



**WROTHAM  
SCHOOL**

**YEAR 9 OPTIONS**

**SUBJECT INFORMATION  
BOOKLET  
2026**



**Character  
Education  
Trust**

HIGH EXPECTATIONS  
CHALLENGE  
OPPORTUNITY

[wrothamschool.com](http://wrothamschool.com)

# Subject Information Pages



Please be aware that this information is subject to change

## Subject Information Pages:

- Art & Design
- Business Enterprise & Marketing
- Combined Science Trilogy
- Creative iMedia
- Design & Technology
- Drama
- English Language
- English Literature
- Film Studies
- French
- Geography
- History
- Hospitality & Catering
- Mathematics
- Media Studies
- Music
- Photography
- Sociology
- Spanish
- Sports Studies
- Statistics
- Triple Science

## OPTIONS

<b>Exam Board:</b>  <b>AQA</b>	<b>Specification Link:</b> <a href="https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification">https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201/specification</a>  <b>Subject Code: 8201</b>
<b>Course Overview:</b>  In Year 10 students are taught skills across 4 assessment objectives to create a coursework portfolio in the main art disciplines of drawing, painting, printmaking, sculpture and photography. Students respond creatively to the theme of "Structures" to design and produce outcomes such as base relief 3D tiles, lino prints and acrylic paintings on canvas. In Year 11, students are given a choice of themes and lead their own learning responding to artists, designers and ideas experimenting with their chosen materials, techniques and processes to develop a coursework project that expresses their own personal and artistic enquiry. The externally set exam component is also delivered in Year 11 and students select from a choice of 8 broad and varied themes allowing them to develop ideas, experiment with materials and refine their work throughout the creative process in preparation for the 10 hour exam piece.	
<b>Year 10 Topics:</b>  Structures: Exploring Natural and Man-Made Forms, Marine Life and Architecture	
<b>Year 11 Topics:</b>  Past Exam Themes: Possible themes include Angles, Flora & Fauna, Narratives, Human Being, Fragments. This can vary every year depending on exam themes released the previous year.	
<b>Internal Examination:</b>  10 hours of examination across two days at the end of year 10 and year 11 before the final exam. 60% of the grade is coursework based.	
<b>External Examination:</b>  Students partake in 10 hours of examination across two days. Students work in the Art room to produce a pre-planned final piece creating a personal and meaningful response to the theme, artists and ideas that they have researched and documented in their sketchbook project. 40% of the grade is the exam component.	

## AFTER YEAR 11:

Art & Design A levels are available in the sixth form, and BTECs at college. At 18, students usually progress onto either level 4 HNCs or qualify for university degree courses ready to work in the creative industries.

There are increasing numbers of design apprenticeships that you might go into after getting your level 3 (A level) qualifications.



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## POSSIBLE CAREERS:

Depending on your interests, you can find a wide range of art careers in visual arts, entertainment and publishing. If you'd like to combine art with science, tech or maths, you might consider architecture, interior design or structural design.

1. Art therapist
2. Games Design and Concept Art
3. Graphic Designer

**Head of Department:  
Mrs R Clement - [rclement@wrotham.kent.sch.uk](mailto:rclement@wrotham.kent.sch.uk)**

## OPTIONS

<b>Exam Board:</b>  <h3>OCR</h3>	<b>Specification Link:</b> <a href="https://www.ocr.org.uk/Images/610949-specification-cambridge-nationals-enterprise-and-marketing-j837.pdf">https://www.ocr.org.uk/Images/610949-specification-cambridge-nationals-enterprise-and-marketing-j837.pdf</a>  <b>Subject Code: 837</b>
<b>Course Overview:</b>  <p>This optional Level 2 Cambridge National qualification in Enterprise and Marketing is equivalent to one GCSE. It will enable students to develop applied knowledge and practical skills in enterprise and marketing, which will prepare them for further study of qualifications in enterprise, marketing, business or finance. The Cambridge National in Enterprise and Marketing is graded pass, merit and distinction for Level 1 and 2. This is an ideal course for learners who want an engaging qualification where they will use their learning in practical, real-life situations, such as carrying out market research, planning a new product and pitching it to a panel of experts, and assessing the financial viability of a business proposal.</p>	
<b>Year 10 Topics:</b>  <b>R067 Enterprise and marketing concepts. External exam in yr 11</b> R068 Design a business proposal; Internal	
<b>Year 11 Topics:</b> <b>R067 Enterprise and marketing concepts. External exam in yr 11</b> R069 Market and pitch a business proposal. Internal	
<b>Internal Examination:</b>  <p>Two non-exam assessments 30% each. Assessed by a set assignment of 5-6 practical tasks. Internally assessed and externally moderated.</p>	
<b>External Examination:</b>  <p>40% Written examination. comprising of : Section A – multiple-choice questions Section B- Short and medium answer responses based on a simple scenario. Set and marked by the exam body.</p>	

## AFTER YEAR 11:

This qualification can provide a progression route for further study and the learner could go on to study:

- A Level Business
- A Level Economics
- Level 3 Apprenticeship in Business Administration
- A Level Accounting
- Other further vocation learning



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## POSSIBLE CAREERS:

1. Marketing Executive- As a Marketing Executive, you work with the Marketing Manager to manage and control the relationship between your company's products and consumers or another target audience.
2. Project Manager- Project Managers are found in all kinds of sectors from oil and gas to construction and must be good at scheduling, working out budgets and leading a team.
3. Estate Agent- As an Estate Agent, you need excellent communication skills to sell and negotiate property sales, alongside a strong customer service mentality.

**Head of Department:  
Mr P Mehra – [pmehra@wrotham.kent.sch.uk](mailto:pmehra@wrotham.kent.sch.uk)**

## OPTIONS

<b>Exam Board:</b>  <h3>OCR</h3>	<b>Specification Link:</b> <a href="https://www.ocr.org.uk/Images/234735-specification-accredited-gcse-citizenship-studies-j270.pdf">https://www.ocr.org.uk/Images/234735-specification-accredited-gcse-citizenship-studies-j270.pdf</a>  <b>Subject Code: J270</b>
<b>Course Overview:</b>  <p>If you are curious about how society works, how rules are made, and how people can take part in their communities, then Citizenship is for you! Citizenship is the study of modern life, where you will learn about the government, laws, rights and responsibilities, and how people and groups can make a difference. This course will give you the chance to think about current issues, discuss different opinions, and understand the world around you. You will also improve important skills like thinking carefully, writing clearly, and working with others. After studying Citizenship at GCSE, you can continue learning through community projects, further study, or careers in areas like law, politics, or social work.</p>	
<b>Year 10 Topics:</b> <ul style="list-style-type: none"> <li>• Rights, the law and the legal system in England and Wales including rights and responsibilities, the law and the legal system.</li> <li>• Democracy and government including democracy, elections and voting, national, local, regional and devolved government, British constitution, the economy, finance and money, the role of the media and the free press, citizenship participation in the UK, and politics beyond the UK.</li> </ul>	
<b>Year 11 Topics:</b> <ul style="list-style-type: none"> <li>• The UK and the wider world including identities and diversity in UK society, the UK and its relations with the wider world.</li> <li>• Citizenship Action where students participate in a real out-of-classroom practical activity that addresses a citizenship issue or question of concern.</li> </ul>	
<b>Internal Examination:</b>  N/A	
<b>External Examination:</b>  Paper 1: Citizenship in prespective 50 minutes Paper 2: Citizenship in action 1 hour 45 minutes Paper 3: Our rights, our society, our world 1 hour	

## AFTER YEAR 11:

A good GCSE citizenship grade can show that students have the skills to succeed in academic study at sixth form. Relevant subjects include A Level History, Politics, English Literature and Social Sciences such as Sociology, or Criminology.



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## POSSIBLE CAREERS:

Studying GCSE Citizenship helps you build important skills like research and enquiry, critical thinking, and evaluating evidence. You also develop communication, collaboration, planning, advocacy and campaigning skills. This is valuable in a wide range of careers.

1. Professions – law (including judges), healthcare, teaching
2. Communication – journalism, marketing and business
3. Decision making – roles in national and local government, project management (including construction or events)

**Head of Department:  
Miss B Kingston - [bkingston@wrotham.kent.sch.uk](mailto:bkingston@wrotham.kent.sch.uk)**

<b>Exam Board:</b>  <h1 style="text-align: center;">AQA</h1>	<b>Specification Link:</b> <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a>  <b>Subject Code: 8464</b>				
<b>Course Overview:</b> <p>The Science Curriculum at Wrotham School provides the foundations for understanding the increasingly scientific and technological world in which our students will live and work in the future. We aim to build confidence in knowledge and understanding of scientific concepts and ideas, understanding of how they apply to everyday life and to be able to critically analyse the impact and implications of scientific discoveries and advances. Exploring controversial and ethical issues in science encourages an open-minded approach to difficult problems and respect for other's views. Using practical work we foster teamwork and creativity to find ways of problem-solving and communicating ideas effectively. Above all, we aim to build a sense of wonder and excitement about the possibilities of science and a respect for the power and opportunities it offers to make changes to people's lives and affect the future prosperity of the world.</p>					
<b>Year 10 Topics:</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <b>Chemistry</b> <ul style="list-style-type: none"> <li>• Atomic Structure</li> <li>• Structure and Bonding</li> <li>• Quantitative Chemistry</li> <li>• Chemical Changes</li> <li>• Energy Changes</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <b>Physics</b> <ul style="list-style-type: none"> <li>• Particle Model</li> <li>• Radioactivity</li> <li>• Energy</li> <li>• Electricity</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <b>Biology</b> <ul style="list-style-type: none"> <li>• Cells</li> <li>• Organisation</li> <li>• Infection and Response</li> <li>• Bioenergetics</li> <li>• Ecology</li> </ul> </td> </tr> </table>			<b>Chemistry</b> <ul style="list-style-type: none"> <li>• Atomic Structure</li> <li>• Structure and Bonding</li> <li>• Quantitative Chemistry</li> <li>• Chemical Changes</li> <li>• Energy Changes</li> </ul>	<b>Physics</b> <ul style="list-style-type: none"> <li>• Particle Model</li> <li>• Radioactivity</li> <li>• Energy</li> <li>• Electricity</li> </ul>	<b>Biology</b> <ul style="list-style-type: none"> <li>• Cells</li> <li>• Organisation</li> <li>• Infection and Response</li> <li>• Bioenergetics</li> <li>• Ecology</li> </ul>
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<b>Internal Examination:</b> N/A					
<b>External Examination:</b> <ul style="list-style-type: none"> <li>• Paper 1 Biology, Chemistry and Physics - 3 papers 75 minutes per paper.</li> <li>• Paper 2 Biology, Chemistry and Physics - 3 papers 75 minutes per paper.</li> </ul>					

## AFTER YEAR 11:

A strong grade will help you progress and specialise in single A level sciences in the sixth form. Some are required for certain careers (e.g. biology for physiotherapy). Good grades will help you enter other courses, such as psychology, criminology, sport or more. A good grade can also support applications to vocational courses and apprenticeships in a range of careers such as electrical installation or beauty therapy.



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## POSSIBLE CAREERS:

Science teaches you a logical approach to exploring problems that can apply to a wide range of jobs. There are also some roles that require scientific knowledge at different levels. Some examples:

1. Healthcare – doctor, vet, nurse, psychology, paramedics
2. Construction – architect, engineer, surveyor
3. Energy – solar farms, electrical engineer
4. Sustainable world – marine scientist, volcanologist

And many more.



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# OPTIONS

<b>Exam Board:</b>  <b>OCR</b>	<b>Specification Link:</b> <a href="https://www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-imedia-j834.pdf">https://www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-imedia-j834.pdf</a>  <b>Subject Code: 60370907</b>
<b>Course Overview:</b>  Our Cambridge National in Creative iMedia will encourage students to: <ul style="list-style-type: none"><li>• understand and apply the fundamental principles and concepts of digital media including factors that influence product design, use of media codes and conventions, pre-production planning techniques, legal issues and creation/publishing/distribution considerations</li><li>• develop learning and practical skills that can be applied to real-life contexts and work situations</li><li>• think creatively, innovatively, analytically, logically and critically</li><li>• develop independence and confidence in using skills that would be relevant to the media industry and more widely</li><li>• design, plan, create and review digital media products which are fit for purpose meeting both client and target audience requirements</li></ul>	
<b>Year 10 Topics:</b>  R094 Visual identity and digital graphics: <ul style="list-style-type: none"><li>• Develop visual identity</li><li>• Plan digital graphics for products</li><li>• Create visual identity and digital graphics</li></ul> R093 - Creative iMedia in the media industry	
<b>Year 11 Topics:</b>  Unit R093: Creative iMedia in the media industry and R098 Visual imagery	
<b>Internal Examination:</b>  R094 and R098 - assessed internally and then moderated externally	
<b>External Examination:</b>  R093 Creative iMedia in the Media Industry - 1hr 30min paper based exam	

## AFTER YEAR 11:

With BTEC Creative iMedia, you could move on to study the OCR Level 3 Cambridge Technical in IT in the sixth form. You could also move into vocational education at college, or a range of IT or media apprenticeships that you can start at 16 or after gaining level 3 qualifications. After level 3 (A level), you also have the chance to study HTQs (level 4/5) at college, or specialist degrees at university.



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## POSSIBLE CAREERS:

Creative iMedia has a great mix that allows you to develop and use your IT skills to complete creative projects. If you combine this with different subjects, it could lead into a range of careers.

1. Graphic design or digital marketing/content creation
2. Film and TV editing or UX design
3. Promotions, marketing or advertising roles



# OPTIONS

<b>Exam Board:</b>  <h2>AQA</h2>	<b>Specification Link:</b> <a href="https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/specification">https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/specification</a>  <b>Subject Code: 8552</b>
<b>Course Overview:</b> <p>GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.</p>	
<b>Year 10 Topics:</b> <b>EXAM TOPICS</b> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>• at least 15% of the exam will assess maths</li> <li>• at least 10% of the exam will assess science.</li> </ul> <p><b>NON-EXAM TOPICS</b> Practical application of:</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>	
<b>Year 11 Topics:</b> <b>EXAM TOPICS</b> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul> <p>In addition:</p> <ul style="list-style-type: none"> <li>• at least 15% of the exam will assess maths</li> <li>• at least 10% of the exam will assess science</li> </ul> <p><b>NON-EXAM TOPICS</b> Practical application of:</p> <ul style="list-style-type: none"> <li>• Core technical principles</li> <li>• Specialist technical principles</li> <li>• Designing and making principles</li> </ul>	
<b>Internal Examination:</b> Non-exam assessment (NEA): 30–35 hours approx. • 100 marks • 50% of GCSE	
<b>External Examination:</b> Written exam: 2 hours • 100 marks • 50% of GCSE	

## AFTER YEAR 11:

After studying design and technology (DT), students can go on to study academic or vocational courses. A Level Product Design is offered in the sixth form, and that course has a balance of practical and theoretical learning. There are vocational routes that you might follow after Year 11, including a wide range of apprenticeships. If you study this subject until level 3 (A level), you could apply for university degree courses or an exciting variety of higher and degree apprenticeships.

## POSSIBLE CAREERS:

Design and technology is in every job sector, and depending on how high your qualifications are, you could go into a range of jobs.

1. Construction – e.g. architect, civil engineer, electrical engineer, set designs for theatre or film
  2. Product design – e.g. furniture, fashion and sports
  3. Crafts – e.g. metalwork, woodwork, artist
- So many more!



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**Head of Department:  
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## OPTIONS

<p>Exam Board:</p> <p style="text-align: center;"><b>BTEC</b></p>	<p>Specification Link:  <a href="https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2022/specification-and-sample-assessments/btec-tech-award-performing-arts-spec.pdf">https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2022/specification-and-sample-assessments/btec-tech-award-performing-arts-spec.pdf</a></p> <p>Subject Code: 603/7067/0</p>
<p><b>Course Overview:</b></p> <p>The BTEC Tech Award in Performing Arts is a practical, coursework-based qualification designed for students who enjoy acting, dance, or musical theatre. Across the course, students explore professional performances, develop their own practical skills, and learn how to communicate ideas through performance. They build confidence in using voice, movement, and characterisation while also understanding how performances are created and refined. The course includes both practical work and some written analysis, helping students to reflect on and improve their work over time.</p> <p>Assessment is mainly through coursework (60%), with a final externally assessed performance project (40%) where students respond to a set brief and perform as part of a group. This means there is no traditional written exam, making it well suited to students who prefer practical learning. The course develops key skills such as confidence, teamwork, creativity, and communication, and provides a strong foundation for further study in performing arts or related creative pathways.</p>	
<p><b>Year 10 Topics:</b></p> <p>In Year 10, students explore professional performances and begin developing their own practical skills in acting, dance, or musical theatre, learning how to use voice, movement, and characterisation while also building their ability to analyse and evaluate performances.</p>	
<p><b>Year 11 Topics:</b></p> <p>In Year 11, students refine and improve their performance skills through rehearsal and feedback, before responding to a set brief to plan, rehearse, and deliver a final group performance as part of their assessed work.</p>	
<p><b>Internal Examination:</b></p> <p>Component 1 &amp; 2 – Coursework (Exploring the Performing Arts and Developing Skills): 60% of the qualification</p>	
<p><b>External Examination:</b></p> <p>Component 3 – Performing to a Brief (Externally Assessed Performance): 40% of the qualification</p>	

## AFTER YEAR 11:

This course is ideal for anyone who wants to develop their communication skills and their confidence. It is ideal preparation for sixth form A levels, such as theatre studies, or English literature, and also some of the technical courses at college. The skills you develop do stay with you for life, however, so it can prepare you for many courses at university, including law, games development, or marketing.

## POSSIBLE CAREERS:

Depending on your interests, there are a wide range of careers within theatre, television, film or games. These could be related to the business roles, technical roles such as stage management, or creative roles such as costume and set design. Media roles exist in a wide range of sectors, including sports, drama and documentary broadcasting. It can prepare you for careers and professions that require strong communication skills, such as solicitors, teachers, marketing professionals and many more.



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<b>Exam Board:</b>  <b>AQA</b>	<b>Specification Link:</b> <a href="https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification">https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification</a>  <b>Subject Code: 8700</b>
<b>Course Overview:</b>  English Language offers a balanced curriculum for students to engage with both fiction and non-fiction sources. Students are asked to respond to unseen sources, analysing the effect of language and structure on the reader and how writers convey meaning in different ways. There are also opportunities for students to showcase their own crafting, and students complete two pieces of writing (one fiction and one non-fiction) over the two exams.	
<b>Year 10 Topics:</b>  19th Century non-fiction; Transactional non-fiction writing; explorations in fiction, narrative and descriptive writing.	
<b>Year 11 Topics:</b>  Revision of the Year 10 topics and applying their prior learned skills to exam specific questions.	
<b>Internal Examination:</b>  Spoken Language Endorsement qualification, sat in Year 10 Term 6.	
<b>External Examination:</b>  Paper 1 Explorations in Creative Reading and Writing : 1 hour 45 minutes. Paper 2 Writers' Viewpoints and Perspectives: 1 hour 45 minutes.	

## AFTER YEAR 11:

The government currently states that students need to achieve a grade 4 to pass English language. This means it's often an entry requirement for level 3 in sixth form, and a lot of level 2 college courses and apprenticeships.

There are a range of courses in the sixth form that you can get access to with a good grade in English language. This varies from accountancy and business, to criminology and psychology, and it is also a requirement for some sciences like biology.

## POSSIBLE CAREERS:

The skills you develop in English language are important for so many jobs because it is not just about expressing yourself effectively. You also have to understand how someone might be using language to affect how you think or feel about something.

1. Communication roles - journalism, broadcasting, and law
2. Digital roles – content creation, AI training, cybersecurity
3. Healthcare – audiology, social work, coroner
4. Business – events, sales and marketing



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on Morrisby!**



**Head of Department:  
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<b>Exam Board:</b>  <b>AQA</b>	<b>Specification Link:</b> <a href="https://www.aqa.org.uk/subjects/english/gcse/english-8702/specification">https://www.aqa.org.uk/subjects/english/gcse/english-8702/specification</a>  <b>Subject Code: 8702</b>
<b>Course Overview:</b>  Students engage with a wide range of literary texts, from 16th Century Shakespeare to modern poetry. They not only have to understand the plots and characters of each of their texts, but also are asked to understand and discuss the important global themes explored within each of these texts, thinking about what it means to be human, and how the human experience has varied (or not) over time.	
<b>Year 10 Topics:</b>  'Jekyll and Hyde'; 'Macbeth'; 'An Inspector Calls' revision	
<b>Year 11 Topics:</b>  'Power and Conflict' Poetry Anthology; Unseen Poetry	
<b>Internal Examination:</b>  N/A	
<b>External Examination:</b>  Paper 1: Shakespeare and the 19 <sup>th</sup> Century Novel- 1 hour and 45 minutes. Paper 2: Modern Texts and Poetry- 2 hours and 15 minutes.	

## AFTER YEAR 11:

Achieving a strong pass in GCSE English literature opens a wide array of opportunities, including the chance to study it at A Level in the sixth form. Students with a good pass in literature also often study other analytical subjects at Level 3, including history, politics and social sciences like psychology, sociology and criminology.



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## POSSIBLE CAREERS:

English literature doesn't just teach you how to analyse a writer's choices; you also develop skills in empathy and compassion, as well as understanding how someone's values and life experiences can affect how they see the world. This is important in any role that deals with people.

1. Professions – law, healthcare, teaching, psychology
2. People services – HR, recruitment, social work
3. Creative industries – theatre, TV & film, design

**Head of Department:  
Mrs S Patt - [spatt@wrotham.kent.sch.uk](mailto:spatt@wrotham.kent.sch.uk)**

## OPTIONS

<b>Exam Board:</b>  <h3>Eduqas</h3>	<b>Specification Link:</b> <a href="https://www.eduqas.co.uk/media/oblk51zi/eduqas-gcse-film-studies-spec-from-2017-e-22_hannah-phillips.pdf">https://www.eduqas.co.uk/media/oblk51zi/eduqas-gcse-film-studies-spec-from-2017-e-22_hannah-phillips.pdf</a>  <b>Subject Code: 60308898</b>
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### Course Overview:

The GCSE Film Studies course offers students an exciting opportunity to explore the world of cinema, not only from a creative perspective but also from a critical and analytical viewpoint. This course emphasises the study and analysis of a wide range of films, allowing students to understand how films communicate meaning, influence audiences, and reflect society. Throughout the two year course, students will engage with a variety of films from different genres, time periods, and cultural contexts. By analysing these films, students will explore how filmmakers use cinematic techniques to tell stories, shape representations, and evoke emotional responses from viewers. In addition, students will develop the skills needed to write critically about films and create their own short film. The GCSE Film Studies course is split into two main components: the study of film theory and the creation of a short film. Students will study six films throughout the two years, each chosen to highlight different film genres, styles, and themes. This analysis will form the foundation of their exam content while offering rich opportunities for class discussions, debate, and creative responses.

### Year 10 Topics:

In Year 10 Film Studies, students explore a broad range of topics that cover both technical film form and in-depth analysis of key films from various genres and cultures. The curriculum includes the following areas:

- Film Form:** Students study the essential elements that make up the structure and style of a film, including:
  - Cinematography:** The use of camera angles, movement, lighting, and shot composition to convey meaning.
  - Mise en Scene:** The arrangement of everything that appears in the frame, including setting, props, costume, and actor positioning, to enhance storytelling.
  - Editing:** The way shots are organized and transitioned to influence pacing, mood, and narrative.
  - Sound:** The role of sound design, including dialogue, sound effects, and music, in creating atmosphere and supporting the narrative.
- British Film:** Students analyse *Attack the Block* (2011), directed by Joe Cornish. The focus is on: The genre of science fiction with elements of horror and action. The aesthetics of the film, such as its urban setting, visual style, and use of special effects.
- Global English-Language Film:** *Jojo Rabbit* (2019), directed by Taika Waititi, is studied with an emphasis on: Narrative structure, including its blend of comedy, satire, and drama, as well as its thematic exploration of war, prejudice, and the human condition.
- Global Non-English Language Film:** *The Wave* (2008), directed by Dennis Gansel, is analysed with a focus on: Representation, particularly how the film addresses themes of power, conformity, and the dynamics of group identity.

Across all three films, students apply their understanding of film form (cinematography, mise en scene, editing, and sound) and context, considering cultural, historical, and societal influences on the films' creation and reception. In addition to film analysis, students work on their GCSE coursework, choosing one of two options:

- Film Extract:** Students create a 2–2.5-minute film extract in one of the following genres: science fiction, romance, horror, teenage film, or action. The extract must either

be the opening of the film or a scene that introduces a character. Screenplay Extract: Students write an extract of 800–1000 words from a screenplay in one of the genres above, also accompanied by a shooting script of a key section (approximately 1 minute of screen time). This coursework provides an opportunity for students to showcase their creative and analytical skills, applying the film form principles they've learned throughout the year.

### **Year 11 Topics:**

Year 11 students study a variety of topics that enhance their understanding of film form, history, and socio-cultural context, while also preparing for their final exam. The key areas of study include:

**US Film Comparative Study:** Students will compare two influential US films, *Dracula* (1931) and *The Lost Boys* (1987). The focus will be on: The genre (both films are part of the horror genre but explore different sub-genres and themes). Film form, including cinematography, mise en scene, editing, and sound. The socio-historical context, examining how the films reflect the cultural and societal issues of their respective time periods and their contributions to the horror genre. Key

**Developments in Film and Technology:** This section covers significant technological advancements in filmmaking, including developments in cinematography, editing, sound, and special effects. Students will study how these innovations have shaped both the production process and the storytelling capabilities of filmmakers.

**US Independent Film:** Students will analyse the US independent film *The Hate U Give* (2018), directed by George Tillman Jr. The film explores themes of racial inequality, social justice, and identity. Students will: Examine the distinctive style of US independent films. Explore the narrative structure and thematic depth. Analyse the representation of socio-political issues and their relevance to contemporary audiences. Apply specialist writings, including film criticism, to deepen their understanding of the film's significance, style, and cultural impact. In addition to these core topics, students are also given time to finalise their GCSE coursework, which they began in Year 10. This includes completing either: A film extract (2–2.5 minutes) in a chosen genre (such as science fiction, romance, horror, etc.), or A screenplay extract (800–1000 words), accompanied by a shooting script for a key section of the film. By the end of Year 11, students will have developed a comprehensive understanding of film analysis, genre conventions, technological advancements, and critical writing, all of which will be reflected in their final exam and coursework submission.

### **Internal Examination:**

30% of overall grade

### **External Examination:**

Two examination papers both 1 hour 30 minutes each and worth 35% of the overall grade each (70% all together)

## AFTER YEAR 11:

Film A Level. A GCSE in film studies provides a strong foundation for various subjects in the sixth form or college, particularly those that involve critical thinking, creativity, and understanding of media and stories. You can specialise in film studies or a range of different media courses at post-16.

It would prepare you well for A level English literature, sociology, business or photography as just a few examples.



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## POSSIBLE CAREERS:

The ability to use and understand audio-visual media is an important skill in the modern world. Every industry, every company, and every employee has to be aware of how they can use audio-visual media to communicate with their clients or customers. This might be part of a wider role, or you might specialise – for example:

1. Film production, editing, sound design
2. Digital media and social media marketer
3. Content Creator and advertiser

**Head of Department:  
Miss R Moore - [rmoore@wrotham.kent.sch.uk](mailto:rmoore@wrotham.kent.sch.uk)**

## OPTIONS

<b>Exam Board:</b>  <h3>AQA</h3>	<b>Specification Link:</b> <a href="https://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance">https://www.aqa.org.uk/subjects/languages/gcse/french-8658/specification-at-a-glance</a>  <b>Subject Code: 8652</b>
<b>Course Overview:</b> <p>The ability to speak a second language opens up a whole range of possibilities both in terms of future career prospects and personal fulfilment. Studying French can create and develop an interest not just in how people communicate, but also in other cultures. This is particularly relevant and useful in today's multicultural and multilingual society. With easier access to international travel more and more people are deciding to travel abroad even if just for short periods and the ability to speak another language is a major asset. In addition, employers are increasingly aware of the value of being able to speak French or another language. It is also worth noting that learning a foreign language improves higher brain functions which can have a very positive effect on academic achievement in all subjects.</p>	
<b>Year 10 Topics:</b> <ol style="list-style-type: none"> <li>1. Family and Friends</li> <li>2. Free time activities</li> <li>3. School</li> <li>4. Health and Lifestyle</li> <li>5. Holidays</li> </ol>	
<b>Year 11 Topics:</b> <ol style="list-style-type: none"> <li>1. Environment</li> <li>2. Where we live.</li> <li>3. Future plans</li> </ol>	
<b>Internal Examination:</b> Paper 2: Speaking 25% 7-9 minutes (Foundation Tier) 10-12 minutes (Higher Tier). Role-play – 10 marks (recommended to last between 1 and 1.5 minutes at both tiers) Reading aloud task and short conversation – 15 marks (recommended to last in total between 2 and 2.5 minutes at Foundation tier and between 3 and 3.5 minutes at Higher tier) Reading aloud task: minimum 35 words of text at Foundation tier and 50 words at Higher tier Short unprepared conversation Photo card discussion – 25 marks (recommended to last between 4 and 5 minutes in total at Foundation tier, and between 6 and 7 minutes in total at Higher tier) Response to the content of the photos on the card (recommended to last approximately 1 minute at Foundation tier and approximately 1.5 minutes at Higher tier) Unprepared conversation (recommended to last between 3 and 4 minutes at Foundation tier and between 4.5 and 5.5 minutes at Higher tier)	
<b>External Examination:</b> Paper 1: Listening 25% <ul style="list-style-type: none"> <li>• 35 minutes (Foundation tier), 45 minutes (Higher tier)</li> <li>• 40 marks (Foundation tier), 50 marks (Higher tier)</li> </ul> 25% of GCSE Paper 3: Reading 25% Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier) 50 marks (for each of Foundation tier and Higher tier) 25% of GCSE Paper 4: Written exam 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier) 50 marks (for each of Foundation tier and Higher tier) 25% of GCSE	

## AFTER YEAR 11:

If you want to study French at a higher level (e.g. to become an interpreter), then you can study a language A level at a sixth form. Even if you don't take it further, a strong GCSE grounding can open up a wide range of options and make you feel more confident. One example might be going to university and studying for a year abroad. Another might be giving you an advantage when applying for a higher or degree apprenticeship with a competitive employer.



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## POSSIBLE CAREERS:

Even with just a GCSE in a language, you can work in other countries (including Canada, where French is spoken widely), or even work for large organisations that work across more than one country

1. Travel industry – cabin crew, hospitality, travel consultancy
2. Interpreter – police, publishing, law courts, education, healthcare settings
3. Business – management, banking and finance
4. Sport – professional athlete, coaching and management



**Head of Department:  
Miss C Blamire – [cblamire@wrotham.kent.sch.uk](mailto:cblamire@wrotham.kent.sch.uk)**

## OPTIONS

<b>Exam Board:</b>  <b>AQA</b>	<b>Specification Link:</b> <a href="#">GCSE Geography 8035   Specification   AQA</a> <b>Subject Code: 8035</b>
<b>Course Overview:</b>  If you enjoy learning about people and their societies, economies, cultures and the environment and you are keen to learn and develop a wide range of skills, then Geography may be for you! Geography is the study of Earth's landscapes, peoples, places and environments. It is about the world in which we live; everything has to do with Geography. Geography is, in the broadest sense, an education for life and for living: we have to learn to live more sustainably. It relates to so many topics and areas across the world. Learning through Geography helps us all to be more socially and environmentally sensitive, informed and responsible citizens, along with excellent opportunity for out of class learning through field work and travel. Fieldwork is an essential aspect of the study of Geography and so trips for data collection are a vital part of the course, there are often opportunities to learn and understand our world not just from inside the classroom, but outside too and sometimes the opportunity for travel further afield.	
<b>Year 10 Topics:</b> <ul style="list-style-type: none"><li>• Changing economic world</li><li>• Hazards</li><li>• Coasts</li><li>• Fieldwork</li></ul>	
<b>Year 11 Topics:</b> <ul style="list-style-type: none"><li>• Urban issues and challenges</li><li>• Rivers</li><li>• Resources</li><li>• Living world</li><li>• Paper 3</li></ul>	
<b>Internal Examination:</b> N/A	
<b>External Examination:</b> Paper 1: Living with the physical environment: 1 hour 30 minutes - 35% of GCSE Paper 2: Challenges in the human environment: 1 hour 30 minutes - 35% of GCSE Paper 3: Geographical applications: 1 hour 30 minutes - 30% of GCSE	

## **AFTER YEAR 11:**

Geography has strong links with other subjects across the natural and social sciences, as well as the humanities. A 6 in GCSE geography is needed to study it at A level in the sixth form. It supports a range of degrees at university, including economics, sociology, psychology, archaeology etc. A 2019 IFS report placed geography among the top subjects for graduate earnings. The topics covered can support future careers in construction, local and national government, charity work and lots more.



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## **POSSIBLE CAREERS:**

One area of geography that relates to lots of careers in sustainability, which is a key focus of different industries around the world. You might work in a range of businesses to meet these goals, from construction to aerospace.

1. Sustainability in Business
2. Environmental protection agencies
3. Leisure, travel and tourism

**Head of Department:  
Mrs G Clarkson – [gclarkson@wrotham.kent.sch.uk](mailto:gclarkson@wrotham.kent.sch.uk)**

## OPTIONS

<b>Exam Board:</b>  <h2>Edexcel</h2>	<b>Specification Link:</b> <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a>  <b>Subject Code: 1HI0</b>
<b>Course Overview:</b>  If you are interested in people, events and ideas that have shaped and impacted the world we live in today, then History is for you! History is the study of the past, where you will learn about different time periods and changes over time. This course will offer students unique opportunities, to not only learn about British history, but the history of other countries as well. You will also have the opportunity to study several topics in depth, using historical sources and interpretations to do so. You will develop your extended writing skills, analyse evidence and take part in a variety of activities. There are numerous opportunities to continue to develop and enhance one's historical knowledge after completing History at GCSE, including continuing to study History at A Level and at university.	
<b>Year 10 Topics:</b>  Medicine through time 1250-present, Western Front medicine 1914-1918, Early Elizabethan England 1558-1588	
<b>Year 11 Topics:</b>  Weimar and Nazi Germany 1918-1939, Superpower Relations 1941-1991	
<b>Internal Examination:</b>  N/A	
<b>External Examination:</b>  Paper 1: Thematic study and historic environment (Medicine through time) 1 hour 20 minutes Paper 2: Period study and British depth study (Elizabeth and Superpower Relations) 1 hour 50 minutes Paper 3: Modern depth study (Germany) 1 hour 30 minutes	

## AFTER YEAR 11:

A good GCSE history grade can show that students have the skills to succeed in academic study at sixth form. Relevant subjects include A Level History, Politics, English Literature and Social Sciences such as Sociology, or Criminology.



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## POSSIBLE CAREERS:

History isn't just about exploring the past; the main skills you develop include the ability to evaluate evidence and make reliable decisions based on what you've discovered. This is valuable in a wide range of careers.

1. Professions – law (including judges), healthcare, teaching
2. Communication – journalism, marketing and business
3. Decision making – roles in national and local government, project management (including construction or events)

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# OPTIONS

<b>Exam Board:</b>  <h2 style="text-align: center;">WJEC</h2>	<b>Specification Link:</b> <a href="#">Click here for the specification</a>  <b>Subject Code: 5409</b>
<p><b>Course Overview:</b></p> <p>Hospitality and catering is a dynamic, vibrant and innovative sector delivering vital jobs, growth and investment in the heart of our local communities - important culturally, socially and economically. The sector is a major contributor to the UK economy, employing 2.9 million. Employment can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers, and food technologists working for supermarket chains. Some of these roles require further education and training either through apprenticeships or further and higher education. The Vocational Award in Hospitality and Catering has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.</p> <p><i>Additional Information: There is a financial implication to this course. In Year 10 ingredients are provided by the school and an annual contribution is requested for each student via SCOPAY. Due to the complexity of the controlled assessment, ingredients required will be sourced by students in Year 11. In addition to this students will be expected to bring a clean apron and hair bands to lessons for hygiene reasons.</i></p>	
<p><b>Year 10 Topics:</b></p> <ul style="list-style-type: none"> <li>• Hospitality and Catering providers</li> <li>• How Hospitality and Catering provisions operate</li> <li>• Health and safety in Hospitality and Catering</li> <li>• Food safety in Hospitality and Catering</li> <li>• The importance of Nutrition</li> <li>• Menu Planning</li> <li>• The skills and techniques of preparation, cooking and presentation of the dishes</li> <li>• Evaluating cooking skills.</li> </ul>	
<p><b>Year 11 Topics:</b></p> <p>Revise all of the topics listed and covered in Year 10. Complete the controlled assessment 12 hour written and practical exam. Practice papers will be used to support written exam responses.</p>	
<p><b>Internal Examination:</b></p> <p>Unit 2 Hospitality and Catering in Action. 60% of the qualification.</p>	
<p><b>External Examination:</b></p> <p>Unit 1 The Hospitality and catering industry. 40% of the qualification.</p>	

## AFTER YEAR 11:

This course is well regarded at all educational establishments for progression to A Levels, T Levels, NVQs, BTECs and university. Indeed, there are specialist universities based at 'hotel schools' that focus solely on this industry. There are many apprenticeships available in the hospitality industry, including those related to management.



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## POSSIBLE CAREERS:

The hospitality and catering industry is one of the highest growth sectors in Kent, especially compared to the rest of the UK. You might work specifically in a restaurant, or perhaps in food manufacturing, or hotels and accommodation.

1. Restaurant Manager, events management
2. Chef, food supplier, host
3. Environmental Health Officer, Inspector, Food Critic



**Subject Teacher:  
Mrs Y Green - [ygreen@wrotham.kent.sch.uk](mailto:ygreen@wrotham.kent.sch.uk)**

<b>Exam Board:</b>  <h2>Edexcel</h2>	<b>Specification Link:</b> <a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/specification-and-sample-assesment/gcse-maths-2015-specification.pdf</a>  <b>Subject Code:</b> 1MA1
<b>Course Overview:</b> The aims and objectives of the Pearson Edexcel GCSE (9–1) in Mathematics are to enable students to: <ul style="list-style-type: none"><li>● develop fluent knowledge, skills and understanding of mathematical methods and concepts</li><li>● acquire, select and apply mathematical techniques to solve problems</li><li>● reason mathematically, make deductions and inferences, and draw conclusions</li><li>● comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</li></ul>	
<b>Year 10 Topics:</b> <ol style="list-style-type: none"><li>1. Number</li><li>2. Algebra</li><li>3. Ratio, proportion and rates of change</li><li>4. Geometry and measures</li><li>5. Probability</li><li>6. Statistics</li></ol> Two tiers are available: Foundation and Higher (content is defined for each tier)	
<b>Year 11 Topics:</b> <ol style="list-style-type: none"><li>1. Number</li><li>2. Algebra</li><li>3. Ratio, proportion and rates of change</li><li>4. Geometry and measures</li><li>5. Probability</li><li>6. Statistics</li></ol> Two tiers are available: Foundation and Higher (content is defined for each tier)	
<b>Internal Examination:</b> N/A	
<b>External Examination:</b> The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier. Paper 1 is a non-calculator assessment- 1 hour and 30 minutes. Paper 2 a calculator is allowed- 1 hour and 30 minutes. Paper 3 a calculator is allowed- 1 hour and 30 minutes.	

## AFTER YEAR 11:

Studying maths is not just about being good with numbers – in fact, the more complicated it is, the more letters and symbols there are! It's about problem-solving in a logical manner. With a strong GCSE maths grade, you could progress to A level maths or physics in the sixth form. Maths is also helpful in accounting, business, psychology, criminology, DT, IT and others. A grade 4 is considered a 'pass' that will get you onto level 3 sixth form courses and most level 2 college courses (including trades)

## POSSIBLE CAREERS:

Maths can combine with any other subject to help you to move forward in a career that you're interested in taking forward. For example:

1. IT: Games development; engineering, web design
2. Business or languages: international finance and investment banking.
3. DT or art: architecture, civil engineering, product design
4. Sport: data and performance analysis and training



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**Head of Department:  
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## OPTIONS

<p><b>Exam Board:</b></p> <p style="text-align: center;"><b>Eduqas</b></p>	<p><b>Specification Link:</b>  <a href="https://www.eduqas.co.uk/media/1ckd54eo/eduqas-gcse-media-studies-spec-from-2017-e-2.pdf">https://www.eduqas.co.uk/media/1ckd54eo/eduqas-gcse-media-studies-spec-from-2017-e-2.pdf</a></p> <p><b>Subject Code: 60311150</b></p>
<p><b>Course Overview:</b></p> <p>The GCSE Media Studies course provides students with a broad understanding of how media shapes our world. It is divided into three components: Component 1: Exploring the Media (40%) - A written exam focusing on media language, representation, industries, and audiences. Students analyse a range of media forms, including print (newspapers, magazines, and advertisements), film, video games, and radio. Component 2: Understanding Media Forms and Products (30%) - A written exam focused on television and music, assessing students' understanding of media language, representation, and the relationship between media industries, audiences, and contexts. Component 3: Creating Media Products (30%) - A non-exam assessment where students create a media production, applying their knowledge of media language and representation for a specific audience. This course explores various media, including social media, television, films, and marketing, allowing students to analyse and create media content.</p>	
<p><b>Year 10 Topics:</b></p> <p>In Year 10 of the Media Studies course, students begin by exploring key media language and communication theories, focusing on genre, audience, and advertising. They study print media, including magazine analysis and advertising campaigns, and learn about the advertising industry. The year continues with a focus on music media, where students analyse contemporary music videos and social media, exploring changing representations in the music industry. The year ends with a practical non-exam assessment, where students apply their skills by choosing a brief from magazines, film marketing, or music marketing to create their own media product.</p>	
<p><b>Year 11 Topics:</b></p> <p>In Year 11 of the Media Studies course, students build on their understanding of print media and apply their knowledge to create their own media product for the Non-Examined Assessment (NEA), choosing from a list of tasks. The course continues with a focus on radio media, revisiting target audience and advertising concepts from Year 9 while exploring the differences between public-funded and independent media. Students study the media industry and audience through the lens of two contrasting radio stations, considering the relevance of radio in an online environment. Term 3 explores social media and video games, examining industry conventions, gender representation, and the success of footballer Marcus Rashford's online campaigning. The final terms allow time for revision, review of prior learning, and preparation for the GCSE exams in the summer.</p>	
<p><b>Internal Examination:</b> Worth 30% of overall grade</p>	
<p><b>External Examination:</b> Two examinations each 1hour 30 minutes worth 70% of the overall grade</p>	

## AFTER YEAR 11:

Film A Level. A GCSE in Media Studies provides a strong foundation for various subjects in the sixth form or college, particularly those that involve critical thinking, creativity, and understanding of media. You can specialise in film studies or a range of different media courses at post-16.

It would prepare you well for A level English literature, sociology, business or photography as just a few examples.



**Find out more  
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## POSSIBLE CAREERS:

The ability to use and understand the media is an important skill in the modern world. We are surrounded by it. Every industry, every company, and every employee has to be aware of how they can use media in order to communicate with their clients or customers. This might be part of a wider role, or you might specialise – for example:

1. Journalist
2. Digital media and social media marketer
3. Content Creator



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# OPTIONS

<b>Exam Board:</b>  <b>OCR</b>	<b>Specification Link:</b> <a href="https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/">https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/</a>  <b>Subject Code: 536</b>
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**Course Overview:**

'Writing about music is like dancing about architecture'. The GCSE Music course focuses heavily on practical content, with both performance and composition forming most of the final qualification. Students explore in depth, through music-making activities, the techniques involved in creating music, both in performing and composing. At KS3 pupils successfully got involved in playing and working on the core skills that enable them to partake in musical activity. However, at GCSE, students explore the reasons why a performance is successful; why pulse is necessary; how and why harmony works; how structure works and how all of the many elements in music contribute to the success of any given piece. They do this mainly through practical music-making on their instrument of choice (including voice as an instrument).

**Year 10 Topics:**

Students will look at five Areas of Study:

- 1 - My Music (Study and practice on an instrument to produce two performances and two compositions)
- 2 - The Concerto Through Time (Baroque Solo Concerto; Baroque Concerto Grosso; Classical Concerto; Romantic Concerto)
- 3 - Rhythms of the World (India & Punjab; Eastern Mediterranean & Middle East; Africa; Central & South America)
- 4 - Film Music (Music composed for film; Western Classical traditions in film music; music composed for video games)
- 5 - Conventions of Pop (Rock n Roll 50s & 60s; Rock Anthems 70s & 80s; Pop Ballads 70s, 80s & 90s; Solo artists 90s to present).

**Other: Delivery of the Course:** Students have two 75-minute lessons per week. This course will be delivered through a mix of practical and theory lessons, though most of the work will be practical music-making due to the weighting of the qualification being geared more towards the controlled assessment. It is a requirement of the course that students experience both solo performance and group performance. Students are expected to perform regularly each year, including the summer concert.

**Year 11 Topics:**

Students will look at five Areas of Study:

1 - My Music (Study and practice on an instrument to produce two performances and two compositions)

2 - The Concerto Through Time (Baroque Solo Concerto; Baroque Concerto Grosso; Classical Concerto; Romantic Concerto)

3 - Rhythms of the World (India & Punjab; Eastern Mediterranean & Middle East; Africa; Central & South America)

4 - Film Music (Music composed for film; Western Classical traditions in film music; music composed for video games)

5 - Conventions of Pop (Rock n Roll 50s & 60s; Rock Anthems 70s & 80s; Pop Ballads 70s, 80s & 90s; Solo artists 90s to present).

Other: Delivery of the Course: Students have two 75-minute lessons per week. This course will be delivered through a mix of practical and theory lessons, though most of the work will be practical music-making due to the weighting of the qualification being geared more towards the controlled assessment. It is a requirement of the course that students experience both solo performance and group performance. Students are expected to perform regularly each year, including the summer concert.

**Internal Examination:**

Coursework: 60% Non-exam based assessment - broken down into two components:

1 – B351 - Integrated Portfolio - 30% of the GCSE:

Pupils record 1 solo performance on their chosen instrument and 1 original composition for the same instrument.

2 – B352 - Practical Component - 30% of the GCSE:

Pupils record 1 ensemble performance using the same instrument as in Unit B351 OR a different instrument, and 1 composition to an exam-set brief.

**External Examination:**

40%: B354 - Listening and Appraising: Pupils sit a final listening exam for 1 hour and 30 minutes. Pupils sit a final listening exam for 1 hour and 30 minutes.

Candidates will be expected to answer questions based on extracts of music played during the test. This exam is based on Areas of Study 2 – 5.

## AFTER YEAR 11:

This course is ideal for students who wish to go on and study a music-related course at KS5 level (For example; A Level in the sixth form or BTEC Level 3 at college). This includes Performing Arts, or Music Technology and also is crucial for students who aspire to study music at university.

There are a broad range of apprenticeships that exist within the music industry, including live events and promotion, creative and digital media.



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## POSSIBLE CAREERS:

The music industry in the UK contributed £7.6 billion to the UK economy in 2023 (and it's still growing!). Having a knowledge of music can help in a huge range of jobs in that sector, including:

1. Session Musician, Composer, Song writer, Music director
2. Sound Engineer, production manager, audio engineer
3. Festival and events director, stage manager, lighting director
4. Music manager, Tour manager, Radio presenter

**Head of Department:  
Miss L Bullock - [lbullock@wrotham.kent.sch.uk](mailto:lbullock@wrotham.kent.sch.uk)**

## OPTIONS

<b>Exam Board:</b>  <b>AQA</b>	<b>Specification Link:</b> <a href="https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF">https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-GCSE-SP-2016.PDF</a>  <b>Subject Code: 8206</b>
<b>Course Overview:</b>  'Photography is defined as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.' The course will explore traditional elements of photography, hand manipulation and Photoshop. Students will learn how to analyse a variety of different art and photography images, plan and develop their ideas creatively and to edit manipulate and develop their work/ideas using a variety of techniques. During the course we also go on visits to enhance your learning and photographic skills. It is essential that students have their own set of equipment to ensure that students get the most out of their GCSE Photography course at Wrotham School. A camera or a similar device is essential for this course. Students will be expected to take photographs out of the school environment.	
<b>Year 10 Topics:</b> <ul style="list-style-type: none"><li>• formal elements</li><li>• compositional techniques</li><li>• editing techniques</li><li>• macro photography</li><li>• landscape and cityscape photography</li><li>• portraiture and typology</li></ul>	
<b>Year 11 Topics:</b>  2 exam based components - theme of choice based on previously released exam themes.	
<b>Internal Examination:</b>  10 hour exam to present work. 60% of the grade is coursework based.	
<b>External Examination:</b>  10 hour exam to present work in response to the exam theme. 40% of the grade is the exam component.	

## AFTER YEAR 11:

GCSE photography is an art and design subject. The most important skill it teaches you is how to manage a project, and how to follow the artistic and design process. After GCSE, you can take it further and study A level photography in the sixth form, or you might use your skills to complement other subjects like DT or IT. You can also study this in specialist art college courses, or take it forward to university study.



**Find out more  
on Morrisby!**

## POSSIBLE CAREERS:

We are surrounded by images. Photography can be a job that you can specialise in, or that might be one part of your role.

1. Advertising and marketing, including content creation
2. TV and film maker, including documentary
3. Photographer – this includes portraits, wildlife, sports, travel, advertising and commercial, and also medical and scientific photographers



**Head of Department:**  
**Mrs R Clement [rclement@wrotham.kent.sch.uk](mailto:rclement@wrotham.kent.sch.uk)**  
**Miss R Milton - [rmilton@wrotham.kent.sch.uk](mailto:rmilton@wrotham.kent.sch.uk)**

<b>Exam Board:</b>  <h1>AQA</h1>	<b>Specification Link:</b> <a href="https://www.aqa.org.uk/subjects/science/gcse">https://www.aqa.org.uk/subjects/science/gcse</a>  <b>Subject Codes:</b> <b>Biology 8461</b> <b>Chemistry 8462</b> <b>Physics 8463</b>			
<b>Course Overview:</b>  <p>What is matter made of? Why does an electric heater get hot? How does the human body work? How do buildings remain standing? Why do we look like our parents? What is the origin of the universe? What causes a rainbow? Where do we get metals from? What is the Periodic Table? Students will learn to answer these and other BIG questions about Life, the Universe and Everything, giving them a thorough grounding in the fundamental ideas of science and how the world works. Science is a rigorous and demanding discipline which prepares students for the future by giving them skills in problem-solving, logic and reasoning and the ability to communicate at all levels. Science is a key skill for many careers and an education in science can open many doors to interesting jobs and careers.</p>				
<b>Year 10 Topics:</b>  <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> <b>Biology</b> <ul style="list-style-type: none"> <li>• Cells</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> <li>• Ecology</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <b>Chemistry</b> <ul style="list-style-type: none"> <li>• Atomic structure</li> <li>• Bonding quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> </ul> </td> <td style="vertical-align: top; width: 33%;"> <b>Physics</b> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model</li> <li>• Radioactivity</li> </ul> </td> </tr> </table>		<b>Biology</b> <ul style="list-style-type: none"> <li>• Cells</li> <li>• Organisation</li> <li>• Infection and response</li> <li>• Bioenergetics</li> <li>• Ecology</li> </ul>	<b>Chemistry</b> <ul style="list-style-type: none"> <li>• Atomic structure</li> <li>• Bonding quantitative chemistry</li> <li>• Chemical changes</li> <li>• Energy changes</li> </ul>	<b>Physics</b> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> <li>• Particle model</li> <li>• Radioactivity</li> </ul>
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<b>Internal Examination:</b> N/A				
<b>External Examination:</b> Each subject has 2 exam papers, 1 hour 45 minutes in length. In total, this means 6 exams (10 and a half hours' duration).				

## AFTER YEAR 11:

A strong grade will help you progress and specialise in single A level sciences in the sixth form. Some are required for certain careers (e.g. biology for physiotherapy). Good grades will help you enter other courses, such as psychology, criminology, sport or more. A good grade can also support applications to vocational courses and apprenticeships in a range of careers such as electrical installation or beauty therapy.



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## POSSIBLE CAREERS:

Science teaches you a logical approach to exploring problems that can apply to a wide range of jobs. There are also some roles that require scientific knowledge at different levels. Some examples:

1. Healthcare – doctor, vet, nurse, psychology, paramedics
2. Construction – architect, engineer, surveyor
3. Energy – solar farms, electrical engineer
4. Sustainable world – marine scientist, volcanologist

And many more.



**Head of Department:  
Mrs A Zdylowski - [azdylowski@wrotham.kent.sch.uk](mailto:azdylowski@wrotham.kent.sch.uk)**

# OPTIONS

<b>Exam Board:</b>  <b>AQA</b>	<b>Specification Link:</b>  <a href="https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF">https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-8192-SP-2017.PDF</a>  <b>Subject Code: 8192</b>
<b>Course Overview:</b>  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.  Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions. By studying sociology, students will develop transferable skills including how to: <ul style="list-style-type: none"><li>• investigate facts and make deductions</li><li>• develop opinions and new ideas on social issues</li><li>• analyse and better understand the social world.</li></ul>	
<b>Year 10 Topics:</b> <ul style="list-style-type: none"><li>• The sociological approach</li><li>• Social structures, social processes and social issues</li><li>• Families</li><li>• Education</li><li>• Sociological Research Methods</li></ul>	
<b>Year 11 Topics:</b> <ul style="list-style-type: none"><li>• Crime and deviance</li><li>• Social stratification</li><li>• Revision</li></ul>	
<b>Internal Examination:</b>  N/A	
<b>External Examination:</b> Paper 1: The Sociology of Families and Education- 1 hour 45 minutes- 50% of GCSE Paper 2: The Sociology of Crime and Deviance and Social Stratification- 1 hour 45 minutes- 50% of GCSE	

## AFTER YEAR 11:

GCSE sociology gives you an awareness of how communities and wider society functions. After GCSE, you can choose to study this further at A level in the sixth form, and it can also give you a good basis to study criminology or psychology. The course will teach you the 'sociological method', which is a logical way of working that supports most subjects, and you also get a good grasp of how to apply data and statistics to real-world problems, which crosses into science and tech subjects, as well as business.



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## POSSIBLE CAREERS:

**Sociology is a highly sought after subject that can lead to many valuable careers:**

1. Youth work, probation services, social work, counselling
2. The criminal justice system, and law
3. Charity and research organisations
4. Local and national politics
5. Public relations, Media and Marketing

**Head of Department:  
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## OPTIONS

<b>Exam Board:</b>  <h1>AQA</h1>	<b>Specification Link:</b> <a href="https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification">https://www.aqa.org.uk/subjects/spanish/gcse/spanish-8692/specification</a>  <b>Subject Code: 8692</b>
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**Course Overview:**

The ability to speak a second language opens up a whole range of possibilities both in terms of future career prospects and personal fulfilment. Studying Spanish can create and develop an interest not just in how people communicate, but also in other cultures. This is particularly relevant and useful in today's multicultural and multilingual society. With easier access to international travel more and more people are deciding to travel abroad even if just for short periods and the ability to speak another language is a major asset. In addition, employers are increasingly aware of the value of being able to speak Spanish or another language. It is also worth noting that learning a foreign language improves higher brain functions which can have a very positive effect on academic achievement in all subjects.

- Year 10 Topics:**
- Family and Relationships
  - Free Time
  - Holidays
  - Festivals
  - School

- Year 11 Topics:**
- City and Town
  - Environment
  - Work

**Internal Examination:**  
 Paper 2: Speaking 25%  
 7-9 minutes (Foundation Tier) 10-12 minutes (Higher Tier).

**External Examination:**  
 Paper 1: Listening 25%- 35 minutes (Foundation tier), 45 minutes (Higher tier)- 40 marks (Foundation tier), 50 marks (Higher tier) 25% of GCSE  
 Paper 3: Reading 25%-Written exam: 45 minutes (Foundation tier), 1 hour (Higher tier)-50 marks (for each of Foundation tier and Higher tier) 25% of GCSE  
 Paper 4: Written exam 1 hour 10 minutes (Foundation tier), 1 hour 15 minutes (Higher tier)-50 marks (for each of Foundation tier and Higher tier) 25% of GCSE

## AFTER YEAR 11:

If you want to study Spanish at a higher level (e.g. to become an interpreter), then you can study a language A level at a sixth form. Even if you don't take it further, a strong GCSE grounding can open up a wide range of options and make you feel more confident. One example might be going to university and studying for a year abroad. Another might be giving you an advantage when applying for a higher or degree apprenticeship with a competitive employer.

## POSSIBLE CAREERS:

Even with just a GCSE in a language, you can work in other countries (including the USA, where Spanish is the second language), or even work for large organisations that work across more than one country

1. Travel industry – cabin crew, hospitality, travel consultancy
2. Interpreter – police, publishing, law courts, education, healthcare settings
3. Business – management, banking and finance
4. Sport – professional athlete, coaching and management



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on Morrisby!**



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## OPTIONS

<b>Exam Board:</b>  <h3 style="text-align: center;">NCFE</h3>	<b>Specification Link:</b> <a href="https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-sports-studies-118">https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-sports-studies-118</a>  <b>Subject Code: 60370105</b>
<b>Course Overview</b> <p>A NCFE technical award in Sport Studies will encourage students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. It will also help students to develop awareness and appreciation of their own and others' cultures in relation to physical education. It will encourage creativity and decision-making skills to enable students to plan effectively for sports coaching sessions. NCFE Technical in Sport Studies also allows students to design sports competitions and become increasingly effective in their ability to work with others in different types of roles.</p>	
<b>Year 10 Topics: This year focuses primarily on the External Examination and covering Exam Content.</b> <ul style="list-style-type: none"> <li>• Participation in sport</li> <li>• Ethics in sport</li> <li>• Sponsorship media and marketing in sport</li> <li>• Technology in sport</li> <li>• Plan, deliver and review a sports competition</li> <li>• Sports injuries</li> <li>• Psychology for sports performance</li> <li>• Sports leadership and sports coaching skills</li> <li>• Skills classification and performance analysis</li> <li>• Develop, deliver and review a coaching session</li> </ul>	
<b>Year 11 Topics: This year focuses primarily on the Internal Examination.</b> <ul style="list-style-type: none"> <li>• Participation in sport</li> <li>• Ethics in sport</li> <li>• Sponsorship media and marketing in sport</li> <li>• Technology in sport</li> <li>• Plan, deliver and review a sports competition</li> <li>• Sports injuries</li> <li>• Psychology for sports performance</li> <li>• Sports leadership and sports coaching skills</li> <li>• Skills classification and performance analysis</li> <li>• Develop, deliver and review a coaching session</li> </ul>	
<b>Internal Examination:</b> 60% - Non Examined Assessment – Planning and Delivering a Sports Coaching Session.	
<b>External Examination:</b> 40% - Examined Assessment – 90 minutes.	

## AFTER YEAR 11:

The NCFE Technical in Sport Studies allows students to progress to level 3 qualifications, such as A level PE or Level 3 BTEC Sport, as well as related vocational qualifications. Due to the anatomy content, level 3 sport complements A level biology very well. Apprenticeships exist in coaching, health officers, personal training, and even sporting excellence professionals. At 18, you can study a wide range of specific career paths at university, including the increasingly popular data and performance analysis.



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## POSSIBLE CAREERS:

The sport industry in the UK is huge. Jobs in this sector go much further than just being a player or athlete – if you love sport and want to work and live surrounded by it, consider careers such as:

1. Education – teacher, instructor, trainer, sports development
2. Healthcare – physiotherapy, nutritionist, sports psychology
3. Media – broadcasting, journalism, events, marketing
4. Professions – sports lawyers, business management, data and performance analysis, product design



**Head of Department:  
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<b>Exam Board:</b>  <h2>Edexcel</h2>	<b>Specification Link:</b> <a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Statistics/2017/specification-and-sample-assessments/gcse-9-1-statistics-specification.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Statistics/2017/specification-and-sample-assessments/gcse-9-1-statistics-specification.pdf</a>  <b>Subject Code: 1ST0</b>
<b>Course Overview:</b> <p>The aims and objectives of this qualification are to enable students to develop statistical fluency and understanding through:</p> <ul style="list-style-type: none"> <li>● the use of statistical techniques using real-world data</li> <li>● identifying trends through carrying out appropriate calculations</li> <li>● the application of statistical techniques across the curriculum, in subjects such as the sciences, social sciences, computing, geography, business and economics</li> <li>● critically evaluating data, calculations and evaluations</li> <li>● understand ways that data can be organised, processed and presented, including statistical measures to compare data</li> <li>● applying appropriate mathematical and statistical formulae.</li> </ul>	
<b>Year 10 Topics:</b> <p>The Pearson Edexcel GCSE (9–1) in Statistics (Foundation tier and Higher tier)</p> <ul style="list-style-type: none"> <li>● Collection of Data</li> <li>● Processing and Representing Data</li> <li>● Summarising Data</li> <li>● Scatter Diagrams and Correlation</li> <li>● Time Series</li> </ul>	
<b>Year 11 Topics:</b> <p>The Pearson Edexcel GCSE (9–1) in Statistics (Foundation tier and Higher tier)</p> <ul style="list-style-type: none"> <li>● Probability</li> <li>● Index Numbers</li> <li>● Probability Distributions</li> <li>● Thinking Statistically</li> </ul>	
<b>Internal Examination:</b> <p>N/A</p>	
<b>External Examination:</b> <p>The Pearson Edexcel GCSE (9–1) in Statistics consists of two externally-examined papers.            Paper 1: 1 hour and 30 minutes.            Paper 2: 1 hour and 30 minutes.</p>	

## AFTER YEAR 11:

Studying statistics is about learning how to apply maths techniques to real-world problems. With a strong GCSE statistics grade, you could progress to A level maths or physics in the sixth form. Every job involves using and understanding statistics, so this GCSE is helpful for a range of subjects, including psychology, criminology, history, business, accounting, DT and more.

## POSSIBLE CAREERS:

Every job involves using statistics at some point – whether that be using them to understand the performance of your business, or helping clients to make decisions (e.g. in financial services, or sports performance).

1. A statistician specialises in creating and interpreting statistics
2. Business and data analysts make decisions based on statistics
3. Marketing and content creators use statistics to evaluate whether a campaign or social media post is effective



**Find out more  
on Morrisby!**



**Head of Department:  
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## OPTIONS

<b>Exam Board:</b>  Pearson	<b>Specification Link:</b> <a href="https://qualifications.pearson.com/en/qualifications/btec-tech-awards/travel-and-tourism.html">https://qualifications.pearson.com/en/qualifications/btec-tech-awards/travel-and-tourism.html</a>  <b>Subject Code: 603/7057/9</b>
<b>Course Overview:</b> This Level 1/2 BTEC Tech Award in Travel and Tourism is equivalent to one GCSE. It is designed to give learners a broad introduction to the travel and tourism sector, combining knowledge with practical, real-world application. Students will explore how the travel and tourism industry works in the UK and internationally, develop customer service and planning skills, and understand how destinations and tourism organisations operate. The qualification is graded at Level 1 Pass, Level 2 Pass, Merit, Distinction and Distinction*. This course is ideal for learners who enjoy working with people, are interested in travel, culture and destinations, and want a vocational qualification that links learning to real industry practice.	
<b>Year 10 Topics:</b>  Component 1: Travel and Tourism Organisations and Destinations  Component 2: Customer Needs in Travel and Tourism (Partly)	
<b>Year 11 Topics:</b> Component 2: Customer Needs in Travel and Tourism (Partly)  Component 3: Influences on Global Travel and Tourism External in Yr 11	
<b>Internal Examination: 60% Internally Assessed</b>  <ul style="list-style-type: none"> <li>• Two internally assessed components</li> <li>• Assessment through set Pearson assignments</li> <li>• Practical tasks and written work</li> <li>• Marked by teachers and externally moderated</li> </ul>	
<b>Component 1 and Component 2</b> <b>External Examination: 40% External Examination</b>  <ul style="list-style-type: none"> <li>• One externally assessed component</li> <li>• Exam set and marked by Pearson</li> <li>• Short and extended written responses based on real-life travel and tourism scenarios</li> </ul>	



**Find out more  
on Morrisby!**



### **AFTER YEAR 11**

This qualification can provide a progression route for further study, including:

- Level 3 BTEC Travel and Tourism
- A Level Geography
- A Level Business
- Level 3 Apprenticeships in Travel, Tourism or Customer Service
- Other vocational and academic Level 3 qualifications

### **POSSIBLE CAREERS**

#### **Travel Consultant**

Advises customers on holidays and travel arrangements, booking flights, accommodation and experiences.

#### **Tourism Officer**

Works to promote destinations and attract visitors, often for local councils or tourism boards.

#### **Cabin Crew / Airline Ground Staff**

Provides customer service and operational support in the aviation industry.

#### **Hotel or Resort Manager**

**Head of Department:**

**Mr P Mehra - [pmehra@wrotham.kent.sch.uk](mailto:pmehra@wrotham.kent.sch.uk)**