



# A Level and BTEC Course Outlines

On offer for September 2025

**Royal Wootton Bassett Academy Sixth Form**

**Lime Kiln**

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**Wiltshire**

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# Subjects

Subject Title	Faculty	Notes
Biology	Science	
Business	Social Science	
Chemistry	Science	
Children's Play, Learning & Development - AAQ	Social Science	Students can only choose 1 AAQ to accompany 2 A-Levels
Computer Science	Computing	
Drama & Theatre Studies	English & Drama	
Economics	Social Science	
Electronics	Computing	
Engineering AAQ	Design Technology	Students can only choose 1 AAQ to accompany 2 A-Levels
Extended Project Qualification (EPQ)	Social Science	1 year alongside 3 full courses
Fine Art	Art & Performing Arts	
Further Mathematics	Mathematics	
English Language	English & Drama	
English Literature	English & Drama	
Food Science & Nutrition	Design Technology	
French	Modern Foreign Languages	
Geography	Humanities	
Graphic Communication	Design Technology	
Health & Social Care AAQ	Social Science	Students can only choose 1 AAQ to accompany 2 A-Levels
History	Humanities	
Law		
Mathematics	Mathematics	
Mathematical Studies	Mathematics	1 Year course – studied alongside 3 full courses
Medical Science AAQ		Students can only choose 1 AAQ to accompany 2 A-Levels
Music	Art & Performing Arts	
Philosophy	Humanities	
Photography	Art & Performing Arts	

Physical Education	Physical Education	
Physics	Science	
Politics	Humanities	
Psychology	Social Science	
Sociology	Social Science	
Spanish	Modern Foreign Languages	
Sport BTEC	Physical Education	Students can only choose 1 BTEC to accompany 2 A-Levels
Uniformed Protective Services (BTEC)	Social Science	Students can only choose 1 BTEC to accompany 2 A-Levels

Please note the Subjects will be set into Option Blocks after the application stage, students can only study one subject from each option block. These will be finalised following interviews.

Courses will only run if there is sufficient interest in them to make a financially viable class.

There is currently a post 16 curriculum review being carried out by our Government. Our offer of subjects may change as a result of Government decisions, that are yet to be confirmed. Any changes to the subject offer will be communicated with students and parents as soon as we are informed.

The additional subject – Extended Project Qualification (EPQ) and the Maths studies course are fitted in around students' course options once their programme of study is finalised. All students have an opportunity to elect to join.

Entry Requirement to **RWBA Sixth Form is 5 GCSEs (or equivalent) at grades 9-5.**

If students do not meet the entry requirements for the individual subjects, teachers can review the work ethic and commitment of the students throughout Year 11 and may allow them to start the course.

This discussion must take place with subject teachers and a member of the Sixth Form team.

# Biology

**Qualification:** A Level

**Exam Board:** AQA

**Entry Criteria:** Combined Science Grade 6:6 or Separate Science grades of 6 in biology and grade 6 in one of the other sciences and 5 in the other (chemistry or physics) and Math's Grade 5

## **Course Content:**

The Biology course is designed to engage and inspire by combining the key concepts underpinning biology today through real-life context, along with the opportunity to gain the wider skills that biologists now need.

## **Course modules:**

Module 1: Biological molecules

Module 2: Cells

Module 3: Organisms exchange substances with their environment

Module 4: Genetic information, variation and relationships between organisms.

Module 5: Energy transfers in and between organisms

Module 6: Organisms respond to changes in their internal and external environment

Module 7: Genetics, populations, evolution and ecosystems

Module 8: The control of gene expression

## **Science Practical Endorsement:**

Students must show practical competency by completing a number of core practicals throughout the course. This will give students opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills.

These skills will be assessed through a minimum of 12 identified practical activities within each qualification. The assessment outcomes will be reported separately on students' certificates as either "pass" or "fail". To achieve a pass, students must demonstrate that they are competent in all the practical skills listed in the subject content requirements for biology.

## **Exam Breakdown:**

Paper 1: Any content from topics 1-4 including relevant practical skills. (35%)

Paper 2: Any content from topics 5-8 including relevant practical skills. (35%)

Paper 3: Any content from topics 1-8 including relevant practical skills (30%)

- Students will sit three 2-hour papers at the end of the two-year course.
- Papers 1 and 2 are made up of 91 marks.
- Paper 3 is 78 marks including a comprehension question.
- The papers may include multiple-choice, open-response, calculations, and extended writing questions.
- The papers will include questions that target mathematics at Level 2 or above. Overall, a minimum of 10% of the marks across the three papers will be awarded for mathematics at Level 2 or above.
- The papers will include questions that target the conceptual and theoretical understanding of experimental methods.

# Business

**Qualification:** A Level

**Exam Board:** Edexcel

**Entry Criteria:** GCSE Grade 5 in Mathematics

## Course Content:

The course is designed to engage students through topics and issues that are relevant in today's society – students will study key contemporary developments such as digital technology and business ethics, and globalisation is covered throughout the topics.

## Subject content:

Students of this course should study business in a variety of contexts (eg: large/small, UK focused/global, service/manufacturing) and consider:

- the importance of the context of business in relation to decision making
- the interrelated nature of business activities and how they affect competitiveness
- the competitive environment and the markets in which businesses operate
- the influences on functional decisions and plans including ethical and environmental issues
- the factors that might determine whether a decision is successful eg: the quality of data and the degree of uncertainty
- how technology is changing the way decisions are made and how businesses operate and compete
- the impact on stakeholders of functional decisions and their response to such decisions
- use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).

## Examinations:

3 written exams: 2 hours each

Each paper: 100 marks in total

Each paper is worth 33.3% of A-level

# Chemistry

**Qualification:** A Level

**Exam Board:** OCR

**Entry Criteria:** Combined Science Grade 6:6 or Separate Science grades of 6 in chemistry and grade 6 in one of the other sciences and 5 in the other (biology or physics), and math's Grade 6

## **Course Content:**

The Chemistry course is designed to develop an interest in, and enthusiasm for chemistry and develop essential knowledge and understanding of different areas of chemistry and how they relate to each other. The course is divided into topics, each covering different key concepts of chemistry, with module 1 covering the practical skills that students develop throughout the course.

## **Course modules:**

Module 1: Development of practical skills

Module 2: Foundations in chemistry

Module 3: Periodic table & energy

Module 4: Core organic chemistry

Module 5: Physical chemistry and transition elements

Module 6: Organic chemistry and analysis

## **Science Practical Endorsement:**

Students must show practical competency by completing a number of core practical's throughout the course. This will give students opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills. These skills will be assessed through a minimum of 12 identified practical activities within each qualification. The assessment outcomes will be reported separately on students' certificates as either "pass" or "fail". To achieve a pass, students must demonstrate that they are competent in all the practical skills listed in the subject content requirements for chemistry.

## **Exam Breakdown:**

Paper 1: Periodic table, elements and physics chemistry  
(37%) ○ Includes questions from modules 1 –  
3 and 5

Paper 2: Synthesis and analytical techniques (37%)

○ Includes questions from modules 1, 2, 4 and 6

Paper 3: Unified chemistry (26%)

- This paper will include questions from modules 1-6
  - The paper will include extended synoptic questions that may draw on two or more different modules.
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- Papers 1 and 2 are 2hours 15mins and paper 3 is 1 hour 30mins.
  - Papers 1 and 2 consists of 100 marks and paper 3 consists of 70 marks.
  - The papers may include multiple-choice, open-response, calculations, and extended writing questions.
  - The papers will include questions that target mathematics at Level 2 or above. Overall, a minimum of 20% of the marks across the three papers will be awarded for mathematics at Level 2 or above.



# BTEC National in Early Childhood Development (AAQ)

Qualification: **Pearson Level 3 Alternative Academic Qualification BTEC National in Early Childhood Development (Extended Certificate)**

Exam Board: Edexcel

Entry Criteria: 5 GCSEs Grade 4/5 - 9 including Grade 5 in English & Mathematics

## **General/Course Objectives**

This exciting qualification has been developed in consultation with sector experts and higher education representatives in order to develop skills in Education and Early Years as part of a study programme alongside A levels. It designed for post-16 students with an interest in Education and Early Years, including teaching, nursery nursing, classroom assistant and child-minding. Students will learn through a variety of different methods such as discussion, case studies and independent research.

The qualification has four mandatory units covering the following topics:

### Unit 1: Children's development – **Externally Assessed 25%**

Children's developmental progress from birth up to eight years, including the theories, principles and factors relating to development, and the potential impact of a range of factors on a child's progress through the developmental milestones

### Unit 2: Keeping Children Safe – **Externally Assessed 25%**

Health and safety and safeguarding responsibilities of an individual working in an early years setting; emergency best practices and when to address concerns about a child's welfare

### Unit 3: Play and Learning – **Internally Assessed 25%**

The concept of play, the influence of theories and approaches to play, and the benefits of play and learning activities for children

### Unit 4: Research and Reflective Practice – **Internally Assessed 25%**

The influence of research findings on policy and provision for children and how this influences the behaviours and expectations of an individual working in an early years setting

# Computer Science

**Qualification:** A Level

**Exam Board:** AQA

**Entry Criteria:** Both criteria i) and ii) below must be met i) GCSE Grade 6 or above in Maths ii) GCSE Grade 6:6 in Combined Science OR if doing Separate Science, then Grade 6 or above in Physics and Grade 5 or above in either Chemistry or Biology.

## General/Course Objectives:

You will learn how computer systems work, from the physical stuff (the hardware) to the apps and programs that users interact with (the software). You also learn how to create and manipulate computer systems, and how to apply the skills and approaches you pick up in computing to tackle real-life problems creatively. The vast majority of us use computers in our day-to-day lives for everything from gaming and communicating by email or on social media to finding information, paying our bills and shopping. Computer science gives you the advanced skills you need so you can make computers work for you. These skills can also be applied to your other subjects and in your career, and opens the doorway to new and emerging career paths.

## This is a linear course with terminal exams at the end of Year 13

- **Paper 1** focuses on how computers are used to solve problems through programming and the use of algorithms to describe problems. The following units are covered within this part of the course: Fundamentals of programming, Fundamentals of data structures, Systematic approach to problem solving and Theory of computation. This is assessed through a 2.5hr exam that will include providing a programming solution using an on screen test.  
(40% of A-level).
- **Paper 2** allows candidates to demonstrate their knowledge of the fundamental principles of the subject, focusing on components of a computer, types of software, how data is exchanged between systems and how data is represented in different structures and algorithms. The following units are covered within this part of the course: Fundamentals of data representation, Fundamentals of computer systems, Fundamentals of computer organisation and architecture, Consequences of uses of computing, Fundamentals of communication and networking, Fundamentals of databases, Big Data and Fundamentals of functional programming. This is assessed through a 2.5hr exam (40% of A-level).
- **NEA (programming project)** allows students to select their own user-driven problem of an appropriate size and complexity to solve. Students will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation. This is assessed internally through coursework submission (20% of A-level).

# Drama & Theatre Studies

**Qualification:** A Level

**Exam Board:** Edexcel (**Under Review**)

**Entry Criteria:** GCSE Grade 4/5 in English. Drama minimum grade 5 is desirable but not essential

## **General/Course Objectives:**

This is a qualification that is useful for those who are looking for careers in Drama or Performing Arts. It is also good to take if you are thinking of a career dealing with people in any way – eg. teaching, nursing, law.

## **Component 1: Devising**

*Non-examination assessment 40% of the qualification – 80 marks*

- Devise an original performance piece
- Use one key extract from a performance text and a theatre practitioner as stimuli.
- Centre choice of text and practitioner
- Performer or designer routes available.
- Internally assessed and externally moderated.
- There are two parts to the assessment: 1) a portfolio (60 marks) 2) the devised performance/design realisation (20 marks).

## **Component 2: Text in Performance**

*Non-examination assessment 20% of the qualification 60 marks*

- A group performance/design realisation of one key extract from a performance text
- A monologue or duologue performance/design realisation from one key extract from a different performance text.
- Centre choice of performance texts.

Externally assessed by a visiting examiner.

- Group performance/design realisation: worth 36 marks.
- Monologue or duologue/design realisation: worth 24 marks.

## **Component 3: Theatre Makers in Practice**

*Written examination: 2 hours 30 minutes 40% of the qualification 80 marks*

- Live theatre evaluation – choice of performance.

- Practical exploration and study of a complete performance text – focusing on how this can be realised for performance.
- Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience.

# Economics

**Qualification:** A Level

**Exam Board:** Edexcel

**Entry Criteria:** GCSE Grade 5/6 in Mathematics

## Course Content:

The study of economics shows that it's a subject that doesn't revolve solely around wealth creation or the financial markets or business performance, but that it affects our everyday lives, through interest rate changes, taxation/benefit levels, unemployment, immigration and even entertainment.

The Economics A Level syllabus will give you all that knowledge and more. In the study of macro-economies you'll learn how countries manage their economies and how they impact on the global economy.

You'll also study business economics and the impact of competition. You'll learn about the objectives, costs and revenues of business and consider their role in the wider economy.

Economics is a discussion based subject which allows students to form opinions about the world around them, where there is increasing debate about scarcity of resources and how best to distribute them.

## Examination:

Three papers with a mixture of multi-choice questions, data responses and essays.

**Paper 1:** Markets and Business Behaviour (2 hours) **Paper**

**2:** National and Global Economy (2 hours)

**Paper 3:** Micro and Macro Economics (2 hours).

# Electronics

**Qualification:** A Level

**Exam Board:** EDUQAS

**Entry Criteria:** Grade 6 or above in Maths

## General/Course Objectives:

The goal of this science course is to teach students how to create their own electronic circuits from scratch. Candidates will learn the skills on how to select suitable components and arrange them using a prototyping board to create a functional circuit for a desired requirement. Microcontrollers play a large part in the course and students will regularly use Arduinos/PICs to create their own chips with custom functionality. Whilst the latter involves a limited ability to program, no prior knowledge in this area is required.

The knowledge and skills acquired through the study of Electronics form a sound base, not only for taking the subject further at University, but also for employment in the scientific, technological and engineering professions. In addition, by studying this subject, students will encounter techniques and disciplines of value in many other subject areas including Physics, Mathematics and Computer Science.

## This is a linear course with terminal exams at the end of Year 13

- **Principles of Electronics (40% - Exam)**  
This theory module covers the following topics: Semiconductor Components, Logic Systems, Operation Amplifiers, Signal Conversion, AC Circuits and Passive Filters, Communication Systems, Wireless Transmission & Instrumentation Systems.
- **Application of Electronics (40% - Exam)**  
This theory module covers the following topics: Timing Circuits, Sequential Logic Systems, Microcontrollers, Digital Communications, Optical Communications, Mains Power Supply Systems, High Power Switching Systems & Audio Systems.
- **Extended System Design and Realization Task (20% - Coursework/NEA)**
  - o **Task 1:** a design and program task to create a microcontroller system programmed in assembler language to solve an identified problem, need or opportunity.
  - o **Task 2:** a substantial integrated design and realisation task to create an electronic system to solve an identified problem, need or opportunity.

# Engineering AAQ

**Qualification:** *BTEC AAQ Engineering*

**Exam Board:** *Edexcel*

**Entry Criteria:** *GCSE grade 5 in Mathematics.*

General/Course Objectives:

The new Level 3 BTEC Engineering qualification reflects the demands of a truly modern and evolving engineering environment and allows students to gain skills to succeed in their chosen pathway.

The qualification enables students to study the principles and applications of engineering including the fundamental mechanical, electrical/electronic and mathematical principles, the engineering sectors, engineering materials, engineering processes and emerging technologies. Students will also develop important engineering design and project management skills when developing solutions to engineering challenges/problems. There are two examined units and two internally assessed units where students will engage in practical tasks to develop their Engineering skills and knowledge. The qualification is designed to be taken alongside A levels as part of a study programme and can link to learning in A level STEM subjects such as A level Mathematics and A level Physics. It is intended for students that wish to progress into higher education as a pathway to employment.

- Mathematics for Engineering
- Engineering Principles
- Mechanical Principles
- Product Design
- Engineering Processes
- Project Management

Year 12 Course Units:

Unit 1 – Engineering Principles (External - 2 hours and 15 minutes written exam/ 90 marks)

Unit 4 – Engineering Project (Internally assessed/ externally moderated coursework) 20%  
Students undertake an individual project and develop a practical solution in a specific area of interest.

Year 13 Course Units:

Unit 2 – Engineering Applications (External – 2 hour written exam/ 70 marks)

Unit 3 – Engineering Design (Internal – Pearson Set Assignment Brief, internally marked and externally verified)

Each unit has criteria set out to achieve either a Level 3 Pass (equivalent to an E), Merit (equivalent to a C) or Distinction (equivalent to an A) and there is one coursework and one exam per year. The units are taught in conjunction with local industry and through both practical and theory lessons.

Suitable for students considering Further Education and Apprenticeships and careers as Car Mechanics, Plumbers, Electricians, Manufacturers, Surveyor, Car Designer, Drafter, IT Technician, Architect, Civil Engineer, career in the Forces, Pilot. We have had many students leave this course to gain prestigious apprenticeships with companies such as, BA Systems, Airbus, BMW, Rolls-Royce and British Airways to name a few.



# English Language

**Qualification:** A-Level

**Exam Board:** AQA

**Entry Criteria:** GCSE English Language Grade 5/6 and an interest in language and society.

## General Course/objectives:

English Language is an exciting and dynamic course in which we explore the power of language, how it shapes our lives and represents the wider world. The course takes language study in a completely different direction from that of GCSE and tackles it through a lens that can more accurately be described as **Sociolinguistics**. Students will study different linguistic discourses such as **Language and Gender, Political Correctness, Accent Prejudice** and **English as a World Language**. They will learn about how language constructs our identities from birth, and how it can be used to divide or unite social groups.

The course includes a coursework element in which students can choose any linguistic area of interest to study in their **Language Investigation** – some past topics have ranged from the representation of refugees in the media, to the language of young offenders. Students also get the opportunity to write creatively in their **Original Writing** piece, choosing from **Persuasive Writing, Informative Writing, and Storytelling**.

This course develops vital **skills in debating, research, analysis and evaluation, writing and communication** which would benefit any student who hopes to go on to Further and Higher Education.

- Textual Variations and Representations
- Children's Language Development
- Language Diversity and Change
- Language Investigation
- Original Writing

## Exam Breakdown:

- **Paper 1: Language, the Individual and Society (40% of A-Level)** o Section A - Textual Variations and Representations o Section B - Child Language Development
- **Paper 2: Language Diversity and Change (40% of A-level)** o Section A - Language Diversity and Change o Section B - Language Discourses
- **Non-exam assessment: Language in Action (20% of A-level)** o Language Investigation 2,000 words o Original Writing and commentary 1,500 words

# English Literature

**Qualification:** A-Level

**Exam Board:** AQA

**Entry Criteria:** GCSE English Literature Grade 5/6, and a love of books.

## Course Outline/objectives:

The study of Literature is a study into the human psyche, human experience and social influences over the years. The historicist approach of this A-Level is important as any text is the product of its time: a study of it will teach students to read in context and to understand the influences over the author. The ability to read any content with a deeper appreciation and sense of evaluation is an essential skill. Equally, a study of The Literary Canon will help a student understand History, identify and understand trends and the key events that have shaped our past and present society.

You will study a range of significant texts in different forms such as ***The Handmaid's Tale***, ***A Streetcar Named Desire***, ***Othello*** and ***The Great Gatsby***, as well as collections of **poetry** from different times. We also have important extra-curricular provision such as regular **theatre trips** and a **Literature Society Book Club**.

The coursework element off the A-Level allows students to choose two texts for **Independent Critical Study** which means the course can be tailored to individual literary interests. It also encourages students to debate and challenge the interpretations of other readers as they

Section C – Comparing Texts

## **Core Content:**

- Love through the Ages
- Modern Times: Literature from 1945 to the Present Day
- Independent Critical Study: Texts across Time

## Exam Breakdown:

- **Paper 1: Love through the Ages (40% of A-level)** ○ Section A – Shakespeare ○ Section B – Unseen Poetry
  - Section C – Comparing Texts
- **Paper 2: Texts in Shared Contexts (40% of A-level)** ○ Section A – Set Texts
  - Section B – Contextual Linking
- **Non-exam assessment: Texts across Time (20% of A-level)** ○ Comparative critical study of two texts ○ One extended essay 2,500 words

# Extended Project Qualification (EPQ)

**Qualification:** *Half an A Level*

**Exam Board:** *AQA*

**Entry Criteria:** *GCSE English Grade 5 or above*

## **General/Course Objectives:**

The Extended Project is a single piece of work of a student's choosing that requires evidence of planning, preparation, research and independent learning. They can choose any subject of their choice. It is available as a stand-alone qualification and is equivalent to half an A Level where the top grade can be at A\*. Usually a 5000 word essay, however an Extended Project could also be a design, an artefact or a performance.

## **The Extended Project offers opportunities for learners to:**

- Have significant input into the choice and design of an extended piece of work
- Develop and apply decision-making skills, problem-solving skills, initiative and enterprise
- Extend their planning, research, critical-thinking, analytical, synthesis, evaluation and presentation skills
- Use their learning experiences to support their personal aspirations for higher education and career development.

In year 12 students will be given an hour on their timetable each week where they will be taught the skills necessary to manage and complete their project. They will be allocated a teacher supervisor who they can discuss their project with on a regular basis. At the end of the academic year they will submit their project as well as give a presentation to an audience.

# Fine Art

**Qualification:** A Level

**Exam Board:** Edexcel

**Entry Criteria:** GCSE Art Grade 6 or above

## **General/Course Objectives - Students will develop:**

- Intellectual, imaginative, creative and intuitive capabilities
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- An interest in, enthusiasm for and enjoyment of art, craft and design
- Their experience of working with a broad range of media
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- Knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- Knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- An awareness of different roles, functions, audiences and consumers of art, craft and design.

## **Component 1 - Title: Personal Investigation**

- Internally set, assessed by the teacher and externally moderated
- Incorporates 3 major elements: supporting studies, practical work, and a personal study.
- First assessment: 2017 60% of the total qualification. Overview of content this component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).

## **Component 2 - Title: Externally Set Assignment**

- Externally set, assessed by the teacher and externally moderated.
- First assessment: 2017 40% of the total qualification

- Incorporates two major elements: preparatory studies and the 15-hour period of sustained focus
- Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment.
- The 15-hour period of sustained focus under examination conditions may take place over multiple sessions (a maximum of five, within three consecutive weeks).

# Food Science & Nutrition

**Qualification:** Level 3

**Exam Board:**

**Entry Criteria:** Grade 5/6 in GCSE Food Preparation & Nutrition is desirable but not essential. A good understanding of Science would be beneficial as well as a keen interest in diet, science and food.

## General/Course Objectives:

- Develop both practical and academic skills through applied learning
- Flexible choices, so that students can specialize in individual areas of interest to them
- Assessed through a combination of written examination, projects and case studies to cater for different learning styles

Level 3 Food Science and Nutrition qualifications allow students to gain a wealth of knowledge about the food and nutrition industry. Students will have the opportunity to learn about the relationship between the human body and food as well as practical skills for cooking and preparing food. There is a requirement that students bring ingredients to practical lessons.

Students will be able to consider employment in a range of different industries including the food and drink sectors of hospitality, catering, food production and food retail but the course would also be beneficial for those wanting to pursue a career in the diet or health sector.

By studying for this certificate alongside other relevant qualifications at Level 3 e.g. Biology, Physical Education, Sociology, learners will gain the required knowledge to use the qualification to support entry to higher education courses such as:

- BSc Human Nutrition
- BSc Public Health Nutrition
- BSc Food Science and Technology

## Learners must complete three units: two mandatory and one optional

1. Meeting Nutritional Needs of Specific Groups (Mandatory) Internal and External 180 learning hours
2. Ensuring Food is Safe to Eat (Mandatory) External 90 learning hours
3. Experimenting to Solve Food Production Problems (Optional) Internal 90 learning hours

# French

**Qualification:** A Level

**Exam Board:** AQA

**Entry Criteria:** GCSE French Grade 6 or higher. Must have sat higher tier GCSE papers.

## General/Course Objectives:

- develop an interest in, and enthusiasm for language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken

## Paper 1: Listening, Reading and Writing (2 hours 30 minutes written exam, 50% of A Level marks)

You will answer a range of questions based on spoken passages from a range of contexts and sources. You will then read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources. You will translate a passage into English and one into French (a minimum of 100 words each). The paper will cover the following areas:

- Aspects of French-speaking society: current trends
- Aspects of French-speaking society: current issues
- Artistic culture in the French-speaking world
- Aspects of political life in the French-speaking world
- Grammar

## Paper 2: Writing (2 hour written exam, 20% of A level marks)

You will answer two essay questions during this exam, one with reference to the film you've studied and one with reference to the novel / text you've studied. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film). You should aim to write approximately 300 words per essay in the target language.

## Paper 3: Speaking (30% of A Level)- Exam lasts approx. 22 minutes (including preparation time)

You will be assessed on an Individual Research Project and one of four sub-themes i.e. aspects of French-speaking society: current trends; aspects of French-speaking society: current issues; artistic culture in the French-speaking world; or aspects of political life in the French-speaking world. You will be required to discuss a topic based on a stimulus card (5-6 minutes) and to do a presentation (2 minutes) and discussion (9-10 minutes) of your individual research project.

# Further Mathematics

**Qualification:** A Level

**Exam Board:** Edexcel

**Entry Criteria:** Minimum GCSE Grade 7 in Maths, preferably an 8 or 9

## General/Course Objectives:

A-level Further Mathematics is designed to broaden and deepen the mathematical knowledge and skills developed when studying A-level Mathematics and is perfect for those with a strong interest and enjoyment of the subject. The Further Pure content builds upon the techniques in Algebra, Geometry, Trigonometry and Calculus developed from the Pure content in A-level Mathematics as well as introducing topics such as complex numbers, matrices, proof, hyperbolic functions, polar coordinates and differential equations.

Throughout the A-level Further Mathematics programme, students are encouraged to think logically, practically and analytically. These fundamental maths skills are useful across all kinds of disciplines and careers.

Studying both A-level Mathematics and A-level Further Mathematics provides an excellent foundation for further studies in any Science or Maths-based course, ranging from Computer Science, Physics, Medical Sciences, and Psychology to Statistics, Management and Actuarial Science.

Career opportunities for students who study A-level Further Mathematics include: computer science, industry, accountancy, finance, economics, insurance, healthcare, medicine, veterinary science and engineering.

**Please note: Further Mathematics must be studied in combination with A-Level Mathematics**

The course is linear, with all examinations at the end of year 13.

The course will cover content from Pure Mathematics, Statistics and Mechanics.

100% examined. Four papers of 1 hour 30 minutes each, sat at the end of the two year course.



# Geography

**Qualification:** A Level

**Exam Board:** AQA

**Entry Criteria:** GCSE Geography grade 5 or above & English and Maths grade 5.

## General/Course Objectives:

This is an exciting course which blends physical and human geography, with the skills associated with geographical research and fieldwork.

### Core Content:

- Water and Carbon Cycles
- Glacial Landscape Systems
- Global systems and global governance
- Changing places

### Non-Core Content – may include:

- Hazards
- Contemporary Urban Environments

## Assessment:

Assessment will be primarily by examinations which make up 80% of the A-level. All students will also produce a unique and independent fieldwork investigation of between 3000-4000 words which accounts for the remaining 20%

## Fieldwork:

Fieldwork and fieldtrips are an essential part of the new Geography A-Level. All students need to spend at least 4 days undertaking fieldwork, this will involve exploring both human and physical geographical landscapes and developing fieldwork skills that will be applied to the independent enquiry.

## Skills:

Through a study of A-Level Geography numerous skills will be developed and honed. These skills are highly transferable and are prized by both employers and higher education establishments. The skills covered are too numerous to list but include data collection, presentation and analysis; sampling, GIS, and use of statistics; use of primary and secondary data; analysis of qualitative and quantitative data; the list goes on!

## Future prospects:

Geography is well respected by employers and universities. The top universities respect A-level geographers as they come with knowledge of the world and a wide skills base. It is for this reason that the Russell group of universities consider geography a "Facilitating subject". Geographers are frequently employed in the following fields: teaching, research, climatology, environmental management, planning, water management, conservation, demography.

# Graphic Communication

**Qualification:** A-Level

**Exam Board:** OCR

**Entry Criteria:** GCSE grade 5/6 in Graphic Communication or GCSE Art desirable but not essential.

## **General/Course Objectives:**

An exciting course which offers candidates a rounded exposure to different aspects of graphic communication, including illustration, packaging and advertising, allowing students to display their abilities in a variety of disciplines and demonstrate their understanding of these contexts. Students will study the work of a range of graphics designers and illustrators to inform and aid the development of their own individual style.

The theory content is delivered through several mini coursework projects and there is no formal written exam, but instead a themed 'live' exam where students make a series of product(s) based around a given theme and the graphic style they have developed.

## **Year 12 Course Units:**

### **Unit 1: Theory Projects**

Candidates produce a portfolio of work through a number of small projects, including illustration techniques, photography, mark making, typography, Photoshop, colour theory, logo design, packaging and branding.

### **Unit 2: Practice Portfolio Project**

Following a photography skills lesson candidates will take part in a café project, after this they are given a minimum of six weeks in which to plan and prepare for a live 5-hour mock exam where final outcomes will be produced.

## **Year 13 Course Units:**

### **Unit 3: Personal Investigation (60%)**

Candidates choose a design brief which has a personal significance and submit one major project that evidences primary, secondary research, development and making skills alongside an investigative essay.

### **Unit 4 – Controlled Assignment (40%)**

Based on an early release paper (*January*), candidates are given a minimum of eight weeks in which to plan and prepare for a live 15 hour exam where a variety of final outcomes will be produced.

# Health & Social Care AAQ

Qualification: **Pearson Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate)**

Exam Board: Edexcel

Entry Criteria: 5 GCSEs Grade 4/5 - 9 including Grade 5 in English & Mathematics

## **General/Course Objectives**

This qualification has been designed for post 16 students with an interest in Health and Social Care careers such as childcare, nursing, midwifery, social work, the police force and probation service, and paramedics. Students will study in a positive, creative and friendly that will allow them to engage in a broad investigation of various aspects of the health and social care sector and to develop a strong understanding of a diverse range of human needs.

The qualification has three mandatory units covering the following topics:

Unit 1: Human Lifespan and Development - **Externally Assessed 25%**

PIES and factors affecting growth and development, interventions and the different professionals providing care and treatment

Unit 2: Human Biology and Health - **Externally Assessed 25%**

Human body structure and systems, normal physiological functioning and the impact of common disorders

Unit 3: Health and Social Care Practice - **Internally Assessed 25%**

Core principles, values and legislation that underpin and influence health and social care, and the effect of social determinants on an individual's health status.

Students have a choice from four optional units covering the following topics - **Internally Assessed 25%**

Unit 4: Health, Social Policy and Wellbeing – Public health policy and its influences, including health-related organisations/groups and a range of strategic factors

Unit 5: Promoting Health Education – Health education, its purpose and use of different approaches and models to achieve positive health outcomes

Unit 6: Safe Environments in Health and Social Care – Appropriate provisions in services relevant to different needs; governance relating to safe environments

Unit 7: Health Science – Types of infections and their potential impact on a local, national and international scale. Internal

# History

**Qualification:** A Level

**Exam Board:** Edexcel

**Entry Criteria:** GCSE Grade 5/6 or above in History, or 5/6 in English Literature if GCSE History not taken.

## **Course Content:**

History is able to broaden your mind by placing you in a different era, country or place; by developing your skills of enquiry; and by encouraging you to consider alternative viewpoints, develop critical thinking skills, develop and evaluate arguments, deploy evidence etc.

These are great skills for life as well as for wider academic study. As a result, History is a challenging but rewarding and highly respected subject to study.

It is an excellent springboard into a significant number of career choices such as law, business, accounting, armed forces etc.

## **Course Units:**

### **Year 12:**

Unit 1: Britain c1785-c1870: democracy protest and reform – a turbulent period of British history from the impact of the American revolution the Victorian period including the abolition of the slave trade and growth of democracy.

Unit 2: The unification of Germany 1840-71 - A study of German history from the growth of discontent in the 1830s to the outbreak and failure of the revolutions of 1848–49 and the decline of Austrian power in the 1850s and 1860s to the creation of a new German state under the leadership of Prussia in 1871. The 'prequel' to the GCSE unit Weimar and Nazi Germany.

### **Year 13:**

Unit 3: Civil Rights and race relations in the USA 1850-2009 – a depth study into race relations from the southern states and slavery through to the civil rights movements and onwards .

Unit 4: Coursework/Individual Study

Students complete an independently researched enquiry on historical interpretations.

## **Examination :**

Two year linear course with three final examinations.

Coursework weighting 20% of final grade.

# Law

**Qualification:** A Level

**Exam Board:** OCR

**Entry Criteria:** Grade 5/6 in an English or Humanities

## **General/Course Objectives:**

A-Level law is a fascinating course which develops an understanding of the English Legal system. It provides students with the opportunity to develop their analytical and problem solving skills through the application of legal rules to real life cases, as well as seeing the law in action during visits to the courts and Parliament.

Studying law allows students to acquire an understanding of legal method and reasoning. These skills provide excellent preparation for those students who wish to progress to degree level study. It also develops an awareness of the evolving nature of legal issues, which will have a positive impact on any future career.

## **Course Content**

The A Level in Law will cover the following:

- The role of Parliament and judges in law making and reform as well as the role of courts, legal professionals and lay people in dispute solving.
- A study of criminal offences including homicide, non-fatal offences, property offences and defences.
- An exploration of the law of tort including negligence, occupiers' liability and nuisance.
- Human rights law; including protection of individual rights, restrictions and enforcement.
- The nature of law and society as well as legal concepts such as morality and justice, as well as understanding how law adapts to modern technology.

## **Exam Breakdown:**

The A Level will be assessed by three written exams at the end of Year 13.

# Mathematics

**Qualification:** A Level

**Exam Board:** Edexcel

**Entry Criteria:** Minimum GCSE Grade 6 in Maths, preferably grade 7 or above

## General/Course Objectives:

A-level Mathematics is a challenging, but highly rewarding course, offering students with a good mathematical background a thorough grounding in core mathematical concepts and logical approaches to problem solving. These qualities mean it is a highly respected qualification and valuable both as preparation for higher education and the workplace. Techniques covered include algebra, geometry, trigonometry and calculus, which together form the fundamental building-blocks of the subject.

A-level Mathematics is a good choice for students considering higher education in any science or maths-based course, ranging from Biochemical Sciences, Natural Sciences, Engineering, Medical Science and Psychology to Philosophy, Economics, Accountancy, Management and Actuarial Science. It has also been cited as a Russell Group "facilitating subject".

Career opportunities for students who study A-level Mathematics are extremely wide ranging and include industry, accountancy, finance, economics, healthcare, medicine, veterinary science and engineering.

The course is linear, with all examinations at the end of year 13.

The course will cover content from Pure Mathematics, Statistics and Mechanics.

100% examined. Three two hour papers sat at the end of the two-year course.

# Mathematical Studies

**Qualification:** Level 3 (UCAS points equivalent to AS-Level)

**Exam Board:** AQA

**Entry Criteria:** Minimum GCSE Grade 4 in Maths

## **General/Course Objectives:**

The Mathematical Studies qualification is an interesting one year course for students with a grade 4 or above in GCSE Maths. It develops mathematical skills and thinking appropriate for a Level 3 qualification, in other words, a qualification officially ranked alongside an A-level. It is an excellent opportunity for students who need to develop their use of Mathematics to support study in other subjects, but for whom a Mathematics A-level is not a good fit. In the longer term it is quite likely to become a part of compulsory study of Mathematics after GCSE.

The qualification has been developed because it is felt that too few students in the UK continue to study mathematics beyond GCSE and as a society, we need a highly numerate workforce to compete with countries around the world. Exam boards have worked extensively with teachers, industry and universities to create a qualification that is ideal for students wanting to consolidate and develop their understanding of mathematics and how it will apply to real-life situations, their studies and future career.

It provides useful maths skills and support for students studying courses such as A-level Psychology, Business, Sciences and Geography, as well as technical and vocational qualifications.

**Please note: As it is equivalent to an AS-level qualification completed in one year, Mathematical Studies must be studied as a support subject in combination with three A-Level or BTEC subjects**

## **Paper 1 assesses:**

- Analysis of data
- Mathematics for personal finance
- Estimation and mathematical modelling

## **Paper 2 assesses:**

- Critical analysis of given data and models (including spreadsheets and tabular data) • Statistical techniques

100% examined. Two 90 minute calculator papers sat at the end of the one year course.

# BTEC National in Medical Science (AAQ)

Qualification: Pearson Level 3 Alternative Academic Qualification BTEC National in Medical Science (Extended Certificate)

Exam Board: Edexcel

Entry Criteria: 5 GCSEs Grade 4/5 - 4:4 or separate science grades of 2 x 4's in Biology, Chemistry or Physics. Math's level 4 or above

This qualification has been developed in consultation with higher education representatives and sector experts from associated professional bodies to ensure students have the knowledge, understanding and skills they need to progress to, and thrive in, higher education. The core and specialist medical science knowledge, understanding and skills that students develop create a good foundation for transition to related degrees and careers such as nursing, physiotherapy and. Skills such as critical thinking and independent learning help students to be better prepared for the self-directed learning approach used in higher education and become more open-minded to learning. Research skills, in combination with the other transferable skills, create a strong foundation for academic success.

The qualification has three mandatory units covering the following topics:

Unit 1: Human Physiology, Anatomy and Pathology - Externally assessed 25%  
Human body systems, cell ultrastructure, and how substances are transported

Unit 2: Health Issues and Scientific Reporting External- Externally assessed 25%  
The immune system, its dysfunction and genetic technologies; the validity and reliability of information used in health science reporting

Unit 3: Practical Microbiology and Infectious Diseases - Internally assessed 25% internal –  
Methods of pathogenicity and infectious agents, growth of microorganisms and health and safety in a laboratory environment.  
Students have a choice from three optional units covering the following topics - Internally assessed 25%

Unit 4: Diseases, Disorders, Treatments and Therapies– Principles of physiological diseases and disorders and their associated drug and medicine development

Unit 5: Biomedical Science – Biomedical science techniques and their clinical application

Unit 6: Human Reproduction and Fertility – Reproductive science including causes of infertility and associated impacts on health and well-being



# Music

**Qualification:** A Level

**Exam Board:** Eduqas

**Entry Criteria:** GCSE in music minimum grade 6, instrument or voice practical Grade 6+ and Theory Grade 5 advantageous but not essential.

The Eduqas specification is designed to allow learners to pursue their own musical interests. Learners develop skills in the three distinct but related disciplines of performing, composing and appraising, whilst having flexibility to specialise in either performing or composing. Learners may choose to apportion 10% of their assessment to either performing or composing as an in-depth study.

The Eduqas specification is designed to offer contrast and breadth as well as depth of study. Learners will engage with both classical and popular music.

All learners will study the development of the symphony, engaging with landmark orchestral repertoire, which is important in developing knowledge and understanding of musical elements and language in context. Learners will use the musical language of this period to compose one piece of music to a brief.

Learners will also choose to learn from areas such as the Western Classical Tradition, Musical Theatre, Jazz and Twentieth Century Music.

## **Course Units:**

Performing Music  
Composing  
Appraising

## **How is this qualification assessed?**

- Performing externally assessed by a visiting examiner either 35% or 25% of the qualification.
- Composing externally assessed non-examination assessment either 35% or 25% of the qualification.
- Appraising is a listening and appraising examination, 40% of the qualification.
- 35% / 25% Performance, 25% / 35% composition and 40% listening exam

# Philosophy

**Qualification:** A Level

**Exam Board:** AQA

**Entry Criteria:** GCSE Grade 6 or above in English Literature or Religious Studies.

## General/Course Objectives:

There are two main reasons people study philosophy. The first is simple curiosity. Philosophy began by attempting to answer two deceptively simple questions: What can we know? How should we live our lives?

These questions in turn gave rise to others: Can we ever have absolutely certain knowledge? What constitutes a good reason for believing something? Must we always have evidence in order to know? Are there things about the world that are in principle impossible to know? Are mind and body distinct? Are people ever really free? Is there a God? Why should we obey the law? Under what conditions is it right to restrict a person's liberty? Is capital punishment immoral?

The second main reason people study philosophy is that many of the skills and abilities that are learned in philosophy are transferable. Communication skills, critical reasoning skills, and general problem-solving skills are all enhanced by work in philosophy. They are also essential to many other disciplines and projects.

Philosophy is an interesting and deep subject which will prepare you for all sorts of futures involving critical thinking or reasoning, such as Law, Politics and Government, consultancy, international organisations and business.

## What will you be studying?

**Paper 1: Epistemology & Moral Philosophy**  
(written exam 3 hours/100 marks = 50% of exam)

**Paper 2: Metaphysics of God & Mind**  
(written exam 3 hours/100 marks = 50% of exam)

**Epistemology** is all about understanding types of knowledge and perceptions of knowledge:

- Realism
- Idealism
- Innatism
- The limits of knowledge

**Metaphysics of God** is all about God's nature and existence.

- Ontological arguments
- Design arguments
- Cosmological arguments
- The problem of evil
- Religious language

**Moral philosophy** is all about the meaning of good, bad, right and wrong.

- Utilitarianism • Kant
- Virtue ethics
- Applied ethics (stealing, simulated killing, eating animals, telling lies.)

**Metaphysics of mind** is all about questions of what the 'mind' really is.

- Dualism
- Physical theories
- Identity theory
- Functionalism

**Examinations: 2 final exams at the end of the course, each paper is 3 hours.**

# Photography

**Qualification:** A Level

**Exam Board:** Edexcel

**Entry Criteria:** *Either GCSE Art or Photography Grade 6 or above. Or an interview will be given as an opportunity for you to show a real passion for Photography.*

## **General/Course Objectives - Students will develop:**

This is a dynamic and modern course that allows students to use the expansive nature of Photography to develop their creativity towards professional outcomes. Through a journey from purposefully directed photoshoots, sophisticated Photoshop work and creative and skilled media and hand-manipulation students build cohesive bodies of work that have been complemented by degree courses. A wide range of trips and links with professional photographers benefit students and encourage independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes. International residential trips have included Venice, New York, Paris and Barcelona. Professional Photographers are used for the critical and analytical element. Keen links are made and experienced of real-world contexts and links to the creative industries are made and have aided career development for previous students.

## **Component 1 - Title: Personal Investigation** -Two coursework units are produced in year 12.

These units allow trips to local photoshoot areas as well as national trips to Oxford, London, Tate Gallery and Camden Market. Students build foundation skills in the first unit with directed work. Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement are all encouraged towards very high standards. This enables greater independence for the second unit within a clear structure of support. They are:

- Internally set, assessed by the teacher and externally moderated
- Incorporates 3 major elements: supporting studies, practical work, and a personal study
- First assessment: 60% of the total qualification. Overview of content this component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).

**Component 2 - Title: Externally Set Assignment** - In year 13 students produce an internal unit that links with their personal study and allows deeply personal work in preparation for working

as a professional photographer. Opportunity is given for trips and photoshoots to be deeply creative and inventive. This prepares students fully for the externally set assignment.

- Externally set, assessed by the teacher and externally moderated.
- First assessment: 40% of the total qualification
- Incorporates two major elements: preparatory studies and the 15-hour period of sustained focus
- Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment.
- The 15-hour period of sustained focus under examination conditions may take place over multiple sessions (a maximum of five, within three consecutive weeks).

# Physical Education

**Qualification:** A Level

**Exam Board:** OCR

**Entry Criteria:** A good selection of GCSE grades 5-9 including Mathematics and Science. A KS4 PE qualification is desirable.

**An avid interest in sport is essential, students must be actively engaged in sport participation for school and/or outside of school. Performance in sport formulates part of the course assessment.**

## **General/Course Objectives:**

The specification gives learners a clear appreciation of key issues in Physical Education including physiological, psychological and cultural factors, a focus on performance in practical activity, and the opportunity to pursue particular areas of interest.

## **Units & Content:**

### **Physiological factors affecting performance – 30% total A level**

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics

90 marks - 2 hour written paper

### **Psychological factors affecting performance – 20% total A level**

- Skill acquisition
- Sports psychology

60 marks - 1 hour written paper

### **Socio-cultural issues in physical activity and sport – 20% total A level**

- Sport and society
- Contemporary issues in physical activity and sport

60 marks - 1 hour written paper

### **Performance in physical education – 30% total A level**

- Performance or Coaching in a sport taken from the course specification options. **Students must be actively engaged in sport participation for school and/or outside of school.**
- Oral 'Evaluation and Analysis of Performance' (EAPI) for Improvement in a sport of choice.

60 marks - Non-exam assessment (NEA)

# Physics

**Qualification:** A-Level

**Exam Board:** AQA

**Entry Criteria:** Combined Science Grade 6:6 or Separate Science grades of 6 in physics, and grade 6 in one of the other sciences and 5 in the other (chemistry or biology) and Maths Grade 6

## Course Content:

The Physics course is designed to provide a seamless transition to A Level from previous studies and develop an interest and enthusiasm for physics. It allows appreciation of how fundamental Science works and chance to study optional topics of particular interest – including Astrophysics, Medical Physics, Electronics and Engineering Physics.

## Course modules:

Module 1: Measurements and their errors

Module 2: Particles and radiation

Module 3: Waves

Module 4: Mechanics and energy

Module 5: Electricity

Module 6: Further mechanics and thermal physics

Module 7: Fields and their consequences

Module 8: Nuclear physics

Module 9: Options topic

## Science Practical Endorsement:

Students must show practical competency by completing a number of core practical's throughout the course. This will give students opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills. These skills will be assessed through a minimum of 12 identified practical activities within each qualification. The assessment outcomes will be reported separately on students' certificates as either "pass" or "fail". To achieve a pass, students must demonstrate that they are competent in all of the practical skills listed in the subject content requirements for physics.

## Exam Breakdown:

- o Paper 1: (34%) - Includes questions from modules 1 - 6
  - o Paper 2: (34%) - Includes questions from modules 6 – 8 (assumed knowledge from topics 1 – 5)
  - o Paper 3: (32%) - Section A Compulsory section: Practical skills and data analysis
    - Section B: Students enter for **one** of the option sections
- Students will sit three 2-hour papers at the end of the two-year course.
  - Papers 1 and 2 consist of 85 marks and paper 3 consists of 80 marks.

- The papers may include multiple-choice, open-response, calculations, and extended writing questions.
- The papers will include questions that target mathematics at Level 2 or above. Overall, a minimum of 40% of the marks across the three papers will be awarded for mathematics at Level 2 or above.
- The papers will include questions that target the conceptual and theoretical understanding of experimental methods.



# Politics

**Qualification:** *A Level*

**Exam Board:** *Edexcel*

**Entry Criteria:** *GCSE English Grade 5/6*

## **General/Course Objectives:**

The Politics course has been designed to encourage students to develop an interest in the study of politics, giving them an insight into political beliefs so central to an understanding of the modern world. Students will be encouraged to engage in contemporary political debates making them familiar with modern political life in the UK as well looking at politics from the USA in a comparative approach.

The Politics course will cover the following:

### **UK Politics:**

- Students will study fundamental aspects of UK politics including political participation, democracy and participation, political parties, electoral systems, voting behaviour and the media. Core political ideas will also be studied including conservatism, liberalism, socialism.

### **UK Government:**

- Students will study the constitution, parliament, Prime Minister and executive. Students will also study contemporary political ideas.

### **Comparative Politics:**

- Students will compare and contrast the politics, governments and judicial systems of the UK and the USA.

Towards the end of the course students will leave the course with a rounded knowledge not just of the UK political system but that of international politics as well. The academic challenges of this subject equip them well towards a whole variety of courses at university.

### **Exam Breakdown:**

Students will sit three 2 hour papers at the end of the two-year course.

# Psychology

**Qualification:** A Level

**Exam Board:** AQA

**Entry Criteria:** 5 GCSE's grade 4/5 – 9 with the following as minimum – Grade 6 in Science & English, Maths Grade 5

## **General/Course Objectives:**

Psychology is the study of the mind and human behaviour. The A level Psychology qualification offers an engaging introduction to this diverse and interesting subject; students will learn the fundamentals of Psychology and develop skills valued by Higher Education and employers, including critical analysis, independent thinking and research.

This course compliments other A-level courses from the Social Sciences, Sciences and the Humanities, preparing you for higher education in Psychology or more general higher education courses. With further training, you could go into a job related to Psychology and people such as a Counsellor, Nurse or Psychologist. You could also specialise in a particular area of Psychology such as education or mental health depending on the area that interests you.

## **Course Content:**

### **Paper 1: Introductory Topics in Psychology**

- Social Influence
- Memory
- Attachment
- Psychopathology

### **Paper 2: Psychology in Context**

- Approaches in Psychology
- Biopsychology
- Research Methods

### **Paper 3: Issues and Options in Psychology**

- Issues and Debates
- Gender
- Schizophrenia
- Forensic Psychology

## **Exam Breakdown (all examinations – no coursework):**

Paper 1: 2 hour written exam (33.33%)

Paper 2: 2 hour written exam (33.33%)

Paper 3: 2 hour written exam (33.33%)

# Sociology

**Qualification:** A-Level

**Exam Board:** AQA

**Entry Criteria:** 5 GCSE's grade 4/5 - 9 with minimum Grade 5 in English Language.  
GCSE Sociology is not require.

**General/Course Objectives:** Sociology is designed to inspire and motivate A-level students to understand and explore the society in which they live. Students are expected to think like a 'sociologist' they are encouraged to examine society and identify the importance and influence of social factors not only on their lives, but also the lives of others. They are encouraged to think critically about the processes and issues experienced by individuals in society, considering their own views and the views of others. Students should be able to use and apply a range of different sociological theories to explain how people live, interact and how society works together.

Students are expected to be inquisitive, independent learners. Students will learn using a range of different methods and resources, examples and case studies are drawn from contemporary and real life examples and current affairs. Students are encouraged to immerse themselves and engage in the world around them bringing the concepts and theories studied to life.

Sociology A-level goes well with most subject combinations and you may find that skills learnt in Sociology can support you in other subject areas. Sociology works especially well as a complement to other essay-writing subjects such as Politics, English, History, Geography and Psychology. The independent study skills learnt in Sociology are an excellent preparation for University and for career paths such as Law, the Police, Politics, Social Research, Criminology, Medicine and Health and Social Work.

## **Course Content:**

**Education** – Functions of education/educational achievement of social groups/relationships and processes in schools/educational policy.

**Families and Households** – types of family/how the family has changed over time/what the role of the family is/domestic violence/trends and patterns in family life

**Media-** Debates surrounding New Media/Ownership and control of the media/Effects of the media/Media representations of social groups.

**Crime & Deviance** – social distribution of crime/globalisation and crime/crime and control/victims/punishment and prisons

**Research methods and Theory** – range of methods in sociology/type of data/theory/debates

**Methods in Context** – applying research methods to the Sociological study of education.

**Exam Breakdown 2 hours.**

Paper 1: Education with Theory and Methods – 80 marks (33.3%)

Paper 2: Topics in Sociology (Families and households/The Media) – 80 marks (33.3%) Paper

3: Crime & Deviance with Theory and Methods – 80 marks (33.3%)

# Spanish

**Qualification:** A Level

**Exam Board:** AQA

**Entry Criteria:** GCSE Spanish Grade 6 or higher. Must have sat higher tier GCSE papers.

## **General/Course Objectives:**

- develop an interest in, and enthusiasm for language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken

## **Paper 1: Listening, Reading and Writing (2 hours 30 minutes written exam, 50% of A Level marks)**

You will answer a range of questions based on spoken passages from a range of contexts and sources. You will then read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources. You will translate a passage into English and one into Spanish (a minimum of 100 words each). The paper will cover the following areas:

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society
- Grammar

## **Paper 2: Writing (2 hour written exam, 20% of A level marks)**

You will answer two essay questions during this exam, one with reference to the film you've studied and one with reference to the novel / text you've studied. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (e.g. the effect of narrative voice in a prose text or camera work in a film). You should aim to write approximately 300 words per essay in the target language.

## **Paper 3: Speaking (30% of A Level) - Exam lasts approx. 22 minutes (including preparation time)**

You will be assessed on an individual research project and one of four sub-themes i.e. aspects of Hispanic society; artistic culture in the Hispanic world; multiculturalism in Hispanic society; or aspects of political life in Hispanic society. You will be required to discuss a topic based on a stimulus card (5-6 minutes) and to do a presentation (2 minutes) and discussion (9-10 minutes) of your individual research project.

# Sport BTEC

Qualification: Pearson BTEC Level 3 National Extended Certificate in Sport

Exam Board: Edexcel Entry

Criteria: GCSE Grade 4 or above in Science & English. A

KS4 PE qualification is desirable. An avid interest in sport is essential, students must be actively engaged in sport participation for school and/or outside of school.

General/Course Objectives: The Pearson BTEC National Extended Certificate in Sport is intended to be an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the sport sector. The qualification is equivalent in size to one A Level, and it has been designed as a full two-year programme when studied alongside a further Level 3 qualification.

Course Units: • Anatomy and Physiology

– External exam assessment • Fitness Training and Programming for Health, Sport and Well-being

– Synoptic Assessment • Professional Development in the Sports Industry

– Internal Assessment • Application of Fitness Testing

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external exam, synoptic and internal assessment.

Externally-assessed units Each external assessment for a BTEC National is linked to a specific unit. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. The styles of external assessment used for qualifications in the Sport suite are:

• Examinations – all learners take the same assessment at the same time, normally with a written outcome • Synoptic Assessment – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task

# Uniformed Protective Services BTEC

**Qualification:** BTEC Level 3 Extended Certificate

**Exam Board:** Edexcel

**Entry Criteria:** 5 GCSE's 4/5 - 9 Grades

If you enjoy working with people, a career in the Public Services is perfect for you. You should be highly self-motivated, disciplined and punctual. Students who successfully complete the Public Service course go into a wide range of public sector occupations in both the uniformed and non-uniform sectors such as:

- Local Government Administration
- Customs and Excise
- The Ambulance Service
- The Police Service
- The Fire Service
- Care Work
- The Armed Forces
- The Military Police
- Security
- The Prison Service

Teachers use a wide range of teaching methods including teacher lead sessions, case studies and class/group discussions. In addition, students will have the opportunity to experience a wide range of public service related visits and guest speakers.

## **Content**

- Behaviour in Public Services – Focusing on psychological studies of obedience and behaviour (Exam)
- Teamwork and Leadership – Skills needed to run and manage a team – consists of practical elements as well (Coursework)
- Police Powers – The powers of the police in relation to stop and search, arrest and detention (Coursework)
- Criminology – Looking at how we control and manage criminal behavior and the support that can be put in place for victims of crime. (Coursework)

## **Exam Breakdown:**

The BTEC Protective Services will be assessed via one controlled assessment (exam) and three internal coursework units.