

Walsall Academy



Key Stage 4 Curriculum 2026-2028

**Information for Students
and Parents**

Dear Parents and carers

Key Stage 4 covers a very important phase of education, one that gives students the firm foundations for their future education and employment. We want all students at Walsall Academy to be inspired to know more, to enjoy their studies and succeed.

Most students at Walsall Academy will study 9 GCSE level qualifications. In addition, a unique part of our Key Stage 4 programme is character education. Within the character strand of their studies students will develop skills in building resilience, digital fluency, teamwork, communication, problem solving, creativity, taking personal responsibility and positive relationships. Students will also explore healthy lifestyles and career education. There will be opportunities to develop these skills in and out of the classroom.

Whilst all students will study a core academic programme focussing on developing Maths, English and Science skills, there are also elements of individual choice at Key Stage 4, allowing students to develop unique talents and interests. There are Performing Arts subjects for those students who enjoy performance, there are creative subjects for students who are talented designers, Business and ICT options for budding entrepreneurs, and a wide range of other subjects on offer.

Students can study both academic GCSEs and vocational qualifications. For many students a blend of these courses is valuable. GCSEs are fully terminally assessed, which puts pressure on students to demonstrate their full ability in formal examinations at the end of the two year course. Vocational qualifications include assessments throughout the course and typically include more practical styles of learning, allowing students to demonstrate their full ability in a range of ways. A BTEC Level 2 qualification at pass level is equivalent to one GCSE at grade 4, a merit is equivalent to a grade 5.5 and a distinction equivalent to a grade 7.

The Key Stage 4 programme of study at Walsall Academy is designed to provide the most appropriate pathway for students, not all students will study the same pathway and suite of subjects. The Key Stage 4 pathway a student completes is dependent on our knowledge of a student's academic ability. Our most able students will study a pathway based on the English Baccalaureate programme of study, with several additional individual options. Students who sometimes struggle with academic subjects will study a programme with English, Maths and Science at the heart of their programme, but they will have more opportunities to study a range of vocational qualifications.

The English Baccalaureate (EBacc) is a suite of qualifications introduced by the Government in 2010. To achieve the EBacc students study: English, Mathematics, Sciences (x2), Modern Foreign Languages and either History or Geography. For academically able students, it is important that the EBacc forms the backbone of their Key Stage 4 course of study.

GCSE level qualifications are graded using a numerical system from 9 to 1. Grade 4 is roughly equivalent to the lower end of an old grade C. Grade 5 is the grade for a 'good' pass. In most cases, grade 6 will be required to study A levels in the Sixth Form.

During Key Stage 4, students may be required to attend additional lessons until 5pm. These lessons are provided to help students make maximal progress.

In line with agreements made with parents on entry to the Academy, we are planning for the provision of education for our students up to the age of 18. Courses taken during Key Stage 4 will naturally fit into our Sixth Form plans.

This booklet is designed to give you more information about the different subjects on offer at Key Stage 4. Some of these subjects are mandatory, other are optional. You will be provided with a separate preference form which will guide you through what subject decisions you need to make with your child.

What happens next?

Mr Dingle and Dr Smith will be co-ordinating Personal Programmes of Study.

Time line

Monday 11 May 2026 - Year 9 Information Assemblies with a focus on subjects students have not studied at Key Stage 3

Wednesday 13 May 2026 – Year 9 Student and Parent Information evening providing detailed information on the process, including the distribution of option forms

Thursday 21 May 2026 - Deadline for Personal Preference Forms to be completed and given in. Please note not all students will be able to study their first choice subject in all option blocks, from this date conversations will take place with students about this

Monday 15 June 2026 – Confirmation of Key Stage 4 programme of study

Friday 19 June 2026 – Students will begin their Key Stage 4 programme of study

Subject Information

All students will study for qualifications in English Literature, English language, Mathematics and Combined Science. This results in 5 GCSE qualifications.

Most students will study either Geography or History, and either French or German. This is an additional 2 GCSE qualifications.

All students will have 2 choices from option blocks, where they can ensure subjects are chosen to match individual interests.

For students where a Humanities or a Language may not be suitable, additional vocational options will be provided.

Additional Courses

Students will have a Physical Education session each week (and can also opt for Sport as an examination subject).

Religious Education, Health & Sex Education, PSHE and Citizenship will be delivered within the character education programme that all students will study. These subjects will also continue to be delivered across all curriculum areas and within Personal Tutor sessions and assemblies.

Work Related Study Skills

Careers Guidance continues to be available and will also be part of the Character Education programme, this will ensure students can prepare for their next stage of education.

GCSE English Language

The exam consists of two closed book exam papers:

Paper 1: 19th Century Fiction and Imaginative Writing

Paper 2: Non-fiction and Transactional Writing

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes.

The GCSE English Language course will enable learners to:

- read a wide range of texts, fluently and with good understanding;
- read critically, and use knowledge gained from wider reading to inform and improve their own writing;
- write effectively and coherently using Standard English appropriately;
- use grammar correctly, punctuate and spell accurately;
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

GCSE English Literature

English Literature consists of two closed book examinations:

Paper 1: Shakespeare and Anthology Poetry

Paper 2: Post-1912 Prose/Drama and 19th Century Prose and Unseen Poetry

Students will be encouraged to be inspired and engaged by following a broad, coherent and satisfying study of novels, plays and poetry. Through the study of *A Christmas Carol*, *An Inspector Calls* and *Macbeth*, students will develop an understanding of how literature is rich and influential, and how these texts help to shape and inform our understanding of society, morality and the world around us.

The GCSE English Literature course will enable learners to:

- understand that texts from English, Welsh or Irish literary heritage have been influential and significant over time and explore their meaning today;
- explore how texts from different cultures and traditions may reflect or influence values, assumptions and a sense of identity;
- connect ideas, themes and issues, drawing on a range of texts;
- become critical readers of fiction and non-fiction prose, poetry and drama experience different times, cultures, viewpoints and situations as found in literary texts.

GCSE Speaking and Listening

Students will be required to complete one formal presentation or speech. They will also be assessed on their responses to questions and feedback following the presentation or speech. Standard English should be a feature of all parts of the students' work to be successful.

- Presentations must be formal but may take a wide variety of forms, including talks, debates, speeches and dialogues.
- Students must identify the subject for their presentations in advance and agree with their teacher. Students select topics that reflect their passions, perspectives and personal experiences. Recent speeches have explored issues such as mental health awareness, gender equality, climate change, online safety and the impact of social media, alongside personal reflections on faith, sport, identity, current affairs and the power of reading.
- Presentations must be planned and organised.
- Students may use pre-prepared notes, PowerPoint etc to assist them during their presentations but this is not a requirement.

GCSE Mathematics

Students continue to build on their knowledge and understanding across the core areas of mathematics: Number, Algebra, Geometry, Statistics, and Probability. Throughout this process, they will strengthen their ability to make connections between these concepts. Progressing from Key Stage 3, students will develop greater fluency, mathematical reasoning, and problem-solving skills as they tackle increasingly complex challenges.

Students will be entered for either the Higher or Foundation tier, with the appropriate tier of entry determined towards the end of Year 11.

This qualification certified by OCR, is assessed through three equally weighted exams. Two of these exams are calculator-based, while one is non-calculator. Each exam lasts 1 hour and 30 minutes.

GCSEs in the Sciences

Combined Science

All students at Walsall Academy will continue to progress their understanding in Science at Key Stage 4, understanding applicable to a wide range of applications, from health, to mobile phone technology, to manufacturing chemicals.

All students will study for at least two GCSE qualifications in Science covering topics from Biology, Chemistry and Physics - this is **Combined Science**. There is no coursework, instead students are wholly examined at the end of Year 11 in six separate exam papers - their total score across all six examinations generating their final Science double grade. Students will continue to complete a wide range of

practical activities, including *required practicals*, where the details of the procedures can be examined.

Triple Science

Students who are highly engaged, committed and able in Science may opt for Separate Sciences. In this case, students' study for three separate GCSEs, one in Biology, one Chemistry and one Physics. As the Science disciplines are not combined, students receive three separate grades which can differ between subjects. As with Combined Science, students are assessed through six examinations at the end of Year 11, and must complete required practical work.

Students who opt for Triple Science will gain half a session a week (1 hour 20 minutes) for additional Science teaching. However, this will mean additional independent work at home for option subjects, as students will not have any independent study time on their timetable.

GCSE in French or German

The course builds on the foundation established in Key Stage 3 and students will continue with the language programme they have been following in Years 7, 8 and 9. Over the two years, students will develop their confidence and ability in the four skills of reading, writing, speaking and listening, through the three pillars of language learning; vocabulary, grammar and phonics. There is a strong focus on enriching students' cultural and global awareness, especially during the annual MFL foreign visit in Year 10 to France or Germany. This will afford students the opportunity to embrace language learning in an authentic environment.

Students will follow the new AQA GCSE 9-1 course. The specification will follow three themes;

- Identity and Relationships with others,
- Popular Culture
- Communication and the world around us

Students will sit four external examinations each of which are equally weighted at 25%. They will sit either the foundation or the higher tier for all units.

- Unit 1 listening
- Unit 2 speaking
- Unit 3 reading
- Unit 4 writing

GCSE Geography

GCSE Geography students will follow the AQA GCSE Geography (9-1) course/specification. The subject content is split into four units:

- Living with the physical environment
- Challenges in the human environment
- Geographical applications
- Geographical skills

All content will be assessed by 3 external exams at the end of Year 11. In the specification content, students are required to study case studies and examples. Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

GCSE History

GCSE History students will follow the OCR GCSE History B Schools History Project (9-1) course/specification. This includes studies of British and wider-world development including:

- Crime and Punishment c.1250-present
- The Elizabethans 1580-1603
- The Making of America 1789-1900
- Living Under Nazi Rule 1933-45
- History Around Us - A site study of Coalbrookdale

All content will be assessed by 3 external exams at the end of Year 11. This course will give students a wide breadth of knowledge on the development of Britain and the wider-world. GCSE History equips students with investigative and problem solving skills as well as teaching students to be analytical and evaluative when looking at representations of the past and contemporary sources. To assist with the site study that is required for this course there is a trip to Coalbrookdale, which helps to bring the History learned in lessons to life and gives a greater understanding of the strengths and limitations of studying a site to find out about the past.

Optional Subjects

GCSE Art and Design

This course involves the use of high-quality drawing work and the opportunity to work in a broad range of media and approaches that build into a practical portfolio of work, including painting, printmaking, and ceramics. Students also have opportunities for developing more personal themes and ways of working. Students will develop their ideas through investigations into artists and artistic styles and demonstrate a critical understanding of sources from a given starting point.

There will be a final examination involving time to prepare personally chosen themes from an examination paper for a ten-hour final piece. Students will need to produce preparatory work as part of the examination project.

- 60% Coursework and 40% examination

Business

Business affects virtually every aspect of our lives, as such studying the subject will equip students with the skills to excel in a future working for themselves, or as a key asset to any employer. Students who have an interest in the world around them and how it impacts on our daily lives will be particularly suited to studying the subject. There are two Business courses described below. One course is vocational and assessed in a variety of ways, the other course is a GCSE and is examined by terminal exams. Both routes complement many other option subjects, and enable students to develop their analytical, problem solving, and critical thinking skills.

Vocational Business

OCR Level 1/ 2 Cambridge National in Enterprise and Marketing (J837)

The OCR Level 1/ 2 Cambridge National provides learners with the understanding of how to set up and run a business enterprise, planning for financial viability and marketing the business. Learners will develop communication and presentation skills, their ability to research, analyse, prioritise information, and self-manage.

R067 Enterprise and Marketing Concepts

Learners will develop understanding of the reasons entrepreneurs start businesses; the importance of market research to developing successful business ideas and how to ensure business plans are financially viable through good financial planning and developing a suitable marketing mix. Assessed by external examination.

R068 Design a Business Proposal

Learners will learn how to ensure their new product stands out from competitors through applying market research to their idea development. Through completing this unit of

coursework learners will develop their creativity, research and evaluation skills. Assessed by coursework

R069 Market and Pitch a Business Proposal

Learners will develop a brand identity, create a marketing campaign and pitch their idea. This will develop learners' ability to communicate to an audience, time-manage and provide and receive feedback. Assessed by coursework

GCSE Business

Edexcel GCSE (9-1) Business

The Edexcel GCSE in Business provides learners with the understanding of how business start and grow by looking at businesses in local, national and global contexts; giving them a holistic understanding of the businesses they will own, work in or consume from throughout their lives. Learners will develop their thinking, reasoning, team working and presentation skills during this course.

Theme 1 Investigating Small Business

Learners will develop the knowledge and understanding of why entrepreneurs start businesses, and how they apply marketing, legal and financial techniques to navigate the external environment.

Theme 2 Building a Business

Learners will build on their existing knowledge to understand how established businesses grow by looking at the key functional areas of marketing, operations, finance and human resources as well as the global context of international businesses.

Childcare

BTEC Level 1/2 Tech Award in Child Development

This course is suitable for students who wish to pursue a career in the early years sector or progress onto further study. The early years sector focuses on the learning, development and care of children, which includes childminders, nannies, nurseries, crèches and preschools. Knowledge of child development is important in a variety of occupations outside of childcare and teaching, for example, in healthcare roles such as paediatricians, psychologists, occupational therapists, and speech and language therapists. Students will acquire sector-specific applied knowledge through vocational contexts by planning, developing and adapting play opportunities suitable for young children across five areas of development. Students are given opportunities to apply their learning to case studies and will ascertain key skills required for further study at Key Stage 5, including application, analysis, and evaluation.

Students will study three compulsory components and complete assessments on each to make up their final grade. Internally assessed units require students to complete a series of tasks where they will apply their learning to different scenarios. The externally assessed unit is an exam made up of multiple choice, short answer and extended-response questions.

Component 1 Children's Growth and Development (Internally assessed 30%)

Students will investigate the factors affecting growth and development of children from birth to five years old.

Component 2 Learning through Play (Internally assessed 30%)

Students will develop an understanding of how play activities can influence children's learning between the ages of birth and five years old. They will consider the different types of play in which children engage, and how activities can support children's learning and progress across the five areas of development.

Component 3 Supporting Children to Play, Learn and Develop (Externally assessed 40%)

Students will investigate how a child learns and develops and how to adapt activities to support the inclusion of all children in play.

Health and Social Care

BTEC Level 1/2 Tech Award in Health and Social Care

Health and Social Care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. Social care employees, such as care assistants and social workers, work with individuals to support them to be as independent as possible in their own homes, in care homes or nursing homes. Healthcare employees, such as doctors, pharmacists, nurses, midwives, healthcare assistants and physiotherapists, work with individuals to enhance their quality of life by improving their health. This course is suitable for anyone wishing to work in these sectors and beyond. Students are given opportunities to apply their learning to case studies and will ascertain key skills required for further study at Key Stage 5, including application, analysis, and evaluation.

Students will study three compulsory components and complete assessments on each to make up their final grade. Internally assessed units require students to complete a series of tasks where they will apply their learning to different scenarios. The externally assessed unit is an exam made up of multiple choice, short answer and extended-response questions.

Component 1 Human Lifespan Development (Internally assessed 30%)

Students will explore various aspects of growth and development and the factors that can affect this across the life stages. They will explore the different events that can

impact on individuals' physical, intellectual, emotional, and social development and how individuals cope with and are supported through changes caused by life events.

Component 2 Health and Social Care Services and Values (Internally assessed 30%)

Students will explore health and social care services and how they meet the needs of service users. They will also study the skills, attributes and values required when giving care.

Component 3 Health and Wellbeing (Externally assessed 40%)

Students will explore the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and person-centred approaches to make recommendations to improve an individual's health and wellbeing.

GCSE Computer Science

Across the course students will develop a real, in-depth understanding of how computer technologies work. Students will be familiar with the basic hardware and software's concepts and their prior block based and textual based programming from their current Key Stage 3 programme of study. This course extends their current knowledge and understanding and gives them further insight into what goes on 'behind the scenes', including computer programming, which many students find innovative.

The course will develop computational thinking, analytical and problem-solving skills through the study of computer programming, giving lifelong skills, which can be transferred to other subjects and contexts, applying them to day-to-day life.

It will also enable students to develop their understanding of the current and emerging technologies in the world around them, developing an understanding of how they work and apply this knowledge to a range of contexts. They will acquire and apply knowledge, technical skills, an understanding of the use of algorithms in computer systems to solve several problems in both Python and using planning algorithm methods.

Students need to have a strong level of mathematical and problem-solving skill to be successful on this qualification.

All content for the course will be assessed by 2 external exams at the end of Year 11 (100%), students will carry out a practical programming project to embed their computational thinking, algorithms, and programming skills during Year 10. Students will follow the OCR GCSE Computer Science (9-1) course/specification.

IT

Cambridge Nationals in IT

Students with a passion and interest in the digital world around them will be interested in this course as it offers a valuable insight in the ever-emerging digital industry. Students will investigate several areas during their studies focusing on topics such as

IT life skills, how a computer works, the Internet of Everything (IoE), augmented reality. This will equip students with the knowledge and skills they can utilise when pursuing future careers, within the IT industry or indeed any other industry in the future.

This programme of study consists of 3 units which addresses key aspects of knowledge and understanding of the IT industry. These units are:

R060: Data manipulation using spreadsheets (NEA Controlled Assessment)

Students will develop the skills to plan, design and make a spreadsheet model to meet a range of scenarios. They will develop a range of tools and techniques to create a spreadsheet solution that can be implied to real world job roles.

R070: Using augmented reality to present information (NEA Controlled Assessment)

Students will learn the purpose, use and types of Augmented Reality (AR) in several contexts and how this differs on different devices. They will develop the skills to be able to design and create an AR prototype, using a range of tools and techniques used in industry.

R050: IT in the digital world (External Examination)

Students will investigate design tools for applications, principles of human computer interfaces and the use of data and testing in different contexts when creating IT solutions or products. They will understand the uses of Internet of Everything and the application of this in their everyday life, cyber-security and legislations related to the use of IT systems, and the different types of digital communications software, devices, and distribution channels.

Dance or Drama

BTEC Level 1/2 Tech Award in Performing Arts (Dance or Drama Pathways)

An enthusiasm and interest for the subject alongside commitment and dedication to demonstrate your talent is central to achieving high within Dance or Drama. This qualification is aimed at students who not only have a passion for Performing Arts performance but also those who may wish to pursue a career as a Choreographer, Director, Teacher or within the Performing Arts industry, alongside many other career aspirations. Performing Arts is a subject which embeds a variety of skills that employers will look for in any line of work such as; confidence, critical thinking, self-discipline, leadership and positivity.

Students will study two compulsory units that will be internally assessed and one further compulsory unit which will be assessed externally.

Compulsory Internal Units:

- Exploring the Performing Arts
- Developing Skills and Techniques in the Performing Arts

Compulsory External Unit:

- Responding to a Brief

Exploring the Performing Arts

In this unit students will develop knowledge and understanding of a range of performance styles and disciplines. They will look at elements such as roles, responsibilities and the application of relevant skills and techniques. They will broaden their knowledge through observing existing repertoire and by learning about the approaches of practitioners and how they create and influence performance material.

Developing Skills and Techniques in the Performing Arts

In this unit, students will develop performance skills and techniques. They will specialise in either the Dance or Drama discipline and take part in workshops and classes where they will develop technical, practical and interpretative skills through the rehearsal and performance process. They will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work. Throughout their development, they will review their own progress and consider how to make improvements.

Responding to a Brief

In this unit, students will have the opportunity to respond to a brief set by the exam board. They will be given a brief that outlines the performance requirements, and which asks them to consider their target audience and to start the creative process by using the given stimulus included in the brief. Working as part of a group, they will develop their ideas for a workshop performance and apply their skills and techniques to communicate their creative intentions to their audience.

Music

BTEC Level 1/2 Tech Award in Music Practice

Students with a genuine passion for Music or Music Technology will thrive on this course. No previous experience is required just an enthusiasm and interest for the subject alongside commitment and dedication to demonstrate your talent. It is a creative qualification, and the course is able to support students with acquiring a variety of skills that future employers will value. The course also supports learners with their confidence and will challenge them to try new concepts and ideas. Music is able to provide students with a range of skills that enhance their employment prospects. The discipline of learning an instrument, along with resilience and determination, thinking and creating, using their initiative, and being able to communicate ideas are all invaluable assets. Universities and employers are always impressed by the skills musicians have due to their well-balanced curriculum

Through the different vocational units, students will get hands on experience and listen to a wide variety of music across several genres and decades to trace the history of modern music. Students will develop their performance, composition and production / music technology skills.

Component 1 - Exploring Music Products and Styles

Students will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.

Component 2 – Music Skills Development

Students will have the opportunity to develop two musical disciplines through engagement in practical tasks such as performance, composition, live sound, sequencing and production, while documenting their progress and planning for further improvement.

Component 3 – Responding to a Commercial Music Brief

This component allows students to work to their strengths and interests and apply the skills that they have learned throughout the course in a practical way. Students will focus on a particular area of the music industry that excites and appeals to them and then respond to a commercial music brief as a composer, performer or producer.

Instrumental and/or vocal practise will be fundamental to both your musical and personal development. As the BTEC Music course is primarily class-based, please expect to commit to a regular practise routine as this will provide the basis of your homework tasks. There are a range of Session 3 activities on offer to help you to continue your musical development if practise outside of school is not possible.

Product Design

GCSE Design and Technology

This course combines the use of graphic media, resistant materials and CAD/CAM. Students will follow an iterative design approach to their learning and will implement the knowledge and skills built in Key Stage 3 to tackle a design and make project. Within this portfolio of work, students will develop a brief based on wider influences within the subject including historical, social, cultural, environmental, sustainable and economic factors. Students will then be expected to demonstrate their knowledge of key terms, materials and design/evaluation skills through a final examination.

50% NEA (non-examined assessment) and 50% examination

BTEC Construction and the Built Environment

The Construction course consists of 3 components. 2 coursework components and 1 exam component

Component 1: Construction Technology (Exam)

Component 2: Construction in Practice

Component 3: Construction and Design

Students in Construction will be taught a wide range of skills and knowledge pertaining to the construction industry. These skills will include a range of practical techniques and industry specific knowledge that will be applicable to an array of construction careers.

The Construction in Practice element of the course focuses on woodwork skills and will require students to build a frame, using a range of joints delivered to an exact specification and measurements, which will develop understanding of reading from a drawing and using tools to build to within a limited tolerance. The Second piece of coursework, entitled Construction and Design, requires students to respond to a brief and use their technical drawing skills to design and deliver a low rise building to modern planning standards, as well as introducing sustainable elements within a budget. Finally, the exam will require the students to apply their knowledge built up over the previous two components as well as other areas of construction theory. This course builds a comprehensive set of applicable skills for any student wishing to enter a construction focused industry.

Sport

BTEC Tech Award in Sport Level 1/2

Students with a passion for sport and physical activity would be suitable for this course. Studying Sport will provide students with the opportunity to continue to study in this field in the sixth form or for work in the sports industry. BTEC Sport will develop a series of skills that will benefit the students, these include confidence, leadership skills and the ability to work well in a team.

Students will study three compulsory units.

Compulsory Units

Component 1: Preparing Participants to Take Part in Sport and Physical Activity

Learners will explore the different types and provision of sport and physical activity available for different types of participants, barriers to participation and ways to overcome these barriers to increase participation in sport and physical activity. They will also research equipment and technological advances in a chosen sport or physical activity and how to prepare our bodies for participation in sport and physical activity.

Component 2: Taking Part and Improving Other Participants Sporting Performance

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

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

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

Travel and Tourism

BTEC Level 1/2 Tech Award in Travel and Tourism

Students with a passion and interest in the world of Travel and Tourism will be interested in this course as it offers a valuable insight into this diverse and growing Travel and Tourism industry. Students will investigate several areas during their studies focusing on things such as marketing and promotion, ownership and making a profit and the importance of customer service. This will equip students with the knowledge and skills that they can then utilise to make a career in Travel and Tourism or indeed in any other industry. No previous knowledge of the industry is required or expected.

The course consists of three components which will allow students to gain a broad understanding of the industry. These components are;

- **Component one-** Travel and Tourism organisations and destinations. In this unit, students will study the nature of the Travel and Tourism industry including how tourist destinations market themselves, the organisational characteristics of the industry and the role of technology.
- **Component Two-** Customer needs in the Travel and Tourism industry. In this unit students will look at how different organisations aim to meet the needs of various customer types.
- **Component Three-** Influences on global Travel and Tourism. In this unit students will assess a range of global destinations and evaluate the reasons for successes/ failures.