



**HUMMERSKNOTT
ACADEMY**



Year 9 Options Booklet 2026

A guide to the courses and qualifications
available to Year 10 and 11 students.

...a school of possibilities

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Welcome to Year 9 Options 2026

This is an exciting time for our year 9 students, when they begin to think about some of the choice of subjects that are available to study for GCSE and BTEC. A time to begin to prepare for the next stage of their lives as young adults.

At Hummersknott, we pride ourselves on our commitment to a broad education, and we offer our students a wide and varied choice of subjects that will allow all of them to reach their potential and will open possibilities now and in the future.

However, we also recognise that this can be a confusing time for young people, managing the decisions they need to make, when they are unsure of where the future will take them. We hope that our options programme will support our students, their parents and carers in making the right choices for them.

This booklet will give you a detailed overview of the options process and the subjects we offer so that you can take time to discuss them with your child.

We also offer a programme of events that will further support you and your child in your decision making.

Val Rayner

Deputy Headteacher

At Hummersknott we offer two qualifications

- GCSEs
- Vocational Qualifications, OCR Cambridge Nationals, and BTEC Tech Awards (GCSE equivalent), Eduqas Vocational Award.

What are BTEC Tech Awards and OCR Cambridge Nationals?

Both are **vocational qualifications** designed to give students practical skills and knowledge linked to real-world careers. They are different from traditional GCSE's because they focus more on **applied learning** rather than purely academic theory.

BTEC Tech Awards

- **Assessment:**
 - Mostly **coursework** (assignments, projects, practical tasks)
 - Some **external assessments** (e.g., exams or controlled tasks)
- **Learning Style:**
 - Hands-on, practical, and linked to real-life scenarios.
- **Progression:**
 - Leads to Level 3 BTECs, A-Levels, apprenticeships, or vocational pathways.
- **Ideal For:**
 - Students who prefer continuous assessment and practical application over high-stakes exams.

OCR Cambridge Nationals

- **Assessment:**
 - Combination of **coursework** and **exam** (usually one written exam and several practical units).
- **Learning Style:**
 - Practical projects with some theoretical underpinning.
- **Progression:**
 - Similar to BTEC – can lead to level 3 vocational courses, apprenticeships, or A-Levels.
- **Ideal For:**
 - Students who enjoy creative and technical tasks with a mix of practical and written work.

What is the English Baccalaureate?



Many of you will be aware that the government has set out its vision for education up to the age of 16. The government is committed to making sure that there is sufficient academic rigour in the diet of all students.

At Hummersknott Academy we have always believed that our curriculum represents the best possible balance for all our students and the fact that over 99% of our students last year went on to further education/training/employment reinforces this.

*“..... Gives pupils the information that they need to take the right next steps in their education.”
Ofsted September 2021*

One indicator, forming a key part of the government’s measurement of schools, will be the attainment and progress made by students over their best 8 GCSE grades including 5 English Baccalaureate subjects plus 3 other GCSE subjects.

The “English Baccalaureate” is not a separate qualification but looks at the combination of GCSEs studied by all students. Schools will be judged on the number of students achieving good passes in English, English Literature, Maths, Combined Science, a Modern Foreign Language and either History or Geography. Students have full access to all these courses, regardless of ability.

Frequently Asked Questions - *please read before you choose*



Why do I have to choose?

During the next two years you will be following courses leading to external examinations. In order to give you the opportunity to gain the best grades and to fit in with your particular talents, we reduce the number of compulsory subjects that you study and offer a range of new ones. As well as traditional subjects there are exciting vocational qualifications and courses to choose from.

Are some subjects more useful than others?

Not necessarily. The ‘essential subjects’ are covered in the core. All aspects of life, particularly employment, are changing rapidly. It is best to study as broad a range of subjects as you can; developing employability skills is what matters most. It is also important for you to get the best grades you are capable of because these grades are needed by employers, further education and universities.

What will Vocational Awards be worth?

The Government recognises that other qualifications are “an essential part of a broad curriculum” and “immensely valuable”. Our vocational awards are designed, just like GCSE, to help you progress to Level 3 at local Further Education colleges. They are recognised as being the same as a GCSE qualification. If you gain one of these awards you will be able to use it when you move on from Hummersknott Academy.

Will my vocational award count for entry into Queen Elizabeth Sixth Form?

Queen Elizabeth Sixth Form College will currently count these qualifications as part of their general entry requirement. Level 3 technical qualifications are being offered at Queen Elizabeth.

What about Darlington College?

Darlington College see our technical qualifications/awards as an ideal preparation for their Level 3 courses as do all the other colleges available to our young people.

Can I study a vocational course and still go to university?

Definitely! Our vocational courses allow students to go on to study Level 3 qualifications at college which then opens up the possibility of applying to university.

How can I get this information?

We are here to help. In addition to our option process, students are encouraged to talk to their teachers. There is also an independent careers advisor available in school; an appointment for a careers interview can be made through Mrs Calloway (Careers Office – In LRC).

Will I be able to keep up with the work?

It is essential that you are realistic about your abilities. Do not overload yourself. Make sure that you are clear about the demands of the course. Are you good at completing work on time? Do you find essay writing difficult? Is your attendance good? Do you panic in exams? You have a number of compulsory assignments to do in the core subjects. Think very carefully about choosing other subjects with heavy coursework demands if you suspect this might cause problems.

Remember

Education is not only about getting a job; it is about preparing you for all aspects of your life. You need to study a range of subjects across the curriculum to provide a balanced programme. If you enjoy something, why not study it?

Top Tips for Choosing Subjects

You should remember these:

Dos

- ✓ DO choose subjects at which you are successful and enjoy
- ✓ DO choose subjects which you may need for a career or further education
- ✓ DO find out everything that you can about the subject before you choose it.
- ✓ DO make the right decision, once you have started a subject, we expect you to stick with it for two years
- ✓ DO talk to the people who know you
- ✓ DO listen to the advice your subject teachers give you

Don'ts

- ✗ DON'T choose a subject just because your friend has chosen it
- ✗ DON'T choose a subject because you think all the other choices are boring / too difficult
- ✗ DON'T choose a subject just because you like, or dislike a particular teacher, they may not end up teaching you



How does the option process work: Everyone studies the following subjects;



English Language and Literature

All students will follow a GCSE course.

Mathematics

All students will follow a GCSE course.

Science

All students will study Combined Science Trilogy. Students who wish to study triple science may take this as one of their option choices. See the Science pages in this booklet for details.

Life Skills

Students study our Life Skills programme which covers Citizenship/British Values, Careers and Finance and PSHE/RSE. They are taught as a rolling programme designed to prepare Hummersknott students for the challenges they will face in the outside world. *“Life skills lessons teach pupils how to look after their own mental wellbeing”. Pupils talk maturely about healthy relationships “Ofsted 2021”*

Religious Education:

This covers the legal requirements for the study of Religious Education and incorporates our citizenship curriculum for KS4 delivered through a taught lesson delivered once a fortnight.

Physical Education —Compulsory Core PE

All students will participate in PE lessons for two hours over a two-week timetable.

Those students studying GCSE PE or OCR Cambridge National Level 2 Sports Studies will complete these compulsory lessons in addition to those for their GCSE course.

WHAT I NEED TO CHOOSE - Now it is time to make some decisions!

Step 1 = Choose either History or Geography

Step 2 = Choose 3 option subjects from the following list overleaf



OPTIONAL CHOICES

Art & Design	GCSE
Photography	GCSE
Computer Science	GCSE
Geography	GCSE
History	GCSE
Religious Studies	GCSE
French	GCSE
Spanish	GCSE
Science -Triple Science	GCSE
Computer Science	GCSE
Design Technology: Graphics	GCSE
Design Technology: Textiles	GCSE
Design Technology: Resistant Materials	GCSE
Drama	GCSE
PE	GCSE
Music	BTEC Tech Award
Business and Enterprise	BTEC Tech Award
Sports Studies	Cambridge National
Design Technology: Hospitality & Catering	Eduqas Vocational Award
Child Development	BTEC Tech Award
Travel and Tourism	BTEC Tech Award
Creative iMedia	Cambridge National

Students can Choose:

- Art & Photography
- Hospitality & Catering and either DT Textiles / Graphics / or Resistant Materials

Restrictions

Students can do:

- GCSE or Sports Studies (not both)
- Only **ONE** DT subject from Textiles / Graphics of Resistant Materials



A CHOICE FOR YOUR FUTURE

CORE SUBJECTS

English Language, English Literature, Mathematics, Science Combined
Trilogy

+

History or Geography



OPTION 1

OPTION 2

OPTION 3



2 x RESERVE OPTIONS

English Language & Literature

Core Subject

Subject Teachers: Mrs S Briggs, Mrs H Fern, Mrs J Hurst, Mrs L Millward, Mrs C Musson, Miss K Roe, Miss K Schweizer, Mr L Viro, Mr D Webber

Exam Board & Specification: AQA 8700/8702

Subject Information

All students study the full English Language and English Literature GCSE course and will receive two GCSEs. There is only one tier of entry; all students sit the same examination at the end of Year 11. There are no early entry opportunities.

The course consists of reading, writing, spoken language (this no longer counts towards the final mark but is reported on students' final GCSE certificates and literature).

What will I study and how will I be assessed?

There are **two** components studied for English Language:

Component 1: Responding to Fiction and Imaginative Writing (50% of the GCSE for AQA)

Component 2: Responding to Non-fiction and Transactional Writing (50% of the GCSE)

The following statement has been provided by Ofqual:

The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately reported grade, alongside the overall grade issued. Performance will be assessed against common assessment criteria issued by the exam boards. The criteria will address the following assessment objectives:

- *Demonstrate presentation skills in a formal setting.*
- *Listen and respond appropriately to spoken language, including to questions and feedback to presentations.*
- *Use spoken Standard English effectively in speeches and presentations.*

There are two components studied for English Literature:

- **Component 1: Shakespeare and 19th Century Novel (40% of the GCSE)**
- **Component 2: Post-1914 Literature and Poetry since 1789 (60% of the GCSE)**

GCSE English Language and English Literature: both GCSEs are assessed by exams at the end of the two-year course.

PARENTAL SUPPORT

- Students will be provided with copies of all texts studied for their examinations.
- It is recommended that students purchase copies of each of the texts studied which they can annotate for revision purposes. Some texts are taught in Year 10 and will be revisited throughout the course where annotated texts would be beneficial to students.
- Texts studies are detailed in the course breakdown, including ISBN numbers.
- All students will be supplied with a Poetry Anthology.
- A revision pack will be issued prior to the external assessments. The internet contains many web sites, which may be used with discretion and may prove useful.

Examinations for both Language and Literature are closed book exams.

English Language –AQA



Core Subject

What will I study?

There are two components for the exam, a third component is ‘spoken English’ but this is not weighted in the total GCSE exam.

Component 1: Fiction and Imaginative Writing (50% of the total GCSE)	Component 2: Non-fiction and Transactional Writing (50% of the total GCSE)
Length of examination: 1 hour 45 minutes	Length of examination: 1 hour 45 minutes
Section A: Reading (25%) ➤ Students will respond to questions on a Fiction unseen extract. ➤ Students must respond to all questions. ➤ The length of the fiction extract will be approximately 650 words. ➤ There will be a mixture of short and extended response questions on the extract. This section of the paper is worth 40 marks out of 80.	Section A: Reading (25%) ➤ Students will respond to questions on 19th and 20th /21st century non-fiction texts (including literary non-fiction). ➤ Students must respond to all questions. ➤ The texts will be linked by theme and one of these texts will be literary non-fiction. ➤ The word count across the two extracts will be approximately 1000 words. The minimum length of an extract will be 300 words. This section of the paper is worth 40 marks out of 80.
Section B: Imaginative Writing (25%) ➤ Students will be given the choice of two writing tasks, of which they should respond to one. ➤ Writing tasks are linked by a theme to the reading extract. Different aspects of the theme will be reflected in each task. ➤ One of the tasks will provide an image that students can use to help them generate ideas for their writing. Students can use the image as stimuli but do not have to stick to it. This section of the paper is worth 40 marks out of 80 (16 of which are for spelling, punctuation, sentence structure and grammar).	Section B: Transactional Writing (25%) ➤ Students will be given one writing task, which they should respond to focusing on purpose and audience. ➤ The writing task is linked by a theme to the reading extracts. ➤ Students will develop transactional writing skills for a variety of forms, purposes and audiences. This section of the paper is worth 40 marks out of 80 (16 of which are for spelling, punctuation, sentence structure and grammar).

English Literature

Core Subject

What will I study?

There are two components for the exam.

Students will study the texts detailed below as part of their English Literature course. The English Faculty will provide all students with copies of the texts to be studied. These will be in the form of paper booklets. If you would like to purchase your own copies of the text, some suggestions of editions are below.

Both examinations are closed book, meaning students cannot have a copy of the texts in the examination with them.

Copies of the texts used by the English Faculty are:

'Macbeth, William Shakespeare, Heinemann Shakespeare Series (ISBN: 0435026445)

'A Christmas Carol', Charles Dickens, Heinemann Literature Series (ISBN: 9780435124052)

'An Inspector Calls', J B Priestley, Heinemann Literature Series (ISBN: 9780435232825)

Students will be provided with their own copy of the AQA Poetry anthology as supplied by the exam board.



Component 1: Shakespeare and Post-1914 Literature (40% of the total GCSE)	Component 2: 19 th Century Novel and Poetry since 1789(60% of the total GCSE)
Length of examination: 1 hour 45 minutes	Length of examination: 2 hours and 15 minutes
Section A: Shakespeare (20%) 'Macbeth' ➤ Students will study one Shakespeare play in full. ➤ Students will be given an extract from the play which will not be pre-released before the examination - of approximately 30 lines. They will respond to one task through close analysis of the extract. ➤ Students will respond to a task, focused on a theme present in the extract, and explore it elsewhere in the play. THIS IS A CLOSED BOOK EXAMINATION. This section of the paper is worth 30 marks out of 64 (with an additional 4 marks for Spelling, Punctuation and Grammar).	Section A: post-1914 British Novel or Play (30%) 'An Inspector Calls' ➤ Students will be given a choice of two tasks based on their chosen British text of study, of which they should respond to one. ➤ Students will be asked about a character or theme which they must explore in their response. THIS IS A CLOSED BOOK EXAMINATION. This section of the paper is worth 30 marks out of 96 (with an additional 4 marks for Spelling, Punctuation and Grammar).
Section B: 19th Century Novel (20%) 'A Christmas Carol' ➤ Students will study one 19th Century novel in full. ➤ Students will be given an extract from the novel which will not be pre-released before the examination – of approximately 400 words. They will respond to one task through close analysis of the extract. ➤ Students will respond to a task, focused on a theme present in the extract, and explore it elsewhere in the novel. THIS IS A CLOSED BOOK EXAMINATION. This section of the paper is worth 30 marks out of 64.	Section B: Poetry since 1789 (30%) 'Power and Conflict' ➤ Students will study a cluster of poems from the AQA anthology. ➤ Students will be presented with one poem from the cluster they have studied, which they should compare to a poem of their choice from the same cluster. THIS IS A CLOSED BOOK EXAMINATION. ➤ Students will be presented with two unseen poems which they will be asked to compare. This section of the paper is worth 62 marks out of 96.

Mathematics

Core Subject

Subject Teachers: Miss J Barrett, Mrs D Brabanski, Mr J Clark, Mr R Davies, Mr M Grainger, Miss D Ives, Mr J McNeill, Mr M Mireku, Mr P Stout, Miss G Tait

Exam Board & Specification: Edexcel Mathematics 1MA1

Subject Information

All students will study Mathematics, which is an essential subject that supports learning in all sciences and technology. Students are grouped into sets based on their ability, ensuring everyone gets the right level of support. For the GCSE exam, there are two levels: Higher and Foundation, so students can take the level that best suits their strengths and abilities.

What will I study?

In Mathematics, students will learn a range of topics that help build important skills and knowledge. These topics include:

- Number: Understanding how numbers work and how to use them.
- Algebra: Learning about patterns, symbols, and equations.
- Ratio, Proportion, Rates of Change: Exploring relationships between numbers, such as comparisons and changes over time.
- Geometry & Measures: This topic involves studying shapes, their properties, and how to calculate measurements such as length, area, volume, and angles. It also includes understanding how different shapes relate to each other and learning how to use formulas to solve problems involving space and measurements.
- Probability: Understanding the likelihood of different events happening.
- Statistics: Collecting, organizing, and interpreting data.

These topics will help students improve their problem-solving abilities and apply mathematical thinking to everyday situations.

How will I be assessed?

There are 3 written papers:

Each paper lasts:

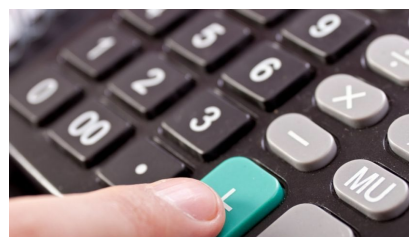
- 1 hour 30 minutes (Foundation)
- 1 hour 30 minutes (Higher)

Each paper is:

- Paper 1 is non-calculator
- Paper 2 is calculator
- Paper 3 is calculator

Tiered papers & grades:

- Foundation Tier Grades 1-5 (achievement below 1 is unclassified)
- Higher Tier Grades 4-9 (achievement below 4 is unclassified)



Mathematics

Core Subject

GCSE Mathematics is solely examined by written papers at the end of the course. All students will sit their exams at the end of Year 11.

Students will need their own scientific calculator as two-thirds of the course is examined using one.



PARENTAL SUPPORT

All Year 10 and 11 students have a login to the Mathswatch revision website at www.vle.mathswatch.co.uk. There are a number of revision sites on the Internet. The BBC Bitesize site is particularly useful and can be found at www.bbc.co.uk. www.corbettmaths.com is a good source of exam-style questions and includes answers.

Science: Combined Science Trilogy

Core Subject

Subject Teachers: All Science Teachers

Exam Board & Specification: AQA Combined Science Trilogy 8464

Subject Information

Science is changing our lives and is vital to the world's future prosperity, all our students are taught essential aspects of the knowledge, methods, processes and uses of science. Our science courses are designed to engage students' interest at every level by providing relevant and inspiring academic content and practical opportunities to undertake scientific enquiry and learn about the scientific process. All students at Hummersknott Academy will study Combined Science Trilogy which will lead to two GCSEs, unless they opt to study triple science. Completion of the courses allows students to study Science A-levels and choose Science related careers. It is an excellent, nationally recognised preparation for continuing science courses post 16.

What will I study?

AQA GCSE Combined Science: Trilogy is designed for learners of any ability and allows students who choose to, to continue their science education post 16. The course consists of separate biology, chemistry and physics units, taught by subject specialists and provides a firm foundation for progression to AS and A -level Sciences.

Biology

Cells and Organisation, Disease and Bioenergetics, Biological Responses, Ecology, Genetics and Reproduction.

Chemistry

Atoms, Bonding and Moles, Chemical Reactions and Energy Changes, Rates, Equilibrium and Organic Chemistry

Physics

Forces, Energy, Waves, Electricity, Magnetism and Electromagnetism, Particle Model of Matter, Atomic Structure, Energy and Waves, Particles at Work, Forces in Action, and Space.

How will I be assessed?

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas and each exam will include multiple choice, structured, closed short answers, and open response questions.

- | | |
|---------------------------------|--|
| ➤ Biology Paper 1 (8464/B/1): | (1 hour 15 minutes) 70 marks worth 16.7% |
| ➤ Biology Paper 2 (8464/B/2): | (1 hour 15 minutes) 70 marks worth 16.7% |
| ➤ Chemistry Paper 1 (8464/C/1): | (1 hour 15 minutes) 70 marks worth 16.7% |
| ➤ Chemistry Paper 2 (8464/C/2): | (1 hour 15 minutes) 70 marks worth 16.7% |
| ➤ Physics Paper 1 (8464/P/1): | (1 hour 15 minutes) 70 marks worth 16.7% |
| ➤ Physics Paper 2 (8464/P/2): | (1 hour 15 minutes) 70 marks worth 16.7% |

PARENTAL SUPPORT

Students can use Free Science lessons which is a great revision resource

<https://www.youtube.com/c/Freesciencelessons>

Accessing the BBC science website at <http://www.bbc.co.uk/science/> and watching topical science documentaries to encourage discussion can help develop an enthusiasm and thirst for science knowledge.

Encouraging your child to access the online text book(s) which can be used to support homework, and support revision. Various revision guides are available for AQA GCSE Chemistry, GCSE Physics and GCSE Biology. Students will be able to purchase a copy from us when they are in Year 10.

History: GCSE

Subject Teachers: Mrs M Brown, Mr A Richardson, Mr J Salmond

Exam Board & Specification: Edexcel 1H10

Core Subject



Subject Information

This GCSE course is based on the study of both International and British History and builds on the topics you studied in years 7 to 9 so you can confidently develop your understanding of History while at the same time improving those skills required for work like investigation, research and the analysis of information.

You will be taught in mixed ability groups using a variety of different teaching and learning styles including individual / group work, quizzes and games, video resources, websites, field trips, textbooks, drama and role play.

This course includes the following content:

A thematic study (Medicine in Britain)	The treatments for disease, surgery and changing attitudes towards public health through the ages. It shows how and why spiritual treatments for disease developed into more natural cures and shows how, more recently, disease has been conquered through scientific developments. We trace the development of surgical operations through time and the influences that led to a reduction in pain, infection and blood loss and how war influenced developments in surgery. Finally, we investigate changing attitudes towards public health and personal hygiene through a growing education of working people and the discovery of the link between filth and disease.
A study of the Historic environment (The British Sector of the Western Front)	Designed to help support the thematic study of Medicine. Through knowledge of national and local sources we will investigate the conditions requiring medical treatment on the Western Front, including the problems of ill health and the nature of wounds from rifles and explosives. We explore the work of the RAMC and FANY, stretcher-bearers and the underground hospital at Arras. We trace the development and significance of the Western Front for experiments in surgery and medicine: the development of x-rays; blood transfusions and moves towards aseptic surgery.
A period study covering at least 50 years (The American West)	Plains Indians: their beliefs and way of life; the impact of European settlement on their way of life and how their way of life was eventually destroyed. We explore how and why European migration created conflict and tension between the settlers and Plains Indian. We trace the development and settlement in the West through the ranching and cattle industry, the railroad network and the gold prospecting. We look at the problems of lawlessness in the early towns and attempted solutions including the significance of Billy the Kid, OK Corral and Wyatt Earp.
A British depth study (Elizabethan England)	The reign of Elizabeth I from 1558 to 1588. The issues of her legitimacy; religious divisions in England, problems with Spain. How she negotiates a settlement of religion between Protestants and Catholics and the problem of Mary Queen of Scots. We examine the plots and revolts. We trace the deterioration in relations with Spain which eventually results in The Armada and look at developments in Elizabethan Society with education and leisure.
A non-British depth (Germany 1918-1939)	Causes of the development of Nazism and its impact in Germany. The conditions in Weimar Germany as a basis for explaining Hitler's rise to power, the appeal and impact of National Socialism. A Nazi dictatorship; Nazi policies and attitudes towards the Church, youth, women, the economy and racial minorities and opposition to the Nazi.

History: GCSE

Core Subject



How will I be assessed?

There will be three examination papers taken at the end of Year 11. There are clear questions and accessible language used throughout the exams, so you can understand what you are being asked to do. Every year the questions will begin with the same sentence openers so you will know what to expect.

Paper 1 British Thematic Study— Medicine in Britain, c1250 to present and The British sector of the Western Front: injuries, treatment and the wounded 1HIO/11:

- 52 marks
- 30 % Weighting
- Length of examination: 1 hour 15 minutes

Paper 2

Period Study & British Depth Study—Early Elizabethan England and American West 1HIO/B4 P3

- 64 marks
- 40 % Weighting
- Length of examinations: 1 hour 45 minutes

Paper 3

Modern Depth Study—Section A and Section B 1HIO/31

- 52 marks
- 30 % weighting
- Length of examination: 1 hour 20 minutes

Anything else I need to know?

- History is very practical, because it involves:
- Learning about people
- Learning about countries
- Learning to locate and sift facts
- Presenting what you've learned in a way that makes sense to others - whether in graphs, essays or illustrated reports - and having the confidence to defend your findings.

Careers in History

Here are just a few of them: Architecture, Accountancy, Conservation, Doctor, Police, Fashion Design, Film/TV, Social Work, Solicitor, Lawyer, Teaching, Town Planning, Travel Agent and many more.

PARENTAL SUPPORT

The exam board publish a wide range of materials through their publishers Pearson which are easily purchased online. It could be helpful for students to have their own copy of the revision guide or textbooks we use in class. It also useful for equipment such as highlighters, fine liners and index cards are bought to aid independent content revision using retrieval practice techniques such as flashcards.

Geography: GCSE

Core Subject

Subject Teachers: Miss A Jackson, Mrs Morris, Mr Nattrass

Exam Board & Specification: AQA Geography 8035

Component:

Paper 1 8035/1 – Living with the physical environment 1 hour 30 minutes

Paper 2 8035/2 – Challenges in the human environment 1 hour 30 minutes

Paper 3 8035/3 – Geographical Application 1 hour 30 minutes



Subject Information

The geography that you will learn over the next two years will focus largely on modern problems and making sense of the world in which we live. The topics covered will be more about ideas and skills rather than simply gathering and having to remember numerous facts. Being a good Geographer in this millennium is about having an interest in anything you see, hear or read about places and environments.

What will I study?

This GCSE Course is based on the study of both Physical and Human Geography and tackles a wide range of issues and questions which promote the use of thinking skills and decision-making techniques. It provides an excellent background to the world in which we live as well as developing spatial awareness, research and investigational skills. The course is delivered by individual/group and paired work, teacher led delivery, video resources, websites and textbooks. There are three subject modules:

Paper 1: The Physical Environment Section A: The Challenges of Natural Hazards I. Tectonics II. Tropical Storms III. Extreme Weather in the UK IV. Climate Change Section B: Physical Landscapes in the UK I. Rivers II. Coasts Section C: The Living World I. Tropical Rainforests II. Hot Deserts	Paper 2: Challenges in the Human Environment Section A: Urban Issues and Challenges I. The global pattern of urban change II. Urban growth in and LIC (Rio, Brazil) III. Urban challenges and opportunities in the UK (Newcastle) IV. Sustainable development of urban areas Section B: The Changing Economic World I. Economic development and quality of life II. Reducing the global development gap III. Economic development in Nigeria IV. Economic change in the UK Section C: The Challenge of Resource Management I. Concentrating on Food supply
Paper 3: Geographical Applications Section A: Pre-Release Issue Evaluation (the big picture) Section B: Field Work and Enquiry	

Geography: GCSE

Core Subject



How will I be assessed?

The Geography Course available this year is AQA Syllabus 8035.

It is assessed in the summer of year 11 by three written papers:

- Unit 1 - Living with the Physical Environment - one exam of 1 hour 30 minutes, 35% of the total marks.
- Unit 2 – Challenges in the Human Environment - one exam of 1 hour 30 minutes, 35% of the total marks.
- Unit 3 – Geographical Applications - one exam of 1 hour and 30 minutes, 30% of the total marks.

Units 1 & 2 have a familiar feel as end of course exams. Unit 3 is a new method of assessment for this course. In the past students have completed a controlled assessment, and before that a piece of coursework, both of which were done during the 2 years prior to the exams. Now there is a third exam (Unit 3) which contains 2 elements:

- a) During the course students will have to do 2 pieces of fieldwork (on two separate days) and they will write up this work. The exam tests them on this process.
- b) There is a set of 'pre-release material' which the school receives in March, and which students will study in the six weeks leading up to the summer exams.

All exams have a single tier of entry which assesses all grades.

Anything else I need to know?

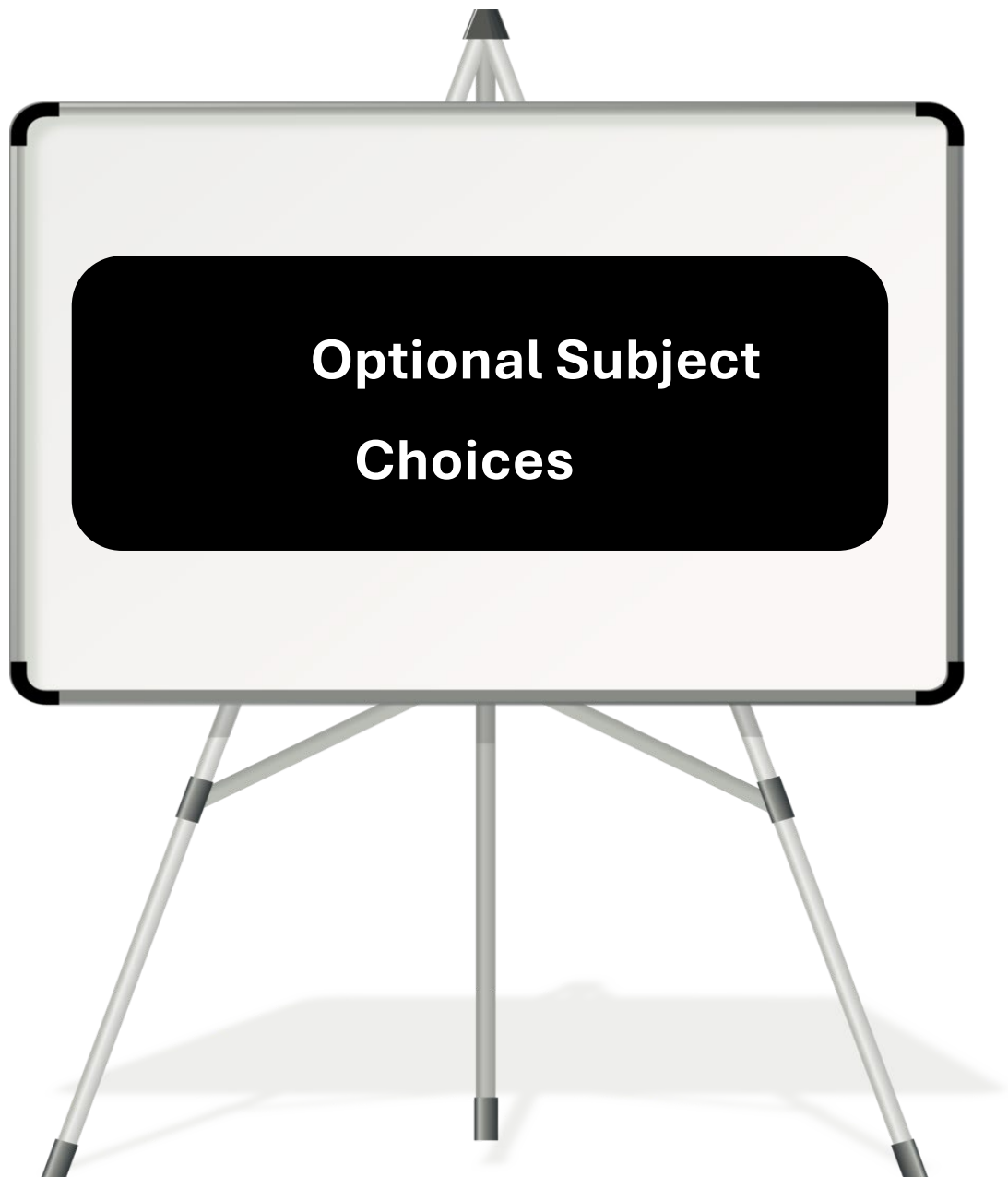
A recent survey of employers showed that, “after Maths and English, Geography is rated as one of the most useful subjects because of the number of different skills used to study the subject”. There are numerous jobs and careers to which Geography provides an important contribution, not only in its content but also in its methods and the skills it teaches. Geographers can be found in Professional Services, Leisure & Tourism, Management & Administration, Business & Finance, Environmental Management, Information Services to name but a few! Employers like to see Geography on a list of qualifications because of the skills covered and disciplines developed. There is a real skills shortage of surveyors and architects currently; Geography is key to these careers.

Careers in Geography

Studying Geography develops a wide range of employable skills there are certain areas of employment where geographers are often employed. There are certain areas of employment where geographers are very often employed. These include Urban planner, Community Development, Cartographer, GIS Specialist, Climatologist, Transportation Management, Environmental Management, Writer/Researcher, Teaching, Emergency Management, Demographer, Foreign Service, Marketing, Librarian/Information Scientist, National Park Service Ranger, Real Estate Appraisal.

PARENTAL SUPPORT

The Geography Department will advise parents as to the best support material to buy – please contact Mrs M Morris, Subject Leader: hmr@hummersknott.org.uk



Art & Design: GCSE Art & Design



Subject Teachers: Mrs O Hodgson, Mr M Webster

Exam Board & Specification: AQA GCSE Art and Design 8201

Component Name/Number: Component 1: Portfolio 8201/C & Component 2: Externally Set Assignment 8201/X, (Preparation time and 10-hour exam)

Subject Information

This is a broad course exploring practical with some critical/contextual work, through a range of 2D and/or 3D processes, new media and technologies. Sometimes, techniques and processes are used to convey messages. It is an unendorsed course, which means students can work with a wide range of art, craft and design materials and processes. ***Students will be required to produce practical and contextual work linked with two or more of the endorsements listed below:***

Fine Art: Painting and Drawing, mixed media (including collage and assemblage), sculpture, land art, installation, printmaking, lens-based and/or light-based media and new media such as film, animation, video and photography.

Graphic Communication: Communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app and game), multi-media, motion graphics, signage and exhibition graphics.

Textiles: Fashion and/or costume printed and/or dyed materials, domestic textiles, constructed and/or applied textiles and constructed and/or stitched and/or embellished textiles.

3-Dimensional Design: Ceramics, sculpture, jewellery/body adornment, exhibition design, design for television, theatre, film, interior design, product design, environmental/garden design and architectural design.

Photography: Portraiture, landscape photography, still life photography, documentary photography (photojournalism, narrative photography, reportage), fine art photography, new media (computer manipulated photography and photographic projections).

What will I study?

During the first year of the course, students complete work for Component One: a main project and a selection of further work exploring a range of skills in Drawing and Painting, Sculpture, Art Textiles, Ceramics and Digital Media. In January of Year 11 students will work on Component Two (ESA): AQA will provide the exam paper with seven different starting points. Students must select and respond to one starting point from their chosen title. This will involve collecting visual information, researching the work of artists, craftspeople and designers and experimentation with a wide range of 2D and 3D materials and techniques. Students are encouraged to work increasingly independently as the course progresses, pushing very personal ideas and concepts as they gain experience.

- Students are encouraged to visit galleries and museums in their own time in addition to trips we offer, depending upon relevant exhibitions such as Baltic, Biscuit Factory, MIMA, Laing and Yorkshire Sculpture Park. Where Possible we have practising artists working with the students on live projects.
- In year 11, students can focus on their strongest skills and develop personal work
- The sketchbook is a very important part of their work and this needs to be developed both in and out of school, to provide the evidence necessary for assessment.
- It is strongly advised that to be accepted for courses in Art & Design post 16, students should have studied the subject to GCSE level. Students will follow the AQA Full Course in Art & Design.

Art & Design: GCSE Art & Design



How will I be assessed?

The course is a full GCSE. The Exam Board is AQA and the syllabus is Art & Design 8201 (Full Course).

Each project is assessed using four assessment objectives.

These look for the ability to develop ideas through investigations both visually and in writing, refining ideas through experimentation with media processes, recording relevant ideas, observations and insights and presenting a personal and meaningful response linked to demonstrating analytical and critical understanding.

All coursework must be completed before Component Two (ESA) period begins in January of Year 11.

Component One: Full course portfolio of work:

- Controlled assessment - 60% of total marks.
- The portfolio should consist of one main project and a selection of further work
- A response to all assessment objectives is required in the portfolio.
- Non-exam assessment (NEA) is set and marked by the school/college and moderated by AQA during a visit.
- Is marked by the centre and moderated by the exam board

Component Two: Externally Set Assignment:

- External assessment: 40% of total marks.
- Question papers can be issued early January in the year of the exam and preparation time is given until sitting the 10-hour exam.
- Students respond to their one chosen starting point.
- A response to all assessment objectives is required.
- Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit.

Anything else I need to know?

The course is ideal preparation for advanced courses at Colleges such as The Northern School of Art, Queen Elizabeth Sixth Form College and Darlington College or in a range of Art & Design based areas.

These courses lead to the Foundation Studies course, which prepares students for application to degree courses or for direct entry to a range of courses in Art, Craft and Design. *The Department has strong links with Queen Elizabeth Sixth Form College and The Northern School of Art.*

Careers in Art, Craft & Design

If you're an 'ideas' person and you like creating things that are useful and visually appealing, look at some of these art and design jobs:

Fine artists, create and sell their original artwork, often specialising in mediums such as painting, drawing or sculpture, Illustrator, Graphic designer, Photographer, Interior designer, Furniture designer, Art teacher, Curator, Tattooist, Fashion Designer. Creative Industries such as the arts, film, design, media and publishing need a continuous stream of fresh ideas and talent. The UK earns an estimated £115.9 billion a year just from the Creative Industries themselves (figures from 2019), this equates to £316.8 million a day or £13.7 million every hour.

In the UK, 1 in 11 of all jobs is involved in the Creative Industries and this supports approximately 4 million people.

Child Development



Subject Teachers: Mrs C Egan

Exam Board & Specification: Pearson Edexcel BTEC Tech Award 603/7058/0

Component 1: Children's growth and Development

Component 2: Learning through play

Component 3: Supporting children to play, learn and develop

Who This Course Is For?

This course is ideal for learners who:

- Are interested in working with babies and young children (0–5 years).
- Prefer a mixture of practical tasks, coursework and applied learning rather than only exams.
- Want to understand how children grow, learn and develop, and how to support them effectively.
- Enjoy hands-on, real-world learning linked to childcare and early years practice.

Course Aims

The Pearson BTEC Tech Award aims to:

- Develop knowledge of the holistic development of babies and young children (birth to 5 years).
- Build practical skills such as planning activities, creating resources, and reviewing children's play.
- Introduce key childcare practices including health, safety, routines and developmental needs.
- Prepare learners for further study at Level 2/3 or entry-level roles in early years settings.

What Will I Study?

The Tech Award is organised into **three components**:

Component 1: Children's Growth and Development (Internally assessed)

- Areas of development from birth to five years.
- Individual differences and factors affecting development.
- How to support development through play and care.

Component 2: Learning Through Play (Internally assessed)

- How children learn through play.
- Stages and types of play.
- Planning, creating and reviewing play activities.
- Developing resources to meet children's needs and support learning.

Component 3: Supporting Children to Play, Learn and Develop (External Exam)

- Childcare principles, routines and roles.
- Health and safety, safeguarding and nutrition.
- Applying knowledge from Components 1 and 2 to real-world scenarios.
- 1 hour 30 min examined assessment set and marked by Pearson.

Child Development



How Will I Be Assessed?

- **60% internal assessment** (Components 1 & 2)
Set assignments marked by teachers. Tasks may include written work, planning activities, creating resources, reflections and practical investigations.
- **40% external assessment** (Component 3)
A written exam using real-life scenarios to test understanding of development, play, safety and supporting children's needs.

Assessment focuses on application of knowledge to childcare situations, not just recall.

Progression Opportunities

Completing the Tech Award provides a strong foundation for:

- **Level 2 qualifications** in childcare or health and social care.
- **Level 3 courses**, such as BTEC National in Children's Play, Learning & Development (CPLD).
- **Apprenticeships** in Early Years Practitioner, Teaching Assistant, or Childcare Assistant.
- Supporting roles in nurseries, preschools, or play settings (with further training).

Careers in Childcare

This course supports pathways towards careers such as:

- Nursery assistant or early years practitioner
- Teaching assistant
- Childminder or nanny (with further qualifications)
- Playworker or after-school club leader
- Early years educator (with Level 3 training)
- Long-term routes: Early years teacher, primary teacher, family support worker



Computing: GCSE Computer Science

Subject Teacher: Mr W Jackson

Specification: OCR Computer Science J277

Component Name/Number:

J277/01 - Computer systems: 1 hour 30 minutes exam

J277/02 - Computational thinking, algorithms and programming: 1 hour 30 minutes exam

Subject Information

GCSE Computing lays the foundations for a very exciting and dynamic career path. There is a recognised skills shortage in all areas of computing from software programming through to technical support and the GCSE curriculum introduces a variety of these concepts.

- You will look inside a computer and learn about the hardware components which make up a computer unit.
- You will understand in more detail the wired and wireless networks we all rely on and take for granted.
- You will learn about the principles of computer programming and develop the techniques to create text-based programs through practical tasks.
- You will have the opportunity to demonstrate your programming skills through specific questions in Paper 2.

There are very clear progression routes for further academic study as well as a vast on-line 'community' of freely available advice and resources to enhance and develop your knowledge and understanding. The Computing GCSE we are delivering (OCR) has been approved by the BCS (The Chartered Institute of IT) to be included in the English Baccalaureate (EBacc). Computing is mathematically based and most of the concepts require students to have a very high understanding of mathematical concepts. Therefore, we encourage that students interested in Computing have a GCSE Maths target grade of at least a 7.

What will I study?

Unit 1: Computer Systems 50% of the Total GCSE Length of exam: 1 hour 30 minutes 80 Mark written theory-based exam Exam does not allow the use of a calculator	This component will assess: 1.1 Systems architecture 1.2 Memory and storage 1.3 Computer networks, connections and protocols 1.4 Network security 1.5 Systems software 1.6 Ethical, legal, cultural and environmental impacts of digital technology
Unit 2: Computational Thinking, Algorithms and Programming 50% of the Total GCSE Length of exam: 1 hour 30 minutes 80 Mark written theory-based exam Exam does not allow the use of a calculator Two Sections: Section A: Key Concepts in Computer Science Section B: Analysing Problems and Designing Solutions – Testing practical programming skills.	This component will assess: 2.1 Algorithms 2.2 Programming fundamentals 2.3 Producing robust programs 2.4 Boolean logic 2.5 Programming languages and Integrated Development Environments



Computing: GCSE Computer Science

Anything else I need to know?

This course is recognised and accepted by colleges for entry on to further education courses. These include:

- Level 3 qualifications, such as IT (Software Development) and IT (Systems, Support and Networking).
- Academic qualifications, such as GCSE or A Level in ICT or Computing.
- Apprenticeships at both Level 2 and 3.
- Employment within many sectors such as technology, science, media.

Current courses offered by local colleges include:

Queen Elizabeth Sixth Form College:

A Level – Computer Science

IT Technical Certificate – Level 3

Business Technical Certificate – Level 3

Darlington College:

BTEC National IT & Digital – Level 3

Information and Creative Technology – Level 2

Careers in Computing

Employment within many sectors such as technology, science, media. Many of the jobs that you will be employed in have not been invented yet and knowing how things work and being able to design and produce systems will help create these jobs. Specific areas include:

Systems Engineer, Data Analyst, Technical Support, Network Engineer, Computer Programmer, Software Developer. There is a huge scope for students to progress to a variety of careers, some with very good salaries as a check on job sites like <https://uk.indeed.com> will show!

PARENTAL SUPPORT

As a lot of this course is practical, we will be using programming software which is readily available and usually free. This will allow students to download a version onto their home machines (PC, Laptop, Tablet etc.) to enable them to practice the skills outside of the classroom.

It is essential that students are able to practice using the Python programming language which can be obtained from the following sites as a free and safe download: <http://www.python.org/> and <http://thonny.org/>

Access to the internet will also be important so that students can use a variety of on-line resources and sites. One example is Code Academy: <https://www.codecademy.com/learn/python>

There are also many online editors such as <https://replit.com>

Any issues or concerns should be emailed to the Subject Teacher/Head of Department so that the Academy can act early in addressing any problems and provide your child with the best possible chance to succeed.



Computing: OCR Cambridge National Level 2

Creative i-Media

Subject Teachers: Ms F Carter and Mr W Jackson

Exam Board & Specification: OCR Cambridge National Level 1/2 Creative iMedia J834

Component Name/Number: Two Mandatory Units:

R093: Creative iMedia in the Media Industry: 1 hour 30 minutes exam

R094: Visual Identity and Digital Graphics: Set assignment

One Additional Unit assessed via a set assignment

Subject Information

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This qualification will help students develop specific and transferable skills such as researching, planning, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

The course is designed to develop your knowledge of different software and your ability to create 'e-products' such as websites, mobile phone apps and interactive content. Creative iMedia also concentrates on developing solutions as part of a project, with two out of the three unit's dependent on course work-based assessment.

What will I study?

The Creative iMedia in the Media Industry unit is a 1 hour 30 minutes exam and lays the foundations for the rest of the course. It covers concepts such as:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

Following this initial unit there will be a further mandatory unit Visual Identity and Digital Graphics where students will have the opportunity to develop their digital image editing skills by tackling a brief set by the exam board. They will apply skills learnt in Unit R093 as well as learning how to use digital image software to produce images according to specific criteria.

One further unit will be selected from the list below and these will depend on available resources and suitability of design brief. All units require skills developed in R093 and R094 and are examined via an assignment set by the exam board.



Computing: OCR Cambridge National Level 2

Creative iMedia

Cont....

What will I study?

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R093	Creative iMedia in the media industry	K/618/5870	48	E	M
R094	Visual identity and digital graphics	M/618/5871	30	NEA	M
R095	Characters and comics	T/618/5872	42	NEA	O
R096	Animation with audio	A/618/5873	42	NEA	O
R097	Interactive digital media	F/618/5874	42	NEA	O
R098	Visual imaging	J/618/5875	42	NEA	O
R099	Digital games	L/618/5876	42	NEA	O

How will I be assessed?

This will be assessed through the completion of 3 units: 1 unit is a 1 hour 30-minute exam, 2 further units are assessed via assignments set by the exam board.

Each unit follows a similar cycle where-by new skills are developed and then students must plan and create their individual solution to the brief set by the exam board. These units are assessed in school but then moderated by the exam board.

Grading:

Level 2: Distinction * through to Pass - GCSE equivalent level 4-9

Level 1: Distinction through to Pass - GCSE equivalent level 1-3

Anything else I need to know?

Progression from this course would include:

QE

- Creative Media Practice National Extended Diploma – Level 3
- A Level – Film Studies
- IT Technical Certificate – Level 3
- Business Technical Certificate – Level 3

Darlington College

- Creative Media Production & Technology Diploma – Level 2
- Content Creator Apprenticeship – Level 3
- Games Development Extended Diploma – Level 3
- Creative Practice (Art, Design and Communication) Diploma – Level 3
- BTEC National IT & Digital - Level 3
- Information and Creative Technology - Level 2

Computing: OCR Cambridge National Level 2

Creative iMedia



Careers in Information Technology

There are a huge number of exciting career opportunities in ICT and in such a fast-changing world many more will be created in the future. However, the project planning skills developed by this course are also relevant in many non - ICT based careers.

Graphics Designer

- Media Producer
- Website Designer
- Social Media Management
- Media Editor

It's important to make this option choice because you want to work in this type of industry and because you want to develop these skills in lesson time.

PARENTAL SUPPORT

- Access to a computer (laptop/desktop).
- Microsoft Office or equivalent (free downloads such as OpenOffice or cloud based such as Google Drive)
- Where possible, online apps and software will be used.
- Awareness of coursework demands and deadlines.
- Practical examples of how ICT is used in work.

Drama: GCSE



Subject Teacher: Mr P Imerson

Exam Board & Specification: EDEXCEL GCSE Drama 1DR0

Component 1: 1DR0/01 Devising

Component 2: 1DR0/02 Performance from Text.

Component 3: 1DR0/03 Theatre Makers in Practice. 1 hour 45 minutes

Subject Information

The Edexcel GCSE in Drama is a natural progression from the Drama and English studied within Key Stage 3 and builds on knowledge, understanding and skills previously learned. To have a drama qualification shows an ability to work successfully as an individual and part of a group using practical, creative and critical skills.

Drama is significantly linked with English and therefore a great extension to the work studied in both Literature and English Language. It shows an ability to develop spoken language and understanding of text in a creative format. Many of the skills learned will be highly valued by future employers, even if students do not continue to study Drama. If students do continue to study Drama in further and higher education they will have an excellent foundation in the Performing Arts, English Language, English Literature and Creative Media fields.

What will I study?

GCSE specifications in Drama require students to study a minimum of one complete text and a minimum of two extracts from a second contrasting performance text. GCSE specifications in Drama require learners to participate in the performance of a devised piece and an extract from one of the performance texts studied.

Drama GCSE has three components, one of which will be a 40% written exam. The other two components will be non-examined assessment.

Component 1: Devising Overview 40% of the total GCSE	➤ Students will work in a group and develop ideas to create a piece of Drama. ➤ Students will be able to devise from their own choice of stimulus. ➤ They will perform this piece of work. ➤ Students can perform in a group sized from 3-6 performers. ➤ Students can be assessed as either an actor or designer (lights, sound or set).
Component 2: Performance from Text Overview 20% of the total GCSE	➤ Students will interpret and explore a performance text and perform two key extracts from it. Alternatively, if students would prefer to be assessed as designers and not actors they can be assessed as design candidates- lighting, costume or set design. ➤ Students can perform a monologue, or as part of a duologue or a group. ➤ Students do not have to perform the same role in each extract. ➤ The maximum group size is 8 students. ➤ Groups can include one designer from each design role. The design roles are: lighting, sound and costume.

Drama: GCSE



Cont....

What will I study?

Component 2: Performance from Text Overview 20% of the total GCSE	➤ This is an externally set and assessed examination ➤ The exam is 1 hour and 45 minutes ➤ The exam is out of 60 marks ➤ The paper will include short and extended writing tasks ➤ The exam will be made up of two sections: ➤ Section A: Students will practically explore a set text to be able to answer short and extended response questions. ➤ Section B: Two questions requiring students to evaluate a live theatre performance.
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How will I be assessed?

You will be assessed in 3 Components:

- Component 1 includes a practical group devised performance and the choice of a written diary or VLOG! You will be assessed by your teacher and marks will be moderated by Edexcel. This component is 40% of your final GCSE grade.
- Component 2 is a performance of a scene from a scripted play. This is assessed by an examiner and worth 20% of your final GCSE grade.
- Component 3 is a written exam. The exam consists of 5 questions on a text we will study and 2 questions on a live performance we will watch and study. This component is 40% of your final GCSE grade.

Anything else I need to know?

The course is ideal preparation for studying Level 3 courses in Drama, Theatre and Media based areas at QE Sixth Form, Darlington College, Durham New College, Stockton and Riverside College.

Careers in Drama

Jobs relating to a degree in Drama and Theatre:

Actor/Actress, Stage Manager, Administrator, Community Art Worker, Teacher, Drama Therapist, Television Production, Music Producer, Director, Arts Assistant, Broadcasting Presenter, Theatre Director, Communications, Sales. Remember that many employers accept applications from graduates with any degree subject, so don't restrict your thinking to the jobs listed here.

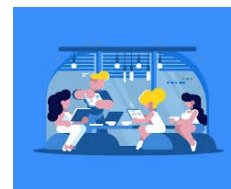
PARENTAL SUPPORT

- Portfolio work is prepared at home, and parents are asked to encourage their child to work consistently hard. Portfolio work makes up a percentage of the final GCSE Mark
- Students are encouraged to visit local theatre shows.

Enterprise: BTEC Tech Award in Enterprise (2022)

Subject Teachers: Mr S Birkett,

Specification: Pearson BTEC Level 1 / Level 2 Tech Award in Enterprise (2022)



Subject Information

What will you learn in this course?

- **How enterprises work:** You'll explore what small and medium sized businesses do, how they start, grow and succeed.
- **Entrepreneurial skills:** Learn what makes an entrepreneur and develop your own creativity, problem solving and decision-making skills.
- **Real world enterprise:** You'll investigate real local businesses and analyse what makes them successful.
- **Planning and pitching:** You'll plan your own enterprise idea and pitch it to others, just like on Dragons' Den!
- **Money Matters:** Learn how to budget, circulate profit and understand the key financial documents used by real enterprises.
- **Understand the world:** You'll learn how businesses shape our economy and society.
- **Preparation for the future:** Develop practicable and transferable skills valued by employers and colleges.

What will I study?

In short: this course gives you an insight into how businesses operate and helps you build the skills and confidence to run your own in the future.

Component 1: Exploring Enterprises

(Internally assessed, externally moderated)

- Investigate local small businesses and find out how they are successful.
- Explore the skills, characteristics and motivation of entrepreneurs.
- Analyse how enterprises meet customer needs and respond to market changes

Component 2: Planning and Presenting a Micro-Enterprise Idea

(Internally assessed, externally moderated)

- Generate and develop your own small business idea
- Plan finances, resources and marketing activities
- Present and pitch your idea to an audience

Component 3: Marketing and Finance for Enterprise

(Externally assessed exam)

- Learn how businesses market their products and manage money
- Topics include marketing mix, financial documents, cash flow, break-even and resources of finance
- 2-hour written exam (40% of total grade)

Enterprise: BTEC Tech Award in Enterprise (2022)



Why Study Enterprise?

- **Practical Learning:** You'll apply business knowledge to real-life examples
- **Develop employability:** Build confidence, teamwork and communication skills
- **Flexible assessment:** 60% coursework and 40% external exam
- **Career ready:** Learn the fundamentals of how businesses succeed, a great foundation for college, apprenticeship or future employment

How will I be assessed?

- **Component 1:** Controlled assessment task (30%)
- **Component 2:** Controlled assessment task (30%)
- **Component 3:** External written exam (40%)

Your coursework will be completed in class under supervision. The external exam takes place at the end of Year 11.

Careers in Enterprise

Studying Enterprise can lead to a wide range of exciting careers including;

- Business management and administrative
- Marketing sales and customer service
- Accounting and finance
- Entrepreneurship and business ownership
- Retail management and event planning

This course also supports progression to BTEC Nationals in Business or Level 3 Apprenticeships.

PARENTAL SUPPORT

Encourage your child to:

- Watch Dragons' Den, The Apprentice or Undercover Boss to see enterprise in action.
- Discuss business news stories and local businesses
- Use Teams to access homework, resources and feedback
- Visit and observe local small businesses, this helps students with their coursework investigations.

Modern Foreign Languages:

French



Subject Teachers: MFL French Teachers

Exam Board & Specification: AQA 8652 www.aqa.org.uk

This is a brand-new specification with first exams taking place in 2026

Paper 1- Listening

8652/LH (Higher) 45 minutes

8652/LF (Foundation) 35 minutes

Paper 2- Speaking

8652/SH (Higher) 10-12 minutes with 15 minutes preparation time

8652/SF (Foundation) 7-9 minutes with 15 minutes preparation time

Paper 3- Reading

8652/RH (Higher) 1 hour

8652/RF (Foundation) 45 minutes

Paper 4- Writing

8652/WH (Higher) 1 hour 15 minutes

8652/WF (Foundation) 1 hour 10 minutes

Subject Information

Course aims:

1. **Develop Communication Skills:** To enhance students' ability to communicate effectively in French, both in spoken and written forms about a range of topics and themes.
2. **Cultural Awareness:** To introduce students to French-speaking cultures, customs, and traditions, fostering an understanding of how language reflects culture and society.
3. **Improve Listening and Reading Comprehension:** To develop skills in understanding spoken and written French by exposing students to a variety of authentic texts, audio materials, and conversations.
4. **Expand Vocabulary and Grammar Knowledge:** To strengthen students' grasp of French vocabulary, grammar rules, and sentence structures, enabling them to express themselves accurately and fluently whilst supporting their English literacy skills.
5. **Prepare for Exam Success:** To equip students with the necessary skills and strategies to succeed in the GCSE French exam, including improving their ability to tackle reading, writing, speaking, and listening tasks effectively.
6. **Provide engaging and relevant content:** To act as a solid foundation for further language learning or employment.

Theme 1: People and Lifestyle	Theme 2: Popular Culture	Theme 3: Communication & World Around Us
Identity and relationships with others	Free-time activities	Travel and tourism, including places of interest
Healthy living and lifestyle	Customs, festivals and celebrations	Media and technology
Education and work	Celebrity culture	The environment and where people live

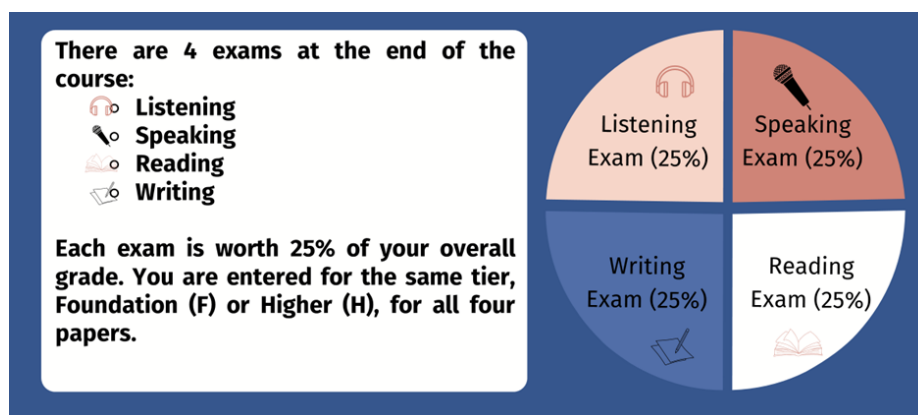
Modern Foreign Languages:

French



How will I be assessed?

This French GCSE is linear which means that all students will sit all their exams at the end of the GCSE course. There is a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9).



What will each paper look like?

Paper 1 – Listening

35 minutes (F), 45 minutes (H)

Section A

- Listening comprehension questions in English, to be answered in English.
- 32 marks at Foundation tier and 40 marks at Higher tier.

Section B

- Dictation: you will transcribe short sentences.
- 8 marks at Foundation tier and 10 marks at Higher tier.

Paper 2 – Speaking

7–9 mins (F) / 10–12 mins (H) + 15 mins preparation

- Role Play (10 marks)**
 - You will engage in a role play
- Reading Aloud (15 marks)**
 - Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier
 - Short unprepared conversation
- Photocard Discussion (25 marks)**
 - You will describe a picture and engage in a follow-up conversation.

Paper 3 – Reading

45 mins (F) / 1hr (H)

Section A (40 marks)

- Reading comprehension questions in English, to be answered in English or non-verbally

Section B (10 marks)

- Translation from French into English
- Minimum of 35 words at Foundation tier and 50 words at Higher tier

Paper 4 – Writing

1 hr 10 (F), 1 hr 15 (H)

Foundation

- Question 1 – write 5 sentences to describe a photo (10 marks)
- Question 2 – 50 word writing task in response to 5 bullet points (10 marks)
- Question 3 – 5 short grammar tasks (5 marks)
- Question 4 – translation of sentences from English into French, minimum 35 words in total (10 marks)
- Question 5 – 90 word writing task in response to 3 compulsory bullet points. There is a choice from two questions (15 marks)

Higher

- Question 1 – translation of sentences from English into French, minimum 50 words in total (10 marks)
- Question 2 – 90 word writing task. There is a choice from two questions (15 marks)
- Question 3 – 150 word writing task. Open-ended writing task where you respond to 2 bullet points. There is a choice from two questions (25 marks)

Modern Foreign Languages:

French



Anything else I need to know?

We use a range of teaching resources when delivering our KS4 curriculum, including textbooks, authentic texts, software, websites, and various audio-visual resources.

Progression opportunities

Studying for a GCSE in a language offers great opportunities for young people in today's global society. It equips students with increased communication skills and confidence as they move on to further studies or to the world of work. A-level courses are available at QE 6th Form College for those who choose to continue languages. Languages are attractive to universities and employers value the skills from language learning and people with language qualifications are seen as highly employable.

Careers in Modern Foreign Language French

Languages open the doors to several careers. Potential careers include banking, sales & marketing roles, content writer, editor, diplomat, translator, journalist, accountant, teacher, market researcher, recruitment consultant, lawyer, air steward, travel advisor, financial advisor, personal assistant and many more.

PARENTAL SUPPORT

Parents can help students to succeed by ensuring that their child has a bilingual dictionary and is completing weekly homework set via Bromcom/Teams. There are also useful websites such as: Linguagenut, Duolingo, GCSE bitesize www.bbc.co.uk/bitesize, Seneca, Memrise and the AQA website (www.aqa.org.uk) with sample assessments, past papers, marking criteria and further subject guidance.

When purchasing revision guides, ensure that you are selecting those which state (from 2026). We recommend CGP GCSE AQA French and Pearson GCSE AQA French guides.

Modern Foreign Languages:

Spanish



Subject Teachers: MFL Spanish Teachers

Exam Board & Specification: AQA 8692 www.aqa.org.uk

Paper 1- Listening

8692/LH (Higher) 45 minutes

8692/LF (Foundation) 35 minutes

Paper 2- Speaking

8692/SH (Higher) 10-12 minutes with 15 minutes preparation time

8692/SF (Foundation) 7-9 minutes with 15 minutes preparation time

Paper 3- Reading

8692/RH (Higher) 1 hour

8692/RF (Foundation) 45 minutes

Paper 4- Writing

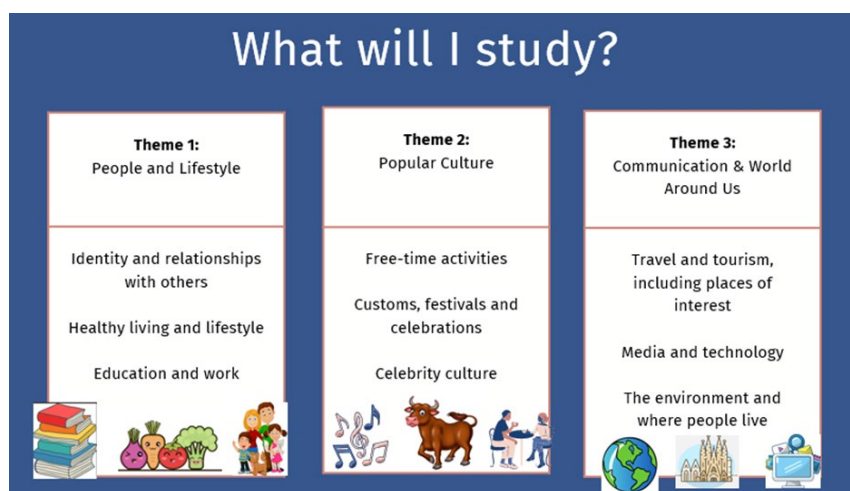
8692/WH (Higher) 1 hour 15 minutes

8692/WF (Foundation) 1 hour 10 minutes

Subject Information

Course aims:

1. **Develop Communication Skills:** To enhance students' ability to communicate effectively in Spanish, both in spoken and written forms about a range of topics and themes.
2. **Cultural Awareness:** To introduce students to Spanish-speaking cultures, customs, and traditions, fostering an understanding of how language reflects culture and society.
3. **Improve Listening and Reading Comprehension:** To develop skills in understanding spoken and written Spanish by exposing students to a variety of texts, audio materials, and conversations.
4. **Expand Vocabulary and Grammar Knowledge:** To strengthen students' grasp of Spanish vocabulary, grammar rules, and sentence structures, enabling them to express themselves accurately and fluently whilst supporting their English literacy skills.
5. **Prepare for Exam Success:** To equip students with the necessary skills and strategies to succeed in the GCSE Spanish exam, including improving their ability to tackle reading, writing, speaking, and listening tasks effectively.
6. **Provide engaging and relevant content:** To act as a solid foundation for further language learning or employment.



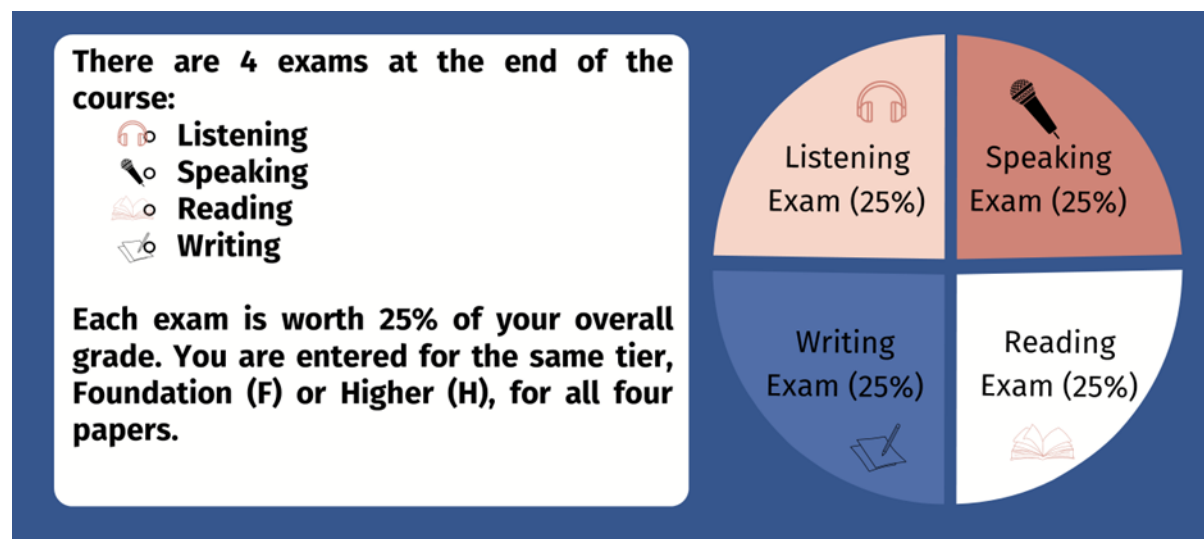
Modern Foreign Languages:

Spanish

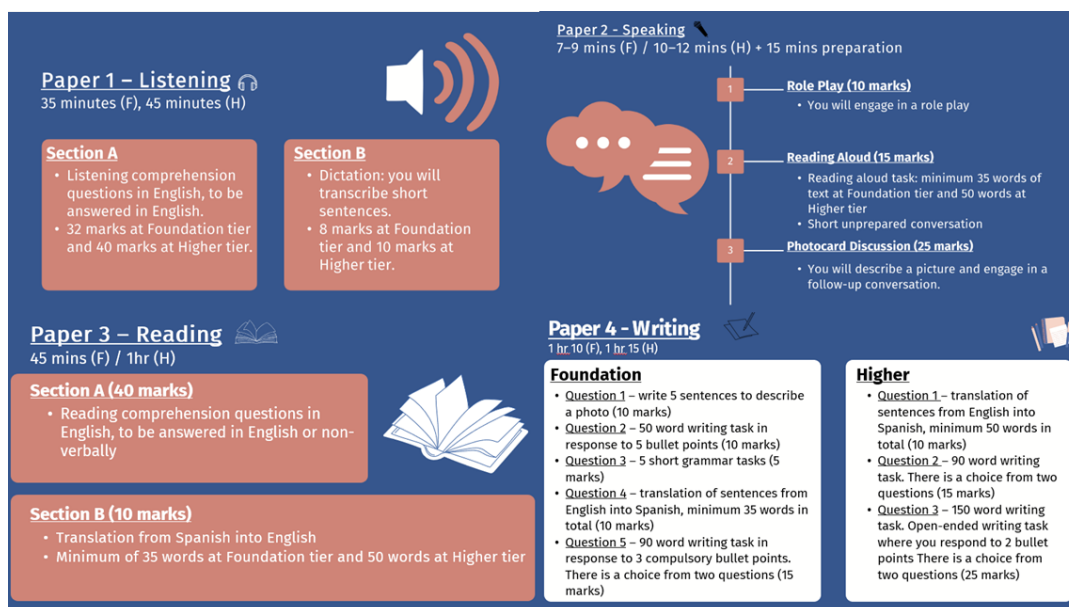


How will I be assessed?

This Spanish GCSE is linear which means that all students will sit all their exams at the end of the GCSE course. There is a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9).



What will each paper look like?



Modern Foreign Languages:

Spanish



Anything else I need to know?

We use a range of teaching resources when delivering our KS4 curriculum, including textbooks, range of reading and audio texts, software, websites, and various audio-visual resources.

Progression opportunities

Studying for a GCSE in a language offers great opportunities for young people in today's global society. It equips students with increased communication skills and confidence as they move on to further studies or to the world of work. A-level courses are available at QE 6th Form College for those who choose to continue languages. Languages are attractive to universities and employers value the skills from language learning and people with language qualifications are seen as highly employable.

Careers in Languages

Languages open the doors to a number of careers. Potential careers include banking, sales & marketing roles, content writer, editor, diplomat, translator, journalist, accountant, teacher, market researcher, recruitment consultant, lawyer, air steward, travel advisor, financial advisor, personal assistant and many more.

PARENTAL SUPPORT

Parents can help students to succeed by ensuring that their child has a bilingual dictionary and is completing weekly homework set via Bromcom/Teams. There are also useful websites such as: Duolingo, GCSE bitesize www.bbc.co.uk/bitesize, Seneca, Memrise and the AQA website (www.aqa.org.uk) with sample assessments, past papers, marking criteria and further subject guidance.

When purchasing revision guides, ensure that you are selecting those which state (from 2026). We recommend CGP GCSE AQA Spanish and Pearson GCSE AQA Spanish guides.



Music: BTEC Tech Award in Music Practice

Subject Teachers: Mrs A Clark-Davies

Exam Board & Specification: Pearson BTEC Level 1/ Level 2

Component Name/Number: Tech Award in Music Practice 603/7055/5

Component 1 – Exploring Music Products and Styles

Component 2 – Music skills development

Component 3 – Responding to a Music Brief

Subject Information

More young people than ever are attracted to working in the music industry and a BTEC in Music could inspire you to become one of these.

The music industry offers many opportunities for employment and is not limited to those who are able to play an instrument. The choice of tasks within the components within this course reflects this, with components on the music industry, developing as a performer and working as an ensemble. You may choose to follow the components by completing tasks in a more practical way on your instrument or using music technology or by using a mixture of both.

This qualification will provide you with a broad foundation in three main aspects of music:

- Practical Music (Performing & Composing)
- Music Technology
- Understanding the music industry

The understanding and skills you acquire will help enable you to proceed into further training or education, or to consider employment in the music industry.

What will I study?

The course aims to give you an understanding of what a career in the music industry can entail, as for example, a performer or producer, a composer or music technician. The course consists of three mandatory units two of which are marked internally and externally moderated and one which is marked externally. The structure of the course allows you to focus on your talents and interests as well as exploring new areas.

You will complete 3 mandatory units within lesson time rather than as a sit-down exam:

- Component 1 – Exploring Music Products and Styles – You will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles such as – EDM, Singer Songwriters, Film Music, Reggae and Stadium Rock
- Component 2 – Music skills development – You have the opportunity to develop two musical disciplines through practical tasks in music performance, creating original music or music production.
- Component 3 – Responding to a Music Brief – A brief will be set by the exam board each year and you will create and present music in response to it either as a performer, composer or producer.
-



Music: BTEC Tech Award in Music Practice

Anything else I need to know?

Following completion of the BTEC Tech Award in Music Practice successful candidates may be able to enter employment in the music industry at a junior level. The music industry contributes about £4 billion to the UK economy, and employs around 1.5 million people, so it's a serious business.

A BTEC Level 2 Extended Certificate is equivalent to 1 GCSE grade 9-1. If you achieve an overall pass grade or better it is possible for you to progress further by enrolling on a Level 3 programme, such as an NVQ in Music or Music Technology.

Some of the skills developed to use in all aspects of education and life are listed below are valued by employers:

- Analytical, critical thinking, research, writing and presentation skills
- Powers of memory, dexterity and concentration developed through all rehearsal times
- Communication skills and teamwork
- Self-management to plan – both physical and mental self-discipline
- Over-coming nervousness when working in groups, supporting each other and benefiting from each other's expertise.
- Technical skills when creating and perfecting music
- Knowledge of the professional music industry and how to get into a range of performing arts fields.
- Working with performers to develop confidence and self-belief in all aspects of school and the wider world

Music plays an important part in the UK economy, contributing £4 billion pounds to the balance of payments. Countless people in the electronics industry rely on the music industry. Arts and cultural industries employ almost a million people. Apart from performing, possible careers could include teaching, the Armed Services, composing, music therapy, working with the disabled, music journalism, music librarianship, music publishing, instrument manufacture, maintenance and repair, retail sales, music administration, TV and radio, the record business or working in a recording studio.

Above all else, your new skills developed through music show higher and further education establishments that you are able to be creative in all aspects of your studies, helping you to stand out from the crowd with something unique to offer.

Careers in BTEC Tech Award in Music Practice

The course develops the following skills: communication, planning, knowledge, information technology, problem solving, performance, confidence, working with others and time management. Student can access careers in the music industry including being a performer or writer, sound engineer/technician, tour manager, music producer and teacher. Furthermore, students will be able to access careers in media, advertising, journalism, community music or any job which involves communication and expressive skills.

PE: GCSE Physical Education



Subject Teacher: Mrs S Edwards, Mrs H Millar

Exam Board & Specification: AQA GCSE Physical Education 8582

Component Name/Number:

Paper 1: The human body and movement in physical activity and sport. 1 hour 15 minutes

Paper 2: Socio-cultural influences and well-being in physical activity and sport 1 hour 15 minutes

Non-exam assessment: Practical performance in physical activity in sport (3 activities)

Subject Information

The course will cover a range of practical and theory elements of physical education. You will be expected to apply your practical knowledge to theory examples.

What will I study?

Subject content:

- | | |
|----------------------------------|----------------------------------|
| > Applied Anatomy and Physiology | > Sports Psychology |
| > Movement Analysis | > Socio-cultural Influences |
| > Physical Training | > Health, Fitness and Well-being |
| > Use of Data | |

How will I be assessed?

Non-Exam Assessment (40% of the final mark):

- You will be assessed in 3 sports which must include a combination of team e.g. football and individual e.g. swimming performance
- Each sport is out of 25 marks and worth 10% of your overall grade
- 10% of the NEA will be you analysing your strengths and weaknesses in 1 sport

IMPORTANT – You must be competing to a reasonable level in at least 2 sorts (either outside of school or for school) to be able to access high quality marks at GCSE PE level. In addition, students will be required to complete a full block of swimming during the course.

Exam element of the course 60% - you will be assessed in 2 Exam papers both out of 78 marks

- **Paper 1** – Training, cardiorespiratory systems, muscular and skeletal systems (78 marks)
- **Paper 2** – sports psychology and its effects on performance, health fitness and wellbeing (including diet) cultural issues such as drugs in sport, engagement patterns in sport and media/technology.

PE: GCSE Physical Education



Anything else I need to know?

Students choosing Physical Education must be able to commit themselves fully to both the practical and theoretical components of the course. An understanding of basic physiology and how the body's systems work together during Health-Related Fitness will help students understand the scientific principles that underlie practical sports performance in the GCSE PE exam.

Careers in GCSE Physical Education

- Sports Science
- PE Teacher
- Physiotherapist
- Professional Sportsperson
- Sports Coach/Consultant
- Diet and Fitness Instructor
- Sports Event Manager

PARENTAL SUPPORT

Ensure students participate as fully as possible in all practical sessions through the two-year period. There are two recommended revision texts the first is CGP GCSE AQA Physical Education for the grade 9-1 course-exam practice workbook. The second is CGP Physical education AQA revision guide for grade 9-1 course.

GCSE Physical Education



Activity Grid

Team Activity Listing	
Acrobatic Gymnastics	Cannot be assessed with gymnastics
Association football	Cannot be five-a-side. Cannot be assessed with futsal
Badminton	Cannot be assessed with singles badminton
Basketball	-
Camogie	Cannot be assessed with hurling
Cricket	-
Dance	Can only be used for one activity. Cannot be assessed with figure skating
Figure Skating	Can only be used for one activity. Cannot be assessed with dance
Futsal	Cannot be assessed with football
Gaelic football	-
Handball	-
Hockey	Must be field hockey
Hurling	Cannot be assessed with camogie
Ice Hockey	Cannot be assessed with inline roller hockey
Inline roller hockey	Cannot be assessed with ice hockey
Lacrosse	-
Netball	-
Rowing	Cannot be assessed with sculling, canoeing or kayaking. Can only be used as one activity.
Rugby League	Cannot be assessed with rugby union or rugby sevens. Cannot be tag rugby
Rugby union	Can be assessed as sevens or fifteen-a-side. Cannot be assessed with rugby league and cannot be tag rugby
Sailing	Royal Yachting Association recognised sailing boat classes only. This can only be used for one activity. Students must perform in the role of the helm
Sculling	Cannot be assessed with rowing, canoeing, kayaking or individual sculling
Squash	Cannot be assessed with singles squash
Table Tennis	Cannot be assessed with singles table tennis
Tennis	Cannot be assessed with singles tennis
Volleyball	-

GCSE Physical Education

Activity Grid



Individual Activity Listing	
Amateur boxing	-
Athletics	Long distance track running must not exceed 5,000 metres
Badminton	Cannot be assessed with doubles badminton
Canoeing/Kayaking (slalom)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking sprint, rowing or sculling
Canoeing/Kayaking (sprint)	Cannot be assessed in both canoeing and kayaking. Cannot be assessed with canoeing/kayaking slalom, rowing or sculling
Cycling	Track (indoor/outdoor) road cycling or BMX (racing, not tricks) only. This can only be used for one activity
Dance	Can only be used for one activity. Cannot be assessed with rhythmic gymnastics. Cannot be assessed with figure skating
Diving	Platform diving only
Equestrian	-
Figure skating	This can only be used for one activity. Cannot be assessed with dance
Golf	-
Gymnastics	Floor routines and apparatus/specialism only. Can only be used for one activity. Students choosing rhythmic as their specialism cannot also be assessed in dance
Rock climbing	Can be indoor or outdoor
Sailing	Royal Yachting Association recognised sailing boat classes only. This can only be used for one activity. Students must perform in the role of helm
Sculling	Cannot be assessed with rowing, canoeing or kayaking.
Skiing	Outdoor/indoor on snow; Cannot be assessed with snowboarding. Must not be on dry slopes.
Snowboarding	Outdoor/indoor on snow. Cannot be assessed with skiing. Must not be on dry slopes
Squash	Cannot be assessed with doubles squash

GCSE Physical Education

Activity Grid



Individual Activity Listing	
Swimming	Cannot be synchronised swimming. Cannot be personal survival. Cannot be lifesaving
Table Tennis	Cannot be assessed with doubles table tennis
Tennis	Cannot be assessed with doubles tennis
Trampolining	-
Windsurfing	-

Specialist Team & Individual Listing

Team Specialist Activity	Individual Specialist Activity
Blind Cricket	Boccia
Goal Ball	Polybat
Powerchair football	
Table cricket	
Wheelchair basketball	
Wheelchair rugby	

PE: OCR Cambridge National Level 2 Sports Studies



Subject Teachers: Mr S Souter, Mr A Tatham

Exam Board & Specification: OCR QN 603/7107/9

Component Name/Number: OCR Level 1 / Level 2 Cambridge National in Sports Studies J829

Subject Information

The OCR Level 1/Level 2 Cambridge National in Sport Studies is aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that can be used in the Exercise, Physical Activity, Sport and Health sector.

You may be interested in this if you want an engaging qualification where you will use your learning in practical, real-life situations, such as:

- Understanding contemporary issues in sport and how they impact on different sporting activities
- Applying your skills as both a performer in two different sporting activities and as a leader in one sporting activity
- How to be a sports leader, through using your initiative to solve problems and making decisions when dealing with rapidly changing conditions and situations
- Applying your skills to participate in an outdoor and adventurous activity in a natural setting and environment.

What will I study?

Students will study two mandatory units and one optional unit from a choice of two:

Year 1	Year 2
Unit R185 Exam: Performance and Leadership in sports Activities Tasks 1-3 Unit R187: Increasing Awareness of Outdoor and Adventurous Activities	Unit R185 Exam: Leadership Tasks 4+5 Unit R184 Exam: Contemporary issues in sport
All results are awarded on the following scale:	
Level 1	Level 2
Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.	Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2)

How will I be assessed?

The Sports Studies OCR Cambridge National Level 2 is a qualification that consists of two mandatory units **plus** one optional unit.

There are two mandatory units:

- Unit 1 R184: Contemporary Issues in Sport - This is assessed by an exam (1 hour 45 minutes, 40% of final grade)

PE: OCR Cambridge National Level 2 Sports Studies



By completing this unit, you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.

- Issues which affect participation in sport
- The role of sport in promoting values
- The implications of hosting a major sporting event for a city or country
- The role National Governing Bodies (NGBs) play in the development of their sport
- The use of technology in sport.

Unit 2 R185: Performance and Leadership in Sports Activities - This is assessed by a set assignment (40% of final grade)

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.

Topics include:

- Key components of performance
- Applying practice methods to support improvement in a sporting activity
- Organising and planning a sports activity session
- Leading a sports activity session
- Reviewing your own performance in planning and leading a sports activity session.

The optional unit you would take:

- **R187: Increasing Awareness of Outdoor and Adventurous Activities**

This is assessed by a set assignment (20% of final grade)

In this unit you will understand how to find out information about what opportunities there are in your local area as well as nationally in the UK for all different types of outdoor/adventurous activities. You will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe. Topics include:

- Provision for different types of outdoor and adventurous activities in the UK
- Equipment, clothing and safety aspects of participating in outdoor and adventurous activities
- Plan for and be able to participate in an outdoor and adventurous activity

Careers in Physical Education

To name but a few: PE Teacher / Sports Coach / Fitness Instructors / Roles within the Armed Forces

PARENTAL SUPPORT

To help ensure students are committed to two sports to meet the practical requirements of the course. To complete coursework by deadlines. Gathering video evidence of your son/daughter performing skills and the sports or activities in competitive situations.

Photography: GCSE

Lens-based and light-based media



Subject Teacher: Miss O Hodgson & Mr M Webster

Exam Board & Specification: AQA GCSE Art and Design/Photography 8206

Component Name: Component One: Portfolio 820C/C & Component 2: Externally Set Assignment 820C/X, (preparation time and 10-hour exam)

Subject Information

On this course students will be introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies. Lens and light-based media include works in film, video and/or digital (digital darkroom). Responses to these examples must be shown through practical and critical activities which demonstrate the students' understanding of different styles, genres and traditions. Sometimes, techniques and processes are used to convey messages and create works related to other disciplines, such as web-based animations, photographic images in printed journals, and light projections within theatrical or architectural spaces.

What will I study?

Students will work in one or more of the areas of lens-based and light-based media listed below. They may explore combinations of these areas too:

- Digital photography, Portraiture.
- Landscape photography (working from the built or natural environment).
- Still Life photography (working from natural or manufactured objects).
- Documentary photography, photojournalism, narrative photography, reportage.
- Fine Art photography, photographic installation.
- Photography involves a moving image (video, film and animation), experimental imagery.
- New media practice such as computer manipulated photography and photographic projections.

Students will be expected to demonstrate the following skills and techniques:

- The ability to explore formal elements of visual language; line, form, colour, tone, pattern, texture, in the context of lens-based and light-based media
- Responding to an issue, theme, concept or idea, or working to a design brief
- Showing in their work the use of viewpoint, composition, focus control, depth of field, movement and narrative, using appropriate techniques, technologies and equipment for recording images and lighting subjects within their chosen area
- Showing an understanding of the developing, printing, manipulation and production qualities of still and moving images where appropriate
- Students are encouraged to work increasingly independently as the course progresses, pushing very personal ideas as they gain experience.

How will I be assessed?

The course is a full GCSE. The Exam Board is AQA and the syllabus is Art & Design/Photography 8206 (Full Course). Each project is assessed using four assessment objectives. These look for the ability to develop ideas through investigations, both visually and in writing, refining ideas through experimentation with media processes, recording relevant ideas, observations and insights and presenting a personal and meaningful response linked to demonstrating analytical and critical understanding.

All coursework must be completed before Component Two (ESA) period begins in January of Year 11.

GCSE Photography:

Lens-based and light-based media



Component One: Full Course Portfolio of Work

- Controlled assessment: 60% of total marks.
- The portfolio should consist of one main project and a selection of further work
- A response to all assessment objectives is required in the portfolio.
- Non-exam assessment (NEA) is set and marked by the school/college and moderated by AQA during a visit.
- Is marked by the centre and moderated by the exam board.

Component Two: Externally Set Assignment

- External assessment 40% of total marks.
- Question papers can be issued early January in the year of the exam and preparation time is given until sitting the 10-hour exam.
- Students respond to their one chosen starting point.
- A response to all assessment objectives is required.
- Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit.

Anything else I need to know?

The course is ideal preparation for advanced courses at colleges such as the Northern School of Art, Queen Elizabeth Sixth Form College and Darlington College or in a range of Art, Craft & Design based areas. These courses lead to the Foundation Studies course, which prepares students for application to degree courses or for direct entry to a range of courses in Art, Craft and Design.

The Department has strong links with Queen Elizabeth Sixth Form College and The Northern School of Art.

Students are encouraged to visit galleries and museums in their own time in addition to trips we offer, depending upon relevant exhibitions such as BALTIC, Biscuit Factory, MIMA, Laing and Yorkshire Sculpture Park

- Where possible we have practising artists working with the students on live projects
- In Year 11 the students can focus on their strongest skills and develop personal work.
- The sketchbook is a very important part of their work and needs to be developed, both in and out of school, to provide the evidence necessary for assessment.
- It is strongly advised that to be accepted for courses in Art & Design, at post 16 level, students should have studied the subject to GCSE level.
- Students will follow the AQA Full Course.

Careers in Photography

Whether you're designing ships as a naval architect or creating cutting edge art as a fine artist, the one thing that all jobs in this family have in common is creativity. So, if you're an idea's person and you like creating things that are useful and visually appealing, look at some of these photography specific jobs: Fashion, Nature, Magazine, Advertising, Underwater, Portrait, Scientific, Medical, Industrial, Commercial, Press, Journalism, Forensics, Wedding, Sport, Fashion and Documentary.

Creative Industries such as the arts, film, design, media and publishing need a continuous stream of fresh ideas and talent. The UK earns an estimated £115.9 billion a year just from the Creative Industries themselves (figures from 2019), this equates to £316.8 million a day or £13.7 million every hour.

In the UK, 1 in 11 of all jobs is involved in the Creative Industries supports approximately 4 million people.

Religious Studies: GCSE



Subject Teachers: Mrs C Johnson, Miss A Lill, Mr R Snowball

Exam Board & Specification: AQA Religious Studies

Component Name/Number:

Paper 1 Assessment 8062/13 and 8062/15 (Religions)

Paper 2 Assessment 8062/2A (Moral issues)

Subject Information

Religious Studies is arguably the richest subject in the school curriculum tackling the big philosophical questions of belief, life and death. As well as developing further factual understanding of moral and religious beliefs, GCSE Religious Studies looks to help students develop the skills and understanding to deal with the issues that they will face in the 21st Century.

What will I study?

The new AQA GCSE Religious Studies course will be made up of TWO components.

- Component 1: The study of religions: beliefs, teachings and practices (**Christianity and Islam**)
- Component 2: Thematic studies (**Moral and Ethical issues**)

How will I be assessed?

The Religious Studies course available will be AQA World Religions Syllabus A (8062)

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

Each component is assessed by:

- Written exam: 1 hour 45 minutes
- 96 marks (plus 3 marks for spelling, punctuation and grammar (SPaG))
- 50% of GCSE

Component 1:

The study of Religions: beliefs, teachings and practices. We will be making an in-depth study of **Christianity** and **Islam**. In the final exam in year11 students will answer Four questions on the world religions paper (2 on Christianity and 2 on Islam).

The questions within each religion have a common structure of two five-part questions of 1, 2, 4 and 5 marks plus one 12-mark question. Each religion is marked out of 48.

Component 2: Thematic studies (**Moral and Ethical issues**)

Over the next two years of the Religious Studies course, you will get the chance to explore and reflect upon a number of issues that are central to the Human experience for example:

Abortion and Euthanasia

Marriage and Divorce

The Existence of God and Revelation

Love , Family and Friendship

War & Peace

Human Rights, Racism and Sexism

Crime and Punishment

In the classroom we will consider each of these issues and look at the responses of ***YOU***, society as a whole and the Christian/Islamic perspective.

Religious Studies: GCSE



Anything else I need to know?

In many areas of work employers look for someone with an enquiring mind, understanding, an appreciation of other people's points of views as well as an ability to come to clear informed decisions. These are all skills which are developed in Religious Studies. The essay writing skills developed within GCSE RS are highly transferable and will stand students in good stead for a number of A-Level courses and beyond.

Careers in Religious Studies

Religious Studies at GCSE level looks to develop skills that are relevant to many different career areas such as:

- Administration: business and management generally
- Counsellor: young people, health, marriage, relationships
- Journalism
- Legal work/Barrister/Solicitor
- Medicine Nursing
- Social work
- Policing
- Teacher/Lecturer

PARENTAL SUPPORT

The exam board AQA have published a textbook written by the examiners that covers the whole course. This is used within lessons, and it could be beneficial for students to have their own individual copy.

ISBN:978-1-382-07366-0.

Science: Triple Science GCSE

Biology, Chemistry & Physics



Subject Teachers: Students will be taught by subject specialists.

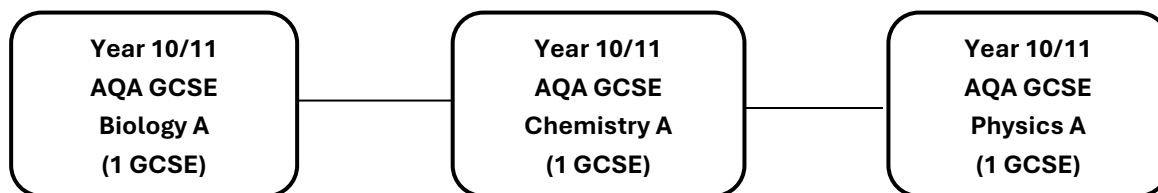
Exam Board & Specification: AQA Biology 8461/ AQA Chemistry 8462/ AQA Physics 8463

Subject Information

Students wishing to study three sciences at GCSE will be able to do so as an option choice. Students choosing this route will study GCSE Biology, GCSE Chemistry and GCSE Physics.

This course would be especially suited to students who have a real passion for each separate science and wish to study them in much more detail. However, those considering the triple science option must be consistently achieving on the Orange Pathway.

Please see Mrs Flynn if you would like further advice as to whether this course is suitable for you. As a rough guide, students suitable for this course will have a high mathematical ability, ideally with a GCSE Math's target grade of at least a 7.



What will I study?

➤ **Biology (AQA Biology 8461)**

Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology

➤ **Chemistry (AQA Chemistry 8462)**

Atomic structure and the periodic table, Bonding, Structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, the rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources

➤ **Physics (AQA Physics 8463)**

Forces, Energy, Waves, Electricity, Magnetism and electromagnetism, Particle model of matter, atomic structure

Please note: these are the same topics as those covered in GCSE Combined Science, but each is extended further for students choosing the triple science option.

Science: Triple Science GCSE

Biology, Chemistry & Physics



How will I be assessed?

There are two papers for each GCSE. Each of the papers will assess knowledge and understanding from distinct topic areas and each exam will include multiple choice, structured, closed short answer, and open response questions.

GCSE Biology

- Biology Paper 1: (1 hour 45 minutes) (8461/1)
- Biology Paper 2: (1 hour 45 minutes) (8461/2)

GCSE Chemistry

- Chemistry Paper 1: (1 hour 45 minutes) (8462/1)
- Chemistry Paper 2: (1 hour 45 minutes) (8462/2)

GCSE Physics

- Physics Paper 1: (1 hour 45 minutes) (8463/1)
- Physics Paper 2: (1 hour 45 minutes) (8463/2)

Anything else I need to know?

Completion of Triple Science gives students a more substantial knowledge of science and is recommended for those students who are likely to study a Level 3 course such as Science A-level in preparation for Science or Science related further study such as a degree.

Careers in Science

Teaching, Engineering, Research and Development, Computer Science, Medicine, Dentistry or Veterinary Science.

PARENTAL SUPPORT

Students can use Free Science lessons which is a great revision resource <https://www.youtube.com/c/Freesciencelessons>. Accessing the BBC science website at <http://www.bbc.co.uk/science/> and watching topical science documentaries to encourage discussion can help develop an enthusiasm and thirst for science knowledge.

Encouraging your child to access the online textbook(s) which can be used to support homework, extend learning from the classroom and support revision. Various revision guides are available students will be able to purchase a copy from us when they are in Year 10.

Design Technology:

Eduqas Hospitality and Catering Level 1 / Level 2 Vocational Award



Subject Teacher: Mrs K Weightman

Subject Information

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? If so, it's time to – find out more about this exciting qualification below!

After completing the Vocational Award in Hospitality and Catering you may be interested in progressing to other qualifications relevant to working in the sector, such as: Level 3 Applied Certificate/Diploma in Food Science and Nutrition Level 2/Level 3 Diplomas in Hospitality and Catering Level 2/Level 3 Diplomas in Professional Cooking Level 3 Diploma in Hospitality and Tourism Management.

What will I study?

This qualification is made up of 2 units,

Unit 1: The Hospitality and Catering industry

You will:

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

You will:

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.

How will I be assessed?

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

Unit 1 will be assessed through a 1-hour 20min exam paper, 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

At the end of the course, you will be graded Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*. As a guide the vocational gradings are equivalent to the following GCSE grades;

Design Technology:

Eduqas Hospitality and Catering Level 1/ Level 2 Vocational Award



How will I be assessed?

Vocational Qualification Grade	Grade 9-1 equivalent
Level 2 Distinction*	8/9
Level 2 Distinction	7/8
Level 2 Merit	5/6
Level 2 Pass	4/5
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1

What skills will I develop?

You will develop a range of skills which are attractive to employers, colleges and universities including:

- Communication
- Confidence
- Learning independently
- Organisation
- Problem solving
- Research
- Self-discipline
- Stamina
- Taking on responsibility
- Time management.

Careers in Hospitality and Catering

The hospitality industry offers a wide range of exciting opportunities which includes:

- Chef de partie / Sous Chef / Commis Chef / Pastry Chef / Executive Chef
- Concierge / Receptionist
- Front of house manager
- Head waiter
- Housekeeper
- Maître d'hôte

PARENTAL SUPPORT

- There will be a termly ingredients fee of £15 per student in Year 10. This is to help with rising cost of food ingredients as we can buy in bulk and reduce costs. If, however, you choose not to pay this fee then ingredients will need to be provided weekly for students to take part in practical lessons.
- Purchasing the required revision book during year 10
- You can support the completion of homework and coursework to complete 60% practical work, ingredients and or materials suitable to make products will need to be provided and funded.
- Students are encouraged to cook at home and practice skills acquired for their NEA

Design Technology (Eduqas): GCSE Graphics or Textiles



This engaging GCSE focuses on developing theory design and practical skills.

Students can opt for Graphics or Textiles and will be taught within that specialism by the following specialist subject teachers:

Graphics - Miss H Lacey, Mr J Barker, Miss Williams

Textiles – Miss Isles

Exam Board & Specification: Entry Code: WJEC Eduqas C600QS

Qualification Accreditation Number: 603/1121/6

Component Name/Number: NEA C600U20-1- Internal Assessment

Written Exam C600U10-1 (2 hours) - External Assessment

Subject Information

Both GCSE qualifications fulfil entry requirements for academic and vocational study post-16 and will count as the equivalent to one GCSE.

GRAPHICS	TEXTILES
Graphics within DT is a creative subject using paper and board to develop 2D and 3D products. Imaginative and unique designs can then be applied and developed using hand drawn techniques and/or computer aided design with students gaining support in advancing their skills in both. Learners will have the opportunity to use a variety of materials and develop their skills in CAD/CAM, hand drawing skills, combining, joining and finishing skills as well as sampling industrial manufacturing methods. It is perfect for young learners who want to study graphic products in a practical and imaginative way, developing the practical skills needed to create products for real life situations.	Textiles within DT is a creative subject using paper and fabrics to develop pattern, form and style. The two main areas of Textiles are Fashion and Interiors. Imaginative and unique designs can then be developed on 2D or 3D objects such as clothing, wallpaper, furnishing fabrics and interiors. Learners will have the opportunity to use traditional skills, such as surface decoration /embellishment, combining, joining and finishing materials, and colouring fabrics. It is perfect for young learners who want to study fashion and textiles in a practical and imaginative way, developing the practical skills needed to create materials for interiors and fashion.

What will I study?

Unit 1: Written Examination

- External assessment 50% of the overall mark - 2-hour exam sat in May/June of Year 11.
- Students will answer a mixture of short answer, structured and extended writing questions assessing their knowledge and understanding of the technical principles, designing and making principles along with their ability to analyse and evaluate design decisions and the wider issues in design technology.
- The exam is made up of 6 key questions. Questions 1-5 cover core DT knowledge and will be the same for all Graphics and Textiles students. Question 6 is a specialist exam question, where students will pick their specialism (Graphics or Textiles). Students will be expected to answer Question 6 with specialist knowledge.

Design Technology (Eduqas): GCSE Graphics or Textiles



What will I study?

Unit 2: Design and Make Project

- Internally assessed controlled assessment (50% of the overall mark)
- Learners will complete a design and make project within their specialism. The coursework is based on a challenge set by the exam board. It will assess a candidate's ability to identify, investigate and outline design possibilities, design and make prototypes and analyse and evaluate design decisions and the wider issues in design technology.

How will I be assessed?

- Unit 1: Written Examination –External assessment 50% of the overall mark (2-hour exam sat in May/June of Y11)
- Unit 2: Design and Make Project – internally assessed controlled assessment. 50 % of the overall mark.

This specification has a unitised structure and there is one tier of assessment covering grades 9 – 1.

Anything else I need to know?

Both Graphics and Textiles can be studied up to degree level and beyond at university. Locally students can study Graphic Design and Textile Design A Level at QE Sixth Form, who also provide students with the opportunity of later study in a BTEC Foundation Art course. Darlington College, Bishop Auckland College, Carmel College and The Northern School of Art also provide courses for post 16 studies in Graphics and Textile related subjects.

Careers in DT

GRAPHICS	TEXTILES
➤ Advertising ➤ Architect and Packaging Designer ➤ Computer Games Designer ➤ Graphic Designer, ➤ Illustrator ➤ Magazine Editing and Layout designer	➤ Designer (interior and fashion) ➤ Merchandiser ➤ Fashion Journalism ➤ Technology Scientist ➤ Buyer, Manufacturing and Management ➤ Trend Forecaster

PARENTAL SUPPORT

- Visiting museums and art galleries for inspiration and engagement.
- You can support the completion of homework-controlled assessment and revision for the exam
- Students would benefit from owning a set of their own-coloured pencils and a set of fine liners which are available from most supermarkets and stationers in town.
- In order to complete 50% practical work, materials suitable to make products will need to be provided and funded.

Most materials can be bought in local shops. We also ask for a contribution of £10 in Y11 to support some costs of materials and equipment.

Design Technology (AQA): GCSE Resistant Materials

This engaging GCSE focuses on developing theory design and practical skills



Students can opt for Resistant Materials and will be taught within that specialism by the following specialist subject teachers:

Resistant Materials – Mr Barker, Miss Williams

Exam Board & Specification: AQA 8552(QAN-603/0984/2)

Component Name/Number: Written Paper – 8552/W NEA and NEA Assessment 8552/C

Subject Information

Both GCSE qualifications fulfil entry requirements for academic and vocational study post-16 and will count as the equivalent to one GCSE. Resistant Materials within DT is a creative subject using timbers, metals, plastics and CAD/CAM to create a range of 2D and 3D outcomes and learn a range of skills which students will apply to their Year 11 controlled assessment portfolio.

Learners will have the opportunity to use a variety of materials and develop their skills in manufacturing with materials, CAD/CAM, hand drawing skills, combining, joining and finishing skills as well as sampling industrial manufacturing methods. It is perfect for young learners who want to study the making and manufacturing of products whilst combining different materials and skills as well as aesthetic finishes.

What will I study?

➤ **Design Technology in School:**

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

➤ **Design Technology after School:**

There are many routes available for study after GCSE level. Design Technology can lead students into pathways for Diplomas in Manufacturing, Engineering and Creative Media as well as traditional routes into Product Design at AS/A level. This is also a popular subject for those wanting to pursue a trade apprenticeship or vocational qualification within a trade after school.

➤ **Design Technology for a living:**

With an ever-changing climate in technology and innovation, Design Technology lends itself to a wealth of career pathways, from Engineering/Civil Engineering, Product Testing, Computer Aided Design, Architecture to name a few. Students with aspirations in Research and Development or becoming skilled manually would benefit from studying Design Technology as a GCSE.

Year 10	Year 11	
Theory and Skills Development	Design and Make Controlled Assessment Portfolio	Written paper

Design Technology (AQA): GCSE Resistant Materials



How will I be assessed?

- Unit 1: Written Examination –External assessment 50% of the overall mark (2 hr exam in May/June of Y11)
- Unit 2: Design and Make Project – internally assessed controlled assessment. 50 % of the overall mark.

This specification has a unitised structure and there is one tier of assessment covering grades 9 – 1.

Anything else I need to know?

Design Technology Resistant materials can be studied up to degree level and beyond at university, traditionally leading into Product Design at BA (Hons) level. Locally students can study Product Design A Level at Carmel College. Darlington College also provides a multitude of courses for post 16 studies in Engineering (BTECs). QE Sixth Form is also offering traditional Engineering. Design Technology links closely with industries in the UK, be it through apprenticeship routes in Engineering fields, or through career opportunities such as Product Design, Specialised Technicians, Architecture, Furniture Designing, Cabinet Making (making high class furniture products), making mass-produced furniture, kitchen and bedroom design and installation.

Careers in DT

RESISTANT MATERIALS	
Product Design	Joiner
Painter/Decorator	Architect
Furniture Designer	Specialist Technician
Plumber	Cabinet Maker

PARENTAL SUPPORT

- Visiting museums and art galleries for inspiration and engagement.
- You can support the completion of homework-controlled assessment and revision for the exam
- To complete 50% practical work, materials suitable to make products will need to be provided and funded.
- There are also revision applications for select smart phones/tablets available at a low cost (from as little as 69p) which cover material used within the AQA exam board criteria.
- The best revision resource to purchase is: PG ONLINE – Clear Revise AQA GCSE Design and Technology 8552 ISBN NUMBER: 978-1-910523-24-7

Travel and Tourism



Subject Teacher: Mrs C Raine

Exam Board & Specification: Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism (Equivalent to 1 GCSE)

Component 1: Travel and Tourism Organisations and Destinations (Internal Assessment)

Component 2: Customer Needs in Travel and Tourism (Internal Assessment)

Component 3: Influences on Global Travel and Tourism (External Assessment)

Course Aims

The course is designed to give students an engaging introduction to the UK and global travel and tourism industry. It aims to help students:

- Understand how the travel and tourism sector operates and the wide range of organisations within it.
- Learn how destinations attract different types of visitors and what makes places appealing.
- Explore how travel and tourism organisations meet customer needs by offering suitable products and services.
- Develop transferable skills such as research, planning, communication, teamwork and decision-making.
- Gain a strong foundation for further study at Level 2 or Level 3, including GCSEs, A Levels, apprenticeships or BTEC Nationals.

What will I Study?

Students will study three components:

Component 1: Travel and Tourism Organisations and Destinations

- Different types of organisations (e.g. travel agents, airlines, hotels, visitor attractions).
- How these organisations are owned, what their aims are, and how they work together.
- Use of technology in the travel industry (e.g. apps, online booking, VR).
- Popular visitor destinations in the UK and abroad, their key features and travel routes.

Component 2: Customer Needs in Travel and Tourism

- How organisations use market research to understand customer needs and trends.
- Types of customers (families, business travellers, solo travellers, groups).
- How holidays and travel products are tailored to meet customer needs.
- Planning a holiday to match a specific customer brief, including accommodation, transport and activities.

Travel and Tourism



Component 3: Influences on Global Travel and Tourism

- External factors that affect global travel (e.g. weather, natural disasters, political situations, economy, technology).
- Positive and negative impacts of tourism on destinations.
- How destinations manage tourism sustainably.
- Application of knowledge to real travel scenarios.

How Will I Be Assessed?

Assessment is a combination of internal coursework and an external exam:

Internal Assessments (60% total – Components 1 & 2)

- Students complete **two Pearson-set assignments**.
- Assignments involve research, written tasks and practical planning activities.
- Work is marked by teachers and externally moderated by Pearson.

External Assessment (40% – Component 3)

- A **2-hour written exam**, taken at the end of the course.
- Students apply their understanding of global travel influences and tourism impacts.

Anything Else I Need to Know?

- This qualification is suitable for students who enjoy practical, applied learning rather than solely written exams.
- It links particularly well with GCSE **Geography, Business, Languages, and Hospitality**.
- Students do not need to be frequent travellers or have prior knowledge of the industry- all content is taught from the ground up.
- Good organisation and consistent effort in coursework are important, as two components are internally assessed.
- The course supports wider personal development, including communication, digital literacy, customer awareness and planning skills.

Travel and Tourism



Progression Opportunities

The BTEC Tech Award in Travel and Tourism provides a strong foundation for further study. After Year 11, students could progress to:

Level 3 Qualifications

- BTEC National in Travel and Tourism
- BTEC National in Business, Hospitality, or Sport (due to linked transferable skills)
- A Levels, especially Geography, Business, Sociology, or Languages

Level 2 and Level 3 Apprenticeships

- Travel Consultant Apprentice
- Aviation Ground Operative
- Hospitality Team Member
- Customer Service roles
- Events Assistant

These can lead directly into the travel, visitor economy, and customer-facing industries.

Careers in Travel and Tourism

Travel and tourism is one of the UK's largest industries and offers a wide range of career pathways.

Possible careers include:

Travel Services

- Travel agent
- Tour operator
- Holiday representative
- Cruise consultant



Transport and Aviation

- Flight attendant
- Airline customer service agent
- Airport operations
- Cabin crew
- Pilot (with further training)



Tourism and Hospitality

- Hotel manager
- Front-of-house staff
- Concierge
- Events coordinator
- Resort manager



Visitor Attractions and Destinations

- Museum or heritage site guide
- Theme park operations
- Destination marketing officer



Outdoor, Adventure and Specialist Tourism

- Adventure tour guide
- Eco-tourism leader
- Activity instructor
- Wildlife or nature guide



Business and Digital Roles within the Industry

- Marketing and promotions
- Social media for travel brands
- Customer experience manager
- Data and trend analyst





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