

Sixth Form Course and Option Information Booklet 2021-2023

**Information for Year 11 students
and their parents/carers**

November 2020

Messages from our Current Students

The transfer into Sixth Form was very easy for me. The teachers have been very supportive and despite not sitting my GCSE exams, I feel very comfortable with the current workload for my subjects: Biology, Chemistry and Psychology. Since the very first week of Sixth Form we have been made aware of our choices for when we leave the Academy. This has included workshops on progressing to university - making sure we have the knowledge required for the application process, student loans etc. There has also been a big emphasis on getting a work placement and to even start writing our personal statements so we are more prepared. Chiltern Hills Academy is doing a fantastic job in preparing their students for their future.

Kiera Mordue, Year 12

I have been at Chiltern Hills Academy since Year 7 and I have thoroughly enjoyed my time here. I am currently in Year 12 and I am studying Physics, Biology, Mathematics and Further Mathematics. Sixth Form has supported me by helping me stay informed about my future prospects and the possible options I could pursue. My teachers have been a key part in developing my education and other life skills that are useful outside of school, such as creativity and critical thinking. Being in Sixth Form has challenged my capabilities and helped me to grow as a student and a person. I am now planning to complete an Extended Project Qualification to help support my research skills and prepare me for university.

Isaiah Jones, Year 12

I started the school in Year 7. Currently a Year 13 student, it was a 'no brainer', I was going to stay and continue my A Levels here. Currently I am studying Geography, Business and for an Extended Project Qualification. Over the years I have been given fantastic opportunities by the school, from being Head Boy to participating in different extra-curricular opportunities which have enriched my education and I have learnt new skills. An example being when I was given the opportunity to be the Ambassador for the Duke of Edinburgh Award during Years 11 and 12. The Academy has a warm and inviting feel and it strives to make each new student a part of its family. We look forward to seeing you.

Edward Ford, Head Boy, Year 13

After being here since Year 7, I decided to continue on into Sixth Form. I am currently studying Geography, English Literature and Psychology. Throughout Sixth Form students are offered university trips, as well as talks from specialists on topics such as student life, CV writing, finance and much more. I have participated in Duke of Edinburgh Award, which led to me becoming an Ambassador in Year 12. I now have the opportunity as Head Girl to speak about the topic of mental health. I am doing this by working in a mentoring scheme enabling younger students to talk to trained Year 12 and 13 students. When leaving this academic year I aim to go to university to study Psychology, to then specialise in Child Clinical Psychology for children with special needs. Chiltern Hills Academy has supported me considerably throughout the years, enabling me to have the confidence to pursue this pathway.

Catriona Brown, Head Girl, Year 13

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Welcome from our Director of Sixth Form

Dear Parents/Carers and Students,

It gives us great pleasure to outline over the following pages the wide range of opportunities the Academy's Sixth Form can offer. We are extremely proud of our Sixth Form; its vibrant ethos, caring approach and dedicated students.

Academic and vocational success is our central focus and all our students are encouraged to become inquisitive and independent learners, who will prosper in the work place, at university and beyond. To this end, every student has a personal Academic Form Tutor who monitors their performance, agrees targets and ensures best working practices are being followed; there are regular one-to-one meetings between student and tutor but, importantly, the student drives the process forward.

All courses require serious and sustained study if students are to be successful. The educational leap from GCSE to Sixth Form study is huge, therefore it is very important that students give their subject choices considerable thought. Hard work and private study are essential criteria for success in Sixth Form.

Every year we recruit a proportion of our Year 12 from other schools. Everyone, whether new to the Academy or already here, is assured of a warm welcome and we pride ourselves on our specially tailored induction programme for all students. Our Sixth Form is a caring and friendly environment which aims to nurture and develop potential and skills which supports our students' future aspirations.

Applying to Join our Sixth Form

Applications to Sixth Form are invited from all the Academy's current Year 11 students and other educational establishments. Application forms can be found in the Sixth Form area of our website. Following application, students will be asked to attend an interview and successful applicants will receive a written offer of a place, conditional upon attainment of the required GCSE or other Level 2 grades.

The minimum entry requirement for Level 3 courses is noted for each individual subject and includes **grade 5 or above in English and Mathematics**. Some A Level subjects also have additional requirements which are specified in the Academic Criteria for Study section on the following pages. **Students gaining grades below this threshold will still be eligible to apply for Level 2 vocational courses.**

We look forward to meeting you at our virtual Open Evening, or on another occasion if you would like to visit the Academy for a guided tour when this is possible, and to welcoming you in September.

Miss L Harman
Director of Sixth Form
Email: Lharman@chacademy.co.uk

Mrs J Conway
Vice Principal
Email: JConway@chacademy.co.uk

Academic Criteria for Study

In September 2021 the Academy is intending to offer three educational pathways. The following is the subject specific criteria for each subject option.

Level 2 Subjects	Subject Specific Entry Criteria
The following Level 2 qualifications are appropriate for students to study who have not achieved a grade 5 or above in GCSE English and Mathematics and the other necessary entry requirements.	
BTEC Level 1 / 2 Tech Award in Enterprise	4 GCSE grade 3 or above are required
BTEC Level 1 / 2 Tech Award in Creative Media Production	4 GCSE grade 3 or above are required
BTEC Level 1 / 2 Tech Award in Travel and Tourism	4 GCSE grade 3 or above are required
BTEC Level 2 Technical Diploma in Children's Play, Learning and Development	4 GCSE grade 3 or above are required
Level 3 Subjects	Subject Specific Entry Criteria
The following subjects are appropriate for students who are intending to study three Level 3 courses (BTEC Level 3 and A Level) in Year 12.	
All students must have obtained the entry requirements detailed below which include a grade 5 or above in GCSE Mathematics and/or English for all Level 3 courses.	
GCE A Level Art & Design	Grade 6 or above in Art & Design plus strong drawing skills. Please speak to Mr Kravec or a member of the art team if you did not study GCSE Art & Design and we can discuss your suitability.
GCE A Level Art & Design - Photography	Grade 6 or above at GCSE or have a portfolio of work available to review at interview. Please speak to Mr Kravec or a member of the Art and Photography team if you did not study GCSE Photography and we can discuss your suitability.
GCE A Level Biology	GCSE grade 6 or above in Biology/grade 6:6 in GCSE Trilogy Science, in addition to GCSE grade 6 or above in Mathematics and English.
BTEC Level 3 National Extended Certificate in Business	Although previous study of Business is not essential, students who have taken the BTEC Level 2 Award in Business require a Merit grade or higher to study this course.
GCE A Level Chemistry	GCSE grade 6 or above in Chemistry/grade 6:6 in GCSE Trilogy Science, in addition to grade 6 or above in GCSE Mathematics and English.
BTEC Level 3 Construction	Although previous study of Construction is not essential, students who have taken BTEC Level 2 Award in Construction require a Merit grade or higher to study this course.
GCE A Level English Literature	GCSE grade 6 or above in English Language and English Literature.
Level 3 Financial Studies Certificate and Diploma	GCSE grade 5 or above in English.
Level 3 Food Science and Nutrition Certificate and Diploma	GCSE grade 5/6 or above in Food Preparation and Nutrition.
GCE A Level French	GCSE grade 6 or above in French.
GCE A Level Geography	GCSE grade 6 or above in Geography.

Level 3 Subjects	Subject Specific Entry Criteria
BTEC Level 3 Extended Certificate in Health and Social Care	4 GCSE grade 4 or above including Mathematics and English.
GCE A Level History	GCSE grade 6 or above in History.
GCE A Level Mathematics	GCSE grade 6 or above in Mathematics and 5 or above in English.
GCE A Level Further Mathematics	GCSE grade 5 in English and grade 7 in Mathematics. Students must also study A Level Mathematics.
GCE A Level Media Studies	GCSE grade 6 or above in English.
GCE A Level Music	GCSE Grade 5 or above in Music. Students should be able to play a musical instrument or sing to approximately grade 5 standard.
BTEC Level 3 National Certificate in Performing Arts (Dance) / A Level Dance	GCSE grade 5/6 or above in Dance. Students should be attending jazz, ballet, modern or contemporary classes both in and outside of school. All students will be expected to attend an assessment technique class to assess their suitability for the course.
BTEC Level 3 National Extended Certificate in Performing Arts (Drama)	GCSE grade 5/6 or above in Drama and preferably English. All students will be required to attend an acting workshop to assess their suitability if they did not study GCSE Drama.
GCE A Level Philosophy and Ethics	GCSE grade 6 or above in Religious Studies and in English. Grade 6 or above in Mathematics is preferable.
GCE A Level Physical Education	Students should have achieved at least a Merit in Level 2 BTEC Sport and GCSE grade 5 or above in Science. Students will be considered for the course without a Level 2 BTEC Sport or GCSE qualification, but this is at the discretion of the PE department.
GCE A Level Physics	GCSE grade 6 or above in Physics or a GCSE grade 6:6 minimum in Trilogy Science, in addition grade 6 or above in Mathematics and English.
GCE A Level Psychology	GCSE grade 6 or above in English and Mathematics. GCSE grade 6 or above in science is preferable.
GCE A Level Sociology	GCSE grade 6 or above in English, grade 6 or above Mathematics is preferable.
GCE A Level Spanish	GCSE grade 6 or above in Spanish.
Level 3 Travel and Tourism	L2 Travel and Tourism Merit or GCSE grade 4 English and Mathematics.

Course Information

Due to ongoing curriculum changes we cannot guarantee that all these courses will run exactly as they are. A few subjects will still offer an external AS exam at the end of Year 12 following on with an external A2 exam after the second year, whilst most will only offer an external A Level exam after two years. We will, however, continue to have internal exams and progress checks to ensure students are on the right track to complete their A Levels.

If a subject has insufficient uptake for September 2021 this course may not run. This will be communicated to students as quickly as possible.

Introduction

Organisation

The Sixth Form is divided into tutor groups of approximately twenty five students. Each group is looked after by an experienced member of staff under the overall direction of the Director of Sixth Form. The Sixth Form area is on the first floor of the sports hall block. It contains a Sixth Form study area with a small kitchen, desktop computers connected to the network, twenty-four laptop computers available to be signed out from the network office and an extensive university prospectus section.

Responsibilities

Sixth Form students are expected to take a positive and responsible part in all aspects of school life and its organisation. The staff look to the Sixth Form to set the standards expected from the Academy as a whole. Every encouragement is given to students to develop leadership and organisational skills; this may involve being on the Head Student team, participating in mentoring in the younger year groups' lessons or taking responsibility for extra-curricular activities, being a member of Student Voice and participating in charity events or social occasions. The elected Sixth Form Head Students have responsibility for looking after the Sixth Form centre, representing the views of the Sixth Form and organising social and fundraising activities for charity. Annually the whole Academy will elect four senior students as Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl. All Year 12 students can nominate themselves for these roles.

Independent Study

Study time is provided on the timetable to help with the large amount of work set. This time supplements work undertaken at home, it does not replace it! Here is a guide to expected study commitment:

- Six to eight hours a week for all Level 3 courses per subject.
- Four hours a week for a one year BTEC First Award.

Learning Support

The Learning Support team is very keen to help students with special needs to further their education prospects in any appropriate way and can arrange individual programmes.

Dress and Appearance

Sixth Form students are not required to wear a uniform but are expected to wear business suits and always be smart and presentable. Sixth Form tutors will give guidance where necessary. Further details are in the Students' Handbook.

No Smoking

Smoking is not permitted anywhere on the Academy site. Entry into the Sixth Form constitutes acceptance of this policy. Students are also asked not to smoke or vape on the journey to and from school or outside the Academy during breaks and lunchtimes.

Charging Policy for Courses

All books essential to students' courses are available for their use free of charge. Students are advised however that, wherever possible, they should purchase their own individual copies of set texts in order that they may annotate them and use them at times most appropriate to their individual needs. Students are also required to provide their own writing equipment; file paper and photocopying paper will be provided.

It is also our policy to organise field trips, theatre trips and other visits to enhance courses. It is hoped that parents/carers will voluntarily support the cost of these activities; otherwise they may not be able to take place.

The Post 16-19 Bursary Fund is available for students whose parents' income meet the criteria. The allowance is paid termly to the student. Further details can be obtained from the Director of Sixth Form.

Complementary Studies and Tutorial Programmes

To ensure that all our students receive a broad based education, a modular Complementary Studies programme will be timetabled as part of the core studies. The weekly tutorial programme will enhance this. A range of compulsory and optional modules will be offered and students will be encouraged to select those which will extend their knowledge and develop personal skills. Students will also be able to take advantage of one-to-one mentoring with their Academic Tutors on a regular basis.

During their time in the Sixth Form all students are expected to undertake all of the following:

- Health and education workshops
- Voluntary community projects and careers workshops
- Work Experience.

The following are a selection of the other experiences that we hope to be offering over a two year period:

- Peer mediation - an opportunity to learn basic counselling skills and work with students in the lower school
- Catering and culinary skills
- Team games, football, hockey, netball, basketball, cricket, baseball, volleyball and tennis
- External visits - a number of visits are organised as part of the programme; e.g. to university open days, art exhibitions, careers conferences and fairs
- Study skills - an ongoing course throughout the tutorial programme to keep study skills up to scratch including a focus on time-management and critical thinking
- Film Club - a selection of films to watch and analyse
- Arts and crafts
- Young Enterprise - this is ideal for enhancing CVs and is worth UCAS points. Students take the opportunity to put into action and run their own authentic business
- MIND mentoring – specialist training linked with MIND charity organisation to enable students to become mentors and offer support to lower school students.
- Extended Project Qualification – ideal opportunity to gain a further qualification and UCAS points, enhancing learning skills and independent study.

Philosophy and Religious Education (PRE)

Fortnightly, a 'Thought for CHA' presentation is produced for the whole school and there is a section specifically for Sixth Form where students have the opportunity during form time to discuss certain points. We also invite external speakers to come in and give talks on religious education with a focus on reflection, to help support the students' academic study. Opportunities for students to discuss and review some of the big questions about life and how we live it are provided through mini conferences. PRE is a compulsory element for all Sixth Form students.

Young Enterprise Company Programme

Introduction and Course Content

The Young Enterprise Company programme is a one year training course designed to give people, over the age of 16, skills required to run an actual business. This course offers students the opportunity to experience working as part of a team and taking on responsibility, such as finance, human resources, sales and marketing. This is part of a national competition and is supported by Young Enterprise advisers and the course leader, Mrs Hemsworth.

Work Experience

All Level 2 students must organise and plan work experience for the academic year. This can be one work placement or a number of different placements. Students will be supported and guided with this process. This is a compulsory element for every Level 2 student.

Study Routes in the Sixth Form

We offer a personalised approach to learning in the Sixth Form and match students' courses of study to their interests and abilities. There are three pathways available:

Pathway One - The Academic Route

GCE A Levels are courses studied over two years which students complete in Year 13. Assessment is now mainly examination based. A Levels are offered in a wide range of subjects. Most of our Pathway One students will start off studying three subjects at A Level, some students within this pathway choose to study 4 A levels. The entry requirements are a minimum of 44 points over 8 GCSEs (including grade 5 or above in English and Mathematics), as well as the subject criteria for each option as published in this curriculum information booklet. This pathway includes the Life Skills programme, Complementary Studies, Opportunity Days, UCAS support and a work experience placement. Pathway One can lead to career options, Level 5 apprenticeship opportunities or university entry.

Pathway Two - The Academic/Vocational Combination Route

Many of our students combine one or two A Levels with one or two BTEC Level 3 qualifications. The entry requirements are a minimum of five GCSE grade 5s (including English and Mathematics), as well as the subject criteria for each option as published in this curriculum information booklet. This pathway includes the Life Skills programme, Complementary Studies, Opportunity Days, UCAS support and a work experience placement. BTEC Level 3 qualifications carry the same UCAS points and Pathway Two can lead to career options, Level 5 apprenticeship opportunities or university entry.

Pathway Three - The Level 2 Vocational Route

This pathway is appropriate for those students who have not achieved the entry requirements for Level 3 study. A growing number of our students now opt for this route as a potential stepping stone to Level 3 courses the following year. Students will study three Level 2 BTEC courses (equivalent to GCSE) and have the opportunity to re-take GCSE Mathematics and/or English if needed. Any student who does not gain a GCSE grade 4 (as required by the DfE at the time of publishing) in either English and/or Mathematics is expected to continue with these subjects as an integral part of their study programme. If successful, these courses will lead to three more GCSE equivalent passes and, with the inclusion of GCSE Mathematics and English, will allow for entry on to Pathway One or Two the following September. Alternatively, this pathway is excellent preparation for work-based apprenticeships or further education courses. This pathway includes the Life Skills programme, Complementary Studies, Opportunity Days, CV writing, job application workshops and a work experience placement.

Work Experience and Placements

During Year 12 students are expected to undertake a week's work experience placement during the Summer term. Work experience placements are a compulsory part of the Sixth Form programme and must be undertaken by all students. We would expect students to source and arrange their own placements, with support from our Sixth Form team. Completed feedback sheets are important as they will form a part of any future employment or university references.

We are proud to have an inclusive Sixth Form and will work with and support all students to find the best study route, learning environment and courses for them.

GCSE Qualifications

Students who wish to undertake advanced courses but who have not achieved a grade 4 or above in Mathematics and/or English Language/English Literature will have to re-engage in this subject to continue to develop their skills and will have the opportunity to re-take this qualification in Sixth Form.

The following courses are designed to help support these students and those on any of our one year courses.

GCSE English

Course Outline

It is intended to structure the lessons on a flexible learning framework in which the requirements of each student will be assessed and a suitable programme of study agreed. Individual and group tutorials form the basis of the workshop sessions. The course runs for one year, with the first opportunity to re-take the examination in November 2021. They will have a further opportunity to re-sit the examination in June 2022 if they do not achieve a grade 4 or above.

Course Content and Assessment

Examination board: AQA

Assessment: 100% examination.

Progression

English Language is essential for many careers and for those wishing to go on to further education.

GCSE Mathematics

Course Outline

Students will attend timetabled lessons throughout the course of the year with members of the Mathematics staff team. They will work individually on past papers and will sit their examination in November 2021. Students will have a further opportunity to re-sit the examination in June 2022 if they do not achieve a grade 4 or above.

Course Content and Assessment

Examination board: Edexcel

Assessment: 100% examination.

Progression

A mathematics qualification is essential for many careers and for those wishing to go on to further education.

BTEC Level 1 / 2 Tech Award in Enterprise

Course Outline

The BTEC Tech Award in Enterprise has been designed to help students develop their understanding of business through practical, skills-based learning. Students will develop and apply their knowledge and learn key transferable skills such as research and data analysis, to support their progression to further learning and the workplace. It will encourage students to explore the world of business and what makes or breaks an enterprise.

Course Requirements

At least 4 GCSEs grade 3 or above.

Course Content and Assessment

Examination board: Pearson

Website: <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise.html>

The Tech Award is equivalent to one GCSE. The course is made up of three components: two internally assessed and one externally assessed. Assessment is through task-based assignments so that learners can demonstrate their knowledge and skills in work-related scenarios.

- Component 1: Exploring Enterprises - students will examine different enterprises to develop knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs.
Assessment: internally assessed assignment, weighting 30% of total course.
- Component 2: Planning for and Pitching an Enterprise Activity - students will explore ideas, plan and pitch a micro-enterprise activity to an audience, and use feedback to review their business plan.
Assessment: internally assessed assignments, weighting 30% of total course.
- Component 3: Promotion and Finance for Enterprise - students will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market
Assessment: 2 hour written exam, weighting 40% of total course.

There are seven levels of achievement:

- Level 2 Distinction*
- Level 2 Distinction
- Level 2 Merit
- Level 2 Pass
- Level 1 Distinction
- Level 1 Merit
- Level 1 Pass

Progression

This qualification is suitable for anyone taking their first steps into the world of work, progressing through their career, planning to enter university, or starting an apprenticeship.

Curriculum Leader: Mrs A Hemsworth

BTEC Level 1 / 2 Tech Award in Creative Media Production

Course Outline

This subject encourages students to explore relevant specialisations in their learning. In addition, it supports those who may also be working towards achieving GCSE English and/or Mathematics qualifications and wish to complement their study programme with a qualification that supports preparation for work or progression.

Course Requirements

At least 4 GCSEs grade 3 or above.

Course Content and Assessment

Examination board: Pearson

Website: <https://qualifications.pearson.com>

Components 1 and 2 are assessed internally and Component 3 is assessed externally by Pearson. All grades are based on coursework. There is no exam for this course.

During the year students will study the following topics:

- Component 1: Exploring Media Products
- Component 2: Developing Digital Media Production Skills
- Component 3: Create a Media Product in Response to a Brief.

There are seven levels of achievement:

- Level 2 Distinction*
- Level 2 Distinction
- Level 2 Merit
- Level 2 Pass
- Level 1 Distinction
- Level 1 Merit
- Level 1 Pass

Progression

This qualification has been developed to inspire and enthuse students to consider a career in creative digital media or to pursue further studies of media. It presents knowledge, skills and understanding in a meaningful, work-related context, allowing students to explore media concepts and their application.

Curriculum Leader: Mrs J Ryan

BTEC Level 1 / 2 Tech Award in Travel and Tourism

Course Outline

This is a vocational subject. It provides a link between education and real life and all lessons are based on real businesses such as Thomas Cook, Kuoni, Longleat, Thorpe Park, Royal Shakespeare Company, The Snowdome and Holiday Inn. This course is practical and may, for example, involve preparing a PowerPoint presentation on the Olympics; analysing its impact as a visitor attraction, the impact on the community, environment and reviewing ecotourism and sustainability. The course is ideal for students who enjoy working on projects, are creative, like to problem solve and have a practical approach to life.

Course Requirements

At least 4 GCSEs grade 3 or above.

Course Content and Assessment

Examination board: Pearson

Website: <https://qualifications.pearson.com>

The Award is made up of two core units:

- Unit 1: The UK Travel & Tourism Sector (exam)
- Unit 2: UK Travel & Tourism Destinations.

Two optional units will be chosen from the following:

- Unit 3: Development of Travel and Tourism in the UK
- Unit 4: International Travel and Tourism Destinations
- Unit 5: Factors Affecting Worldwide Travel and Tourism
- Unit 6: The Travel and Tourism Customer Service Experience.

Unit 1 (exam), weighting 25% of the course. The other units are coursework, weighting 75% of the course.

There are seven levels of achievement:

- Level 2 Distinction*
- Level 2 Distinction
- Level 2 Merit
- Level 2 Pass
- Level 1 Distinction
- Level 1 Merit
- Level 1 Pass

Progression

This qualification is suitable for anyone taking their first steps into the world of work, progressing through their career, planning to enter university, or starting an apprenticeship. It can also lead to the Level 3 qualification, opening the doors to other Level 3 qualifications including A Levels.

Curriculum Leader: Mr B McFadden

BTEC Level 2 Technical Diploma in Children's Play Learning and Development

Course Outline

This qualification is for learners who want to start a career in early years' education and care. It is designed for Post-16 learners and can be taken as part of a wider study programme. It has been developed in consultation with employers in the early years' sector to ensure students develop the skills and behavior to be successful when applying for work.

All the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviour expected by employers in the early years' sector. The areas covered include child development, working in early years' settings, caring for children and supporting children's learning through play.

In addition, students will develop transferable technical and practical skills in communication, professional behaviours in the workplace, reflective practice and preparation for interviews to secure employment or an apprenticeship.

Course Requirements

At least 4 GCSEs grade 3 or above including Maths and English.

Course Content and Assessment

Examination board: BTEC

Website: to be confirmed

There are 7 units that need to be completed.

- Unit 1: Policy and Practice for Working in Early Years Settings
- Unit 2: Child Development from Birth up to Five Years
- Unit 3: Developing Professional Practice Skills for Work in Early Years Settings
- Unit 4: Supporting Children's Physical Care Needs in Early Years Settings
- Unit 5: Supporting Children's Learning Through Play
- Unit 6: Supporting Children's Communication, Literacy and Language Development
- Unit 7: Developing Professional Practice in Early Years Settings.

Unit 1 and 2 (exams), weighting 25% of the course. Five other units (coursework), weighting 75% of the course.

There are five levels of achievement:

- Level 2 Distinction* (equivalent to one GCSE grade 8.5 or A*)
- Level 2 Distinction (equivalent to one GCSE grade 7 or A)
- Level 2 Merit (equivalent to one GCSE grade 5.5 or B)
- Level 2 Pass (equivalent to one GCSE grade 4 or C)
- Level 1 Pass (equivalent to one GCSE grade 1.75 or F/G)

Progression

Achieving this qualification will give learners an advantage when applying for a job in the early years' sector. The types of roles in the early years' settings include: early years' assistant, pre-school assistant, nursery assistant or childminder's helper. This qualification will also support progression into Level 3 qualifications and apprenticeships.

Curriculum Leader: Miss E Rowan

Extended Project Qualification

Course Outline

The Extended Project Qualification (EPQ) has proved to be popular with students and teachers alike. It provides an opportunity for students to extend their abilities beyond the A Level syllabus, stand out and prepare for university or their future career. The EPQ is taken as a stand-alone qualification alongside other Level 3 qualifications.

It is worth half an A Level (28 UCAS points) so can be used to earn extra UCAS points. An increasing number of universities are including the EPQ in their offers to students. Many universities and further education institutions support project qualifications directly and recognise the value of the skills they develop. Some make lower offers for students taking the EPQ.

In this qualification there are 120 Guided Learning Hours and 30 Taught Skills Hours to produce either a 5,000 word project or an artefact and 1000 words.

Course Requirements

Students working on or above target grades with an attendance of 95% or above. Other suitability is judged on an individual basis.

Course content and Assessment

Examination board: AQA

Website: <https://www.aqa.org.uk/subjects/projects/project-qualifications/EPQ-7993>

The EPQ requires students to carry out research on a topic that they have chosen. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production. A student can take inspiration from something studied in class or something completely unrelated to their studies.

The EPQ allows students to embark on largely self-directed projects. By taking responsibility for the choice and design of an individual project (or an individual role in a group project) students:

- Become more critical, reflective and independent learners
- Develop and apply decision-making and problem-solving skills
- Increase their planning, research, analysis, synthesis, evaluation and presentation skills
- Learn to apply new technologies confidently
- Demonstrate creativity, initiative and enterprise.

Undertaking an EPQ can also deliver other benefits for students and schools, such as:

- Boosting student recruitment by making the curriculum more attractive
- Increasing student motivation by allowing them to study topics of personal interest
- Enabling students to apply their new skills to other areas of study.

Course Leader: Miss L Harman

GCE A Level Art & Design

Course Outline

Students will have the opportunity to develop and expand on the technical skills they established at GCSE. They will develop their creative ability to become fully independent and more dynamic as artists.

Course Requirements

The requirements are grade 6 or above in GCSE Art & Design plus strong drawing skills. It is necessary for students to work independently at times and complete various workshops. Please speak to Mr Kravec or a member of the Art team if you did not study GCSE Art and we can discuss your suitability.

Course Content and Assessment

Examination board: AQA

Website: <http://www.aqa.org.uk>

Assessment: AQA require units of personal investigation (coursework) and a controlled test to be presented for assessment at the end of the course.

Year 12

The skills, techniques, thought processes, contextual elements and critical judgements outlined in the course are delivered in one component:

- Component 1: students are expected to undertake set studies and produce a coursework folder.

Year 13

- Students will produce an essay of 1000 to 3000 words that supports their practical work.
- Students develop their personal investigation by researching and studying a theme of their choice.
- Students will be expected to combine all skills taught and produce a personal response to the theme.
- Tutors will guide and support the students in making the right decision that focuses on the student's strengths in Year 12.
- Controlled test: students will have eight weeks to prepare for the exam set by AQA.
- Component 1: personal investigation unit built on the strengths shown in Year 12 (60% of the overall grade).
- Component 2: an externally set assignment.

Progression

Students who have studied this course may go on to complete foundation degrees, degrees or employment.

Curriculum Leader: Mr V Kravec

GCE A Level Art & Design - Photography

Lens-based and light-based media

Course Outline

This course means that students are following an art course with a photography emphasis.

Course Requirements

Students will need a passion for photography and should have gained a grade 6 or above at GCSE or have a portfolio of work available to review at interview. Please speak to Mr Kravec or a member of the Art and Photography team if you did not study GCSE Photography and to discuss your suitability.

Course Content and Assessment

Examination board: AQA

Website: <http://www.aqa.org.uk/>

Assessment: by examination and coursework.

Year 12

The course is split into two units although there is an overlap of knowledge and skills. The students will learn digital and traditional skills and techniques and how to manipulate and process photographic images. Students will be expected to have their own digital camera and cover the cost of some of the printing.

- Component 1: students are expected to undertake set studies and produce a coursework folder.

Year 13

In the second year students continue to develop the skills and techniques they acquired in Year 12.

- Students will produce an essay of 1000 to 3000 words that supports their practical work
- Component 1: personal investigation unit built on the strengths shown in Year 12
- Component 2: an externally set assignment.

Progression

The A Level in Photography combines well with many other subjects such as Product Design, Performing Arts, Business and English Literature. There are opportunities in higher education to follow degree courses or HND. Career opportunities include multimedia design, architecture, advertising/marketing, film and television, theatre or costume design.

Curriculum Leader: Mr V Kravec

GCE A Level Biology

Course Outline

The use of scientific knowledge in daily life affects everyone and an understanding of science is vital for any progression in modern society. A Level Biology places an emphasis upon the applications of scientific principles and their relevance in health, industry and sustainability. This qualification involves a large amount of practical work.

Course Requirements

Students will be expected to have achieved a GCSE grade 6 or above in Biology or a GCSE grade 6:6 or above in Trilogy Science, in addition to a grade 6 or above in GCSE Mathematics and English. Enthusiasm and commitment are needed. Students should be prepared to spend several hours a week in consolidating class work, private study and background reading.

Course Content and Assessment

Examination board: AQA

Website: <http://www.aqa.org.uk/>

Assessment: there will be 2 exams at the end of year 12 (AS) to ensure students are keeping pace with the course. This will be followed by three exam papers taken at the end of Year 13. Each paper will contain content as outlined during the course as well as questions based on the 12 required practicals carried out throughout the year (there will be no separate practical examination).

Topics include:

- Biological Molecules
- Cells
- Organisms Exchange Substances with their Environment
- Genetic Information, Variation and Relationships Between Organisms
- Energy Transfers In and Between Organisms
- Organisms Responding to Changes in Their Internal and External Environments
- Genetics, Populations, Evolution and Ecosystems
- The Control of Gene Expression.

Progression

A Level Biology is essential where students may wish to study biology, zoology, ecology, animal science, marine biology, life sciences, medicine, environmental science, forensic science or any other subject related to the natural world, with many other courses preferring biology at either AS or A Level.

Possible career choices that require A Level Biology include: biological testing, biotechnology, independent research, food industry jobs, nutrition, medicine, doctor, nurse, synthetic biology, bioengineering, biomedical engineering, veterinarian, zoologist, zookeeper, animal care, veterinary nurse, scientist, as well as many others.

Course Leader: Mr P Toovey

BTEC Level 3 National Extended Certificate in Business

Course Outline

This is a vocational or work-related qualification and means that students will have the opportunity to gain specific knowledge, understanding and skills that are relevant to the world of work.

The principles of business that students will learn here underpin every organisation, from presenting positive marketing messages and developing effective interpersonal skills, to operating within a legal framework and accurate accounting.

Course Requirements

Although previous study of business is not essential, students who have taken the BTEC Level 2 Award in Business require a Merit grade or higher to study this course.

Course Content and Assessment

Examination board: Pearson

Website: <https://qualifications.pearson.com/>

Assessment: The National Extended Certificate is equivalent to one A Level. There are four units and two are externally assessed (external assessment, 58% of the total marks).

- Unit 1: Exploring Business - in this introductory unit students will study the purposes of different businesses; their structure, the effect of the external environment and how they need to be dynamic and innovative to survive (coursework assignments marked internally, weighting 25% of the total marks).
- Unit 2: Developing a Marketing Campaign - students will gain skills relating to and an understanding of how a marketing campaign is developed (controlled assessment task, set and marked externally and based on pre-released material, weighting 25% of the total marks).
- Unit 3: Personal and Business Finance - students study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information (written exam to be taken January/June, weighting 33% of the total marks).
- Unit 8: Recruitment and Selection Process - students explore how the recruitment process is carried out in a business. They have the opportunity to participate in selection interviews and review their performance (coursework assignment marked internally, weighting 17% of the total marks).

There are four levels of achievement:

- Level 3 Distinction* (equivalent to one A Level grade A*)
- Level 3 Distinction (equivalent to one A Level grade A)
- Level 3 Merit (equivalent to one A Level grade C)
- Level 3 Pass (equivalent to one A Level grade E)

Progression

This course is for students who are interested in learning about the business sector, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. Successful BTEC Level 3 Business students often continue their studies at further education colleges and universities. Possible career opportunities include management, accounting, marketing, human resources and retailing.

Curriculum Leader: Mrs A Hemsworth

GCE A Level Chemistry

Course Outline

Enthusiasm and commitment are needed. Students should be prepared to spend several hours a week in consolidating class work, private study and background reading.

Course Requirements

For students wishing to study GCE Chemistry they must have achieved at least a grade 6 in Chemistry or a grade 6:6 in GCSE Trilogy Science and grade 6 in GCSE Mathematics and English.

Course Content and Assessment

Examination board: AQA

Website: <http://www.aqa.org.uk/>

Assessment: there will be 2 exams at the end of Year 12 (AS) to ensure students are keeping pace with the course. This will be followed by three exam papers taken at the end of Year 13. Each paper will contain content as outlined during the course as well as questions based on the 12 required practicals carried out throughout the year (there will be no separate practical examination).

Year 12 (AS Level) - core principles of Chemistry (taught in the Autumn term of Year 12):

- Atomic Structure
- Amount of Substance
- Bonding
- Kinetics
- Introduction to Organic Chemistry.

Application of the core principles of Chemistry (taught in the Spring and Summer terms of Year 12):

- Energetics
- Chemical Equilibria
- Redox Reactions
- Periodicity (including Group II and Group VII)
- Organic Chemistry.

Year 13 (A Level) - in the second year, students will study the following additional topics:

- Physical Chemistry - Thermodynamics, Rate Equations, Equilibrium Constant and Acids and Bases
- Inorganic Chemistry - Period 3 Properties and Transition Metals
- Organic Chemistry - Optical Isomerism, Aldehydes and Ketones, Carboxylic Acids, Aromatic Chemistry, Amines, Polymers, Amino Acids, Organic Synthesis, NMR Spectroscopy and Chromatography.

Progression

Chemistry will help students get ahead in most STEM (Science, Technology, Engineering and Mathematics) careers and more besides. It is an important subject for careers in medicine, environmental science, engineering, toxicology, developing consumer products, metallurgy (studying how metals behave), space exploration, developing perfumes and cosmetics, pharmaceuticals, energy, teaching, science writing, software development and research.

Course Leader: Mrs Z Chaudri

BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN CONSTRUCTION AND THE BUILT ENVIRONMENT

Course Outline

The Extended Certificate is for students who are interested in learning about the construction sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in construction-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Examinations

All learners take the same assessment, normally with a written outcome.

Set tasks - learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Course Requirements

Although previous study of construction is not essential, students who have taken the BTEC Level 2 Award in Construction require a Merit grade or higher to study this course.

Course Content and Assessment

Examination board: Pearson

Website: <https://qualifications.pearson.com>

Assessment: The National Extended Certificate is equivalent to one A Level. There are four units and two are externally assessed (external assessment, 63% of the total marks).

- Unit 2: Construction Design- students learn the principles and practice involved in the design and construction of low and medium-rise buildings and structures and gain an understanding of how design is influenced by client requirements and external constraints.
- Unit 4: Construction Technology - students examine various forms of low-rise construction and consider the most appropriate forms for differing site conditions and client requirements. They will gain an understanding of the different types of foundation that could be used on a project and the factors that influence its selection.
- Unit 5: Health and Safety in Construction – students examine the responsibilities of employees and employers with regard to UK legislation and regulations and the procedures used to control hazards and risks for construction operations across a range of activities. They will use relevant policies and procedures to design a safe system of work that could be instigated and maintained in a construction context.
- Unit 9: Management of a Construction Project - students examine the techniques needed to manage a project from start to completion. They will learn about the roles and responsibilities of the construction management team including planning, forecasting, organising, buying, motivating and cost control.

There are four levels of achievement:

- Level 3 Distinction* (equivalent to one A Level grade A*)
- Level 3 Distinction (equivalent to one A Level grade A)
- Level 3 Merit (equivalent to one A Level grade C)
- Level 3 Pass (equivalent to one A Level grade E)

What could this qualification lead to: this qualification will prepare learners for direct employment in the construction and built environment sector and is ideal if they wish to enter a particular specialist area of work, such as building services engineering technician, construction project technician and mechanical/electrical services technician.

Course Leader: Mr A Hanson

GCE A Level English Literature

Course Outline

The aim of this course is to encourage students to develop their interest in and enjoyment of literature and literary studies as they read widely and independently both set texts and others that they have selected for themselves. They will engage creatively with a substantial body of texts and ways of responding to them and will develop and effectively apply their knowledge of literary analysis and evaluation in speech and writing.

Course Requirements

Students are required to have at least a grade 6 or above in GCSE English Language and English Literature. Those students who have studied GCSE English Literature will find that the skills they have learned will prove a valuable foundation for further studies at this level.

Course Content and Assessment

Examination board: OCR

Website: <http://www.ocr.org.uk>

Assessment: written examination and coursework.

Year 1 AS Level - this first year of the course consists of two units of assessment:

- Component 1: Shakespeare and Poetry Pre-1900 - students will study *Hamlet* by William Shakespeare and *Paradise Lost*, books 9 & 10 by John Milton (written exam).
- Components 2 & 3: Drama Post-1900 and Prose Post-1900 - students will study *The Bloody Chamber*, a collection of short stories by Angela Carter and a play, *The History Boys*, by Alan Bennett (written exam).

Year 2 A2 Level - the second year of the course consists of two units of assessment:

- Component 1: Drama & Poetry Pre-1900 - students will study *The Duchess of Malfi* by John Webster and compare it to Milton's *Paradise Lost* books 9 & 10 (written exam).
- Component 2: Comparative and Contextual Study - students will study one novel *Dracula* by Bram Stoker, which will be paired with Carter's *The Bloody Chamber* (written exam).
- Component 3: Re-creative writing piece with commentary and comparative essay- students will study T S Eliot's poetry *The Waste Land*, Ian McEwan's novel, *Saturday*, and the play *Jerusalem* by Jez Butterworth (both pieces are coursework).

Progression

GCE English Literature combines well with almost all other A Level subjects and entrance to higher education courses.

Course Leaders: Mr P Miller & Miss D Antonello

Level 3 Financial Studies Certificate and Diploma

Course Outline

This course develops the knowledge and skills required for young people to make informed financial decisions by introducing them to the risks and challenges involved in personal finance and the tools for effective planning. Within this, it provides a solid basis for creating financial inclusion, by exploring social-economic trends and their relationship with an individual's circumstances and attitudes.

Course Requirements

Certificate - students would be expected to have acquired skills and knowledge in English and Mathematics to enable study at Level 3. Given the volume of extended writing required, a minimum of a grade 5 in English is required.

Course Content and Assessment

Examination board: to be confirmed

Year 12 (Certificate)

This course is studied in Year 12 and can be used as a standalone qualification or prerequisite to studying the Level 3 Diploma in Financial Studies in Year 13. The course covers the core disciplines of financial capability. Students are encouraged to become responsible borrowers and sensible savers, and to appreciate of the need for financial planning throughout their life.

Topic content:

- Importance of financial capability in the immediate, short, medium and long term.
- Financial services and products, including sources of help and advice.
- Borrowing, budgeting, financial planning and cash flow forecasting.
- The impact of external influences at different stages in the personal life cycle.
- Risk and reward in managing personal finance.

Year 13 (Diploma)

This course is available to students who successfully pass the Certificate in Financial Studies taken in Year 12. The Diploma builds on students' skills and knowledge and extends to include areas such as sustainability in the wider financial services system and the long-term effect of debt. The course prepares students for further study by developing their core skills of independent thinking, critical analysis and evaluation, verbal communication (through classroom discussion) and written communication.

Topic content:

- Importance of financial capability in the immediate, short, medium and long term
- The impact of external influences at different stages in the personal life cycle
- Risk and reward in managing personal finance
- Personal and external factors that lead to change
- Maintaining financial sustainability and avoiding long-term debt
- The financial services system and financial sustainability (individual and general)
- Marketing techniques.

Progression

This course provides an excellent grounding for undergraduate students within finance and business-related disciplines, with many students go on to study accounting, business, finance and banking.

Course Leader: Mr R Vaddiraju

BTEC Level 3 Food Science and Nutrition Certificate and Diploma

Course Outline

The purpose of this course is to offer experiences that focus learning for 16 to 19 year olds through applied learning; i.e. through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food industry.

Course Requirements

Students are expected to have a grade 5/6 in GCSE Food Preparation and Nutrition. However, other students will be considered on merit, providing they are willing to work hard to develop their own practical skills.

Course Content and Assessment

Examination Board: Eduqas Level 3 Diploma in Food Science and Nutrition

Website: https://www.eduqas.co.uk/qualifications/food-science-and-nutrition-level-3/#tab_overview

Year 12

(Certificate)

- Unit 1 Meeting Nutritional Needs of Specific Groups - the aim of this unit is to give students an understanding of nutrients, their functions in the body and how nutritional requirements vary in different situations. Unit 1 is compulsory, worth 50% of the qualification. Externally marked exam (90 mins) with a mixture of short and long response questions. There is also a timed assessment (9.5 hours), which includes a practical exam based on a scenario given by the exam board, such as preparing a three course meal. This part is marked in school and moderated - 3 hours planning, 3.5 hours making and 3 hours evaluation.

Year 13

(Diploma)

Comprises Unit 1 in Year 12 plus mandatory Unit 2, with an optional Unit 3 or 4.

- Unit 2: the aim of this unit is to give students an understanding of hazards and risks in relation to storage, preparation and cooking of food in different environments and the control measures needed to minimise these risks, ensuring food is safe to eat. It is assessed by a written assignment, which has 8 hours for completion. The theme is set by the exam board.
- Unit 3: Experimenting to Solve Food Production Problems - the aim of this unit is for students to understand the properties of food. They plan and carry out experiments or practical work to demonstrate this and use results to propose options to solve food production problems. This is a 12 hour assessment /food science experiment.
- Unit 4: the unit requires students to develop skills to plan, carry out and present a research project on a current issue related to consumer food choice. This is a 14 hour assessment on current issues in food science and nutrition. A written report is produced.

Progression

Students will gain the required knowledge to be able to consider and seek employment within the food and drink sectors of hospitality and catering, food production or the food retail industry; or use the qualification to support entry to higher/further education courses e.g. BSc Food and Nutrition, BSc Human Nutrition, BSc (Hons) Public Health Nutrition, BSc (Hons) Food Science and Technology.

Curriculum Leader: Mrs J Turner

GCE A Level French

Course Outline

In studying this subject students will:

- Develop an interest in and enthusiasm for language learning
- Develop understanding of the language in a variety of contexts and genres
- Communicate confidently, clearly and effectively in the language for a range of purposes
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- Derive enjoyment and benefit from language learning.

Course Requirements

Students should have achieved at least a grade 6 in GCSE French.

Course Content and Assessment

Examination board: AQA

Website: <http://www.aqa.org.uk/>

Assessment: this takes place at the end of Year 13.

- Paper 1: Listening, Reading, Writing - 2.5 hours, weighting 50% of the total marks
- Paper 2: Writing - 2 hours, weighting 20% of the total marks
- Paper 3: Speaking, including individual research project, weighting 30% of the total marks.

During this course, students will study the following topics:

- Social Issues and Trends
- Political and Artistic Culture
- Grammar
- Works - Literacy Texts and Films.

Progression

Students can move on to study languages at university and often study international business with languages, economics with languages, international development studies or sciences with languages (for translation of medical and scientific terms as well as international commerce). In addition, students may also go on to study teaching, translation and interpretation (especially from a political point of view but also for business contracts) and law and languages (international law, human rights and the EU).

Having a knowledge of a foreign country and its culture will enable students to communicate effectively, which is a skill valued by many employers in a wide range of fields including engineering, science, advertising and administration.

Curriculum Leader: Mrs E Forssling

GCE A Level Geography

Course Outline

Geography studies the world and its people, looking at how the physical and human world interact. Geography is evident in our daily lives, newspaper articles and news reports everyday informing us what is happening in all areas of the world. People make choices and decisions based upon these events. Students will study how they fit into the bigger picture and can make changes to the world's future. As Michael Palin famously said, 'Geography is the subject which holds the key to our future.'

Course Requirements

Students should have a grade 6 or above in GCSE Geography. It may however, be possible for students new to the subject to study this course following a personal interview.

Course Content and Assessment

Examination board: AQA

Website: <http://www.aqa.org.uk/>

Assessment: it is expected that students will take the course as a two year process, with one set of exams at the end of Year 13.

All students will study core human and physical geography. In each area of study students will consider their own values and attitudes to the issues being studied and support their learning through the study of specific case studies. They will also develop a variety of geographical skills, which broaden and deepen existing knowledge and can be employed with a greater degree of independence.

Topics will include:

- Water and Carbon Cycles
- Coastal Systems and Landscapes
- Hazards or Contemporary Urban Environments
- Global Systems and Global Governance
- Changing Places
- Geography Fieldwork Investigation and Geographical Skills
- Ecosystems Under Stress or Cold Environments.

In addition, one of the following three topics:

- Contemporary Urban Environments
- Population and the Environment
- Resources Security.

Progression

Students who have studied GCE Geography will have a wide range of possible career and higher education opportunities. Geography is traditionally regarded as a subject with a very wide range of transferable skills; skills that are in demand from employers and universities. Geography provides opportunities in many fields including business, education, urban land and environmental management, engineering and surveying, public services and travel and tourism.

Curriculum Leader: Mr D Sweet

BTEC Level 3 National Extended Certificate in Health and Social Care

Course Outline

Equivalent to one A Level, this course provides a broad basis of study for the health and social care sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

All the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the health and social care sector. In addition, students will develop transferable technical and practical skills in communication, professional behaviours in the workplace, reflective practice and preparation for interviews to secure employment, apply for university or an apprenticeship.

Course Requirements

At least 4 GCSEs grade 4 or above including Mathematics and English.

Course Content and Assessment

Examination board: BTEC

Website: to be confirmed

There are 4 units that need to be completed:

- Unit 1: Human Lifespan Development
- Unit 2: Working in Health and Social Care
- Unit 5: Meeting Individual Care and Needs
- Unit 14: Physiological disorders and their Care.

Unit 1 and 2 (exams), weighting 58% of the course. Two other units (coursework), weighting 42% of the course.

There are four levels of achievement:

- Distinction* (56 UCAS Points)
- Distinction (48 UCAS Points)
- Merit (32 UCAS Points)
- Pass (16 UCAS Points)

Progression

Achieving this qualification will give learners an advantage when applying for a job in the health and social care industry. The types of roles in the sector include: healthcare assistant, care home assistant and domiciliary care worker. This widely recognised BTEC qualification, alongside other A Level qualifications, will also support progression into advanced apprenticeships and university qualifications such as social work, nursing, occupational therapy, midwifery and teaching.

Curriculum Leader: Miss E Rowan

GCE A Level History

Course Outline

The course is varied and enables students to develop their analytical skills while studying key events in history.

Course Requirements

Students wishing to study this subject should have achieved at least a grade 6 in GCSE History.

Course Content and Assessment

Examination board: AQA

Website: <http://www.aqa.org.uk/>

Assessment: two exams, each 2.5 hours and a non-examined unit, which is an essay of 3,000 words.

The course is divided into three components:

- Component 1: The Tudors 1485-1603 - a breadth study, this is the study of a significant historical development over a period of 100 years and associated interpretations.
- Component 2: Italy and Fascism c1900-1945 - a depth study; this is the study of a period of major historical change or development and associated primary evidence.
- Component 3: Historical Investigation - personal study, this is based on a topic of the student's choice. This will take the form of a question and then the answer to that question and must cover a range of 100 years.

Progression

Students with AS or A Level History have a wide range of possible career and higher education opportunities. They will learn and use a wide variety of transferable skills during the course. These skills are in demand from employers, universities and colleges and are also valuable in their own right. History is a good basis for a wide range of university courses including accountancy, law, journalism and teaching. Many students will also use their qualification to go straight into employment rather than into higher education. A wide range of occupations will be open to students with an AS or A Level in History. This can also include the opportunity to receive further training in a range of different areas.

Curriculum Leader: Mrs C Anning

GCE A Level Mathematics

Course Outline

A student who is interested in taking Pure Mathematics must be prepared to work outside of the classroom to improve and master each skill, in addition to being a diligent, self-driven and independent learner. Students must also showcase a passion for mathematics and a willingness to further explore the subject and its relevance to real life situations.

Course Requirements

Students wishing to take Pure Mathematics will need to have achieved a grade 6 or above and 5 or above in English as an entry requirement.

Course Content and Assessment

Examination board: Pearson Edexcel

Website: <https://qualifications.pearson.com>

Assessment: the course will cover the following content over a two year curriculum. There are three written exams, each 2 hours long.

- Paper 1 Pure Mathematics 1 AS (9MA0/01)
- Paper 2 Pure Mathematics 2 A2 (9MA0/02)
Topics include Proof, Algebra and Functions, Coordinate Geometry in the (x, y) Plane, Sequences and Series, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Numerical Methods and Vectors.
- Paper 3 Statistics and Mechanics AS (half of content) (9MA0/03). Topics for Statistics includes Statistical sampling, Data Presentation and Interpretation, Probability, Statistical Distributions and Statistical Hypothesis Testing. Topics for Mechanics includes Quantities and units in Mechanics, Kinematics, Forces and Newton's Laws and Moments.

Progression

An AS Level in Mathematics is very valuable as a supporting subject to many courses at A Level and degree level, especially in science, economics, business studies, geography, psychology, sociology and medical courses. A Level Mathematics provides a compelling, highly-valued qualification for many higher education courses and for entry into a wide range of professions. There are also many areas of employment that regard an A Level in Mathematics as an important qualification.

A Level Mathematics is strongly recommended for higher education courses in economics, medicine, architecture, engineering, accountancy, teaching, psychology and computing.

Curriculum Leader: Mr R Vaddiraju

GCE A Level Further Pure Mathematics

Course Outline

This course is for students who have a passion for mathematics. The subject is very demanding and is a challenging qualification but is potentially very satisfying, as well as being an extremely worthwhile qualification for any potential engineer, scientist or anyone thinking of pursuing a mathematics, physics or a computer engineering course at university.

This specification emphasises the importance of a common core of mathematics which broadens knowledge of pure mathematics. It works in tandem with core mathematics and therefore sound understanding of the topics contained therein is essential. Topics include Complex Numbers, Matrix Algebra, Co-ordinate Systems, Differentiation and Integration. This is particularly for students who are genuinely interested in furthering their knowledge of the subject. By the end of the course students will have taken their mathematical aptitude to a higher level and developed further logical, numerical and problem-solving skills.

Course Requirements

Students must have achieved a grade 5 in English and a grade 7 in GCSE Mathematics. In order to study Further Pure Mathematics students must study A Level Mathematics.

Course Content and Assessment

Examination board: Pearson Edexcel

Website: <https://qualifications.pearson.com>

Assessment

For AS Level, there are two papers; one pure and one applied (combination of options from Decision, Mechanics or Statistics). These papers are equally weighted.

- Paper 1 Further Pure Mathematics 1, external written exam, weighting 50% of AS Level.
- Paper 2 Further Mathematics Options, external written exam, weighting 50% of AS Level.

For the A Level, there are four exams; weighted equally between the pure and the application again. One application paper will cover the same content as the AS but will have higher order questioning. Again there are options for the applied papers.

- Paper 1 & 2 Further Pure Mathematics 1 & 2, external written exam, weighting 25% each of A Level.
- Paper 3 & 4 Further Mathematics Options, external written exam, weighting 25% each of A Level.

Progression

Further Mathematics is currently the fastest growing of all subjects taught at A Level, which reflects the fact that greater knowledge of mathematics often results in higher university admission chances. A mathematics degree, to which this usually leads, is highly valued by employers due to the skills in analysis, problem-solving and of course, numeracy, that it develops. Many graduates have chosen to use their mathematical skills in careers in the City of London, such as trading and risk analysis, in banking, insurance and other financial services; and in scientific research, IT and industry. However, this is not an exhaustive list as the transferable skills gained through the study of mathematics are, in general, of wide applicability in many career paths.

Curriculum Leader: Mr R Vaddiraju

GCE A Level Media Studies

Course Outline

In Components 1 and 2 students will study a range of media texts in terms of a theoretical framework consisting of media language, representation, media industries and audiences. The contemporary texts studied are from feature films, television, magazines, newspapers, video games, online and social and participatory media. Media theorists are used to further embed students' knowledge. In Component 3 students will synthesise their knowledge and understanding of this framework and apply it to their practical production. Briefs have included sequences for a television show and print marketing campaigns for new films.

Course Requirements

Students are required to have a minimum of grade 6 in GCSE English and ideally have five GCSEs grades 9-6 as this course is highly academic as well as practical.

Course Content and Assessment

Examination board: Pearson

Website: <http://qualifications.pearson.com>

Assessment: there are two exams for Components 1 and 2. Component 3 is a practical section, internally assessed and externally moderated. This practical work is worth 30% of the total marks.

This subject will be offered as a two-year linear course, however, should students wish to study for just one year, or do not meet the necessary requirements for the full A Level, then the AS course may also be offered.

The AS Level studies the same course content as shown below, but each item studied will be in less detail.

- Component 1: Media Products, Industries and Audiences
- Component 2: Media Forms and Products
- Component 3: Production.

Progression

Media Studies is a good basis for a wide range of university courses including media, journalism, film studies, and graphic design. The Office of National Statistics recently published statistics showing that media is the second most employable degree in this country after medicine. Many students can also use their A Level qualification to go straight into employment rather than into higher education. Wide ranges of occupations are open to these students, as well as apprenticeships in major institutions.

Curriculum Leader: Mrs E Mellish

GCE A Level Music

Course Outline

Students will develop performance skills (solo and/or ensemble), learn about harmony and compose music. They will build up their aural and analytical skills by studying selections from the *New Anthology of Music* (Edited by J Winterson, Peters, 2000) and wider listening.

Course Requirements

Students hoping to study GCE Music should have achieved grade 5 or above at GCSE Music. Students should also be able to play a musical instrument or sing to approximately grade 5 standard.

Course Content and Assessment

Examination board: Pearson Edexcel

Website: <https://qualifications.pearson.com>

Assessment: external assessment and written exams.

Through Y12 and Y13 students will be working towards the following:

- Component 1: Performing - a public recital lasting at least eight minutes (externally assessed), 30% of the qualification.
- Component 2: Composition - this component has two sections; composition and compositional technique. The composition section leading to the creation of a composition of at least four minutes from a set brief or a free composition. Compositional technique assesses a specific technique chosen by the candidate with should be at least one minute long. These should total a minimum of six minutes (externally assessed), 30% of the qualification.
- Component 3: Appraising - this focuses on listening to music, familiar and unfamiliar and understanding how it works (2 hour written exam), 40% of the qualification.

Progression

Students with A Level Music have a wide range of possible career and higher education opportunities. A Level Music will complement other subjects and is highly regarded by top universities. Music can be studied as a single subject in higher education or can be combined with a wide variety of others such as English, French, Mathematics or Physics.

There is a wide range of career opportunities available for music students in performance, composition, recording studios, arts publicity and teaching.

Curriculum Leader: Mr P Hughes

BTEC National Certificate in Performing Arts (Dance)

Course Outline

The course aims to develop students' knowledge of the development of dance, different dance genres, performance and technique skills, as well as choreographers' work both past and present. Students should be prepared to study in depth a variety of different dance works as well as performance opportunities. Students will develop their creative, analytical, evaluative, choreographic, technical, performance and expressive skills throughout this course.

Course Requirements

Students wishing to study this subject should have achieved a grade 5/6 or above in GCSE Dance. Students should be attending regular jazz, ballet, modern or contemporary classes both in school and outside of school. All students will be expected to attend an assessment technique class to assess their suitability for the course.

Course Content and Assessment

Examination board: Pearson

Website: <https://qualifications.pearson.com/>

Assessment: written examination, coursework, external assessment.

During Year 12 students will study the following:

- Unit 1: Investigating Practitioners' Work - written examination
- Unit 2: Developing Skills and Techniques for Live Performance - coursework, in class assessment.

During Year 13 students will study the following:

- Unit 3: Group Performance Workshop - externally assessed
- Unit 12: Contemporary dance technique- coursework, in class assessment.

There are four levels of achievement:

- Level 3 Distinction* (equivalent to one A Level grade A*)
- Level 3 Distinction (equivalent to one A Level grade A)
- Level 3 Merit (equivalent to one A Level grade C)
- Level 3 Pass (equivalent to one A Level grade E)

Progression

Some students will go on to study dance at university or dance college with career opportunities as professional dancers, choreographers, dance therapists, dance teachers, community artists, dance critics or dance physiotherapists. It can also be combined with subjects such as performing arts, media, music, science or history. Other students may pursue a commercial dance career, auditioning for competing troupes, performance companies, touring musicians or television. In the last few years we have had students go on to study at The Brit School, Bird College, Performers' College and Falmouth University.

Curriculum Leader: Miss J Collins

A Level Dance

Course Outline

The course aims to reflect both historical and current dance practices, making them relevant and inspiring a lifelong passion and appreciation for dance. Students will develop their knowledge of the history of dance as well as choreographers' work both past and present. Students should be prepared to study in depth a vast range of dance works from a variety of practitioners as well as periods of time. Students will develop their creative, analytical, evaluative, choreographic, technical, performance and expressive skills throughout this course.

Course Requirements

Students wishing to study this subject should have achieved a grade 5/6 or above in GCSE Dance. Students should be attending regular jazz, ballet, modern or contemporary classes both in school and outside of school. All students will be expected to attend an assessment technique class to assess their suitability for the course.

Course Content and Assessment

Examination board: AQA

Website: <https://www.aqa.org.uk/subjects/dance/as-and-a-level/dance-7237>

Assessment: written examination, external assessment.

During Year 12 students will study the following:

- One optional set work within the corresponding area of study, from a choice of four. Written paper examination
- Performance in a quartet
- Solo performance linked to a specified practitioner within an area of study.

During Year 13 students will study the following:

- One compulsory set work within the compulsory area of study - written paper examination
- Group choreography
- Practical examination will take in April/May.

The levels of achievement: A*-E

Progression

Some students will go on to study dance at university or dance college with career opportunities as professional dancers, choreographers, dance therapists, dance teachers, community artists, dance critics or dance physiotherapists. It can also be combined with subjects such as performing arts, media, music, science or history. Other students may pursue a commercial dance career, auditioning for competing troupes, performance companies, touring musicians or television. In the last few years we have had students go on to study at The Brit School, Bird College, Performers' College and Falmouth University.

Curriculum Leader: Miss J Collins

BTEC National Extended Certificate in Performing Arts (Drama)

Course Outline

Students will be given the opportunity to explore the world of the performing arts industry from a vocational perspective. By the end of the course, students will have developed a range of performance skills as well as an understanding of how the casting, auditioning, devising, rehearsing and performing process work. There is a combination of group and solo performance work and an emphasis on the documentation process. There is also a combination of externally and internally assessed units which involve essay and journal writing, as well as rehearsal and performance.

Course Requirements

Students wishing to study this subject should have achieved a grade 5/6 or above in GCSE Drama and preferably English. All students will be expected to attend an assessment technique class to assess their suitability for the course.

Course Content and Assessment

Examination board: Pearson

Website: <http://qualifications.pearson.com/>

Assessment: Units 1 is an externally set written task. Unit 2 will be assessed internally. Unit 3 is an externally set practical task. There will also be one optional unit the students will study which will be chosen by the centre.

Compulsory course content:

- Unit 1: Investigating Practitioners' Work
- Unit 2: Developing Skills and Techniques for Live Performance
- Unit 3: Group Performance Workshop

There are four levels of achievement:

- Level 3 Distinction* (equivalent to one A Level grade A*)
- Level 3 Distinction (equivalent to one A Level grade A)
- Level 3 Merit (equivalent to one A Level grade C)
- Level 3 Pass (equivalent to one A Level grade E)

Progression

This course will prepare students for studying performing arts in a higher educational setting. In particular, it will equip students with the necessary skills for auditions and workshops, including application for drama school or theatre studies. Having a knowledge of the rehearsal process also lends itself to careers in theatre companies and in the devised theatre world. In addition, the variety of unit contexts enables students to translate their knowledge of drama into different settings such as Theatre in Education and Theatre for Social Change.

Curriculum Leader: Mrs H Thaker-London

GCE A Level Philosophy and Ethics

Course Outline

Religious Studies is an intellectually stimulating and exciting course with the focus on philosophy of religion, religion and ethics and developments in religious thought. It is designed to stretch and challenge students to ensure that they reach their full potential and will encourage students to develop their higher thinking skills. This course offers students the opportunity to ask meaningful questions about the world around them and understand the influence of philosophy on modern thinking and the complex concept of the problem of evil. It provides the opportunity to explore religious beliefs, values and teachings, sources of wisdom and authority and practices that shape religious identity. It is an intensely academic subject so students must possess both self-discipline and a positive work ethic. Students must desire to develop their knowledge of philosophical, political and social issues. They must be able to communicate ideas and participate in discussions.

Course Requirements

Students must have obtained grade 6 or above in GCSE Religious Studies and grade 6 or above in English. Grade 6 or above in Mathematics is preferable. In the absence of a GCSE in Religious Studies, a grade 6 or above in another Humanities subject will be required instead.

Course Content and Assessment

Examination board: Eduqas

Website: <https://www.eduqas.co.uk/qualifications/religious-studies-as-a-level/>

There are three papers at the end of the two years of study:

- Philosophy - 2 hour paper
 1. Inductive and Deductive Arguments for the existence of God
 2. Challenges to religious belief - the problem of evil and suffering and religious belief as a product of the human mind
 3. Religious Experience
 4. Religious Language
- Ethics - 2 hour paper
 1. Ethical Thought
 2. Deontological Ethics
 3. Teleological Ethics
 4. Determinism and Free Will
- Christianity - 2 hour paper
 1. Religious Figures and Sacred Texts
 2. Religious Concepts and Religious Life
 3. Significant social and historical developments in religious thought
 4. Religious practices that shape religious identity

Progression

The study of Philosophy and Ethics enables students to develop intellectual and academic skills which help them to make a smooth transition into higher education and the world of work. Philosophy and Ethics is a well-respected and highly esteemed subject. Students can progress on to study the subject at university and it is well regarded by employers. Students who study this A Level can typically expect to pursue careers in the police, law, teaching, health and social care, various types of youth work, social work, amongst others.

Curriculum Leader: Mrs H Rayner

GCE A Level Physical Education

Course Outline

A Level in Physical Education will equip students with both the depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. This requires students to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- Understand how physiological and psychological states affect performance
- Understand key socio-cultural factors that influence people's involvement in physical activity and sport
- Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance.

Course Requirements

Students should have achieved at least a Merit in Level 2 BTEC Sport and a grade 5 or above in GCSE science. Students may be considered for the course without a Level 2 BTEC Sport or GCSE qualification, however this is at the discretion of the PE department. It is also preferred if students take part in sport outside of the Academy as part of a team or have participated in a school sports team, due to the standard of performance needed to be shown for the practical element.

Course Content and Assessment

Examination board: OCR

Website: <http://www.ocr.org.uk/>

Assessment: three written exam papers and coursework.

Written paper 1:

- Applied Anatomy and Physiology
- Exercise Physiology
- Biomechanics

Written paper 2:

- Skill Acquisition
- Sports Psychology

Written paper 3:

- Sport and Society
- Contemporary Issues in Physical Activity and Sport

Coursework:

- Performance or coaching in one sport (practical)
- Evaluation and analysis of performance for improvement (verbal).

Progression

This course prepares students for the further study of PE or sports science, as well as other related subject areas such as psychology, sociology and biology. Students will develop the transferable skills that are in demand by further education, higher education and employers in all sectors of industry. This specification creates confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team - all skills that will enable students to stand out and effectively promote themselves as they progress through life.

Curriculum Leader: Miss C Passmore

GCE A Level Physics

Course Outline

The use of physics principles in daily life affects everyone and is the foundation of our evolving technological society. An understanding of science is vital to our awareness and evolution of modern technology that we are becoming heavily dependent upon. A Level Physics places an emphasis upon the understanding of scientific principles and their applications in everyday life and involves a large quantity of practical work.

Course Requirements

Students will be expected to have achieved a GCSE grade 6 or above in Physics or a GCSE grade 6:6 or above in Trilog Science, in addition to GCSE grade 6 or above in Mathematics and English.

Course Content and Assessment

Examination board: AQA

Website: <http://www.aqa.org.uk/>

Assessment: there will be 2 exams at the end of year 12 (AS) to ensure students are keeping pace with the course. This will be followed by 3 exam papers taken at the end of Year 13. Each paper will contain content as outlined during the course as well as questions based on the 12 required practicals carried out throughout the year (there will be no separate practical examination).

Topics to be studied are as follows:

- Measurements and Their Errors
- Particles and Radiation
- Waves
- Mechanics and Materials
- Electricity
- Further Mechanics and Thermal Physics
- Fields and Their Consequences
- Nuclear Physics.

Plus one unit from the following options:

- Astrophysics
- Medical Physics
- Engineering Physics
- Turning Points in Physics
- Electronics.

Enthusiasm and commitment are needed. Students should be prepared to spend several hours a week consolidating class work, private study and background reading.

Progression

A Level Physics is essential for students who may wish to go on to study physics, engineering, medicine, environmental science, forensic science, computer architecture, particle physics, energy industry, communications, or any other subject related to the natural world, with many other courses preferring physics at either AS or A Level. Students could choose to seek employment in engineering, medicine, forensics, sports science, geophysics, aeronautics, nanotechnology, research or teaching, amongst many others.

Course Leader: Dr G Chahal

GCE A Level Psychology

Course Outline

Psychology is the study of human behaviour. Students will explore the causes of certain behaviours such as learning, schizophrenia and phobias. Not all psychologists provide the same explanation or theory as to why humans behave in such ways, therefore it is important we explore all potential influences from biological to unconscious. Psychological theory also opens the door to treatment programmes. For example, during the course we will look at offending behaviour and question if custodial sentencing is effective or whether offenders should be offered anger management instead. All theories must be supported by evidence, therefore A Level Psychology is the process of evaluating and comparing these pieces of research.

Course Requirements

Students must have a grade 6 or above in English and Mathematics. In addition, grade 6 in science is preferable.

Course Content and Assessment

Examination board: AQA

Website: <http://www.aqa.org.uk/>

Assessment: in Year 12 students will sit two 1.5 hours written exams. In Year 13 there are three 2 hour exams. Questions range from short mark questions to extended writing.

Topics covered in Year 12 include:

- Social Influence
- Memory
- Psychopathology
- Attachment
- Approaches in Psychology
- Research Methods

Topics covered in Year 13 include:

- Research Methods with Statistical Testing
- Issues and Debates
- Gender
- Biopsychology
- Schizophrenia
- Forensics.

Progression

Psychology is useful for any job that requires lots of interaction or an understanding of human behaviour and development. People with skills in psychology are sought after in business, management, teaching, research, social work and careers in medicine and healthcare.

Other examples include:

Sports - helping athletes to build mental strategies to improve their performance and handle pressure.

Education - studying child development and helping children experiencing difficulties with their education.

Clinical and counselling - treating people with mental health needs.

Occupational - aiming to increase the effectiveness of an organisation and improve job satisfaction.

Curriculum Leader: Mrs S Falcon

GCE A Level Sociology

Course Outline

Sociology enables students to explore the workings of society. Sociologists create theories to explain human behaviour and the workings of society. Theories are explanations of the patterns we find in everyday life, for example, we may have a theory as to why there are differences in girls' and boys' achievement levels in school. Sociology is an evidence-based subject, meaning students must explore research to support such theories. Sociology opens up discussions about how society shapes our behaviour, or whether our behaviour shapes society.

Course Requirements

Students must have obtained grade 6 or above in English. Grade 6 or above in Mathematics is preferable.

Course Content and Assessment

Examination board: AQA

Website: <http://www.aqa.org.uk/>

Assessment: students will sit two 1.5 hour written exams in Year 12, with a further three 2 hour written exams in Year 13. All the topics studied in Year 12 are re-examined during the second year.

Topics covered in Year 12 include:

- Family and Households
- Education
- Research Methods

Topics covered in Year 13 include:

- Beliefs in Society
- Crime and Deviance
- Theory and Methods.

Progression

Sociology is accepted for admission to a wide range of university degree courses in social sciences, the arts, humanities and business. Some universities accept GCE Sociology as a science for nursing courses. It is accepted for training courses in health and social care, human resource management, teaching, leisure and tourism, journalism, the Police, the legal professions and similar careers, as well as for direct employment in these and similar areas.

Curriculum Leader: Mrs S Falcon

GCE A Level Spanish

Course Outline

In studying this subject, students will:

- Develop an interest in, and enthusiasm for language learning
- Develop understanding of the language in a variety of contexts and genres
- Communicate confidently, clearly and effectively in the language for a range of purposes
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- Derive enjoyment and benefit from language learning.

Course Requirements

Students wishing to study this subject should have achieved at least a grade 6 in GCSE Spanish.

Course Content and Assessment

Examination board: AQA

Website: <http://www.aqa.org.uk/>

Assessment: this takes place at the end of Year 13.

- Paper 1: Listening, Reading, Writing - 2.5 hours, weighting 50% of the total marks
- Paper 2: Writing - 2 hours, weighting 20% of the total marks
- Paper 3: Speaking, including Individual research project, weighting 30% of the total marks.

Progression

Students can move on to study languages at university. Students often study international business with languages, economics with Languages, international development studies or sciences with languages (for translation of medical and scientific terms as well as international commerce). Students may also go on to study teaching, translation and interpretation (especially from a political point of view but also for business contracts) and law and languages (international law, human rights and the EU).

Having a knowledge of a foreign country and its culture will enable students to communicate effectively, which is a skill valued by many employers in a wide range of fields including engineering, science, advertising and administration.

Curriculum Leader: Miss C Redman

BTEC Level 3 Extended Certificate Travel and Tourism

Course Outline

One of the fastest growing industries in the UK, the value of tourism to the UK economy is approximately £209 billion and the sector employs around 4 million people. The Pearson BTEC Level 3 National Extended Certificate in Travel and Tourism is intended for Post-16 students wanting to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the travel and tourism sector. This qualification gives a broad introduction to the travel and tourism industry, with an emphasis on core knowledge and fundamental skills that are transferable across other sectors.

Course Requirements

If progressing from Level 2 Travel and Tourism students will require a Level 2 Merit. Otherwise, grade 4 GCSE English and Mathematics is required.

Course Content and Assessment

Examination board: Pearson Edexcel

Website: <https://qualifications.pearson.com/en/qualifications/btec-nationals/travel-and-tourism-2019.coursematerials.html/>

Everyone taking this qualification will study three mandatory units, covering the following content areas:

- The world of Travel and Tourism - this will develop the skills students need to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK
- Global Destinations - students will investigate the features, appeal and importance of different global destinations
- Principles of Marketing in Travel and Tourism - this will help students to develop a successful marketing plan for use by travel and tourism organisations to attract and engage with customers using research data.

Students will also choose one optional unit. The optional units have been designed to support progression to travel and tourism and other courses in higher education. This will allow students to choose a specific specialist area in which they wish to develop their skills. The optional units cover the following content areas:

- Visitor Attractions
- Events, Conferences and Exhibitions.

Unit 1 (exam), weighting 25% of the course, the other units are coursework, weighting 75% of the course.

There are five levels of achievement:

- Level 3 Distinction* (equivalent to one A-Level Grade A*)
- Level 3 Distinction (equivalent to one A-Level Grade A)
- Level 3 Merit (equivalent to one A-Level Grade B)
- Level 3 Pass (equivalent to one A-Level Grade E)

Progression

The qualification provides the knowledge, understanding and skills that will prepare students for further study or training. The qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements to many travel and tourism courses. When combined with other courses, you can progress to higher education degree programmes, for example to a BSc (Hons) in International Management or BA (Hons) in Tourism Management.

Curriculum Leader: Mr B McFadden