



Trinity Sixth Form Centre

2021 Prospectus

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Welcome

Dear prospective Sixth Form Students and Parents/Carers,

Trinity has a dynamic, creative and successful Sixth Form. Housed in the Carloli Building, the Sixth Form Centre provides an ideal learning environment for young adults. The Sixth Form is a separate area and operates like a 'college within a school.' With around 300 students, Trinity Sixth Form is one of the largest school sixth forms in Cumbria attracting many students from other local schools and even further afield and is a tribute to the excellent work being done by both students and staff.

We currently offer students a wide choice of A Level and Level 3 BTEC courses, both academic and vocational. We provide a great deal of support to ensure that students are on courses which are appropriate to their abilities and ambitions. Whether you are currently at Trinity School or considering joining us from elsewhere, we hope that you will find opportunities that are right for you with us.

Deciding what to do after Year 11 is one of the most important decisions you will make. It will shape what you do in the future, whether that is employment, university or an apprenticeship. This guide will give you more information about all the courses on offer at Trinity Sixth Form Centre.

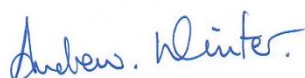
It is important to study the information in this guide carefully before you make any decisions about which subjects and qualifications you wish to take. In addition, you should talk to your teachers who can help you think through the options that are right for you. Some careers and university degree courses require you to have studied specific subjects in the Sixth Form, so you may need to check these with our Sixth Form Team or Mrs Ewing, the school's Information Advice and Guidance Officer. All internal applicants will receive a progression interview over the next few months to help them make the right decision and all external applicants will receive an informal interview once applications have been received.

In addition to the subjects and qualifications that are available we also offer a wide range of enrichment opportunities for Sixth Form students. Our Enrichment Programme is designed to give our students 'the edge' over others locally, nationally and internationally. Our aim is to help shape your character so that you can make a genuine difference to local communities and the world around you. There are more details about the programme in this booklet and students will receive further information in September 2020. In addition to these activities we will also help you organise a work experience placement that suits your career aspirations.

Please note, courses will only run if there is sufficient demand for them. There will be further information available at our virtual Sixth Form Open Evening, available online at <https://trinity.cumbria.sch.uk/sixth-form/> from **Thursday 12 November 2020** but please contact Mrs Little, Sixth Form Administrator, on the telephone number or email address below if you have any queries relating to the application process or life in the Sixth Form.

We hope you will find this guide helpful and we look forward to speaking with you personally about your post-16 choices and your future.

Yours faithfully



Andrew Winter
Assistant Headteacher – Sixth Form
01228 516051 ext. 263
6form@trinity.cumbria.sch.uk



Trinity School: A Church of England School - Visions, Values and Aims

The school, a Christian foundation, is committed to the provision of an excellent education for all. We have a 'motto' to sum up our aims: Standards, Responsibility and Opportunity for All; this helps to make our vision for students clear and explicit. We promote Christian values through the experience we offer to all students. Following discussion with staff, students and governors we focus most closely on the values of community, trust, hope, endurance and compassion. These are reinforced through assemblies and Thought for the Day.

We value the uniqueness of all God's children and make sure that we are inclusive (...for all) in our approach to all aspects of our work. We aim to provide the highest standard of education, in its broadest sense, for all of our students and we expect the highest standard of effort and conduct from students, stressing the value of hope in the belief that all students can achieve well with dedication and a positive approach. We also stress the value of endurance, dealing with setbacks, in order to achieve ambitions. We encourage all students to be responsible, taking responsibility for their behaviour towards others, treating others as they would wish to be treated, respecting those who are different to themselves, serving others both within and beyond the school community.

We seek to provide rich opportunities and encourage students to grasp these, developing their curiosity, creativity, spirituality and understanding and appreciation of the world around them.

We aim to make a difference to young people's lives, to develop an awareness and respect for spiritual and moral values, so that they, in turn, can enrich the lives of others. The biblical quotation (John 10:10) on prominent display in our Jubilee Hall makes clear our mission: to ensure that our students leave us with the values, knowledge and skills which will enable them to lead a full and fulfilling life.

At Trinity Sixth Form Centre our aims are:

- To provide a first-class academic experience for all our students
- To support the learning of all our students and keep students and parents/carers informed of progress
- To offer students the opportunity to develop skills and confidence within school and the wider community
- To enable a smooth transition to higher education and employment



Building on your success

Successful

We are proud that students achieve highly at Trinity Sixth Form and that over 75% of students go on to the university of their choice, approximately 30% of which were top Russell Group universities in 2018. Our well qualified and experienced staff know how to support and guide students through the post-16 education process.

Support

Each student belongs to a tutor group of about 20-25 students. Form Tutors work with each student individually to support their learning and monitor progress by having regular mentoring sessions. Each tutor group is supported by a Pastoral Tutor who is responsible for overseeing this process. As young adults, Sixth Form students need to be given the chance to take on more responsibility for their learning. At the same time, we recognise that the transition to independence is not an easy one and therefore, we provide clear guidance about our expectations of behaviours, study habits and attendance.

Opportunity

We currently offer a range of accredited enrichment opportunities including Duke of Edinburgh, Young Enterprise and World Challenge. Other opportunities have included study trips abroad, for example to Prague, Paris, Brussels and London, a wide range of drama and musical productions, and success in local and national sporting competitions. Students are encouraged to take an active role in wider school life. We also have an active Student Leadership Team, allowing students to gain experience in strategic planning and decision making.

Sixth Form Pastoral Team

If you have any concerns about your son or daughter, then please do contact the team.

Title	Name	Contact
Assistant Headteacher (Sixth Form)	Mr Andrew Winter	(01228) 516051 ext 263
Sixth Form Pastoral Leader	Mrs Teresa Medley	(01228) 516051 ext 263
Pastoral Tutor	Mrs Natasha Crickett	(01228) 516051 ext 263
Pastoral Tutor	Mrs Joey Robinson	(01228) 516051 ext 263
Sixth Form Office	Mrs Judith Little and Mrs Christiana Ledingham	(01228) 516051 ext 263



Welcome from our Head Boy and Head Girl

Having started Trinity School in September of 2014, our progression throughout the whole of our school careers has, unfailingly, been supported by not only the school staff and the school community, but by the vast amount of opportunities Trinity provides. The mixture of both a positive environment and enriching opportunities allows any student to excel both on an academic level, and a personal level. Joining the Trinity School Sixth Form has furthered this progression by delivering a higher level, well-rounded education which tailors to each specific student, allowing their development from adolescents to young adults.

Despite the fact that the Sixth Form is integrated with the lower school, the whole atmosphere differs in the way that the level of freedom is much higher, and there is a much larger emphasis on independence – meaning that everyone has their own focus on and responsibility with their learning. The surplus of learning areas; the Carliol Library, providing books and journals for aid of independent research, multiple LRA's (learning resource areas) and communal laptop towers, (although inaccessible due to COVID-19 restrictions), which provide an abundance of laptops and computers for students to work with. The Sixth Form Bistro, exclusive to Sixth Form students, is a central location, creating a more collaborative feel and a sense of community. Outside of lunch hours, it provides a relaxed area for students to spend their frees, completing work at their own pace. Trinity Sixth Form is unique due to the connection of year 12s and year 13s, the two year groups share the same building, the same private study venues, and the same break time, creating a greater sense of unity throughout and allows a wider network of support for new year 12 students.



I (Sam) am studying Psychology, Biology and BTEC Business Studies. I would wholeheartedly say that the amount of support I am offered throughout the 3 subjects is immense and which I am more than happy with. Teachers are constantly checking up on you behind the scenes; doing everything they can to make sure the workload, though challenging, does not become too much. The school providing a mixture of BTEC and A-level courses caters for a multitude of different learning styles, therefore encouraging a more diverse population within the Sixth Form community. UCAS is also a large part of Sixth Form, about which, students are well supported and guided throughout, ensuring the best possible outcome for every individual.

I (Deborah) am studying Drama, English Literature, and Art, Craft and Design. As someone passionate about the arts, I have nothing but praise to deliver. With a range of specialised teachers in all the arts departments, I feel expertly guided throughout each subject; reviewing topics in detail, developing my skills with practise, and being encouraged to creatively flourish through 1 on 1 feedback with teachers. The broad range of subject choices in sixth form allows for anyone's interests to be met – no matter how diverse – and ensures that students can study the subjects catered for their future aspirations.



Extracurricular activities are another factor which have significantly impacted both of our school experiences. I (Sam) was surprised when I joined the Sixth Form to learn about all of the extracurricular sports activities. A 5 a side football league was one of these. Organised by the senior leadership team, it gave students an opportunity to relax with their school friends, whilst earning money for the school charity by means of an entry fee. Another example of an extra enrichment opportunity is the Extended Project Qualification. Timetabled into each student's schedule in year 12, it provides them with the skills to do individual research, alongside developed analytical skills when evaluating sources' reliability. I (Deborah) am delighted to be a part of our school's poetry club; encouraging inventive self-expression, creativity, confidence, and improved writing skills. This helps in my development as a well-rounded individual, deepens my fascination for literature, and allows me to stay in-touch with my emotions and wellbeing – all serving to prepare me for my future studies at university. I was also involved in the chamber choir, where I felt valued and able to contribute as part of a team; providing an outlet into music, outside of my subjects. The school's curricular and extracurricular activities are something it prides itself on and has certainly been very beneficial in our personal growth.

Ultimately, we are both very confident that Trinity School Sixth Form was the correct 'next step' for us both to further our education and gain essential skills for the future. Our Sixth Form community is a one that is vibrant and diverse; which we hope you will become a part of.

Deborah Beckett (Head Girl) and Samuel Murray (Head Boy)

Student Voice

Faith Carter (Current Y13)

Currently I am studying Maths, Chemistry and Music A levels and I have applied to study Medicine at university. Having come to Trinity Sixth Form from another school I was worried about my transition here. However, being well supported by the staff, in particular my form tutor, made everything so much easier. In my opinion the best part about being at Trinity Sixth form is that despite the fact everybody is working incredibly hard towards their exams, the school still encourage us to get involved in fun activities. My favourite example of this would be the series of quizzes we partake in leading up to Christmas in which we compete against the other forms. A vital piece of advice I would give is to work hard and revise from the start of Sixth Form as it makes everything so much easier when you come to take your exams at the end of the two years.



Jake Mann (Current Y13)

Currently I am studying Btec Science, Btec Business and Maths and have already completed my Extended Project Qualification. Next year I hope to study primary education at university. One of my favourite things about Sixth Form is the more self-lead study and freedom to study subjects that interest us, especially in Extended Project Qualification. The large support network available to students with form tutors, the office and pastoral staff that can help with both in educational and wellbeing concerns is of great advantage over the two years in the Sixth Form. The community within the Sixth Form is something I really enjoyed through my first year and has been a little disrupted this year but the Unibof and the Winter Cup events succeed in bringing students across forms together. The best advice I can offer students next year is to take advantage of the great support systems in place especially when writing UCAS applications in year 13.



Lucas Richardson (Current Y13)

I currently study Maths, Business and Law and have completed my EPQ at Sixth Form with the hope of moving on to study Business Management at university next year. While at Sixth Form, I have found the strong support network very helpful as it allowed for a very easy transition from year 11. Also, the great sense of community allows for a lot of fun with events like the Unibof quiz tournament and the Winter Cup. Trinity Sixth Form is definitely a fantastic steppingstone to any university, apprenticeship or career that would benefit anyone who attended. If I were to give any advice for next year it would be that if you need anything, just ask! Any teachers, form tutors and pastoral staff will be more than willing to go out of their way to make sure you're doing well here.



Erin Sunderland (Current Y13)

I study Biology, Psychology and English Language alongside completing an Extended Project Qualification. When starting A-levels I thought I was certain that I wanted to go into Primary Teaching, but having studied Psychology I realised that I had a keen interest for the field and I am now hoping to enter the field of Educational Psychology and study this at university. Trinity Sixth form has been of great support in providing great information about prospective careers and the grades that you are required to attain for specific university courses whilst also providing students with a fantastic support system that will provide you with advice and assistance should you need it. The advice that I have for the next coming year to sixth form is to always be prepared and organised, that way that jump from GCSE to A-Level won't seem so big.



Seamus Edwards (2020 Leaver)



Looking back, Trinity Sixth form was a real rollercoaster. Coming from lower school to Sixth Form was an eye opener; the ending of the two years truly being the jolting stop. Everything in between being a blur. During my two years of studying Maths, Physics and PE, we were not only thoroughly taught the content- but given the opportunity to develop an interest in them through the knowledge of our teachers. This has led me onto reading Physics at university. Friendships are founded and strengthened in the Bistro and then tested to their limit in the competitive Winter cup and Unibof form events. By the end of my time at Trinity Sixth Form it really was like a second home.

Elise Walkingshaw (2019 Leaver)



Trinity Sixth-Form is a hugely supportive community that enabled me to take part in some incredible extracurricular opportunities alongside my A-levels. I studied English Literature, English Language and History and this has led to me doing a BA in English Literature at The University of Sheffield. The EPQ (Extended Project Qualification) meant I stretched myself in different ways and discovered new skills and interests. I really enjoyed participating in the Gold Duke of Edinburgh's Award and public speaking as well as numerous music groups and serving on the student leadership team. Throughout my time in sixth form, I always felt able to take any issues or queries big or small to my pastoral tutor who would go above and beyond to help. My visit to Auschwitz and taking part in the Lessons from Auschwitz Project is something I will never forget.

Callum Woods (2019 Leaver)

Hi, my name is Callum. I studied Product Design, Business and Law at Trinity Sixth Form. I can't believe I am writing in the past tense - that's how quickly sixth form goes! Time at sixth form was challenging however worth the hard work as the skills it equipped me with has supported in my traineeship at Ashwood Design Associates as a trainee Architectural Technologist. The independence that came with sixth form has also enabled me to study an accelerated part-time degree at Salford. Sixth form gives you time to think about what career you might want and which path you wish to take to achieving that. Although it gives you time to think, you can't ponder too much as there is a lot of work to do in school and at home, so you have to be committed and with the help and support from teachers it's achievable. The pastoral team are also great at giving advice and guidance.



How to choose the correct subjects & qualifications for you

Step 1

- What subjects do you enjoy?
- What are you good at?



STEP 2

- Do you know whether you want to go to university, an apprenticeship, or into work after the Sixth Form?
- Maybe you even know which career you would like.



STEP 3

University?

- If it looks like university is the best way forward, speak to a member of our Sixth Form team to see which Level 3 courses might be best.

Apprenticeship?

- If an apprenticeship or employment is for you, then Mrs Ewing (our Information Advice and Guidance Officer) should also be able to give you advice on Level 3 qualifications.
- Choose three appropriate Level 3 courses, ensuring these are at the right level for you based upon your predicted GCSE profile.



STEP 4

Overview

- The process of choosing subjects and qualifications is an important one as this is the start of your journey to your chosen future career.
- We would like to make sure that the pathway you choose at Trinity Sixth Form Centre creates the correct foundation for whatever you are aiming to do.
- Therefore, please use the guide below to help you make a decision about your subject choices or make an appointment to speak to a member of the Sixth Form Team.



Making Sixth Form Choices

Whatever path you choose you will be offered advice and guidance to help you plan for your future. Whilst the majority of our students progress into Higher Education, increasingly more students are taking alternative routes into employment. You will be encouraged to explore all options and take responsibility for your decisions.

You will be supported throughout by a team of experienced staff. These include:

- Sixth Form Tutors – fully up to date with subject and curriculum options and all aspects of UCAS
- Sixth Form Pastoral Tutor offering on-going support on all aspects of Sixth Form life
- An experienced Careers Adviser who can advise on all aspects of progression and careers
- An independent external Careers Advisor, Inspira
- Access to UNIFROG website. This is an award-winning platform which helps students to make intelligent choices about their future while allowing teachers to track their progress

Student's five-point plan for making Sixth Form Choices

1. **Know what you want to study? Check out the entry requirements – www.unifrog.co.uk**
If you have a university course you are keen on, have you checked the relevant university website use Unifrog exploring pathways to find out whether this course requires certain subjects at A Level? You can enter subject of interest and projected grades to see all relevant university courses available in the UK, rank and filter opportunities by factors like hours of lectures, get direct links to university information pages, with impartial information on courses and institutions, save unlimited shortlists to refer back to later.
2. **Not sure yet? Keep your options open!**
If you are not sure about what course you want to study at university. Use www.sacu-student.com to get an overview of the suggested career areas you can match your A Levels to a personalised degree cloud, or you can look at the Careers Library on Unifrog. Take the Unifrog personality quiz, similar to the classic Myers-Briggs tests, to help you explore the Careers library and get you thinking about different careers.
3. **GCSEs and other qualifications matter...**
Make sure you understand the GCSE or other requirements for entry to a competitive University or Apprenticeship. Are you on track to achieve the grades to progress onto the course/apprenticeship you want to do at A Level or equivalent, and the university course/higher or degree apprenticeship?
4. **Think balance**
Do you have a balance of subject choices that reflect your abilities, strengths and interests? Have you considered how certain subject combinations relate to progression routes?
5. **Make sure you know WHY**
If you want to take a subject you have not studied before, can you talk for a minute on what this subject is about? Try and unpick why you wish to study this subject. It's not enough to say: "It's interesting", "I think I'll like it" or, "It will be fun".

This guide is for general advice only and does not replace specific research and/or consultation with universities or courses in which you are interested. It is also essential that you choose subjects which you enjoy and which interest you.

Other useful websites: Russell Group www.informedchoices.ac.uk



Subject Entry Requirements

Please see the table below for entry requirements at GCSE. We know from experience that to be successful on most traditional A Level & Btec courses you will need **five or more grade 4's- 9 at GCSE** (including English Language and Maths). However, some A Level subjects may require a grade 5 or 6 at GCSE. **Please see additional entry requirements in the table below.** For some of you, our successful vocational courses will be the best route to success. You should base your choice on your predicted grades, your career ambitions and what you enjoy doing.

For most courses there will be no external exams in Year 12 therefore students are committing to two years of study in each subject with most external exams at the end of Year 13. Students will also choose an enrichment option at a later stage. The table below gives you a summary of the entry requirement for each subject. Use this to indicate which subjects you may like to study. For more information about each subject, please refer to the Sixth Form Prospectus on the school website www.trinity.cumbria.sch.uk.

Please remember that courses will only run if there is sufficient uptake. Late applicants may find that they have a restricted choice of subjects based on class size. On the application form students **will choose 3 subjects plus a reserve choice.** Students will also need to choose from EPQ, Sports Leader Award or Core Maths.

Subject	Qualification type	Additional entry requirements
<u>Applied Science</u>	Btec	Five GCSE's at grade 4 and/or Btec qualifications at level 2 Pass. A grade 4 in a GCSE Science qualification or equivalent would be advantageous.
<u>Art, Craft and Design</u>	A Level	A recommendation of a grade 5 in Art, Photography, Graphics, Textiles or media GCSE or well-developed art skills.
<u>Biology</u>	A Level	It is recommended that students have at least a grade 6 in GCSE Biology or a grade 6 in Combined Science. It is recommended that students also choose Core Maths from the Enrichment options.
<u>Business</u>	Btec	A grade 4 in GCSE Maths and English or equivalent. You do not need to have studied GCSE Business Studies but an interest in how businesses operate would be an advantage.
<u>Chemistry</u>	A Level	It is recommended that students have at least a grade 6 in GCSE Chemistry or a grade 6 in combined science. It is recommended that students also choose Core Maths from the Enrichment options.
<u>Design and Technology: Product Design</u>	A Level	A recommendation of a grade 4 in GCSE product Design or equivalent or well-developed relevant skills. A strong grade 4 in GCSE English and Maths is required.
<u>Drama and Theatre Studies</u>	A Level	It is recommended that students have at least a grade 5 in GCSE Drama or equivalent qualification or a proven outside interest in this area. Willingness to engage in extra-curricular drama is also very important.
<u>English Language</u>	A Level	It is recommended that students have at least a grade 5 in GCSE English language. A passion for reading, both fiction and non-fiction is essential, an interest in creative writing, media and popular authors is also important.
<u>English Literature</u>	A Level	It is recommended that students have at least a grade 6 in GCSE English Literature. A passion for reading classic and modern literature is essential.
<u>Fine Art (with a photography focus)</u>	A Level	A recommendation of a grade 5 in Art, Photography, Graphics, Textiles or media GCSE or well-developed art skills.
<u>Food Science and Nutrition</u>	WJEC Diploma L3	There are no formal requirements for this course however relevant GCSE qualifications at grade 4 will aid understanding and progress. For example, prior knowledge from subjects studies such as Food Preparation and Nutrition, level 2 Hospitality and Catering, Science or PE will support progression.
<u>French</u>	A Level	It is recommended that students have at least a grade 6 in GCSE French or equivalent.
<u>Geography</u>	A Level	It is recommended that students have at least a grade 5 in GCSE Geography or equivalent. It is recommended that students also choose Core Maths from the Enrichment options.
<u>Health and Social Care</u>	Cambridge Tech Ext Certificate L3	There are no formal requirements for this course however a grade 4 in GCSE Health & Social Care, Science or Child Care will aid understanding and progress.



<u>History</u>	A Level	It is recommended that students have at least a grade 5 in GCSE History or equivalent.
<u>ICT</u>	Cambridge Tech Ext Certificate L3	It is recommended that students have at least a grade 4 in GCSE English. You do not need to have studied GCSE ICT or computing.
<u>Law</u>	A Level	It is recommended that students have at least a grade 4 in GCSE English as this is an essay based subject.
<u>Mathematics</u>	A Level	It is recommended that students have at least a strong grade 6 in GCSE Maths.
<u>Media Studies</u>	A Level	It is recommended that students have at least a grade 4 in GCSE English. A passion for media is important, you will be expected to draw on your own experiences.
<u>Music</u>	A Level	It is recommended that students have at least a grade 5 in GCSE music or other relevant music qualifications for example instrumental performance at grade 5 or music theory at grade 5.
<u>Music Performance</u>	Btec	A grade 4 in GCSE Maths and English or equivalent. You do not need to have studied GCSE Music but you should have an interest in music performance.
<u>Performance Acting</u>	Btec	A grade 4 in a relevant qualification although a GCSE in Drama is not an essential requirement. A willingness to engage in extra-curricular drama is also very important.
<u>Physical Education</u>	A Level	It is recommended that students have at least a grade 5 in GCSE PE or equivalent qualification. Students must also play competitive sport outside of school (on the approved list – please Mr Threlkeld). This is vital for the NEA aspect of the course. Students who do not have GCSE PE should discuss course content with staff.
<u>Physics</u>	A Level	It is recommended that students have at least a grade 6 in GCSE Physics or a grade 6 in combined science. It is recommended that students also choose Core Maths from the Enrichment options.
<u>Psychology</u>	A Level	It is recommended that students have a good pass in Maths at GCSE. It is recommended that students also choose Core Maths from the Enrichment options.
<u>Religious Studies</u>	A Level	It is recommended that students have a grade 5 in RE GCSE or equivalent qualification or English Lang at grade 5.
<u>Sociology</u>	A Level	A grade 4 in English Language at GCSE will be very useful as this is an essay-based subject.
<u>Spanish</u>	A Level	It is recommended that students have at least a grade 6 in GCSE Spanish
<u>Sport</u>	Btec	Five GCSE's at grade 4 and/or Btec qualifications at level 2 Pass. Some prior knowledge of sport will be advantageous although students do not need to have studied GCSE PE.
<u>Travel and Tourism</u>	Btec	Five GCSE's at grade 4 and/or Btec qualifications at level 2 Pass. An interest in the travel industry would be advantageous.
Students will also be required to choose from one of the following;		
EPQ	AS Level	The Extended Project allows you to study a topic based on an area of personal interest or activity outside your main programme of study. Your project will be based on a topic chosen by you and agreed by staff. There are no set entry requirements for EPQ.
Sports Leadership	SL2 & HSL3	These qualifications are designed to use sport and physical activity to help young people develop and hone their leadership skills whilst helping themselves and others stay physically active. An interest in Sport will help progression.
Core Maths	AS Level	It is recommended that students studying A levels where Maths skills are an important part of the syllabus study AS Core Maths in addition to their 3 choices. These subjects include: Biology, Chemistry, Physics, Psychology, Geography.



Application timeline

**Thursday 12 November 2020 -
Sixth Form 'Virtual' Open Evening**

**Thursday 17 December 2020 -
Application deadline**

**By Friday 26 March 2021 -
External applicants meet with Sixth Form staff**

**By Friday 26 March 2021 -
Offer letters issued**

**Friday 27 August 2021 -
GCSE Results Day**

**Thursday 2 September 2021 -
Start of autumn term**

**Thursday 2 September 2021 -
Induction programme**

Year 1 (Year 12)	Year 2 (Year 13)
<p>Year 1 Content: <u>Practical Scientific Procedures and Techniques</u> (internally assessed unit made up of four assignments) <u>Principles and Applications of Science</u> (taught content towards 3 externally marked, 50-minute exams in June - one per science subject.)</p>	<p>Year 2 Content: <u>Physiology of Human Body Systems</u> (internally assessed unit made up of three assignments) <u>Science Investigational Skills</u> (practical 3 hour supervised set task and a 1.5 hr question paper marked externally)</p>

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

Exam Board: **Pearson/Edexcel**

Specification Code: **TVF55**

QAN code: **601/7436/5**

How course will be assessed: There will be no external exams in this subject in Year 12.

Year 1 assessment (Year 12):

Practical Scientific Procedures and Techniques
 (internally assessed unit made up of four assignments)

Principles and Applications of Science
 (taught content towards three externally marked 50-minute exams in June.)

Year 2 assessment (Year 13):

Physiology of Human Body Systems
 (internally assessed unit made up of three assignments)

Science Investigation Skills

A task set and marked by Pearson and completed under supervised conditions.

The supervised assessment will be arranged over a number of sessions in a three-week period timetabled by Pearson.

Part A: Investigation to gather data, taken during the first two weeks.

Part B: Written task partly based on data from Part A, taken during the third week.

The supervised assessment sessions are a maximum of 3 hours for Part A and 1.5 hours for Part B.

Written submission and marked by Pearson.

Progression

To further education or employment

Contact Details

Mrs M Annette

mnt@trinity.cumbria.sch.uk



Introduction

Students are encouraged to develop their ideas in an original and exciting manner, providing them with the opportunity to gain new skills and develop existing ones. We encourage students (when safe/able) to visit galleries locally and in Edinburgh/ London. This enables students to experience a rich variety of historical and contemporary work, which will subsequently inform their own creativity. We encourage all Art students to attend after school Life Drawing classes organised in collaboration with The University of Cumbria; the exciting work produced is entered as part of their coursework. This is the ideal course for anyone who has studied either Art, Photography or Textiles at G.C.S.E.

Art, Craft and Design

A broad-based course exploring practical and critical/contextual work through a range of 2D/3D processes and media associated with Fine Art, Textile design and Photography.

Students will learn a range of skills including printmaking/interior/fashion/graphic design, sculpture/installation, drawing/painting/mixed media and art history.

Students are encouraged to develop their ideas using a range of experimental techniques and media, extending their creative individuality. The course enables students to develop their skills in decision making, the ability to follow tasks through from conception to completion and to develop their potential when working independently. There is a written element in this course which we prepare students for with extended writing exercises. The written element is a formal essay of 1000-3000 words and shows the breadth of independent research the students undertakes in the theory of their chosen work

Year 1 (Year 12)

Year 1 Content:

Autumn Term- Students will undertake a skills/foundation project designed to develop their practical and written skills. This will include contextual studies and written analysis. Using drawing, painting, printmaking, textiles and photography work to develop images will be out focus this term with their personal theme in mind.

Spring Term- Develop personal responses to a brief, leading to 15-hour outcome in February/March.

Students will decide on which skills/media they preferred from the autumn term and develop this further in this term.

Summer Term- Develop further research and ideas for their chosen personal investigation.

Component 1: Personal Investigation

What's assessed?

Personal investigation- this is a practical investigation supported by written material.

Candidates are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

The written material must be a coherent and logically structured extended response of

Year 2 (Year 13)

Year 2 Content:

Component 1: Personal Investigation continued through to January 2023.

Component 2: Externally-Set Assignment

What's assessed?

Response to an externally set assignment- issued to candidates in February 2023. The externally set assignment will consist of a choice of eight questions to be used as starting points. Candidates have a preparatory period and fifteen hours supervised time.

Assessed- work is marked as a whole and must cover the 4 Assessment objectives; out of a total of 96 marks. This work provides 40% of the total A-Level marks. Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. (Normally in June 2023.)

between 1000 and 3000 words of continuous prose.

Assessed- work is marked as a whole and must cover the 4 Assessment objectives; out of a total of 96 marks. This work provides 60% of the total A-Level marks. Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. (Normally in June 2023.)

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

A grade 5 or above in G.C.S.E Art or Photography, Graphics, Textiles or Media is recommended. (Or a confident portfolio of Art work and knowledge of Artists).

Exam Board: AQA

Specification Code: A Level Art, Craft and Design Component 1- 7201/C, Component 2- 7201/X.

QAN code: 601/4456/7

How course will be assessed: there will be some external exams in this subject.

Year 1 assessment (Year 12):

See above

Year 2 assessment (Year 13):

See above

Progression

Art, craft and design A-level builds on the skills, knowledge and understanding developed through study at GCSE. At the end of the A-level course you will have the skills, knowledge and understanding needed for higher education.

Possible career options- Studying an art, craft and design related degree at university can give you all sorts of exciting career options, including: Animator, Architect, Art therapist, Art restoration, Cartoonist, Computer game designer, Community arts worker, Exhibition designer, Fashion designer, Furniture designer, Film/video maker, Fine artist, Furniture designer, Graphic designer, Illustrator, Interior designer, Jeweller, Museum/gallery conservator, Medical illustrator, Printmaker, Product designer, Teacher, Theatre designer, Commercial photographer, Fashion photographer, Filmmaker, Fine art photographer, Forensic photographer, Industrial photographer, Medical photographer, Nature photographer, Photographic illustrator, Photographic technician, Teacher, Photojournalist, Picture editor, researcher, Social photographer, Sports photographer

Contact Details

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Fine Art (with a photography Focus)

Introduction

Students are introduced to a variety of experiences exploring a range of media, processes and techniques. This enables them to develop ideas in original and exciting ways and provides them with the opportunity to gain new skills and develop existing ones. The course encourages independent decision making and provides a framework that guides students from initial concepts through to the completion of final outcomes. There is a written element which takes the form of a 1000-3000-word essay. This reveals the breadth of independent research undertaken by students in the development of their chosen personal project. Essays are refined by a process of review and improvement with support from subject teachers.

It is advantageous for students to visit local galleries and national exhibition centres in Edinburgh and London (when safe to do so). This enables them to experience a rich variety of historical and contemporary work, which will subsequently inform their own creativity. This is the ideal course to build on skills learned through studying Art, Photography or Textiles at G.C.S.E.

Areas of study – **(The highlighted sectioned will be focused on within this course.)**

Students must show evidence of working in areas of study drawn from one or more area(s) of Fine art, such as those listed below.

Drawing and painting, **mixed-media; including collage and assemblage**, sculpture, ceramics
Installation, printmaking, **moving image** and **photography**.

Year 1 (Year 12)

Year 1 Content:

Autumn Term- Students will undertake a skills/foundation project designed to develop their practical and written skills. This will include contextual studies and written analysis.

Photography will be used to facilitate image making with reference to student's preferred themes and media.

Spring Term-

Students will decide which skills, themes and media they preferred from the autumn term. They will use these to develop personal outcomes in response to a formal brief, leading to 15 hour-controlled assessment period in February/March.

Summer Term- Develop further research and ideas for their chosen personal investigation.

Component 1: Personal Investigation

What's assessed?

Personal investigation- this is a practical investigation supported by written material.

Candidates are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

Year 2 (Year 13)

Year 2 Content:

Component 2 - Response to an externally set assignment which is issued to candidates in February 2023. The externally set assignment will consist of a choice of 5 questions to be used as starting points. Candidates have a preparatory period and 15 hours supervised time. Assessed - work is marked as a whole and must cover the 4 Assessment objectives; out of a total of 96 marks. This work provides 40% of the total A Level marks. Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. (Normally in June 2023.)



The written material must be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose. Assessed- work is marked as a whole and must cover the 4 Assessment objectives; out of a total of 96 marks. This work provides 60% of the total A-Level marks. Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. (Normally in June 2023.)

Entry Requirements - please note, courses will only run if there is sufficient demand for them
Please see subject entry requirements on pages 12-13
A grade 5 or above in GCSE Art or Photography, Graphics, Textiles or Media is recommended.
(Or a confident portfolio of Art/Photography work and knowledge of Artists).

Exam Board: AQA
Specification Code: A Level Art and Design (Fine Art) Component 1- 7202/C, Component 2- 7202/X.
QAN code: - 3690 (Discount code)

How the course will be assessed: there will be no external exams in this subject in Year 12.

Year 1 assessment (Year 12):

See above

Year 2 assessment (Year 13):

See above

Progression

Progression information

Fine Art A-level builds on the skills, knowledge and understanding developed through study at G.C.S.E. At the end of the A-level course you will have the skills, knowledge and understanding needed for higher education.

Possible career options- Studying an art, craft and design related degree at university can give you all sorts of exciting career options, including: Animator, Architect, Art therapist, Art restoration, Cartoonist, Computer game designer, Community arts worker, Exhibition designer, Fashion designer, Furniture designer, Film/video maker, Fine artist, Furniture designer, Graphic designer, Illustrator, Interior designer, Jeweller, Museum/gallery conservator, Medical illustrator, Printmaker, Product designer, Teacher, Theatre designer, Commercial photographer, Fashion photographer, Filmmaker, Fine art photographer, Forensic photographer, Industrial photographer, Medical photographer, Nature photographer, Photographic illustrator, Photographic technician, Teacher, Photojournalist, Picture editor, researcher, Social photographer, Sports photographer.

Contact Details

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Introduction

Biology A-level will give you the skills to make connections and associations with all living things around you. Biology means the study of life and if that's not important, what is? Being such a broad topic, you're bound to find a specific area of interest, plus it opens the door to a fantastic range of interesting careers.

Year 1 (Year 12)

Year 1 Content:

- 1 Biological molecules
- 2 Cells
- 3 Organisms exchange substances with their environment
- 4 Genetic information, variation and relationships between organisms

Year 2 (Year 13)

Year 2 Content:

- 5 Energy transfers in and between organisms
- 6 Organisms respond to changes in their internal and external environments
- 7 Genetics, populations, evolution and ecosystems
- 8 The control of gene expression

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

Exam Board: **AQA**

Specification Code: **7401 (AS) and 7402 (A-level)**

QAN code: **601/4625/4**

How course will be assessed: there will be no external exams in this subject in Year 12.

Year 2 assessment (A-level):

Paper 1: any content from topics 1-4, including relevant practical skills.

Written exam: 2 hours, 35% of A-level

Marks: 91 marks. A mixture of short and long answer questions - 76 marks and extended response question – 15 marks.

Paper 2: any content from topics 5-8, including relevant practical skills.

Written exam: 2 hours, 35% of A-level

Marks: 91 marks. A mixture of short and long answer questions – 76 marks and comprehension question – 15 marks.

Paper 3: any content from topics 1-8, including relevant practical skills.

Written exam: 2 hours, 30% of A-level

Marks: 78 marks. Structured questions, including practical techniques – 38 marks. Critical analysis of given experimental data – 15 marks. One essay from a choice of 2 titles – 25 marks.

Progression

Possible degree options

According to bestcourse4me.com the top seven degree courses taken by students who have an A-level in Biology are:

- Biology
- Psychology
- Sport and exercise science
- Medicine
- Anatomy
- Physiology and Pathology Pharmacology
- Toxicology and Pharmacy Chemistry

Possible career options



Studying A-level Biology at university gives you all sorts of exciting career options, including:

- Doctor
- Clinical molecular geneticist
- Nature conservation officer
- Pharmacologist
- Research scientist
- Vet
- Secondary school teacher
- Marine biologist
- Dentist

Contact Details

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Introduction

The Pearson BTEC Level 3 National Extended Certificate in Business is for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the business sector. The qualification is equivalent in size to one A Level and aims to provide a coherent introduction to study of the business sector.

The learning programme covers the following content areas: • business environments • finance • marketing.

The optional units have been designed to support choices in progression to business courses in higher education and to link with relevant occupational areas: • human resources • accounting • marketing • law.

Year 1 (Year 12)

Year 1 Content:

Unit 1: Exploring Business

In this introductory unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive

Unit 2: Developing a Marketing Campaign

Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed.

Year 2 (Year 13)

Year 2 Content:

Unit 3: Personal and Business Finance

Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.

Unit 8: Recruitment and Selection Process

Learners will study how an excellent recruitment and selection process contributes to business success. The unit gives learners the opportunity to develop their own interview skills.

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

- Five GCSEs at good grades and/or BTEC qualification(s) at Level 2
- Achievement in English and Mathematics through GCSE or Functional Skills.
- You **do not** need to have studied Business Studies to GCSE level.
- You should have an interest in the way businesses operate.

Exam Board: **Pearson**

Specification Code: **URP16**

QAN code: **601/7159/5**

How course will be assessed:

Year 1 assessment (Year 12):

On successful completion of all the unit requirements students will be awarded a **Pass, Merit or Distinction:**

- to achieve a 'pass' a student must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a student must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a student must additionally have satisfied **all** the distinction grading criteria.

Unit 1: Exploring Business

Internally assessed unit made up of several assignments.

Unit 2: Developing a Marketing Campaign

This unit is assessed under supervised conditions. Learners will be given a case study two weeks before a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of three hours and can be arranged over a number of sessions. During the supervised assessment period, learners will be required to complete a task where they prepare a rationale and then a plan for a marketing campaign for a given product or service. Pearson sets and marks the task.

Year 2 assessment (Year 13):



Unit 3: Personal and Business Finance

This unit is assessed by a written examination set by Pearson. The examination will be two hours in length.

Unit 8: Recruitment and Selection Process

Internally assessed unit made up of several assignments.

Progression

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. It will support entry to many higher education courses, depending on the other qualifications learners have taken. Learners should always check the entry requirements for degree programmes at specific higher education providers. The qualification can also support progression to employment directly, or via an apprenticeship.

Contact Details

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Introduction

A-level Chemistry attempts to answer the big question 'what is the world made of' and it's the search for this answer that makes this subject so fascinating. From investigating how one substance can be changed drastically into another or researching a new wonder drug to save millions of lives to developing new materials such as Graphene or superconductors, the opportunities that chemistry provides are endless

Year 1 (Year 12)

Year 1 Content:

Physical chemistry
Including atomic structure, amount of substance, bonding, energetics, kinetics, chemical equilibria and Le Chatelier's principle.

Inorganic chemistry
Including periodicity, Group 2 the alkaline earth metals, Group 7 the halogens

Organic chemistry
Including introduction to organic chemistry, alkanes, halogenoalkanes, alkenes, alcohols, organic analysis

Year 2 (Year 13)

Year 2 Content:

Physical chemistry
Including thermodynamics, rate equations, the equilibrium constant
 K_p , electrode potentials and electrochemical cells

Inorganic chemistry
Including properties of Period 3 elements and their oxides, transition metals, reactions of ions in aqueous solution

Organic chemistry
Including optical isomerism, aldehydes and ketones, carboxylic acids and derivatives, aromatic chemistry, amines, polymers, amino acids, proteins and DNA, organic synthesis, NMR spectroscopy, chromatography

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

20% of the marks are from Level 2 mathematical content. You will need to be a confident mathematician. Most degree level courses in Chemistry will also require A level Maths
As written communication is also important and you'll need to be a strong writer.

Exam Board: **AQA**

Specification Code: **AS 7404; A Level 7405**

QAN code: **601/5731/8**

How course will be assessed: There will be no external exams in this subject in Year 12.

Year 1 assessment (Year 12):

There is no coursework on this course. However, your performance during practicals will be assessed. We have two exams at the end of the year. Both are 1 hour 30 minutes long. Paper 1 is Physical and Inorganic Chemistry, Paper 2 is Physical and Organic Chemistry. Each has long and short structured questions plus multiple choice questions.

Year 2 assessment (Year 13):

There are three exams at the end of the two years for A-level, all of which are two hours long. Paper 1 is Physical and Inorganic Chemistry, Paper 2 is Physical and Organic Chemistry, Paper 3 is synoptic including data analysis. Paper 1 & 2 contain long and short structured questions, Paper 3 multiple choice in addition to the short and long structured questions.

At least 15% of the marks for A-level Chemistry are based on what you learn in your practicals.



Progression

Possible degree options

According to bestcourse4me.com, the top five degree courses taken by students who have an A-level in Chemistry are:

- Chemistry
- Biology
- Pre-clinical medicine
- Mathematics
- Pharmacology.

Possible career options

Studying an A-level Chemistry related degree at university gives you all sorts of exciting career options, including:

- Analytical chemist
- Chemical engineer
- Clinical biochemist
- Pharmacologist
- Doctor
- Research scientist (physical sciences)
- Toxicologist
- Chartered certified accountant
- Environmental consultant
- Higher education lecturer
- Patent attorney
- Science writer
- Secondary school teacher

Contact Details

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Introduction

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers; especially those in the creative and engineering industries.

The qualification is aimed at students who have followed a GCSE Design and Technology course or any other level 2 D&T qualification. It allows students to continue developing their design and problem-solving skills through design, practical and theory activities.

Year 1 (Year 12)

Year 1 Content:

Year 1 will require students to engage in both practical and theoretical study.

Practical study will take the form of a number of design and make projects aimed at improving skills and experience in a range of materials and manufacturing methods. Innovative lighting, mini speaker systems and radios have been developed by previous students.

Theoretical study will take the form of a weekly theory lessons based on a topic that students are expected to have read about in the course textbook. Lessons will involve product analysis exercises, the use of interactive software and demonstrations of techniques. Examples of topics to be covered include:

- Materials and their properties – Paper & Board, Polymers, Timber, Metals, Composites and Smart Materials, Ergonomics and Anthropometrics
- Inclusive Design
- CAD & CAM
- Health and Safety
- Historical Influences
- Major Developments in Technology
- Product Life Cycle

Year 2 (Year 13)

Year 2 Content:

In year 2 the focus will be upon the same two study areas as year 1 but with a view to success in all three of the examined components.

For the Non-Exam Assessment (NEA) (50%) students will be required to undertake a small-scale design and make task and produce a final prototype to meet a brief that a client has set them. In this project, students will be expected to produce a portfolio that records the iterative design and make process required for success.

As preparation for the two exam papers (25% & 30% each) students will build upon the content covered in year 1, whilst being introduced to some of the more advanced topics. This will include:

- Virtual Modelling and rapid prototyping
- Intellectual Property
- Enterprise and Marketing
- Socio-economic influences on design
- Environmental issues and sustainability
- Quality Assurance and Quality Control
- Scales of Production and Flexible Manufacturing Systems



Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

The examined units require good English skills so it is advisable to only consider the course if you have attained at least a grade 4 in GCSE English Language.

Exam Board: **AQA**

Specification Code: **7552**

QAN code: **603/1133/2**

How course will be assessed: There will be no external exams in Year 12

Year 1 assessment (Year 12):

All students will sit an internal (mock) examination in the summer term. Assessment is via one paper (2 hours).

Teachers will also assess all design and making project work throughout the year.

Year 2 assessment (Year 13):

Assessment is via two exam papers, plus the Non-Exam Assessment project.

One paper is worth 20%, the other 30% of the total marks, whilst the NEA (project) is worth 50% of the total.

Paper 1 assesses core technical principles and making principles.

Paper 2 assesses specialist knowledge, technical and designing principles.

Progression

It is becoming apparent that many universities now see a Design and Technology 'A' level as desirable for students who hope to read Engineering, Architecture or Industrial Design. This is because they will have developed a good working knowledge of the design process and would be expected to develop this further on real life projects with industrial sponsors.

Contact Details

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Introduction

This qualification emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. They are introduced to a wide range of theatrical styles and contexts as they explore plays practically devised and work on performances.

Students choose to develop as a performer or as a designer.

Students gain many skills, both theatrical and transferable.

Exam papers are designed to allow students to demonstrate their creativity and imagination in interpreting set texts and applying independent thinking as they evaluate live theatre production.

Students gain transferable skills such as the ability to work collaboratively, think analytically and research independently. They grow in confidence and develop appreciation of the influences that social and cultural contexts have on decision making.

Year 1 (Year 12)

Year 1 Content:

Development of understanding of ideas and techniques of key practitioners.
 Study of a play from a prescribed list (List B).
 Study of a range of live theatre productions.
 Study of extracts from two further plays in the context of the whole text. Understanding of one practitioner to be demonstrated through performance. Development of performance of these and portfolio documenting work.
 Development of a devised theatre performance influenced by a second practitioner. Working notebook documenting and evaluating progress.

Year 2 (Year 13)

Year 2 Content:

Study of a play from a second prescribed list (List A) as well as revision of play from List B.
 Study of a range of live theatre productions.
 Development of a devised theatre performance influenced by a second practitioner. Working notebook documenting and evaluating progress.
 Revision and revisiting of extracts of scripted plays studied in Year 12, plus study of a third scripted extract. Understanding of one practitioner to be demonstrated through performance. Development of performance of these and portfolio documenting work.

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

Practical and academic aptitude.

Undertaking to see a range of live theatre.

Willingness to engage in extra-curricular drama.

Exam Board: **AQA**

Specification Code: **7262**

QAN code: **601/8585/5**

How course will be assessed:

Year 1 assessment (Year 12):

No summative assessment this year. All assessment is linear, with written exams taking place at the end of the two-year A level course. Students develop understanding of a variety of relevant theatre practitioners and knowledge of a range of different texts. Students will be introduced to different styles and genres of live theatre, and will develop their ability to carry out research, analyse and evaluate performances and develop effective portfolios.



Year 2 assessment (Year 13):

Component 1: Drama and Theatre

What's assessed

Knowledge and understanding of drama and theatre.

Study of two set plays, one chosen from List A, one chosen from List B.

Analysis and evaluation of the work of live theatre makers.

How it's assessed

Written exam: 3 hours

Open book

80 marks

40% of A level

Component 2: Creating original drama (practical)

What's assessed

Process of creating devised drama

Performance of devised drama (students may contribute as performer or designer)

Devised piece must be influenced by the work and methodologies of one prescribed practitioner.

How it's assessed

Working notebook (40 marks)

Devised performance (20 marks)

30% of A level

This component is marked by teachers and moderated by AQA.

Component 3: Making theatre (practical)

What's assessed

Practical exploration and interpretation of three extracts, each from a different play.

Methodology of prescribed practitioner must be applied to extract 3.

Extract 3 is to be performed as a final assessed piece.

Reflective report analysing and evaluating theatrical interpretation of all three extracts.

How it's assessed

Performance of extract 3 (40 marks)

Reflective report (20 marks)

30% of A level.

This component is marked by AQA.

Progression

Higher education institutions value and respect the skills gained by students of this qualification.

Students progress to study Drama, Acting, Community Drama, Film, Television, Media, Education, Technical theatre, Scriptwriting, Directing.

The skills acquired in Drama are transferable, so students gaining an A level in Drama have also progressed to study Law, Psychology, Drama, Creative Writing, English Language and English Literature.

Contact Details

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Introduction

A level English Language involves the study of written and spoken English, including changes in language over time. There is a mixture of analytical examination-based study and more creative original-writing opportunities. The non-examination unit also offers the opportunity for students to conduct their own research-based language investigation. This is a linear course with final external examinations at the end of Year 13. This course will appeal to students who have an interest in how our language is constantly changing and developing. You will have a passion for reading both fiction and non-fiction and an interest in creative writing.

Year 1 (Year 12)

Year 1 Content:

Component One: Language and the Individual

Students will study textual variation and representation. Assessment will focus on analysing individual texts and also on comparing texts linked by topic or theme. These will be from a wide range of written, spoken and multi-modal sources.

Component Two: Language Varieties

In this module students will explore:

- language diversity – focusing on how language is affected by social groups, gender, occupation, region, age and sexuality;
- attitudes to language diversity within the British Isles – students will read a range of opinion articles and engage with the current debates about language diversity;
- directed writing - students will develop skills in conveying opinions and ideas in a concise and entertaining writing style.

Towards the end of Year 12, students will start to work on the NEA – Language in Action. They will have the opportunity to carry out several mini-investigations to practise the skills required for the main investigation. They will also work on several different pieces of original writing in different formats and for different audiences.

Year 2 (Year 13)

Year 2 Content:

Component One: Language, the Individual and Society

Students explore:

- textual variation
- representation
- children’s language development (0-11 years)

Written examination (2 hours 30 minutes).

Component Two: Language Diversity and Change

In this module, students explore:

- language diversity
- language change
- language discourses
- Directed writing

Written examination (2 hours 30 minutes)

Component Three: Language in Action

Students will produce:

- An investigation in which they will ask their own question about language, devise a method to collect the data and write a report on their findings
- a short piece of original writing. For example: a piece of investigative journalism; a short story or a blog focusing on social issues
- a reflective commentary.

Non-Exam Assessment

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

A passion for reading, both fiction and non-fiction is essential, as is an interest in creative writing, media and popular authors.



Exam Board: AQA English Language.

Specification Code: AQA 7702

QAN code: 601/4640/0

How course will be assessed: There will be no external exams in this subject in Year 12.

Year 1 assessment (Year 12):

There will be regular assessment of progress in the form of essay and exam style practice. There will be formal internal examinations in May which will be based on the format of the Year 13 external examinations.

Year 2 assessment (Year 13):

Two written examinations:

Paper One – Language, the Individual and Society (2 hrs 30 mins) 40%

Paper Two – Language Diversity and Change (2 hrs 30 mins) 40%

plus

Non-exam assessment – Independent research project of approx. 2000 words and a piece of original writing with commentary of approx. 1500 words. 20% of A Level. Assessed by teachers.

Progression

English Language A Level is an excellent preparation for any degree course or career. The high-level thinking skills required for analysing language use and in debating a range of contemporary issues are transferable to any subject. Your ability to present a clear line of argument and to communicate clearly in both written and spoken modes will also be highly valued by any employer.

Successful English students often go on to different careers such as: Teaching, Media, Journalism, Marketing, careers in the Public Sector, and professions like Law, Banking and Insurance.

Contact Details

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Introduction

English Literature A Level introduces students to a wide range of texts across a very broad time period. This course encourages them to debate and challenge the interpretations of other readers as they develop their own informed personal responses.

The approach of the specification is ‘historicist’; this means that texts are considered within their historical context and no text is considered in isolation. This course will appeal to students who have a passion for reading literature and who are keen to extend their horizons in reading.

Year 1 (Year 12)

Year 1 Content:

‘Love Through the Ages’ – Shakespeare and Poetry

In component one students study one Shakespeare play and one AQA Anthology of Love Poetry Through the Ages. There is a choice of two Anthologies: Pre-1900 and Post-1900.

‘Love Through the Ages’ – Prose

In component two students study two prose texts and will study how to approach an unseen text.

Students explore representations of love by a variety of prose authors over time.

Towards the later stages of Year 12, students will begin to prepare for their independent critical study.

Year 2 (Year 13)

Year 2 Content:

Revision of component one: ‘Love Through the Ages’
Students study three texts and will be examined on ‘unseen’ material in the exam. Of the three set texts, one will be a poetry text, one will be a prose text, and one will be a Shakespeare play. One of either the poetry or prose text must be pre-1900.

Component two: ‘Modern Times: Literature from 1945 to the Present Day’ comprises a combination of unseen material and set texts. Of the set texts, at least one must be post-2000. Students will study one prose text, one poetry text and one drama text.

Component three – ‘Texts Across Time’ Independent critical study. Students write a comparative critical study of two texts on a theme of their choice. One text must have been written before 1900, and the texts have to be by two different authors. (Non-exam assessment)

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

A passion for reading classic and modern literature is essential.

Exam Board: **AQA English Literature Specification A. Examinations from 2017 (A Level)**

Specification Code: **A Level 7712**

QAN code: **601/5327/1**

How course will be assessed:

Year 1 assessment (Year 12):

There will be no external exams in this subject in Year 12.

Assessment in Year 12 will be ongoing. Students will be assessed through essay writing, contributions to class discussions and exam-style writing. There will be formal internal examinations in the Summer which will be based on the Year 13 examinations.

Year 2 assessment (Year 13):

Two examinations plus one coursework unit:

Paper One – Love Through the Ages (3 hours) 40%

Section A: one extract-based question on a Shakespeare play

Section B: compulsory essay on two unseen poems

Section C: one essay question (from two) linking one poetry and one prose text.

This section is open book.



Paper Two – Modern Times: Literature from 1945 to the Present Day (2 hours 30 mins) 40%

Section A: questions on the set texts.

Section B: questions on contextual linking. There is one compulsory question on an unseen extract and one essay question linking two texts

Coursework Unit – Texts Across Time 20% of A Level

Non-exam assessment – Independent critical comparison of two texts (max 2,500 words)

Assessed by teachers.

Progression

English Literature A Level is an excellent preparation for any degree course or career. The high-level thinking skills required for analysing and comparing texts, and in considering different interpretations, are transferable to many subjects. Your ability to present a clear line of argument and to communicate clearly in both written and spoken modes will also be highly valued by any employer.

Successful English students often go on to different careers such as: Teaching, Media, Journalism, Marketing, careers in the Public Sector, and professions like Law, Banking and Insurance.

Contact Details

Mrs G Barker

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Introduction

This is an exciting new course which will allow learners to gain a wealth of knowledge about Food Science and Nutrition. Students have the opportunity to learn about the relationship between the human body and food, as well as developing practical skills linked to experimental work and the cooking and preparation of food. There is a strong emphasis on practical work.

Year 1 (Year 12)

Year 1 Content:

Unit 1 – Meeting nutritional needs of specific groups. (180 GLH)
 Developing understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts. Through on-going practical skills, quality food items are produced to meet individual needs.

Year 2 (Year 13)

Year 2 Content:

Unit 2 Ensure food is safe to eat (90GLH) and an optional third unit chosen from:

- Unit 3 Experimenting to solve food production problems (90 GLH)
- Unit 4 Current issues in food science and nutrition (90GLH)

Entry Requirements - please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

There are no formal requirements for this course however GCSE qualifications at grade 4 and above would be suitable. Prior knowledge from subjects studied such as Food preparation and Nutrition, Level 2 Hospitality and Catering, Biology and Physical Education would support the learners’ progression.

Exam Board: - WJEC

Specification Code: - 4563UA 4563UB

QAN code: -601/4552/3

How the course will be assessed:

Year 12 - assessment is through a both a controlled assessment and a written exam.

The controlled assessment involves planning a menu to meet the needs of a specified group within a brief set by the exam board. It includes a 3.5-hour practical assessment to prepare, cook and present two covers for a 3-course menu.

Unit 1 is also assessed by 1-hour 45min written exam.

Year 13 – assessment is through controlled assessments for both unit 2 and 3. These assessments include investigations and experiments to solve food production issues and develop recipes.

Progression

This qualification will support entry to higher education such as BSc Human nutrition, BSc (Hons) Public health and nutrition, BSc (Hons) Food Science and Nutrition. The course equips learners with the relevant knowledge and skill to take up employment opportunities in the food industry, nutrition, fitness, hospitality and catering.

Contact Details

Mrs J. Stobart

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Introduction

Students will develop their linguistic skills alongside their understanding of the culture and society of countries where French is spoken. Students study social and technological change alongside highlights of French-speaking artistic culture, including francophone music and cinema. Students also explore the influence of the past on present-day French-speaking communities.

Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Students will study a text or a film. Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

Year 1 (Year 12)

Year 1 Content:

3.1.1 Aspects of French-speaking society: current trends

- The changing nature of the family (La famille en voie de changement)
- The 'cyber-society' (La « cyber-société »)
- The place of voluntary work (Le rôle du bénévolat)

3.2 Artistic culture

Students must study the following themes and sub-themes in relation to at least one French speaking country. Where France is not specified, students may study the theme or sub-theme in relation to any French-speaking country.

3.2.1 Artistic culture in the French-speaking world

- A culture proud of its heritage (Une culture fière de son patrimoine)
- Contemporary francophone music (La musique francophone contemporaine)
- Cinema: the 7th art form (Cinéma: le septième art)

3.3 Grammar

As students will be expected to have studied the grammatical system and structures of the language during their course, knowledge of the grammar and structures specified for GCSE is assumed.

In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following list.

The mention of an item in this list implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.

The examples in italics in parentheses are indicative; they serve to illustrate the part of speech or structure that the student must

Year 2 (Year 13)

Year 2 Content:

3.1.2 Aspects of French-speaking society: current issues

- Positive features of a diverse society (Les aspects positifs d'une société diverse)
- Life for the marginalised (Quelle vie pour les marginalisés?)
- How criminals are treated (Comment on traite les criminels)

3.2 Political and artistic culture

Students must study the themes and sub-themes below in relation to at least one French-speaking country.

3.2.2 Aspects of political life in the French-speaking world

- Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)
- Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir ?)
- Politics and immigration (La politique et l'immigration)



know and do not represent an exhaustive specification of the required grammatical knowledge. For items marked (R), receptive knowledge only is required.

Entry Requirements – please note, courses will only run if there is sufficient demand for them
Please see subject entry requirements on pages 12-13

Exam Board: **AQA**
Specification Code: **7651/ 7652**
QAN code: **601/8727/X**

How course will be assessed: There will be no external exams in this subject in Year 12.

Year 1 assessment (Year 12):

Listening, reading and writing.

What's assessed

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

How it's assessed

- Written exam: 1 hour 45 minutes
- 80 marks

Questions

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording. Questions in French to be answered with non-verbal responses or in French (35 marks).
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Questions in French to be answered with non-verbal responses or in French (35 marks).
- Translation into English; a passage of minimum 70 words (10 marks).

Writing

What's assessed

- One text or one film from the lists in the specification
- Grammar

How it's assessed

- Written exam: 1 hour 15 minutes
- 60 marks

Questions

- Translation into French; a passage of minimum 70 words (15 marks).
- **Either** one question in French on a set text from a choice of two questions **or** one question in French on a set film from a choice of two questions (45 marks).
- All questions will require a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.

No access to texts or films during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 250 words for the essay.

Speaking: Speaking

What's assessed

One sub-theme from Aspects of French-speaking society: current trends and one sub-theme from Artistic culture in the French-speaking world.



How it's assessed

- Oral exam: 12–14 minutes
- 60 marks

Questions

Discussion of two sub-themes (6–7 minutes on each) with the discussion based on a stimulus card for each sub-theme. The student studies the cards for 15 minutes before the test begins.

Year 2 assessment (Year 13):**Paper 1: Listening, reading and writing.****What's assessed**

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

How it's assessed

- Written exam: 2 hours 30 minutes
- 160 marks in total
- 40% of A-level

Questions

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording. All questions are in French, to be answered with non-verbal responses or in French (60 marks)
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. All questions are in French, to be answered with non-verbal responses or in French (60 marks)
- Translation into English; a passage of minimum 100 words (20 marks)
- Translation into French; a passage of minimum 100 words (20 marks).

Paper 2: Writing**What's assessed**

- One text and one film or two texts from the list set in the specification
- Grammar

How it's assessed

- Written exam: 2 hours
- 90 marks in total
- 30% of A-level

Questions

- **Either** one question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions **or** two questions in French on set texts from a choice of two questions on each text.
- All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).

No access to texts or films during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 300 words per essay.

Writing Paper 3: Speaking**What's assessed**

- Individual research project



- One of four sub-themes i.e. Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world.

How it's assessed

- Oral exam: 21–23 minutes (including 5 minutes preparation time)
- 60 marks in total
- 30% of A-level

Questions

- Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).

- Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks). No access to a dictionary during the assessment (including 5 minutes preparation).

Students may take the assessment only once before certification.

Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.

Progression

We have had a good number of students in previous years who have gone on to continue their language studies at university and have entered the Education sector as a result. It is a highly regarded subject and it is also a useful subject in terms of getting into a chosen university. It shows a depth of knowledge and communication skills that are highly valued by admissions tutors.

Contact Details

Mrs S McArdle

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Introduction

This course is covered in a variety of themes – dynamic landscapes, dynamic places, globalisation, global systems and global development and connections.

This provides a balance of the many aspects of geography – local, regional, national and global. Many of our students have gone on to university to follow courses in Geography or Geography-related courses. We feel that our chosen specification is an excellent course for its modern and wide-ranging themes.

Year 1 (Year 12)

Year 1 Content:

Tectonic processes that help to explain why some parts of the world might be at greater risk from earthquake and volcanic hazards than others, which can in turn lead to more effective hazard management. Coastal Landscapes investigates the relationship between coasts, the processes and the link to humans.

Globalisation shows how countries and regions are increasingly interconnected and interdependent with advantages and disadvantages how international trade groups will be affected and have to respond to various demands from countries.

Shaping places is a unit which requires students to study how a region has been determined – who are the key investors and how successful might any regeneration have been. This might be an inner-city area which has been successfully redeveloped through sport or retailing, or how coastal resorts can be made desirable once again through investment in flagship schemes. This is an excellent opportunity for fieldwork.

Year 2 (Year 13)

Year 2 Content:

The water cycle and water insecurity allows our students to explore the concepts behind the transfer of water in different forms and how this may be being interrupted leading to different regions suffering from unreliability of water supplies.

The carbon cycle and energy security is to introduce students to the issues about our energy choices as a nation and as a global community, and how we can achieve fairness between the rich and poor world.

Superpowers is a topic which explores the idea that there are super powerful nations which dominate trade, culture, military power and technological development.

Global development and connections. It is vital that young A Level Geographers see how the world is interconnected and the development of the less powerful nations will be governed by which countries are linked.

The Independent Investigation comprises of one piece of extended writing of 3000 to 4000 words. It is an Investigation into a topic of the student's own choice as long as it links into the specification. This will involve the analysis and evaluation of a number of sources and data collected on fieldwork carried out over the two years.



Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

Exam Board: **EDEXCEL**

Specification Code: **9 Geo**

QAN code: **601/8417/6**

How course will be assessed:

There will be no external exams in this subject in Year 12.

Year 2 assessment (Year 13):

Three exams in Year 13 and one piece of coursework (20%), all taken at the end of the course. Each exam will be 2 hours 15 minutes long. The piece of coursework will be based on the fieldwork carried out in Years 12 and 13.

Progression

Student progress will be carefully monitored through shorter pieces and longer fieldwork-based projects.

Contact Details

Mrs J Brown

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Mr J Hodson

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Miss M Bates

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Introduction

This qualification will provide learners with the opportunity, through applied learning, to develop the core specialist knowledge, skills and understanding required for employment in the Health and Social Care sector. This qualification will enable students to progress onto higher Education in Health and Social Care-related programmes such as Health and Social Care, Nursing, Social Work or Early Childhood Studies etc.

Year 1 (Year 12)

Year 1 Content:

- Unit 1 - Building positive relationships in health and social care. (Internal)
- Unit 2 - Equality, diversity and rights in health and social care. (External)
- Unit 3 - Health, safety and security in health and social care (External)

Year 2 (Year 13)

Year 2 Content:

- Unit 13 - Sexual health, reproduction and early development stages (Internal)
- Unit 4 - Anatomy and physiology for health and Social Care (External)
- Unit 10 - Nutrition and Health (Internal)

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

There are no formal entry requirements for this qualification. However, it is recommended that learners will have achieved health and social care qualifications for example GCSEs in sciences at grade 4 or above or level 2 vocational qualifications.

Exam Board: **OCR**

Specification Code: **5831**

QAN code: **601/7060/8**

How course will be assessed:

Year 1 assessment (Year 12):

Unit 1 -Building positive relationships in health and social care. This internally assessed unit is completed as an assignment. Students will fulfil the assessment criteria through written case studies, interviews with HSC professionals and through a placement in learning support at Trinity.

Unit 2 Equality, diversity and rights in health and social care. An externally assessed unit of work with exam opportunities in January and May.

Unit 3 Health, safety and security in health and social care. An externally assessed unit of work with exam opportunities in May and January.

Students have one resit opportunity for each externally assessed exam. All units must be passed to achieve a qualification. The grading is Pass, Merit, Distinction or Distinction* .

Year 2 assessment (Year 13):

Assessment is via one exam of 2 hours;

Unit 4 - Anatomy and physiology for Health and Social Care (external assessment)

Assessment is also via two internally assessed units;

Unit 10 - Nutrition and Health assignment (internal assessment)

Unit 13 - Sexual health, reproduction and early development stages assignment (internal assessment)



Progression

This qualification will provide learners with the skills, knowledge and understanding to progress into Higher Education on Health and Social Care-related programmes such as Health and Social Care, Nursing, Social Work or Early Childhood Studies.

Contact Details

Mrs J Stobart

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Miss J Williams

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Mrs J Walton

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Introduction

This course will appeal to those who enjoy reading and discovering new information. You will also need to enjoy writing as A Level History is examined through traditional essays, document papers and through coursework. It will appeal especially to those with enquiring and critical minds.

Year 1 (Year 12)

Year 1 Content:**Unit 1****British Government in the Age of Revolution 1783-1832 and Enquiry Topic Peel and the Age of Reform 1832-185**

Course Outline:

Pitt the Younger, Lord Liverpool and the Tories, Foreign Policy 1783-1830, Parliamentary Reform and the Great Reform Act 1832. Enquiry Topics Peel and the Conservative Party 1832-1846; Peel and Social Reform; Peel and Pressure Groups

Unit 2**European and World Study****From Autocracy to Communism: Russia 1894 – 1941**

Course Outline:

Nicholas II 1894-1905
Russia 1905 – 1914
The Revolutions of 1917
Lenin
Stalin and his growth of power
Stalin's Economic Policies

Year 2 (Year 13)

Year 2 Content:**Unit 3****Historical Themes****Civil Rights in the USA 1865 - 1992**

This theme focuses on the struggle of citizens in the United States to gain equality before the law, without regard to ethnic origin, gender or wealth.

Candidates should understand the factors which encouraged and discouraged change during this period.

African Americans

Trade Union & Labour Rights

Native Americans

Women

Coursework

Coursework comprises of one piece of extended writing of 3000 to 4000 words. It is an investigation into a topic of the student's own choice as long as they do not choose topics which they have already studied in Year 12 or which they are studying for the Themes Unit. This will involve the analysis and evaluation of a number of sources and interpretations as the student explores a key historical debate.

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

Exam Board: **OCR History A**

Specification Code: **H505**

QAN code: **60147015**

How course will be assessed: There will be no external exams in this subject in Year 12.

Year 2 assessment (Year 13):

Unit 1 is examined in 1 hour 30 minutes with 4 sources and a choice of essay question. This is worth 25%.

Unit 2 is examined in 1 hour by essay and is worth 15%. Unit 3 is a two-hour 30 minute exam which includes 2 passages to compare interpretations, and a choice of essay questions. This exam accounts for 40% of the whole A Level. The Coursework is worth 20% of the total A level.

Progression

History is a well-respected traditional subject which leads into a variety of careers including journalism, law, management, and teaching as well as areas involving History directly such as museums, library and archive work and archaeology.

Contact Details

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ICT - Level 3 Cambridge Technical

Introduction

OCR have worked with IBM, Barclays, CompTIA and Cisco along with a number of universities to design the content for this qualification to ensure the units have refreshing and exciting content, that's up to date, engaging, fit for purpose and suitable for the needs of the modern, ever changing, IT world.

Students studying this course will get a broad understanding of how a computer works and how data is used by businesses to support their organisations. The practical coursework topics will allow students to get a hands-on approach to using IT to solve problems working with a small local business and a larger national business

Year 1 (Year 12)

Year 1 Content:

- Fundamentals of IT
- Global Information
- Virtual and Augmented Reality

Year 2 (Year 13)

Year 2 Content:

- Product Development
- Social Media and Digital Marketing

Entry Requirements - please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

Exam Board: - OCR

Specification Code: - Level 3 Cambridge Technical Introductory Diploma in IT

QAN code: - 601/7099/2

How the course will be assessed: there will be no external exams in this subject in Year 12.

Assessment criteria

Fundamentals of IT and Global Information are examined in Year 12 by a 90-minute exam.

Other units are internally assessed and externally moderated

Progression

Students may progress to university to study Computer Science, or related subjects such as Software Engineering, Web Development, or Games Design. It is also valued by future employers as a subject which develops problem solving and computational skills.

Contact Details

Mr K Brown (Project Leader for Computer Science)

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Introduction

Studying Law gives you an understanding of the role of Law in today's society and raises awareness of the rights and responsibilities of individuals. By learning about legal rules and how and why they apply to real life, you will develop analytical ability, decision making, critical thinking and problem-solving skills. These skills are transferable to not only higher education, but also employment and are highly sought after in relation to both.

Year 1 (Year 12)

Year 1 Content:

The nature of law and the legal system
Criminal law
Tort law

Year 2 (Year 13)

Year 2 Content:

The nature of law and the legal system
Criminal law
Tort law
Options: Law of contract

Please note that the specification is still in draft form and has not yet been approved and could therefore be subject to change.

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

Exam Board: **AQA**

Specification Code: **7162**

QAN code: **603/1009/1**

How course will be assessed:

Year 1 assessment (Year 12):

Assessment will take place internally through the form of mock exams. Students will not sit an official AQA exam at the end of year 12.

Year 2 assessment (Year 13):

Students will take 3 two-hour papers. All three papers will examine “The nature of law and the English legal system. Paper 1 will also examine “Criminal law”, paper 2 examines “Tort law” and paper 3 “The law of contract”. Each paper is equally weighted (33%) and leads to the award of an A level in Law. The questions will consist of multiple choice, short answer and extended writing.

Progression

Many students who study A-level Law go on to study Law at undergraduate level at university. It also provides students with skills that are transferable to the study of other subjects at university or in the workplace.

Contact Details

Miss C Irving

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Introduction

This course will appeal to those who have shown a flair for mathematics at GCSE, those who wish to progress to further study in areas such as mathematics, engineering and sciences.

Year 1 (Year 12)

Year 1 Content:

During the first year students cover the first half of two examinable units. These will cover pure mathematics units building on skills first seen at the top levels of GCSE and introducing new core material. One third of these units is applied maths developing an understanding of statistics.

Year 2 (Year 13)

Year 2 Content:

In the second year students study the remainder of the two examinable units. Developing the pure mathematics first met in year 12 and extending into new areas. Again, one third is an applied unit covering mathematical mechanics.

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

Exam Board: Edexcel

Specification Code: 9MA0

QAN code: TBC

How course will be assessed:

Year 1 assessment (Year 12):

Internal examination on the material covered in year 12

Year 2 assessment (Year 13):

This course is examined in two exam sittings covering 4 exams. $\frac{2}{3}$ (2 papers) of the exams cover the pure content. The final $\frac{1}{3}$ (2 papers) cover the applied statistics and mechanics material.

Progression

A level Mathematics is an ideal staging point for any further education or employment. It is a valued A level by all institutions and employers.

Contact Details

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Introduction

AQA Media Studies A Level encourages students to explore and investigate the rapidly developing and changing role the media plays with our lives, and the role we play in shaping and developing the media. There are many opportunities for students to demonstrate a critical and sophisticated approach to understanding the extensive and global media landscape that we all live in.

The course centres around four key concepts: Media language, media representation, media audiences, media institutions. Through these concepts, the course aims to offer the students a range of contemporary issues and debates surrounding media consumption, while introducing them to a robust theoretical framework.

There is also a practical coursework element, and the students are expected to work individually to produce a sophisticated and engaging media product that responds to a brief set by AQA.

Year 1 (Year 12)

Year 1 Content:

The FOUR key concepts: media language, media representation, media audiences, and, media institutions, will all be studied in detail.

This will include close study of the theoretical framework for each of the key concepts, and the consideration of how the key concepts are present in the following media forms: online, audio-visual, and print forms.

Students will also look more closely at contemporary theory surrounding significant media issues and debates, including: Gender theory, Marxist media theory, identities and the media, post colonialism and the media, and post modernism and the media.

During the final half term, students will be issued with the practical coursework brief from the examination board.

This will form the basis of study and preparation during the final half term and into Year 13.

Year 2 (Year 13)

Year 2 Content:

Students will work individually to produce the practical creative media component of the course. This will be a cross media response to the brief set by the AQA. Students will produce coursework from the following platforms: broadcast, print, video games, radio, online.

Students will engage in a thorough study of the eighteen Close Study products issued by the exam board. Paper One CSPs target just two areas from the theoretical framework, whereas CSPs studied for Paper Two will cover the full range. Students will be expected to undertake a range of independent investigations into products and theory that reflect the issues and debates covered by each CSP. The final stages of the year will focus solely on honing exam technique; practising challenging questions that will encourage students to develop their approach to the range of question types that they will face in the final assessment.

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13.

A passion for the media is essential! You will be expected to draw on many of your own experiences and more sophisticated media consumption at all stages of the course.



Exam Board: **AQA**
Specification Code: **7572**
QAN code: **603/2372/3**

How course will be assessed:

Year 1 assessment (Year 12):

There will be no external exams in this subject in Year 12.

Assessment in Year 12 will be ongoing. Students will be assessed through essay writing, contributions to class discussions and exam-style writing. There will be formal internal examinations in the Summer which will be based on the Year 13 examinations.

Year 2 assessment (Year 13):

Two examinations plus one coursework unit:

Paper One – Issues and Debates in the Media – A topic will be released prior to the examination (2 hours) 35% of the course

Section A: Two short answer questions relating to the topic.

Section B: Two long answer questions relating to the four key areas.

Paper Two – Close Study Product – CSP resources will be released in June of Year 12 (2 hours) 35% of the course.

Section A: A combination of short and long answer questions relating to the different products from the CSP resources.

Coursework Unit – Creating a media product 30% of the course.

AQA will issue the coursework brief in June of Year 12.

Students will produce a cross media product in response to the brief, consisting of two different media platforms, including: broadcast, print, video games, radio, online.

Students will also be expected to produce a statement of intent for their individual work.

The coursework is assessed by the teacher.

Progression

Media Studies A Level is an excellent preparation for a wide range of degree courses or careers. The high-level thinking skills required for analysing and comparing texts, coupled with the ability to plan and produce highly creative products, allows the students to offer a range of adaptable skills; essential for a career within many creative fields.

Successful Media Studies students often go on to different careers such as: Media production and post production, Journalism, Marketing, Public Relations, and Advertising.

Contact Details

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Introduction

Studying A-Level music will give students the opportunity to learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness, and the ability to make music individually and as part of a group. Through studying set works students are able to conduct in depth studies into different musical styles and genres, and place these within a wider context.

Year 1 (Year 12)

Year 2 (Year 13)

Year 1 and year 2 Content

Throughout the course students analyse, compose and perform music focusing on key terminology and the following areas of study. Students also develop composition and performance skills throughout the course in preparation for the coursework components of the course. On top of class music lessons students also receive a weekly ½ hour instrumental lesson on their first study instrument.

Three areas of study:

Area of study A: **The Western Classical Tradition** (The Development of the Symphony 1750-1900) which includes two set works. Choose **one** set work for detailed analysis and the other for general study.

- *Symphony No. 104 in D major, 'London':* Haydn
- *Symphony No. 4 in A major, 'Italian':* Mendelssohn

Area of study – one of the following 3

B: **Jazz**

C: **Musical Theatre**

D: **Popular Music**

Area of study E: Into the Twentieth Century including two set works:

Trio for Oboe, Bassoon and Piano, Movement II: Poulenc

Three Nocturnes, Number 1, Nuages: Debussy

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

GCSE Music grade 5

Grade 5 or equivalent instrumental performance

Grade 5 Music theory is preferable.

Exam Board: **Eduqas**

Specification Code: **Option A (specialising in Performing) A660PA, Option B (specialising in Composing) A660PB**

QAN code: **601/8146/1**

How course will be assessed: There will be no external exams in this subject in Year 12.

Coursework

Option A:

Performing (35%) (10-12 mins) - A performance consisting of a **minimum of three** pieces. At least **one** of these pieces must be as a **soloist**. The other pieces may be **either** as a soloist **or** as part of an ensemble **or** a combination of both. **One** piece must reflect the musical characteristics of **one** area of study. **At least one** other piece must reflect the musical characteristics of **one other, different** area of study.



Composing (25%) (4-6 mins) - 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. The **second** composition is a free composition.

Option B:

Performing (25%) (6-8mins) - A performance consisting of a **minimum of two** pieces **either** as a soloist **or** as part of an ensemble **or** a combination of both. **One** piece must reflect the musical characteristics of **one** area of study.

Composing (35%) (8-10 mins) - **Three** compositions, **one** of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief. The **second** composition must reflect the musical characteristics of **one different** area of study (i.e. not the Western Classical Tradition) while the **third** composition is a free composition.

Written Exam, including:

1. Set work analysis with a score
2. Extended responses on wider context
3. Unprepared extracts of music with and without a score
4. Comparison questions
5. listening examination.

Progression

The content allows students to develop their knowledge and skills of music, enabling them to progress into undergraduate music or music related degree courses. The skills developed throughout the course are also transferable for further studies in other areas and the job market.

Contact Details

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Music Performance - BTEC National Extended Certificate

Introduction

The National Extended Certificate in Music Performance is the equivalent to one A-Level. Students will study four units, of which three are mandatory and two are external. Mandatory content (83%). External assessment (58%). The course is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The programme gives a broad overview of the sector, with a focus on performance, including musical skills development and professional practice.

Year 1 (Year 12)

Year 1 Content:

Mandatory Units:

Practical Music Theory and Harmony (internally assessed)

In this unit you will:

- A Examine the signs and symbols used in musical notation
- B Explore the application of melodic composition based on musical elements
- C Explore the application of chords and cadences for composition or arrangement
- D Produce correct musical notation for performance.

Professional Practice in the Music Industry (externally assessed)

In this unit you will:

- AO1 Understand the importance of professional practice in the music industry
- AO2 Understand operational requirements relevant to specific music industry organisations and practices
- AO3 Demonstrate the ability to apply the skills required for working in the music industry
- AO4 Demonstrate the requirements for professional presentation of ideas
- AO5 Evaluate the skills and knowledge needed for professional roles in the music industry

Year 2 (Year 13)

Year 2 Content:

Mandatory Unit:

Ensemble Music Performance (externally assessed)

In this unit you will:

- AO1 Demonstrate knowledge and understanding of the skills needed for rehearsals and ensemble performance
- AO2 Demonstrate knowledge and understanding of how to interpret an original musical piece
- AO3 Apply skills and techniques when contributing to an ensemble during rehearsal and performance
- AO4 Be able to contribute towards a performance as part of an ensemble
- AO5 Be able to reflect and make connections between responding, planning, rehearsal and performance

Own choice unit (1 from the following):

- Composing Music
- Solo Performance
- Improvising Music

Entry Requirements - please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

- Five GCSEs at good grades and/or BTEC qualification(s) at Level 2
- Achievement in English and Mathematics through GCSE or Functional Skills.
- You **do not** need to have studied Music to GCSE level.
- You should have an interest in Music performance and Instrumental skills to the equivalent of Grade 5 ABRSM, RSL, LCM or Trinity Board



Exam Board: Pearson
Specification Code:
QAN code: 601/7090/6

How the course will be assessed: there will be no external exams in this subject in Year 12.

Assessment criteria

On successful completion of all the unit requirements students will be awarded a **Pass, Merit or Distinction**:

- to achieve a 'pass' a student must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a student must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a student must additionally have satisfied **all** the distinction grading criteria.

Unit 1: Practical Music Theory and Harmony

Internally assessed unit made up of several assignments.

Unit 2: Professional Practice in the Music Industry

- A task set and marked by Pearson and completed under supervised conditions in a two-week period timetabled by Pearson.
- The supervised assessment period is five hours.
- Written submission.
- 70 marks.

Unit 3: Ensemble Music Performance

- A task set and marked by Pearson and completed under supervised conditions in a period timetabled by Pearson.
- The supervised assessment period is two hours for the written activity. In addition, there is performance evidence that totals between approximately half an hour and three quarters of an hour.
- Written submission and video evidence.
- 80 marks

The final unit

Internally assessed unit made up of several assignments.

Progression

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. It will support entry to many higher education courses, depending on the other qualifications learners have taken. Learners should always check the entry requirements for degree programmes at specific higher education providers. The qualification can also support progression to employment directly, or via an Apprenticeship.

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Performance Acting - BTEC National Extended Certificate

Introduction

The National Extended Certificate in Performing Arts is the equivalent to one A-Level. Students will study four units, of which three are mandatory and two are external. Mandatory content (83%). External assessment (58%). The Certificate offers an engaging programme to support learners who want to pursue a career in acting. This size of qualification allows learners to study related and complementary qualifications alongside it, without duplication of content. It can prepare learners for a range of Apprenticeships in performance-related areas. When taken alongside further Level 3 qualifications, it supports access to a range of higher education courses in the performing arts sector.

Year 1 (Year 12)

Year 1 Content:

Mandatory Units:

Investigating Practitioners' Work (externally assessed)

In this unit you will:

- AO1 Demonstrate knowledge and understanding of contextual factors that influence work of performing arts practitioners
- AO2 Apply knowledge and understanding of how contextual factors influence the creative intentions and themes of performing arts practitioners
- AO3 Apply critical analysis skills to develop and demonstrate understanding of performance, production and repertoire
- AO4 Be able to apply an effective investigation process to inform the understanding of the work of performing arts practitioners, communicating independent judgements

Developing Skills and Techniques for Live Performance (internally assessed)

In this unit you will:

- A Understand the role and skills of a performer
- B Develop performance skills and techniques for live performance
- C Apply performance skills and techniques in selected styles
- D Review and reflect on development of skills and techniques for live performance.

Year 2 (Year 13)

Year 2 Content:

Mandatory Unit:

Group Performance Workshop (externally assessed)

In this unit you will:

- AO1 Understand how to interpret and respond to stimulus for a group performance
- AO2 Develop and realise creative ideas for a group performance in response to stimulus
- AO3 Apply personal management and collaborative skills to a group performance workshop process
- AO4 Apply performance skills to communicate creative intentions during performance workshop
- AO5 Review and reflect on the effectiveness of the working process and the workshop performance

Own choice unit (1 from the following):

- Acting Styles
- Improvisation
- Movement in Performance
- Interpreting Classical Texts For performance
- Developing the Voice for Performance.

Entry Requirements - please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

- Five GCSEs at good grades and/or BTEC qualification(s) at Level 2
- Achievement in English and Mathematics through GCSE or Functional Skills.
- You should have a strong interest in Drama and Acting.



Exam Board: - Pearson BTEC
Specification Code: -
QAN code: -

How the course will be assessed: there will be no external exams in this subject in Year 12.

Assessment criteria

On successful completion of all the unit requirements students will be awarded a **Pass, Merit or Distinction**:

- to achieve a 'pass' a student must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a student must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a student must additionally have satisfied **all** the distinction grading criteria.

Unit 1: Investigating Practitioners' Work (externally assessed)

Practitioners' Work

- Task set and marked by Pearson consisting of Part A and Part B.
- Four weeks prior to the supervised assessment period, learners will be provided with Part A for a four-week term time period in order to carry out investigation and critical analysis.
- Part B will be completed in three hours on a date timetabled by Pearson.
- 60 marks.

Unit 2: Developing Skills and Techniques for Live Performance (internally assessed)

Internally assessed unit made up of several assignments.

Unit 3: Group Performance Workshop

- Task set and marked by Pearson and completed under supervised conditions.
- Learners will be provided with the set task booklet in January in order to prepare for the development and completion of the group performance and their digital process log.
- The final evidence will be completed in 5 hours under supervised conditions in a number of sessions arranged by the centre within the period timetabled by Pearson.
- 60 marks.

The final unit

Internally assessed unit made up of several assignments.

Progression

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. It will support entry to many higher education courses, depending on the other qualifications learners have taken. Learners should always check the entry requirements for degree programmes at specific higher education providers. The qualification can also support progression to employment directly, or via an Apprenticeship.

Contact Details

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Physical Education

Introduction

Students receive a well-rounded and full introduction to the world of PE, sport and sports science. This complete grounding in the subject provides a fantastic base from which to build when they move on to higher education, employment or further training.

The content has been designed to allow learners to study Physical Education (PE) in an academic setting, enabling them to critically analyse and evaluate their physical performance and apply their experience of practical activity in developing their knowledge and understanding of the subject.

Year 1 (Year 12)

Year 1 Content:

Component 01: Physiological factors affecting performance

Applied anatomy and physiology
Biomechanics.

Component 02: Psychological factors affecting performance

Skill acquisition

Component 03: Socio-cultural issues in physical activity and sport

Sport and Society

Component 04: Performance in physical education

Performance or coaching of an activity taken from the approved lists*.

*The approved lists can be found in section 2e (page 34) of the 'OCR AS and GCE guide to NEA in Physical Education'.

Year 2 (Year 13)

Year 2 Content:

Component 01: Physiological factors affecting performance

Exercise physiology

Component 02: Psychological factors affecting performance

Sports psychology.

Component 03: Socio-cultural issues in physical activity and sport

Contemporary issues in physical activity and sport.

Component 04: Performance in physical education

The Evaluation and Analysis of Performance for Improvement (EAPI).
(Oral presentation)

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13.

Students must also play competitive sport (on the approved list) outside of school. This is vital for the NEA aspect of the course.

Exam Board: OCR

Specification Code: H555

QAN code: 601/8322/6

How course will be assessed: There will be no external exams in this subject in Year 12.

Component 01: Physiological factors affecting performance

Examination assessment – 2 hour written paper – 90 marks – 30% weighting

Component 02: Psychological factors affecting performance

Examination assessment – 1 hour written paper – 60 marks – 20% weighting

Component 03: Socio-cultural issues in physical activity and sport

Examination assessment – 1 hour written paper – 60 marks – 20% weighting

Component 04: Performance in physical education

Non exam assessment (NEA) – 60 marks – 30% weighting



Progression

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry.

This specification will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

Contact Details

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Physics

Introduction

Physicists explore the fundamental nature of almost everything we know of. They probe the furthest reaches of earth to study the smallest pieces of matter. Join us to enter a world deep beneath the surface of normal human experience.

Year 1 (Year 12)

Year 1 Content:

Measurements and their errors
Particles and radiation
Waves
Mechanics and materials
Electricity

Year 2 (Year 13)

Year 2 Content:

Measurements and their errors
Particles and radiation
Waves
Mechanics and materials
Electricity
Further mechanics and thermal physics
Fields and their consequences
Nuclear physics
Turning points in physics

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

Exam Board: **AQA**

Specification Code: **7408**

QAN code: **601/4747/7**

How course will be assessed: There will be no external exams in this subject in Year 12.

Year 1 assessment (Year 12):

Assessment consists of 2 written papers each 1 hour and 30 minutes long. This is a mock exam.

Year 2 assessment (Year 13):

Assessment consists of 3 written papers each 2 hours long. This is the external exam.

Progression

Typical degree courses followed by students who have complete an A-level course include: Mathematics, Physics, Mechanical Engineering, Computer science, Civil Engineering, Economics, Business.

Possible career options:

Geophysical/field seismologist, Healthcare scientist, Medical physics, Higher education lecturer, Radiation protection practitioner, Research scientist (physical sciences), Scientific laboratory technician, Secondary school teacher, Meteorologist, Structural engineer, Acoustic engineer, Product/process development scientist, Systems developer, Technical author.

You can also move into engineering, astrophysics, chemical physics, nanotechnology, renewable energy and more; the opportunities are endless.

Contact Details

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Introduction

Psychology is all around us. It is about understanding human behaviour and thinking processes: what makes us tick and why we do what we do. It touches virtually every aspect of your life. Psychological theories and research have influenced our laws and public policy on such matters as discrimination, capital punishment and education and have provided evidence on the harmful effects of television violence.

Year 1 (Year 12)

Year 1 Content:

Paper 1: Introductory Topics in Psychology
Content – Social Influence, Memory, Attachment, Psychology.
Paper 2: Psychology in Context
Content - Approaches in Psychology, Biopsychology and Research Methods

Year 2 (Year 13)

Year 2 Content:

Paper 3: Issues and Options in Psychology
Content – Issues and Debates in Psychology, Gender, Schizophrenia, Forensic Psychology

As well as revision of Year 1 content in preparation for the exam.

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

Maths is important at both levels but especially important in Year 2 where an understanding of advanced level statistics is required. Therefore, it is recommended that a good pass in Maths is required.

English is important as you need to be able to think logically, write clearly and accurately to evaluate evidence and arguments in detail. Therefore, it is recommended that a good pass in English is required.

As Psychology is considered to be a Science it is recommended that you have experience in an individual Science or a combined to cope with the demands of the course. Therefore a good pass in any Science is recommended. You need to have an interest in people; a curiosity in what you and others are all about is essential for Psychology. You do not need to have studied Psychology at GCSE.

Exam Board: **AQA**

Specification Code: **7182**

QAN code: **601/4838/X**

How course will be assessed: There will be no external exams in this subject in Year 12.

Year 2 assessment (Year 13):

3 written exam papers, each 2 hours long and worth 96 marks.

Progression

After completing your A level in Psychology, you could choose to take this further and study Psychology at university level. Psychology graduates have one of the widest choices of careers including: Educational psychology, Forensic psychology, Clinical psychology, Sports psychology and Research as well as non-subject related careers such as HR, Policing and Care work. A Psychology degree is highly valued by many graduate recruitment agencies.

A Psychology A level also provides a good scientific choice for those aspiring to go onto professions based on a high level of interaction with the public such as medicine, nursing and teaching.

Contact Details

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Introduction

This A Level comprises of 3 units which are Philosophy, Ethics and Developments in Christian Thought. Any student with an inquisitive mind will be stimulated and challenged by the Religious Studies course. Students will gain an insight into significant Philosophical, Ethical and Religious issues whilst their own belief system and thought process will develop in a rewarding way.

This course will appeal to students who are interested in the big philosophical or ethical questions about the truth of science or gender equality and how the religion has developed in the modern world. It is for those who are interested in the ultimate questions of life, enjoy heated discussion, debate and critical thinking.

Many other subjects work well with Philosophy and Ethics such as Humanities and the Arts but it is also a valuable complement to Science subjects.

Year 1 (Year 12)

Year 1 Content:

Philosophy /Christian Thought*

1. Knowledge of God’s Existence – Natural & Revealed.
2. Religious Experience (James, Otto, Teresa of Avila)
3. Aristotle & causation (1/2 topic)
4. Teleological Argument (Aquinas & Paley), Cosmological Argument (Aquinas) & criticisms (Hume, evolution)
5. Problem of Evil (Augustine, Hick), Augustine’s teaching on Human Nature
6. Plato & The Forms (1/2 topic)
7. Ontological Argument (Anselm, Gaunilo, Kant)
8. Comparison of Plato (Descartes) & Aristotle on soul, mind & body.
9. Christian teachings on Death & the Afterlife

Ethics/Christian Thought*

1. The Person of Jesus Christ
2. Christian Moral Principles
3. Christian Moral Action (Bonhoeffer)
4. Situation Ethics (Fletcher)
5. Natural Law (Aquinas)
6. Euthanasia (Natural Law & Situation Ethics)
7. Utilitarianism
8. Kantian Ethics
9. Business Ethics (Kant & Utilitarianism)

***Asterix indicates the Christian Thought elements as integrated into the teaching components.**

Year 2 (Year 13)

Year 2 Content:

Philosophy /Christian Thought*

1. The Nature or Attributes of God
2. Religious Language – 2 topics (Aquinas, Tillich, Wittgenstein, Ayer, Flew, Hare, Mitchell & Swinburne)
3. Religious Pluralism and Society
4. Religious Pluralism & Theology
5. The Challenge of Secularism (Freud, Dawkins)

Ethics/Christian Thought*

1. Liberation Theology & Marx
2. Gender and Society, Gender & Theology (2 topics)
3. Sexual Ethics (NL, SE, Kant, Utilitarianism)
4. Conscience (Aquinas, Freud)
5. Meta-Ethics (Moore, Ayer, Mackie)

***Asterix indicates the Christian Thought elements as integrated into the teaching components.**



Entry Requirements – please note, courses will only run if there is sufficient demand for them
Please see subject entry requirements on pages 12-13

Exam Board: **OCR**
Specification Code: **H573**
QAN code: **601/8868/6**

How course will be assessed:

Students will be assessed unit by unit but the assessment method will vary and be catered for individual need. For instance research questions will be given, individual tasks, group tasks, presentations and case studies will be set. The A Level is certified with the OCR examination board and is 100% examination. This is a two-year course and comprises of three units which are worth 33 1/3% each. Each unit is made up of a 2-hour paper sat in Year 13. Each paper comprises of four essay questions where two out of the four are chosen.

Year 1 assessment (Year 12):

Internal assessment through timed essay writing throughout the year and by mock examinations for each of the three components.

Year 2 assessment (Year 13):

Component 1. Philosophy of Religion: Written examination: 2 hours 33 1/3 % of qualification.

Component 2. Religion and Ethics. Written examination: 2 hours 33 1/3 % of qualification.

Component 3 Developments in Christian Thought. Written examination: 2 hours 33 1/3 % of qualification.

Students will be expected to answer two questions from a choice of four in each option.

Progression

The subject is highly regarded by universities and other undergraduate institutions. Employers recognise the unrivalled opportunities that the course provides young people to develop a broader mind alongside a strong sense of conviction leading to careers in a variety of professions, such as Law, Education, Social Work, Theology, Psychology, Medicine or the Media.

Contact Details

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Sociology

Introduction

Sociology is the study of human groups and social life in modern societies. It is concerned with the study of social institutions. Students will learn the fundamentals of the subject and develop skills valued by higher education and employers, including critical analysis, independent thinking and research.

Year 1 (Year 12)

Year 1 Content:

Education and Methods in Context
Research Methods
Families and Households

Year 2 (Year 13)

Year 2 Content:

Crime and Deviance
Theory and Methods
Global Development

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

Exam Board: **AQA**

Specification Code: **7191 / 7192**

QAN code: **601/3994/8**

How course will be assessed: There will be no external exams in this subject in Year 12.

Year 1 assessment (Year 12):

Students will sit a mock exam at the end of the first year of the course. This consists of two papers. Each paper is 1 hour 30 minutes long. Paper 1 examines “Education and Methods in Context”. Paper 2 examines “Research Methods” and “Families and Households”.

Year 2 assessment (Year 13):

Students will take 3 two-hour papers. Paper 1 examines “Education with theory and methods in context”. Paper 2 examines “Families and households” plus “Global Development”. Paper 3 examines “Crime and Deviance with theory and methods”. Each paper is equally weighted and leads to the award of an A level in Sociology.

Progression

Students may progress to university to study Sociology, or related subjects such as Education or Social work. It is also valued by future employers as a subject which develops the skills of critical analysis, research and independent thinking.

Contact Details

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Introduction

Students will develop their linguistic skills alongside their understanding of the culture and society of the countries where Spanish is spoken. Students will study technological and social change. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. Students will explore the influence of the past on present-day Spanish-speaking communities. Throughout their studies, they will learn the language in the context of Spanish-speaking countries and the issues and influences which have shaped them. Students will study a text or a film. Assessment tasks will be varied and cover listening, speaking, reading and writing skills.

Year 1 (Year 12)

Year 1 Content:

3.1 Social issues and trends
Students must study the following themes and sub-themes in relation to at least one Spanish speaking country. Where Spain is not specified, students may study the theme or sub-theme in relation to any Spanish-speaking country. Students must study the themes and sub-themes using arrange of sources, including material from online media.

3.1.1 Aspects of Hispanic society

- Modern and traditional values (Los valores tradicionales y modernos)
- Cyberspace (El ciberespacio)
- Equal rights (La igualdad de los sexos)

3.2 Artistic culture
Students must study the following themes and sub-themes in relation to at least one Spanish speaking country. Where Spain is not specified, students may study the theme or sub-theme in relation to any Spanish-speaking country.

3.2.1 Artistic culture in the Hispanic world

- Modern day idols (La influencia de los ídolos)
- Spanish regional identity (La identidad regional en España)
- Cultural heritage or cultural landscape (El patrimonio cultural)

Year 2 (Year 13)

Year 2 Content:

3.1.2 Multiculturalism in Hispanic society

- Immigration (La Inmigración)
- Racism (El Racismo)
- Integration (La Convivencia)

3.2 Political and artistic culture
Students must study the themes and sub-themes below in relation to at least one Spanish speaking country.

3.2.2 Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos de mañana)
- Monarchies, republics and dictatorships (Monarquías, repúblicas y dictaduras)
- Popular movements (Movimientos populares)

Entry Requirements– please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

Exam Board: AQA



How course will be assessed: There will be no external exams in this subject in Year 12.

Year 1 assessment (Year 12):

Paper 1: Listening, reading and writing

What's assessed

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Grammar

How it's assessed

- Written exam: 1 hour 45 minutes
- 80 marks

Questions

• Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings in Castilian Spanish will be used and students will have individual control of the recording.

Questions in Spanish to be answered with non-verbal responses or in Spanish (35 marks).

• Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

Questions in Spanish to be answered with non-verbal responses or in Spanish (35 marks).

- Translation into English; a passage of minimum 70 words (10 marks).

Paper 2: Writing

What's assessed

- One text or one film from the lists in the specification
- Grammar

How it's assessed

- Written exam: 1 hour 15 minutes
- 60 marks

Questions

- Translation into Spanish; a passage of minimum 70 words (15 marks).

• Either one question in Spanish on a set text from a choice of two questions or one question in Spanish on a set film from a choice of two questions (45 marks).

• All questions will require a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.

No access to texts or films during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 250 words for the essay.

Paper 3: Speaking

What's assessed

One sub-theme from Aspects of Hispanic society and one sub-theme from Artistic culture in the Hispanic world.

How it's assessed

- Oral exam: 12–14 minutes
- 60 marks
- 30% of AS

Questions

Discussion of two sub-themes (6–7 minutes on each) with the discussion based on a stimulus card for each sub-theme. The student studies the cards for 15 minutes before the test begins.



No access to a dictionary during the assessment or during the preparation time.

Year 2 assessment (Year 13):

Paper 1: Listening, reading and writing

What's assessed

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

How it's assessed

- Written exam: 2 hours 30 minutes
- 160 marks in total
- 40% of A-level

Questions

• Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings in Castilian. Spanish will be used and students will have individual control of the recording.

All questions are in Spanish, to be answered with non-verbal responses or in Spanish (60 marks).

• Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

All questions are in Spanish, to be answered with non-verbal responses or in Spanish (60 marks).

- Translation into English; a passage of minimum 100 words (20 marks).
- Translation into Spanish; a passage of minimum 100 words (20 marks).

Paper 2: Writing

What's assessed

- One text and one film or two texts from the list set in the specification
- Grammar

How it's assessed

- Written exam: 2 hours
- 90 marks in total
- 30% of A-level

Questions

• Either one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions or two questions in Spanish on set texts from a choice of two questions on each text.

• All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).

No access to texts or films during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 300 words per essay.

Paper 3: Speaking

What's assessed

- Individual research project
- One of four sub-themes i.e. Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in Hispanic society



How it's assessed

- Oral exam: 21–23 minutes (including 5 minutes preparation time)
- 60 marks in total
- 30% of A-level

Questions

- Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).
- Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).

Progression

We have had a good number of students in previous years who have gone on to continue their language studies at university and have entered the Education sector as a result. It is a highly regarded subject and it is also a useful subject in terms of getting into a chosen university. It shows a depth of knowledge and communication skills that are highly valued by admissions tutors.

Contact Details

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Introduction

The Pearson BTEC National Extended Certificate in Sport is an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the sport sector. The qualification is equivalent in size to one A Level and studies a variety of elements which link directly to sports performance. Although some lessons may be taught within a practical setting, there is no assessment of individual practical performance.

Year 1 (Year 12)

Unit 01 Anatomy and Physiology

Skeletal, muscular, respiratory and cardiovascular systems, function and the fundamentals of the energy systems.

Unit 02 Fitness Training and Programming for health, sport and well-being

Client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.

Year 2 (Year 13)

Unit 03 Professional development in the sports industry

Knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

+ **Unit 04 Optional Unit TBC**

Entry Requirements - please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

- Five GCSEs at grade 4 and/or BTEC qualification(s) at Level 2 Pass.
- Achievement in English and Mathematics through GCSE or Functional Skills.
- Ideally students will have prior knowledge from GCSE PE or a L2 sport qualification.

Exam Board: - **Pearson**

Specification Code: -

QAN code: - **601/7218/6**

How the course will be assessed:

Unit 01 Anatomy and Physiology

External Examination

Unit 02 Fitness Training and Programming for health, sport and well-being

Internal supervised assessment

Unit 03 Professional development in the sports industry

Internal assessment

Unit 04 Optional Unit TBC (Leadership, Fitness Testing, Psychology, Practical sports performance)

Internal assessment



Progression

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

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

Contact Details

Mr T Threlkeld (Head of PE)

tth@trinity.cumbria.sch.uk



Travel and Tourism - BTEC Level 3 National Extended Certificate

Introduction

The travel and tourism sector continues to grow at a rapid pace, with the amount of travel undertaken by individuals for both leisure and business purposes continuing to increase. An expansion in the short-break market has led to a growth of regional airports in the UK and across Europe and a rise in the number of new hospitality enterprises including health spas and boutique hotels. This qualification has been designed to provide an all-round introduction to the travel and tourism sector for those who wish to further their careers in one of its many connected industries, including retail travel, visitor attractions, accommodation, transport and tour operations.

Year 1 (Year 12)

Year 1 Content:

Unit 1: The World of Travel and Tourism

This unit provides the foundation for learners to study other units in travel and tourism. They will explore all aspects of the industry, its key components and its scale.

Unit 2: Global Destinations

Learners investigate the features and appeal of global destinations. They prepare travel itineraries and recommend suitable destinations for customers.

Year 2 (Year 13)

Year 2 Content:

Unit 3: Principles of Marketing in Travel & Tourism

Learners focus on how to develop a successful marketing plan for use by travel and tourism organisations to attract and engage customers.

Unit 9: Visitor Attractions

Learners develop analytical skills as they investigate the nature and role of both built and natural visitor attractions, their commercial success, appeal, response to diverse visitor needs and the importance of delivering a memorable visitor experience.

Entry Requirements - please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

- You should have an interest in the travel & tourism industry.
- Five GCSEs at good grades and/or BTEC qualification(s) at Level 2
- Achievement in English and Mathematics through GCSE or Functional Skills.

Exam Board: **Pearson**

Specification Code: **Btec National Extended Certificate**

QAN code: **601/9023/1**

How the course will be assessed: there will be no external exams in this subject in Year 12.

Assessment criteria:

Year 1 assessment (Year 12):

On successful completion of all the unit requirements students will be awarded a **Pass, Merit or Distinction**:

- to achieve a 'pass' a student must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a student must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a student must additionally have satisfied **all** the distinction grading criteria.

Unit 1: The World of Travel and Tourism

This unit is assessed by a written examination set by Pearson. The examination will be 1.5 hours in length.



Unit 2: Global Destinations

The supervised assessment period is a maximum of three hours in a single session as timetabled by Pearson. During the supervised assessment session, learners will be given a set task that will assess their ability to explain features of destinations and recommend their suitability to meet different customer needs. Learners will also be assessed on their ability to assess travel plans and justify how they meet customer needs. The task will assess learners' ability to evaluate the appeal and popularity of destinations.

Year 2 assessment (Year 13):**Unit 3: Principles of Marketing in Travel & Tourism**

Internally assessed unit made up of several assignments.

Unit 9: Visitor Attractions

Internally assessed unit made up of several assignments.

Progression**Progression information**

In previous years, students who have studied Travel & Tourism have gone onto to pursue a career in the travel & tourism industry or study the subject further at degree level. In addition to the travel and tourism sector-specific content, the requirements of the qualification will mean that learners develop transferable skills, which are highly regarded by higher education providers and employers. The qualification is intended to carry 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. It combines well with a large number of subjects at Level 3, whether academic or vocational.

Contact Details

Mr A Winter

awi@trinity.cumbria.sch.uk



Enrichment options (students will choose from one of three options)

1. Core Maths

Introduction

Core Maths is intended for students who have passed GCSE Mathematics at grade 4 or better, but who have not chosen to study AS or A level Mathematics. It is a Level 3 qualification equal in size to an AS Level and the content is specifically chosen for its relevance to a wide range of future studies and employments. The scenario-based tasks will build learners' confidence in applying maths to real-life situations, so that they are better prepared for the mathematical demands of other courses, higher education and employment.

2. Extended Project Qualification Level 3 Extended Project Qualification

Introduction

The Extended Project allows you to study a topic based on an area of personal interest or activity outside your main programme of study. Your project will be based on a topic chosen by you and agreed as appropriate by the centre.

You can make or write something, teach something or learn a new skill. It is a project you carry out independently although you will be allocated a supervisor who will supervise you throughout the completion of your project. You will also be expected to attend a number of taught sessions on various topics such as how to reference, how to create a bibliography and evaluating sources.

In order to complete the qualification you are expected to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a non-specialist audience
- provide evidence of all stages of project development and production for assessment

Entry Requirements – please note, courses will only run if there is sufficient demand for them

Please see subject entry requirements on pages 12-13

Exam Board: AQA

Specification Code: 7993

QAN code: 600/9534/9

Progression

Completing the L3 Extended Project Qualification will equip you with a wide range of skills which are transferable to both university and employment. These skills include:

- The ability to work independently
- Identifying aims and objectives; producing a project plan and applying organisational skills and strategies to meet your objectives
- Obtaining and selecting a variety of resources, analysing data, applying information
- Problem-solving, decision-making and creative thinking
- Communication skills, present evidenced outcomes and conclusions, evaluate own learning and performance in both writing and verbally

Contact Details

Miss C Irving

cir@trinity.cumbria.sch.uk



3.Sports Leadership Level 2 & 3 Qualification (SL2 & HSL3)

This qualification is designed to use sport and physical activity to help young people develop and hone their leadership skills whilst helping themselves and others stay physically active. Young people undertaking a qualification in Sports Leadership will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people, their peers, disabled people and within the community.

The course involves both guided & peer-to-peer learning and supervised leadership to ensure that learners have all the skills they need to lead basic physical activities to other people

HSL3 is a nationally recognised qualification that enables successful learners to *independently* lead purposeful and enjoyable sport/physical activity.

Year 12 & 13 (2 year course)

- Tutored time: 60 hours
- Total qualification time: 126 hours
- Learners must complete a minimum of 30 hours of voluntary leadership throughout this qualification
- Units covered:

Unit 1 – Developing leadership skills

Unit 2 – Plan, lead and evaluate a sports/physical activity event

Unit 3 – Lead safe sport/physical activity sessions

Unit 4 – Plan, lead and evaluate sport/physical activity sessions for children (4-11 year olds)

Unit 5 – Plan, lead and evaluate sport/physical activity sessions in the community

Unit 6 – Plan, lead and evaluate sport/physical activity sessions for disabled people

Awarding body: SLQ

QAN code: - 601/8586/7

How the course will be assessed:

The Learner Evidence Record (LER) is the mandatory assessment and uses the following:

- Practical observation – video/photos can be used to support this
- Questioning of underpinning knowledge - via worksheets
- Plans and evaluations completed during the course

Progression

This qualification has a progression pathway to further sports related qualifications, training or employment. Completion carries 16 UCAS points or 13 credits. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines (depending on the subjects taken alongside).



Progression

This qualification has a progression pathway to further sports related qualifications, training or employment. Students gain 5 credits on completion of level 2, and 13 credits and 16 UCAS points for Level 3. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines (depending on the subjects taken alongside).

Contact Details

Mrs R Lyon (2nd in PE)
rly@trinity.cumbria.sch.uk



Extra-curricular options

Duke of Edinburgh's Gold Award

The Duke of Edinburgh Award scheme is offered to sixth form students at Trinity school. It is a nationally recognised award which at this level requires a degree of commitment from young people. It consists of service to the community such as voluntary work as a coach at a local club, following an interest from a wide range of possibilities, some physical activity over a period of time, an expedition as part of a small group and an independent activity for 5 days away from home.

For further information, contact Mrs C Ledingham cld@trinity.cumbria.sch.uk

Young Enterprise

The Young Enterprise Company Programme gives students an opportunity to find out what it's really like to set up and run a business. Delivered across the academic year, students create a product or service to sell to the general public. They make all the decisions about their company, from raising the initial share capital through to ultimately winding up the company and paying their taxes. All this takes place with the support of a local Business Adviser who brings a wealth of business knowledge and expertise to the team and with the assistance of a member of staff. Students work as a team, each taking on different roles and attend a number of trade fairs in Carlisle where they compete against other local schools. In April/May there is a final presentation attend at a local awards evening.

For more information, please contact Mr A Winter awi@trinity.cumbria.sch.uk

MOOCS (Massive Open Online Courses)

MOOCs are 'free' courses which a variety of institutions create and offer to students. They are co-ordinated by an organisation called 'Future Learn'. They offer a diverse selection of courses from leading universities and cultural institutions from around the world. These are delivered one step at a time, and are accessible on mobile, tablet and desktop, so you can fit learning around your life. They believe learning should be an enjoyable, social experience, so the courses offer the opportunity to discuss what you're learning with others as you go, helping you make fresh discoveries and form new ideas. They have 76 partners from around the world. These include many of the best UK and international universities, as well as institutions with a huge archive of cultural and educational material, such as the British Council, the British Library, the British Museum, and the National Film and Television School. They also work with a range of internationally renowned organisations - from professional bodies such as the Association of Chartered Certified Accountants (ACCA) and Institution of Engineering and Technology (IET), to businesses like the BBC and Marks & Spencer, to the UK Government. Students can choose a course that they are particularly interested in and complete these during school hours as well as at home.

For more information please visit www.futurelearn.com or contact Mr A Winter awi@trinity.cumbria.sch.uk

Work Placements, Volunteering, Debating and World Challenge

In addition to all the above activities students in Year 12 & 13 will also have the opportunity to take part in relevant work placements, volunteer in the local community and represent Trinity Sixth Form in various debating competitions. In addition to these students may also have an opportunity to visit other parts of the world where they will work with local communities to complete different projects as well as developing their leadership skills and understanding of different cultures. For example, in July 2020 a group of students will be visiting Northern India. These trips are organised with the help of the 'World Challenge' organisation.



For more information on any of the above please see Mr A Winter awi@trinity.cumbria.sch.uk

GCSE Resit English & Maths

Those students who have not secured a grade 4 in English or Maths will have an opportunity resit these examinations. Lessons will be timetabled, and attendance is compulsory.

For more information please see Mr A Winter awi@trinity.cumbria.sch.uk





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