



# Course Guide 2022

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# What Qualifications Are Available?

Plymstock Sixth Form offers a wide range of Level 3 qualifications. All these qualifications require a two year study period, so students need to choose wisely and be fully committed.

We recommend that all but a small minority of students study 3 A level/Level 3 qualifications.

If you wish to study 4 A Level/Level 3 qualifications, you should be targeted all 9-7 grades at GCSE.

Core Mathematics and/or the Extended Project Qualification (EPQ) can be studied alongside three A Levels/Level 3 qualifications.

## A Level Qualifications

A Level qualifications are two year qualifications which are assessed at the end of the course. The assessment is mainly through examinations taken at the end of the course, in the summer of Year 13.

## Level 3 BTECS and OCR Technical Qualifications

The Level 3 BTECs and OCR Technicals are rigorous Level 3 qualifications. The assessment criteria is extremely strict with emphasis being placed on students working independently and adhering to strict deadlines. Assessment for these qualifications include formal (exam) and coursework based assessment. BTECs and OCR Technicals are Level 3 qualifications and are designed to meet the very specific needs of the areas both universities and employers are looking for. BTECs and OCR Technicals are recognised by both employers and universities and are highly regarded.

## Choosing Your Options

Please ensure you make your subject choices clear on your options form. Where clashes occur in option blocks we will do our best to accommodate your choices however, this may not always be possible.

If we cannot accommodate all subject choices we will look at the subjects offered within the consortium schools (Coombe Dean and Hele's) to see if they will be able to accommodate your subject choice alongside your other subject options at Plymstock.

Further details on the consortium offer and transport arrangements can be found on page 35 of this course guide.

When a subject is oversubscribed, we will look at the possibility of running an additional class within a different block.

When a subject is undersubscribed we cannot always guarantee the subject will run. We are committed to ensuring students are able to study the subjects they wish. To enable us to accommodate running small classes, some lessons may be allocated as independent study on topics the teacher has set.

The following table shows suitable Post-16 options dependent on your current predicted grades.

Possible GCSE Results Pathway (these are guidelines)	Years 12 & 13	After Year 13
Seven or more 9-6	Sixth Form A Levels (Level 3)	University Higher Apprenticeship Work Place
Five or more 9-6	Sixth Form A Levels, including Applied courses (Level 3)	University Higher & Intermediate Apprenticeship Work Place
Five 9-4	Sixth Form Applied A Level courses (Level 3) (3 subjects)	University Apprenticeship Work Place
	Apprenticeship	
	College (Level 1, 2 or 3)	
Five 4-1	Apprenticeship	Work Place Apprenticeship College
	College (Level 1, 2 or 3)	
	Work place which includes training, this would usually be the armed forces.	

It is essential you research your course choices and choose subjects that are relevant to what you may want to study at University or the industry you wish to work within.

Some useful websites to research careers and suitable Level 3 options choices are:

**www.ucas.com**

**www.unifrog.org**

Below are some example options for certain careers.

### Engineering

Maths, Physics and a third option. Ideally this third option will bear some relevance i.e. Computer Science or Chemistry.

### Law

Option 1: History, English and a third option. Ideally this third option will continue to develop your analytical skills and ability to construct well-formed arguments.

Option 2: History, Sociology and RS

There are other combinations that are accepted for Law; these are just a couple of examples.

### Medicine

Biology, Chemistry, Maths and a possible fourth option. Students wishing to study medicine need to ensure they are choosing Biology, Chemistry and Maths. The fourth (optional) option could be RS, History, or English.

### Veterinary Medicine

Biology, Chemistry, Maths and a possible fourth option, for example Physics. Students wishing to study Veterinary medicine need to ensure they choose Biology and Chemistry.

### Nursing

A science (Biology, Chemistry, or Applied Science) and two other subjects for example Maths and English or Psychology and History. Again, these are examples and there are other options you can follow.

It is important to check what universities require. For example Oxbridge and some universities offering medicine and veterinary medicine do not require students to take 4 A Levels and will make offers based on 3 A Levels. However, it is important that you research what your university choices require so you are not disadvantaged.

# Level 3 Subjects

## Equivalent to 1 A Level

In order to study a Level 3 subject students must meet the requirements of the course as stipulated in the following pages.

If students do not meet these requirements they will not be permitted to study the course except in exceptional circumstances. All students are expected to have gained a minimum of a grade 4 in Mathematics and English Language GCSE in order to follow a Level 3 programme of study. If they do not achieve these grades a place may still be offered on the proviso that they retake the subject in Year 12 (more details of this are available on Page 34).

To study at Plymstock Sixth Form students need to achieve a minimum average grade score of 4.5. To calculate this simply add together all grades achieved and then divide by the number of grades.

# Applied Science BTEC Level 3 Extended Certificate

Examination Board: Pearson Level 3. Students will be awarded a pass, merit, distinction or distinction\* in this 2 year BTEC National Extended Certificate in Applied Science.

## Staff

J Birchnall, BSc (Hons), PGCE (Head of Applied Science)

S Cooper, BSc (Hons), PGCE

S Farrant, BSc (Hons), PGCE

A Luscombe, BA (Hons), PGCE

V Sharma, BSc (Hons), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. Grade 5:5 in **higher tier** GCSE Science. Grade 5 (minimum) in English and Mathematics due to the scientific content, mathematical requirements and extensive report writing.

## Skills Required

Strong work ethic - time intensive course. An interest in everything scientific, an ability to carry out practical work safely and carefully and the ability to work to deadlines are essential for this partially examined course. Good research and presentation skills are necessary for the portfolio based assignments, so good IT skills are also important. You will

also need to be motivated to learn and revise for the examined units. You will need to be self-motivated and be good at meeting deadlines to succeed on this course as you will get out what you put in.

## Syllabus, Assessment & Activities

Science is crucial in life and the world of work. Your knowledge of Science may be used in the future to understand and perhaps help solve problems with important worldwide issues such as diagnosing illness, drug preparation and environmental protection. Structured questions, written reports, presentations, topic tests and PowerPoint presentations will assess and grade understanding of each task.

## Career Paths & Degree Courses

A qualification in this subject can lead to careers in hospitals as a medical technician; working in a research laboratory or in the chemical industry; working with the forensic science service; working for a scientific magazine; nursing or social services.

Module	Extended Certificate in Applied Science (equivalent of AS)	Module	Extended Certificate in Applied Science (equivalent of A2)
Unit 1	CORE: Scientific Principles in all three sciences. Externally examined.  3 exams over 3 days, 40 minutes each paper	Unit 3	CORE: Scientific Practical Techniques – externally assessed.  A 3 hour practical exam followed by a 1 hour 30 minute written exam paper.
Unit 2	CORE: Science investigations. Practical module – internally assessed by extensive report writing	Unit 8	Human Body – 4 internally assessed assignments by extensive report writing.

# Art, Craft & Design

Examination Board: OCR

## Staff

O Hurd-Thomas, BA (Hons), MA, PGCE  
(Head of Department)

S Graves, BA (Hons), PGCE

P Muncaster, BA (Hons), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. Grade 6 or above in GCSE Art. In exceptional circumstances students who have not achieved a 6 may be admitted at the discretion of the Head of Department. Similarly if Art is not studied at GCSE students must meet with Head of Department and show evidence of art skills.

## Skills Required

Students must be able to demonstrate a broad range of visual recording skills, including a variety of drawing styles. They will have to show a capacity for the critical analysis of images, and to develop the subject specific language to convey their ideas and insights. The ability to explore a range of materials and processes whilst developing their ideas is important. This naturally leads to the final realisation of their intentions into a coherent body of art work. An ability to manage time and workload is essential for this course.

As the course progresses the potential for specialisation in a particular area of art practice such as fine art, graphic communication, photography, textile design, or three dimensional design is a possibility. Alternatively a student could follow a broader learning pathway, mixing processes, techniques and ways of working from a range of art, craft and design disciplines.

## Career Paths & Degree Courses

The Art, Craft & Design course at Plymstock is an excellent stepping stone to further study at both Foundation and Degree level. Thereafter careers in the creative industries, either in the Fine Arts (painting, sculpture etc.) or applied areas such as graphic design, advertising, architecture, fashion and film are all possibilities. An Art, Craft & Design A-Level is also an asset for anybody considering a supporting role in such industries, for example in the financial, marketing and administrative parts of the cultural sector.

Given the increasing emphasis on creative thinking as a core skill in the world's most successful companies, an Art A level is an excellent counterpoint to a more academic set of A levels, and is widely considered to be valuable by employers.

## Course Costs

All Year 12 and Year 13 students are asked to pay a studio fee of £30 at the start of September. As a requirement of the course we run a trip to London in both Y12 and Y13 to visit galleries and see exhibitions. In the past this has cost around £60. All students are expected to attend.

Year 12	Year13
<p><b>Practical Portfolio;</b> A broad skills-building introduction to a variety of art processes, initially following themes set within the department. All work is thoroughly grounded in the research and appreciation of art practices both traditional and contemporary. Leading to a presentation of research and development and final piece(s) as a final portfolio. <b>Work from the Year 12 practical portfolio may also form part of the student's Year 13 Personal Investigation.</b></p>	<p><b>Personal Investigation;</b> A development of the work done in Y12, but with an emphasis on depth of engagement with artists and processes, that leads to one major project. The direction of study is increasingly student led, and once again leads to a mature presentation of ideas and research, together with a final portfolio of art work. Includes a related written element of a minimum 1000 words of continuous prose. <b>The Personal Investigation accounts for 60% of the marks on the A Level course.</b></p>
<p><b>Year 12 Summer Exam;</b> Students respond to a starting point set internally by the Art, Craft and Design department. A period of supported development work during the Spring of Year 12 leads to a 10 hour controlled test in which an outcome is to be produced. <b>Work from the Year 12 practical portfolio and summer exam may also form part of the student's Year 13 Personal Investigation.</b></p>	<p><b>Controlled Assignment;</b> Soon after Christmas in Year 13 the students respond to one of a range of starting points set by the exam board. A period of supported development work leads to a 15 hour controlled test in which an outcome is to be produced. <b>The Controlled Assignment accounts for 40% of the marks on the A Level course.</b></p>

# Biology

Examination Board: OCR

## Staff

J Birchall, BSc (Hons), PGCE  
(Head of Biology)

B Evans, BSc (Hons), PGCE

V Sharma, BSc (Hons), PGCE

E Sheridan, BSc (Hons), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least 6:6 grade in Science **including 6 or above in Biology and Chemistry components/exams.** Mathematics and English at grade 6 or above.

## Skills Required

Strong work ethic - time intensive, highly academic course. An interest in anything living, an ability to observe carefully using a microscope and an understanding of chemistry. Good organisation and the ability to meet deadlines are also important. Students will be expected to do a substantial amount of practical exam work during the course.

## Syllabus, Assessment & Activities

Biology is the study of life, past, present and future. Your knowledge of biology may be used in the future to understand and perhaps solve problems with important worldwide issues such as disease, food production, conservation and controlling population.

The first year topics involve studying cell structure and function, gas exchange, blood and the heart, plant structure and function, biochemistry, the key macromolecules, diet, a variety of diseases such as malaria and emphysema and evolution. Second year topics cover the nervous system, excretion, photosynthesis, genetics, respiration, biotechnology and populations.

## Career Paths & Degree Courses

An A Level in Biology can lead to entry to university to study Biology, Biochemistry, Genetics, Zoology and Plant Biology. Biologists from Plymstock have also followed careers such as Medicine, Nursing, Veterinary sciences, Ecology, Physiotherapy, Radiography, Psychology and Teacher training.

Biology A H420		Assessment	Content In Exam Paper
Paper 1	Biological Processes	2 hours and 15 min written exam - 37% of A2	Modules 1, 2, 3, 5
Paper 2	Biological Diversity	2 hours and 15 min written exam - 37% of A2	Modules 1, 2, 4, 6
Paper 3	Unified Biology	1 hour and 30 min written exam - 26% of A2	Modules 1, 2, 3, 4, 5, 6

Practical element of course is also assessed in Module 1 - part of all 3 written examinations

Pass or fail of the Practical Endorsement ,carried out during practical sessions over the 2 years in lessons.

# Business Cambridge Technical Level 3 Extended Certificate

Examination Board: OCR

## Staff

G Hughes BA (Hons) PGCE  
(Head of Department)

K Davies BSc PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5.

Recommended - Mathematics and English GCSE at grade 5 or above.

## Skills Required

An ability to reason carefully, develop coherent arguments and commit these to essay format, therefore a good grade in English and Maths GCSE would be an advantage. Students will have to be comfortable within a culture where independence, innovation, creativity and self-motivation are expected. High level of competence is needed in numeracy as there is a significant finance requirement. Students will need to be able to assess business strategy and evaluate various suggested outcomes. Students will need a keen interest in topical global business issues and current methods of business management.

## Syllabus, Assessment & Activities

Learner will cover topics such as the business environment, investigating marketing and business resources. Learners will also have the opportunity to acquire the essential knowledge and tools for the world of work by developing

transferable skills such as planning, research and analysis, working with others and effective communication. Learners may wish to extend their programme of learning through the study of general qualifications such as GCE, GCE AS or other related/appropriate vocational qualifications for example OCR Level 3 NVQ Certificate in Business and Administration or progression to OCR Level 4 NVQ Certificate in Business and Administration. Introductory diploma can be topped up to a subsidiary diploma.

## Career Paths & Degree Courses

These qualifications award UCAS points on completion, they also provide knowledge and understanding required to enable progression to further education/higher education in the same or related areas in the Qualifications and Credit Framework (QCF) and from the National Qualifications Framework (NQF). These qualifications are designed to enable learners to enter employment. Such learners would normally enter employment through a work-related training programme. For example, a learner achieving an OCR Level 3 Cambridge Technical Certificate in Business may enter employment and undertake a related qualification at a level appropriate to the job role or enter employment and undertake other related occupational qualifications.

The Level 3 Cambridge Technical Introductory Diploma has the same number of guided learning hours (GLH) as an A Level – 360 GLH – and also has UCAS points. The Distinction\* in the Introductory Diploma has the same number of UCAS points as an A\* at A Level, and a Pass in the Introductory Diploma has the same number of UCAS points as an E grade.

Level	Units Covered	Assessment
Certificate (Year 1)	<b>Unit 1</b> Business Environment <b>Unit 4</b> Customers and Communication	Exam Coursework (60/40 Exam)
Extended Certificate (Year 2)	<b>Unit 2</b> Working in a Business <b>Unit 5</b> Marketing and Market Research <b>Unit 20</b> Business Events	Exam Coursework Coursework (50/50 Coursework)

# Chemistry

Examination Board: OCR

## Staff

E Parsons, BSc (Hons), PGCE  
(Head of Chemistry)

K Boyle, BSc (Hons), MSc, PGCE(M)

E Julian, MBChB, PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. A grade 6-6 (minimum) in Science including a 6 or above in the Chemistry component.  
Mathematics GCSE at grade 6 or above.

## Skills Required

Strong candidates will have a range of skills. Good study skills, a strong mathematical ability and the ability to relate to abstract concepts are vital.

Students will be expected to do a substantial amount of work outside of lesson time in order to fully appreciate the links between different aspects of Chemistry. Self motivation and a capacity for independent study is an essential pre-requisite for examination success in this subject.

Knowledge, understanding and practical skills are all assessed separately. Exams are in June.

## Syllabus, Assessment & Activities

The course is divided into chemical topics, each containing different key concepts of Chemistry. Once the key features of a chemical topic have been developed, applications are considered.

The study of Chemistry develops a student's ability to analyse and understand the material world. The three main areas of chemistry are organic chemistry, which covers topics on carbon compounds and analysis, inorganic, the study of all the other elements of the periodic table, and their reactivity and physical chemistry, which looks at the "hows and whys" of chemical reactions. Chemistry A Level consists of three written papers all of which are taken in June. There is also extensive practical skills endorsement.

## Career Paths & Degree Courses

The study of Chemistry develops a student's ability to analyse and understand the material world. It is also an excellent preparation for science based university courses, including medicine. In our fast moving technology-based society, a qualification in Chemistry is more useful and relevant than ever. Well qualified scientists can expect rewarding careers both intellectually and financially.

Chemistry	Assessment Overview	
Content is split into 6 teaching modules		
Module 1	Development of Practical Skills	A Level Paper 1 - Periodic Table, Elements and Physical Chemistry
Module 2	Foundations in Chemistry	
Module 3	Periodic Table & Energy	A Level Paper 2 - Synthesis & Analytical Techniques
Module 4	Core Organic Chemistry	
Module 5	Physical Chemistry & Transition Elements	A Level Paper 3 - Unified Chemistry
Module 6	Organic Chemistry & Analysis	
Paper 1 assesses the content from Modules 1, 2, 3 and 5 Paper 2 assesses the content from Modules 1, 2, 4 and 6 Paper 3 assesses the content from Modules 1 to 6		A Level Practical Endorsement

# Computer Science

Examination Board: OCR

## Staff

S Rogers, BA (Hons), PGCE  
(Head of Department)

R Swan, BSc (Hons), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least a grade 6 in Computer Science GCSE (if taken) and at least a grade 5 in the Physics element of GCSE Science .

Recommended - English and Mathematics GCSE at grade 5 or above.

## Skills Required

Students should be able to think logically to solve problems. They will also need perseverance and have good attention to detail to complete the programming tasks.

## Syllabus, Assessment & Activities

Students will complete the equivalent of the AS level in Year 12, assessed through two written mock papers. These topics are then developed and added to in Year13 for the full A level, with similar, but longer assessments, plus an NEA Programming Project.

## Career Paths & Degree Courses

This course is a good route onto degree courses in Computing and also Science, Engineering and Maths. It would also prepare students well for a variety of jobs in IT.

Content	A Level	Content
<ul style="list-style-type: none"> <li>The characteristics of contemporary processors, input, output and storage devices</li> <li>Software and software development</li> <li>Programming</li> <li>Exchanging data</li> <li>Data types, data structures and algorithms</li> <li>Legal, moral, ethical and cultural issues.</li> </ul>	<p><b>Paper 1</b></p> <p>2½ hour written paper exam</p> <p>40% A Level</p>	CORE: Scientific Practical Techniques – externally assessed.
<p>There'll be a short scenario/task contained in the paper, which could be an algorithm or a text page-based task, which will involve problem solving.</p> <p>Other areas covered include the following:</p> <ul style="list-style-type: none"> <li>Elements of computational thinking</li> <li>Problem solving and programming</li> <li>Algorithms.</li> </ul>	<p><b>Paper 2</b></p> <p>2½ hour written paper exam</p> <p>40% A Level</p>	<p><b>SECTION A</b></p> <p>Traditional questions concerning computational thinking:</p> <ul style="list-style-type: none"> <li>Elements of computational thinking</li> <li>Programming and problem solving</li> <li>Pattern recognition, abstraction and decomposition</li> <li>Algorithm design and efficiency</li> <li>Standard algorithms.</li> </ul> <p><b>SECTION B</b></p> <p>There'll be a scenario/task contained in the paper, which could be an algorithm or a text page-based task, which will involve problem solving.</p>
	<p><b>Non-exam assessment</b></p> <p>20% A Level</p>	Solution to a practical problem e.g. website with dynamic content, computer game, control system OR investigation report e.g. rendering 3D worlds on screen.

# Criminology

WJEC Level 3 Diploma

Examination Board: WJEC

## Staff

R Richardson, BSc (Hons), PGCE  
(Head of Department)

C Varcoe BSc (Econ), PGCE

W Sprengel, BA (Hons), MEd, PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5.

Recommended - English GCSE grade 5 and Science GCSE grade 4 or above.

## Skills Required

You need to enjoy researching and exploring the world around you. You need to be able to see two sides of an issue and be interested in exploring why people commit crimes and the way that society deals with these.

## Syllabus, Assessment & Activities

The course will run in the following way.

1. 50% examinations
2. 50% controlled assessment.

There is a possibility of doing a Certificate rather than a Diploma and this will take one year and involve half of the assessments in points 1 and 2 above.

## Career Paths & Degree Courses

This course provides a useful foundation for degree courses in areas associated with criminology. It is also relevant for various careers including the police force, the prison service, probation, the courts and the law.

### The Modules (4 for Diploma and 2 for Certificate)

Unit 1 Changing Awareness of Crime	There are many reasons that crimes that go unreported and the purpose of this unit is to develop learners' knowledge and understanding of these crimes. They will also develop skills needed to plan for a campaign for change, whether a change in awareness, policy or action.
Unit 2 Criminological Theories	Criminologists have produced theoretical explanations of why people commit crime, but which is the most useful? Knowing about the different types of crime and the criminological approaches to theory will give you a sharper insight into the kind of thinking used by experts and politicians to explain crime and criminality. By undertaking this unit, you will learn to support, challenge and evaluate expert opinion and be able to support your ideas with reliable and factual evidence.
Unit 3 Crime Scene to Courtroom	Throughout this unit, learners will develop an understanding of the personnel involved in criminal investigations and the techniques that are used to help identify the culprit. The criminal trial process involves many different people and agencies. Learning about the roles of these will give you a clearer insight into what happens once a crime is detected and the process that leads to either a guilty or non-guilty verdict. At the end of this unit you will have gained the skills to review criminal cases, evaluating the evidence in the cases to determine whether the verdict is safe and just.
Unit 4 Crime and Punishment	The purpose of this unit is for learners to develop skills in order to evaluate the effectiveness of the process of social control in delivering policy in practice.

# Drama & Theatre Studies

Examination Board: Eduqas

## Staff

C Swabey, BA (Hons), PGCE  
(Head of Performing Arts)

K Chick, BA (Hons) Secondary Drama QTS

L Hawker, BA Hons, PGCE

S Lowe, BA (Hons), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least grade 6 in Drama. (However, if you did not take GCSE Drama a short audition may be required before entry).

Recommended - English GCSE at grade 5 or above.

## Skills Required

We want students to have an inspiring experience of A-level Drama and Theatre. This qualification emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances.

Students taking the course should have an appreciation of the Arts and a willingness to work as a team. There will be regular opportunities to visit the theatre to watch live performance to enrich a wider subject appreciation.

## Transferable Skills

Students of Eduqas Drama and Theatre develop skills that are not just essential for drama but applicable to a wide range of higher education subjects and in the workplace. This specification refines students' collaborative skills, their analytical thinking and their approach to research.

Students grow in confidence and maturity as they successfully realise their own ideas. They learn to evaluate objectively and develop a sound appreciation of the influences that cultural and social contexts can have on decision making.

## Career Paths & Degree Courses

Theatre studies allows the student to develop important social skills essential in any field of work. Many of our students go in to further study degrees in: Drama & Performance, Law, Marketing, Public Services, Media, Fashion, Business, Politics, and History.

Component 1: Re-interpretation Response (20%) - Practical and theory	Component 2: Text-in-Action (40%) - Practical and theory (assessed by a visiting examiner)	Component 3: Text in Performance (40%) - Written examination
<p>Students will participate in the creation, development, and performance of a new piece of theatre based on (and including dialogue from) an extract from an existing published play.</p> <p>Students will produce:</p> <ul style="list-style-type: none"><li>• A creative log of based on the rehearsal process</li><li>• A performance lasting between 5-16 minutes (depending on the number of actors in your group).</li></ul>	<p>Students will participate in the creation, development, and performance of two pieces of theatre linked to their chosen stimuli, provided by Eduqas.</p> <p>Students will produce:</p> <ul style="list-style-type: none"><li>• A devised performance using the techniques of an influential theatre practitioner or company</li><li>• A performance of a play-text in a different style.</li><li>• A written Process and Evaluation Report of no more than 3,000 words.</li></ul>	<p>Students will study two set texts, one from pre-1956, and one from post 1956, answering a series of questions on how to realise a performance of an extract from the post-1956 text and their directorial vision for the pre-1956 text, making the play relevant for a modern audience.</p> <p>Learners will also respond to a question on an extract from 'A Curious Incident of the Dog in the Night Time'. The examined extract is released before the examination.</p>

# English Language & Literature

Examination Board: AQA

## Staff

E Victor, BA (Hons), PGCE  
(Head of Department)

A Bartlett, MA (Hons), PGCE

D Burgess, BA (Hons), PGCE

R Cohen, BA (Hons), PGCE (Key Stage 5 Manager)

K Parish, BA (Hons), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least one grade 5 and one grade 6 (or higher) in either English Language and English Literature GCSE.

Recommended: Two grade 6's or higher in both English Language and English Literature at GCSE.

## Skills Required

Students will be expected to undertake a substantial amount of reading so an enjoyment of this is essential. An interest in analysing the way language shapes the world we live in is also clearly important.

## Syllabus, Assessment & Activities

This course involves studying the way language functions in literary and non-literary texts. Students will learn how to analyse a wide variety of texts, from Shakespeare to everyday conversations. This course also enables individuals to produce their own original writing. The course will run across the two years of Year12 and Year13, with both exams taking place at the end of the A level course in Year13.

## Career Paths & Degree Courses

English Language and Literature A Level provides a useful foundation for degree courses in a wide variety of subjects. The ability to communicate effectively is important for all careers, with this course.

Year 12 Study	Year 13 Study
<p><b>Telling Stories (3 hour exam at the end of Year 13)</b></p> <ul style="list-style-type: none"><li>Remembered Places - the representation of place. Set texts include: AQA Anthology 'Paris'</li><li>Imagined Worlds - point of view and genre in prose. Set Texts include: Frankenstein, Dracula, The Handmaid's Tale.</li><li>Poetic Voices - the forms and functions of poetic voice. Set Texts include the following poets: Donne, Browning, Duffy, Heaney.</li></ul> <p><b>Making Connections (Coursework) - begin at the end of Year 12 but continue in Year 13</b></p> <ul style="list-style-type: none"><li>Investigation on a chosen theme and texts - personal investigation that explores a specific technique or theme in both literary and non-literary discourse (2500-3000 words).</li></ul>	<p><b>Making Connections (Coursework)</b></p> <ul style="list-style-type: none"><li>Investigation on a chosen theme and texts - personal investigation that explores a specific technique or theme in both literary and non-literary discourse (2500-3000 words).</li></ul> <p><b>Exploring Conflict (2 hour 30 minute exam at the end of Year 13)</b></p> <ul style="list-style-type: none"><li>Writing about Society - the role of the Individual in society: re-creative writing with critical commentary.</li><li>Set Texts include: The Great Gatsby, The Kite Runner, Into the Wild.</li><li>Dramatic Encounters - conflict in drama texts</li><li>Set texts include: Othello, A Streetcar Named Desire, All My Sons.</li></ul>

# English Literature

Examination Board: AQA (Literature B)

## Staff

R Cohen, BA (Hons), PGCE  
(Key Stage 5 Manager)

G Dale, BA (Hons), PGCE

J Waterfield, MA (OXON), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least one grade 5 and one grade 6 (or higher) in either English Language and English Literature GCSE.

Recommended: Two grade 6's or higher in both English Language and English Literature GCSE.

## Skills Required

An enjoyment of reading is essential.

## Syllabus, Assessment & Activities

This course involves studying a variety of literature from a range of genre and historical periods. These texts will be analysed on a thematic and linguistic level whilst also demonstrating an awareness of historical content. The course will run across the two years of Year 12 and Year 13, with both exams taking place at the end of the A level course in Year 13.

## Career Paths & Degree Courses

English Literature A Level provides a useful foundation for degree courses in a wide variety of subjects. Various careers are available to students of this subject, including journalism, law and publishing.

Year 12 Study	Year 13 Study
<p><b>Written Paper: Aspects of tragedy OR Aspects of Comedy (2 hour 30 minutes closed book exam - 40% of A Level)</b> Study of three texts: one Shakespeare text; a second drama text and one further text, of which one must be written pre-1900.</p> <p><b>NEA (Coursework - 20% of A Level)</b> Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology.</p> <p>Two essays of 1250–1500 words, each responding to a different text and linking to a different aspect of the Critical anthology.</p> <p>One essay can be re-creative. The re-creative piece will be accompanied by a commentary.</p>	<p>Continue with NEA</p> <p><b>Written Paper: Elements of crime writing OR Elements of political and social protest writing (3 hour exam - 40% of A Level)</b></p> <p>Study of three texts: one post-2000 prose text; one poetry and one further text, one of which must be written pre-1900.</p>

# Film Studies

Examination Board: EDUQAS (WJEC)

## Staff

R Cohen, BA (Hons), PGCE  
(Head of Department)

P Broadwater, BA (Hons), PGCE

G Dale, BA (Hons), PGCE

D Burgess, BA (Hons) PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. Minimum of a grade 5 in GCSE English Language. At least a grade 5 in Film Studies GCSE, if studied at KS4.

Recommended - English Language GCSE grade 6.

## Skills Required

An ability to analyse a variety of film texts from a range of genres, formulate opinions and reason carefully are all essential skills. Students will need to develop coherent arguments and commit these to essay format, therefore a good grade in English GCSE would be an advantage. Students will be expected to do a substantial amount of reading and have a genuine interest in film and its various cultural and historical contexts. Knowledge of film theory and critical debates will also be tested. Finally, there is a

practical element (NEA) where students will be required to produce their own film texts so a capacity for independent study and ICT skills are a definite advantage.

## Syllabus, Assessment & Activities

Film Studies is a lively and exciting course that is designed to introduce students to some of the key concepts that underpin the study of films. Students will study a wide variety of films on the course, broadening their knowledge and appreciation of films and different styles and genres of film, including mainstream and independent American and British films from the past and the present, as well as more recent examples of world cinema. This course will allow them to develop their knowledge and understanding of the range of meanings and responses films can generate and will facilitate an to answer the question, *why are films so important to audiences?* The NEA requirement will involve a written component AND use of ICT equipment for film editing/making or production of a digitally photographed storyboard.

It is a TWO-YEAR qualification, with no AS option.

## Career Paths & Degree Courses

Film Studies provides a useful foundation for any Arts degree and provides a good background for a large number of careers such as: film making, set design, journalism, marketing, television, teaching and many others.

Module	A Level Content - What's Assessed?
<b>Component 1:</b> Varieties of film and filmmaking 2½ hour Written Paper 35% of the A Level	This exam paper assesses knowledge and understanding of <b>six</b> feature-length films. <b>Section A</b> is a comparative question where students are required to discuss two Hollywood films, each from a different time period within the twentieth century. <b>Section B</b> requires the study of two more modern American film texts, from 2005 onwards. <b>Section C</b> requires the study of two British films released from 1995 onwards.
<b>Component 2:</b> Global filmmaking perspectives 2½ hour Written Paper 35% of the A Level	This exam paper assesses knowledge and understanding of <b>five</b> feature-length films (or their equivalent) <b>Section A</b> requires the study of two global films, one European and one produced outside Europe. <b>Section B</b> requires the study of one documentary film. <b>Section C</b> requires the study of silent film or group of films <b>Section D</b> requires the study of film from 1960-2000 which are considered 'experimental' films
<b>Component 3:</b> Production Non-Exam Assessment (NEA) 30% of the A Level	Students create their own texts from a range of options outlined by AQA from a choice of production briefs, along with an accompanying written evaluation of their work as follows: <ul style="list-style-type: none"><li>• <b>Either</b> a short film (4-5 minutes) <b>or</b> a screenplay for a short film (1600-1800 words) plus a digitally photographed storyboard of a key section from the screenplay.</li><li>• An evaluative written analysis of their production (1600-1800 words).</li></ul>

# French

Examination Board: Edexcel

## Staff

Ms N Baker, BA (Hons), PGCE  
(Head of Department)

Mrs R Kent, MA, PGCE  
(Key Stage Manager)

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least a grade 6 in GCSE French.

Recommended - English GCSE at grade 5 or above.

## Skills Required

The best language learners are keen to speak, not shy to give their opinions, pay attention to detail (accuracy becomes increasingly important) and are interested in what's going on in France and the French-speaking world. They keep up to date by reading magazines and checking the foreign news on the internet.

## Syllabus, Assessment & Activities

A level French is designed to offer a stimulating content, which enables students to develop their linguistic skills alongside their understanding of the culture and society of countries where French is spoken. The course fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and to society. Students study technological

and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world. Students will study texts and film and have the opportunity to carry out independent research on an area of their choice. During the course, there will be the opportunity to take part in an exchange with France and to support the Year 7 Normandy trip as a Language Leader.

## Career Paths & Degree Courses

French can lead to higher education language courses including combined courses with another subject such as politics or business. Language skills are highly sought after in the business world. Specific careers involving French include: tourism, marketing, secretarial, translating, teaching, fashion, politics, business.

“The A Level course is an amazing introduction and a real eye opener to the real life topics in current French society. It allows you the chance to develop your skills both in and out of the classroom.”  
Year 13 student

### Year 12

In the first year, aspects of the social context are studied, for example the role of families, together with aspects of the artistic life of French-speaking countries. Music, politics, literature and film all contribute to a varied and interesting course of study. A focus on spontaneity and authentic interaction are key to seeing students' confidence and aptitude flourish.

### Year 13

In the second year further aspects of the social background are covered, this time focusing on issues, such as life for those on the margins of French-speaking society as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations.

# Geography

Examination Board: Edexcel

## Staff

C Richardson, BSc (Hons), PGCE  
(Head of Department)

A Schindler, BSc (Hons), PGCE  
A West, BSc (Hons), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. A minimum of grade 6 in Geography GCSE.

Recommended - English & Maths GCSEs at grade 6 or above.

## Skills Required

An ability to think logically and to be able to understand a range of physical and human processes over space and time. To be able to coherently synthesise a range of information, to develop clear arguments and problem solve, to want to develop further aspects of graphicacy including the interpretations of maps and diagrams, as well as clear data response – therefore, good grades in English and Maths GCSE would be advantageous.

## Syllabus, Assessment & Activities

Lessons will take many different forms with an emphasis on

encouraging student led learning, allowing the student to be active in their learning. Fieldwork, research and practical work are all seen as a part of the wider investigation process. They form an intrinsic part of each of these topics and this will be reflected in their assessment by examining various parts of the geographical enquiry sequence. At AS level we will be carrying out fieldwork.

## Career Paths & Degree Courses

'Geography is a subject which holds a key to our future.' As a department we subscribe fully to this view. Geography requires students to have a lively and enquiring mind, an interest in the environment and current affairs, a willingness to explore new ideas and an ability to communicate ideas effectively.

The subject will enable students to have access to a wide range of possible career and Higher Education opportunities. Students will learn and use a variety of transferable skills throughout the course. These skills are in great demand and are recognised by employers and universities as being of great value. Some A-Level subjects, including Geography, are known as 'facilitating subjects' because choosing them at advanced level leaves open a wide range of options for university study.

Geography also combines well with almost all other subjects. Taken with sciences and mathematics, geography supports applications for almost any science based degree; taken with other humanities subjects, Geography supports an equally wide range of university courses, such as, business, law, media, politics and philosophy.

Assessment Overview	A Level
<b>Paper One: Physical Geography</b> Written examination: 2 hours and 15 minutes 30% of the qualification 105 marks	<b>Externally-assessed:</b> Tectonic Processes and Hazards* Landscape Systems, Processes and Change: Coastal Landscapes and Change The Water Cycle and Water Insecurity* The Carbon Cycle and Energy Security*
<b>Paper Two: Human Geography</b> Written examination: 2 hours and 15 minutes 30% of the qualification 105 marks	<b>Externally-assessed:</b> Globalisation* Superpowers* Regenerating Places Global Development and Connections: Migration, Identity and Sovereignty
<b>Paper Three: Issues Evaluation</b> Written examination: 2 hours and 15 minutes 20% of the qualification 70 marks	Based upon three synoptic themes within the compulsory content areas: Players Attitudes and actions Futures and uncertainties
<b>Non Examined Assessment</b> 20% of the qualification 70 marks	Independent Investigation, based on fieldwork. Report must be 3000 - 4000 words.

\* Denotes a compulsory component of the course which may be used to form the synoptic theme for paper three.

# German

Examination Board: Edexcel

## Staff

Ms N Baker, BA (Hons), PGCE  
(Head of Department)

Mrs M Richards, BA (Hons) PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least a grade 6 in GCSE German.

Recommended - English GCSE at grade 5 or above.

## Skills Required

The best language learners are keen to speak, not shy to give their opinions, pay attention to detail (accuracy becomes increasingly important) and are interested in what's going on in Germany and the German-speaking world. They keep up to date by reading magazines and checking the foreign news on the internet.

## Syllabus, Assessment & Activities

German A level is designed to offer a stimulating content, which enables students to develop their linguistic skills alongside their understanding of the culture and society of the countries where German is spoken. The course fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and to society. Students study technological

and social change, highlights of German-speaking artistic culture, including art and architecture, and will learn how Germany's political landscape was formed. Students will also study texts and film and will have the opportunity to carry out independent research on an area of their choice. During the course there will be the opportunity to take part in a trip to Berlin, to look at Germany's divided past and life in the former DDR in more depth. There will also be a German Exchange Programme and trip opportunities.

## Career Paths & Degree Courses

German can lead to Higher Education language course including combined courses with another subject, such as politics or business. Language skills are highly sought after in the business world. Specific careers involving German include: tourism, marketing, secretarial, translating, teaching, engineering, fashion, politics, business.

“Through studying German I've grown my interests in the languages, the country and its culture. Learning German has given me the opportunity to develop my language skills and better understand what's important in German society. I've been able to go to Germany and experience the topics first hand.”

Year 13 Student

### Year 12

In the first year, aspects of social context are studied, such as the importance of the Environment, together with the artistic life of German-speaking countries. Music, politics, literature and film all contribute to a varied and interesting course of study. A focus on spontaneity and authentic interaction are key to seeing students' confidence and aptitude flourish.

### Year 13

In the second year, we delve deeper into the social background of Germany, covering topics such as immigration and Germany's political landscape in relation to its place in Europe. Germany's history and its role in shaping the present is viewed through the reunification while the focus on young people and politics looks forward to shaping the future of German-speaking countries.

# Health & Social Care

Cambridge Technical Level 3 Certificate (Year 12)

Cambridge Technical Level 3 Extended Certificate (Year 13)

Examination Board: OCR

Cambridge Technicals in Health and Social Care provide a broad introduction to the health and social care sector through applied learning. This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other BTEC Nationals, Cambridge Technicals or A Levels.

## Staff

H Hughes, BA (Hons), PGCE  
(Head of Department)

L Dover, BA (Hons), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. If you have studied Health & Social Care at Level 2 a minimum of a 2M must be achieved.

Recommended - English GCSE at grade 5 or above.

## Skills Required

Intrapersonal skill: self-management, adaptability and resilience.

Interpersonal skill: communication, working collaboratively, self-presentation.

Good organisational skills and an ability to work independently.

The ability to take constructive criticism and advice!

## Syllabus, Assessment & Activities

This course is aimed at students wanting to improve communication skills and confidence in dealing with people in different circumstances.

Unit	Cambridge Technical Level 3 Certificate in Health and Social Care (Year 12)	Unit	Cambridge Technical Level 3 Extended Certificate in Health and Social Care (Year 13)
1 Coursework Unit	<b>Building Positive Relationships in Health &amp; Social Care:</b> This unit introduces the many different relationships you will encounter in the health and social care sector. You will also study communication theories, communication skills and the person centred approach to care.	4 Exam Unit	<b>Anatomy &amp; Physiology</b> This unit aims to introduce you to the basic structure and functions of the body systems involved in everyday activities and maintenance of health. Unfortunately, things do go wrong and each system has well-known diseases and disorders. Also, as individuals grow older, they are likely to be affected by malfunctions as a result of degeneration. You will understand the effects on individuals and what has to be done on a daily basis to enable them to lead as full and independent a life as possible.
2 Exam Unit	<b>Equality, Diversity &amp; Rights in Health &amp; Social Care:</b> You will study - equality, diversity, individual rights, discrimination and care values. You will also consider the legislation in place to ensure equality of care.	Option Unit 13 Coursework Unit	<b>Nutrition for Health</b> As future practitioners, it is important to understand the impact of nutrition on well-being and health. Rising levels of obesity are leading to increases in heart conditions, diabetes and liver disease. This unit introduces nutritional health and the components of good nutrition. You will have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to impact their health and well-being.
3 Exam Unit	<b>Health, Safety and Security in Health &amp; Social Care:</b> You will acquire the necessary knowledge and skills to equip you in maintaining a safe working environment. You will learn how legislation and policies reduce risk in health and social care settings.	Option Unit 10 Coursework Unit	<b>Sexual health, reproduction and early development stages.</b> You will learn about sexual health and the types of contraception that are available. You will develop an understanding of the importance of prenatal health and the factors that could have an impact on the health and development of the foetus. You will also study stages of pregnancy and an overview of care and development of the baby in the first year are also covered.

# History

Examination Board: Edexcel

## Staff

A Withey, BA (Hons), PGCE  
(Head of Department)

H Barr, MA (Hons), PGCE

D Willcocks, BA (Hons), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least a grade 6 in History.

Recommended - English GCSE at grade 5 or above.

## Skills Required

The skills required are an ability to analyse carefully, study and synthesise evidence, develop coherent arguments and commit these to presentations and essay formats. Students will be expected to do a significant amount of reading and show a willingness to develop as autonomous learners, managing their workload and meeting deadlines.

## Syllabus, Assessment & Activities

The course rationale involves a study of 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. Additionally the full A Level will include a study of the British Empire 1763-1914 and a coursework equivalent.

## Career Paths & Degree Courses

History provides a useful foundation for degree course and careers in a wide variety of subjects including: 'Arts' and 'Social Sciences', Law Accountancy, Civil Service, Teaching, Banking, Business Studies, Personnel Management.

Year 12	Year 13
<b>Democracies In Change: Britain and the USA in the Twentieth Century</b>  <b>Unit 1 - Britain Transformed, 1918-1997</b> 30% of A Level grade Exam – 2 hours 15 min  <b>Unit 2 - The USA, c1920-1955: Boom, Bust and Recovery</b> 20% of A Level grade Exam 1 hour 30 min	<b>Aspects in Breadth and Depth</b>  <b>Unit 3 - Britain: Losing and Gaining an Empire, 1763-1914</b> 30% of final A Level grade Exam 2 hours 15 min  <b>Unit 4 Coursework - A range of choices</b> 20% of final A Level Grade Students will complete a single assignment on a question set by the centre.

# IT Cambridge Technical Introductory Diploma

Examination Board: OCR

## Staff

S Rogers, BA (Hons), PGCE  
(Head of Department)

R Swan, BSc (Hons), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least a grade B in CiDA or a Level 2 Merit in Cambridge Nationals (if studied).

Recommended - English GCSE at grade 5 or above.

## Skills Required

Students should have an interest in IT and be able to work well independently and in groups. Self motivation is vital as there are lots of assignments and reports to complete.

## Syllabus, Assessment & Activities

Students should have an interest in IT and be able to work well independently and in groups. Self motivation is vital as there are lots of assignments and reports to complete.

## Career Paths & Degree Courses

This course is a good route onto degree courses in IT. It would also prepare students well for a variety of jobs in IT, such as network support, database management, website development.

Level 3	Content
<b>Mandatory Units</b>	<ul style="list-style-type: none"><li>• Unit 1 – Fundamentals of ICT</li><li>• Unit 2 – Global Information</li><li>• Application Design</li></ul>
<b>Optional Units</b>  We will then study 3 units from a wide range of options. These will be selected based on student numbers, interests and abilities to tailor the course to their needs.	<ul style="list-style-type: none"><li>• Cyber Security</li><li>• Computer Networks</li><li>• Virtual and Augmented Reality</li><li>• Business Computing</li><li>• Mobile Technology</li><li>• Social Media and Digital Marketing</li><li>• Games Design and Prototyping</li></ul>

# Mathematics

Examination Board: AQA

## Staff

K Marshall, BSc (Hons), PGCE  
(Head of Department)

E Monelle, MMath, PGCE

K Spreadborough, LLB(Hons), PGCE, PGDip

R Wright, BSc (Ed) (Hons), Med

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least a grade 6 in Mathematics GCSE.

Recommended - A grade 7 or above in Mathematics.  
An enjoyment of and the ability to apply mathematical methodology to complex problems.

## Assessment

A Level Mathematics will be assessed through 3 external examinations taken at the end of Year 13. Each exam is 2 hours long and worth one third of the qualification.

## Syllabus Outline

The A Level Mathematics assessments build further on the problem solving examined at GCSE.

The aims and objectives of this qualification are to enable students to:

- Apply theory to solve mathematical problems in context
- understand coherence and progression in mathematics and how different areas in mathematics are connected

- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- use their mathematical knowledge to make logical and reasoned decisions in solving problems, and communicate the mathematical rationale for these decisions clearly
- reason logically and recognise incorrect reasoning
- construct mathematical proofs
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- interpret solutions and communicate their interpretation effectively in the context of the problem
- use technology such as calculators and computers effectively and recognise when such use may be inappropriate
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

## Career Paths & Degree Courses

A Level Mathematics provides students with a thorough grounding in the mathematical tools and techniques often needed in the workplace. The logic and reasoning skills developed by studying A Level Mathematics make sure the qualification is widely respected even in non-mathematical arenas. Mathematics is a much sought after qualification for entry to a wide variety of full-time courses in higher education. There are also many areas of employment that see Mathematics A Level as an important qualification. Higher Education courses or careers that either require A Level Mathematics or are strongly related include economics, medicine, architecture, engineering, accountancy, teaching, psychology, physics, computing and information and communication technology.

A Level	
<b>Mathematics</b> (3 external examinations) Paper 1: Pure Mathematics Paper 2: Pure Mathematics and Mechanics Paper 3: Pure Mathematics and Statistics	Each examination is 2 hours long and worth one third of the qualification

# Further Mathematics

Examination Board: OCR MEI (B)

## Staff

K Marshall, BSc (Hons), PGCE  
(Head of Department)

E Monelle, MMath, PGCE

K Spreadborough, LLB(Hons), PGCE, PGDip

R Wright, BSc (Ed) (Hons), MEd

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. Grade 7 or above in GCSE Mathematics, but an 8 or 9 is preferred. You must also have enjoyed the mathematics you have studied so far.

## Assessment

A Level Further Mathematics will be assessed through 3 external examinations taken at the end of Year 13, covering Core Pure Mathematics, Mechanics and Statistics.

## Syllabus Outline

The aims and objectives of this qualification are the same as for A Level Mathematics but to additionally enable students to:

- Understand mathematics and mathematical processes in ways that promote confidence and provide a strong foundation for progress to further study

- extend their range of mathematical skills and techniques and further develop their problem solving skills
- Use their mathematical skills and techniques to solve challenging problems which require them to decide on the solution strategy
- Recognise when mathematics can be used to analyse and solve a problem in context
- Represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- Make deductions and inferences and draw conclusions by using mathematical reasoning
- Generalise mathematically and construct proofs
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

## Career Paths & Degree Courses

Studying Further Mathematics is excellent preparation for university, especially if you wish to study any Mathematics-related subject such as Engineering, Science, Computing or Technology, as well as Mathematics itself. Many universities now encourage students to take Further Mathematics qualifications to improve their mathematical preparation for degree courses. Further mathematics is also listed as useful for degree courses/careers in Medicine, Veterinary Science and Dentistry.

A Level	
<b>Further Mathematics</b> (3 external examinations)	
Paper 1: Core Pure Mathematics	Core Pure is 2 hours 40 minutes long and is worth 50%.
Paper 2 and 3: Either: Mechanics major & Statistics minor OR Statistics major & Mechanics minor	Each major paper is 2 hours 15 minutes long and worth $33\frac{1}{3}\%$ Each minor paper is 1 hour 15 minutes long and worth $16\frac{2}{3}\%$

# Music

Examination Board: OCR This qualification is subject to negotiations with other schools. See Mrs Lowe for more details.

## Staff

S Lowe, BA (Hons), PGCE  
(Head of Department)

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. Students would benefit from having either a grade 6 in GCSE music or instrumental experience (including voice) and knowledge of music theory up to approximately grade 4-5. Students must be prepared to perform their music skills as an essential and integral part of the course.

## Skills Required

Students must be able to perform on an instrument or voice to a good standard. Composition is another major strand of the A Level and students will need to be able to come up with musical ideas which they can develop into substantial musical works. An ability to analyse music is desirable in order to study the set works effectively along with the ability to retain and recall key facts about the music they have studied. Students must be able to read music fluently and have a good grasp of key signatures.

## Career Paths & Degree Courses

Students may choose to use their A Level music qualification as an access to further education - for example, a BA (Hons) in music. Students wishing to teach music as a subject either in state education, university lecturer, professional peripatetic capacity will usually take this qualification. Alternatively, students may use the A Level experience to focus on a particular strand of music either as a career or in further education - for example, composing and arranging, performing, music technology, etc.

Students can choose whether to specialise in performing or composing but will still need to complete modules in both. The course outline is as follows:

Course Content	Assessment Overview
<b>Performing</b> Performing specialists will do a 10 minute recital Composition specialists will do a 6 minute recital	35 % of A Level 25% of A Level
<b>Composition</b> Composition specialists will compose 2 pieces with a combined length of 8 minutes and complete some technical exercises Performance specialists will compose 2 pieces with a combined length of 4 minutes	35 % of A level 25 % of A Level
<b>Listening and Appraising</b> Analysing and evaluating music Familiar and unfamiliar pieces Prescribed works Questions based on aural extracts	40 % of A Level 2 hour 30 minute written exam

# Photography

Examination Board: OCR

## Staff

O Hurd-Thomas, BA (Hons), MA, PGCE  
Head of Department

N Clarke, BA (Hons), PGCE

S Graves, BA (Hons), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. A grade 6 or above at GCSE Photography. In exceptional circumstances students who have not achieved a 6 may be admitted at the discretion of the Head of Department. If they have not studied Photography for GCSE students must meet with Head of Department and show evidence of photography skills.

## Skills Required

A desire to create exciting and visually interesting imagery. An ability to reflect upon images created and develop/improve them further. A willingness to engage with, understand and write about how other photographers have used the photographic medium to communicate. The ability to manage time/resources/workload to meet deadlines. A sensitivity to the need to present work in a considered, clear and professional manner.

## Syllabus, Assessment & Activities

This is essentially an arts-based photography course, that focuses on the use of the photographic medium for personal creative expression.

In Year 12 the Practical Portfolio will represent a development of the skills outlined above over a three month period. The emphasis is on breadth, introducing students to

a wide variety of photographic practices, both contemporary and historical. This is followed by a self-directed project drawing on the skills learnt in the first part of the course, and Year 12 is completed with a summer exam, responding to an internally set starting point.

## Career Paths & Degree Courses

The photographic industry has many facets and, whilst the emphasis on this A Level course is on arts-based photography the course provides a starting point for all sectors of the industry. It would be possible therefore to consider careers in photojournalism or editorial photography, fashion & advertising, police or medical imaging as well as fine art approaches to the medium.

Intelligent image-making skills are an asset in related careers in the print/publishing sector, or even fields as diverse as archaeology, environmental science and graphic design.

Given the increasing emphasis on creative thinking as a core skill in the world's most successful companies, an arts-based Photography A level is an excellent counterpoint to a more academic set of A levels, and is widely considered to be valuable by employers.

## Course Costs

All Y12 and Y13 Photographers are asked to pay an annual studio fee of £15 towards the costs of using the darkroom, of printing their final photographs and of their Y12 sketchbook and folder. As a requirement of the course we run a trip to London in both Y12 and Y13 to visit galleries and see exhibitions. In past years this cost around £60. All students are expected to attend. It is clearly an advantage to have your own digital camera, and we are happy to give guidance on what to buy if you need this. Students are expected to regularly visit and view photography both in a gallery context and online in their own time throughout the course.

Year 12	Year 13
<b>Practical Portfolio;</b> A broad introduction to a variety of photographic practices, initially following a series of mini-projects set within the department. All work is thoroughly grounded in the research and appreciation of lens-based practices both historical and modern. This leads to a presentation of research and development and final piece(s) in a final portfolio. <b>Work from the Year 12 practical portfolio may also form part of the student's Year 13 Personal Investigation.</b>	<b>Personal Investigation;</b> A development of the work done in Year 12 but with an emphasis on depth of engagement with photographers and processes that leads to one or two major projects. The direction of study is increasingly student led, and once again leads to a mature presentation of ideas and research, together with final portfolio work. Includes a related written element of a minimum 1000 words of continuous prose. <b>The Personal Investigation accounts for 60% of the marks on the A Level course.</b>
<b>Year 12 Summer Exam;</b> Students respond a starting point set by the photography teachers. A period of supported development work during Spring of Year 12 leads to a 10 hour controlled test in which an outcome is to be produced. <b>Work from the Year 12 practical portfolio and summer exam may also form part of the student's Year 13 Personal Investigation.</b>	<b>Controlled Assignment;</b> Soon after Christmas in Year 13 the students respond to one of a range of starting points set by the exam board. A period of supported development work leads to a 15 hour controlled test in which an outcome is to be produced. <b>The Controlled Assignment accounts for 40% of the marks on the A Level course.</b>

# Physical Education

Examination Board: AQA

## Staff

M A Taylor, BEd (Hons)

A Campbell, BA (Hons), PGCE  
(Key Stage 5 Manager)

M K Taylor, BEd (Hons)

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least a grade 6 at GCSE PE theory component. It is essential that students are currently participating at least at club level outside of school.

## Skills Required

This A Level requires a number of skills due to the diverse nature of the course. A confidence in Science, especially Biology is needed to cope with the challenging exercise physiology content during both years. An ability to analyse, discuss and argue is required when studying both the origins of sport and their development in the UK. Furthermore an interest in the wider sporting world is essential when studying global issues such as World games. Finally, a good grasp of mathematics would be beneficial in order to fulfil the biomechanics requirement, studying areas such as Newton's Laws and Projectile Motion.

## Syllabus, Assessment & Activities

This course studies the wide and varied area of sport. Sport in modern society is a multi-million pound industry that pulls in specialists in an astonishing range of careers. The syllabus covers aspects of performance analysis such as how to optimise the physiology of an athlete by training, perfecting technique through sports mechanics and the vital role that the mind plays through sports psychology. These topics are introduced at a participant level in the first year and then further applied to the elite performer. This course will involve a practical component in the form of producing a video and analysis of the students full sporting performance. It is therefore essential that students are good practical performers in one main sport. This can be in one of the following: Amateur boxing, association football, athletics, badminton, basketball, camogie, canoeing, cricket, cycling, dance, diving, equestrian, gaelic football, golf, gymnastics, handball, hockey, hurling, kayaking, lacrosse, netball, rock climbing, rowing, rugby league, rugby union, sculling, skiing, snowboarding, squash, swimming, table tennis, tennis, trampolining and volleyball.

## Career Paths & Degree Courses

A qualification in A Level Physical Education has the same UCAS points tariffs as all other A Levels. It may therefore be studied as part of a students wider A Level programme or because there is an interest in a sport related career. The course provides a useful foundation for degree courses in a wide variety of subjects including: Sport Sciences, Sports Management, Sports Coaching or Teaching, Leisure and Recreation, Sports Development and Sports Administration.

Theoretical Content	Practical Content
Applied anatomy and exercise physiology Sports psychology Sport and society and technology in sport Mechanics of movement Skill acquisition (70% of marks)	Students ability is assessed as a performer or coach in a fully competitive situation within a sport of their choice. (30% of marks)

# Physics

Examination Board: OCR A

## Staff

C Wilson, BEng (Hons), PGCE  
(Head of Physics)

S O'Neill, BEng (Hons), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least 2 grade 6's in Science including 6 or above in Physics component. Mathematics GCSE at grade 6 or above.

## Skills Required

Good Physics students will need a range of skills: mathematical skills, self-study skills and the ability to relate to abstract concepts.

Students will need to have the motivation and inherent interest in this subject in order to do the necessary background reading to support their classwork. They will also have the ability to work in groups as well as to work individually.

## Syllabus, Assessment & Activities

The Physics course will be assessed by three written papers at the end of the course in Year 13. Internal assessment of practical skills is based on completing OCR set tasks. Each task is marked by the teacher using specific OCR mark schemes. Exams are in late June.

## Career Paths & Degree Courses

The study of Physics at A-Level prepares students to progress into further education. Physics is the basic subject for most engineering courses such as Civil, Mechanical, Electronic and Communications, all of which offer excellent career prospects. It links well with Mathematics and IT plus it is an advantage to have a Physics qualification if intending to study Medicine or pure Science.

As a top A Level, Physics is also well regarded for entry into a wide range of other careers due to the nature of the course and the advanced skill set any student passing the course would possess.

Physics H556		Assessment Overview	
Content is split into 6 teaching modules:			
Module 1	Development of Practical Skills in Physics	Modelling Physics (01) 100 marks 2 hours and 15 min written paper	37% of total A Level
Module 2	Foundations of Physics		
Module 3	Forces and Motion	Exploring Physics (02) 100 marks 2 hour and 150 min written paper	37% of total A Level
Module 4	Electrons, Waves and Protons		
Module 5	Newtonian World and Astrophysics	Unified Physics (03) 70 marks 1 hour and 30 min written paper	26% of total A Level
Module 6	Particles and Medical Physics		
Component 01 assesses content from modules 1, 2, 3 and 5		Practical Endorsement in Physics (04)* Non Exam Assessment	Reported separately
Component 02 assesses content from modules 1, 2, 4 and 6			
Component 03 assesses content from all modules (1 to 6)			

# Psychology

Examination Board: AQA

## Staff

R Richardson, BSc (Hons), PGCE  
(Head of Department)

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least a grade 5 in Mathematics and 5-5 in Science.

Recommended - Mathematics GCSE grade 6 or above.

## Skills Required

Psychology involves the analysis and exploration of human behaviour and examining the reasons behind why people behave in the way that they do. You will need to be good at analytical thinking and have a good grasp of statistical techniques. You should enjoy reading and writing essays, and will need to enjoy looking at theoretical explanations for behaviour. The course will involve looking at the theories that explain human behaviour.

## Syllabus, Assessment & Activities

There is no coursework. The course will involve applying the knowledge and understanding of psychology to different questions and then being able to thoroughly evaluate these explanations. Psychology is the science of the mind and psychologists use human behaviour as a clue to the workings of the mind. There are three examinations at the end of the two years, although there is a possibility to leave with an AS after one year.

## Career Paths & Degree Courses

Psychology provides a useful foundation for any degree course, including medicine. This subject is also relevant for any job that requires interpersonal skills such as Teaching, Nursing, Health Care professions, Social Work, Educational Psychology and Law.

The A Level Modules include the following subject areas:

### Social Influence

This involves looking at conformity, obedience, resistance to social influence and the role of social influence processes in social change.

### Memory

This involves looking at the multi-store model of memory, short-term memory, the working memory model, forgetting and eyewitness testimony.

### Attachment

This involves looking at a caregiver-infant interactions in humans, stages of attachment, multiple attachments and the role of the father, animal studies, learning theory, monotropic theory, Ainsworth's 'Strange Situation', types of attachment, cultural variations in attachment, Bowlby's theory of maternal deprivation, institutionalisation and the influence of early attachment on childhood and adult relationships.

### Psychopathology

This involves looking at abnormality, phobias, depression and obsessive-compulsive disorder (OCD).

Other topics explored are:

**Approached in Psychology**

**Research Methods**

**Biopsychology**

**Issues and Debates**

**Relationships**

**Schizophrenia**

# Religious Studies, Philosophy & Ethics

Examination Board: Eduqas

## Staff

L Partridge, BA (Hons), PGCE  
(Head of Department)

D Slade, BA (Hons), PGCE

G Tendell, BA (Hons), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least a grade 6 in GCSE RS with a grade 5 in English.

Without GCSE RS - English GCSE at grade 6 or above is required.

## Skills Required

An ability to reason carefully, develop coherent arguments and commit these to essay format, therefore a good grade of a 5 or higher in English GCSE would be an advantage. Students will be expected to do a substantial amount of reading and have an interest in people; their beliefs, attitudes and values. Critical thinking about text and other media is also important. Enjoying reading and being able to handle controversial subject matter are essential. Students are expected to take responsibility for their own learning and to keep up to date with tasks. A good sense of humour is advisable.

## Syllabus, Assessment & Activities

**Philosophy:** This component provides learners with the opportunity to undertake an in-depth and broad study of fundamental philosophical themes, ranging from arguments for the existence of God to the use of religious language.

**Ethics:** This component provides learners with the opportunity to undertake an in-depth and broad study of fundamental ethical themes, ranging from ethical language and thought to freewill and determinism.

**The study of religion:** This component provides learners with the opportunity to undertake an in-depth and broad study of their chosen religion covering themes ranging from religious figures and sacred texts to practices that shape religious identity.

The course aims to develop students' ability to analyse and interpret material and to present answers in essay form. Students will be assessed frequently in order to develop these skills. There will be a variety of activities that will encourage independence and working as a team alongside individual work that could include detailed research skills and detailed analysis of the subject material.

## Career Paths & Degree Courses

Religious Studies provide a useful foundation for degree courses in a wide variety of subjects including: Theology, Philosophy, Psychology, Law and Sociology and provides a good background for a large number of careers such as: Social Work, The Police Force, The Armed Forces, Journalism, Nursing/Medical Professions, Legal Work/ Solicitors and Higher Education Lecturer/Tutor.

Year 12	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer2
Ethics	Ethical Thought 1	Deontological Ethics 1	Teleological Ethics 1	Teleological Ethics 2	Ethical Thought 2
Philosophy	Arguments for God 1	Challenges to Religious Belief 1	Arguments for God 2	Religious Experience 1	Religious Experience 2
Theology	Religious Figures and Sacred Texts 1	Religious Practices and Identity 1	Religious Concepts and Religious Life 1	Religious Concepts and Religious Life 2	Social and Historical Developments in Religious Thought 1
Year 13	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer2
Ethics	Deontological Ethics 2	Freewill and Determinism	Freewill and Determinism	Revision	Written Examination: 2 Hour 33.3%
Philosophy	Challenges to Religious Belief 2	Religious Language 1	Religious Language 2	Revision	Written Examination: 2 Hour 33.3%
Theology (Christianity)	Social and Historical Developments in Religious Thought 2	Religious Figures and Sacred Texts 2	Religious Practices and Identity 1	Revision	Written Examination: 2 Hour 33.3%

# Sociology

Examination Board: AQA

## Staff

R Richardson, BSc (Hons), PGCE  
(Head of Department)

C Varcoe BSc (Econ), PGCE

## Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. Grade 5, or above in either English Language or English Literature.

Recommended - Mathematics GCSE at grade 5 or above.

## Skills Required

You need to enjoy analysing and exploring the world around you. There will be lots of writing and you will be required to carry out wider reading. You need to be able to see two sides of an issue and be interested in exploring contemporary society in depth. As well as looking at topics you will also need to be able to demonstrate a deeper understanding of the connections between methods of sociological enquiry and theoretical approaches.

## Syllabus, Assessment & Activities

There is no coursework. The course will involve applying the knowledge and understanding of sociology to everyday life. You will develop an awareness of cultural diversity, including national and regional differences. You will also explore the processes of differentiation and stratification which are central to an understanding of the contemporary world. At AS there are two examinations. At A Level there are three examinations.

## Career Paths & Degree Courses

Sociology provides a useful foundation for degree courses in a wide variety of subjects. This subject is also relevant for teaching, the police force, nursing, the civil services, the armed forces, social work, the media, advertising, personnel, general management, business and law.

### The A Level Modules:

#### Education

This includes the role and functions of the education system, differential educational achievement of social groups by social class, gender and ethnicity, relationships and processes within schools, identities and subcultures, the hidden curriculum, the significance of educational policies and the impact of globalisation on educational policy.

#### Families and Households

This includes the relationship of the family to the social structure and social change, changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, the diversity of contemporary family and household structures, gender roles, domestic labour and power relationships within the family in contemporary society, the nature of childhood, and changes in the status of children in the family and society and demographic trends.

#### Beliefs in Society

This includes the role of religion in society according to sociological theory, religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice. This unit also explores secularisation and where religion fits into our modern world.

### This course also includes:

Research Methods

Crime and Deviance

Theory and Methods

# Sport & Physical Activity

## Cambridge Technical Single Award Extended Certificate

Examination Board: OCR

### Staff

M Kirk, BEd (Hons)

N Campbell, BEd (Hons)

### Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. A qualification in PE is not a prerequisite.

### Skills Required

This Cambridge Technical qualification requires a number of skills due to the diverse nature of the course. Strength in independent learning is desirable as the course is 50% coursework assessed. An ability to analyse, discuss and argue is required when studying all modules. An ability to build skills, and develop a knowledge and understanding in sport would further enhance a career in this area.

### Syllabus, Assessment & Activities

This is a vocational style of course which does not have a practical performance element but does allow for practical based activity within each of the units. This is a 50% examination course equivalent to 1 A Level. It is assessed in the form of coursework and exam which is graded at either pass (A Level grade E), Merit (A Level grade C) or Distinction (A Level grade A).

### Career Paths & Degree Courses

A qualification in Sport and Physical Activity has the same UCAS points tariff as all other A Levels. It may therefore be studied as part of a students wider A Level programme or because there is an interest in a sport related career. The course provides a useful foundation for degree courses in a wide variety of subjects including: Sports Sciences, Sports management, Sports Coaching or Teaching, Leisure and Recreation, Sports Development and Sports Administration.

Module	Content
<b>Body Systems and the Effects of Physical Activity (Examination)</b>	Know the body's response to acute exercise Know the long term effects of exercise on the body systems Be able to investigate the physiological effects of exercise on the body systems. Know the structure and function of the skeletal, muscular, cardiovascular and respiratory systems Know the different types of energy systems.
<b>Sports Coaching and Leadership (Coursework)</b>	Know the roles, responsibilities and skills of sports coaches Know the techniques used by coaches to improve the performance of athletes Be able to plan a sports coaching session Be able to deliver and review a sports coaching session.
<b>Sports Organisation and Development (Examination)</b>	The unit introduces learners to the diverse nature of sports development whilst exploring fundamental principles such as the sports development continuum and barriers to participation.
<b>Sport and Exercise Psychology (Coursework)</b>	The unit will see learners understand the different elements to sports psychology, the importance the role of sports psychology plays and how performance can be improved with its use. This will cover topics such as personality traits, motivation, stress and arousal.
<b>Organisation of Sports Events (Coursework)</b>	Organising sports events develops transferable skills and enables learners to work effectively in a team. The unit requires learners to deliver a sports event and consider promotional material and effective planning in making it a success, while reflecting on their role in the team.

# Optional Fourth Subjects

# Mathematics (Core) Equivalent to AS

## Level 3 Mathematical Studies (Core Maths)

Examination Board: AQA

### Staff

K Marshall, BSc (Hons), PGCE  
(Head of Department)

L Daw Bsc (Hons), MSc, PGCE

L Graham, Bed (Hons), NPQH

I Johnson, BEng (Hons), MBA, CEng, PGCE

S Pelley, BA(Hons), PGCE

### Requirements

At least five 9-4 grades at GCSE, with a minimum average grade score of 4.5. At least a grade 4 in Mathematics GCSE.

### Career Paths & Degree Courses

The purposes of this qualification are to:

- consolidate and build on students' mathematical understanding, and develop further mathematical understanding and skills in the application of mathematics to authentic problems
- build a broader base of mathematical understanding and skills in order to support the mathematical content in other Level 3 qualifications, for example GCE A Level Biology, Business Studies, Economics, Computing, Geography, Psychology, BTEC Applied Science, Business, Health and Social Care, IT
- provide evidence of students' achievements against demanding and fulfilling content, to give them the confidence that the mathematical skills, knowledge and understanding they will acquire during the course of their study are as good as that of the highest-performing jurisdictions in the world
- prepare students for the range of varied contexts that they are likely to encounter in vocational and academic study, future employment and life

The aims and objectives of the Pearson Edexcel Level 3 Certificate in Mathematics in Context are to enable students to:

- Study a mathematics curriculum that is integrated with other areas of their study.
- develop competence in the selection and use of mathematical methods and techniques.
- develop confidence in representing and analysing authentic situations mathematically, and in applying mathematics to address related questions and issues.
- develop skills in mathematical thinking, reasoning and communication.
- Solve substantial and real life problems encountered by adults.

### Assessment

Core Mathematics is a two year course with two assessments as external examinations taken at the end of Year 13. Both examinations are 1 hour and 30 minutes. Both papers are worth 50% each.

Level 3 Mathematical Studies reflects the content of the new GCSE in Mathematics and is measured as a Level 3 qualification, accredited by Ofqual, and equivalent in size to an AS qualification. However, it is distinct from AS Mathematics as learners consolidate mathematical techniques that can be directly applied to real-life contexts.

### Syllabus Outline

The content areas covered in this qualification (across both papers) are:

- Analysis of data
- Personal finance
- Modelling
- Statistical analysis

The content of this qualification is drawn from a range of GCSE content areas predominantly: statistics, probability, algebra and ratio, proportion and rates of change, together with content drawn from beyond and above GCSE content.

Grade	UCAS Points
A	60
B	50
C	40
D	30
E	20

# Extended Project

## Level 3

Examination Board: Pearson EdexcelAQA

## Staff

R Littler, BA (Hons)

The Level 3 Extended Project allows learners to study a topic area which extends their learning in their chosen area of study, as a standalone qualification. Learners select one of the four units, which may be completed over one or two years. They will select a project topic which expands their learning in their field of study, in a related area, or that is relevant to their own personal interests. Each of the four units offers a different type of project: 1) a dissertation, 2) an investigation/field study, 3) a performance or 4) an artefact. Learners will be assessed on their ability to plan, manage, complete and review their project. The project is assessed by a tutor-assessor from within the centre and externally moderated by the exam board. The qualification also attracts UCAS points for those applying to university.

This qualification will enable learners to:

- have significant input to the choice and design of their project and take responsibility for an individual task or a defined task within a group project
- develop and improve their own learning and performance as critical, reflective and independent learners
- develop and apply decision making and, where appropriate, problem solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- where appropriate, develop as e-confident learners and apply relevant technologies in their studies
- develop and apply skills, creatively demonstrating initiative and enterprise
- transfer skills developed as part of their project to other areas of study
- use their learning experiences to support their personal aspirations for further education and/or career development.

Assessment Objective	Marks Available	Weighting
<b>AO1 Manage:</b> Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	9	17%
<b>AO2 Use of Resources:</b> Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.	12	22%
<b>AO3 Develop and Realise:</b> Select and use a range of skills, including, where appropriate, new technologies and problem solving, to take decisions critically and achieve planned outcomes.	24	44%
<b>AO4 Review:</b> Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	9	17%
<b>TOTAL:</b>	<b>54</b>	<b>100%</b>

# GCSE Mathematics and English Language Retake

Students who have not achieved a grade 4 or above in GCSE Mathematics or English Language will be required to re-sit these GCSEs in the Sixth Form.

Lessons for the GCSE Retakes are normally timetabled as twilight sessions (after school). Attendance to these lessons are compulsory.

## Work Experience

All students in Sixth Form will complete a work experience placement in the summer term of Year 12. Sixth Form students will choose their own work experience placement. Additional work experience can be fitted in around your timetable and can be arranged for a set period each week, provided it does not clash with any of your subject lessons.

Students find work experience a very worthwhile experience. It can also help you to decide on your career, and the knowledge and experience gained will prove invaluable.

Students who undertake Work Experience for a long period of time show commitment to their career aspirations, which is something Higher Education Admissions Tutors are looking for when deciding who should be offered a place at University. Employers also find work experience highly desirable. Some students, who can't fit in Work Experience throughout the school week, undertake evening/weekend voluntary work. This shows real commitment to their chosen career.

# The Plym Learning Consortium

Coombe Dean School, Hele's School, Plymstock School

When you join Plymstock, you will become part of the Plym Learning Consortium (PLC) which covers three secondary schools to the east of Plymouth. The PLC provides over 500 students with access to a broad range of Level 3 courses.

Whichever you choose, the decision to continue to gain further skills, knowledge and qualifications is certain to help you make progress towards achieving your career ambitions. You can be assured of the full support of your teachers, tutors and PLC.

## Rationale

The PLC serves students attending three schools to the east of Plymouth. Its rationale is to offer the widest choice possible to all our students enabling continued progression towards chosen career paths. The consortium seeks to provide opportunities for students to access as broad a curriculum as possible, particularly where it is increasingly difficult for an individual school to sustain very small class sizes.

## Being a Partnership Student

If your home centre does not offer your preferred combination of courses, partnership working makes it possible for you to study up to two courses at another centre. All centres report on student progress and attainment regularly and this information is shared in the first instance with the home school which then distributes it.

## Transport

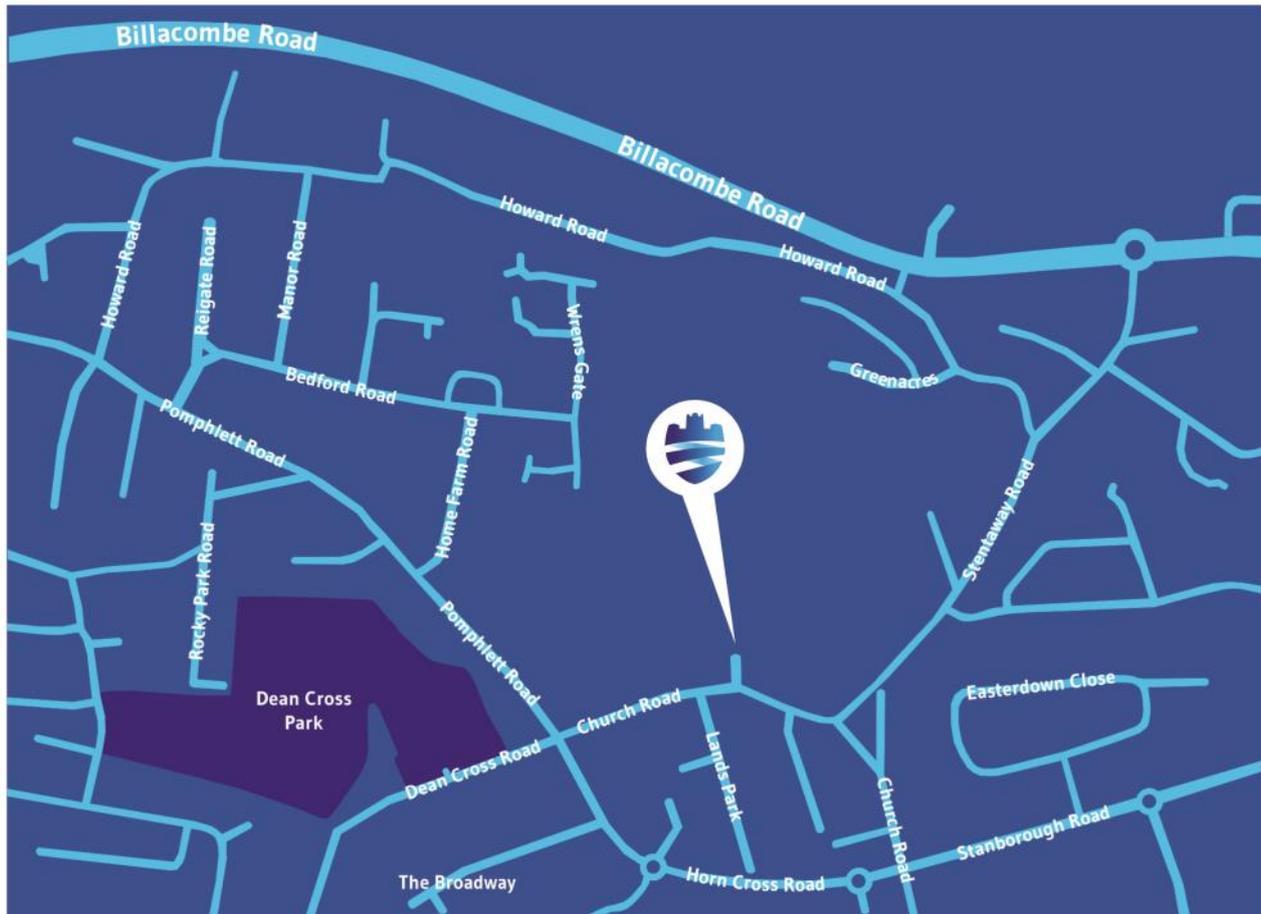
Transport is provided by the PLC minibus which takes students from each school to a partner school for study. The minibus runs before period 1 and after period 5 as well as at break time and lunch time each day.

## Entry Requirements

For all subjects, students wishing to study at a partner PLC school are required to meet the entry requirements for the course as set out in the partner school's prospectus, these are available on the relevant school websites. Depending on the subject(s) you are interested in, there may be further requirements which will be discussed with you at interview.

## How to Apply

You need to apply through the normal application form for Sixth Form, we will then liaise with the consortium school for places.



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Headteacher

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