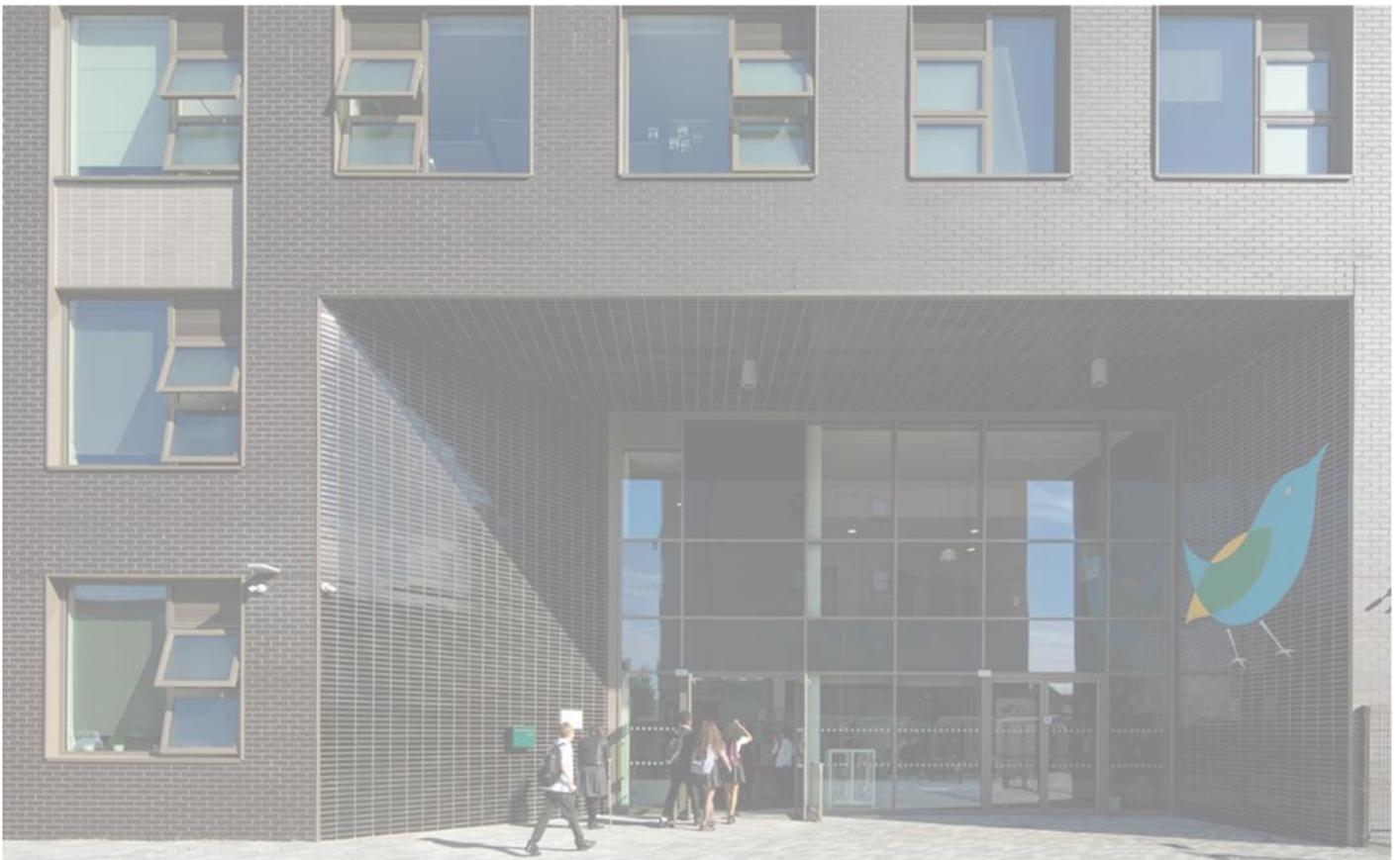




# Sixth Form Prospectus 2021-2022



# Message from the Principal

Dear Students and Parents

Welcome to our Sixth Form at The Wren.

Thank you for your interest in joining us. Our vibrant sixth form offers an exceptional curriculum for all of its students where our values of Nurture, Challenge and Inspire remain the bedrock of all that we do. By joining our sixth form community you will be joining something special. A community where independent learners and emerging leaders are grown and developed, and where we ensure that all students are ready for the next stage of their life. We welcome students from our own Year 11 cohort and those from the wider community alike. We are very proud of our sixth form.



Our sixth form is an integral part of the school, offering an ambitious, rich and purposeful curriculum. We offer the opportunity to study a wide range of both A-Level and vocational courses as well as expecting that each of our students will continue to develop the skills and qualities that will best prepare them for the world of future study and employment. We make no apology for the high expectations and standards we set for our sixth formers, and we expect all of our students to share in our ambitious aims and explore how they can be the very best version of themselves.

Quality first learning and teaching is at the core of our offer, with our talented staff inspiring students and sharing their passion, and expert knowledge and insight for their subject. All of our sixth form students are encouraged to become an integral part of our school community, becoming student leaders and offering their personal expertise and experiences as peer mentors and learning ambassadors. All students will have opportunities to grow themselves as individuals and we encourage you to find out what your individual contribution could be.

By joining our sixth form you will be making a very important decision, and one which we believe will set you up for an ambitious and exciting future. You will have many questions about what comes next, the options in front of you and where your future may lead. We are here to help and support you on this journey. I hope that this prospectus and the course information provided will give you a flavour of our sixth form and I look forward to welcoming you into our sixth form community.

A handwritten signature in black ink, appearing to read 'J Salberg'. The signature is stylized and fluid.

Mr J Salberg

Principal

# Why The Wren School sixth form?

## Our vision & ethos

The Wren School sixth form is dedicated to ensuring that each student is prepared for future study, employment and life experiences. We implement this through:

- a qualified, committed and enthusiastic staff;
- interview and application workshops;
- forming links with local businesses to provide employability support;
- employability development course to help each student develop 'life skills';
- brand new facilities and resources.



## Personalised curriculum

- Each student who applies will have a meeting where they will meet a senior member of staff and discuss their future aspirations. We will then ensure that each student's personal curriculum is appropriate and ensure that they have the best chance of achieving their goals.

## Employability development course

- Running alongside their academic studies, each student will undertake our employability development course. This focuses on equipping students with the skills necessary to succeed in higher education, apprenticeships or employment. We will use outside speakers, work experience, lectures and much more to deliver key skills and information to our young adults. We will cover many themes including interview practice, CV writing, UCAS applications, money and savings, learning to drive and even basic catering skills. Students will also be given the opportunity to work within departments to 'give back' to the school, informing any personal statement or reference that may be needed in their future.

# Key Information

## Pathways and subject offer

Selecting the correct courses to study in sixth form can be difficult. Students will be able to select between studying A level and BTEC courses. Our A level pathway allows students to study 3 A levels (more or less, subject to interview). Our BTEC pathway is flexible. Students may choose a course that is their main focus (worth the equivalent of 2 A levels) or a BTEC course that is equivalent to 1 A level. Depending on GCSE outcomes, they can combine a BTEC with a supplementary course to ensure that students have the opportunity to earn enough UCAS points. You can find our subject offer on our website.



## Dress code and personal learning agreement

Each student will be required to sign the personal learning agreement before starting their courses. Our dress code is 'smart casual' (non-ripped clothing) with a natural hair colour.

## Transition and support

As part of the interview process we will ensure that we get the 'full picture' about each student to enable us to set them up for success as soon as they start. Included in this will be a 'student reference' from their current school (external applicants only). In July we will hold our 'induction day' for students with a place offer. The sixth form team – key stage 5 leader and form leaders – will work closely with 1 to 1 meetings throughout the first term.

# Contents

Please find below the list of subjects on offer to students for September 2021.

A level – Art  
A level – Art: Fashion and Textiles  
A level – Art: Photography  
A level – Biology  
A level – Chemistry  
A level – Design Technology: Product Design  
A level – English Literature  
A level – Film Studies  
A level – Further Mathematics  
A level – Geography  
A level – History  
A level – Mathematics  
AS level – Mathematics (Core)  
A level – Music  
A level – Physical Education  
A level – Physics  
A level – Politics  
A level – Psychology  
A level – Religious Studies: Philosophy & Ethics  
A level – Spanish  
BTEC level 3 – Business Studies  
BTEC level 3 – Computing  
BTEC level 3 – Food Science and Nutrition  
BTEC level 3 – Health and Social Care  
BTEC level 3 – Performing Arts (Acting)  
BTEC level 3 – Travel and Tourism  
Employability Development Course

Each page will have a description of the course, examples of topics that are covered, the examination style and the future pathways that you can access. There will also be the minimum grade requirement to study each subject.

At the end of the booklet you will find a list of choices for our 'employability development course'. Please select from one of the following:

[Extended Project Qualification \(EPQ\) – ½ A level equivalent](#)  
[BTEC Higher Sports Leadership – BTEC Merit equivalent](#)  
Core PE  
Work experience – to be confirmed upon interview  
School leadership

## A level – Art

<b>Subject level and board</b>	<b>AQA Fine Art A Level</b>
<b>Subject overview</b>	<p>The Fine Art course at A level provides students with the opportunity to learn and develop a range of skills in relation to drawing, painting, sculpture and mixed media. This is taught through teacher-led workshops at the beginning of year 12 and then through a personal study. In year 13 students produce their personal study and an externally set assignment provided by the exam board.</p> <p>Students produce a body of work for all units, following the art process from initial research and starting points, through development and experimentation towards a final response in the form of a finished piece. Alongside their development work, students research a range of relevant artists to gain inspiration for their own creative ideas and themes.</p>
<b>Curriculum topics</b>	Architecture Portraiture Distortion Personal study – project set by student Externally set assignment
<b>Assessment</b>	Coursework (personal study) – 60% Externally set assignment – 40%
<b>Future pathways</b>	<p>Having an A level in a creative subject is an essential starting point if students want to pursue art and design. After completing their A levels, students can apply to do a one year post A level art and design foundation diploma, or apply directly onto higher level degree courses.</p> <p>Having this qualification will enable students to progress to a more specialist area within art and design such as animation, advertising, fashion design, graphic design, illustration, special effects for cinema, photography, 3D design, sculpture, textiles and more.</p>

**Required grade to study course – GCSE 5.**

## A level – Art: Fashion and Textiles

<b>Subject level and board</b>	<b>AQA art and design – Fashion and Textiles</b>
<b>Subject overview</b>	<p>This Fashion and Textile qualification gives students the practical skills as well as theoretical knowledge to succeed in a career within the Fashion and Textile industry. Students will produce a creative portfolio advertising a range of traditional and modern fashion and textile outcomes. Some of these will include; fashion illustration, surface pattern design, decorative techniques and processes. The portfolio will provide the evidence required to pursue a wide range of Fashion/ Art related careers or degree courses.</p> <p>During this course students will gain an understanding of what it means to be a designer. They will investigate historical, social, cultural and environmental influences on design and technology whilst enjoying highly practical lessons. It is essential that students have good organisational skills and a passion for creating and producing.</p> <p>The portfolio components are inspired by trend forecasts, you will develop personal responses to these through extensive technical workshops. You will look at haute couture and high street Fashion Design to inspire creations on the body. You will also develop an awareness and understanding of different cultures, studying both traditional and contemporary textile influences. Each component concludes with the production of a major fashion garment or decorative final outcome, alongside photoshoots.</p>
<b>Curriculum topics</b>	<ol style="list-style-type: none"><li>1. Fashion design</li><li>2. Digital design</li><li>3. Constructed textiles</li><li>4. Print design</li><li>5. Dyeing</li><li>6. Fabric manipulation</li><li>7. Fashion textiles</li><li>8. Fashion illustration</li><li>9. Art Textiles</li></ol>
<b>Assessment</b>	<p>Coursework (personal study) – 60%</p> <p>Externally set assignment – 40%</p>
<b>Future pathways</b>	<p>Having an A level in a creative subject is an essential starting point if students want to pursue many different areas of design. After completing their A levels, students can apply to do a one year post A level art and design Foundation Diploma, or apply directly onto higher level degree courses.</p> <p>Having this qualification will enable students to progress onto other related degrees such as fashion journalism/photography/marketing/buying/promotion, interior design, product design, printmaking and theatre/costume design to name a few.</p>

**Required grade to study course – GCSE 5.**

## A level – Art: Photography

<b>Subject level and board</b>	<b>AQA Photography A Level</b>
<b>Subject overview</b>	<p>Photography provides you with an opportunity to engage with the world and the people in it through expressing yourself and your ideas.</p> <p>You will be taught a variety of creative techniques and processes in photography. Coursework will include the use of camera equipment, studio work, computer software skills, building a portfolio and sketchbook of creative ideas, presentations and personal project work.</p>
<b>Curriculum topics</b>	<p>Introduction to dark room and digital photography techniques A variety of teacher-led themes (for example, portraiture, landscape, surrealism) Personal study – set by the student Externally set assignment</p>
<b>Assessment</b>	<p>Coursework (personal study) – 60%</p> <p>Externally set assignment – 40%</p>
<b>Future pathways</b>	<p>After completing their A levels, students can apply to do a one year post A level art and design foundation diploma or apply directly onto higher level degree courses. Having this photography qualification will enable students to progress to a more specialist area within photography such as animation, advertising, graphic design, illustration, special effects for cinema and photography.</p>

**Required grade to study course – GCSE 5 in a related course.**

## A level – Biology

<b>Subject level and board</b>	<b>Edexcel (Salters-Nuffield) Biology A Level</b>
<b>Subject overview</b>	<p>The new AS and A level Biology qualifications, will engage and inspire the scientists of the future. We've worked with all parts of the science education community and used the opportunity of curriculum change to design courses that will encourage students to develop as scientists, and give them the skills to succeed in their chosen pathway.</p> <p>Work in class involves a blend of independent and group based tasks, both student and teacher led. The course is broad, relevant and challenging and requires significant study outside of taught lessons. Students are encouraged to read current publications, both in the library and online.</p> <p>Practical skills are integral to the course. Students have the opportunity to carry out investigations both with guided methods and of their own design and to develop their analytical and evaluative skills.</p>
<b>Curriculum topics</b>	Students study the core topics of cell and molecular biology, physiology, genetics, ecology and biodiversity. At higher level, students go on to study these subject areas in greater depth together with further topics such as plant biology, ecology and neurobiology.
<b>Assessment</b>	Students will take three formal exams at the end of the course. There will also be a teacher assessment of practical competency which will be reported on the exam certificate.
<b>Future pathways</b>	Biology A level can act as a springboard for University or apprenticeship level study of sciences, engineering, medicine and business.

**Required grade to study course – GCSE 6 in dual science or in biology (triple).**

## A level – Chemistry

<b>Subject level and board</b>	<b>Edexcel (Salters-Nuffield) Chemistry B A Level</b>
<b>Subject overview</b>	Our A level chemistry B (Salters) qualification engages students by presenting chemical ideas and practical skills in a variety of contexts, relating modern-day applications of chemistry and current research to the concepts needed for the study of chemistry at A level.
<b>Curriculum topics</b>	<p>Storyline modules introduce a range of relevant chemical ideas in structured and engaging contexts to illustrate the role of chemistry in our daily life and in understanding the world around us. In the exams students will be expected to apply their learning to unfamiliar contexts:</p> <ul style="list-style-type: none"><li>• elements of life;</li><li>• developing fuels;</li><li>• elements from the sea;</li><li>• the ozone story;</li><li>• what's in a medicine?</li><li>• The chemical industry;</li><li>• polymers and life;</li><li>• oceans;</li><li>• developing metals;</li><li>• colour by design.</li></ul> <p><u>Chemical literacy</u></p> <p>'Chemical literacy' is the ability to understand a passage of text, extract information from it and use this information, e.g. in a calculation or to construct an argument. Students are expected to be able to answer questions logically and with due regard to the correct use of technical terms. Students gain practical skills as they work through the storyline modules, which are assessed in the practical endorsement (component 04).</p>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Practical skills assessed in the practical endorsement</li><li>• Practical skills assessed in a written examination</li></ul> <p>Three written exams:</p> <p><a href="#">Fundamentals of chemistry</a></p> <p><a href="#">Scientific literacy in chemistry</a></p> <p><a href="#">Practical skills in chemistry</a></p>
<b>Future pathways</b>	Chemistry-A level can act as a springboard for University or apprenticeship level study of medicine/engineering.

**Required grade to study course – GCSE 6 in dual science or in chemistry (triple).**

## A level – Design Technology: Product Design

<b>Subject level and board</b>	<b>AQA Design Technology: Product Design A Level</b>
<b>Subject overview</b>	Product design is a creative and thought-provoking qualification that gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.
<b>Curriculum topics</b>	Example topics covered are: <ul style="list-style-type: none"><li>- materials and their applications;</li><li>- performance characteristics of materials;</li><li>- forming, redistribution and addition processes;</li><li>- modern industrial and commercial practice;</li><li>- digital design and manufacture;</li><li>- design theory.</li></ul>
<b>Assessment</b>	Written Exam 1 – Technical principles 2hr 30min (30%) Written Exam 2 – Designing and making principles 1hr 30mins (20%) Non-Exam Assessment (50%)
<b>Future pathways</b>	This course will give students the opportunity to work in the design, engineering and architecture industries. Students would be able to continue studying this at degree or apprenticeship level.

**Required grade to study course – GCSE 5 in a related course or mathematics.**

## A level – English Literature

<b>Subject level and Board</b>	<b>Edexcel English Literature A Level</b>
<b>Subject overview</b>	English literature is the perfect choice of A-level for someone who has a passion for reading and talking about literature. Lessons are discussion-based and require students to share and develop informed personal responses and criticisms of literary texts. The Edexcel course is an excitingly modern approach to the study of poetry in particular, with enthralling texts. Alongside the course, the department will run regular visits to theatres in order to give students the opportunity to see performances of plays they are studying.
<b>Curriculum topics</b>	<p><u>Component 1: Drama</u> Section A: Shakespeare – one question from a choice of two on a Shakespearian tragedy play. Section B: Other drama – one question from a choice of two on a chosen play.</p> <p><u>Component 2: Prose</u> One comparative essay from the choice of two on the studied prose texts.</p> <p><u>Component 3: Poetry</u> Section A: Contemporary poetry – one comparative essay from a choice of two on an unseen poem written post-2000 and a named poem from the studied collection, <i>Poems of the Decade; an Anthology of the Forward Books of Poetry</i> Section B: Poetry collections – one question from a choice of two on the studied poetry period.</p> <p><u>Component 4: Coursework</u> One extended comparative essay of 2,500-3,000 words referring to two texts linked by theme, movement, period or author. Texts may include poetry, prose, drama or literary non-fiction and are chosen by your class teachers.</p>
<b>Assessment</b>	Examinations (three papers) 80% Non-Examination Assessment 20%
<b>Future pathways</b>	English language is often regarded as a 'facilitating subject' by universities. That means that it is a discipline that opens up a wide range of courses for you to study at undergraduate level and is certainly a helpful and worthwhile stepping stone.  Students may progress to a number of careers, including advertising, media, journalism, publishing, teaching and management.

**Required grade to study course – GCSE 6 in either English Language and/or English Literature are minimum requirements; students with Grade 5 may be considered, with the support of their English teacher.**

## A level – Film Studies

<b>Subject level and board</b>	<b>WJEC Eduqas Film Studies A Level</b>
<b>Subject overview</b>	<p>Film is one of the main cultural innovations of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a medium of representation and as an aesthetic medium.</p> <p>The WJEC Eduqas specification is designed to introduce A level learners to a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate. This specification therefore offers opportunities to study mainstream American films from the past and the present as well as a range of recent and contemporary British films, American independent films and global films, both non-English language and English language. The historical range of film represented in those films is extended by the study of silent film and significant film movements so that learners can gain a sense of the development of film from its early years to its still emerging digital future. Studies in documentary, experimental and short films add to the breadth of the learning experience.</p> <p>Production work is a crucial part of this specification and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. This is intended to enable learners to create high quality film and screenplay work as well as provide an informed filmmaker's perspective on their own study of film.</p>
<b>Curriculum topics</b>	<p>Section A: Hollywood 1930 - 1990 (comparative study)            Section B: American film since 2005 (two-film study)            Section C: British film since 1995 (two-film study)</p> <p>Section A: Global film (two-film study)            Section B: Documentary film            Section C: Film movements - Silent cinema            Section D: Film movements - Experimental film (1960-2000)</p>
<b>Assessment</b>	<p>Component 1: Varieties of film and filmmaking            Written examination: 2½ hours            35% of qualification</p> <p>Component 2: Global filmmaking perspectives            Written examination: 2½ hours            35% of qualification</p> <p>Component 3: Production            Non-exam assessment            30% of qualification</p>
<b>Future pathways</b>	Film and television (directing/editing/set design), acting, journalism, education and much, much more!

**Required grade to study course – GCSE 5 in a related course and English.**

## A level – Further Mathematics

<b>Subject level and board</b>	<b>AQA Further Mathematics A Level</b>
<b>Subject overview</b>	<p>Further mathematics is not necessarily 'harder' maths, but rather 'more'. Studying further mathematics will enable you to develop your mathematical skills as outlined in the A level mathematics course, but across a much broader range of disciplines.</p> <p>It will be essential that students study A level mathematics alongside the further mathematics qualification. The level of mathematics covered on the course means that you must have a passion for and enjoy maths.</p> <p>The course suits people who like to think logically and seek a challenge. As is the case with the mathematics A level, the ability to work independently is essential. A level further mathematics students must show exemplary initiative, as they are required to come along and ask questions when necessary. Students who do this course are highly motivated and possess good problem solving skills.</p>
<b>Curriculum topics</b>	<p>A level further mathematics is studied alongside A level mathematics. All further mathematics students must also study A level mathematics.</p> <p>The course will include topics of: proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, Polar coordinates, hyperbolic functions, differential equations, trigonometry and numerical methods.</p>
<b>Assessment</b>	<p>Three equally weighted 2 hour papers.</p> <p>A mix of question styles, from short, single-mark questions to multi-step problems.</p>
<b>Future pathways</b>	<p>A level further mathematics is one of the most highly respected A levels. It is highly desired by top universities and employers, especially in fields with significant mathematics content such as engineering and physics.</p> <p>Although most universities will accept students to study degree level mathematics who have achieved a high grade in their mathematics A level, students who have also chosen to study further mathematics have a distinct advantage at the start of the degree course.</p>

**Required grade to study course – Interview only.**

## A level – Geography

<b>Subject level and board</b>	<b>AQA Geography A Level</b>
<b>Subject overview</b>	Geography is the study of our world, both its nature and our impact on it. Through studying geography, you are able to understand the many issues of our time, including political issues, migration, climate change and changing landscapes. Through evidence and practice-based enquiry, students of geography learn to effectively use and find data to answer questions on many different topics. The A level challenges students' perceptions and will stimulate their investigative and analytical skills.
<b>Curriculum topics</b>	<p>The curriculum is split into physical and human geography. Physical geography focuses on natural processes, including water cycles, different ecosystems and landscapes as well as the impact of natural hazards on the world. With such hazards and challenges to global ecosystems never far from the news, these studies open students' minds to a greater understanding of topical events.</p> <p>Human geography concerns the impact the planet has on human life, as well as human impacts on the planet. Topics include globalisation, migration, urbanisation and resource security. Through engaging with this curriculum, students will gain a greater understanding of current global issues as well as insight on how to tackle future global crises.</p> <p>The final part of the curriculum comprises of a fieldwork investigation. Students are able to design and complete their own fieldwork, learning and applying the principles of good research, which will serve them in both further education and any future career.</p>
<b>Assessment</b>	Paper 1 – Physical geography – 40% Paper 2 – Human geography – 40% Geographical fieldwork investigation – 20%
<b>Future pathways</b>	Geography is regarded as a highly respected A Level which includes transferable skills applicable to a number of careers and degree courses: <ul style="list-style-type: none"><li>• geography degree;</li><li>• town planning and urban development;</li><li>• anthropology;;</li><li>• oceanography;</li><li>• environmental Studies;</li><li>• estate management .</li></ul>

**Required grade to study course – GCSE 5.**

## A level – History

<b>Subject level and board</b>	<b>Edexcel History A Level</b>
<b>Subject overview</b>	<p>History opens our eyes to help understand why our world is the way it is. It examines the social, economic, political and cultural issues of different eras and cultures. In history A level you will study a diverse range of topics, challenge our accepted understanding of the past and develop your own enquiries. In these deeply political times, the study of history will enable you to both understand current world issues, and to make informed judgements.</p> <p>Work in class centres around significant independent learning. A level students will be encouraged to read widely around the units and to bring their own arguments to class. History is an essay based subject focused on the ability to develop a rational and compelling argument. Through analysis of evidence and evaluation of existing arguments, students will undertake to develop their own perspectives on a variety of topics. The skills of debate learnt through historical enquiry will help students develop into persuasive individuals, able to successfully challenge ideas and justify their arguments.</p>
<b>Curriculum topics</b>	<p>The curriculum provides opportunity for pupils to study a wide range of history. Pupils will engage in study of two significant periods of early modern and modern history.</p> <p>Paper One is a breadth study covering roughly 100 years, from 1603-1702. This looks at the Stuart monarchs of England, and considers the deteriorating relationships resulting in civil war, the radicalism of the Protectorate, and the restoration of the monarchy. An extraordinary century of revolutionary ideas, and the birth of the British political nation.</p> <p>Paper Two is a depth study which focuses on America between 1945 and 1980, and era of Cold War, Civil Rights, growing prosperity and racial challenge. Starting with Truman, this course will follow the changes in the USA through each administration up to Carter. Focusing on social upheaval and the strengths and challenges of the American Dream.</p> <p>The final element is a significant piece of extended writing, with the opportunity for students to research and develop their own historical analysis. This Non-examined assessment gives students the chance to really focus on an area that interests them, or to engage in the centre led focus on Revolutionary Russia.</p>
<b>Assessment</b>	<p>Paper 1 – Britain 1603-1702: Stuart Britain and the Crisis of Monarchy (40%)</p> <p>Paper 2 – The American Dream, Reality and Illusion 1945-1980 (40%)</p> <p>Paper 3 – Non-Examined Assessment (20%)</p>

<b>Future pathways</b>	History is a well-respected course, due to its intensity, and is accepted by most universities for almost any degree course. In particular, history provides a clear route to the following career paths: <ul style="list-style-type: none"><li>• Law</li><li>• Politics/Civil service</li><li>• Journalism</li><li>• Working overseas</li><li>• Education</li><li>• Economics</li></ul>
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**Required grade to study course – GCSE 5.**

## A level – Mathematics

<b>Subject level and board</b>	<b>AQA Mathematics A Level</b>
<b>Subject overview</b>	<p>A level mathematics is designed to enable students to:</p> <ul style="list-style-type: none"><li>• further develop previously studied mathematical skills in order to solve more complex problems;</li><li>• use mathematics as a means to communicate through logic and reasoning.</li><li>• recognise how situations can be represented mathematically and understand relations between ‘real world’ problems and mathematical models.</li></ul> <p>Due to the nature of the subject, students are expected to work at a fast pace and effectively manage their time. The studying of mathematics at advanced levels requires the ability to work independently on private study outside of lessons. Students who take this course are highly motivated and enjoy the study of mathematics.</p> <p>Students will have the opportunity to learn new theorems, delve into the world of calculus, learn new techniques for problem solving, but most importantly, develop a true love for mathematics.</p>
<b>Curriculum topics</b>	<p>A level mathematics is a 2 year course which is examined entirely at the end of year 13.</p> <p>The course includes a variety of core maths topics in three key areas.</p> <p>Core skills: calculus, coordinate geometry, trigonometry, proof, numerical methods, polynomials</p> <p>Statistics: hypothesis testing, probability, normal and binomial distributions</p> <p>Mechanics: kinematics in 1 and 2 dimensions, Newton’s law and forces .</p>
<b>Assessment</b>	Three equally weighted 2 hour papers.
<b>Future pathways</b>	Your options are wide open with a mathematics A level. The highly developed problem solving skills you will develop over the two years make you an extremely attractive option for employers. Further education courses in mathematics, statistics, engineering, physics, accountancy and computer science habitually list mathematics as an entry criteria; but it’s also a highly desirable extra for courses in geography, psychology, sociology, medicine, chemistry, biology, business administration, sports science and earth sciences.

**Required grade to study course – GCSE 7.**

## AS level – Mathematics (Core)

<b>Subject level and board</b>	<b>AQA Core Mathematics Certificate level 3 Mathematical Studies</b>
<b>Subject overview</b>	<p>Core maths is a new level 3 course for students who have achieved a good pass at GCSE mathematics.</p> <p>It is designed to better prepare students for the mathematical demands of work, study and life. The course's aim is to build upon and strengthen existing skills and it focusses on using and applying mathematics to solve problems relevant to everyday life, including managing personal finance and statistical modelling which is a valuable skill for many further study and employment opportunities.</p>
<b>Curriculum topics</b>	<p>The course covers: statistics and algebra, probability and estimation, data analysis and modelling, sequences and growth, financial planning and management, problem solving approaches and techniques as well as developing the use of technology and spreadsheets.</p> <p>Most importantly, all these concepts and techniques are designed to provide students with the skills and confidence to tackle everyday demands they are likely to encounter in their working lives.</p>
<b>Assessment</b>	<p>Two 90 minute papers at the end of the course.</p> <p>Paper 1 will assess analysis of data, maths for personal finance and estimation.</p> <p>Paper 2 will assess either statistical techniques, critical path and risk Analysis or graphical techniques.</p>
<b>Future pathways</b>	<p>Core mathematics is designed to be taken alongside your chosen A levels or BTEC subjects and is worth the equivalent UCAS points as an AS level qualification.</p> <p>The course helps to develop students' mathematical skills and thinking and supports courses such as psychology, sciences and geography as well as technical and vocational qualifications.</p>

**Required grade to study course – GCSE 5.**

## A level – Music

<b>Subject level and board</b>	<b>Pearson Edexcel A-Level Music</b>
<b>Subject overview</b>	The Edexcel A-Level Music qualifications is designed to inspire the next generation of students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills. Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.
<b>Curriculum topics</b>	<p><b>Component 1: Performing (30%)</b> The purpose of this component is to assess students' performing skills in a solo and/or ensemble context. They will be given the opportunity to rehearse and refine performances on their chosen instrument or voice, developing technical control, expression and interpretative skills.</p> <p><b>Component 2: Composing (30%)</b> The purpose of this component is to assess students' skills in composing music. It allows students to appreciate the process of creating music. Students will learn more of the processes involved in creating music through developing the technical and expressive skills needed by a composer.</p> <p><b>Component 3: Appraising (40%)</b> The purpose of this component is for students to develop their listening and appraising skills through the study of music across a variety of styles and genres. The content is grouped into six areas of study, each of which contains three set works.</p>
<b>Assessment</b>	The Edexcel A-Level Music is 100% externally assessed, and consists of one written paper and two non-examined assessment components: <ul style="list-style-type: none"><li>- The written paper will assess knowledge and understanding of musical elements, through the context of six areas of study.</li><li>- The non-examined components will consist of a recital performance (a minimum of 8 minutes of performing) and 2 compositions (one free composition and one to a set brief, of a combined duration of at least 6 minutes).</li></ul>
<b>Future Pathways</b>	This qualification will allow students to develop particular strengths and interests, encourage lifelong learning and provide access to higher education and university degree courses in music and music-related subjects, as well as music-related and other careers.

**Required grade to study course – GCSE 6 in a related course plus interview performance.**

## A level – Physical Education

Subject level and board	OCR Physical Education A Level																	
Subject overview	<p>Students will learn about sport from a holistic approach, with consideration of:</p> <ol style="list-style-type: none"> <li><b>How does sport affect the body:</b> students will gain a deeper understanding of the body systems and how they may react to diet and exercise. In addition they will learn the impact and effect of force and motion on the body (biomechanics);</li> <li><b>How does sport affect the mind:</b> students will gain a depth of understanding in how the mind can affect physical training and performance. This will be through the consideration of psychological theories;</li> <li><b>How sport can affect society:</b> this unit looks back on how society and culture has developed and effected sport over time. This is through creation, influence and change. Students will look at the impact of hosting global events, like the Olympics and how technology and spectators can impact sport in the modern day;</li> <li><b>Practical Performance:</b> students can be assessed as a coach or as a performer in <b>one</b> practical activity. Students are also expected to <b>Evaluate and Analyse Performance for Improvement (EAP)</b> – this involves working with a peer to improve their performance and logging it in coursework style.</li> </ol>																	
Curriculum topics	<p>Key topics of study over the four components are:</p> <ul style="list-style-type: none"> <li>• applied anatomy and physiology;</li> <li>• exercise physiology;</li> <li>• biomechanics;</li> <li>• skill acquisition;</li> <li>• sports psychology;</li> <li>• sport and society;</li> <li>• contemporary issues in physical activity and sport.</li> </ul>																	
Assessment	<table border="1"> <thead> <tr> <th data-bbox="424 1305 987 1344">Component/Unit</th> <th data-bbox="991 1305 1227 1344">Assessment</th> <th data-bbox="1230 1305 1431 1344">Weighting</th> </tr> </thead> <tbody> <tr> <td data-bbox="424 1348 987 1435">1. Physical factors affecting performance.</td> <td data-bbox="991 1348 1227 1435">2 hour exam 90 marks</td> <td data-bbox="1230 1348 1431 1435">30%</td> </tr> <tr> <td data-bbox="424 1440 987 1514">2. Psychological factors affecting performance</td> <td data-bbox="991 1440 1227 1514">1 hour exam 60 marks</td> <td data-bbox="1230 1440 1431 1514">20%</td> </tr> <tr> <td data-bbox="424 1518 987 1606">3. Socio-cultural issues physical activity and sport</td> <td data-bbox="991 1518 1227 1606">1 hour exam 60 marks</td> <td data-bbox="1230 1518 1431 1606">20%</td> </tr> <tr> <td data-bbox="424 1610 987 1664">4. Performance in physical issues.</td> <td data-bbox="991 1610 1227 1664">Practical</td> <td data-bbox="1230 1610 1431 1664">30%</td> </tr> </tbody> </table>			Component/Unit	Assessment	Weighting	1. Physical factors affecting performance.	2 hour exam 90 marks	30%	2. Psychological factors affecting performance	1 hour exam 60 marks	20%	3. Socio-cultural issues physical activity and sport	1 hour exam 60 marks	20%	4. Performance in physical issues.	Practical	30%
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4. Performance in physical issues.	Practical	30%																
Future pathways	<p>Opportunity to study sport at university in a range of courses, teaching, coaching, sports development, sports science, sports nutrition, sports physiotherapy and more. Starting point to progress into a career for a personal trainer or a coach.</p>																	

**Required grade to study course – GCSE 5 or above in PE and biology (equivalent from vocational study would be a MERIT). Must be an active member of a sports team.**

## A level – Physics

<b>Subject level and board</b>	<b>Edexcel Salters Horners Advanced Physics (SHAP) A Level</b>
<b>Subject overview</b>	<p>Salters Horners Advanced Physics is a context-led course placing students' learning in the environment and in situations in which physics is met in real life. In total there are eleven context areas through which the physics is developed. The examinations, and indeed the course materials, point to other places in which the same physics is used.</p> <p>Edexcel examines SHAP as the context-led approach within the Edexcel GCE Physics specification..</p>
<b>Curriculum topics</b>	<p>Topics covered in the course each start with a context storyline or contemporary issue that is related to the modern world and the application of physics.</p> <p>Developing a deep subject understanding SHAP uses real-life contexts to engage students and make learning relevant. Principles of physics are introduced as required in each situation, with the whole course carefully designed to develop ideas across contexts, building on these to consolidate and extend learning to provide a thorough understanding of the concepts that underpin physics today. Revisiting ideas in this way allows connections to be made between them, and supports a synoptic approach, particularly valuable with the changes to a linear qualification and exams at the end of the two-year course.</p>
<b>Assessment</b>	<p>The assessment of core practical skills through written questions in exams and teacher assessment of techniques and competency that will count towards the practical endorsement at A level.</p>
<b>Future pathways</b>	<p>Physics A level can act as a springboard for university or apprenticeship level study of sciences, engineering and business courses.</p>

**Required grade to study course – GCSE 6 in dual science or in physics (triple).**

## A level – Politics

<b>Subject level and board</b>	<b>Edexcel Government and Politics A Level</b>
<b>Subject overview</b>	<p>The political landscape has never been more unpredictable than at the present time with old assumptions and institutions under challenge from the rise of populism with its profound consequences both in the UK and USA. Politics should appeal to anyone who is interested in the structures of authority and power within British society and the USA. The course provides pupils with a clear understanding of the theories, motives and values that underpin political processes and governmental decision making. It also examines the role of key institutions in the UK and the US exploring how they resolve conflicts, allocate limited resources and respond to changing political behaviour. In addition, pupils will explore the key ideologies which have shaped the policy of the UK and the USA and the key thinkers who have developed thought and discourse in the areas of conservatism, liberalism, socialism as well as a non-core political ideology – most likely nationalism or feminism.</p>
<b>Curriculum topics</b>	<p><b>Year 12: Political Participation, students will study:</b></p> <p>Paper 1: Democracy and participation, political parties, electoral systems, voting behaviour and the media. Core ideologies: Conservatism, liberalism, socialism</p> <p>Paper 2: The constitution, Parliament, Prime Minister and executive, relationships between the branches. Non – core ideologies: Nationalism</p> <p><b>Year 13: The USA &amp; Comparative Politics, students will study:</b></p> <p>Paper 3: US Constitution and federalism, Congress, the Presidency and the Supreme Court. Issues of civil rights, democracy and participation are covered.</p> <p>Comparative element examines rational, cultural and structural approaches to explaining the similarities and differences of UK and US Politics.</p>
<b>Assessment</b>	<p>Paper 1: UK Politics and core political ideas (33.3%)</p> <p>Paper 2: UK Government and non-core political ideas (33.3%)</p> <p>Paper 3: The USA &amp; Comparative (33.3%)</p>
<b>Future pathways</b>	<p>Politics is a well-respected course, due to its intensity, and is accepted by most universities for almost any degree course. In particular, politics provides a clear route to the following career paths:</p> <ul style="list-style-type: none"> <li>• Law</li> <li>• Politics/Civil service</li> <li>• Journalism</li> <li>• Education</li> </ul>

**Required grade to study course – GCSE 5 in English.**

## A level – Psychology

<b>Subject level and board</b>	<b>AQA Psychology A Level</b>
	Psychology is a fascinating subject. The word psychology is derived from two Greek words: psyche (mind or spirit) and logos (discourse or study) which, when put together, produce “study of the mind”. A level psychology will give you the opportunity to develop critical skills such as analysis, interpretation and evaluation as you explore how psychology has contributed to an understanding of individual, society and different cultures. This is the knowledge one needs to acquire not just for A level, but for the entire life.
<b>Curriculum topics</b>	During the course you will study the following units: <ul style="list-style-type: none"><li>• social Influence;</li><li>• memory;</li><li>• attachment;</li><li>• psychopathology;</li><li>• biopsychology;</li><li>• relationships;</li><li>• schizophrenia;</li><li>• forensic psychology;</li><li>• approaches in psychology;</li><li>• research methods.</li></ul>
<b>Assessment</b>	3 examinations at the end of the 2 year course.
<b>Future pathways</b>	A qualification in psychology opens up opportunities in a diverse range of careers such as management, marketing, law and the media. It also offers the possibility of continued study in forensic or legal psychology, counselling, industrial/occupational, psychology, educational psychology and applied research.

**Required grade to study course – GCSE 6 in English and mathematics.**

## A level – Religious Studies: Philosophy & Ethics

<b>Subject level and board</b>	<b>OCR Religious Studies: Philosophy &amp; Ethics A Level</b>
<b>Subject overview</b>	<p>By taking religious studies: philosophy &amp; ethics students will examine some of the most profound questions to have been raised over the last 2000 years. Religious studies: philosophy &amp; ethics can lead to many exciting career opportunities. Its academic skills are valued in university courses such as journalism, law, history and medicine as well as the more obvious philosophy, politics and social sciences. It is similarly appealing to a wide range of employers, from the world of finance to management and science - anything that involves expressing yourself clearly and articulately.</p>
<b>Curriculum topics</b>	<p><b><u>Philosophy of Religion</u></b>  Students will study:</p> <ul style="list-style-type: none"> <li>• <b>Ancient philosophical influences</b></li> <li>• <b>The nature of the soul, mind and body</b></li> <li>• <b>Arguments concerning the existence or non-existence of God</b></li> <li>• <b>Issues in religious language.</b></li> </ul> <p><b><u>Religious Ethics</u></b>  Students will study:</p> <ul style="list-style-type: none"> <li>• <b>Normative ethical theories</b></li> <li>• <b>Ethical language and thought</b></li> <li>• <b>Issues surrounding sexual ethics</b></li> </ul> <p><b><u>Development in Christian Thought</u></b>  Students will study:</p> <ul style="list-style-type: none"> <li>• <b>Religious beliefs, values and teachings, their interconnections and how they vary across time</b></li> <li>• <b>Sources of religious wisdom and authority</b></li> <li>• <b>Key themes related to the relationship between religion and society.</b></li> </ul> <p>In totality, philosophy and ethics enable you to grapple with these topics in depth and develop your own informed responses to these fundamental issues. You will also consider the writings of some of the greatest figures in intellectual history, including: Plato, Aristotle, Darwin, Hume, Russell, Mill, Kant and Aquinas. Throughout the ethics module you will consider the most important moral issues of our time including an exploration of what we might mean by terms such as ‘good’ or ‘evil’.</p>
<b>Assessment</b>	<p>Each unit is assessed by an examination worth 120 marks (with each unit counting for 33.3% of your overall grade). These examinations will take the form of an externally assessed written papers lasting 2 hours each and testing both AO1 and AO2.</p> <p>Each paper will contain four essay questions, with the learner choosing three out of the four to answer. Each essay will be worth 40 marks and will test both AO1 and AO2.</p> <p>In Year 12 Students’ learning will be assessed with personalised examination papers to best support their progress by targeting topics they are least confident with.</p>

<b>Future pathways</b>	This course requires you to critically engage with some of the fundamental questions concerning the human condition. As such, the skills and knowledge you develop here will inform all aspects of your life. More specifically, the skills you develop in examining issues from a variety of perspectives are ideally suited to a career in law, politics or teaching. In addition, the emphasis in applied ethics will be very well matched for a career in medicine and health and social care.
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**Required grade to study course – GCSE 5 in a related course and English.**

## A level – Spanish

<b>Subject level and board</b>	<b>AQA Spanish A Level</b>
<b>Subject overview</b>	After taking this course, you will be able to discuss current issues with Spanish speakers and communicate your opinions on the most pressing matters. The coursework encourages the development of analytical and critical skills transferable to any given context. Being able to speak Spanish and English will make it possible for you to understand around 80% of the people on the planet!
<b>Curriculum topics</b>	<ul style="list-style-type: none"><li>• Aspects of Spanish-speaking society: current trends;</li><li>• aspects of Spanish-speaking society: current issues;</li><li>• artistic culture in the Spanish-speaking world;</li><li>• aspects of political life in the Spanish-speaking world;</li><li>• grammar;</li><li>• one Spanish language text;</li><li>• one Spanish language film.</li></ul>
<b>Assessment</b>	This is a linear course with all exams at the end of year 13. <ul style="list-style-type: none"><li>• Paper 1: Listening, reading and writing</li><li>• Paper 2: Writing (literature/film)</li><li>• Paper 3: Speaking<ul style="list-style-type: none"><li>○ Part 1 – discussion of sub-theme</li><li>○ Part 2 – presentation and discussion of independent research project.</li></ul></li></ul>
<b>Future pathways</b>	<ul style="list-style-type: none"><li>• Spanish (and/or another language) at university;</li><li>• careers using languages: translation, interpreting, working for a multinational company, working abroad, diplomacy, multi-national corporations, non-governmental organizations, charities;</li><li>• transferable skills: ability to speak another language, communication, understanding of different cultures, creativity, critical thinking, analytical skills, ability to relocate to Spanish-speaking countries.</li></ul>

**Required grade to study course – GCSE 6 in Spanish.**

## BTEC level 3 – Business Studies

<b>Subject level and board</b>	<b>BTEC Business Studies – this may be extended to a 2 A Level equivalence, if there is demand.</b>
<b>Subject overview</b>	The BTEC qualifications in this specification have been developed in the business sector to: provide education and training for employees in the business sector, provide business employees opportunities to achieve a nationally recognised level 3 vocationally-specific qualification, provide full-time learners the opportunity to enter employment in the business sector or to progress to vocational qualifications such as the Pearson BTEC Higher Nationals in Business, provide learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.
<b>Curriculum topics</b>	Mandatory units: The Business Environment, Business Resources, Introduction to Marketing and Business Communication.  Additional extra units that can be taken fall under the titles of: Accounting, Marketing, Human Resources, Management, Law, Administration, Retail and logistics
<b>Assessment</b>	All units are internally assessed at pass, merit and distinction levels.
<b>Future pathways</b>	Students who study this course will be able to take their studies further at university or apprenticeship. Students typically enjoy being able to use their knowledge gained on these courses to enter careers in accounting, finance and marketing.

**Required grade to study course – GCSE 5 in a related course and English.**

## BTEC level 3 – Computing

<b>Subject level and board</b>	<b>BTEC Extended Certificate in Computing (equivalent to 1 A Level)</b> <b>BTEC National Diploma in Computing (equivalent to 2 A Levels)</b>
<b>Subject overview</b>	<p>Young people taking their first steps towards a new career need the right blend of technical and academic skills in order to become the highly skilled, work-ready individuals' employers and universities look for.</p> <p>BTEC level 3 Nationals are vocational qualifications designed to help learners succeed. They have been developed in collaboration with over 5,000 universities, employers and professional bodies with employability at the heart, so students can develop the skills and confidence they will need to step into their future.</p> <p>Work in class involves a blend of independent, group based and individual tasks, both student and teacher led. The course is broad, relevant and challenging and requires significant study outside of taught lessons. Students are encouraged to read current publications, both in the library and online.</p> <p>The course offer flexibility for students to progress to larger-size qualifications or specialise and an opportunity for students to showcase their skills through practical assessments. It also provide the learner with underpinning knowledge and skills needed to meet industry requirements</p>
<b>Curriculum topics</b>	<p>Students study the core topics:</p> <ul style="list-style-type: none"><li>• Principles of computer science – external examination;</li><li>• fundamentals of computer systems – external examination;;</li><li>• planning and management of computing projects – Exam board-set assignment</li><li>• IT systems security and encryption;</li><li>• business applications of social media;</li><li>• the impact of computing;</li><li>• digital graphics and animation;</li><li>• website development.</li></ul>
<b>Assessment</b>	External assessment (45%), internal assessment (55%)
<b>Future pathways</b>	<ul style="list-style-type: none"><li>• University degree in various subjects: computing, animation, IT, networking, cyber security, game design;</li><li>• apprenticeship;</li><li>• employment.</li></ul>

**Required grade to study course – GCSE 6 in a Computing course and a 5+ in Mathematics.**

## BTEC level 3 – Food Science and Nutrition

<b>Subject level and board</b>	<b>Eduqas level 3 Food Science and Nutrition</b>
<b>Subject overview</b>	<p>This qualification is the only food/catering qualification on the DfE 2020 performance tables for post-16 learners.</p> <p>Work in class focuses on key areas relating to food and food science, including:</p> <ul style="list-style-type: none"> <li>• ensuring food is safe to eat;</li> <li>• current issues within food science and nutrition;</li> <li>• meeting nutritional needs of specific groups.</li> </ul>
<b>Curriculum topics</b>	<p><b>Unit 1</b> – Understanding nutritional needs of specific groups. You will plan and cook high skilled dishes to meet nutritional needs.</p> <p><b>Unit 2</b> – Ensuring food is safe to eat. You will be able to identify hazards and risks in the food environment, from storage, preparation and cooking of food. You will look at the roles of environmental health officers and the control measures they put in place to ensure food is prepared safely.</p> <p><b>Unit 3</b> – Current Issues in food science and nutrition. You will carry out experiments, or practical work. This work is presented as an assignment. The results from this work will be used to propose options to solve food production problems.</p>
<b>Assessment</b>	<p><b>Unit 1</b> – meeting nutritional needs of specific groups – internally and externally assessed – 90 minute examination; plus 15 minutes reading time.</p> <p><b>Unit 2</b> – ensuring food is safe to eat. This is an 8 hour controlled assessment, learning about hazards and risks in relation to storage, preparation and cooking of food in different environments and the control measures needed to minimise these risks.</p> <p><b>Unit 3</b> – current issues in food science and nutrition. Theory and experimental/practical work. Controlled assessment: students need to understand the properties of food, and plan and carry out experiments or practical work to show this. They will use these results to propose options to solve food production problems.</p>
<b>Future pathways</b>	<p>Higher education: Combined with other level 3 / A levels in science, will equip you with the knowledge for courses such as BSc food and nutrition, human nutrition.</p> <p>Exciting and interesting experiences linked to the food production industry leads to many employment opportunities within this field. Examples include: nutritionists, coaches, hotel/restaurant jobs, product development, healthy eating policy development.</p>

**Required grade to study course – GCSE 5 or level 2 pass in a related course.**

## BTEC level 3 – Health and Social Care

<b>Subject level and board</b>	<b>Pearson BTEC Level 3 National Extended Certificate in Health and Social Care – this may be extended to a 2 A Level equivalence, if there is demand.</b>
<b>Subject overview</b>	The certificate has been designed to support progression to a range of job roles within the health and social care sector. Completion of this qualification is achieved through classroom based learning and supported by placement in a real work environment. You will be required to undertake structured placement in a real work environment to support your learning and develop knowledge and skills relevant to the qualification. Work placements in health and care settings are essential to the course and provide valuable links between theory and practice. There is a minimum requirement of 75 placement hours.
<b>Curriculum topics</b>	3 mandatory units (for level 3 National Extended Certificate): <ul style="list-style-type: none"><li>- human lifespan development;</li><li>- working in health and social care;</li><li>- meeting individual care and support needs;</li></ul> Along with an optional unit available. The 2 A level equivalence replicates this pattern.
<b>Assessment</b>	2x controlled assessments 2x 1hr 30minute exams on unit 1 and 2.
<b>Future pathways</b>	Students who undertake this course will be able to pursue careers in social care and nursing. This also includes any of the relevant university courses.

**Required grade to study course – GCSE 5 or level 2 pass in a related course.**

## BTEC level 3 – Performing Arts (Acting)

<b>Subject level and board</b>	<b>Pearson BTEC Level 3 National Extended Certificate in Performing Arts (Equivalent to 1 A-Level)</b>
<b>Subject overview</b>	This qualification gives a broad introduction to the performing arts sector, with an emphasis on core knowledge and fundamental skills that are transferable across other sectors (including communication, presentation, physical and creative skills).
<b>Curriculum topics</b>	<p>There are three mandatory units:</p> <ul style="list-style-type: none"><li>- <b>Investigating Practitioners' Work:</b> As possible performing arts practitioners, students will gain a good understanding of the work of influential practitioners to inform their own work and practice an induction into the performing arts.</li><li>- <b>Developing Skills and Techniques for Live Performance:</b> Students will develop the appropriate skills and techniques in various performance disciplines such as acting, musical theatre and physical theatre.</li><li>- <b>Group Performance Workshop:</b> Students will develop physical techniques, as well as wider transferable skills such as being able to work collaboratively, personal management and organisation, being able to give and take direction, confidence in front of an audience, problem solving and team work.</li></ul> <p>One optional unit will also be selected to support students' interests. These units cover acting, dance and musical theatre topics.</p>
<b>Assessment</b>	The course will be assessed using a combination of internal assessments, which are set and marked by teachers, and external assessments which are set and marked by the exam board. Students will be examined at the end of the unit delivery and there will be various formative assessments throughout each unit giving students the opportunity to receive detailed feedback on the work completed so far. Unit grades will be a combination of rehearsal marks, performance marks and written coursework marks.
<b>Future Pathways</b>	The BTEC in Performing Arts is ideal for anyone wishing to study Performing Arts further and is widely recognised by Higher Education establishments offering degree, diploma and professional training programmes. In addition to the performing arts sector specific content, the requirements of the qualification will mean students develop the transferable and higher order skills that are highly regarded by both Higher Education and employers.

**Required grade to study course – GCSE 5 in a related course.**

## BTEC level 3 – Travel and Tourism

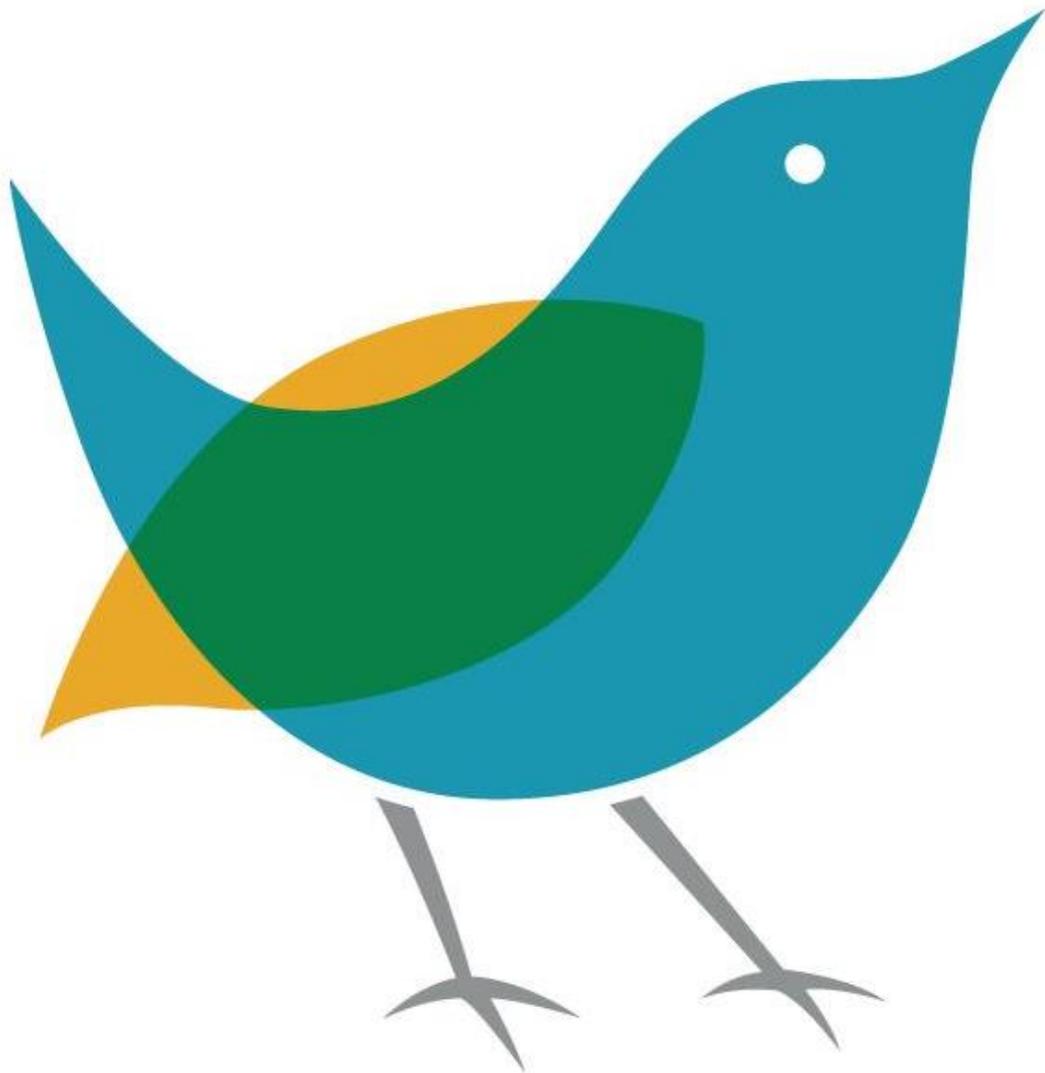
<b>Subject level and board</b>	<b>BTEC Travel and Tourism</b>
<b>Subject overview</b>	This is a vocational course which will help equip you with essential knowledge, understanding and skills required for working in the travel and tourism sector as well as hospitality. Through the BTEC, you will develop many skills which are important in the modern workplace, from team-working and presentations to marketing and management. The course links directly to the workplace and is ideal for anyone interested in pursuing a career in this global industry.
<b>Curriculum topics</b>	There are a range of pathways available, from the National Diploma (equivalent to 2 A levels) to the Extended Certificate (equivalent to 1 A level). In either course, you will study units such as an introduction to travel and tourism and global destinations, with further options to study visitor attractions or events and exhibitions. If undertaking the diploma, this expands to include a greater focus on marketing and management, as well as a larger array of options including a focus on the airport experience or sustainable tourism.
<b>Assessment</b>	The assessment is carried out in a variety of ways, including examination, completion of set tasks, and practical demonstration of learning.
<b>Future pathways</b>	Travel and tourism is an excellent starting point for anyone looking to progress in any of the following careers: <ul style="list-style-type: none"><li>- travel agency;</li><li>- airline work;</li><li>- cabin crew;</li><li>- hospitality;</li><li>- hotel management;</li><li>- cruise Industry;</li><li>- marketing.</li></ul>

**Required grade to study course – GCSE 5 in English and maths.**

# Employability Development Course

Please choose one of the pathways below.

	Description
<b>EPQ</b>	<p>This qualification helps students develop and demonstrate their project management skills and provides opportunities for extended writing, both of which are highly valued for progression to higher education and employment.</p> <p>Students can tailor their project to fit their individual needs, choices and aspirations with the agreement of their centre.</p> <p>The outcome of the project can be a design, performance, report, dissertation or artefact.</p>
<b>BTEC Higher Sports Leadership</b>	<p>Students will learn and develop the key skills of sports leadership, including how to plan, organise and review events of leadership for a range of differing groups of performers. Students will be expected to change their method and style of delivery to engage the various performers. Students will be required to volunteer their leadership skills in order to achieve the number of required hours for certification.</p>
<b>Core PE</b>	<p>Students will take part in an active PE session once a week. This will enable students to have an active session during their week to unwind from their academic studies.</p>
<b>Work Experience</b>	<p>Students may actively seek work experience in the industry or field they would like to enter after their studies in sixth form. This must be agreed upon interview and the placement must be in place for the start of the academic year.</p>
<b>School Leadership</b>	<p>Students will have the opportunity to help departments in the school. This may include working with students in younger year groups, helping create and make resources, helping to set-up experiments or projects and will contribute to the student's CV or personal statement.</p>



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