



Caroline  
Chisholm  
School



Ambition Confidence Success  
Everyone Every Lesson Every Opportunity

## Sixth Form Course Guide 2023/24



## Contents

Applied Science (Level 3) .....	4
Biology (A Level).....	6
Business (Level 3) .....	8
Business Studies (A Level).....	9
Chemistry (A Level).....	11
Computer Science (A Level) .....	13
Core Mathematics – Mathematical Studies (Supplementary course) .....	15
Criminology (Level 3).....	17
Drama and Theatre Studies (A Level) .....	19
Engineering (Level 3) .....	21
Economics (A Level).....	24
English Literature (A Level) .....	26
Extended Project Qualification (Supplementary course).....	28
Film Studies (A Level).....	30
Fine Art (A Level) .....	32
French (A Level) .....	34
Geography (A Level).....	36
German (A Level).....	38
Government and Politics (A Level).....	40
Health and Social Care (Level 3).....	42
History (A Level).....	44
IT (A Level) .....	46
Law (A Level) .....	51
Mathematics (A Level).....	53
Mathematics – Further (A Level).....	55
Music Performance (Level 3).....	56
PE (A Level) .....	58
Philosophy (A Level).....	60
Photography (A Level).....	62
Physics (A Level).....	64
Product Design (A Level) .....	66
Psychology (A Level) .....	68

Sociology (A Level) .....	70
Spanish (A Level) .....	72
Sport (Level 3).....	74
Travel & Tourism (Level 3) .....	76

## Applied Science (Level 3)

**Exam Board:** Edexcel

**QAN Code:** 601/7436/5

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in one English subject
GCSE Maths	Minimum of grade 4

### Course Content and Methods of Assessment:

BTEC Applied Science has a unit based, flexible structure, which embodies a learner-centred approach to the curriculum. The course assesses a range of investigative, thinking and interpersonal skills, skills which students will require to be successful in higher education. This course is designed for students who wish to progress to higher education through applied learning and wish to pursue a career in the applied science sector. Students with a passion for science will also benefit from the course content as it covers aspects of biology, chemistry and physics.

<b>Units</b>		<b>Type</b>	<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	Principals of Applied Science – Biology (cells, epithelial, neural and muscle tissue). Chemistry atomic structure and bonding, reactions and calculations). Physics (waves and the electromagnetic spectrum).	Mandatory	Externals	90
<b>Unit 2</b>	Chromatography, Titration, Calorimetry and Skills Log	Mandatory	Internal	60
<b>Unit 3</b>	Science Investigation Skills	Mandatory	External	60
<b>Unit 8</b>	Human Body (there is flexibility in choice of unit here and students can make module option decisions).	Optional	Internal	60

### Year 12:

In Year 12 students study the principal knowledge in Applied Science, which will be used in other topics later in the course.

Students cover specific chemistry investigations and skills in Unit 2.

### Year 13:

In Year 13 students will develop their science investigation skills, through a number of core experiments.

Students then cover an optional unit, which is internally assessed. There is flexibility in this, and our learners have some choice about which unit they cover. The example of Human Biology is shown above, however students could choose other topics, such as Astronomy.

**Skills Developed on Course:**

Problem solving, applied mathematical skills, independent skills such as those developed in project-based research ICT skills and presentation skills, ability to apply learning in vocational contexts, observing and measuring quantities, inferring, predicting, concluding, communication (written and verbal) and evaluating.

**Higher Education and Employment Opportunities:**

Examples of university courses that you could apply for with an Applied Science qualification include: BSc (Hons) Sports Science, BSc (Hons) Paramedic Science, BSc (Hons) Forensic Chemistry, HND Health and Social Care, HND Applied Science and HND Natural Sciences.

Applied Science can lead to a vast range of employment opportunities. These include, but are not limited to: Nursing, Paramedic, Biomedical Sciences, Sports Science, Sports Psychology, Health and Social Care, Sports and Exercise Science, Environmental Science, Geology, Physiotherapy,

## Biology (A Level)

**Exam Board:** Edexcel/Salters-Nuffield

**QAN Code:** 601/5299/0

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 6 in one English subject and 4 in the other
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.*

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

OCR Level 3 Cambridge Technical Extended Certificate in Business

**Exam Board:** OCR

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in one English subject
GCSE Maths	Minimum of grade 4

## **Course Content and Methods of Assessment:**

<b>360 GLH</b> equivalent to one A Level in terms of size	<b>5 units:</b> <ul style="list-style-type: none"><li>• 3 mandatory items – Unit 1 (120 GLH), units 2 and 4 (each unit is 60 GLH)</li><li>• There is a choice of 2 further 60 GLH units</li></ul>	It will provide learners with the opportunity through applied learning to develop the core specialist knowledge, skills and understanding required in the business sector.
--	---	--

There are 5 units across the course, focussed on the marketing route.

Units, 1 – The business environment, 2 – working in business and 4 – customers and communications are mandatory. A further 2 units will also be taken throughout the 2 years of study.

Unit 1 and 2 are assessed and marked externally, grading on a Near-pass, Pass, Merit and Distinction basis.

Unit 4 is internally assessed through the project work completed in school

### **Skills Developed on Course:**

Business, marketing, communication, teamwork, planning, organisation, research

### **Learning Styles and Enrichment Opportunities:**

A range of learning styles including whole class discussion, group, and paired work, as well as research projects developing independent learning.

### **Higher Education and Employment Opportunities:**

Progression could be onto Accounting, Business and Marketing, Business and Accounting degree programme. It will also allow students to choose a non-related degree programme or employment in business.



# Business Studies (A Level)

**Exam Board:** AQA

**QAN Code:** 601/4336/8

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 5 in one English subject and 4 in the other
GCSE Maths	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.*

<b>A Level</b>		<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	Business 1	Written exam (2 hrs)	33.3%
<b>Unit 2</b>	Business 2	Written exam (2 hrs)	33.3%
<b>Unit 3</b>	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:** Edexcel

**QAN Code:** 641/5647/8, 641/5646/6

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in English Language and Literature is required
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.*

<b>A level</b> <b>QAN Code:</b> 641/5646/6		<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	Advanced Inorganic and Physical Chemistry	Written examination 1 hr and 30 mins	30% of total A-level qualification
<b>Unit 2</b>	Advanced Organic and Physical Chemistry	Written examination 1 hr and 30 mins	30% of total A-level qualification
<b>Unit 3</b>	General and Practical Principles of Chemistry	Written examination 2 hr and 30 mins	40% 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 Organic Chemistry and Inorganic Chemistry teaching modules. Physical Chemistry is covered in both modules.

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 is split into Organic Chemistry and Inorganic Chemistry teaching modules. Physical Chemistry is covered in both modules.

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

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 5 in one English subject and 4 in the other
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.*

<b>Qualification Content</b>		<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	<p><b>Computing Principles</b> This unit will cover the characteristics of contemporary systems architecture.</p> <ul style="list-style-type: none"> <li>• Characteristics of contemporary processors</li> <li>• Software and software development</li> <li>• Programming</li> <li>• Exchanging data</li> <li>• Data types, structures and algorithms</li> <li>• Legal and ethical issues</li> </ul>	Exam 2 hr 30 minutes, 140 marks	40% of A Level qualification
<b>Unit 2</b>	<p><b>Algorithms. Programming and Problem Solving</b> This unit covers the principles of computational thinking:</p> <ul style="list-style-type: none"> <li>• Problem solving and programming</li> <li>• Algorithms</li> <li>• This paper contains a scenario-based section with several questions exploring a single theme</li> <li>• Thinking ahead</li> <li>• Thinking procedurally</li> <li>• Thinking logically</li> <li>• Thinking concurrently</li> <li>• Problem solving and programming</li> <li>• Programming techniques</li> <li>• Computational methods</li> </ul>	Exam 2 hr 30 minutes, 140 marks	40% of A Level qualification

<b>Unit 3</b>	<p><b>Programming Project:</b>          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.</p>	70 marks	20% of 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

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in one English subject
GCSE Maths	Minimum of grade 4

### Course Content and Methods of Assessment:

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

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in one English subject
GCSE Maths	Minimum of grade 4

### Course Content and Methods of Assessment:

	<b>Unit Title</b>	<b>Assessment</b>	<b>Weighting</b>
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

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in both English Language and Literature
GCSE Maths	Minimum of grade 4
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.*

<b>A Level</b>	<b>Assessment</b>	<b>Weight</b>
Component 1 –  Theatre Workshop	Internally assessed – externally moderated <ul style="list-style-type: none"> <li>• Create a piece of theatre based on an extract of a text studied in class.</li> <li>• Incorporate the methods of a recognised theatre practitioner or theatre company</li> <li>• Work in groups of between 2 and 5.</li> <li>• Can act or design</li> <li>• Creative log to justify decisions made during the process.</li> </ul>	60 Marks  20% of qualification
Component 2 –  Text in Action	Externally assessed - Visiting examiner. <ul style="list-style-type: none"> <li>• 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.</li> <li>• Groups of between 2 and 4 people</li> <li>• Can act or design</li> <li>• One process and evaluation report on both of the performances (1300 – 1600 words)</li> </ul>	120 Marks  40% of qualification
Component 3 –  Text in Performance	Written exam – 2 ½ hours <ul style="list-style-type: none"> <li>• Study three texts. Answer over three sections</li> <li>• One Pre 1956 'Hedda Gabler' by Ibsen</li> <li>• One Post 1956 – 'Saved' by Edward Bond</li> <li>• 'Curious Incident of the Dog in the Night time'</li> </ul>	120 Marks  40% of qualification

**Skills Developed on Course:**

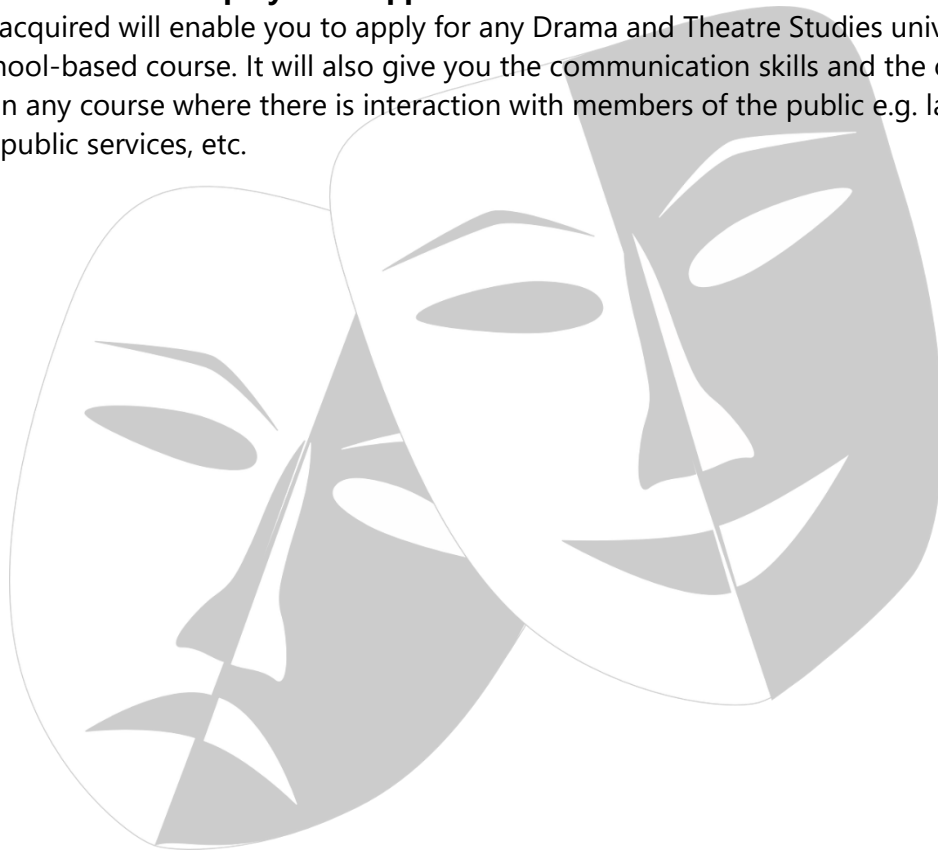
You will learn to research, analyse, devise, perform, interpret, direct and gain the confidence to be an independent learner and an ability to justify ideas and choices fully.

**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.



## Engineering (Level 3)

### Level 3 National extended certificate in engineering

**Exam Board:** EDEXCEL

**QAN Code:** 601/7584/9

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in one English subject
GCSE Maths	Minimum of grade 4

### Course Content and Methods of Assessment:

<b>Units</b>		<b>Type</b>	<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	Engineering principles	Mandatory	External	120
<b>Unit 2</b>	Delivery of Engineering Processes Safely as a Team	Mandatory	Internal	60
<b>Unit 3</b>	Engineering Product Design and Manufacture	Mandatory	External	120
<b>Unit 4</b>	Computer aided design in engineering	Optional	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.

### Skills Developed on Course:

#### Engineering principles:

This unit will develop your mathematical and physical scientific knowledge and understanding to enable you to solve problems set in an engineering context. You will explore and apply the algebraic and trigonometric mathematical methods required to solve engineering problems.

The mechanical problems you will encounter cover static, dynamic and fluid systems. The electrical and electronic problems you will encounter cover static and direct current (DC)

electricity, DC circuit theory and networks, magnetism, and single-phase alternating current theory. You may apply these engineering principles to solve problems involving more than one of these topic areas.

### **Delivery of Engineering Processes Safely as a Team:**

In this unit, you will examine common engineering processes, including health and safety legislation, regulations that apply to these processes and how individual and team performance can be affected by human factors. You will learn the principles of another important process, engineering drawing, and develop two-dimensional (2D) computer-aided drawing skills while producing orthographic projections and circuit diagrams. Finally, you will work as a team member and team leader to apply a range of practical engineering processes to manufacture a batch of an engineered product or to safely deliver a batch of an engineering service. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

### **Engineering Product Design and Manufacture:**

Examine what triggers changes in the design of engineering products and the typical challenges that engineers face, such as designing out safety risks. You will learn how material properties and manufacturing processes impact on the design of an engineering product. Finally, you will use an iterative process to develop a design for an engineering product by interpreting a brief, producing initial ideas and then communicating and justifying your suggested solution. You will draw on and apply knowledge and understanding from *Unit 1: Engineering Principles* and *Unit 2: Delivery of Engineering Processes Safely as a Team*, for example by using calculations to demonstrate a reduction in mass, by sketching using orthographic projection drawing methods or by justifying an engineering process as its use reduces the carbon footprint of a product. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

### **Computer-aided design in engineering:**

Students will use CAD software and hardware to produce 2D and 3D drawings. You will acquire the skills to produce models of products, editing and modifying these, and exploring materials and their properties. You will output a portfolio of drawings, for example orthogonal, 3D shaded or solid model, and detail view drawings, to an international standard.

### **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 in Electrical Engineering, if taken alongside A Levels in maths and a science subject (i.e. physics)

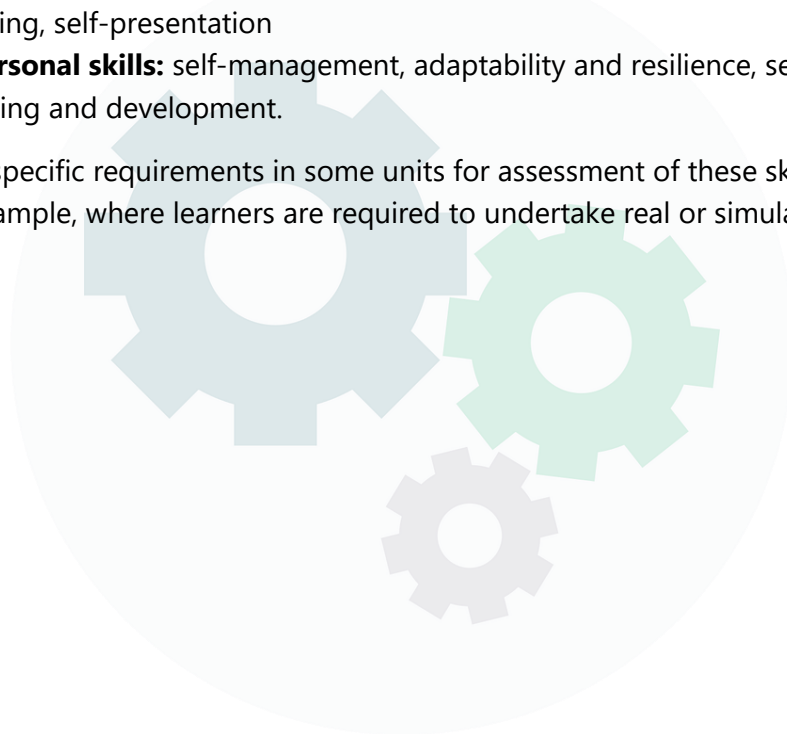
- BSc (Hons) in Architectural Engineering, if taken alongside a BTEC National in Construction and the Built Environment and A Levels in maths or art/design
- BSc (Hons) in Computer Science, If taken alongside A Levels in computing and maths
- BSc (Hons) in Maths or Physics if taken alongside A Levels 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.



## Economics (A Level)

**Exam Board:** AQA

**QAN Code:** 601/4371/X

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 6 in one English subject and 4 in the other
GCSE Maths	Minimum of a 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.

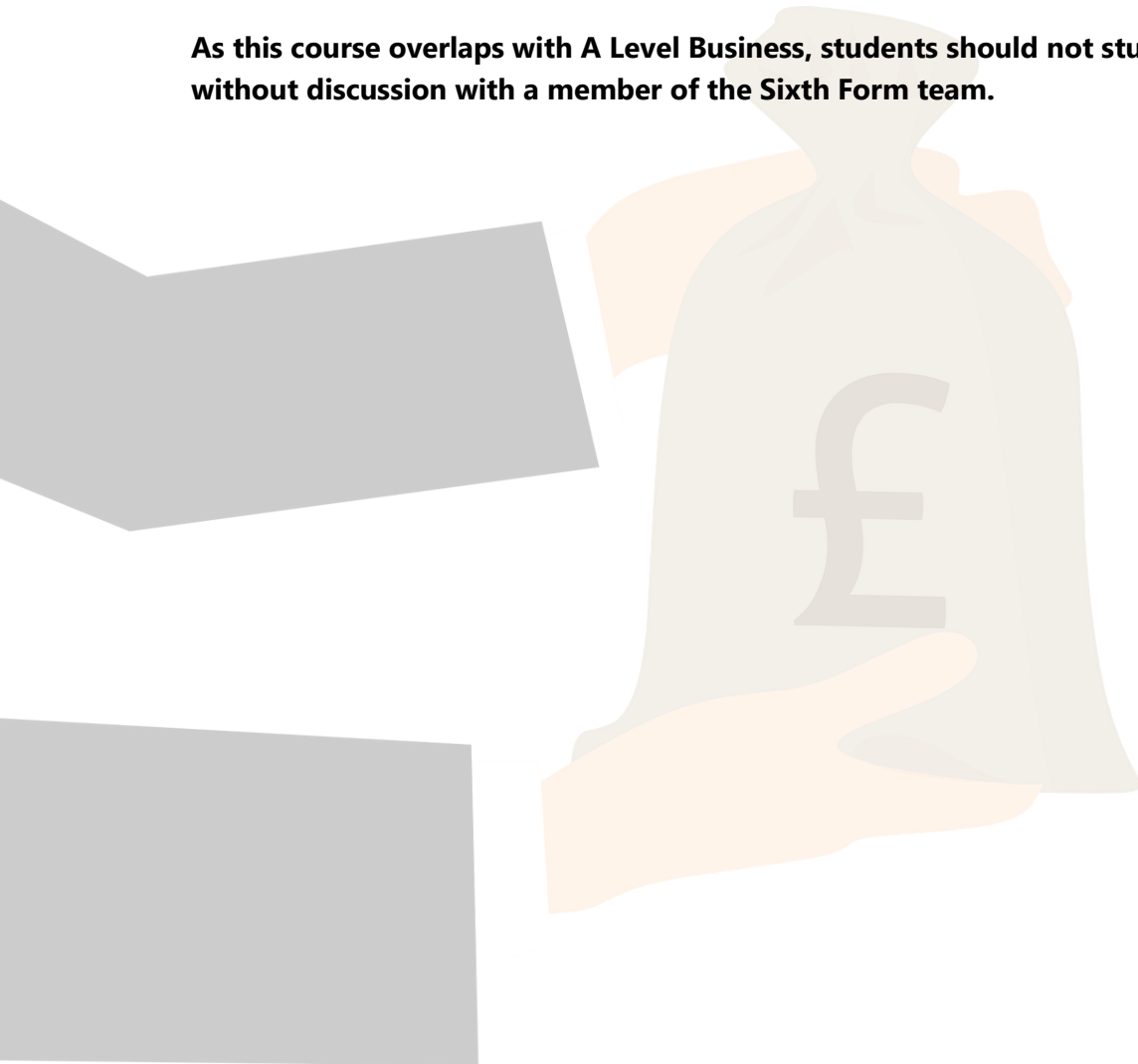
### **Higher Education and Employment Opportunities:**

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.**



## English Literature (A Level)

**Exam Board:** Pearson Edexcel

**QAN Code:** 601/5046/4

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of a grade 6 is required in both English Literature and English Language.
GCSE Maths	Minimum of a grade 4

### **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.*

<b>A Level assessment:</b>		<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	Drama (including Shakespeare)	Written exam	30%
<b>Unit 2</b>	Prose	Written exam	20%
<b>Unit 3</b>	Poetry	Written exam	30%
<b>Unit 4</b>	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:**

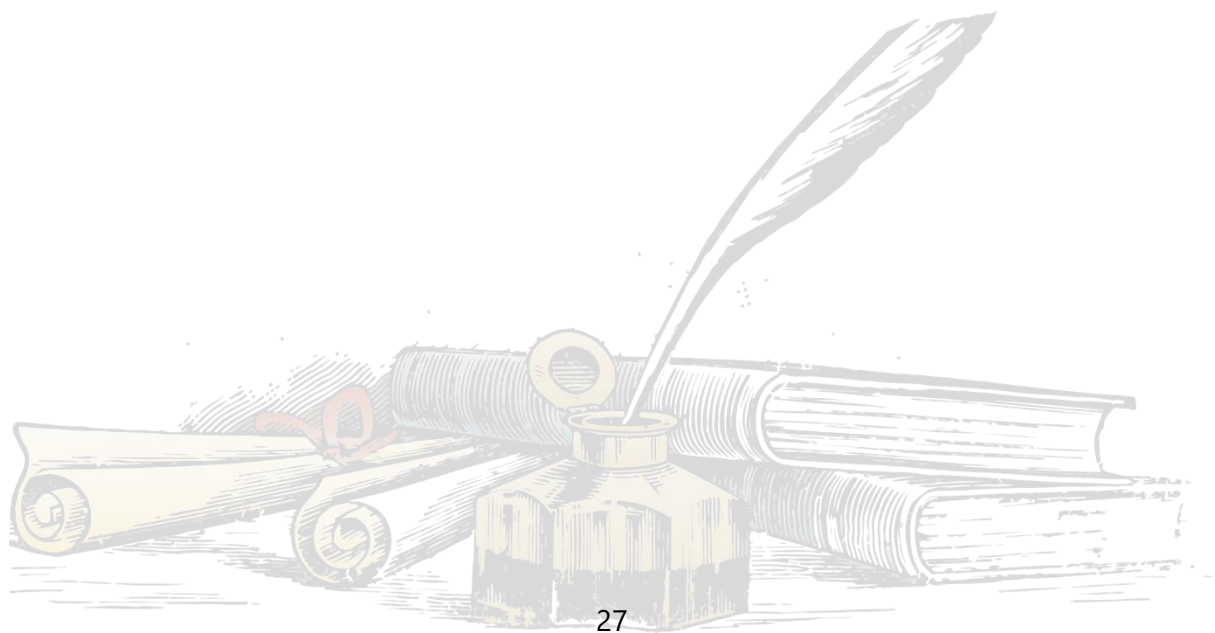
Students will acquire and develop skills of research, independent study, analysis and theoretical understanding. They will also become more confident in the expression of views and personal opinions.

**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**

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 6 is required in both English Literature and 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

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 6 is required in both English Literature and English Language.
GCSE Maths	Minimum of grade 4

### Course Content and Methods of Assessment:

<b>A Level assessment:</b>		<b>Assessment</b>	<b>Weight</b>
<b>Component 1</b>	Varieties of film and filmmaking	Written exam	35%
<b>Component 2</b>	Global filmmaking perspectives	Written exam	35%
<b>Component 3</b>	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.

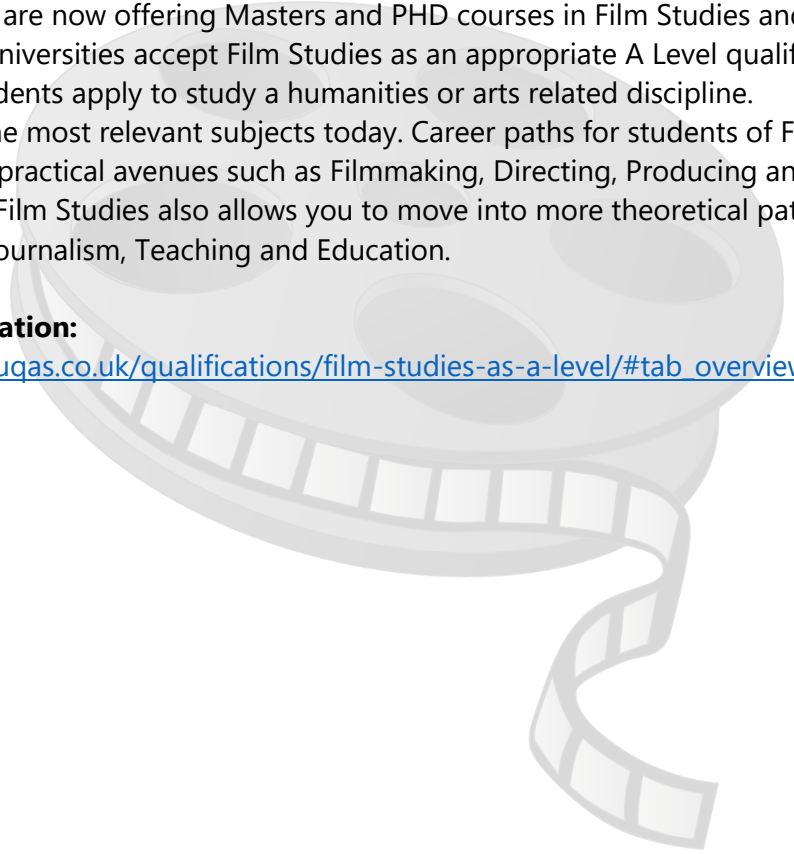
**Higher Education and Employment Opportunities:**

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](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

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 is required in both English Literature and English Language.
GCSE Maths	Minimum of grade 4
GCSE Art	Minimum of grade 4  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.*

<b>A level assessment</b>		<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	Personal Investigation Part 1: Practical Work From personal starting points - supporting studies and personal practical outcomes	Coursework	60% of A Level qualification
<b>Unit 2</b>	Personal Investigation Part 2: Personal Study Continuous prose – 1000 words min.		
<b>Unit 3</b>	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).

### **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. We also arrange a residential visit to either Cornwall or students can participate in the Florence/Venice residential. Students will have the opportunity to participate in life drawing classes within the department, attend a portraiture workshop with a highly respected London-based artist, 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 entries for the prestigious Northampton University A level Art competition. Students will also 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.

## French (A Level)

**Exam Board:** AQA

**QAN Code:** 601/8727/X

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 5 in one English subject and 4 in the other
GCSE Maths	Minimum of grade 4
GCSE French	Minimum of grade 6

### **Course Content and Methods of Assessment:**

	<b>Unit</b>	<b>Assessment</b>	<b>Weight</b>
<b>Year 2</b> <i>ALL A Level exams are taken at the end of two years of study</i>	<b>Unit 1</b>	Listening, Reading and Writing (1)  Writing (2 hours 30 mins exam) June	160 Marks 40% of A-Level total
	<b>Unit 2</b>	Writing  Writing (2 hours exam) June	90 Marks 30% of A-Level total
	<b>Unit 3</b>	Speaking  Speaking (21-23 mins exam) late April/early May	60 Marks 30% of A-Level total

### **The course**

The course consists of a number of complementary units in which the four language skills – listening, speaking, reading and writing are developed simultaneously. The course will help you to develop your general study skills, but most of all you will learn to communicate at a higher level in French. You will also learn much more about a wide range of aspects of the societies in which French is spoken.

Throughout the course, students will be given the opportunity to develop their ability and confidence to communicate in French.

Students will be given access to relevant published online resources and topic booklets provided by the department. At the end of each topic students will be assessed in all four skills which will give regular feedback on progress.

The first year of the course consists of two main topics which are divided into 3 sub-topics

and the study of either a film or a literary text. All topics are relevant to young people as well as building on students' previous knowledge from GCSE.

<b>Year 12</b>	Aspects of French Speaking Society	<ul style="list-style-type: none"> <li>• The Changing Nature of the Family</li> <li>• Cyberspace</li> <li>• The Place of Voluntary Work</li> </ul>
	Artistic Culture	<ul style="list-style-type: none"> <li>• A Culture Proud of its Heritage</li> <li>• Contemporary Francophone Music</li> <li>• Cinema: the 7<sup>th</sup> Art Form</li> </ul>
	Literary Text or Film	One, film possibly <ul style="list-style-type: none"> <li>• La Haine</li> </ul>

Our approach is always to build on what you already know, gradually extending the range and depth of your knowledge and setting it more firmly in a French context.

The second year of the A-Level course consists of the content from the first year and a further two main topics which are divided into 3 sub-topics & a literary text.

<b>Year 13</b>	Current Issues in the French Speaking Society	<ul style="list-style-type: none"> <li>• Positive Features of a Diverse Society</li> <li>• Life for the Marginalised</li> <li>• How Criminals are Treated</li> </ul>
	Aspects of Political Life in the French Speaking World	<ul style="list-style-type: none"> <li>• Teenagers, the Right to Vote &amp; Political Entitlement</li> <li>• Demonstrations, Strikes – Who Holds the Power?</li> <li>• Politics &amp; Immigration</li> </ul>
	Literary Text or Film	One, possibly from the following & not already studied at AS Texts <ul style="list-style-type: none"> <li>• Molière <i>Le Tartuffe</i></li> <li>• Voltaire <i>Candide</i></li> <li>• Maupassant <i>Boule de suif et autres contes de la guerre</i></li> <li>• Camus <i>L'étranger</i></li> <li>• Françoise Sagan <i>Bonjour tristesse</i></li> <li>• Claire Etcherelli <i>Elise ou la vraie vie</i></li> <li>• Joseph Joffo <i>Un sac de billes</i></li> <li>• Faïza Guène <i>Kiffe kiffe demain</i></li> <li>• Philippe Grimbert <i>Un secret</i></li> <li>• Delphine de Vigan <i>No et moi</i></li> </ul>

### **Higher Education and Employment Opportunities:**

Students who are able to converse in a foreign language to A level standard, offer a skill which a small percentage of the population are able to offer. Of course, they are able to pursue languages at university, but an A level in language is certainly an asset within industry, especially as links with international companies expand.

# Geography (A Level)

**Exam Board:** OCR

**QAN Code:** 60185764

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 5 in one English subject and 4 in the other
GCSE Maths	Minimum of grade 5
GCSE Geography	Minimum of grade 6 Where they have not studied Geography to GCSE, grade 6 in an equivalent subject such as History can be discussed with the Faculty Leader.

## **Course Content and Methods of Assessment:**

*ALL A Level exams are taken at the end of two years of study. The AS level is a stand-alone qualification designed to be co-teachable with the A level qualification.*

<b>A2</b>	<b>QAN 60185764</b>	<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	Physical Systems	Written exam	24% - 1 hour 30 minute
<b>Unit 2</b>	Human Interactions	Written exam	24% - 1 hour 30 minute
<b>Unit 3</b>	Geographical debates	Written exam	32% - 2 hour 30 minute
<b>Unit 4</b>	Investigative Geography	Externally moderated	20%

## **Year 12**

Students will study one unit from all three papers during the first year. Unit 1 'Landscape and Place' is split into two components. The first examines physical processes in Coastal, Arid or Glaciated landscapes. The Unit 2 component focuses on Place, Inequality and Economic change. Unit 3 'Geographical debates' will look at one highly dynamic issue in much greater detail. The potential topics include: Climate Change, Disease Dilemmas or the Future of Food. There will also be an opportunity to attend residential and local fieldwork.

## **Year 13**

The second year will continue with some of the themes covered in Units 1 and 2 but will also introduce new concepts relating to human rights, global trade and the natural hazards. During the second year the breadth and depth of all of the topic areas will increase. Unit 1 'Physical systems' will focus on the Earth's Life Support Systems. Unit 2 'Human Interactions' is based around Global Connections and will cover the geographical variation in human rights and the impact of interdependence & trade in an increasingly globalised world. Unit 3

'Geographical debates' gives students the opportunity to investigate a second dynamic topic in greater detail. The potential topics include: Hazardous Earth or Climate Change. The final component of the new A level will include the production of an independent geographical investigation and will involve learning a range of geographical skills, techniques and statistical tests.

**Skills Developed on Course:**

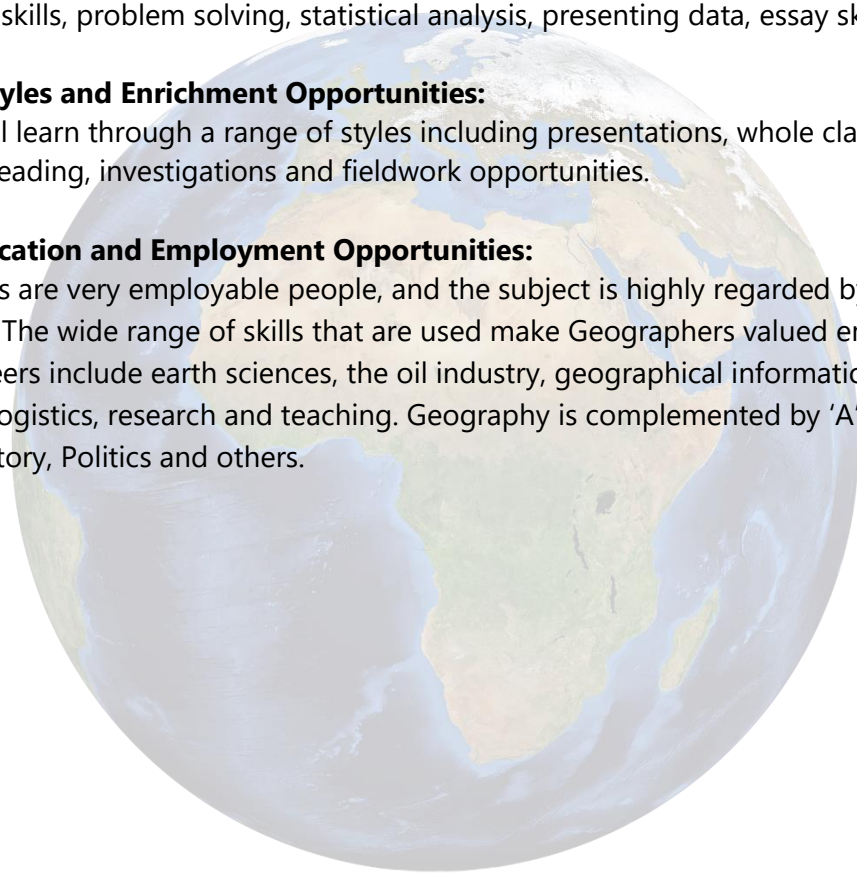
Students will demonstrate knowledge and understanding of several geographical themes woven throughout all of the topics. They will also develop the ability to analyse and evaluate the relevance of geographical data and concepts as well as developing other transferrable skills such as debating, teamwork, geographical skills, planning and producing investigations, ICT and GIS skills, problem solving, statistical analysis, presenting data, essay skills, fieldwork.

**Learning Styles and Enrichment Opportunities:**

Students will learn through a range of styles including presentations, whole class discussions, contextual reading, investigations and fieldwork opportunities.

**Higher Education and Employment Opportunities:**

Geographers are very employable people, and the subject is highly regarded by all universities. The wide range of skills that are used make Geographers valued employees. Related careers include earth sciences, the oil industry, geographical information systems, marketing, logistics, research and teaching. Geography is complemented by 'A' levels such as Biology, History, Politics and others.



## German (A Level)

**Exam Board:** AQA

**QAN Code:** 601/8729/3

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 5 in one English subject and 4 in the other
GCSE Maths	Minimum of grade 4
GCSE German	Minimum of grade 6

### Course Content and Methods of Assessment:

	Unit		Assessment	Weight
<b>Year 2 Exams</b>	<b>Unit 1</b>	Listening, Reading, and Writing (1)	Writing (2 hours 30 mins exam) June	160 Marks 40% of A-Level total
	<b>Unit 2</b>	Writing	Writing (2 hours exam) June	90 Marks 30% of A-Level total
	<b>Unit 3</b>	Speaking	Speaking (21-23 mins exam) late April/early May	60 Marks 30% of A-Level total

### The course

The course consists of a number of complementary units in which the four language skills – listening, speaking, reading, and writing are developed simultaneously. The course will help you to develop your general study skills, but most of all you will learn to communicate at a higher level in German. You will also learn much more about a wide range of aspects of the societies in which German is spoken.

Throughout the course, students will be given the opportunity to develop their ability and confidence to communicate in German.

Students will be given access to relevant published online resources and topic booklets provided by the department. At the end of each topic students will be assessed in all four skills, which will give regular feedback on progress.

The first year of the course consists of two main topics which are divided into three sub-topics and the study of either a film or a literary text. All topics are relevant to young people as well as building on students' previous knowledge from GCSE.

<b>Year 12</b>	Aspects of Hispanic Society	<ul style="list-style-type: none"> <li>• The changing state of the family</li> <li>• The digital world</li> <li>• Youth culture (fashion, music &amp; TV)</li> </ul>
	Artistic Culture	<ul style="list-style-type: none"> <li>• Festivals &amp; Traditions</li> <li>• Art &amp; architecture</li> <li>• Cultural life in Berlin, past &amp; present</li> </ul>
	Literary Text or Film	Possibly <ul style="list-style-type: none"> <li>• Crazy</li> </ul>

Our approach is always to build on what you already know, gradually extending the range and depth of your knowledge and setting it more firmly in a German context.

The second year of the A Level course consists of the content from year 1 and a further two main topics which are divided into 3 sub-topics & the study of a literary text.

<b>Year 13</b>	Multiculturalism in German-speaking Society	<ul style="list-style-type: none"> <li>• Immigration</li> <li>• Racism</li> <li>• Integration</li> </ul>
	Aspects of Political Life in the Hispanic World	<ul style="list-style-type: none"> <li>• Germany &amp; the European Union</li> <li>• Politics &amp; the young</li> <li>• Re-unification &amp; the effects</li> </ul>
	Literary Text or Film	Possibly <ul style="list-style-type: none"> <li>• Text – Die Verlorene Ehre (Heinrich Böll)</li> <li>• Der Vorleser – Bernhard Schlink</li> </ul>

### **Higher Education and Employment Opportunities:**

Students who can converse in a foreign language to A Level standard offer a skill which a small percentage of the population are able to offer. They can pursue languages at university, but an A Level in language is certainly an asset within industry, especially as links with international companies expand.

## Government and Politics (A Level)

**Exam Board:** AQA

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 5 in one English subject and 4 in the other
GCSE Maths	Minimum of grade 4

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.*

<b>A Level Government and Politics</b>	<b>Assessment</b>	<b>Weight</b>
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:**

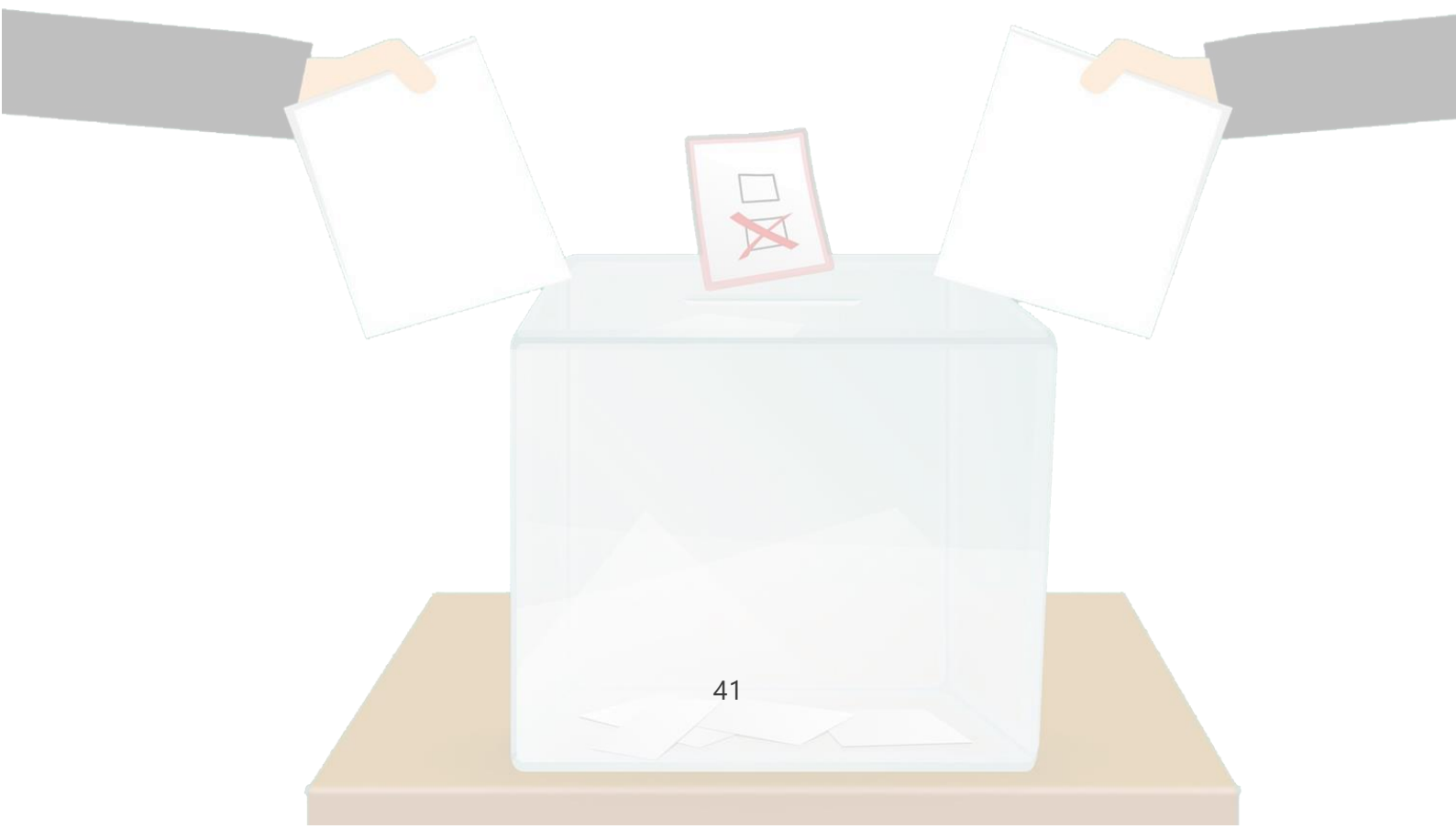
You will learn to research and analyse information in order to evaluate various political systems and concepts.

**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

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in one English subject
GCSE Maths	Minimum of grade 4

#### **Course Content and Methods of Assessment:**

The total guided learning hours is 360.

<b>Extended Certificate</b>		<b>Assessment</b>
<b>Externally examined Units</b>	<ul style="list-style-type: none"> <li>- Equality, diversity and rights (M)</li> <li>- Health, safety and security (M)</li> <li>- Anatomy and Physiology (M)</li> </ul>	2 hour exam - 80 marks 2 hour exam – 80 marks 1.5 hour exam – 60 marks
<b>Internally assessed units</b>	<ul style="list-style-type: none"> <li>- Building positive relationships (M)</li> <li>- Nutrition for health (O)</li> <li>- Sexual health, reproduction and the early development stages (O)</li> </ul>	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

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 6 in one English subject and 4 in the other
GCSE Maths	Minimum of grade 4
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.*

<b>A Level</b>		<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	Stuart Britain and the Crisis of Monarchy, 1603 - 1702	Examination	40%
<b>Unit 2</b>	France in Revolution, 1774 - 1815	Examination	40%
<b>Unit 3</b>	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 of 1603 – 1649 in the context of political upheaval of the beginnings of the Stuart period.

Unit 2 will look at the political and social situation which led to an end to the absolutist rule of French governance and will assess the events that led to one of the most volatile periods in French history. This year will also see the introduction of preliminary material relating to the coursework unit.

## **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 Stuarts this will involve a study of the post-regicide period, the Interregnum and issues surrounding politics, finance religion and foreign policies. For the France unit this will involve exploring the impact of Napoleonic rule both in France and across Europe.

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.



## IT (A Level)

### Cambridge Technical Introductory Diploma (Level 3 / A level Equivalent)

**Exam Board:** OCR

**QAN Code:** 601/7099/2

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 5 in one English subject and 4 in the other
GCSE Maths	Minimum of grade 5
IT	Minimum of Level 2 Merit Where students haven't studied IT before, completion of all summer tasks is required before entry on to the course.

**IT offers essential skills for life beyond school.** To quote the Marketing Director of one of the largest UK insurance companies, "as an employer we look for **a good mix of IT, Maths and English... communication, creativity, spreadsheets and web design skills ... vital for digital growth**". People with a knowledge of Internet of Everything, Project Development, Cyber Security, Big Data and Emerging Technologies are in demand. Information Technology careers are fast-moving with plenty of chances of promotion, and demand for IT professionals is surging. This qualification is **not just about being able to use computers**. Employers have stated that they **need people who are able to help them develop their systems or the systems for their customers, use IT as a tool to analyse data and develop applications**. Therefore, this qualification is designed to give you a **range of specialist knowledge and transferable skills in the context of applied IT**, providing you with the opportunity to enter an apprenticeship, move directly into employment, or progress to a related Higher Education (HE) or University course.

**Grading: Distinction\*- Pass Eligible for UCAS Points at the equivalent A level grade**

**Course Content and Methods of Assessment: 2 Compulsory examinations (50%) and 3 coursework units (50% completed as one combined project)**

<b>Compulsory Units</b> taken in Year 12 with the opportunity for one resit in Year 13		<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	<b>Fundamentals of IT</b> A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT. After completing this unit, the knowledge, skills and understanding you have developed will underpin your study for the additional units. <b>Content covered:</b> Computer hardware and software, business IT systems, employability and communication skills used in an IT environment and ethical and operational issues and threats to computer systems.	Examined 1 hour 30 minutes	25%

<b>Unit 2</b>	<b>Global Information</b> The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the internet, by individuals and organisations. You will discover that good management of both data and information is essential, and that it can give any organisation a competitive edge. This unit will provide you with a greater understanding of how organisations use information sources both internally and externally and the types of information you will encounter. <b>Content covered:</b> Where information is held globally and how it is transmitted, the styles, classification and the management of global information, the use of global information and the benefits to individuals and organisations, the legal and regulatory framework governing the storage and use of global information, the process flow of information and the principles of information security.	Examined 1 hour 30 minutes	25%
---------------	---	-------------------------------	-----

<b>Optional Units</b> – completed in <b>Year 13</b> . There is a choice of pathways covering a range of coursework units. <b>Pathways include</b> - Application Developer, Emerging Digital Technology Practitioner, IT Infrastructure Technician and Data Analyst		<b>Assessment</b>	<b>Weighting</b>
<b>Unit 5</b>	<b>Virtual and Augmented Reality</b> Virtual reality is a simulated environment that is intended to replicate the physical experience of being in places in the real or imagined worlds by giving the user sensory experiences that match those which would be experienced were the user actually in that environment. Augmented reality is the process of changing the user's view of the real world in order to give them an improved, or more detailed, view of what they are seeing. You will learn about both technologies and how they are used. You will research both technologies and design both a virtual and an augmented reality resource. Finally, you will use your research and skills learnt whilst designing and creating resources to suggest future applications for virtual and augmented reality. The unit supports the development of skills, knowledge and understanding relevant to a job role in the areas of 3D modelling, digital transformation and even the film and games industry.	Coursework	The 3 chosen coursework units make up 50% of the final grade.  We currently focus on a combined project which includes Units 6, 9 and 21. This means that students complete one piece of work which covers all the criteria for the 3 Units.
<b>Unit 6</b>	<b>Application Design</b> In this unit you will explore potential ideas for a new application and develop the fundamental design for it. You will then develop the designs for an application and how users will interact with it. The application that you design can be for any sector and for any purpose. You	Coursework	

	<p>will have the opportunity to present your ideas, prototype them, and gain feedback before refining your design.</p> <p>Besides the technical knowledge that you will gain about designing an application, you will also learn key transferable skills such as liaising with clients, questioning people effectively to gain the information you need to develop successful designs, and presenting your ideas to an audience and getting feedback from them.</p> <p>It supports the development of skills, knowledge and understanding appropriate to a wide range of job roles requiring the development of applications in mobile technology, business software, graphics, game and web design.</p>		
<b>Unit 7</b>	<p><b>Project Management</b></p> <p>This unit will provide you with the opportunity to understand and use various project planning skills and techniques, thereby enabling you to become more effective in the workplace.</p> <p>The key to any project being a success is the planning that takes place. Project management skills are essential transferrable skills that can be used for all IT related projects whether it's traditional methodologies or more recently adapted agile approaches within the IT development environment.</p>	Coursework	
<b>Unit 9</b>	<p><b>Product Development</b></p> <p>The purpose of this unit is to prepare you to undertake product development activities. You will learn about different product design methodologies and the role of the product development life cycle. In addition, you will discover the factors that influence product developments. Whether you are building a network, developing a website, developing a system for data analytics or creating an augmented or virtual reality resource, they are all products. It is therefore important that you understand the processes required for the development of products and that you can apply them to a variety of situations.</p>	Coursework	
<b>Unit 12</b>	<p><b>Mobile Technology</b></p> <p>You may come to this unit as a proficient user of a mobile phone but you may be less familiar with other mobile technologies and their operating systems. The aim of this unit is to broaden your knowledge and understanding of the wider potential of mobile technologies and its consequences to people and businesses. This unit is as much about new technologies as it is about promoting critical analysis of existing situations and proposing better solutions.</p>	Coursework	
<b>Unit 13</b>	<p><b>Social Media and Digital Marketing</b></p> <p>The use of social media has increased massively over recent years and is now a world-wide phenomenon. Users of social media are able to share ideas and files,</p>	Coursework	



	<p>compare opinions and pass comment on the activities of their friends and contacts. In doing so, they are not only generating huge amounts of data about themselves, but also allowing others the opportunity to contact them and monitor some of their online activities. Social media also allows users to collaborate with others across the globe. Digital marketing is part of the overall process of marketing and is the use of digital media to increase awareness of a product or service. As social media offers such a wealth of data and the ability to contact potential customers in their own homes across a range of media channels, it is only natural that digital marketing seeks to use social media as part of the marketing mix for goods and services.</p> <p>This unit looks at digital marketing as a concept and then offers you the opportunity to explore the possible impacts, both positive and negative, that may be generated by the use of social media as a digital marketing tool.</p>		
<b>Unit 15</b>	<p><b>Games Design and Prototyping</b></p> <p>Gaming is a continuously developing market. There are a number of platforms available for game developers to release games that they have designed and developed. This unit will help you develop skills in designing and developing a prototype for a simple game. It will enable you to consider the logic of the programming structures required, as well as the interface design. You will then build a prototype in order to demonstrate an element of your game.</p>	Coursework	
<b>Unit 17</b>	<p><b>Internet of Everything</b></p> <p>This unit is about the use of the internet and how it is impacting people and society. You will learn about the Internet of Everything (IoE) and how it is used. Using your knowledge, you will carry out a feasibility study for a potential idea. You will pitch your idea to potential stakeholders and use their feedback to revise your proposal.</p> <p>The Internet of Everything is expanding, appearing in all of the everyday devices found in homes, businesses and cities.</p>	Coursework	
<b>Unit 21</b>	<p><b>Web Design and Prototyping</b></p> <p>Organisations are increasingly reliant on their websites to market goods or services and interact with clients and customers. As technology develops, so does the scope of functionality of websites and the importance of an effective design that meets the needs of the organisation. In this unit you will research, design and produce an interactive, responsive website that is specific to a client's needs, culminating in presenting the concept of the website using the prototype to the client. You will learn about the security risks in website design and how to minimise these threats. This unit will also allow you to</p>	Coursework	

	<p>incorporate existing interactive elements, as well as prototyping your own website.</p> <p>Job roles within this pathway include web app developers as well as website designers, although these are different jobs with differing requirements, they do require similar skills, knowledge and understanding with respect to website creation and prototyping.</p>		
--	---	--	--

This course will enable you to develop your IT skills to an advanced level and apply your knowledge and understanding of IT in the world of work and beyond. You will gain an understanding of how software can be used to plan, design and create digital products and how it enables organisations to gain knowledge, handle data and make informed business decisions. You will develop an understanding of the hardware used in business and the emerging technologies and advancements in the world of IT today and look at what the future might hold.

### **Skills Developed on Course:**

- The capacity to think creatively, innovatively, analytically, logically and critically
- The skills needed for project management
- The ability to apply skills, knowledge and understanding of IT in a range of contexts to solve problems
- An understanding of the consequences of using IT on individuals, organisations and society and of social, legal, ethical and other considerations on the use of ICT
- An awareness of emerging technologies and an appreciation of the potential impact these may have on individuals, organisations and society

### **Learning Styles and Enrichment Opportunities:**

Team-based activities, self-directed practical tasks offer you the opportunities to engage and explore the course content. You will investigate and analyse, design solutions, select and use appropriate software and evaluate your own performance.

### **Higher Education and Employment Opportunities:**

Most organisations utilise IT in some form. The skills and knowledge you develop studying IT will open up a wide variety of pathways and is extremely beneficial whether you want to go into university education or employment. You may pursue careers in a range of different fields including:

- |                        |                   |
|------------------------|-------------------|
| • Systems analysis     | • IT consultancy  |
| • Project management   | • Web development |
| • Business analysis    | • Games design    |
| • Software engineering | • Systems design  |
| • Social researcher    | • Logistics       |
| • IT Technician        | • Marketing       |
| • Network management   | • Administration  |

## Law (A Level)

**Exam Board:** OCR

**QAN Code:** 603/0706/7

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 5 in one English subject and 4 in the other
GCSE Maths	Minimum of grade 4

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.*

<b>A Level</b>		<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	The Legal System and Criminal Law	Written Exam	33.3%
<b>Unit 2</b>	Law Making and the Law of Tort	Written Exam	33.3%
<b>Unit 3</b>	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

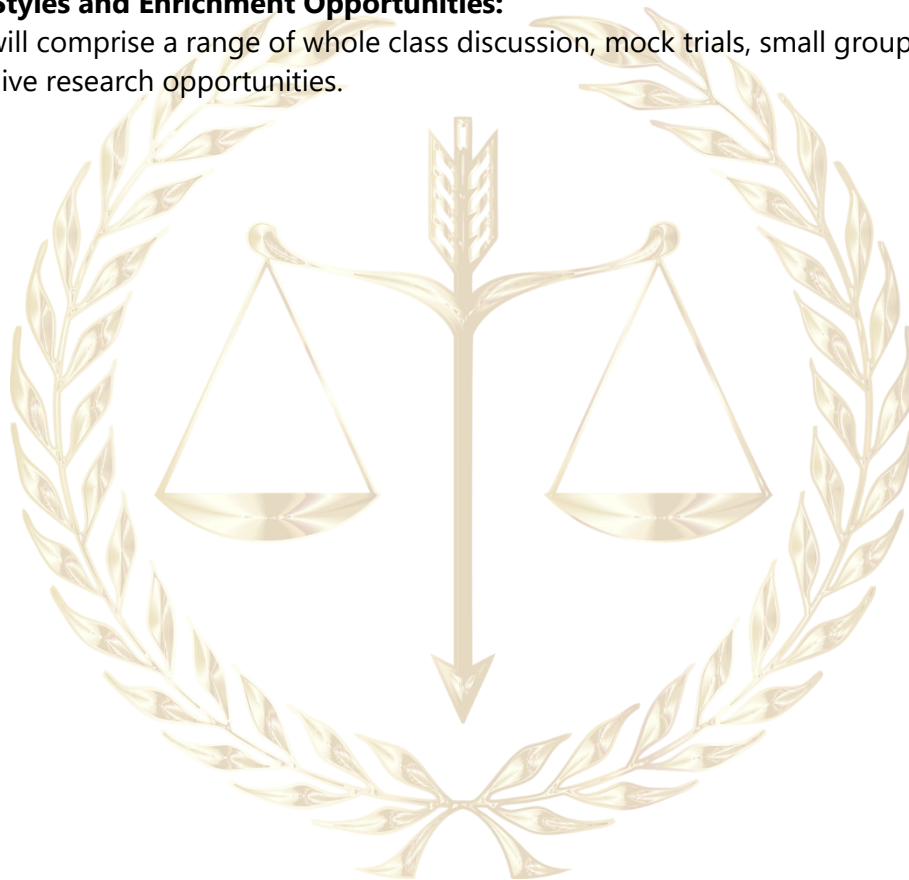
constitutional position under UK law. Specific rights such as the right to liberty and security, the right to a fair trial, the right to respect for family and private life and the right to freedom of expression are explored in detail. Learners will develop knowledge and understanding of human rights 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

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in both English Language and 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:

<b>A2</b>	<b>Assessment</b>	<b>Weight</b>
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

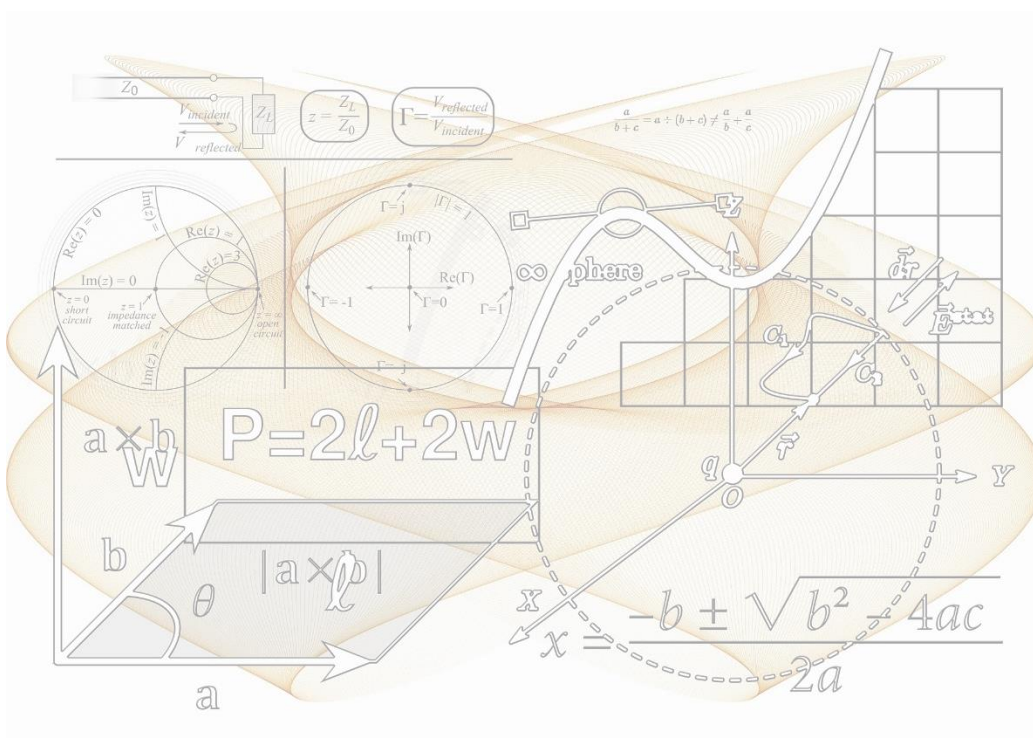
Students continue to advance their core mathematical skills, learning how to tackle complex integration and differentiation problems both methodically and numerically, as well as being introduced to logarithms, and using these to model exponential growth. Within Statistics students will explore the interpretation 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

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in both English Language and Literature
GCSE Maths	Minimum of grade 8 (Students must also be studying A Level Maths)

## Course Content and Methods of Assessment:

<b>A2</b>	<b>Assessment</b>	<b>Weight</b>
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.

## Music Performance (Level 3)

### BTEC Level 3 National Extended Certificate in Music Performance

**Exam Board:** Pearson

**QAN Code:** 601/7090/6

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in one English subject
GCSE Maths	Minimum of grade 4

### Course Content and Methods of Assessment:

There are 7 Units of study 3 of which are mandatory and 4 optional. They are:

1. Practical Music Theory and Harmony
2. Professional Practice in the Music Industry
3. Ensemble Music Performance
4. Composing Music
5. Music Performance Session Styles
6. Solo Performance
7. Improvising Music

Students complete 4 units, 3 of which are mandatory and 1 optional.

Units 1,4, 5, 6 and 7 are internally assessed, 2 and 3 externally. The weighting of each unit is based on the Guided Learning Hours (GLH) which is a total of 360.

<b>Units</b>		<b>Type</b>	<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	Practical Music Theory and Harmony	Mandatory	Internal	90
<b>Unit 2</b>	Professional Practice in the Music industry	Mandatory	External	90
<b>Unit 3</b>	Ensemble Music Performance	Mandatory	Internal/External	120
<b>Unit 4</b>	Composing Music	Optional	Internal	60
<b>Unit 5</b>	Music Performance Session styles	Optional	Internal	60
<b>Unit 6</b>	Solo Performance	Optional	Internal	60
<b>Unit 7</b>	Improvising Music	Optional	Internal	60



**Year 12:**

Students will work to develop their Unit 1 skills throughout the year. Ensemble skills will be developed and extended as will approaches to unit 2. Students will choose, through advice, the optional unit best suited to their capabilities.

**Year 13:**

Students will continue to develop in their Mandatory and Optional units and present the required assessments at the relevant points during the year.

**Skills Developed on Course:**

Students develop a considerable range of musical skills. For example, the mandatory Ensemble Music Performance requires the development and extension of ensemble skills through personal practice and rehearsal, preparation and performance with others. The optional units develop composition skills through the creation and development of musical ideas, solo performance skills through the practice, rehearsal, preparation and presentation of a final piece. Improvisation links both compositional and performance skills. There are, however, essential personal qualities that the course evolves such as independent learning, collaboration, presentation, analytical and writing skills as well as approaches to assessment found at degree level.

**Enrichment Opportunities:**

The practical nature of much of the course lends itself to music making with other students. This will be through opportunities provided in school (orchestra, choir, school production etc) but also through the encouragement to begin personal music making both in and out of school. Trips to concerts, productions etc will be both provided and encouraged.

**Higher Education and Employment Opportunities:**

Overall, the course provides skills favoured by employers and Higher Education: performance, presentation, communication, collaboration and so on. The course also offers avenues to study Music, Music and Business and Music and Media at Higher Education level.

## PE (A Level)

**Exam Board:** Edexcel

**QAN Code:** 60182787

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 5 in one English subject and 4 in the other
GCSE Maths	Minimum of grade 4
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.*

<b>A Level</b>	<b>Assessment</b>	<b>Weight</b>
<p><b>Component 1: Scientific Principles of Physical Education</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Applied anatomy and physiology</li> <li>• Topic 2: Exercise physiology and applied movement analysis.</li> </ul> <p>Biomechanics is embedded within the content of Topics 1 and 2.</p>	<p><b>Written examination: 2 hours and 30 minutes</b></p>	<p><b>40% of the qualification</b></p>
<p><b>Component 2: Psychological and Social Principles of Physical Education</b></p> <ul style="list-style-type: none"> <li>• Topic 3: Skill acquisition</li> <li>• Topic 4: Sport psychology</li> <li>• Topic 5: Sport and society</li> </ul>	<p><b>Written examination: 2 hours</b></p>	<p><b>30% of the qualification</b></p>
<p><b>Component 3: Practical Performance</b></p> <ul style="list-style-type: none"> <li>• Skills performed in one physical activity as a player/performer</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Skills performed in one physical activity as a coach</li> </ul>	<p><b>Non-examined assessment: internally assessed, externally moderated</b></p>	<p><b>15% of the qualification</b></p>
<p><b>Component 4: Performance Analysis and Performance Development Programme</b></p>	<p><b>Non-examined assessment: internally</b></p>	<p><b>15% of the qualification</b></p>

<ul style="list-style-type: none"> <li>In the role of player/performer or coach analyse two components of a physical activity (one physiological component and <b>either</b> a tactical <b>or</b> technical component).</li> <li>In the role of player/performer or coach analyse, implement and evaluate a Performance Development Programme.</li> </ul>	<p><b><i>assessed, externally moderated</i></b></p>	
---	---	--



# Philosophy (A Level)

**Exam Board:** AQA

**QAN Code:** 603/0684/1

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 6 in one English subject and 4 in the other
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.*

<b>A Level</b>	QAN 603/0684/1	Assessment	Weight
<b>Paper 1</b>	<b>Epistemology and Moral Philosophy</b>	Written examination 3 Hours - 100 marks	50% of A level
<b>Paper 2</b>	<b>Metaphysics of God and Metaphysics of Mind</b>	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](http://www.aqa.co.uk)

## Photography (A Level)

**Exam Board:** AQA

**QAN Code:** 601/4456/7

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in both English Literature and Language
GCSE Maths	Minimum of grade 4
GCSE Photography	Minimum of grade 4 Students who have not previously studied Photography 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.*

<b>A Level</b>		<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	Personal Investigation Part 1: Practical Work From personal starting points - supporting studies and personal practical outcomes	Coursework	60% of A Level qualification
<b>Unit 2</b>	Personal Investigation Part 2: Personal Study Continuous prose – 1000 words min.		
<b>Unit 3</b>	Externally Set Assignment From broad based themes – preparatory studies and personal practical outcomes	Practical Exam 15hrs	40% of A Level qualification

### **A Level Photography**

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:**

- The ability to explore elements of visual language, line, form, colour, pattern and texture in the context of photography.
- Awareness of intended audience or purpose for their chosen area(s) of photography.

- The ability to respond to an issue, theme, concept or idea, or work to a brief or answer a need in photography.
- Appreciation of viewpoint, composition, aperture, depth of field, shutter speed and movement
- Appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area(s) of photography.
- Understanding of techniques related to the production of photographic images and, where appropriate, presentation and layout.

### **Learning Styles and Enrichment Opportunities:**

Individual and group work; practical work and photographic appreciation activities. Students are encouraged to explore widely and produce an extensive portfolio of course work which embraces 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. We also arrange a residential visit to either Cornwall or students can participate in the Florence/Venice residential. Students will have the opportunity to work with professional photographers, to 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 entries for the prestigious Northampton University A level Art competition. Students will also 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 Photography 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 and Design such as Fashion and Textiles, Graphic Design, Fine Art, Silversmithing and Jewellery, Photography, Industrial Design, Theatre Design etc. Alternatively, A Level Photography would support many other creative areas of study at university. Employment directly related to a degree in Photography includes: Graphic Designer, Magazine Features Editor, Medical Illustrator, Photographer, Press Photographer, Television/Film Camera Operator and Film Stills Photographer. Other employment opportunities include: Advertising Art Director, Digital Marketer, Film/Videos Editor, Media Planner, Teacher/Lecturer, Visual Merchandiser and Web Designer.

## Physics (A Level)

**Exam Board:** AQA

**QAN Code:** 601/4746/5; 601/4747/7

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in both English Literature and 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.*

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

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 5 in one English subject and 4 in the other
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)**

<b>Assessed units</b>		<b>Assessment</b>	<b>Weight</b>
<b>Paper 1</b>	<b>Technical principles</b> 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
<b>Paper 2</b>	<b>Designing and making principles</b> 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
<b>Non-examined assessment (NEA)</b>	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

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 5 in one English subject and 4 in the other
GCSE Maths	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.*

<b>A Level</b>		<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	Social Influence, Memory, Attachment and Psychopathology	Written exam	33.3%
<b>Unit 2</b>	Approaches in Psychology, Biopsychology and Research Methods	Written exam	33.3%
<b>Unit 3</b>	Issues and Debates in Psychology. Three Options from the following choice: <ul style="list-style-type: none"><li>• Relationships</li><li>• Gender</li><li>• Cognition and development</li><li>• Schizophrenia</li><li>• Eating Behaviour</li><li>• Stress</li><li>• Aggression</li><li>• Forensic Psychology</li><li>• Addiction</li></ul>	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, and study three topics from a list of nine, including: gender (looking at the biological, psychological and cultural aspects of gender development), schizophrenia (the

characteristics, explanations and treatments), and Forensic Psychology (psychology applied to criminal behaviour, including profiling and dealing with offending behaviour).

**Skills Developed on Course:**

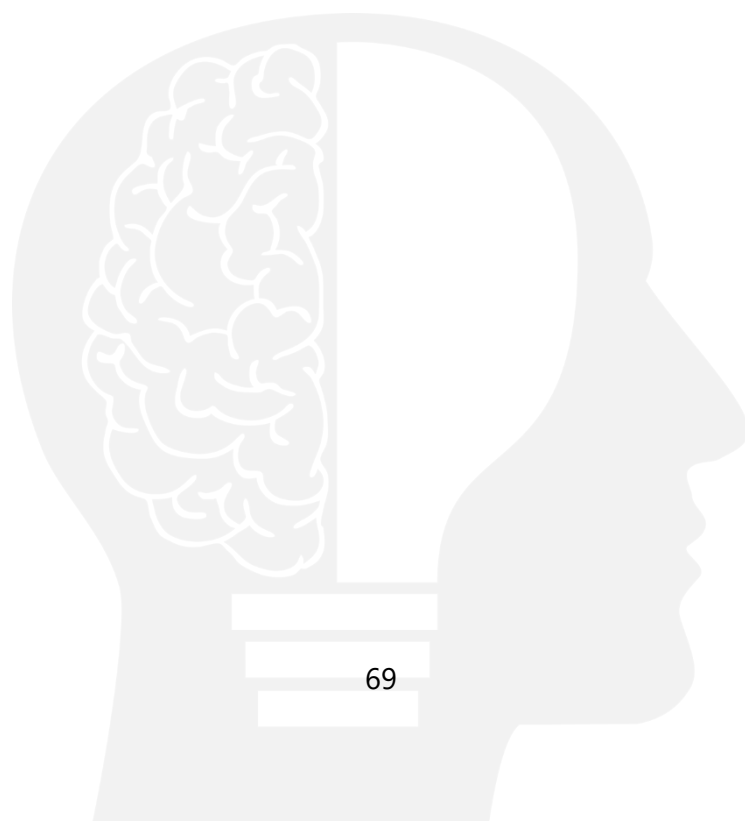
You will design and carry out research in areas of human behaviour and experience and learn how to write up a scientific report. Self-assessment and peer review is an essential skill which is developed on the course. You will develop your writing skills, as well as skills of critical analysis.

**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

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 5 in one English subject and 4 in the other
GCSE Maths	Minimum of grade 4

### **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.*

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

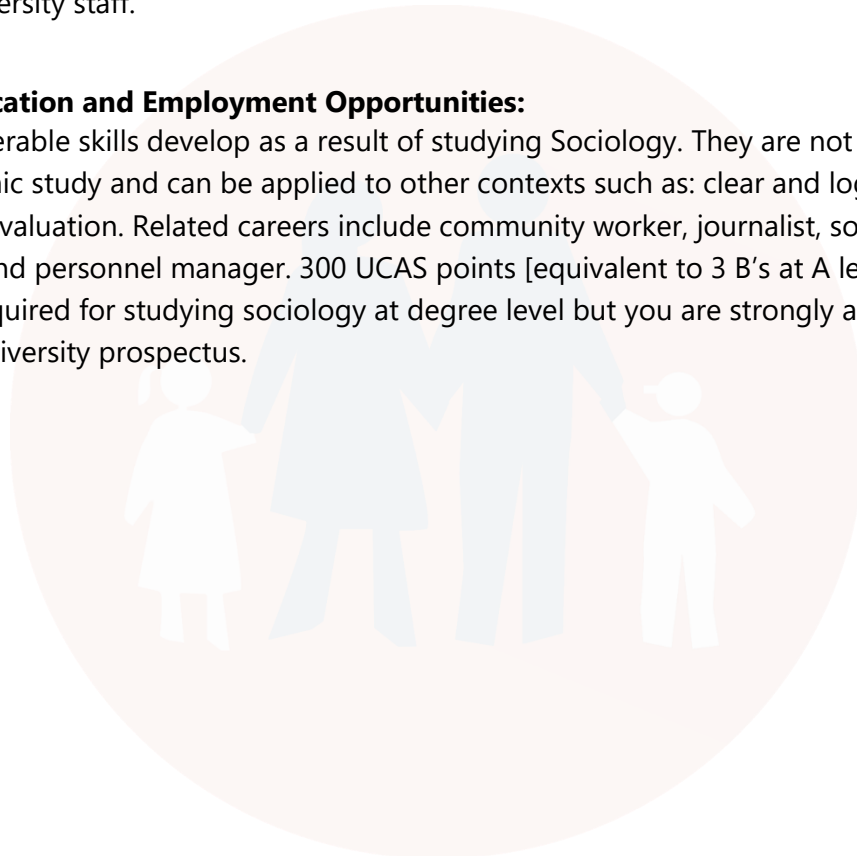
Students will learn how to analysis and apply sociological concepts to contemporary society. Students will also learn effective essay writing techniques and be encouraged to develop independent learning strategies.

**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.



## Spanish (A Level)

**Exam Board:** AQA

**QAN Code:** 601/8732/3

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 5 in one English subject and 4 in the other
GCSE Maths	Minimum of grade 4
GCSE Spanish	Minimum of grade 6

### **Course Content and Methods of Assessment:**

	<b>Unit</b>	<b>Assessment</b>	<b>Weight</b>
<b>Year 2</b> <i>ALL A Level exams are taken at the end of two years of study</i>	<b>Unit 1</b>	Listening, Reading and Writing (1)	Writing (2 hours 30 mins exam) June 160 Marks 40% of A-Level total
	<b>Unit 2</b>	Writing	Writing (2 hours exam) June 90 Marks 30% of A-Level total
	<b>Unit 3</b>	Speaking	Speaking (21-23 mins exam) late April/early May 60 Marks 30% of A-Level total

### **The course**

The course consists of a number of complementary units in which the four language skills – listening, speaking, reading and writing are developed simultaneously. The course will help you to develop your general study skills, but most of all you will learn to communicate at a higher level in Spanish. You will also learn much more about a wide range of aspects of the societies in which Spanish is spoken.

Throughout the course, students will be given the opportunity to develop their ability and confidence to communicate in Spanish.

Students will be given access to relevant published online resources and topic booklets provided by the department. At the end of each topic students will be assessed in all four skills which will give regular feedback on progress.

The first year of the course consists of two main topics which are divided into three sub-topics and the study of either a film or a literary text. All topics are relevant to young people as well as building on students' previous knowledge from GCSE.



Year 12	Aspects of Hispanic Society	<ul style="list-style-type: none"> <li>• Modern &amp; Traditional Values</li> <li>• Cyberspace</li> <li>• Equal Rights</li> </ul>
	Artistic Culture	<ul style="list-style-type: none"> <li>• Modern Day Idols</li> <li>• Spanish Regional Identity</li> <li>• Cultural Heritage</li> </ul>
	Literary Text or Film	Possibly <ul style="list-style-type: none"> <li>• Film – Ocho Apellidos Vascos</li> </ul>

Our approach is always to build on what you already know, gradually extending the range and depth of your knowledge and setting it more firmly in a Spanish context.

The second year of the A-Level course consists of the content from year 1 and a further two main topics which are divided into 3 sub-topics & the study of a literary text.

Year 13	Multiculturalism in Hispanic Society	<ul style="list-style-type: none"> <li>• Immigration</li> <li>• Racism</li> <li>• Integration</li> </ul>
	Aspects of Political Life in the Hispanic World	<ul style="list-style-type: none"> <li>• Today's Youth, Tomorrow's citizens</li> <li>• Monarchies, Republics &amp; Dictatorships</li> <li>• Popular Movements</li> </ul>
	Literary Text or Film	Possibly <ul style="list-style-type: none"> <li>• Text - Como Agua Para Chocolate</li> <li>• La Casa de Bernada Alba - Lorca</li> </ul>

### **Higher Education and Employment Opportunities:**

Students who are able to converse in a foreign language to A level standard, offer a skill which a small percentage of the population are able to offer. Of course, they are able to pursue languages at university, but an A level in language is certainly an asset within industry, especially as links with international companies expand.

## Sport (Level 3)

**Exam Board:** Pearson

**QAN Code:** 601/7218/6

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in one English subject
GCSE Maths	Minimum of grade 4

### **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%).

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

## Travel & Tourism (Level 3)

### Pearson BTEC Level 3 National extended certificate in Travel & Tourism

**Exam Board:** Pearson (Edexcel, BTEC & LCCI qualifications all awarded by Pearson)

**QAN Code:** 601/9023/1

<b>Course Entry Requirements:</b>	
GCSE English	Minimum of grade 4 in one English subject
GCSE Maths	Minimum of grade 5

### Course Content and Methods of Assessment:

<b>Units</b>		<b>Type</b>	<b>Assessment</b>	<b>Weight</b>
<b>Unit 1</b>	The world of Travel and Tourism	Mandatory (90 hours)	External Written examination set and marked by Pearson. 1.5 hours.	75 marks
<b>Unit 2</b>	Global Destinations	Mandatory (120 hours)	External A task set and marked by Pearson and completed under supervised conditions. Learners are given information two weeks before a supervised assessment period in order to carry out research. The supervised assessment period is undertaken in a single session of three hours.	60 marks
<b>Unit 3</b>	Principles of Marketing in Travel and Tourism	Mandatory (90 hours)	Internal Coursework (NEA) focusing on completing a series of reports evaluating the interrelationships of marketing and customer service activities. Then a second piece of written work demonstrating market research and then final targeted campaign for a new product to meet stated objective approx. 90 hours	Distinction /Merit / Pass
<b>Unit 4</b>	Visitor Attractions OR Events, conferences & exhibitions	Optional unit (Students complete one of two possible units. Both at 60 hours)	Internal Coursework (NEA) will involve a formal presentation and two reports which equate to approx. 60 hours work	Distinction /Merit / Pass

## **Year 12 & Year 13**

The travel and tourism industry – the travel and tourism industry in the UK is growing and is of major importance to the economy. Learners will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK.

Different types of destinations and their importance – learners will investigate the features and appeal of global destinations.

Principles of marketing in travel and tourism – learners will explore how to develop a successful marketing plan for use by travel and tourism organisations to attract and engage with customers using research data.

### **Skills Developed on Course:**

BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork and research and analysis, which are valued in both higher education and the workplace.

### **Higher Education and Employment Opportunities:**

In addition to the travel and tourism sector-specific content, the requirements of the qualification will mean that learners develop transferable skills, which are highly regarded by higher education providers and employers. The qualification will give learners transferable knowledge, understanding and broad skills such as communicating and presenting ideas. All of the content in the qualification will help prepare learners for further study. 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 learning. It combines well with a large number of subjects at Level 3, whether academic or vocational.

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: using critical thinking, approaching non-routine problems applying expert and creative solutions
- interpersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development