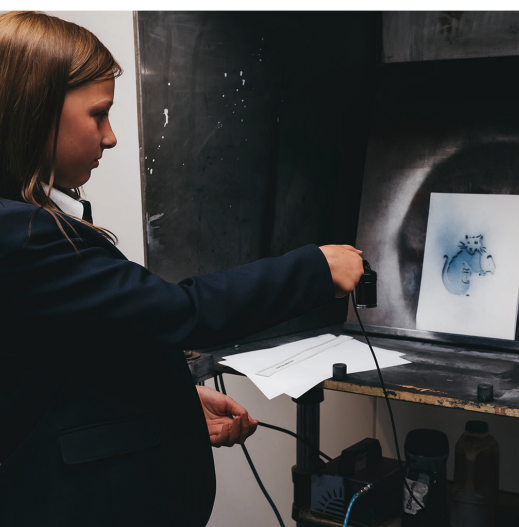




CARLETON  
HIGH SCHOOL

# KEY STAGE 4 OPTIONS PROCESS



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# INTRODUCTION

The decisions students face at the moment, regarding the next phase of their education, are some of the most important they will make. Students are making decisions that will affect their whole future and need to equip themselves with the skills and qualities required. These are likely to be different to those that parents/carers may have gained. It is likely that some students will end up in a career or job that does not even exist yet.

Carefully consider the reasons why choices are made.

- **What do they enjoy?**
- **What subjects are they already good at?**

This is a simple formula. Students are more likely to do well in subjects they enjoy and are good at. Do not be afraid to think ahead, they will be in education until they are 18, so use this opportunity to plan steps that will take them into adult life. Now is the time to think very carefully about what your child wants.

- **What would they need for a chosen career path?**
- **What are they hoping to gain in later life?**

Select subjects carefully, as the courses taken at this stage may directly influence employment, further education, higher education or all three. Before making choices students and parents/carers should spend time reading this booklet. Remember that the choices are for the next two years, but will enable the creation of their future.



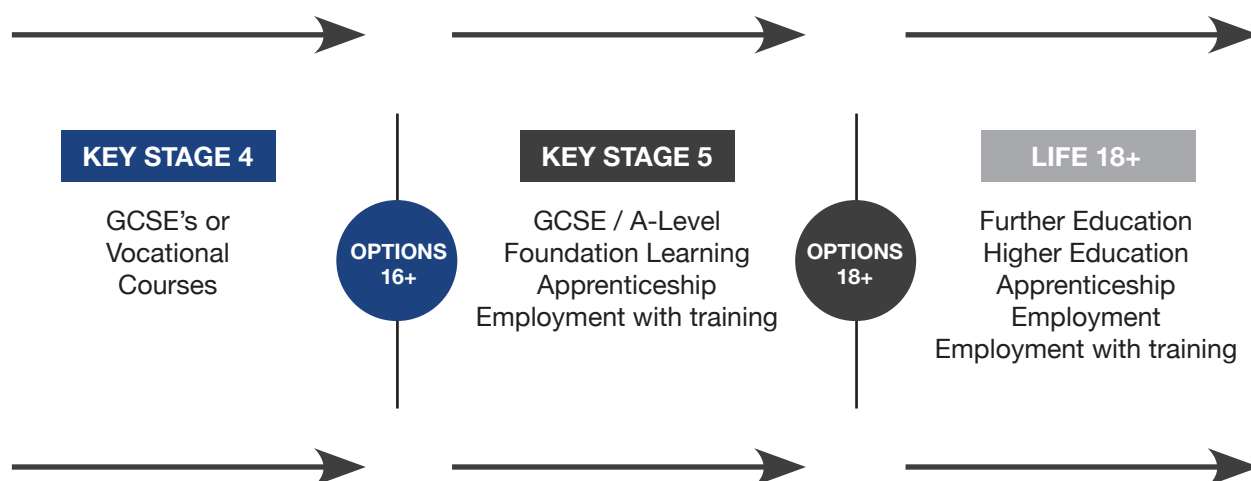


# THE IMPORTANCE OF KEY STAGE 4 OPTION CHOICES



Key Stage 4 covers Years 10 and 11 of a student's school life, whilst some courses are compulsory others are optional.

Students should look ahead to the courses and qualifications they may need beyond Year 11 to ensure those choices allow the progression needed, this helps to make option choices. If students are unsure of long-term plans they should select a range of courses offering breadth and balance. The range of pathways from Year 10 to higher education or employment post 18 are illustrated below:



# THE KEY STAGE 4 CURRICULUM

A curriculum is the diet of subjects taught at school. In Key Stage 4 there are changes to the curriculum when compared to Year 9. Every student will continue to study English, Maths, Science and Languages for the majority. Students will have compulsory PE but only gain a qualification if chosen as an option. A large portion of the timetable will be chosen by the student and they need to make the most of it.

<b>Compulsory</b>	English
	Maths
	Science
	Core PE
<b>Compulsory for the majority</b>	Language
<b>Optional</b>	History or Geography
	Subject 1
	Subject 2
	Subject 3 (If a language is not compulsory)

## Ebacc

Students will be placed in one of two groups in order to ensure the best academic outcomes for them, the English Baccalaureate (EB) or Modern Baccalaureate (MB)

The students in the English Baccalaureate will continue studying a modern foreign language. In line with government expectations, this route will not only provide them with the full English Baccalaureate but will develop the wider skills and opportunities that language acquisition provides. Students will also choose a further three subjects to complete their Key Stage 4 option choices.

Students in the Modern Baccalaureate will be able to pick from the full range of subjects. These students will choose three subjects to complete their Key Stage 4 option choices which, following discussion, could include a language.

## Science

The overwhelming majority of students will study Combined (Double) Science at Key Stage 4. Combined Science provides students with knowledge, understanding and skill to prepare them for further study in Science including A-level Sciences.

Separate (Triple) Science will be offered as a further, one-hour lesson after school for a small minority and will supplement the 5 hours per week of Combined Science offered on the timetable. The strict criteria for studying this will be shared with the students later in the year but they must have displayed the appropriate knowledge, skills and attitude to learning in Science consistently throughout Key Stage 3.

# ADVICE FOR STUDENTS

## Think about the following:

- What you might want to do as a career.
- What skills and qualities are needed for this career.
- Do you want to go to College?
- Do you want to go into work with training?
- Do you want to go to University?
- What will the effect on your future be if you do not choose certain subjects now?
- What is your preferred way of learning? Are you better with practical or academic courses, do you want exams at the end or a chance to sit them earlier and do coursework?
- What subjects do you like and what are you good at?

## Do:

- ☒ Take your time; if you rush you could make the wrong decisions.
- ☒ Listen to advice; there are many people who are able to discuss your choices with you, including your parents, subject teachers, form tutors and senior leaders.

## Do not:

- ☒ Get worried; if something is unclear, ask for help and advice.
- ☒ Choose subjects because your friends do; you may not be in the same class as them.
- ☒ Choose a subject because of the teacher, you might not be taught by them next year.



# SUBJECTS



# ART

## (VOCATIONAL)

### Subject Overview

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This qualification is aimed at students who enjoy Art and wish to acquire knowledge and technical skills through vocational contexts.

Students will become practicing artists and will investigate, explore and create art and design work in response to a working design brief.

Students will have the opportunity to experiment with a range of materials and processes and use them to generate ideas, create prototypes and refine their work as it progresses. They will then be able to apply their skills to real life scenarios allowing them to create work, whilst working towards a practical final piece that meets the client brief.

### Course Composition

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40% Examination

Component 3: Responding to a client brief, to be set by the exam board.

60% Coursework

Component 1: Generating Ideas in Art and Design.

Component 2: Develop Practical skills in Art and Design.

### Further Information

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Students should enjoy drawing, be prepared to explore unknown media and techniques and be able to research themes independently.

In this course there are factors which determine whether work is suitable or not for the theme, and students will need the ability to take advice based on criteria and adjust work as necessary. Students will also write about and explain their ideas and research processes.

### Next Steps

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This subject is a great step for taking an arts subject at A Level, and also the study of Level 3 vocational Arts subjects or Art and Design apprenticeships. This can lead to careers such as architecture, fashion design, advertising and floristry.



# BUSINESS STUDIES

## (VOCATIONAL)

### Subject Overview

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Business studies guides students through a mixture of the academic study of business along with the practical and applied elements to provide an exciting, up to the minute look at the business world. Business students develop a better understanding of the world around them, including how large and small businesses operate.

Students will be learning and applying many vital life skills such as; communication, problem-solving, time management, teamwork, organisation and decision making. Whether your aim is to pursue an academic career, train for a profession or become an entrepreneur, the necessary knowledge and skills are developed through the study of business.

### Course Composition

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#### 40% Examination

Students will study business theory including topics such as marketing, operations and business growth.

#### 60% Coursework

Students will be asked to develop a professional business plan for a given business. Students will analyse the legal/organisational structure of the business, develop a marketing strategy and justify their business decisions whilst seeking to fund the expansion of the business.

### Further Information

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Students will look into the inner workings of how businesses are set up and operate. Whilst we do look at business finance, this is only one aspect and we look at lots more than just the money including human resources, operations and how the government can influence businesses.

### Next Steps

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Students who study business can continue by doing A level or BTEC Business. This can lead to many careers such as accountancy, banking, consultancy and marketing.

# COMPUTER SCIENCE

## (GCSE)

### Subject Overview

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Students will study Computer Science as a GCSE subject which is a combination of practical programming, problem solving and theoretical computing knowledge.

Students will develop the necessary foundational skills and knowledge to progress as computer scientists and appreciate through the use of case studies how computer scientists are involved in all aspects of modern life: music, mathematics, medicine, autonomous vehicles, spaceflight, entertainment, science, healthcare, engineering and more.

Students will learn how to solve problems by writing computer programmes as well as developing their understanding of the core concepts in the subject.

### Course Composition

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100% examination

Written exam on computer systems – 50%

Computer based programming exam in year 11 and a non-assessed programming project – 50%

### Further Information

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Students should already be confident using computers, have a positive attitude to solving problems and the resilience to keep trying. Students do not already need to know how to code or program, it would be helpful, but it is not necessary.

### Next Steps

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Students who study computer science can continue onto A level or BTEC courses. Computer science gives you knowledge and skills which are relevant to hundreds of different types of cutting edge jobs across many industries, like cyber security, working for high-tech companies and artificial intelligence.

# ENGINEERING

## (VOCATIONAL)

### Subject Overview

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Engineering gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus of the course is on four areas each of equal importance, which cover; the development of key engineering practical and technical skills; knowledge of key engineering sectors (mechanical, electrical/electronic and engineering design) and the interrelation of each in industry; knowledge of the stages involved in planning and implementing an engineering project; and knowledge and skills involved in the investigation of solutions to engineering problems in response to a given brief.

### Course Composition

---

40% Examination

Component 3: Responding to an Engineering Brief  
For example how engineers design and manufacture machines used in the production of products.

60% Coursework

Component 1: Exploring Engineering Sectors and Design Applications. Component 2: Investigating an Engineering Project.

### Further Information

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Students will need to work on design ideas and problems to find solutions and become confident and skilled with a range of workshop tools and machines. Students also need to use IT, Maths, Science and CAD skills, and be able to work independently under the supervision of the teacher. This is a good choice for all students looking for a practical and creative qualification.

### Next Steps

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After completing your BTEC Tech Award you will be well prepared to go on to study at A Level. You will also have the option to study a vocational qualification at Level 3, such as a BTEC National in Engineering. Learners will be prepared to enter employment or apprenticeships, or to move on to higher education by studying a degree in an engineering area.



# GEOGRAPHY

## (GCSE)

### Subject Overview

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Geography enables students to study the world around them, and the ever-changing world in which they live. They will look at physical geography, such as earthquakes, hurricanes and deserts. We will look at how these are formed and how they affect human activity.

Students will also look into the challenges and opportunities that human geography presents in the form of our ever-changing cities, dwindling resources and economic development around the world. The most relevant issues of our time will be covered including climate change, the impacts of this and what humans can be doing to try to slow it down will also be studied.

Geography is regarded very favourably by employers and universities who recognise the variety of knowledge, skills and understanding gained through the study of the subject.

### Course Composition

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100% Examination

Paper 1: Living with the physical environment - 35%

Paper 2: Challenges in the human environment - 35%

Paper 3: Geographical Applications - 30%

### Further Information

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Beyond working on map skills, there are some concepts that you will have to understand related to human geography. Whilst Geography students do study physical geographical features and processes such as earthquakes and volcanic activity, half of the course is based on human geography. There are opportunities to take part in a range of trips including; The Lake District, Yorkshire coast, and Iceland. Students will complete two pieces of fieldwork which will form part of the third examination. In previous years, this fieldwork has taken place in Bridlington.

### Next Steps

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The skills and knowledge that students acquire when studying GCSE Geography are easily transferable to A-Level Courses. Specifically, Geography relates well to Sociology, Geology, Geography, Law, Economics and the Sciences. In terms of future careers, the subject lends itself to a wide variety of career paths including town planning, meteorology, logistics and architecture.

# HEALTH & SOCIAL CARE

## (VOCATIONAL)

### Subject Overview

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Health and Social Care is a subject that engages students into thinking about how we care for people in today's society. It gives students the opportunity to develop their knowledge and understanding of how we make a difference to people's lives.

Health and Social Care will give students the chance to think about the importance of communication and interpersonal skills, and how these impact on different people in society. Students will develop theoretical knowledge and understanding of the factors that underpin health and wellbeing and the role health care professionals play in making it a positive experience.

Health and Social Care promotes personal development skills that are useful beyond Key Stage 4. Being able to express an opinion, listen to others, and form logical arguments are all transferable skills.

### Course Composition

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40% Examination

Health and wellbeing

Students will study what being healthy means and the factors that can influence it.

60% Coursework

Human Lifespan development - 30%

Students will study how people grow and develop and how this is affected by lifestyle.

Health and social care Services and values- 30%

Students will study the different types of care in our local area and barriers to accessing it.

### Further Information

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Vocational Health and Social Care requires a variety of written skills including note taking, referencing and evaluation. Students also need to be able to work independently under the supervision of the teacher. Health and Social Care is not specifically childcare and students will look at how a variety of health and social care professionals look after people in all types of health and social care environments, for example, care workers for the elderly.

### Next Steps

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After completing your BTEC Award, you will be in a great position to continue study. You can go on to further academic study such as A-levels, or further Level 3 vocational subjects such as the BTEC Level 3 National in Health and Social Care. BTEC Health and Social Care is a good subject to consider if you are thinking of any career which requires working with people; such as nursing, midwifery, social work, GP, physiotherapy, youth work and childcare.

# HISTORY

## (GCSE)

### Subject Overview

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Studying GCSE History develops analytical skills and an understanding of the world we live in. These skills will include, change and continuity, cause and consequence, significance, source and interpretation analysis to evaluate the past and make links to modern day.

Students will be required to read about events across the different units within lessons and develop this understanding with weekly homework that focuses on further reading and developing explanations. As each unit progresses, they will begin to view the lessons as a thread through time so that they can identify the turning points and the rate of change that happens across the topic. This is particularly relevant with Medicine Through Time and the American West.

Paper 1 focuses on the 'historic environment' of the Western Front during World War 1 whereby we will interpret sources written by soldiers of the time to come to overall judgements. Similarly, Paper 3 uses sources and interpretations from academic books and journals that the students will evaluate and suggest the strengths and weaknesses of an author's argument.

History is regarded very favourably by employers and universities who recognise the variety of knowledge, skills and understanding gained through the study of the subject.

### Course Composition

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100% Examination

Paper 1: Medicine Through Time - 20%; Medicine on the Western Front - 10%

Paper 2: American West - 20%; Norman Conquest - 20%

Paper 3: USA 1954 – 1975: Conflict at home and abroad; Civil Rights and Vietnam War - 30%

### Further Information

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GCSE History involves essay style questions and reading unseen sources and interpretation extracts. Unlike Key Stage 3 History, where you skim the surface of a thousand years of British history, during GCSE history you will learn six topics in much more depth. During Year 10, there is the opportunity to visit New York City, attend a Q&A with a Civil Rights veteran, and a visit to the Intrepid Air and Space Museum focusing on the Vietnam conflict, amongst other activities.

### Next Steps

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This course is extremely useful if you are considering choosing A Levels that involve reading and analysis, such as History, Sociology, Law, Media, and English Literature and Language. History can lead on to a large range of careers including law, politics and business, through to creative media, journalism, broadcasting and tourism management.



# HOSPITALITY AND CATERING

## (VOCATIONAL)

### Subject Overview

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This course will enable pupils to gain a good foundation of knowledge, understanding and skills that are required for the hospitality and catering industry. Students will have the opportunity to develop a variety of skills, including food preparation and cooking skills, organisation, time management, planning, communication and problem solving. The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues, along with businesses where hospitality and catering is not their primary service, but is increasingly important to their success.

### Course Composition

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#### 40% Examination

##### The Hospitality and Catering Industry

Students will be expected to recall, select and communicate detailed knowledge and thorough understanding of the hospitality job sector.

#### 60% Coursework

##### Hospitality and Catering in Action

Students could be asked to plan dishes for a new menu.

### Further Information

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This vocational award in Hospitality and Catering has been designed to support learners who want to learn about the sector and the potential it can offer them as a career. By studying this subject, students will have the opportunity to develop some food preparation and cooking skills, and to also learn transferable skills such as problem solving, organisation, time management, planning and communication.

### Next Steps

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After you have successfully completed this award in Hospitality and Catering, you can access Level 3 qualifications relevant to the hospitality and catering sector, such as Level 3 Food, Science and Nutrition, Level 3 NVQ Diploma in Advanced Professional Cookery or Level 3 Advanced Diploma in Food Preparation and Cookery Supervision. It can lead to a wide range of careers. For example, you could be designing new ice cream flavours, or working in a hotel, restaurant or tourist attraction. You could also be working in distribution or retail for a supermarket or advising people about healthy eating as a nutritionist.

# MODERN FOREIGN LANGUAGES

## (GCSE)

### Subject Overview

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Learning a language helps to embed key literacy, communicative, auditory and oral skills. It allows students to develop a good eye for detail, to spot patterns, to hone their problem-solving skills and to adapt and manipulate language creatively. We build on the linguistic foundations acquired at Key Stage 3 and allow students to grow in confidence, not only in their use of language, but also in their understanding of the world around them.

The three main themes covered are identity and culture; local, national, international and global areas of interest, and current and future study and employment.

Learning another language will give you a unique set of skills that will not only boost your job opportunities, but change your life in other areas as well.

### Course Composition

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100% examination

It is assessed by examinations in all 4 skills areas: reading, writing, listening and speaking, each contributing 25% of the final exam grade.

### Further Information

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Foreign languages are one of the 'facilitating subjects', highly regarded by many universities and are helpful in all career areas. Businesses are keen to employ people with MFL skills as they are aware that it will provide them with a social and economic advantage in our increasingly globalised, competitive economy.

### Next Steps

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You can continue to study at A level in MFL. Languages is a subject that will give you the edge in further education and if you are thinking of going to University, there are many courses which are paired with foreign languages such as Business, Law and degrees in Education. MFL is particularly useful in international aid, the Armed Forces, the security services, politics, law, business and working as an interpreter or translator.

# MUSIC

## (VOCATIONAL)

### Subject Overview

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Music offers students the ability to develop their creativity and learn new technical skills that can be applied in future career paths, in and out of the music industry.

Music gives learners the opportunity to engage with areas of the music industry and develop a range of relevant practical and technical skills building upon their KS3 learning.

The core units recognise the importance of knowledge about music for anyone wanting to be successful in the industry. There is an increasing focus on the role of the individual, where there is a need for personal business and entrepreneurship skills, coupled with music skills and aptitudes.

It allows students to apply their knowledge and skills practically through project work. They explore the practical skills required to work in the Music Industry from musical performance, sequencing techniques in the studio to sound engineering and production in the media. The course is aimed at students who are looking to 'learn through doing'.

Students should have a passion for music and must recognise the importance of learning to play a musical instrument, developing their voice or DJ skills throughout the length of the course.

### Course Composition

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25% Examination

Unit 1: The Music Industry

75% Coursework

Unit 2: Planning a Music Product

Unit 5: Introducing Music Performance

Unit 7: Introducing Music Sequencing

Each unit is worth 25% of the course.

Each unit has a minimum of 2 assignments to complete during the course. These are a mixture of written and practical explorations of music.

### Further Information

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Students are continuously assessed throughout the duration of this course. They are required to improve their musical skills on an instrument of their choice, track their progress regularly and evidence their work during lessons. A commitment to rehearsals outside of school is an important feature of the Music course. Weekly lessons include both practical and theory tasks. Practical work is filmed as evidence and supports the written work associated with each assignment.

### Next Steps

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This course would feed well into completing a level 3 BTEC or A level Music course. Music can lead into careers in performance, education, creative media and computer games.



# PERFORMING ARTS

## (VOCATIONAL)

### Subject Overview

Performing Arts encourages students to develop knowledge of the job roles within the theatrical world, understanding a range of practitioners and their styles, exploring those styles through practical workshops using a range of different stimulus, as well as performing with technical accomplishment. This practical exploration provides the knowledge to be able to record and respond through written application with in-depth explanations, examples and analysis of the theatrical world in its entirety.

Students will need to perform effectively with commitment in different physical warm-ups, during the workshops when exploring different scripts and stimulus, and ultimately in front of an audience. Students will develop their acting ability through a variety of different workshops with a focus on different styles, action and reaction, vocal colour and stage presence.

Students will need to develop their written skills by responding to their practical work and by using analytical and evaluative skills in order to create effective and thorough coursework.

### Course Composition

40% Examination

Component 3: Responding to a Brief

For example creating a Community Arts Festival celebrating our differences

60% Coursework

Component 1: Exploring the Performing Arts

Component 2: Developing skills and techniques in the Performing Arts

### Further Information

A commitment to rehearsals outside of school is an important feature of the Performing Arts course. Weekly lessons will include both practical and theory tasks. Practical work is filmed as evidence and supports the written work associated with each assignment. Students are continuously assessed throughout the duration of this course. They are required to have a knowledge and understanding of their acting skills and a desire to improve and refine these.

Theatre trips are an exciting part of the course and will be organised at least once during the course.

### Next Steps

This is a great subject to take if you wish to progress to both BTEC Level 3 and A level courses. The skills you gain from doing drama can lead to careers in performing arts, media, business, law, advertising, sales, hospitality and tourism.

# PHOTOGRAPHY

## (GCSE)

### Subject Overview

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GCSE Photography is a creative journey for producing images through photographic methods of development.

Students will gain a deeper understanding of the photographic process and will respond to themed projects, researching independently and developing work through the use of photographic equipment and techniques.

Students will be expected to produce work using a digital camera and ICT, as well developing drawing and annotation skills which are key components of the course.

The study and analysis of other artists/ photographers' work will be an integral part of the course and help form a breadth of knowledge to enhance and influence creative work.

Photography provides a unique opportunity for students to explore and engage with the world around them in a different way and develop their creative and critical thinking.

### Course Composition

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40% Examination

A final project marked externally with the theme set by the exam board

Previous themes have included Fragments and Reflections

60% Coursework

Project 1: An introduction to photography

Project 2: Fantastic and Strange, photo manipulation

Project 3: Identity

Project 4: Mock Exam theme from a previous exam paper

### Further Information

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Students need to be able to research independently using the internet and other sources, respond to other people's work creatively and be prepared to spend time outside of lessons making work.

Although handling cameras and taking pictures are an element of Photography, it also requires critical thinking, written analysis and drawing. Students do not need an expensive DSLR camera. A simple digital compact camera or a mobile phone camera to use at home will suffice. We have some compact cameras, which can be borrowed for homework if needed.

### Next Steps

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This subject is a great step for taking an arts subject at A Level. As well as photography this subject can take you into careers in graphic design, web design, animation and advertising.

# RELIGIOUS STUDIES

## (GCSE)

### Subject Overview

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Religious Studies is multi-disciplinary, which means it links to other subjects. However, it is unique as it gives students an opportunity to develop their knowledge and understanding of religion, philosophy and ethics.

Religious Studies is an engaging and ever-changing subject which allows students to explore and critically evaluate big questions such as: 'Who is God?', 'Should euthanasia be legalised in the UK?', 'Do Christians support or oppose abortion?', 'Is there life after death?' and 'Is there ever any need for nuclear weapons?'.

Religious Studies promotes personal development skills that are useful beyond GCSE. Being able to express an opinion, listen to others and form logical arguments are all transferable skills.

### Course Composition

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100% examination

Paper 1 – Religion and Ethics - 50%

Students will study all four content sections based on Christianity which include Beliefs, Marriage and the Family, Living the Religious Life and Matters of Life and Death.

Paper 2 – Religion, Peace and Conflict - 50%

Students will study all four content sections based on Islam which include Beliefs, Crime and Punishment, Living the Religious Life as well as Peace and Conflict.

### Further Information

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GCSE Religious Studies is a subject which gives a solid foundation to go on to study many other subjects and will involve the use of written skills such as note taking, referencing and evaluation.

Students do not need to come from a religious or faith background to be able to access, enjoy and thrive in GCSE Religious Studies.

### Next Steps

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Although not essential, this is a great subject to take if you wish to progress to a number of A-Level Social Science subjects, e.g. Religious Studies, Sociology or Law. Possible careers include law, politics, journalism, medicine, social work, public services and education.



# SPORTS STUDIES

## (VOCATIONAL)

### Subject Overview

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Sports Studies encourages students to develop knowledge, understanding, skills and values which helps athletes maintain their performance in physical activities and understand the benefits to health, fitness and wellbeing.

Students will need to perform effectively in different physical activities by developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas.

Students will also develop their ability to analyse and evaluate to improve performance in physical activity and sport, understand the contribution which physical activity and sport make to health, fitness and well-being, and understand key socio-cultural influences which can affect people's involvement.

During the course, students will develop different types of skills through largely practical means; communication, problem solving and teamwork. These transferable skills can be adapted and utilised throughout their lives.

### Course Composition

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#### 25% Examination

##### Contemporary Issues in Sport

Topics include factors affecting participation, how sport promotes values, the importance of hosting a major event and the role of the National Governing Bodies.

#### 75% Coursework

##### Developing Sports Skills - 25%

Students are assessed in their practical performance in an individual and a team activity. Additionally, students will be assessed as role of an official. Finally, students will then review and plan methods to improve performance.

#### Sports Leadership - 25%

Students are assessed on their ability to plan, lead and evaluate an activity for a group of younger students.

#### Sport Industry - 25%

Students will explore career options relevant to the sporting sector. This unit allows students to demonstrate how they would apply and prepare appropriate information.

### Further Information

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Although there are practical elements to this course, there are also theoretical aspects. We will study both practical and theory on a weekly basis. Students will need to develop their participation in both individual and team sports. Students should also have a genuine interest in the sports and fitness industry.

### Next Steps

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This course gives students a rounded and solid foundation in sport. It provides learners with a skill to access both Key Stage 5 PE and the sports industry. Sports studies is a great subject to study if you want a career in a sports related field. This could be anything from a sports coach to a physiotherapist or a personal trainer.

# TRAVEL & TOURISM

## (VOCATIONAL)

### Subject Overview

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The tourism industry is one of the fastest growing industries in the world.

Through Travel and Tourism students will learn about the variety of different tourist destinations and holiday experiences available to cater for different types of customers.

Students will explore the aims of different travel and tourism organisations and how they meet the needs of their customers.

Students will be investigating the influences on travel in the UK and worldwide. This theoretical knowledge will be developed using real life examples and research. The impact of major events on the travel and tourism industry has been highlighted over the past year. Students will develop an understanding of how the industry can plan to manage the impact of external events including weather, the economy and politics.

Over the past few years, our awareness of the environment and how our actions can impact it has changed the way many choose to travel and experience new places. Students will learn about the different strategies to develop and manage tourism so that it can be sustainable.

### Course Composition

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40% Examination

Component 2: Influences on Global Travel and Tourism

Topics include factors influencing global travel and tourism, impacts of these factors and sustainability, as well as destination management.

60% Coursework

Component 1: Travel and Tourism Organisations and Destinations

Component 3: Customer Needs in Travel and Tourism

### Further Information

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Students should have an interest in the wider world around us and how tourism works. There are practical sessions during the course, some of which are assessed as part of the coursework. This subject has a large focus on travel and tourism within the UK and is not just solely focused on major destinations.

### Next Steps

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This course will support students to progress on to a Level 3 vocational or academic Travel and Tourism course or an apprenticeship.

Completing your studies will open many opportunities for a future in tourism, including careers as a Concierge, Travel Agent, Tour Guide, Travel Rep and Air Steward.




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