



Information Booklet



6th

your dreams, your future, our challenge



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Welcome to Birchwood Sixth Form

Dear Year 11 Students, Parents and Carers

I am very proud of our excellent Sixth Form. The Ofsted Report (June 2019) echoes this excellence and records the following highlights.

- *Students currently in Years 12 and 13 are making strong progress in a wide range of A level courses.*
- *The quality of teaching, learning and assessment in the sixth form is strong.*
- *The work of the sixth form to promote the personal development, behaviour and welfare of students is particularly effective.*
- *The behaviour of students in the sixth form is excellent. Students take pride in their school and in their work, and are committed to doing well.*
- *Careers advice and guidance for students in the sixth form are highly effective.*

For me, as Principal, I think we have the measure right in our Sixth Form where we balance academic excellence, personal support and a wide range of student leadership opportunities and an outstanding enrichment programme that allows Birchwood students to stand apart from their peers. We currently have 250 students which is large enough to provide a diverse curriculum of 32 subjects and yet designed to offer strong individual support.

In 2019, the school achieved strong A level results with 57% of all grades achieved being awarded an A*/A or B grade. This resulted in almost every Year 13 student obtaining a place in their first choice university (97%) with over 30% achieving places in prestigious Russell Group institutions including Cambridge.

The majority of our Year 11 students (around 65%) apply for places in our Sixth Form to follow a predominantly A level curriculum, although a range of excellent BTEC vocational opportunities also exist. The curriculum is designed to support students as they step into Higher Education, University, Higher Level Apprenticeships or more aspirational employment.

There are academic benchmarks for progressing from GCSE to Post-16 study at Birchwood. The entry requirements are in place to support students meet the demands of A level and Level 3 BTEC. As you will read, we plan distinct Post-16 curriculum plans according to students' abilities and learning preferences ensuring that those who enter do exceptionally well and cope with the demands placed upon them.

Furthermore, we have excellent facilities with free WiFi and open access to the library, café and sixth form study centre to support independent study so vital for students at this level.

Fundamentally, I believe that our Sixth Form not only provides students with a strong platform from which to achieve excellent academic results, but also allows them to develop into well-rounded and tolerant young adults with plenty of enrichment and leadership opportunities. We also have a strong pastoral support system and first-rate careers and university advice programme. Our Sixth Form students are excellent ambassadors for the school and are always keen to return as part of our growing Alumni.

*Dr Chris Ingate
Principal*



Admissions and Curriculum plans

In order to provide objective admission criteria, as well as ensure that the right students embark on the right courses, the following will apply:

2020 Entry Requirements for the Birchwood Sixth Form

All courses offered at Birchwood Sixth Form are level 3 qualifications.

From September 2020 we will encourage all students entering sixth form to study for 4 courses.

For a significant number of students this will be A levels. These will be linear in structure, with examinations taken at the end of the two years.

For the majority of students this will consist of A levels / BTECs and a supporting qualification to be taken in Year 12.

With this in mind our curriculum plans are designed to ensure students are following appropriate courses based upon their prior levels of attainment.

We operate a Total Point Score system that measures what students achieve at GCSE / Level 2. This will be done by taking the best 8 subject grades. These are then added together to produce a Total Point Score, as shown in the worked example below.

All applicants, both internal and external, will need to complete an online application form.

These will be used to ensure students are making appropriate choices and offer information, advice and guidance in reference to their application. Students must meet the entrance criteria for courses they wish to study.

Total Point Score

Grade GCSE	Grade BTEC Level 2 (Business, ICT, Construction, Health & Social Care)
9	
8	<i>DISTINCTION</i>
7	
6	<i>MERIT</i>
5	
4	<i>PASS</i>
3	
2	
1	

Total Point Score - calculation		
Subject	Grade	Points
English Language	7	7
English Literature	6	6
Maths	5	5
History	4	4
Media	7	7
Science	4	4
Science	4	4
French	6	6
		Total = 43



Curriculum Plans

Curriculum Plan 1

For admission onto Curriculum Plan 1 to study **4 A levels** students should have a **minimum total point score of 48 and the specific subject grade**

We will consider students for 4 A levels below this threshold dependent on subject requirements and combinations

Curriculum Plan 2

For admission onto Curriculum Plan 2 to study **3 A levels or 2 A levels & BTEC** students should have a **minimum total point score of 42 and the specific subject grade**

All students will be required to supplement their 3 core subjects with an additional supporting qualification in Year 12

Curriculum Plan 3

For admission onto Curriculum Plan 3 to study **1 Double BTEC and 1 BTEC single or A level** students should have a **minimum total point score of 36 and the specific subject grade**

All students will be required to supplement their 3 core subjects with an additional supporting qualification in Year 12

Over-subscription criteria and applications

In the case of over subscription we will consider the number of places available in the courses chosen and also on the basis of academic ability in the courses chosen. It is essential that applications are received by the deadline of Thursday 19 December 2019. Applications received after this date may not be considered.





Sixth Form Curriculum 2020

Curriculum Plan 1

TPS 48 & specific subject grade

A level	A level	A level	A level
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Curriculum Plan 2

TPS 42 & specific subject grade

A level	A level	A level or BTEC Single	Supporting Qualification
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Curriculum Plan 3

TPS 36 & specific subject grade

BTEC Double / Single	BTEC Double / Single	BTEC Single / A level	Supporting Qualification
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BTEC Triple Football Academy	BTEC Triple Football Academy	BTEC Triple Football Academy
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Supporting Qualifications	Personal Enrichment	Work Experience
Core Maths	Clubs & Societies	Compulsory for all Year 12 students
AS Levels	Duke of Edinburgh's Award	
Extended Project (EPQ)	House Captains	
GCSE English / Maths	Leadership Committee	
Financial Studies	School Council	
BTEC certificates	Sixth Form Ambassadors	
Cambridge Pre U	Sixth Form Prefects	
General Studies	Sports Leaders	
	Sixth form Trips and visits	

(TBF Sep 2020)

Students will be required to supplement their core subject studies with a supporting qualification and appropriate personal enrichment activities.
Work experience will be a compulsory element for all students in Year 12.



Courses and Entry Requirements

The information that is below lets you see what courses are available to you and what the Entry Requirements are for each course. If you are unsure please ask. TPS refers to total point score.

Subject	Level	Entry Requirement
Art & Design (Fine Art)	A level	Grade 6 in GCSE Art or Graphics
Biology	A level	2 Grade 6's in GCSE Double Science or Triple Science including Biology
Business	BTEC Diploma	TPS 36
Business Studies	A level	BTEC Business Merit or English & Maths Grade 6
Chemistry	A level	2 Grade 6's in GCSE Triple Science including Chemistry
Drama and Theatre Studies	A level	Grade 5 in GCSE Drama If GCSE Drama was not taken a Grade 5 in English (Language or Literature)
Economics	A level	Grade 6 in GCSE Mathematics and Grade 6 in English Language or English Literature
English Language	A level	Grade 6 in GCSE English Language
English Literature	A level	Grade 6 in GCSE English Literature and English Language
Film Studies	A level	Grade 5 in GCSE Film or Media or Grade 5 in English Language or Literature
Financial Studies	LIBF Diploma	TPS 36
Football Academy	BTEC Extended Diploma	TPS 36
French	A level	Grade 6 in GCSE French or the ability to study French to the equivalent level
Geography	A level	Grade 6 in Geography
German	A level	Grade 6 in GCSE German or the ability to study German to the equivalent level
History	A level	Grade 6 in GCSE History
IT	BTEC Certificate	TPS 36



Mathematics	A level	Grade 6 in GCSE Mathematics (A grade 7 is highly recommended; exceptional students can succeed with a Grade 6 at GCSE but this is unusual)
Mathematics Further	A level	Grade 8 in GCSE Mathematics
Media Studies	A level	Grade 6 in GCSE Media or Film. If not taken at GCSE Grade 6 in English
Music	A level	Grade 6 in GCSE Music or Grade 5 in an instrument/voice if GCSE Music has not been taken
Performing Arts (Dance)	BTEC	TPS 36
Philosophy and Ethics RS	A level	Grade 6 in GCSE RS or Grade 6 in GCSE English Language
Physical Education	A level	Grade 6 GCSE in PE or Grade 6 in Combined Science including Biology
Physics	A level	2 Grade 6 's in GCSE Double Science or Triple Science including Physics and Maths
Politics	A level	Grade 6 in GCSE History or English Literature
Product Design D&T	A level	Grade 6 GCSE in any Design and Technology subject or Art
Psychology	A level	Grade 6 in GCSE English Language or Literature and Grade 5 in GCSE Maths
Sociology	A level	Grade 6 in GCSE English Language or Literature and Grade 5 in GCSE Maths
Spanish	A level	Grade 6 in GCSE Spanish or the ability to study Spanish to the equivalent level
Sport Studies	BTEC Diploma	TPS 36

If for whatever reason you miss any of these requirements we will recall your exam result and talk with you about your options.

Full details of all subjects being offered can be found on the school website www.birchwoodonline.co.uk.



Course Descriptions

6th Art & Design (Fine Art)

Course Level

A level

Awarding Body

Pearson Edexcel

Entry Requirements

Grade 6 in GCSE Art, Textiles or Graphics

Assessment

- Component 1: Advanced level Art and Design Coursework Portfolio 60%.
- Submission of an essay study of a minimum of 1000 words. Linked to the Personal Investigation and the practical outcomes.
- Component 2: Advanced level Art and Design Externally Set Assignment (15 hours exam) 40%.

Course Description

The Advanced GCE in Art and Design Fine Art course consists of two components, component 1 the Personal Investigation which is 60% of the total qualification and component 2 the Externally Set Assignment which is 40% of the total qualification.

Component 1 incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose.

Work produced will be based around themes developed from given starting points and personal starting points. The purpose of the Personal Investigation is to develop a portfolio of practical work and an essay of a minimum 1000 words of continuous prose that shows critical understanding in relation to the practical portfolio.

The course begins with given starting points set by the school, building on skills acquired during GCSE. As the course develops so does the students ability to work on areas of personal interest and in a more independent fashion.

The personal study will consist of a critical and analytical written piece of continuous prose, making links to the student's own practical investigations, supported by contextual research. The personal study comprises 12% of the final qualification and is marked out of 18. Through the personal study, students will demonstrate understanding of relevant social, cultural or historical contexts. Students will also express personal interpretations or conclusions, and use technical and specialist vocabulary.

The focus of the personal study can be any concept, movement, person, people, artefact(s), or other source of reference. However, it must be related to their own ideas, investigations and practical work.

Component 2

This component incorporates two major elements: preparatory studies and the 15 hour period of sustained focus. The Externally Set Assignment represents the culmination of the GCE Qualification allowing students to draw together all the knowledge, understanding and skills developed throughout. The Externally Set Assignment consists of one broad-based thematic starting point to which students respond by developing a portfolio of practical work and final outcome(s). For example last years theme was 'Variation and Similarity'.

The Externally Set Assignment comprises an externally set theme with suggested starting points. Students will need to develop their own personal work from this theme and related starting points.

The Externally Set Assignment will be available from 1 February of each year when students will begin their preparatory studies, culminating in the final 15 hour period of sustained focus under examination conditions. The Externally Set Assignment is internally assessed, and externally moderated.

Special Requirements

The course requires an enthusiasm for the Visual Arts, imagination and an enquiring mind. Students are encouraged to express their own artistic identity, and are expected to work with a high degree of independence and creativity, taking creative risks and exploring their own interests. There is a distinct step up from GCSE in terms of content and skills to study Art and Design at A level.

Students will be required to make frequent trips to museums and galleries making links between their own work and that of relevant professional artists and to record first-hand information using sketchbooks and cameras. Students are expected to commit to four hours a week working independently on their coursework. This may include making visits and time spent in the department developing coursework. All work submitted will be marked by the course teacher and moderated by the examining board.

Career and Progression Opportunities

With a qualification in Art students could go on to higher education, Art Foundation or work in the Art industry. This could include a career in Graphic Design, Product Design, Fashion, Textiles, Ceramics, Glass, Theatre Design, Animation, Computer Aided Design, Architecture, Furniture Design, 3D Design, Digital Media, Fine Art, Photography, Advertising, Interior Design, Prop design and making, set design and many more.

Course Level

A level

Awarding Body

AQA

Entry Requirements

Two Grade 6's in GCSE Double Science or Triple Science including Biology

Assessment

Internal AS Biology mock examinations at the end of Year 12 (two examinations 1 hour 30 minutes each).

A level Biology = 3 examinations (2 hours each) including more 'higher demand' questions and essay style questions.

There is no longer coursework in Biology, instead we complete 6 required practicals in each year which will be assessed in the final written exam. All of these practical activities will lead towards a 'practical endorsement'.

Course Description

Why study Biology?

By studying Biology at A level students will learn to understand the living world, to sense the wonder of evolution, to catch the excitement of genetic engineering, to think independently, to challenge widely-held beliefs, to appreciate the delicate ecological balance that sustains life on Earth, and to answer fundamental questions like "what is life?" If students enjoyed Biology at GCSE, and would like to delve into it in more depth, then A level Biology is the course for them.

They will be taught by two different teachers, and teaching will consist of taught sessions, investigations, practical work, discussions, essays, presentations and self-study. We want students to do well and we will help them to learn how to study, as well as to learn Biology.

What will you study on the AQA Biology course?

A level Biology is a linear course and is assessed at the end of the course. There are three examinations that assess eight topics which include more 'higher demand' questions. There is no longer coursework in Biology, instead we complete six required practicals in each year which will be assessed in the final written examination. All of these practical activities will lead towards a 'practical endorsement'.

Where does A level Biology lead?

The A level Biology course enables students to develop a wide range of skills including:

- How to collect data and evaluate it.
- How to investigate facts and use deduction.
- How to put over your point of view effectively.
- How to take responsibility for your own learning.

These skills enable students to enter a wide range of courses in different fields. Biology students often go on to study courses such as: Medicine, Dentistry, Veterinary Science, Radiography, Nursing, Chiropody, Psychology, Forensic Science, Archaeology, Marine Biology, Biological Science, Ecology, Sports Studies, Biochemistry, Zoology and even Teacher training!

Don't worry if you don't yet know what you want to do. A level Biology provides a useful background to a wide variety of further and higher education courses and we certainly don't expect everyone who takes the course to become a professional biologist.

What are the Entry Requirements?

We recommend two Grade B's in GCSE Double Science or Triple Science including Biology. You will also need self-discipline and motivation to succeed. A Level Biology is not an "easy option"; it requires mathematical skills equivalent to higher tier GCSE mathematics, together with a good working knowledge of Physics and Chemistry. We recommend that students have a 'B' grade in Maths and English to cope with the demands of the course. However, the most important requirement is an interest in the subject and a desire to learn more. We will provide the rest.

Special requirements

Biology field work at the end of Year 12 with the possibility of a trip to the Epping Forest Field Centre.

Want to know more?

Come and talk to any of the Biology staff at the open evening or in school time. Or speak to the current A level Biology students. We will be happy to answer any questions you have!

Or take a look at the specification:

<http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>

6th Business (BTEC Diploma)

Course Level

BTEC Level 3

Awarding Body

Edexcel

Entry Requirements

TPS 36

Assessment

Assessment is criterion referenced, based on the achievement of specified learning outcomes. Each unit has specified criteria which are used for grading. A summative unit grade can be awarded at pass, merit or distinction, distinction star.

The Diploma is equivalent to 2 A levels.

Course Description

The Edexcel Level 3 BTEC National Diploma in Business consists of six mandatory units, plus a selection of two additional optional units to be completed over two years.

The mandatory units are

Unit 1: Exploring Business
Unit 2: Developing a Marketing Campaign
Unit 3: Personal and Business Finance

Unit 4: Managing an Event
Unit 5: Internal Business
Unit 6: Principles of Management

There are a wide range of optional units, of which eight have to be completed to gain the diploma. These are related to Accounting, Marketing, Human Resources, Management, Law, Administration, Retail, Logistics and there is also a range of general units, actual optional units to be studied will be chosen according to the needs and abilities of the students.

Assignment	Task	Written Exam
Selected mandatory and all optional units. Programme team creates assignment brief and students carry out set tasks, creating evidence to support a work-related scenario.	<p>Unit 2: Developing a Marketing Campaign Pre-released material includes information about a business for research. Learners will need to apply their knowledge, ideas and skills to plan a marketing campaign, linking its success to the impact on the business.</p>	<p>Unit 3: Personal and Business Finance The written test will cover the purpose and importance of personal and business finance, including the skills and knowledge needed to understand, analyse and prepare financial information.</p>
	<p>Unit 6: Principles of Management Pre-released task-based assessment. Students must synthesise and evaluate information from a business scenario and relate it to how management and leadership practices can create a more effective business and workforce.</p>	
	<p>Unit 7: Business Decision Making Unseen case study or business scenario. Learners will draw from learning from previous mandatory units to an unseen case study scenario using a range of given information to create a business plan.</p>	

Special Requirements

Appropriate work experience, while not a requirement of the course, does enable the learning to be as active, practical and work-related as possible.

Career and Progression Opportunities

The BTEC Nationals in Business have been developed in the business sector and is appropriate for career qualifications in these employment areas. It gives students the opportunity to gain a nationally recognised vocational specific qualification to enter employment in the business sectors or to progress to higher education vocational qualifications such as the Edexcel Levels 4 - 7 BTEC Higher National in Business.

Course Level

Level 3 Advanced GCE

Awarding Body

Edexcel

Entry Requirements

BTEC Business Merit or English & Maths Grade 6

Assessment

Each theme has specified criteria which are used for grading. A summative unit grade can be awarded A*-U grade.

The course is equivalent to 1 A level.

Course Description

The Edexcel Level 3 Advanced GCE A Level Business course consists of four mandatory themes, to be completed over two years.

The mandatory units are

Unit 1: Marketing and people
Unit 2: Managing business activities

Unit 3: Business decisions and strategy
Unit 4: Global business

Theme 1: Marketing and people	Theme 2: Managing business activities
<p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> • Meeting customer needs • The market • Marketing mix and strategy • Managing people • Entrepreneurs and leaders 	<p>Students will develop an understanding of:</p> <ul style="list-style-type: none"> • Raising finance • Financial planning • Managing finance • Resource management • External influences
Theme 3: Business decisions and strategy	Theme 4: Global business
<p>This theme develops the concepts introduced in Theme 2. Students will develop and understanding of:</p> <ul style="list-style-type: none"> • Business objectives and strategy • Business growth • Decision-making techniques • Influences on business decisions • Assessing competitiveness • Managing change 	<p>This theme develops the concepts introduced in Theme 1. Students will develop and understand of:</p> <ul style="list-style-type: none"> • Globalization • Global markets and business expansion • Global marketing • Global industries and companies (multinational corporations)

Special Requirements

Appropriate work experience, while not a requirement of the course, does enable the learning to be as active, practical and work-related as possible.

Career and Progression Opportunities

The GCE A Level in Business has been developed to expand knowledge of the business environment. It gives students the opportunity to gain a nationally recognised qualification to enter employment in the business sectors or to progress to higher education qualifications such as Business Studies, Internal Business and Marketing degrees.

Course Level

A level

Awarding Body

OCR

Entry Requirements

2 Grade 6's in GCSE Triple Science including Chemistry

Assessment

Practical Endorsement in Chemistry (non exam assessment)

12 compulsory practical coursework activities – pass/ fail)

A Level

Paper 1 37% 2hr 15 mins - modules 1, 2, 3 & 5

Paper 2 37% 2hr 15 mins - modules 1, 2, 4 & 6

Paper 3 26% 1hr 15 mins - modules 1 to 6

Course Description

This course will try to give students the skills and understanding to determine the way Chemistry affects their everyday life by applying concepts into contemporary areas of Chemistry including: climate change, green Chemistry, pharmaceuticals and Chemistry research.

- Development of practical skills.
- Foundations in chemistry.
- Periodic table & energy.
- Core organic Chemistry.
- Physical Chemistry and transition elements.
- Organic Chemistry and analysis.

Is this the right subject for me? To be suitable students need to:

- Have an interest in and enjoy Chemistry.
- Want to find out about how things work in the real world.
- Enjoy applying your mind to solving problems.
- Have gained a minimum of two B grades in Science (one of which must be in Chemistry).

Trips

There are two Chemistry trips on offer to students. The Chemistry Lectures trip to the London University, Faculty of Education gives students an insight into the applications of Chemistry. The overseas trip to The Large Hadron Collider built by the European Organisation for Nuclear Research (CERN), in Geneva, provides an amazing experience to see science in action and links to many aspects of the A level course.

Where can the study of Chemistry at A level take me?

Whilst many job opportunities specifically using Chemistry require higher qualifications, most laboratory based jobs benefit from a Chemistry qualification, for instance Dental Assistant or Veterinary Assistant. Many employers view success at GCE Chemistry as a clear indication of sound academic ability.

Many university courses have a significant proportion of Chemistry content and a GCE in Chemistry from OCR is excellent preparation for such further study. UK Higher Education institutions currently offer over 200 courses where Chemistry is the primary subject. Often these courses can include an additional year's study, either in industry or at a university abroad. Some courses can include study in other related areas. Examples include:

- Chemistry with Medicinal Chemistry.
- Chemistry with Forensic Science and Toxicology.
- Chemistry with Pharmacology.

Over 500 additional courses contain a notable element of Chemistry as well as allowing a degree of breadth of study. These include:

- Chemistry and Sports Science.
- Chemistry and Politics.
- Chemistry with Computer Science.

In addition a number of other courses either specifically require or find it desirable to have a GCE in Chemistry. These include courses such as Chemical Engineering, Medicine, Veterinary Medicine, Biological Sciences, Environmental Science, Pharmacy and Dentistry.

6th Drama & Theatre Studies

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 5 in GCSE Drama, English Language or Literature. (If GCSE Drama has not been taken it is a requirement to have Grade 5 in either English Language or English Literature)

Assessment

Component 1: Devising

Coursework

40% of the qualification

80 marks

Component 2: Text in performance

Coursework

20% of the qualification

60 marks

Component 3: Theatre Makers in Practice

Written examination: 2 hours and 30 minutes

40% of the qualification

80 marks

Course Description

From 2016 students who choose A level Drama and Theatre Studies will be committing themselves to the duration of the course which consists of three units which run over two years. Throughout the course students will study a variety of texts and will be exposed to as much live theatre as possible. There are opportunities to devise your own work and also to work with challenging and engaging texts. Students who choose Drama and Theatre Studies as an option must be clear that although some of the course is practically based, there is a significant amount of theory, with written coursework and an exam making up for 64% of the marks. Throughout the course, students will develop a multitude of skills, including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition in to their next level of study or employment.

Component 1: Devising

Content overview

Devise an original performance piece.

Use **one key extract** from a performance text and theatre practitioner as stimuli. Performer/designer routes available.

Assessment overview (Internally assessed, externally moderated)

There are **TWO** parts to the assessment:

A portfolio (*worth 60 marks*) that can be hand written, typed evidence between 2500-3000 words **or** recorded/verbal evidence between 12-14 minutes **or** a combination of the two. The devised performance / design realisation (*worth 20 marks*).

Component 2: Text in Performance

Content overview

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.

Assessment overview (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

Content overview

Live theatre evaluation.

Practical exploration and study of a complete text – focusing on how it could be realised for performance.

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

Assessment overview

Section A: live theatre evaluation (worth 20 marks)

Students will answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes up to 500 words.

Section B: Page to stage – Realising a performance text (worth 36 marks)

Students will answer two extended response questions based on an unseen extract from the performance text they have studied.

Students will demonstrate how they, as a theatre maker, intend to realise the extract in performance.

Students will answer from the perspective of a performer and a designer.

Section C: Interpreting a performance text (worth 24 marks)

Students will answer one extended response question from a choice of two using their chosen text.

Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.

Students will also need to outline how the work of their chosen practitioner has influenced their overall production concept and also demonstrate an awareness of the original performance conditions. You will be allowed to bring clean copies of the text in to the exam only.

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 6 in GCSE Mathematics and
Grade 6 in English Language or English
Literature

Assessment

There are three externally-assessed examinations at the end of Year 13.

Paper 1 assesses knowledge of micro-economics.

Paper 2 assesses knowledge of macro-economics.

Paper 3 assesses both microeconomics and macroeconomics.

All papers require students to apply their understanding to economic information presented in numerical and written forms.

Course Description

The study of Economics emphasises the importance of economic issues in a modern industrial society and seeks to encourage the development of a thorough economic competence which will help to prepare the student to play a full part in society. Economics is a good subject for developing personal transferable skills. It is intellectually robust and of contemporary relevance.

The mandatory units are

Theme 1: Introduction to markets and market failure	This theme introduces students to the microeconomic nature of economics, looking at economic problems and the ways economists think and work. Students will consider how markets work, looking at how supply and demand interact to allocate resources and determine prices in local, national and international markets. They will look at the nature and causes of market failure before considering the strengths and weaknesses of possible government intervention to remedy market failures.
Theme 2: The UK national economy	This theme introduces the key measures of economic performance and the main instruments of economic policy primarily in a UK context. Students will be introduced to the aggregate demand/aggregate supply model so that they can use it to analyse changes in real output and the price level. They will examine the use of demand-side policies, supply-side policies and direct controls as means of improving an economy's performance.
Theme 3: Business behaviour and labour markets	This theme examines how the number and size of market participants, and the level of contestability, affect the pricing and nature of competition among firms. Revenues, costs and profits are explored before linking these ideas to different market structures. Supply and demand analysis is specifically applied to the labour market to see how wages are determined in competitive and non-competitive markets.
Theme 4: Global economy	Students will consider the significance of globalisation, international trade, the balance of payments and exchange rates. They will examine public finance, macroeconomic policies and the role of the financial sector in a global context. Students will consider the factors influencing the growth and development of emerging and developing countries.

Career and Progression Opportunities

Employers and higher education value the content, questioning attitudes and methods which are acquired through studying Economics. Many students go on to careers in financial services, accountancy and management, whilst for others it provides a valuable background to any degree or career.

Special Requirements

Students intending to pursue a pure Economics degree at university are strongly advised to take A level Mathematics as it is an entry requirement for many universities.

Link to specification: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html>

Course Level

A level

Awarding Body

AQA

Entry Requirements

Grade 6 in GCSE English Language

Assessment

Continuous assessment will be undertaken through tasks designed to test and develop skills for the exam units and in preparation for the coursework folder. The exam units are worth 80% of the total A level and the coursework is worth 20%.

Course Description

A2 Unit 1: Language, the Individual and Society

The aim of this unit is to introduce students to language study, exploring textual variety and children's language development. It explores how children learn language and how they are able to understand and express themselves. It also enables students to learn new methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. The unit culminates in an exam worth 40% of the A level.

A2 Unit 2: Language Diversity and Change

The second unit allows students to explore language diversity and change over time, studying texts from 1600 to the present day. Students will explore language in its wider social, geographical and temporal contexts across the key concepts of audience, purpose, genre and mode. Students are also required to study social attitudes to the diversity of language and how it has developed. This unit encourages students to develop their writing skills, writing discursively about language issues. The unit culminates in an exam worth 40% of the A level.

A2 Unit 3: Language in Action

The aim of this unit is to enable students to explore and analyse language data independently and develop and reflect upon their own writing expertise. It is coursework based and it requires students to conduct their own language investigation (2,000 words) and a piece of original writing and commentary (750 words each). The coursework allows them to explore their own writing as well as produce a rigorous data analysis. This coursework unit is worth 20% of the A level.

Career Progression Opportunities

English Language is a flexible and adaptable subject that opens up a wide range of career choices. Those students with qualifications in English possess skills in written and spoken communication, working independently and thinking critically, which are highly valued by employers. It can form part of entry into General Management, Research and Consultancy, Public Services, Publishing, Law and Accountancy. It is also a subject which naturally overlaps with many others in both the sciences and the arts.

Link to Syllabus

<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702>

Course Level

A level

Awarding Body

AQA

Entry Requirements

Grade 6 in GCSE English Literature and English Language

Assessment

Continuous assessment will be undertaken through tasks designed to test and develop skills for the exam units and in preparation for the coursework folder. The exam units are worth 80% of the total A level and the coursework is worth 20%.

Course Description

A2 Unit 1: Literary Genres

The aim of this unit is to explore how texts are connected, contrasted and how they have evolved across a literary genre. In Year 12, students will study aspects of Comedy and will cover four texts from the chosen literary genre. The unit spans Shakespeare, drama, modern and pre-1900 prose fiction and encourages students to develop analytical and academic writing skills, as well as the ability to debate and develop personal opinion.

A2 Unit 2: Texts and Genres

The second unit introduces students to more modern genres and they will study crime writing in Year 13. Students will focus on how culture influences these evolving genres and will study three texts including poetry and post-2000 prose. The unit also aims to prepare students for unseen texts, imbuing skills of independent analysis.

A2 Unit 3: Theory and Independence

The aim of this coursework based unit is to allow students to read widely, to choose their own texts and study how different theoretical and critical methods can be applied to literature. From feminist to narrative theory, the students shape their own study, resulting in two pieces of writing (1500 words each). The coursework folder comprises essay responses, although one piece may be a piece of creative writing based on their exploration. The coursework unit is worth 20% of the A Level.

Assessment

Continuous assessment will be undertaken through tasks designed to test and develop skills for the exam units and in preparation for the coursework folder. The exam units are worth 80% of the total A Level and the coursework is worth 20%.

Career and Progression Opportunities

English Literature offers a wide choice of career options as it is a subject that demands the ability to write well, to think critically and to have personal opinions. It is a subject that mixes easily with other subjects in both Sciences and Arts. Among others, it can form part of entry into Business and Management opportunities, the Law, Accountancy and many other careers.

Link to Syllabus

<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-b-7716-7717>

6th EPQ (Extended Project Qualification)

Course Level

A level equivalent

Awarding Body

AQA

Entry Requirements

Assessment

Students meet with their teacher on a regular basis to ensure that they are on target in terms of meeting the various deadlines throughout the year.

Students are timetabled for one hour a week and the project is assessed on four main areas:

- ability to manage the project.
- ability to research and evaluate sources found.
- the project itself.
- evaluation of the project once it is complete including a presentation.

Course Description

The Extended Project is a qualification that is completely different from other studies in the sixth form. This is because the student chooses their project from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student and agreed as appropriate by the student's teacher. While there will be some teaching, this will mostly be comprised of generic skills such as research and referencing. The teacher is not allowed to deliver any of the subject content and, as such, no part of the project can be based on any area that is being taught or has been taught for a current or previous qualification.

It will require in total 120 guided learning hours, 30 of which are taught skills with the remainder being the student's to use as they think appropriate.

Students are required, with appropriate supervision, to:

- choose an area of interest.
- draft a title and aims of the project for formal approval.
- plan, research and carry out the project.
- deliver a presentation on the management of the project.
- provide evidence of all stages of project development and production for assessment.

Career and Progression Opportunities

The Extended Project Qualification offers opportunities for students to:

- develop and improve their own learning and performance as critical, reflective and independent students.
- develop and apply decision-making and, where appropriate, problem-solving skills.
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills.
- where appropriate, develop confidence in applying new technologies in their studies.
- develop and apply skills creatively, demonstrating initiative and enterprise.
- use their learning experiences to support their aspirations for higher education and/or career development.

Some of the benefits of an EPQ include:

- supporting an application to university.
- reducing the level/points of a university's offer.
- giving an application preference on highly selective or over-subscribed courses.
- providing valued content for a personal statement.
- generating a point of interest and evidence for interview discussions.

As such, the project is very much welcomed by universities and prospective employers as any student who has completed one is able to demonstrate significant skills in terms of managing their own time and independence of learning. EPQ does not count as one of the option choices but is an additional subject that can be picked up during the year.

Link to Syllabus

<https://www.aqa.org.uk/subjects/projects/project-qualifications/EPQ-7993>

Course Level

A level

Awarding Body

EDUQAS

Entry Requirements

Grade 5 in GCSE Film or Media or
Grade 5 in GCSE English Language or
Literature

Assessment

70% from two external examinations

30% from non-exam assessment
(comprising of a production and a
written evaluative analysis)

TBC

Course Description

Aims and objectives

Many consider film to be the main cultural innovation of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film Studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a powerful medium of representation and as an aesthetic medium. The course is designed to introduce A level learners to a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate. Film Studies A level offers opportunities to study mainstream and independent American and British films from the past and the present as well as more recent global films, both non-English language and English language. The historical range of film represented in those films is extended by the study of silent film and significant film movements (such as European avant-garde and new wave cinemas in Europe and Asia) so that learners can gain a sense of the development of film from its early years to its still emerging digital future. Studies in documentary, experimental and short films add to the breadth of the learning experience.

Production work is a crucial part of this course and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. This is intended to enable learners to create high quality film and screenplay work as well as provide an informed filmmaker's perspective on their own study of film.

Film Studies aims to enable learners to demonstrate knowledge and understanding of:

- a diverse range of film, including documentary, film from the silent era, experimental film and short film
- the significance of film and film practice in national, global and historical contexts
- film and its key contexts (including social, cultural, political, historical and technological contexts)
- how films generate meanings and responses
- film as an aesthetic medium
- the different ways in which spectators respond to film

It also aims to enable learners to:

- apply critical approaches to film
- apply knowledge and understanding of film through either filmmaking or screenwriting

You don't need to have studied Film Studies at GCSE, but an avid interest in a wide range of film, the ability to be creative and use digital equipment to create your own film texts is a necessity. Not only will you be creating films, but you will also be writing about them too, so you will need to be able to meet strict deadlines.

Career and Progression Opportunities

This course is appropriate for students wanting to study film at higher academic levels, and can provide a useful "taster" for those considering more specialised vocational courses. In addition, knowledge of the film industry is increasingly valued and is becoming an important aspect of work in many institutions in our media saturated society, so the course can suit anyone with an interest in film who want to go to university.

6th Financial Studies (LIBF Diploma)

Course Level

Level 3

Awarding Body

LIBF

Entry Requirements

TPS 36

Assessment

All units are externally assessed. Each unit is assessed by a multiple choice exam and an essay based exam responding to a pre-release case study.

The Diploma is equivalent to 1 A level.

Course Description

The LIBF Level 3 Diploma in Financial Studies consists of four units. Students will study two units in Year 12 to achieve the Certificate and two units in Year 13 to convert it to the full Diploma. The Certificate and Diploma carry the same amount of UCAS points as an AS and A level respectively.

Year 12

Unit 1 – Financial Capability for the Immediate and Short Term (FCIS)

Students will gain an appreciation of why money is important through focusing on what money is, attitudes to it, and how it can affect life choices. The unit introduces students to the financial services industry and they will gain an appreciation of the differentiation of financial products for savings and the key features of interest and charges on borrowing.

Unit 2 – Financial Capability for the Medium and Long Term (FCML)

Students will consider the changing priorities attached to needs, wants and aspirations as individuals progress through life, and the role of financial services in assisting financial planning. Learners gain an understanding of the personal approaches that individuals take towards risk and rewards and the impact of other influences on financial budgeting.

Year 13

Unit 3 – Sustainability of an Individual's Finances (SIF)

Students will explore how external factors affect the financial services industry's products and services enabling students to make informed financial judgements within given situations. Students will gain an understanding of the impact of global events, developments and ethical considerations that impact on the financial services industry and the consumer.

Unit 4 – Sustainability of the Financial Services System (SFS)

Students will analyse the impact of marketing techniques employed by financial services providers and the impact of changes in the financial services market and the effect this has on consumers. Students will gain an understanding of how financial services providers use marketing methods and segmentation, and approaches to attract, retain and satisfy their customers.

Career and Progression Opportunities

The financially related content of the Diploma in Financial Studies serves as a strong grounding for further study or careers within any finance and business-related disciplines, such as Accounting, Business, Finance and Banking. Financial capability is also supportive of the personal and financial skills that underpin clear decisions about progression options.

6th Football Academy (BTEC Extended Diploma in Sport)

Course Level

BTEC Level 3

Awarding Body

Edexcel

Entry Requirements

TPS 36

Assessment

TBC

Course Description

This course encourages students to:

- Gain an understanding of many areas related to sport, including physiological factors, sports injuries, fitness testing, sports nutrition and analysis of performance.
- Develop an understanding of psychological factors influencing behaviour in sport.
- Develop awareness of coaching styles and the influence of different leadership styles on performance in sport.
- Follow a detailed football syllabus aimed at developing their physical, technical and tactical knowledge and understanding of football.
- Students have the opportunity to resubmit work once only. Under new government guidelines for BTEC the decision to approve a resubmission of work is solely at the discretion of the teacher.
- Students will study 14 different units across the two years (10 coursework units and 4 externally assessed exam units)

Special Requirements

Students are expected to be participating in football at an appropriate level outside of school.

Career and Progression Opportunities

This qualification provides a suitable foundation for specialist study in both Physical Education and Sports Studies in higher education and is also a suitable qualification for other areas of study. The specification provides an excellent foundation for students intending to pursue careers in Teaching and Coaching, Sports Development, the Leisure Industry, Recreational Management, Health, Leisure and Fitness and Professional Sport.

Link to Syllabus

<https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html#tab-ExtendedDiploma>

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 6 or above in GCSE French or the ability to **study** French to the equivalent level.

A Grade 6 or above in English is also required.

Assessment

Two year linear A level - 100% exam

Paper 1: Listening, Reading and Translation.

Paper 2: Written response to works and translation.

Paper 3: Speaking.

Course Description

Most students will normally be required to have achieved at least the equivalent of GCSE Grade 6 in French before taking this course. Students will need to feel confident at this level in the four language skills of Listening, Reading, Writing, and Speaking. Students must also have some knowledge and understanding of the culture and way of life of the target-language country. Students need to be interested in developing this understanding and in exploring in much more depth the topic areas that students will have covered at GCSE.

What will the student learn on this A level course?

The course will help students to develop their general study skills, but most of all students will learn to communicate at a higher level in the language. Students will also learn much more about a wide range of aspects of the society or societies in which French is spoken. Students will develop their ability to work independently, to research effectively, be able to approach issues from multiple perspectives and become sensitive to different cultural contexts. Students will also study two authentic works; one film and one play or short novel.

What kind of student is this course suitable for?

If students are interested in languages and communication and enjoy learning about other cultures and ways of life, then the French course could be suitable for them. Similarly, if students are interested in the business world, in travel or tourism, in literature, in journalism, in history and politics, then students are also likely to find the course appropriate. There are a number of options in the course where students can choose a topic or question to suit their interests and passions. Whether students want to use language for work, for further study, training and for leisure, this course will equip them with the necessary skills and knowledge.

Course Description

French is an exciting and diverse subject which offers students the opportunity to follow their interests as well as developing great knowledge about France and French speaking countries. At A level, great importance is placed on the ability to communicate and by the end of the course it is expected that linguistic skills will be highly developed. Students will have access to a wide variety of authentic French media in order to enhance their language skills and develop intercultural awareness. Students will be exposed to authentic texts: newspaper and magazine articles, brochures, blogs, websites and up to date articles, originally designed for native speakers. All materials will be firmly rooted in the culture of France and French speaking countries. Various cinema, theatre and external revision sessions are arranged from time to time as the opportunity for such cultural language activities occurs in this area. A great deal of emphasis is placed on independent learning. Consequently, students are expected to be pro-active in developing their language skills; reading around the subject and learning vocabulary is an integral part of the A level course.

What examinations will students have to have to take to get their qualification?

This is a two year linear course; examinations will take place at the end of Year 13.

Career and Progression Opportunities

It is very popular to combine languages with non-language subjects at university. Examples include: French with Science, French or Spanish with Media Studies, Engineering with Spanish, Architecture with German, French with Politics or International Studies, French with International Business or Law; the range is infinite. Previous A level students of MFL have combined Spanish with Maths, French with English Literature, French and Spanish with Italian. Many non-language programmes allow optional study of language modules which may be tailored to the professional requirements e.g. French for Scientists. Specialists will be able to take a year abroad to study their language of choice. Languages at A level really do make people highly employable with such an advanced skill set.

Link to Syllabus

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels.html>

Course Level

A level

Awarding Body

OCR

Entry Requirements

Grade 6 in Geography

Assessment

Unit 1: Physical systems = 1 hour 30 minutes exam worth 22% of A level

Unit 2: Human interactions = 1 hour 30 minutes exam worth 22% of A level

Unit 3: Geographical debates = 2 hour 30 minutes exam worth 36% of A level

Unit 4: Independent Investigation (non examined coursework) worth 20% of A level

Course Description

Geography is an exciting and dynamic subject that addresses key issues in our world today. Geography allows students to enjoy learning about the complexities of people and their societies, economies, cultures and the environment. During the two years students will develop and apply their understanding of geographical concepts and processes to help them interpret our rapidly changing world. The course develops students as global citizens who recognise the challenges of sustainability and the implications for their own lives and others.

Aims and learning outcomes:

- Develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole.
- Recognise and be able to analyse the complexity of people-environment interactions at all geographical scales, and appreciate how these underpin understanding of some of the key issues facing the world today.
- Gain understanding of specialised concepts. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds.
- Improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising.
- Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies.
- Understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations.
- Apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography.
- Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced arguments in a range of situations.

Special Requirements:

There is a compulsory fieldwork element to the A level Geography course as fieldwork is an integral part of Geography. This will include a residential trip for four days in the UK.

Career and Progression Opportunities:

Geography is a key 'facilitating' or 'hard' subject in a guide compiled by the Russell Group (20 leading UK universities) so it is a highly recommended A level to study. Geography can lead to a huge range of career or university course possibilities because of the numerous valuable skills gained throughout the course and the important and varied subject content learnt.

Students will develop intellectual skills, such as critically evaluating theories and judging evidence in order to make informed decisions and to develop reasoned arguments. Students will learn to competently use a range of technical methods for the collection and analysis of spatial and environmental data, and undertake four days of fieldwork to accurately collect this data. They will also learn to use and evaluate a range of quantitative and qualitative skills which are looked upon very favourably by employers and universities. The independent Investigation has been designed specifically to prepare students for university and the world of work through developing a number of geographical and study skills. Writing essays are an important part of Geography A level and therefore studying geography complements other option choices that lack this important literacy skill, giving the breadth to students A levels which universities want. All of the skills learnt through studying geography are transferable and therefore will ensure students are prepared for their next steps beyond A level.

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 6 or above in GCSE German or the ability to **study** German to the equivalent level.

A Grade 6 or above in English is also required.

Assessment

Two year linear A level - 100% exam

Paper 1: Listening, Reading and Translation.

Paper 2: Written response to works and translation.

Paper 3: Speaking.

Course Description

Most students will normally be required to have achieved at least the equivalent of GCSE Grade 6 in German before taking this course. Students will need to feel confident at this level in the four language skills of Listening, Reading, Writing, and Speaking. Students must also have some knowledge and understanding of the culture and way of life of the target-language country. Students need to be interested in developing this understanding and in exploring in much more depth the topic areas that students will have covered at GCSE.

What will the student learn on this A level course?

The course will help students to develop their general study skills, but most of all students will learn to communicate at a higher level in the language. Students will also learn much more about a wide range of aspects of the society or societies in which German is spoken. Students will develop their ability to work independently, to research effectively, be able to approach issues from multiple perspectives and become sensitive to different cultural contexts. Students will also study two authentic works; one film and one play or short novel.

What kind of student is this course suitable for?

If students are interested in languages and communication and enjoy learning about other cultures and ways of life, then the German course could be suitable for them. Similarly, if students are interested in the business world, in travel or tourism, in literature, in journalism, in history and politics, then students are also likely to find the course appropriate. There are a number of options in the course where students can choose a topic or question to suit their interests and passions. Whether students want to use language for work, for further study, training, and for leisure, this course will equip them with the necessary skills and knowledge.

Course Description

German is an exciting and diverse subject which offers students the opportunity to follow their interests as well as developing great knowledge about Germany and German speaking countries. At A level, great importance is placed on the ability to communicate and by the end of the course it is expected that linguistic skills will be highly developed. Students will have access to a wide variety of authentic German media in order to enhance their language skills and develop intercultural awareness. Students will be exposed to authentic texts: newspaper and magazine articles, brochures, blogs, websites and up to date articles, originally designed for native speakers. All materials will be firmly rooted in the culture of German and German speaking countries. Various cinema, theatre and external revision sessions are arranged from time to time as the opportunity for such cultural language activities occurs in this area. A great deal of emphasis is placed on independent learning. Consequently, students are expected to be pro-active in developing their language skills; reading around the subject and learning vocabulary is an integral part of the A level course.

What examinations will students have to have to take to get their qualification?

This is a two year linear course; examinations will take place at the end of Year 13.

Career and Progression Opportunities

It is very popular to combine languages with non-language subjects at university. Examples include: German with Science, French or Spanish with Media Studies, Engineering with Spanish, Architecture with German, French with Politics or International Studies, German with International Business or Law; the range is infinite. Previous A level students of MFL have combined Spanish with Maths, French with English Literature, French and Spanish with Italian. Many non-language programmes allow optional study of language modules which may be tailored to the professional requirements e.g. German for Scientists. Specialists will be able to take a year abroad to study their language of choice. Languages at A level really do make people highly employable with such an advanced skill set.

Link to Syllabus

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels.html>

Course Level

A level

Awarding Body

OCR (H505)

Entry Requirements

Grade 6 in GCSE History

Assessment

Units 1, 2 & 3 are externally assessed by separate written papers at the end of the two year course. Unit 4 is internally assessed by centres and externally moderated by OCR.

Course Description

History is a very well regarded facilitating subject which allows students to learn about periods and develop a wide range of eminently transferable skills. Our course aims to allow students access to both breadth and depth in their learning whilst helping students think for themselves, to form judgements and to train themselves to research, evaluate and analyse historical problems. Students develop the skills to express themselves coherently through reasoned argument.

Unit 1 Y107 England 1547–1603: The Later Tudors

This unit contains an enquiry topic examining the Mid Tudor Crisis under Edward VI and Mary as well as the religious changes and rebellions suffered by these rulers. This focusses on the analysis of contemporary sources. The unit then follows a period study looking at Elizabeth's reign and examining her approaches to religion and parliament as well as her management of financial, economic and social affairs. Considering whether this really was a 'golden age'.

Unit 2 Y216 The USA in the 19th Century: Westward expansion and Civil War 1803–c.1890

This unit looks at the formation of Modern America, firstly examining the westward expansion of America and the relationship between the settlers and Native Americans and their culture. The unit then examines the tensions leading to the American Civil War and the Civil War itself, including analysing how and why the North won.

Unit 3 Y312 Popular Culture and the Witchcraze of the 16th and 17th Centuries

This theme focuses on the rise and decline in witchcraft during the 16th and 17th centuries and how far it emerged out of the popular culture of the time. We will examine the reasons for the increase and subsequent decline in persecutions, the nature of the Witchcraze, the reactions of the authorities and its impact on society. We look across Europe and America and think about how and why people were treated so differently.

Unit 4 Y100 Topic based essay.

This essay is an exciting opportunity to engage in genuinely independent historical research. Students will investigate and analyse different perspectives on a historical issue, drawing on a range of primary and secondary material. It will use the skills and understanding developed elsewhere in the course. As an independent enquiry using a range of sources and interpretations, the essay will require students to develop an understanding of how historians work. The essay must be based on the independent investigation of historical issue. The issue may arise from the study of a period or topic we've studied or it may be on a topic, or from a period, that the learner has not studied as part of the A level course but is really interested in, current examples include Rasputin's influence on the Russian Revolution, The ways Hitler used women to maintain the Nazi regime and the reasons for Vargas' success in the Brazilian Revolution.

Special Requirements

There is an expectation that students will carry out substantial wider reading around the topics being studied. Reading lists will be provided and there is significant support available. It is also expected that students will endeavour to attend trips and lectures as they are offered.

Career and Progression Opportunities

A level History can lead to a range of career and university education possibilities including Law, Teaching, Journalism, Media, Broadcasting, Archaeology, Research, Advertising, Heritage / Conservation, Tourism, Economics and Museum services. It also complements a range of other courses and career paths as the skills of analytical thinking, argument and source analysis are widely prized.

Link to Syllabus

<http://www.ocr.org.uk/qualifications/as-a-level-gce-history-a-h105-h505-from-2015/>

6th IT (BTEC Extended Certificate)

Course Level

BTEC Level 3

Awarding Body

Edexcel

Entry Requirements

TPS 36

Assessment

Assessment is criterion referenced, based on the achievement of specified learning outcomes. Each unit has specified criteria which are to be used for grading. A summative unit grade can be awarded at pass, merit, distinction or distinction star. The

Extended Certificate is equivalent to 1 A level.

Course Description

The course is designed to give students the technical knowledge, skills and understanding they need to use computer systems competently and to equip students with some of the skills they will need in the workplace or in further education or training. It will promote teaching and learning through work-related contexts, provide a range of teaching, learning and assessment styles to motivate students to achieve their full potential. The course consists of 3 mandatory units, plus a selection of one additional optional units to be completed over two years.

The mandatory units are:

- Unit 1: Information Technology Systems
- Unit 2: Creating Systems to Manage Information
- Unit 3: Using Social Media in Business
- Unit 6: Website Development

Special Requirements

Appropriate work experience while not a requirement of the course, would be useful as it enables the learning to be as active, practical and

Unit 1 120 Credits

- Externally assessed unit.
- 2 hour written exam
- This unit looks into different information technology systems, some of the units that you study are:
 - Hardware and software
 - Networking
 - Network security

Unit 3 90 Credits

- Internally assessed unit
- Coursework
- In this unit you will explore the impact that social media has on businesses. You will look at the following
 - How social media can have a positive and negative effect on business.
 - How businesses can utilise social media to promote their product/service.

work-related as possible.

Career and Progression Opportunities

The BTEC has been developed in the Information Technology industry and is appropriate for career qualifications in this very wide employment area. It gives students the opportunity to gain a nationally recognised vocational specific qualification to enter employment in the Information Technology industry or to progress to higher education vocational qualifications such as the Edexcel Levels 4 - 7 BTEC Higher National in Information Technology or Computing.

Unit 2 90 Credits

- Externally assessed unit
- 5 hour practical exam
- In this unit you will create a database system.
- You will
 - Create tables
 - Validating data
 - Creating queries, forms and reports.

Unit 6 60 credits

- Internally assessed unit
- Coursework
- In this unit you will look at website design principles.
- You will then take these design principles and create a website that is based around a scenario.
- You will create the website using HTML, CSS and JavaScript.

6th Mathematics Core (Mathematics in Context)

Course Level

Level 3 Qualification 0.5 of an A level

Awarding Body

Edexcel

Entry Requirements

Grade 4 in GCSE Mathematics

Assessment

Paper 1 Comprehension 40%
(1hr 40 mins)
Based on a pre-release Source Booklet.

Paper 2 Application 60%
(1hr 40 mins)

Course Description

Core Maths is a qualification designed to make students better equipped for the mathematical demands of other courses, higher education and employment. It involves studying real-life functional problems which require students to comprehend, interpret and analyse the content of real world contexts which will develop their mathematical skills from GCSE.

Paper 1 is a Comprehension Paper which consists of two sections, A and B. It also includes a Source Booklet which provides two real-life Contexts; this booklet is pre-released before the exam and it can include information on the global economy, the world of sport, fashion, business, finance and much more. Students answers a number of questions on each source applying mathematical skills such as statistics, percentages, sequences, probability and modelling.

Paper 2 is an Application Paper which consists of two sections, A and B. It also includes a source booklet with one real-life context that will follow the same theme as one from Paper 1. Section A will include questions based on this source while section B contains questions on three other real-life contexts. Students will have to apply problem-solving skills to complete these questions.

Special Requirements

No coursework is necessary for Core Maths.

Career and Progression Opportunities

The objective of the course is to bridge the gap between GCSE Maths and subjects studied in further education that involve a mathematical element, as well as an increasingly mathematical workplace. This course is ideal for students thinking of studying Economics, Finance, Geography, Psychology, Sociology and Biology where they will need to apply statistical analysis of quantitative data, understand financial maths and analyse business models and trends. The workplace is becoming more and more quantitative so Core Maths has been introduced to help students manage the mathematical requirements of their future.

Link to Syllabus

qualifications.pearson.com
<http://www.core-maths.org/>

6th Mathematics Further

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 8 in GCSE Mathematics

Assessment

Paper 1 (Core Pure Mathematics 1)
Paper 2 (Core Pure Mathematics 2)
Paper 3 (Further Mathematics Option 1:
Further Pure Mathematics 1, Further
Statistics 1, Further Mechanics 1,
Decision Mathematics 1)
Paper 4 (Further Mathematics Option 2:
Further Pure Mathematics 1, 2, Further
Statistics 1, 2, Further Mechanics 1, 2,
Decision Mathematics 1, 2)

All unit examinations are 1 hr 30 min
in Summer of Year 13

Each module will be a written paper of
1 hour 30 minutes:

M1, D1 and FP1 in June of Year 12

M2, S2, FP2 & FP3/M3 in June of Year
13

Course Description

Further Mathematics is a subject for those who have an aptitude in Mathematics at Advanced level. Those who intend to study Mathematics at university would find it particularly beneficial.

Core Pure Mathematics 1 contains work on Complex Numbers and Matrices. Core Pure Mathematics 2 involves Polar Coordinates and Differential Equations. Further Pure Mathematics 1 contains Further Calculus and Vectors. Further Pure Mathematics 2 contains work on Groups and Number Theory.

The Further Statistics options contain work on Statistical Distributions and Hypothesis Tests. The Further Mechanics options include Collisions and Centres of Mass. The Decision Mathematics options include Algorithms and Linear Programming.

Special Requirements

No coursework is necessary for A level Further Mathematics.

Career and Progression Opportunities

The objective of the course is to include a sufficient range of mathematical topics so that when you successfully complete the course you will have the necessary basis for progressing to further study in Economics, Geography, Mathematics, related subjects such as Physics or Engineering, Risk Analysis, Global Climate Modeller, Actuary, Biometrics Officer, working for the Aerospace industry or directly into employment.

Link to Syllabus

qualifications.pearson.com

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 6 in GCSE Mathematics
(A Grade 7 is highly recommended;
exceptional students can succeed with a
Grade 6 at GCSE but this is unusual)

Assessment

Paper 1 (Pure Mathematics 1 - 2 hr)
Paper 2 (Pure Mathematics 2 - 2 hr)
Paper 3 (Statistics & Mechanics - 2 hr)
in Summer of Year 13

Course Description

Paper 1 and Paper 2 build on GCSE knowledge of Indices and Surds, Algebraic Proof, Quadratic Equations, Simultaneous Equations, Inequalities, Functions, Transformations of Graphs, Equation of a Straight Line, Trigonometry and Vectors. The Equation of a Circle, the Binomial Expansion, Differentiation, Integration and Logarithms are introduced.

Paper 2 covers Statistical Sampling, Presentation and Interpretation of Data, Probability Distributions, Hypotheses, Kinematics, Forces and Newton's Laws.

Special Requirements

No coursework is necessary for A level Mathematics.

Career and Progression Opportunities

The objective of the course is to include a sufficient range of mathematical topics so that when you successfully complete the course you will have the necessary basis for progressing to further study in Economics, Geography, Mathematics, related subjects such as Physics or Engineering, Risk Analysis, Global Climate Modeller, Actuary, Biometrics Officer, working for the Aerospace industry or directly into employment.

Link to Syllabus

[qualifications.pearson.com](https://www.pearson.com/qualifications)

Course Level

A level

Awarding Body

EDUQAS

Entry Requirements

Grade 6 in GCSE Media or Film. If not taken at GCSE Grade 6 in English.

Assessment

70% from two external examinations.

30% from non-exam assessment (comprising of a production and a written evaluative analysis).

Course Description

If you see yourself working in film, television, music, publishing or advertising then our course offers you a wealth of practical and theoretical knowledge needed to get ahead. Many students progress from this on to undergraduate courses and some may even go straight into employment within the creative sector.

The course provides an opportunity for those with an interest in the media to explore, develop and test their creativity within a qualification structure which is stimulating and demanding and provides a supportive transition from general to more specialised study.

You don't need to have studied Media Studies at GCSE, but an avid interest in how the media communicates to an audience, the ability to be creative and use a range of digital equipment to create your own media products is a necessity. Not only will you be creating media texts, but you will also be writing about them too, so you will need to be able to meet strict deadlines.

Course content

During the course you will produce a portfolio of media work and demonstrate your knowledge practically and assessment methods are varied, therefore giving you the best opportunities to succeed.

Career and Progression Opportunities

This course is appropriate for students who would like to progress onto further study or work placements which could lead to a career in the Media Industry, such as Web Design, Journalism or one of the many roles in the TV and Film industry. Media Studies can also lead to careers in Marketing, Advertising or Public Relations. However, an awareness of how the world of media works can also support other careers, such as Social Work, Law and Education. By knowing how the media operates you'll be able to decode messages more skilfully and engage with topics that interest you. In addition, knowledge of the media is increasingly valued and is becoming an important aspect of work in most institutions in our media saturated society.

Course Level

A level

Awarding Body

OCR (H505)

Entry Requirements

Grade 6 in GCSE Music or Grade 5 in an instrument/voice if GCSE Music has not been taken

Assessment

See table opposite.

Course Description

The OCR A level in Music is a contemporary, accessible and creative music course with an integrated approach to the three main elements – Performing, Composing and Appraising. Learners are encouraged to be creative and to broaden their musical horizons and understanding with new areas of study that inspire and challenge e.g. Popular Song, Jazz, Classical Instrumental Music, Religious Music of the Baroque. Through the areas of study they will explore musical context, musical language and performance and composition skills. With an emphasis on musicality and practical music making, OCR's specification is designed to encourage teachers to teach musically through integrating the skills of listening, performing and composing. The A Level specification will enable learners to explore performance and composition in detail and allow them to choose a specialism in performance or composition.

Type of Assessments

		Weighting
Performing A	Recital - at least 2 contrasting pieces - achieved through playing or singing solo or in an ensemble, or realising music through music technology.	25%
	Written / verbal explanation	
Composing A	Composition - in response to a broad brief set by the exam board OCR set briefs will provide a choice of six stimuli to enable learners to specialise in an area of composition that is relevant to their personal skills and interests.	35%
	Composition - in response to a learner defined brief The composition may be for any medium and in any style.	
	Technical exercises	
Performing B	Recital - at least 3 contrasting pieces Achieved through playing or singing solo or in an ensemble, improvising, or realising music through music technology.	35%
	Written / verbal explanation	
Composing B	Composition - in response to a broad brief set by the exam board OCR set briefs will provide a choice of six stimuli to enable learners to specialise in an area of composition that is relevant to their personal skills and interests.	25%
Listening and Appraising	Listening exam	

Learners will choose Performing A and Composing A OR Performing B and Composing B

Special Requirements

Students will be expected to have weekly instrumental/vocal lessons (25% reduced fees at Birchwood) either in or outside of school and to take part in extra ensembles and concerts. A Grade 5 or equivalent in performing and theory is necessary to access this course. Please speak to the Music staff to discuss this further if you have any queries.

Career and progression opportunities

This A level in Music can lead to further study in Music or Performing Arts in Higher Education at degree or HND level. Music may lead to a career in the music industry.

Link to Syllabus

<http://www.ocr.org.uk/qualifications/as-a-level-gce-music-h143-h543-from-2016/>

6th Performing Arts Dance (BTEC Extended Certificate)

Course Level

BTEC Extended Certificate

Awarding Body

Pearson Edexcel

Entry Requirements

TPS 36

Students will need to have achieved 9-5 at GCSE Dance or have equivalent performance experience.

Assessment

Unit 1: Investigating Practitioners work (90 GLH)

Unit 2: Developing Skills and Techniques for Live Performance (90 GLH)

Unit 3: Group Performance Workshop (120 GLH)

Unit 4: Optional Unit (60 GLH)

- Jazz Dance Technique
- Contemporary Dance Techniques
- Classical Ballet
- Tap Dance Technique

Course Description

From 2017 students will have the option to choose a Performing Arts BTEC that will allow them to follow a creative pathway in Dance. The Nature of the BTEC qualification makes it much more practical and vocational rather than written and theoretical. Throughout the course students are encouraged to see and be involved in a wide variety of live performance work. Students will need to show commitment, focus and a desire to work independently and as a member of an ensemble. They will need to constantly demonstrate creativity, imagination and collaboration skills. The course aims to prepare students for further study or employment.

Assessment

The new BTEC Nationals in Performing Arts use a combination of assessment styles to give students confidence to apply their knowledge to succeed in the workplace and have the study skills to continue learning on higher education courses and throughout their career. The range of vocational assessments - both practical and written means students can showcase their learning and achievements to best effect when they take the next step, whether that's supporting applications to higher education courses or potential employers.

BTEC performing arts students have practical experience from real world assignments, take responsibility for their own learning and develop interpersonal and practical thinking skills. Students have a strong core base of knowledge and have real experience of effective team work. They know how to work to a brief with set deadlines and effectively manage time to complete tasks and processes.

Unit 1: Investigating Practitioners' Work

Students are required to research two practitioners and a theme, they will investigate and critically analyse the contextual influences on their selected practitioners and performers work with focus on how these are related to the identified theme.

Unit 2: Developing Skills and techniques for Live Performance

In this unit you will understand the role and skills of a performer. Develop performance skills and techniques for live performance. Apply performance skills and techniques in selected styles and review and reflect on development of skills and techniques for live performance.

Unit 3: Group Performance Work

Students are required to work in groups to respond to a brief and develop a performance for an intended audience. Students are required to submit a digital process log that must be completed at four different stages during the process.

Unit 4: Optional

Course Level

A level

Awarding Body

EDUQAS

Entry Requirements

Grade 6 in GCSE RS or Grade 6 in GCSE English Language

Assessment

Component 1: An introduction to the Study of Religion (Christianity)

Written examination: 2 hours
33.3% of qualification

Component 2: An introduction to Philosophy of Religion

Written examination: 2 hours
33.3% of qualification

Component 1: An introduction to Religion and Ethics

Written examination: 2 hours
33.3% of qualification

Course Description

The study of Religion, Philosophy and Ethics at A level is engaging, academically rigorous and excellent preparation for a wide range of courses at degree level. The subject involves a study of philosophical, theological and ethical theories which underpin and structure our world today. Philosophy explores the nature of reality and meaning. Ethics is the branch of Philosophy that examines how we should live. An understanding of these ideas is essential to an informed and nuanced engagement with key themes in politics, law, medicine, education, human rights and religion. Through the study of Religion, Philosophy and Ethics students will develop the ability to formulate and structure an argument, identify and draw out weaknesses and to express themselves logically and with precision.

Projected course content

The A level will be made up of three components; The Study of Religion, Philosophy of Religion and Religion and Ethics. Each component will be assessed through a written exam. Component 1 (The Study of Religion) will involve a study of Christianity and will focus on the following topics; religious figures and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity. Component 2 (Philosophy of Religion) will involve a study of; arguments for the existence of God; challenges to religious belief; religious experience; religious language. Component 3 (Religion and Ethics) will involve a study of; ethical language and thought; deontological ethics; teleological ethics; freewill and determinism.

Aims and objectives of the A level course

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to a specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to the individual, communities and society
- adopt an enquiring, critical, and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study

By the end of the A level course students will have developed the ability to

- reflect on, select and apply specified knowledge
- construct well informed and reasoned arguments substantiated by relevant evidence
- understand, interpret and evaluate critically religious concepts, texts and other sources
- present responses to questions which are clear and coherent
- use specialist language and terminology appropriately
- identify, investigate and critically analyse questions, arguments, ideas and issues arising from the chosen approaches
- engage in debate in a way that is respectful of the right of others to hold a different view
- critically analyse and evaluate the views and arguments of scholars / academics
- account for the influence of social, religious and historical factors on developments in the study of religions and beliefs
- analyse the nature of connections between the various elements of their course of study
- develop breadth and depth in their understanding of the connections between the knowledge, understanding and skills set out in the specification as a whole

Special Requirements

There is an expectation that students will carry out substantial wider reading around the topics being studied. Reading lists will be provided.

Career and Progression Opportunities

An A level in Philosophy of Religion and Religious Ethics is highly regarded by universities and is excellent preparation for degrees in Philosophy, Theology, Religious Studies, Sociology, Anthropology and Law. Graduates in these subjects may go on to careers in Law, Civil Service, Foreign Office and Teaching. The Ethical theories studied are also highly relevant to degrees in Medicine, Science and Business.

6th Physical Education

Course Level

A level

Awarding Body

OCR

Entry Requirements

Grade 6 GCSE in PE or Grade 6 in Combined Science including Biology

Assessment

- Three written exams – (1 x 2 hour & 2 x 1 hour)
- Practical in one activity
- Evaluation and Analysis of Performance for Improvement (EAPI) for chosen practical activity

Course Description

The A level encourages students to:

- Foster an understanding of the historical, cultural and sociological factors underpinning sport and physical education.
- Gain an understanding of the physiological and mechanical basis of sport and physical education.
- Develop an understanding of psychological factors influencing behaviour.
- Develop knowledge and skills in selected physical activities.

The three sections for the written exam are:

- Applied Anatomy & Physiology / Exercise Physiology / Biomechanics
- Skill acquisition / Sports Psychology
- Socio-cultural issues / Sport & Society / Contemporary issues

Special Requirements

Students are expected to be participating in physical activities at an appropriate level outside of school.

Career and Progression Opportunities

The specifications provide a suitable foundation for specialist study in both Physical Education and Sports Studies in higher education and are also suitable qualifications for other areas of study. The specifications provide an excellent foundation for students intending to pursue careers in Teaching and Coaching, Sports Development, the Leisure Industry, Recreational Management, Health, Leisure and Fitness and Professional Sport.

Link to Syllabus

<http://www.ocr.org.uk/qualifications/as-a-level-gce-physical-education-h155-h555-from-2016/>

Course Level

A level

Awarding Body

AQA

Entry Requirements

2 Grade 6's in GCSE Double Science or Triple Science including Physics and Maths

Assessment

100% externally examined modules, including 15% of the total A level marks will be for practical knowledge and understanding.

The A level consists of three written 120 minute papers assessing all content from both years of teaching.

Course Description

This course will give students the skills and understanding to determine the way Physics affects everyday life by applying concepts into real life situations such as: car crashes, temperature probes and timekeeping.

In addition, a GCE in Physics allows students to develop a range of highly desirable skills requested by both employers and universities. For instance, a successful A level Physicist will be an effective problem-solver using a wide range of maths based calculation methods as well as applying methodical practical skills to a problem. Students will learn to use fundamental principles of Physics to explain more complex real life phenomena. They will also learn to communicate these ideas efficiently both orally and with the written word. Handling data will be a key part of their work, allowing them to demonstrate information retrieval skills as well as the use of numeracy and IT. Students will build up a range of practical skills that require creativity and accuracy as well as developing a firm understanding of health and safety issues. As students become more skilled they will take responsibility for selecting appropriate qualitative and quantitative methods, recording their observations and findings accurately and precisely as well as critically analysing and evaluating the methodology, results and impact of their own and others' experimental and investigative activities. The course also includes an option topic of Astrophysics which allows students to learn about the stars and the universe in depth as part of the A level course.

Where can the study of Physics at A level take students?

Whilst many job opportunities specifically using Physics require higher qualifications, the mathematical and problem solving skills used in Physics can benefit a huge range of jobs. Many employers view success at A Level Physics as a clear indication of sound academic ability.

UK Higher Education institutions currently offer many courses where Physics is the primary subject. Often these courses can include an additional year's study, either in industry or at a university abroad. Some courses can include study in other related areas. Examples include:

- Physics with Astrophysics
- Physics with Biophysics
- Physics with Audio and Optical Physics
- Medical Physics
- Astronomy

In addition a large number of other courses either specifically require or find it desirable to have a A level in Physics. These include courses that cover all fields of Engineering, Mathematics and Architecture.

Is this the right subject for me?

To be suitable you need to:

- Have an interest in, and a love of Physics
- Want to find out about how things work in the real world
- Enjoy applying your mind to solving complex problems
- Have gained two level 6's in GCSE Double Science or Triple Science including Physics
- Be a confident mathematician with an excellent understanding of GCSE Maths

What does Birchwood do to support you?

The A level course is very practical and students will spend a lot of time in labs developing their practical skills in a structured way. The teaching staff provide help as required both in person and by email or even using collaborative tools on line.

Link to syllabus

<http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408>

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 6 in GCSE History or English Literature

Assessment

Units are all assessed with a written exam, at the end of the two year course, each of 2 hours.

Course Description

Students will develop a broad knowledge and understanding of the political systems of Britain, political ideologies and global politics, vital for helping to understand the world in which we live.

Students will also develop a wide range of skills including the ability to comprehend and interpret political information. They will have to think for themselves, form judgements and evaluate and analyse political issues, through reasoned argument, using appropriate political vocabulary.

Component 1

UK Politics and Core Political Ideologies

This component explores the nature of politics and how people engage in the political process in the UK. Students investigate how people and politics interact and explore the emergence and development of the UK's democratic system. There is a focus on the role and scope of political parties central to contemporary politics. Students examine the role of the individual in the political process and their relationship with the state and fellow citizens. They also examine how electoral systems in the UK operate and influences of voting behaviour and political actions. An understanding of the role of the media in contemporary politics and of voting patterns and voting behaviour will also be gained. The Core Political Ideologies section allows students to explore the three traditional political ideas of conservatism, liberalism and socialism. Core ideas and principles are examined and how they apply in practice to human nature, the state, society and the economy, the divisions within each idea and their key thinkers.

Component 2

UK Government and Non-Core Political Ideology

This component enables students to understand where, how and by whom political decisions are made. It introduces students to the set of rules governing politics in the UK and the UK constitution. It examines the specific roles and powers of the different major branches of the government – legislative, executive, and judiciary – as well as the relationships and balance of power between them, and considers where sovereignty now lies within this system.

The Non-Core Political Ideology section allows students to explore an additional political ideas Students will learn about the core ideology and its principles, the effects of the ideology, the divisions within the ideology and its key thinkers.

Component 3

Comparative Politics - Global Politics

Global politics gives students an opportunity to develop an understanding of the local, national, international and global dimensions of political activity. It also gives them the opportunity to explore the political issues that affect all of us. Students will gain understanding of abstract political concepts through grounding them in contemporary real-world examples and case studies that will develop an international awareness and knowledge of multiple perspectives. Global politics encourages discussion and debate and requires students to study and present different global perspectives, as well as interpreting competing and contestable claims. The key mainstream perspectives on global politics are liberalism and realism, and students will be expected to understand how these perspectives are applied throughout all elements of the qualification.

Special Requirements

In the examinations credit is given for appropriate references to contemporary developments, issues and debates in the areas covered. Therefore, it is an expectation that students carry out substantial and varied wider reading around the topics being studied. It will be necessary for students to keep up to date with current affairs and contemporary issues of politics, both British and global.

Career and Progression Opportunities

A level Government and Politics can lead to a wide range of career and university education possibilities including Politics, Law, Teaching, Journalism, Media, Broadcasting, Research and Advertising.

Link to current syllabus

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html>

Course Level

A level

Awarding Body

AQA

Entry Requirements

Grade 6 GCSE in any Design and Technology subject or Art.

Distinction in BTEC Construction.

Assessment

50% Examination (Units 1 & 3)

50% Non Examined Assessment/
Coursework (Unit 2 & 4)

Course Description

A level: Four Components

Product Design A level comprises of four main components: two examinations and two coursework units (NEA). The course provides in depth study of modern Product Design and gives students the chance to stretch and explore their designing and manufacturing skills, as well as their theoretical understanding of the subject.

Units 1 & 3: Examinations

Students will learn about the core principles of modern Product Design. They will analyse and evaluate design decisions and outcomes against technical principles. They will look at design and technology's wider issues including social, moral, ethical and environmental concerns. The exam is predominantly Design and Technology based with links to Mathematical and Scientific principles within Product Design.

Units 2 & 4: Non Examined Assessments (NEA) (Coursework)

Students will design and make high quality and substantial products through identifying a real world problem. Through exploring materials and processes students will design, prototype, manufacture and evaluate contemporary products.

Unit 1: PROD1 Materials, Components and Application (Exam) <ul style="list-style-type: none"> • Written Exam, externally assessed • 2 hours • 25% of qualification • 80 marks 	Unit 2: PROD2 Learning Through Designing and Making (NEA) <ul style="list-style-type: none"> • Non-examined assessment, internally assessed and externally moderated • Coursework - approx. 50 hours • 25% of qualification • 80 marks
Unit 3: PROD3 Design & Manufacture (Examination) <ul style="list-style-type: none"> • Written Exam, externally assessed • 2 hours • 25% of qualification • 84 marks 	Unit 4: PROD4 Design and Making Practise (NEA) <ul style="list-style-type: none"> • Non-examined assessment, internally assessed and externally moderated • Coursework - approx. 60 hours • 25% of qualification • 84 marks

Career and Progression Opportunities

This qualification supports progression into further education, training or employment in any design related field such as Product Design, Industrial Design, Engineering, Interior Design, Architecture, Surveying or Teaching.

Links to Syllabus

<https://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-3d-2550/spec-at-a-glance>
<https://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-3d-2550/subject-content>

Course Level

A level

Awarding Body

AQA

Entry Requirements

Grade 6 in GCSE English Language or Literature and Grade 5 in GCSE Maths

Assessment

All units are assessed by formal written examinations. Although there is no compulsory coursework, carrying out psychological research is an integral part of the course.

Course Description

Psychology is an engaging subject in which students will explore different approaches to explaining human behaviour and the research methods that underlie psychological research. During the two years, students will look at the main approaches in psychology (the learning approaches: behaviourism and social learning theory, the cognitive approach, the biological approach, the psychodynamic approach and the humanistic approach). Students will have the opportunity to explore topics such as social influence, memory, attachment, biopsychology, psychopathology, relationships, eating behaviour and addiction.

Course Requirements

Unit	Topics	Assessment
Paper 1: Introductory Topics in Psychology	<ul style="list-style-type: none"> • Social influence • Memory • Attachment • Psychopathology 	A level: 2 hour written exam (33.3% of A Level)
Paper 2: Psychology in Context	<ul style="list-style-type: none"> • Approaches in Psychology • Biopsychology • Research Methods 	A level: 2 hour written exam (33.3% of A Level)
Paper 3: Issues and Options in Psychology	<ul style="list-style-type: none"> • Issues and debates in psychology • Relationships • Eating Behaviour • Addiction 	A level: 2 hour written exam (33.3% of A Level)

Career and Progression Opportunities

A level Psychology provides students with a broad range of skills which are valued by Higher Education and employers, including critical analysis, independent thinking and research.

Research skills are an essential part of the Psychology A level and students will develop skills such as understanding how to design and carry out research using a variety of different research methods, the strengths and weaknesses of various research methods and techniques of data handling and analysis. Students also gain transferable skills, such as teamwork, problem solving, IT skills, and communication skills (presentation, writing, debating).

Link to Syllabus

A level - <http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7182>

Course Level

A level

Awarding Body

AQA

Entry Requirements

Grade 6 in GCSE English Language or Literature and Grade 5 in GCSE Maths

Assessment

Two year Linear A level

All units assessed through formal written examination

Course Description

Ever wondered how we developed into the society we are today? How much society shapes our behaviour? How much of our identity and behaviour is shaped by our families, peer groups, education or the media? Why there is inequality in society? If you are curious about why people behave the way they do, then sociology is for you. Sociology is an enjoyable and illuminating subject which helps you to understand the world around you. It trains you to answer the 'what', 'how' and 'why' questions about human societies. If you enjoy a good debate, listening to alternative viewpoints and learning in small groups then this subject will suit you. To be successful studying sociology you have to have excellent writing skills and an interest in current affairs.

Course Requirements

This is an exam based subject, with high levels of terminology and independent research required to succeed. As it is a new subject which is not taught at GCSE it will be a requirement of students embarking on this course to have strong academic base in English. Student should also be comfortable interpreting data.

Career and Progression Opportunities

The subject is of particular use for those considering careers in the media, education, social work, nursing or research. Students may go on to take a degree in the subject or in a related area such as Social Policy, Criminology or Social Work. Others find it useful in their applications for a range of other subjects including Business, English, Journalism, Nursing, Teacher Training and History.

Link to Syllabus

<https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192>

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 6 or above in GCSE Spanish or the ability to **study** Spanish to the equivalent level.

A Grade 6 or above in English is also required.

Assessment

Two year linear A Level - 100% exam

Paper 1: Listening, Reading and Translation.

Paper 2: Written response to works and translation.

Paper 3: Speaking.

Course Description

Most students will normally be required to have achieved at least the equivalent of GCSE Grade 6 in Spanish before taking this course. Students will need to feel confident at this level in the four language skills of Listening, Reading, Writing, and Speaking. Students must also have some knowledge and understanding of the culture and way of life of the target-language country. Students need to be interested in developing this understanding and in exploring in much more depth the topic areas that students will have covered at GCSE.

What will the student learn on this A level course?

The course will help students to develop their general study skills, but most of all students will learn to communicate at a higher level in the language. Students will also learn much more about a wide range of aspects of the society or societies in which Spanish is spoken. Students will develop their ability to work independently, to research effectively, be able to approach issues from multiple perspectives and become sensitive to different cultural contexts. Students will also study two authentic works; one film and one play or short novel.

What kind of student is this course suitable for?

If students are interested in languages and communication and enjoy learning about other cultures and ways of life, then the Spanish course could be suitable for them. Similarly, if students are interested in the business world, in travel or tourism, in literature, in journalism, in history and politics, then students are also likely to find the course appropriate. There are a number of options in the course where students can choose a topic or question to suit their interests and passions. Whether students want to use language for work, for further study, training, and for leisure, this course will equip them with the necessary skills and knowledge.

Course Description

Spanish is an exciting and diverse subject which offers students the opportunity to follow their interests as well as developing great knowledge about Spain and Spanish speaking countries. At A level, great importance is placed on the ability to communicate and by the end of the course it is expected that linguistic skills will be highly developed. Students will have access to a wide variety of authentic Spanish media in order to enhance their language skills and develop intercultural awareness. Students will be exposed to authentic texts: newspaper and magazine articles, brochures, blogs, websites and up to date articles, originally designed for native speakers. All materials will be firmly rooted in the culture of Spain and Spanish speaking countries. Various cinema, theatre and external revision sessions are arranged from time to time as the opportunity for such cultural language activities occurs in this area. A great deal of emphasis is placed on independent learning. Consequently, students are expected to be pro-active in developing their language skills; reading around the subject and learning vocabulary is an integral part of the A level course.

What examinations will students have to have to take to get their qualification?

This is a two year linear course; examinations will take place at the end of Year 13.

Career and Progression Opportunities

It is very popular to combine languages with non-language subjects at university. Examples include: French with Science, French or Spanish with Media Studies, Engineering with Spanish, Architecture with German, French with Politics or International Studies, French with International Business or Law; the range is infinite. Previous A level students of MFL have combined Spanish with Maths, French with English Literature, French and Spanish with Italian. Many non-languages programmes allow optional study of language modules which may be tailored to the professional requirements e.g. French for Scientists. Specialists will be able to take a year abroad to study their language of choice. Languages at A level really do make people highly employable with such an advanced skill set.

Link to Syllabus

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels.html>

Course Level

BTEC Level 3

Awarding Body

Edexcel

Entry Requirements

TPS 36

Assessment

TBC

Course Description

This course encourages students to:

- Gain an understanding of many areas related to sport, including physiological factors, sports injuries, fitness testing, sports nutrition and analysis of performance.
- Develop an understanding of psychological factors influencing behaviour in sport.
- Develop awareness of coaching styles and the influence of different leadership styles on performance in sport.
- Follow a detailed football syllabus aimed at developing their physical, technical and tactical knowledge and understanding of football.
- Students have the opportunity to resubmit work once only. Under new government guidelines for BTEC the decision to approve a resubmission of work is solely at the discretion of the teacher.
- Students will study 9 units across the two years (or 14 if studying the extended diploma).

Career and Progression Opportunities

This qualification provides a suitable foundation for specialist study in both Physical Education and Sports Studies in higher education and is also a suitable qualification for other areas of study. The specification provides an excellent foundation for students intending to pursue careers in Teaching and Coaching, Sports Development, the Leisure Industry, Recreational Management, Health, Leisure and Fitness and Professional Sport.

Link to Syllabus

<http://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html#tab-3>