



# Chipping Sodbury School

## Key Stage 4 Options

2026 / 27



Respect

Integrity

Aspiration

Responsibility



## Key Stage 4 Options

This is an exciting and important time for Year 9 students as they get to make choices about the subjects they will study at a higher level, including some which they have not studied before. Taster sessions for these subjects will take place in term 2.

### Choosing your options

#### DO:

- ✓ Read all the information in this booklet
- ✓ Speak to your teachers about KS4 courses
- ✓ Consider future aspirations and pathways
- ✓ Discuss choices as a family
- ✓ Consider 'new' subjects after the taster sessions
- ✓ Think about the subjects you are interested in and have an enthusiasm for
- ✓ Think about your learning strengths and which subjects / qualifications might go well with this
- ✓ Consider the balance of controlled assessment and exam content

#### DON'T:

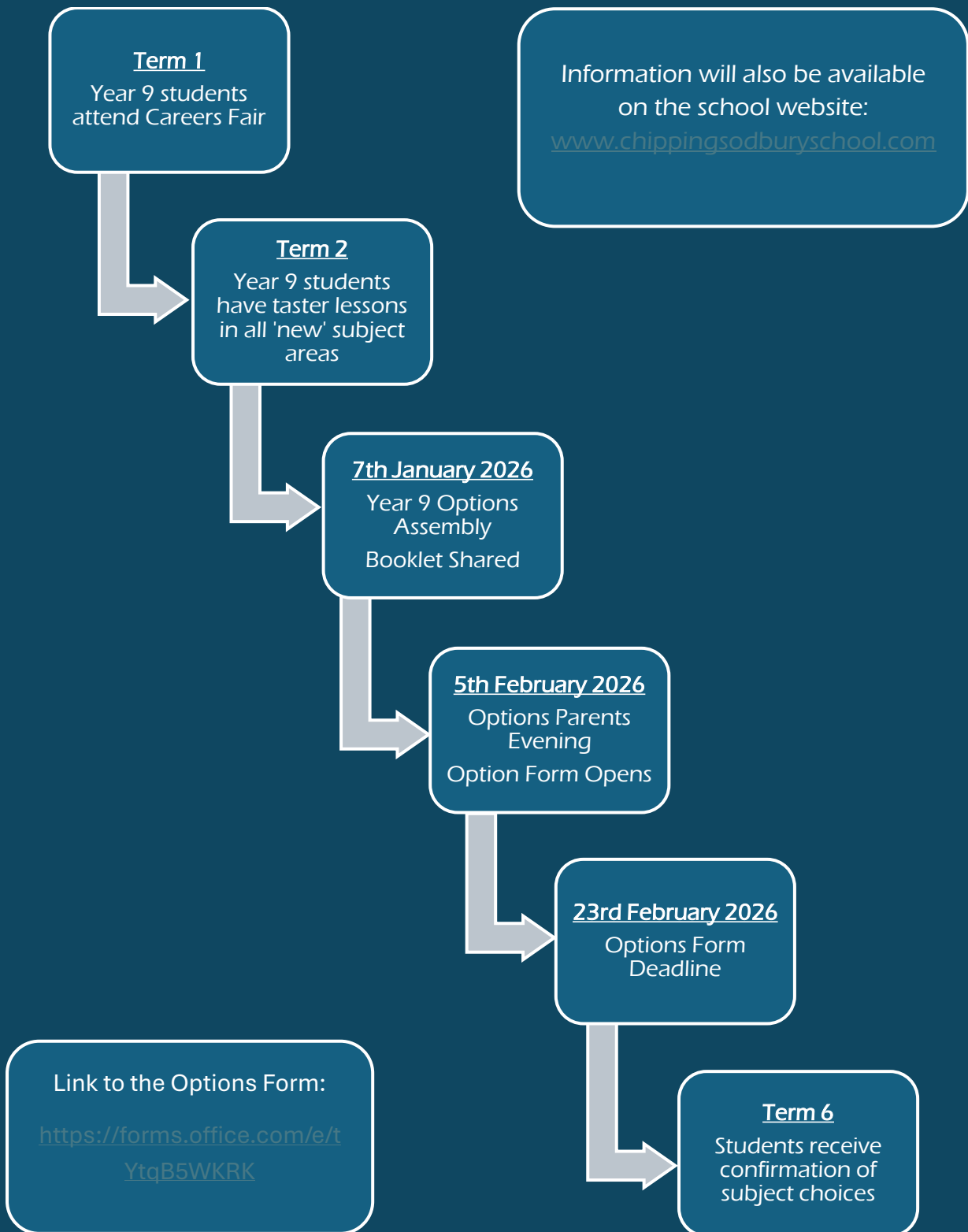
- X Choose subjects because your friends are doing it
- X Choose a subject because you think it will be easy
- X Choose a subject because of a particular teacher

### Submitting your option choices

The option form will be available following the Options Launch Evening on Thursday 5<sup>th</sup> February and will close on Monday 23<sup>rd</sup> February (first day back after the half term holiday).



# The Options Timeline



## Core Curriculum

Everyone will study the core subjects at Key Stage 4. These include some 'non-qualification subjects' that do not have any exams and do not lead to certification.

Core Subjects:

- GCSE English Language
- GCSE English Literature
- GCSE Science
- Physical Education (non-qualification)
- Culture and Faith (non-qualification)
- Life

## Option Subjects

These are the subjects students can choose from. Students are required to choose four in total, one from each block.

## English Baccalaureate

The English Baccalaureate (EBacc) is a set of subjects introduced by the DfE at GCSE level with the intention of providing a sound academic background for students wishing to continue their studies to degree level.

EBacc Subjects:

- English
- Maths
- Science
- History or Geography
- French

We encourage all students to consider a broad and balanced curriculum. Whilst we do not insist upon the EBacc route, we do require students to select at least ONE of the following options:

- History
- Geography
- RE
- Sociology
- Travel & Tourism

## Types of Qualification



### GCSE

These are academic qualifications that are recognised and valued by schools, colleges and employers. GCSE's involve studying the theory of a subject and can include investigative or practical elements. All GCSE's have examinations which comprise of both formal written exams and controlled assessments (NEA's) which must be completed in school under the supervision of staff.

These qualifications are graded 9-1. Some qualifications have different levels of entry; higher or foundation tiers

### Vocational Courses

#### BTEC / VCert

These qualifications are work related courses suitable for a wide range of learners. These are nationally recognised and have been designed to meet the needs of employers and allow progression for further study.

Vocational course assessment is through controlled assessments and examinations.

These qualifications are Level 1/2 qualifications, graded Pass, Merit, Distinction, Distinction \*

### Literacy Plus

This is an invitation only option which includes two lessons of Literacy and three lessons of a Level 1 qualification – Construction or Home Cooking.



## Additional Language Opportunities



Students who are fluent in another language have the opportunity to gain an additional GCSE qualification in that language.

Language options are:

- Arabic
- Bengali
- Biblical & Modern Hebrew
- Chinese
- German
- Greek
- Gujarati
- Italian
- Japanese
- Latin
- Panjabi
- Persian
- Polish
- Portuguese
- Russian
- Spanish
- Turkish
- Urdu

Please note, these subjects are not part of the options process



# The Option Blocks:

You are required to select ONE subject from each block:

| A                      | B                                   | C                                   | D           |
|------------------------|-------------------------------------|-------------------------------------|-------------|
| Art                    | French                              | Drama                               | Art         |
| Childcare              | Geography                           | Geography                           | DT          |
| DT                     | History                             | History                             | Engineering |
| Hospitality & Catering | PE                                  | Hospitality & Catering              | Geography   |
| Music                  | Photography                         | Sociology                           | History     |
| Photography            | Travel & Tourism                    | RE                                  | Media       |
| RE                     | Lit+ Construction (Invitation Only) | Lit+ Home Cooking (Invitation Only) |             |

List in order of Preference (Ensuring at least one is History, Geography, RE, Sociology or Travel & Tourism):

Preference 1:

Preference 2:

Preference 3:

Preference 4:

Then select TWO more subjects which will be used as reserves:

1<sup>st</sup> Reserve

2<sup>nd</sup> Reserve

There is a free text box if you need to write any other comments regarding your option choices.

## PLEASE NOTE:

The subjects being offered and the course descriptors are correct at the time of publishing; however, they are subject to change



# English Language

## AOA GCSE (Core / EBacc)



### What will I learn?

Creative reading and writing, writers' viewpoints and perspectives, spoken language

### Assessment:

100% examination

Paper 1 – 1h 45mins

Reading; One fiction text (25%)

Writing; Descriptive or narrative writing (25%)

Paper 2 – 1h 45mins

Reading; One non-fiction text and one pre-1900 literary non-fiction text (25%)

Writing; One extended writing question (25%)



### Key Skills Needed:

Reading widely (novels, short stories, plays, poetry, quality newspapers, magazines, autobiography, on-screen text, diaries, journals, travel writing, memoirs, reportage).

Read and write for pleasure, take pride in quality of work and proof-read carefully.

Subject Contact: Mr S Lewis

# English Literature

## AOA GCSE (Core / EBacc)



### What will I learn?

Shakespeare and the 19<sup>th</sup> Century Novel, Modern text and poetry

### Assessment:

100% examination

Paper 1 – 1h 45mins

Shakespeare and the 19<sup>th</sup> Century Novel (40%)

Paper 2 – 2h 15mins

Modern texts and poetry (60%)



### Key Skills Needed:

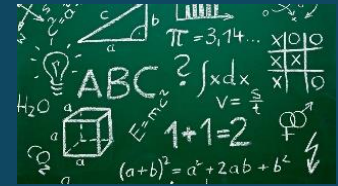
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Read and write for pleasure, take pride in quality of work and proof-read carefully.

Subject Contact: Mr S Lewis

# Mathematics

Edexcel GCSE (Core / EBacc)



Two-tiers of entry; higher tier and foundation tier

## What will I learn?

Number, Algebra, Ratio & Proportion, Geometry, Probability and Statistics

## Assessment: 100% exam

AO1: Use and apply standard techniques

AO2: Reason, interpret and communicate mathematically

AO3: Solve problems within Mathematics

Paper 1 – Non-calculator

Paper 2 & 3– Calculator-allowed

Note all 3 papers are 1 hour 30 minutes in length and equally weighted



## Key Skills Needed:

Proficient in numeracy such as times tables, problem solving, communication, proof and interpretation. Organisation and completion of Sparx Maths homework on time and to a good standard will help with practising skills learnt in lessons independently.

Subject Contact: Mr C Chapman

# Combined Science (2 GCSE's)/ Separate Sciences (3 GCSE's) (Core / EBacc)



## AOA GCSE

### What will I learn?

Energy, Forces, Life Processes, Interdependence, Particles, Reactions, Science Skills (Separate Sciences also require fundamental science, current technologies and topical science issues)

### Assessment:

100% examination & required practical's

Biology Paper 1

Biology Paper 2

Chemistry Paper 1

Chemistry Paper 2

Physics Paper 1

Physics Paper 2



### Key Skills Needed:

Enquiry and investigative skills. Organisation and keeping up with Sparx Science homework.

Subject Contact: Mrs J Davies

# Life Learning

(Non-examined)



What will I learn?

Careers education, Personal, Social and Health Education, Financial Education and Citizenship

Content:

CV writing, work experience, safety, mental health, road safety. Personal and online safety, human rights, equality. Sexual education and health, loss and bereavement, aspiration and goals, healthy relationships, personal budgeting, financial risks and rewards, career planning, the Law and Justice system, drug and alcohol consequences.



Key Skills Needed:

Problem solving, considering their own views and opinions, healthy debate, discussion skills, employability skills

Subject Contact: Mrs R Gray

# Art, Craft & Design

## Art OR Textiles

### AQA GCSE (Option)



#### What will I learn?

The student's portfolio must include **more than one** extended collection of work or project selected from work undertaken during the course of study. A portfolio must include preparatory work and sketchbooks showing research, exploration and development of an idea or theme to personal response/s. Work is produced using a variety of art media and techniques. It should reflect a student's knowledge and understanding of art in a historical and cultural context. Students are expected to make written notes to explain ideas, make references and evaluate their work. Within the portfolio students must demonstrate their understanding of all of the assessment objectives.

Students will be required to respond to **one** starting point for an outcome. A response to all assessment objectives is required. Starting points are set by the examination board.

There will be a preparatory period, followed by 10 hours of supervised time to produce a personal response/s. This outcome will be based upon preparatory studies and research that has been made.

#### Assessment:

Coursework - Portfolio 60%

Examination - Externally Set task 40%



#### Key Skills Needed:

Interest in creative media, specialising in either Fine Art or Textiles. Ability to be self-motivated and able to work on extended pieces over time.

Subject Contact: Miss E Wilding / Mrs E Moore

# Child Development

## Pearson BTEC Level 1/2 Tech Award (Option)



### What will I learn?

The characteristics of children's development from birth up to five years

Factors that affect growth and development

The importance of play

How play promotes children's learning and development

Reasons why children may need support

Child-friendly environments to support play, learning and development in children from birth to five years old

Supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development.

### Assessment:

- Children's growth and development (internally assessed)
- Learning through play (internally assessed)
- Supporting children to play, learn and develop (external examination)



### Key Skills Needed:

You will need to be hard working, well organised and enthusiastic in order to be successful. You should have an interest in working with children.

Subject Contact: Ms L Ellis

# Design Technology

## Graphics OR Product Design

### Eduqas GCSE (Option)



#### What will I learn?

Pupils will study all areas of Design Technology which will include wood, metal, textiles, paper and boards, electronics and plastics. Students will specialise in their choice of specific materials whilst designing and making.

The non-examined assignment will require the design, manufacture and evaluation of a product which relates to the selected area of specialism. Throughout the course students will have the opportunity to develop skills in relation to Computer Aided Design and Computer Aided Manufacture. Researching the effects of design and technology in society, smart materials, mechanical components and devices and a range of materials.

#### Assessment:

Examination 50% (2 hours)

Non-Examined Assignment 50% (35 hours approximately)



#### Key Skills Needed:

This course will be of particular interest to those students who enjoyed designing and making products at Key Stage 3 and will be very beneficial to those interested in following a career related to any aspect of Design or any career similar.

Subject Contact: Mrs T Cheverton

# Drama

## AOA GCSE (Option)



### What will I learn?

The AOA Drama course challenges students to explore their creative and collaborative skills to explore how performances are devised and developed. Students have the opportunity to create an original piece of theatre and document the process by completing a Devising Log.

We also study a whole play, exploring its social, historical and cultural contexts and its key themes and this knowledge is assessed in the written exam. All students see at least one live theatre production during their course and an evaluation of one of these also forms part of the written paper.

Students get the opportunity to rehearse and perform extracts from a second play (not the set play) in front of a visiting examiner, and this is excellent preparation for those considering performance-based courses at A Level/Level 3.

### Assessment:

- Component 1: Understanding Drama (Written paper) 40%
- Component 2: Devising Drama (Devised performance & written devising log) 40%
- Component 3: Text in Practice (Performance marked by visiting examiner) 20%



### Key Skills Needed:

You will need to be highly motivated, a good collaborator and be willing to commit to some rehearsals after school as part of your home learning.

Subject Contact: Mrs J Donnelly

# Engineering

## WJEC Level 1/2 Tech Award (Option)



### What will I learn?

This Vocational Award in Engineering is designed to build your knowledge and understanding of the engineering sector while giving you the chance to develop essential practical skills. The course places a strong emphasis on technical drawing and mathematics as you explore key areas such as manufacturing engineering products, designing innovative solutions, and tackling engineering problems. You'll also examine the impact of modern engineering on everyday life—at home, in the workplace, and across society.

### Assessment:

Unit 1: Manufacturing engineering products (40%)

Unit 2: Designing engineering products (20%)

Unit 3: Solving engineering products (40%)



### Key Skills Needed:

Students would benefit from using problem solving, literacy and numeracy skills as well as having a motivation to work independently

Subject Contact: Mrs T Cheverton

# French



## Edexcel GCSE (Option / EBacc)

### What will I learn?

- Developing speaking skills, including reading aloud, role plays, describing a photograph and answering questions spontaneously
- Comprehension tasks, using films, songs, extracts from literary texts and newspaper articles, on a range of relevant contemporary and cultural themes
- Translation activities (English into French, and French into English)
- Dictation in French
- Structured writing tasks

### Assessment:

|   |     |
|---|-----|
| Final examination - Speaking                    | 25% |
| Final examination - Listening and Understanding | 25% |
| Final examination - Reading and Understanding   | 25% |
| Final examination - Writing                     | 25% |



### Key Skills Needed:

- Communicate coherently with increasing accuracy, spontaneity and fluency
- Deepen your knowledge about how language works and your awareness of the culture of the countries where the language is spoken
- Develop learning skills to prepare you for further language study and use in school, higher education or employment

Subject Contact: Mr C Pugh

# Geography

## AOA GCSE (Option / EBacc)



### What will I learn?

- Unit 1 Physical Landscapes in the U.K.
- Unit 2 Urban Issues and Challenges
- Unit 3 The Living World
- Unit 4 The Challenges of Resource Management
- Unit 5 The Challenge of Natural Hazards
- Unit 6 The Changing Economic World
- Unit 7 Pre-release, field trips and geographical skills preparations

### Assessment:

- Paper 1: Living with the Physical Environment 35%
- Paper 2: Challenges in the Human Environment 35%
- Paper 3: Geographical Applications 30%



### Key Skills Needed:

The course encourages the development of a wide range of skills including group work, discussion, debate, analysis, evaluation, fieldwork, presentation, extended writing, decision making and graph drawing.

Subject Contact: Mr D Atkinson

# History

## OCR GCSE (Option / EBacc)



### What will I learn?

Students will have the opportunity to study five separate topics over Year 10 and Year 11. Starting with *The People's Health*, this is a thematic study that looks at how people's health, living conditions, and public health measures changed from c.1250 to the present day.

For our period study, students will learn about *Viking Expansion c.750-c.1050* examines the rise, spread, and influence of the Vikings in Europe over roughly three centuries.

We will also study *The Elizabethans*, which is a fascinating depth study. Students will learn about the myth and reality behind Queen Elizabeth's power, the threat of invasion, the shadow world of spies and the adventures of the 'New world' as well as the lives and beliefs of ordinary Elizabethans. We will then examine what it was like to live under Nazi rule in both Germany and occupied Europe

Lastly, students will study a historical site (Farleigh Hungerford castle) and look at the history of the site, and how what is there reflects that history. We will also look at what historians do when they want to find out more.

### Assessment:

Paper 1: The People's Health 1250-present and The Elizabethans 1580-1603

Paper 2: History Around Us

Paper 3: Viking Expansion c.750-c.1050 and Living under Nazi Rule 1933-1945



### Key Skills Needed:

Explain and interpret today's issues in the light of historical events, appreciate the diversity of cultures around the globe, debate and question historical issues from a spiritual, moral, ethical and global perspective, critically use and evaluate source material, understand different interpretations of past and current events, explain how and why historical developments have occurred

Subject Contact: Mrs R Gray

# Hospitality & Catering

## WJEC BTEC Level 1/2 Vocational Award (Option)



### What will I learn?

- Hospitality and catering provision
- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering
- The importance of nutrition
- Menu planning
- The skills and techniques of preparation, cooking and presentation of dishes
- Evaluating cooking skills

### Assessment:

- 90 Minute written exam (40%)
- Coursework with 3 hour practical cooking exam (60%)



### Key Skills Needed:

An interest in food preparation and nutrition. Organisation of menu planning and ingredients needed.

Subject Contact: Mrs T Cheverton

# Media Studies GCSE (Option)



## What will I learn?

GCSE Media Studies engages students in the in-depth study of media products in relation to the four areas of the theoretical framework:

- media language
- media representation
- media industries
- media audiences.

Students are required to study media products from all of the following media forms:

- Television (Doctor Who and His Dark Materials)
- Film (Black Widow and I, Daniel Blake)
- Radio (Radio 1 and Kiss FM)
- Newspapers (The Times and The Mirror)
- Magazines (Tatler and Heat)
- Advertising and marketing (OMO, Galaxy Chocolate, Represent – Blood Donation)
- Online, social and participatory media (Marcus Rashford)
- Video games (Lara Croft and Kim Kardashian)
- Music video (Arctic Monkeys and Black Pink)

## Assessment:

- Media One written exam 1h 30min 35%
- Media Two written exam 1h30min 35%
- Non-exam assessment Creating a Media Product 30%



## Key Skills Needed:

Students must engage in the in-depth study of a variety of Media products. This will involve skills of reading, writing, creating and analysing how and why a media a product was made and its social/historical context.

Subject Contact: Miss S Mills

# Music

## Edexcel GCSE (Option)



### What will I learn?

GCSE Music is open to all who are interested in and enjoy music making. It is an academic course which is well regarded by universities, colleges and employers. As part of the course candidates are required to either play an instrument or sing. Students will acquire the skills and knowledge to develop their abilities in performing, composing and appraising music.

### Assessment:

Coursework – Composition 30%

Coursework – Performance 30%

Examination – Written, Listening Exam 40%



### Key Skills Needed:

You need to be able to think creatively, work independently and listening critically to all different styles of music.

FAQ: Do I have to play an instrument? Yes – you need to be able to play an instrument or sing. Instrumental lessons are a benefit but not compulsory.

Subject Contact: Mrs S Boulton

# Literacy Plus / Construction

## BTEC Level 1 (Invite Only Option)



### What will I learn?

The course is designed to allow pupils to gain basic knowledge and understanding of different trades in the construction industry. Pupils will undertake modules to introduce them to Carpentry, Plumbing and Electronics. The qualification is designed to prepare pupils for employment in the construction industry, or to continue their studies with a further vocational course.

### Assessment:

- Safety and security in construction (30 hours)
- Practical construction skills (60 hours)
- Planning construction projects (30 hours)



### Key Skills Needed:

- You will learn skills and the use of tools across a range of different practical tasks in different career areas in construction.
- You will develop teamworking skills vital to the world of work independently to develop your own skills and use of tools.
- You need to be interested in learning the skills required to use tools correctly to produce work to an acceptable tolerance or standard.

Subject Contact: Mr M Olive

# Literacy Plus / Home Cooking

## BTEC Level 1 (Invite Only Option)



### What will I learn?

- Elect and prepare ingredients for a recipe
- Use cooking skills when following a recipe
- Demonstrate food safety and hygiene throughout the preparation and cooking process
- Reflect on own learning about the value of gaining cooking skills
- Identify ways to pass on information about home cooking

### Assessment:

- Practical, making a dish independently by following a recipe and through a discussion with the class teacher.



### Key Skills Needed:

- Be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food
- Understand the value of passing on information about home cooking

### FAQ:

- Do I bring in my own ingredients? Yes, the ingredients list will be provided at least a week before the practical will take place.

Subject Contact: Mrs T Cheverton

# Photography

## AQA GCSE (Option)



### What will I learn?

Students will explore digital methods of development and production to create static or moving images. Throughout the course students must demonstrate the ability to use photographic techniques and processes, appropriate to students' personal intentions, for example: lighting, viewpoint, aperture, depth of field, shutter speed and movement.

Students will explore a variety of media and materials, appropriate to students' personal intentions, for example: film, digital media, programs and related technologies, graphic media for purposes such as storyboarding, planning and constructing shoots.

### Assessment:

Coursework - Portfolio 60%

Examination - Externally Set task 40%

Post 16  
Progression

Example  
Career  
Paths

### Key Skills Needed:

Being able to work independently in sketchbooks and PowerPoints as well as quality printed personal responses. There is a written content to the course where the students must demonstrate their knowledge and understanding, as well as their links to inspirational artists, designers, contemporary issues and photographers.

FAQ: Do I need my own camera? It is helpful but we have school cameras we can loan students. There is £25 studio fee to help cover the costs of materials.

Subject Contact: Mrs G Hilleard

# Physical Education

## GCSE Physical Education (Option)



### What will I learn?

Paper 1: The human body and movement in physical activity and sport

- Applied anatomy and physiology.
- Movement analysis.
- Physical training.
- Use of data.

Paper 2: Socio-cultural influences and well-being in physical activity and sport

- Sports psychology.
- Socio-cultural influences.
- Health, fitness and well-being.
- Use of data.

Non-examined assessment: Practical performance in physical activity and sport:

- Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity).
- Analysis and evaluation of performance to bring about improvement in one activity.

### Assessment:

Written exam: 1 hour 15 minutes, 78 marks, 30% of GCSE.

Written exam: 1 hour 15 minutes, 78 marks, 30% of GCSE.

Assessed by teachers, moderated by AQA, 100 marks, 40% of GCSE.

The student's strongest three sporting areas will be assessed externally by a moderator.



### Key Skills Needed:

Students opting for GCSE PE are **expected** to attend **extra-curricular clubs** in order to develop their technique, knowledge and leadership skills further. Additionally, they are **expected** to be participating in organised sport outside of school e.g. local netball/football teams.

### FAQ: Will I be assessed playing sport in the GCSE PE course?

Yes! You will be assessed in three sports. One team, one individual and either a second team or individual. Your practical assessment will make up to 40% of your overall GCSE, it is vital that you playing competitive sport and are currently playing in structured sport outside of school.

Subject Contact: Mr J Allen

# Physical Education

## NCFE Level 1/2 Technical Award in Health and Fitness (Option)



### What will I learn?

Component 1: Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome them to increase participation in sport and physical activity.

Component 2: Learners will investigate the components of fitness and their effect on performance, take part in practical sport, explore the role of officials in sport and learn to apply methods and sporting drills to improve other participants' sporting performance.

Component 3: Learners will be introduced to and develop an understanding of the importance of fitness and the different types of fitness for performance in sport and physical activity. They will also develop an understanding of the body and fitness testing.

### Assessment:

#### Internal Written Assignments set by exam board (60% of Final Mark)

- Component 1: Preparing Participants to Take Part in Sport and Physical Activity
- Component 2: Taking Part and Improving Other Participants Sporting Performance

#### External Synoptic Assessment (40% of Final Mark)

Component 3: A written assessment that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification



### Key Skills Needed:

Research, Leadership, analysis and evaluation

### FAQ: Will I be assessed playing sport in the NCFE Level 1/2 Technical Award in Health and Fitness?

No! You will not be assessed in your practical performance of sport. However, you will be assessed in your ability to lead a health and fitness programme.

Subject Contact: Mr J Allen

# Religious Education

## Eduqas GCSE (Option)



### What will I learn?

Students will be expected to demonstrate an understanding of the influence of religion on individuals, communities and societies. They will be expected to support their responses using appropriate knowledge and understanding of key sources of wisdom and sacred texts. They will study engaging and relevant social issues and understand how religion has shaped the world we live in.

### Assessment:

Unit 1: Religious, Philosophical and Ethical Studies in the Modern World (50%)

Unit 2: Christianity (25%)

Unit 3: Islam (25%)



### Key Skills Needed:

During this course students will be encouraged to think through some of the big questions of life in a safe and questioning environment, so that they can become sure of their own views and be able to discuss them openly with others.

The course will help to prepare students to work and to deal with people of different cultures and beliefs, broadening their understanding of the world and its people.

Subject Contact: Mr R Pellow

# Sociology

## GCSE (Option)

### What will I learn?



- Sociology is the study of society, social behaviour, and how people are influenced by groups, culture, and institutions.
- GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification

### Assessment:

Paper 1: The sociology of families and education- 1 Hr 45 minutes- 50%

Paper 2: The sociology of crime and deviance and social stratification- 1hr 45 minutes -50%



### Key Skills Needed:

? By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

Subject Contact: Mr R Pellow

# Travel & Tourism

## BTEC Level 1/2 Tech Award (Option)



### What will I learn?

We will study the aims of travel and tourism organisations, how they work, the types of travel and tourism and the features that make destinations appealing to visitors and different travel routes. We will look at how organisations use market research to identify travel and tourism trends, customer needs and preferences. We will also study the selection of products and services and planning a holiday to meet customer needs and preferences. We will look at factors that may influence global travel and tourism, and responses to these factors. We will also look at the potential impacts of tourism on global destinations. Finally, we will study how destinations can manage the impacts of tourism and control tourism development to achieve sustainable tourism.

### Assessment:

1. Travel and Tourism Organisations and Destinations (coursework)
2. Customer Needs in Travel and Tourism (coursework)
3. Influences on Global Travel and Tourism (exam)



### Key Skills Needed:

Researching, planning and making decisions and judgements. Regularly reading national and local news (they could begin a scrapbook of articles on issues to do with tourism/ travel).

Subject Contact: Mrs K Melvin

## General FAQ's

### How many choices do I need to make?

You make one choice from each of the four option blocks making sure to include History, Geography, RE or Travel & Tourism. You will also make two reserve choices.

### Why do I need to put them in order of preference?

This is helpful if we need to allocate reserve choices. For lots of students, they will have more than four subjects they would like to take.

### Why do I have to make reserve choices?

We work very hard to get all students the subjects they have chosen however there are some constraints which can impact this. Group sizes need to be viable to run and may not if numbers are too low, staffing can change and some combinations are not possible on the timetable. Equally, some courses will be subscribed.



to fit over

### Why do some subjects have 'Or' between them?

Several of our subjects are different versions of the same qualification and have multiple pathways, students cannot opt for two of the same course. Examples of this are DT (Graphics OR Product Design) and Art (Design OR Textiles).

### Are options first come, first served?

No, options will be allocated once all students have completed their forms. In the event that courses are oversubscribed, places will be allocated randomly.

### Can I

We will do everything we can to accommodate this but choices more limited as is a small window at where changes can allows this. This will be within the first two weeks of Please consider your choices very carefully in the instance.



### change my mind after the deadline?

everything we can to accommodate this but choices more limited as is a small window at where changes can allows this. This will be within the first two weeks of Please consider your choices very carefully in the instance.



### I am not sure what I want to do in the future, what should I do?

This is normal! Choose the subjects that you enjoy and have interest in – you'll be more likely to be successful. Consider having a variety of subjects.

### The combination of subjects I want to do is not possible, what can I do?

There will be a number of reasons why certain combinations are not possible. The blocks have been created with this in mind. Please use the free text box at the bottom of the form to communicate this.

### I have further questions

Speak to your subject teachers, tutor or Mrs Davies with any queries you still have.



Information Advice

