

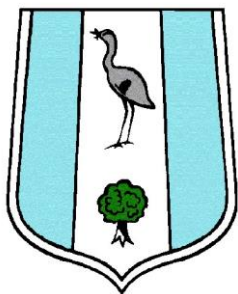
Kindness Respect Aspiration Resilience Community



SIXTH FORM

SUBJECT INFORMATION

2025 - 2026



Kindness Respect Aspiration Resilience Community

Courses for Sixth Form – September 2025

LEVEL 3 - ADVANCED LEVEL COURSES

SUBJECT	AGCE/National Courses	AS	1 A Level or Equivalent	2 A LEVELS or Equivalent
Art & Design	AGCE		✓	
Fine Art/ Graphics/ photography				
Biology	AGCE		✓	
Business	BTEC National	✓	✓	✓
Business Studies	AGCE	✓	✓	
Chemistry	AGCE		✓	
Food Science and Nutrition	AGCE	✓	✓	
DT: Product Design	AGCE		✓	
English Literature	AGCE		✓	
French	AGCE		✓	
Geography	AGCE		✓	
German	AGCE		✓	
Health and Social Care	BTEC National	✓	✓	
History	AGCE		✓	
Computing	AAQ		✓	
Mathematics	AGCE		✓	
Performing Arts	BTEC National	✓	✓	
Music Practitioners	RSL (RockSchool London)	✓	✓	
Physical Education	AGCE		✓	
Physics	AGCE		✓	
Psychology	AGCE	✓	✓	
Religious Studies; Christianity, Philosophy and Ethics	AGCE		✓	
Science (Applied)	BTEC National		✓	
Sociology	AGCE		✓	
Sport	BTEC National	✓	✓	✓
Travel and Tourism	BTEC National	✓	✓	

A LEVEL ART & DESIGN

We offer three courses in the Art department. Students can study either Fine Art, Graphic Communication or Photography. We follow AQA for all options.

Unit	Level	Module/Unit Title	Mode of Assessment	Duration	Weighting
1	A2	Personal Investigation	Internal Moderation External Verification of Marks	N/A	60%
2	A2	Externally set Examination	Internal Moderation External Verification of Marks	Preparatory period 15 hours	40%

Component 1- Personal investigation

Students are required to conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The investigation must show clear development from initial intentions to final outcome(s).

Component 2- Externally set assignment

The question paper will consist of a choice of eight questions to be used as a starting point. Students are required to select one.

FURTHER INFORMATION

These courses encourage a broad approach to the subject, which allows candidates to develop a sound grounding in several areas while still exploring the subject in depth and is intended to build on the skills, knowledge and understanding acquired by candidates taking Art at GCSE. Students can follow a broad Fine Art Course or specialise in Graphic Communication or Photography.

COURSE REQUIREMENTS

It is expected that all candidates will have gained a minimum of Grade 5 at GCSE in Art and Design in their chosen specialist area.

CONTACT NAMES

For further, more detailed information, see Mrs G Watson or another member of the Art Department.

A LEVEL BIOLOGY

Learners must complete all components (01, 02, 03, 04)

Content Overview	Assessment Overview	
Content is split into six teaching modules: • Module 1 – Development of practical skills in biology • Module 2 – Foundations in biology • Module 3 – Exchange and transport • Module 4 – Biodiversity, evolution and disease • Module 5 - Communication, homeostasis and energy • Module 6 - Genetics, evolution and ecosystems Component 01 assesses content from modules 1,2,3 and 5 Component 02 assesses content from modules 1,2,4 and 6 Component 03 assesses content from all modules (1 -6).	Biological processes (01) 100 marks 2 hour 15 minutes Written paper	37% of total A level
	Biological diversity (02) 100 marks 2 hour 15 minutes Written paper	37% of total A level
	Unified biology (03) 70 marks 1 hour 30 minutes Written paper	26% of total A level
	Practical endorsement In biology (04) (non-exam assessment)	Reported separately

All components include synoptic assessment

A LEVEL BIOLOGY

OCR H420

FURTHER INFORMATION

During the course of study, a student following the Biology AS/A level will develop an understanding of principles first met during GCSE. The course aims to develop essential knowledge of biological facts, concepts and principles. The topics develop from an understanding of the processes of life at a sub-cellular and cellular level, through to the interaction of cells to form complex intercellular organisms. The course also looks at the interaction between living organisms and their environment. Both animal and plant systems are studied during the course, providing a broad base of knowledge in preparation for further specialisation in Biology at degree level. The course can also provide training in experimental skills and design, developing abilities to undertake a line of inquiry, analyse data and form conclusions.

By studying A level in Biology, a student indicates an ability to assimilate information, obtain data experimentally and critically analyse procedures of investigation. A level Biology allows a wide variety of further studies to be undertaken in the field of life sciences and ecological sciences.

COURSE REQUIREMENTS

To ensure success at this level we students will require a grade 6-6 in GCSE Combined Science. A grade 6 in GCSE Mathematics is recommended.

CONTACT NAME

Mrs Ritchie or Ms. Wainwright

AS & A LEVEL BUSINESS STUDIES

Unit	Level	Module/Unit Title	Mode of Assessment	Duration	Weighting	
					AS	A2
AS LEVEL						
1	AS	1) What is business? 2) Managers, leadership and decision making. 3) Decision making to improve marketing performance. 4) Decision making to improve operational performance. 5) Decision making to improve financial performance. 6) Decision making to improve human resource performance.	Paper 1: Business 1 Written exam Three compulsory sections: - A – 10 multiple choice questions worth 10 marks - B – short answer questions worth 20 marks - C – two data response questions worth 25 marks each	1 hour 30 minutes 1 hour 30 minutes	80 marks 50% of AS grade 80 marks 50% of AS grade	
2	AS		Paper 2: Business 2 - Written exam - One compulsory case study consisting of approximately seven questions.	1 hour 30 minutes	80 marks 50% of AS grade	
A LEVEL						
1	A2	1) Analysing the strategic position of a business. 2) Choosing strategic direction. 3) Strategic methods: how to pursue strategies. 4) Managing strategic change	Paper 1: Business 1 Written exam Three compulsory sections: - A – 15 multiple choice questions (MCQs) worth 15 marks - B – short answer questions worth 35 marks - C – Two essay questions, choice of on from two worth 25 marks each. - D – Two essay questions, choice of one from two worth 25 marks each. Paper 2: Business 2 Written exam - Three data response compulsory questions worth approximately 33 marks and made up of three or four part questions. Paper 3: Business 3 Written exam	2 hours 2 hours 2 hours	100 marks 33.3% of A level grade 100 marks 33.3% of A level Grade 33.3% of A level Grade	

			One compulsory case study followed by approximately six questions			
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AS & A LEVEL BUSINESS STUDIES

AQA 7132

FURTHER INFORMATION

The emphasis is on studying and engaging with the business world. Students will be encouraged to follow business developments and think critically about contemporary business issues. By examining and thinking critically about real business situations as they study the subject, students will gain an insight into different contexts which will help them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding.

COURSE REQUIREMENTS

A broad general education with acceptable GCSE grades or their equivalent is needed. Business Studies at GCSE is NOT a requirement. Keenness, interest or curiosity is of equal importance.

CONTACT NAMES

Mrs E Bowker, Mrs L Myers & Miss Jenkinson

LEVEL 3 BTEC NATIONAL EXTENDED CERTIFICATE IN BUSINESS

Unit Title	Mode of Assessment
1) Exploring Business a) Explore the features of different Businesses and analyse what makes the successful b) Investigate how businesses are organised c) Examine the environment in which businesses operate d) Examine business markets e) Investigate the role and contribution of innovation and enterprise to business success	Portfolio Assignment
2) Developing a Marketing Campaign a) The role of marketing b) Using information to develop the rationale for a marketing campaign c) Planning and developing a marketing campaign	Case Study Assignment completed under Exam Conditions and Marked Externally
3) Personal and Business Finance a) Understand the importance of managing personal finance b) Explore the personal finance sector c) Understand the importance of accounting d) Select and evaluate different sources of business finance e) Break-even and cash flow forecasts f) Complete statements of comprehensive income and financial position and evaluate a business's performance	One two-hour exam
27) Work Experience in Business a) Investigate opportunities for work-related learning b) Carry out work experience in an appropriate and safe manner c) Reflect on work experience undertaken and its influence on own personal and professional development	Portfolio Assignment

FURTHER INFORMATION

This course is a qualification which provides a programme of study for a more vocational student, who prefers coursework to exams, as only 50% of the course is assessed through examination. There are 4 units to complete over 2 years, giving you the equivalent of 1-A-level.

COURSE REQUIREMENTS

4 or more GCSE grades (or equivalent) at Level 4 or above with a keen interest in Business. They also need to have good time management skills and the ability to adhere to strict deadlines.

CONTACT NAMES

Mrs E Bowker, Mrs L Myers & Miss Jenkinson

LEVEL 3 BTEC NATIONAL DIPLOMA IN BUSINESS

All the units for the Level 3 BTEC National Extended Certificate in Business must be completed as well as the four units below

Unit Title	Mode of Assessment
4) Managing an Event a) Explore the role of an event organiser b) Investigate the feasibility of a proposed event c) Develop a detailed plan for a business or social enterprise event d) Stage and manage a business or social enterprise event e) Reflect on the running of the event and evaluate own skills development	Portfolio Assignment
5) International Business a) Explore the international context for business operations b) Investigate the international economic environment in which business operates c) Investigate the external factors that influence international business d) Investigate the cultural factors that influence international business e) Examine the strategic and operational approaches to developing international trade	Portfolio Assignment
6) Principles of Management a) The definitions and functions of management b) Management and leadership styles and skills c) Managing human resources d) Factors influencing management, motivation and performance of the workforce e) Impact of change f) Quality management	Case Study Assignment completed under Exam Conditions and Marked Externally
8) Recruitment and Selection Process a) Examine how effective recruitment and selection contribute to business success b) Undertake a recruitment activity to demonstrate the processes leading to a successful job offer c) Reflect on the recruitment and selection process and your individual performance	Portfolio Assignment

FURTHER INFORMATION

This course is a qualification which provides a programme of study for a more vocational student, who prefers coursework to exams, as only 38% of the course is assessed through examination. There are 8 units to complete over 2 years, giving you the equivalent of 2-A-levels.

COURSE REQUIREMENTS

4 or more GCSE grades (or equivalent) at Level 4 or above with a keen interest in Business. They also need to have good time management skills and the ability to adhere to strict deadlines.

CONTACT NAMES

Mrs E Bowker, Mrs L Myers & Miss Jenkinson

A LEVEL CHEMISTRY

Overview of A Level in Chemistry A (H432)

Learners must complete all components (01, 02, 03, 04)

Content Overview	Assessment Overview	
Content is split into six teaching modules: - Module 1 – Development of practical skills in chemistry - Module 2 – Foundations in chemistry - Module 3 – Periodic table and energy - Module 4 – Core organic chemistry - Module 5 – Physical chemistry and transition elements - Module 6 – Organic chemistry and analysis Component 01 assesses content from modules 1,2,3 and 5 Component 02 assesses content from modules 1,2,4 and 6 Component 03 assesses content from all modules (1 -6).	Periodic table, elements and physical chemistry (01) 100 marks 2 hour 15 minutes Written paper	37% of total A level
	Synthesis and analytical techniques (02) 100 marks 2 hour 15 minutes Written paper	37% of total A level
	Unified chemistry (03) 70 marks 1 hour 30 minutes Written paper	26% of total A level
	Practical endorsement In chemistry (04) (non exam assessment)	Reported separately

All components include synoptic assessment

FURTHER INFORMATION

To achieve an 'AS' Level GCE, candidates study Modules 1, 2, 3 and 4. To achieve an 'A' Level GCE Certificate candidates study Modules 5 and 6.

Chemistry is a subject that influences every aspect of life. As a subject it holds great depth and breadth of knowledge, but still further development can be expected. The study of substances and their effects on each other, Chemistry feeds into a wide variety of other subjects from Physics to Medicine and into all the technologies. The contributions of Chemists include better medicines, improved fibres and improved food production, developments in communications, new materials for construction and new sports and leisure goods. Practical investigation is an essential component of this subject.

COURSE REQUIREMENTS

To ensure success at this level we students will require a grade 6-6 in GCSE Combined Science. A grade 6 in GCSE Mathematics is recommended.

CONTACT NAMES

Mrs Thompson, Mr Wilson

LEVEL 3 FOOD SCIENCE AND NUTRITION CERTIFICATE AND DIPLOMA

Qualification structure and content

The WJEC Level 3 Diploma in Food Science and Nutrition is made up of five units:
WJEC Level 3 Diploma in Food Science and Nutrition
It is assessed as A*- E

Unit	Unit Title	Assessment	Mandatory or Optional
1	Meeting the Nutritional Needs of Specific Groups	External	Mandatory
2	Meeting the Nutritional Needs of Specific Groups	Internal	Mandatory
3	Ensuring Food is Safe to Eat	External	Mandatory
4	Experimenting to Solve Food Production	Internal	Optional
5	Current Issues in Food Science and Nutrition	Internal	Optional

Unit 1 will enable the learner to demonstrate an understanding of the science of food safety, nutrition, and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

Unit 2 allows learners to develop their understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again, practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

Studying one of the two optional units allows learners the opportunity to study subjects of particular interest or relevance to them, building on previous learning and experiences.

Learners who do not wish to take the full Level 3 Diploma in Food Science and Nutrition may be interested in the Level 3 Certificate in Food Science and Nutrition comprising one mandatory unit.

Assessment

The WJEC Level 3 Diploma in Food Science and Nutrition is assessed through a combination of a written exam and external assignment set and marked by WJEC and two centre marked assignments.

PROGRESSION IN FUTURE STUDY

Together with relevant Level 3 qualifications such as AS and A Levels in Biology, Chemistry, Sociology and Maths and/or Level 3 qualifications in Hospitality or Science, learners will gain the required knowledge to progress to higher education degree courses, such as:

BSc Food and Nutrition
 BSc Human Nutrition
 BSc (Hons) Public Health Nutrition
 BSc (Hons) Food Science and Technology

LEVEL 3 FOOD SCIENCE AND NUTRITION CERTIFICATE AND DIPLOMA

CAREER CHOICES: NUTRITIONIST, SPORTS COACHES AND THE FOOD INDUSTRY

(hotels, restaurants, food manufacturers and government agencies)

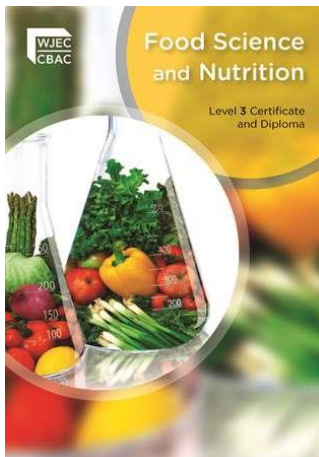
An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.

COURSE REQUIREMENTS

Preferably a grade 6 or higher in GCSE Food Preparation and Nutrition or Food Technology or an acceptable alternative. A grade 5 in GCSE Science is advantageous.

CONTACT NAMES

Mrs. Anderson and Mrs. Woods



A LEVEL DT PRODUCT DESIGN

	Unit	Level	Module/Unit Title	Mode of Assessment	Duration	Award %
Year 12	N/A	N/A	Design assignment undertaken. 1. Architecture eg street furniture. 2. Lighting Design.	Mock Coursework	1 term 1 term	N/A
Year 12	N/A	N/A	Theory to include: Principles of DT: Materials Processing and Design CAD/CAM	Mock Exam Regular testing	2 terms	N/A
Year 13	1	A2	Principles of Design and Technology. Advanced study of materials, processes and components related to the design and manufacture of products. Design History.	Exam	2 terms Exam 2 ½ hours	50%
Year 13	2	A2	Independent design and make task.	Coursework	80 hours	50%

N.B. The A level coursework will start after May half term in Year 12.

A LEVEL DT PRODUCT DESIGN

Edexcel 9DTO

FURTHER INFORMATION

The study of design technology seeks to prepare students to participate confidently and successfully in an increasingly technological world. The subject encourages students to be creative, innovative, critical and resilient designers. It also helps students to be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

An A Level in Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students opportunities to apply knowledge from other disciplines, including mathematics, science, art and design, computing and the humanities.

- Students will be encouraged to apply knowledge and understanding of a wide range of materials; including modern and smart materials and processes used in product design and manufacture.
- They will be encouraged to develop an understanding of contemporary industrial and commercial practices applied to designing and manufacturing products and to appreciate the risks involved.
- Students will be encouraged to develop a good working knowledge of health and safety procedures and relevant legislation.
- Students will be encouraged to develop a sound working knowledge of the use of ICT and systems and control, including modern manufacturing processes and systems and students will be expected to understand how these might be applied in the design and manufacture of products.
- Designers from the past provide inspiration for present and future designing. Students will be encouraged to develop an awareness of the important contribution that key historical movements and figures have on modern design thinking.
- Students will be encouraged to develop an awareness of wider issues in design and technology; that design and technological activities can have a profound impact on the environment and on society and that these, together with sustainability, are key features of design and manufacturing practice.
- Mathematical and scientific principles are an important part of designing and developing products and students will be encouraged to apply these principles when considering the designs of others.

This course supports a wide range of career progression routes. Many students have left to join university courses in architecture, engineering, structural engineering, interior design, graphic design, product design, industrial design and many more.

COURSE REQUIREMENTS

6 or higher in GCSE DT or Art. At least 5 in Maths and English. Individual cases are considered on merit if these requirements are not fully satisfied.

CONTACT NAME

Mr M Creasey

BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN PERFORMING ARTS

The 2-year course comprises of the following units:

UNIT NUMBER	UNIT TITLE	MANDATORY / OPTIONAL	HOW IT IS ASSESSED
1	Investigating Practitioners' Work	Mandatory 25% of BTEC	Externally assessed through written exam using prepared notes.
2	Developing Skills and Techniques for Live Performance	Mandatory 25% of BTEC	Internally assessed. Written research project. Skills development in acting or dance performance. Written evidence evaluating and analysing the skills development that has taken place.
3	Group Performance Workshop	Mandatory 33% of BTEC	Externally assessed through performance work (dance or acting) and written assessment of development of performance.
One of the following optional units will be studied in addition to the above mandatory units.			
10	Jazz Dance Technique	Optional 16% of BTEC	Internally assessed through Performance work and written assessment of the development of Jazz technique.
12	Contemporary Dance Technique	Optional 16% of BTEC	Internally assessed through performance work and written assessment of the development of Contemporary dance technique.
19	Acting Styles	Optional 16% of BTEC	Internally assessed through performance work and written assessment of different acting styles.
20	Developing Voice for Performance	Optional 16% of BTEC	Internally assessed through performance work and written assessment of different use of voice in performance.
27	Musical Theatre Techniques	Optional 16% of BTEC	Internally assessed through performance work and written assessment of musical theatre techniques.

BTEC LEVEL 3 NATIONAL CERTIFICATE IN PERFORMING ARTS

FURTHER INFORMATION

Level 3 National Extended Certificate in Performing Arts is for students who are interested in learning about the performing arts sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in performing arts. Students will choose to follow a dance or acting pathway at the start of the course and will experience a range of performance workshop style sessions which will ultimately lead to a performance to an audience.

COURSE REQUIREMENTS

It is expected that all candidates will have gained a minimum of grade 4 or above at GCSE or a level 2 merit in performing arts, drama or dance courses. Students should have shown an interest, aptitude and skill by participation in extracurricular performing arts events and workshops.

CONTACT NAME

Mrs Davenport and Mrs Marnie

A LEVEL ENGLISH LITERATURE

A LEVEL						
1	A	Aspects of Tragedy Literary Genres	Exam	2 hours 30 minutes (closed book)	40%	
2	A	Elements of political and social protest writing	Exam	3 hours (Open book and unseen text)	40%	
3	A	Non-exam assessment: Theory and independence	Coursework	Two essays of 1,250 – 1,500 words each	20%	

A LEVEL ENGLISH LITERATURE

AQA B (7717)
A Level English Literature
AQA (Syllabus B English Literature 7717)

FURTHER INFORMATION

Genre study and the study of critical theory is at the heart of this syllabus. Looking at texts as generic work involves connecting individual texts with others, as the whole idea of genre is a connective one. In Year 12 we use the genre of tragedy to examine text and in Year 13 we look at Political and Social Writing and complete a non-examined assessment which is worth 20% of the overall mark. To be successful in this course students must be avid readers of English Literature and have an open and questioning mind. The range of literature on offer is diverse, challenging and extremely exciting but a great deal of focused independent work is required. We would recommend spending at least five hours a week on independent work.

The texts for examination are as follows:

Othello by William Shakespeare
Death of a Salesman by Arthur Miller
Selected Poems by John Keats
Songs of Innocence and Experience by William Blake
The Handmaid's Tale by Margaret Atwood
The Kite Runner by Khaled Hosseini

The A level non-exam assessment consists of two essays each consisting of between 1,250 – 1,500 words. This component is designed to allow students to read widely, to choose their own books (if appropriate) and to understand that contemporary study of literature needs to be informed by the fact that different theoretical and critical methods can be applied to the subject. The process is supported by the AQA Critical anthology, which has accessible extracts on the following critical methods and ideas:

Narrative theory	Eco-critical theory
Feminist theory	Post-colonial theory
Marxist theory	Literary value and the canon.

Students write about two different literary texts. One of the texts must be poetry and the other must be prose.

COURSE REQUIREMENTS

To stand a good chance of success at this level, we recommend that candidates have achieved a Grade B in GCSE English and English Literature. A passion for literature and reading as well as a desire to explore and discuss ideas is imperative.

CONTACT NAME

Mrs L Jeeves, Mr Murdoch

A LEVEL FRENCH

AS Level – 1 year

Unit	Level	Module/Unit Title	Mode of Assessment	Duration	% of exam
1	AS	Listening, Reading and Writing	Written Examination	1 hour 45 minutes	45%
2	AS	Writing	Written Examination	1 hour 30 minutes	25%
3	AS	Speaking	Speaking Examination	27-29 minutes (including 15 minutes preparation time)	30%

A Level – 2 years

Unit	Level	Module/Unit Title	Mode of Assessment	Duration	% of exam
1	A Level	Listening, Reading and Writing	Written Examination	2 hours 30 minutes	50%
2	A Level	Writing	Written Examination	2 hours	20%
3	A Level	Speaking	Speaking Examination	21-23 minutes (including 5 minutes preparation time)	30%

A LEVEL FRENCH

FURTHER INFORMATION

AS - 7651

Paper 1 – Listening/reading/writing

What's assessed

- Aspects of French-speaking society
- Artistic culture in the French-speaking world
- Grammar
- Translation into English; a passage of minimum 70 words

Paper 2: Writing

What's assessed

- One text or one film from the lists in the specification
- Grammar
- Translation into French; a passage of minimum 70 words (15 marks).
- Either one essay in French on a set text from a choice of two questions or one essay in French on a set film from a choice of two questions (35 marks).
- All questions will require a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.
- Students are advised to write approximately 250 words for the essay.

Paper 3: Speaking

What's assessed

- Discussion of two sub-themes (6 – 7 minutes on each) with the discussion based on a stimulus card for each sub-theme. The student studies the cards for 15 minutes before the test begins. One sub-theme from Aspects of French speaking society and one sub-theme from artistic culture in the French-speaking world.

A2 - 652

Paper 1: Listening, reading and writing

What's assessed

- Aspects of French-speaking society
- Artistic culture in the French-speaking world
- Multiculturalism in French-speaking society
- Aspects of political life in French-speaking society
- Grammar
- Translation into English; a passage of minimum 100 words
- Translation into French; a passage of minimum 100 words

Paper 2: Writing

What's assessed

- One text and one film or two texts from the list set in the specification
- Grammar
- Either one essay in French on a set text from a choice of two questions and one essay in French on a set film from a choice of two questions or two essays in French on set texts from a choice of two questions on each text.
- All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).
- Students are advised to write approximately 300 words per essay

Paper 3: Speaking

What's assessed

- Individual research project
- One of four sub-themes i.e. Aspects of French-speaking society or Artistic culture in the French-speaking world Multiculturalism in French-speaking society or Aspects of political life in French speaking society.

COURSE REQUIREMENTS

To stand a good chance of success at this level, we recommend that candidates should have achieved at least a Grade 6 at GCSE.

CONTACT NAME

Mr A.Sutcliffe / Mrs L Suckling

A LEVEL GEOGRAPHY

Unit	Level	Module/Unit Title	Mode of Assessment	Duration	Weighting
FIELDWORK IS AN IMPORTANT PART OF THIS SPECIFICATION					
A Level					
1		<u>Changing Landscapes and Changing places</u> Section A: Changing Landscapes Section B: Changing Places	External Exam	1 hour 45 minutes	20.5%
2		<u>Global Systems and Global Governance</u> Section A: Global Systems (Water and carbon cycles) Section B: Global Governance: Change and Challenges (Global migration and global governance of world's oceans) Section C: 21st Century Challenges	External Exam	2 hours	27.5%
3		<u>Contemporary Themes in Geography</u> Section A: Tectonic Hazards Section B: Contemporary themes Energy challenges and Dilemmas Weather and climate	External Exam	2 hours 15 minutes	32%
4		<u>Independent Investigation</u> 3000-4000 words	Non exam assessment		20%

FURTHER INFORMATION

The A Level modules include opportunities for candidates to study selected aspects of physical and human geography at greater depth, and to develop their investigative and decision-making skills.

Our fieldwork programme varies year on year. Each student will spend a minimum of two days collecting primary data in the field for each year of study. Residential visits are organised where possible.

COURSE REQUIREMENTS

The main course requirement is an enjoyment of Geography. Grade 6 or above in GCSE Geography is the expected standard. It is also desirable for students to achieve at least a grade 6 in Maths.

A LEVEL GEOGRAPHY

Component information:

Component 1: Changing Landscapes and Changing places

Section A: Changing Landscapes

Involves the study of coastal landscapes developed by the interaction of winds, waves and currents and the sediment supply from terrestrial and offshore sources. Study takes place within a systems framework, focusing on spatial and temporal variations in the geomorphological processes that operate within coastal landscapes and how the flows of energy and movement of materials combine to create specific landforms on rocky, sandy and estuarine coastlines. Scale in this theme is fundamentally at the local level but includes a wider region to put the local into context. Some content moves beyond the local to the global to embrace a variety of landscapes not evident in the UK, for example the study of mangrove coastlines.

Section B: Changing Places

Focuses on places and their dynamic characteristics. While the UK and especially the place(s) where the learner lives / lived and / or studies are the context for study, appropriate examples from different regional and national contexts may be used, both in class and in field studies. 'Place' is a portion of geographic space to which meaning has been given by people. Different places have distinct characteristics due to their natural features and the landscapes that people have created. Places change over time and develop layered history. This history helps to shape the identity and 'personality' of a place. The identity is also shaped by the relationship to other places at a range of scales. A place, such as London's Trafalgar Square or the Lake District, may symbolise different things for different people. Places can evoke feelings of nostalgia, pride, hope, adventure, tranquillity or fear. Places are a vital part of the learners' own lives and the lives of others.

Component 2: Global Systems and Global Governance

Section A: Global Systems (Water and carbon cycles)

Based on the physical processes which control the cycling of both water and carbon between land, oceans and the atmosphere. It takes place within a systems framework to emphasise the integrated nature of land, oceans and atmosphere, so that learners can gain an understanding of the key role played by the carbon and water cycles in supporting life on Earth. Systems operate at a range of temporal scales (seconds to millions of years) and space (plant to global) scales.

Section B: Global Governance: Change and Challenges (Global migration and global governance of world's oceans)

This theme covers global change and challenges, patterns of global migration; a global flow which has historically had a major impact on most countries. Technological developments have accelerated migration over time, giving rise to a shrinking world. This brings opportunities and challenges to different localities. The global governance of the Earth's Ocean looks at global flows that cross oceans include container shipping, oil tankers, broadband networks and illegal movements of people and goods. The oceans also function as a global common for waste. Over time, nations have recognised the strategic importance of oceans. Throughout this section, learners are encouraged to reflect on how connectivity has linked people, places and environments across the globe, involving movements of goods, people, technology and ideas. While globalisation is sometimes characterised as a borderless world, in reality a growing number of national and international laws and conventions have been introduced. These laws and conventions aim to manage global systems and the consequences they bring to people, places and environments around the world, which are often tied to issues of power, justice and inequality. Systems operate at a range of temporal scales and space (local to global) scales.

A LEVEL GEOGRAPHY

Section C: 21st Century Challenges

This section will focus on learners' ability to draw together elements from across the course.

Component 3: Contemporary Themes in Geography

Section A: Tectonic Hazards

This theme is based on a study of the structure of the Earth and the processes operative within the asthenosphere and lithosphere. These processes and their distribution are closely related to tectonic activity at plate boundaries. Tectonic hazards include primary hazards of volcanic and seismic events and secondary hazards resulting from both. Tectonic hazards have various effects on people and operate at a range of spatial and temporal scales. Steps can be taken to prepare for, adapt to and respond to tectonic hazards by employing a variety of strategies. The vulnerability of people to tectonic hazards can lead to some events turning into disasters.

Section B: Contemporary themes

Energy challenges and Dilemmas

This theme covers the classification and distribution of energy resources and the physical factors determining their supply. Reasons for the growing demand for energy are explored, together with the issues associated with the management of energy supplies. Factors influencing a country's energy mix are examined, including the link with development. The traditional energy sources used in developing countries pose challenges which are being addressed through appropriate technology. Attempts to provide sustainable solutions require co-operation between governments, energy providers and individuals working together to implement international, national and local strategies. The objective is to provide clean, green energy supplies at affordable costs that are socially equitable.

Weather and climate

This theme begins with a global perspective on how the world's atmospheric systems lead to a variety of distinctive climatic types. It then focuses on the UK to explore how contrasting air masses and variable weather systems lead to one of the most changeable climates in the world. The contrasting weather systems can lead to the occurrence of weather and climate hazards, with some areas more at risk than others, or showing less resilience and more vulnerability to their impacts. Strategies of mitigation and adaptation are used to manage these weather and climate hazards, which show a rising trend as a result of short-term climate changes leading to more extremes of weather. With increasing urbanisation many areas now have distinctive urban climates in terms of weather and atmospheric quality. Globally, the challenges of climate change and the possibility of reaching a tipping point in terms of global warming provide challenges for the world to manage.

Component 4: Independent Investigation

The non-exam assessment is integral to A level Geography and contributes 20% to the overall final assessment. This component requires a single independent investigation by each learner and involves, but need not be restricted to, fieldwork. The focus of the investigation must be derived from the specification content in Components 1 and 2 or the optional themes in Component 3. The independent investigation builds on the fieldwork developed throughout the specification and the requirements to relate fieldwork to knowledge and understanding of the six stages of the enquiry process. The fieldwork enables learners to carry out field (primary) data collection and this can form the basis of the independent investigation.

CONTACT NAMES

Mrs J Shaw / Mr N Wood

A LEVEL GERMAN

AS Level – 1 year

Unit	Level	Module/Unit Title	Mode of Assessment	Duration	% of exam
1	AS	Listening Reading And Writing	Written Examination	1 hour 45 minutes	45%
2	AS	Writing	Written Examination	1 hour 30 minutes	25%
3	AS	Speaking	Speaking Examination	27-29 minutes (including 15 minutes preparation time)	30%

A Level – 2 years

Unit	Level	Module/Unit Title	Mode of Assessment	Duration	% of exam
1	A Level	Listening, Reading and Writing	Written Examination	2 hours 30 minutes	50%
2	A Level	Writing	Written Examination	2 hours	20%
3	A Level	Speaking	Speaking Examination	21-23 minutes (including 5 minutes preparation time)	30%

A LEVEL GERMAN

FURTHER INFORMATION

AS - 7661

Paper 1 – Listening/reading/writing

What's assessed

- Aspects of German-speaking society
- Artistic culture in the German-speaking world
- Grammar
- Translation into English; a passage of minimum 70 words

Paper 2: Writing

What's assessed

- One text or one film from the lists in the specification
- Grammar
- Translation into German; a passage of minimum 70 words (15 marks).
- Either one essay in German on a set text from a choice of two questions or one essay in German on a set film from a choice of two questions (35 marks).
- All questions will require a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.
- Students are advised to write approximately 250 words for the essay.

Paper 3: Speaking

What's assessed

- Discussion of two sub-themes (6 – 7 minutes on each) with the discussion based on a stimulus card for each sub-theme. The student studies the cards for 15 minutes before the test begins. One sub-theme from Aspects of German speaking society and one sub-theme from artistic culture in the German-speaking world.

A2 - 7662

Paper 1: Listening, reading and writing

What's assessed

- Aspects of German-speaking society
- Artistic culture in the German-speaking world
- Multiculturalism in German-speaking society
- Aspects of political life in German-speaking society
- Grammar
- Translation into English; a passage of minimum 100 words
- Translation into German; a passage of minimum 100 words

Paper 2: Writing

What's assessed

- One text and one film or two texts from the list set in the specification
- Grammar
- Either one essay in German on a set text from a choice of two questions and one essay in German on a set film from a choice of two questions or two essays in German on set texts from a choice of two questions on each text.
- All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film).
- Students are advised to write approximately 300 words per essay

Paper 3: Speaking

What's assessed

- Individual research project
- One of four sub-themes i.e. Aspects of German-speaking society or Artistic culture in the German-speaking world or Multiculturalism in German-speaking society or Aspects of political life in German speaking society.
- Discussion of a sub-theme with the discussion based on a stimulus card (5 – 6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- Presentation (2 minutes) and discussion (9 – 10 minutes) of individual research project (35 marks).

COURSE REQUIREMENTS

To stand a good chance of success at this level, we recommend that candidates should have achieved at least a Grade 6 at GCSE.

CONTACT NAMES

Mr A Sutcliffe / Mrs L Suckling

LEVEL 3 BTEC HEALTH AND SOCIAL CARE

BTEC Level 3 National Extended Certificate in Health and Social Care

Introduction

The course on offer is broad and varied. It not only covers the main aspects of the Health and Social Care industry but also encompasses more general matters such as equal opportunities, the importance of good communication and the wider issues which impact on the health and wellbeing of society.

There is the study of how we grow and develop through the life stages and theories to support why we might do so in a particular way. Also, the study of human biology and disorders such as diabetes and coronary heart disease and how they impact on the lives of the individual.

This course can lead to further study or employment within the Health and Social Care Sector. Previous students have progressed to qualifications in teaching, nursing, midwifery, occupational therapy, speech and language services, paramedic sciences and physiotherapy.

Some have used the qualification as a general entry requirement alongside other A 'levels when applying for other courses in Higher Education including primary teaching.

BTEC Level 3 National Extended Certificate in Health and Social Care **BTEC Level 3 National Certificate in Health and Social Care**

The full four-unit course is equivalent to 1 A 'level
Completion of Units 1 & 3 would be equivalent to an AS level

3 MANDATORY UNITS	
Unit 1	Human Lifespan development (Exam May Year 12)
Unit 2	Human Biology and Health (Exam Jan Year 13)
Unit 3	Principles of Health and Social Care Practice (Year 12)

OPTIONAL SPECIALIST UNITS Internally assessed (coursework) One unit must be taken	
Unit 5	Promoting Health Education (Year 13)

Unless identified, the units are internally assessed (coursework)

CONTACT NAME

Mrs L Bramley

A LEVEL HISTORY

Level	Module/unit title		Time	%OF TOTAL GRADE
AS – YEAR 1: Democracies in change: Britain and the USA in the twentieth century				
AS	Themes (breadth) and historical interpretations (depth): Britain Transformed 1918-79 The impact of Thatcher's governments 1979-90 on Britain 1979-97	Exam	2h 15m	30%
	Depth Study: The USA, c1920–55: boom, bust and recovery	Exam	1h 30m	20%
A2 – YEAR 2				
A2	Breadth and depth study: Rebellion and disorder under the Tudors 1485-1603	Exam	2h 15m	30%
	Coursework 1917 Russian revolution	Coursework	3-4,000 word essay	20%

FURTHER INFORMATION

The main aim of the course is to develop students' historical skills through the study of 3 significant periods of History. In addition, there is a piece of coursework based on a students' particular area of interest in which they will critically assess the interpretations of Historians. Throughout their studies students will be supported and encouraged to develop independent learning skills and to engage with current historical debates.

AS UNITS are linked by the theme of Democracies in change: Britain and the USA in the twentieth century.

In the twentieth century, liberal democracies came under increasing challenge from both within and without. Studying two different countries allows students to develop a greater understanding of the challenges experienced by Britain and the USA, and of the contrasts and similarities in the responses.

A LEVEL HISTORY

UNIT 1: BRITAIN TRANSFORMED 1918-97

This option comprises a study in breadth, in which students will learn about the extent to which Britain was transformed politically, socially, economically and culturally in the years 1918–79. The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1918–79. This option also contains a study in depth of historical interpretations on a broad question, which is contextualised by, and runs on from, the themes: what impact Thatcher's governments had on Britain, 1979–97.

UNIT 2: The USA, 1920–55: boom, bust and recovery

This option comprises a study in depth of economic and social change in the USA from the post-war boom of the 1920s, through depression, recovery and war, to the transformation of many aspects of US society in the years immediately after 1945. Students will gain an in-depth understanding of economic change and its long-term effects, the growing demands by black Americans for social equality, and the cultural changes driven by individuals and by technological change.

A2 STUDY UNITS

UNIT 3: A2 Rebellion and disorder under the Tudors 1485-1603

Together, the breadth and depth topics explore the nature of rebellion and disorder under the Tudors and the way the various challenges were met, the nature of change in government over the period and the changing relationship between the Crown and key sections of society. The option enables students to explore the way in which, despite a shaky start, the Tudors were able to establish their dynasty as one of the most powerful England has seen.

UNIT 4: Coursework unit (Russian Revolution 1917)

The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment. The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view of their subject matter and also be expected to analyse, explain and evaluate the interpretations of three historians.

The range of skills and content of the A-Level course will form a strong foundation for students wanting to study History at a higher level. History A-level is seen as a sound basis for those wanting to follow a wide range of careers including Law, Education and business.

COURSE REQUIREMENTS

The key course requirement is that you have a keen interest in History. At least a grade 6 in GCSE History is the academic requirement.

CONTACT NAMES

Mr A Cammish, Mr A Wright, Mrs M Morrell

LEVEL 3 Cambridge Advanced National in Computing: Application Development

Subject Code: H129

One A level equivalent
THIS IS A TWO-YEAR COURSE

Unit	Module/Unit Title	Mode of Assessment
<u>Year 1</u>		
F160	Fundamentals of Applications (Mandatory)	Examination
F162	F162 Design Communication UI,UX Solutions (Mandatory)	Coursework
F164	Website Development	Coursework
<u>Year 2</u>		
F161	Developing Application software (Mandatory)	Examination
F163	Game Development	Coursework

Course requirements

The OCR Level 3 Cambridge Advanced National in Computing: Application Development builds on from knowledge and skills developed in KS3 and KS4. If you have **not** studied Computing or ICT at KS4 you can still access this course, if you have a proficient level of general computer skills, capability and commitment developed from other KS4 courses and a *grade 4 or higher in English and Maths*.

Who is this qualification for?

The Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in Computing: Application Development (Certificate) is for students aged 16-19 years old. It will develop knowledge, understanding and skills that will help prepare you for progression to undergraduate study when taken alongside other qualifications and are relevant to the ICT practitioners sector.

You might be interested in this qualification if you want a small qualification that builds applied or practical skills, to take alongside and enhance your A Levels or other Level 3 qualifications.

You will have the opportunity to apply what you learn to real-life contexts, such as:

- Interpreting client requirements and documenting ideas. • Planning and designing UX/UI solutions.
- Communicating UX/UI solutions to clients. The qualification will also help you develop independence and confidence in using skills that are relevant to the sector and that prepare you for progressing to university courses where independent study skills are needed. You will develop the following transferable skills that can be used in both higher education and other life and work situations:
- Communicating effectively with individuals or groups. Communicating effectively with clients and other stakeholders is important in the ICT practitioner's sector. It is also a vital life-skill and important for progressing to and in, higher education.
- Creativity. You will demonstrate creativity when exploring and generating ideas, making connections to find imaginative solutions and outcomes that are of value.

- Critical thinking and problem solving. You will explore the options, tools and techniques to tackle problems and use critical thinking skills to select the most appropriate way to proceed. You will plan and design solutions, checking the outcome to see if the problem has been resolved.
- Independent learning. You will spend time outside of lessons learning how to use different software packages to create solutions to problems.
- Time management. It is important both in higher education and the ICT practitioners' sector that projects are delivered on time. You will learn how to use project planning tools to effectively plan projects

Structure

There are **two examinations** in this course. You will have two sittings for each examination, and the best result will carry forward to the final qualification.

There is a project-based approach to the three coursework units, where you will plan, design and then develop electronic products. These are assessed by your teachers, internally moderated and then externally moderated by the examination board.

Units will be delivered by specialist teachers and all information regarding the course, deadlines and learning objectives are provided at the beginning of the course and using our VLE.

Cambridge Advanced National in Computing: Application Development - **H129** is equivalent to **one A level** - to achieve this, you must achieve enough points from the two mandatory examined units and three coursework units. An **A/s equivalent qualification** – is available if the candidate has achieved enough points in the first mandatory examination as well as enough points for the first mandatory coursework unit. Grading is based on a points system, where the total accumulated points dictate the final grade.

The table below identifies the UCAS points for the qualification.

COMPUTING: APPLICATION DEVELOPMENT		
GRADE	UCAS TARIFF	GCE Equivalent
DISTINCTION*	56	A*
DISTINCTION	48	A
MERIT	32	C
PASS	16	E

Candidates achieving an OCR Level 3 AAQ will receive a certificate listing the units and grades achieved. Each unit is graded Fail, Pass, Merit, Distinction. Candidates will also receive a full award certificate giving the qualification title with the overall grade awarded. Each full award will have an overall grade of Pass, Merit, Distinction or Distinction* allocated depending on a candidate's achievements at unit level.

CONTACT NAME

Mr K Li

LEVEL 3 Cambridge Advanced National in IT: Data Analytics

Subject Code: H119

One A level equivalent
THIS IS A TWO-YEAR COURSE

Unit	Module/Unit Title	Mode of Assessment
Year 1		
F200	Fundamentals of Data (Mandatory)	Examination
F202	Spreadsheet Modelling (Mandatory)	Coursework
F204	Data and the IOE	Coursework
Year 2		
F201	Big Data and Machine learning Exam (Mandatory)	Examination
F206	Data and digital marketing	Coursework

Course requirements

The OCR Level 3 Cambridge Advanced National in IT: Data Analytics builds on from knowledge and skills developed in KS3 and KS4. If you have **not** studied Computing or ICT at KS4 you can still access this course, if you have a proficient level of general computer skills, capability and commitment developed from other KS4 courses and a *grade 4 or higher in English and Maths*.

Who is this qualification for?

Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced National in IT: Data Analytics (Certificate) is for students aged 16-19 years old. It will develop knowledge, understanding and skills that will help prepare you for progression to undergraduate study when taken alongside other qualifications and are relevant to the information technology sector.

You might be interested in this qualification if you want a small qualification that builds applied or practical skills, to take alongside and enhance your A Levels or other Level 3 qualifications.

You will have the opportunity to apply what you learn to real-life contexts, such as: • Planning, developing and reviewing spreadsheet data models that meet the needs of a client.

The qualification will also help you develop independence and confidence in using skills that are relevant to the sector and that prepare you for progressing to university courses where independent study skills are needed.

You will develop the following transferable skills that can be used in both higher education and other life and work situations:

- Developing communication skills through having to communicate ideas in different ways to different stakeholders, much as you might be expected to in equivalent real-life situations.
- Developing creativity through opportunities for planning creative solutions that meet the needs of different clients or end-users in the NEA unit.
- Developing skills of project-based working in the NEA unit. You are required to

complete individual tasks that combine to form a larger project. Managing different aspects of a project effectively to ensure the success of the whole project is something you will likely encounter should you go on to work in similar projects in higher education or work situations.

- Developing skills of time management. Time management is an important aspect of completing projects successfully. You will need to manage your time effectively in the NEA unit to ensure the needs of a client are met.
- Developing skills of reflective learning by reflecting on the choices you have made in the NEA unit and considering how you may approach similar tasks differently in future. This qualification will complement other learning that you're completing at Key Stage 5.

Structure

There are **two examinations** in this course. You will have two sittings for each examination, and the best result will carry forward to the final qualification.

There is a project-based approach to the three coursework units, where you will plan, design and then develop solutions to a range of computer problems. These are assessed by your teachers, internally moderated and then externally moderated by the examination board.

Units will be delivered by specialist teachers and all information regarding the course, deadlines and learning objectives are provided at the beginning of the course and using our VLE.

The table below identifies the UCAS points for the qualifications.

IT: DATA ANALYTICS		
GRADE	UCAS TARIFF	GCE Equivalent
DISTINCTION*	56	A*
DISTINCTION	48	A
MERIT	32	C
PASS	16	E

Candidates achieving an OCR Level 3 AAQ will receive a certificate listing the units and grades achieved. Each unit is graded Fail, Pass, Merit, Distinction. Candidates will also receive a full award certificate giving the qualification title with the overall grade awarded. Each full award will have an overall grade of Pass, Merit, Distinction or Distinction* allocated depending on a candidate's achievements at unit level.

A LEVEL MATHEMATICS

Level	Module/Unit Title	Mode of Assessment	Duration	Weighting
A2 - Year 2				
A2	Pure Mathematics	Exam	2 hours	33%
A2	Pure Mathematics	Exam	2 hours	33%
A2	Mechanics and Statistics	Exam	2 hours	33%

Edexcel: A 9MA0

FURTHER INFORMATION

Mathematics A level follows on from the GCSE Higher Tier course. Some of the topics are revisited and then studied in more depth. The course covers both the mechanics and statistics elements of applied mathematics, and all topics are compulsory.

COURSE INFORMATION

Pure mathematics topics: proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and vectors.

Mechanics topics: quantities and units in mechanics, kinematics, moments, forces and Newton's laws.

Statistics topics: statistical sampling, data presentation and interpretation, probability, statistical distributions and hypothesis testing.

The A level examination has three written papers, each lasting 2 hours. Paper 1 is pure mathematics, paper 2 is pure mathematics and paper 3 is mechanics and statistics. All three papers are equally weighted. The AS content is examined alongside the A level content. The AS examination can be taken at the end of Y12, but this is not essential for continuing to Y13.

COURSE REQUIREMENTS

At least a grade 6 at GCSE but grade 7 is preferable.
A love of mathematics is essential.

CONTACT NAME

Miss D Rowe

RSL (ROCKSCHOOL LONDON) LEVEL 3 SUBSIDIARY DIPLOMA FOR MUSIC PRACTITIONS (Performance Pathway)

Students must complete 90 minimum credits in order to achieve this qualification

Example units:

Unit	Level	Module/Unit Title	Mode of Assessment	Duration	Weighting
Year 1					
349	3	Planning a Career in Music	Action Plans Research	Internal Core Continuous during Year 1	15
365	3	Auditioning for Music	Practical Demonstration Presentation Essay	Internal Option Continuous during Year 1	15
385	3	Improving Instrumental Performance	Practical demonstration (video) Discussion Written plans and reports	Internal Option Continuous during Year 2	15
Year 2					
304	3	Composition Styles	Compositional tasks Essay Research	Internal Option Continuous during Year 2	15
387	3	Rehearsal Skills and Live Music Performance	Students will plan, rehearse and perform solo/ensemble to a given brief Action plans Video log	External Core Assessment Video of live performance externally assessed	30

RSL (ROCKSCHOOL LODON) LEVEL 3 SUBSIDIARY DIPLOMA FOR MUSIC PRACTITIONERS (Performance Pathway)

Further Information

RSL *Subsidiary Diploma for Music Practitioners* is a vocational Level 3 course with an emphasis on performance. The two year course is worth 90 credits which is equivalent to a 1.5 A level qualification and will be taught over two years. An overall pass on this course is equivalent to grade C, merit is a B and distinction is an A at A level.

The course is assessed using a series of assignments and projects marked by your teacher. There are two core units, one of which is assessed internally and the other externally. At the end of the course, you will receive six unit grades marked as a pass, merit or distinction. All projects will be directly linked to music performance within a music industry context.

You are encouraged to practice and perform your own music both as a soloist and an ensemble group, extending and developing your skills through exploring different styles and genres. Students will have the opportunity perform their music at internal and external venues in the area.

During the course you will investigate career progression within the music sector and consider best ways to pursue musical opportunities within future careers and within the music profession.

You will rehearse, manage, plan and perform in a live music event. The final performance will be externally assessed.

COURSE REQUIREMENTS

- An ability to play a musical instrument with confidence.
- A knowledge of music theory. (please ask if you are unsure)
- Commitment to performance as a soloist and as part of an ensemble.
- GCSE/Level 2 BTEC is an advantage alongside a good standard of general education

CONTACT NAME

Mrs S Smith

A LEVEL PHYSICAL EDUCATION

The A Level courses are modular and are made up of examination and externally assessed coursework elements

Unit	Level	Module/Unit Title	Mode of Assessment	Duration & Marks	A
1	A	Factors affecting participation in physical activity & sport	Unit 1 Exam	2 hours 105 marks	35%
2	A	Factors affecting optimal performance in physical activity & sport	Unit 2 Exam	2 hours 105 marks	35%
3	A	Non-exam assessment: Written Coursework Practical performance in physical activity & sport	Unit 3 Coursework	90 marks	15% 15%

FURTHER INFORMATION

UNIT 1 – THEORY

Factors affecting participation in physical activity and sport (Examination Module).

Module split into three parts:

- Section A: Applied Anatomy & Physiology
- Section B: Skill Acquisition
- Section C: Sport & Society

All sections will include multiple choice, short answer and extended writing questions

UNIT 2 – THEORY

Factors affecting optimal performance in physical activity and sport (Examination Module).

Module split into three parts:

- Section A: Exercise Physiology and Biomechanics.
- Section B: Sports Psychology
- Section C: Sport & Society and Technology in sport

All sections will include multiple choice, short answer and extended writing questions

A LEVEL PHYSICAL EDUCATION

UNIT 3 – PRACTICAL

Practical performance in physical activity and sport (Externally Assessed Coursework Module).

Module split into three parts:

1. Execution of skills/techniques in ONE role (performer or coach) in a chosen physical activity.
2. Analysis of own weaknesses within performance in 2 areas
3. Application of theoretical knowledge to achieve effective performance in the same 2 areas

COURSE REQUIREMENTS

PE GCSE at level 6 and above in the GCSE exam is essential.

A very good standard of practical Physical Education skills, either in performance or coaching is also essential.

CONTACT NAME

Mr J Foot

A LEVEL PHYSICS

Overview of A Level in Physics A (H556)

Learners must complete all components (01, 02, 03, 04)

Content Overview	Assessment Overview	
Content is split into six teaching modules: - Module 1 – Development of practical skills in physics - Module 2 – Foundations in physics - Module 3 – Forces and motion - Module 4 – Electrons, waves and photons - Module 5 – Newtonian world and astrophysics - Module 6 – Particles and medical physics Component 01 assesses content from modules 1,2,3 and 5 Component 02 assesses content from modules 1,2,4 and 6 Component 03 assesses content from all modules (1 -6).	Modelling physics (01) 100 marks 2 hour 15 minutes Written paper	37% of total A level
	Exploring physics (02) 100 marks 2 hour 15 minutes Written paper	37% of total A level
	Unified physics (03) 70 marks 1 hour 30 minutes Written paper	26% of total A level
	Practical endorsement In physics (non exam assessment)	Reported separately

All components include synoptic assessment

FURTHER INFORMATION

To achieve an 'AS' Level GCE, candidates study Modules 1, 2, 3 and 4. To achieve an 'A' Level GCE Certificate candidates study Modules 5 and 6.

Physics is concerned with the nature of the physical world and the laws that describe the behaviour of its component parts, from quarks, nuclei and atoms to planets, stars and galaxies. The boundaries of Physics cannot be closely defined since the particles of nature and the forces between them underpin all chemical compounds, biological molecules and engineering materials. Many other Science, Engineering and ICT subjects depend to a greater or lesser degree on Physics.

COURSE REQUIREMENTS

To ensure success at this level we students will require a grade 6-6 in GCSE Combined Science. A grade 6 in GCSE Mathematics is recommended.

CONTACT NAME

Mr R Ritchie and Mr T Awdry

A LEVEL PSYCHOLOGY

Exam Board: AQA

Brief Overview of structure and contents

<u>Paper</u>	<u>Brief overview of contents</u>	<u>Marks</u>	<u>Duration</u>	
<u>1</u>	Introductory Topics in Psychology: • Social Psychology • Memory • Attachment • Psychopathology	96	2 hours	33.3%
<u>2</u>	Psychology in Context: • Approaches in Psychology • Biopsychology • Research Methods	96	2 hours	33.3%
<u>3</u>	Issues and Options in Psychology: • Issues and debates • Forensic Psychology • Gender • Schizophrenia	96	2 hours	33.3%

FURTHER INFORMATION:

Students will engage in the scientific study of the mind and human behaviour and in doing so, will develop a broad knowledge/understanding of the core areas of psychology (social, cognitive, behaviourism, biopsychology and social learning theory) through a range of popular and accessible topics such as memory, attachment, schizophrenia and gender.

Psychology aims to:

- develop essential knowledge and understanding of different areas of Psychology and how they relate to each other
- develop an appreciation for diversity through the study of individual differences
- develop an appreciation for the relationship between biology and behaviour through biopsychology
- to increase skills of analysis and evaluation through consideration of both classic and contemporary psychological studies
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods, including the debate as to whether Psychology is a science
- develop competence and confidence in a variety of practical, mathematical and problem-solving skills (25% research methods)

A LEVEL PSYCHOLOGY

WHERE WILL IT TAKE ME?

Psychology is a versatile qualification and is related to many further educational courses and employment sectors. Students who have studied Psychology may go on to work in research, business, journalism, education, law, advertisement, social work, nursing and the police. Naturally, studying psychology offers you the opportunity to discover about your own mind and behaviour as well as those around you, and the **wider community**.

COURSE REQUIREMENTS

Psychology is an academic course and requires a sound level of literacy to cope with the reading and extended writing. There is also an element of statistics and data interpretation in the methodological applications. Hence, a grade 6 in English, Mathematics and Science is desirable

If you have a lively enquiring mind and a string desire to understand human behaviour, **YOU** could join us.

CONTACT NAME

Mrs J Ferrier

A LEVEL RELIGIOUS STUDIES; CHRISTIANITY, PHILOSOPHY AND ETHICS

OCR

FURTHER INFORMATION

A Level in Religious Studies covers the breadth of religious, ethical and philosophical concepts of the last 2500 years.

From Ancient Greece to the modern day, we explore how some of the world's greatest thinkers have responded to the most challenging questions of our existence.

We cover:

Content Overview	Assessment Overview	
Philosophy of religion Learners will study: • Ancient philosophical influences • The nature of the soul, mind and body • Arguments about the existence or non-existence of God • The nature and impact of religious experience • The challenge for religious belief of the problem of evil • Ideas about the nature of God • Issues in religious language	Philosophy of religion 120 marks 2 hour written paper	33.3% of total A level
Religion and ethics Learners will study: • Normative ethical theories • The application of ethical theory to euthanasia and business ethics • Ethical language and thought • Debates surrounding the significant idea of conscience • Sexual ethics and the influence on ethical thought of developments in religious beliefs.	Religion and ethics 120 marks 2 hour written paper	33.3% of total A level
Developments in Christian thought Learners will study: • Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world • Sources of religious wisdom and authority • Practices which shape and express religious identity, and how these vary within a tradition • Significant social and historical developments in theology and religious thought. • Key themes related to the relationship between religion and society.	Development in Christian thought 120 marks 2 hour written paper	33.3% of total A level

A LEVEL RELIGIOUS STUDIES; CHRISTIANITY, PHILOSOPHY AND ETHICS

The course will provide you with opportunities to:

- Study relationships between religion and culture;
- Consider moral values and attitudes of individuals, faith communities contemporary society;
- Develop skill in reasoning on matters concerning values, attitudes and actions;
- Develop the ability to make responsible judgements on significant moral teaching and issues.
- Consider the quest for meaning in life, truth and ultimate values;
- Adopt an enquiring, critical and reflective approach to the study of religion, philosophy and ethics.

Without philosophy, other subjects would struggle to convey meaning. This is why Joint Courses at University (eg Philosophy with other subjects like Music, Maths, Politics, English, Physics, Psychology, Theology etc) are becoming more popular.

By its very nature, philosophy teaches you how to think logically, communicate clearly and how to tackle problems without making assumptions; we will help you think for yourself! – most employers would like these skills in their employees!

The course naturally lends itself to those considering a career in Teaching, Social Work, Police, Armed Forces, Law, Engineering, Business, Nursing.

COURSE REQUIREMENTS

Grade 6 or above in GCSE RE

CONTACT NAME

Mr C Robinson

LEVEL 3

Alternative Academic Qualification

EXTENDED CERTIFICATE IN APPLIED SCIENCE

Unit	Level	Unit Title	Mode of Assessment
Year 12			
1	3	Principles and Applications of Biology	Externally assessed For Units 1-3 -An external examination for each unit, set and marked by Pearson (50 marks per paper) Assessment Availability: January and June
2		Principles and Applications of Chemistry	
3		Principles and Applications of Physics	
Year 13			
Internally Assessed - Unit 4 Unit 5			Practical Scientific Procedures and Techniques. Pearson sets the assignment for the assessment of this unit. Scientific Investigation Skills. Pearson sets the assignment for the assessment of this unit.

FURTHER INFORMATION

The Pearson Level 3 Alternative Academic Qualification BTEC National in Applied Science (Extended Certificate) is intended as an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to a wide range of higher education courses, not necessarily in Applied Science.

The qualification is equivalent in size to one A Level and aims to give a coherent introduction to study of the applied science sector.

To be taken as part of a programme of study that includes other appropriate Level 3 AAQs or A Levels.

COURSE REQUIREMENTS

The minimum requirement is a grade 5/5 in Combined Science – Trilogy at GCSE (though a grade 6 at GCSE gives the students a more secure working knowledge of Science to be able to successfully complete the course).

CONTACT NAMES

Mr Fraser

A Level		
Paper 1: Education with Theory & Methods	▶ 2 hours ▶ 80 marks ▶ 33.3% A Level	▶ Education: short answer and extended writing, 50 marks ▶ Methods in Context: extended writing, 20 marks ▶ Theory and Methods: extended writing, 10 marks
Paper 2: Families and Households & Belief in Society	▶ 2 hours ▶ 80 marks ▶ 33.3% A Level	▶ Section A: extended writing, 40 marks ▶ Section B: extended writing, 40 marks
Paper 3: Crime & Deviance with Theory & Methods	▶ 2 hours ▶ 80 marks ▶ 33.3% A Level	▶ Crime and Deviance: short answer and extended writing, 50 marks ▶ Theory and Methods: extended writing, 30 marks

A LEVEL SOCIOLOGY

FURTHER INFORMATION

Sociology is the study of society. On this course the topics of Families and Households and Education introduce students to the subject by extending knowledge and understanding from their own experience.

The overall aims of the course are to give students opportunities to develop an understanding and awareness of:

- society in all its diverse aspects, with particular reference to the chosen syllabus topics.
- patterns of advantage and disadvantage, for example, in relation to gender, ethnicity, class, age and culture.
- the importance of constructive discussion, collaborative work and the ethics and skills of research.
- the ability to be receptive to different viewpoints in order to evaluate information and ideas to reach their own balanced judgements.

Core themes for the course are socialisation; culture and identity and social differentiation; power and stratification. These themes are applied to the topics covered including: Families and Households, Education, Crime and Deviance, Beliefs in Society, Theories and Methods.

Students gain a wide understanding of the diversity of society and examine the theories and methods that sociologists use. This includes the opportunity to conduct a social research project.

The course is of value on two levels – the academic and the personal; it opens your eyes to yourself, your environment and the world around you. It is therefore of great value for those people entering careers as varied as the Law, Medicine (from consultant to nurse), Teaching, Armed Forces, Police, Social Work, Public Services and Personnel Management. The subject is accepted by all institutions of Higher Education for a wide range of courses or is equally acceptable for entry into employment post A level study.

COURSE REQUIREMENTS

An interest in people, society and the world. Sociology is an academic course which requires a sound level of literacy in order to cope with the texts that need to be studied and essay-writing, therefore a 6 in English is needed and a 6 in Religion and Worldviews or History.

CONTACT NAME

Mrs H Beattie

LEVEL 3 BTEC SPORT EXTENDED CERTIFICATE

(1 A Level equivalent)

CORE UNITS (1 A Level equivalent)	
Unit 1	Anatomy and Physiology - Exam
Unit 2	Fitness Training – External Task
Unit 3	Professional Development in the Sports Industry
Unit 6	Sports Psychology

LEVEL 3 DIPLOMA BTEC IN SPORT

(2 A Level equivalent)

Students do the above units plus the following 5

Unit 4	Sports Leadership
Unit 5	Application of Fitness Testing
Unit 22	Investigating Business in the Sports Industry
Unit 23	Skill Acquisition
Unit 27	Principles and Practices for Outdoor and Adventurous Activities

FURTHER INFORMATION

This unit-based course offers a productive and fulfilling nationally recognised vocational course, aiming to give students opportunities to develop an awareness and thorough understanding of sport and the science behind it. The course can be taken as either the equivalent of 1 or 2 A levels.

Students are given the opportunity to:

- develop knowledge, skills and understanding of sport's core elements – anatomy and physiology, fitness, training and psychology*
- to allow education and training for employees in the sport sector.
- to be assessed coaching skills in a sport of their choice.
- to give learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life, especially within the sporting sector.

The skills learned and knowledge gained on this course are seen in almost every aspect of, and activity within, the sport sector.

The BTEC Sport Extended Certificate and Diploma will give learners a solid and sound foundation in the sport sector, whilst also developing the essential skills required for employment, career progression, or progression to further qualifications and training in sport. It is recognised by all Universities.

LEVEL 3 DIPLOMA BTEC IN SPORT

ASSESSMENT

Unit 1 – Exam Based Assessment

Unit 2 and 22 – Exam Based Assessment with External Task

All other units are internally assessed at Pass/Merit/Distinction

COURSE REQUIREMENTS

- PE at GCSE Grade 5 and above is required.
- If you have not done a PE exam course at KS4, then a Grade 5 and above in Science, is needed
- A real interest in sport in all areas.

CONTACT NAME

Ms Z Sprakes – I/C BTEC Sport

Mr J Foot – Head of PE

LEVEL 3 PEARSON BTEC EXTENDED CERTIFICATE TRAVEL AND TOURISM

1 A level equivalent

Mandatory

Unit 1	The World of Travel and Tourism	Examination 1 hour 30 minutes Available January/May
Unit 2	Global Destinations (Exam)	Case study issued 2 weeks before assessment 3 hour written examination
Unit 3	Principles of Marketing in Travel and Tourism	Internal assignments

Optional

Unit 9	Visitor Attractions	Internal assignments
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The Level 3 Pearson BTEC Extended Certificate in Travel and Tourism consists of three mandatory units plus one optional unit, it is equivalent to one GCE A level.

This qualification will prepare you with a broad understanding of Travel and Tourism and study selected areas of the industry. You will develop skills, knowledge and understanding in Travel and Tourism, whilst applying your learning in a realistic way.

The programme of study enables you to progress to higher education or into employment. You will develop key skills that are valued by employers through your development of independent learning skills and study.

The BTEC programme is designed to meet the following aims:

- To provide an educational foundation for a range of careers in the Travel and Tourism industry
- To provide specialised studies directly relevant to individual vocations and professions in which learners are working or intend to seek employment
- To enable learners to make an immediate contribution in employment
- To provide flexibility, knowledge and motivation as a basis for future studies and career development

COURSE REQUIREMENTS

The main course requirement is a keen interest in this vocational area. Four GCSEs at Grade 4 or above.

FURTHER DETAILS

Please see Mrs Bowker