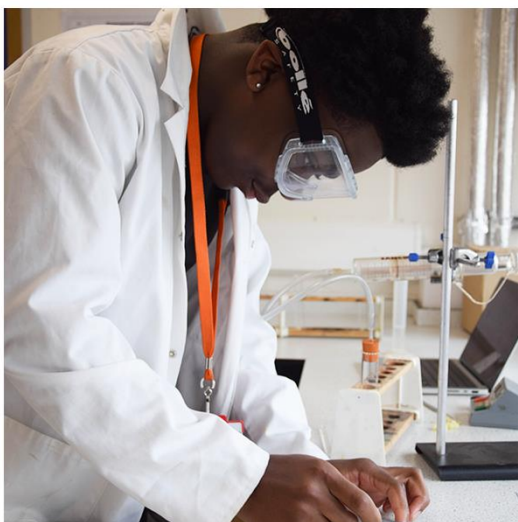
Caroline Chisholm School

Ambition Confidence Success

Everyone Every Lesson Every Opportunity

Sixth Form Course Guide 2025/26



Contents

Biology (A Level)

Exam Board: Edexcel/Salters-Nuffield
QAN Code: 601/5299/0

Course Entry Requirements:	
GCSE English	Minimum of grade 6 in one English subject
GCSE Maths	Minimum of grade 6
GCSE Triple Science Biology or GCSE Combined Science	Minimum of grade 6 Minimum of grade 6-6 with a strong score in the Biology papers

Course Content and Methods of Assessment:
Please note that this course is a linear specification. ALL A Level exams are taken at the end of two years of study.

A2 QAN Code: 601/5299/0		Assessment	Weight
Unit 1	The Natural Environment and Species Survival	Written examination 2 hrs	33.33% of total A Level qualification
Unit 2	Energy, Exercise and Co-ordination	Written examination 2 hrs	33.33% of total A Level qualification
Unit 3	General and Practical Applications of Biology	Written examination 2 hrs	33.33% of total A Level qualification

Year 12 units studied:

Lifestyle, Transport, Genes and Health

Topic 1 – Lifestyle, Health and Risk Topic 2 – Genes and Health

Development, Plants and the Environment

Topic 3 – The Voice of the Genome
Topic 4 – Biodiversity and Natural Resources

Year 13 units studied:

The Natural Environment and Species Survival

Topic 5 – On the Wild Side
Topic 2 – Genes and Health
Topic 6 – Immunity, Infection and Forensics

Energy, Exercise and Co-ordination

Topic 7 – Run for your Life and Natural Resources
Topic 8 – Grey Matter

A Level exams

Unit 1: The Natural Environment and Species Survival
This paper will examine the following topics:

Topic 1: Lifestyle, Health and Risk
Topic 2: Genes and Health
Topic 3: Voice of the Genome
Topic 4: Biodiversity and Natural Resources
Topic 5: On the Wild Side
Topic 6: Immunity, Infection and Forensics.

Unit 2: Energy, Exercise and Co-ordination
This paper will examine the following topics:

Topic 1: Lifestyle, Health and Risk
Topic 2: Genes and Health
Topic 3: Voice of the Genome
Topic 4: Biodiversity and Natural Resources
Topic 7: Run for your Life
Topic 8: Grey Matter.

Unit 3: General and Practical applications in Biology
This paper will include questions from topics 1-8.

- A scientific article will be pre-released on the exam board website 8 weeks before the examination.

Skills Developed on Course:
Contribution to group discussions, making presentations, synthesizing information, extended writing, search for information, multiple calculations, interpreting and presenting results, working together collaboratively and problem solving.

Learning Styles and Enrichment Opportunities:
These will include practical work and note taking using ready-made ICT based presentations, researching and presenting topics to each other, discussions of Biology in the news, debates, group work and field studies. Hopefully, a trip to Woburn Safari Park will be carried out in year 12 as part of Topic 4, evaluating the role of zoos in animal conservation.

Higher Education and Employment Opportunities:
Progression on to a range of higher education courses including degrees (medicine and veterinary or life sciences such as Botany and Zoology) and Higher Nationals (e.g. applied science and sports science). Direct entry into employment especially into science related work. Progression on to Level 4 vocational qualifications such as NVQ's in Laboratory and Associated Technical Activities.

Business Studies (A Level)

Exam Board: AQA
QAN Code: 601/4336/8

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in English
GCSE Business (if taken)	Minimum of grade 5

Course Content and Methods of Assessment:
Please note that this course is a linear specification. ALL A Level exams are taken at the end of two years of study.

A Level		Assessment	Weight
Unit 1	Business 1	Written exam (2 hrs)	33.3%
Unit 2	Business 2	Written exam (2 hrs)	33.3%
Unit 3	Business 3 (Case study)	Written exam (2 hrs)	33.3%

Year 12:
Students will learn what a business is, alongside how managers and leadership can influence decision making. We will look at making decisions to improve marketing performance, operational performance, financial performance, and human resource performance. Year 12 exams will be conducted internally to monitor progress.

Year 13:
Students will then go on to explore how to analyse the strategic position of a business, choose strategic direction, and learn how to pursue strategies and manage strategic change.

Skills Developed on Course:
The course is essentially trying to encourage and teach students to research and analyse information to make the correct business decision. Thus, there is a heavy dependence on case study and 'real' business material.

Learning Styles and Enrichment Opportunities:
The course tries to embrace a range of learning styles, such as whole class discussion, group and individual work. We endeavour to make the course 'real' by visiting businesses and inviting business people into school.

Higher Education and Employment Opportunities:
The problem-solving nature of the course would certainly assist candidates who wish to go on to higher education, but the course would be equally suitable for candidates seeking work in the business sector, or even those wishing to start a business of their own.

A Level Business Studies is generally considered to be an effective foundation to further theoretical study or an excellent broad introduction to anyone seeking a managerial career.

As this course overlaps with A Level Economics, students should not study both subjects without discussion with a member of the Sixth Form team.

Chemistry (A Level)

Exam Board: OCR
QAN Code: QN: 601/5255/2.

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in English Language or Literature
GCSE Maths	Minimum of grade 6
GCSE Triple Science Chemistry or GCSE Combined Science	Minimum of grade 6 Minimum of grade 6-6 with a strong score in the Chemistry papers

Students who choose Chemistry may find it beneficial to also study Mathematics at A Level. Students in doubt about their capabilities to follow this course should talk to the Subject Leader for Chemistry.

Course Content and Methods of Assessment:
Please note that this course is a linear specification. ALL A Level exams are taken at the end of two years of study.

A level QAN Code: 601/5255/2.		Assessment	Weight
Unit 1	Periodic table, elements and Physical Chemistry	Written examination 2 hr and 15 mins	37% of total A-level qualification
Unit 2	Synthesis and Analytical Techniques	Written examination 2 hr and 15 mins	37% of total A-level qualification
Unit 3	Unified Chemistry	Written examination 1 hr and 30 mins	26% of total A-level qualification

Year 12
You will explore atoms and reactions, electrons, bonding and structure and the Periodic Table. You will also learn about the basic concepts of organic chemistry including hydrocarbons, alcohols, halogenoalkanes and analysis. Energy and energy resources will also be considered.

Content is split into 6 Modules. Module 1 covers the development of practical skills in Chemistry and Modules 2-4 will be covered in Year 12 including Foundations in Chemistry, Periodic Table and Energy and Core Organic Chemistry.

Internal assessments and examinations cover both theory and practical aspects of the course.

Year 13

You will develop your understanding of organic chemistry through the study of rings, acids and amines. You will explore polymers, chemical synthesis and chemical analysis. You will also learn more about reaction rates, equilibrium and pH, as well as energy changes in chemical reactions. You will explore the transition elements in depth.

Content covered in Year 13 are Modules 5 & 6 Physical Chemistry and Transition Metals and Organic Chemistry and Analysis.

Examinations cover both theory and practical aspects of the course. In addition, students will have completed practical work over the two-year course and will be able to gain accreditation of their practical skills as well as their grade for the course. Passing this aspect of the course is a requirement for studying most practical science courses at university.

Skills Developed on Course:

Numerical and communication skills, rigorous logical argument that can be supported with evidence, powers of analysis, data handling and problem solving. You will be required to develop a range of practical skills throughout the course in preparation for the written examinations and practical assessment criteria. You will develop skills in presenting complex scientific information to other students.

Learning Styles and Enrichment Opportunities:

You will be doing practical work as well as reading, listening and participating in class discussions, so it is essential that you enjoy working on practical laboratory tasks. You will need to present your ideas and solutions clearly both verbally and in written form. Expect to spend a significant proportion of the course engaged in independent problem solving using mathematical and logical skills. Many students develop their knowledge and understanding by reading widely around the topics studied and we will assist in finding relevant material for all students. Enrichment opportunities are offered to Chemistry students, for example working using state of the art equipment during a visit from the RSC and individual Chemistry based EPQ projects.

Higher Education and Employment Opportunities:

Chemistry means jobs – both in science and in other disciplines. Many employers recognise the value of training in logical thought, numerical and communications skills and the general science education that a Chemistry course provides. The importance of chemistry to the nation's economy means that the value of chemists is increasing, and salaries compare well with other professions. Employment areas include research and development, quality control, marketing, sales and technical support, pathology and clinical biochemistry in hospitals, forensic science, education and public protection.

Computer Science (A Level)

Exam Board: OCR
QAN Code: 601/4911/5

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in one English
GCSE Maths	Minimum of grade 5
GCSE Computing	Minimum of grade 6 Students who have not studied Computer Science previously will need to complete a pre-course assessment booklet prior to commencing the course.

Course Content and Methods of Assessment:
Please note that this course is a linear specification. ALL A Level exams are taken at the end of two years of study.

Qualification Content		Assessment	Weight
Unit 1	**Computing Principles** This unit will cover the characteristics of contemporary systems architecture. • Characteristics of contemporary processors • Software and software development • Programming • Exchanging data • Data types, structures and algorithms • Legal and ethical issues	Exam 2 hr 30 minutes, 140 marks	40% of A Level qualification
Unit 2	**Algorithms. Programming and Problem Solving** This unit covers the principles of computational thinking: • Problem solving and programming • Algorithms • This paper contains a scenario-based section with several questions exploring a single theme • Thinking ahead • Thinking procedurally • Thinking logically • Thinking concurrently • Problem solving and programming • Programming techniques • Computational methods	Exam 2 hr 30 minutes, 140 marks	40% of A Level qualification
	Programming Project:	70 marks	20% of

Unit 3	You will design, develop and evaluate a project. The project must be a coded solution using one from the following preferred languages. Python (with a suitable graphical interface), C family of languages (for example C# C+ etc.), Java, Visual Basic, PHP or Delphi.		A Level qualification

Computer Science is a practical subject where you can apply the academic principles learned in the classroom to real world systems. It is an intensely creative subject that combines innovation and excitement, that can look at the natural world through a digital prism. OCR's Computer Science qualification will value computational thinking, helping you to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

A Level

The aims of this qualification are to enable you to develop an understanding of, and the ability to apply the fundamental principles and concepts of Computer Science including; abstraction, decomposition, logic, algorithms and data representation. You will develop your ability to analyse problems in computational terms through practical experience of solving such problems including writing programs. The key features of this specification encourage skills and knowledge of problem-solving using computers, on computer programming and algorithms and emphasis on the mathematical skills used to express computational laws and processes, e.g. Boolean algebra/logic and algorithm comparison.
There is less emphasis on the use of software (ICT).

Skills Developed on Course:

- You will develop the capacity for thinking creatively, innovatively, analytically, logically and critically.
- The capacity to see relationships between different aspects of Computer Science and mathematical skills.
- The ability to work independently to analyse and break down problems and then use your skills and knowledge to solve them.

Learning Styles and Enrichment Opportunities:

Teaching will comprise of a range of whole class discussion, research opportunities, and problem-solving using programming languages.

Higher Education and Employment Opportunities:

The qualification is suitable for those intending to pursue any career in which an understanding of technology is required. The qualification is also useful for any further study as part of a course of general education. Computer Science will provide learners with a range of transferable skills, which will facilitate personal development and progression in life after school. This is a very creative subject and skills such as problem solving, and analytical thinking will all be refined and explored as students' progress through the learning and assessment programme.

Core Mathematics – Mathematical Studies (Supplementary course)

1 year course (Level 3 certificate – equal to AS level)

Exam Board: AQA
QAN Code: 601/4945/0

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in one English subject
GCSE Maths	Minimum of grade 5

Course Content and Methods of Assessment:

Qualification content	Assessment	Weight
AS Paper 1 Analysis of data Maths for personal finance Estimation	Written exam	50% - 60 marks
Paper 2 - 2 options studies; students decide which exam they sit. Paper 2A – Statistical Techniques Critical analysis of given data and models The Normal distribution Probability and estimation Correlation and regression	Written exam	50% - 60 marks
Paper 2B – Critical Path and Risk Analysis Critical analysis of given data and models Critical path and risk analysis Expectation Cost benefit analysis	Written exam	50% - 60 marks

Studying Core Maths helps students develop their quantitative and problem-solving skills. This gives them the confidence in understanding the mathematical content in other courses they are taking such as Geography, Biology, Economics, Psychology to name but a few. It helps them become better informed citizens, able to make sense of the information they will be presented with in employment, further study or later life.

Skills Developed on Course:

Core Maths focuses on applying maths to real-life problems and has been developed with support from employers and higher education institutions. The course is designed to:

- Consolidate and build mathematical understanding.
- Foster the ability to think mathematically and apply maths in unfamiliar situations.
- Support student's learning in other subjects requiring quantitative skills
- Prepare students for the real-life mathematical demands of further study and employment.

Who is Core Maths for?

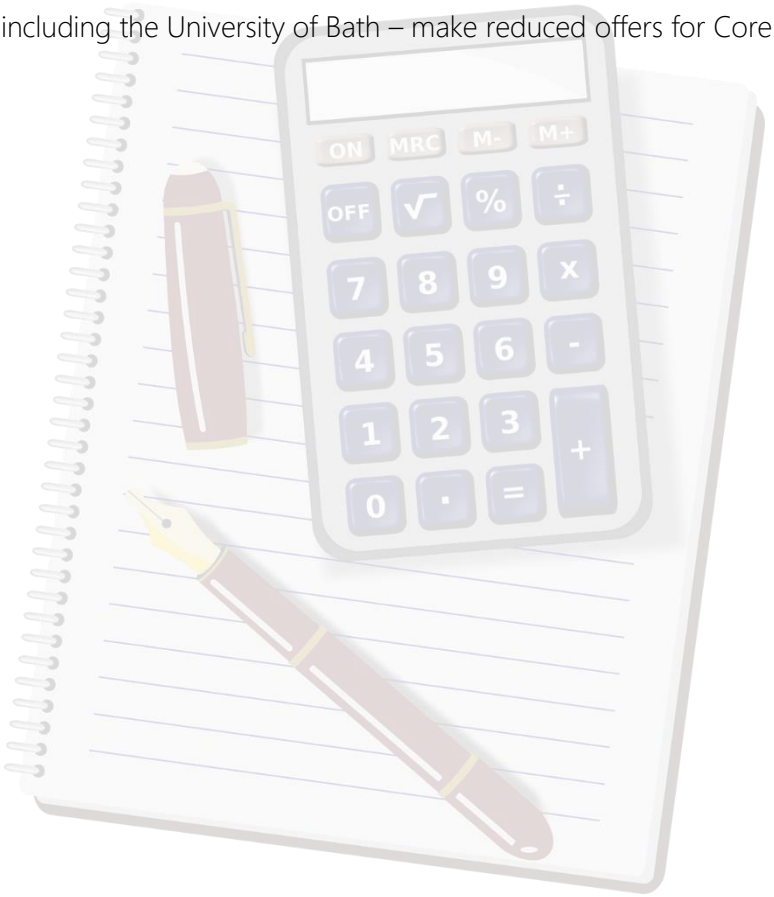
Core Maths is suitable for anyone with a grade 4 – 9 at GCSE Maths. It is particularly valuable for any student who want to study A levels such as Biology, Geography, Psychology and Business studies that require a high level of mathematical competency.

Or:

It maybe that you really enjoy Maths but haven't got the required grade for A level or that A level Maths is just one A level too many, but you would still like to study some Maths.

Higher Education

Many universities including the University of Bath – make reduced offers for Core Maths students.



Criminology (Level 3)

Level 3 Applied Diploma in Criminology

Exam Board: WJEC
QAN Code: 601/6249/1

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in one English subject
GCSE Maths	Minimum of grade 5

Course Content and Methods of Assessment:

	Unit Title	Assessment	Weighting
Unit 1	Changing Awareness of Crime	Internal (Controlled Assessment)	25%
Unit 2	Criminology Theories	External (Exam)	25%
Unit 3	Crime Scene to Courtroom	Internal (Controlled Assessment)	25%
Unit 4	Crime and Punishment	External (Exam)	25%

Criminology is the scientific study of criminal behaviour; you will study crimes, criminals, victims of crime, the justice system, and punishments. This course will enable you to use theories of criminality to analyse criminal situations and make recommendations for policy. You will also develop the knowledge and skills to research policy in practice, assess campaigns for changes in awareness of crime and examine information to review verdicts in criminal cases. WJEC Level 3 Applied Diploma in Criminology is a qualification with elements of Psychology, Law and Sociology that also complements studies in Humanities.

Year 12

The purpose of Unit 1 is for students to plan campaigns for change relating to crime. Students will develop their understanding of types of crime and how crime reporting, and the media affects the public perception of criminality. Students will explore how campaigns are used to elicit change in relation to crime and apply their knowledge to plan their own campaigns for change relating to crime.

The purpose of Unit 2 is for students to apply their understanding of the public perceptions of crime and campaigns for change to criminological theories, to examine how both are used to set policy. Students will explore social constructions of criminality and learn theories of criminality. Students will be able to consider different theories on the causes of crime, such as: biological, individualistic, and sociological.

Year 13

In Unit 3 students will explore the process of criminal investigations and the process for prosecution of suspects; this will include analysing evidence, intelligence, and forensic science results. Students will develop the understanding and skills needed to examine information in order

to review the justice of verdicts in criminal cases. In Unit 4 students will develop skills in order to evaluate the effectiveness of the process of social control in delivering policy in practice. Students will build on their understanding of the criminal justice system in England and Wales and be able to explain forms of social control and the aims and effectiveness of forms of punishment.

Skills developed on the course:

Each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose requires students to consider how the use and application of their learning impacts on themselves, other individuals, employers, society, and the environment. The applied purpose will also allow students to learn in such a way that they develop: skills required for independent learning and development; the ability to solve problems; the skills of project-based research, development, and presentation; the ability to work alongside other professionals, in a professional environment; the ability to apply learning in vocational contexts.

Learning Styles and Enrichment Opportunities

The ability to discuss, research and apply learning will be crucial. Lessons will include independent project-based learning as well as group collaborative work and problem solving. Enrichment visits are an important part of the ethos of the Social Sciences Faculty, so opportunities to extend students' learning beyond the classroom will be actively sought.

Higher Education and Employment Opportunities

An understanding of criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology. The qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, for example, the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service. The qualification also supports access to higher education degree courses, such as: BSc Criminology, BA Criminology, BA Criminology and Criminal Justice, BSc (Hons) Criminology and Psychology, LLB (Hons) Law with Criminology, BA (Hons) Criminology and Sociology, BA (Hons) Criminology, BSc (Hons) Psychology and Sociology, BSc Criminology with Law.

Drama and Theatre Studies (A Level)

Exam Board: Eduqas
QAN Codes: 601/8554/5

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in English Language or Literature
GCSE Maths	Minimum of grade 5
GCSE Drama	Minimum of grade 5 Students who have not studied Drama at GCSE level should be able to demonstrate substantial youth theatre experience.

Course Content and Methods of Assessment:
ALL A Level exams are taken at the end of two years of study.

A Level	Assessment	Weight
Component 1 – Theatre Workshop	Internally assessed – externally moderated • Create a piece of theatre based on an extract of a text studied in class. • Incorporate the methods of a recognised theatre practitioner or theatre company • Work in groups of between 2 and 5. • Can act or design • Creative log to justify decisions made during the process.	60 Marks 20% of qualification
Component 2 – Text in Action	Externally assessed - Visiting examiner. • Two performances – one devised (must incorporate the methods of a recognised theatre practitioner or theatre company) and one section of a text studied in class. • Groups of between 2 and 4 people • Can act or design • One process and evaluation report on both of the performances (1300 – 1600 words)	120 Marks 40% of qualification
Component 3 – Text in Performance	Written exam – 2 ½ hours • Study three texts. Answer over three sections • One Pre 1956 'Hedda Gabler' by Ibsen • One Post 1956 – 'Saved' by Edward Bond • 'Curious Incident of the Dog in the Night time'	120 Marks 40% of qualification

Skills Developed on Course:

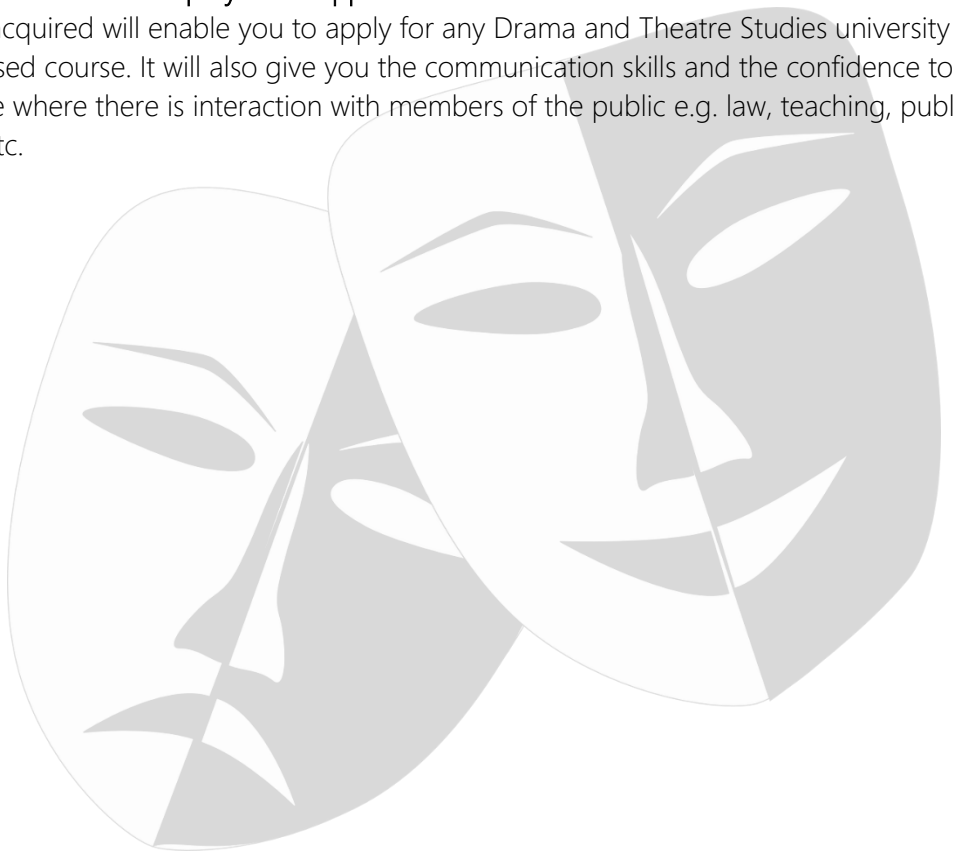
You will learn to research, analyse, devise, perform, interpret, direct and gain the confidence to be an independent learner and an ability to justify ideas and choices fully.

Learning Styles and Enrichment Opportunities:

Teaching will comprise of a range of whole class discussion, the practical exploration of play texts and practitioners, video input, small group debate, extensive research opportunities and the possibility of visiting practitioner, alongside performance opportunities and theatre visits.

Higher Education and Employment Opportunities:

The skills acquired will enable you to apply for any Drama and Theatre Studies university or drama school-based course. It will also give you the communication skills and the confidence to enrol on any course where there is interaction with members of the public e.g. law, teaching, public services, etc.



Economics (A Level)

Exam Board: AQA
QAN Code: 601/4371/X

Course Entry Requirements:	
GCSE English	Minimum of grade 6
GCSE Maths	Minimum of grade 6

Course Content and Methods of Assessment:
Please note that this course is a linear specification. ALL A Level exams are taken at the end of two years of study.

Year 12
Students will learn about economic methodology and the economic problem. They will study price determination in a competitive market alongside production, costs and revenue. We will look at competitive and concentrated markets, as well as the market mechanism, market failure and government intervention. Finally, we will consider macro-economic performance and how the macro economy works, including the macro-economic variables of the Balance of Payments, Inflation, Growth (GDP) and Employment. Year 12 exams are conducted internally to assess progress.

Year 13
Students will go on to explore perfect competition, imperfectly competitive markets and monopoly, as well as the labour market. We will explore the distribution of income and wealth and inequality, as well as financial markets, monetary policy and fiscal policy. Finally, students will consider the international economy.

Skills Developed on Course:
You will learn to research and analyse information to make the correct economic, financial or business decision.

Learning Styles and Enrichment Opportunities:

Teaching will comprise a range of whole class discussion, video input, small group debate and extensive research opportunities. Strong independent learning skills are essential for success on this course.

Students who also study Geography will benefit from the strong links between these two subjects, particularly at A Level.

Higher Education and Employment Opportunities:
Economics is recognized by Higher and Further Education providers and valued by employers. Related careers include accountancy, banking and a wide range of financial sector opportunities. If you wish to study Economics at degree level, you may find that many universities require you to

have studied Maths to A level. You should check this using the UCAS website or the prospectus of the University of your Choice.

As this course overlaps with A Level Business, students should not study both subjects without discussion with a member of the Sixth Form team.

Engineering (Level 3)

Level 3 National extended certificate in engineering

Exam Board: EDEXCEL
QAN Code: 601/7584/9

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in one English subject
GCSE Maths	Minimum of grade 5

Course Content and Methods of Assessment:

Units		Type	Assessment	Weight
Unit 1	Engineering principles	Mandatory	External	120
Unit 2	Engineering Applications	Mandatory	External	60
Unit 3	Engineering Design	Mandatory	Internal	120
Unit 4	Engineering Project	Mandatory	Internal	60

Year 12:
Areas you will study include essential mathematics, manufacturing systems and processes, materials and commercial principles.

Year 13:
You will apply the core skills learnt in Year 12 to various engineering and manufacturing processes. You will also develop an understanding of many issues affecting the sector, such as artificial intelligence.

What will the student study as part of this qualification?

The qualification has been developed in consultation with higher education representatives and professional bodies to ensure students have the knowledge, understanding and skills they need to progress to, and thrive in, higher education. The qualification has four mandatory units covering the following topics:

- Engineering Principles: Engineering data and applying mathematical procedures in mechanical and electrical contexts
- Engineering Applications: Advances in modern technology and how they are reshaping the engineering sector's function; materials and processes to devise sustainable solutions to engineering problems
- Engineering Design: Three-dimensional (3D) models and two-dimensional (2D) detailed drawings using a computer-aided design (CAD) system

- Engineering Project: Project management processes in Engineering products from concept to solution

What knowledge and skills will the student develop as part of this qualification and how might these be of use and value in further studies?

Students will develop the following knowledge and skills:

- Knowledge of units of measure, understanding of engineering data and information, application of mechanical, electronic and electrical engineering mathematical procedures in engineering contexts
- Knowledge of the engineering industry including its functional areas, emerging technologies and understanding materials and their use in the sector.
- Engineering design skills including design development and technical communication skills, interpreting technical specifications and responding to briefs
- Knowledge and application of Engineering project management processes and techniques
- Transferable skills such as creativity and innovation, problem solving, personal responsibility in managing own learning and communication skills

The ability to apply mathematical and scientific principles to solve engineering problems and demonstrate critical thinking and technical communication skills in engineering contexts are key attributes needed for higher education in STEM. The experiential approach to learning, and the knowledge and skills gained will give students a solid foundation for progression and demonstrate their aptitude for STEM and meeting the demands of a range of engineering degrees.

Higher Education and Employment Opportunities:

This qualification is intended to carry UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of learning. This combination combines well with a large number of subjects and supports entry to higher education courses in a wide range of disciplines, depending on the subjects taken alongside it.

However, for learners wishing to study an aspect of engineering in higher education, opportunities include:

- BSc Hons/BEng in Electrical/Mechanical/Civil Engineering, if taken alongside A Levels in maths and a science subject (i.e. physics)
- BSc (Hons)/BEng in Architectural Engineering, if taken alongside a BTEC National in Construction and the Built Environment and A Levels in maths or art/design
- BSc (Hons) in Computer Science, If taken alongside A Levels in computing and maths
- BSc (Hons) in Maths or Physics if taken alongside A Levels in maths and physics.

Learners should always check the entry requirements for degree programmes with specific higher education providers.

How does the qualification provide employability skills?

- Cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- Intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- Interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities.

English Literature (A Level)

Exam Board: Pearson Edexcel
QAN Code: 601/5046/4

Course Entry Requirements:	
GCSE English	Minimum of a grade 6 is required in both English Literature and English Language.
GCSE Maths	Minimum of a grade 5

Course Content and Methods of Assessment:
Please note that this is a linear specification. ALL A Level exams are taken at the end of two years of study.

A Level assessment:		Assessment	Weight
Unit 1	Drama (including Shakespeare)	Written exam	30%
Unit 2	Prose	Written exam	20%
Unit 3	Poetry	Written exam	30%
Unit 4	Coursework	Internal assessment	20%

A Level content:
Students are introduced to a range of Literature including poetry, prose and drama. Students read eight texts from different periods, three of which must be pre-1900. They develop skills of analysis and comparison while also studying the social and historical factors affecting the production and reception of texts. The course requires students to analyse whole texts to understand the construction and impact of texts on a variety of levels. The internal assessment gives a greater degree of freedom to do independent reading and explore individual ideas. There will also be a theoretical focus and students will begin to tackle some basic elements of literary theory, particularly in the study of a Shakespeare play.

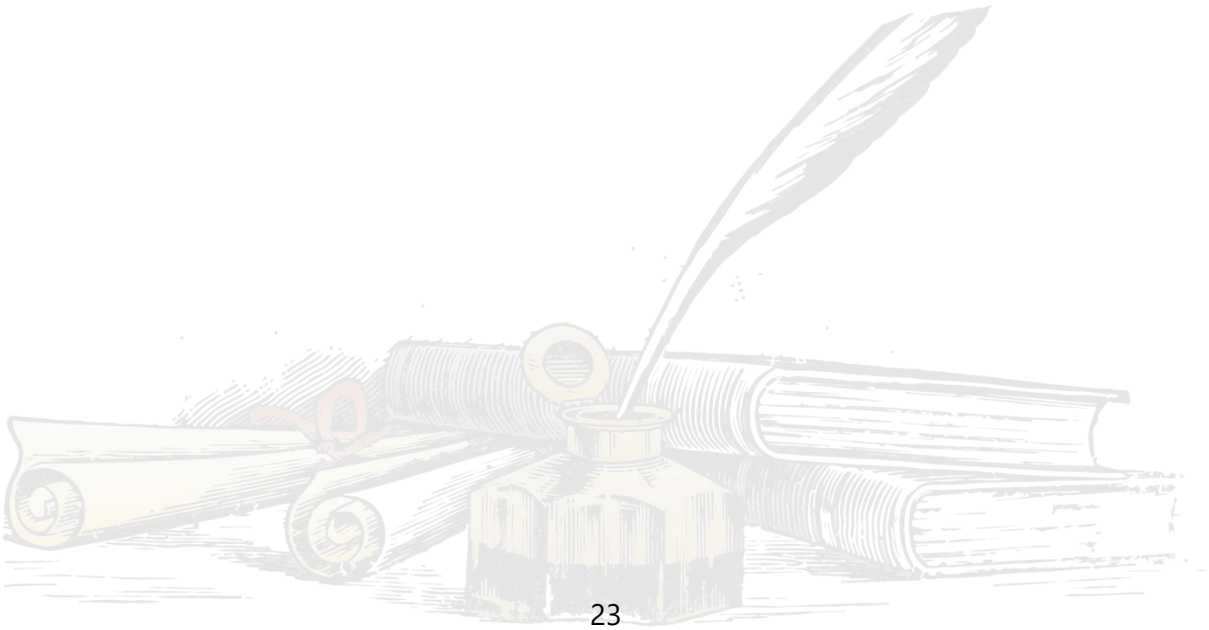
Skills Developed on Course:
Students will acquire and develop skills of research, independent study, analysis and theoretical understanding. They will also become more confident in the expression of views and personal opinions.

Learning Styles and Enrichment Opportunities:

Lessons will include group discussions, individual reading and analysis, independent research and debate.

Higher Education and Employment Opportunities:

English Literature is highly regarded by higher education establishments and employers alike. The skills developed in this subject are extremely versatile and can be applied to a wide range of careers, from teaching and lecturing to law and journalism.



Extended Project Qualification (Supplementary course)

Exam Board: AQA – AS Level

Course Entry Requirements:	
GCSE English	Minimum of grade 6 is required in either English Literature or English Language.

Course Content and Methods of Assessment

The EPQ allows students to lead their own projects. Students get to plan and carry out research on a topic that they have chosen and isn't covered by their other qualifications. They can take inspiration from something touched on in class or something personal and unrelated to their studies. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production.

By taking responsibility for the choice, design and decision making of an individual project (or an individual role in a group project) students:

- become more critical, reflective and independent learners
- develop and apply decision-making and problem-solving skills
- increase their planning, research, analysis, synthesis, evaluation and presentation skills
- learn to apply technologies confidently
- demonstrate creativity, initiative and enterprise.

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

- improved A Level performance for students taking EPQ
- increasing student motivation by allowing them to study topics of personal interest
- enabling students to apply their new skills to other areas of study.

Typically, students write a 5,000-word extended essay on a subject of their choice, that is not already covered by their existing A levels.

There are other routes to completing an EPQ including the creation of artefact, for example, a dress, a painting, a sculpture, a computer game or app, or a short story. Other ways in which students can complete an EPQ include directing a play, choreographing a dance or running a sports club within the school

In addition to the writing of the essay or the creation of the artefact students must document all of the steps taken to write, plan and execute their EPQ to show how they have developed a range of academic skills. Students must also complete a presentation to their peers that summarises their project and the skills they have developed. There are, therefore, three key elements to the EPQ; 1) the essay or artefact, 2) the production log (which details all of the steps taken to create the essay or artefact) and 3) the presentation.

- The EPQ is worth half an A level (28 UCAS points).
- It is recognised by universities and employers.
- Many universities make lower A level offers to students undertaking an EPQ.

Students are supported by a supervisor who will guide them through the process of the EPQ and will receive a taught element at the start of the course outlining key research skills including bibliographic and referencing skills, presentation skills and evaluation skills.

Film Studies (A Level)

Exam Board: WJEC Eduqas Film Studies
QAN Code: 603/1147/2

Course Entry Requirements:	
GCSE English	Minimum of grade 5 is required in either English Literature or English Language.
GCSE Maths	Minimum of grade 5

Course Content and Methods of Assessment:

A Level assessment:		Assessment	Weight
Component 1	Varieties of film and filmmaking	Written exam	35%
Component 2	Global filmmaking perspectives	Written exam	35%
Component 3	Production (NEA)	Internal assessment	30%

A Level content:
When studying A Level Film, you will cover these topic areas: Hollywood 1930-1990, American Independent Film, British film, European Film, Film Production, Global Film, Documentary, Silent Film, Experimental Film, and Short Film.
You will study the key elements of film form including cinematography, mise en scène, editing, sound and performance. You will also study the contexts of your chosen films and what was happening when the film was made. What can the film tell us about history and society at that time? You will study the films in terms of the representations they present or challenge. You will also engage in the study of Ideology, the Auteur and Critical Debates surrounding Film.

Skills Developed on Course:
Studying Film enables you to see the world in a different light and develop a wide range of transferable skills for further education, work, and life:
Creative Thinking, Critical Thinking, Emotional Intelligence, Film Analysis, Textual Analysis, Communication, Research skills, Literacy, Technical competencies (i.e., film editing).
Students of Film Studies are the students of the future, gaining the skills needed to develop successful careers and great academic minds.

Learning Styles and Enrichment Opportunities:

Lessons will include group discussions, individual reading and analysis, independent/group research, and debate. Writing skills will also be developed through the opportunities given for writing analytically and creatively – especially in the creative production NEA unit which allows you to showcase the filmmaking or screenwriting skills you have developed during the course by either filming a short film (video) or writing a screenplay (with storyboard). For both options you also write an analytical evaluative analysis of your choices.

Higher Education and Employment Opportunities:

The study of film is highly regarded. Film Studies has been an academic discipline within universities for over 50 years and is regarded as an academic subject in its own right. Oxford and Cambridge are now offering Masters and PHD courses in Film Studies and Screen Arts. Russell Group universities accept Film Studies as an appropriate A Level qualification when prospective students apply to study a humanities or arts related discipline.

Film is one of the most relevant subjects today. Career paths for students of Film may, of course, include practical avenues such as Filmmaking, Directing, Producing and Editing but a qualification in Film Studies also allows you to move into more theoretical pathways such as Film Criticism, Journalism, Teaching and Education.

Further information:

https://www.eduqas.co.uk/qualifications/film-studies-as-a-level/#tab_overview

Fine Art (A Level)

Exam Board: AQA
QAN Code: A LEVEL - 601/4456/7

Course Entry Requirements:	
GCSE English	Minimum of grade 5 is required in either English Literature or English Language.
GCSE Maths	Minimum of grade 5
GCSE Art	Minimum of grade 5 Students who have not previously studied Art at GCSE, may be considered on submission of a portfolio of work.

Course Content and Methods of Assessment:
Please note that this course is a linear specification. All A Level exams are taken at the end of two years of study.

A level assessment		Assessment	Weight
Unit 1	Personal Investigation Part 1: Practical Work From personal starting points – skills-based workshops lead onto chosen practical project	Coursework	60% of A Level qualification
Unit 2	Personal Investigation Part 2: Personal Study Continuous prose – 1000 words min.		
Unit 3	Externally Set Assignment From broad based themes – preparatory studies and personal practical outcomes	Practical Exam 15hrs	40% of A Level qualification

A level Fine Art
The A Level coursework unit incorporates two linked elements – Part 1: practical work and a written personal study. The investigation and development for both elements will be shown through supporting studies. Students will have opportunities to generate practical work, ideas and research from primary, secondary and contextual sources. They will experiment widely with media and techniques, develop and refine their ideas and present their outcomes. The Externally Set Assignment represents the culmination of the A level course, encouraging student independence and innovation in the development of ideas, intentions and response(s) in the lead up to the 15-hour examination.

Skills Developed on Course:

- Appreciation of different approaches to recording images, such as observation, analysis, expression and imagination.
- Awareness of intended audience or purpose for their chosen area(s) of fine art.

- Understanding of the conventions of figurative/representational and abstract/non-representational imagery or genres.
- Appreciation of different ways of working, such as, using underpainting, glazing, wash and impasto; modelling, carving, casting, constructing, assembling and welding; etching, engraving, drypoint, mono printing, lino printing, screen printing, photo silkscreen and lithography.
- Understanding of pictorial space, composition, rhythm, scale and structure
- Appreciation of colour, line, tone, texture, shape and form.

Learning Styles and Enrichment Opportunities:

Individual and group work; practical work and art appreciation activities. Students are encouraged to explore widely and produce an extensive portfolio of course work and sketchbooks which embrace a variety of materials, techniques and approaches, inspired by broad based themes. Visits are arranged to national galleries in order to support the contextual element of the subject. We do also expect students to visit galleries independently in order to draw on a broad range of stimuli to inspire their own ideas and demonstrate commitment and a sense of personal inquiry in their work. Students will have the opportunity to participate in life drawing classes within the department, attend workshops with tutors from Northampton University, work with professional artists, exhibit their work in the wider community, and may like to be involved in curating exhibitions in the CCS Gallery. Students will be invited to submit work to the Youth Summer Exhibition at the Royal Academy and apply for the AttRAct 1-year online programme of study with the Royal Academy. The A Level course demands an individual, investigative approach and students must produce an illustrated written Personal Study which demonstrates their critical analysis skills.

Higher Education and Employment Opportunities:

Students may progress from A Level Fine Art to a one-year full time Foundation Course at college, which will enable them to gain access to a degree course in a more specialist area of Art, Craft and Design such as Fashion and Textiles, Illustration, Graphic Design, Fine Art, Silversmithing and Jewellery, Photography, Industrial Design, Theatre Design etc. Alternatively, A Level Fine Art would support many other creative areas of employment or study at university, for example, Architecture, Interior Design, Art History, Film, Website Design, Advertising and Marketing.

Government and Politics (A Level)

Exam Board: AQA

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in one English subject
GCSE Maths	Minimum of grade 5

Students should also have a keen interest in current affairs and bring some of their own knowledge and opinions to the subject.

Course Content and Methods of Assessment:
Please note that this course is a linear specification. ***ALL*** *A Level exams are taken at the end of two years of study.*

A Level Government and Politics	Assessment	Weight
Unit 1 The Government and Politics of the UK	Written Exam	33.3%
Unit 2 The Government and Politics of the USA and Comparative Politics	Written Exam	33.3%
Paper 3 Political Ideas	Written Exam	33.3%

A level Government and Politics:
There are three units at A level: The Government and Politics of the UK, The Government and Politics of the USA and Comparative Politics, and Political Ideas.

Unit one examines issues and questions around the British constitution, the role and effectiveness of Parliament, the growing importance of the Prime Minister and Cabinet, the role of the judiciary in UK politics, the impact of devolution in Scotland, Wales and Northern Ireland, different types of democracy, elections and referendums, political parties, the role of pressure groups in UK politics and the European Union.

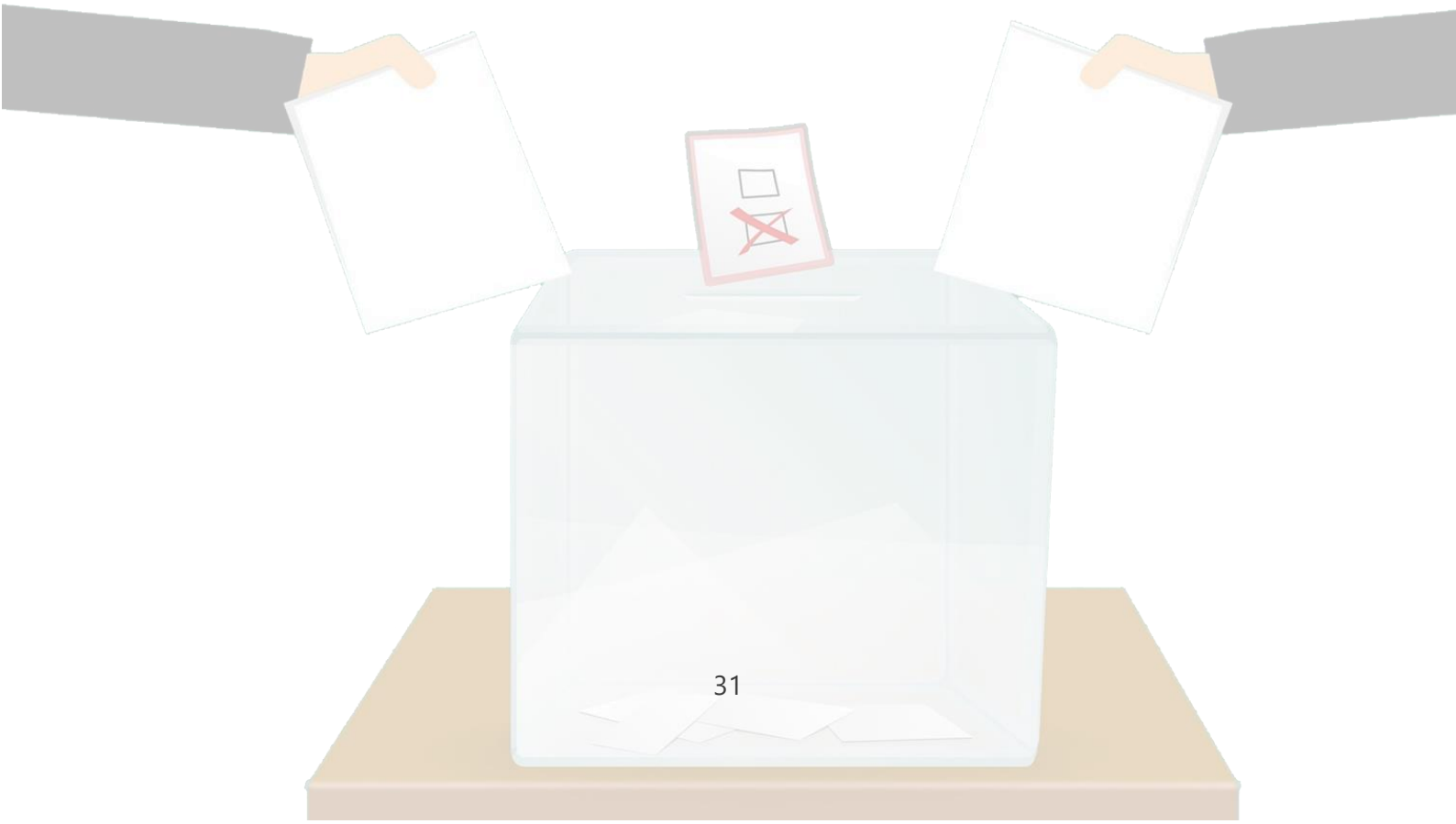
Unit two examines the significance of the US constitution, Congress, the role of the President, the impact of the Supreme Court on US politics, elections, political parties, the growing importance of pressure groups in the US and civil rights. This unit also contains a comparative element in which students compare the UK and US political systems.

Unit three examines the role and importance of ideologues and examines, liberalism, conservatism, socialism, and one other ideology from nationalism, feminism, multiculturalism, anarchy and ecologism.

Skills Developed on Course:
You will learn to research and analyse information in order to evaluate various political systems and concepts.

Learning Styles and Enrichment Opportunities:
Teaching will comprise a range of whole class discussion, video input, small group debate and extensive research opportunities.

Higher Education and Employment Opportunities:
Government & Politics is recognised by Higher and Further Education providers and valued by employers. Related careers include journalism, the civil service and local government.



Health and Social Care (Level 3)

Cambridge Technical Extended Certificate

Exam Board: OCR Cambridge Technical
QAN Code: 601/7060/8

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in one English subject
GCSE Maths	Minimum of grade 5

Course Content and Methods of Assessment:

The total guided learning hours is 360.

Extended Certificate		Assessment
Externally examined Units	- Equality, diversity and rights (M) - Health, safety and security (M) - Anatomy and Physiology (M)	2 hour exam - 80 marks 2 hour exam – 80 marks 1.5 hour exam – 60 marks
Internally assessed units	- Building positive relationships (M) - Nutrition for health (O) - Sexual health, reproduction and the early development stages (O)	Internally assessed units which are moderated by an external assessor Achievement for all units is graded as Near-Pass, Pass, Merit or Distinction (external and internal). If a learner doesn't achieve the mark required for a 'Near-Pass' grade an unclassified result for will be given for that unit.

(M = Mandatory units; O = Optional units)

The extended certificate in Health and Social Care has been developed for learners aged 16+, who want to develop and apply their skills, knowledge and understanding in health, social care and childcare.

Skills developed on the course:

All units have been written to reflect current health and social care practice and will help learners to develop:

- broad knowledge and understanding of a range of long-term conditions, mental health needs and other disabilities and an appreciation of the impacts of living with these;
- ability to be proactive in helping to improve the lives of individuals who require care and support;
- transferrable skills necessary to support individuals who require care and support;

- knowledge and understanding of how strategies to promote healthy lifestyles and positive behaviour are applied in the workplace
- ability to learn in work-related contexts;
- transferable skills such as communication skills as well as research, planning and organisation.

Learning Styles and Enrichment Opportunities:
The ability to discuss, debate and work as a team will be crucial, as will literary and research skills.

Students can resit an examined unit twice before they complete the qualification with the best unit result to calculate the certification result.

Students are supported with regular feedback given during the production of their internal assessments, by identifying areas for improvement, although we are now allowed to specify how to improve it.

Higher Education and Employment Opportunities:
This qualification isn't about teaching learners how to care for babies or the elderly and the ill; however, it will provide them with the skills, knowledge and understanding that will allow them to progress onto Higher Education on a health and social care-related programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies. Learners will learn by applying their skills, knowledge and understanding to tasks or activities that are relevant to what happens in health, social care and childcare workplaces and learners will also learn how to be proactive in promoting healthy lifestyles and supporting individuals within the sector. Having an appreciation of what happens in the workplace will also help to prepare learners for continuing their education in this sector. We have worked with universities and employers who have helped us include the transferable skills, knowledge and understanding that they are looking for in prospective applicants.

History (A Level)

Exam Board: AQA
QAN Code: 601/4973/5

Course Entry Requirements:	
GCSE English	Minimum of grade 6 in one English subject
GCSE Maths	Minimum of grade 5
GCSE History	Minimum of grade 6 Where they have not studied History to GCSE, grade 6 in an equivalent subject such as Geography can be discussed with the Faculty Leader.

Course Content and Methods of Assessment:
Please note that this course is a linear specification. ALL A Level exams are taken at the end of two years of study.

A Level		Assessment	Weight
Unit 1	1C The Tudors: England 1485-1603	Examination	40%
Unit 2	2Q The American Dream: Reality and illusion 1945-1980	Examination	40%
Unit 3	Coursework on Russia 1825-1917.	Externally moderated	20%

Year 12
Unit 1 will examine the issues of change, continuity, cause and consequence during the period 1485-1603 in the context of the establishment of the Tudor dynasty, specifically the reigns of Henry VII and Henry VIII.

Unit 2 will look at the political and social situation in America in the mid twentieth century focussing on the presidencies of Truman, Eisenhower and Kennedy.

Year 13
Units 1 and 2 will continue the themes studied in the first year and will develop the breadth and depth of both topic areas. In the Tudors this will focus on Edward, Mary and Elizabeth and the changes to religion, politics and society that take place during their reigns. In the USA Unit we will focus on the presidencies of Johnson and Nixon and the shifts they bring about in US Politics.

Unit 3 will encompass an original piece of source investigation and research on the causes of the Russian Revolution.

Skills Developed on Course:

Students will demonstrate knowledge and understanding of the historical themes, topics and periods studied and assess the significance in their historical context. Analysis of historical interpretations and linking together events in order to explain change and continuity will be important. Students must demonstrate their understanding of key historical terms and concepts.

Learning Styles and Enrichment Opportunities:

Teaching will comprise a range of whole class discussion, media/IT input, group debates, power-points, contextual reading, annotation and extensive research opportunities.

Higher Education and Employment Opportunities:

History is a highly regarded subject and is recognised by Higher and Further Education providers and employers alike as a top-rated A level. Related careers include law, accountancy, the armed forces, education, the civil service and a range of other opportunities. History is complemented by A levels such as Philosophy, Geography, Politics, English, Law and others.

Law (A Level)

Exam Board: OCR
QAN Code: 603/0706/7

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in one English subject
GCSE Maths	Minimum of grade 5

Students should have a keen interest in legal issues and also be keen to keep up with current affairs and proposed changes to the law.

Course Content and Methods of Assessment:
Please note that this course is a linear specification. ALL A Level exams are taken at the end of two years of study.

A Level		Assessment	Weight
Unit 1	The Legal System and Criminal Law	Written Exam	33.3%
Unit 2	Law Making and the Law of Tort	Written Exam	33.3%
Unit 3	The Nature of Law and Human Rights Law	Written Exam	33.3%

Unit 1 of the A level qualification focuses on the legal system, including the nature of law, the civil and criminal courts, and the legal profession. Learners will also develop knowledge and understanding of criminal law and the skills to apply their legal knowledge to scenario-based situations involving fatal and non-fatal offences against the person, such as ABH and GBH as well as murder and manslaughter. Students will also hone their evaluative skills while examining offences against property (Theft, Robbery and Burglary) and criminal defences such as self-defence and consent.

Unit 2 focuses on Law making in England and Wales. Learners will study law making methods and their underpinning concepts. Learners will study law making methods and their underpinning concepts. They will develop an understanding of legal method and reasoning as used by lawyers and the judiciary. This unit also provides an introduction to civil liability while focusing on the rules of tort, liability in negligence, occupiers' liability and remedies.

Unit 3 focuses on the nature of law and learners will explore how the law interacts with society, technology, morality and justice. Subject studies will include the relationship between law and morals as well as the legal issues surrounding privacy, data protection and cyber-crime. Unit 3 also focuses on human rights, including their nature, protection and constitutional position under UK law. Specific rights such as the right to liberty and security, the right to a fair trial, the right to

respect for family and private life and the right to freedom of expression are explored in detail. Learners will develop knowledge and understanding of human rights law, the skills to apply their legal knowledge to scenario-based situations and gain a critical awareness of the present state of human rights law.

Higher Education and Employment Opportunities:

A level law is recognized by Higher and Further Education providers and valued by employers. Many students who study law at A level go on to study it at university, in previous years over half of our A level law students went on to study law or law-related courses at university. Related careers also include journalism, human resources and local government.

Learning Styles and Enrichment Opportunities:

Teaching will comprise a range of whole class discussion, mock trials, small group debates and extensive research opportunities.

Mathematics (A Level)

Exam Board: AQA
QAN Code: 603/1164/2

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in either English Language or Literature
GCSE Maths	Minimum of grade 7 All students will be required to complete an algebraic bridging test at the start of the course.

Course Content and Methods of Assessment:

A2	Assessment	Weight
Pure	Exam	33.4%
Pure and Mechanics	Exam	33.3%
Pure and Statistics	Exam	33.3%

Year 12
Students develop their algebra, coordinate geometry and trigonometry skills, building on those topics learnt at GCSE. Students are introduced to new calculus topics such as differentiation and integration alongside mathematical modelling and problem solving. Students will also be taught the compulsory Statistics and Mechanics work. Within Statistics we will cover hypothesis testing, probability and Normal Distribution whilst in Mechanics students will develop further their knowledge of motion time graphs and learn about problem solving using Newton's laws.

Year 13
Students continue to advance their core mathematical skills, learning how to tackle complex integration and differentiation problems both methodically and numerically, as well as being introduced to logarithms, and using these to model exponential growth. Within Statistics students will explore the interpretation and analysis of data and investigate the relationship between two sets of data and testing hypotheses to various levels of significance. Mechanics will further develop their understanding and introduce them to the fundamental ideas of modelling particles and how they act under gravity, as a projectile, when connected to other particles, and the effect that friction has on calculations.

Skills Developed on Course:
Mathematical and numerical ability, both in an abstract environment and in a real-life context.

Higher Education and Employment Opportunities:
A-Level Mathematics remains an extremely well-valued course, recognised by every Higher and Further Education provider, and well-respected regardless of course being applied for. Related careers include a number of opportunities in the financial sector, actuary, accountancy, teaching and related fields, but again many employers will recognise a mathematics qualification regardless of position or career.

Mathematics – Further (A Level)

Exam Board: AQA
QAN Code: 603/1841/7

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in either English Language or Literature
GCSE Maths	Minimum of grade 8 (Students must also be studying A Level Maths)

Course Content and Methods of Assessment:

A2	Assessment	Weight
Further Pure	Exam	33.4%
Further Pure	Exam	33.3%
Applied (Mechanics and Statistics)	Exam	33.3%

Year 12
Students are introduced to advanced mathematical skills, focusing on some high level abstract and theoretical mathematics including matrices, complex numbers and polar coordinates. Students also sit an Applied module which will cover Statistics and Mechanics. Topics covered within this module include investigating statistical analysis, Poisson distribution, further hypothesis testing and Chi square testing for association. Mechanics will cover vectors and forces and will investigate kinematics with variable acceleration. Impulse and momentum problems along with energy equations and power will also be explored.

Year 13
Students continue to advance their further mathematical skills and are now exposed to hyperbolic functions and De Moivre's theorem, as well as developing complex numbers into Argand diagrams. They will also continue to work on their applied modules. In Statistics they will build further on their knowledge of continuous and discrete distributions, look at confidence intervals and explore hypothesis testing further. In Mechanics circular motion and dynamics for motion in a plane will be explored along with calculating centres of mass of objects.

Skills Developed on Course:
Mathematical ability, both in an abstract environment and also where it is applicable to real-life.

Higher Education and Employment Opportunities:
Further Mathematics will undoubtedly strengthen an application to study Mathematics and the pure sciences at University.

PE (A Level)

Exam Board: Edexcel
QAN Code: 60182787

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in one English subject
GCSE Maths	Minimum of grade 5
GCSE PE	Minimum of grade 6 Regular participation in at least one sport to a high standard is essential.

Course Content and Methods of Assessment:
ALL A Level exams are taken at the end of two years of study.

A Level	Assessment	Weight
Component 1: Scientific Principles of Physical Education • Topic 1: Applied anatomy and physiology • Topic 2: Exercise physiology and applied movement analysis. Biomechanics is embedded within the content of Topics 1 and 2.	*Written examination: 2 hours and 30 minutes*	*40% of the qualification*
Component 2: Psychological and Social Principles of Physical Education • Topic 3: Skill acquisition • Topic 4: Sport psychology • Topic 5: Sport and society	*Written examination: 2 hours*	*30% of the qualification*
Component 3: Practical Performance • Skills performed in one physical activity as a player/performer OR • Skills performed in one physical activity as a coach	*Non-examined assessment: internally assessed, externally moderated*	*15% of the qualification*
Component 4: Performance Analysis and Performance Development Programme	*Non-examined assessment: internally assessed, externally moderated*	*15% of the qualification*

• In the role of player/performer or coach analyse two components of a physical activity (one physiological component and either a tactical or technical component). • In the role of player/performer or coach analyse, implement and evaluate a Performance Development Programme.		

Philosophy (A Level)

Exam Board: AQA
QAN Code: 603/0684/1

Course Entry Requirements:	
GCSE English	Minimum of grade 6
GCSE Maths	Minimum of grade 5

Course Content and Methods of Assessment:
Please note that this is a linear specification. ALL A Level exams are taken at the end of two years of study.

A Level	QAN 603/0684/1	Assessment	Weight
Paper 1	Epistemology and Moral Philosophy	Written examination 3 Hours - 100 marks	50% of A level
Paper 2	Metaphysics of God and Metaphysics of Mind	Written examination 3 Hours - 100 marks	50% of A level

A Level Philosophy offers students an exciting opportunity to study and explore some of life's most intriguing questions. All aspects of the course involve a study of a wide range of philosophers past and present, and draw on contemporary examples to ensure that debate is lively and relevant.

A Level – Year 1
The first unit on Epistemology centres on philosophical debates about knowledge. We explore ideas about perception as a source of knowledge, including realism and idealism; and reason as a source of knowledge, including innatism and the intuition and deduction thesis. We also consider the limits of knowledge by considering different types of scepticism.

The second unit on Moral Philosophy explores ethical theories and their application. We examine the ethical theories of Utilitarianism, Kant, and Aristotle and evaluate the extent they can be successfully applied to a wide variety of modern ethical scenarios. We also study Meta-Ethics, which approaches ethics from a more abstract position, considering what is meant by 'good' and 'evil' and explores whether ethical statements can ever be meaningful.

A Level – Year 2
The third unit on the metaphysics of God examines the concept of God and explores arguments for the coherence and incoherence of the concept. We consider arguments relating to the existence of God, including the ontological argument, the teleological argument, the cosmological argument and the problem of evil. We also explore debates surrounding religious language, including the empiricist challenges to metaphysical language.

The final unit on the metaphysics of mind centres of philosophical debates about what is meant by 'mind' and features of different mental states. We consider dualist theories, including substance dualism and property dualism; and physicalist theories, including behaviourism, identity theory, eliminative materialism and functionalism.

Skills developed on the course:

Students will develop knowledge and understanding of philosophical themes, and will develop considerable transferable skills, such as precision of language, critical thinking, analysis and evaluation. Wider reading will enhance the students' experience in this A level. Weekly commitment will involve allotted teaching time, background reading and regular written assignments.

Learning Styles and Enrichment Opportunities:

The ability to discuss and debate will be crucial, as will literary and research skills. Students will be expected to deliver group presentations from time to time.

Higher Education and Employment Opportunities:

The critical thinking skills that are developed by this subject will prove useful in most career paths. The Russell Group of top universities has made it clear that the Philosophy A level provides 'suitable preparation for University generally' and employers like the fact that A Level Philosophy students are logical thinkers and problem solvers, and are able to offer a balanced and open minded approach in the work place. Former A Level Philosophy students have successfully entered a range of professions including: Banking, Civil Service, Education, Law and Medicine.

Further information is available at: www.aqa.co.uk

Physics (A Level)

Exam Board: AQA
QAN Code: 601/4746/5; 601/4747/7

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in either English Literature or Language
GCSE Maths	Minimum of grade 6
GCSE Triple Science Physics or GCSE Combined Science	Minimum of grade 6 Minimum of grade 6-6 with a strong score in the Physics papers

Given the fundamental underpinning of Mathematics, **you are very strongly advised to take A Level Mathematics alongside Physics.** It is essential to have studied the higher tier at GCSE. Students in doubt about their capabilities to follow this course should talk to the Subject Leader for Physics.

Course Content and Methods of Assessment:
Please note that this course is a linear specification. ALL A Level exams are taken at the end of two years of study.

A Level QAN Code: 601/4747/7		Assessment	Weight
Paper 1	Measurements and their errors Particles and radiation Waves Mechanics and materials Electricity Periodic motion	Written examination 2 hrs	34% of total qualification
Paper 2	Thermal physics Fields and their consequences Nuclear physics (and assumed knowledge of paper 1 material)	Written examination 2 hrs	34% of total qualification
Paper 3	Practical skills and data analysis Medical Physics	Written examination 2 hrs	32% of total qualification

Year 12

In year 12, this specification introduces new topics as well as building on previous studies from GCSE. We learn about fascinating particles such as leptons and quarks. We explore quantum phenomena, including some of Einstein's most important ideas. We develop our knowledge of

electricity and mechanics from GCSE. We introduce materials science and learn about the nature of waves and light in considerable detail.

Year 13

In the second year, we develop our knowledge of mechanics to include circular motion, simple harmonic motion and momentum. We explore the nature of electric, magnetic and gravitational fields and learn about nuclear processes and thermal Physics. In addition, we complete an optional unit of study chosen by the class teacher.

Skills Developed on Course:

You will develop your problem-solving skills, often using mathematics. You will learn to rigorously analyse experimental evidence and explain how such evidence has changed our ideas about the universe over time. The ability to communicate complex ideas precisely and concisely is also essential. High level practical skills are also developed.

Learning Styles and Enrichment Opportunities:

Expect to spend a significant proportion of the course engaged in problem solving using mathematical skills such as rearranging equations and analysing graphs. You will be doing practical work as well reading, listening and participating in class discussions. You will need to present your ideas and solutions clearly both verbally and in written form.

Higher Education and Employment Opportunities:

Physics is a very well regarded A Level, particularly if you move on to a job or degree requiring a high level of numeracy. One million jobs in the UK are dependent on Physics. Scientists (including medicine, dentistry and veterinary science), architects and engineers would benefit directly from the knowledge and skills acquired through a Physics A Level, but other professions such as accountancy, finance, management and IT would also value the high-level problem-solving skills gained.

Product Design (A Level)

Exam Board: AQA
QAN Code: 603/1133/2

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in one English subject
GCSE Maths	Minimum of grade 5
GCSE Design Technology	Minimum of grade 5

Course description:
This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes 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.

Course Content and Methods of Assessment: Linear - 2 Compulsory examinations (50%) and 1 Non-examined assessment (NEA)

Assessed units		Assessment	Weight
Paper 1	Technical principles Mixture of short answer and extended response, covering all technical principles of Product Design including performance characteristics of materials and advanced manufacturing technology	Examined 2 hours 30 minutes	120 marks 30% of A level
Paper 2	Designing and making principles Mixture of short and extended response Section A: Product Analysis: 30 marks Up to 6 short answer questions based on visual stimulus of product(s). Section B: Commercial manufacture: 50 marks Mixture of short and extended response questions	Examined 1 hour 30 minutes	80 marks 20% of A level
Non-examined assessment (NEA)	Practical application of technical principles, designing and making principles. Written or digital design portfolio and photographic evidence of final prototype.	Substantial design and make task	100 marks 50% of A level

Higher Education and Employment Opportunities:

Product Design encompasses a broad range of skills. By studying design and technology, you'll be able to build up your creativity, problem solving, planning, and evaluation skills. Since much of the course includes group work, you'll also gain communication and teamwork skills. These are all skills which are valued by employers and higher education. Product Design can set you up for a career in a wide variety of industries such as fashion, engineering, architecture, information technology and even education.

Psychology (A Level)

Exam Board: AQA
QAN Code: 601/4837/8; 601/4838/X

Course Entry Requirements:	
GCSE English	Minimum of grade 5
GCSE Maths	Minimum of grade 5
GCSE Science	Minimum of grade 5

Course Content and Methods of Assessment:
Please note that this course is a linear specification. ALL A Level exams are taken at the end of two years of study.

A Level		Assessment	Weight
Unit 1	Social Influence, Memory, Attachment and Psychopathology	Written exam	33.3%
Unit 2	Approaches in Psychology, Biopsychology and Research Methods	Written exam	33.3%
Unit 3	Issues and Debates in Psychology. Three Options from the following choice: • Relationships • Gender • Cognition and development • Schizophrenia • Eating Behaviour • Stress • Aggression • Forensic Psychology • Addiction	Written exam	33.3%

A level course:
Students become familiar with what research has shown us in various areas of psychology such as memory, attachment, psychopathology, and social influence. It explores the effects of deprivation of an attachment figure in infancy, why people obey orders even if it means being cruel to others and how abnormality such as depression and OCD can be explained using different approaches in psychology.

The A level course requires the students to show a good depth of analysis. 'Research methods' is a central theme and students will have the opportunity to design and present research projects of their own. In addition, students will consider the key issues and debates in psychology, alongside schizophrenia (the characteristics, explanations and treatments), Forensic Psychology (psychology

applied to criminal behaviour, including profiling and dealing with offending behaviour) and Relationships (exploring research and theories into the development, maintenance and breakdown of romantic relationships)

Skills Developed on Course:

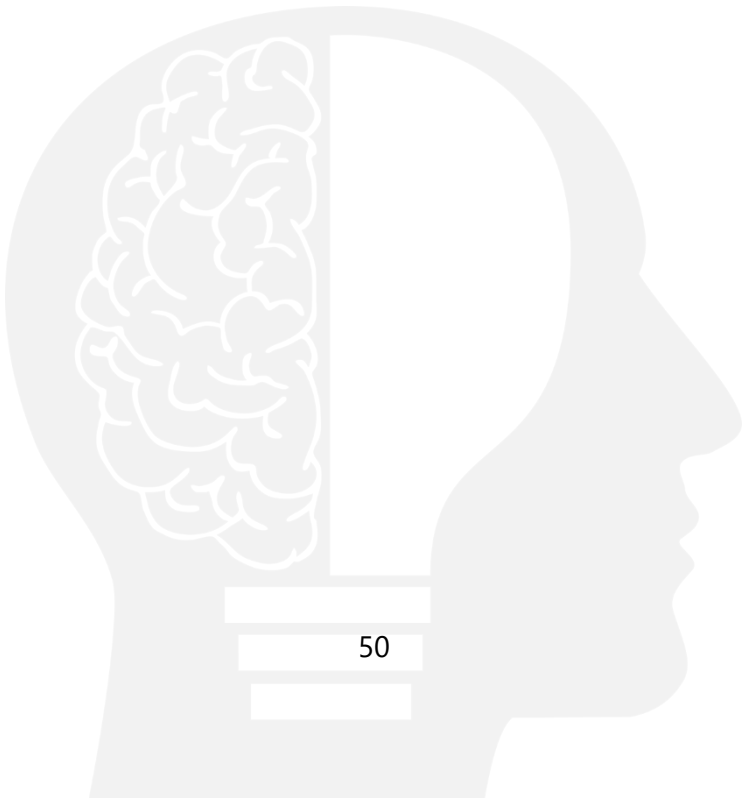
You will design and carry out research in areas of human behaviour and experience and learn how to write up a scientific report. Self-assessment and peer review is an essential skill which is developed on the course. You will develop your writing skills, as well as skills of critical analysis.

Learning Styles and Enrichment Opportunities:

Students will learn through a variety of methods, including class discussions, exam skill practice and application of theory to real life scenarios. Practical research is key to learning the scientific aspect of the course, and past students have had the opportunity to present their work to University professionals.

Higher Education and Employment Opportunities:

Psychology is a very popular choice for study at university and entry is increasingly competitive. At present, it is not essential to have an A Level in order to study Psychology at most universities, although this varies and it is advisable to check with the universities of your choice. It is advisable to select a course which gives BPS accreditation. This means that graduates can become members of the British Psychological Society. Post-graduate study is required in a particular field such as sport, health, education, forensics, in order to gain chartered psychologist status.



Sociology (A Level)

Exam Board: AQA
QAN Code: AS: 601/3995X A: 601/3994/8

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in one English Subject
GCSE Maths	Minimum of grade 5

Course Content and Methods of Assessment:
Please note that this course is a linear specification. A Level exams are taken at the end of two years of study.

AS		Assessment	Weight
Unit 1	Education with Methods in Context	1 hour 30 minutes written exam	50% of AS
Unit 2	Research Methods with option 3.2.2.2 Families and Households	1 hour 30 minutes written exam	50% of AS
A LEVEL		Assessment	Assessment
Unit 1	Education with Theory and Methods	2 hour written exam	33.3% of A Level
Unit 2	Topics in Sociology – Section A: option Families and Households Section B: Beliefs in society	2 hour written exam	33.3% of A Level
Unit 3	Crime and Deviance with Theory and Methods	2 hour written	33.3% of A Level

Year 12
Students investigate the topics of family, education and research methods from different sociological perspectives. The course requires students to critically analyse the role of the family and education for society. Students must be interested in trying to answer questions such as **"Why is domestic violence increasingly happening to men?"** or **"Why do rich kids get the best education?"** Students will also explore the methods sociologists use to investigate these topics, and consider issues such as the ethics involved in researching individuals without their consent.

Year 13
Students will develop their understanding of sociological theory by investigating the topic areas of beliefs and crime. Students are expected to have a greater depth of understanding of sociological perspectives and be able to apply these critically to areas of beliefs and crime. Students must be interested in discussing issues such as **"Who is to blame for criminal behaviour?"** or **"Are all religious extremists Muslim?"**

Skills Developed on Course:

Students will learn how to analysis and apply sociological concepts to contemporary society. Students will also learn effective essay writing techniques and be encouraged to develop independent learning strategies.

Learning Styles and Enrichment Opportunities:

Students are encouraged to try out a range of learning styles and to use those which suit them best. Activities include discussion, presentations and extensive use of media sources. Research opportunities include working with the local university on projects and presenting work to university staff.

Higher Education and Employment Opportunities:

Some transferable skills develop as a result of studying Sociology. They are not limited to your academic study and can be applied to other contexts such as: clear and logical thinking, and critical evaluation. Related careers include community worker, journalist, social researcher and personnel manager. 300 UCAS points [equivalent to 3 B's at A level]. are generally required for studying sociology at degree level but you are strongly advised to check the university prospectus.

Sport (Level 3)

Exam Board: Pearson
QAN Code: 601/7218/6

Course Entry Requirements:	
GCSE English	Minimum of grade 5 in one English subject
GCSE Maths	Minimum of grade 5

Course Content and Methods of Assessment:
360 GLH (445 TQT) Equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (67%).

Units		Type	Assessment	Weight
Unit 1	Anatomy and Physiology	Mandatory	Exam	60%
Unit 2	Fitness Training and Programming for Health, Sport and Well-being	Mandatory	Exam	
Unit 3	Professional Development in the Sports Industry	Mandatory	Internal	13.3%
Unit 4	Application of Fitness Testing	Optional	Internal	13.3%
Unit 5	Practical Sports Performance	Optional	Internal	13.3%

Skills Developed on Course:
In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities.

Enrichment Opportunities:

Students will undertake Sports Leadership Award will learn and demonstrate essential life skills such as effective communication and organisation whilst learning to lead basic physical activities for younger people, and their peers within the community.
You will be able to participate in various post 16 extra-curricular sports such as football and netball.

Higher Education and Employment Opportunities:

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of study. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines (depending on the subjects taken alongside). For learners who wish to study an aspect of sport in higher education, opportunities include:

- BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths
- BSC (Hons) in Sport Psychology, if taken alongside a BTEC National Extended Certificate in Applied Science and A Level in Psychology
- BA (Hons) in Sports Education and Special and Inclusive Education, if taken alongside an A Level in English Language and a BTEC National Extended Certificate in Performing Arts
- BA (Hons) in Sport and Exercise Science, if taken alongside a BTEC National Diploma in Applied Science.

Learners should always check the entry requirements for degree programmes with specific higher education providers.