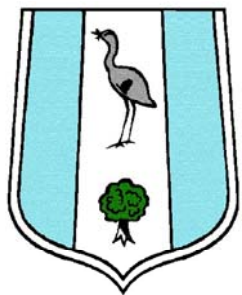




SIXTH FORM

SUBJECT INFORMATION

2021 - 2022



Courses for Sixth Form – September 2020

LEVEL 3 - ADVANCED LEVEL COURSES

SUBJECT	AGCE/National Courses	AS	1 A Level or Equivalent	2 A LEVELS or Equivalent
Art & Design (with various endorsements)	AGCE	✓	✓	
Biology	AGCE	✓	✓	
Business	BTEC National	✓	✓	✓
Business Studies	AGCE	✓	✓	
Chemistry	AGCE	✓	✓	
Food Science	AGCE	✓	✓	
DT: Design Engineering	AGCE		✓	
DT: Product Design	AGCE	✓	✓	
English Literature	AGCE	✓	✓	
French	AGCE	✓	✓	
Geography	AGCE	✓	✓	
German	AGCE	✓	✓	
Health and Social Care	BTEC National	✓	✓	✓
History	AGCE	✓	✓	
ICT	OCR National	✓	✓	✓
Mathematics	AGCE	✓	✓	
Performing Arts	BTEC National	✓	✓	
Music Practitioners	Rockschool	✓	✓	
Physical Education	AGCE		✓	
Physics	AGCE	✓	✓	
Psychology	AGCE	✓	✓	
RS – Philosophy and Ethics	AGCE	✓	✓	
Science (Applied)	BTEC National	✓	✓	
Sociology	AGCE	✓	✓	
Sport	BTEC National	✓	✓	✓
Travel and Tourism	BTEC National	✓	✓	

AS & A LEVEL ART & DESIGN

Unit	Level	Module/Unit Title	Mode of Assessment	Duration	Weighting AS A2	
AS LEVEL						
1	AS	Coursework Portfolio	Internal Moderation External Verification of Marks	N/A	60%	
2	AS	Externally set Examination	Internal Moderation External Verification of Marks	Preparatory period 10 hours	40%	
A LEVEL						
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%

AS & A LEVEL ART & DESIGN

AQA
AS 500/2659/8
A 500/2660/4

FURTHER INFORMATION

These courses encourage a broad approach to the subject, which allows candidates to develop a sound grounding in a number of 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 3D, Graphic Communication, Photography or take a general Art and Design option course at both AS and A2 level.

COURSE REQUIREMENTS

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

CONTACT NAMES

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

AS & A LEVEL BIOLOGY

AS Level

Content Overview	Assessment Overview	
<p>Content is split into four teaching modules:</p> <ul style="list-style-type: none"> Module 1 – Development of practical skills in biology. Module 2 – Foundations in biology. Module 3 – Exchange and transport Module 4 – Biodiversity, evolution and disease <p>Both components assess content from all four modules.</p>	<p>Breadth in biology (01) 70 marks 1 hour 30 minutes written paper</p>	<p>50% of total A level</p>
	<p>Depth in biology (02) 70 marks 1 hour 30 minutes written paper</p>	<p>50% of total A level</p>

Both components include synoptic assessment

A Level

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

Content Overview	Assessment Overview	
<p>Content is split into six teaching modules:</p> <ul style="list-style-type: none"> 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 <p>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).</p>	<p>Biological processes (01) 100 marks 2 hour 15 minutes Written paper</p>	<p>37% of total A level</p>
	<p>Biological diversity (02) 100 marks 2 hour 15 minutes Written paper</p>	<p>37% of total A level</p>
	<p>Unified biology (03) 70 marks 1 hour 30 minutes Written paper</p>	<p>26% of total A level</p>
	<p>Practical endorsement In biology (04) (non exam assessment)</p>	<p>Reported separately</p>

All components include synoptic assessment

AS & A LEVEL BIOLOGY

OCR H020
H420

FURTHER INFORMATION

Year 12 is AS Biology. This is a stand-alone qualification. Year 13 students are assessed on content covered over Y12 and Y13 which will give students a full A level qualification.

To achieve an 'AS' Level GCE, candidates study Modules 1, 2, 3, and 4. To achieve an 'A' Level GCE Certificate candidates study Modules 1 to 6 of which modules 5 and 6 are taught in Y13.

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 recommend that students starting this course have achieved a high grade pairing (grade 6-6 or above) in Combined Science or a high grade (grade 6 or above) in GCSE Biology. A grade 6 in GCSE Mathematics is recommended.

In order to progress onto the A2 course, candidates must first have passed the AS course (Grade D or above).

CONTACT NAME

Mrs Green

AS & A LEVEL BUSINESS STUDIES

<u>Unit</u>	<u>Level</u>	<u>Module/Unit Title</u>	<u>Mode of Assessment</u>	<u>Duration</u>	<u>Weighting</u> AS A2	
<u>AS LEVEL</u>						
<u>1</u>	<u>AS</u>	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	80 marks 50% of AS grade	
<u>2</u>	<u>AS</u>		Paper 2: Business 2 <ul style="list-style-type: none"> • Written exam • One compulsory case study consisting of approximately seven questions. 	1 hour 30 minutes	80 marks 50% of AS grade	
<u>A LEVEL</u>						
<u>1</u>	<u>A2</u>	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 one 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 <ul style="list-style-type: none"> • Three data response compulsory questions worth approximately 33 marks and made up of three or four part questions. Paper 3: Business 3 Written exam <ul style="list-style-type: none"> • One compulsory case study followed by approximately six questions 	2 hours		100 marks 33.3% of A level grade
				2 hours		100 marks 33.3% of A level Grade
				2 hours		33.3% of A level Grade

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 M Bell, Mrs E Bowker, Mr N Xystouris

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 A* - C 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 M Bell, Mrs E Bowker, Mr N Xystouris

LEVEL 3 BTEC NATIONAL DIPLOMA IN BUSINESS

All the units for the Level 3 BTEC National Extended Certificate in Business have to 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 A* - C 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 M Bell, Mrs E Bowker, Mr N Xystouris

AS & A LEVEL CHEMISTRY

Overview of AS Level in Chemistry A (H032)

Content Overview	Assessment Overview	
<p>Content is split into four teaching modules:</p> <ul style="list-style-type: none"> Module 1 – Development of practical skills in chemistry Module 2 – Foundations in chemistry Module 3 – Periodic table and energy Module 4 – Core organic chemistry <p>Both components assess content from all four modules.</p>	Breadth in chemistry (01)* 70 marks 1 hour 30 minutes written paper	50% of total A level
	Depth in chemistry (02)* 70 marks 1 hour 30 minutes written paper	50% of total A level

*Both components include synoptic assessment

Overview of A Level in Chemistry A (H432)

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

Content Overview	Assessment Overview	
<p>Content is split into six teaching modules:</p> <ul style="list-style-type: none"> 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 <p>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).</p>	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

AS & A LEVEL CHEMISTRY

OCR H032
H432

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 recommend that students starting this course have achieved a high grade (6-6) in both GCSE Science and GCSE Additional Science or a high grade (6) in GCSE Chemistry. A grade B in GCSE Mathematics is recommended. Whatever the case, all students' applications will be considered on their individual merits.

In order to progress onto the A2 course, candidates must first have passed the AS course.

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 four units: WJEC Level 3 Diploma in Food Science and Nutrition			
Unit	Unit Title	Assessment	Mandatory or Optional
1	Meeting the Nutritional Needs of Specific Groups	Internal and External	Mandatory
2	Ensuring Food is Safe to Eat	External	Mandatory
3	Experimenting to Solve Food Production	Internal	Optional
4	Current Issues in Food Science and Nutrition	External	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 which is comprised of 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

CAREER CHOICES: NUTRITIONIST, SPORTS COACHES AND THE FOOD INDUSTRY (hotels, restaurants, food manufacturers and government agencies)

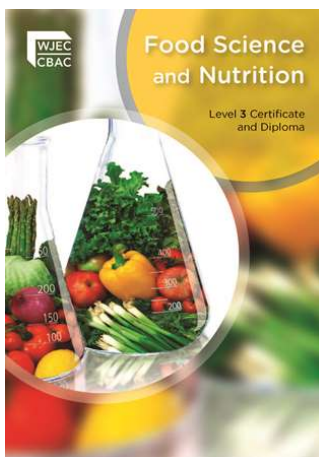
An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to 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 6 grade 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 D.T. 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 eg based upon commercial advertising.	Mock Coursework	1 term 1 term	N/A
Year 12	N/A	N/A	Theory to include: Principles of DT: Materials Processing and Design	Mock Exam	Theory Theory	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.	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 D T 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 J Halliwell

A LEVEL DT DESIGN ENGINEERING

Year	Unit	Level	Module/Unit Title	Module Description	Mode of Assessment	Duration	%
Year 12			Practical project work Theory sessions CAD tutorials Homework	<p>A range of practical activities, theory sessions and tutorials designed to equip learners for the two exams and their iterative design project. Students should develop the confidence to:</p> <ul style="list-style-type: none"> identify, investigate and outline design possibilities design and make prototypes analyse and evaluate design decisions and wider issues in design and technology. 	<p>Internal Assessments</p> <p>Mock Examination</p>		
Year 13	01	A2	Principles of Design Engineering	This paper is set out through four sets of questions that predominantly cover technical principles.	80 marks Written paper	1.30 hours	23.3 %
	02		Problem Solving in Design Engineering	This component has a series of longer answer questions that require learners to demonstrate their problem solving and critical evaluation skills.	70 marks Written paper	1.45 hours	26.7 %
	03/04		Iterative Design & Make Project	The 'Iterative Design Project' requires learners to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate. Learners identify a design opportunity or problem from a context of their own choice, and create a portfolio of evidence in real time through the project to demonstrate their competence.	100 marks weighted to 150 marks Non-exam assessment	Approx. 65 hours	50%

iterative = "...doing something again and again, usually to improve it..."
Cambridge Dictionary

A LEVEL D T ENGINEERING

OCR H404

FURTHER INFORMATION

The Engineering sector continues to suffer from a skills gap and requires enthusiastic, young engineers to keep up with rapidly developing technologies. Across the board, on average, professional engineers can expect to earn more than £10,000 per year over and above the national average salary. The prospects for employment and progression are also positive with very low unemployment within the sector. Research carried out showed that 14% of FTSE-100 top executives were qualified engineers.

This Design Engineering A level is focused towards engineered and electronic products and systems; the analysis of these in respect of function, operation, components and materials, in order to understand their application and uses in engineered products/systems that have commercial viability.

Design Engineering is an inspiring, rigorous and practical subject. Learning about design and technology at A level strengthens learners' critical thinking and problem solving skills within a creative environment, enabling them to develop and make prototypes/products that solve real-world problems, considering their own and others' needs, wants, aspirations and values. This A Level qualification requires learners to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes/products. Learners should acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.

This course is good preparation for students intending to study engineering at university or through an apprenticeship after sixth form.

This course enables learners to work creatively when designing and making and to apply technical and practical expertise. Learners will be encouraged to:

- be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens.
- develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world.
- work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners.
- gain an insight into the creative, engineering and/or manufacturing industries.
- Develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients.

This is a two year course which leads to an Advanced Level qualification.

COURSE REQUIREMENTS

A high grade (6 or higher) in Mathematics is essential and a GCSE in Design Technology or Art would be advantageous. However, consideration can be given to appropriate alternative combinations.

CONTACT NAME

Mr J Halliwell

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 EXTENDED CERTIFICATE IN PERFORMING ARTS

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 A Hackett

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 works 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
Death of a Salesman by Arthur Miller

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

Ms L Price and Mrs L Bennett

AS & 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%

AS & 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 7652

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 or 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 B at GCSE.

CONTACT NAME

Mr A.Sutcliffe

AS & A LEVEL GEOGRAPHY

Unit	Level	Module/Unit Title	Mode of Assessment	Duration	Weighting	
					AS	A
FIELDWORK IS AN IMPORTANT PART OF THIS SPECIFICATION						
A Level – Year 1						
1		<p>Section A: Changing Landscapes (Coastal) Two structured questions with data response</p> <p>Section B: Tectonic Hazards One structured questions with data response and two extended response questions</p> <p>Section C: Challenges in the 21st Century One extended response question drawing on AS studies</p>	External Exam	2 hours 15 minutes	60%	
2		<p>Section A: Changing Places Two compulsory questions with data response</p> <p>Section B: Fieldwork Investigation in Physical and Human Geography Three structured questions with data response on fieldwork and the learners own fieldwork</p>	External Exam	1 hour 15 minutes	40%	
A Level - Year 2						
1		<p style="text-align: center;"><u>Changing Landscapes and Changing places</u></p> <p>Section A: Changing Landscapes</p> <p>Section B: Changing Places</p>	External Exam	1 hour 45 minutes		20.5%
2		<p style="text-align: center;"><u>Global Systems and Global Governance</u></p> <p>Section A: Global Systems (Water and carbon cycles)</p> <p>Section B: Global Governance: Change and Challenges (Global migration and global governance of world's oceans)</p> <p>Section C: 21st Century Challenges</p>	External Exam	2 hours		27.5%
3		<p style="text-align: center;"><u>Contemporary Themes in Geography</u></p> <p>Section A: Tectonic Hazards</p> <p>Section B: Contemporary themes Energy challenges and Dilemmas Weather and climate</p>	External Exam	2 hours 15 minutes		32%
4		<u>Independent Investigation</u> 3000-4000 words	Non exam assessment			20%

AS & A LEVEL GEOGRAPHY

FURTHER INFORMATION

AS provides a coherent course in physical and human geography, promotes an investigative approach and lays a sound foundation for further study, whilst also being respected as a stand-alone qualification. Fieldwork will be undertaken to support all papers. (In the new specification AS exams will not contribute towards the full A Level)

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 B or above in GCSE Geography is the expected standard. It is also desirable for students to achieve at least a grade B in Maths.

CONTACT NAMES

Mrs J Shaw, Mr Hackett and Mr N Wood

AS & 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%

AS & 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 B at GCSE.

CONTACT NAMES

Mr A Sutcliffe

LEVEL 3 BTEC HEALTH AND SOCIAL CARE

BTEC Level 3 National Extended Certificate in Health and Social Care

Introduction

The two courses on offer are broad and varied. They not only cover the main aspects of the Health and Social Care industry but also encompass 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.

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, alternative therapy and physiotherapy. Some have used the qualification as a general entry requirement alongside other A 'levels when applying for other courses in Higher Education.

BTEC Level 3 National Extended Certificate in Health and Social Care

This course is equivalent to 1 A 'level

3 MANDATORY UNITS EXTERNALLY ASSESSED 58%	
Unit 1	Human Lifespan development (Exam Year 12)
Unit 2	Working in Health and Social Care (Exam Year 13)
Unit 5	Meeting individual Care and Support Needs

OPTIONAL SPECIALIST UNITS Internally assessed (coursework) One unit must be taken	
Unit 14	Physiological Disorders and their Care

Unless identified, the units are internally assessed (coursework)

N.B: The decision on which of the optional units will be taken will be the decision of the teacher.

CONTACT NAME

Mrs L Bramley

BTEC Level 3 National Diploma in Health and Social Care

This course is equivalent to 2 A 'levels

6 MANDATORY UNITS EXTERNALLY ASSESSED 46%	
Unit 1	Human Lifespan development (Exam Year 12)
Unit 2	Working in Health and Social Care (Exam Year 13)
Unit 4	Enquiries into Current Research in health and Social Care (Controlled assessment – Year 13)
Unit 5	Meeting individual Care and Support Needs
Unit 7	Principles of Safe Practice in health and Social Care.
Unit 8	Promoting Public Health

OPTIONAL SPECIALIST UNITS Two units must be taken	
Unit 14	Physiological Disorders and their Care
Unit 19	Nutritional Health

Unless identified, the units are internally assessed (coursework)

N.B: The decision on which of the optional units will be taken will be the decision of the teacher.

CONTACT NAME

Mrs L Bramley

AS & A LEVEL HISTORY

Level	Module/unit title		Time	AS	A
AS – YEAR 1: Democracies in change: Britain and the USA in the twentieth century					
AS	Themes (breadth) and historical interpretations (depth): Britain Transformed 1918-97	Exam	2h 15m	60%	30%
	Depth Study: The USA, c1920–55: boom, bust and recovery	Exam	1h 30m	40%	20%
A2 – YEAR 2					
A2	Breadth and depth study: Rebellion and disorder under the Tudors 1485-1603	Exam	2h 15m	-	30%
	Coursework	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.

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

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 B grade in History is the preferred academic requirement.

CONTACT NAMES

Mr A Cammish, Mr A Wright, Mrs M Morrell

OCR LEVEL 3 CAMBRIDGE TECHNICAL INTRODUCTORY DIPLOMA IN IT

Subject Code: 05840

One A level equivalent

THIS IS A TWO YEAR COURSE

Unit	Module/Unit Title	Mode of Assessment
<u>Year 1</u>		
1	Fundamentals of IT (MANDATORY)	Examination
8	Project Management	Coursework
6	Application Design	Coursework
<u>Year 2</u>		
2	Global Information (MANDATORY)	Examination
9	Product Development	Coursework

Units 1 and 2 (examinations) are worth a combined 50% of the final qualification

Units 6, 8 and 9 (coursework) are worth a combined 50% of the final qualification

All students will be working along the 'Application Developer' pathway.

Further information

The OCR Level 3 Cambridge Technical Introductory Diploma in IT 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, as long as you have a good level of general computer skills, capability and commitment developed from other KS4 courses. A further **important** requirement would be an ability to time manage and organise yourself and your work.

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 **one** electronic product such as a website, game, multimedia presentation or a spreadsheet etc. This is 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 on the Academy Learning Web (accessible remotely).

The Introductory Diploma is equivalent to **one A level equivalent** - to achieve this, you must pass a total of **six units** consisting of the two mandatory examined units and three coursework units. An **AS equivalent qualification** - Cambridge Technical Certificate in IT – is available if only the two examinations are passed.

Grading is based on a points system, where the total accumulated points dictates the final grade.

The table below identifies the UCAS points for the qualifications.

OCR Level 3 Cambridge Technical Certificate (2 UNIT AWARD)		
OCR GRADE	UCAS TARIFF	GCE Equivalent
DISTINCTION*	28	½ A*
DISTINCTION	24	½ A
MERIT	16	½ C
PASS	8	½ E

OCR Level 3 Cambridge Technical Introductory Diploma (5 UNIT AWARD)		
OCR GRADE	UCAS TARIFF	GCE Equivalent
DISTINCTION*	56	A*
DISTINCTION	48	A
MERIT	32	C
PASS	16	E

Candidates achieving an OCR Level 3 Cambridge Technical qualification will receive a certificate listing the units and grades achieved. Each unit is graded Fail, Pass, Merit, Distinction or 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 D Holford

OCR LEVEL 3 CAMBRIDGE TECHNICAL DIPLOMA IN IT

Subject Code: 05842

Two A level equivalent

THIS IS A TWO YEAR COURSE

Unit	Module/Unit Title	Mode of Assessment
Year 1		
1	Fundamentals of IT (MANDATORY)	Examination
8	Project Management	Coursework
6	Application Design	Coursework
3	Cyber Security - (MANDATORY)	Examination
21	Web Design and Prototyping	Coursework
22	Big Data	Coursework
Year 2		
2	Global Information (MANDATORY)	Examination
9	Product Development	Coursework
12	Mobile Technology	Coursework
15	Games Design and Prototyping	Coursework
17	Internet of Everything	Coursework

Units 1, 2 and 3 (examinations) are worth a combined 33% of the final qualification (unit 1 and 2 are worth more than unit 3)

The 8 coursework units are worth a combined 67% of the final qualification

All students will be working along the 'Application Developer' pathway.

Further Information

The OCR Level 3 Cambridge Technical Diploma in IT builds on from knowledge, skills and developed in KS3 and KS4 – **It is more suited to those aspiring to work in the I.T. sector or to further studying a computing qualification in further or higher education.** If you have not studied Computing or ICT at KS4 you can still access this course, as long as you have a good level of general computer skills, capability and commitment developed from other KS4 courses. A further **important** requirement would be an ability to time manage and organise yourself and your work.

Structure

There are **three examinations** in this course. You will have two sittings for each examination, and the best result will carry forward to the final qualification – Units 1 and 2 carry more credit than Unit 3.

The full Diploma qualification is equivalent to **two A levels** - to achieve this, you must pass a total of eleven units consisting of the **three** mandatory examined units and **eight** coursework units. If you drop the course before it ends, then three other qualifications may be accessible, the OCR Level 3 Cambridge Technical **Certificate** (0.5 x A Level equiv.), or the **Introductory Diploma** (1 x A Level equiv.), or the **Foundation Diploma** (1.5 x A Level equiv.), depending on numbers of units passed. All qualifications require Units 1 and 2 examinations being successfully passed.

Units will be delivered by specialist teachers and all information regarding the course, deadlines and assessment objectives are provided at the beginning of the course and on the Academy Learning Web (accessible remotely).

The table below identifies the UCAS points for the qualifications:

OCR L3 Cambridge Technical Introductory Diploma in IT (5 UNIT AWARD)		
OCR GRADE	UCAS TARIFF	GCE Equivalent
DISTINCTION*	56	A*
DISTINCTION	48	A
MERIT	32	C
PASS	16	E

OCR L3 Cambridge Technical Diploma in IT (11 UNIT Award)		
OCR GRADE	UCAS TARIFF	GCE Equivalent
DISTINCTION* DISTINCTION*	112	A* A*
DISTINCTION*DISTINCTION	104	A A*
DISTINCTION DISTINCTION	96	A A
DISTINCTION MERIT	80	A C
MERIT MERIT	64	C C
MERIT PASS	48	C E
PASS PASS	32	E

Candidates achieving an OCR L3 Cambridge Technical qualification will receive a certificate listing the units and grades achieved. Each unit is graded Fail, Pass, Merit, Distinction or 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 D Holford

AS & A LEVEL MATHEMATICS

	Level	Module/Unit Title	Mode of Assessment	Duration	Weighting AS A	
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%

AS & A LEVEL MATHEMATICS

Edexcel: AS 8MAO, A 9MAO

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 AS examination has two written papers, each lasting 90 minutes. Paper 1 contains questions on pure mathematics, paper 2 has questions on mechanics and statistics. Both papers are equally weighted.

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.

A love of mathematics is essential.

CONTACT NAME

Miss D Rowe

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

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

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
304	3	Copyright in the Music industry	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
319	3	The Music Artist and The Media	Written Report/Presentation/Video Log	Internal Option Continuous during Year 1	5
Year 2					
355	3	Leading Music Making Activity	Practical Workshops Questionnaire Discussion Video Written Report	Internal Option Continuous during Year 2	10
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

Further Information

The Rockscool Subsidiary Diploma for Music Practitioners is designed to provide a vocational alternative to A level Music and A level Music Technology. It is a level 3 course worth 90 credits which is equivalent to a 1.5 A level qualification and will be taught over two years. An overall pass is equivalent to an A level grade at C, merit at B and distinction at A.

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: each unit will be marked as a pass, merit or distinction. All projects will be directly linked to the music industry and the style of music chosen for your projects and performance.

You will be encouraged to perform your own music in a band or group from the outset and develop as a band/group and solo musician. The course is based around you developing as a musician and composer and you will perform at various venues in the area in order to extend your skills and experience. During the course you will be encouraged to pursue a Rockscool grade exam alongside your regular studies. Grade exams beyond grade 5 carry UCAS points and act as a further recognised qualification.

During the course you will investigate career progression within the music industry and create an individual learning action plan which will allow you to engage with the music profession.

You will plan for a music making activity and deliver this as a group leader in collaboration with a local nursery or primary school.

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. You do not necessarily need a good knowledge of music theory but must be a confident player and have some experience in group performance.
- A real interest in creating your own compositions, both through live recording and computer based methods.
- A willingness to perform and market your music within the local area.

GCSE/Level 2 BTEC are not essential although a good standard of general education at GCSE is needed.

CONTACT NAME

Mrs C Bauckham

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: Practical performance in physical activity & sport	Unit 3 Coursework	90 marks	30%

FURTHER INFORMATION

UNIT 1 – THEORY

Factors affecting participation in physical activity & 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 & extended writing questions

UNIT 2 – THEORY

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

Module split into three parts:

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

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

UNIT 3 – PRACTICAL

Practical performance in physical activity & 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 B 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

AS & A LEVEL PHYSICS

Overview of AS Level in Physics A (H156)

Content Overview	Assessment Overview	
<p>Content is split into four teaching modules:</p> <ul style="list-style-type: none"> Module 1 – Development of practical skills in physics Module 2 – Foundations in physics Module 3 – Forces and motion Module 4 – Electrons, waves and photons. <p>Both components assess content from all four modules.</p>	<p>Breadth in physics (01) 70 marks 1 hour 30 minutes written paper</p>	<p>50% of total AS level</p>
	<p>Depth in physics (02) 70 marks 1 hour 30 minutes Written paper</p>	<p>50% of total AS Level</p>

Both components include synoptic assessment

Overview of A Level in Physics A (H556)

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

Content Overview	Assessment Overview	
<p>Content is split into six teaching modules:</p> <ul style="list-style-type: none"> 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 <p>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).</p>	<p>Modelling physics (01) 100 marks 2 hour 15 minutes Written paper</p>	<p>37% of total A level</p>
	<p>Exploring physics (02) 100 marks 2 hour 15 minutes Written paper</p>	<p>37% of total A level</p>
	<p>Unified physics (03) 70 marks 1 hour 30 minutes Written paper</p>	<p>26% of total A level</p>
	<p>Practical endorsement In physics (non exam assessment)</p>	<p>Reported separately</p>

All components include synoptic assessment

AS & A LEVEL PHYSICS

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

A high grade (6,6) in both GCSE Science and GCSE Additional Science or a high grade 6 in GCSE Physics is needed to ensure success at this level. A grade B in GCSE Mathematics is recommended. Whatever the case, all students' applications will be considered on their individual merits.

In order to progress onto the A2 course, candidates must first have passed the AS course.

CONTACT NAME

Mr R Ritchie

AS & A LEVEL PSYCHOLOGY

<u>Unit</u>	<u>Level</u>	<u>Module/Unit Title</u>	<u>Mode of Assessment</u>	<u>Duration</u>	
<u>1</u>	<u>AS</u>	Introductory Topics in Psychology	Exam – 72 marks	1.5 hours	50%
<u>2</u>	<u>AS</u>	Psychology in context	Exam – 72 marks	1.5 hours	50%
<u>1</u>	<u>AL</u>	Introductory Topics in Psychology	Exam – 96 marks	2 hours	33.3%
<u>2</u>	<u>AL</u>	Psychology in Context	Exam – 96 marks	2 hours	33.3%
<u>3</u>	<u>AL</u>	Issues and Options in Psychology	Exam – 96 marks	2 hours	33.3%

AS & A LEVEL PSYCHOLOGY

AQA

FURTHER INFORMATION

The AS course culminates in two examinations both taken in May/June. This course will give the student an understanding of a variety of approaches/styles of Psychology. We will attempt to explain human and animal behaviour using a variety of theories to support that explanation.

The AL course has two major drives:

One to look at the way Psychology can be applied to various sections of our society, Criminal Psychology, Clinical Psychology and Health Psychology.

Secondly to consider an overview of the perspectives and debates that currently challenge our thinking.

Do you ever question

Why some people have dreadful memories?

Why some people become criminals?

Why some people are scared of spiders?

Have you ever considered what your dreams mean?

or

If watching TV makes children more violent?

Perhaps you've thought about how can we reduce racial prejudice?

or have you....

Been shocked by how many people would obey an order to administer a fatal electric shock to another person?

Maybe you have questions about criminal mentality or how reliable eye witnesses are when recounting a crime?

The course is useful for those going on to University to study psychology at degree level and can lead to employment in a number of social spheres; forensic/criminal psychology, educational psychology, clinical psychology, sports psychology and more.

It is also helpful to all those students who wish to go into working with people: advising, teaching, policy business, personnel etc.

COURSE REQUIREMENTS

Psychology is an academic course and one which you may know little about. It requires a sound level of literacy in order to cope with the reading and extended writing. Hence, a grade 6 in English, Mathematics and Science is desirable. There is also an element of statistics in the methodological applications.

If you have a lively enquiring mind and are willing to try the scientific method **YOU** could join us.

CONTACT NAME

Mrs J Marriott

AS & A LEVEL RS – PHILOSOPHY AND ETHICS

OCR

FURTHER INFORMATION

Whilst the skills you have gained from your GCSE RE – acquiring knowledge, understanding and the ability to argue from more than one point of view – are important, the topics you will cover are very different!

AS level in Religious studies (Philosophy, Ethics and Religious thought)

Content Overview	Assessment Overview	
Philosophy of religion Learners will study: <ul style="list-style-type: none"> • 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 	Philosophy of religion (01) 60 marks 1 hour 15 minutes written paper	33.3% of total AS level
Religion and ethics Learners will study: <ul style="list-style-type: none"> • Normative ethical theories • The application of ethical theory to euthanasia and business ethics 	Religion and ethics (02) 60 marks 1 hour 15 minutes written paper	33.3% of total AS level
Developments in Christian thought Learners will study: <ul style="list-style-type: none"> • 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 	Developments in religious thought (03- 07) 60 marks 1 hour 15 minutes written paper	33.3% of total AS level

A level in Religious studies (Philosophy, Ethics and Religious thought)

Content Overview	Assessment Overview	
Philosophy of religion Learners will study: <ul style="list-style-type: none"> • 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 (01) 120 marks 2 hour written paper	33.3% of total A level
Religion and ethics Learners will study: <ul style="list-style-type: none"> • 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 (02) 120 marks 2 hour written paper	33.3% of total A level
Developments in Christian thought Learners will study: <ul style="list-style-type: none"> • 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. 	Developments in religious thought (03- 07) 120 marks 2 hour written paper	33.3% of total A level

The course will provide you with opportunities to:

- Study relationships between religion and culture;
- Consider moral values and attitudes of individuals, faith communities or 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

Mrs A Samson

LEVEL 3 National Extended Certificate In Applied Science

Unit	Level	Unit Title	Mode of Assessment
Year 1			
1	3	Principles and Applications of Science I	Externally assessed <ul style="list-style-type: none"> 3 Written examinations in Biology, Physics and Chemistry set and marked by Pearson. Each is 40 minutes long and 30 marks.
2		Practical Scientific Procedures and Techniques	Internally-assessed unit The Unit is broken down in to four parts, there is an internal assignment after each part which will have to be completed within a given time limit.
Year 2			
3 Science Investigation Skills Optional Unit from- 8 Physiology of Human Body Systems 9 Human Regulation and Reproduction 10 Biological Molecules and Metabolic Pathways 11 Genetics and Genetic Engineering 12 Diseases and Infections 13 Applications of Inorganic Chemistry 14 Applications of Organic Chemistry 15 Electrical Circuits and their Application 16 Astronomy and Space Science			Set task- set and marked by Pearson and completed under supervised conditions. Learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task and an external written exam. Internally-assessed unit Currently Unit 8 Physiology of Human Body Systems which consists of 3 assignments

LEVEL 3 National Extended Certificate In Applied Science

FURTHER INFORMATION

The Pearson BTEC Level 3 National Extended Certificate in Applied Science 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 BTEC Nationals or A Levels.

COURSE REQUIREMENTS

The minimum requirement is a grade 5/5 in both 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 / Mr Wilson

AS & A LEVEL SOCIOLOGY

AS		
Paper 1: Education with Methods in Context	<ul style="list-style-type: none"> ▶ 1hr 30 minutes ▶ 60 marks ▶ 50% AS level 	<ul style="list-style-type: none"> ▶ Education: short answer and extended writing, 40 marks ▶ Methods in Context: extended writing, 20 marks
Paper 2: Research Methods & Families and Households	<ul style="list-style-type: none"> ▶ 1hr 30 minutes ▶ 60 marks ▶ 50% AS level 	<ul style="list-style-type: none"> ▶ Section A: short answer and extended writing, 20 marks ▶ Section B: short answer and extended writing, 40 marks

A Level		
Paper 1: Education with Theory & Methods	<ul style="list-style-type: none"> ▶ 2 hours ▶ 80 marks ▶ 33.3% A Level 	<ul style="list-style-type: none"> ▶ 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	<ul style="list-style-type: none"> ▶ 2 hours ▶ 80 marks ▶ 33.3% A Level 	<ul style="list-style-type: none"> ▶ Section A: extended writing, 40 marks ▶ Section B: extended writing, 40 marks
Paper 3: Crime & Deviance with Theory & Methods	<ul style="list-style-type: none"> ▶ 2 hours ▶ 80 marks ▶ 33.3% A Level 	<ul style="list-style-type: none"> ▶ Crime and Deviance: short answer and extended writing, 50 marks ▶ Theory and Methods: extended writing, 30 marks

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: including Families and Households, Education, Crime and Deviance, Beliefs in Society, Theories & 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.

CONTACT NAME

Mrs J Marriott

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

LEVEL 3 BTEC IN SPORT

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.

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 C and above is an advantage.
- * 4 - C minimum grades at GCSE, including Science.
- * A real interest in sport in all areas.

CONTACT NAME

Mr I Coward

LEVEL 3 BTEC SUBSIDIARY DIPLOMA TRAVEL AND TOURISM

1 A level equivalent

Mandatory

Unit 1	Investigating the Travel and Tourism Sector
Unit 2	The Business of Travel and Tourism
Unit 3	The UK as a Destination
Unit 4	Customer Service in Travel and Tourism

Optional

Unit 7	European Destinations
Unit 8	Long-Haul Travel Destinations

LEVEL 3 BTEC SUBSIDIARY DIPLOMA TRAVEL AND TOURISM

The BTEC Subsidiary Diploma consists of four mandatory units plus two optional units, 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 C or above.

FURTHER DETAILS

Please see Mrs Newnham

BTEC LEVEL 3 DIPLOMA TRAVEL AND TOURISM

2 A level equivalent

Mandatory

Unit 1	Investigating the Travel and Tourism Sector
Unit 2	The Business of Travel and Tourism
Unit 3	The UK as a Destination
Unit 4	Customer Service in Travel and Tourism

Optional

Unit 6	Preparing for Employment in Travel and Tourism
Unit 7	European Destinations
Unit 8	Long-Haul Travel Destinations
Unit 12	Responsible Tourism
Unit 14	Specialist Tourism
Unit 16	Passenger Transport for Travel and Tourism
Unit 18	Tourism in Rural Areas
Unit 19	UK Visitor Attractions

BTEC LEVEL 3 DIPLOMA TRAVEL AND TOURISM

The BTEC Diploma consists of four mandatory units plus eight optional units, it is equivalent to two GCE A levels.

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 C or above.

FURTHER DETAILS

Please see Mrs Newnham

LEVEL 2 COURSES (TWO YEAR)

BTEC Level 2 Technicals Children's Play, Learning and Development

BTEC LEVEL 2 TECHNICALS CHILDREN'S PLAY, LEARNING AND DEVELOPMENT (EARLY YEARS ASSISTANT)

INFORMATION ABOUT THE COURSE

BTEC Level 2 Technicals are intermediate qualifications for post 16 learners who want to specialise in a specific occupation or occupational area. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector specific knowledge, technical and practical skills, and to apply these skills in work related environments. This course could also provide progression to a Level 3 qualification

This is a two year course

Learners will be required to complete **280 hours of work placement** (approx. 1 day per week) in an 'Early Years' setting (birth to 5 years) and produce a portfolio of evidence towards the criteria for the 5 internally assessed units.

Learners will also need to complete 2 externally assessed units: 1 onscreen test and 1 controlled task which will meet 25% of their final grade.

Final grades will be measured at Pass (P), Merit (M) and Distinction (D) and will equate to two further GCSE's.

The 7 assessed units are:

Unit	Unit Title	Mode of Assessment
1	Policy & Practice for Working in Early Years Settings	Onscreen test (external)
2	Child development from birth up to five years	Controlled task (external)
3	Developing Professional Practice Skills for Work in Early Years Settings	Portfolio of evidence (Internal)
4	Supporting Children's Physical Care Needs in Early Years Settings	Portfolio of evidence (Internal)
5	Supporting Children Through Play	Portfolio of evidence (Internal)
6	Supporting Children's Communication, Literacy & Language Development	Portfolio of evidence (Internal)
7	Reflecting on knowledge, Skills & Behaviour for Working in Early Years Settings	Portfolio of evidence (Internal)

CONTACT NAME

Mrs L Bramley