



QUEEN ETHELBURGA'S COLLEGIATE

SIXTH FORM CURRICULUM OPTIONS 2022-2023



CHOOSING COURSES FOR KEY STAGE 5

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CHOOSING THE CORRECT CURRICULUM

In order to achieve high grades, students must remember that they need to work very hard and be interested in what they are studying. Students should make decisions based on accurate information and clear thinking.

It is important to make the most of the support that is available. Students should speak to their Head of Key Stage/ Head of Year, tutors and teachers to guide them in the right direction.

It is important to think about the future. Bear in mind that for some further education courses or careers students must have an A Level or BTEC in certain subjects. For example, a career in Medicine will almost always require A Level Chemistry. Other courses will accept a wide range of A Level and BTEC subjects for entry and it is important to gain a good understanding of this so that all options remain open. Students should check the entry requirements on the UCAS website or on university websites to check that their ambition is realistic; as well as taking advice from members of staff.

In the Sixth Form a lot of the learning process will be through independent study and those who access the top grades go beyond the confines of the syllabus in order to extend learning beyond the classroom. If a student enjoys the work they are more likely to succeed.

Some subjects are offered only in the College or Faculty curriculum so please check the option form to see which subjects are available.

Students should listen to advice given to them by members of staff. Some students are more successful at coursework than examinations and if this is the case, BTEC options should be seriously considered. Most universities give offers for a range of combinations of A Level and BTECs. Information about offers made for students following A Levels and BTECs can be found on the College and Faculty notice boards and last year's university destinations are shown towards the end of this booklet.

It is important to do as much research as possible especially when considering subjects that have not been studied at GCSE. Find out how the A Level or BTEC course is taught and assessed - is there coursework or practical work? How much of the final mark does this account for?

Take into consideration GCSE results. Some degree courses require a strong grade in certain GCSEs. For example, a degree in Business Studies will often require a grade 6 in Mathematics GCSE.

Four A Level subjects are not necessary for the best universities and popular courses. Quality is always better than quantity and no university will expect a student to have studied four subjects at A Level. Almost all university courses will require three A Levels or the BTEC equivalent, and no course will require more than three A Levels and one AS, or the BTEC equivalent. Remember that progress and learning will depend on a lot of independent study and students will need to ensure that they have the independent study time around lessons to commit to a subject.

If students do not yet have a certain career path in mind they are advised to choose a subject combination that will enable them to make that decision later.

QUEEN ETHELBURGA'S COLLEGE

The College pathway offers a comprehensive range of subjects at A Level. Students will initially choose four A Levels, plus an enrichment/super-curricular subject.

Students who meet the entry requirements should consider the College pathway if they have strong self-motivation and have the ability to cope independently with a range of academic A Levels. The College pathway is challenging, with high expectations placed upon students in terms of application and effort throughout the two years, and without the flexibility provided by the Faculty curriculum and levels of support.

All students are expected to choose an enrichment or super-curricular option in Year 12 which will provide them with the opportunity to go beyond the syllabus in an area of interest or broaden their Sixth Form subject experience. More details on these options, and on the General Studies programme which is compulsory for all Year 12 students, can be found later in this booklet.

International students without an English first language qualification study English to gain their IELTS qualification, aiming for a score of 7.0 or above to give the greatest range of university options.

Last year students from the College achieved an average UCAS points score of 183, equivalent to more than three A* grades per student. The percentage of A*, A and B grades at A Level was 97%, and the percentage of A* and A grades at A Level was 84%. The university destinations information for last year's College students is shown at the end of this booklet.

College Entry Requirements

The entry requirements for Queen Ethelburga's College are a score of 60 or above in the Mathematics, Non-Verbal and Spatial percentile sections of the CAT4 entry test.

Students who have studied in the College in Key Stage 4 will already have achieved these scores and, subject to the requirements below, will have a place in the College for Sixth Form.

Further requirements are:

- Students wishing to study A Level subjects must achieve a grade 7 or higher in the nearest equivalent subject at GCSE.
- Students from the 1 year GCSE programme must achieve a grade 6 or higher in the nearest equivalent subject at GCSE.
- IELTS 6.0, a 6/B at GCSE/IGCSE English, a score of 173 or higher in the First Certificate in English or a score of 73 or above on our Oxford Online English Test.

The entry requirements for international students from other education systems are:

- IELTS 6.0, a 6/B at GCSE/IGCSE English, a score of 173 or higher in the First Certificate in English or a score of 73 or above on our Oxford Online English Test.
- A strong level of English (above IELTS 6.0) to study more than two humanities or social sciences A Level.
- The equivalent of grade 7 or above on our Mathematics entry test for the Fast Track Mathematics course.

College General Studies Programme

General Studies is a compulsory option for all Year 12 students. We use these sessions as our opportunity to deliver personal development education, study skills and to give information about preparation for UCAS applications. Also, throughout the year we invite a variety of outside speakers to deliver talks on various topics and these have proved to be very interesting and inspiring.

Every week, small group sessions will focus on super-curricular activities which are related to future academic and career interests. Super-curricular activity and experience is becoming increasingly important in university applications and this is an opportunity to extend learning beyond the curriculum. These groups will also introduce students to university admissions tests where relevant such as UKCAT, BMAT for Medicine, LNAT for Law, MAT, STEP for Mathematics, PAT for Physics and Engineering.

THE FACULTY OF QUEEN ETHELBURGA'S

Students in the Faculty have access to a broad curriculum and choose a minimum of three A Levels and/or BTEC subjects, plus an enrichment/super-curricular subject.

Students can choose the Faculty pathway if they wish to follow a wholly A Level or BTEC route or one that combines both qualifications. Students who wish to specialise in one particular subject are advised to consider the BTEC options where study can be in greater depth in areas such as Art and Design (including, photography, fashion, fine art, and 3D), Business, Music, Performing Arts (including acting and dance), Applied Science, Social Sciences (including computing, law, and psychology), or Sport.

Academic support from our Faculty Learning Mentors is also available to all Faculty students. The Learning Mentors work with individual students, monitor their progress and help them set practical targets in order to achieve their full potential.

All students are expected to choose an enrichment or super-curricular option in Year 12 which will provide them with the opportunity to go beyond the syllabus in an area of interest or broaden their Sixth Form subject experience. In the Faculty it is also possible to undertake GCSE resit classes in English and Mathematics in addition to the A Level or BTEC curriculum. More details on all of these options, and on the General Studies programme which is compulsory for all Year 12 students, can be found later in this booklet.

International students without an English first language qualification study English to gain their IELTS qualification, aiming for a score of 7.0 or above to give the greatest range of university options.

Last year students from the Faculty achieved an average UCAS points score of 149, equivalent to nearly three A/Distinction grades per student. The percentage of A*, A and B grades at A Level was 96%. The university destinations information for last year's Faculty students is shown at the end of this booklet.

Faculty Entry Requirements

The entry requirements for The Faculty of Queen Ethelburga's are a score of 25 or above in the Mathematics, Non-Verbal and Spatial percentile sections of the CAT4 entry test. Students who have studied in the Faculty in Key Stage 4 will already have achieved these scores and, subject to the requirements below, will have a place in the Faculty for Sixth Form.

Further requirements are:

- Students wishing to study A Level subjects must achieve a grade 6 or higher in the nearest equivalent subject at GCSE.
- Students wishing to study Fast Track Mathematics must achieve a grade 7 or above in Mathematics at GCSE.
- Students wishing to study two or more Science subjects at A Level (Biology, Chemistry, Physics, Psychology) must achieve at least two grade 7s in Science subjects at GCSE.
- Students wishing to study a Level 3 BTEC subject must achieve grade 5 or higher in the nearest equivalent subject at GCSE/BTEC Level 2.

The entry requirements for international students from other education systems are:

- IELTS 6.0, a 6 at GCSE/IGCSE English or a score of 73 or above on our Oxford Online English Test.
- The equivalent of grade 7 or above on our Mathematics entry test for the Fast Track Mathematics course.
- Students joining the Foundation Course in Academic English are required to achieve IELTS 4.5 or a score of 53+ in the Oxford Online English Test.
- The hallmark of this pathway is variety. Due to the wide range of courses that are both traditional and vocational and also the support sessions available we can provide a tailor-made programme to meet each individual's needs.

STARTING THE SIXTH FORM

When students receive their GCSE results in August, many members of staff will be in school to provide support in making sensible choices. It is very important that this advice is considered carefully and that the correct courses are chosen from the start.

During the first two weeks of the school year we will ensure that the correct choices have been made, adjusting timetables if necessary. After this point it is important that students should work hard to make a success of their subjects. We aim for all of our students to achieve the highest possible grades over their 2 years in the sixth form. On the following pages are our Collegiate Codes for Faculty and College outlining our expectations for Year 12 students, to ensure they are provided with the best possible opportunities for future university and career choices.

Induction Week

There will be many activities and events taking place during Induction Week and these will help students to familiarise themselves with the school, the local area, the staff and their peers. It is an opportunity to make new friends and experience the style of teaching and assessment of Level 3 courses.

Qualification Structures

A/AS Levels

From 2015, the Department for Education changed the structure of A Levels and decoupled the A Level and AS qualifications. Each are now available as stand-alone qualifications but designed to be co-taught. All students on A Level programmes at Queen Ethelburga's, in both College and Faculty, follow AS courses in Year 12. These are assessed with external examinations at the end of the year with students gaining grades from A to E, or U, depending on their overall performance. These examination results do not contribute to the overall A Level grade but are used to make decisions on courses for year 13 and also for determining students' predicted grades for university applications.

The material covered in the AS course is re-examined in year 13 in the full A Level qualification. Full A Level grades are from A* to E, or U.

Students following an AS level course will usually sit two examination in Year 12 though this will vary between subjects. The cost of an AS qualification, including examination fees and certification is approximately £70. The full A level qualification would usually consist of 3 terminal examinations in year 13 with an associated qualification cost of approximately £120. Specific prices will vary between subjects and examination board.

BTECs

Students following BTEC qualifications will be assessed in a variety of ways which will include a mixture of external examinations, externally marked assignments and internally marked/externally moderated assignments. Some qualification are made up of 100% internally assessed units, they include Art and Design, Music and Performing Arts Practice.

External examinations take place in both January and June with resits possible, should they be required, in subsequent examination cycles. The overall final grade of either Pass, Merit, Distinction or Distinction* is generated based on all of the ongoing assignment work plus the examination grades.

All students completing a BTEC course must be registered with the examination board by November. BTEC fees are paid at the point of registration and include all of the administration of internal and external units, and final certification, and are approximately:

- Extended Certificate - £150
- Diploma - £200
- Extended Diploma - £250

This fee includes the first sitting of any externally examined unit, although resits are charged at approximately £40. Please note that, as outlined in the Parent Handbook, all registration and examination fees for both A Level and BTEC courses are charged to parents when the school is invoiced by the examination board.

Collegiate Code for Transition from Year 12 to Year 13: College

We have high expectations of our students and anticipate that they all should be able to achieve a minimum of 3 B grades at A Level. This will depend on the correct subject and course decisions being made, and the individual student demonstrating the expected approach to learning. This set of grades will enable them to apply for the best possible university or career choices. In order to achieve this aim the school reserves the right to make final decisions about a student's courses as they make the transition into Year 13.

A Level subjects

We will review all students' academic programmes of study at the end of Year 12. Wherever possible, students are supported in continuing with their existing subjects. However, students achieving lower than a B grade at AS Level are usually unable to continue with this subject into Year 13. Where we make exceptions to this rule, it is based on analysis of a student's individual academic profile, including performance in individual examination components, baseline ability scores, work ethic, and the balance of workload with other subjects. Exceptions will only be made if there is a strong chance of the student achieving at least a B grade in the full A Level, backed up by clear, factual evidence. Students who achieve B or A grades at A Level may also be asked to undertake extra tuition or occasionally a change of course, if there is evidence to suggest that they will not maintain this performance at A Level. All of the above, aims to ensure that students are able to achieve at the highest possible level, to support their future aspirations.

BTEC subjects

College students have chosen to follow a traditional academic programme of A Levels and for that reason we do not offer the BTEC Extended Diploma qualifications in Year 13 in any subject area. However, where the combination of A Levels and BTECs is the best option to allow students to gain entry to the university of their choice, we provide a small number of BTEC Extended Certificate and Diploma options in Year 13. These allow students to amend their study programmes if they have experienced difficulties with one or two of their A Level options. This is subject to a review of work ethic and approach to school life throughout Year 12.

English Language Qualifications

We will review the IELTS scores that a student has achieved by the end of Year 12. Students who do not have a GCSE first language English qualification at Grade B/6 or above will need IELTS 6.5 or higher for most good university courses. If they are not likely to achieve this level by the end of Year 13 we will make recommendations for their English studies. This may involve taking additional lessons during holiday periods to improve their level of English to a level sufficient to progress into Year 13.

The majority of students are able to successfully complete their sixth form courses in two years. Occasionally, some students may take longer to achieve their qualifications and will receive extensive support from the school throughout this process. The school reserves the right to make final decisions about a student's courses in Year 13 in order to enable them to apply for the best possible university or to maximise career choices.

Collegiate Code for Transition from Year 12 to Year 13: Faculty

We have high expectations of our students and anticipate that they all should be able to achieve a minimum of 3 B grades at A Level, or the BTEC equivalent. This will depend on the correct subject and course decisions being made, and the individual student demonstrating the expected approach to learning. This set of grades will enable them to apply for the best possible university or career choices. In order to achieve this aim the school reserves the right to make final decisions about a student's courses as they make the transition into Year 13.

A Level subjects

We will review all students' academic programmes of study at the end of Year 12. Wherever possible, students are supported in continuing with their existing subjects. However, students achieving lower than a B grade at AS Level are usually unable to continue with this subject into Year 13. Where we make exceptions to this rule, it is based on analysis of a student's individual academic profile, including performance in individual examination components, baseline ability scores, work ethic, and the balance of workload with other subjects. Exceptions will only be made if there is a strong chance of the student achieving at least a B grade in the full A Level, backed up by clear, factual evidence. Students who achieve B or A grades at A Level may also be asked to undertake extra tuition or occasionally a change of course, if there is evidence to suggest that they will not maintain this performance at A Level. All of the above, aims to ensure that students are able to achieve at the highest possible level, to support their future aspirations.

BTEC and other vocational subjects

BTECs are assessed on an ongoing basis, largely through the production of a number of mandatory and optional assignments, but with a minimum of one mandatory external assessment. Students must accumulate the necessary number of assignments and assessments that their level of course requires. Students will sometimes be eligible for re-submissions or re-takes of assignments and assessments, if time allows, although this is not guaranteed. Students who fail mandatory assignments and/or assessments and who have exhausted re-sit opportunities, will find their qualification reduced in size or, in the worst case scenario, that they fail the entire course.

If, at the end of Year 12, a student is not achieving Merit grades in the majority of their BTEC modules, then their place on this course will be reviewed and they may be required to discontinue the subject, reduce the size of their qualification, or take an alternative course. Similarly, we would expect that all BTEC students have completed half of their required units by the end of Year 12 and we will review their course if this is not the case.

English Language Qualifications

We will review the IELTS scores that a student has achieved by the end of Year 12. Students who do not have a GCSE first language English qualification at Grade B or above will need IELTS 6.5 or higher for most good university courses. If they are not likely to achieve this level by the end of Year 13 we will make recommendations for their English studies. This may involve taking additional lessons during holiday periods to improve their level of English to a level sufficient to progress into Year 13.

The majority of students are able to successfully complete their sixth form courses in two years. Occasionally, some students may take longer to achieve their qualifications and will receive extensive support from the school throughout this process. The school reserves the right to make final decisions about a student's courses in Year 13 in order to enable them to apply for the best possible university or to maximise career choices.

A LEVEL 3-DIMENSIONAL DESIGN (AQA) (COLLEGE ONLY)

What will I do on the course?

The study of 3D Design will develop a range of experimental recording skills, practical making skills and critical thinking skills. This course is recommended for students who have studied an Art or Design based subject at GCSE. The curriculum is designed to extend a foundation of skills, exploring a range of innovative media, materials and technical processes. Students are encouraged to work independently responding to contextual challenges.

This course is recommended for anyone planning a career in the creative design industry. 3D Design A Level offers much of the creative content of a Design Technology A Level without the theoretical written examination. All work assessed is portfolio and practical outcomes.

Course content

- Developing ideas through sustained and focused visual investigations informed by contextual sources, demonstrating analytical and critical understanding
- Experimenting with a range of 3D media, materials and processes exploring both traditional and new media techniques, reviewing and refining work as it develops
- Visually recording from observations and critically reflecting and developing work as it progresses
- Presenting a personal, informed and meaningful response realising intentions and making connections between visual and other elements

Year 1

Component 1: Portfolio

Students will produce a portfolio of work in response to a theme or contextual challenge. They will demonstrate creative design skills, both practical and critical, demonstrating their understanding of different styles and genres and traditions. Students are expected to work in an independent manner.

Year 2

Personal Investigation + Portfolio from year 1 (60%)

Students select their own practical investigation into an idea, concept or theme from which a major sustained investigation develops, demonstrating the importance of process as well as product. Students are also required to complete a critical and contextual essay (1000-3000 words) making connections with the chosen theme.

Component 2: Externally set assignment (40%)

This is in response to an externally set examination paper. Students select one theme and produce a sustained practical investigation that culminates in a practical examination (15 hours).

How will students be assessed?

All work is internally marked and externally moderated.

How is this course different to GCSE?

This unique qualification allows students to progress and further develop skills that explore a range of three-dimensional media, processes and techniques. Students will explore the use of drawing for different purposes, using a range of methods and media on a variety of scales. Practical and critical activities will demonstrate an understanding of different styles, genres and traditions, in preparation for further study of three-dimensional design, or employment.

What can I do with this course?

3D Design develops creative thinkers with the ability to analyse, question and solve problems. Combined with a broad range of technical skills, modelling and developing prototypes students will become confident communicators with the ability to present their ideas in preparation to progress towards the following degree courses: Architecture, Environmental Design, Interior Design, Theatre/Set Design, Exhibition Design, Product Design, Jewellery Design, 3D Digital Design, Ceramics, Sculpture, Television and Film Design, Game Design and Graphic Design.

A LEVEL ART, CRAFT AND DESIGN (AQA) (FACULTY ONLY)

What will I do on the course?

On the A Level Art, Craft and Design route students will be introduced to a variety of experiences that explore a range of two-dimensional and three-dimensional media, processes and techniques. This course is recommended for students who have studied an Art or Design based subject at GCSE or as part of a programme of study that also includes BTEC Art or art related subjects such as 3D, Photography and Fashion options. Students will explore the use of drawing for different purposes, using a variety of methods and media. Integral to the investigating and making processes, students will take inspiration and explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

This course is recommended for anyone planning a career in a creative industry.

A Level Art Craft and Design is a practical course with all work assessed in sketchbooks/portfolio and visual outcomes. There is no theoretical written examination; the examination is practically based in response to exam board set themes.

Course content

Students will be expected to demonstrate skills, in at least two areas from the list below for both component 1 and 2 at A Level.

- Fine art: for example drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography.
- Graphic communication: for example interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, design for film and television.
- Textile design: for example fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic

textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.

- Three-dimensional design: for example ceramics, sculpture, exhibition design, design for theatre, television and film, interior design, product design, environmental design, architectural design, jewellery/body ornament and 3D digital design.
- Photography: for example portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation).

Year 1

Within each component, students must demonstrate evidence that they have explored critical and contextual work through a range of two-dimensional and/or three-dimensional processes and media.

Component 1: Portfolio (60%) must show evidence of working in areas of study drawn from **two or more** of the endorsed titles listed above. Students will produce a portfolio of work in response to a theme that exemplifies aspects of their developing knowledge, skills and understanding. They will demonstrate creative art-based skills both practical and critical. Students are expected to work in an independent manner.

Year 2

Component 1: Personal Investigation + Portfolio from year 1 (60%) must show evidence of areas of study drawn from one or more of the endorsed titles listed above. Students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series. Practical elements should make connections with some aspect of contemporary or past practice of artist(s), designer(s), photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

Component 2: Externally set assignment (40%) must show evidence of areas of study drawn from one or more of the endorsed titles listed above. This is in response to an externally set examination paper. Students select one theme and produce a sustained practical investigation that culminates in a practical examination (15 hours).

How will students be assessed?

All work is internally marked and externally moderated.

How is this course different to GCSE?

Students will explore and develop ideas in an independent manner, often in areas that they have not had the opportunity to explore in the past. We expect students at A Level to work with independence in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes. They will further develop their intellectual, imaginative, creative and intuitive capabilities by investigative, analytical, experimental, practical exploration of technical and expressive skills, showing aesthetic understanding and critical judgement.

What can I do with this course?

A- Level Art, Craft and Design is the perfect choice for a degree in a related creative area. It will give students the qualification to gain entry to an art foundation course. When studied in conjunction with BTEC Art/Fashion/Photography/3D courses it will provide students with the opportunity to apply directly to a range of creative degrees in areas such as - Architecture, Ceramics, Product Design or Fashion and Textiles. A Level Art, Craft, and Design, can be studied as part of a broad curriculum, as it offers creative thinkers access to a wide range of subjects at degree level, such as business, media, and management.

A LEVEL FINE ART (AQA) (COLLEGE ONLY)

What will I do on the course?

The study of Fine Art will develop a range of creative recording skills, arts and craft-based techniques and processes and critical and contextual knowledge and writing skills. This course is recommended for students who have studied an Art or Design based subject at GCSE. The curriculum is designed to extend a foundation of skills, exploring a range of media, materials and technical processes. Students will research and respond to a wide range of artists and designers. Students are encouraged to work independently responding to thematic projects.

This course is recommended for anyone planning a career in a creative industry.

Fine Art A Level is a practical course with all work assessed in sketchbooks/portfolio and visual outcomes. There is no theoretical written examination.

Course content

- Developing ideas through sustained and focused visual investigations informed by contextual sources, demonstrating analytical and critical understanding
- Experimenting with a range of media, materials and processes exploring both traditional and new media techniques, reviewing and refining work as it develops
- Visually recording from observations and critically reflecting and developing work as it progresses
- Presenting a personal, informed and meaningful response realising intentions and making connections between visual and other elements

Year 1

Component 1: Portfolio

Students will produce a portfolio of work in response to a theme. They will demonstrate creative art-based skills both practical and critical demonstrating their understanding of different styles and genres and traditions. Students are expected to work in an independent manner.

Year 2

Component 1: Personal Investigation + Portfolio from year 1 (60%)

Students select their own practical investigation into an idea, concept or theme, from which a major sustained investigation develops, demonstrating the importance of process as well as product. Students are also required to complete a critical and contextual essay (1000-3000 words) making connections with the chosen theme.

Component 2: Externally set assignment (40%)

This is in response to an externally set examination paper. Students select one theme and produce a sustained practical investigation that culminates in a practical examination (15 hours).

How will students be assessed?

All work is internally marked and externally moderated.

How is this course different to GCSE?

Students will develop a deeper knowledge and understanding of fine art and fine art media, taking into consideration the different roles, functions, audiences and consumers of art, craft and fine art. They will use the knowledge gained at GCSE or equivalent to investigate, analyse and experiment, with practical, technical and expressive skills, showing aesthetic understanding and critical appreciation of both their own and others' work.

What can I do with this course?

Art A Level is the perfect choice if students are creative and imaginative and could lead to a degree in art or a related subject such as Architecture, Ceramics, Product Design or Fashion and Textiles. The most popular route from A Level into an art related degree is to complete an art foundation course at a higher education college or university. A Level Art also demonstrates students are creative thinkers and is a valuable qualification in a wide range of subjects at degree level, such as media, marketing, public relations and even accounting.

A LEVEL BIOLOGY (AQA)

What will I do on the course?

A Level Biology is a stepping stone to future study, and allows students to develop the skills needed for higher level education. This course will inspire students, nurture a passion for Biology and lay the groundwork for further study in courses including biological sciences and medicine.

Course content

- Biological molecules
- Cells
- Substance exchange between organisms and their environment
- Genetic information, variation and relationships between organisms
- Energy transfers in and between organisms
- Organisms response to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

How will students be assessed?

AS Level

Awarded after sitting both Paper 1 and Paper 2 in the summer examinations of the first year:

Paper 1 and 2: These papers cover topics 1 to 4 and also includes questions relating to practical skills learnt over the course. The papers contain a combination of short answer and comprehension questions. Both papers are 1 hour and 30 minutes, worth 75 marks each and each paper is equally weighted.

A Level

A Level will be awarded after completing Papers 1-3 in the summer of the second year.

Paper 1:

This paper covers topics 1– 4, including relevant practical skills. The paper contains a combination of short answer and comprehension questions. The written examination is 2 hours, worth 91 marks and contributes 35% of the final A Level qualification.

Paper 2:

This paper covers topics 5 – 8, including relevant practical skills. The paper contains a combination of short, long answer and comprehension questions. The written examination is 2 hours, worth 91 marks and contributes 35% of the final A Level qualification.

Paper 3:

This paper covers topics 1– 8, including relevant practical skills. The paper contains a combination of structured questions, including practical techniques, critical analysis of given experimental data and one essay question from a choice of two titles. The written examination is 2 hours, worth 78 marks and contributes 30% of the final A Level qualification.

Practical skills will be assessed throughout the course. Although they will not contribute to the overall A Level grade, a separate Pass/Fail grade in Practical Skills will be awarded along-side the A Level grade.

How is this course different to GCSE?

A Level Biology content builds on knowledge gained at GCSE. At A Level, students will be expected to work independently during prep time to organise and extend their notes before the following lesson. Students will be expected to hypothesise and plan practical investigations and process the data that they obtain using statistical techniques. Students will also have to complete an essay that highlights information that they have researched themselves.

What can I do with this course?

A Biology qualification offers a wide and increasing range of job possibilities both in the science profession and as a support in other areas. Biology is a great choice of subject for people who want a career in health and clinical professions, such as Medicine, Dentistry, Veterinary Science, Physiotherapy, Pharmacology, Optometry, Nursing, Zoology, Marine Biology or Forensic Science.

A LEVEL BUSINESS STUDIES (CIE)

Business Studies helps to develop a thorough understanding of organisations, how they market their products and generate profit. This involves investigations into how businesses are managed, how decisions are made and responses made to changes in the external environment.

What will I do on the course?

This course provides a good grounding for business-related courses at university and careers in Business Management. It also supports a wide range of other university courses, from Art to Science, which increasingly incorporate elements of business management. In the modern world every career choice requires some understanding of business and the global business environment.

Course content

- Business and its environment
- People in organisations
- Marketing
- Operations and project management
- Finance and accounting
- Strategic management

How will students be assessed?

AS Level

Paper 1: This is a short answer and essay paper based on the core topics. The paper is 1 hour and 15 minutes and is worth 40% of the AS Level qualification and 20% of the whole A Level.

Paper 2: This paper is based on data response. The paper is 1 hour and 30 minutes and is worth 60% of the AS Level qualification and 30% of the whole A Level.

A Level

Paper 3: This paper is based on a case study. The content of this examination assumes knowledge and understanding of both AS and A Level material. The paper is 3 hours and is worth 50% of the A Level qualification.

How is this course different to GCSE?

The level of depth at A Level is far deeper than GCSE. We look to develop your analytical and evaluative skills so that you can offer justification for your findings. These skills are what are required at university level and in the working world.

What can I do with this course?

An A Level in Business Studies can open many doors to the business and finance world. The course offers an insight into all areas of business such that you can choose from any number of business and international business related degrees at some of the best business schools in the world.

If university is not for you then an A Level in Business Studies is a strong foundation for any employer to recruit you in any type of business. The skills that you will develop will transfer to any workplace making you a desirable candidate for any job you go for and make you stand out from the others.

A LEVEL CHEMISTRY (AQA)

What will I do on the course?

The AQA advance level course in Chemistry is a two year linear study at the end which students are awarded, through a terminal examination, the full A Level grades for the subject which fall within the range of A*-E. However, the first year of the course can lead to a stand-alone AS Level qualification through an examination at that stage. At Queen Ethelburga's Collegiate, all students sit the board's examination papers at the conclusion of their first year as a means of external assessment for us to ascertain their suitability for continuing their study of the subject into the final year of the course.

Course content

- Physical chemistry - including atomic structure, bonding, energetics, kinetics and chemical equilibria. A Level only material includes thermodynamics, rate equations, electrode potentials and electrochemical cells
- Inorganic chemistry - including periodicity, group 2 the alkaline earth metals and group 7 the halogens. A Level only material includes properties of period 3 elements and oxides, transition metals and reactions of ions in aqueous solutions
- Organic chemistry - including organic chemistry, alkanes, alkenes, halogenoalkanes, alcohols and organic analysis. A Level only material includes optical isomerism, carbonyl chemistry, aromatic chemistry, amines, polymers, DNA, organic synthesis, NMR spectroscopy and chromatography

How will students be assessed?

AS Level

Awarded after sitting both Paper 1 and Paper 2 in the summer examinations of the first year:

Paper 1: This paper covers inorganic chemistry, with relevant physical chemistry and practical skills. The paper contains a combination of multiple choice, short and long answer questions. The paper is 1 hour and 30 minutes, worth 80 marks and worth 50% of the AS qualification.

Paper 2: This paper covers organic chemistry, with relevant physical chemistry and practical skills. The paper contains a combination of multiple choice, short and long answer questions. The paper is 1 hour and 30 minutes, worth 80 marks and worth 50% of the AS qualification.

A Level

Awarded after completing Papers 1-3 in the summer of the second year:

Paper 1: This paper covers inorganic chemistry, with relevant physical chemistry and practical skills. The paper contains a combination of short and long answer questions. The paper is 2 hours, worth 105 marks and worth 35% of the A Level qualification.

Paper 2: This paper covers organic chemistry, with relevant physical chemistry and practical skills. The paper contains a combination of short and long answer questions. The paper is 2 hours, worth 105 marks and worth 35% of the A Level qualification.

Paper 3: This is a synoptic paper covering all areas of the syllabus. The paper contains a combination of multiple choice, short and long answer questions on the course content, practical techniques and data analysis. The paper is 2 hours, worth 90 marks and worth 30% of the A Level qualification.

How is this course different to GCSE?

A Level Chemistry content builds on knowledge gained at GCSE. At A Level, students will be expected to work independently during prep time to organise and extend their notes. Students will be expected to hypothesise and plan practical investigations and process the data that they obtain. Students need to develop skills in answering multiple choice questions.

What can I do with this course?

A Level Chemistry is a good choice for students considering careers in the health and clinical professions, including Medicine, Veterinary Science, Nursing, Dentistry and Forensic Science. Studying Chemistry will also prepare students for industry careers, such as those within the pharmaceutical or petrochemical sectors.

A LEVEL COMPUTER SCIENCE (OCR) (COLLEGE ONLY)

OCR Computer Science will, above all else, be relevant to the modern and changing world of computing. Computer Science is a practical subject where learners can apply the academic principles learned in the classroom to real world systems. It is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism. A Level Computer Science values computational thinking, helping learners to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. Learners will develop an ability to analyse, critically evaluate and make decisions.

What will I do on the course?

The course is taught in three sections with two theory examinations and one practical Controlled Assessment. We start the first year with the principles of algorithms and computational thinking, writing algorithms and learning programming techniques and structures building skills until students become competent programmers.

In the second year students take the programming project in the autumn term and then the focus shifts to the computer systems theoretical element of the course. All lessons are taught in a computer room and we will use Python as the main programming language.

Course content

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues
- Elements of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms

How will students be assessed?

Computer Systems (01) and Algorithms and Programming (02) are both assessed by a 2 hours 30 minutes written examination each of which represents 40% of the course.

Practical Programming Task (03 or 04) is assessed through a Controlled Assessment which represents 20% of the course.

How is the course different to GCSE?

The course is very similar in structure to the GCSE but the depth is much greater, students will extend and enhance their knowledge of programming to include developing GUIs and using Classes.

What can I do with this course?

Computer Science is an excellent starting point for students who would like to go to university to study Computer Science or aspects of it including Systems Development, Games Development and E-commerce etc. The development of their project management skills and computational thinking will enhance and support other subjects at degree level and beyond as well as offering excellent vocational opportunities for those who do not want to move into Higher Education.

EDEXCEL A LEVEL DRAMA AND THEATRE STUDIES (COLLEGE ONLY)

What will I do on the course?

A Level Drama and Theatre Studies provides students with a practical and inspiring experience of theatre and performance. This qualification places emphasis on practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and perform a range of extracts.

This course refines students' collaborative skills, their analytical thinking and their approach to research. Students grow in confidence and maturity as they successfully realise their own ideas and learn to evaluate objectively and develop a sound appreciation of the influences that cultural and social contexts can have on making theatre. Students who take this course find they develop trusting and lasting relationships with their peers and produce some of the finest quality performance work

Students can be surprised by the demanding nature of A Level Drama and Theatre Studies as the course is designed to be challenging and highly creative. It combines both the academic and practical aspects of theatre and performance and students should have a passion and enthusiasm for the subject. As part of the course, students will be taken to see a variety of live theatre which is expected to influence written answers and performance work.

Course content

The course has three components and uses practical exploration of play texts and the work of influential practitioners to shape understanding and appreciation of theatre.

Component 1: Devising

Students will develop their creative and exploratory skills to devise an original performance. The starting point for this devising process will be an extract from a performance text and an influential theatre practitioner.

Component 2: Text in performance

Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in performance. Students select, rehearse and perform one group performance and one monologue.

Component 3: Theatre Makers in Practise

Theatre is a collaborative art form and it is important that students have a clear understanding of how different creative ideas are put into practice. This component requires students to consider, analyse and evaluate how different theatre makers create impact. Throughout this component, students will consider how production ideas and dramatic elements are communicated to an audience from the perspective of a director, a performer and a designer. Students will critically analyse and evaluate their experience of live performance. As an informed member of the audience they will deconstruct theatrical elements which will help inform their own production choices and develop their own ideas as potential theatre makers. Students will practically explore texts in order to demonstrate how ideas for performance and production might be realised from page to stage. They will also consider the methodologies of practitioners and interpret texts in order to justify their own ideas for a production concept.

Year 1

Building and developing key performance and investigative skills.

Live theatre analysis.

Exploration of texts and practitioners.

Foundation building for all components.

Year 2

Term 1 - Finalising Devised performance and portfolio

Term 2 - Performance of group and solo pieces

Term 3 - Written examination (Component 3).

How will students be assessed?

Component 1 - Devising

Non-examination assessment 40% of the qualification
80 marks

Component 2 - Text in Performance

Non-examination assessment 20% of the qualification
60 marks

Component 3 - Theatre makers in practise

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

How is this course different to GCSE?

Students will explore and develop ideas in an independent manner, often in areas that they have not had the opportunity to explore in the past. We expect students at A Level to work with independence in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes. They will further develop their performance, analytical, creative and directorial skills by investigating and exploring texts, practitioners and the industry as a whole.

What can I do with this course?

Students of AQA Drama and Theatre develop skills that are not just essential for drama but applicable to a wide range of higher education subjects and in the workplace. Higher education institutions value and respect the skills drama and theatre students acquire on the course. This qualification prepares students for a wide range of courses including: drama and theatre studies, performing arts, acting, creative & expressive arts and media studies.

A Level Drama and Theatre also prepares students for a range of careers including: Actor/Performer, Teacher, Events Management, Drama Therapist, Lawyer, Theatre Director and Community Arts Worker.

education and employers. Seven of the top ten jobs held by graduates employed in the UK are related to design and technology. As well as product design, other fields include industrial, graphic and clothing designers.

A LEVEL ECONOMICS (EDEXCEL)

What will I do on the course?

Economics is concerned with the key issues facing us today, including globalisation, pollution and poverty. It is essentially about choice: why different sorts of people and groups of people, such as governments, have to make choices; the choices that they make, and the consequences of those choices. The work of economists transforms our lives – if you are a firm, consumer, worker, homeowner or the government you are concerned with, and affected by, economics.

Economics teaches students to think logically and to use theories to understand how economies operate. Students will be taught methods used by economists and how to understand issues such as inflation, unemployment, pollution, demand and supply, exchange rates, interest rates, and the difficult decisions the UK Government face when they attempt to steer the economy in a chosen direction.

Students will need to apply their knowledge and understanding to both familiar and unfamiliar real life contexts in their lessons and assessments. They will also need to demonstrate an awareness of current economic events, trends and policies.

Course content

Theme 1: Introduction to markets and market failure

This focuses on microeconomic concepts: Nature of Economics, How Markets Work, Market Failure and Government intervention.

Theme 2: The UK economy – performance and policies

This focuses on macroeconomic concepts: Measures of Economic Performance, Aggregate Demand, Aggregate Supply, National Income, Economic Growth, Macroeconomic Objectives and Policy.

Theme 3: Business behaviour and the labour market

This focuses on developing the micro concepts from theme 1 and looks at business economics: Business Growth, Business Objectives, Revenue, Costs and Profits, Market Structures, Labour Market and Government Intervention.

Theme 4: A global perspective

This develops the macro concepts from theme 2 and applies these concepts in a global context: International Economics, Poverty and inequality, Emerging Developing Economies, The Financial Sector and the Role of the State in the Macroeconomy.

How will students be assessed?

The Edexcel Economics AS Level course covers themes 1 and 2 only and each are assessed in a 90 minute examination. The A Level course covers all 4 themes and consists of three examination papers.

Paper 1: Markets and business behaviour - 2 hour examination - 35% of the qualification.

Paper 2: The national and global economy - 2 hour examination - 35% of the qualification.

Paper 3: Microeconomics and Macroeconomics - 2 hour examination - 30% of the qualification.

How is this course different to GCSE?

Although the topics and course content for A Level may seem to be very similar to GCSE the depth of understanding of the topics needed by students is much greater. There is more focus on the different examination skills of knowledge, application, analysis and evaluation and students will develop a greater understanding of the subject.

It is important that students have an interest in current economic events and issues as A Level requires them to know about real-life situations along with theory. The examination questions are longer and require more detailed answers.

What can I do with this course?

Careers in Economics: Economist, Banking, Insurer, Business and Financial Consultancy, Pricing Analyst, Social Relations, Public Sector, Accountancy, Public Relations, Journalist, Financial Consultant, Stockbroker, Taxation, Actuarial and Data Analyst.

A LEVEL ENGLISH LANGUAGE (AQA)

What will I do on the course?

The GCE A Level English Language course provides opportunities to engage critically with a wide range of texts and discourses. The English language is studied both as a medium of communication and as a topic in its own right, with an emphasis on enquiry and analysis.

Lessons involve:

- Group discussion and analysis of both spoken and written texts of a wide variety of genres
- The theoretical study of language use in society
- Opinionated writing
- Independent investigation

Course content

Textual Variations and Representations: Students will be asked to analyse two texts linked by topic or theme. Texts studied in preparation will span a variety of genres, purposes, audiences, modes, times and places. Methods of language analysis will be taught enabling full discussion of meaning, representation and context.

Children's Language Development: This area of study involves the analysis of children's speech and literacy and the application of theory.

Diversity and Change: Within this module, students are to write either an evaluative essay on language diversity or change. Sociolects including occupational groups, gender, regional and national dialects and wider social groups will be studied along with texts dating from 1600 to the present day.

Language Discourses: Students will be asked to analyse how two linked texts use language to present ideas, attitudes and opinions. The chance to create their own opinionated piece is then offered.

Language in Action (NEA): Two pieces of coursework will comprise the folder. Students will research a language area of their choice, collecting the necessary data and analysing and presenting this in an academic report. The second piece involves creating a text that entertains, informs or persuades a particular audience. A commentary accompanies the piece to explain the linguistic choices made.

How will students be assessed?

Two 1 hour 30 minutes papers comprise the AS Level qualification. The full A Level has two 2 hour 30 minutes exams (80% of the A Level) and a Non Examined Assessment (20% of the A Level).

How is this course different to GCSE?

While methods of analysing texts are common to GCSE study, the intricacy of this analysis develops. The sociolinguistic element of the course will be entirely new to students.

What can I do with this course?

The study of language offers a core of analytical methods, topic and skills which have proven value and should inform and supplement many other A Level courses. It will undoubtedly develop the written and spoken skills needed for any career or Higher Education course and will be especially valuable to a career in Law, Teaching, Advertising, Television, Journalism, Public Relations and Sales.

A LEVEL ENGLISH LITERATURE (AQA SPECIFICATION B)

What will I do on the course?

The GCE A Level English Literature course is an interesting and enriching course that places great emphasis on independent study, evaluation and personal critique; it promises to broaden understanding of genre through passage based and traditional essay responses, and introduces the study of critical approach.

Lessons will involve: sharing the enjoyment and appreciation of literary achievement through the discussion of texts. You will be encouraged to become independent thinkers, and should be prepared to read widely in support of your learning.

Course content

Aspects of Tragedy

Students will be introduced to the concept of tragedy through a range of texts that share common features of this tradition, while also offering some interesting variations.

Texts studied include: 'Othello' by William Shakespeare, 'Tess of the d'Urbervilles' by Thomas Hardy, a selection of poetry by Keats, and 'Death of a Salesman' by Arthur Miller.

Elements of Political and Social Protest Writing

This area of the course will explore a more modern literary genre that is continually evolving. All texts foreground oppression and domination and look at the cultures in which we live and have lived in over time.

Texts studied include: 'The Kite Runner' by Khaled Hosseini, 'The Handmaid's Tale' by Margaret Atwood, 'Songs of Innocence and Experience' by William Blake.

Theory and Independence - Non Examined Assessment (NEA)

Students will be introduced to the independent study of a wide range of texts and shown how to apply critical ideas with discrimination. One poetry and one prose text will be studied.

How will students be assessed?

Two 1 hour 30 minutes papers comprise the AS Level qualification. The full A Level has one 2 hour 30 minutes paper, one 3 hour paper and an (NEA) for which assessment will be the production of a coursework portfolio of two pieces of work.

How is this course different to GCSE?

Although similar, in that a range of literary texts are studied and analysed, the level of difficulty this course poses is far in excess of GCSE. Students should be capable of independent analysis and a very high standard of written work.

What can I do with this course?

The study of English Literature should inform and supplement many other A Level courses. It will undoubtedly develop those written and spoken skills needed for any career or Higher Education course. It will be especially valuable to a career in Law, Teaching/ Lecturing, Advertising, Television, Journalism, Film and Drama, Public Relations and Sales and for degree courses in English, Linguistics, Education, Modern Languages, Psychology, Sociology, Communications, Law, History and Media Studies.

A LEVEL GEOGRAPHY (EDEXCEL)

What will I do on the course?

The A Level Geography course will cover both the physical and human environments and the complex interaction of processes that shape our world. It will also, importantly, show the applied side of the subject - how human intervention affects the environment and how people adapt and mitigate the effects of processes on their environment.

Students will learn in a wide variety of ways such as by using maps, GIS skills, data analysis, photos, videos, podcasts, as well as attending lectures and study days. Students are encouraged to frame their own questions using higher level thinking skills and demonstrate a grasp of complex issues through report and essay writing. This qualification requires four days compulsory fieldwork which is fulfilled by two days of fieldwork (human and physical themes) in the first year of study and two days individual data collection (summer holidays).

Course content

AS Level

Dynamic Landscapes

Topic 1: Tectonic Processes and Hazards - Tectonic processes, a study of the causes of tectonic hazards, the impact of tectonic activity on people, and responses to tectonic hazards.

Topic 2: Landscape Systems, Processes and Change - An integrated study of processes, landforms and landscapes.

Dynamic Places

Topic 3: Globalisation - A study of globalisation, its causes and consequences for different people and places.

Topic 4: Shaping Places - A study of how and why places are shaped and changed, the meanings and identities attached to different places and the consequences for different people.

A Level

Physical Systems and Sustainability

Topic 5: The Water Cycle and Water Insecurity - Water cycle, human and natural factors that impact on water cycling, consequences for water security and future water conflicts.

Topic 6: The Carbon Cycle and Energy Security - Carbon cycle, human and natural factors impacting on carbon cycling, the consequences for ecosystems and management strategies.

Human Systems and Geopolitics

Topic 7: Superpowers - Superpowers, the reasons for shifting economic and political power, the impacts of superpowers, influence of superpowers in governing the global commons.

Identity and Sovereignty

Topic 8: Global Development and Connections - Migration, Identity and Sovereignty.

How will students be assessed?

AS Level

Paper 1: Written examination Dynamic Landscapes: 1 hour and 45 minutes, 50% of the qualification, 90 marks.

Paper 2: Written examination Dynamic Places: 1 hour and 45 minutes, 50% of the qualification, 90 marks.

One question will assess fieldwork in relation to Coastal Landscapes and Change and one will assess fieldwork relating to Regenerating Places.

A Level

Paper 1: Written examination: 2 hours and 15 minutes, 30% of the qualification, 105 marks.

Paper 2: Written examination: 2 hours and 15 minutes, 30% of the qualification, 105 marks.

Paper 3: Written examination: 2 hours and 15 minutes, 20% of the qualification, 70 marks.

Coursework: Independent Investigation, Non-examined assessment, 20% of the qualification, 70 marks.

The student will produce a written report of 3000–4000 words.

What can I do with this course?

Geography combines well with both Art and Science subjects and studying Geography at A Level gives you the chance to keep your options open for degree level choices. The 2011 Russell Group Report, Informed Choices, a guide compiled by twenty leading UK universities, listed Geography as one of the key 'facilitating' or 'hard' subjects, stating that it is a robust academic subject which will allow students wider options and more choices if they wish to go on to university.

A LEVEL HISTORY (OCR)

What will I do on the course?

What will I do on the course? A Level Historians will develop a detailed understanding of key periods in British, European and American history. They will become skilled in evaluating sources to draw their own conclusions and writing extended analytical arguments. Students will interpret different historians' accounts of the past and develop excellent skills of judgement. There is a strong emphasis on becoming an effective communicator, both verbally and in writing. Students complete a 4,000 word independent coursework essay on a topic of their own choice which is excellent preparation for undergraduate study.

Course content

Unit 1: England 1547-1603: The later Tudors.

Students study the Mid-Tudor crises during the reigns of Edward VI and Mary Tudor including religious changes and rebellion and unrest, using a range of primary sources from the period. They also complete a period study on Elizabethan England.

Unit 2: Democracy and Dictatorship in Germany 1919-1963

There are four parts to the course: the creation of the Weimar republic, Nazi dictatorship and domestic policies, the impact of war and defeat on Germany and divided Germany 1949-1963.

Unit 3: Civil Rights in the USA 1865-1992

This is a thematic study of the development of Civil Rights over time with a focus on African-American, trade union, Native American and women's Civil Rights. There are three depth studies based on historical interpretations of Malcolm X and Black Power, the New Deal and Civil Rights in the Gilded Age 1875-1895.

Unit 4: Topic based essay

This is a coursework essay of 3,000-4,000 words on a topic of a student's own choice.

How will students be assessed?

Unit 1: This paper is a combination of source analysis questions and an essay. The paper is 1 hour 30 minutes, worth 50 marks and 25% of the final grade.

Unit 2: This paper is a combination of a short comparison question and an essay. The examination is 1 hour, worth 30 marks and 15% of the final grade.

Unit 3: This paper is a combination of evaluation of a historical interpretation and two essays. The paper is 2 hours 30 minutes, worth 80 marks and 40% of the final grade.

Unit 4: This paper is a 3,000-4,000 word essay, worth 40 marks and 20% of the final grade.

How is this course different to GCSE?

The main purpose of this qualification is to prepare learners for courses in Higher Education. This qualification is designed to foster the development of critical and reflective thinking with an understanding of historical topics and issues; and to encourage an awareness of the importance of historical awareness in explaining contemporary issues.

What can I do with this course?

Universities welcome students with the skills which History offers. They realise these students are able to form their own opinions, be discriminating in the use of evidence and look at arguments from a fair and balanced perspective. This makes History students suitable for many university courses.

A LEVEL LAW (CIE) (COLLEGE ONLY)

What will I do on the course?

AS & A Level Law enables students to become aware of the relevance and role of the law in real-world situations and encourages their interest in its use and development. The principal focus is on the law of England and Wales. Studying this subject helps students to use relevant knowledge and understanding, analyse and learn to apply legal concepts, principles and rules to a range of situations, and communicate an argument through problem-solving and evaluative writing. These transferable skills equip students in a wide range of subjects and real-world situations.

AS & A Level Law encourages learners to be:

Confident, using statutes, cases, legal principles, and examples, analysing and applying relevant law, and communicating logical and evaluative legal arguments

Responsible, considering the application of law within the English legal system and working towards a better understanding of a range of issues which impact on its operation and effectiveness

Reflective, considering laws, legal rules, principles and concepts and the ways in which legal issues and problems may be resolved

Innovative, approaching learning and tasks with flexible and substantiated thinking

Engaged, developing an interest in broader legal issues and exploring the law changing in response to a range of challenges.

Course content

- English Legal System
- Legal Personnel
- Criminal Law
- Property Offences
- Sentencing
- Contract Law
- Law of Tort

How will students be assessed?

Year 12

Paper 1 (Structure and operation of the English Legal System 1 hour 30 mins) Candidates answer three essay questions from a choice of six.

30% of A Level Qualification (60% of AS).

Paper 2 (Data response: the English Legal System 1 hour 30 mins) Candidates answer one question from a choice of two. The paper tests the candidate's ability to apply their knowledge to examine critically and analyse a given case.

20% of A Level Qualification (40% of AS).

Year 13

Paper 3 (Law of Contract 1 hour 30 mins) Section A: 3 essay questions Section B: 3 scenario-based problem questions. Candidates answer three questions in total: one from Section A, one from Section B and one other of their choice.

25% of A Level Qualification.

Paper 4 (Law of Tort 1 hour 30 mins) Section A: 3 essay questions Section B: 3 scenario-based problem questions. Candidates answer three questions in total: one from Section A, one from Section B and one other of their choice.

25% of A Level Qualification.

What can I do with this course?

Successful completion of this course will enable progression to university. It will provide you with the foundation knowledge and skills to assist studying courses such as Law, Politics, Business Studies and Criminology and will aid a career in a variety of related areas.

A LEVEL MATHEMATICS (OCR A)

What will I do on the course?

This course is available to students with a good preparation at GCSE or equivalent, who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. This course will be of benefit to students who come from a wide variety of cultures and who represent an international community. The course provides students with an AS Level in Mathematics at the end of the first year or an A Level at the end of two years.

Course content

This course involves enabling the students to see the links between different areas of mathematics and to apply their mathematical skills across all areas. The course covers elements of pure mathematics, mechanics and statistics. Students will need to be familiar with large data set analysis and use of technology. Topics will include:

- Proof
- Exponentials
- Algebra
- Differentiation
- Geometry
- Kinematics
- Sequences
- Trigonometry
- Probability

Lessons involve learning to apply powerful techniques to model real situations and how mathematics is used in science, business, computing and other areas. They will cover mathematics as knowledge and as a way of increasing knowledge.

How will students be assessed?

Assessment will be by examination at the end of the first and second year.

How is the course different from GCSE?

The Mathematics course content is at a greater depth and a faster pace than previously studied. There is a greater emphasis on independent study, both in the style of teaching and learning, and also the amount of work that is needed outside of lessons. There is a requirement for more fluency in working and solutions, particularly in algebra. All GCSE content is a prerequisite, and may not be retaught, so a bridging unit is recommended.

Content Overview	Assessment Overview	
Component 01 assesses content from Pure Mathematics	Pure Mathematics (01) 100 marks 2 hour written paper	33.3% of total A Level
Component 02 assesses content from Pure Mathematics and Statistics	Pure Mathematics and Statistics (02) 100 marks 2 hour written paper	33.3% of total A Level
Component 02 assesses content from Pure Mathematics and Mechanics	Pure Mathematics and Mechanics (03) 100 marks 2 hour written paper	33.3% of total A Level

What can I do with this course?

The subject is suitable preparation for any degree courses which rely heavily on the methods of Mathematics, such as Engineering, Natural Sciences, Business, Economics and others. The foundations of clear thinking laid down in the course are also valued for undergraduate courses in Law, Humanities and the qualitative Sciences.

A LEVEL FURTHER MATHEMATICS (OCR)

What will I do on the course?

This course is available to students with high ability, and interest, who have chosen to study mathematics and who wish to take the subject further than the single subject A Level. This is a rigorous and demanding course, which provides students with an A Level in Mathematics and an A Level in Further Mathematics at the end of two years.

Course content

This course involves enabling the students to see the links between different areas of mathematics and to apply their mathematical skills across all areas. The course covers elements of pure, mechanics, statistics and discrete mathematics. Students will need to be familiar with large data set analysis and use of technology.

Topics in the four areas will include:

Pure:

- Complex numbers
- Matrices
- Further calculus
- Further vectors
- Hyperbolic functions
- Polar coordinates
- Differential equations
- Series
- Further algebra

Statistics:

- Probability
- Discrete random variables
- Linear regression
- Linear combinations of random variables
- Hypothesis tests and confidence intervals
- Chi-squared tests
- Non-parametric tests
- Correlation
- Continuous random variables

Mechanics:

- Dimensional analysis
- Work, energy and power
- Impulse and momentum
- Centre of mass
- Motion in a circle
- Further dynamics and kinematics

Discrete mathematics:

- Mathematical preliminaries
- Graphs and networks
- Algorithms
- Network algorithms
- Decision making in project management
- Graphical linear programming
- The simplex algorithm
- Game theory

Additional pure mathematics:

- Sequences and series
- Further vectors
- Number theory
- Further calculus
- Groups
- Surfaces and partial
- Differentiation

Lessons involve learning to apply powerful techniques to model real situations and to transfer these skills to new situations, discussion of mathematics as knowledge and as a way of increasing knowledge, and discussion of how Mathematics has developed around the world.

What can I do with this course?

The subject is suitable preparation for degrees in which mathematical understanding and methods are the main or major aspects of the course for example: Mathematics, Physics, Statistics, actuarial Science. The foundations of clear thinking laid down in the course are also valued for undergraduate courses in Law, Humanities and the qualitative Sciences.

A LEVEL FURTHER MATHEMATICS (OCR)

How will students be assessed?

Assessment will be by examination at the end of the first and second years.

Content Overview	Assessment Overview	
Mandatory Pure Core All learners will study the content of the Pure Core. Papers Y540 and Y541 both assess content from the whole of the Pure Core and all of the Overarching Themes.	Pure Core 1 (Y540) 75 marks 90 minute written paper	25% of total A Level
	Pure Core 2 (Y541) 75 marks 90 minute written paper	25% of total A Level
Option Paper Learners will study an two areas chosen from Statistics, Mechanics, Discrete Mathematics and Additional Pure Mathematics. These papers assess the relevant content area and all of the Overarching Themes.	Two of: <ul style="list-style-type: none"> Statistics (Y542) Mechanics (Y543) Discrete Mathematics (Y545) Additional Pure Mathematics (Y545) 75 marks 90 minute written paper	25% of total A Level
		25% of total A Level

A LEVEL MODERN FOREIGN LANGUAGES (AQA)

What will I do on the course?

Choosing an A Level language is a good idea if you want a fascinating subject that offers you a range of career possibilities at the end and is a lot of fun along the way. The course requires the passive skills of listening and reading, and the active skills of speaking, writing and translation, although all skills are necessarily intertwined.

How will students be assessed?

Study of a language at this level will involve:

- Oral discussion and presentation work, both one-to-one and in groups
- Listening, reading and interpreting texts in the target language
- Study of specific grammar points
- Translation from and into the target language
- Writing longer pieces in more detail on contemporary and other issues
- Studying set literary texts and film
- Work on an individual basis in the language laboratory
- Carrying out independent research and presenting information on a range of topics

Within the department we have native speakers who will help you to develop confidence in communicating effectively face-to-face, whilst at the same time helping you to learn about their country and culture.

Course content

French AS Level topics:

The changing nature of the family Cyber society, The role of volunteer work, The heritage of francophone culture, Contemporary francophone music and Cinema – the 7th art form.

A Level topics:

Positive features of a diverse society, Life for the marginalized, How criminals are treated, Teenagers, The right to vote and engagement in politics, Demonstrations and strikes – who holds the power? and Politics and immigration.

German AS Level topics:

The changing state of the family, The digital world, Youth culture: fashion and trends, Music and television, Immigration, Integration and racism.

A Level topics:

Festivals and traditions, Art and architecture, Cultural life in Berlin, Past and present, German and the European Union, Politics and youth and German reunification and its consequences.

Spanish AS Level topics:

Modern and traditional values, Cyberspace, Equal rights, Immigration, Racism and integration.

A Level topics:

Modern day idols, Spanish regional identity, Cultural heritage or cultural landscape, Today's youth, Tomorrow's citizens, Monarchies, Republics and dictatorships and Popular movement.

In addition students study two cultural works over the full A Level course – most likely one film and one book – both of which will reflect topics covered over the course.

Within the second year of the full A Level course, an independent research project on a topic of choice based on language culture is produced.

How will students be assessed?

AS Level Paper 1: Listening, Reading and Translating
- 1 hour

45 minutes examination, worth 40% of final grade

Paper 2: Writing examination - 1 hour 15 minutes,
worth 30% of final grade

Paper 3: Speaking examination - 13 minutes, worth
30% of final grade

A Level Paper 1: Listening, Reading and Translating -
2 hours

30 minutes examination, worth 40% of final grade

Paper 2: Writing examination - 2 hours, worth 30% of
final grade

Paper 3: Speaking examination - 22 minutes, worth
30% of final grade

How is the course different to GCSE?

Language study at this level is not an easy option, but it develops skills, awareness and a global outlook in a way that few other subjects are able to. In order to succeed, students need to take responsibility for their own learning. Although each student has regular contact with subject specialists and the huge benefit of individual timetabled time with a native speaker. It is essential that they access independent written and spoken language sources in their own time – particularly via the internet – in order to develop awareness of current issues in the target language country and to further develop comprehension skills.

The A Level course encourages students to use the target language independently, as they would their own. Study of film and literature is an aspect of the course which most students find rewarding and enjoyable, and in the final year, all students undertake an independent research project of their own choosing which forms the basis of the final speaking examination.

What can I do with this course?

Language awareness is a skill for life, useful in all management careers, as well as those more specifically language-dependent, such as Journalism, Teaching and Law. The language knowledge gained is a useful background as well for those considering a career in Science for example, or simply for those with a love of languages.

It is known that universities have high regard for A Level study of a Modern Foreign Language when considering applicants for their courses. Specific language study prepares students to meet the requirements for a range of university courses and careers, as more and more university courses are combining languages with other subjects, from Engineering to Business.

A LEVEL MUSIC (EDUQAS) (COLLEGE ONLY)

What will I do on the course?

Students are expected to supplement class lessons with individual instrument tuition, instrument practice, and independent study time on composition tasks. The remaining 40% of the course is assessed in a 2 hour examination at the end of each year of study. Regular prep tasks are set to support learning in this unit.

Course content / how will students be assessed?

1. Performing 35%

Students are encouraged to develop their performance skills by playing a range of styles of music as a soloist and/ or as an ensemble member. At A Level students present a performance of a minimum of 8 minutes, at AS 6 minutes. It is very important that all students have an instrumental teacher and follow a course of guided study on their instruments. We can provide a teacher (chargeable) and these lessons will take place in the student's free periods so as not to impinge on other academic studies. The performance level required at A Level is ABRSM Grade 7/8, and 5/6 at AS.

2. Composing 25%

Students learn how to write for instrument and/or voices and how to develop musical ideas as well as learning to compose using styles and techniques of other composers. Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by the exam board. The second composition is a free composition.

3. Appraising 40%

This unit focuses on listening to music and understanding how it works. The unit covers 3 main areas of study:

- The Western Classical Tradition
- A choice of one area of study from: Area of study B: Rock and Pop Area of study C: Musical Theatre Area of study D: Jazz

- A choice of one area of study from: Area of study E: Into the Twentieth Century or Area of study F: Into the Twenty-first Century including two set works

Whom does the subject suit?

The course caters for a wide range of musicians. Students are free to choose any instrument(s) and/or voice(s) and perform music in any style. Students can perform from a score or improvise, as appropriate. The level of performance is expected to correspond to Grade 7/8 (5/6 at AS) of graded examinations of bodies such as the Associated Board of the Royal Schools of Music, Trinity Guildhall, Rockschoo, and the London College of Music. If students perform at a level that exceeds Grade 7/8 (5/6 at AS) additional credit will be awarded. If students perform at a lower level, marks are scaled accordingly.

What do students need to apply for A Level Music?

- GCSE Music at Grade A/A* or ABRSM Grade 5 Theory (Distinction)
- ABRSM Grade 6 or above (standard) on an instrument or voice
- Basic piano/keyboard skills
- Good music reading skills
- Commitment to music-making activities within the Collegiate

What can I do with this course?

The study of A Level music can give students a great mix of social, technical and business skills, which can all help in acquiring the seven skills that define employability; (put together in the Working Towards Your Future joint report by the National Union of Students and the Confederation of British Industry.)

Dr Robert Adlington, associate professor of music at the University of Nottingham points out that: "While some of these skills are acquired by students of all subjects, for example, teamwork, good communication and self-management, music students have an edge".

Students can choose to study music at degree level at either a university or conservatoire. Most universities will require students to have studied music A Level or equivalent music and grade VII/VIII for more traditional music-based courses. If students study music at GCSE or A Level, this can be a good foundation for vocational courses in music technology and jobs in sound recording, audio engineering, studio facilities or music production as well as a performer.

A LEVEL PHOTOGRAPHY (AQA)

What will I do on the course?

The study of Photography will enable students to explore a range of photographic techniques and processes. They will develop knowledge and understanding of selected photographers and genres and an awareness of context and analysis of visual language. This course is recommended for students who have studied photography or an art and design subject at GCSE. The curriculum is designed to develop a foundation of skills, exploring a range of traditional and new digital technologies. Students are encouraged to work independently in response to a range of thematic projects.

This course is recommended for anyone planning a career in the creative media industry.

Course content

- Developing ideas through sustained and focused visual investigations informed by contextual sources, demonstrating analytical and critical understanding
- Experimenting with a range of photographic media, materials and processes exploring traditional methods and digital new technologies, reviewing and refining work as it develops
- Visually recording from observations and critically reflecting and developing work as it progresses
- Presenting a personal, informed and meaningful response realising intentions and making connections between visual and other elements

Year 1

Component 1: Portfolio (60%)

Students will produce a portfolio of work in response to a theme. They will demonstrate creative photographic skills both practical and critical demonstrating their understanding of different styles and genres and traditions. Students are expected to work in an independent manner.

Year 2

Component 1: Personal Investigation (60%)

Students select their own practical investigation into an idea, concept or theme. From which a major sustained investigation develops demonstrating the importance of in-depth development as well as outcome. Students are also required to complete a critical and contextual essay (1000-3000 words) making connections with the chosen theme.

Component 2: Externally set assignment (40%)

This is in response to an externally set exam paper. Students select one theme and produce a sustained practical investigation that culminates in a practical exam (15 hours).

How will students be assessed?

All work is internally marked and externally moderated. All work assessed is portfolio based either digital or sketchbook and practical outcomes.

How is this course different to GCSE?

Students will focus on the development of their own style of photography using their intellectual, imaginative, creative and intuitive capabilities. There will be further development of both digital and non-digital photographic techniques with a more investigative, analytical, experimental approach.

What can I do with this course?

Studying A Level photography enhances creative, social and cultural understanding, while developing specialist technical knowledge around equipment, techniques and style. Many students who choose a creative degree with A Level photography will first complete an Art foundation course at a university or higher/further education college. Transferable skills gained from film and photography A Level and degrees include:- communication skills, commercial awareness, self-motivation and flexible and independent working, and these skills are sought after by employers from industries such as film, publishing, television, public relations, photography, design, computing, education and the arts.

A LEVEL PHYSICS (AQA)

What will I do on this course?

Physics is a fascinating, highly prestigious and demanding subject and there are many good reasons for wanting to study it. Students will develop an understanding of a range of fundamental scientific principles and sophisticated experimental skills. All this makes physicists highly valued and employable.

Course content

- Measurement and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Further mechanics and thermal physics
- Fields and their consequences
- Nuclear physics

Optional unit (A Level only). Choose one from:

- Astrophysics
- Medical Physics
- Engineering Physics
- Turning Points in Physics
- Electronics

How will students be assessed?

AS Level:

Awarded after sitting both Paper 1 and Paper 2 in the summer examinations of the first year:

Paper 1: Any content from topics 1-5 can be examined in this paper. The paper is 1 hour 30 minutes, worth 70 marks and 50% of the AS qualification.

Paper 2: Any content from topics 1-5, including relevant practical skills can be examined in this paper. The paper is 1 hour 30 minutes, worth 70 marks and 50% of the AS qualification.

A Level

Awarded after completing Papers 1-3 in the summer of the second year:

Paper 1: Sections 1-5 and 6.1 (Periodic motion) can be examined in this paper. The paper is 2 hours, worth 85 marks and 34% of the A Level.

Paper 2: Sections 6.2 (Thermal Physics), 7 and 8, assumed knowledge from sections 1 to 6.1 can be

examined in this paper. The paper is 2 hours, worth 85 marks and 34% of the A Level.

Paper 3: This paper consists of section A compulsory section: practical skills and data analysis and section B: students enter for optional unit. The paper is 2 hours, worth 80 marks and 32% of the A Level.

What skills will I get from studying Physics?

Physics will help you to build up your problem solving, research, and analytical skills. With these skills you'll be able to test out new ideas plus question and investigate other people's theories, which is useful for any kind of job that involves research or debate.

What can I do with this course?

Physics is a seriously useful subject for the majority of STEM (Science, Technology, Engineering and Mathematics) careers and you'll find physicists everywhere, in industry, transport, government, universities, the armed forces, the Secret Service, games companies, research labs and more.

Physics is especially helpful for jobs that involve building things and developing new technologies, including in areas such as engineering (flight, buildings, space, etc), astronomy, robotics, renewable energies, computer science, communications, space exploration, science writing, sports and games technology, research and nanotechnology.

A spokesperson for the Institute of Physics says: "Physicists are involved in finding solutions to many of our most pressing challenges – as well as studying atoms or making sense of the extra-terrestrial, physicists diagnose disease, model the climate, design computer games, predict markets and design hi-tech goods. Studying Physics opens doors."

A LEVEL PSYCHOLOGY (AQA)

What will I do on the course?

Students who take Psychology should be interested in people and how they behave, but they should also be interested in finding facts and using scientific method. Psychology links well with most subjects in different ways and this makes it ideal as a fourth AS option. Also, as it is a science A Level, it is increasingly accepted by universities which require one science A Level.

Lessons involve:

- Experiments
- Group work
- Personal research

There is no coursework, but candidates will be expected to understand how psychologists obtain and use their data, by completing many small investigations themselves.

The AS and A Level courses involve linear testing which means that examinations will only occur at the end of the course.

Course content

AS Level: In AS the subject content will include Social Influence, Memory, Attachment, Approaches in Psychology, Psychopathology and Research Methods.

A Level: In A Level the subject content will include all AS topics plus biological psychology and issues and debates in Psychology. Additional option choices will include: Cognition and Development, Schizophrenia, and Forensic Psychology.

How will students be assessed?

AS Level

Paper 1: Includes Social influence, Memory, Attachment. The paper is a written examination of 1 hour 30 minutes worth 72 marks in total and is 50% of the AS qualification.

Paper 2: Includes Approaches in psychology, Psychopathology, Research methods. The paper is a written examination of 1 hour 30 minutes worth 72 marks in total and is 50% of the AS qualification.

A Level

Paper 1: Introductory topics in Psychology: A 2 hour examination, worth 93 marks and 33.3% of the A Level qualification. (Attachment, Social Influence, Psychopathology, Memory).

Paper 2: Psychology in context: A 2 hour examination, worth 96 marks and 33.3% of the A Level qualification. (Approaches in Psychology, Biopsychology, Research Methods).

Paper 3: Issues and options in Psychology: A 2 hour examination, worth 96 marks and 33.3% of the A Level qualification. (Issues and debates in Psychology, Cognition and Development, Schizophrenia, Addiction).

What can I do with this course?

Careers using Psychology include a Clinical Psychologist, Neuropsychologist, Educational Psychologist, Forensic Psychologist or those involving criminology.

A LEVEL STATISTICS

(EDEXCEL) (COLLEGE ONLY)

What will I do on this course?

This course is available to students with a good preparation at GCSE or equivalent. A Level Statistics provides students with a wide range of techniques for understanding and analysing data, which are increasingly important skills in a world of constant change. The emphasis of the qualification is on understanding the implications and limitations of the various statistical techniques in the context of practical situations.

Course content

- Numerical measures, graphs and diagrams
- Probability and distribution
- Populations and samples
- Binomial and normal distributions
- Correlations
- Hypothesis testing

How will students be assessed?

Assessment will be by examination at the end of the second year.

A Level

Three written papers of 2 hours each. There are 80 marks available in each paper and each paper is worth 33.3% of the final A Level qualification.

Whom does the subject suit?

The course will be of benefit to students who wish to continue their Mathematical education, but either do not want to complete Mathematics A Level or have a particular interest or aptitude with statistics.

What can I do with this course?

The course provides useful support for a variety of other subjects, including the Sciences, Humanities subjects or Social Sciences. It has been successfully combined with the Mathematics A Level in the past though please discuss this with the Mathematics Department.

BTEC SUBJECT INFORMATION

What is a BTEC course?

In Key Stage 5, students at Queen Ethelburga's can study for BTEC National Level 3 qualifications from the Pearson Examination Board. As an alternative to A Levels, BTECs are accepted as an entry requirement for universities and further education colleges, and highly valued by employers. We are pleased with the success and growth of our BTEC qualifications; they are the world leaders in providing vocational qualifications designed to give students the skills they need to progress.

The new BTECs have been developed in consultation with students, parents, the government, universities and employers to create a new type of vocational qualification. Universities and employers wanted to ensure that they can trust that anyone who is BTEC qualified will demonstrate the high standards of knowledge, practical skills and understanding required for further study and employment. We also believe that BTECs help students acquire knowledge, skills and understanding through practical, work-related activities in a real-life context so that they can apply what they have learned.

Encouraging students to take responsibility for their own learning, BTEC develops the practical, interpersonal and thinking skills essential for professional life. It is evident from the success of our

Year 13 students through their applications to Higher Education, that top UK universities recognise BTEC qualifications.

BTECs offer a flexible, practical approach to study

BTEC courses are divided into units, which cover specific areas of knowledge, skills and understanding required by the subject. Every BTEC learner studies the mandatory units, which provide a solid foundation through broad understanding and knowledge of the sector they are studying in. These units are supported by optional units, which are selected to offer further breadth and depth of understanding.

BTECs are assessed both internally by teachers and externally by Pearson, the BTEC examination board. The internally assessed units are assignments, which can be written, practical or activity based e.g. creating a film clip; planning and putting on a performance; creating a business plan etc. Externally assessed units which may again be a combination of assessment styles, including examinations, give students confidence they can apply their knowledge to succeed in the workplace - and have the study skills to continue learning on Higher Education courses and throughout their career.

COURSE	UNIVERSITY	OFFER
Adult Nursing	The Manchester Metropolitan University	BTEC DDM
Business and Management	University of Exeter	BTEC DMM
Business with Finance	City, University of London	A, BTEC DDD
Criminology	The University of Manchester	A, BTEC DM
European Studies - Spanish Pathway	King's College London (University of London)	A*B, BTEC DD
Fashion Jewellery	University of the Arts London	BTEC DDM
Geography	The University of Nottingham	C, BTEC D*D
Law	Lancaster University	BTEC DDD
Management with Marketing	Royal Holloway, University of London	A, BTEC D*DD
Mechanical Engineering	Sheffield Hallam University	E, BTEC D*M
Medical Innovation and Enterprise	UCL (University College London)	A, BTEC DDD
Performing Arts	Central School of Speech and Drama	BTEC DDD
Project Management for Construction	UCL (University College London)	A, BTEC D*DD
Psychology with Criminology	Loughborough University	B, BTEC D*D
Sport and Exercise Sciences	Durham University	BTEC DDM
Sports Journalism	Sheffield Hallam University	BTEC DDD
Zoo Biology	Nottingham Trent University	BTEC DDM

WHAT IS A BTEC COURSE?

Flexible choice of subjects and course sizes. The new BTECs on offer contain the content and flexibility needed to support students in developing the skills they need, as they provide a more practical, realworld approach to learning alongside a key theoretical background. The qualifications have four sizes, all at National Qualifications Framework Level 3: BTEC Extended Certificate, BTEC Foundation Diploma (540), BTEC Diploma and the BTEC Extended Diploma.

BTEC Extended Certificate

Learners follow a programme of study which can include a combination of other BTECs and A Levels. It is graded Pass, Merit, Distinction or Distinction* (P, M, D, D*). Pass is equivalent to an E grade at A Level; a Merit is equivalent to a C grade; a Distinction to an A grade and a Distinction* to an A* grade.

Foundation Diploma / 540 Diploma

Like the Extended Certificate, the BTEC Foundation Diploma (540) is graded Pass, Merit, Distinction or Distinction* (P, M, D, D*). It requires 540 hours of study and is the equivalent to 1 1/2 A Levels.

Diploma

Requires approximately 720 hours of study, and covers the key knowledge and practical skills required in the vocational sector and also offers different emphasis through the choice of specialist units. It is equivalent to two GCE A Levels. It is given a double grade, for example, PP, MM, DD, D*D*.

BTEC Extended Diploma

This is usually a student's main area of study to extend and deepen the specialist focus available in the Diploma. The qualification prepares students for employment or further study in their chosen subject. It is equivalent to three GCE A Levels and is triple graded, for example, PPP, MMM, DDD, D*D*D*.

BTEC NATIONAL IN ART AND DESIGN PRACTICE

Who is the course for?

We are pleased to offer the BTEC creative practice qualifications which, have been developed alongside experts from the creative industries to focus on practical and progression-focused learning. These qualifications are 100% internally assessed and offer a holistic, explorative and integrated creative teaching and learning approach.

The focus is on multidisciplinary practice – both the qualifications are open to enable and encourage multidisciplinary practice and integration of all the relevant creative skills that students want to develop. There are two specialist pathways on offer, fashion/photography and fine art/3D to allow student access to the staff who are specialists in that area. Overall, development and integration of skills across practices is encouraged, including skills used across art, design and media and will include:

- image and mark
- fashion/wearable
- space and form
- moving image and lens
- experience
- usable/product
- text
- sound

Course content

(Foundation) 540 Diploma in Art and Design Practice – this comprises of one teaching module: Exploring and Developing Art and Design Skills. This module offers students the opportunity to develop their technical art and design skills exploring ways of informing ideas, understanding and developing solutions to creative challenges. Students will develop work practically through producing work, experimenting with a range of ideas and technical practices. The qualification also supports students to become confident in taking ownership of and responsibility for their projects.

Extended Diploma in Art and Design Practice

– students will cover the same content as the 540 Diploma above plus an additional module: Advancing Creative Practice. Through this module, students will gain a better understanding of the art and design industry and will continue to advance and refine technical skills and the ability to respond creatively to industry briefs. Students will engage in activities such as technical workshops, projects, practical sessions, seminars, visits, talks from guest speakers and employer engagement.

In addition to the knowledge, understanding and skills that underpin study for becoming a practitioner in the art and design sector, this qualification gives students the experience of the breadth and depth of the sector to prepare them for direct entry into further study or training in an art and design related area.

Students study- Exploring art and Design Skills plus an additional mandatory learning and teaching module: Advancing Creative Practice

How will students be assessed?

Both courses are 100% internally assessed.

540 Diploma – Module A Exploring and Developing Art and Design Skills, will have two assessed units A1 Skills Development, A2 Creative Project

Extended Diploma – in addition to the above assessed units there will be a further teaching Module – B -Advancing Creative Practice–with two assessment units B1 Personal Progression, B2 Creative Industry Response

To simplify the qualification, it has been designed around five types of skill. Each assessment unit has a straightforward structure that clearly connects the objectives, teaching content and assessment criteria:

- Five assessment objectives
- Five areas of indicative teaching content
- Five assessment criteria: 1. Informing ideas 2. Problem solving 3. Technical Skills 4. Professional practice 5. Communication

How is this course different to GCSE?

BTEC art is the perfect opportunity to explore your creative talents. A more in-depth and self-directed course than A Level. It offers the student the opportunity to gain experience of a wide range of 2D, 3D and digital materials, techniques and processes. In addition to the sector-specific content available in this qualification, the requirements mean that students develop the transferable and higher-order skills that are highly regarded by higher education and employers, for example communication, project management and problem solving. This qualification offers students the opportunity to develop their technical art and design skills over their course of study through a process of critical evaluation, practice and review, which are key skills for progression to higher education.

What can I do with this course?

The qualification attracts UCAS Tariff points and meets the admission requirements for most relevant courses, such as visual communication, digital media, art subjects, product design, interior and architecture, fashion and textiles.

In studying the Art and Design Practice qualifications you will develop employability skills in the following three main categories:

- cognitive and problem-solving skills: using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology
- interpersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development

BTEC NATIONAL IN BUSINESS

What will I do on the course?

The Level 3 BTEC Business course is a two year programme designed to allow the students to gain an effective understanding of the overall business environment. It provides a solid understanding of the business world and gives the students knowledge of the business functions and skills required to succeed. Due to the diverse nature of the business course it provides a strong foundation for any student looking to continue business studies into Higher Education and a good basis for studying business degrees such as Business Management, International Business, Business and Marketing etc.

It is predominantly a vocational course which helps the students to develop a number of skills desired by universities, such as assignment writing, research skills, teamwork, presentation skills and independent learning. The students can choose to complete the course based on size e.g. Extended Certificate (one A Level), diploma (two A Levels) or Extended Diploma (three A Levels). The course consists of a range of assignment based, examination and synoptic units which gives the opportunity for all types of students to succeed.

Course content

Depending on the size of course chosen by the student they will complete either:

Extended Certificate (one A Level) - Four units

The Extended Certificate is for students who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of Higher Education courses, not necessarily in business-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Diploma (two A Levels) - Eight units

The Diploma is designed to be the substantive part of a 16-19 study programme for learners who want a strong core of sector study. This programme may include other BTEC Nationals or A Levels to support progression to Higher Education courses in business areas before entering employment. The additional qualification(s) studied allow learners either to give breadth to their study programme by choosing a contrasting subject, or to give it more focus by choosing a complementary subject.

Extended Diploma (three A Levels) - Thirteen units

The Extended Diploma is a two year, full-time course that meets entry requirements in its own right for learners who want to progress to Higher Education courses in business areas before entering employment. It can also support learners who want to progress directly to employment in job roles in business or business management and Higher Apprenticeships in the business sector.

The units covered will include:

- Business Functions
- Business Ownership
- Human Resource Management
- Personal and Business Finance
- Events Management
- Recruitment and Selection
- Legal and Regulatory Framework
- Market Research
- Team Building
- Marketing

How will students be assessed?

Extended Certificate (one A Level) - 4 units of which 3 are mandatory and 2 are external. Mandatory content (83%). External assessment (58%).

Diploma (two A Levels) - 8 units of which 6 are mandatory and 3 are external. Mandatory content (83%). External assessment (45%).

Extended Diploma (three A Levels) - 13 units of which 7 are mandatory and 4 are external. Mandatory content (66%) External assessment (42%)

What can I do with this course?

Alternatively BTEC Business offers the skills and knowledge for students to directly enter employment either via apprenticeship programme or full time employment.

BTEC NATIONAL EXTENDED CERTIFICATE IN COMPUTING

What will I do on this course?

This qualification is designed for learners who are interested in an introduction to the study of Computing, Business or Technology as computational thinking is a growth area in most other subjects, progressing to a wide range of Higher Education courses, not necessarily in IT.

Course content

The BTEC Extended Certificate in Computing is a practical and work-related course which is made up of four units. All students take three mandatory units and one specialist unit chosen by the department.

The three mandatory units are:

Unit 1: Principles of Computer Science: This is assessed by a 2 hour exam which includes short answer questions, extended tasks and diagrammatical solutions. In this unit students will explore the ways in which computer programming can be applied to solve problems and will go on to develop a sound understanding of programming concepts. Computational thinking makes up a significant part of the syllabus and plays an important role in everything we do.

Unit 2: Fundamentals of Computer Systems: This is a 2 hour exam which is set by the exam board. Students will study how computer networks are designed and structured; how hardware and software systems are put together and how the internet works; it includes elements of e-commerce, and internet security and provides an essential foundation for understanding computer systems.

Unit 7: IT Systems Security and Encryption: This is a coursework unit set and marked internally which explores the requirement for network security and reviews the tools used to provide security including the encryption of the data.

Unit 11: Digital Graphics & Animation: This is an optional coursework based unit set and marked internally which explores digital graphics and animation. Students are expected to review examples and then design, create, test and evaluate their own products.

The course is studied over two years for an Extended Certificate programme and will involve attendance of formal lessons, computer-based lessons, industrial visits and, where possible work experience.

How will students be assessed?

Unit 1 will be assessed through a 2 hour examination. For Unit 2 the assessment assignment is produced externally and must be completed within a specified time frame. All the other units are assessed by coursework which will comprise a series of assignments, presentations and projects.

What can I do with this course?

This course will give students the same number of UCAS points as one A Level which will allow students to progress to Higher Education or employment. These could be in the field of Information Technology, Technology or Business

BTEC NATIONAL FOUNDATION DIPLOMA IN CREATIVE MEDIA PRACTICE

Who is the course for?

Practitioners within the media industry work to enrich and improve the world around us. The BTEC Level 3 Nationals in Creative Media Practice has been designed around holistic, explorative, and integrated creative teaching and learning approaches. In the qualification students can explore a broad range of creative media specialisms and purposes, students will learn to explore and refine different interrelated practices to develop technical and communication skills and build confidence for producing outcomes to meet a need or fulfil a purpose.

Technical skills in the following categories to allow for development and integration of skills across media practices -

- moving image
- character and environment
- experience
- sound
- graphic and lens
- text.

Course content

The Foundation Diploma, equivalent to 1.5 A Levels. It consists of one mandatory learning and teaching module: Exploring and Developing Creative Media Skills. The fundamentals covered enable students to take ownership of their own projects. They will explore ways of informing ideas, understand, and develop solutions to creative challenges, acquire technical skills and develop professional practice and communication skills. Students will develop these underpinning skills practically through producing work, experimenting with a range of ideas and technical practices. They will have the opportunity to bring them together in response to a creative brief.

How will students be assessed?

This qualification is 100% internally assessed.

There are two project-based assessment units, A1: Skills Development and A2: Creative Project. For A1: Skills Development, students will explore key fundamentals of media practice, learning how skills

are integrated and connect to generate developed outcomes. For A2: Creative Project students will apply the skills they have been developing throughout the programme to a creative project that demonstrates their ability to self-direct a response to a brief, from inception to completed product.

How is this course different to GCSE?

The structure of the qualifications is in keeping with current industry practice and university teaching and assessment methodology. Students will complete an extensive portfolio that showcases skills and knowledge will prepare them for progression. The breadth of study in this BTEC allows students opportunities to consider their practice in the context of professional practice with work from inception of ideas to completion. Assessment enables learners to demonstrate valuable skills such as analysis, planning, organisation and critical thinking in the context of developing practical outcomes. Students will be able to take part in a range of trips, visiting speakers, workshops.

What can I do with this course?

This qualification offers students the opportunity to develop their technical creative media skills over their course of study through a process of critical evaluation, practice and review, which are key skills for progression to higher education. The qualification also supports students to become confident in taking ownership of and responsibility for their projects. The qualification attracts UCAS Tariff points and meets the admission requirements for most relevant courses, such as film, television, video, radio, games, web/app, visual communication, photography, digital media and media subjects.

In addition to providing students with a media qualification, they will gain employability skills in the following three areas -

- cognitive and problem-solving skills: using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology
- interpersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development.

BTEC NATIONAL EXTENDED CERTIFICATE IN APPLIED LAW

What will I do on the course?

Students will study a variety of units that will introduce them to the English Legal System and some of the main areas of Law within it. The course will require independent research as well as practical application of laws to scenarios. The one year, BTEC Level 3 Certificate offers a specialist qualification that allows the candidate to learn about a broad range of areas within the English Legal System. It is equivalent to one AS Level. The two year, BTEC Level 3 Extended Certificate broadens and deepens the candidate's learning of the law. It is equivalent to one A Level.

Course content

Year 1

Unit 1 – Dispute Solving in Civil Law: Structure and Hierarchy of Civil Courts, Alternative Dispute Resolution, Funding Legal Advice and Representation, The Roles of Solicitors, Barristers and Judges, Judicial Precedent and the Tort of Negligence.

Unit 2 – Investigating Aspects of Criminal Law and the Legal System: Acts of Parliament, Statutory Interpretation, Delegated Legislation, European Union Law, Lay People, Elements of a Crime, Non-fatal Offences and Sentencing.

Year 2

Unit 3 – Applying the Law: Murder, Manslaughter, Property offences, General defences and Police Powers. Unit 7 – Aspects of Tort: Psychiatric Harm, Economic Loss, Occupiers' Liability, Vicarious Liability, Nuisance and Rylands v Fletcher

How will students be assessed?

One unit each year will be internally assessed via coursework and one unit each year will be externally assessed. Units are graded at either Pass, Merit or Distinction.

BTEC NATIONAL FOUNDATION DIPLOMA IN MUSIC

Who is the course for?

Designed to meet the broad and varied requirements of modern musicians, this course allows students to adapt to performance, production and creation contexts, and understand how musical theory and stylistic knowledge fit into them.

The Foundation Diploma, equivalent in size to 1.5 A Levels, is for students looking to study alongside another area of contrasting or complementary study, as part of a two-year, full-time study programme.

Course content

Students taking this qualification will study two mandatory learning and teaching modules:

- Music Skills Development
- The Music Industry (internally assessed).

The mandatory content allows students to concentrate on the development of their musical performance and creation techniques, and relate them to the music industry. It involves a series of short learning projects so that students can learn and refine skills, and adapt them independently to vocationally varied situations. The projects will cover the development of individual and ensemble performance skills, which need to be developed over a period of time to allow students to refine their technical musical proficiency. Therefore, Students must already play an instrument or sing to a good basic standard (equivalent to grade 4 or above ABRSM or grade 5 GCSE music) and will be expected to enrol for specialist instrument/ vocal lessons on their main instrument, to take part in at least 1 extra-curricular ensemble and to contribute to internal and external performance events. The projects allow the development of key complementary skills for musicians, such as professional skills and critical reflection.

How will students be assessed?

In this qualification students are 100% internally assessed.

Module A- Music Skills Development –will be assessed through 3 assessed units A1 Performing as an ensemble, A2 Creating musical material, A3 Using musical styles,

Module C The Music Industry – is assessed through one unit - Planning a career in the industry

How is this course different to GCSE?

With Music BTEC you will develop as an independent, vocationally aware student. The qualification has while the right balance between exploring, developing, teaching/learning and formal assessment. Students are encouraged to continually revisit their approaches to making and understanding music, refining their skills, adding complexity and exploring new contexts. At the same time, the assessment ensures that all students are being consistently measured to national standards, facilitating progression to university and to employment in the modern music industry.

What can I do with this course?

This qualification offers students the opportunity to develop their musical and technical skills through a process of self-evaluation, practice and review which supports them as they start to build their personal audio portfolio in preparation for entry to higher education. In addition to the music sector-specific content outlined above, the requirements of the qualification will mean that learners develop the transferable and higher-order skills that are highly regarded by higher education and employers, for example communication skills, team working, personal practice and reflection.

The qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements for many relevant music courses. When combined with other qualifications in a two-year study programme, such as A Levels or another BTEC courses, learners can progress to higher education degree programmes, such as:

- BA (Hons) in Performing Arts, if taken alongside, for example, a Pearson BTEC Level 3 in Performing Arts
- BA (Hons) in Music Industry Management, if taken alongside, for example, a Pearson BTEC Level 3 Diploma in Business
- BA (Hons) in Music Business, if taken alongside, for example, a Pearson BTEC Level 3 Diploma in Business or A Levels in mathematics and business.

BTEC NATIONAL IN PERFORMING ARTS PRACTICE (PATHWAYS AVAILABLE IN ACTING, DANCE AND MUSICAL THEATRE)

What will I do on the course?

The BTEC Level 3 in Performing Arts Practice allows students to explore performance disciplines and genres and to develop and refine their performance skills through a range of different styles and methods. Units throughout the qualification provided a varied insight into the performance industry and offer students the opportunity to study classic as well as contemporary mediums of performance such as site-specific theatre, musical theatre or stand-up comedy.

The skills developed in each unit are then applied to live performances and showcases throughout the two years. Performance projects are designed to be a realistic experience of the performance profession and will prepare students for study at Higher Education level or industry opportunities.

Students can select a from the following pathways, should they wish to opt for a specialism, however the 'General Performing Arts Pathway' gives learners an all-round experience if preferred:

Acting

Dance

Musical Theatre

The course is ideally suited to students who are interested in a career in the Performing Arts, but students wanting to develop their confidence, public speaking, communication and voice skills should also consider this qualification, as the fundamental skills developed through this course compliment almost any career path. The course is also suited to students who appreciate the need for both the practical and academic skills to survive the rigours of the Performing Arts industry. Extensive practical work is undertaken and combined with relevant theory and academic enquiry. There are a variety of modes of delivery including workshops, lectures, performances, tutorials and traditional classroom activities.

Course content

Students can choose from three levels of the qualification: Extended Certificate, Foundation Diploma or Extended Diploma.

Structure

Students opting for the Foundation Diploma complete four units:

- Exploring Performance Styles
- Creating Performance Material
- Performing for an Audience
- The Performing Arts Industry

Students opting for the Extended Diploma complete 10 assessment units:

- Exploring Performance Styles
- Creating Performance Material
- Performing for an Audience
- The Performing Arts Industry
- Using Development Plans to refine skills
- Producing a Personal Project
- Using material for self-promotion
- Undertaking a defined creative role
- Creative Collaboration
- Producing a collaborative project

Students within the Creative Arts have their own uniform consisting of blue training top, trousers and polo shirt - with the option of using skins for dance or highly physical work.

Students within the Creative Arts have their own uniform consisting of blue training top, trousers and polo shirt - with the option of using skins for dance or highly physical work.

How will students be assessed?

This qualification uses synoptic assessment. It requires learners to apply learning from across the qualification to the completion of defined vocational tasks. The design of these qualifications is fundamentally to promote iterative integrated assessment through

learning and teaching modules which provides a strong basis for synoptic assessment.

Why choose Performing Arts at QE?

The Performing Arts teaching team at QE is exclusively made up of industry practitioners who deliver the highest level of industry-standard training and who have a proven track record in coaching students successfully for entry to the country's top drama schools. Students are able to tailor this course to the size and specialist pathway of their choice.

What can I do with this course?

- The BTEC in Performing Arts Practice is the perfect foundation for a degree or drama school course. Many of our students have been able gain direct entry to prestigious drama schools both in the UK and internationally. This qualification provides learners with the opportunity to develop all-round performance skills and transferable skills such as self- confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers. The pathways allow students to focus a proportion of their course on specific disciplines in performing arts. Industry specialist degrees are available in:

- Performance
- Theatre Studies
- Dance
- Drama
- Dance Culture and Choreography
- Acting HNC/HNDs in:
- Performing Arts
- Acting
- Dance

Further specialised vocational qualifications at conservatoires and drama schools:

- LAMDA
- RADA
- Guildhall School of Music and Drama
- Italia Conti Academy of Theatre Arts
- Conservatoires
- Conservatoires

BTEC NATIONAL IN APPLIED SCIENCE

What will I do on the course?

The Pearson BTEC Level 3 National in Applied Science is two-year qualification for post-16 students who want to continue their education through applied learning and who aim to progress to higher education in the applied science sector. Students will study the units through practical and theoretical lessons and can acquire and develop knowledge and understanding across all three science disciplines. Students will be asked to apply their knowledge and skills to relevant scenarios through assessed coursework, as well as completing a written examination and an assessed practical investigation. Students will develop the transferable and higher order skills which are valued by higher education providers and employers. For example, when studying Unit 3: Science Investigation Skills, students will develop skills including how to plan investigations, collecting, analysing, and presenting data and communicating results which support some of the skills students need to progress to higher education, employment, self-employment or training. The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two-year programme of learning.

Students can choose to complete the course based on size, the Extended Certificate (equivalent to one A Level) or Diploma (equivalent to two A Levels). The course consists of a range of assignment based and examined units.

Course content

Depending on the size of the course chosen students will complete either:

Extended Certificate - Four units

The Extended Certificate is for students with an interest in applied sciences with a view to progressing to a wide range of Higher Education courses and is designed to be taken alongside other appropriate BTEC Nationals or A Level study. There are two examined units on this course. The examined units cover all three scientific disciplines and practical skills. There are 2 internally assessed units, one covers a variety of scientific practical techniques, and the other is an investigation into human body systems.

Diploma- Eight Units

In addition to the units covered by the Extended Certificate course, Diploma students have one more examined unit that develops their scientific knowledge of the three subject areas in much more depth. The internally assessed units cover forensics, further practical techniques including the synthesis of aspirin, a thorough grounding in Health and Safety in a laboratory setting and a practical investigation of their choice. The Diploma is a substantive course for students who want a strong preparation for Higher Education courses in applied science. This course can be complemented with other BTEC Nationals or A Levels. There are three examined units on this course.

How will students be assessed?

For Diploma there are 3 externally assessed units- unit 1, unit 3 and unit 5. All other units are internally assessed via written assignments. For extended certificate there are 2 externally assessed units- unit 1 and unit 3.

Unit 1 consists of 3 papers of 40 minutes for each scientific discipline. Unit 3 consists of a practical examination lasting 3 hours and a written paper of one and a half hours. Unit 5 consists of 3 papers of 50 minutes for each scientific discipline. Unit 7 is an extended paper of 3 hours and 6 hours supervised preparation time.

What can I do with this course?

The BTEC Level 3 in Applied Science is recognised and willingly accepted as an alternative advanced level qualification to A Levels. After completing the course students could progress onto university to study at degree level on a wide range of science related courses. Topics for further study include nursing, engineering, pharmacy amongst many others.

BTEC NATIONAL EXTENDED CERTIFICATE IN SPORT

What will I do on the course?

Students will study the units through practical and theoretical lessons and have the opportunity to acquire and develop knowledge and understanding across anatomy and physiology, training methods and professional development within the sports industry. Students will be asked to apply their knowledge and skills to relevant scenarios to test their progress and prepare for the written examination.

Course content

This is a two year course and is equivalent to one A Level. Through this course students will study the following mandatory units in line with other institutions nationally:

1. Anatomy and Physiology

Method of assessment: 1 hour 30 minutes written examination.

- Demonstrate knowledge of body systems, structures, functions, characteristics, definitions and other additional factors affecting each body system
- Demonstrate understanding of each body system, the short- and long-term effects of sport and exercise on each system and additional factors that can affect body systems in relation to exercise and sporting performance
- Analyse exercise and sports movements, how the body responds to short-term and long-term exercise and other additional factors affecting each body system
- Evaluate how body systems are used and how they interrelate in order to carry out exercise and sporting movements

2. Fitness Training

Method of assessment: Externally set and marked task by Pearson. Completed under controlled conditions and worth 60 marks. Pre Released task (Synoptic assessment) Interpret lifestyle data on an individual from a scenario given two weeks before completing the task under controlled conditions.

- Examine lifestyle factors and their effect on health and well-being
- Understand the screening processes for training programming

- Understand programme-related nutritional needs
- Examine training methods for different components of fitness
- Understand training programme design

3. Professional Development

Method of assessment: Internally set and marked assignments

- Understand career and job opportunities in the sports industry
- Explore your own skills using a skills audit
- Undertake a recruitment activity
- Reflect on the recruitment and selection process

Optional Unit

Students will also be required to complete one additional optional unit that will be decided based on the students' interests and strengths.

Choices of Units Available

- Unit 4: Sports Leadership
- Unit 5: Fitness Testing
- Unit 6: Sports Psychology
- Unit 7: Practical Sports

How will students be assessed?

Unit 1: Externally assessed 1 hour 30 minutes written examination

Unit 2: Externally assessed pre-released task (synoptic assessment) under controlled conditions worth 60 marks

Unit 3: Internally assessed assignments Optional Unit: Internally assessed assignments

What can I do with this course?

The BTEC Level 3 in Sport is well known and highly regarded by employers and universities. It is recognised and willingly accepted as an alternative advanced level qualification to A Levels. After completing the course students could progress onto university to study at degree or HND level on a wide range of related sport or leisure courses. Alternatives include career paths in any public or private sector organisation that specialises in sports provision or the management of sports facilities.

BTEC NATIONAL DIPLOMA IN SPORT

What will I do on the course?

Students will study the units through practical and theoretical lessons. You will have the opportunity to acquire and develop knowledge and understanding across sports leadership, skills acquisition in sport and business in sport, along with the same mandatory units studied on the extended certificate in sport. You will be asked to apply your knowledge and skills to relevant scenarios to test your progress and prepare for the written examination.

Course content

This is a two year course and equivalent to two A Levels. Through this course the students will study the same mandatory units in line with other institutions nationally. These will be the same units as for the Extended Certificate in Sport (Units 1, 2 and 3) in addition to the following:

4. Sports Leadership

Method of assessment: Internally set and marked assignments.

- Understand the roles, qualities and characteristics of an effective sports leader
- Examine the importance of psychological factors and their link with effective leadership
- Explore an effective leadership style when leading a team during sport and exercise activities

22. Investigating Business in Sport and the Active Leisure Industry

Method of assessment: Externally set and marked task by Pearson. Completed under controlled conditions and worth 64 marks. Pre-release task (synoptic assessment).

- Demonstrate knowledge and understanding of sport and active leisure business operations and how to respond to trends and internal and external influences
- Analyse and interpret business information and data, and their potential impact and influence on a sport and active leisure business
- Evaluate evidence to make informed judgements on how a sport and active leisure business should be developed, diversified or adapted
- Be able to make justified recommendations for a sport and active leisure business, synthesising ideas

and evidence from several sources to support arguments

23. Skill Acquisition

Method of assessment: Internally set and marked assignments.

- Investigate the nature of skilled performance
- Examine ways that sport performers process information for skilled performance
- Explore theories of teaching and learning in sport
- Carry out teaching and learning strategies for sports skills

Optional Unit

Students will also be required to compete three optional units that will be decided based upon the students' strengths and interests.

Current optional units being delivered:

Unit 5: Application of Fitness Testing

Unit 24: Sports Performance Analysis

Unit 8: Coaching for Performance

How will students be assessed?

Unit 1: Externally assessed 1 hour 30 minutes written examination.

Units 2 and 22: Externally assessed pre-release task (synoptic assessment) under controlled conditions.

Units 3, 4 and 23: Internally assessed assignments.

Optional Unit: Internally assessed assignments.

What can I do with this course?

The BTEC Level 3 in Sport is well known and highly regarded by employers and universities. It is recognised and willingly accepted as an alternative advanced level qualification to A Levels. After completing the course students could progress onto university to study at degree or HND level on a wide range of related sport or leisure courses. Alternatives include career paths in any public or private sector organisation that specialises in sports provision or the management of sports facilities.

WJEC APPLIED DIPLOMA - CRIMINOLOGY

This course is equivalent to a BTEC Extended Certificate or One A Level

What will I do on the course?

The course covers a mixture of Psychological and Sociological concepts intertwined with aspects of Law. The first unit will enable the learner to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported. Unit 2 focuses on why people commit crime, drawing on concepts covered in Unit 1.

Unit 3 provides an understanding of the criminal justice system from the moment a crime has been identified to the verdict. This will involve examining information of cases to review the justice of verdicts in criminal cases. The final unit requires learners to apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

Throughout the course, you will develop your extended writing skills, participate in both individual and team working exercises.

Course content

Year 12

Unit 1 - Changing Awareness of Crime - Controlled assessment

Unit 2 - Criminological Theories - External exam

Year 13

Unit 3 - Crime Scene to Courtroom - Controlled assessment

Unit 4 - Crime and Punishment - External exam

How will students be assessed?

Unit 2 and 4 are both assessed externally during an exam.

- 90-minute examination which has a total of 75 marks
- three questions on each paper
- short and extended answer questions, based on stimulus material and applied contexts
- each question will have an applied problem-solving scenario
- each paper will assess all learning outcomes and assessment criteria will be sampled in each series
- electronically assessed (e-assessment)
- available in June of each year
- learners are allowed two resit opportunities; the highest grade will contribute towards the overall grade for the qualification
- WJEC will produce a mark scheme which will be used as the basis for marking the examination papers
- graded: on a scale of A to E

Unit 1 and 3 are both assessed via a controlled assessment.

These are an 8 hour internal assessment which is sat in school. This involves being given a brief and students completing a set task which is then assessed. This is completed under controlled conditions.

What can I do with this course?

If you are accessing Higher education, you can complete the following degrees.

- BSc Criminology / BA Criminology
- BA Criminology and Criminal Justice
- BSc (hons) Criminology and Psychology
- LLB (Hons) Law with Criminology
- BA (Hons) Criminology and Sociology
- BA (Hons) Criminology
- BSc (Hons) Psychology and Sociology
- BSc Criminology with Law

Alternatively, this course would be welcomed by apprenticeships in the police force, criminal justice sector, social and probation work and sociology and psychology.

GENERAL STUDIES AND SUPER CURRICULAR COURSES

General Studies

All students in College and Faculty attend a compulsory General Studies session each week. These are designed to deliver social, moral, spiritual, cultural, health and careers education which will help to develop students personally and introduce them to opportunities for life after QE.

Visiting speakers from a range of organisations deliver on topics such as safe driving, drugs education, faith, health, and E-safety. Representatives from universities such as City, Leeds and Newcastle, and Laureate International Universities come into school to give advice on university life, applications and student finance. Sessions also include those on how to take a constructive gap year, with presentations from companies such as Project Trust.

Enrichment, Super-Curricular and Extended Project Qualifications

Within both the College and Faculty, students are asked to select one or more of these options to supplement their academic program of study. Universities are increasingly looking for students who can demonstrate a breadth of experience and interest, and ones who can demonstrate a wide range of interpersonal and study skills. The Enrichment, Super-Curricular and EPQ program at Queen Ethelburga's strengthens students' university applications, prepares them for future careers and helps them to develop new and existing skills.

There are a range of courses available which run for between 1 and 3 hours per week. More details of those which are available in College and those in Faculty, and how these are structured around other academic subjects, can be found on the option columns sheet.

Courses offered include:

Engineering Super-Curricular

On this course students will develop their design and manufacturing skills while exploring possibilities for innovative new products. Using state-of-the-art Computer Aided Design (CAD) software and Computer Aided Manufacturing (CAM) machinery, students will investigate real world problems and use their creative skills to generate a range of solutions.

Students will create working prototypes through drawing and modelling and will learn about copyright, patents and how they could take their ideas to market through investments and crowdfunding such as Kickstarter. This course is an ideal companion to Business Studies, Art and Design Technology as well as supporting the ethos of STEAM. This course will enhance your studies and provide a range of skills necessary for careers such as architecture, product design and engineering. You will have the freedom to explore your creative side without time constraints or examination, and will help you develop and consolidate the three most important skills for the future workforce; critical thinking, problem solving and creativity.

English GCSE

In Year 12 the English department offers students the opportunity to (re) sit GCSE English Language which will support their university applications as well as further developing their English Language skills. The course consists of reading and analysing a mixture of 19th Century and modern texts, and both imaginative and transactional writing. All elements are examined in two external GCSE examinations at the end of the year.

Ethics, Debating and Public Speaking

By undertaking this course students will further develop their communication skills. By discussing current affairs, developing opinions and debating controversial issues students will also build confidence, knowledge and team work skills. This course is ideal for those students who will have to undertake public speaking as part of their future academic study or career. All students however, will benefit from a course which helps to develop confidence when giving presentations and when attending interviews.

Extended Project Qualification (EPQ)

Students working towards the EPQ learn to manage a project, carry out research and use a range of resources, develop skills, solve problems and evaluate outcomes. Following the taught section of the course, students embark on a largely self-directed project. They meet with their supervisor regularly who provides advice and guidance to support them to create a final product. This may take the form of an artefact (eg a piece of art, computer game, etc), a production (eg a fashion show, charity event, etc) or a

research-based written report. Successful completion of the EPQ not only gains UCAS points but also demonstrates to universities and employers that a candidate possesses initiative, passion and independent learning skills. An EPQ helps you stand out from other students.

First Language Chinese and Russian A Level

Chinese and Russian speaking students should select this course as one of their enrichment and super curricular options. It will involve the study of both modern and classic literature and film in the relevant language, as well as debating current affairs and cultural issues. Students will improve their listening, speaking, reading and writing skills, learn how to structure essays and practise their translation. They will also develop strong independent research skills. The course leads to an A Level examination and a valuable qualification for university entry.

Law Super-curricular

During this course students will be introduced to a variety of law-based concepts and given the opportunity to explore them in depth. The course will begin by introducing the English legal system and the common terminology used so that students have a solid foundation upon which to build. They will then study issues such as sentencing of offenders, the role of lay people within the criminal system, negotiation skills and international law. In addition a series of topical and controversial issues will be researched and discussed. This course will not only introduce students to the study of law but will assist them with key skills such as research, critical thinking and communication. They will also be informed about careers within the law in order to help them with their future plans. The course will also help to prepare students to take LNAT qualifications for Law courses at university.

Mathematics GCSE

Students have the opportunity to (re) sit GCSE Mathematics in Year 12. This is particularly valuable for those who did not achieve their desired grade previously or for those international students that do not have a GCSE level qualification in Mathematics. This will support their university applications as well as further developing their mathematics skills.

Medicine and Veterinary Medicine Super-curricular

This course allows students who wish to become doctors, vets and allied health professionals to explore and debate current medical issues, research university courses and develop interview skills. External speakers and health professionals visit to discuss topical issues, and students can debate current and ethical concerns in medicine. Students are also actively encouraged to obtain work experience and develop their research, presentation and teaching skills. The students will have the opportunity to gain a certificate in first aid and experience being a medical student at university for the day. Students interested in veterinary science will have the opportunity to carry out small animal dissections.

Students will also develop skills in their BMAT and UKCAT exams. By the end of the course, students will have a portfolio of research, presentations and work experience diaries that will help them stand out in interviews.

Music

This option allows students to develop existing instrumental and vocal skills as well as giving opportunities to try new instruments. Students regularly perform to each other within the class but may choose to perform in assemblies and concerts if they so wish.

This is a non-examined practical course for students of all musical abilities and experience who enjoy performing and composing individually or in small groups. Students that are already proficient in one or more instruments may also choose to take additional lessons and work towards ABRSM examinations. These attract UCAS points which can support university applications.

School Team Sport and Health Related Exercise

This option takes place for one or two double lessons per week. Students should select this if they are in school sports teams or wish to use the gym for health related exercise.

Performance Sport **

The Performance Sport programme is a paid activity for students who compete in their sport at county level or above. It incorporates specialist coaching from our elite coaching team and can be taken in conjunction

with the options for Strength and Conditioning and Recreational Sport, to allow each individual to meet their full sporting potential. Programmes are offered in athletics, basketball, cricket, football, hockey, netball, rugby and swimming.

Strength and Conditioning (Gym) **

Strength and Conditioning takes place in two double lessons per week. Delivered by external specialist coaches from Leeds Beckett University, it is a paid activity. Those participating will receive a bespoke and individually personalised strength and conditioning programme, with session by session monitoring and instruction. Students will also receive periodic testing to enable them to monitor their fitness gains and direct future planning to maximise the benefits to their overall health and fitness.

**** Paid activities**

University Entry IELTS

University Entry IELTS lessons are essential for international students to prepare their English skills for university entrance. The lessons teach students how to succeed in the IELTS examination, which is required both to obtain a student visa and to show proof of English level to universities in the UK. As well as learning academic vocabulary, the lessons develop reading, writing, speaking and listening skills, giving students the ability to cope with the level of language they are likely to encounter at undergraduate level. All international students who do not already have at least a 7.0 in IELTS or a B/6 at GCSE English are expected to take IELTS lessons until they achieve this level of English.

University Destinations 2022

The College

“Students in the College are well supported in their university applications and enjoy great success in achieving places at prestigious universities in the UK and beyond, such as Cambridge, Imperial College London and those in the Russell Group.”

Kevin Oldershan, Head of College

Examples of the University destinations of our College students

COURSE	UNIVERSITY
Accounting and Finance	Cardiff University
Accounting and Finance	University of Manchester
Accounting and Management (Industry)	Lancaster University
Aeronautical Engineering	Imperial College London
Aeronautical Engineering	Imperial College London
Animation	University of the Arts London
Biological Sciences	UCL (University College London)
Business (with professional placements)	University of Bath
Business and Management	Bournemouth University
Business and Management	University of Exeter
Business Management	City, University of London
Business Management	King's College London, University of London
Business Management	Northumbria University, Newcastle
Business Management (with a year in industry)	King's College London, University of London
Chemistry	University of Manchester
Chemistry	University of Oxford
Classics	University of Manchester
Computer Science	King's College London, University of London
Computer Science	University of Manchester
Design Engineering	Imperial College London
Economics	King's College London, University of London
Economics	King's College London, University of London
Economics	King's College London, University of London
Economics	UCL (University College London)
Economics	UCL (University College London)
Economics	University of Bath
Economics	University of Birmingham
Economics	University of Cambridge
Economics	University of Manchester
Economics	University of Manchester
Economics	University of Warwick
Economics & Finance	University of Strathclyde
Economics & Business with East European Studies	UCL (University College London)
Electrical and Electronic Engineering	University of Manchester
Electrical and Electronic Engineering	University of Manchester
Electrical and Mechanical Engineering	The University of Edinburgh

COURSE	UNIVERSITY
Electronic and Electrical Engineering	University of Leeds
Electronics and Electrical Engineering	The University of Edinburgh
Environmental Science	University of Leeds
Fashion Management	University of the Arts London
Film Studies with Philosophy	Royal Holloway, University of London
Forensic Anthropology	University of Dundee
Genetics	University of York
History	University of York
History and Politics	University of Cambridge
History, Politics and Economics	UCL (University College London)
History, Politics and Economics	UCL (University College London)
Information Management for Business	UCL (University College London)
International Management	King's College London, University of London
Land Economy	University of Cambridge
Law	Queen Mary University of London
Law	University of Bristol
Law	University of Bristol
Law	University of Nottingham
Law	University of Nottingham
Law	University of Oxford
Law with Criminology	University of Birmingham
Management	London School of Economics and Political Science (LSE)
Management	London School of Economics and Political Science (LSE)
Management	University of Bath
Management	University of Manchester
Mathematics	King's College London, University of London
Mathematics	King's College London, University of London
Mathematics	UCL (University College London)
Mathematics	University of Glasgow
Mathematics and Statistics	University of Glasgow
Mathematics with Finance & Economics	City, University of London
Mathematics with Management & Finance	King's College London, University of London
Mechanical Engineering	University of Manchester
Mechanical Engineering (with a placement year)	Loughborough University
Mechatronic and Robotic Engineering	University of Sheffield
Medical Biosciences	Imperial College London
Medical Innovation and Enterprise	UCL (University College London)
Medicine	Aston University, Birmingham
Medicine	King's College London, University of London
Medicine	University of Oxford
Medicine	University of Birmingham
Medicine	UCL (University College London)
Medicine and Surgery	Newcastle University
Medicine and surgery	University of Central Lancashire

COURSE	UNIVERSITY
Medicine at Lincoln	University of Nottingham
Modern and Medieval Languages	University of Cambridge
Natural Sciences	University of Leeds
Pharmacy	UCL (University College London)
Philosophy and Economics	London School of Economics and Political Science (LSE)
Physics	Imperial College London
Physics	King's College London, University of London
Physics	UCL (University College London)
Physics	UCL (University College London)
Psychology	King's College London, University of London
Psychology	The University of Edinburgh
Psychology	University of Bristol
Psychology (with a placement)	University of Bath
Urban Planning and Real Estate	UCL (University College London)
Zoology	University of Leeds



The Faculty

“The majority of Faculty students move on to university and specialist courses at high ranking institutions both in the UK and abroad. Popular destinations include the colleges of London University, Warwick, Exeter, and Durham.”

Erica Papaglimis, Head of Faculty

Examples of the University destinations of our Faculty students

COURSE	UNIVERSITY
International Business Management (with a year abroad)	Heriot-Watt University
Business Management (Entrepreneurship)	University of Surrey
East Asian Studies	SOAS University of London
Fine Art Mixed Media	University of Westminster, London
Interior Design	Kingston University
International Business Management	University of Surrey
Psychology with Criminology	Birmingham City University
History	University of Warwick
Data Science and Analytics	Bournemouth University
Business Management	University of Westminster, London
Accounting and Finance	Durham University
Biomedical Science	Northumbria University, Newcastle
Law	Manchester Metropolitan University
Marketing Management	University of Westminster, London
Mathematics and Statistics (Equal)	University of York
Accounting and Finance	University of Warwick
Accounting and Finance (with a year in industry)	University of Liverpool
Aerospace Engineering	University of Bath
Agriculture with Farm Business Management (& a placement)	Harper Adams University
Business and Human Resource Management	Manchester Metropolitan University
Business and Management (with a Year in Industry)	University of York
Business Management	City, University of London
Business Management	Lancaster University
Business Management	Northumbria University, Newcastle
Business Management	Queen Mary University of London
Business Management	Queen Mary University of London
Business Management	University of Brighton
Business Management with Finance	Leeds Beckett University
Business Psychology	Manchester Metropolitan University
Business with Finance	City, University of London
Computer Networks and Cyber Security	Northumbria University, Newcastle
Computer Networks and Cyber Security	Northumbria University, Newcastle
Cyber Security and Digital Forensics	Bristol, University of the West of England
Economics	Durham University
Electronic Engineering	King's College London, University of London
English Literature	Bristol, University of the West of England
English with Creative Writing	Loughborough University

COURSE	UNIVERSITY
Events Management	University of Northampton
Fashion Buying & Merchandising	University of Manchester
Forensic Science	Teesside University, Middlesbrough
General Engineering	King's College London, University of London
Graphic Arts	University of Southampton
Illustration	Leeds Arts University
Interior Design	Kingston University
International Relations	University of Westminster, London
International Relations	University of Westminster, London
Journalism: Broadcast	University of Salford
Law and Business Studies	University of Liverpool
Marketing and Management	Queen Mary University of London
Marketing and Management (with a year abroad)	University of Exeter
Mathematics with Management & Finance	King's College London, University of London
Mathematics with Management & Finance	King's College London, University of London
Mathematics with Statistics	King's College London, University of London
Medicine	University of Leeds
Medicine	St George's, University of London
Modern Language and Business & Management (Spanish)	University of Manchester
Nutrition	University of Exeter
Physiotherapy	Coventry University
Physiotherapy	Leeds Beckett University
Physiotherapy	University of Bradford
Physiotherapy with Integrated Masters	Keele University
Political Economy	King's College London, University of London
Politics and International Relations	University of Bristol
Sport and Exercise Science	Anglia Ruskin University
Sport Marketing	Leeds Beckett University
Strategic Fashion Management	University of the Arts London
Veterinary Nursing and Companion Animal Behaviour	University of Bristol
War Studies and History	York St John University
Zoology	University of Leeds



Frequently Asked Questions

How many subjects should I study?

We expect all College students to take four AS Levels, and most Faculty students to take four AS Levels or BTEC subjects in Year 12, and continue with three or four in Year 13. This is the curriculum that most Sixth Form students follow nationally, and this is the number of subjects on which universities will base their standard offers. Students in the Faculty may follow a course of just three subjects.

How do I choose which subjects to study?

As a Collegiate we believe that it is important for you to have the option to study a breadth of subjects or to choose subject areas to focus on in more depth.

A Levels provide choice and in some cases depth, the majority of our BTEC courses allow students to specialise by taking a qualification equivalent to two or three A Levels in that subject area. You must choose very carefully, since, by making the wrong choice now, you can close the door to careers you may want to follow after completing your Sixth Form courses or going to university. Think about your choices very carefully and do some research before you make your final decision.

What should I do if I already have a particular career in mind?

Find out if entrance to that particular career requires or prefers passes in any particular subject in the Sixth Form. You can find this out by looking at what subjects are preferred by universities and colleges on the UCAS website (www.ucas.com). You might also have to read individual university prospectuses in the Careers Library. Do ask your teachers if you have the ability to study a subject, particularly when taking into account your other subject choices. They have much experience and will be glad to advise you. Ask yourself if you find a subject really interesting. This is crucial. If you do not enjoy a particular subject, it may well be that you will not enjoy the sort of work involved in the career it leads to. You should also find out what career doors you might be closing by making these choices. The career that appears attractive at age sixteen may not be at twenty one. Keep as many options open as you can.

What if I have no idea what sort of career I want to follow?

Do not despair; you are probably in the majority. Start by asking yourself what subjects you find interesting,

or (if they are subjects you have not studied before) you think you might find interesting. Decide on the subjects in which you will have the best chance of success. Consider how you can keep as many career doors open as possible.

Is it possible to combine the study of two Arts or Humanities with one Science?

Yes, many choose this combination, with Biology being especially popular as the one Science - but do remember that to study sciences at university you should usually study at least two sciences in the Sixth Form and have a very strong background at GCSE.

What if I am thinking of taking Mathematics and Sciences in the Sixth Form?

Most science university degree courses require at least two science passes at A Level or BTEC. If three subjects are being studied in the Sixth Form, the normal combinations are: Mathematics, Physics and Chemistry, or Physics, Chemistry and Biology, or Mathematics, Chemistry and Biology. It is rarely possible to study Physics at degree level without having A Level Mathematics. Most universities require both Biology and Chemistry to read Biology. If you wish to study more than one Mathematics or Science subject in the Sixth Form, then grade 7 or above in Mathematics and Science at GCSE or the equivalent are required. Sixth Form courses in Mathematics and Sciences can lead to a wide range of careers; not only in Science, Engineering and Medicine, but also in Business Management, Law, Journalism, Accounting, Surveying, Architecture and Computing.

Is it possible to combine the study of two Sciences and one Humanity?

Generally, yes. In fact, it is becoming more common for students to combine the study of two Sciences with a Humanity or Arts subject. Increasingly universities are welcoming such combinations as evidence of breadth of interest and knowledge. Also becoming more common are university courses that combine study of a Science, Applied Science or Engineering with a Modern Language. Thus, the study of two sciences and a language can be recommended. In other cases the third subject could be one relevant to the business world, such as Economics or Business Studies.

Are universities more flexible about studying the Arts or Humanities?

Yes, there is a much more flexible approach here. The most widely recommended combinations tend to be drawn from among English, History, Economics, Geography and Modern Foreign Languages. Mathematics is often welcome, particularly for degree courses in Geography and Economics.

Are there any specified subjects for degrees in medicine?

The majority of medical schools insist that Chemistry has been studied at A Level. Others also insist on Biology and our strong advice would be to study both Chemistry and Biology. Some medical schools prefer a third Science or Mathematics whilst others prefer candidates who offer more breadth and have studied, for example, English, Geography, History or a Modern Foreign Language.

I am thinking of applying to Oxford or Cambridge. What do I need to do?

A number of our students are very aspirational and want to apply to the top universities. The school will provide a huge amount of support and advice for you throughout your time in Key Stage 5. These universities are incredibly competitive and you will need to be achieving A grades by the end of Year 12. You should also ensure you are planning your work experience and undertaking regular wider reading around your chosen subjects to ensure you have a strong application. Please make the Careers Department aware of your intentions as soon as possible so they can provide you with more guidance.

CAREERS WEBSITES (FOR STUDENTS AND PARENTS)

It is never too early to consider your future and the more you research and explore, the better prepared you will be.

WEBSITE	WHAT CAN I FIND OUT?
www.searchucas.com	Course search provides information about course content GCSE/A Level/ BTEC entry requirements and university profiles.
www.morrisby.com	For students who have completed online career profiling with Morrisby providing careers information and advice through to higher education and employment.
www.nationalcareers.service.gov.uk	Information about careers including tools to help with choices on careers, training and work.
www.themedicportal.com/	Information and advice on applying for medicine as a career.
www.prospects.ac.uk	Information on careers, courses, where degrees can take you, work experience and CV writing.
www.fulbright.org.uk	Information about applying for university in America.
www.studentladder.co.uk	Information for 16-24-year olds on school leaver programmes, including internships and graduate schemes plus advice on CV's, interviews and much more.
www.ratemyapprenticeship.co.uk	Apprenticeships, jobs, reviews and careers advice for school leavers.
www.gov.uk/apply-apprenticeship	Search for apprenticeships available near you.

