



What happens next?

2024 Options Booklet
Year 9 into 10



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Welcome...

Dear Year 9,

Welcome to your options! You are about to embark on one of the most important decisions you will make in your time at school. Choosing your options can be a tricky and daunting process and we aim to guide and support you in making the right decision for you and your future. The aim of this booklet is to give you and your families all the information you will need on the subjects you can take and choices you need to make for your options.

As you will see from the options timeline there are plenty of opportunities to explore your option choices with your families, tutors, teachers, subject leaders, pastoral staff and the leadership team. Please make the most of these opportunities to find out as much as you can about all of your option choices, to help you make the right choices for you.

Later on in this booklet there are details of all the subjects on offer as part of the core and options curriculum. Our aim is to offer you a wide range of option choices and to help you make the right decisions for your KS4 curriculum to prepare you for your next steps in education and the world of work.

Good luck with this process and remember we are here to help.

Mrs Firth

Assistant Headteacher

Curriculum & Personal Development



The Options Timeline

Week beginning 26th February

Options in Citizenship sessions

This week in Citizenship, you will be looking at your option choices and think about what courses may be right for you.



Week Beginning 4th March

College Assemblies

This week, you will have assemblies run by our local colleges to discuss what each college has on offer and get you thinking about your next steps. There will be an opportunity for you to talk to representatives from local colleges at the Options evening on 14th March.



Week Beginning 11th March

Options Assembly Week

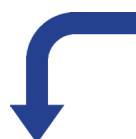
You will attend a series of assemblies run by the subject leaders of all our options subjects, to give you information on the course and the areas of study and any requirements for the course.



Thursday 14th March

Options Evening

An opportunity for you and your parents/carers to come along and look at the options on offer and speak to the staff who teach these courses and pupils who are studying them. This is a good opportunity to ask any questions you have and visit the subjects on your shortlist. There will be an opportunity to get support in completing your Options online forms at this event. There will be representatives from our local colleges to discuss pathways.



15th March - 28th March

House Team Meetings

During this fortnight, all pupils will have a 1:1 meeting with a member of their house team during their Citizenship sessions, to discuss their option choices and help to ensure they are making the right choices.

Thursday 21st March

Year 9 Parents Evening

A chance to check in with all your subject teachers and see how you are doing, have discussions with them around your options choices.



Options Deadline
Thursday 29th March

Core Curriculum

All pupils will study the following as their core curriculum;

Subject	GCSE equivalent	50 min sessions per fortnight	Details
English and English Literature	2	10	All pupils will complete English GCSE. This will give them a grade for Literature and Language.
Maths	1	10	All pupils will complete Maths GCSE.
Double Science	2	10	All pupils will complete double science studying Biology, Chemistry & Physics which will gain 2 GCSE grades.
Core PE	0	4	All pupils will have two 100 minute lessons giving opportunities for working off site on a range of sports.
PSHE	0	2	All pupils will continue to cover the statutory PSHE curriculum.

Options

To go alongside the core curriculum, pupils then make their option choices. These will depend on the pathway that they are following. All pupils have 4 options, some of which are guided depending on their pathway.

Subject	GCSE equivalent	50 min sessions per fortnight	Details
Option 1	1	6	All pupils will choose between History or Geography for this option.
Option 2	1	6	For pupils on Purple pathway this will be Spanish. Pupils on Orange pathway will be encouraged to take Spanish. For some pupils on the Silver pathway this will be literacy support.
Option 3	1	6	Free choice for all pupils.
Option 4	1	6	Free choice for all pupils.

Pathways

In Year 10, all pupils will study:

- English Language and Literature GCSEs
- Mathematics GCSE
- Science GCSEs
- Physical Education (non-examined course)
- Religious Education and Personal, Social and Health Education (non-examined course)

...AND 4 Option choices, depending on their pathway.

Each personalised pathway is designed to be aspirational and offer breadth of curriculum for all pupils. Pupils will be placed on one of our three pathways based on their prior attainment, experience at Mayfield so far. Our three pathways are as follows;

Option	Subject
1	History or Geography
2	Spanish or French
3	Free choice
4	Free Choice

Purple

The Purple pathway follows the EBacc route and will include either History or Geography, Spanish or French and two free choices of options from the subject list. This pathway will give pupils with a target of 6+ in science the option of taking triple science.

Orange

This is our core pathway and will be for the majority of our pupils and will include either History or Geography and three other options from the list, one of which we recommend is Spanish but does not have to be. A further two free choices of options need to be chosen from the list.

Option	Subject
1	History or Geography
2	Free Choice (recommended Spanish)
3	Free Choice
4	Free Choice

Option	Subject
1	History or Geography
2	Literacy support
3	Free Choice
4	Free Choice

Silver

This pathway will be for pupils who would benefit from an adapted curriculum, and will include additional support in literacy and numeracy as one option, and a Level 1 & 2 course in Personal and Social Effectiveness, and two free choices of options from the list.

Subject Options List

Art*	History
Art Textiles*	Music
Business Studies	PE
Computer Science	Photography
Creative I-Media	Religious Studies
Dance	Spanish
Drama	French
Food Technology	Travel & Tourism
Geography	Triple Science [▲]

*These two subjects cannot be taken together.

▲ For Purple pathway only.

Grading System

Students will be working towards GCSE qualifications that will be awarded within a numerical system from the highest Grade 9 to Grade 1, with the three top grades replacing the old A and A*. At present, a grade 5 is considered a 'strong' pass and a grade 4 considered a 'standard' pass.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	C
3	D
2	E
1	F
1	G
U	U

Annotations in the table:

- Between grades 6 and 5: GOOD PASS (DFE) - 5 and above = top of C and above
- Between grades 5 and 4: AWARDING - 4 and above = bottom of C and above

BTEC qualifications will give either a Level 1 grade or a Level 2 grade;

Level & Grade	Equivalent at GCSE
Level 2/Distinction *	8.5
Level 2/Distinction	7
Level 2/Merit	5.5
Level 2/Pass	4
Level 1/Distinction	3
Level 1/Merit	2
Level 1/Pass	1.25

Further information...

EBacc

The EBacc or English Baccalaureate is a measure for schools and student performance launched by the government in 2010 so that as many pupils as possible achieve GCSE grades in English, Maths and Science. To fulfil this requirement, pupils must study a humanity (either Geography or History) and a foreign Language. At Mayfield we offer Spanish as our foreign language.

Within our option pathways, EBacc is available to any of our pupils. Pupils on our Purple pathway will all fulfil the EBacc and pupils on the Orange and Silver pathways have the option of choosing these subjects and are encouraged to do so. This ensures all pupils have the option and breadth of study in their KS4 curriculum.

By choosing the subjects which fulfil the EBacc you will be giving yourself the best options and opportunities for further education, by ensuring you have the broad base of core academic subjects that universities and colleges prefer. That said, the requirements of universities are varied. If you are considering university, it is important that you consider what courses you may have an interest in following at degree level and ensure that you are choosing options that facilitate this.

The Russell Group which represents 24 leading Universities currently publish this guidance. Requirements for specific subjects.

The GCSE, or other standard level entrance requirements for individual degree courses, are quite varied. In some cases, a particular subject or grade is required at standard level if it isn't being offered at advanced level.

The summary below gives an idea of some of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It's important to check university websites for detailed requirements:

- Applicants to study Medicine, Dentistry and Veterinary Science are usually required to have very good GCSE results in Maths, Science and English.
- Applicants to study Teacher Training are required to have a minimum grade 4 in GCSE Maths, Science and English. Some universities may ask for a minimum grade 6.
- For a degree in English, universities often look for applicants to have a GCSE in a modern or classical language.
- For a Business degree, sometimes a grade 7, or more often at least a grade 6, in GCSE Maths is required.
- A grade 6 in maths is often required for a degree in Psychology, and a grade 6 in Science may sometimes be required.
- To study a science subject at university (including Biology, Chemistry or Physics) applicants who are not offering Maths at advanced level will often need to have achieved a minimum of a grade 4/5 in Maths at GCSE.



Further information...

How to Make Your Choices:

Making choices about the subjects you study at Key Stage 4 is an exciting prospect. You can choose to continue with those subjects which interest you most – but take care! Your decisions will lead to a two-year commitment and lay the foundations for what you do after Year 11, so a lot of thought and discussion is needed. Consider what you are good at, what you enjoy and what subjects you may need in the future.

DOs

- **Do** get as much advice as you can. If you don't know something, **ASK**. Talk to your parents, tutor, subject teachers, or Careers Service and especially to our Year 10/11 students.
- **Do** find out as much as possible about the courses on offer: what will you learn and how? Consider whether you prefer coursework and independent learning.
- **Do** try to choose those subjects you are good at or enjoy, as this will improve your chance of success.
- **Do** decide yourself: it is you who will be studying your chosen subjects for the next two years. It is your future you are considering.
- **Do** consider how much independent learning is required outside the classroom.

DON'Ts

- **Don't** think you are expected to know at this stage what you want to do later in life; the curriculum is constructed to keep open as many doors as possible.
- **Don't** choose a course because your friend is choosing it; you might find yourselves in different groups.
- **Don't** choose a course because you like the teacher you have now; you may have a different teacher in Year 10/11.
- **Don't** rush to complete your choices – think carefully and pick a subject for positive reasons after conducting research.
- **Don't** worry if you can't fit everything in. Some subjects can be picked up again in a Sixth Form college.

IF IN DOUBT, FIND OUT!

Attendance Matters

Key Stage 4 work can be very demanding, and some subjects include coursework or controlled conditions assessments which count towards the final grade. To achieve their potential, students will have to be willing to work hard in each subject to ensure they achieve their best.

High attendance is vital. Missing any lessons has a big impact on learning, with the minimum target for each student being 96%. Attendance as low as 90% would dramatically affect a student's chance of successfully achieving their best grade in each subject.



Please see the following pages for information on the individual subjects on offer.

English GCSE

Syllabus - AQA English GCSE in Language and Literature

GRADE RANGE: 1 - 9

EXAMINATION: Written Exams 100% - 2 Language and 2 Literature

Course Description

There are four written exams that are taken at the end of Year 11.

GCSE English Language consists of two exams – each 50% of the qualification

Paper 1 : Explorations in Creative Reading and Writing (Reading: one literature fiction text. Writing: a descriptive or narrative story)

Paper 2 : Writer's Viewpoints and Perspectives (Reading: One non-fiction text and one literary non-fiction text. Writing: to present a viewpoint using the correct conventions of a given form)

GCSE English Literature consists of two exams - Paper 1: 40% and Paper 2: 60%

Paper 1: Shakespeare and the 19th Century novel (*Romeo and Juliet* and *A Christmas Carol*)

Paper 2 : Modern Texts and Poetry (Modern Prose or Drama: *An Inspector Calls*. The poetry anthology: Power and Conflict Collection. Unseen poetry)

Non-exam assessment guide: Spoken language endorsement (teacher assessed: Pass, Merit, Distinction)
Students are required to prepare, listen to and ask questions of in-class speeches.



For more information, please consult Ms Earl.

GCSE English builds upon the skills and knowledge that have been developed and embedded in KS3 English. It is designed to encourage and support independent and intellectual learners through its investigative nature and necessity to read widely, both in class and at home. Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. They will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This specification will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts. Through the analysis of texts, students are encouraged to develop their comprehension and read critically whilst commenting upon a writer's choice and intent - producing a clear and concise evaluation.

Homework

Students are supported with on-line learning, as well as physical material (texts) to assist in their engagement at home.

Resources and equipment needed

The standard equipment will be required. This includes a pen, pencil, highlighters, and ruler. It would be useful to have access to a word processor and internet at home.

Careers and Further Educational Opportunities

English is a core subject and a pass in either GCSE English Language or Literature is required to proceed onto the next vocational or educational step. There are limitless opportunities available for English scholars as there are many careers in fields where strong communication and written English skills are top priorities. For example, within sectors such as media, advertising, law, retail and leisure. Jobs include: journalist, copywriter, teacher, paralegal, marketing executive, editor, museum curator, freelance writer, librarian, publisher, web editor, author, social media manager, PR manager.



For more information, please consult Ms Earl.

Mathematics GCSE

Syllabus - Maths Edexcel

GRADE RANGE: 1 - 9

EXAMINATION: Written Exams 100%

Course Description

The ability to use mathematics is an essential life skill.

GCSE Mathematics allows you to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences and draw conclusions.
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Topics for study

We start the GCSE Mathematics course in Year 10.

There are two tiers of entry: Higher and Foundation. Over the course we cover the content of the tier appropriate to students.

The course will cover a range of topics from the areas listed below:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and Measures
- Probability
- Statistics



For more information, please consult Mrs Head.

Homework

Homework is set using the online platform Sparx. Pupils are expected to spend at least one hour a week on homework set. The programme provides immediate feedback for pupils and adapts the questions to personalise to the pupils level.

In-school support is also offered.

Resources and equipment needed

The standard equipment will be required. This includes a pen, pencil, purple pen, highlighters, and ruler. Pupils will also be required to have a scientific calculator. These can be purchased via the school using ScoPay.

Careers and Further Educational Opportunities

Mathematics GCSE is an essential qualification for all types of careers. There are more specific links to careers in the financial sector, teaching, construction, engineering, plus many, many others.



For more information, please consult Mrs Head.

Combined Science GCSE

Syllabus - AQA Trilogy Combined Science

GRADE RANGE: 1 - 9

EXAMINATION: 100% Exam - 6 papers: 2 in Biology, 2 in Chemistry and 2 in Physics.

Each paper is 1 hour and 15 minutes long, each of these papers will assess knowledge and understanding from distinct topic areas and specific required practical investigations, where practical skills are assessed and applied.

Exam content:

Biology Paper 1	Units B1 - B4
Chemistry Paper 1	Units C1 - C5
Physics Paper 1	Units P1 - P4
Biology Paper 2	Units B5 - B7
Chemistry Paper 2	Units C6 - C10
Physics Paper 2	Units P5 - P7

Course Description

The aim of the course is to nurture natural curiosities about the world we live in whilst developing the skills to investigate and evaluate information and use logical thinking to seek solutions to solve problems. The course encourages pupils to be inquisitive and consider different aspects of the world they live in and study past and present theories to understand how the world has changed as a result of scientific discoveries. The course begins with the study of fundamental concepts, and progressively intertwines different concepts to develop a deeper understanding of the world they live in.

Topics for study

Biology

- B1** - Cell biology
- B2** - Organisation
- B3** - Infection and response
- B4** - Bioenergetics
- B5** - Homeostasis and response
- B6** - Inheritance, variation and evolution
- B7** - Ecology

Chemistry

- C1** - Atomic structure and the periodic table
- C2** - Bonding, structure, and the properties of matter
- C3** - Quantitative chemistry
- C4** - Chemical changes
- C5** - Energy changes
- C6** - The rate and extent of chemical change
- C7** - Organic chemistry
- C8** - Chemical analysis
- C9** - Chemistry of the atmosphere
- C10** - Using resources



For more information, please consult Miss Habgood.



Physics

P1 - Energy (energy stores, work done, efficiency and energy resources)

P2 - Electricity (charge, current, potential difference, resistance, power, circuits and domestic electricity)

P3 - Particle model of matter (density, internal energy, state change and temperature change)

P4 - Atomic structure (nuclear radiation, half-life, activity, background radiation and radioactive decay. Triple: nuclear fission, nuclear fusion and uses of nuclear radiation)

P5 - Forces (scalars and vectors, key contact and non-contact forces, elasticity, acceleration, newtons laws of motion, momentum and resolving forces)

P6 - Waves (types of waves, electromagnetic radiation, uses of electromagnetic radiation, measuring infrared emission and absorption, measuring waves in ripples and solids. Measuring the speed of sound. Triple: Reflection, refraction, lenses, black body radiation, light and colour and red shift).

P7 - Magnetism and electromagnetism (magnets and magnetic field, motor effect, electromagnets. Triple electromagnetic induction and transformers).

Homework

Homework is set each week for students to reflect on classroom learning and study future topics. In Year 11, homework is set using MyGCSEScience.

Resources and equipment needed

In addition to the standard equipment required, students should bring a scientific calculator to all science lessons.

Careers and Further Educational Opportunities

This course provides a broad foundation for studying many courses and careers from health and social care, medicine, physiotherapy, sports science, dentistry, astrophysics, neuroscience, forensic science, all disciplines of engineering, airline pilot, mechanic, plumbing, electrician and many more.



For more information, please consult Miss Habgood.

Triple Science GCSE

Syllabus - AQA GCSE Biology
AQA GCSE Chemistry
AQA GCSE Physics

GRADE RANGE: 1 - 9

EXAMINATION: 100% Exam - 6 papers: 2 in Biology, 2 in Chemistry and 2 in Physics.

Each of the papers will assess knowledge and understanding from distinct topic areas.

Course Description

The Triple science course covers the same areas as combined science, but at greater depth. The course is more demanding but allows pupils to study all three key sciences at depth and get three separate science GCSE qualifications. The aim of the course is to ignite further individual curiosities about the world we live in whilst developing the skills to investigate and deepen knowledge and skill set of scientific concepts and skills.

The course offers more opportunities for practical work and time to develop a greater depth of understanding.

This course allows pupils to investigate concepts that are not covered in the combined Science course. Such as the functions of the brains and kidneys, and how the eyes work, how technologies such as fuel cells may help reduce our carbon footprint, to finding out about how stars form and disappear, and lots of fun chemistry, including why American chocolate tastes unpleasant to many Europeans!

Topics for study

Biology

- B1** - Cell biology
- B2** - Organisation
- B3** - Infection and response
- B4** - Bioenergetics
- B5** - Homeostasis and response
- B6** - Inheritance, variation and evolution
- B7** - Ecology

Chemistry

- C1** - Atomic structure and the periodic table
- C2** - Bonding, structure, and the properties of matter
- C3** - Quantitative chemistry
- C4** - Chemical changes
- C5** - Energy changes
- C6** - The rate and extent of chemical change
- C7** - Organic chemistry
- C8** - Chemical analysis
- C9** - Chemistry of the atmosphere
- C10** - Using resources



For more information, please consult Miss Habgood.

Physics

P1 - Energy (energy stores, work done, efficiency and energy resources)

P2 - Electricity (charge, current, potential difference, resistance, power, circuits and domestic electricity)

P3 - Particle model of matter (density, internal energy, state change and temperature change)

P4 - Atomic structure (nuclear radiation, half-life, activity, background radiation and radioactive decay. Triple: nuclear fission, nuclear fusion and uses of nuclear radiation)

P5 - Forces (scalars and vectors, key contact and non-contact forces, elasticity, acceleration, newtons laws of motion, momentum and resolving forces)

P6 - Waves (types of waves, electromagnetic radiation, uses of electromagnetic radiation, measuring infrared emission and absorption, measuring waves in ripples and solids. Measuring the speed of sound. Triple: Reflection, refraction, lenses, black body radiation, light and colour and red shift).

P7 - Magnetism and electromagnetism (magnets and magnetic field, motor effect, electromagnets. Triple electromagnetic induction and transformers).

P8 - Space (Life cycle of the star, orbital motion and red shift).

Homework

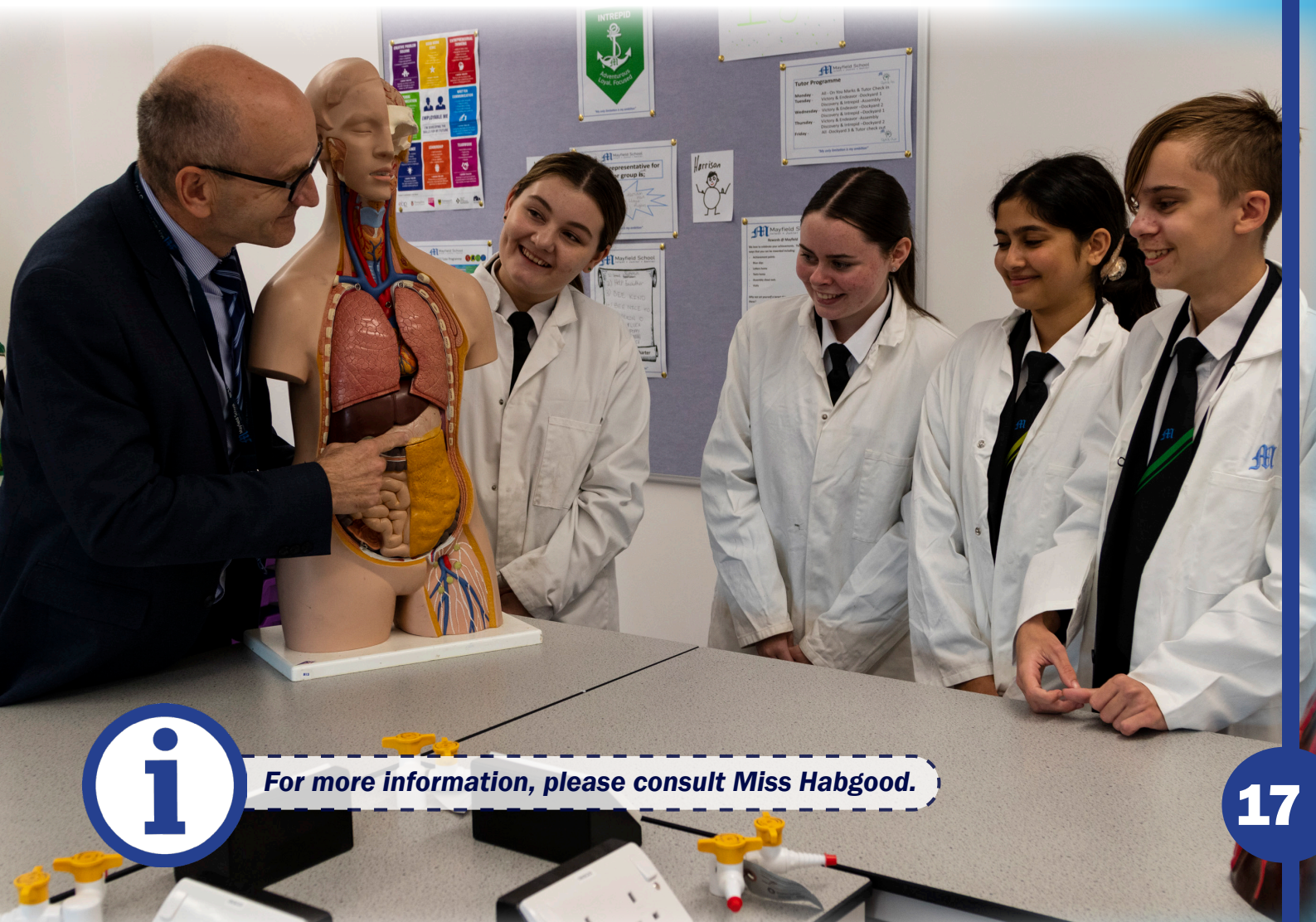
Homework is set each week for students to reflect on classroom learning and study future topics. In Year 11, homework is set using MyGCSEScience.

Resources and equipment needed

In addition to the standard equipment required, students should bring a scientific calculator to all science lessons.

Careers and Further Educational Opportunities

The course is extremely useful should you wish to pursue further studies in many different fields including engineering, zoology, marine biology, biochemistry, pharmacy, dentistry, medicine, physiotherapy, sports science, geology, astrophysics, veterinary science and many more courses.



For more information, please consult Miss Habgood.

Languages: Spanish GCSE

Syllabus - EDEXCEL Modern Languages – Spanish

QUALIFICATION: GCSE

GRADE RANGE: 1 - 9

EXAMINATION: Listening 25%, Reading 25%, Speaking 25%, Writing 25%.

Course Description

Over the course of Spanish GCSE, pupils will develop an understanding of Spanish in a variety of contexts and will be able to communicate in Spanish by listening, reading, writing and speaking the foreign language. Skills such as spontaneous speaking and writing, and also translation, will help students to gain self-confidence. Students will have opportunities to gain awareness of countries where the language is spoken including, but not limited to, Spain, and there is always the possibility of visiting Spain on a residential trip. Examinations will take place in the summer term of Year 11 and includes an exam in each element.

Topics for study

There are five themes which we delve into over the GCSE course.

- Identity and culture: looking at who I am, relationships, technology and free time activities.
- Local area, holiday and travel: looking at towns and cities, foreign destinations, weather and shopping.
- School: looking at subjects, rules and pressures, success and exchanges.
- Future aspirations, study and work: jobs, careers and employment.
- International and global dimension: music events, campaigns and being 'green'.

Homework

Students will be set a homework task on a weekly basis. This can also be completed after school using homework club. Students will be expected to invest extra time throughout the year in order to revise (and perfect) skills required for examination success.

Resources and equipment needed

In addition to the standard equipment required, pupils will need a bilingual dictionary – preferably containing a grammar section with verb tables.

Careers and Further Educational Opportunities

Contrary to popular belief, languages do not limit students to careers in translating, interpreting, education or tourism industries. There are many sectors where the ability to speak a language is highly regarded, for example: in finance where banks, insurance companies and accountancy firms operate internationally; food and drink including sourcing products from around the world and negotiating with suppliers; law where many of the commercial firms in London have offices in other European capitals; sales and marketing. Furthermore, British companies need to export their products and international companies and organisations need people to speak foreign languages.



For more information, please consult Mrs Painter.

Languages: French GCSE

Syllabus - EDEXCEL Modern Languages – French

QUALIFICATION: GCSE

GRADE RANGE: 1 - 9

EXAMINATION: Listening 25%, Reading 25%, Speaking 25%, Writing 25%

Course Description

Over the course of French GCSE, pupils will develop an understanding of French in a variety of contexts and will be able to communicate in French by listening, reading, writing and speaking the foreign language. Skills such as spontaneous speaking and writing, and also translation, will help students to grow in self-confidence.

Students will have opportunities to gain awareness of countries where the language is spoken including, but not limited to, France, and there may be the possibility of visiting France on a residential trip.

Examinations will take place in the summer term of Year 11 and includes an exam in each element. Please note that this is an accelerated course for learning a language in only two years so we only recommend this for pupils who show an aptitude for foreign languages, or who have a family background of French speakers.

Topics for study

There are five themes which we delve into over the GCSE course.

- Identity and culture: looking at who I am, relationships, technology and free time activities.
- Local area, holiday and travel: looking at towns and cities, foreign destinations, weather and shopping.
- School: looking at subjects, rules and pressures, success and exchanges.
- Future aspirations, study and work: jobs, careers and employment.
- International & global dimension: caring for the environment, bringing the world together, volunteering.

Homework

Students will be set a homework task on a weekly basis. This can also be completed after school using homework club. Students will be expected to invest extra time throughout the year, in order to revise (and perfect) skills required for examination success.

Resources and equipment needed

In addition to the standard equipment required, pupils will need a bilingual dictionary – preferably containing a grammar section with verb tables.

Careers and Further Educational Opportunities

Contrary to popular belief, languages do not limit students to careers in translating, interpreting, education or tourism industries. There are many sectors where the ability to speak a language is highly regarded, for example: in finance where banks, insurance companies and accountancy firms operate internationally; food and drink including sourcing products from around the world and negotiating with suppliers; law where many of the commercial firms in London have offices in other European capitals; sales and marketing. Furthermore, British companies need to export their products and international companies and organisations need people to speak foreign languages.



For more information, please consult Mrs Painter.

Geography GCSE

Syllabus - Geography AQA

GRADE RANGE: 1 - 9

EXAMINATION: 100%

Course Description

Studying Geography at GCSE level provides students with excellent transferrable skills and deepens their knowledge of environmental, social and political issues. The course is growing in popularity and has been updated to reflect current events around the world.

Geography has solid links to other curriculum areas and students will find this GCSE complements their work in subjects such as English, Mathematics and Science. In Year 9 students will begin work at GCSE level that will contribute to the start of the full course in Year 10.

The GCSE course develops student understanding of tectonics, coastal processes, climate change, population dynamics, globalisation, settlements and urban change. Lessons are designed to enhance the students' understanding of issues and their knowledge of places in a local, national and global context. Students will be given the opportunity to further develop map reading skills, utilise ICT to present data, analyse photographs and video footage, develop balanced arguments, produce extended writing and visual materials such as mind maps and annotated diagrams.

Topics for study

- Unit 1: Living with the Physical Environment – this covers landscapes of the UK, natural hazards and the living world.
- Unit 2: Challenges in the Human Environment – urban issues and challenges, the changing economic world, the challenge of resource management.
- Unit 3: Geographical Applications – this paper is in two sections. Section A requires the use of geographical skills and synoptic assessment of visual materials. Section B assesses fieldwork skills relating to the pupils' own experience and unfamiliar contexts.



For more information, please consult Mr Tite and Mrs Horton.

Homework

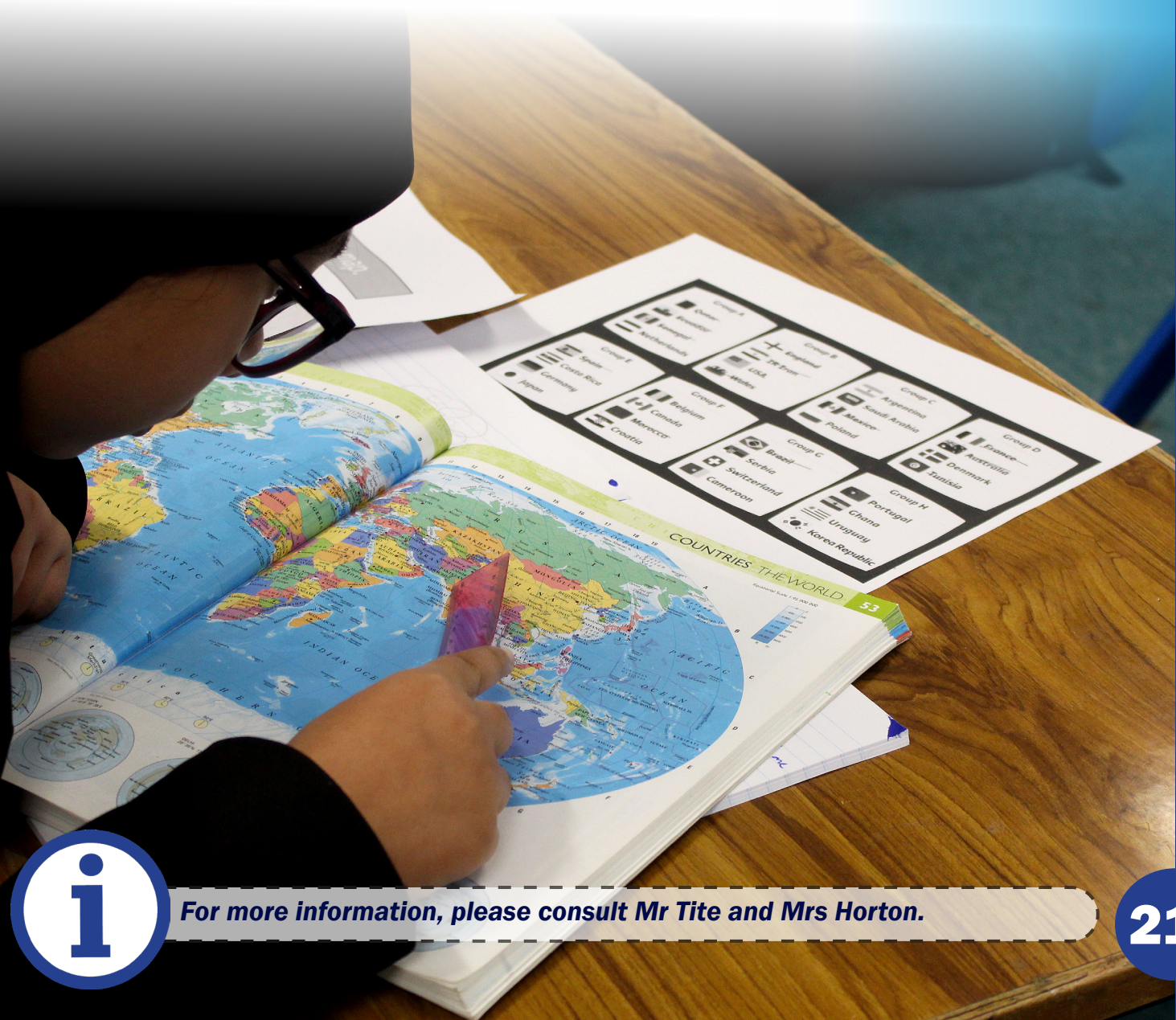
Homework will be set on a regular basis to extend and support the work pupils complete in lessons. This will include exam questions, revision activities and may be online using assignments through Microsoft Teams.

Resources and equipment needed

There will be two compulsory fieldtrips during Year 10 where pupils will collect data that will be used for the Unit 3 examination. This may incur a cost to parents to cover coach hire. We aim to keep the cost below £20. In addition to the standard equipment required, students will benefit from following the news and current affairs, as well as the internet for research.

Careers and Further Educational Opportunities

Geography remains a widely respected and understood qualification with higher education providers and employers. Further courses can be taken at AS, A and degree level. Most jobs will use some aspect of Geography, but it has specific application in planning, surveying, military, hydrology, civil engineering, tourism, aid work, meteorology and the environmental fields to name a few.



For more information, please consult Mr Tite and Mrs Horton.

History GCSE

Syllabus - History Eduqas

GRADE RANGE: 1 - 9

EXAMINATION: 100%

Course Description

History is a highly regarded GCSE course and has been one of the most popular GCSEs over the last few years. This year sees us launching a new exam board and some exciting new topics. The knowledge, understanding and skills that will be developed are important everyday skills and will help in many future careers. Students will be able to study different aspects of the past, so they can engage with key issues such as conflict, understand what drives change and how the past influences the present. Pupils will develop skills already studied at KS3 such as the analysis, evaluation and use of sources, analysis and evaluation of interpretations in order to reach a judgement, as well as analysing historical events using second order concepts which include continuity, change, cause, consequence, significance, similarity and difference.

Topics for study

- Non-British depth study: Germany in Transition 1919-1939
- British depth study: The Elizabethan Age 1558-1603
- Development study: The Development of the USA 1929-2000
- Thematic study: Changes in Health and Medicine in Britain c500-present day

For more detail about what these topics include, speak to your History teacher.

Examining board: Eduqas.

Exams: 2 X 2hr exam: Paper 1 is split into 2x 1hr exams, Paper 2 is split into 1x 1hr15 exam & 1 x 45min exam

Homework

A 1hr homework will be set by the class teacher per fortnight minimum. Homeworks will be in the format of revision tasks, exam practise or comprehension of the topic being studied at the time.

Resources and equipment needed

In addition to the standard equipment required, students will find highlighters useful. It is recommended that students buy a revision guide.

Careers and Further Educational Opportunities

History is one of the most versatile options and can lead students into a career within a variety of different fields, including: tourist guide, civil servant, law, archivist, administration, museum guide, librarian, teaching or lecturing, social worker, local government officer, banking and insurance, researcher, politics and nursing and medicine.



For more information, please consult Ms Rich.

Business Studies GCSE

Syllabus - GCSE Business Studies – AQA

GRADE RANGE: 1 - 9

EXAMINATION: 2 x Exams (worth 50% each)

Course Description

In this course, students will be growing their knowledge and understanding of how businesses are set up and run, both in theory and in practice. The practical elements will include group work, presentation, and investigations to help understand how a business works from a more hands-on approach. This qualification has multiple employability skill-sets embedded within, including: employability, starting and growing a business, customer service, marketing and finance.

Topics for study

Business in the real world: the purpose of business activity, the role of business enterprise and entrepreneurship, and the dynamic nature of business. Students need to be aware of the impact business in the real world has on the four functional areas of business:

- Business operations
- Human resources
- Marketing
- Finance.

Influences on business: the importance of external influences on business and how businesses change in response to these influences. Students need to be aware of the impact influences on business have on the four functional areas of business:

- Business operations
- Human resources
- Marketing
- Finance



Homework

Pupils need to complete 15 minutes of multiple choice or exam questions per week. This will be through the online platform “SMART Revise.”

Resources and equipment needed

The standard equipment will be required. This includes a pen, pencil, ruler, planner and a reading book. It would also be useful if students come prepared with highlighters, coloured pens, ruler and calculator to get the most out of this subject.



For more information, please consult Mr Godfrey.

Computer Science GCSE

Syllabus - OCR GCSE Computer Science (J277)

GRADE RANGE: 1 - 9

EXAMINATION: 2 x Exams (worth 50% each)

Course Description

We all use computers every day but how well do we understand how they work? This course will give you a deeper understanding of what goes on 'behind a screen' and will prepare you for further study or employment in the hardware or software industries.

Assessment for this course will comprise two exams in Year 11. They are both of equal weighting. In the first exam, pupils will be assessed on their knowledge of how computers work and will cover topics such as systems architecture, networking, software and ethical/legal implications of using computers. The paper 2 exam will test your ability on computational thinking, algorithms and programming.

Topics for study

- Programming (Python)
- Computational thinking
- Logic
- Data Representation
- Systems Architecture
- Networking
- Software

Homework

Pupils will complete weekly, 15-30 minutes of multiple choice and exam questions.

Careers and further educational opportunities

Students who succeed in this subject will be well placed to participate and succeed in any ICT/ Computing based course at college. Skills will be useful for careers in programming, ICT, web development, game development, engineering, business/finance, science and medicine.



For more information, please consult Mr Godfrey.



Creative iMedia GCSE(Vocational)

Syllabus - Cambridge Nationals Creative iMedia Level 1/2 - J834

GRADE RANGE: Pass, Merit, Distinction, Distinction*

EXAMINATION: 40% Controlled Assignments: 60%

Course Description

Creative iMedia will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and more widely. The students will design, plan, create and review digital media products to meet client and target audience demands. Students will learn about the sectors, products and job roles that form the media industry and how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporates their visual identity to engage a target audience. Additionally, the students will learn about one of the following: characters and comics, animation with audio, interactive digital media, visual imaging or digital games.

Topics for study

- Creative iMedia in the media industry (exam)
- Visual identify and digital graphics (coursework)
- Optional (Select 1 of the following): Characters and comics (coursework)
Animation with audio (coursework)
Interactive digital media (coursework)
Visual imaging (coursework)
Digital games (coursework)



For more information, please consult Mr Godfrey or Miss Severe.

Homework

Throughout the course, students will need to complete 2 coursework units. During these units, students should be prepared to complete work outside of lesson time to ensure their work is completed by deadlines and the quality is present within the work.

During the exam unit, students should be revising and preparing for their exam.

Resources and equipment needed

In addition to the standard equipment required, students would benefit from having a computer/laptop at home with access to the internet so they can access their work from home.

Careers and Further Educational Opportunities

The skills, knowledge and understanding you will develop through this qualification are very relevant to both work and further study. They will support you in a range of subject areas such as A Level in business, IT, Media Studies or Cambridge Technicals in IT or media.



For more information, please consult Mr Godfrey or Miss Severe.



Dance GCSE

Syllabus - Dance AQA

GRADE RANGE: 1 - 9

Course Description

This course offers a wide variety of approaches to the performance, choreography and analysis of dance. The course is suitable for students of all abilities and provides an opportunity for all to succeed. The basic requirement for GCSE Dance is an enthusiasm for the subject, as technique and performing skills will be developed over the two years. There is a written element which requires students to evaluate their own work and observed performances. A dance workbook/diary is kept throughout the course. Previous experience and confidence will be of benefit but it is not essential as everyone is provided with opportunities to perform in front of audiences of all sizes through sharing work, in dance shows and productions. Professional dancers and companies will work with the GCSE students through workshops and technical classes when available and appropriate, and give students an insight into the profession.

Topics for study

- Dance styles: contemporary, jazz, ballet & contact work
- Choreography (dance making) in small and large groups
- 6 professional dance works
- Solo/duets/trios

Homework

Homework is set in line with the school homework policy.

Extra-Curricular

Outside curriculum time, there are visits and trips to local theatres, colleges etc., to see a full range of dance work in many styles. Twice a year, they may get the chance to see West End musicals and occasionally attend relevant workshops in London.

Resources and equipment needed

Dance kit – Dance t-shirts available to order from school, and track suit/leggings.

Careers and Further Educational Opportunities

- Performing Arts – in further education
- Dance careers in performing or teaching

GCSE Dance develops confidence and self-esteem and is a positive school experience.



For more information, please consult Miss Taylor and Miss Franklin.

Drama GCSE

Syllabus - Drama OCR

QUALIFICATION: GCSE

GRADE RANGE: 1 - 9

EXAMINATION: Controlled Assessment - 30%

Performance Exam - 30%

Written Exam - 40%

Course Description

GCSE Drama is an exciting course that combines practical exploration of scripted and devised drama with written evaluation. The course will include a written exam at the end of Year 11. The course is made up of the following components:

1. **Devising (30%)** - students devise a piece of theatre which they then perform. They will record the process in a portfolio made up of written responses, annotations, sketches and photographs the portfolio will be around 20 pages long and completed as homework. Pupils will be marked on the performance and their portfolio.
2. **Performance from text (30%)** - performance of two extracts from the same text performed to a visiting examiner. To go along with this, they complete a concept proforma which consists of 4 questions to answer around 350 words per question.
3. **Theatre makers in practice (40%)** written exam 1 hour 30 mins - answering questions about a set text, *Blood Brothers*, which has been explored practically and evaluating a piece of live theatre they have seen.

Please note there is a large amount of written work and good literacy is essential.

Students who do not feel comfortable performing in front of others should be discouraged from opting for this subject as they will have to complete a solo performance at one stage of the course. Students will also be required to read and learn scripts for performances, including the practical part of the examination.



For more information, please consult Miss Taylor.



Topics for study

- Practitioners
- Brecht
- Stanislavski
- Artaud
- Improvisation
- Devising
- Monologue
- Theatre in education
- Physical theatre
- Script work

Homework

There will be regular homework in the way of written evaluations to prepare for the exam. After school rehearsals take place regularly for assessed pieces of work and the written portfolio assessment is set as homework tasks.

Resources and equipment needed

The standard equipment will be required. This includes a pen, pencil, planner and a reading book.

Careers and Further Educational Opportunities

Drama is a versatile option that encourages creativity and confidence in young people and can lead to careers such as: an actor, teacher, social worker, youth worker or in the media such as radio and television. It can benefit students in any career working with people as it is excellent at encouraging team work and communicating confidently.



For more information, please consult Miss Taylor.

BTEC Tech Award - Music

Syllabus - Music Pearson

GRADE RANGE: L1 Pass – Distinction*

EXAMINATION: Controlled Assessment - 100%

QUALIFICATION: BTEC Tech Award in Music Practice
(Pass - Distinction *)

GRADE RANGE: Level 1 - 2

Course Description

The course offers students the opportunity to develop their knowledge and understanding of different music styles and genres from across the decades and across the world. All of this new knowledge is then put to the test when the students have to behave as if they were working within the current industry and create music to specific briefs from recording companies and music producers. There is opportunity for students to create their music through multiple different ways from writing original songs to creating digital music workstations.

Options or Topics for study

- Component One - Exploring music products and styles from the roaring 20's to present day
- Component Two - Music skills development including instruments and recording on industry standard software
- Component Three - Responding to a music brief which realistically reflects the current industry

Resources and equipment needed

In addition to the standard equipment required, it is preferable for students to own, or have access to, an instrument of their own.

Careers and Further Educational Opportunities

Music is a creative and technical option. It links well to courses available at South Downs College, or an 'A' level in music, as well as careers as a sound engineer or professional musician.



For more information, please consult Mrs Bannister-Palmer.

Fine Art GCSE

Please note that this subject cannot be taken with Textiles.

Syllabus - Art and Design - Fine Art - AQA

GRADE RANGE: 1 - 9

EXAMINATION: Unit 1 (Coursework portfolio): 60%
Unit 2 (Exam): 40%

Course Description

This two-year course is designed to give students an understanding of art and design and encourages them to make a personal response to the world around them. Students are given guidance in how to explore a theme and are taught the skills necessary to express themselves visually.

Coursework portfolio (Unit 1) consists of one main project that is largely practical, with each project requiring the students to evaluate their own work and analyse the work of other artists. There is also an additional smaller project that could explore drawing techniques and/or experiments linking to an artist/ theme or technique.

The exam (Unit 2) provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to a separate project. This will be finalised through a 10-hour exam of supervised time.

Homework

Homework tasks will be linked to the work that is undertaken in lessons. You will be expected to complete at least 1 hour of art a week at home, to practise and build up your portfolio.



For more information, please consult Mr Gardner.

Resources and equipment needed

In addition to the standard equipment required, students will also need a sketchbook and pencil as a minimum to complete homework tasks. In addition, students may use any other art materials that they have at home.

Careers and Further Educational Opportunities

Students should see their art teacher for advice and information on colleges and careers. We also have posters up in the Art rooms for you to look at whilst the Art department are happy to talk through any questions you may have.

Topics for study

Students will be encouraged to use a wide range of techniques and materials, including: painting, drawing, printing, watercolours, biro, inks, pencils, pastels, chalk, charcoal, collage, photography, mixed media and mono-printing. These techniques would need to be used responding to a theme for your project, such as 'My Surroundings' and 'Food', to visualise your creative journey.



For more information, please consult Mr Gardner.

Food Preparation and Nutrition

Syllabus - OCR Food Preparation and Nutrition

EXAMINATION: Written Examination - 50%
Food Investigation Task (non-examined assessment) - 15%
Food Preparation task (non-examined assessment) - 35%

QUALIFICATION: GCSE

GRADE: 1 - 9

Course Description

This two year course is designed to give pupils an in-depth knowledge into food through nutrition, food source/ supply and food science. The theory that is learned will be embedded by practical cooking tasks in year 10. An example cycle of lessons for year 10 would be 1 lesson learning a theory based task in food e.g. proteins in food, one lesson planning a cook based on the theory, one lesson cooking and the following lesson evaluating the cook.

It should be noted that in year 11, there is no practical cooking aside from the 3 hour assessed cook for the non-examined assessment 2, and the scientific investigation for the non examined assessment 1. Both assessments are based on research and investigation. The written examination at the end of the course is worth 50% of the overall grade, therefore a very small part of the GCSE is obtained through practical tasks. An integral part of the course is embedding the theoretical knowledge of food and nutrition and the ability to demonstrate that knowledge in an examination.

This course endeavours to provide pupils with the knowledge and skills to lead a healthy and well rounded lifestyle and lead into a number of different career paths.



For more information, please consult Mr Gardner.

Topics for study

Section A - Nutrition: the relationship between diet and health, nutrition and dietary needs of different groups of people, nutritional needs when selecting recipes for different groups of people, energy balance, protein, fats, carbohydrates, vitamins, minerals, water, nutrients in foods.

Section B - Food: food source and supply, food processing and production, food security, technological developments to support better health and food production, development of culinary traditions, factors influencing food choice.

Section C - Food Science, Sensory properties, food safety

Section D - Knife skills, preparation and techniques, cooking methods, sauces, set a mixture, raising agents, dough, judge and manipulate

Non-Assessed examination 1 (worth 15%) - This is a science based investigation into a theme provided by OCR- the investigation will be concluded with a practical experiment e.g. different rising agents in foods.

Non-Assessed examination 2 (worth 35%) - Pupils are provided with a theme e.g. protein in foods. They complete a 20 page research project investigating the theme and planning a 3 course menu based on the research - this menu takes into account nutrients, timings and cost. In a 3 hour controlled assessment, pupils are then expected to make their menu.

Written Examination (worth 50%) - This exam will be taken at the end of the course and will assess all of the knowledge from the topics listed above.

Homework

Pupils will be set revision tasks from the OCR exam booklet in order to secure knowledge taught in lessons - this should be at least an hour a week. For the practical element in year 11, pupils will need to attend workshops outside of lessons and where possible, practice certain cooks at home.

Resources and equipment needed

Pupils will be expected to purchase ingredients for practical cooking lessons. Pupils and parents will be notified via ClassCharts, a week in advance of a cook. If there are any issues in relation to this, it should be discussed with the classroom teacher and head of department prior to a cook.



Careers and Further Educational Opportunities

- Public Health
- Clinical nutrition/dietetics
- Food/industry
- Academia, research and lecturing
- Teaching
- Sports and exercise nutrition
- Animal nutrition
- Catering industry

Please discuss further with your class teacher.



For more information, please consult Mr Gardner.

Photography GCSE

Syllabus - AQA GCSE Art and Design - Photography

GRADE RANGE: 1 - 9

EXAMINATION: Unit 1 (Coursework portfolio): 60%
Unit 2 (Exam): 40%

Course Description

This two-year course is designed to give students an understanding of photography and encourages them to make a personal response to the world around them. Students are given guidance in how to explore a theme and are taught the skills necessary to express themselves visually. Photography at Mayfield is a digital based course and prepares students with the skills and knowledge to express themselves creatively and visually through digital means.

Topics for study

Coursework (called 'Portfolio of work') consists of one main project that is largely practical, with each project requiring the students to evaluate their own work and analyse the work of other artists. There is also a side project that could explore separate camera/ Photoshop techniques.

The exam provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to a separate project. This will be finalised through a 10-hour exam of supervised time.

In lessons, students will be expected to research photographers/ techniques, take their own photographs and experiment and learn how to use Adobe Photoshop with their own photography.

Resources and equipment needed and Homework

Students will need access to the internet and a camera for independent homework tasks. This could be a camera on a phone.

Careers and Further Educational Opportunities

Students should see their art teacher for advice and information on colleges and careers. We also have posters up in the Photography room for you to look at whilst the Photography teachers are happy to talk through any questions you may have.



For more information, please consult Mr Gardner.

Religious Studies GCSE

Syllabus - AQA Religious Studies A

GRADE RANGE: 1-9

EXAMINATION: 100% Examination 2x 1hr 45 exams (50% each)

Course Description

This GCSE allows students to develop their awareness of the wider world and to gain a better understanding of the increasingly diverse society we live in. It requires students to explore and ask questions of the different beliefs and values of others and the ways this can impact lives. Through this students will develop their own attitudes to towards religious and social issues and will learn to communicate with, and tolerate, people with views different to their own.

Topics for study

Component 1: The study of religions: beliefs, teaching and practices. (50%)
The two religions studied will be Christianity and Islam

Component 2: Thematic studies: 4 themes will be studied (50%)

- Relationships and family
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment

Homework

Homework will be set by the class teacher and will involve research, comprehension tasks, exam technique and revision based activities. Homework will be set every 1 - 2 weeks.

Resources and equipment needed

Pupils will need the basic school equipment but will also find it useful to have highlighters and a folder in order to keep revision materials.

Careers and Further Educational Opportunities

Pupils will develop skills such as tolerance, understanding, relationships in the workplace, literacy and oracy skills which are valuable skills in all jobs and careers. It can also help with careers in the field of law, psychology, politics and many more.



For more information, please consult Ms Rich.

GCSE Physical Education

Syllabus - GCSE PE Edexcel

GRADE RANGE: 1 - 9

EXAMINATION: 40% Practical Assessment (3 sports) + 60% exam (x2) in Year 11

The school will determine the most suitable course for each student based on their practical skills and FFT 20 target. Both courses hold equal recognition by colleges and carry the same weight in terms of importance.

Course Description

The course is designed to develop pupils understanding of key concepts and principles related to physical education, as well as their practical skills in a range of physical activities. Pupils will engage in activities such as athletics, team sports, and individual sports, allowing them to apply theoretical knowledge in practical contexts and develop competence and confidence in a variety of movement skills.

Topics for study

Topic Area 1 (exam 1 - 1hr 15min) - The human body and movement in physical activity and sport

Topic Area 2 (exam 2 - 1hr 15min) - Socio-cultural influences and well-being in sport

Non-exam assessment - 3 different practical performance in sport.

Homework

Homework is assigned on a weekly basis to provide pupils with opportunities for improvement and, if needed, to complete unfinished lesson content.

Resources and equipment needed

Pupils must come prepared with their PE kit for all practical lessons. They should be ready to participate in a variety of activities, both indoors and outdoors, and should bring appropriate clothing suitable for all weather conditions.

Careers and Further Educational Opportunities

GCSE PE equips pupils with a diverse set of skills, knowledge, and experiences that can positively impact their career choices, educational pathways, and personal development. Whether pursuing further education, entering the workforce, or pursuing a career in the sports industry, the skills acquired through GCSE PE are valuable assets.



For more information, please consult Mr Reid.

Cambridge National Sports Studies

Syllabus - Cambridge National Sports Studies

GRADE RANGE: OCR National Level 2 - Level 1 Pass – Level 2 Distinction

EXAMINATION: Sports Studies - 1 x Exam (Unit 1 – 40% / 2 x coursework units with Practical Assessments)

The school will determine the most suitable course for each student based on their practical skills and FFT 20 target. Both courses hold equal recognition by colleges and carry the same weight in terms of importance.

Course Description

This course has a 60% theory to practical ratio of lessons with the pupils assessed in both practical activities and their written understanding of PE themes. This course is appropriate for pupils who are interested in sport, following it in the media and who regularly attend extra-curricular clubs at school and participate in weekend sports activities.

Topics for study

On this course pupils will complete two coursework units and one exam.

Unit 1 – Contemporary issues in sport (exam 1 hour 15 mins) focusing on sporting behaviour, performance enhancing drugs, hosting national sporting events, sports technology, and governing bodies.

Unit 2 – practical and leadership unit – focus on assessment in two sports and the planning and leading of a sports activity session.

Unit 3 – Option unit – pupils will study a completion of an outdoor adventure activity, including the planning and evaluation.

Homework

Homework is assigned on a weekly basis to provide pupils with opportunities for improvement and, if needed, to complete unfinished lesson content.

Resources and equipment needed

Pupils must come prepared with their PE kit for all practical lessons. They should be ready to participate in a variety of activities, both indoors and outdoors, and should bring appropriate clothing suitable for all weather conditions.

Careers and Further Educational Opportunities

This courses serve as valuable stepping stones for pupils interested in sports. It offers vocational qualifications with a hands-on approach, providing practical skills and knowledge applicable to real-world settings.



For more information, please consult Mr Reid.

Textiles GCSE

Syllabus - AQA GCSE Art and Design - Textiles

GRADE RANGE: 1 - 9

EXAMINATION: Unit 1 (Coursework portfolio) - 60%
Unit 2 (Exam) - 40%

Course Description

This two-year course is designed to give students an understanding of art textiles and encourages them to make a personal response to a theme provided. Students are given guidance in how to explore a theme and are taught the skills necessary to express themselves visually.

Coursework portfolio (unit 1) consists of one main project that is largely practical, with each project requiring the students to evaluate their own work and analyse the work of other artists/designers, whilst also making their own response through experiments and outcomes. There is also an additional smaller project that could explore experimental techniques linking to an artist and theme.

The exam (unit 2) provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to a separate project. This will be finalised through a 10 - hour exam of supervised time.

Topics for study

Students will be encouraged to use a wide range of techniques and experiments which could range from any of the following: using a sewing machine, free machine embroidery, batik, printmaking onto fabric, creating patterns, using a heat gun to create texture, applique and reverse applique, fabric manipulation, tie dye, quilting, mark-making techniques onto fabric and hand embroidery.

Homework

Homework tasks will be linked to the work that is undertaken in lessons. You will be expected to complete at least 1 hour of textiles a week at home, to practise and build up your portfolio.

Resources and equipment needed

In addition to the standard equipment required, students will also need a sketchbook and pencil as a minimum to complete homework tasks. Students may use any other art and textile materials that they have at home.

Careers and Further Educational Opportunities

Students should see their art or textiles teacher for advice and information on colleges and careers. We also have posters up in the rooms for you to look at whilst the Art and Technology department are happy to talk through any questions you may have.



For more information, please consult Mr Gardner.

BTEC Tech Award - Travel and Tourism

Syllabus - Pearson BTEC Tech Award in Travel and Tourism

WEIGHTING OF ASSESSMENT: 2 Internally assessed components (60%)
1 Externally assessed component (40%)

EXAMINATION: 1 written paper of 2 hours in length

Course Description

You will learn about:

- the travel and tourism sector and tourist destinations
- the importance of travel and tourism to the UK
- the type and purpose of different travel and tourism organisations
- different types of holidays and reasons for travel
- factors influencing the travel and tourism industry
- sustainability and destination management
- the impact of global tourism on local communities, the economy and the environment
- tourism development
- how travel and tourism organisations use research to identify customer needs
- the range of products offered by travel and tourism organisations
- how organisations respond to market trends to meet customer needs
- how to plan a holiday to meet customer needs and preferences

Topics for study

Component 1 - Travel and tourism organisations and destinations

Component 2 - Customer needs in travel and tourism

Component 3 - Influences on global travel and tourism

Homework

This will be set as and when required by the classroom teacher.

Resources and equipment needed

Access to ICT, atlas.

Careers and Further Educational Opportunities

A Levels as preparation for entry to higher education in a range of subjects. Study of a vocational qualification at level 3, such as a BTEC national in Travel and Tourism, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the tourism sector.



For more information, please consult Mrs Horton.



Mayfield School

Believe. Achieve. Succeed.

Please make the most of these opportunities to explore your option choices with your families, tutors, teachers, subject leaders, pastoral staff and the leadership team. We look forward to talking these through with you and know that these will lead to your potential careers in the future.



