

# JRCS Sixth Form Subjects



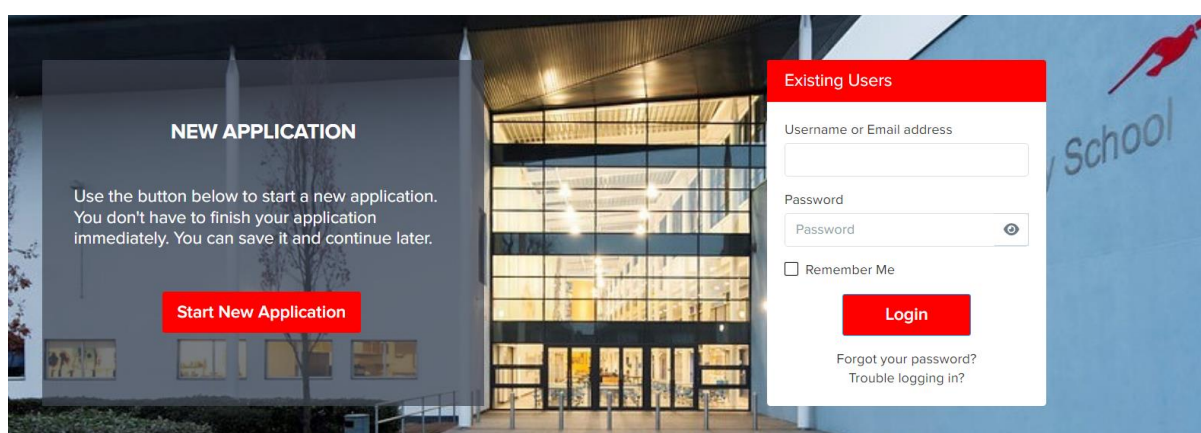
## Introduction

Welcome to the Sixth Form Subject Booklet. If you are interested in joining The Jo Richardson Sixth Form you should read through this booklet to help you decide on which course(s) are suited to you.

Once you have read through this booklet and have an idea of the course(s) you would like to study you should make an application.

### How to make an application:

Go to the school website: [www.jorichardson.org.uk](http://www.jorichardson.org.uk) click on 'Year group' then click on 'Join us in Sixth Form'. On this page you should click on the link under 'Places for September 2025' which will take you to the applicaa link. You can now start your new application.



Please note you should begin your application by using the 'NEW APPLICATION' box on the left. You can save your progress and leave the application at any point but to log back into your application you will need to use the 'Existing Users' box on the right.

Each section of the application must be completed before you can proceed to the next section. The final stage of your application is to make your subject choices. Please use this booklet to help you choose.

All students need to choose 3 x A Levels and 1 x AS Level. Subjects are placed in four blocks, A, B, C and D. You should choose one subject from each block, you cannot choose more than one subject from each block. If you would like to study BTEC Business or CTEC Health and Social Care you should add this in Block A which will automatically cover all blocks.

When you have completed and submitted your application you will get an automated email response from applicca. The Sixth Form team will be in touch with you in due course regarding your application/place in Sixth Form. Please check your emails regularly to ensure you do not miss any important information sent to you from the Sixth Form team.

## **Subject: Art and Design (Fine Art)**

**Award: A level**

**Level: 4**

**Exam board: AQA**



### **What is A-Level Art and Design all about?**

You will be introduced to a variety of experiences that explore a range of fine art media, processes and techniques. You will be made aware of both traditional and new media.

You will explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales. You may use sketchbooks/workbooks/journals to underpin your work where appropriate.

You will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This will be integral to the investigating and making processes. Your responses to these examples will be shown through practical and critical activities that demonstrate your understanding of different styles, genres and traditions.

### **What can I expect at A-Level Art and Design?**

You are required to work in **one or more** area(s) of art, such as those listed below. They may explore overlapping areas and combinations of areas:

- Drawing and Painting
- Mixed-media, including Collage and Assemblage
- Sculpture
- Ceramics
- Installation
- Printmaking (relief, intaglio, screen processes and lithography)
- Moving image and photography.

### **You must show knowledge and understanding of:**

- How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts in the chosen area(s) of study within art
- Historical and contemporary developments and different styles and genres
- How images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created
- Continuity and change in different styles, genres and traditions relevant to art
- A working vocabulary and specialist terminology that is relevant to their chosen area(s) of art.

### **What will the course look like?**

#### **Component 1**

#### **Personal investigation – 60%**

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

The investigation should be a coherent, in-depth study that demonstrates your ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

The investigation must show clear development from initial intentions to the final outcome or outcomes. It must include evidence of your ability to research and develop ideas and relate your work in meaningful ways to relevant critical/contextual materials.

The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople.

Your practical investigation must be submitted with written material that is a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose.

## **Component 2**

### **Externally set assignment – 40%**

You will get a question paper that consists of a choice of eight questions to be used as starting points. You are required to select one. You will have a period of roughly 3 months to prepare for the exam. Preparatory work can be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes. You will then have 15 hours to complete a finished outcome or a series of finished outcomes related to your preparatory work under supervised exam conditions.

### **After my studies?**

An A level in Art would be an effective stepping-stone for higher study at degree level in any specialism of the visual arts. Art, Craft and Design is a challenging A Level. It requires students to investigate, experiment, evaluate and respond to a sustained personal investigation.

### **Some common careers for Fine Art students:**

Airbrush artist, architectural illustrator, book illustrator, graphic illustrator, textbook/technical illustrator, storyboard illustrator, cartoonist, commercial artist, fine artist (painter), printmaker/screen printer, courtroom artist, art conservationist, art teacher, special effects make-up artist, tattoo Artist, mural artist.

The creative industry is vast and also incorporates animation, film, prop making, architecture, fashion design, photography, art therapy, art curation, public art (sculpture and installation) and more...



**Subject: Biology**

**Award: A Level**

**Level: 3**

**Exam board**

**AQA**

### **Outline of the course**

AQA Biology will provide you with a deep understanding of complex scientific phenomena as well as exploring the implications of such knowledge on our global community. It will provide you with numerous opportunities to use practical experiences to link theory to reality and equip you with the essential practical skills needed. A Level biology is a stepping stone to future study and will lay the groundwork for further study in the Biological fields.

In the first year of A Level you will study four topics, each takes about half a term, including the practical work. Topics include:

- Topic 1: Biological Molecules
- Topic 2: Cells
- Topic 3: Organisms exchange substances with their environment
- Topic 4: Genetic Information, variation and relationships between organisms.

In the second year of A Level only, you will study another four topics. Each takes about half a term, including the practical work, this gives time to revise for the exams. Topics include:

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

You will carry out practical activities throughout the course. There are **twelve** required practicals: six from the AS and six A level.

### **Skills you will develop include:**

- Students learn the wider experimental and investigative skills needed by modern biologists.
- The ability to make judgments about the quality of scientific evidence
- Students will develop an understanding of ethics

### **Assessment**

You will be assessed on your knowledge and understanding of the topics developed in the course, on your ability to analyse and understand scientific data and on the quality of your written communication.

<b>AS Exam</b>	<b>Length</b>	<b>Overall weighting</b>	<b>Type of assessment</b>
<b>Paper 1</b> Any content from topics 1-4, including relevant practical skills	1 hour, 30 minutes	50% AS	Written exam with short answer questions and comprehension questions
<b>Paper 2</b> Any content from topics 1-4, including relevant practical skills	1 hour, 30 minutes	50% AS	Written exam with short answer questions and extended response questions

<b>A Level Exam</b>	<b>Length</b>	<b>Overall weighting</b>	<b>Type of assessment</b>
<b>Paper 1</b> Any content from topics 1-4, including relevant practical skills	2 hours	35% A Level	Written exam with a mixture of short and long answer questions and extended response questions
<b>Paper 2</b> Any content from topics 5-8, including relevant practical skills	2 hours	35% A Level	Written exam with a mixture of short and long answer questions and comprehension questions
<b>Paper 3</b> Any content from topics 1-8, including relevant practical skills	2 hours	30% A Level	Written exam with a mixture of structured questions, critical analysis of experimental data and one essay

### **Careers and further study**

You will find that biology qualifications offer many career choices ranging from being a Prime Minister to a Scuba Diver!

Some careers using skills developed through the study of Biology at A Level include: biological sciences, botany, dentist, dietician, ecologist, food science, genetics, marine biology, medicine, microbiologist, nature conservation officer, neuroscientist, optometrist, pharmacologist, physiotherapist, research scientist, teacher, veterinary nurse/surgeon and zoologist.



**Subject: Business**

**Award: A Level**

**Level: 3**

**Exam board: Edexcel**

### **Outline of the course**

Students do not need to have studied Business at GCSE or BTEC Business in order to study A Level Business, although of course it is a benefit to already have background knowledge in either business or enterprise. Several topics in the course are developments of work covered at GCSE, but others are new. It is more important that students have a strong interest in Business Studies and want to learn how a business is created, organised, operates, plans and makes its decisions. We cover all topics from a fresh perspective to suit all students on the course. Often students enjoy studying A level Economics alongside A Level Business as the courses have some overlap and are complementary in many ways.

### **Knowledge you will develop includes**

- An understanding of business organisations, the markets they serve and the process of adding value
- The internal workings and management of organisations
- How business behaviour can be influenced by a range of people and organisations including customers, managers, creditors, owner/shareholders and employees
- What outside factors influence the operations of a business, such as the state of the economy the environment, ethical considerations, the government, the law, social and technological issues associated with business activity
- Techniques to analyse and solve business problems
- How a business markets its products or services, what production is all about, financial control of businesses and how human resources are planned.

### **Skills you will develop includes**

- To be able to apply theory to a wide variety of contexts
- Evaluation skills
- Independent study
- Quantitative skills
- Revision techniques
- Numeracy & Literacy skills

### **What will I study in year 12?**

#### **Theme 1: Marketing and people**

Students will develop an understanding of:

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders.

#### **Theme 2: Managing business activities**

Students will develop an understanding of:

- raising finance
- financial planning
- managing finance
- resource management
- external influences.

## What will I study in Year 13?

### Theme 3: Business decisions and strategy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change.

### Theme 4: Global business

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:

- globalisation
- global markets and business expansion
- global marketing
- global industries and companies (multinational corporations).

## Assessment

The assessment for this course is through examination. At the end of Year 13 you will sit 3 exams. The results of these 3 exams will give you 100% of your A Level grade.

A Level examined in summer of Year 13	Length	Overall weighting	Type of assessment
<b>Paper 1: Marketing, people and global businesses</b>	2 hours	35% of A level	On both papers, Sections A and B each comprise one data response question broken down into several parts, including one extended open-response question.
<b>Paper 2: Business activities, decisions and strategy</b>	2 hours	35% of A level	
<b>Paper 3: Investigating business in a competitive environment</b>	2 hours	30% of A level	Based on a pre-released case study plus additional material provided in the exam.

## Careers and further study

Students with an A level in Business have access to a wide range of possible careers and higher education opportunities. You learn and use a variety of transferable skills throughout the course. You can start a career in business or finance armed with an excellent knowledge of how businesses operate.

A Level Business can directly lead onto university subjects such as Business Management, Business Studies, Law, Economics, Accountancy and Finance.





**Subject: BTEC Extended Diploma in Business Studies**

**Award: BTEC Nationals**

**Level: 3**

**Exam board: Edexcel**

**Outline of the course**

The Business Studies Department offer this course as a whole Sixth Form programme of study. If you choose this BTEC Level 3 course, you will have 15+ hours a week of Business lessons. You will have different teachers delivering different units throughout the week so it will feel like going to different lessons. For example, you will be studying teamwork with one member of the Business Department, and finance and accounts with another and the legal side of Business operations with another teacher.

The course options available include:

Course	Equivalent to...	Option Block
<b>BTEC Level 3 Extended Diploma in Business</b>	(3 A Level equivalent A* – E)	This takes up 3 option blocks

BTEC Nationals are practical work related courses. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. They give learners the knowledge, understanding and skills that they need to prepare them for employment. 13 Units will be studied over the 2 year course. 7 of these are mandatory units, 4 of these are externally assessed. A two week work placement is arranged through Trident and completed in Year 13.

Progression from BTEC Nationals could be into employment, alternatively learners could continue to university and study a degree. The UCAS points for a BTEC course are broadly equivalent to UCAS points for A level courses.

This Business BTEC course has been developed in the business sector to focus on:

- Providing opportunities for employees working in administration, marketing, human resources, accounting, ICT and the legal and management areas of business to achieve a nationally recognised Level 3 vocationally specific qualification
- Giving learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life

**Skills developed**

Personal = Time Management, communication, teamwork, problem solving, research skills, confidence and work related learning skills.

Theory based = Management marketing, finance/accounting, human resource management, training, law.

**Assessment**

Out of 13 units

- 9 are assignment based and internally assessed
- 1 is set and assessed via external examination
- 3 are set and assessed via externally assessed controlled assessment format

Students achieve a Pass (E grade), Merit (C grade) or Distinction (A) grade each unit. Sufficient Distinction grades will allow students to achieve Distinction\* grades overall. Strict deadlines are in place and failure to meet deadlines will result in failure of the course. For each assessment decision points are allocated. To find out the final grade at the end of the course you simply add the point achieved for each assignment together.

### Units Studied

- Unit 1. Exploring Business
- Unit 2. Developing a Marketing Campaign
- Unit 3. Personal and Business Finance
- Unit 4. Managing an Event
- Unit 5. International Business
- Unit 6. Principles of Management
- Unit 7. Business Decision Making
- Unit 8. Recruitment and Selection Process
- Unit 9. Team Building in Business
- Unit 18. Creative Promotion
- Unit 19. Pitching for a New Business
- Unit 22. Market Research
- Unit 27. Work Experience

Units 2, 3, 6 and 7 are all externally assessed.  
Here is some additional detail about the externally assessed units.

Unit	Type
<b>Unit 2: Developing a Marketing Campaign</b>	<ul style="list-style-type: none"> <li>• A task set and marked by Pearson and completed under supervised conditions.</li> <li>• Learners will be provided with a case study two weeks before a supervised assessment period in order to carry out research.</li> <li>• The supervised assessment period is a maximum of three hours and can be arranged over a number of sessions in a period timetabled by Pearson.</li> <li>• Written submission.</li> <li>• 70 marks.</li> </ul>
<b>Unit 3: Personal and Business Finance</b>	<ul style="list-style-type: none"> <li>• Written examination set by Pearson.</li> <li>• 2 hours.</li> <li>• 100 marks.</li> </ul>
<b>Unit 6: Principles of Management</b>	<ul style="list-style-type: none"> <li>• A task set and marked by Pearson and completed under supervised conditions.</li> <li>• Learners will be provided with a case study two weeks before a supervised assessment period in order to carry out research.</li> <li>• The supervised assessment period is a maximum of three hours and can be arranged over a number of sessions in a period timetabled by Pearson.</li> <li>• Written submission.</li> <li>• 88 marks.</li> </ul>
<b>Unit 7: Business Decision Making</b>	<ul style="list-style-type: none"> <li>• A task set and marked by Pearson and completed under supervised conditions.</li> <li>• The supervised assessment period is a maximum of three hours and can be arranged over a number of sessions in a period timetabled by Pearson.</li> <li>• Submission completed using a computer.</li> <li>• 70 marks.</li> </ul>



## **Subject: Certificate in Financial Studies (CeFS)**

**Award: AS Level (1 year course)**

**Level: 3**

**Exam board: LIBF**

### **This course will appeal to students who:**

- Have an interest in how money works and discussing a wide range of issues with its use
- Enjoy expressing their opinions and justifying their comments
- Enjoy studying a subject which is relevant to their own lives and experiences and points out some of the problems when dealing with money

### **Skills you will develop include:**

- Develop a greater awareness of human knowledge, understanding and behaviour
- Appreciate that there are different options when looking at finance
- Communicate clearly in an appropriate style and format
- Demonstrate your knowledge and understanding of a range of issues
- Evaluate the different options and draw conclusions based on information
- Select and integrate information, data, and opinions.

### **Outline of the course**

You will complete 2 units

#### **Unit 1 - Financial Capability for the Immediate and Short Term**

In this unit, students are expected to gain an appreciation of their individual needs, wants and aspirations as they progress through their personal life cycle and the role that financial services can play in assisting them in short term and intermediate term financial planning. It highlights the importance of money, what it is and introduces them to financial planning.

#### **Unit 2: Financial Capability for the Medium and Long Term**

In this unit students are expected to gain the ability to plan and manage their money to achieve their needs, wants and aspirations. They will appreciate both medium and long-term planning. They will be able to assess risks and appreciate the implications of decisions taken. They will understand the process of decision-making and become more effective in planning and monitoring their finances. As part of the decision-making process, students will understand the features of different financial services products and the different sources of advice available.

Both units are assessed the same way.

- (a) 45 minutes, 35 question multiple choice paper (computer)
- (b) 1hr 45 case study paper

### **Careers and further study**

CeFS is a growing qualification and accepted for a wide range of courses in higher education or for future careers. An AS in CeFS is proof to an admissions officer at university or an employer that you have thought about issues outside of your main studies. It shows that you can write clearly about your knowledge and your views and analyse data to produce a balanced argument.

Through the content delivery the course introduces many new or unknown career paths such as Financial Advisors and careers within the Insurance industry (brokerage; loss adjustor etc)

The CeFS course will also give you invaluable knowledge for your own personal finance management!



**Subject: Chemistry**

**Award: A Level**

**Level: 3**

**Exam board: OCR**

### **Outline of the course**

OCR Advanced Chemistry is a modern Chemistry course, clearly structured with an integrated practical assessment model. It provides a firm foundation for those candidates progressing to chemistry, medicine and related courses in Higher Education. It also provides the knowledge, understanding and skills to allow those candidates who do not wish to carry their study of chemistry further to make reasoned and informed decisions about chemical issues affecting their lives.

The course demonstrates a logical and coherent progression of topics and a smooth transition from GCSE. There is comprehensive coverage of all major topics, with an emphasis on relevance to everyday life, green issues and economic awareness. Students will appreciate the contributions of chemistry to society and the responsible use of scientific knowledge and evidence, sustain and develop their enjoyment of, and interest in chemistry.

### **Skills you will develop include:**

- Learning the wider experimental and investigative skills needed by modern chemists.
- The ability to make judgments about the quality of scientific evidence
- An understanding of the ethics of chemical production

### **Assessment**

You will be assessed on your knowledge and understanding of the topics developed in the course, on your ability to analyse and understand scientific data, and on the quality of your written communication. Exams will count for 100% of the final grade.

A new initiative for A Levels, '*Stretch and Challenge*' is designed to give students the opportunity to demonstrate their potential, and to help universities differentiate between applicants. It will be part of the A Level units, so it won't involve additional questions or exam papers.

These questions invite a greater variety of thinking and type of answer. For example,

- The introduction could ask the students to 'analyse', 'evaluate' or 'discuss'.
- There's a wider range of question types, such as case studies and open-ended questions rather than just short-answer questions.
- There are more synoptic assessments, exploring connections between different areas and levels of a subject – over and above the superficial links within question types.

**Course outline:**

<b>Overview</b>	<b>Length</b>	<b>Overall weighting</b>	<b>Content</b>
<b>Module 1</b> Developing practical skills in chemistry	2 hours, 15 minutes Written paper	37% of total A Level	Periodic table, elements and physical chemistry (01) 100 marks
<b>Module 2</b> Foundations in chemistry			
<b>Module 3</b> Periodic table and energy	2 hours, 15 minutes Written paper	37% of total A Level	Synthesis and analytical techniques (02) 100 marks
<b>Module 4</b> Core organic chemistry	1 hour, 30 minutes Written paper	26% of total A Level	Unified chemistry (03) 70 marks
<b>Module 5</b> Physical chemistry and transition elements			
<b>Module 6</b> Organic chemistry and analysis	Reported separately	See section 5	Practical endorsement in chemistry (04) Non-exam assessment

**Careers and further study**

Chemistry students are in high demand! You will find that chemistry qualification offer many career choices ranging from being a Prime Minister to a Scuba Diver!

Students could go on to study related degree courses such as: chemistry, medicine, veterinary science, food technology, chemical engineering, pharmacy, pharmacology.



**Subject: Computer Science**

**Award: A-Level**

**Level: 3**

**Exam Board: OCR**

### **Outline of the course**

The OCR A Level in Computer Science will encourage learners to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It will provide insight into, and experience of how computer science works, stimulating learners' curiosity and encouraging them to engage with computer science in their everyday lives and to make informed choices about further study or career choices.

The key features of this specification encourage:

- emphasis on problem solving using computers
- emphasis on computer programming and algorithms
- emphasis on the mathematical skills used to express computational laws and processes, e.g. Boolean algebra/logic and comparison of the complexity of algorithms
- less emphasis on ICT.

### **How the course is assessed**

	<b>Length</b>	<b>Overall weighting</b>	<b>Type of assessment</b>
<b>Component 1: Computer Systems</b>	2 hours, 30 minutes	40%	<b>The written examination accesses the following topics:</b>  <b>Content overview:</b> <ul style="list-style-type: none"><li>▪ 1.1 The characteristics of contemporary processors, input, output and storage devices</li><li>▪ 1.2 Software and software development</li><li>▪ 1.3 Exchanging data</li><li>▪ 1.4 Data types, data structures and algorithms</li><li>▪ 1.5 Legal, moral, cultural and ethical issues</li></ul>

<b>Component 2: Algorithms and programming</b>	2 hours, 30 minutes	40%	<p><b>The written examination accesses the following topics:</b></p> <p><b>Content overview:</b></p> <ul style="list-style-type: none"> <li>▪ 2.1 Elements of computational thinking</li> <li>▪ 2.2 Problem solving and programming</li> <li>▪ 2.3 Algorithms</li> </ul>
<b>Component 3: Programming project</b>		20%	<p><b>This is a practical project where students create a full working program using C#. Many students use Unity to create a game for this part of the project.</b></p> <p><b>Content overview:</b></p> <ul style="list-style-type: none"> <li>▪ 3.1. Analysis of the problem (10 marks)</li> <li>▪ 3.2 Design of the solution (15 marks)</li> <li>▪ 3.3 Developing the solution (25 marks)</li> <li>▪ 3.4 Evaluation (20 marks)</li> </ul>

### Careers and further study

Progression to university-level courses in Computer Science, Engineering and Game Design are often the choices for student undertaking the A-Level. This course gives a fantastic grounding for any of the courses discussed and your programming project can also be used to demonstrate your practical skills in coding and game design.

Computer Science is a top tier, well respected A-Level which often attracts the very brightest academic students. Even if you intend to go down a career path not directly related to computing the skills of analysis, logical thinking and overall IT skills will help you in whatever you hope to achieve.



## Subject: Drama and Theatre Studies

Award: A Level

Level 3

Exam board: Edexcel

### Outline of the course

Drama is about instinct and the human condition; plays and the world of theatre reflect this. This course combines the activities of exploring plays, creating theatre, the performing of plays, the analysis of theatre and the critical evaluation of all these elements. This course provides the right balance between practical and theory work and the course content and units of assessment are appropriate and accessible to all levels of ability. This course will be the perfect stepping stone for any students who wish to have a career in the performing arts industry or wish to enhance their cultural capital.

**This is an academic course and will work well in combination with subjects such as; English Literature, History, Psychology, Media, Sociology, Politics, Music and Dance. Students who have studied this course at A Level have gone onto study degrees in a range of subjects at the top universities (Russell group). The course is valued by universities because of the study skills the course develops in the students.**

To complete this course a GCSE in Drama is desirable but not a necessity. However, to get the most from this course you need to possess a keen interest in seeing live performance and indeed care about making drama.

### Skills you will develop include:

- A thorough understanding of drama and the theatre
- Highly toned analytical skills
- Highly toned creative and performing skills
- An ability to communicate effectively with others

### Assessment

A level	Name	Details
Component 1	Devising	<b>Devise an original performance piece. Use one key extract from a performance text and a theatre practitioner as stimuli. Centre choice of text and practitioner. Performer or designer routes available.</b>  <b>Assessment overview</b> Internally assessed and externally moderated. There are <b>two parts</b> to the assessment: 1) a portfolio 3000 words <b>or</b> recorded/verbal evidence between 12–14 minutes <b>or</b> - can be a combination of handwritten (60 marks) 2) the devised performance/design realisation (20 marks)
Component 2:	Text in performance	<b>A group performance/design realisation of one key extract from a performance text. A monologue or duologue performance/design realisation from one key extract from a different performance text. Centre choice of performance texts.</b>  <b>Assessment overview</b> Externally assessed by a visiting examiner. Group performance/design realisation: worth 36 marks. Monologue or duologue/design realisation: worth 24 marks.



<p><b>Component 3</b></p>	<p><b>Theatre Makers in Practice</b></p>	<p><b>Live theatre evaluation – choice of performance. Practical exploration and study of a complete text – focusing on how this can be realised for performance. Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be reimagined for a contemporary audience</b></p> <p><b>Assessment overview</b>  <b>Written exam</b>  <i>Section A: Live Theatre Evaluation (20 marks)</i>  Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.</p> <p><i>Section B: Page to Stage: Realising a Performance Text (36 marks)</i>  Students answer two extended response questions based on an <b>unseen extract</b> from the performance text they have studied.  Students answer from the perspective of a performer and a designer.</p> <p><i>Section C: Interpreting a Performance Text (24 marks)</i>  Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience. Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.  Students are allowed to bring clean copies of their performance texts for this section, but no other printed materials.</p>
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### **Careers and further study**

- This course works well in combination with several AS/A Level subjects but particularly compliments English, media studies, music, dance, history and sociology based subjects.
- Popular career paths outside of acting include Media law, Drama Therapist, Podcaster, Digital Marketing, Vlogging, Screen Writer, Set/Costume Designer, Arts Administrator.
- This course has the support of higher education institutions as a specialist qualification for drama, theatre or performing arts related courses but equally it provides a worthwhile experience for students wishing to use it as part of the entry requirements into other subject areas.
- **Drama is respected by university because it capitalises on cultural capital which promotes social mobility in a stratified society.**
- **It is an excellent qualification for students wishing to pursue a career with skills that involves leaderships, creativity and communication on a wide scale.**
- This course is designed to be part of the Edexcel Level 3 Performing Arts sector suite of qualifications by providing a general qualification route into higher education.



**Subject: Economics**

**Award: A Level**

**Level: 3**

**Exam board: Edexcel**

### **Outline of the course**

Economics is an interesting and challenging subject, where students learn about Microeconomics and Macroeconomics. Micro being related to how markets work and how businesses behave and Macro being related to the UK economy as well as global economic issues such as poverty and inequality. It would be beneficial, although not essential, for students to have studied business at GCSE prior to choosing this subject at A Level as this will give them a foundation to build upon. Numeracy is also a vital skill required to perform well in Economics and a strong grade in GCSE Maths is a pre-requisite to study on this course. Several topics in this course are also touched upon in the A Level business course. Many students in the past have found it beneficial to study the two subjects alongside each other as they are complementary, however, it is important to consider university entry requirements, or if you have a specific career pathway in mind as some establishments prefer a wider spread of subjects to be studied.

### **Knowledge you will develop includes**

- Micro and Macro economics
- An understanding of markets, how they work and market failure
- Measures of economic performance
- Supply and demand
- How businesses operate within the economy
- International economics

### **Skills you will develop includes**

- Students are encouraged to use an enquiring, critical and thoughtful approach to the study of economics and to develop an ability to think as an economist.
- Quantitative skills
- Revision Strategies and techniques
- Numeracy and literacy
- Independent study

### **What will I study in Year 12?**

#### **Theme 1: Introduction to markets and market failure**

This theme focuses on microeconomic concepts. Students will develop an understanding of:

- nature of economics
- how markets work
- market failure
- government intervention.

#### **Theme 2: The UK economy – performance and policies**

This theme focuses on macroeconomic concepts. Students will develop an understanding of:

- measures of economic performance
- aggregate demand
- aggregate supply
- national income
- economic growth
- macroeconomic objectives and policy.

## What will I study in Year 13?

### Theme 3: Business behaviour and the labour market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of:

- business growth
- business objectives
- revenues, costs and profits
- market structures
- labour market
- government intervention.

### Theme 4: A global perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:

- international economics
- poverty and inequality
- emerging and developing economies
- the financial sector
- role of the state in the macroeconomy.

## Assessment

The assessment for this course is through examination. At the end of Year 13 you will sit 3 exams. The results of these 3 exams will give you 100% of your A Level grade.

A Level examined in Summer of Year 13	Length	Overall weighting	Type of assessment
<b>Paper 1: Markets and business behaviour</b>	2 hours	35% of A level	There are 3 sections on both papers, Section A comprises a range of multiple-choice and short-answer questions. Section B comprises one data response question broken down into a number of parts. Section C comprises a choice of extended open-response questions; students select one from a choice of two.
<b>Paper 2: The national and global economy</b>	2 hours	35% of A level	
<b>Paper 3: Paper 3: Microeconomics and macroeconomics</b>	2 hours	30% of A level	Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two.

## Careers and further study

Students with an A level in Economics have access to a wide range of possible career and higher education opportunities. You learn and use a variety of transferable skills throughout the course.

Economics is a well respected A Level subject that can lead onto further study at university or careers in fields such as International Business, Business Management, Economics, Law, The Public Sector, Accountancy and Finance.



**Subject: English Literature**  
**Award A Level**  
**Level 3**

**Exam board: Pearson Edexcel**

**Our vision:**

We want our students to explore the deeper meanings behind the written form and nurture a love for writers and their craft.

We want to ignite and educate the imagination to encourage students to envision better futures.

**Outline of the course**

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in English Literature are to enable students to:

- read widely and independently set texts and others that they have selected for themselves
- engage critically and creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation
- explore the contexts of the texts they are reading and others' interpretations of them
- undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions.

**COMPONENT 1: DRAMA**

**Overview of content**

**Students study:**

- Shakespeare's 'Hamlet' and the play Tennessee Williams 'A Streetcar Named Desire'
- critical essays related to 'Hamlet.'

**Overview of assessment**

- Written examination, lasting 2 hours and 15 minutes.
- Total of 60 marks available – 35 marks for Section A and 25 marks for Section B.

**30% of the total qualification**

**COMPONENT 2: PROSE**

**Overview of content**

**Students study:**

- Two prose texts: 'A Thousand Splendid Suns' and 'Tess of the D'Urbervilles'. At least one of the prose texts must be pre-1900.

**Overview of assessment**

- Written examination, lasting 1 hour and 15 minutes.
- Total of 40 marks available.
- Students answer one comparative essay question from a choice of two on their studied theme

**20% of total qualification**

## **COMPONENT 3: POETRY**

### **Overview of content**

#### **Students study:**

- poetic form, meaning and language
- a selection of post-2000 specified poetry from *'Poems of the Decade'* and
- a specified range of poetry from selected poems of *Christina Rossetti*.
- a literary period (either pre- or post-1900) or
- a named poet from within a literary period.

#### **Overview of assessment**

- Written examination, lasting 2 hours and 15 minutes.
- Total of 60 marks available – 30 marks for Section A and 30 marks for Section B.
  - Two sections: students answer one question from a choice of two, comparing an unseen poem with a named poem from their studied contemporary text and one question from a choice of two on their studied movement/poet.

**30% of the total qualification**

## **NON-EXAMINATION ASSESSMENT**

### **Overview of content**

Students have a free choice of two texts to study.

#### **Overview of assessment**

Students produce one assignment:

- one extended comparative essay referring to two texts
- advisory total word count is 2500–3000 words
- total of 60 marks available.

**20% of the total qualification**

#### **Careers and further study:**

English is at the centre of the Arts, and English Literature can be complemented by many other subjects. History and Modern Languages are particularly suitable partners. English Literature can also be a valuable contrast to scientific, technological and economics-based subjects, enabling candidates to demonstrate the breadth of their knowledge.

A qualification in English Literature provides a very wide range of opportunities for courses in the Arts, Humanities and Communication at degree level. As a subject which emphasises creativity, disciplined thought and communication, plus an ability to synthesise and contextualise ideas, English Literature is also welcomed as a qualification for many careers and by many universities.



**Subject: Extended Project Qualification**

**Award: AS (1 year course)**

**Level: 3**

**Exam board: AQA**

### **Outline of the course**

The Extended Project Qualification is a subject that allows students to develop many skills through the undertaking of a self-directed project. The EPQ will develop and extend from one or more of the student's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student and agreed by a supervisor. Students will then produce their own research and extended writing piece for their chosen topic area.

The Extended Project Qualification involves some teaching of the necessary skills needed to complete the project but involves extended autonomous work by the student. Students will have a supervisor to help with the development and completion of the project.

### **Skills you will develop include:**

- Decision-making
- Independent learning
- Organisation
- Meeting deadlines
- Research skills
- Presentation
- Data collection, presentation and analysis
- Evaluation

### **Assessment**

You will need to

- Either write a 5000 word essay on your project
- Or make/design something and write a 3000 word report on your process
- Or write/direct/act/compose a piece of art/music/drama and write a 3000 word report on your process
- Fill in the required paperwork
- Give a presentation about your project
- Only 40% of the marks come from the final product, the rest of the marks come from your planning, your use of resources and your ability to reflect on the process.

### **Careers and further study**

The EPQ requires you to complete a project by yourself and there is not as much formal teaching as in other Level 3 subjects, therefore, the skills that you need to complete it will be ones focused around organisation, independent learning and research skills. These skills are highly favoured by universities and employers and it is a good way of demonstrating your ability to show initiative in your work.

You are able to complete your project about absolutely anything and so you can make your project match your future career choice if you want to.



**Subject: Geography**

**Award: A Level**

**Level: 3**

**Exam board: AQA**

### **Is this the right subject for me?**

Geography will appeal to you if:

- You are curious about the world's places, peoples and environments
- You like asking questions and finding answers
- You are interested in local, regional and global issues
- You have the ability to think independently
- You wish to explore human, physical and environmental geographical relationships.

### **Outline of the course**

The course is designed to offer students the opportunity to study the forces influencing our natural and human environments and to think about the issues affecting people and the places in which they live. It includes several topics designed to address some of the ideas and debates in today's world and to provide students with a greater understanding of our planet and their place in it.

### **The A Level course consists of three units:**

In Component 1, **Physical geography** students will complete 3 units. **Water and carbon cycles** focuses on the major stores of water and carbon at or near the Earth's surface and the dynamic cyclical relationships associated with them. These are major elements in the natural environment and understanding them is fundamental to many aspects of physical geography. Students will also look at **coastal systems and landscapes** these are dynamic environments in which landscapes develop by the interaction of winds, waves, currents and terrestrial and marine sediments. The operation and outcomes of fundamental geomorphological processes and their association with distinctive landscapes are readily observable. Finally, students will also study **hazards** this is where we look at the lithosphere and the atmosphere, which intermittently but regularly present natural hazards to human populations, often in dramatic and sometimes catastrophic fashion. By exploring the origin and nature of these hazards and the various ways in which people respond to them, students can engage with many dimensions of the relationships between people and the environments they occupy.

In Component 2, **Human geography**, students will again study 3 units. **Global systems and global governance** focuses on globalisation – the economic, political and social changes associated with technological and other driving forces which have been a key feature of global economy and society in recent decades. Students will also study the unit titled **Changing places**, this section of the specification focuses on people's engagement with places, their experience of them and the qualities they ascribe to them, all of which are of fundamental importance in their lives. Students acknowledge this importance and engage with how places are known and experienced, how their character is appreciated, the factors and processes which impact upon places and how they change and develop over time. The final unit:

**Population and the environment** focuses the relationships between key aspects of physical geography and population numbers, population health and well-being, levels of economic development and the role and impact of the natural environment/ Engaging with these themes at different scales fosters opportunities for students to contemplate the reciprocating relationships between the physical environment and human populations and the relationships between people in their local, national and international communities

Component 3, **Geography fieldwork investigation** is a coursework based unit. All students must undertake at least 4 days of fieldwork in both human and physical geography. Students will have to make their own questions and design their own methods to collect data to answer these questions.

### How will I be assessed?

Component	Length	Overall weighting	Content
<b>Paper 1:</b> Physical Geography	2 hours, 30 minutes	40%	Water and Carbon Cycles Coastal Systems and Landscapes Hazards
<b>Paper 2</b> Human Geography	2 hours, 30 minutes	40%	Global Systems and Global Governance Changing Places Population and the environment
<b>Paper 3</b> Geography Fieldwork Investigation		20%	3,000 – 4,000 words essay based on 4 days of fieldwork

### Careers and further study

Students with Geography have access to a wide range of possible career and higher education opportunities. You learn and use a variety of transferable skills throughout the course. These include collecting, analysing and interpreting data, communicating your findings in different ways, and identifying and developing the links between different parts of the subject. These skills are in great demand and are recognised by employers, universities and colleges as being of great value. The Guardian paper recently rated Geography students as the most employable post university because of these transferrable skills.

Geography combines well with almost all other subjects. Taken with sciences like mathematics, physics, chemistry and biology, geography supports applications for almost any science-based university course like engineering, psychology, environmental sciences, oceanography and geology; taken with humanities like English, French, history or economics, geography supports an equally wide range of university courses such as business, law, media, politics and philosophy. Vocational subjects also show strong links to geography such as travel & tourism and leisure & recreation, while business, IT and health & social care also combine well with geography.

**Employment** — geographers can go into a wide range of jobs, including:

- Advertising
- GIS Analyst
- Marketing
- Education
- Planning and Development Surveyor
- Environmental Consultant
- Finance Sales
- Nature Conservation Officer
- Cartographer





**Subject: History**  
**Award: A level**  
**Level: 3**

**Exam board: Edexcel**

### Outline of the course

Today, the world is a complicated place. The actions of all the people around us, from family members to presidents of the USA, are influenced by what has gone before—the past. Through the study and analysis of the past you will be equipped to reason, analyse, formulate opinions and argue them logically, but most of all you will develop a skill base which you can use in jobs as diverse as law or medicine, music management or marketing.

### What can I expect at A-Level History?

- Active lessons with a focus on independent learning
- Seminar style discussions and debates
- A well established department with experienced staff
- Visits out of school
- An emphasis on wider reading of the taught topics
- To achieve highly in a respected academic subject which will equip you with a variety of vital life and study skills.

### What will the course look like?

A Level history will comprise of a linear qualification with all examinations taken at the end of the course.

- A Level history will be 80% examined with a 20% coursework component
- Students will study the history of more than one country.
- The A Level course will cover at least a period of 200 years of history.
- British history will make up at least 30% of the course.
- In Year 13, students will undertake a non-examined component which will require candidates to independently research and write a 3000-4000 word essay focusing on a topic subject to ongoing historical debate.

### What will be studied?

Unit	Content	Assessment	Weight
<b>Paper 1</b>	Germany and West Germany 1918-89	Exam 2hr 15	30%
<b>Paper2</b>	The rise and fall of fascism in Italy c1911-46	Exam 1hr 30	20%
<b>Paper 3</b>	Protest, Agitation and Parliamentary Reform in Britain 1780-1928	Exam 2hr 15	30%
<b>Coursework</b>	An independent investigation into the extent of German responsibility for the outbreak of the First World War	Submission	20%

### Paper 1:

Paper 1 will explore Germany throughout its Weimar period, into the reign of Adolf Hitler and the Nazi's, and finally analyse the German recovery after the Second World War with the newly formed FRG. A Level history students can expect to examine the different incarnations of the German government as well as monitoring the support those regimes receive as well as the cultural shifts within those societies, and the economic standards which fluctuate throughout the 20<sup>th</sup> century. There will be a particular focus on the Foreign party of Adolf Hitler within the course focused around the intentionalist vs. structuralist debate which still dominates Nazi historiography.

**Paper 2:**

The rise of fall of fascism in Europe is not just a focus within German history. Italy have also been under the rule of a totalitarian leader of the 20<sup>th</sup> century – Benito Mussolini. This course will explore Mussolini's rise to power, first by exploring the conditions of Italy during the liberal regime of the late 19<sup>th</sup> and early 20<sup>th</sup> century, then understanding how that regime fell and how the conditions facilitated the rise of Fascism within Italy. The rule of Mussolini will then be examined, with close attention paid to the changes he makes to Italian government and society, as well as the societal responses to those changes.

**Paper 3:**

Paper 3 will be our British element of the A-level course which will look at the everchanging impact of protest and reform on Britain as a democracy, the British people, and those within the British political hierarchy. This option gives you the opportunity to explore the ways in which protest and agitation impacted on British society c1780–1928, and its success in bringing about change. Lasting change in most cases involved parliament and so parliamentary reform, and the increase in the numbers of people able to decide who should represent them, is also considered. The whole option gives students the opportunity to study a volatile and important part of the evolution of modern democracy. It addresses the ways in which protest and agitation can bring about change, whilst at the same time giving students the opportunity to explore whether or not change would have come about without protest. It focuses, too, on the ultimate power of the state and so on the importance of governance being with the consent of all the people.

**Coursework:**

The coursework element of A Level history is a great chance for students to demonstrate their love of history. This independent piece of work will largely be shaped by students who will use carefully selected reading materials to help form a judgement on how far Germany can really be blamed for the outbreak of the First World War. Students will explore the role of all nations in the decades prior to the outbreak of the war, before they are given a masterclass in how to write historical essays that would hold up in a university setting.

**After my studies?**

History is a challenging A Level. It requires students to investigate, collate and evaluate evidence and reach reasoned and valid judgments. History is both fascinating and shocking and at A Level students will start to look at some of the more repulsive acts mankind has carried out and still try to remain objective and present their thoughts in a logical and persuasive manner.

These are skills which prepare students for the most challenging and rewarding jobs. History A Level is an excellent foundation for degrees in law, politics, social sciences and, of course, history. It also equips individuals to enter the world of work able to present their ideas in a measured, balanced and persuasive way, and with a deepened understanding of what it is to be human.

**Some common careers for History students:**

- Medicine
- Law
- Journalism
- Teaching
- Management
- Advertising
- Public Relations
- Armed Forces
- Business
- Politics



**Please note: The course in its current format is subject to change pending a decision by the Government in December 2024. We will pass on any further information as soon as it becomes available.**

**Subject: OCR Level 3 Extended Diploma in Health & Social Care**

**Award: OCR Cambridge Technical**

**Level: 3**

**Exam board: OCR**

### **Outline of the course**

The Extended Diploma in Health & Social Care offers a specialist qualification that focuses on particular aspects of employment within a range of Health and Social Care settings such as schools, hospitals and residential homes for the elderly or those with learning difficulties.

The course is assessed by a number of units. This will range from written assignments, exams, a task set by the examining board and reflection on work experience. Examples of units include: Building positive relationships in health and social care, anatomy and physiology, psychology for health and social care and sexual health. The course is very practical but also requires a lot of written work. Students spend 4 days in school and 1 day on a work placement which is organised on the students' behalf.

In total, there are 18 units. Six of these units are externally assessed and the remaining units are written assignments that are internally marked and externally moderated.

### **Entry requirements**

Students must achieve the recommended GCSE point score to complete Level 3 qualifications and it is essential that you achieve the required qualifications in English Language and in Maths.

Students will also need to have a DBS check, formerly known as a Criminal Records Bureau (CRB). This is required before students can start on placement and several identity documents need to be provided for this to be processed, including proof of a home address.

### **Skills you will develop include:**

- Working with professionals as part of a team
- Writing assignments
- Relating to people of different ages with different needs
- An overall understanding of caring for people
- Reflection and analysis
- Improved communication skills
- Presentation skills
- Confidence

### **Careers and further study**

This vocational qualification allows progression into Health and Social Care work settings or as a basis for continuing study in higher education. Students who have completed this qualification have entered into employment for example as early years practitioners or care workers. However, most students progress to university to complete a degree in a range of areas such as:

- Nursing,
- Midwifery
- Social work.
- Teaching
- Youth Work
- Psychology or Criminology



**Subject: Mathematics**

**Award: A Level**

**Level: 3**

**Exam board: Edexcel**

### **Outline of the course**

Mathematics at A Level continues the study of number, algebra, shape and data as begun at GCSE level. It is **suitable for anyone who obtained at least a grade 7 at GCSE**, who is prepared to work hard **and can reach the required standard in an entrance assessment following a 'Preparing for A-Level Maths' course held during the end of Year 11**. New ideas introduced include calculus and solving trigonometric equations. The idea of algebra and more complex mathematical proof also becomes increasingly important.

### **Skills you will develop include:**

- A logical approach to problem solving at a higher level than GCSE
- Analysing and interpreting data
- The ability to generalise and prove results

### **Assessment**

Each student must study 'pure' maths which covers the number and algebra work which serves as a base for all mathematics. Students will also need to study 'applied' maths which focuses on the application of the skills and mathematical techniques to real life situations and problems. There will be three papers which will be sat at the end of Year 13. Papers 1 & 2 cover Pure Mathematics with Paper 3 covering the applied elements of Statistics and Mechanics. There is no coursework element.

### **Careers and further study**

Mathematics is an immensely rich subject that is useful in many careers and areas of study. Applications of mathematics and statistics can be found in, engineering, finance and accountancy, the sciences, medicine, economics, and weather forecasting. Logical, deductive reasoning and the ability to analyse and generalise, can also be applied to subjects not traditionally seen as mathematical, such as law or history, where the ability to construct a well thought out argument is essential. Such subjects may not expect students to use mathematics directly, but the principles of analysing, reasoning and deduction are quintessentially mathematical. Mathematics is also used in ICT, particularly computer science, as well as in Project Management.

Maths is a well-respected subject and opens many doors, both in higher education and employment. Maths is one of a handful of subjects called 'facilitating subjects, which are commonly asked for in universities' entry requirements, regardless of the course you're applying to – which makes it a good choice to keep your degree options open, particularly when considering competitive universities. Any student expecting a good grade 7 or higher at GCSE is suitable and should consider it. Students achieving a grade 6 will be considered in special circumstances. It is a natural choice for scientists and engineers, but arts-based students can use it to add impressive depth and variety to their skills base.

**Subject: Mathematical Studies****Award: Level 3 Certificate in Mathematical Studies****Level: 3****Exam board - AQA****Outline of the course**

Core Maths continues the study of GCSE maths, looking at how it is applied in real-life contexts. It is **suitable for anyone who obtained at least a grade 4 at GCSE** and who is prepared to work hard. Students who are studying A Levels with a high mathematics content, but are not doing A Level mathematics, would benefit from studying this course. The course is run over one year and examined in Year 12.

Core Maths is studied alongside your three A Levels, and has the same weight as an AS Level. It is particularly suitable if you are taking A Levels in Biology, Chemistry, Psychology or Economics, as these subjects all have a high mathematics content. The content covered in Core Maths will not only give you a deeper understanding of the maths in your other courses, but also develop your ability to effectively use these new mathematical concepts.

The ability to analyse and interpret data mathematically has never been more important. It is a key skill that universities and employers are looking for.

**Skills you will develop include:**

- A logical approach to problem solving at a higher level than GCSE
- Your ability to analyse and interpret data – to be able to really understand and use statistics in depth.
- Spotting correlation and causation, error and bias.
- Using data to make accurate predictions, from natural disasters, to predicting demand for electricity or water.
- Financial maths and working with spreadsheets.
- An understanding of sequences and series in real life – using exponential growth to model the growth and decay of disease, drug efficiency or radiation.
- An appreciation of how maths lies behind so much of our lives, from social media to music.
- Calculating probability and risk, and apply them to real-life contexts – from health and vaccines, to climate change
- Modelling real-life situations mathematically – for example working out how to maximise profits in businesses.

**Assessment**

The qualification is examined by two externally assessed papers. Each paper makes reference to detailed scenarios from which students will answer comprehension questions in a mathematics context. There is also a section requiring students to show proficiency in calculations in the context of statistics, logistics, sequences and growth. The two papers, taken at the beginning of the exam season in Year 12, each last 1 hour and 30 minutes.

**Careers and further study**

Many degree courses across all subjects have a quantitative element, so having strong skills in statistical reasoning and calculating probability are highly regarded. Universities have started to give reduced offers for students who have taken core maths, in recognition that those students have gained important analytical skills. The course is also suitable for any student wishing to continue maths, but who maybe feel A Level maths isn't for them.



**Subject: Media Studies**

**Award: A Level**

**Level: 3**

**Exam Board: Eduqas**

### Outline of the course

The WJEC Eduqas specification offers learners the opportunity to develop a thorough and in depth understanding of these key issues, using a comprehensive theoretical framework and a variety of advanced theoretical approaches and theories to support critical exploration and reflection, analysis and debate.

### Higher education, future careers and progression routes

Progression to university-level courses in media, film, television, computer games, journalism, and related industries; and/or progression into jobs in the media industry, social sciences, arts, music.

### How the course is assessed

	Length	Overall weighting	Type of assessment
<b>Component 1:</b> Media Products, Industries and Audiences	2 hours, 15 minutes	35%	The examination assesses media language, representation, media industries, audiences and media contexts. It consists of two sections: <b>Section A: Analysing Media Language and Representation</b> This section assesses media language and representation in relation to advertising, marketing, music video and newspapers. <b>Section B: Understanding Media Industries and Audiences</b> This section assesses advertising, marketing, film, newspapers, radio, video games and media contexts.
<b>Component 2:</b> Media Forms and Products in Depth	2 hours, 30 minutes	35%	The examination assesses media language, representation, media industries, audiences and media contexts. It consists of three sections: <b>Section A</b> – Television in the Global Age. <b>Section B</b> – Magazines: Mainstream and Alternative Media. <b>Section C</b> – Media in the Online Age.
<b>Component 3:</b> Cross-Media Production Non exam assessment		30%	Students can choose an individual cross-media production based on two forms in response to a choice of briefs set by Eduqas, applying knowledge and understanding of the theoretical framework and digital convergence.



**Subject: Physical Education**

**Award: A Level GCE**

**Level: 3**

**Exam board: OCR**

### **Outline of the course**

The aims of this course are to develop skills and techniques required to perform effectively in physical activities. Students will apply these skills in different roles, such as the performer, leader/coach and official.

Physical Education students will develop their knowledge and understanding of factors that enable them and others to be physically active and will help to promote lifelong involvement in an active and healthy lifestyle. Knowledge and understanding of the relationship between skill, strategy/composition, body and mind will ensure that both their own and other's performances are effective.

Throughout the course students will become informed and discerning decision-makers who understand how they can make the most of the opportunities and pathways available to be involved in physical activity. They will critically evaluate how contemporary products and consumer-focused influences related to physical activity affect and inform young people's decisions about being involved in sport. Current key influences that might limit or encourage young people's involvement in physical activity will also be evaluated.

### **Entry requirements**

A minimum of 5 GCSE's at grade 5 or above including English and Mathematics. Grade 6 or above in GCSE Science is also required. Previous study of GCSE PE/BTEC Sport is desirable but not essential. A Grade 6 or above/Distinction would be expected in these qualifications. Participation in sport outside of the school environment is vital to be successful on the course.

All students are expected to regularly participate in competitive sport and training during the two year course in order to develop their practical skills in preparation for their assessment. This can be in the role of the performer, coach or official.

### **Assessment**

Applied anatomy and physiology Exercise physiology Biomechanics	2 hours	30% of total A level	Written paper Physiological factors affecting performance (01). 90 marks
Skill acquisition Sports Psychology	1 hour,	20% of total A level	Psychological factors affecting performance (02) 60 marks
Sport and society Contemporary issues in physical activity and sport	1 hour	20% of total A level	Socio-cultural issues in physical activity and sport (03) 60 marks
Performance or coaching Evaluation and Analysis of Performance for Improvement (EAPI)	2 hours	35% A Level	Performance in physical education (04) 60 marks

**Overlap with other qualifications**

This course relates well to other AS/A Levels in the social sciences, natural sciences and to AS/A Levels in the vocational fields of leisure studies, health and social care, business studies and science. There is a small degree of overlap with the AS/A Level in leisure studies and AS/A Level psychology.

**Careers and further study**

The specification provides a suitable foundation for specialist study in both Physical Education and Sports Studies in higher education and is also suitable for qualifications in other areas of study. The specification provides an excellent foundation for candidates intending to pursue careers in physiotherapy, nutrition, teaching and coaching, sports development, the leisure industry, recreational management, health, leisure and fitness and professional sport.





**Subject: Physics**  
**Award: A Level**  
**Level: 3**

**Exam Board: OCR**

### Outline of the course

Physics is a fundamental science, the range of which stretches from the subatomic particles that make up matter, to supermassive black holes at the centre of galaxies that are unimaginably far away. At its heart is the desire to find out how the world works by studying it through experimentation and attempting to describe it through the language of mathematics for the purpose of creating physical models. As you progress through the course you will build your knowledge of the laws of Physics and apply your understanding to problem solve questions such as: what is at the centre of a galaxy? Why do forces exist? How do rockets take off? Can something exist in two places at the same time? These questions and many more are explored while studying A Level Physics. You will be fascinated as the inner workings of the physical world are revealed to you as you study physics in greater depth.

If you choose to study Physics you must also study Maths A Level.

### Skills you will develop include:

- Planning, carrying out, analysing and drawing conclusions about both data from practical investigations and observations from our surroundings
- Communicating an understanding of physical processes
- Using mathematics and models to explain physical processes
- Critical reasoning

### Assessment

You will be assessed on your knowledge and understanding of the topics covered in the course, on your ability to obtain, analyse and understand scientific data and on the quality of your written communication. You will be assessed on your ability to apply your knowledge to unfamiliar situations and bring together ideas in physics to explain phenomena or observations.

### Linear A Level

Exam	Exam length	Concepts assessed	Course weighting
Modelling Physics	2hr 15mins	Forces, motion, Newtonian world and astrophysics	37%
Exploring Physics	2hr 15mins	Particles, waves and medical physics	37%
Unified Physics	1hr 30mins	All course content	26%
Practical endorsement	Throughout course	Practical skills	Reported separately to grade

### Careers and further study

Physicists are in short supply nationally and command a premium in earnings. A qualification in Physics is a valuable asset for a wide variety of higher education courses and for the world of work. Career options range across engineering, finance, medicine, communications technology, computing, medical physics, meteorology, electronics, environmental work, law, T.V. and radio.



**Subject: Politics**  
**Award: A Level**  
**Level: 3**

**Exam board: AQA**

### **Description of course**

Lively, relevant, controversial... there are many ways to describe A Level Politics. There's no denying that it's one of the most interesting and engaging qualifications you can choose. Covering news and current affairs from the UK and US, it helps you understand how the UK country is run and develops research, written communication and debate skills. It also helps grow your confidence.

The specification requires in depth study of UK and US government and politics. Comparisons across the two political systems are required and students will be required to identify parallels, connections, similarities and differences between aspects of politics. This will ensure that students develop a critical awareness of the changing nature of politics and the relationships between political ideas, political institutions and political processes. The political ideas to be studied have relevance to both of the systems of government and politics. The study of the four ideologies will enhance the students' knowledge and understanding of politics, political debate and political issues in both the UK and the USA.

### **How the course is assessed**

100% externally assessed by three 2-hour examinations:

- Unit 1 Government and Politics of the UK
- Unit 2 The Government and Politics of the USA and Comparative Politics
- Unit 3 Political Ideas

Those who complete this course will have an informed understanding of the workings of the UK and US political systems. They will be able to discuss issues and developments within the main political parties, institutions and pressure groups which operate in our country and in the USA. In addition, students will study the ideas that underpin these political systems. This gives depth to the learning and gives us even more to debate and discuss.

- Regular attendance is a necessity; remember-this is not a correspondence course.
- All students are expected to contribute to lessons on a regular basis by making short presentations, contributing to discussions, explaining issues or simply answering questions and explaining their thoughts.
- The set texts, handouts and other revision materials are provided throughout the course and students expected to use them on a regular basis.
- Students are expected to complete a reading and a written homework each week.
- Regular tracking assessments are set in order to monitor as well as encourage progress.
- The school arranges a field trip to Westminster as well as attendance at a revision conference during Year 12.

### **Careers and further study**

Politics is a useful subject if you are thinking of working in any of a variety of areas including law, civil service and social work. It is proof to any employer that you are interested in current events and being involved in society. Therefore, it is also useful if you are thinking of being involved in media, voluntary work or campaigning.

Being familiar with political concepts and the way government works can help in any area of employment, unemployment and leisure – as you become involved in organisations and wider society.

The skills of analysis and debate enable you to be a successful student – whatever your area of interest.

**Additional information:**

- Maintain an interest in current affairs. Watch the news and other current affairs programmes such as Newsnight, the Politics Show and The Sunday Politics on a regular basis. Students are expected to read the quality press and maintain an awareness of the latest political developments in order to inform their understanding of UK and world events.
- Visit mainstream party political websites to view what they are offering voters or planning.
- Go to the 'isidewith.com' website; complete the questions to discover where you stand on the political spectrum in terms of ideology and policies.

**Skills you will develop include:**

- An understanding of modern British society
- Debating and discussion skills – verbally and in written form
- An analytical approach to issues and problems

**Subject: Psychology**  
**Award: A Level**  
**Level: 3**



**Exam board: AQA**

### **Outline of the course**

Psychology is the scientific study of the human mind and behaviour. It looks at how and why individuals learn, develop and behave in certain ways. The course includes the study of psychological theories of human behaviours, research studies, scientific terminology, concepts, research methods, and mathematical skills.

Psychology is a very broad subject and topics that psychologists often study include memory, social influence, attachment, biopsychology, research methods, psychopathology and many more.

### **Skills you will develop include:**

- Analysis, interpretation and evaluation.
- Understanding of the different areas in psychology, for example cognitive psychology, social psychology and biological psychology
- An ability to design and report on psychological investigations,
- An ability to analyse and interpret data,
- An understanding of ethical issues in psychology, including the ethical implications of psychological research.
- Application of your knowledge of psychology to various scenarios

### **Assessment**

A Level psychology is a two-year course. You will sit 3 exams at the end of Year 13.

**Paper 1: Introductory topics in psychology:** 2 hour written exam with a mix of multiple choice, short answer and extended writing questions.

**Paper 2: Psychology in context:** 2 hour written exam with a mix of multiple choice, short answer and extended writing questions.

**Paper 3: Issues and option in psychology:** 2 hour written exam with a mix of multiple choice, short answer and extended writing questions.

Overall, at least 10% of the marks in assessments for psychology will require the use of mathematical skills. These skills will be applied in the context of psychology.

### **Careers and further study**

Psychology is a useful subject if you are thinking of working in any of a variety of areas including Social Services, Health, Education, Police and Human Resources. Other psychology-specific careers include educational psychology, forensic psychology, clinical psychology, occupational psychology, sport and exercise psychology, health psychology and counselling.

Being familiar with psychological ideas can help in all areas of employment or leisure – as you can consider your own behaviour and motivations and become involved in working with other people.

The skills of independent learning and research within psychology enable you to be a successful student, whatever your area of interest.

There are many higher education opportunities in this area.



**Subject: Religious Studies (Philosophy of Religion & Ethics)**

**Award: A-Level**

**Level: 3**

**Exam board: AQA**

**Outline of the course**

By opting for this course you will be embarking on an enquiring, critical and empathetic approach to the study of ethics, philosophy and religion. You will engage in key ethical and philosophical questions including ‘What is good?’ ‘Does the end always justify the means?’ and ‘Why do people believe in God?’ Current topical and ethical issues are also studied and explored through a variety of methods including debates, seminars and presentations.

**Skills you will develop include:**

- Adopting an enquiring, critical and reflective approach to your studies
- Reflecting on and developing your own opinions and values
- The ability to construct and develop an argument

**Component 1: Philosophy of religion and ethics**

**3 hour exam**

**100 marks**

**50% of the A level**

Philosophy of Religion	Ethics and Religion
Arguments for the existence of God. Evil and suffering. Religious experience. Religious language. Miracles. Self and life after death. The nature and function of religion.	Normative ethics Natural moral law Situation ethics Virtue ethics Meta ethics Free-will Utilitarianism Conscience Deontology  Abortion Capital punishment Animal testing Organ donation Euthanasia Embryo research
2 compulsory two-part questions: AO1 – 10 marks AO2 – 15 marks AO1 – 10 marks AO2 – 15 marks	2 compulsory two-part questions: AO1 – 10 marks AO2 – 15 marks AO1 – 10 marks AO2 – 15 marks

**Component 2: Christianity and the application of this religion to philosophy of religion and ethics.**

**3 hour exam**

**100 marks**

**50% of the A level**

<b>Christianity</b>	<b>Dialogue between Christianity and Philosophy of Religion</b>	<b>Dialogue between Christianity and Ethical Studies</b>
<p>The Bible The Church Jesus God Resurrection Heaven and Hell Moral conduct -Sanctity of life -Abortion -Just war -Environment Baptism Holy communion Gender and sexuality Marriage Science and God Genetic engineering Atheism Multicultural societies</p>	<p>God Soul and life after death The authority of scripture The authority of religious experience The relationship between Scientific and religious discourses The truth claims of other religions Miracles.</p> <p>The relevance of philosophical enquiry for religious faith, with particular reference to the debate about the nature of faith as 'belief in' or 'belief that'.</p>	<p>Christian responses to the following approaches to moral decision-making in the light of key Christian moral principles: Deontological, with reference to Kant.</p> <p>Teleological and consequential, with reference to Bentham. Character based.</p> <p>Christian responses to: the issues of human life and death and issues of animal life and death prescribed for study; theft and lying; marriage and divorce; homosexuality and transgender issues; genetic engineering.</p>
<p>2 compulsory two-part questions: AO1 – 10 marks AO2 – 15 marks AO1 – 10 marks AO2 – 15 marks</p>	<p>Two unstructured questions will be set. Students must answer one worth 25 marks</p>	<p>Two unstructured questions will be set. Students must answer one worth 25 marks</p>

**Careers and further study**

This course will make a positive foundation for any further study or profession that involves people as well as careers that involve analysis, evaluation or anything that requires you to justify your position or response. This will include careers in law, medicine, social work and teaching to name a few.

**Subject: Sociology**

**Award: A Level**

**Level: 3**

**Exam board: AQA**



### **Outline of the course**

Sociology is the study of our behaviour. It looks at how groups and organisations affect us and how we influence them.

### **Skills you will develop include:**

- A questioning approach to issues and problems and the ability to see them from different points of view
- Debating and discussion skills – verbally and in written form
- An understanding of modern British society

### **Paper 1: Education with Theory and Methods**

Educational issues that you will study in this unit include;

- ❖ Why we have an education system in society
- ❖ Why girls do better in education than boys
- ❖ The relationship and processes between students and teachers
- ❖ The relationship between ethnicity and educational achievement.
- ❖ Students must then apply sociological research methods to the study of education.

For this paper students will also study;

- ❖ Quantitative and Qualitative methods of research e.g. questionnaires and interviews
- ❖ Sources of data
- ❖ The theoretical, practical and ethical considerations influencing choice of topic
- ❖ A range of sociological theories such as Functionalism and Marxism

### **Exam: 2 hours**

This is the equivalent of 33.3% of your total A Level marks. There will be short answer and essay questions for the education section, one essay for the methods in context section and one mini essay for the theory and methods section.

### **Paper 2: Topics in Sociology**

#### **Families and Households**

Issues that you will study for this paper include;

- ❖ How childhood has changed over time
- ❖ What has happened to family size over the last 100 years
- ❖ What the patterns of marriage and divorce are in our society
- ❖ How the Government has an impact on the family
- ❖ Power relationships within the family

#### **Beliefs in society**

Issues that you will study for this paper include;

- ❖ Different theories of science and religion
- ❖ Different religious organisations, for example cults
- ❖ The idea of religion not being as important in society today

### **Exam: 2 hours.**

This exam is the equivalent of 33.3% of your total A Level marks. There will be one essay for the families and households section and one essay from the beliefs in society section.

### **Paper 3: Crime & Deviance with Theory and Methods**

Issues that you will study in this paper include;

- ❖ How society can control and prevent crime
- ❖ How the media can influence crime
- ❖ The social distribution of crime and deviance by ethnicity, gender and social class
- ❖ The different sociological theories that exist

For this paper students will also study;

- ❖ Quantitative and Qualitative methods of research
- ❖ Sources of data
- ❖ The theoretical, practical and ethical considerations influencing choice of topic
- ❖ A range of sociological theories

### **Exam: 2 hours**

This is the equivalent of 33.3% of your A level marks. There will be some short answer questions and an essay question on crime and deviance and an essay question on theory and methods.

### **Careers and further study**

Sociology is a useful subject if you are thinking of working in a variety of areas including health, education, law, civil service and social work.

Being familiar with sociological ideas can help in any area of employment as you gain an understanding of how different organisations function.

The skills of independent learning and research enable you to be a successful student – whatever your area of interest.