



Sixth Form

Course Information Book

Year 12 2021

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Thank you for expressing an interest in Tudor Grange Academy Redditch Sixth Form.

Deciding where to continue your post-16 education is a huge decision. We hope that the information contained within this booklet, and gained at our Information Evening, will help you in that process.



A Message from the Principal

I am delighted to welcome you to the Tudor Grange Academy Redditch Sixth Form Course Information Booklet and hope that you find the information both useful and informative.

Your choice of Sixth Form is a crucial one, whether your future pathway be university, college, training or employment. In these ongoing challenging economic times, it is essential that you are able to stand out from the crowd with the best possible A-level grades and personal development.

At Tudor Grange Academy Redditch Sixth Form we have designed our varied and innovative curriculum to meet the needs of a wide range of students. This means that you can choose to follow a very traditional academic A-level pathway or you can take a more vocational path, choosing courses that build practical skills at the same time as developing your academic abilities. Our personalised approach allows all learners to succeed and to maximise their potential.

Our tutoring and teaching is excellent, and we are proud of the very high standards that our young people achieve in their Sixth Form studies. Our philosophy is that the combination of high standards, high expectations and high aspirations brings high levels of performance and success. Our Sixth Form prides itself on its exemplary standards of learning, positive attitudes, respectful conduct and professional dress and behaviour.

Our expectations are extremely high and we would urge all students to consider this before making an application. We expect the very highest of standards in all areas from our students, with you actively contributing to our school community, adopting positions of leadership and responsibility across the school and representing the very best of what Tudor Grange Academy Redditch has to offer. As a result, our students thrive and succeed and leave us to go on to secure excellence at universities, colleges and in the workplace.

We successfully prepare young people to have a competitive edge in the 21st century workplace and as such are constantly reviewing our curriculum offer. This year we are continuing to embed and expand upon our personalised pathway provision with the inclusion of several new courses.

Welcome to the Sixth Form at Tudor Grange Academy Redditch. We hope that you will decide that it is the right choice for you and look forward to welcoming you to our Sixth Form community in September 2021.

Jodie Bolter

Principal

November 2019



Life in the Sixth Form

Welcome to Tudor Grange Academy Redditch Sixth Form! We are very proud of our well-deserved reputation for welcoming students, whether they are new to the school or existing students who have chosen to continue their education with us. Every year our new students comment on the friendly and supportive atmosphere at Tudor Grange Redditch.

"I chose to come to TGAR Sixth Form because I felt comfortable in the learning environment and the tutors are prepared to give their time to enhance my learning"
(Year 12 student)

"TGAR Sixth Form is so supportive. I have now got what I need to achieve my lifelong goals" ***(Year 13 student)***

"Teachers have supported me to reach my dreams" ***(Year 13 student)***

Tudor Grange Redditch Sixth Form offers you a huge range of courses, which are detailed in this booklet, and there really is something for everyone. You will have the opportunity to choose a personalised timetable and become an expert in the subject areas which you are passionate about and wish to develop further. This is reflected in the different pathways on offer in the Sixth Form (see page 8). Your experience of Sixth Form life will be tailored according to your personal aspirations and ambitions.

We are, justifiably, very proud of the excellent standard of teaching and levels of achievement in the Sixth Form and our staff will challenge and support you throughout your course. In 2020 Tudor Grange Academy Redditch students achieved the following results:

100% of A Level students achieved A* to E grades

100% students gained a place at their first or second choice universities.

Outside of lessons you will have private study time for independent and collaborative learning. We expect our students to take an active part in learning both in and out of lessons, whether by undertaking additional reading, preparing for lessons or by leading parts of lessons.

In the Sixth Form at Tudor Grange Academy Redditch we have created a modern and professional learning environment, as reflected in the Sixth Form facilities and the formal dress code for students. The Study Area and Common Room have recently been refurbished to provide a contemporary space for the Sixth Form and top class ICT facilities are available to support your learning.

Alongside your academic subjects, you will take part in an extensive enrichment programme, which offers you the chance to take part in everything from theatre trips to knitting to clay pigeon shooting. Not only do we aspire to the very best academic outcomes for our students, but we also prepare students for 'life after Tudor Grange'. We will help you to look ahead at the choices on offer after leaving the Sixth Form, and to ensure that you are fully prepared for the next steps, whether into University, employment or an apprenticeship. This includes an intensive programme of interview preparation with visiting employers as well as an expectation that all Sixth Formers contribute positively to the wider school community through the Get Involved volunteering programme. All these

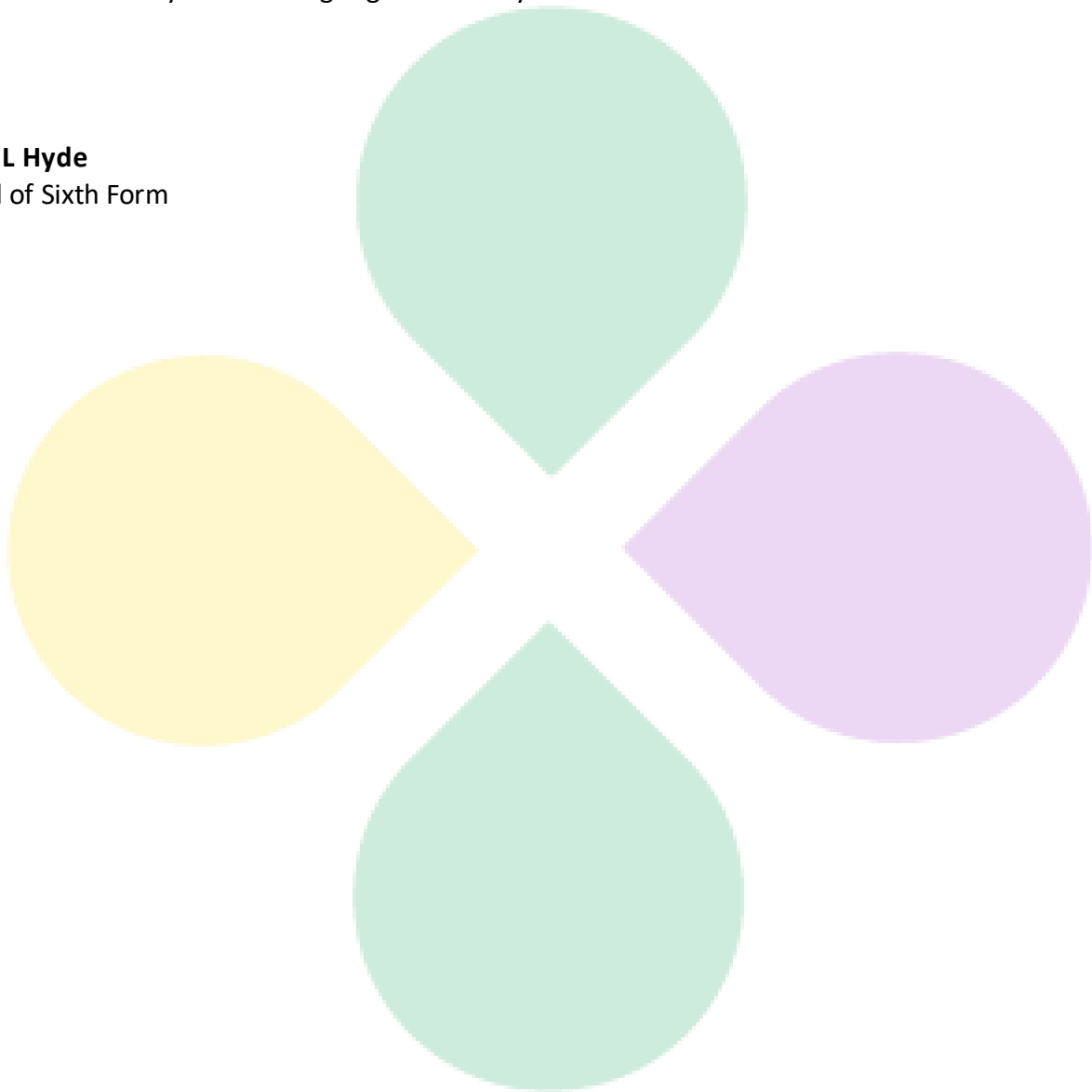


activities help to give Tudor Grange Academy Redditch students a unique edge in applications for their chosen destination.

For those of you who are looking to develop your leadership qualities, there are also several key positions to compete for, such as School Council representative, Social and Sports Secretaries and Head Boy and Head Girl.

Expectations in the Sixth Form are extremely high – we relish the chance to make you the best you can be and we want you to achieve and exceed your potential. We look forward to welcoming you into our community and working together next year.

Miss L Hyde
Head of Sixth Form





Sixth Form Entry – Key Dates

If you hope to enter the Sixth Form at Tudor Grange Redditch you will follow this procedure in Year 11:

November 2020	Sixth Form Virtual Open Evening video – our promotional video will be released onto the school website as well as via our social media platforms. Should you have any questions, please contact Mrs James on mjames@redditch.tgacademy.org.uk
5 th February 2021	Application deadline - Sixth Form application forms to be handed into the Sixth Form office or to the main school reception by this date (external students should return their applications to the school addressed for the attention of Miss L Hyde, Head of Sixth Form.
January - February 2020	Discussions/interviews with subject teachers, Form Tutors and senior members of staff about your mock results, predicted grades and the suitability of courses you are considering. There will also be opportunities to observe some Year 12 lessons. External students will have the opportunity for a 'school in action' tour.
February 2021	Options blocks are drawn up, based on initial option choices. Please be aware that subjects with a low number of applicants may not run. Final Option forms will be completed based on choices from the option blocks. If courses are full, first priority will go to students who had chosen the course on their initial options form. Equal first priority will be given to students who were unable to get a first priority subject, due to that subject no longer running or due to a clash. Second priority will be given to students who express a wish to do a different course in the interviews in the spring term. Students who change their mind in August/September after GCSE results are known are then accepted on to courses. The initial option choices made in February are very important.
March 2021	Interviews for external students take place.
July 2021	Year 12 Induction Day. Attendance is very important, and holiday work will be set.
August 2021	GCSE results are published. Final decisions about courses are now made. Enrolment begins.



Starting Year 12 – September 2021

Start of Autumn Term

Sixth Form enrolment takes place after GCSE results day, and will allow you to discuss your options in the light of your results. A follow up meeting can be arranged with parents if necessary. A senior member of staff can be contacted at the school on the day that results are published.

During your time in the Sixth Form

The careers programme in the Sixth Form is organised by the Sixth Form team and the careers staff. Individual guidance interviews are available at any time, by appointment. Work experience and work shadowing are an integral part of the Sixth Form. You need to start making career plans and higher education choices from the spring term of Year 12. You are therefore encouraged to attend the Higher Education Evening for parents and students during April 2021 (date TBC).

From the beginning of Year 13, you will receive further assistance with your application for university, college, apprenticeships or employment; advice on student finance and preparation for various types of interview. A trained specialist from the Careers service visits the school on a regular basis to speak to groups and individuals. The student who obtains most benefit from the Careers service, both inside and outside school, is the student who realises the importance of making these decisions at an early stage and asks for advice and information continuously, selecting and rejecting possible courses of action as his or her strengths and weaknesses become clear. The well-resourced Careers room is open to all Sixth Form students throughout the year.

Entry Criteria

The key to success in the Sixth Form is studying the right courses at the right level. At Tudor Grange Academy Redditch Sixth Form, we offer courses at different levels and in a wide range of subjects. Through the analysis of our own data and UK national statistics, we have established a set of criteria suitable for students to succeed by following different pathways.

There is a very large choice of subjects at Tudor Grange Academy Redditch to help meet the different needs and interests of students. Our aim is to find a package of courses in the Sixth Form which is personalised to each student, so that it suits career aspirations, interests, potential higher education requirements and a student's individual abilities.

After the year 11 mock exams you will receive a form which shows your 'Recommended Pathway' and have chance to discuss its content with a member of the Sixth Form team. This has been informed by:

- your current GCSE/BTEC performance
- your predicted GCSE/BTEC performance
- information on your preferred learning styles at KS4

You will also need to carefully check specific subject entry criteria. Please note, however, that predicted grade data at this point will not preclude anybody from taking a course at a certain level if they achieve the entry criteria after achieving their GCSE results – final decisions are based on actual GCSE results, provided that courses are not oversubscribed. Should a student narrowly miss the entry criteria for a subject, we will review their individual performance and requirements on a case by case basis at the enrolment stage in August 2021.



In addition to the academic entry criteria, a good record of behaviour, application and attendance is also expected. Please be aware that a student will not be admitted into the Sixth Form if they are involved in any behaviour that brings the school into disrepute.





Academic, Vocational and Mixed Pathways

GCSE Average Points Score

Your GCSE Average Point Score (APS) is a measure of your overall GCSE performance. It is calculated by adding together all of your GCSE Grade numbers, then dividing by the total number of qualifications achieved.

For example:

- A student achieves Grades 8, 7, 7, 6, 6, 5, 5, 5, 4, 4 = 57 in total
- Divided by 10 qualifications = APS of 5.7

Your GCSE Average Points Score will be calculated through adding together all the points from the predicted grades on your January 2019 Student Progress Report, which are based on your mock exam results. External applicants are requested to bring a copy of their latest progress report when they attend for an interview.

PATHWAY	SUBJECTS	SPECIFIC PATHWAY SUPPORT	CORE SKILLS	ENRICHMENT (all pathways)	EMPLOYABILITY (all pathways)	PERSONAL DEVELOPMENT (all pathways)
Oxbridge / Medics APS 7.0+	4 A levels (2 of which should be Facilitating subjects*) EPQ programme (compulsory)	University visits, Oxbridge speakers, Med student visits, summer school and Birmingham University master classes. Guidance towards work experience and internships, specialist UCAS 'early entry' guidance, wider reading guidance	N/A	The new enrichment programme requires students to take part in a wide variety of non-qualification activities, designed to help them develop new skills. Full details of the activities on offer are available in the Sixth Form prospectus.	Work shadowing 1 week compulsory work experience, linked to chosen career path, in the summer term of year 12. Dedicated careers guidance (including support from external carers advisors) One-to one mentoring	Bespoke personal development programme including First Aid, Cooking, Road Safety, Sexual Health and Budgeting and Finance One-to one mentoring with Sixth Form Staff Enrichment Days Public Speaking
Russell Group / Top Universities APS 6.0+	3 or 4 A levels EPQ programme (optional)	University visits, summer school and Birmingham University master classes. Guidance towards work experience / internships, UCAS guidance, wider reading guidance	N/A		CV and personal statement advice and support Interview practice and preparation	Leadership opportunities, including; Executive Board; College Council; Year 12 Representatives; College Captains; Charity Leader
Higher Education APS 5.0+	3 or 4 subjects (All A levels or A level/BTEC combination)	Trips including the Skills Show and Fresh Horizons, guidance towards work experience / internships, UCAS guidance, support with applying for employment / Apprenticeships	English / Maths GCSE re-sit if required (if grade 4 not yet achieved)		Mock 'assessment' day External trips	Duke of Edinburgh Award
Skilled APS 4.0+	3 or 4 subjects (Combination of BTEC qualifications and A levels)	Trips including the Skills Show and Fresh Horizons, guidance towards work experience / internships, support with applying for employment / Apprenticeships or further training				
Professional APS 3.2+	2 or 3 subjects Vocational (BTEC) subjects / work experience placements					

* Maths, Further Maths English Literature, Biology, Chemistry, Physics, History, Geography, Languages

APS = Average Points Score. This is based on a student's performance in Year 11.

EPQ = Extended Project Qualification. This independent project can be taken in addition to other subjects, and allows students to research and write a dissertation on a topic of their choice. This allows students to develop independent study skills, and is viewed favourably by top Universities.

UCAS = University and College Admissions Service. Students apply for a place at University through UCAS.



Subject Entry Criteria - Summary of the Minimum Entry Requirements for A-level courses.

See course information for more details.

Subject	Subject specific entry criteria	Maths	English
Art & Design	5 GCSE grades A* - C / 4+ including 5+ in GCSE Art. If not, a portfolio of work should be presented to the HoD in September.	4	5
Biology	Grade 6 in GCSE Combined Science or a Grade 6 in GCSE Biology.	6	5
Business Studies	5 GCSEs A* - C / 4+ including a Grade B / 5 in Business Studies.	5	5
English Literature	Grade 6+ in English Language and English Literature.	4	6
Further Maths	Grade 8 in GCSE Maths. (Students taking Further Maths must also take A Level Maths).	8	5
Geography	Grade B / 6 in Geography if studied at GCSE, however this is not essential.	5	5
History	Grade B / 6 in History if studied at GCSE, however this is not essential.	4	5
Mathematics	Grade 7 in GCSE Maths and Pass in Algebra test.	7	5
Media Studies	Grade C / 4 in Media if studied at GCSE, Distinction in BTEC Media. If not, a subject aptitude test will be taken during induction week.	4	5
Physical Education	B / 6 in PE with at least a C / 4 on the Theory paper or a Distinction* in BTEC Sport. If PE / Sport not studied at GCSE, either a Grade B in GCSE Combined Science or Distinction in BTEC Science.	5	5
Psychology	Grade C / 5+ in GCSE Psychology if studied. If not, a Grade C / 5+ in GCSE Science and a subject aptitude test will be taken during induction week.	6	6
Sociology	5 Grades A* - C / 5+ at GCSE.	4	5

Oxbridge / Medics Applicants

Particularly able students may be advised to apply to study at Oxford or Cambridge. We now have a dedicated pathway which is designed to offer personalised provision to prepare you for such applications. In the case of both Oxford and Cambridge this involves an interview in the autumn term of Year 13 and the possibility of an offer conditional on A-level results. Such conditional offers usually require exceptionally high grades. For candidates attempting Oxbridge entrance, extra work and reading in the specialist subjects are arranged from the second term of Year 12. (Please see Oxbridge /Medics Pathway for more guidance).



Russell Group Guide to A-level Choices

The Russell Group of Universities are a group of the 20 leading universities in the UK, including Oxford and Cambridge. They have produced a booklet called ‘Informed Choices’ which provides information, advice and guidance on A-level choices for students who may be considering applying to a Russell Group university in the future.

This booklet can be accessed at <http://russellgroup.ac.uk/media/5320/informedchoices.pdf>

Subject Entry Criteria - Summary of the Minimum Entry Requirements for Level 3 Vocational courses.

See course information for more details.

A GCSE Average Points Score of at least 3.2 is required to study these courses:

Subject	Subject specific entry criteria
BTEC National Extended Certificate in Applied Science	You should have at least 5 GCSEs at grade C / 4 and above including English and maths.
BTEC National Extended Certificate in Business	You should have at least 5 GCSEs at grade C / 4 and above including English and maths.
BTEC National Extended Certificate and Diploma in Health & Social Care	You should have at least 5 GCSEs at grade C / 4 and above including English and maths.
BTEC National Extended Certificate and Diploma in Performing Arts	You should have at least 5 GCSEs at grade C / 4 and above including English and maths.
Edexcel Level 3 National Extended Certificate Travel and Tourism	You should have at least 5 GCSEs at grade C / 4 and above including English and maths.
WJEC Level 3 Diploma in Criminology	You should have at least 5 GCSEs at grade C / 4 and above including English, maths and science.

Level 3 Vocational Courses – BTECs, L3 Certificates & WJEC Awards – An Overview

What are BTEC National Extended Certificates?

In many ways, these are the same as A-levels but differ in the fact they are more applied to real life situations and have a more vocational emphasis than most A-level subjects. The other main difference lies in how they are assessed – assessment is through a mixture of externally assessed units, examples being written examinations, portfolio work, set practical tasks and internally assessed coursework. They are often more applicable to a particular career area and less theoretical than A-level qualifications.

They are entirely equivalent to A-levels and the Pass / Merit / Distinction grade structure has exact equivalence with A-level A-E grades, which universities fully recognise.

How are BTEC National Extended Certificates assessed?

These use the P (Pass), M (Merit) or D (Distinction) grading system. Each unit is graded in this way. There is an overall qualification grade calculated from the unit grades. To achieve the award, all units have to be achieved at least to a Pass level. Some units are mandatory, so must be passed in order to complete the qualification.



What qualifications do you need to take a BTEC National Extended Certificate?

The entry criteria to study a BTEC are 5 or more GCSE subjects at Grade 9 – 4 (A*-C) or equivalent passes and an average GCSE points score of at least 3.2. There are also subject specific entry criteria.

How are the courses delivered?

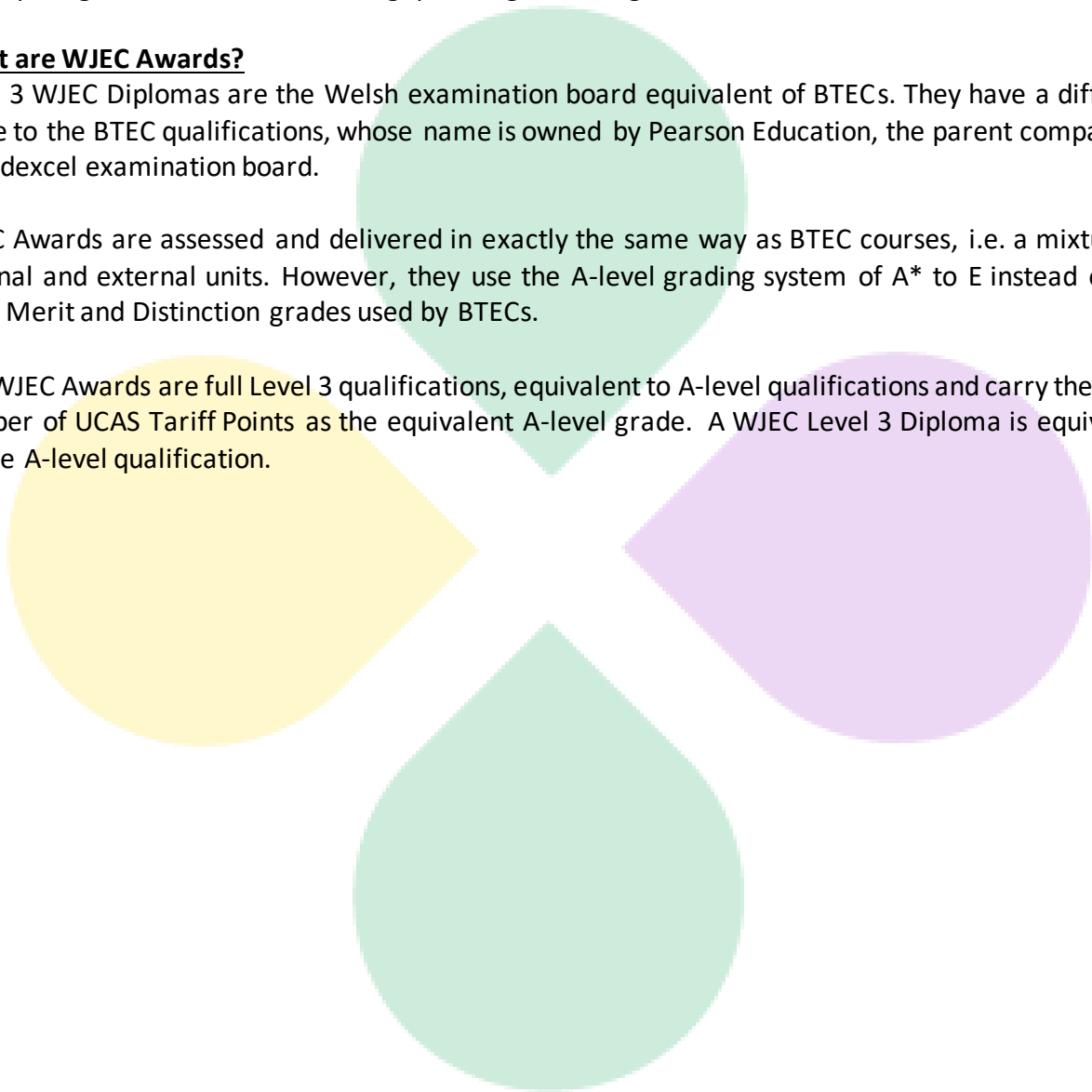
You follow units of work and are guided by your teachers to develop the knowledge, skills and understanding relevant to the broad vocational area covered by the course. You will also develop skills in communication and numeracy. You will be involved in working collaboratively in a group, solving problems, making decisions, giving presentations, preparing displays, undertaking practical work, participating in simulations, discussing, planning and using ICT.

What are WJEC Awards?

Level 3 WJEC Diplomas are the Welsh examination board equivalent of BTECs. They have a different name to the BTEC qualifications, whose name is owned by Pearson Education, the parent company of the Edexcel examination board.

WJEC Awards are assessed and delivered in exactly the same way as BTEC courses, i.e. a mixture of internal and external units. However, they use the A-level grading system of A* to E instead of the Pass, Merit and Distinction grades used by BTECs.

The WJEC Awards are full Level 3 qualifications, equivalent to A-level qualifications and carry the same number of UCAS Tariff Points as the equivalent A-level grade. A WJEC Level 3 Diploma is equivalent to one A-level qualification.





Higher Education Courses and suggested subjects to study at Post 16

Information collated from University Degree Course Offers 2017 by Brian Heap, published by Mander Portman Woodward. ISBN 978 1 909319 88 2

<u>Degree course</u>	<u>Essential Subjects</u>	<u>Desirable Subjects</u>
Accountancy	Some universities require or prefer Mathematics or Accounting	Business Studies, Economics
Aeronautical Engineering	Mathematics and/or Physics	Biology, Chemistry, Further Mathematics, Computer Science and Design Technology
Archaeology	None	Geography, History or science subjects can all be useful
Architecture	Mathematics and/or Physics required or preferred for some courses. Sometimes Art & Design is preferable to Design Technology. Most require a portfolio of work and/or a drawing test	Art & Design, Mathematics, Design Technology, Physics.
Art and Design	Art or Design Technology	Art & Design, Design Technology.
Biochemistry	Chemistry required and Biology preferred.	Biology, Mathematics, Further Mathematics, Physics
Biology	Biology and Chemistry	Mathematics, Further Mathematics or Physics
Biomedical Sciences	Chemistry required and Biology preferred	Mathematics, Further Mathematics, Physics
Business Studies	Mathematics may be required for some courses	Business Studies, Economics
Chemical Engineering	Chemistry, Mathematics and sometimes Physics as well	Physics, Biology, Further Mathematics
Chemistry	Chemistry and another science required	Mathematics, Further Mathematics, Physics, Biology
Childcare / Early Years	None	Psychology, Sociology, Health and Social Care
Computer Science / Computer Courses	Mathematics plus a science or Computer Science required for some courses	Mathematics, Further Mathematics, Computing, Physics, ICT
Dentistry	Chemistry plus Biology or another science required for most courses. Most also ask for UKCAT or BMAT admission test	Mathematics, Physics, Further Mathematics
Dietetics	Biology and/or Chemistry may be required	Mathematics



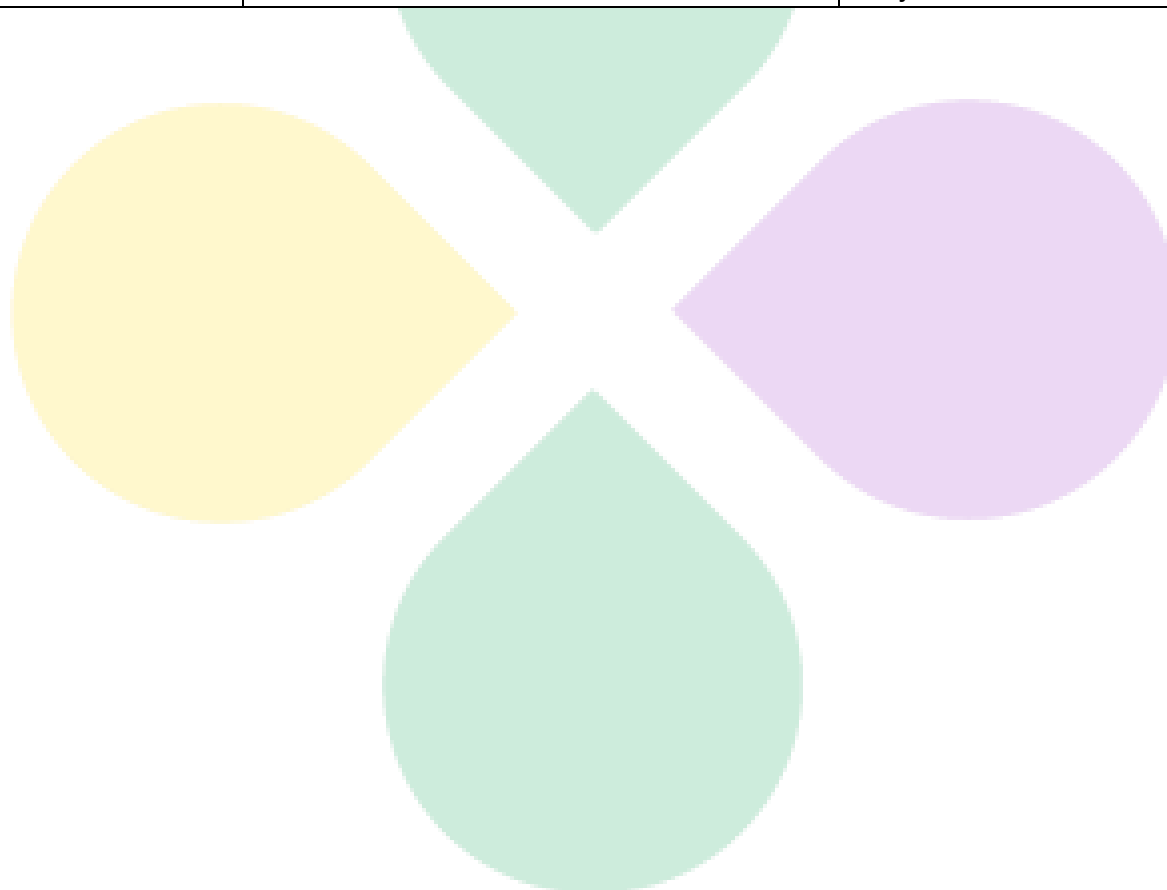
<u>Degree course</u>	<u>Essential Subjects</u>	<u>Desirable Subjects</u>
Drama	English, Drama or Theatre Studies may be required or preferred	English Literature, English Literature and Language, Performing Arts
Economics	Mathematics, Economics or Business Studies may be required or preferred	
Education	See Teacher Training	
Electrical/Electronic Engineering	Mathematics and/or Physics	Biology, Chemistry, Further Mathematics, Computer Science and Design Technology
Engineering (General)	Mathematics and/or Physics	Biology, Chemistry, Further Mathematics, Computer Science and Design Technology
English	English Literature or combined English Language & Literature required	English Language, History, Religious Studies, a foreign language
Environmental Science/Studies	Many courses will ask for two from Biology, Chemistry, Mathematics, Physics	Another facilitating subject, particularly a science or Geography
Finance	Mathematics may be required or preferred	Mathematics, Business Studies and Economics
French	French	Another modern foreign language, English Literature, History
Geography	Most degrees require Geography	Some Geography BSc (science) degrees prefer Maths or one science subject
Geology	Usually two from Mathematics, Physics Chemistry and Biology	Geography, Geology
German	German	Another modern foreign language, English Literature, History
History	History	Economics, English Literature, Philosophy, Politics, Sociology, Theology
Law	Usually none, although a few universities require English. Some universities also require LNAT	Essay / report writing subjects, eg humanities, social sciences. Languages may be needed if combined foreign language course
Mathematics	Mathematics and sometimes Further Mathematics. Some universities also require Mathematics AEA or STEP	Further Mathematics, Physics



<u>Degree course</u>	<u>Essential Subjects</u>	<u>Desirable Subjects</u>
Mechanical Engineering	Mathematics and/or Physics	Biology, Chemistry, Further Mathematics, Computer Science and Design Technology
Media Studies	None	English, Media Studies, Sociology, Psychology
Medicine & Medical Science	Chemistry, Biology and Mathematics. Most also ask for UKCAT or BMAT admission test	Physics, Further Mathematics or a contrasting (non-science) subject
Midwifery	Some courses require a science subject	Biology, Sociology, Psychology, Chemistry, Health and Social Care
Music	Music and Grade VII/VIII	Some universities have a preference for at least one essay-based subject
Nursing	Some courses require a science subject	Biology, Sociology, Psychology, Chemistry, Health and Social Care
Occupational Therapy	Social science or science required for most courses	Psychology, Physical Education, Sociology or another science
Optometry (Ophthalmic Optics)	Biology plus Chemistry, Physics or Mathematics	Further Mathematics
Pharmacy	Chemistry, Biology and one from Mathematics and Physics	Mathematics, Physics
Philosophy	None	Mathematics, Philosophy and Religious Studies
Physical Education	One from Biology/Chemistry/Mathematics/Physics (Physical Education may be accepted as a science equivalent)	Physical Education, Psychology
Physics	Mathematics, Physics	Further Mathematics, Chemistry
Physiotherapy	One or two science subjects	Biology, Chemistry, Mathematics, Physics, Physical Education, Psychology
Politics	None	Politics, History, Philosophy, Law, Sociology
Psychology	One science course. Psychology may count as the science	Biology, Chemistry, Physics, Mathematics, Psychology, Sociology
Religious Studies	Religious studies or theology may be required or preferred	Philosophy, English Literature, History



<u>Degree course</u>	<u>Essential Subjects</u>	<u>Desirable Subjects</u>
Sociology	None	Sociology, Psychology, Geography
Sports Science	One science course. Physical Education may count as the science	Physical Education, Psychology
Surveying	None	Mathematics and Physics could be helpful.
Teacher Training (Primary and/or Secondary)	At least one from Art, Biology, Chemistry, Design and Technology, Drama (Theatre Studies), English, French, Geography, German, History, ICT, Mathematics, Music, Physics, Physical Education, Religious Studies.	Another of the subjects listed above
Veterinary Science	Chemistry, Biology and Mathematics	Physics, Further Mathematics or a contrasting (non-science) subject



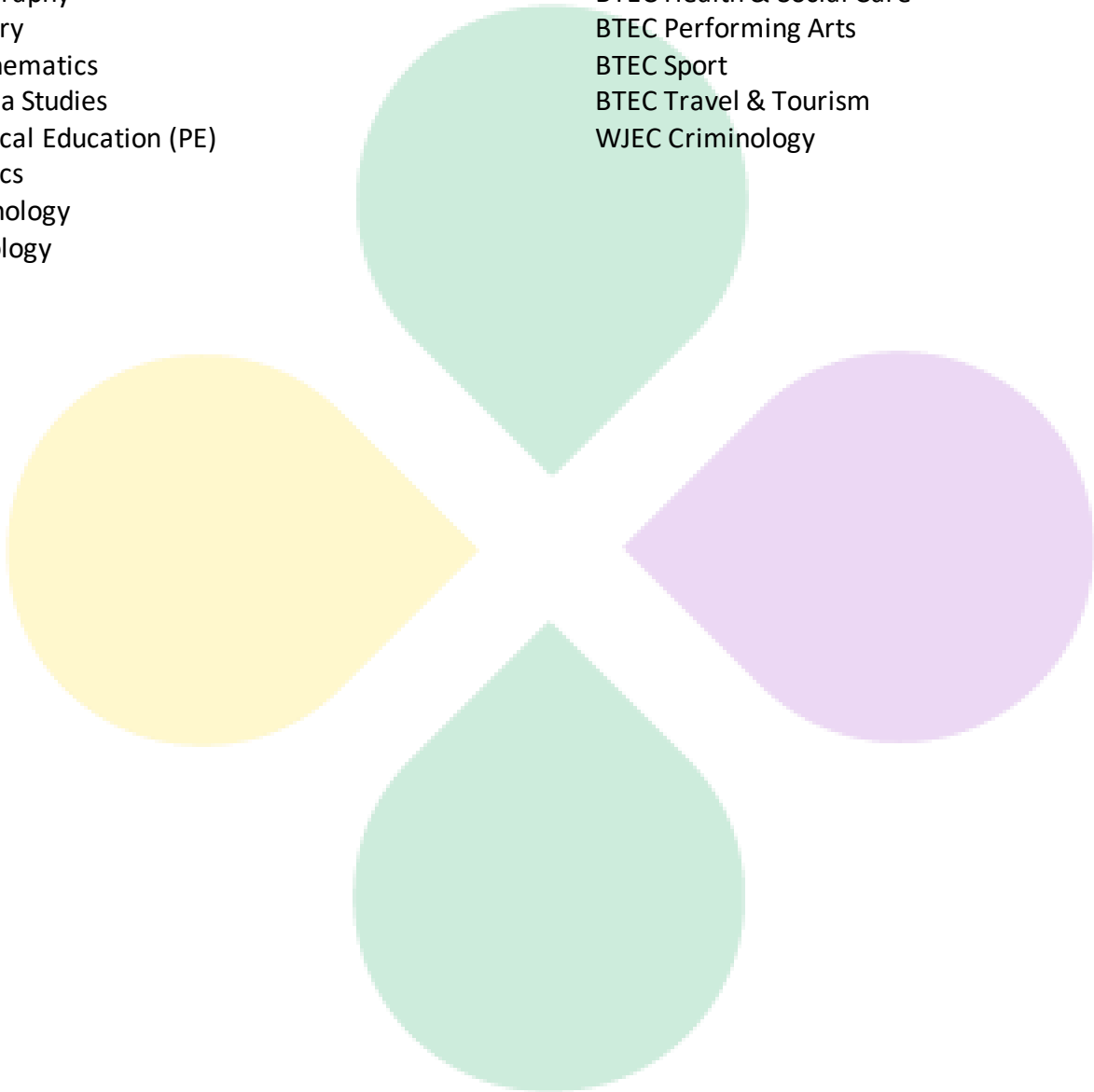
Courses

A-level courses

Art, Craft & Design
Biology
Business Studies
English Literature
Further Mathematics
Geography
History
Mathematics
Media Studies
Physical Education (PE)
Physics
Psychology
Sociology

Vocational courses

BTEC Applied Science
BTEC Business
BTEC Health & Social Care
BTEC Performing Arts
BTEC Sport
BTEC Travel & Tourism
WJEC Criminology





LEVEL 3 VOCATIONAL COURSE

Pearson BTEC Level 3 National Extended Certificate in Applied Science (equivalent to 1 A-level)

Course Description

The aim of this course is to provide a broad scientific knowledge for students interested in continuing their science education and is suitable for students who enjoy a wide variety of learning styles. It is designed for students who are interested in learning about the science-sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in applied science. It is a single course, equivalent to one A Level.

Course Outline

The course consists of four units, of which three are mandatory and two are assessed externally, making mandatory content 83% of the course and external assessment 58%. Guided learning hours will be a combination of timetabled class or practical work and independent study.

The three mandatory units are:

- Unit 1:** Principles and Applications of Science*
- Unit 2:** Practical Scientific Procedures and Techniques
- Unit 3:** Science Investigation Skills*

* = External Assessment

The optional unit to be studied can vary due to staffing and subject expertise, but will be one of the following:

- Unit 8:** Physiology of Human Body Systems
- Unit 9:** Human Regulation and Reproduction

Course Assessment

- Unit 1 is assessed via a 90-mark, 2-hour written examination set and marked by Pearson.
- Unit 3 is assessed via a task set and marked by Pearson and completed under supervised conditions. The supervised assessment period is arranged over 9 days timetabled by Pearson. The scenario and practical investigation in Part A is given to learners 8 days before Part B is scheduled and is undertaken under supervision in a single session of 3 hours. The Part B is a set task that is undertaken under supervision in a single session of 1.5 hours in a session timetabled by Pearson. This unit is worth 60 marks.
- The remaining units are assessed using a portfolio of work produced by the student, which may include essays, presentations, practical write-ups, poster work and research. Resources used must be referenced correctly. There will also be 'timed' pieces of work, which could include essays.

Career Opportunities

Many students who study the BTEC route consider a career in the research science field, or as a technician. However, with the relevant work experience candidates could progress on to careers in management, teaching or higher level research. Other possible career paths could include forensics, food manufacturing, environment and conservation, animal health and breeding, engineering and aerospace.

Entry Requirements

You will need to have achieved at least grade '5-5' in GCSE Combined Science, or grade '5' in two separate science GCSEs.

Head of Science: Mrs Robertson



LEVEL 3 VOCATIONAL COURSE

BTEC Level 3 National Certificate in Business (equivalent to 0.5 of an A-level)

BTEC Level 3 National Extended Certificate in Business (equivalent to 1 A-level)

Course Description

Business Studies is about how different types of businesses are organised and run. Many aspects of the business world are investigated, encouraging students to ask such questions as:

What factors affect business decisions?

What internal problems can occur in a business?

How do the management ensure they run the business successfully?

The course will suit students interested in the world around them.

Course Outline – Year 1

Mandatory Units - Certificate (180 GLH)

Unit 1 Exploring Business (Internally Assessed)

Unit 2 Developing a Marketing Campaign (Exam – Externally Assessed)

Course Outline - Year 2

Mandatory Units - Extended Certificate (360 GLH)

Unit 3 Personal and Business Finance (Exam – Externally Assessed)

Unit 8 Recruitment and Selection Process (Internally Assessed)

Course Assessment

This course is equivalent in size to one A-level. It consists of 4 units of which 3 are mandatory and 2 are externally assessed.

Career Opportunities and Progression to University

This course can help you prepare for a university degree or could lead to work in business related professions such as accountancy, law, marketing or the leisure and tourism industry. You will become skilled at making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of a team.

Entry Requirements

You should have at least 5 GCSEs at grade C / 4 and above including English and maths.

Head of Department: Mrs M. James



LEVEL 3 VOCATIONAL COURSE

Pearson BTEC Level 3 National Certificate in Health and Social Care (equivalent to 0.5 of an A-level)

Pearson BTEC Level 3 National Extended Certificate in Health and Social Care (equivalent to 1 A-level)

Course Description

An introduction to the health and social care sector through applied learning. Supports progression to higher education. Part of a programme of study that includes other vocational or general qualifications.

A broad basis of study for the health and social care sector. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Course Outline

Pearson BTEC Level 3 National Certificate in Health and Social Care

The BTEC Level 3 National Certificate in Health and Social Care consists of **two** mandatory units, one provide for a combined total of 180 guided learning hours (GLH)

Mandatory Units

Unit 1 Human Lifespan Development – Externally assessed exam

Unit 5 Meeting Individual Care and Support Needs – Internally assessed coursework

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

The BTEC Level 3 Extended Certificate in Health and Social Care consists of **three** mandatory units providing a total of 180 guided learning hours (30 credits) **plus** optional units that provide for a combined total of 360 guided learning hours (GLH) or 60 credits for the completed qualification.

Mandatory Units

Unit 1 Human Lifespan Development – Completed in Year 12

Unit 2 Working in Health and Social Care – Externally assessed exam

Unit 5 Meeting Individual Care and Support Needs – Completed in Year 12

Optional Units (choose one option)

Unit 10 Sociological Perspectives

Unit 11 Psychological Perspectives

Unit 12 Supporting Individuals with Additional Needs

Unit 14 Physiological Disorders and their Care



Course Assessment

Learners will be awarded a pass, merit, distinction or distinction* qualification grade (or combination of these grades appropriate to the qualification) by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit.

Career Opportunities

Any career associated with medical care, Support Services, Teaching, Social Work, Medical or Educational Research, Health Care Management, Dietetics/Nutrition, Complementary Therapies, Environmental Health.

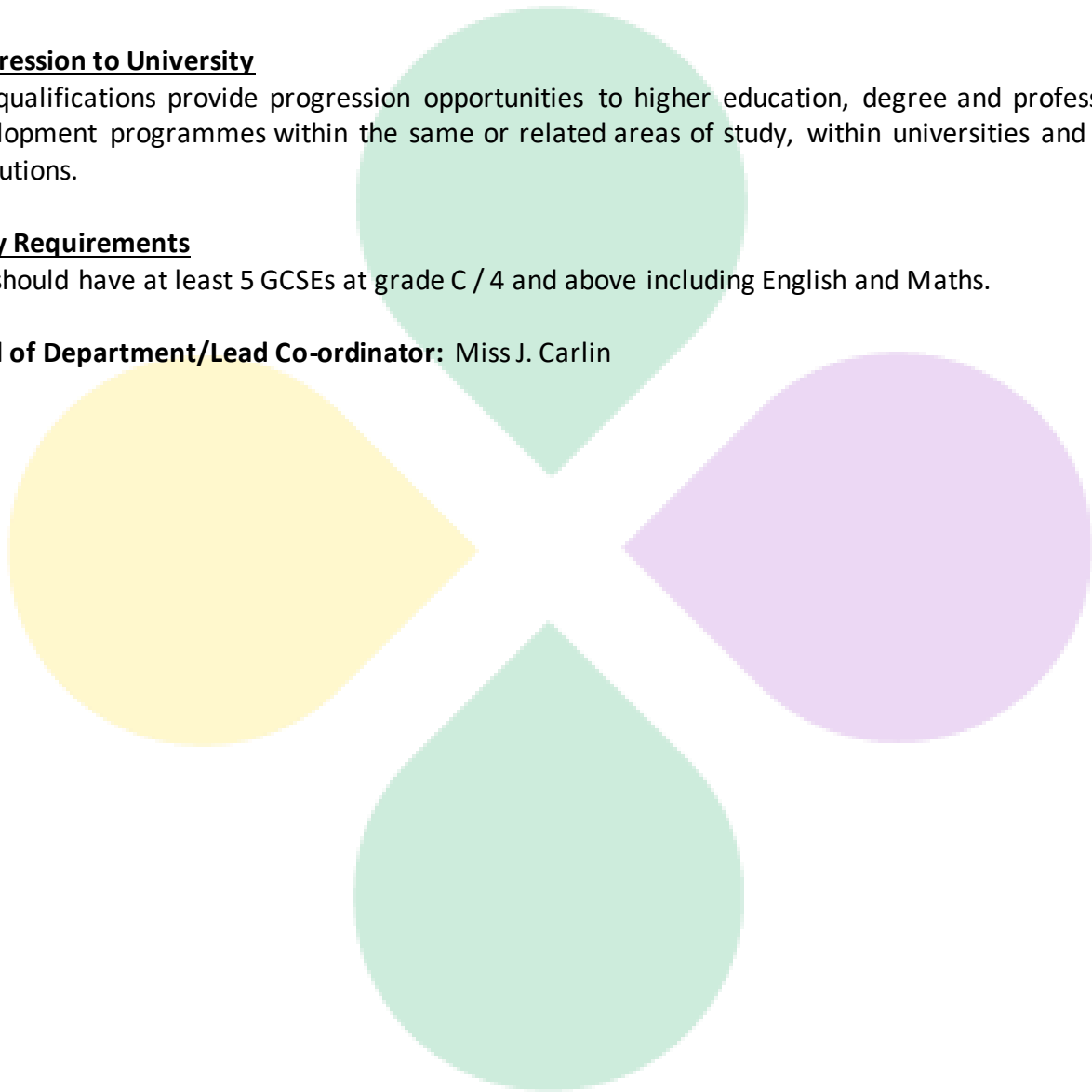
Progression to University

The qualifications provide progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

Entry Requirements

You should have at least 5 GCSEs at grade C / 4 and above including English and Maths.

Head of Department/Lead Co-ordinator: Miss J. Carlin





LEVEL 3 VOCATIONAL COURSE

Pearson BTEC Level 3 National Certificate in Performing Arts (equivalent to 0.5 of an A-level)

Pearson BTEC Level 3 National Extended Certificate in Performing Arts (equivalent to 1 A-level)

Pearson BTEC Level 3 Diploma in Performing Arts (equivalent to 2 A-levels)

Course Description

A range of skills within the three disciplines of Dance, Drama and Music and be able to specialise within one or more of these areas. It is tailored to individual's interests and needs as a performer and creator whilst allowing an opportunity to explore areas you might otherwise not try.

You will have many opportunities to perform and learn about the industry from all aspects, such as equity, running a small business, working in a theatre or TV, teaching a discipline, contact with professionals within the industry and learning how different disciplines work together.

The BTEC qualifications in this specification have been developed in the performing arts sector to:

- Provide education and training for performing arts employees
- Provide performing arts employees opportunities to achieve a nationally recognised level 3 vocationally specific qualification
- Provide full-time learners the opportunity to enter employment in the performing arts sector or to progress to vocational qualifications such as the Edexcel BTEC Higher Nationals in Performing Arts
- Provide learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Course Outline

Pearson BTEC Level 3 National Certificate in Performing Arts

The BTEC Level 3 National Certificate in Performing Arts consists of **two** mandatory units, one provide for a combined total of 180 guided learning hours (GLH)

Mandatory Units

Unit 1 Investigating Practitioners' Work – externally assessed

Unit 2 Developing Skills and Techniques for Live Performance – internally assessed

Pearson BTEC Level 3 National Extended Certificate in Performing Arts

The BTEC Level 3 Extended Certificate in Performing Arts consists of **one** mandatory unit providing a total of 120 guided learning hours **plus** optional units that provide for a combined total of 360 guided learning hours (GLH) or 60 credits for the completed qualification.

Mandatory Units

Unit 1 Investigating Practitioners' Work – completed in Year 12

Unit 2 Developing Skills and Techniques for Live Performance – completed in Year 12

Unit 3 Group Performance Workshop – externally assessed.



Optional Units

Unit 27 Musical Theatre Techniques

Pearson BTEC Level 3 National Diploma in Performing Arts

Mandatory Units

Unit 1 Investigating Practitioners' Work
Unit 2 Developing Skills and Techniques for Live Performance
Unit 3 Group Performance Workshop
Unit 4 Performing Arts in the Community
Unit 5 Individual Performance Commission
Unit 6 Final Live Performance to an Audience

Optional Units (choose one option)

Unit 8 Classical Ballet Technique
Unit 9 Tap Dance Technique
Unit 10 Jazz Dance Technique
Unit 11 Street Dance Technique
Unit 12 Contemporary Dance Technique
Unit 13 Healthy Dancer
Unit 14 Choreography for Live Performance
Unit 15 Theatre Directing
Unit 16 Writing for Performance
Unit 18 Interpreting Classical Text for Performance
Unit 19 Acting Styles
Unit 20 Developing the Voice for Performance
Unit 21 Improvisation
Unit 22 Movement in Performance
Unit 23 Singing Techniques for Performers
Unit 26 Physical Theatre Techniques
Unit 27 Musical Theatre Techniques
Unit 28 Variety Performance

Course Assessment

Learners will be awarded a pass, merit, distinction or distinction* qualification grade (or combination of these grades appropriate to the qualification) by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit.

Career Opportunities

Actor, dancer, musician, education officer, drama/dance/music therapist, stage manager, lighting technician, sound technician, costume designer, make-up artist, film director, set designer, choreographer, fitness instructor, teacher, camera-man, script writer, arts critique, director, musical-director, animator, children's entertainer, face-painter, Theatre manager, street entertainer, managing entertainment venues, this is to name only a few jobs within the Performing Arts Industry.

Entry Requirements

You should have at least 5 GCSEs at grade C / 4 and above including English and maths.

Head of Department: Miss S. Watson



LEVEL 3 VOCATIONAL COURSE

Pearson BTEC Level 3 National Certificate in Sport (equivalent to 0.5 of an A-level)

Pearson BTEC Level 3 National Extended Certificate in Sport (equivalent to 1 A-level)

Course Description

The aim of this course is to provide a broad scientific knowledge for students interested in continuing their Physical Education and sporting interest. This course is suitable for students who enjoy a wide variety of learning styles. As 50% of the course is portfolio based, there is the opportunity to make use of your strengths and look for support on your weaknesses. It is a single course, equivalent to one A Level.

Course Outline

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners who may choose to enter employment directly in the sport sector.

Learners will study three mandatory units:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry.

Learners will also choose one optional unit from a range which has been designed to support choices in progression to sport courses in higher education, and to link with relevant occupational areas.

In the first year the following units will be studied:

Unit 1: Anatomy and Physiology – externally assessed unit (120 GLH)

Unit 5: Practical sports performance – portfolio-based unit (60 GLH)

In the second year the following units will be studied:

Unit 2: Fitness training and programming for Health, Sport and Well-being – externally assessed unit (120 GLH)

Unit 3: Professional development in the sports industry – portfolio-based unit (60 GLH)

Course Assessment

The two external units are assessed by a written examination taken in the summer of Year 12 and Year 13 respectively. The remaining two units are assessed using a portfolio of work produced by the student, which may include essays, presentations, practical write-ups, poster work and research. Resources used must be referenced correctly. There will also be 'timed' pieces of work, which could include essays.

The styles of external assessment used for qualifications in the Sport are:

- Examinations – all learners take the same assessment at the same time, normally with a written outcome



- Set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Career Opportunities

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

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

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

Entry Requirements

You should have at least 5 GCSEs at grade C / 4 and above including English and maths.

Head of Department: Miss R. Nicholson



LEVEL 3 VOCATIONAL COURSE

Pearson BTEC Level 3 National Certificate in Travel & Tourism (equivalent to 0.5 of an A-level)

Pearson BTEC Level 3 National Extended Certificate in Travel & Tourism (equivalent to 1 A-level)

Course Description

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Course Outline

Draft specification has not been released by the examination board.

Course Assessment

Learners will be awarded a pass, merit, distinction or distinction* qualification grade (or combination of these grades appropriate to the qualification) by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit

Progression and Career Opportunities

The intended destinations for learners successfully achieving these qualifications include:

- BTEC Higher National Certificate/Diplomas
- Apprenticeships

Entry Requirements

You should have at least 5 GCSEs at grade C / 4 and above including English and maths.

Head of Department: Mr A. Folbigg



LEVEL 3 VOCATIONAL COURSE

WJEC Level 3 Criminology (equivalent to 1 A-level)

Course Description

Why do people commit crime? What is the purpose of punishment and how should we punish people? What shapes our beliefs about crime? Students interested in exploring these fascinating questions would benefit from taking the criminology course. The course also has a 'crime scene to court room' 'CSI' element looking at the process of evidence and people who work in the Criminal Justice System who come together to prosecute a criminal offence.

Learners have to complete assignments as part of their assessment, in addition to an exam; for this they will gain practical experience of research methods, but also develop skills in critical evaluation of where the criminal justice system falls down. Students will be asked to consider how the use and application of their learning impacts on individuals, employers, society and the environment. This type of learning is about applied knowledge, learning skills in the classroom to use in the community in a very purposeful and practical way.

Course Outline

The Certificate consists of two units, Changing Awareness of Crime (Controlled Assessment) and Criminological Theories (the exam). The Diploma qualification consists of the two certificate units plus two further units, Crim Scene to Courtroom (Controlled Assessment) and Crime and Punishment (Exam).

Course Assessment

Unit 1 and Unit 3 are assessed internally and moderated by the exam board. Unit 2 and Unit 4 are assessed by written examinations. The two Certificate units each account for 50% of the total Certificate qualification, whilst all four units each account for 25% of the Diploma. Each examination last for 1hr 30mins and carries 75 marks.

Career Opportunities

Criminology will appeal to students who are interested in criminal justice and may be considering careers in related areas. Criminology combines well with a variety of subjects such as law, sociology and psychology, as well as with other Level 3 qualifications.

Progression to University

The following universities are a sample of the institutions that accept the criminology diploma within a learner's portfolio for entry onto criminology or related degree courses.

- Durham University
- University of Wales, Aberystwyth
- University of Wales, Newport
- Sheffield Hallam University
- University of Glamorgan

Entry Requirements

You should have at least 5 GCSEs at grade C / 4 and above including English and maths and science.

Subject Lead: Miss L. Hyde

**ADVANCED LEVEL****Art (Art, Craft and Design)****A-level****Course Description**

The course studied will be the full A-level endorsement in Art, Craft and Design. Students will explore a broad based 2D and or 3D course supported by critical and contextual studies. Students will work using a range of 2D / 3D processes and media associated with at least two of the titles indicated - Fine Art, Textile Design, Three Dimensional Design, Graphic Communication and or Photography. Students wishing to use photography as a means of generating artwork will be required to have access to their own personal DSLR camera or some other form of photographic equipment; the school has Photoshop software for use by the students to develop their ideas.

The course encourages a broad artistic approach which allows candidates to develop a sound grounding in a number of specialist areas of Art & Design practice and to explore their chosen thematic subjects in depth. Building on knowledge, techniques and understanding acquired at GCSE level, candidates will develop the skills to ensure their programme of study gives them a strong and diverse creative experience. Candidates should be able to demonstrate individual, creative and sensitive responses to stimulus with the ability to develop and execute artistic ideas in considerable depth and produce artistic responses to a high standard and with a technically competent quality of finish.

Research and visiting art exhibitions is vital to widen students' knowledge and understanding of artists for inspiring ideas for development.

Students are expected to complete independent research, experimenting, evaluating and modifying ideas throughout their sketchbooks to extend thinking and inform artwork.

Course Outline

- The course requires students to participate actively in their course of study, recognising and developing their own strengths and sustaining their own lines of enquiry. Students are expected to meet all deadlines and work outside of school on work set regularly by teachers.
- Research and visiting art exhibitions is vital to widen students' knowledge and understanding of artists not only for their course but also for pleasure and for inspiring ideas. Students are expected to complete independent research; recording, experimenting, evaluating and modifying ideas throughout their sketchbooks to extend thinking and inform their artwork. This work is essential to allow engagement in class discussions.
- Students are expected to come prepared to each lesson having completed the necessary work, and basic selection of art equipment, in order to progress and target set for future lessons. Preparation for the lessons should also include arriving on time to every lesson.
- Attendance to all lessons is compulsory. If a student knows they will be absent from a lesson they are expected to notify the teacher in advance and catch up on any work missed. If the absence is unplanned, students must see their teacher at the earliest opportunity to collect the work and complete it before the next art lesson with that teacher. This includes any homework set.
- Students are expected to practice skills and undertake work at home independently to support and refine their work; as an ongoing process throughout the course.



Course Assessment

Component 1: Personal Investigation – 60% of the total A Level marks

- During Y12 students will participate in a range of structured technical workshops to explore materials and processes that will inform the development of their practical work.
- Students are required to conduct two projects overall that explore a variety of techniques, materials and themes in increasing depth.
- The projects are undertaken as personal investigations into ideas, issues, concepts or themes, supported by written material.
- The focus of the themes must be determined by the student.
- The investigations must show clear development from initial ideas towards concluding personal responses.
- Work must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to Art, Craft & Design historical understanding and Contemporary Art, Craft and design practice; within the wider context of social and cultural history.

Component 2: Externally Set Assignment – 40% of the total A Level marks

- Students will receive a question paper set by the exam board providing them with a choice of eight set themes. Students are required to select **one**, from which they will create a body of preparatory work leading up to a final supervised exam lasting **15 hours**. During the exam they must produce a final piece informed by their preparatory work.

Career Opportunities

The course forms a solid base for progression to further study at Foundation/Degree/Masters and PHD level aspects of Art, Craft and Design.

Artistic observation, analytic thought processes and cultural awareness are attributes which all students can take forward and apply in future jobs, whatever their career choice.

Progression to University

The conventional starting point is a foundation course, which introduces you to a variety of media and career options, from product design to fashion, textiles and fine art. The availability of courses varies from one institution to another. Foundation courses last for one year and help students build mature portfolios and help them choose degrees that suit their interest and abilities. (Foundation courses are not compulsory and students with exceptional Art & Design portfolios may be accepted onto degree courses without undertaking a Foundation Art course.) A level courses and Foundation courses are designed to nurture your strengths while guiding you in technical Art, Craft and Design processes and potential areas of interest. When making a decision about which degree course to apply for, you should consider the nature of the overall programme in relation to your aspirations within art practice. Many courses offer transferable skills that can be applied in a broader context of Art and Design.

Entry Requirements

A portfolio of work that should be presented to Ms Davis in September. Entry requirements 5 GCSE grades 4+ including a minimum GCSE Art Grade 5 and GCSE English Grade 5.

Teacher of Art, Craft & Design: Ms M Davis

**ADVANCED LEVEL****Biology****A-level****Course Description**

The course sees students developing knowledge and understanding of biological concepts, principles and facts. The aims of the course are to encourage students to:

- Develop their interest and enthusiasm for biology, including developing an interest in further study and careers in biology
- Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works*
- Develop essential knowledge and understanding in different areas of biology and how they relate to each other
- The course suits students with enquiring minds and a real interest in the natural world

Course Outline**Year 1****Biological Molecules, Cells, Organisms and their Environment, Genetics, Variation and Relationships between Organisms.**

All life on Earth shares a common chemistry which provides indirect evidence for evolution. The study of carbohydrates, lipids, proteins, nucleic acids and water provide the basic building blocks that allow further topics to be delivered. GCSE knowledge of cells is expanded by looking at prokaryotic and eukaryotic cells, their structures and the interactions between different types of cell. The exchange of substances between the internal and external environments of cells and in large organisms is covered next by looking at active transport, diffusion, digestion absorption and osmosis.

The differences between species and the differences between individuals within a species are examined by looking at genetic and environmental factors before focusing on the structure of DNA and protein synthesis. Genetic diversity due to gene mutation, chromosome mutation and random factors is covered here as well.

Year 2**Energy Transfers, Organisms Responses to Change, Genetics, Populations, Evolution and Ecosystems and the Control of Gene Expression (Written Paper: 2 hours, 35% of the A Level marks)**

Life depends on continuous transfers of energy so the processes of photosynthesis and respiration begin the second year of study. This is followed by how living things interact with their environments. Stimuli, receptors, coordinators and effectors are studied as part of the nervous system whilst hormones and their target cells are studied as part of the endocrine systems of mammals and the hormone-like growth substances used by plants.

The second year concludes with the theory of evolution and classification. DNA is looked at again as the 'universal' genetic code, together with how an individual inherits alleles from their parents. The variation in organisms due to genetic and environmental factors is discussed, and population numbers and competition within and between species are the last topics covered.



Examinations

Paper 1

Any content from topics 1–4, including relevant practical skills

- written exam: 2 hours
- 91 marks
35% of A-level
- 76 marks: a mixture of short and long answer questions
15 marks: extended response questions

Paper 2

Any content from topics 5–8, including relevant practical skills

- written exam: 2 hours
- 91 marks
35% of A-level
- 76 marks: a mixture of short and long answer questions
15 marks: comprehension question

Paper 3

Any content from topics 1–8, including relevant practical skills

- written exam: 2 hours
- 78 marks
30% of A-level
- 38 marks: structured questions, including practical techniques
- 15 marks: critical analysis of given experimental data
25 marks: one essay from a choice of two titles

You are also assessed on your practical skills. This is done over the 2 year course in school and will give you a separate practical skills endorsement. It does not go towards your A Level grade.

Career Opportunities

Biologists are employed in many areas including agriculture, bioengineering, veterinary science, medical research, medicine, teaching, forestry, marine studies, health care, biochemistry and biophysics.

Progression to University

This course contains some overlap with A Level Chemistry and Geography in the areas of biochemistry, environmental science and microbiology – it is essential for medical related degrees where the highest possible grade is necessary.

Entry Requirements

Grade 6 in GCSE Combined Science or a Grade 6 in GCSE Biology. GCSE Maths Grade 6+, GCSE English Grade 5+.

Head of Department: Mrs Robertson

**ADVANCED LEVEL****Business Studies****A-level****Course Description**

You might have an interest in business and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more.

Course Outline

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
7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

Assessed Paper 1

Written exam: 2 hours

100 marks in total

33.3% of A Level weighting

Questions

Three compulsory sections:

Section A has 15 multiple choice questions (MCQs) worth 15 marks.

Section B has short answer questions worth 35 marks.

Section C has two essay questions (choice of one from two and one from two) each worth 25 marks.

Assessed Paper 2

Written exam: 2 hours

100 marks in total

33.3% of A Level weighting

Questions

Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions

Assessed by Paper 3

Written exam: 2 hours

100 marks in total

33.3% of A Level weighting



Questions - Three Sections:

A series of questions based on a case study which won't be seen until the day of the exam.

*Before the qualification can be awarded, students must undertake **all** the assessments.*

Career Opportunities

Business Studies can lead to a wide range of careers. It is an excellent stepping stone to the next level of academic study at university in a number of different disciplines. It will also provide you with a sound base for entering the business world of work, again in a wide range of fields. Business Studies is a subject particularly well suited to those who want to pursue a career in accountancy, banking, finance and commerce. However, other students choose Business Studies as a knowledge of business will help them in any future career.

Business Studies goes very well with almost any other A-level subject. Indeed, students choosing Business Studies study a wide range of other A-levels. Many students studying A-level Business Studies choose to pursue degrees in such areas as Business Studies, Accountancy, Marketing and Human Resources.

Progression to University

Subjects related to Business are the most popular choice of degree and are highly valued by employers. Courses include degrees in Accounting, Law, Human Resources, Marketing as well as Economics and Social Sciences. Many institutions also offer general Business Studies and Management courses. A wide range of universities offer Business related courses, therefore entry criteria varies according to different universities.

Entry Requirements

5 GCSEs A* - C / 4+ including a Grade B / 5 in Business Studies. GCSE Maths and English Grade 5+.

Head of Department: Mrs M. James

**ADVANCED LEVEL****English Literature****A-level****Course Description**

The course is designed to give a study of English Literature to considerable depth through close teacher guidance. Modern texts and great canons of literature are studied in more detail than degree level studies offer, providing excellent opportunity for candidates to fully understand literary techniques, writing styles, methods of analysis and cultural, historical and social issues.

By nature, Literature covers almost every subject under the sun and would suit any candidate with an interest in language, social interaction, communication or writing. It will help students to develop critical and analytical skills which can be applied to all other subjects. Students should be confident in essay writing and willing to read both examined texts and additional material independently.

Course Outline – Year 13: A level**Component 1**

(75 marks; 40% of A level; 3 hours mixed closed/open book exam)

- Shakespeare
- Pre-1900 Poetry
- Exam will include two unseen poems

Component 2

(75 marks; 40% of A level; 2 ½ hour closed book exam)

- Close reading in chosen topic area (World War 1 literature and its aftermath)
- Comparative and contextual study from chosen topic area

Component 3

(50 marks; 20% of A level; non-exam assessment – independent critical study)

- Critical and comparative essay of two texts. 2500 words plus a bibliography.

Career Opportunities

A qualification in English Literature can present opportunities in virtually any career, depending on other A Level options. Obvious English based careers include Law, Education, Theatre and Media but any career will welcome the breadth of education which an English A-level adds to other subjects.

Progression to University

The course is useful for the study of any 'English' based course at university as well as Law, History, Theatre Studies, Media etc. It is also useful as a 3rd/4th subject when studying in other areas to lend breadth to study.

Entry Requirements

You will need to have achieved at least a grade 6 in English and English Literature at GCSE. GCSE Maths Grade 4+.

Head of Department: Miss S. Watson

ADVANCED LEVEL**Further Mathematics****A-level**

The qualification is both deeper and broader than A-level mathematics. A-level Further Mathematics builds from GCSE level and A-level mathematics. As well as building on algebra and calculus introduced in A-level Mathematics, the A-level Further Mathematics core content introduces complex numbers and matrices, fundamental mathematical ideas with wide applications in mathematics, engineering, physical sciences and computing. The non-core content includes different options that can enable students to specialise in areas of mathematics that are particularly relevant to their interests and future aspirations. A-level Further Mathematics prepares students for further study and employment in highly mathematical disciplines that require knowledge and understanding of sophisticated mathematical ideas and techniques.

Further Pure Mathematics:

Half of the course covers pure mathematics. This helps to develop an understanding of the rigour and technical accuracy needed for more advanced study of mathematics.

Students will study following areas:

- Complex numbers
- Matrices
- infinite series
- 3D vectors
- Polar coordinates
- Hyperbolic functions
- Differential equations

Optional Units

The remainder of the course is made up of two optional units. These will be selected based on the make-up of the group and other subjects that they are studying. The options include:

- Statistics
- Mechanics
- Numerical Methods
- Modelling with Algorithms



Course Assessment

At the end of Year 13, students will sit a 2hr 40 min mandatory paper covering the core content. Depending on option choices they will sit either a 2hr 15min paper on their major optional topic and a 1hr 15min paper on their minor option topic, or three 1hr 15min papers on three different minor topics.

Career Opportunities

This course would be an excellent qualification for students wanting to work in the field of Mathematics, Engineering, Science, Business and Economics.

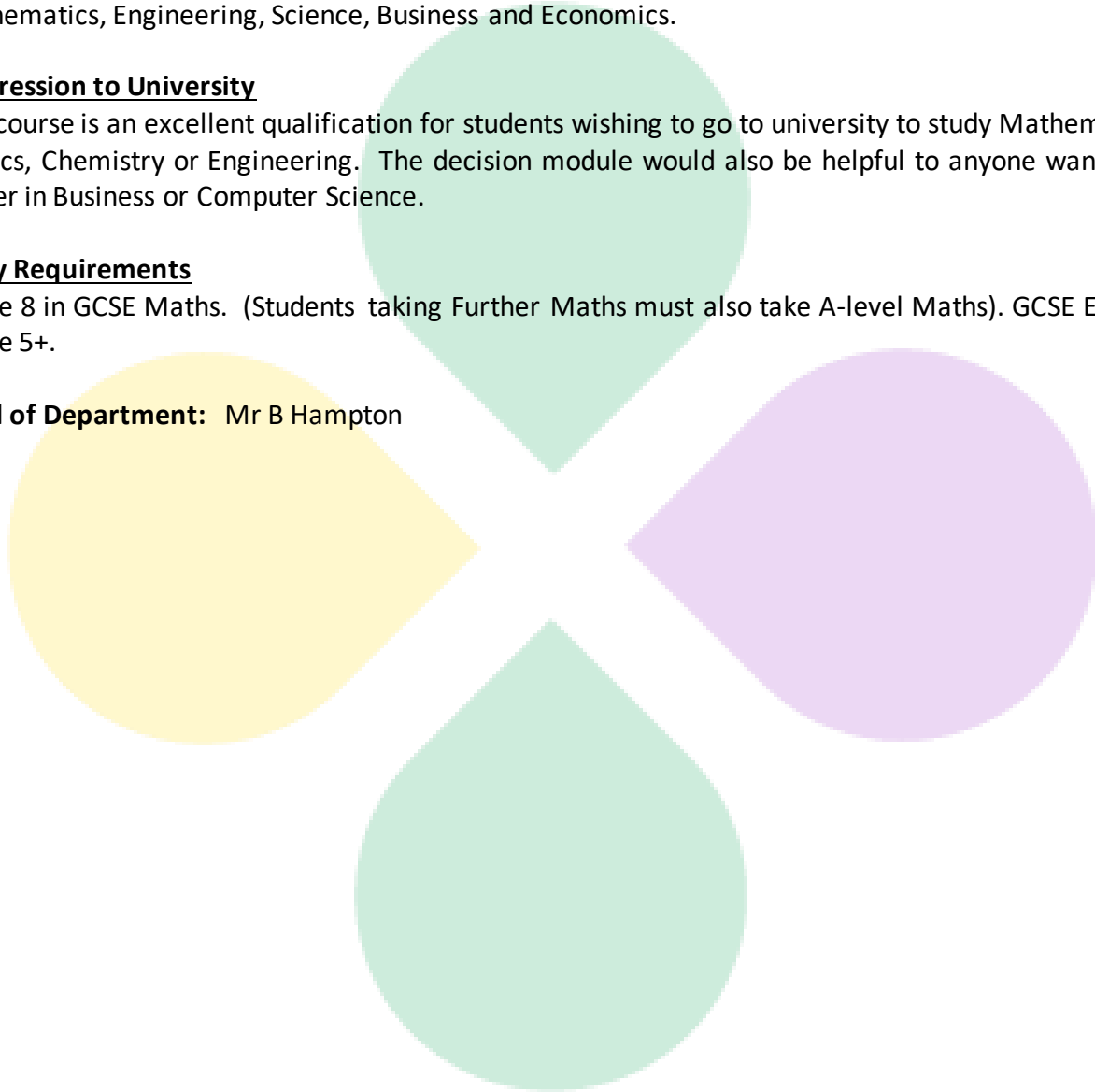
Progression to University

This course is an excellent qualification for students wishing to go to university to study Mathematics, Physics, Chemistry or Engineering. The decision module would also be helpful to anyone wanting a career in Business or Computer Science.

Entry Requirements

Grade 8 in GCSE Maths. (Students taking Further Maths must also take A-level Maths). GCSE English Grade 5+.

Head of Department: Mr B Hampton



ADVANCED LEVEL**Geography****A-level****Course Description**

The course involves the integrated study of the Earth's places, people, environments and societies. The topics covered enable students to develop a sound understanding and knowledge of up-to-date geographical issues and to develop and use geographical skills.

Course Assessment**Component 1: Physical Geography****What is assessed?**

Section A: Water and carbon cycles
Section B: Glacial systems and landscapes
Section C: Hazards

How is it assessed?

- Written exam: 2 hours 30 minutes
- 120 marks
- 40% of A-level

Questions

- Section A: answer all questions (36 marks)
- Section B: answer one question (36 marks)
- Section C: answer one question (48 marks)
- Question types: multiple-choice, short answer, levels of response and extended prose

Component 2: Human Geography**What is assessed?**

Section A: Global systems and global governance
Section B: Changing places
Section C: Contemporary urban environments

How is it assessed?

- Written exam: 2 hours 30 minutes
- 120 marks
- 40% of A-level

Questions

Section A: answer all questions (36 marks)
Section B: answer all questions (36 marks)
Section C: answer one question (48 marks)
Question types: multiple-choice, short answer, levels of response, extended prose



Component 3: Geography investigation

What's assessed?

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

How it's assessed

- 3,000–4,000 words
- 60 marks
- 20% of A-level
- marked by teachers
- moderated by AQA

Career Opportunities

Geography is a unique course which develops a full range of skills, including numeracy, literacy, ICT, analysis, evaluation, decision making and practical field work. It is therefore an excellent course for entering a variety of careers such as town and country planning, cartography, tour operators, travel agents, travel guide publications, teaching, volcanology, hydrologists, research, weather reporting, environmental science, countryside management and many, many more. Russell group universities consider geography to be 'facilitator subject' as it develops both numerical skills of analysis as well as softer skills such as collaboration and communication. For this reason employers also hold A Level Geography in high regard.

Progression to University

Students who study Geography at A Level can progress onto a BA or BSc course in Geography or can progress onto many related degree courses such as Geology, Geo-hazards, Development Studies, Environmental Science, Marine Biology, Town Planning, Archaeology, International Development, Meteorology, Climate Change and Disaster Response.

Entry Requirements

Grade B / 6 in Geography if studied at GCSE, however this is not essential. GCSE Maths and English Grade 5+.

Head of Department: Mr A Folbigg



ADVANCED LEVEL

History

A-level

Course Description

The course allows students the opportunity to investigate aspects of British, European and World History. This ranges from Tudor History to America. Students will also have the opportunity to investigate World History through the Historical Investigation unit at A-level.

Students studying History will be encouraged to learn new skills, from communication of ideas to assessment and analysis of historical evidence. The course will suit anyone with an inquisitive mind who wants to find out more about the past and how it helped shape the modern world.

Course Outline

Component 1 The Mid Tudor Crisis

- The stability of the monarchy
- Religious changes
- Rebellion and unrest
- British Period Study: Elizabethan England

Component 2 Russia 1894-1941

- The rule of Tsar Nicholas II
- The 1917 Revolutions
- The Civil war and Lenin
- The Rule of Stalin

Component 3 Civil Rights in America 1865-1992

- African Americans
- Trade Unions
- Native Americans
- Women

Component 4 Coursework

- A 3000-4000 word independent study on a topic of student preference.

Component 1: 25% of overall end grade 1 hour and 30 minute paper

Component 2: 15% of overall end grade 1 hour exam

Component 3: Thematic study 40% of overall grade 2 hours and 30 minute paper

Component 4: 3000–4000 word essay coursework - Topic of choice = 20% of overall grade

Career Opportunities

There are a number of careers in which a study of History is a valuable asset. These include Journalism, Law and Business as well as the Civil Service and Teaching. There is also a very clear path to further education studying History or many related courses at University.



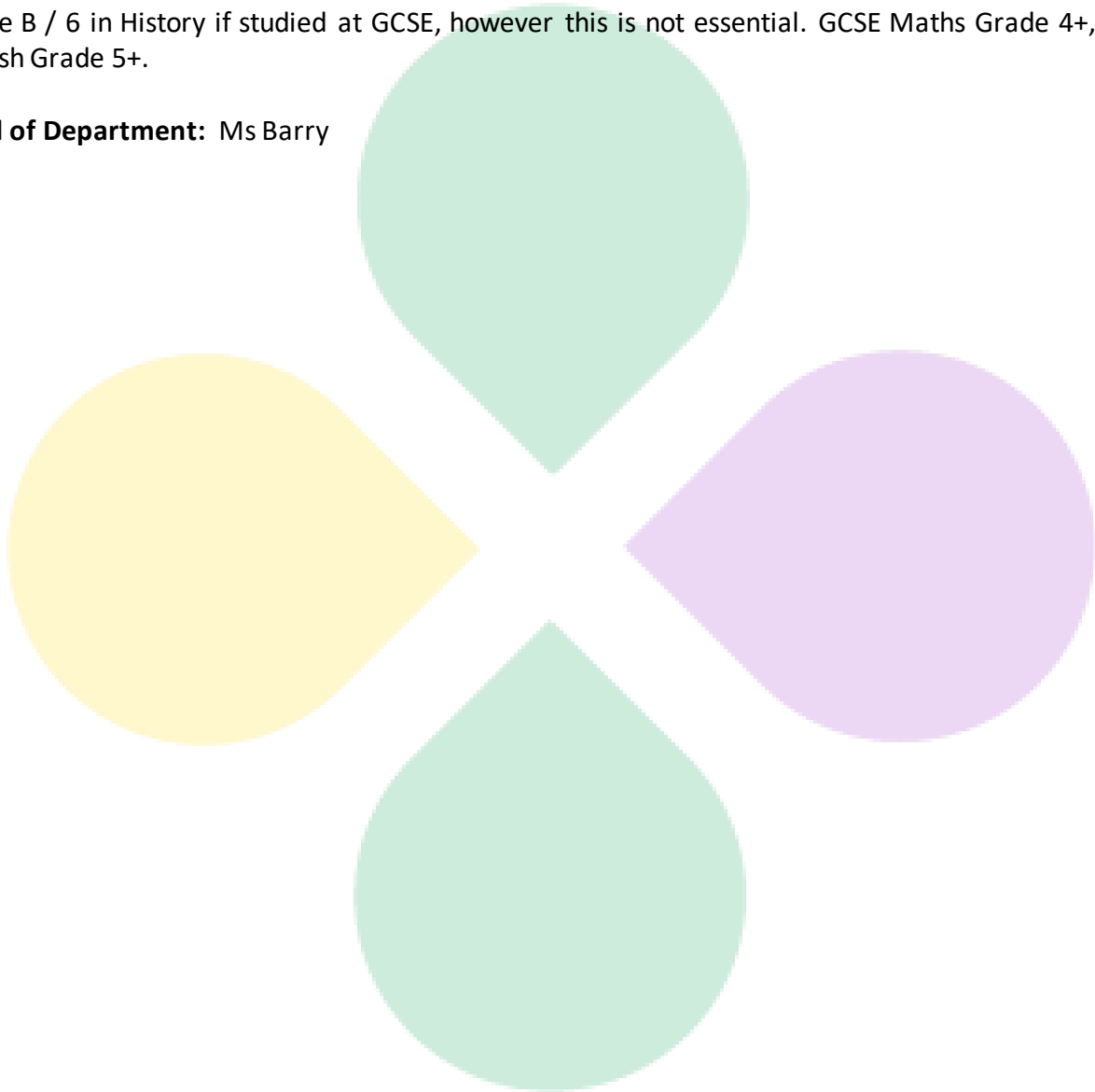
Progression to University

History is complemented by a wide range of subjects but its focus on textual analysis and developing a clear literary style means that English is a subject which is an excellent accompaniment to it. The study of Economics, Politics, Geography, Psychology or Law, with their emphasis on research and analysis, is also recommended in combination with History. Many universities with History Departments which have well established reputations will expect students to achieve at least a B grade at A Level, but those which are recognised as national and international centres of excellence in the discipline do not consider those candidates who are not capable of attaining an A grade.

Entry Requirements

Grade B / 6 in History if studied at GCSE, however this is not essential. GCSE Maths Grade 4+, GCSE English Grade 5+.

Head of Department: Ms Barry



**ADVANCED LEVEL****Mathematics****A-level****Course Description**

The course offers the opportunity for students to study a wide range of mathematical topics. Below are some examples of questions to give you a flavour of the course.

This is an example of a question based on the sequences section from the Pure Maths topics. The answers could be obtained by writing out all the amounts and adding them up but there is a quicker way of finding the answers using formula:

“John is given an interest free loan to buy a second hand car. He repays the loan in monthly instalments. He repays £20 the first month, £22 the second month and the repayments continue to rise by £2 per month until the loan is repaid. Given that the final monthly repayment is £114,

*Show that the number of months it will take John to repay the loan is 48,
Find the amount, in pounds, of the loan.”*

This is an example of a question based on the Statistics 1 module:

*“A gambler has 4 packs of cards each of which is well shuffled and has equal numbers of red, green and blue cards. For each turn he pays £2 and draws a card from each pack. He wins £3 if he gets 2 red cards, £5 if he gets 3 red cards and £10 if he gets 4 red cards.
What are the probabilities of his drawing 0, 1, 2, 3, 4 red cards?
What is the expectation of his winnings (to the nearest 10p)?”*

This course will suit students who enjoy maths and gain a sense of achievement from tackling and working through complex problems. It will also complement other A-level studies such as Geography, Economics or any of the Sciences.

Course Outline

Pure Mathematics develops the framework and Applied Mathematics in Statistics and Mechanics puts the skills to use in solving real-world problems. Such a qualification is highly sought by universities.

Topics covered include:

Pure Mathematics:

- Proof • Algebra and Functions • Coordinate Geometry • Sequences and Series • Trigonometry • Exponentials and Logarithms • Differentiation and Integration • Numerical Methods

Statistics:

- Statistical Sampling • Data Presentation and Interpretation • Probability • Statistical Distributions • Statistical Hypothesis Testing

Mechanics:

- Vectors • Quantities and Units in Mechanics • Kinematics • Forces and Newton’s Laws • Moments



Course Assessment

There are three 2 hour examinations which all take place at the end of the 2 year course. Paper 1 is Pure Mathematics and Mechanics, Paper 2 is Pure Mathematics and Statistics and Paper 3 is Pure Mathematics and Comprehension.

Career Opportunities

Mathematics and the skills learnt from the course are used in many areas of employment. Research and development requires analytical skills, the business world needs problem solving skills and engineering requires a logical approach and reasoning skills.

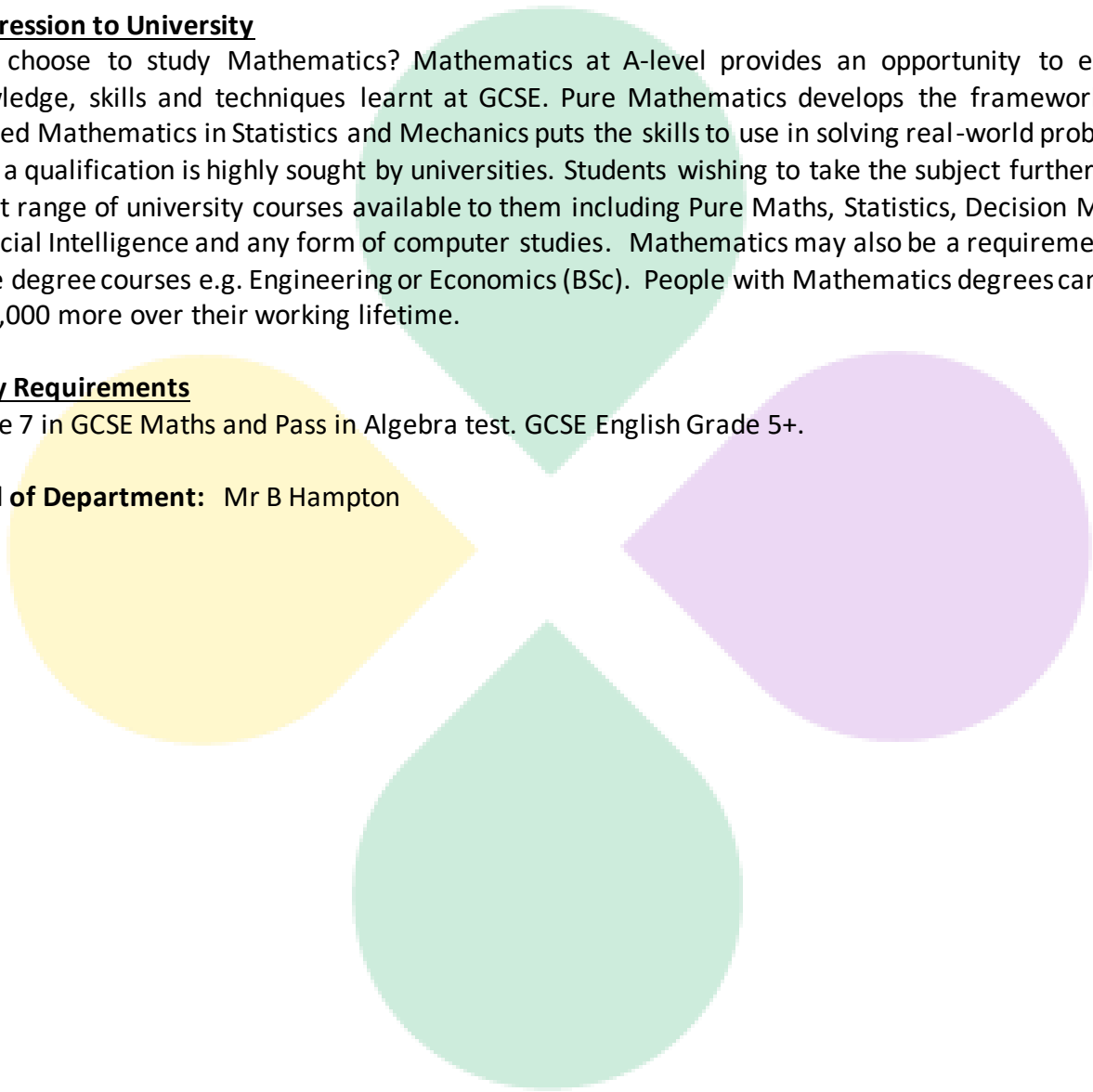
Progression to University

Why choose to study Mathematics? Mathematics at A-level provides an opportunity to extend knowledge, skills and techniques learnt at GCSE. Pure Mathematics develops the framework and Applied Mathematics in Statistics and Mechanics puts the skills to use in solving real-world problems. Such a qualification is highly sought by universities. Students wishing to take the subject further have a vast range of university courses available to them including Pure Maths, Statistics, Decision Maths, Artificial Intelligence and any form of computer studies. Mathematics may also be a requirement for some degree courses e.g. Engineering or Economics (BSc). People with Mathematics degrees can earn £250,000 more over their working lifetime.

Entry Requirements

Grade 7 in GCSE Maths and Pass in Algebra test. GCSE English Grade 5+.

Head of Department: Mr B Hampton



**ADVANCED LEVEL****Media Studies****A-level****Course Description**

The course is designed to enhance student enjoyment and appreciation of the media and its role it plays in our media saturated society. Students will develop critical understanding of the media through engagement with media products and concepts and through the creative application of practical skills. Media Studies students will explore production processes, technologies (Adobe Creative Master Collection) and other relevant contexts. Students will become independent in research skills and develop the skills to be able to shape their own views and interpretations. A level Media Studies allows students to look at the media through social, historical, economic and political contexts. Students who have an interest in Film Studies, Arts, English, Social Sciences and Humanities subjects will find points of interest with A Level Media Studies.

Course Outline**Paper 1:****What's assessed?**

Questions will focus on issues and debates in the media. A topic will be released in advance of the exam. Students will be expected to use any relevant elements of the theoretical framework in order to explore the ideas in the paper.

How it's assessed:

- Exam=2 hours 30 minutes
- Worth 84 marks
- 35% of A-level

Questions:

An argument relating to the theme.

- Short answer questions relating to the theme.
- 2x15 mark questions testing in depth knowledge of two areas of the theoretical framework.
- 2x25 mark questions assessing in depth knowledge of the two remaining areas of the theoretical framework.

Paper 2**What's assessed?**

Questions will focus on the analysis of media products, through the lens of the theoretical framework. Students will be expected to refer to the Close Study Products (CSPs) provided by AQA and other products they have studied. They will also be expected to demonstrate understanding of the contexts in which the products were created.

How it's assessed

- Written exam: 2 hours
- 84 marks
- 35% of A-level



Questions

- Contrasting points of view relating to a particular CSP.
- Short answer questions assessing breadth and depth of knowledge of aspects of the theoretical framework in relation to particular media products.
- 2x30 mark questions assessing depth of knowledge of the theoretical framework and/or contexts in relation to media products.

Coursework (30%)

What's assessed?

- Application of knowledge and understanding of the theoretical framework.
- Practical skills relating to the media format of their choice.

How it's assessed

- A choice of topics related to the over-arching (annually changing) theme
- 60 marks
- 30% of A-level
- Assessed by teachers
- Moderated by AQA

Tasks

Students produce:

- a statement of intent
- cross-media products made for an intended audience.

Career Opportunities

The media industry is highly competitive and the course should not be seen as a guaranteed path to a media job although it would be useful to offer when applying for Further Education in a media related subject. Students will also have a portfolio of work that they can take to interviews. It also offers a useful and analytical insight into the modern world, which can be applied to many areas of work including Media Production, Business, Journalism, Advertising, Marketing and PR.

Progression to University

Media Studies is worth just as many points as any other subject! However, it is particularly useful for those students wishing to study subjects such as Media, Film Studies, Journalism, Marketing, PR and advertising courses. Many Media Studies students combine their study with other A Levels such as English, Sociology, History, Art and Photography. Good grades are expected by colleges and universities, especially as Media Studies increases in popularity each year.

Entry Requirements

If students have studied GCSE Media then a Grade C / 4 is required, if BTEC Media has been studied then a Distinction is needed. If not a subject aptitude test will be taken during induction week. Students also require enthusiasm for the subject and an interest in all forms of media (from TV and film to websites and magazines). GCSE Maths Grade 4+, GCSE English Grade 5+.

Subject Lead: Miss S. Watson

**ADVANCED LEVEL****Physical Education****AS/A Level****Course Description**

“Physical Education is an umbrella term used to describe the study of a range of specified physical activities. It is a field of study which hinges on physical performance and exists as a family concept consisting of play, physical recreation, sport and institutional physical education.” (*Calhoun, Morgan and Meier et al.*)

Practical experience is at the core of the subject and the study of various disciplines such as physiology, psychology and socio-cultural studies, enhance the understanding of it. Theoretical and practical lessons form the basis of the course.

The course is likely to suit students who have studied and enjoyed GCSE PE and who are actively involved in sport outside of school.

Course Outline

AS Units: Unit H155 - Paper 1 35%; Paper 2 35%; Practical 30% of total AS mark

Paper 1: Physiological factors affecting performance (70 marks) 1 hour 15 minutes**Applied Anatomy and Physiology**

- The skeletal and muscular systems
- Motion and movement
- The cardiovascular and respiratory systems in relation to the performance of physical activity

Exercise Physiology

- Energy
- Health components of physical fitness
- Application of the principles of training
- Performance enhancement

Biomechanics

- Biomechanical principles
- Analysis through the use of technology
- Levers

Paper 2:**Psychological and socio-cultural themes in physical education (70 marks) 1 hour 15 minutes****Skill Acquisition**

- Classification of motor skills and abilities
- The development of motor skills; Information processing; Motor control of skills in physical activity; Learning skills in physical activity

Sport and Society

- Physical Activity; Sport and Culture; Contemporary sporting issues



Sports Psychology

- Individual aspects of performance
- Group dynamics of performance and audience effects
- Mental preparation for physical activity

Performance in Physical Education

30% of the total AS GCE marks; 60 marks (non-examined 'NEA' assessment)

- Performance or coaching
- Evaluation of performance for improvement (EPI)

A Level: Unit H555

Paper 1 30%; Paper 2 20%; Paper 3 20%; Practical 30% of total A Level mark

Paper 1: Physiological factors affecting performance (90 marks) 2 hours

Applied Anatomy and Physiology

- The skeletal and muscular systems
- Motion and movement
- The cardiovascular and respiratory systems in relation to the performance of physical activity

Exercise Physiology

- Energy
- Health components of physical fitness
- Application of the principles of training
- Performance enhancement

Biomechanics

- Biomechanical principles
- Analysis through the use of technology
- Levers
- Linear, angular and projectile motion
- Fluid mechanics

Paper 2: Psychological factors affecting performance (60 marks) 1 hour

Skill Acquisition

- Classification of motor skills and abilities
- The development of motor skills; Information processing; Motor control of skills in physical activity; Learning skills in physical activity

Sports Psychology

- Individual aspects of performance
- Group dynamics of performance and audience effects
- Mental preparation for physical activity

Paper 3: Socio cultural issues in physical activity and sport (60 marks) 1 hour

Sport and Society

- Physical Activity; Sport and Culture; Contemporary sporting issues



Contemporary issues in physical activity and sport

- Ethics and deviants in sport
- Commercialisation and media
- Routes to sporting excellence in the UK
- Modern technology in sport

Performance in Physical Education

30% of the total A Level GCE marks; 60 marks (non-examined 'NEA' assessment)

- Performance or coaching
- Evaluation and analysis of performance for improvement (EAPI)

Career Opportunities

The study of PE at A Level creates exciting opportunities for further education courses. Sports Science, Physiotherapy, Psychology and teaching, amongst others, can be explored. In this way it is hoped that career foundations will be made but more importantly that candidates will engage in and promote a physically active lifestyle.

Progression to University

It might be worth considering studying a science based A Level if you are intending to study any Sports Science or PE teaching degree at university. It would also support applications to courses relating to physiological, psychological or sociological concepts.

Physiotherapy is a very popular course and it is vital to study A Level Biology if you are considering this at university, as is gaining relevant and effective work experience.

Entry Requirements

B / 6 in PE with at least a C / 4 on the Theory paper or a Distinction* in BTEC Sport. If PE / Sport not studied at GCSE, either a Grade 6 in GCSE Combined Science or Distinction in BTEC Science. GCSE Maths and English Grade 5+.

Head of Department: Miss R Nicholson

**ADVANCED LEVEL****Psychology****A-level****Course Description**

This course is designed to provide a broad introduction to the scope and nature of psychology as a science. The emphasis is on applying knowledge and understanding rather than just acquiring knowledge, thereby developing students' transferable skills of analysis, evaluation and critical thinking. The specification offers a broad range of topics, including memory, social influence, and biopsychology and research methods in context. There is also a range of topic-based options which bring together explanations from different approaches and engage students in issues and debates in contemporary psychology.

Course Outline

There are 3 Units – All 3 papers will be assessed at the end of the A Level course. An end of year 12 mock will also be taken as part of the assessment process in school.

Units**Paper 1: Introductory topics in Psychology**

A written paper (33.3% of full A-level) – 2 hours.

This unit covers **Memory**, including models of memory, forgetting and eyewitness testimony. **Social Influences**, including conformity and obedience. **Attachment**, including explanations of attachment, types of attachment and early attachment. **Psychopathology**, including definitions, explanations and treatment of conditions such as OCD, depression and phobias

Paper 2: Psychology in context

A written paper (33.3% of full A-level) – 2 hours.

This unit covers **Approaches in Psychology**, including the learning, cognitive, biological, psychodynamic and humanistic approaches. **Biopsychology**, including the structure and function of the nervous system, ways of studying the brain and biological rhythms of the brain. **Research Methods**, including experimental methods, scientific process of carrying out investigations, data handling and analysis, and inferential testing.

Paper 3: Issues and Options in Psychology

A written paper (33.3% of full A-level) – 2 hours.

This unit covers **Issues and Debates in Psychology**, including gender and culture in Psychology, free will and determinism, the nature-nurture debate, holism and reductionism, ethical implications of research studies. **Gender**, including sex and gender, sex role stereotypes, androgyny, biological and psychological explanations of gender development, Atypical gender development, gender identity disorder. **Schizophrenia**, including classification and diagnosis of Schizophrenia, the biological and psychological explanations of Schizophrenia and therapies for Schizophrenia. **Forensic Psychology**, including problems in defining crime, offender profiling, biological and psychological explanations of offending behaviour, and dealing with offending behaviour.

Course Assessment

There is no coursework in A-level Psychology. The examination in this subject consists of short and extended writing tasks including essays.



Career Opportunities

This subject is widely accepted for a wide range of academic routes leading to careers, in Law, Social Services, Teaching and Lecturing, Market Research, Journalism, Public Relations, Counselling etc.

Entry Requirements

Grade C / 5+ in GCSE Psychology if studied. If not, a level C/5+ in GCSE Science and a subject aptitude test will be taken during induction week. GCSE Maths and English Grade 6+.

Head of Department: Miss J. Carlin





ADVANCED LEVEL

Sociology

A-level

Course Description

Margaret Thatcher said that there is “no such thing as society”. However, the point of sociology is to demonstrate just how strong the social forces that organise society in very different ways are. Throughout the course, you will see how society shapes the different opportunities that people have. For example, where you were born, and when, has radically shaped much of what you know and what you can do. After encountering sociology, you may never see the world again with the same way.

The need to understand the society in which we live now is urgent. The pace of change continues to be so rapid that the elderly Orville Wright (1871-1948) – the first person to fly an aircraft a few metres (1903) – could have met the teenager, Neil Armstrong (born 1930), who was to be the first human being to walk on the Moon (1969). Although such momentous achievements have been made, the fact remains that on planet Earth 18 children die every minute as a consequence of malnutrition.

Therefore, a Sociologist asks whether we are in a society dominated by a ruling class who control and exploit us or whether individual self-interest is in fact a good thing as it promotes innovation and economic growth. It also asks whether we are ‘socialised’ to accept certain values and norms or whether we are independent thinkers free to make our own choices in life.

The A level courses should enable you to:

- Acquire knowledge and understanding of contemporary social pressures and structures.
- Appreciate the significance of theoretical and conceptual issues in sociological debate.
- Understand sociological methodology and a range of research methods.

AQA A Level Sociology

Course Outline

A Level

Paper 1: Education with Theory and Methods 7192/1

2hr exam

This paper is worth 80 marks

This paper is worth 33.3% of your A-Level

This unit investigates factors that influence achievement within education. Does how much money you have made a difference to your education? Are there factors inside school and outside school which may impact on educational success?

Paper 2: Topics in Sociology 7192/3

2hr exam

This paper is worth 80 marks

This paper is worth 33.3% of your A-Level

This unit investigates the role of the family in shaping individuals. Has the role changed now that family types are more diverse? Is this positive or negative for society?



This unit also examines the power of belief systems. Is society still as religious as it used to be or are we turning to more rational, scientific explanations?

Paper 3: Crime and Deviance with Theory and Methods 7192/3

2hr exam

This paper is worth 80 marks

This paper is worth 33.3% of your A-Level

This unit examines whether criminals are born or made. It also exams why some people are labelled as criminal whilst some escape the Criminal Justice System.

Course Assessment

The whole course is assessed by examination at the end of the year. There is no coursework. At A level all three papers consist of two hour examinations.

Career Opportunities

This subject is widely accepted for a wide range of academic routes leading to careers in Law, Social Services, Teaching and Lecturing, Market Research, Journalism, Public Relations, Counselling etc.

Entry Requirements

5 Grades A* - C / 5+ at GCSE. GCSE Maths Grade 4+, GCSE English Grade 5+. The most important qualification is a sense of commitment and a willingness to work hard at a subject which can sometimes be difficult to grasp at first.

Head of Department: Mrs J. Carlin