



# SALESIAN COLLEGE

Enlightening minds, uplifting hearts

Course Information Booklet for Entry September 2024



## Dear Future Salesian College Student

Firstly, let me extend a huge welcome! We are delighted you are thinking of joining us and very much hope that you are able to.

Joining Salesian is like joining a family; we are members of a global community and love is at the heart of everything we do. We expect that to be reflected in our students' manner, dress, day to day contact and general demeanour. In turn you can expect it in the incredible support you will receive, not just from your subject teachers and your tutor, who you will meet regularly to discuss your ongoing progress and any other matters you need help with.

Our teachers are all passionate about their subjects and, in choosing to continue with further study, we expect you are too. We are happy to offer a wide range of A Level, BTEC and T-Level courses, with the vast majority of our students following three courses over two years. As a fully comprehensive College we welcome students and those from neighbouring schools, as well as our own Year 11 students. However, as a College with a fairly traditional curriculum, we do require a certain degree of academic capability in our students when they embark on advanced courses of study. Therefore, the majority of our A Level subjects will require a minimum of a '6' grade at GCSE in a related subject in order for you to be accepted onto the course. Further details of specific entry requirements can be found on the individual subject pages later in this booklet.

Salesian College is not only about results, we believe in shaping the whole person so that you are ready for the world awaiting you outside. Over the course of your two years with us you will have the opportunity to take part in numerous enrichment activities including, but by no means limited to: art exhibitions, theatre trips, the Bar Mock Trial, the Duke of Edinburgh's Award, sporting activities and community service.

As part of our Catholic Ethos, we are committed to nurturing the spiritual lives of all our students. As a result, all students in Year 12 embark on the Extended Project Qualification for which they write a dissertation on a topic of their choice with an ethical slant supported through weekly RE lessons. The project is well regarded by universities and is fantastic preparation for post-18 independent study. Opportunities to join the Lourdes Pilgrimage as a Helper and assist in a range of charitable projects in College also allow students to grow in their awareness of social issues affecting the most vulnerable in our world and to respond with generosity.

I know that making this decision about where and what to study for the next two years of your education can be a daunting prospect. I hope that the information you will find within these pages will give you a true insight into our offering and make you confident that an application to Salesian College would be a fantastic decision – one which will provide you with many exciting opportunities over the next two years.

Should you have any further questions please feel free to email me at the address below. Wishing you all the best in your GCSEs and I look forward to welcoming you back in September!

**Mrs Elizabeth Bolton**

**Deputy Headteacher – Head of College: 01932 578665**  
[ebolton@salesian.surrey.sch.uk](mailto:ebolton@salesian.surrey.sch.uk)

# College Curriculum

## Qualifications

### 1. A Level

Further to the decoupling of AS and A Level qualifications in 2013, we offer students the opportunity to choose from a range of A Level courses. Students will start Year 12 studying **four** A Level or equivalent subjects. Within the Autumn first half term, students will be internally assessed and asked to drop their weakest subject. Students will then continue to study three A Level or equivalent subjects over the remaining two years. Assessments will be internal within the first year of study.

### 2. BTEC and Cambridge Technical

Our BTEC and Cambridge Technical courses are equivalent to one A Level (or one AS if followed for just the first year) and are assessed through a series of coursework and exam units. Each coursework unit is marked and graded through assignments based on work-related situations or activities with opportunities for teamwork and in-depth study.

### 3. T Level

From September 2021, the College will offer students the opportunity to study a “T Level” qualification. T Levels are a new technical qualification which are the equivalent of three A Levels. The College plans to offer two different T Levels at the outset: (i) Education and (ii) Digital Production, Design and Development. T Levels will offer students a mixture of classroom learning and ‘on-the-job’ experience

during an industry placement of approximately 45 days. Students undertaking the T Level qualification will be awarded an overall grade of Distinction \*, Distinction, Merit or a Pass, as well as a separate A\* to E grade for the core component, and a Pass, Merit or Distinction grade for each occupational specialism. Further details of the T Level qualification can be found at: <https://www.gov.uk/government/publications/introduction-of-t-levels/introduction-of-t-levels> Please see the subject-specific guidance within this booklet for further details of the T-Level qualification.

## Entry Requirements

**All Salesian College students must achieve at least five 9-5 grades at GCSE;** including a 5 in English and Mathematics. In addition, students should meet the *additional* requirements for specific courses as set out in this booklet.

N.B. Students with grade 4 in English and/or Mathematics *may* still be admitted into the College, but are likely to be offered a more limited curriculum choice. Students who have not achieved a grade 5 in Maths and/or one English GCSE will be required to resit the subject. Please see the subject summaries on pages 27 and 36.

## Religious Education: EPQ

All Catholic schools and colleges offer a provision for Religious Education. We are explicitly a Catholic college and all students study RE. As part of this, all Year 12 students are entered for the Extended Project Qualification (EPQ). This is worth more than an AS-Level in UCAS points and counts as a university-accredited course.



## Independent Learning/Homework

To make a success of your studies, there is an expectation that you carry out one hour's independent learning/homework for every lesson you attend. This is the equivalent to five hours per subject per week. You are expected to conduct research and work independently to consolidate knowledge gained in the lesson or to facilitate learning in future lessons.

## Directed Study Periods

Students will have the opportunity to focus their revision and consolidate their learning in their directed study periods. Students will have Directed Study periods of one period (50 minutes) per fortnight, per subject.

## Learning Resource Centre

The Learning Resource Centre is located in the College's C block. It is designed specifically for College students to provide additional materials to work to their full ability with a large number of networked PCs. Students are expected to use the facilities in an appropriate manner. Additionally we have computer facilities in our B Block – this area has been designed to allow students to work quietly but collaboratively.

## Centenary Seminar Room

The Centenary Seminar Room is a new workspace at the back of our Centenary Hall. This offers students a space to work collaboratively on their academic assignments.



# Support and guidance

## Monitoring

Your subject teachers will monitor your academic potential and progress in liaison with your tutor and Head of Year. You will receive regular grade collections which will be emailed home. During your tutorials each week, you will be able to review your progress and achievement, set targets and be offered constructive advice and support. You are required to attend and be punctual for these sessions.

## Applications to Oxford and Cambridge

A growing number of our students make successful applications to Oxford or Cambridge as well as for courses such as Medicine, Dentistry, Veterinary, Medicine and Law. Students with the potential to excel are identified early and given as much support as they need to achieve their potential. They benefit from additional interview preparation and practice, university visits, meetings with able students from neighbouring schools and specialist guidance on university applications, especially personal statements. All departments have strategies and resources in place to support students aiming for A\* grades.

If you would like more information please contact Mrs Sarah Elmer ([selmer@salesian.surrey.sch.uk](mailto:selmer@salesian.surrey.sch.uk))

## Careers Services

Once you have embarked upon your College studies, we offer a range of facilities to support your future careers decisions. All Year 12 students have the opportunity to meet with our careers adviser to discuss post-College options, ranging from university to apprenticeships and employment.

During the course of Years 12 and 13, various external speakers visit the College to speak to students about a range of professions. Students will complete a one week work experience placement in the summer term. Each student benefits from access to Unifrog, an online careers portal which provides up to date information regarding university courses, apprenticeship opportunities as well as career development. In Year 13, we ensure that all students are interviewed by a specialist in their chosen profession. We have found that the students really benefit from this experience and that it gives them confidence when considering different career possibilities.



## Bursary Fund Guidance

The Bursary Fund is provided to help students with the direct costs of study such as equipment, books, travel, exam costs and trips and visits, and is available to assist students who may have difficulties in completing their course because of financial considerations.

As a general guide, students who have a family income of less than £25,000 per annum may be eligible to receive some financial support from the Bursary Fund. There is also a small emergency portion of the fund in the case of unforeseen emergencies where completion of the course could be jeopardised by financial constraints.

The College has been given a fixed amount of funding for this and so the amount funded to applicants will depend on the number of applications received.

Students in care, care leavers, young people in receipt of income support and disabled young people in receipt of Employment Support Allowance who are also in receipt of Disability Living Allowance may also be eligible to receive a bursary of £1,200 per year.

To be eligible to apply for financial assistance from the Bursary Fund a student must be aged 16. Additionally, students must be under 19 at the start of the academic year they are applying for.

Applicants must provide evidence of income from the previous tax year: usually the Tax Credit Notification TC602 (E) will be sufficient but evidence of receipt of benefits, P60 or other relevant documents may be requested in addition.

Payment will be weekly in arrears. Payment will be withheld if the student does not comply with the College expectations regarding Attendance, Behaviour and Performance.

For more information and the official government guidelines for the 16-19 Bursary Fund you can visit the Department for Education website. [www.education.gov.uk](http://www.education.gov.uk)



# Choosing the right courses

Choosing the right course is paramount to you having a positive and successful experience in the College, and to your career choices in the future. There are many things to take into account before you make a final decision on which subjects you would like to study.

- If you already know what you would like to do when you leave school, check the entry requirements with any member of the College team (which subjects to study; the grades you will need; the work experience or extracurricular accomplishments which may be necessary).
- If, at this stage, you have only a general idea of what you wish to do, or are really not sure yet, then select subjects which you actively enjoy and which you are good at.

For higher education, some degree courses require particular subject combinations, whilst others require very high grades key subjects.

**For courses such as Medicine, Dentistry, Veterinary Science, Nursing/Midwifery and Engineering, please check with the College team to ensure that you are looking at appropriate subject combinations. It is also worth taking a look at specific university websites to get an idea of current entry requirements for courses such as Medicine and Dentistry, as requirements will vary from one establishment to another.**

If you would like to study a degree in a **Science**, at A-Level it is advisable to study at least two sciences or possibly one science plus Mathematics. Some subjects support each other: for example, Biology and Chemistry A-Levels for a Biological Science degree, or Physics and Mathematics A-Levels for a degree in Physics.

Degree entry requirements are usually more flexible with Arts-based subjects as subsequent career choices are generally broader.

**If you change your mind once you have begun your courses, it is not easy to swap courses and catch up. It is therefore crucial that you research carefully before you make a final decision.**

## Good reasons for choosing a course.

1. You're passionate about the subject
2. You have read through the course content, visited the exam board website and you like the topics being covered
3. The subject links directly to future career plans or allows you multiple opportunities should you not have decided yet
4. Your choice of subjects complement each other and go well together
5. The style of assessment suits you e.g.: coursework; practical work

## Bad reasons for choosing a course.

1. You like the teacher.  
*There is no guarantee that you will be taught by him/her.*
2. Your friends are doing the course.  
*They won't be able to do the work for you.*
3. Your parents/family members said you should choose the subject.  
*It has to be your choice.*
4. You didn't look at any other course and you don't know what else to do.  
*You must be committed to the course and may have found that other courses would have suited you better.*
5. You're too scared to try something new  
*New subjects can complement more familiar subjects well and may become your new favourite subject.*
6. You don't think you will get the grades for anything else  
*This isn't a reason to choose a course – you need to be positive and committed to doing your best.*
7. You just can't be bothered to get a job instead  
*Getting a job requires effort from you and so too do good results; there is no opt-out choice*
8. You think the subject is 'easy'.  
*There is no such thing as an A-Level or Diploma course that is 'easy'.*



# Results by Department

## August 2023

Overall percentage of A\*-C grades achieved:

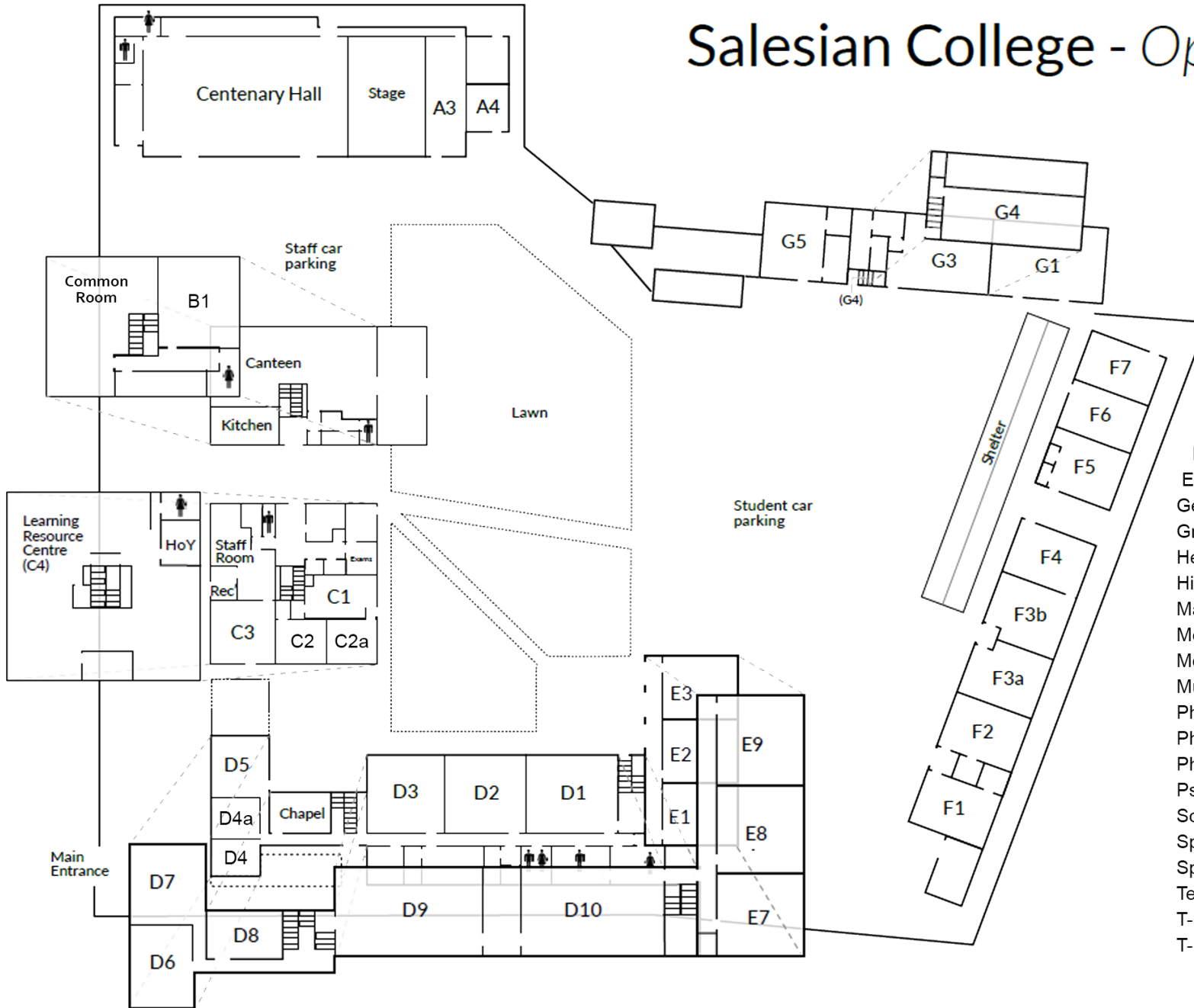
Subject	Entries	A*-A	A*-B	A*-C
Art - Fine Art	23	52	100	100%
Art - Photography	16	31	94	94%
Biology	36	33	50	72%
Business	21	29	62	86%
Chemistry	39	41	67	77%
Computer Science	14	21	36	64%
Drama & Theatre	5	20	60	100%
D&T: Product Design	4	25	25	75%
Graphics	4	50	75	100%
3D Design	5	40	80	100%
Economics	28	43	79	93%
English Language	13	15	92	100%
English Literature	18	39	72	100%
Enterprise and Entrepreneurship (BTEC)	9	44	67	100%
Extended Project (EPQ)	168	62	81	98%

Subject	Entries	A*-A	A*-B	A*-C
French	5	60	100	100%
Geography	11	18	45	91%
Health & Social Care (BTEC)	7	86	100	100%
History	19	47	89	95%
Information Technology	18	67	100	100%
Italian	3	67	100	100%
Mathematics	72	57	75	88%
Mathematics Further	12	83	100	100%
Media Studies	20	20	80	95%
Music	3	0	33	67%
Physics	37	43	73	78%
Psychology	33	52	88	100%
Philosophy & Ethics	19	16	58	84%
Sociology	28	39	82	96%
Spanish	3	0	100	100%
Sport Studies	9	22	56	89%
Sport (BTEC)	12	83	83	83%



# Salesian College - Open Evening

## Subject Index



3D Design	G5
Art	G1
Biology	D1
Business	E3
Chemistry	D10
Computer Science	E1
Drama & Theatre	A3
DT: Product Design	G5
Economics	E2
English Language	C2
English Literature	C3
Enterprise & Entrepreneurship BTEC	E3
Geography/Travel & Tourism BTEC	D5
Graphic Design	G5
Health & Social Care BTEC	F1
History	F4
Mathematics & Further Maths	F7
Media	E7
Modern Languages	D8
Music	A4
Philosophy & Ethics	C1
Photography	G3
Physics	D9
Psychology	F2
Sociology	E8
Sports BTEC	D3
Sports Studies	D3
Textiles	G5
T-Level Digital Production	E1
T-Level Education & Early Years	F1

## Where to find each subject on *Open Evening*

3D Design	G5		
Art & Design: Fine Art	G1	Media	E7
Art & Design: Photography	G3	Modern Languages	D8
Biology	D1	Music	A4
Business	E3	Philosophy & Ethics	C1
Chemistry	D10	Physics	D9
Computer Science	E1	Psychology	F2
Drama & Theatre	A3	Sociology	E8
DT: Product Design	G5	Sports BTEC	D3
Economics	E2	Sports Studies	D3
English Language	C2	Textiles	G5
English Literature	C3	T-Level Digital Production	E1
Enterprise & Entrepreneurship BTEC	E3	T-Level Education & Early Years	F1
Geography/Travel & Tourism BTEC	D5		
Graphic Design	G5		
Health & Social Care BTEC	F1		
History	F4		
Mathematics & Further Maths	F7		

### Presentations

Introductory talks will take place in the Centenary Hall at 17.45 and 18.30. Subject teachers will be available all evening to chat informally and answer questions in the classrooms indicated.

# Examples of Year 13 University Destinations 2023

A large proportion of our students progressed to Russell Group Universities.

<u>University</u>	<u>Course</u>	<u>University</u>	<u>Course</u>	<u>University</u>	<u>Course</u>
Bath	Sociology	Leeds	Law	Southampton	Aerospace Engineering
Queen's University Belfast	Medicine	Liverpool	Physics	St Mary's University	Criminology and Sociology
Bournemouth	Computing	Loughborough	Biology	Surrey	Media & Communication
Birmingham	English and Creative Writing	Manchester	Medical Biochemistry	Sussex	Psychology
Brighton	3D Design and Craft	Newcastle	Food and Human Nutrition	UCL	Economics
Bristol	Veterinary Science	Nottingham	Sport Science and Management	University of the Arts London	Fashion Photography
Cambridge	Land Economy	Oxford	Physics	University College London	Business Management
Cardiff	Architecture	Oxford Brookes	Urban Design, Planning and Development	Westminster	Architecture
Derby	Primary Education	Portsmouth	Computer Animation & Visual Effects	Winchester	English Language
Durham	Geography	Reading	Politics and International Relations	Warwick	Mathematics
Exeter	Modern Languages	Sheffield	Philosophy, Religion and Ethics	York	History/Politics

# How to use this subject guide

## English Literature

A Level

### Type of course

Choose from A Level or vocational (BTEC or Cambridge Technical).

### Course content

Don't *just* pick a subject because you like it at GCSE: find out what you'll learn on the course and how it moves you on from Year 11.

Department: **English** Type of Qualification: **A Level**  
Exam Board: **OCR** Additional Entry Requirements: **Grade 6 at GCSE in English Literature. A love of reading is ESSENTIAL.**

### Course content

Candidates explore and analyse the written word and are encouraged to:

- read widely and independently both set texts and personal choices
- engage creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation in speech and writing
- explore the contexts of texts and others' interpretations of them
- deepen their understanding of the changing traditions of literature in English.
- develop creative and informed responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression.

### Style of assessment

A Level:

Component 1: Shakespeare and poetry pre-1900 exam (2½ hrs); 40% of A Level  
Component 2: Comparative and contextual study exam (2½ hrs); 40% of A Level  
Component 3: Literature post-1900 coursework comprising two tasks totalling 3000 words; 20% of A Level

### Whose kind of course?

Anyone who is interested in reading for English, Law or a Humanities based degree should consider this course.

English Literature can be studied with Language as separate, complementary subjects, whilst Literature can be a useful opinion based and discursive subject to act as a foil to scientific subjects.

Additionally, the analytical skills required are testing and therefore recognised as being valuable for any given degree course.

#### Stretch and challenge - Aiming for A\*

The A\* grade is a fantastic opportunity for our ambitious students to prove their aptitude for the subject. We aim to encourage such candidates with the opportunity to:

- complete regular extension work within lessons
- attempt degree-level assignments
- attend extra-curricular workshops, lectures and performances

### Career prospects

Any career which involves analysis, high levels of clear communication or simply a love of literature.

### Entry requirements

**All Salesian Sixth Formers must have AT LEAST five 9-5 grades at GCSE; including a 5 in English and Maths.**

N.B. Students with grade 4 in English and Maths may still be admitted into the Sixth Form but may have a limited curriculum choice available to them.

This section outlines *additional* requirements for specific courses: check to see what you have to achieve for your application to be successful.

### Style of assessment

Some students love exams; others prefer continuous assessment (coursework). Check out how each course is assessed so you can make an informed choice.

### Stretch and challenge

Information on how this subject caters for you if you are aiming towards A\* grades at A level: how we'll push you!

### Career prospects

Guidance from subject specialists on where qualifications in this subject could lead you.



# Art & Design: Fine Art

## A Level

Department: **Art**

Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **Grade 6 in GCSE in Art, textiles or Graphics (Portfolio of work to be shown for entry with lower grades, or for those without previous experience)**

### Course content

This is a two year Advanced A level specification, requiring students to develop practical and theoretical knowledge and understanding of:

- relevant materials, processes, technologies and resources
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
- how images and artefacts relate to the time and place in which they were made and to their social and cultural contexts
- continuity and change in different genres, styles and traditions
- a working visual/written vocabulary and specialist terminology.

The course is designed to encourage, enhance and develop creativity, enabling students to achieve their potential. Students will be presented with new artistic challenges and learn to master new materials and techniques through structured workshops. Students build a portfolio and develop one major coursework component. They undertake an externally set task in February of their second year.

### Style of assessment

60% coursework and 40% exam and exam sketchbook.

### Whose kind of course?

The course is suited to students who prefer a practical approach to studying art and design. It will also interest anyone who:

- May wish to pursue a career in art and design
- Would like to continue studying this subject at University or Art School
- Would prefer to be assessed with regards to continuous coursework rather than examination.
- May wish to specialise in certain areas of practical artwork.
- Wants to work independently, structuring their own learning and projects.

### Career prospects

All aspects of the Art and creative industries, graphic designer, architect, art therapist, teacher, promotions and advertising. Students who wish to continue in further Art education will produce a portfolio of work for their interviews at Art School or University.

# Art & Design: Photography

## A Level

<p>Department: <b>Art</b></p> <p>Exam Board: <b>AQA</b></p>	<p>Type of Qualification: <b>A Level</b></p> <p>Additional Entry Requirements: <b>Grade 6 in GCSE in Art, textiles or Graphics (Portfolio of work to be shown for entry with lower grades or students who did not take at GCSE). Please note that this course is open who students who have not previously studied Photography.</b></p>
<h3>Course content</h3> <p>This is a two year Advanced A level specification, requiring students to develop practical and theoretical knowledge and understanding of:</p> <ul style="list-style-type: none"><li>▪ relevant materials, processes, technologies and resources</li><li>▪ how images relate to the time and place in which they were made and to their social and cultural contexts</li><li>▪ continuity and change in different genres, styles and processes</li><li>▪ a working visual/written vocabulary and specialist terminology.</li><li>▪ Photoshop and digital manipulation</li></ul> <p>Students can specialise in one or more of the following areas of study:</p> <ul style="list-style-type: none"><li>▪ Portraiture</li><li>▪ Still-life</li><li>▪ Experimental</li><li>▪ Landscape</li><li>▪ Documentary</li><li>▪ Photographic installation</li></ul> <p>The A Level Photography course is designed to encourage, enhance and challenge creativity, enabling students to achieve their potential. Students will be presented with new photographic concepts and learn to master new techniques through structured workshops. Students build a portfolio and develop one major coursework component. They undertake an externally set task in February of their second year.</p> <h3>Style of assessment</h3> <p>Coursework portfolios and exhibition of work.</p>	<h3>Whose kind of course?</h3> <p>The course is suited to students who prefer a practical approach to studying a specific aspect of art and design. It will also interest anyone who:</p> <ul style="list-style-type: none"><li>▪ may wish to pursue a career in photography</li><li>▪ may wish to pursue a career in art &amp; design</li><li>▪ would like to continue studying this subject at University or at Art School</li><li>▪ would prefer to be assessed by continuous coursework rather than examination.</li><li>▪ may wish to develop skills in use of Photoshop, Illustrator and Lightroom</li><li>▪ may wish to develop their understanding of traditional wet and digital technologies in photography.</li></ul> <h3>Career prospects</h3> <p>All aspects of the world of photography, publishing and art and design. 'In-House' design units. A fine understanding and capability with the camera and in digital manipulation and production, is useful across a range of industries and professions.</p>

# Biology

## A Level

Department: **Science**

Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **Grade 7-7 in GCSE Combined Science OR Grade 7 in GCSE Biology; Grade 7 in GCSE Mathematics; Grade 6 in English Language**

### Course content

#### AS Units (co-taught with first year of A level)

- Unit 1 -4: (1) Biological Molecules, (2) Cells, (3) Organisms exchange substances with their environment, (4) Genetic information, variation and relationships between organisms

#### A2 Units (taught in 2nd year of A level)

- Unit 5-8: (5) Energy transfers in and between organisms, (6) Organisms respond to changes in their internal external environments, (7) Genetics, populations, evolution and ecosystems, (8) The control of gene expression

### Style of assessment

- Paper 1: Written exam on Units 1-4 (2 hours) (35%)
- Paper 2: Written exam on Units 5-8 (2 hours) (35%)
- Paper 3: Written exam on Units 1-8 (2 hours) (30%)
- Teacher Assessed Endorsement of Practical Skills

### Whose kind of course?

Students who take Biology often also study from a wide range of subjects, including Chemistry, Mathematics, Physics, Psychology, PE, English and Geography.

#### Stretch and challenge - Aiming for A\*

Students who excel will be invited to take part in the British Biology Olympiad in year 13 if they continue with Biology at A2.

The British Biology Olympiad is a competition to extend and reward the best all round young Biologists in the country and to select a team to represent the United Kingdom at the International Biology Olympiad each year.

### Career prospects

A wide range of careers are available such as medicine, dentistry, veterinary, physiotherapy, pharmacy, midwifery, paramedics, nursing, zoology, marine biology, sports science, teaching, forensics.

# Business

# A Level

Department: **Business**

Type of Qualification: **A Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **(GCSE Business not required) GCSE Grade 6 in English Lit or Lang and Grade 6 in Mathematics**

## Course content

- **Theme 1:** introduces students to marketing and people with a focus on managing people and marketing strategy.
- **Theme 2:** is an introduction to managing business activities such as financial and resource management.
- **Theme 3:** explores business decisions and strategy focussing on managing change and business objectives.
- **Theme 4:** explores global issues, such as globalisation, international trade, and global marketing.

## Style of assessment

There are three externally assessed (exam) papers at A level.

Each paper comprises 100 marks and is two hours long.

Data response questions are short answer and extended open response.

A level Paper 3 has a broad pre-released context to support the investigative nature of the qualification.

## Whose kind of course?

Anyone who:

- May wish to pursue a career in business
- Wishes to run their own business
- Enjoys studying a subject that affects their own everyday life
- Would like to continue studying this subject at university.

## Career prospects

- Running own business.
- Careers in private enterprise or those working for central or local government.
- Careers in banking and retailing.
- Careers in marketing and customer service.



# Chemistry

## A Level

Department: **Science**

Type of Qualification: **A Level**

Exam Board: **OCR (A)**

Additional Entry Requirements: **Grade 7-7 in GCSE Combined Science OR Grade 7 in GCSE Chemistry; Grade 7 in GCSE Mathematics and would be beneficial for students to be studying A-level Mathematics.**

### Course content

#### AS Units (co-taught with A level)

- Module 1: Development of Practical Skills in Chemistry
- Module 2: Foundations in Chemistry
- Module 3: Periodic Table and Energy
- Module 4: Core Organic Chemistry

#### A level Units (taught in 2nd year of A level)

- Module 5: Physical Chemistry and Transition Elements
- Module 6: Organic Chemistry and Analysis

### Style of assessment

A Level (Examination at end of second year)

- Paper 1: Written exam on modules 1, 2, 3 and 5 (2 hour 15 mins) (37%)
- Paper 2: Written exam on modules 1, 2, 4 and 6 (2 hour 15 mins) (37%)
- Paper 3: Written exam on modules 1 – 6 (1 hour 30 mins) (26%)
- Practical endorsement of Chemistry: This is assessed by the teacher as a pass or fail and does not count towards the A level.

### Whose kind of course?

Chemistry is a pre-requisite for many of the degree courses including medicine as it demonstrates analytical and research skills. Employers appreciate the hard work involved in studying chemistry and recognise that these pupils will have developed skills including interpreting written or numerical data, communicating ideas and problem solving.

#### Stretch and challenge - Aiming for A\*

Confidence in every aspect of Organic, Inorganic and Physical chemistry will be essential in reaching the standard required for Grade A\*.

The British Chemistry Olympiad is a competition to extend and reward the best all round young Chemists in the country and to select a team to represent the United Kingdom at the International Chemistry Olympiad each year.

### Career prospects

Forensic Chemistry, Medicine, Veterinary, Biochemistry, Banking, Teaching, Pharmacy, Environmental Science, Government/Private research organisations, Law, Medicinal and Industrial Chemistry.

# Computer Science

## A Level

Department: **Computing**

Type of Qualification: **A Level**

Exam Board: **OCR**

Additional Entry Requirements: **7 in GCSE Computer Science**

### Course content

- A2**
- 01 Computing systems – externally marked question paper worth 40%
  - 02 Algorithms and programming – externally marked question paper worth 40%
  - 03 Programming project – internally assessed and externally moderated worth 20%

### Style of assessment

This qualification is a mixture of internal assessment by centre assessors and quality assurance personnel and externally moderated work by OCR. Plus externally marked question papers.

This qualification is graded: A\* to E

### Whose kind of course?

This course is ideal for those who have completed Key Stage 4 Computer Science and want to continue learning and developing their computational thinking skills to a more advanced level. This would suit students who are good problem solvers and can think logically. Computational thinking is at the heart of this course.

### Career prospects

Computer Science is offered by universities either as a subject in its own right or in combination with a wide range of subjects, such as Mathematics, Psychology, Business and Multimedia.

Other students go on to do Computer Science related degrees and careers in growth areas such as Games development, Systems analysis, Network engineering, IT systems management and Database administration.

# D&T: Product Design

A Level

Department: **Design & Technology**

Type of Qualification: **A Level**

Exam Board: **AQA (DT spec)**

Additional Entry Requirements: **6 in Design & Technology, 5 in Mathematics (and with ideally a 5 in Science)**

## Course content

**Paper 1:** In preparation for this exam, students will develop knowledge and understanding of *core technical principles* as well as designing and making principles.

**Paper 2:** Divided into section A & B.

- A: Product analysis (30 marks) and
- B: Commercial manufacture (50 marks)

Note: Maths/Science content worth 15% of these papers.

**Non-exam assessment:** Students select their own substantial design & make project.

Students will create a coursework folder of work (40x A3 pages) which demonstrates their practical application of technical principles, designing and making principles and specialist knowledge. The students will also create and test a final prototype which must be photographed throughout.

## Style of assessment

A Level: 50% Coursework/ 50% exam(s)

- Paper 1: 2 hour exam paper (120 marks)
- Paper 2: 2 hour exam paper divided into 2 sections (80 marks)

NEA: Coursework portfolio (100 marks)

## Whose kind of course?

This course gives students practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in design-based creative industries as well as engineering.

Throughout the course they will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying the opportunity to put their learning into practice by producing products of their choice.

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.

## Career prospects

Product Designer, Architect, Engineer, Production Designer (Theatre/Film/Television), Exhibition Designer, Interior and Spatial Designer, Multimedia specialist, Industrial Designer, Furniture Designer- the list goes on!

# 3D Design

## A Level

Department: **Design & Technology**

Type of Qualification: **A Level**

Exam Board: **AQA (Art spec.)**

Additional Entry Requirements: **GCSE grade 6 in DT (Graphics), 3D design or Fine Art**

### Course content

Through the design process, students produce practical and critical/contextual work in one or more areas of study, for example: Exhibition design, Architectural Design, Environmental Design, Design for Theatre, Interior Design. Students will develop their skills and expertise in a selection of the areas throughout Year 12, developing creativity and independence before moving towards their personal investigations in the final term. Students then work on their 2 pieces/units of coursework.

### Style of assessment

60% coursework (component 1) and 40% exam and exam work (component 2).

At A-level in component 1 you will develop work for a personal investigation into an idea, issue, concept or theme supported by written material (1000-300 word essay). This will count for 60% of your total A-level marks.

In component 2 you will produce personal work in response to one of eight exciting starting points (given by AQA on 1<sup>st</sup> Feb) which will count for 40% of your total A-level marks. Students select one question to explore. Preparatory work is then presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models etc. Following the preparatory period, students must complete 15 hours of unaided, supervised time (exam). During this time, students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

### Whose kind of course?

The ideal A level Three Dimensional Design student:

- May wish to pursue a career in art and design / Architecture
- Would like to continue studying this subject at Uni or Art School
- Would prefer to be assessed with regards to continuous course-work rather than examination.
- A passion for design and Architecture/interior design
- An enquiring mind
- A creative, innovative flair
- An ability to recognise the psychology involved when designing products
- An interest in historical and contemporary influences

### Career prospects

A broad qualifications for a wide variety of careers, some obvious ones include: Architect, Exhibition designer, Interior designer, environmental designer, Toy designer, landscape architect, set designer, Model maker, Furniture designer, Teacher, and many more! Courses that follow from this are: Art & Design foundation degree, Graphic Design Degree, Architecture degree, Interior design degree, Product Design Degree, Apprenticeships and many more!



# Graphic Communication

## A Level

Department: **Design & Technology**

Type of Qualification: **A Level**

Exam Board: **AQA (Art spec.)**

Additional Entry Requirements: **GCSE grade 6 in DT (Graphics), 3D design, Textiles or Fine Art**

### Course content

Graphics will give you the skills to produce personal creative work and develop your understanding of graphic design. You will develop your knowledge of materials and techniques, and the skills to communicate ideas and information visually. Through the design process, students produce practical and critical/contextual work in one or more areas of study, for example: advertising, packaging design, design for print, illustration, communication graphics, branding.

Students will develop their skills and experiment in a selection of the areas throughout Year 12, developing creativity and independence before moving towards their personal investigations in the final term. Students then work on their 2 pieces/units of coursework.

### Style of assessment

60% coursework (component 1) and 40% exam and exam work (component 2).

At A-level in component 1 you will develop work for a personal investigation into an idea, issue, concept or theme supported by written material (1000-3000 words). This will count for 60% of your total A-level marks.

In component 2 you will produce personal work in response to one of eight exciting starting points (given by AQA on 1<sup>st</sup> Feb) which will count for 40% of your total A-level marks. Students select one question to explore. Preparatory work is then presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models etc. Following the preparatory period, students must complete 15 hours of unaided, supervised time (exam). During this time, students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

### Whose kind of course?

The ideal A level Graphic Communication student has:

- May wish to pursue a career in art and design / Graphics
- Would like to continue studying this subject at University or Art School
- Would prefer to be assessed with regards to continuous coursework rather than examination.
- Has a passion for design
- Has an enquiring mind
- Has a creative, innovative flair
- Has an ability to recognise the psychology involved when designing products/pieces of design work
- Has an interest in historical and contemporary influences

### Career prospects

A broad qualification for a wide variety of careers, some obvious ones include: Graphic design, Advertising, Illustration, Publishing, Web Designer, Marketing, Media Design, Interior design, Architecture, Typographer, Teacher, and many more!

Courses that follow from this are: Art & Design foundation degree, Graphic Design Degree, Architecture degree, Interior design degree, Product Design Degree, Apprenticeships and many more!

# Textiles

A Level

Department: **Design & Technology**

Type of Qualification: **A Level**

Exam Board: **AQA (Art spec.)**

Additional Entry Requirements: **GCSE grade 6 in Textiles or Fine Art**

## Course content

Through the design process, students produce practical and critical/contextual work in one or more areas of study, for example: Fashion Design, Fashion Textiles, Costume Design, Digital textiles, Interior Design, Printed or dyed fabrics, Digital textiles. Practical work is produced by researching and developing ideas using drawing, digital exploration, sketchbooks and work sheets, supported by critical evaluation and an awareness of contemporary and historical influences. Students will develop their skills and experience in a selection of the areas throughout Year 12, developing creativity and independence before moving towards their personal investigations in the final term. Students then work on their 2 pieces/units of coursework.

## Style of assessment

60% coursework (component 1) and 40% exam and exam work (component 2).

At A-level in component 1 you will develop work for a personal investigation into an idea, issue, concept or theme supported by written material (1000-3000 words). This will count for 60% of your total A-level marks.

In component 2 you will produce personal work in response to one of eight exciting starting points which will count for 40% of your total A-level marks. Students select one question to explore. Preparatory work is then presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models etc. Following the preparatory period, students must complete 15 hours of unaided, supervised time (exam). During this time, students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

## Whose kind of course?

The ideal A level Textiles student:

- May wish to pursue a career in art and design / Textiles
- Would like to continue studying this subject at Uni or Art School
- Would prefer to be assessed with regards to continuous coursework rather than examination.
- Has a passion for design and fashion/all things Textiles
- Has an enquiring mind
- Has a creative, innovative flair
- Has an ability to recognise the psychology involved when designing products
- Has an interest in historical and contemporary influences

## Career prospects

A career that includes working in the fashion industry, or in the future of sustainable products and fibre and fabric development, the UK relies on the industry with over 1 million jobs currently in the UK. The textile industry accounts for over 10% of GDP, so a key industry on many levels.

Fashion merchandising, marketing, costume design and fashion design are all routes students have taken from studying this course, as well as interior design, Teaching, and many more!

# Drama & Theatre

## A Level

Department: **Drama**

Type of Qualification: **A Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **6 in Drama**

### Course content

#### 10% Performance and 30% Portfolio: (Year 1)

- Devised Piece: a group piece based upon a stimulus that is written, designed and staged by the students with guidance from teachers.
- Portfolio: All students must produce a portfolio documenting the practical exploration of the one key extract and practitioner, along with the analysis and evaluation of this process and the group performance/design realisation. (2500-3000 words)

#### 20% Performance: (Year 2)

- Group piece – extract performed from a complete playtext
- Monologue (2-3 minutes) or Duologue (4-6 minutes)

#### 40% Written Examination: (Year 2)

- A live theatre evaluation.
- Page to stage: realisation of one key extract from a performance text.
- Interpreting one complete performance text, in light of one practitioner for a contemporary audience as a director.

### Style of assessment

30% Portfolio evidence 30% Practical examination 40% Written Examination

### Whose kind of course?

Someone studying Drama and Theatre at A Level should be passionate about broadening their knowledge of styles and genres by looking at a range of exciting Theatre Practitioners. They should be keen to visit the theatre and want to learn how to develop a critical and perceptive approach when analysing and evaluating performances seen. The course is best suited for those who enjoy studying plays for performance and want the chance to imagine a staged production of their own making, as well as taking on a variety of performance roles both individually and as part of a group.

#### Stretch and challenge - Aiming for A\*

Practical workshops with professional theatre companies and theatre trips to see a broad range of shows, give our most able students the theatrical toolkit to draw from for the highest marks.

### Career prospects

This course can lead to further study in Drama / Theatre / Performing Arts at degree level. It may lead on to a career in any industry due to the inherent transferable skills it provides students.

Drama and Theatre complements a range of subjects and is useful in building confidence and improving presentation skills in a range of careers. Oxford University recently reported that students with Drama and Theatre have unique skills that benefit successful Law and Medical students.

# Economics

## A Level

Department: **Business**

Type of Qualification: **A Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **Minimum Grade 6 in GCSE Mathematics and Grade 6 in either English**

### Course content

- **Theme 1** (microeconomics): Introduction to the nature of economics, markets and market failure (Yr.12)
- **Theme 2** (macroeconomics): Introduction to the UK economy, focusing on economic performance and macroeconomic policies (Yr.12)
- **Theme 3** (microeconomics): focusses on business economics and explores behaviour and the labour market (Yr.13)
- **Theme 4** (macroeconomics): considers a global perspective, including poverty and inequality, emerging economies and the financial sector. (Yr.13)

### Style of assessment

There are three externally assessed (exam) papers at A level.

Each paper comprises 100 marks and is two hours long.

Questions range from short answer (including multiple choice), data response and extended open response.

### Whose kind of course?

Anyone who:

- Wishes to study economics at university
- Wishes to pursue a career in economics or finance
- Wishes to develop a critical approach to problem-solving
- Enjoys studying a subject that affects their everyday life

### Career prospects

- Chartered accountant
- Chartered certified accountant
- Chartered public finance accountant
- Economist (or journalist of;)
- Financial risk analyst
- Investment analyst
- Statistician
- Actuary
- Management Consultant
- Quantity Surveyor

# English Language

A Level

Department: **English**

Type of Qualification: **A Level**

Exam Board: **OCR**

Additional Entry Requirements: **Grade 6 at GCSE in English Language and Grade 5 in English Literature**

## Course content

Introduces candidates to methods of exploring spoken and written language in use through the study of:

- the way purpose, audience and context impact upon language production and reception
- the use of linguistic concepts (lexis, grammar, phonetics/phonology, pragmatics, discourse and graphology) as analytical tools
- how spoken and written texts reproduce ideas about cultural values and assumptions, focusing on Language and Gender, and Language and Power.
- how children learn to speak and acquire language skills
- language in the media

Allows candidates to develop and reflect upon their own writing expertise through the study of:

- register and style
- the characteristics of genres and sub-genres

Examines the history of English and the processes involved in language change

## Style of assessment

Assessment by examination (80%) and coursework (20%) - two 150 minute exam papers plus two coursework tasks totalling 3000 words

## Whose kind of course?

Anyone who is interested in reading for English, Law or a Humanities based degree should consider this course. There are also sociolinguistic features of the course which support Sociology and some aspects of Psychology A level courses.

Additionally, anyone who is reading for a humanities-based A level and wishes to improve their skills of analysis and evaluation for enhanced essay writing might also find this course extremely useful.

### Stretch and challenge - Aiming for A\*

The A\* grade is a fantastic opportunity for our ambitious students to prove their aptitude for the subject. We aim to encourage such candidates with the opportunity to:

- attempt degree-level assignments
- form links with local newspapers and journalists
- extend the competency of their public speaking

## Career prospects

Any career that involves analysis or high levels of clear communication. Particularly relevant to law, journalism, marketing and advertising, teaching (primary and secondary) and business administration.

# English Literature

A Level

Department: **English**

Type of Qualification: **A Level**

Exam Board: **OCR**

Additional Entry Requirements: **Grade 7 at GCSE in English Literature and Grade 5 in English Language. A love of reading is essential.**

## Course content

Candidates explore and analyse the written word and are encouraged to:

- read widely and independently both set texts and personal choices
- engage creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation in speech and writing
- explore the contexts of texts and others' interpretations of them
- deepen their understanding of the changing traditions of literature in English
- develop creative and informed responses to literary texts, using appropriate terminology and concepts, and coherent, accurate written expression

## Style of assessment

Component 1: Drama and poetry pre-1900 exam (2½ hrs); 40% of A Level

Component 2: Comparative and contextual study exam (2½ hrs); 40% of A Level

Component 3: Literature post-1900 coursework comprising two tasks totalling 3000 words; 20% of A Level

## Whose kind of course?

Anyone who is interested in reading for English, Law or a Humanities based degree should consider this course.

English Literature can be studied with Language as separate, complementary subjects, whilst Literature can be a useful opinion based and discursive subject to act as a foil to scientific subjects.

Additionally, the analytical skills required are testing and therefore recognised as being valuable for any given degree course.

### Stretch and challenge - Aiming for A\*

The A\* grade is a fantastic opportunity for our ambitious students to prove their aptitude for the subject. We aim to encourage such candidates with the opportunity to:

- complete regular extension work within lessons
- attempt degree-level assignments
- attend extra-curricular workshops, lectures and performances

## Career prospects

Any career which involves analysis, high levels of clear communication or simply a love of literature.



# English Language

GCSE

Type of Qualification: **GCSE**

Additional Entry Requirements: **Grade 1-4 in English Literature/Language GCSE (see below)**

## Course content

Students are required to achieve a grade 5 in at least one of their English (Literature or Language) GCSEs in order to study at Salesian College. Where students have not achieved this grade, they must re-take the English Language GCSE.

Students will analyse their performance in their Year 11 exam, address the areas of English Language that were unsuccessful, and do revision to enable them to reach the required standard.

There is an examination session in November, and another in June.

## Style of assessment

GCSE: 2 module exams of 1h 45 minutes each, 80 marks per paper. Students will sit these exams in November or June of Year 12/13.

## Whose kind of course?

Employers, universities and training providers will regard a Grade 4 at GCSE as the “standard pass” they need so improving your grade will be a priority for you this year. However, many university courses will specify that candidates should gain a “strong pass” of a 5 to access their courses.

In order to provide students with the greatest chance of success, we therefore ask all students who have not achieved a 5 in their best English grade to resit the GCSE.

# Enterprise & Entrepreneurship

Department: **Business**

Type of Qualification: **BTEC Level 3 Extended Certificate** (equivalent to 1 A-level)

Exam Board: **Pearson**

Additional Entry Requirements: **2 6's and 3 5's including 4 in English Language**

## Course content

### Year 1 Units

- Unit 1: Enterprise and Entrepreneurs- 90 GLH
- Unit 2: Developing a Marketing Campaign- 90 GLH

### Year 2 Units

- Unit 3: Personal & Business Finance- 120 GLH
- Unit 7: Social Enterprises- 60 GLH

## Style of assessment

### External assessment

- Unit 2- Developing a Marketing Campaign: Written task- set and marked by Pearson (3 hours- worth 25% of the qualification).
- Unit 3- Personal & Business Finance: Written exam written and marked by Pearson (2 hours- worth 33% of the qualification).

### Internal assessment

- Assignment 1- Enterprise & Entrepreneurs: assignments set and verified by teachers (90 GLH- worth 25% of qualification).
- Assignment 2- Social Enterprises: assignments set and verified by teachers (60 GLH- worth 17% of qualification).

## Whose kind of course?

Enterprise & Entrepreneurship will suit you if you are interested in:

- Developing your understanding of how businesses start and develop
- Applying theory to real life business examples
- Understanding and applying business and personal finance

## Career prospects

- This specification is suitable for those considering a range of careers.
- 62% of large companies have recruited employees with a BTEC qualification.
- The following jobs are most popular: Business administration, marketing, accounts clerk. Students gain skills which will benefit the self-employed.

# French / Spanish

## A Level

Department: <b>Languages</b>	Type of Qualification: <b>A Level</b>
Exam Board: <b>Edexcel</b>	Additional Entry Requirements: <b>6 in chosen language</b>
<p>Course content</p> <ul style="list-style-type: none"><li>▪ Edexcel's GCE in French/Spanish/Italian is designed to develop and assess listening, reading, writing and speaking skills.</li><li>▪ Four themes will be studied in Year 1: Evolving Society, Political and Artistic Culture, Immigration &amp; Multiculturalism and Historical events.</li><li>▪ Students will study a Film and a Novel in Year 2.</li><li>▪ Translation skills from English into the Target language and vice versa will be widely assessed so a sound grammatical knowledge will be needed to succeed.</li><li>▪ Students gain a greater understanding of the cultures where the language is spoken.</li><li>▪ You will be given the opportunity to speak with a Foreign Language Assistant for 30 minutes every week in Year 2.</li></ul> <p>Style of assessment</p> <ul style="list-style-type: none"><li>▪ Paper 1: Listening, Reading &amp; Translation into English (40%)</li><li>▪ Paper 2: Written response to Film &amp; Book &amp; Translation into chosen language (30%)</li><li>▪ Paper 3: Speaking Exam- Spontaneous discussion on a stimulus &amp; Independent Research Project</li></ul>	<p>Whose kind of course?</p> <p>Anyone who is interested in studying languages at degree level either exclusively or as a combined degree with a subject from another discipline. The ideal candidate is one that aspires to being fluent, can study independently, enjoys studying grammar, has a love for the culture and history of the country and is determined to succeed!</p> <p>There are many such courses; languages can be studied with Business, Chemistry, Art, Music, History and English to name but a few.</p> <p>A language at A level is highly thought of by university admissions tutors.</p> <p>Career prospects</p> <p>Any career within the international world where speaking a foreign language would be beneficial. For example:</p> <ul style="list-style-type: none"><li>▪ Teaching</li><li>▪ Business Management</li><li>▪ Travel &amp; Tourism Industry</li><li>▪ Translation &amp; Interpretation</li><li>▪ Organisations where international links are essential</li></ul>

# Geography

## A Level

Department: **Geography**

Type of Qualification: **A Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **Grade 6 in Geography and Grade 6 in either English**

### Course content

- Tectonic Processes and Hazards (Topic 1)
- Coastal Landscapes and Change (Topic 2)
- Globalisation (Topic 3)
- Regenerating Places (Topic 4)
- The Water Cycle and Water Insecurity (Topic 5)
- The Carbon cycle and Energy security (Topic 6)
- Superpowers (Topic 7)
- Health, Human Rights and Intervention (Topic 8)

### Style of assessment

#### A2 Exams

- Paper 1 (30%) – Assessing topics 1,2,5,6 (2 hrs 15mins)
- Paper 2 (30 %) – Assessing topics 3,4,7 and 8 (2 hrs 15 mins)
- Paper 3 (20%)- Synoptic investigation (2 hrs 15 mins)
- Coursework (20%)- Independent investigation (3000-4000 words)

### Whose kind of course?

Anyone who is interested in the challenges faced by our planet as we race through the 21st Century. People who like to debate and discuss current affairs. Those who are able to see different approaches and contrasting views on the issues around us. Anyone who likes getting 'stuck in' to controversial ideas.

#### Stretch and challenge – Aiming for A\*

The modules in Year 13 need to be averaging 80% or above to be awarded an A\* grade. To support students towards achieving these results we encourage attending lectures and webinars which will provide them with the opportunity to consolidate and extend their knowledge; we also provide enrichment work that often focusses on recent news and allows students to draw synoptic links.

### Career prospects

Consultancy, Law, Teaching, Healthcare, Economics and Finance, Geology and Geophysics, Planning and Environmental Management, Travel and Tourism.

**Important fieldtrip note:** As part of the specification students must carry out 4 days of field work. There will be a compulsory fieldtrip in Year 12 to conduct this fieldwork. The approximate cost of these fieldtrips will be around £250.

# Health and Social Care



Department: <b>Social Science</b>		Type of Qualification: <b>BTEC Level 3 Extended Certificate</b> (equivalent to 1 full A-level)	
Exam Board: <b>Pearson</b>		Additional Entry Requirements: <b>2 6's and 3 5's including 4 in English Language and Mathematics</b>	
<h2>Course content</h2> <p><b>Year 1 Units</b></p> <ul style="list-style-type: none"><li>▪ Topic 1 – Human lifespan development</li><li>▪ Topic 5 – Meeting individual care and support needs</li></ul> <p><b>Year 2 Units</b></p> <ul style="list-style-type: none"><li>▪ Topic 2 – Working in Health and Social Care</li><li>▪ Topic 11 – Psychological perspectives</li></ul>		<h2>Whose kind of course?</h2> <p>Health and Social Care will suit you if you are interested in:</p> <ul style="list-style-type: none"><li>▪ The chance to build awareness and understanding of contemporary issues in health and social care</li><li>▪ The fact that this specification compliments other A-level studies</li><li>▪ Learning skills essential for higher education and the world of work.</li></ul>	
<h2>Style of assessment</h2> <p><b>External assessment (Examination in May 2020 for Unit 1; Jan 2021 for Unit 2)</b> Year 1: Written exam on topic 1 – Essay and source questions (1hr 30 mins) (25%) Year 2: Written exam on topic 2 – Essay and source questions (1 hr 30 mins) (33%)</p> <p><b>Internal assessment (Unit 5 &amp; 11)</b> Year 1 Assignment: Topic 5 – set and verified by teachers (90 GLH) (25%) Year 2 Assignment: Topic 11 – set and verified by teachers (60 GLH) (17%)</p>		<h2>Career prospects</h2> <p>This specification is suitable for those considering a range of careers. 62% of large companies have recruited employers with a BTEC qualification.</p> <p>37% of BTEC H&amp;SC students entering HE studied a nursing degree.</p> <p>The following jobs are most popular: childcare, nursing, paediatrics, midwifery, social work, teaching and similar careers, police service, probation service, paramedics, health visiting, mental health, counselling.</p>	

# History

## A Level

Department: **History**

Type of Qualification: **A Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **Grade 6 in History at GCSE and Grade 6 in either English**

### Course content

- Topic 1 – Germany & West Germany, 1918-89
- Topic 2 – The rise and fall of fascism in Italy, c1911-46
- Topic 3 – Rebellion and disorder under the Tudors, 1485-1603
- Topic 4 – Historical Enquiry

### Style of assessment

#### A Level (First Examination in June 2017)

- Paper 1: Written exam on topic 1 – 2 Essays & 1 interpretation question (2hrs 15mins) (30%)
- Paper 2: Written exam on topic 2 – 1 Essay & 1 sources question (1hr 30mins) (20%)
- Paper 3: Written exam on topic 3 – 2 Essays & 1 source question (2hrs 15mins) (30%)
- Paper 4: Coursework: Historical Enquiry (4000 word assignment) (20%)

### Whose kind of course?

History A Level will suit you if you:

- enjoy investigation and discovery
- enjoy debate and putting forward a well-argued case
- want to improve your analytical skills
- enjoy working more independently
- want to examine evidence and make up your own mind

#### Stretch and challenge - Aiming for A\*

To challenge the students, a variety of conferences will be available for them to attend, where they can consolidate and extend their knowledge and understanding and hear from some of the leading historians on the topics they will be examined on in the summer term. They will also be given the opportunity to complete regular extension work and degree-level tasks in lessons.

### Career prospects

History is useful for careers, which involve applying analytical skills. The following jobs are most popular- Teaching and Lecturing, Advertising, Public Relations, Management and Law.



# Mathematics

## A Level

Department: **Mathematics**

Type of Qualification: **A Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **Grade 7 in Mathematics GCSE**

### Course content

A Level Mathematics covers:

- Pure Mathematics (2/3 of the course): algebra, geometry, sequences, calculus
- Mechanics (1/6 of the course): motion, forces, moments and vectors
- Statistics (1/6 of the course): data and graphs, probability, random variables, hypothesis tests

There are six double lessons per fortnight, with an equal time of homework and self-study required. Interactive teaching is the norm, and super-curricular activities are offered to stretch the more able students to help them reach top grades.

#### Course Requirement:

Students must be extremely fluent in GCSE algebra and shape topics.

There is preparation work during the summer before starting Year 12, and a competency test in the first week of September.

### Style of assessment

3 exams of 2 hours each (Pure 1 / Pure 2 / Applied Maths) in June of Year 13.

### Whose kind of course?

This course can complement study in many different subjects at A Level or University level. Pure Mathematics develops logical thinking and problem solving, while Statistics will develop useful skills for those doing Humanities subjects or Biology, and Mechanics has strong links with Physics A Level.

A Level Mathematics can also be ideal for arts or business students who want to continue developing mathematical skills. A qualification in Mathematics is regarded very highly by all universities whatever course is applied for.

#### Stretch & Challenge – aiming for A\*:

Confidence in every aspect of Pure Mathematics will be essential in reaching the standard required for Grade A\*.

### Career prospects

Accountant, Actuary, Statistician, Stockbroker, Engineer, Teacher, ...

Many disciplines use Statistics, including Medicine, Geography, Biology and Environmental Sciences. Mechanics can complement study in Physics or Engineering, but it is not only useful for sciences, as it also covers useful problem-solving skills.

# Further Mathematics

AS/A Level

Department: **Mathematics**

Type of Qualification: **A Level or AS Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **Grade 8 in Mathematics GCSE**

## Course content

Students will need to place Mathematics and Further Mathematics in **two option blocks** in order to study this course.

50% of the course is compulsory Further Pure Mathematics, with the remaining 50% comprising optional units in Mechanics, Statistics, Decision Mathematics or additional Further Pure. Final available options will depend on the students choosing the course to best cater to their needs.

There are six double lessons per fortnight in addition to that for single Mathematics, with an equal time of homework and self-study required. Interactive teaching is the norm, and super-curricular activities are offered to stretch the more able students to help them reach top grades. Preparation for university entrance exams is also offered.

Students must be very confident in GCSE algebra and shape topics, and able to work independently on the hardest questions.

If a student is doing Further Maths as one of 4 subjects, they may choose to be entered for the AS exam in May of Year 12, and/or drop the subject at any point during the course.

## Style of assessment

4 exams of 1.5 hours each (Core Pure 1 / Core Pure 2 / Further Option 1 / Further Option 2) in June of Year 13.

## Whose kind of course?

This course will be essential for anyone considering a degree with a Mathematics component. An A Level or AS Level qualification in Further Mathematics is regarded very highly by all universities and usually results in a lower UCAS offer.

Further Mathematics is also accessible for arts or business students who have an interest in a deeper understanding of Mathematics.

### Stretch & Challenge – aiming for A\*:

Confidence in every aspect of Further Pure Mathematics will be essential in reaching the standard required for Grade A\*.

## Career prospects

Accountant, Actuary, Statistician, Stockbroker, Engineer, Teacher, ...

Many disciplines use Statistics, including Medicine, Geography, Biology and Environmental Sciences. Mechanics can complement study in Physics or Engineering, but it is not only useful for sciences, as it also covers useful problem-solving skills. Decision Mathematics links particularly with coding, programming and operational analysis.

# Mathematics

## GCSE/Level 1 Award

Department: **Mathematics**

Type of Qualification: **GCSE / Level 1 Award**

Exam Board: **Edexcel**

Additional Entry Requirements: **Grade 1-4 in Mathematics GCSE**

### Course content

Students who did not achieve a Grade 5 in Year 11 must complete this course in order to study at Salesian College.

Students will analyse their performance in their Year 11 exam, address the areas of Mathematics that were unsuccessful, and do revision to enable them to reach the required standard.

There is an examination session in November, and another in June.

Students who did not get Grade 3 may be initially entered for the Edexcel Level 1 Award, a stepping-stone qualification that includes Number, Data and Shape.

### Style of assessment

GCSE: 3 exams of 90 minutes each in November or June of Year 12/13.

Level 1 Award: 1 exam of 90 minutes for each of the Awards taken.

### Whose kind of course?

Employers, universities and training providers will regard a Grade 4 at GCSE as the “standard pass” they need so improving your grade will be a priority for you this year. However, many university courses will specify that candidates should gain a “strong pass” of a 5 to access their courses.

In order to provide students with the greatest chance of success, we therefore ask all students who have not achieved a 5 in Mathematics to resit the GCSE.

# Media Studies

A Level

Department: **Media**

Type of Qualification: **A Level**

Exam Board: **Eduqas**

Additional Entry Requirements: **6 in English**

## Course content

Media Studies has always been a subject which enables students to think about our world, and the messages the media construct.

Students will learn both media *analysis* and media *production*. The course considers both a theoretical and social / historical overview of 21 in-depth case studies. However, they will also learn video and print production techniques in order to produce their own production pieces.

## A-Level Students complete:

Over the 2-year course students study a breadth of media and key links to social and historical contexts within the media. These often allow students to appreciate the ideologies which have formed society, how people and groups are now represented and how technology has created issues and divide amongst audiences. This is all completed through the close study of selected media texts from various industries (TV, video games, film, music videos, print journalism, magazines, advertising, radio and online content) to provide a synoptic and contemporary knowledge of the media industry.

Additionally, students will be completing a piece of cross-media production coursework, which will be in response to a set brief. They will have to conceive, plan, produce & reflect on their own piece, whilst also ensuring it hits a set target audience.

## Style of assessment

Coursework (Independent work - 30%) & 2 exams (35% each)

## Whose kind of course?

Students who are keen to understand the world around them, to investigate how the media informs, persuades and entertains. Students who are keen to design and create their own media productions using modern media technologies.

Students studying English, Art subjects, Design and Technology, Drama, Music, ICT, Business, Psychology or Sociology will find familiar and transferable ideas in Media Studies.

Media Studies is not an easy option – it is thoroughly analytical and has large links to English and theory. Nor need it restrict progression to even the most demanding universities/courses. Please ask MS. Brennan if you would like further guidance.

## Stretch and challenge – Aiming for A\*

There are opportunities for aspiring A\* students to extend their knowledge of theory and context to higher levels through additional sessions to expand media knowledge.

## Career prospects

Any career which requires you to write well, construct opinions and present information clearly to different audiences. Also specialised work in television, film, radio, journalism, advertising, marketing, retailing, graphics and design.

Department: **Music**

Type of Qualification: **A Level**

Exam Board: Eduqas

Additional Entry Requirements: **6 in Music or Associated Board Theory and Practical Grade 5**

## Course content

**Performing (25% or 35%, depending on whether you choose performance or composition as a specialism):** You are expected to perform TWO or THREE pieces (depending on the percentage you choose), reflecting on ONE or TWO different areas of study. (depending on the percentage you choose). This is in front of a visiting examiner. The standard required is Grade 6.

**Composing (25% or 35%, depending on your specialism):** You are expected to write TWO or THREE compositions that are in a variety of styles, and with one responding to a brief set by the exam board.

**Appraising (40%):** Just like GCSE, you will study a selection of set works across a variety of styles. These, as well as unfamiliar pieces, will then be examined through a mixture of listening questions and essay questions.

## Style of assessment

- Performing – examined by a visiting examiner in the spring term of Year 13
- Composing – supervised coursework
- Introduction to Historical Studies – exam

## Whose kind of course?

Anyone who is interested or who enjoys performing, composing and listening to music. This course is also essential for those who are considering pursuing further studies in music at university.

### Stretch and challenge - Aiming for A\*

The department offers after school support sessions for composing, listening and performance, often on a one-to-one basis, for students aiming for A\*. In addition, trips to concerts of relevant works will also be arranged. Compulsory College choir (once a week) is an invaluable way of improving aural skills.

## Career prospects

Careers associated with performing and composing, teaching (primary, secondary and peripatetic), sound production, music therapy, media and theatre studies. That said, you don't need to be intending to have a career in music to do A Level! – it's an extremely versatile and well respected course that can lead to anything.

# Physical Education

## A Level

Department: **Physical Education**    Type of Qualification: **A Level**

Exam Board: **OCR**

Additional Entry Requirements: **6 in PE and 6 in Biology/Double Science**

*It is also essential that applicants for PE continue to coach or compete in one sport to a good level.*

## Course content

### First year

- Unit 1: Applied anatomy, exercise physiology and biomechanics.
- Unit 2: Skill acquisition, sports psychology
- Unit 3: Sport and society.

### Second year

Extends knowledge in all three units including contemporary issues in physical activity and sport in Unit 3. This course has a far greater emphasis on the theoretical aspects than GCSE level and the vast majority of teaching is classroom based.

## Style of assessment

- Unit 1: Physiological factors affecting performance (Exam - 30%)
- Unit 2: Psychological factors affecting performance (Exam - 20%)
- Unit 3: Socio-cultural issues in physical activity and sport (Exam - 20%)
- Unit 4: Performance in physical education (Practical 30%)  
(Practical performance in sport/coaching 15%  
Verbal presentation on analysis 15%)

## Whose kind of course?

This course is aimed at students who have a passion for this subject and are clearly interested in the wide range of aspects in PE and Sport.

Students receive a well-rounded and full introduction to the world of PE, sport and sports science. This complete grounding in the subject provides a fantastic base from which to build when they move on to higher education, employment or further training.

Students are required to maintain competitive sport or coaching outside of school and provide filmed evidence of their ability for Unit 4.

### Stretch and challenge – Aiming for A\*

With a real push in the industry on sports science, sports psychology and commercialisation of sport, pupils have a wide range of materials at their disposal to increase their knowledge and understanding of the subject. Numerous podcasts and BBC News articles provide practical examples of how this course transfers to real life.

## Career prospects

Any career within the sports industry, for example: coaching, PE teaching, physiotherapy, sports rehabilitation, fitness instructing.



# Physics

## A Level

Department: **Science**

Type of Qualification: **A Level**

Exam Board: **Edexcel**

Additional Entry Requirements: **Grade 7-7 in GCSE Combined Science OR Grade 7 in GCSE Physics; Grade 7 in GCSE Mathematics. It would be extremely beneficial for students to study A-level Mathematics.**

### Course content

#### First Year

- Mechanics, Electrical Circuits, Materials, Waves and the Particle Nature of Light, Practical Skills.

#### Second Year

- Further Mechanics, Electric and Magnetic Fields, Nuclear and Particle Physics, Thermodynamics, Space, Nuclear Radiation, Gravitational Fields, Oscillations, Practical Skills.

### Style of assessment

- Paper 1: Written exam on topics (1 hour 45 mins) (30%)
- Paper 2: Written exam on topics (1 hour 45 mins) (30%)
- Paper 3: Written exam on topics and practical skills (2 hour 30 mins) (40%)

Practical endorsement in Physics: This is a separate qualification, for which students must build up a complete portfolio of experimental work throughout the two years.

### Whose kind of course?

Ambitious students with mathematical minds who are interested in solving problems and understanding how things work.

Our students go on to study courses like engineering (civil, mechanical, aeronautical, motorsports), physics, computer science, mathematics, chemistry, product design, sound engineering, architecture, finance and accountancy.

#### Stretch and challenge – Aiming for A\*

In order to challenge the most able students we have entered students for the Physics Olympiad, and we constantly set challenging problems to ensure that the most able students have the best opportunity to achieve the highest grades. Our teachers all have high ranking honours degrees in Physics.

### Career prospects

Engineering, Pilot, Aeronautics, Medicine, Pharmacy, Geology, Oceanography, Climatology, Economics, Mathematics, Space Science, Music and Film Technology, Acoustics, Science Journalism, Science Education.

# Psychology

A Level

Department: **Social Sciences**

Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **a 5 in Mathematics, a 6 in English and Grade 6-6 in GCSE Combined Science**

## Course content

Psychology is the scientific study of the mind and behaviour.

### First year

- Introductory topics - Social Influence, Memory and Attachment.
- Psychology in Context – Research methods, Approaches and Psychopathology.

### Second year

- Biopsychology
- Issues and Debates
- Issues and options in Psychology – Schizophrenia, Gender, Forensic psychology.

## Style of assessment

This subject is assessed by three 2-hour examinations. There is no coursework.

## Whose kind of course?

Anyone interested in why people behave the way they do: Psychological theories and knowledge are based on relevant, accurate research and form the basis for practical applications that affect our lives in all areas of performance, for example in education, childcare, sport, medicine and the workplace.

Psychology develops skills of numeracy and literacy and combines well with science and arts/humanities subjects. It is considered a science by most degree courses, but not all; individual institutions should be contacted to confirm their position.

### Stretch and challenge – Aiming for A\*

- Wider reading and more in-depth independent research, with students being expected to feedback to peers
- Reading full original research papers
- Conferences linked to memory and forensic psychology

## Career prospects

Any career involving contact with people e.g. teaching, social work, medicine, business and management. Careers in psychology (requiring further study after A Level) include criminology, occupational psychology, sport psychology, educational psychology, clinical psychology or counselling psychology. It will also support any career that involves high levels of analysis and evaluation.

# RE: Philosophy & Ethics

A Level

Department: **Religious Education** Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **6 in RE (or similar subject)**.

## Course content

### Knowledge and understanding of:

- Theories of Ethics and their application to modern issues
- Arguments for and against the existence of God; especially in light of modern science.
- Evaluation of whether the belief in God conflicts with the existence of evil and suffering in the world.
- Reflections on the beliefs and practises of Christianity.
- Evaluation of miracles and 'experiences' of God and the afterlife.

### Students will develop the following skills

- Identify, investigate and analyse questions and arguments
- Use appropriate language and terminology in context
- Interpret and evaluate concepts, issues, ideas, the relevance of arguments, and the views of scholars
- Communicate using reasoned arguments substantiated by evidence
- Make connections between Philosophy & Ethics and the lives of individuals

## Style of assessment

Assessment is undertaken by 2 exams, each of 3 hours, at the end of Year 13.

## Whose kind of course?

Those who follow an A level course in Philosophy & Ethics work in industry, government, and education. They become lawyers, doctors, administrators, teachers, diplomats, journalists, consultants, stockbrokers, bankers, and managers. They are accepted and respected in all professional schools, especially law and medicine, and welcomed into management training programs.

Additionally, anyone who is reading for any other humanities based A Level subjects and wishes to improve their skills of analysis and evaluation might find this course particularly useful.

### Stretch and challenge – Aiming for A\*

- Lectures & Webinars on key ethical/philosophical themes.
- Philosophy & Ethics Student Conferences
- University Essay Competitions
- The chance to read original philosophical texts

## Career prospects

Teaching and lecturing, Law, Government and Politics, Medical School, Media, Business and Enterprise, Journalism.

# Sociology

## A Level

Department: **Social Sciences**

Type of Qualification: **A Level**

Exam Board: **AQA**

Additional Entry Requirements: **6 in either English Language or English Literature**

### Course content

Year 1:

- Families & households
- Education
- Research methods

Year 2:

- Crime & deviance
- Beliefs in society
- Theory & methods

Sociology is an essay based subject which will develop students' analytical and evaluative skills.

### Style of assessment

- Three 2-hour examinations with mainly longer length essay questions. There is no coursework.

### Whose kind of course?

Anyone who has an interest in contemporary social and political affairs such as marriage, divorce, educational policies, crime and deviance and many other areas.

Sociology looks at many different theoretical viewpoints. Students who enjoy discussion and debating will enjoy this subject. They will be required to compare and contrast different viewpoints allowing them to develop evaluative and analytical skills. These skills will be transferrable to many other subjects and careers.

#### **Stretch and challenge – Aiming for A\***

Students will be encouraged to achieve this through attending public lectures at local universities, political debates, and taster courses. Students will also be provided with additional reading that will stretch and challenge those aiming for A\*. Sociology ties in well with the Extended Project, which will help students complete independent study, whilst reading around the subject.

### Career prospects

Many corporate roles such as human resources, business, journalism, teaching, criminology, social work, armed forces and many other areas due to the skills developed.

Department: **Physical Education**

Type of Qualification: **BTEC Level 3 Extended Certificate (equivalent to 1 A-level)**

Exam Board: **Pearson**

Additional Entry Requirements: **2 6s and 3 5s including 5s in either English and Mathematics Preference in GCSE PE 5 or above**

## Course content

### Year 1 Units

- Unit 1: Anatomy and Physiology
- Unit 4: Sport Leadership

### Year 2 Units

- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry

## Style of assessment

### External assessment

- Unit 1: Anatomy and Physiology (1.5 hours and worth 33.5%)
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being (2 hours and worth 33.5%)

### Internal assessment (Unit 3 & 7)

- Unit 3: Professional Development in the Sports Industry (worth 16.5%)
- Unit 4: Sport Leadership (worth 16.5%)

## Whose kind of course?

Sport BTEC will suit you if you are interested in:

Understanding how the human body responds to physical activity

Exploring work place skills, professional development and desirable qualities within the sports industry

Continuing their education through applied learning for those who aim to progress to higher education and ultimately to employment in the sports sector.

## Career prospects

This specification is suitable for those considering a range of careers. 62% of large companies have recruited employers with a BTEC qualification.

4 out of 5 BTEC students now in employment consider their BTEC as an important step towards their desired job.

The following jobs are most popular: Physical Education Teaching, Coaching, Sports Therapy, Fitness Instruction & Personal Training

A Distinction in BTEC Sport is equal to an A at A Level and 48 UCAS points

# Education & Early Years

**T-LEVELS**  
THE NEXT LEVEL QUALIFICATION

Department: Social Sciences

Type of Qualification: T Level

Exam Board: NCFE

Additional Entry Requirements: **5 GCSEs grade 4 including English Language and Mathematics**

## Course content

### Year 1 Units

- Education and childcare – core knowledge and understanding
- Employer-set project

### Year 2 Units

- Early years education and childcare
- Industry placement

## Style of assessment

The Education T Level will be assessed using a variety of methods including two exams at the end of year 1 and a project, which links to their industry placement and applies their theoretical knowledge to real life practice. In Year 2, students will be required to complete three assignments offering them the opportunity to apply their learning synoptically whilst developing their understanding of the workplace setting through their industry placement.

Students must also complete their industry placement successfully, spending a minimum of 45 days (315 hours) at their work placement whereby they will be expected to apply their theoretical knowledge and understanding to real life educational settings.

## Whose kind of course?

The Education & Childcare T Level will suit you if you are interested in:

- Understanding real-life practice in an early years setting.
- Different aspects of the early years' curriculum including child development, behaviour management, safeguarding and many more areas related to learning and teaching.
- Exploring and applying ways of teaching which meet the many needs of a diverse group of young children including special educational needs, understanding children's backgrounds including their families whilst respecting & nurturing diversity and equality.

## Career prospects

This T Level will allow the student to work in an educational setting and be included within staff ratios – they will be provided with a licence to practice with a T Level. The course is ideal for any student who wants to pursue a career within the education sector, including but not limited to early years education and childcare. It offers an excellent foundation in current pedagogical practices.



# Digital Production, Design and Development



Department: IT	Type of Qualification: T Level
Exam Board: Pearson	Additional Entry Requirements: <b>5 GCSEs grade 4 including English Language and Mathematics and either Computing grade 5 or Computing BTEC merit</b>
<h2>Course content</h2> <p>Year 1 Units</p> <ul style="list-style-type: none"><li>• Digital skills in business (2 hour exam) / Emerging Technological trends (2 hour exam)</li><li>• Project: planning a digital project for a client brief (14.5 hour project)</li></ul> <p>Year 2 Units</p> <ul style="list-style-type: none"><li>• Industry placement (45 days)</li><li>• Integration project (72 hour practical project)</li></ul>	<h2>Whose kind of course?</h2> <p>The Digital: Digital Production, Design and Development T Level will suit you if you are interested in:</p> <ul style="list-style-type: none"><li>• Developing transferable technical and practical skills in communication (working with colleagues, customers and clients), research and project work, providing an opportunity to demonstrate your reflective practice by suggesting alternative approaches to a problem.</li><li>• Exploring and understanding: Business Context, Culture, Data, Digital Analysis, Digital Environments, Diversity and Inclusion, Learning, Legislation, Security, Testing and Tools.</li></ul>
<h2>Style of assessment</h2> <p>The Digital T Level will be assessed using a variety of methods including 2 exams at the end of year 1. There will be a small project in year 1 and a larger project in year 2. Students must also complete their industry placement, spending a minimum of 45 days (315 hours) at their work placement where they will be expected to apply their theoretical knowledge and understanding to real life industry situations.</p>	<h2>Career prospects</h2> <p>The digital industry is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. Almost all jobs in the UK today require employees to have a good level of digital literacy. This course is suited to students who wish to pursue a vocational route into industry providing students with very specific industry led skills and technical knowledge. This could lead to a wide range of roles within the IT sector.</p>

# Travel & Tourism



Department: Vocational  
Exam Board: Pearson

Type of Qualification: **BTEC Level 3 Extended Certificate (equivalent to 1 A-level over 2 years)**  
Additional Entry Requirements: **2 6's and 3 5's including 4's in English Language and Mathematics**

## Course content

### Year 1 Units

- Unit 1: The World of Travel & Tourism
- Unit 3: Principles of Marketing in Travel and Tourism

### Year 2 Units

- Unit 2: Global Destinations
- Unit 9: Visitor attractions

## Style of assessment

### External assessment

- Unit 1: written exam paper (1.5 hours and worth 25%)
- Unit 2: Set and timetabled written task by Pearson (2 hours and worth 33%)

### Internal assessment

- Assignment 1: Unit 3 – assignments set and verified by teachers (25%)
- Assignment 2: Unit 9 – assignments set and verified by teachers (16%)

## Whose kind of course?

BTEC Travel & Tourism will suit you if you are interested in:

- Understanding real-life practice in the travel industry.
- Different types of destinations and their importance.
- Exploring and applying ways of managing internal and external customer experience to support organisational success.

## Career prospects

This specification is suitable for those considering a range of careers.

62% of large companies have recruited employers with a BTEC qualification.

The percentage of students entering university holding a BTEC has risen from 24.9% in 2014 to 26.0% in 2015.

The following course could lead to career roles in retail travel, passenger transport, airports and airlines, hotels, conferences and events, holiday resorts, hospitality and entertainment venues and tourist attractions.