



## ABOUT THIS COURSE

This course is ideal for students who are interested in developing a wide variety of scientific skills across the three main sciences and who are reluctant to commit to a dedicated single science. The course comprises six compulsory general science units and two optional units. The qualification is worth two A Levels and is taught in ten lessons per week over two years by staff from all three sciences. A variety of trips and external visitors are arranged throughout the course to aid understanding and help put various aspects of the course into real life context. The course requires independent work, the ability to research and write reports.

## COURSE CONTENT

### YEAR 12

**Advent/Lent Terms:** Unit 1 Principles and Applications of Science 1 - examined June  
 Unit 2 Practical Scientific Procedures and Techniques  
 Unit 3 Science Investigation Skills - examined May  
 Unit 9 Human Regulation and Reproduction

**Pentecost Term:** Unit 6 Investigative Project and Unit 1 and 3 exams

### YEAR 13

**Advent Term:** Unit 5 Principles and Applications of Science II - examined Jan/June  
**Lent Term:** Unit 4 Laboratory Techniques and their Applications, Unit 23 Forensic Evidence  
**Pentecost Term:** Collection and Analysis

## ASSESSMENT

BTEC Diploma	Assessment	% of course
Unit 1	1 hour 30 minute exam	12.5
Unit 2	Coursework	12.5
Unit 3	4 hour 30 minute practical exam	16.7
Unit 4	Coursework	12.5
Unit 5	1 hour 30 minute exam	16.7
Unit 6	Coursework	12.5
Unit 9	Coursework	8.3
Unit 23	Coursework	8.3

## POSSIBLE CAREERS

Laboratory technician, nursing, healthcare, physiotherapy, police officer, scene of crime officer, forensic scientist, drug researcher, forensic photographer.

## GCSE ENTRY REQUIREMENTS

Standard entry of 5 higher grade passes (9-4) including both English Language and Mathematics at grade 4.

# BIOLOGY



A Level



Pearson

## ABOUT THIS COURSE

Biology is an exciting course which has been developed in collaboration with the Salters-Nuffield Advanced Biology project, which leads the field in innovative approaches to teaching and learning in Biology. The course aims to develop the essential knowledge and understanding of biological facts, concepts and principles. As well as developing an enthusiasm in the subject, an interest in further study and careers associated with the subject and an understanding of how society makes decisions about scientific issues.

## COURSE CONTENT



### YEAR 12

**Advent Term:** Topic 1 Lifestyle Health and Risk and Topic 2 Genes and Health

**Lent Term:** Topic 3 The voice of the Genome and Topic 4 Biodiversity

**Pentecost Term:** Revision, AS Exams and some Topic 5 On the Wild Side

### YEAR 13

**Advent Term:** Topic 5 On the Wildside and Topic 6 Immunity, infection and Forensics

**Lent Term:** Topic 7 Run for your Life and Topic 8 Grey Matter

**Pentecost Term:** Revision of all topics for public examinations

## ASSESSMENT

A Level	Assessment	% of course
Paper 1 (topics 1-6)	2 hour exam	33.3
Paper 2 (topics 1-4,7 & 8)	2 hour exam	33.3
Paper 3 (topics 1-8)	2 hour exam	33.3

## POSSIBLE CAREERS



Medicine, dentistry, biochemistry, genetics, environmental science, microbiology, sports science.

## GCSE ENTRY REQUIREMENTS

Grade 6 in Biology or 6-6 in Trilogy Combined Science.

# BUSINESS



A Level



Pearson

## ABOUT THIS COURSE

Business is structured into four themes and consists of three externally examined papers. Students are introduced to Business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of Business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions. You do not need to have studied Business at GCSE to study it at A Level.

## COURSE CONTENT



### YEAR 12

**Advent Term:** Theme 1: Marketing and people - Meeting customer needs, the market, marketing mix and strategy, managing people, entrepreneurs and leaders.

**Lent Term:** Theme 2: Managing business activities - Raising finance, financial planning and managing finance.

**Pentecost Term:** Theme 2 continued: resource management and external influences.

### YEAR 13

**Advent Term:** Theme 3: Business decisions and strategy - Business objectives and strategy, business growth, decision-making techniques, influences on business decisions, assessing competitiveness and managing change.

**Lent Term:** Theme 4: Global business - Globalisation, global markets and business expansion, global marketing, global industries and companies (multinational corporations).

**Pentecost Term:** Pre-release theme and exam preparations.

## ASSESSMENT

A Level	Assessment	% of course
Paper 1	2 hour exam	35
Paper 2	2 hour exam	35
Paper 3	2 hour exam	30

## POSSIBLE CAREERS



Not only will this subject help facilitate any students who have the desire to establish and set up their own business, but this course will also prove useful for those who wish to work in industry. Possible careers include sales, retail, customer services, marketing, finance and related careers such as accounting.

## GCSE ENTRY REQUIREMENTS

6 in Maths, English Language and a Humanities subject



## ABOUT THIS COURSE

Our A Level Chemistry course covers the three branches of chemistry: organic, inorganic and physical chemistry, in a context based approach. The concepts are taught in 10 "Storylines" setting the chemistry in topical and interesting environments. The combination of academic challenge, relevant context and practical focus makes studying A Level Chemistry highly appealing and gives students many of the skills needed throughout life.

## COURSE CONTENT



## YEAR 12

**Advent Term:** Elements of Life - The Periodic Table and Group 2 chemistry, bonding and the shapes of molecules, radioactivity and chemical equations.

**Lent Term:** Developing Fuels - Thermochemistry, organic chemistry: alkanes, structural isomers, introduction to polymers, dealing with polluting exhaust emissions. Elements from the Sea - Halogen, halogenoalkane, redox and industrial chemistry, electron configurations, intermolecular forces, chemical equilibria.

**Pentecost Term:** The Ozone Story - Giant covalent structures, rates of reaction, radical reactions, the effect of radiation with matter. What's in a medicine? - Phenols, carboxylic acids, esters, carbonyl compounds, acid - base reactions, medicine manufacture & testing, spectroscopy.

## YEAR 13

**Advent Term:** The Chemical Industry - Equilibria and rates of reaction, industrial processes and greener chemistry, Group 5 of the Periodic Table. Polymers and Life - Biological polymers, DNA and proteins, organic functional groups, NMR, condensation polymers, optical isomerism.

**Lent Term:** Oceans - The chemistry of dissolving, acid - base equilibria & pH, entropy, disposing of carbon dioxide and the Greenhouse effect. Developing Metals - Redox reactions, electrode potentials, d-block chemistry. Colour by Design - The chemical origins of colour in transition metal, organic & aromatic compounds, analysing pigments.

**Pentecost Term:** Revision of Year 13 Content for public examinations

## ASSESSMENT

A Level	Assessment	% of course
Paper 1	2 hour 15 minute exam	41
Paper 2	2 hour 15 minute exam	37
Paper 3	1 hour 30 minute exam	22
NEA	Practical Endorsement	

## POSSIBLE CAREERS



Medicine, pharmacy, environmental science, analytical chemistry, teaching, law, journalism, civil service.

## GCSE ENTRY REQUIREMENTS

Grade 6 in Chemistry or a Grade 6 6 in Science (Trilogy).

# COMPUTER SCIENCE



A Level



OCR

## ABOUT THIS COURSE

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

## COURSE CONTENT



### YEAR 12

**Advent Term:** The characteristics of contemporary processors, input, output and storage devices  
How computers can be used to solve problems and programs can be written to solve them.

**Lent Term:** Types of software and the different methodologies used to develop software.  
Understand what is meant by computational thinking

**Pentecost Term:** How data is exchanged between different systems. The use of algorithms to describe problems and standard algorithms

### YEAR 13

**Advent Term:** How data is represented and stored within different structures. Different algorithms that can be applied to these structures. Coursework. Analysis of the problem. Design of the solution.

**Lent Term:** The individual moral, social, ethical and cultural opportunities and risks of digital technology. Legislation surrounding the use of computers and ethical issues that can or may in the future arise from the use of computers Coursework. Developing the solution. Testing. Evaluation.

**Pentecost Term:** Revision

## ASSESSMENT

A Level	Assessment	% of course
Computer systems	2hr 30min written paper	40%
Algorithms&Programming	2hr 30min written paper	40%
Coursework		20%

## POSSIBLE CAREERS



Computer programmer. Network manager, Web designer. Database controller. Games designer. Computer teacher.

## GCSE ENTRY REQUIREMENTS

Six GCSEs

# DESIGN TECHNOLOGY (GRAPHICS)



A Level



Pearson

## ABOUT THIS COURSE

Product Design covers all aspects of Design Technology with the emphasis being mainly on Graphic Products. Key skills and processes are: CAD (Adobe Photoshop, SolidWorks, 2D Design), CAM (laser cutter, 3D printer, laser image transfer, CNC router), printing processes, plastic forming, technical drawing (isometric drawing, planometric, orthographic, perspective), and industrial practices. In Year 12 mini projects will be used to gain and further students' key skills in these areas. Projects include: business cards, logo design, camera design, packaging design and screwdrivers. Additionally, basic mathematical principles will be covered. In Year 13 Unit 2 (the coursework) will be covered. Unit 1 content is split across the 2 years.

## COURSE CONTENT



### YEAR 12

**Advent Term:** Design history, form and function.

**Lent Term:** Materials and properties, manufacturing processes.

**Pentecost Term:** Safety and legislation, tools and equipment, designing strategies and impact on society of technology.

### YEAR 13

**Advent Term:** Coursework – selecting a client and project, research and specification, design. Theory – systems and technology used in Industry, levels of production.

**Lent Term:** Coursework – developing a design and making a prototype. Theory – Exploring further the systems and technologies used in industry and the management systems used to make manufacturing work efficiently. Designing for a sustainable future.

**Pentecost Term:** Completion of coursework and revision and prep for the exam element of the course.

## ASSESSMENT

A Level	Assessment	% of course
Unit 1	Principles of DT (2.5 hrs 120 marks) Examination	50%
Unit 2	Design and Make Project (120 marks) Coursework	50%

## POSSIBLE CAREERS



Graphic design, industrial design, CAD, civil engineering, interior design, printing, architectural studies, product design, packaging, media & photography, advertising, art foundation.

## GCSE ENTRY REQUIREMENTS

Grade 5 in DT Graphics or RM. Grade 5 English and Maths also desirable due to course content.



A Level



EDUQAS

## ABOUT THIS COURSE

This A Level is more suitable for students with a practical/making background (Resistant Materials). During the course, students will learn about a range of materials, tools and manufacturing processes. This will be taught via theory and practical work lessons. In Year 12, the student's make a range of mini projects that they can take home. These include a silver plated whistle, a ring, a centre punch, a project box, a screw driver and a cast keyring fob to name but a few. The main core areas of knowledge are: designing and innovating, materials and components, processes, industrial and commercial practice, product analysis and systems, human responsibility and public interaction. Past and present designers will also be examined as well as the role of famous design movements. In Year 13, the majority of lessons are focussed on the NEA (Non- Examined Assessment or coursework).

## COURSE CONTENT



### YEAR 12

**Advent Term:** Materials, components, tools and processes knowledge. Taught as theory lessons and small projects/ practical tasks. Lessons on human responsibility when designing and marketing/ research.

**Lent Term:** Further work on materials, components, tools and processes knowledge. Taught as theory lessons and small projects/ practical tasks. Further lessons on human responsibility when designing and marketing/ research.

**Pentecost Term:** Design and innovation lessons and start of the NEA – a coursework project of the student's own choice.

### YEAR 13

**Advent Term:** NEA work leading up to the start of practical. Continued work on industrial and commercial practice and the history of design.

**Lent Term:** NEA work – completion of the design, manufacturing the product and testing and evaluation of the product.

**Pentecost Term:** Revision of topics for the exam.

## ASSESSMENT

A Level	Assessment	% of course
Written Exam	3 Hours	50%
NEA	80 Hours	50%

## POSSIBLE CAREERS



Product Designer, Furniture Designer, Interior Designer, Teaching, Engineering, Technician and a range of apprenticeships in practical subjects.

## GCSE ENTRY REQUIREMENTS

Grade 6 in a DT subject



A Level



Pearson/Edexcel

## ABOUT THIS COURSE

Students will gain an understanding of theatre and drama and learn to interpret it as an actor and director. They will analyse a variety of plays and playwrights both contemporary and historically. Students will learn to develop their personal acting and directing skills specific texts for performance and written analysis set by the exam board and teacher.

During the course students will attend several live theatre performances and masterclasses to understand a range of professional performance styles. Students must attend these to be able to complete the course. Component 1 & 3 section C are studied in Year 12. Component 2 & 3 sections A & B are studied in Year 13.

## COURSE CONTENT



### Component 1: Devising (coursework)

Submitted as a portfolio. Students devise an original performance piece using an extract from a performance text. There are performer or designer routes available.

### Component 2: Text in Performance (coursework)

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.

### Component 3: Theatre Makers in Practice (exam)

#### Section A: Live Theatre Evaluation

- Students are to analyse and evaluate a live theatre performance they have seen in light of a given statement.

#### Section B: Page to Stage: Realising a Performance Text

- Students answer questions based on an unseen extract from the performance text they have studied.

#### Section C: Interpreting a Performance Text

- Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text.

## ASSESSMENT

A Level	Assessment	% of course
Component 1	Non-examination assessment	40%
Component 2	Non-examination assessment	20%
Component 3	Exam	40%

## POSSIBLE CAREERS



Actor, actress, stage manager, theatre director, film & television production assistant, playwright, technical support, lighting, arts administrator, teacher, radio presenter, theatre marketing manager.

## GCSE ENTRY REQUIREMENTS

# ENGLISH LITERATURE



A Level



Pearson

## ABOUT THIS COURSE

English Literature is a popular and challenging subject. It seeks to develop effective communication skills, independent thinking, an analytical approach and encourages a sensitive and humane outlook. Students are required to read texts in a variety of ways and respond critically and creatively; identify and consider how attitudes and values are expressed in texts and draw on their understanding of different interpretations when responding to texts. We study a range of different texts from the genres of poetry, prose and drama.

## COURSE CONTENT



### YEAR 12

**Advent Term:** Hard Times (Dickens) and Atonement (McEwan)

**Lent Term:** The Duchess of Malfi (Webster) and A selection of poems from An Anthology of the Forward Books of Poetry 2002-2011

**Pentecost Term:** Two further texts on the theme of the Outsider as well as a text read independently

### YEAR 13

**Advent Term:** The Wife of Bath (Chaucer) and Othello (Shakespeare). Students also write their Non-Examined Assessment on the theme of the Outsider

**Lent Term:** Unseen Poetry and Revision of Year 12 Content for public examinations

**Pentecost Term:** Revision of Year 13 Content for public examinations

## ASSESSMENT

A Level	Assessment	% of course
Paper 1	2 hour 15 minute exam	30
Paper 2	1 hour 15 minute exam	20
Paper 3	2 hour 15 minute exam	30
NEA	Extended essay (3000 words)	20

## POSSIBLE CAREERS



Teaching, law, civil service, journalism, media, publishing, advertising, marketing, retail management, social work, nursing, police, armed forces.

## GCSE ENTRY REQUIREMENTS

Grade 6 in English Literature and a Grade 5 or 6 in English Language.

# FASHION AND TEXTILES



A Level



Pearson

## ABOUT THIS COURSE

Product Design: Fashion and Textiles is an inspiring, rigorous and practical subject. This specification encourages learners to use creativity and imagination when applying design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values. You will learn to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes. Linked to design disciplines that reflect possible higher education routes and industry, this specification enables learners to:

- work creatively when designing and making and apply technical and practical expertise
- be open to taking design risks, showing innovation and enterprise and developing intellectual curiosity about the design and manufacture of products and systems
- draw on knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology

## COURSE CONTENT



### YEAR 12

Students undertake a series of mini projects to guide them through the skills needed in Year 13 as well as to enhance the theory aspect of the course.

### YEAR 13

**Component 1:** A single examination in fashion and textiles. The examination includes a mix of structured and extended writing questions assessing your knowledge and understanding of technical principles and designing and making principles.

**Component 2:** A sustained design and make project, based on a brief developed by you, assessing your ability to identify, investigate and outline design possibilities; design and make prototypes; analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others.

## ASSESSMENT

A Level	Assessment	% of course
Component 1	Written Examination 3 hours	50%
Component 2	Non-exam assessment 80 hours	50%

## POSSIBLE CAREERS



Fashion designer, Retail buyer, Retail manager, Retail merchandiser, Stylist, Textile designer, Visual merchandiser, Clothing/textile technologist, Colour technologist, Illustrator, Interior and spatial designer, Fashion Promotion and Display, Advertising, Media Work, Retail Sales, Account Manager, Textile Administration, Textile Marketing and Sales, Kidswear Designer, Print Designer (freelance and in-house), Wallpaper Designer, Knit Designer, Carpet Design and Manufacturing

## GCSE ENTRY REQUIREMENTS

Grade 5 in Textiles or relevant DT area

# FINE ART



A Level



Pearson

## ABOUT THIS COURSE

Fine Art explores practical and critical/contextual work through painting, drawing, sculpture and photography. It requires engagement with aesthetic and intellectual concepts through the use of traditional and/or digital media, materials, techniques and processes for the purpose of self-expression. This may be created to communicate ideas and messages about the observed world, the qualities of materials, perceptions, or preconceptions. It can also be used to explore personal and cultural identity, society and how we live and visual language. Fine Art allows us to consider and reflect on our place in the world, both as individuals and collectively.

You will develop skills in:

- Thinking independently and developing, refining and communicating your ideas
- Analysing your own work and the work of others to inform your ideas
- Experimenting and taking risks in order to solve problems
- Producing personal creative outcomes

## COURSE CONTENT



### YEAR 12

**Advent Term:** People and Places- Research

**Lent Term:** Development

**Pentecost Term:** Final Piece. Reading into chosen artists

### YEAR 13

**Advent Term:** Coursework on your chosen theme

**Lent Term:** Coursework final piece/ Externally Set Assignment

**Pentecost Term:** Externally Set Assignment & Exam

## ASSESSMENT

### A Level

Coursework

Personal Investigation

External Assignment

### Assessment

Portfolio of practical and written work

Preparatory studies and personal  
(15 Hours)

### % of course

60%

40%

## POSSIBLE CAREERS



Architect, illustrator, ceramist, costume designer, milliner, photographer, art historian, art therapist, jewellery design, interior designer, theatre/stage design, animation, makeup, artist, website designer, computer game designer, curator.

## GCSE ENTRY REQUIREMENTS

Grade 6 in Art or Graphics

# FRENCH



A Level



Pearson

## ABOUT THIS COURSE

The French A-level is the continuation of your journey to becoming fluent in French. More than just a subject choice, the ability to speak French is a skill for life. Studying at A-Level, not only improves your language skills, but it provides you with insights into France's history and culture. If you do plan on travelling after school, this knowledge will truly enhance your experience. In terms of the course, we work from a text book which covers some of the following topics; *The changing nature of family, The 'cyber-society', The place of voluntary work, Positive features of a diverse society, Life for the marginalised, How criminals are treated, A culture proud of its heritage, Contemporary francophone music, Cinema: the 7th art form, Teenagers; the right to vote and political commitment, Demonstrations; strikes – who holds the power?. Politics and immigration.*

We also study a French film, *La Haine* and study a French novel, *Bonjour Tristesse*, in preparation for an essay exam on each in the terminal exam.

## COURSE CONTENT



### YEAR 12

**Advent Term:** A level text book module 1 - 2

**Lent Term:** A level text book module 3 - 4

**Pentecost Term:** A level text book module 5 - 6  
French film – *La Haine*

### YEAR 13

**Advent Term:** A level text book module 7 - 8

**Lent Term:** A level text book module 9 - 10

**Pentecost Term:** A level text book module 11 - 12

## ASSESSMENT

A Level	Assessment	% of course
Paper 1	Listening, reading and writing	50
Paper 2	Literature writing exam (2 essays)	20
Paper 3	Speaking exam card + presentation	30

## POSSIBLE CAREERS



International tradesperson, Field researcher, Small business liaison officer, Tour guide, Podcaster, YouTuber, Blogger, Teacher, TEFL teacher, Salesperson, Essay writer, Motivational speaker, Children's book writer, Flight attendant, Translator, Subtitle translator, Interpreter, Game translator, Online tutor, Private tutor

## GCSE ENTRY REQUIREMENTS

Grade 6 in French

# GEOGRAPHY



A Level



AQA

## ABOUT THIS COURSE

Geography is exciting and relevant to a changing and modern world. Geography influences many of the issues that you see in the news, making it up to date and dynamic. Studying Geography will equip you with the knowledge and skills to be a valuable addition in any work place. Geography is compatible with most A Level subject combinations as it draws on many disciplines. It is valued by top universities as a facilitating subject as an indicator of academic rigour in candidates. The NEA (Non Examined Assessment) is an Individual Fieldwork Investigation on a topic chosen by each student. Students will be prepared for this by taking part in a residential fieldtrip; which is the best way to see Geography in action!

## COURSE CONTENT

### YEAR 12

**Advent Term:** Water and Carbon Cycle (Physical Geography) and Changing Places (Human Geography)

**Lent Term:** Coastal Systems and Landscapes (Physical Geography) and Contemporary Urban Environments (Human Geography)

**Pentecost Term:** Complete topics from Lent term, preparation for NEA and revision of year 12 content for internal mock exams.

### YEAR 13

**Advent Term:** NEA for two lessons per week until half term alongside starting the final two topics: Ecosystems Under Stress (Physical Geography) and Global Systems and Global Governance (Human Geography)

**Lent Term:** Ecosystems Under Stress (Physical Geography) and Global Systems and Global Governance (Human Geography)

**Pentecost Term:** Revision of all content for public examinations

## ASSESSMENT

A Level	Assessment	% of course
Paper 1	2 hour 30 minute exam	40%
Paper 2	2 hour 30 minute exam	40%
NEA	Externally moderated	20%

## POSSIBLE CAREERS

Teaching, Law, Journalism, International Relations, Politics, Environmental Consultant, Business Management, Urban Planning, Rural planning, Hydrologist, Pollution Advisor, Aid worker, Eco tourism planner, Transport Management, Foreign Diplomat, Hazard Risk Management...

## GCSE ENTRY REQUIREMENTS

Grade 6 in GCSE Geography

# GOVERNMENT AND POLITICS



A Level



AQA

## ABOUT THIS COURSE

Have you ever wanted to know how your country was run? Do you have an interest in current affairs? If so Politics could be the A Level for you. You do not need to have had any previous knowledge of Politics to take this course, and indeed most of our students have never studied Politics before, but if you fancy a new challenge and have an interest then we are happy to have you on board. The course is assessed in an exam built around a series of mini-essays and short answers. It tests similar skills to the rest of the humanities subjects. The first year focuses on how the British political system works. We look at the power of parliament, the role of the Prime Minister, elections and referendums, devolution and the EU. This prepares you for the Year 13 modules which involve a comparison between the British and American political systems and also an in depth study of ideology, which leads to fierce arguments about what is right, and what is the best way to govern a country. We look at the powers of the US President, the role of Congress, civil rights and the Supreme Court. We also examine in-depth the ideas of Liberalism, Socialism, Conservatism and Nationalism.

## COURSE CONTENT



### YEAR 12

**Advent Term:** The UK Constitution, The EU, Electoral Systems, Voting Behaviour, The role of the Media, Political parties, Democracy, Participation

**Lent Term:** Devolution, Parliament, The PM and Cabinet, UK Supreme Court

**Pentecost Term:** Liberalism, US Constitution, Congress and Senate

### YEAR 13

**Advent Term:** Conservatism, Socialism, The US Supreme Court, the Presidency

**Lent Term:** Nationalism, US elections, US Parties and Pressure groups

**Pentecost Term:** Revision and exam practise

## ASSESSMENT

A Level	Assessment	% of course
Paper 1	Government and Politics of the UK	33%
Paper 2	The Government and Politics of the USA	33%
Paper 3	Political Ideas	33%

## POSSIBLE CAREERS



Politics is a humanity, and suits any such career. It involves analysing data and systems and arguing a case based upon this. As such, it suits any who wants to work in the public services or who wishes to pursue office based careers. We have also have had a lot of students go into the Law.

## GCSE ENTRY REQUIREMENTS

A 6 in a Humanities subject or in English Language

# HEALTH AND SOCIAL CARE



BTEC



Pearson

## ABOUT THIS COURSE

This qualification is designed to equip learners with the skills and knowledge needed to care for others in a broad range of health or social care settings. A Diploma in Health and Social Care is flexible to suit all fields of health and social care such as; Adult Nurse, Care Worker, Community Development Worker, Counsellor, Health Promotion Specialist, Occupational Therapist, Social Worker and Youth Worker.

## COURSE CONTENT



### YEAR 12

**Advent term:** Human Lifespan Development, Meeting Individual Care and Support Needs

**Lent term:** Principles of Safe Practice, Meeting Individual Care and Support Needs

**Pentecost term:** Enquires into current research in Health and Social care

### YEAR 13

**Advent term:** Promoting Public Health

**Lent term:** Nutritional Health

**Pentecost term:** Psychological Perspectives

## ASSESSMENT

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic. The majority of the course is assessed through internal assessment which involves the researching and responding to an assignment brief. Some units are exam based.

## POSSIBLE CAREERS



Adult Nurse, Care Worker, Community Development Worker, Counsellor, Health Promotion Specialist, Occupational Therapist, Social Worker and Youth Worker.

## GCSE ENTRY REQUIREMENTS

Recommended GCSE grade 4 in Science and English

# HISTORY



A Level



Pearson

## ABOUT THIS COURSE

The first part of this A Level qualification focuses on how the two leading western democracies responded and adapted to the challenges brought about by the greater political, social and economic expectations of ordinary people in the twentieth century. Students will then go onto to study how society persecuted minority members of communities throughout the early modern period. Students will address why the witch craze took place and why it was allowed to happen. Lastly students will independently research a choice of a variety of topics whereby they form a critical view and make a judgement based on their findings.

## COURSE CONTENT



### YEAR 12

**Advent Term:** Britain – Changing party fortunes & economics. America. Civil rights.

**Lent Term:** Britain – Welfare state & society in transition. Nixon & Watergate.

**Pentecost Term:** Britain – Standard of living & Margaret Thatcher. America – Ronald Reagan.

### YEAR 13

**Advent Term:** Coursework. Witchcraft – Scepticism & science.

**Lent Term:** Coursework. Witchcraft – Witch trial case studies.

**Pentecost Term:** Revision of Year 13 Content for public examinations

## ASSESSMENT

A Level	Assessment	% of course
Paper 1	2 hour 15 minute exam	30
Paper 2	1 hour 30 minute exam	20
Paper 3	2 hour 15 minute exam	30
NEA	Extended essay (3000 – 4000 words)	20

## POSSIBLE CAREERS



Teaching, law, civil service, museum curators, marketing, retail management, social work, nursing, police, armed forces and archivist.

## GCSE ENTRY REQUIREMENTS

Grade 5 in GCSE History



BTEC



Pearson

## ABOUT THIS COURSE

The qualification is designed to be studied over two years and carries UCAS tariff points. It meets entry requirements in its own right for some courses in IT or related study such as an HNC or HND in Computing, Engineering or Business Management. For progression to a degree course, learners should normally study this qualification alongside other qualifications, such as an A Level or BTEC Extended Certificate in a different or complementary subject area.

## COURSE CONTENT



### YEAR 12

**Advent Term:** Project Management. Investigation into failed ICT projects. What is computational thinking? Different types of software applications. What makes a high-quality software application? What makes a good website; the principles of website design. Factors affecting website performance. Coursework - written assignment.

**Lent Term:** Carry out a project initiation for an IT project. How to develop a piece of software, including the planning and reviewing. How to program in Python. How to develop a website. How to program in HTML, CSS and JavaScript.

**Pentecost Term:** Development of a piece of software using Python and written assignment. Development of a website and written assignment. Social Media in Business

### YEAR 13

**Advent Term:** Cyber security threats. Networking architectures. Cyber security protection plan. Social and technological trends of computer games. Requirements of users and the gaming industry. Relational databases

**Lent Term:** Cyber security documentation. Forensic procedures. How to develop a computer game. Normalisation, queries, reports.

**Pentecost Term:** Revi

## ASSESSMENT

BTEC	Assessment	% of course
Unit 1	Written Exam	16.66%
Unit 2	Computer based exam	12.5%
Unit 3	Coursework	12.5%
Unit 4	Coursework	12.5%
Unit 6	Coursework	8.33%
Unit 8	Coursework	8.33%
Unit 9	Coursework	12.5%
Unit 11	Exam	16.66%

## POSSIBLE CAREERS



Website designer. Network manager. Computer programmer. Security expert. Games developer. IT teacher. IT support.

## GCSE ENTRY REQUIREMENTS

Six GCSEs



## ABOUT THIS COURSE

This qualification is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses

### COURSE CONTENT

#### YEAR 12

**Advent Term:** What makes a good website; the principles of website design. The different purposes and audiences of websites and their requirements. Factors affecting website performance. Coursework - written assignment. Digital devices in IT systems Transmitting Data

**Lent Term:** How to develop a website, including the planning and reviewing stage (moodboards, storyboards, wireframes, etc.) How to program in HTML, CSS and JavaScript. Operating online. Protecting data and information.

**Pentecost Term:** Development of a website and written assignment. Social Media in Business

#### YEAR 13

**Advent Term:** Relational databases

**Lent Term:** Normalisation, queries, reports

**Pentecost Term:** Revision

## ASSESSMENT

BTEC	Assessment	% of course
Unit 1	Written Exam	33.33%
Unit 2	Computer based exam	25%
Unit 3	Coursework	25%
Unit 6	Coursework	16.66%

### POSSIBLE CAREERS

Website designer. Network manager. Computer programmer. Security expert. Games developer. IT teacher. IT support.

## GCSE ENTRY REQUIREMENTS

Six GCSEs

# MATHEMATICS



A Level



Pearson

## ABOUT THIS COURSE

A Level Mathematics is a very highly regarded subject. It is a popular choice with students and develops logical reasoning, problem solving and critical thinking skills. The course comprises of two parts; Pure Maths which is worth 66.6% and Applied Maths, which is made up of Mechanics and Statistics and is worth 33.3%. Mathematics also combines very well with other subjects. We will build on and extend areas of Maths you have already met at GCSE as well as introducing new and exciting concepts and ideas. The course is challenging and will require you to have a good understanding of abstract concepts as well as being to apply this understanding to real world situations. A great deal of support is available from a team of very experienced teachers and results are excellent. This course is suitable for those who studied higher tier GCSE, and achieved a grade 6 or above. This course is academically challenging – you will need to be prepared to work hard to be successful and not give up!

## COURSE CONTENT



### YEAR 12

**Advent Term:** Pure Maths 1

**Lent Term:** Pure Maths 1, Mechanics 1, Statistics 1

**Pentecost Term:** Mechanics 1, Statistics 1, Pure Maths 2

### YEAR 13

**Advent Term:** Pure Maths 2

**Lent Term:** Pure Maths 2, Mechanics 2, Statistics 2

**Pentecost Term:** Revision for external exams

## ASSESSMENT

Students will sit 3 exams at the end of Year 13:

- Pure Maths 1
- Pure Maths 2
- Statistics and Mechanics.

Each exam is 2 hours and they are equally weighted. There is no controlled assessment or coursework.

## POSSIBLE CAREERS



Accountancy, actuary, banking, auditor, Engineering – all types, IT – software designer, computer programmer, app developer, Business – analyst, logistics consultant, Defence and intelligence, communications, statistician, air traffic controller, lawyer, sports analyst, teacher and many more

## GCSE ENTRY REQUIREMENTS

Grade 6 in GCSE Mathematics

# MUSIC



A Level



AQA

## ABOUT THIS COURSE

A-Level Music brings listening, performance and composition to life in new and engaging ways, valuing all music styles, skills and instruments. It is a subject that is constantly evolving, inspiring creativity and expression in a way that no other subject can.

This course covers a variety of styles and genres and students are able to select two areas of study to suit their own interests. Music students immerse themselves in the busy musical life of the school. We offer excellent teaching from our experienced team and are proud of our excellent results.

## COURSE CONTENT



### YEAR 12

**Advent:** Music Theory, Baroque Concerto, Purcell Sonata for Trumpet in D Major, Music for Theatre, Oklahoma, Mozart Opera, Romantic Piano Music

**Lent:** Vivaldi Flute Concerto Il Gardellino, Sondheim, Music for Media, Zimmer, 4-part harmony/composing techniques, Marriage of Figaro Act 1, Nos 1, 3, 4 & 5

**Pentecost:** Vivaldi Flute Concerto, Schonberg, Herrmann, 4-pt harmony/composing techniques

### YEAR 13

**Advent:** Bach Violin Concerto, Music for Theatre and Music for Media, brief composition, Mozart Opera, Romantic Piano Music

**Lent:** Recap of all set works, performance and composition coursework

**Pentecost:** Revision, performance and composition coursework

## ASSESSMENT

A Level	Assessment	% of course
Component 1	2 hour 30 minute exam	40
Component 2	10 minutes (minimum)	35
Component 3	4 minutes 30 seconds (minimum)	25

## POSSIBLE CAREERS



Music is a subject that can open doors to a wide range of education and employment pathways. The varied nature of the course enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which makes them an attractive prospect for all potential employers.

Many A-Level Music students who have continued their studies have attending prestigious music colleges or conservatoires, including some who have gained scholarships at the Royal Academy of Music and Royal College of Music to study performance and composition respectively. Other notable student destinations have included Birmingham Conservatoire and the Royal Northern College of Music.

## GCSE ENTRY REQUIREMENTS

6 in Music; students must also be able to read musical notation and be able to play their instrument to Grade 5 or equivalent.

# PHYSICAL EDUCATION



A Level



AQA

## ABOUT THIS COURSE

A-level Physical Education qualifications allow students to play to their strengths and gain dynamic theoretical and practical skills for further education or work.

Students will develop knowledge and understanding of; the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery, understanding of the principles required to optimise learning of new, and the development of existing, skills in a range of physical activities, popular and rational recreation leading to the emergence of modern sport through to the globalisation of sport in the 21st century, the impact of the following social factors on the development of football, tennis and athletics.

Students will interpret data and graphs relating to; changes within the musculo-skeletal, cardio-respiratory and neuro-muscular systems, the use of energy systems during different types of physical activity and sport and interpret graphical representations associated with skill acquisition theories.

## COURSE CONTENT



**Advent:** Cardiovascular, Respiratory, Neuromuscular, Musculo-skeletal systems, Continuums and transfer of skills, Use of guidance and feedback, Motivation, Aspects of personality, Emergence of globalisation of sport in the 21st century: Pre-industrial - Post World War II.

**Lent:** Energy Systems, Analysis of movement in physical activities, Levers, Attitudes, Arousal, Anxiety, Aggression, Social facilitation, Group dynamics, Memory models, Achievement motivation theory, Attribution theory.

**Pentecost:** Diet and nutrition, Preparation and training methods, Biomechanical principles, Self-efficacy and Confidence, Leadership and Stress management, The impact of sport on society and of society on sport, the role of technology in physical activity and sport.

## ASSESSMENT

A Level	Assessment	% of course
Paper 1	2 hour exam	35
Paper 2	2 hour exam	35
NEA	Practical & Coursework	30

## POSSIBLE CAREERS



Teaching, physiotherapy, coaching, sport development, public services, nursing, armed forces.

## GCSE ENTRY REQUIREMENTS

Grade 6 in GCSE PE or equivalent (M/D/D\* BTEC Sport)



## ABOUT THIS COURSE

BTEC Nationals use a combination of assessment styles to give the students confidence they can apply their knowledge and understanding to succeed in the workplace or have the study skills combined with a secure foundation of in-depth knowledge required to continue learning on higher education courses and throughout their career. BTEC Nationals embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

## COURSE CONTENT



## Year 12

**Advent, Lent & Pentecost:** Unit 1: Sport and Exercise Physiology  
 Unit 2: Functional Anatomy  
 Unit 4: Field and Laboratory-based Fitness Testing  
 Unit 8: Specialised Fitness Training

## Year 13

**Advent:** Unit 3: Applied Sport and Exercise Psychology

**Lent & Pentecost:** Unit 5: Applied Research Methods in Sport and Exercise Science  
 Unit 6: Coaching for Performance and Fitness  
 Unit 7: Biomechanical Principles

## ASSESSMENT

BTEC	Assessment	% of course
Unit 1 & 2	External 1.5 hour exam	25
Unit 3	External 3 hour Case Study exam	12.5
Units 4-8	Internal Coursework	62.5

## POSSIBLE CAREERS



Teaching, physiotherapy, coaching, sport development, public services, nursing, armed forces.

## GCSE ENTRY REQUIREMENTS

Grade 6 in GCSE PE or equivalent (M/D/D\* BTEC Sport)



## ABOUT THIS COURSE

This course is ideal for students with a strong interest in the way things work and those that are intrigued about the world and universe around them. The course covers traditional Newtonian Physics before delving into more advanced and abstract concepts. Students complete 16 core practicals over the course of the two years and demonstrate their competency in twelve common practical techniques. In Year 12 students study the foundational topics of Mechanics, Electric Circuits, Waves and Particle Nature of Light. In Year 13 students apply the concepts covered in Year 12 and develop a wider appreciation of Physics topics on Particle Physics, Electric and Magnetic Fields and Space.

## COURSE CONTENT



- Unit 1: Working as a Physicist
- Unit 2: Mechanics
- Unit 3: Electric Circuits
- Unit 4: Materials
- Unit 5: Waves and Particle Nature of Light
- Unit 6: Further Mechanics
- Unit 7: Electric and Magnetic Fields
- Unit 8: Nuclear Physics
- Unit 9: Thermodynamics
- Unit 10: Space
- Unit 11: Nuclear Radiation
- Unit 12: Gravitational

## ASSESSMENT

A Level	Assessment	% of course
Paper 1	1 hr 45	30
Paper 2	1 hr 45	30
Paper 3	2 hr 30	40

## POSSIBLE CAREERS



Theoretical physicist, nuclear physicist, astronomer, civil engineer, mechanical engineer, electrical engineer, software engineer, systems analyst, architect, physiotherapist, teacher

## GCSE ENTRY REQUIREMENTS

6 in Physics with a 6 in Mathematics

# RELIGIOUS EDUCATION



A Level



Eduqas

## ABOUT THIS COURSE

Religious education allows you to investigate ultimate questions such as “ why does evil exist?” and “ what is the purpose of life?” It enables you to study topics that explain the diversity of life and religion in the modern world while also improving philosophical thinking skills and the ability to think outside of the box. It seeks to develop an understanding of contemporary ethical and religious issues such as medical ethics and religious fundamentalism. You will develop communication skills and learn to clearly express your views and increase your self-confidence. Finally, you will study three components: Component 1: A Study of Religion, Component 2: Philosophy of Religion and Component 3: Religion and Ethics

## COURSE CONTENT



### YEAR 12

**Advent Term:** Arguments for the existence of God, Religious experiences and Religious language.

**Lent Term:** The problem of evil and suffering and Deontological Ethics.

**Pentecost Term:** Ethical thought and Teleological ethics.

### YEAR 13

**Advent term:** Determinism and free will, Religious figures and sacred texts and Religious concepts and religious life.

**Lent term:** Significant social and historical developments in religious thought and Religious practices that shape religious identity.

**Pentecost term:** Revision of year 12 and 13 content for public examinations.

## ASSESSMENT

A Level	Assessment	% of course
Paper 1	2 hour exam	33 1/3 %
Paper 2	2 hour exam	33 1/3 %
Paper 3	2 hour exam	33 1/3 %

## POSSIBLE CAREERS



Teaching, director of operations, sales, police officer, lawyer, catering manager, midwife, doctor, construction project manager, human resource manager, aid worker, social worker.

## GCSE ENTRY REQUIREMENTS

Grade 6 in RE.

# PSYCHOLOGY



A Level



AQA

## ABOUT THIS COURSE

Psychology is the scientific study of the brain, the mind, thinking and behaviour. It covers an extremely wide variety of topics from mental illness to memory.

Psychologists observe and conduct experiments to find out more about the way people think, act and interact. They try to understand what motivates, challenges and changes us and use this understanding to help us tackle personal and social problems. Psychologists can work in mental health, education, business and sports.

You will gain analytical skills and learn about scientific research methods, including collecting and working with data. It requires hard work, the ability to write essays and to think in a logical and scientific manner.

## COURSE CONTENT



### YEAR 12

**Advent Term:** Research Methods, Memory, Attachment.

**Lent Term:** Approaches, Social Psychology, Psychopathology

**Pentecost Term:** Biopsychology, Research Methods part 2

### YEAR 13

**Advent Term:** Research Methods part 3, Biopsychology part 2

**Lent Term:** Aggression, Schizophrenia or Eating Behaviour, Gender or Relationships

**Pentecost Term:** Issues and Debates

## ASSESSMENT

A Level	Assessment	% of course
Paper 1	2 hour exam	33
Paper 2	2 hour exam	33
Paper 3	2 hour exam	33

## POSSIBLE CAREERS



Psychologist, Psychotherapist, Advertising, Public Relations, Social Worker, Counsellor, Human Resources, Educational Psychologist, Teaching-Related Careers, Research Roles, Media Roles, Sports Psychologist, Forensic Psychologist, Well-Being, Mental Health etc

## GCSE ENTRY REQUIREMENTS

Grade 6 in English, Grade 6 in Maths