Stage and Screen (Defying Gravity, Wicked & A New Hope, Star Wars Episode IV)
- ◇ Fusion (Release, Afro Celt Sound System & Samba Em Preludio, Esperanza Spalding)

Students’ music theory skills and understanding of the set works will be tested in an exam at the end of the course.

# Performing Arts (Acting)

## Course content

Level 2 BTEC Tech Award in Performing Arts (Acting) is an exciting and challenging course that is widely recognised and valued by Sixth Form Colleges and Universities. BTEC courses are both practical and academically stimulating, preparing actors for further study.

The course is comprised of four practical units. There is no written examination. You will take part in a number of workshops and devised/scripted performances. You will also submit portfolios of evidence for a number of assignments (including evaluation essays, presentations to the class and research into drama practitioners and styles)

### Unit 1 – Exploring the Performing Arts

During this unit you will get a taste of what it's like to be a professional actor, working in an industry context. You will explore performance styles, creative intentions and purpose through a variety of practical workshops, seminars and rehearsals. You will understand performance techniques, the production process and how practitioners create and influence material for performance.

### Unit 2 – Developing Skills and Techniques

During this unit you will develop acting skills and techniques and apply these in performance. You will gain physical, interpretive, vocal and rehearsal skills during workshops. You will reflect on your use of acting skills in performance and set meaningful targets to support your development as an actor.

### Unit 3 – Performing to a Brief

During this unit you will consider how practitioners adapt their skills for different contexts, and put this into practice for performance. You will devise and perform a piece of drama in response to a brief set by the exam board, applying the skills you have developed as an actor as well as your understanding of different practitioners' approaches. You will review your progress and the development of your piece and reflect on the performance in an evaluation report.

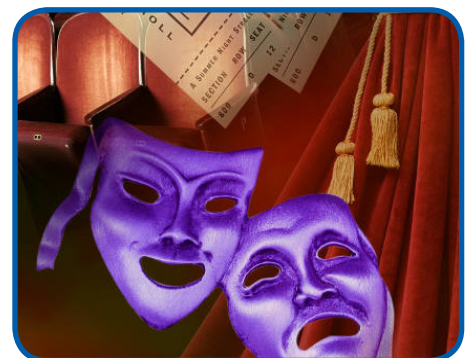
## Method of Assessment

**Unit 1 – Exploring the Performing Arts**  
30% - Internally assessed

**Unit 2 – Developing Skills and Techniques**  
30% - Internally assessed

**Unit 3 – Performing to a Brief**  
40% - Externally assessed

Examination Board:  
Edexcel



Further information available from:

Mr A Chadda  
Performing Arts  
Curriculum Manager

# Psychology

## Method of Assessment

There will be 2 exams at the end of the course.

Research Methods will be assessed in their discreet sections in each exam paper but will also be weaved into other topics.

At least 10% of the marks will be based on Mathematical Skills.

## Course content

The GCSE specification introduces candidates to the research base of Psychology as well as giving them a sound background in the subject. The engaging topics, relevant to the candidates and their lives, are designed to capture their interest and inspire further learning.

In addition, candidates are introduced to the world of psychological research by means of a practical approach. Firstly, candidates learn how psychologists conduct research. They then have the opportunity to carry out research in preparation for the assessment, where they plan and design their own piece of research.

Having mastered these two skill sets, candidates are ideally prepared to embark on the AS/A-Level specification, offering a stepped and graded programme of study.

The topics to be studied are:

- ◇ Unit 1: Criminal Psychology, Developmental Psychology, Psychological Problems & Research Methods.
- ◇ Unit 2: Social Influence, Memory, Sleep and Dreaming & Research Methods.

Examination Board:  
OCR



Further information available from:

Mr B Dang  
Social Sciences  
Curriculum Manager



# Religious Studies

## Course content

Develop students' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism

Develop students' knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying

Develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject

Provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life

Challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community

## Requirements to study:

GCSE specifications in religious studies must require students to:

- ◇ demonstrate knowledge and understanding of two religions
- ◇ demonstrate knowledge and understanding of key sources of wisdom and authority including scripture and/or sacred texts, where appropriate, which support contemporary religious faith
- ◇ understand the influence of religion on individuals, communities and societies
- ◇ understand significant common and divergent views between and/or within religions and beliefs
- ◇ apply knowledge and understanding in order to analyse questions related to religious beliefs and values
- ◇ construct well-informed and balanced arguments on matters concerned with religious beliefs and values.

## Method of Assessment

100% examination, no tiered entry.

Examination Board:  
AQA



Further information available from:

Mr J Hetherington  
Humanities  
Curriculum Manager

## Science (Triple) - Biology, Chemistry and Physics

### Method of Assessment

Biology/Chemistry/Physics will be assessed separately.

There will be nine exams at the end of Year 11 which will test students on both factual recall and the ability to apply their knowledge to new situations. There will also be a large element of numeracy and scientific process understanding testing across the papers.

### Course content

Triple Sciences are available as an option for students with a talent and love of Science who have achieved in the top 20% of their year group in their science assessments and have been recommended for the course by their teacher. The course will result in three separate GCSE Science certificates.

The Triple Science option will involve an additional four periods of Science per week (which is equivalent to more than a double period a day) in order to cover the factually based material that comprises separate Science.

As well as covering all of the content for double combined science GCSE students will cover additional modules for each of the separate Sciences.

Examination Board:  
OCR Gateway 1-9



Further information available from:

Ms L dos Santos  
Science  
Curriculum Manager

# Sport

## Course content

The Edexcel BTEC Level 1/Level 2 First Award in Sport has been designed to provide an engaging and stimulating introduction to the world of sport. It has been developed to:

- encourage personal development through practical participation and performance in a range of sports and exercise activities
- give learners a wider understanding and appreciation of health-related fitness, sports and exercise through a selection of optional specialist units
- encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to select from optional units available in the qualification structure

The Edexcel BTEC Level 1/Level 2 First Award in Sport is taught over 120 guided learning hours (GLH). It has core and optional specialist units. Students must complete the two core units, and a choice of optional units to reach a total of 120 GLH.

### Unit 1 – Fitness for Sport and Exercise

Unit 1 looks at how sports performers can reach their optimum levels of performance to enable them to achieve their goals. In this unit you will look at different components of fitness, training principles, training methods and fitness tests which can be used to enhance performance. You will also study aspects of physical and skill related fitness, including aerobic and anaerobic endurance, body composition and how they are related to positive health and wellbeing. Fitness for sport and exercise is core to the programme of study. This unit is particularly relevant if you would like to work in sports coaching elite sport or personal training

### Unit 2 – Practical Sports Performance

Participation in sport continues to grow, as people become more aware of the benefits of physical activity. Engaging young people through sport is a key political agenda, both because current national health statistics show that obesity in young children is rapidly increasing and also because of our striving for excellence and success at major sporting events. This unit focuses on developing and improving your own practical sports performance. This unit introduces you to a variety of different sports and, through participating in different sports, it is expected that you will develop knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics.

### Optional specialist Units

There are a range of optional units available. All units are 30 guided learning hours and internally assessed. To gain the award students must complete two of the following units:

- Unit 3: The Mind and Sports Performance
- Unit 4: The Sports Performer in Action
- Unit 5: Training for Personal Fitness
- Unit 6: Leading Sports Activities

## Method of Assessment

Unit 1 of the Core unit is externally assessed through a 1 hour on-line test and the remainder are internally assessed.

Examination Board:  
Edexcel



Further information available from:

Mrs V Ward  
PE  
Curriculum Manager

# Textiles

## Method of Assessment

### Principles of Design & Technology (01)

100 marks

Written paper : 2 hours

This is split into two sections.

A minimum of 15% of the paper will assess students' mathematical skills as applied with a design and technology context.

50% of total GCSE

### Iterative Design Challenge (02, 03)

100 marks

Approx 40 hours

Non-exam assessment

Students will produce a chronological portfolio and one final prototype(s)

Contextual challenges will be released on 1 June each year.

50% of total GCSE

Examination Board:  
OCR



Further information available from:

Mrs K Aldred-Hall  
Design & Technology  
Curriculum Manager

## Course content

The brand new GCSE in Design Technology –Textiles is an exciting and challenging course which combines all areas of Design Technology. Previously the only materials permitted to be used was fabric, however this new GCSE enables students to work with materials from product design also, such as woods, plastics and modern materials.

Design and Technology - Textiles prepares students with a 21st century understanding of the world using new technologies that are available within the academy – such as 3D printing, laser cutting, electronic and smart materials plus so much more. It combines a wide range of subjects and life skills in a creative practical way. It allows students to develop problem solving skills and encourages students to use and apply knowledge from all areas of the curriculum. The new GCSE qualification has strong links with Maths and Science, encouraging students to apply their knowledge from these subjects in a practical way to design and make new products for an ever changing world.

Students will learn and develop a range of skills to help them think and communicate their own ideas creatively. They will be expected to respond to real world problems through their own innovative and creative design solutions.

Practical work will be used to encourage students to explore materials and processes, they will be encouraged to work independently and take creative risks to design and develop products and prototypes. The controlled assessment will allow students to still work in one “main” (specialist) area, or combine different materials from other areas of Design and Technology. For example rather than making a child's toy in Textiles just out of fabric, the new GCSE will allow the combinations of materials if the students wants to do so. So a student could add 3D printed buttons and electronics to the child's toy for example, making it a more realistic modern product.

The non-exam assessment (coursework) will take place in year 11 and the context will be set by the examining board.

The exam will also take place in year 11 where they will be tested on all areas of the specification.



# Travel and Tourism

## Course content

The BTEC First in Travel and Tourism is a vocationally related qualification where students develop knowledge and understanding of the travel and tourism sector. They will learn essential skills such as business awareness, customer service and understanding destinations in the UK and worldwide. The qualification includes two core units that form the fundamental knowledge and understanding of the travel and tourism sector, followed by a selection of four optional specialist units from which a further two are chosen.

The core units are:

**Unit 1: The UK Travel and Tourism Sector** – this unit covers the main types of tourism in the UK, the contribution that travel and tourism makes to the UK economy and the different component industries that make up the UK travel and tourism sector. External Exam

**Unit 2: UK Travel and Tourism Destinations** – this unit covers what the different types of UK destinations have to offer, as well as locating tourist UK destinations and routes. Coursework Assessment

The optional specialist units build on the core and provide students with an opportunity to develop a wider understanding and appreciation of areas of the travel and tourism sector, depending on their interests and motivation. The optional units are:

**Unit 3: The Development of Travel and Tourism in the UK** – which looks at developments that have shaped the sector and how the UK travel and tourism industry has developed as lifestyles, interests and technology have changed, giving an insight into why it is such a dynamic sector.

**Unit 4: International Travel and Tourism Destinations** – which looks at international travel and tourism destinations and gateways and reasons for their appeal to different visitors.

**Unit 5: Factors Affecting Worldwide Travel and Tourism** – covers the influential factors on tourism and why events such as natural disasters can have a significant impact on the sector.

**Unit 6: The Travel and Tourism Customer Experience** – which looks at the needs and expectations of different types of customer in the travel and tourism sector and how organisations address these. t

The course will provide an engaging and stimulating introduction to the travel and tourism industry with visits planned to underpin the work covered in class.

## Method of Assessment

**Unit 1** - external exam

**Unit 2** - coursework assessment

**Optional units** - coursework assessment

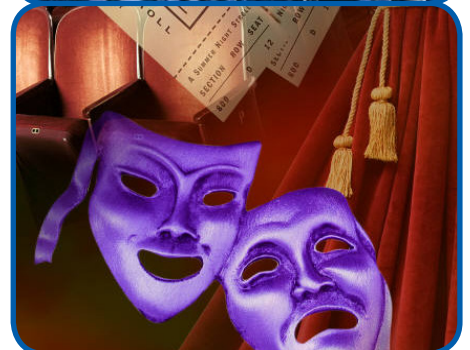
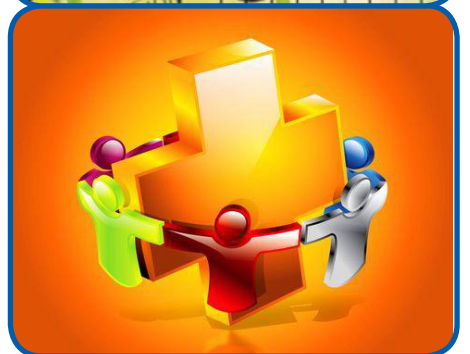
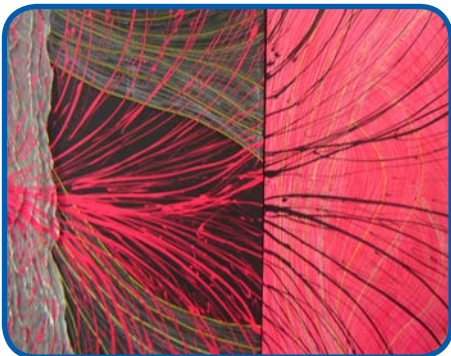
Examination Board:  
EDEXCEL



Further information available from:

Mr M Roberts  
Assistant Principal









***“Students make rapid progress from their various starting points and achieve outstandingly well.”***

***Ofsted 2015***



***“All teachers enjoy strong relationships with their students and this inspires high levels of trust, confidence and commitment. Students are unreservedly proud of their school.”***

***Ofsted 2015***



# Ashcroft Technology Academy

Ashcroft Technology Academy  
100 West Hill  
London SW15 2UT  
Telephone 020 8877 0357  
Fax 020 8877 0617  
[info@ashcroftacademy.org.uk](mailto:info@ashcroftacademy.org.uk)  
[www.ashcroftacademy.org.uk](http://www.ashcroftacademy.org.uk)

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