COURSE DIRECTORY

2021 Entry

Education for life in all its fullness

Entry Requirements

For entry into year 12 to begin A Level courses, students must meet the minimum requirements in English and Mathematics, however most courses require specifically higher grades in certain other GCSE subjects to access them.

Most students will study three A Level subjects, in exceptional cases students may study four. Students who wish to study a BTEC route will need to have achieved an average grade of 3.5+ at GCSE including GCSE grade 4 in English. A BTEC route may consist of one or two BTEC subjects combined with one or two A Level subjects.

All Sixth Form students will also complete the Extended Project Qualification.

Subject Requirements

Art & Design	GCSE grade 6 in Art. If Art has not been studied at GCSE a portfolio should be produced as evidence of interest and aptitude in the subject area.
Biology	GCSE grade 7 in Biology or grade 7 in the Biology paper for GCSE Combined Science, with grade 5 in Mathematics and in English Language.
Business	GCSE grade 5 in English Language and Mathematics.
CTEC Business	GCSE grade 4 in English or English Literature.
CTEC IT	GCSE grade 4 in English or English Literature.
Chemistry	GCSE grade 7 in Chemistry or grade 7 in the Chemistry paper for GCSE Combined Science with grade 5 in Mathematics and in English Language.
Drama and Theatre	GCSE grade 6 in Drama and a grade 5 in English. A love of performing is also important.
English Literature	GCSE grade 6 in English Literature.
Film Studies	GCSE grade 5 in either English Language or English Literature.
French	GCSE grade 7 in French.
Geography	GCSE grade 6 in Geography and grade 5 in English Language or English Literature. It may be possible to study Geography if you have not studied it at GCSE. This would be decided on a case by case basis and depend upon a student's academic profile.
History	GCSE grade 6 in History and grade 5 in English Language or English Literature. It may be possible to study History if you have not studied it at GCSE. This would be decided on a case by case basis and depend upon a student's academic profile.
Mathematics	GCSE grade 7 in Mathematics.

Further Mathematics	GCSE grade 8 in Mathematics. Students must be taking this in addition to the Mathematics A Level.
Music	GCSE grade 6 in Music and/or grade 5 in Music Theory. Minimum grade 4 performing standard at the start of the course (grade 6 by the end).
Photography	GCSE grade 6 in Art or Photography. If Photography has not been studied at GCSE a portfolio should be produced as evidence of interest and aptitude in the subject area.
Physics	GCSE grade 7 Physics or grade 7 in the Physics paper for GCSE Combined Science with grade 7 in Mathematics and grade 5 in English Language. Students studying Physics are strongly encouraged to take A Level Mathematics.
Politics	GCSE Grade 5 in English Language or Literature
Product Design	GCSE grade 6 in a Design and Technology subject. It is possible to study Product Design without having studied it at GCSE. In this case you should have an interest and flair in design and ideally have achieved a grade 6 in a creative subject.
Philosophy and Theology	GCSE grade 6 in RE and grade 5 in English Language or English Literature.
Psychology	GCSE grade 5 in English Language or Literature and GCSE grade 5 in a Science.
Rugby Academy – BTEC Sport Level 3	GCSE grade 4 in English or English Literature and Mathematics and a Grade 6 in at least four subjects.
Sociology	GCSE grade 5 in English Language or English Literature. Consideration will be given for other essay based subjects.
BTEC Sport	GCSE grade 4 in English or English Literature and grade 4 in Science.

Application Process

The deadline for applications is **Friday 18th December 2020** via the Kent Choices website https://www.kent.gov.uk/education-and-children/college-sixth-form-employment-and-training

Conditional offers will be made based on predicted grades and will be dependent upon a student achieving the entry requirements listed above when they receive their GCSE results in August. Although we offer a range of courses we cannot guarantee that every subject will run as this will depend on student demand. It is also important to make clear that while we will endeavour to build the curriculum around the choices the students make, because of blocking it may not be possible for a student to study a subject even if it does run and they meet the entry criteria.

If you have any queries you can contact the Sixth Form team at sixthform@trinitysevenoaks.com

Extended Project Qualification

Exam Board: AQA

The Extended Project Qualification is an exciting, compulsory qualification for Sixth Form students. It gives the opportunity to pursue an area of personal interest. Students will research and develop a unique project based on their own study.

Unit Content

This course is divided into two elements: the taught component and the independent study component. Students are to carry out initial research to propose a project with clear aims and objectives which is an extension of existing studies. Students research and provide evidence of evaluation at each stage. Finally, students present their findings and reflection on the experience of the research process to an audience.

Assessment

There are three pieces to be submitted: a log book, a project and a presentation. The log book is where students keep reflective notes of the process they go through. The product will be either a 5000 word essay or a product (artefact, art work, film, animation, web site, performance, exhibition etc.) plus a 1000 word report. The presentation is designed to explain findings to a non-specialist audience. The project is assessed at A Level and carries UCAS points up to A*.

Skills Acquired

Students will be able to develop and apply decision-making and problem-solving skills. They will use initiative and enterprise to extend their planning and research. Students will apply critical thinking, analysis and evaluation to their final piece. Students use their learning experiences to support their personal aspirations for higher education and career development.

What other subjects it combines well with

The Extended Project Qualification complements all subjects. Research will be tailored to each student's individual choice of topic and subject.

Career or HE the course leads to

Many universities are interested in students who have completed the Extended Project Qualification as it gives them the sort of skills they will need at university. It can often give students the edge over others when applying for similar courses. It also gives the opportunity to pursue an area of interest and develop independent study skills. Students who have previously completed the qualification felt that it made their first year at university easier.

Co-curricular

Trip to Canterbury Christ Church University and libraries, as well as individually tailored enrichment opportunities that students would devise themselves.

Trinity Diploma

The Trinity Diploma is designed to enable students to develop knowledge, skills and interests beyond their academic subjects.

The Trinity Diploma will help students **structure** time and commitments beyond the classroom to develop knowledge, skills and interests. The Trinity Diploma **awards** personal development through **co-curricular activities, leading societies and clubs, community outreach and off specification learning.** The Trinity Diploma **appeals to universities** because it is evidence that students are active and well-rounded young people – someone universities would want on their campuses.

By achieving this Diploma, students will enhance their CV and personal statement which will help them to access top universities and career opportunities. We hope that the Trinity Diploma will also support your son/daughter to embody the Trinity Way, and therefore enjoy life at school, separate from the rigours of examinations.

Trinity Gold Diploma (complete 5 out of 9)	**Trinity Diploma (complete 5 out of 9)**
Completion of two terms of service	Completion of one term of service
Leadership of school society	Active membership of school society
Leadership of worship	Participation in worship
Duke of Edinburgh's Gold Award	Duke of Edinburgh's Silver Award
Participation in five or more House Competitions	Participation in three or more House Competitions
Regular performance for the school (e.g. sport, drama, debating)	Performance for the school (e.g. sport, drama, debating)
Leading a house day event	Participating in a house day event
Leading in subject competitions/enrichment	Involvement in subject competitions/enrichment
Complete two or more massive open online courses (MOOC) (one must be a language)	Complete one massive open online course (MOOC)

It is our expectation that all sixth form students will complete the Trinity Diploma in Year 12.

Thrive Not Survive

Our dedicated tutorial programme will support students during their time in the Sixth Form and also prepare them for life after Trinity. Over the course of their time in the Sixth Form students will receive support and guidance that covers five broad themes. The themes and examples of topic areas are shown below. As well as this, the main content of the PSHE curriculum for Key Stage 5 is also covered.

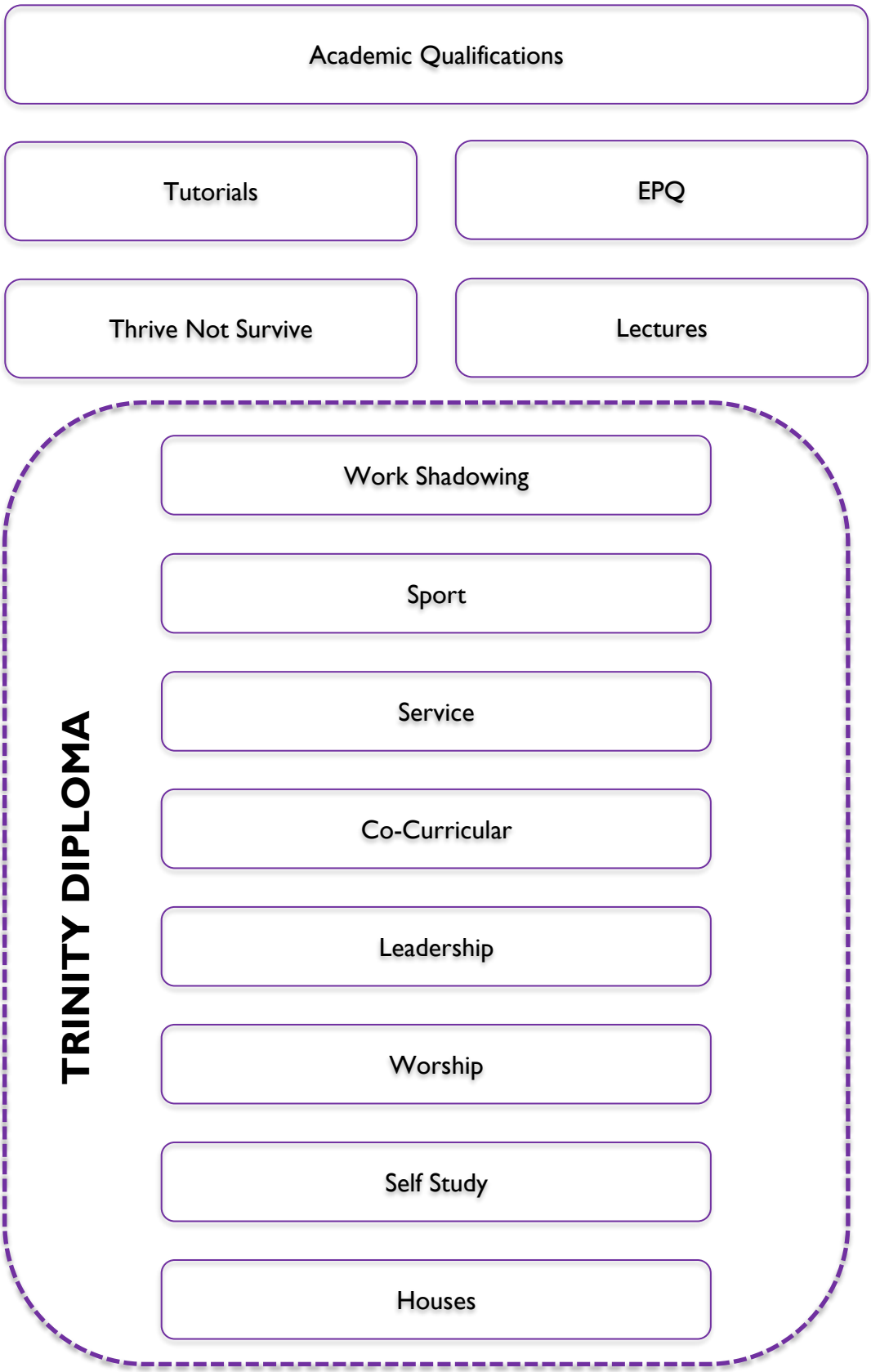
Wellbeing	Money Management	University and Careers	Work	Leadership
Consent Road safety and driving Healthy living Drugs and alcohol	Types of bank account Loans and savings Budgeting Pensions Mortgages Money pitfalls e.g. payday loans, pawning, rent to buy	Careers evenings Oxbridge evening University evenings for parents How to apply and use UCAS Trips to open days Writing the personal statement Understanding university finance Transition to university day	Public speaking CV writing Interview techniques Debating Work shadowing	Head Boy / Girl Prefects House Captains Mentoring Societies Politics Lectures Current affairs

We are particularly excited about our Sixth Form lecture programme that happens each Friday. We have a wide range of speakers committed to visiting Trinity School including a former Chief Executive of the Football Association, an Oscar winning costume designer, the youngest member of the House of Lords, and the former head of one of our intelligence services.

Sport

Sport and teams will be an important part of the Sixth Form at Trinity School. Time for sport will be blocked on the timetable to enable students to keep fit and active, and for our sports teams to take part in fixtures against other schools.

Sixth Form Programme



Subject: Art, Craft & Design

Exam Board: Pearson

Why study the subject

A qualification in the arts offers students the opportunity to develop new skills and techniques. It encourages students to be curious and challenge perceptions. Students will be introduced to a variety of historical, critical and contextual studies and use this to inspire their own ideas.

Students will initiate their own starting points and will develop their own personal relationship between their own and others' work by exploring with a variety of images, artefacts and objects. Students will also have the opportunity to develop their knowledge and understanding of a range of processes such as drawing, painting, printing and sculpture.

Course Structure

Personal Portfolio (60% of the final qualification)
Students will select a topic of interest for an in-depth study and negotiate the scope of the project with their teacher. They will identify and draft an objective for their project and provide a rationale for their choice. This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s). This incorporates three major elements: supporting studies, practical work, and a personal study. Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. Students will also complete a personal study of a minimum of 1000 words.

Externally Set Assignment (40% of the final qualification)
This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme. This incorporates two major elements: preparatory studies and the 15 hour period of sustained focus. Preparatory studies will comprise a portfolio of practical and written development work based on the externally set assignment. During the 15 hour period of sustained focus under examination conditions, students will produce outcome(s) extending from their preparatory studies in response to the externally set assignment.

Unit content

Year 12: *Personal Portfolio Project 1*
Year 13: *Personal Portfolio Project 2* and *Externally Set Assignment*

Assessment

Students will complete 2 coursework projects.

Personal Portfolio
A portfolio of work that will be assessed on against the following criteria:

- Develop ideas (25%)
- Explore and select appropriate resources (25%)
- Record ideas, observations and insights (25%)
- Present a personal and meaningful response (25%)

Externally Set Assignment (Exam)
Students will have an exam in the summer of Year 13; this will be based on a theme set by the exam board. Students will create a body of work in relation to the theme and will have a period of fifteen hours (spread across three days) in exam conditions to complete a final piece and evaluation.

Skills Acquired

- Intellectual, imaginative, creative and intuitive capabilities
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- Independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- Experience of working with a broad range of media
- Understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- Knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- Knowledge and understanding of art, craft, design and media and technologies

Students suited to the course

Students will need to be self-motivated, resilient and determined. They will need to have a passion for art, craft and design and be curious and open minded.

What other subjects it combines well with

Art combines well with a broad range of subjects including creative ones such a Photography, Product Design and Textiles.

Career or HE the course leads to

This course creates the opportunity to develop transferable skills for progression to higher education and to the workplace through the exploration of either an area of personal interest or a topic of interest from within the Art and Design qualification content. Students could progress on to a foundation or degree course in areas such as architecture, graphic design, fine art, photography or fashion.

Co-curricular

Visits to museums, galleries and exhibitions will be a vital part of the course.

Subject: Biology

Exam Board: Pearson

Why study the subject

If you enjoyed the biology units of your GCSE course and want to know more about these topics in greater depth and complexity then this may be the course for you.

Course Structure

The course is split into ten discrete topic areas, with five being studied in Year 12 and five in Year 13. Each topic builds on what was studied at GCSE and takes the subject into more depth and complexity.

Unit content

Year 12

- Topic 1: Biological Molecules
- Topic 2: Cells, Viruses and Reproduction of Living Things
- Topic 3: Classification and Biodiversity
- Topic 4: Exchange and Transport
- Topic 5: Energy for Biological Processes

Year 13

- Topic 6: Microbiology and Pathogens
- Topic 7: Modern Genetics
- Topic 8: Origin of Genetic Variation
- Topic 9: Control Systems
- Topic 10: Ecosystems

Assessment

There are three papers consisting of a range of multiple choice, short answer and longer answer questions:

Paper 1: 1 hour 45 minutes long (90 marks) with 30% weighting
Paper 2: 1 hour 45 minutes long (90 marks) with 30% weighting
Paper 3: 2 hours 30 minutes long (120 marks) with 40% weighting

There is no coursework, but there is a practical component to the course. Students are expected to complete specific core practicals with practical-based questions also in the exams. There is also a teacher-assessed practical competency. This is reported alongside the A Level grade, but does not count towards the grade. 10% of the assessment will be also be assessing mathematical skills.

Skills Acquired

There are a number of skills that are developed such as:

- How to collect data and evaluate it
- How to investigate facts and use deduction
- How to put your point of view across effectively
- How to take responsibility for your own learning

Students suited to the course

Students that enjoy the practical aspect of biology, have a natural curiosity about how the living world works and can work independently are well suited to the course. It is important to have an understanding that there are also huge literacy and mathematical components to the course.

What other subjects it combines well with

Students who take Biology A Level often combine it with a wide range of subjects. However, Mathematics, Chemistry, Physics and Geography all work particularly well in combination with Biology.

Career or HE the course leads to

With A Level Biology, you can go on to study a range of related courses at university. There are too many to list, but examples include Biomedical Sciences, Dentistry, Forensics, Nursing, Zoology, Sports Science, Veterinary Science and Microbiology. There are many diverse careers that involve biology, such as medicine, care work, the emergency and uniformed services, healthcare, laboratory science and environmental science to name a few.

Co-curricular

Trips and visits, Biology Challenge, Biology Week.

Subject: Business

Exam Board: AQA

Why study the subject

With a focus on helping you to become a good decision maker, you will learn essential managerial skills, alongside techniques to help you become an analytical problem solver. These skills are all highly sought after and valued in a wide range of careers.

Course Structure

Year 12
An introduction to key business areas: Management, marketing, operations, finance and human resources. This includes a special focus on decision making – particularly how decisions made in one area can affect the rest of the business.

Year 13
An investigation of the strategic decisions that all businesses must make, including the global aspect.

Unit content

Year 12
Topic 1: What is business?
Topic 2: Managers, leadership and decision making
Topic 3: Decision making to improve marketing performance
Topic 4: Decision making to improve operational performance
Topic 5: Decision making to improve financial performance
Topic 6: Decision making to improve human resource performance

Year 13
Topic 7: Analysing the strategic position of a business
Topic 8: Choosing the strategic direction
Topic 9: Strategic methods: how to pursue strategies
Topic 10: Managing strategic change

Assessment

A-Level assessment consists of three, two hour written exams taken at the end of the two-year course. Each exam will be worth a third of the A-Level. All three papers will draw on material from the whole course and will feature a range of question styles including multiple choice, calculation, short answer, essay and data response questions plus case studies.

Skills Acquired

- Practical application of business concepts
- Active rather than passive understanding of the subject

- Understanding of key business concepts including entrepreneurship, customer service, emerging markets, globalisation and migration

Students suited to the course

Students with an enterprising mind, a keen interest in how businesses operate, and an interest in the way the economy works should all consider studying Business.

What other subjects it combines well with

Business is very broad and can be combined with many subjects. Students looking to continue the subject at university should think about combining it with facilitating subjects especially Mathematics, English, French and Spanish. Students committed to the arts or sciences should also consider Business in this cost-centred world.

Career or HE the course leads to

If you would like to study business, finance or management at university, A-Level Business provides an excellent foundation. The skills you learn are also transferable across a broad range of subjects and careers.

Whatever you choose to do in the future, you will find that the things you learn in this course will help. For example, you'll probably end up working with lots of different people, so knowledge of motivational theory will help you to work well with others and help them achieve their potential; an understanding of the effect interest rates, exchange rates and international trade is also an essential in this ever shrinking world. You might have ambitious plans to start your own business. If that is the case, you will find the marketing and finance topics particularly useful.

Co-curricular

Trip and visits, Young Enterprise, IFS Student Investor Challenge.

Subject: CTEC Level 3 Extended Certificate in Business

Exam Board: OCR

Why study the subject

This subject is for students who are interested in learning about the business sector alongside other fields of study, with a view of progressing to a wide range of HE courses. It can be studied with other Vocational courses and A Levels. CTECH qualifications are built around the national occupational standards that professionals must follow and are recognised as valuable qualifications by industry.

Course Structure

The CTEC Level 3 Extended Certificate in Business Studies is equivalent to one A Level. There are five units, three of which are mandatory and two of which are assessed externally.

Year 12
A broad understanding and investigation of the basics of Business in the real world/environment.

Year 13
Builds on the content from year 12 by learning about working in business and managing people.

Unit content

Year 12
Unit 1: The Business Environment (External assessment – Research brief studied prior to the exam)
Unit 4: Customers and Communication (Internal assessment)
Unit 5: Marketing and Market Research (Internal assessment)

Year 13
Unit 2: Working in Business (External assessment)
Unit 8: Introduction to Human Resources (Internal assessment)

Assessment

External assessment – this is an examination set by the examination board.
Internal assessment – this is assignment work set and assessed by the school and verified externally.

Skills Acquired

In addition to the business skills developed in each unit, students will also develop the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

Students suited to the course

Students with an enterprising mind, a keen interest in how businesses operate, and an interest in the way the economy works should all consider studying CTEC Business.

What other subjects it combines well with

CTEC Business is a broad subject and is easily combined with other A Level and Vocational subjects.

Career or HE the course leads to

CTEC Business could lead to university study. Because CTEC qualifications have been developed with employers and professional bodies students will also gain the skills and confidence to enter the world of employment and/or apprenticeships.

Co-curricular

Trip and visits, Young Enterprise, IFS Student Investor Challenge.

Subject: CTEC Level 3 Extended Certificate in IT

Exam Board: OCR

Why study the subject

Consultation with universities, employers and industry specialists has made sure that this course is fit to make sure that students will gain the right combination of knowledge, understanding and skills required for the 21st century. Designed in collaboration with experts spanning the breadth of the sector, the Level 3 Cambridge Technicals in IT focus on the requirements that today's universities and employers demand.

Course Structure

The CTEC Level 3 Extended Certificate in IT is equivalent to one A Level. There are five units, three of which are mandatory and two of which are assessed externally.

Unit content

Year 12
Unit 1: The Fundamentals of IT (Mandatory Unit) - Exam
Unit 2: Global Information (Mandatory Unit) - Exam
Unit 3: Optional Unit (from the list below) - Exam

Year 13

Unit 3: Cyber Security (Mandatory Unit)
2 Optional Units from;

- Project Management (Coursework)
- Product Development (Coursework)
- Systems Analysis and Design (Coursework)
- Internet of Everything (Coursework)

(The choice of optional Units will be based to an extent on the groups preference)

Assessment

Exam
These exams cover only work for that unit. For CTEC they can be re-taken and the highest grade of the 2 is the one awarded.

Coursework
This is work that the student can complete over an extended period of time and get feedback to improve it if needed.

Skills Acquired

The qualification aims to develop students' knowledge, understanding and skills of the principles of IT and Global Information Systems. Students will gain an insight into the IT sector as they investigate the pace of technological change, IT infrastructure, the flow of information on a global scale, and the importance of legal and security considerations.

Students suited to the course

Students with an interest in IT/computers and the flow and use of data on a national and global scale.

What other subjects it combines well with

CTEC IT is a broad subject and is easily combined with a range of other A Level and Vocational subjects, particularly CTEC Business.

Career or HE the course leads to

Cambridge Technicals provide a strong base for progression to university, apprenticeships or work and are recognised for UCAS tariff points. The skills picked up will make you employable in the IT sector as well provide progression for university or higher education routes or an apprenticeship.

Co-curricular

Trips to business and speakers from the IT industry

Subject: Chemistry

Exam Board: Pearson

Why study the subject

If you enjoyed the chemistry units of your GCSE course and want to know more about these topics in greater depth and complexity then this may be the course for you.

Course Structure

The course is split into nineteen discrete topic areas. In Year 12, students will build on what was learnt at GCSE and then this is developed further in Year 13. Practical work is undertaken throughout both years. Students will concentrate on developing synoptic skills in Year 13, which allow students to draw on two or more different topics in order to answer an essay type exam question.

Unit content

Year 12

- Topic 1: Atomic Structure and the Periodic Table
- Topic 2: Bonding and Structure
- Topic 3: Redox I
- Topic 4: Inorganic Chemistry and the Periodic Table
- Topic 5: Formulae, Equations and Amounts of Substance
- Topic 6: Organic Chemistry I
- Topic 7: Modern Analytical Techniques I
- Topic 8: Energetics I
- Topic 9: Kinetics I
- Topic 10: Equilibrium I

Year 13

- Topic 11: Equilibrium II
- Topic 12: Acid-base Equlibria
- Topic 13: Energetics II
- Topic 14: Redox II
- Topic 15: Transition Metals
- Topic 16: Kinetics II
- Topic 17: Organic Chemistry II
- Topic 18: Organic Chemistry III
- Topic 19: Modern Analytical Techniques II

Assessment

There are three papers consisting of a range of multiple choice, short answer and longer answer questions:

Paper 1: 1 hour 45 minutes long (90 marks) with 30% weighting
Paper 2: 1 hour 45 minutes long (90 marks) with 30% weighting
Paper 3: 2 hours 30 minutes long (120 marks) with 40% weighting. This paper includes synoptic questions that may draw on two or more of the different topics listed.

There is no coursework, but there is a practical component to the course. Students are expected to complete specific core practicals with practical-based questions also in the exams. There is also a teacher-assessed practical competency. This is reported alongside the A Level grade, but does not count towards the grade. 20% of the assessment will be also be assessing mathematical skills.

Skills Acquired

There are a number of skills that are developed such as:

- How to collect data and assess it
- How to investigate facts and use deduction
- How to put your point of view effectively
- How to work as a team to achieve results

Students suited to the course

If you enjoy problem solving and have an analytical mind then this course would suit you. You need to be confident about undertaking practical work and understand that there is a significant mathematical component to the course.

What other subjects it combines well with

Students who take Chemistry A Level often combine it with a wide range of subjects. However, Mathematics, Biology and Physics all work particularly well in combination with Chemistry.

Career or HE the course leads to

Chemistry is a great choice of subject for people who want a career in health and clinical professions, such as medicine, nursing, biochemistry, dentistry or forensic science. It is also useful if you want to go into careers in areas of industry, such as petrochemical or pharmaceutical industries.

Co-curricular

Trips and visits, STEM challenges, Science Week.

Subject: Drama and Theatre

Exam Board: Pearson

Why study the subject

The Drama and Theatre programme encourages creativity, focuses on practical work and developing skills that will support progression to further study of Drama and a wide range of other subjects.

Course Structure

Year 12
An introduction to drama and theatre with practical exploration of a set text and practitioner. Rehearse and perform key extracts for internal assessment as well as a portfolio based on the exploration of the extract.

Year 13
Explore extract from new play and practitioner to devise. Prepare new mono/duologue for assessment and prepare new group performance from text. Revise set texts and watch live pieces of theatre for the written exam.

Unit content

Component	Overview	Assessment
1: Devising 40%	Students devise a piece of theatre, which they then perform. They will record the process in a portfolio.	Internally assessed and externally moderated.
2: Text in Performance 20%	Group performance from a performance text. Perform a mono/duologue from a different text.	Externally assessed by a visiting examiner.
3: Theatre Makers in Practice 40%	Evaluation of a piece of live theatre seen. Practical exploration of a set text.	Exam 2 hours 30 mins: A: Live Theatre Evaluation. B: Questions on a set text. C. Director's interpretation.

Skills Acquired

Students will develop a variety of dramatic and theatrical skills - including performing, directing and critical evaluation - alongside an understanding and appreciation of drama and theatre in a social, cultural and historical context.

Students suited to the course

Students with an enthusiasm for Drama and Theatre, passionate about developing their performance skills, and an interest in practically exploring various genres of theatre.

What other subjects it combines well with

Drama encourages creativity, focuses on practical work and developing skills that will support a wide range of other subjects. English in particular has many connections with Drama: analysing plays and texts, studying the links between actors/characters and the audience, and as performers their use of creative language.

Career or HE the course leads to

A Level Drama and Theatre opens up a whole range of career opportunities, as you will have the ability to work in a team, the confidence to talk to large groups of people and the ability to adapt to various situations. This course will prepare you for degree level study at university in many subjects, but especially in Theatre and Performance. This is the first step to securing a career in professional acting, community theatre, directing, technical theatre, theatre production, writing, motivational speaking and teaching.

Co-curricular

- Trip to Live Theatre Performances
- Visits to Performing Arts Colleges/Universities
- Workshops with Professional Theatre Practitioners
- Audition Technique Classes
- Community Outreach Projects
- A Level and Whole School Performances
- Opportunities to lead/take part in School Clubs

Subject: English Literature

Exam Board: AQA

Why study the subject

According to Sir Philip Sidney the purpose of Literature is to 'teach and to delight' so it could be said that A Level English Literature will bring knowledge and pleasure. Studying a range of literature will broaden your ideas, develop the skills involved in debate and discussion, encourage the discipline of detailed textual analysis – it will open and stretch your mind. It is a highly regarded, useful foundation for a range of university subjects.

Course Structure

Paper 1: Literary genres
What is assessed?
Option 1A: Aspects of tragedy
Option 1B: Aspects of comedy
Study of three texts: one Shakespeare text, a second drama text and a prose text, of which one must be written pre-1900.

Assessment:

- Written exam: 2 hours 30 mins
- Closed book exam
- 75 marks
- 40% of A Level

Paper 2: Texts and genres
What is assessed?
Option 2A: Elements of crime writing
Option 2B: Elements of political and social protest writing
Study of three texts: one post-2000 prose text, one poetry and one further text, of which one must be written pre-1900. Exam will include an unseen passage.

Assessment:

- Written exam: 3 hours
- Open book
- 75 marks
- 40% of A-level

Non-exam assessment: Theory and independence
What is assessed?
Study of two texts: one poetry and one prose text, informed by study of the Critical anthology
Two essays of 1,250–1,500 words, each responding to a different text and linking to a different aspect of the critical anthology.

Assessment:

- 50 marks
- 20% of A-level
- Assessed by teachers
- Moderated by AQA

Skills Acquired

- How to analyse, interpret and compare texts
- How to construct an argument
- The ability to evaluate the influence of various contextual factors
- An understanding of different ways of reading and writing about texts
- The ability to handle complex ideas, search for patterns and interpret information in a wider context
- Research skills
- Written and verbal communication skills

Students suited to the course

This is a highly challenging course for thinkers and readers who are passionate about literature and love reading. We study a range of novels, plays and poems from a variety of time periods. Successful A Level English Literature students are critical thinkers who enjoy discussing the themes and issues of literary texts; who undertake an extensive range of wider reading which they utilise to inform the texts studied and are confident sharing ideas after reading, engaging with the perspective of the author as well as the contexts of the texts. Choose this course if you are interested in interpreting the methods and motives of writers, then writing analytical essays to demonstrate your skills.

What other subjects it combines well with

The study of literature will blend well with many others as the skills of evaluation, critical analysis and writing with clarity are vital in all subject areas.

Career or HE the course leads to

In terms of careers, the core skills of writing articulately to express an argument and thinking in an evaluative, critical, analytical way are transferrable to many careers. Notable examples include journalism and writing, editing and publishing, teaching and careers in law. Any careers where communication is an important component relate to A Level English Literature; all employers will want you to be able to use language effectively. This is a highly respected qualification which will assist any UCAS application towards degree level study in academic subjects.

Co-curricular

Theatre visits.

Subject: Film Studies

Exam Board: Eduqas

Why study the subject

Film is one of the main cultural innovations of the 20th century and a major art form of the last one hundred years. Studying A Level Film Studies will ignite a passion for film, building upon the knowledge and understanding of film that you have developed since childhood. It will encourage an enthusiasm and excitement for exploring what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Production is a crucial part of the course, giving you the opportunity to put into practice the filmmaking ideas you have studied, producing high quality short films and screenplays.

Course Structure

Core study areas across all components

1. The key elements of film form
2. Meaning and response
3. The contexts of film

Component 1: Variety in film and filmmaking
What is assessed?
Section A: Hollywood 1930-1990
Section B: American film since 2005
Section C: British film since 1995
Assessment:

- Written exam: 2 hours 30 mins
- 40 marks for each individual section, total marks for Component 1 is 120 marks
- 35% of A-level

Component 2: Global filmmaking perspectives
What is assessed?
Section A: Global Film
Section B: Documentary Film
Section C: Film Movements - Silent Cinema
Section D: Film Movements - Experimental Film
Assessment:

- Written exam: 2 hours 30 mins
- 20 marks for each individual section, total marks for Component 2 is 75 marks
- 35% of A-level

Component 3: Production Non-exam assessment
What is assessed?
This component assesses one production and its evaluative analysis.
Assessment:

- 30% of A-level

- Assessed by teachers
- Moderated by Eduqas

Skills Acquired

- Understanding of the significance of film and film practice in national, global and historical contexts
- The ability to explore how films generate meanings and responses
- The ability to evaluate the different ways in which spectators respond to film
- Practical film-making skills such as how to operate a camera and edit footage
- Effective research and communication skills
- Critical thinking
- The ability to project manage, organise your time effectively, and work to deadlines

Students suited to the course

Film Studies is suitable for those who have a lively interest in all types of film and the cinema experience. Furthermore, a desire to explore how a film is mediated and produced, through practical production and ideology. You will have a keen interest in practical film making and a creative flair for visual storytelling. Working collaboratively with others and engaging in on-going research and wider reading throughout the course, you will need to have organisational skills. Discussion and debate will be a key element of the course, so you should enjoy expressing your opinions and justifying them through references to film theory and the film texts studied. A significant proportion of the course will be assessed through analytical essays, thus a strong foundation in English skills will be beneficial.

What other subjects it combines well with

Film Studies works well alongside subjects such as English Literature, Art and Design, Photography and History amongst others.

Career or HE the course leads to

Film Studies can help with the analytical skills required in a range of professions. Students of this subject may choose to follow a course in a similar area at degree level leading to career paths in filmmaking, working within digital media and animation. Within the film, TV and video industries, potential job roles include film/video/television editor, camera operator, photographer, art director, TV or film producer or production assistant, runner, location/props manager or programme researcher. In addition, some business areas, such as advertising, marketing and communications, can also utilise the creative and analytical abilities of Film Studies students. The research and communication skills you develop, and the ability to project manage and organise your time effectively will make you attractive to employers in a wide variety of fields.

Co-curricular

Film club.

Subject: French

Exam Board: AQA

Why study the subject

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 also explore the influence of the past on present day French speaking communities. Throughout their studies, they will learn the language in the context of French speaking countries and the issues and influences which have shaped them. Students will study texts and have the opportunity to carry out independent research on an area of their choice.

Course Structure

Year 12

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

Year 13

- Two texts from the list set in the specification
- Individual research project
- One of four themes i.e. aspects of French speaking society: current trends, aspects of French speaking society: current issues, artistic culture in the French speaking world, aspects of political life in the French speaking world

Unit Content

Year 12

- Social issues and trends
- Political and artistic culture
- Grammar

Year 13

- Literary texts and films
- Individual research project

Assessment

- Paper 1: Listening, reading and writing (50%)
- Paper 2: Writing (20%)
- Paper 3: Speaking (including discussion and delivering a presentation 30%)

Skills Acquired

Knowledge of the language and culture of other European countries is an important skill in the modern commercial world. Even though your main interest and career may be a commercial specialism, this course will enable you to talk to French speaking citizens in their own language.

Students suited to the course

Communication skills and a willingness to express ideas in speech and in writing on a wide range of topics, to learn and use the language for real purpose.

What other subjects it combines well with

There are many courses which include a language component such as Business Studies, History, Geography, as well as Art and Design and other creative subjects.

Career or HE the course leads to

Whatever you choose to do in the future, you will find that the things you learn in this course will help you to be open new opportunities internationally. For example, you could work or study abroad or work in an international company in the UK. French A Level can lead to further study of the subject at university. Languages are often offered as part of a dual degree e.g. Management and French.

Co-curricular

Trip to France.

Subject: Geography

Exam Board: OCR

Why study the subject

Geography is a relevant and vital subject in our rapidly changing world. Students will enjoy this rigorous course as they challenge perceptions and stimulate their investigative and analytical skills. We will study some new units which reflect the world today, but you will also see there are many topics you have studied before. You will have the opportunity to complete your own piece of fieldwork, stretching you as an independent learner. Finally, this course will equip you with the knowledge, skills and enthusiasm sought by higher education and employers.

Course Structure

Year 12

- Coastal Systems
- Changing spaces; making places
- Earth's life support systems
- Independent Investigation (NEA)
- Climate Change

Year 13

- Exploring Oceans
- Global Connections

Unit content

Physical Systems
Coastal Systems
Earth Life Support systems

Human Interactions
Changing spaces; making places
Global Connections

Geographical Debates
Exploring Oceans
Climate Change

Independent Investigation
On anything in the syllabus

Assessment

Component 1 – Physical Systems
Written exam: 1 hours 30 minutes • 22% of A-level

Component 2 – Human Interactions
Written exam: 1 hours 30 minutes • 22% of A-Level

Component 3 – Human Interactions
Written exam: 2 hours 30 minutes • 36% of A-Level

Component 4 – Independent Investigation
• 3,000–4,000 words • 20% of A-Level • marked by teachers • moderated by OCR

Skills Acquired

- Construct extended written arguments about geographical matters
- Cartographic, ICT, statistical and graphical skills
- Understand the nature and use of different types of geographical information, including qualitative and quantitative data, images, factual text and discursive/creative material
- Collect, analyse and interpret such information
- Demonstrate the ability to understand and apply suitable analytical approaches
- Communicate and evaluate findings and draw well-evidenced conclusions informed by wider theory

Students suited to the course

Students who have excellent literacy and numeracy skills and a inquiring mind. This course is perfect for those who are curious about the world around them.

What other subjects it combines well with

Geography is a multi-skilled discipline (literacy, numeracy, ICT etc.) and it combines well with many other subjects. All sciences and Mathematics fit well with the physical and fieldwork elements of the course; the human units fit well with History; additionally, the study of different cultures also makes the subject work well with modern foreign language subjects. As Geography is a facilitating subject it is an excellent choice for those considering Higher Education, as such it fits well with many option choices and is considered highly by universities.

Career or HE the course leads to

Careers in Geography are wide ranging, from sustainability, green issues or hazard management to business, energy supply or urban regeneration. The skills you learn are also transferable across a broad range of subjects and careers. Geography A-Level will enable you to study Geography, Economics, Law, Medicine and many more.

Co-curricular

Fieldwork in urban, rural and coastal areas in contrasting environments including a residential.

Subject: History

Exam Board: Pearson

Why study the subject

If we apply this knowledge to the present, governments, businesses and individuals can learn lessons from past mistakes or successes and make informed choices about our futures. For example, economists might look at the causes of the recent recession and past economic problems and work with politicians to avoid them happening again.

In History we study lots of different sources and learn that events are often the result of complex and multiple factors. Politics, communication, beliefs, misunderstandings and even the environment can shape the way things turn out. Studying History can also be inspiring. When we discover what people have achieved against the odds and how things can change over time, it can give us the motivation we need to succeed.

Course Structure

Year 12 - Paper 1 and paper 2 running concurrently.
Year 13 - Paper 3 and coursework running concurrently.

Unit content

Year 12
Paper 1: Option 1H: Britain transformed, 1918-97 (30%)
Paper 2: Option 2H.2: The USA, 1955-92: conformity and challenge (20%)

Year 13
Paper 3: Option 35.1: Britain: losing and gaining an empire, 1763-1914 (30%)
Coursework (20%)

- Independent study
- The Civil Rights Movement, 1871-1981

Assessment

Three exams and one coursework module. Paper 1 will be on the British part of the course, paper 2 will be on the American aspect of the course and paper 3 is on the world depth study. Students will choose an area of interest within the Civil Rights Movement topic and produce a 4,000 word piece of coursework based around a key historical enquiry within the discipline. All exams are completed at the end of Year 13.

Skills Acquired

History teaches us to ask two very important questions: why and how. This is key to sharpening critical thinking abilities, which combine the following skills: analysis, research, essay writing, communication, problem solving, argumentation. Historians look at all the available evidence and come to conclusions, a lot like a good detective, which helps them learn to be organised and manage

information. You will also begin to build hypotheses and be able to dissect conflicting claims for agenda and utility.

Students suited to the course

A student suited to the course will have the following attributes:

- An interest in history that will push them to do wider reading
- Very good literacy skills and an aptitude with the English language
- An ability to work independently with intrinsic motivation to succeed
- Exceptional organisation and the ability to meet deadlines
- A desire to ask questions and a critical approach to source material
- A desire to develop exceptional research and analytical skills

What other subjects it combines well with

Everything has a history and no arts or science subject can fail to be enriched by an awareness of how it has been applied to human society through the ages. You may have already studied the history of scientific ideas as part of your GCSE and so will be aware of this. History combines well with Mathematics and Science subjects to create an attractive portfolio of subjects for a student to move on to a science based course. Combined with English and social sciences it would provide a good basis for arts or humanities based courses. The Russell Group universities regard History as a facilitating subject and expect applicants to study at least one facilitating subjects.

Career or HE the course leads to

The skills you will obtain through studying history will be useful in a number of careers, either directly related to History (e.g. working in museums, galleries, heritage sites, record offices and archives and teaching), or in areas such as law, research, accountancy, banking, management, journalism, media, libraries, national and local government and the civil service. You can progress to higher education courses such as honours degrees in History, or to degrees in related subjects such as Law, Politics, English Literature, Economics or Geography. A Level History will give you a number of skills relevant to many types of employment, such as the ability to seek information and to analyse it in order to identify facts and motives and to present information clearly for others to understand.

Subject: Mathematics

Exam Board: Pearson

Why study the subject

Mathematics is one of the best subjects to develop your analytical, research and problem solving skills. Not only will studying Mathematics help give you the knowledge to tackle scientific, mechanical, coding and abstract problems. It will also help you develop the logic skills required to tackle everyday issues like planning projects, managing budgets and even debating effectively. Mathematics is one of the most sought after facilitating subjects and is often favoured or required for further study or employment.

Course Structure

The course is taught and examined in two parts; Pure Mathematics and Applied Mathematics. Students will feel most familiar with Pure Mathematics as it builds on and extends on knowledge from number, algebra, geometry, ratio and proportion. The Applied Mathematics builds on and extends on knowledge of probability and statistics, as well as introducing mechanics, which closely links with Physics.

Unit content

Pure Mathematics 1 & Pure Mathematics 2

- Proof
- Algebra and functions
- Coordinate geometry in the (x, y) plane
- Sequences and series
- Trigonometry
- Exponentials and logarithms
- Differentiation
- Integration
- Numerical methods
- Vectors

Applied Mathematics

Section A: Statistics

- Statistical sampling
- Data presentation and interpretation
- Probability
- Statistical distributions
- Statistical hypothesis testing

Section B: Mechanics

- Quantities and units in mechanics
- Kinematics
- Forces and Newton's laws
- Moments

Assessment

A-Level assessment consists of three 2 hour written exams taken at the end of the two-year course. Each exam will be worth one third of the A Level. Two of the papers will draw on material from Pure Mathematics and the third on the Applied Mathematics. The questions will assess three key areas: mathematical argument; language & proof; problem solving and modelling.

Skills Acquired

- Skills and knowledge development
- Application of skills and knowledge to practical situations
- Methods of working logically

Students suited to the course

Students with a love of Mathematics, a logical way of thinking and a desire to link Mathematics to the real world will enjoy this course.

What other subjects it combines well with

Mathematics is predominantly thought to link with the sciences but is equally suited to those interested in Product Design, Music and languages. It is a subject that should be considered for a wide range of careers. Such as medicine, dentistry, engineering, and psychology.

Career or HE the course leads to

Mathematics will have huge benefits for your future whatever you choose to study or career you choose to pursue.

Not only does Mathematics have direct links to careers (as previously mentioned) but it is also seen as a facilitating subject i.e. one which will help you with other subjects and (indirectly linked) careers. It may not be a subject at all relevant to your chosen degree/career path but shows future educators/employers that you have logical processing skills and good written communication skills that are broadly appealing to everyone.

Co-curricular

Trip and visits, Maths Challenge.

Subject: Further Mathematics

Exam Board: Pearson

Why study the subject
Studying Further Mathematics offers students the opportunity to take every aspect of what they learnt on the Mathematics course to the next level. It offers the opportunity to prove more of what they have learnt, and use it in a wider range of applications. Students will also be able to study an additional area of mathematics, called Decision Mathematics, which is largely focused on logic and algorithms. This compliments areas of Computing Science, as does the new topic Matrices.

Course Structure
The course comprises of Core Pure Mathematics, which builds on and extends knowledge from the Pure Mathematics taught in on the other course, whilst introducing further topics such as complex numbers. There are then two optional units, for which we plan to do Further Pure Mathematics, and Decision Mathematics. If students would prefer to study further Mechanics or Statistics instead, this could be negotiated.

Unit content
Core Pure Mathematics

- Proof
- Complex Numbers
- Matracies
- Further Algebra and Functions
- Further calculus
- Further Vectors
- Polar Coordinates
- Hyperbolic Functions
- Differential Equations

Decision Mathematics

- Algorithms and Graph Theory
- Algorithms on Graphs
- Critical Path Analysis
- Linear Programming

Further Pure Mathematics

- Further Trigonometry
- Further Calculus
- Further Differential Equations
- Coordinate Systems
- Further Vectors
- Further Numerical Methods
- Inequalities

Assessment

A-Level assessment consists of four 1.5 hour written exams, taken at the end of the two-year course. Each exam will be worth one quarter of the A Level. Two of the papers will draw on material from Core Pure Mathematics, one from Further Pure Mathematics, and one from Decision Mathematics. The questions will assess three key areas; mathematical argument, language & proof, problem solving and modelling.

Skills Acquired

- Skills and knowledge development
- Application of skills and knowledge to practical situations
- Methods of working logically

Students suited to the course

Students who have all the attributes listed for the Mathematics A Level, who are also well skilled at working independently. It is vital students are willing and able to work in together, discussing and debating ideas with each other.

What other subjects it combines well with

This is the same as those listed for Mathematics.

Career or HE the course leads to

Again, this is much the same as Mathematics. Having the additional A Level will put students in a better position when applying for Mathematics courses, and ones which are focused on these skills, such as Engineering and Computer Science. Universities will often lower entry requirements for students with a Further Mathematics A Level, as students with this qualification are sought after.

Co-curricular

Trip and visits, Maths Challenge.

Subject: Music

Exam Board: Pearson

Why study the subject

If you want to extend and develop your musical performance, your knowledge of music theory and learn how to communicate through the medium of music, then A-level Music is an ideal qualification to study. It will do this by developing your musical skills and knowledge, in order to help you to become a more confident and accomplished composer and performer of music. Whilst studying A-level Music you will be encouraged to work creatively and will have the opportunity to both learn about and use/apply music technology for both composition work and in your performances.

Course Structure

30% Performing
30% Composing
40% Appraising (Music Theory and Set Works)

Unit content

Vocal Music
Instrumental Music
Music for Film
Popular Music and Jazz
Fusions
New Directions

Assessment

Performing - 8 minute (minimum) recital (solo or ensemble)
Composing – 2 compositions (one free, one brief demonstrating technique)
Appraising – 2 hour written exam

Skills Acquired

Appreciation
Creativity
Performance
Collaboration
Critical thinking
Confidence

Students suited to the course

Students who are competent instrumentalists/vocalists.
Students who have an interest in social, cultural and historical contexts.

What other subjects it combines well with

English, History, Maths, Languages, Physics

Career or HE the course leads to

HE - Music degree, music business degree, music production degree, Conservatoire study
Career - Professional musician, teacher, music producer, recording artist, music management, music journalism, sound engineer

Co-curricular

Trips and visits
Workshops
Opportunity to lead musical groups in school

Subject: Philosophy and Theology

Exam Board: AQA

Why study the subject

"It is not enough to have a good mind. The main thing is to use it well." - Rene Descartes

This qualification provides a balanced religious education that builds on, but is not dependent on, prior knowledge of the subject at GCSE level. The academic rigor and skills developed through the study of Philosophy and Theology will complement and support studies of the humanities and contribute to the development of the whole person. The student will develop transferable skills that are in demand in a broad range of careers.

Course Structure

Students will cover three themes over the two years.

- Philosophy of Religion
- Religion and Ethics
- Study of Religion

Unit Content

Paper 1: Philosophy of Religion and Ethics (3 hour examination)

- Philosophical issues surrounding the nature and existence of God
- The nature and influence of religious experience and miracles
- Problems of evil and suffering
- Philosophical studies in religious language
- Normative ethical theories
- Applied ethics
- Meta-ethics
- Theories of Conscience
- Free will and determinism

Paper 2: Study of Christianity and Dialogues (3 hour examination)
Religious beliefs, values and teachings

- Sources of wisdom and authority
- Practices that shape and express religious identity
- Social and historical developments
- Works of Scholars
- Religion and society

Assessment

An externally assessed written examination comprising of two papers.

In Component 1, students will be assessed on their knowledge, understanding and ability to analyse and evaluate philosophy of religion (Section A) and ethics and religion (Section B). The paper is divided into two sections: Section A: tests philosophy of religion and consists of two compulsory two-part questions (10 and 15 marks). Section B: tests ethics and religion and consists of two compulsory two-part questions (10 and 15 marks).

In Component 2 students will be assessed on their knowledge, understanding and ability to analyse and evaluate a single religion (Section A) and issues related to the dialogue between philosophy of religion and their chosen religion (Section B) and issues related to the dialogue between ethical studies and their chosen religion (Section C).
Sections:

- Section A covers the study of religion and consists of two compulsory two-part questions; in each two-part question the first part (10 marks) and the second part (15 marks).
- Section B covers the dialogue between religion and philosophy of religion; it is tested by one synoptic question from a choice of two (worth 25 marks).
- Section C tests the dialogue between religion and ethical studies; it is tested by one synoptic question from a choice of two (worth 25 marks).

Skills Acquired

- Sift, select relevant information and think logically
- Critical approach to contemporary issues
- Develop investigative, analytical and critical evaluation skills
- Understand and take a sensitive approach to different cultures and beliefs
- Express ideas clearly thought essay writing and discussion

Students suited to the course

Students who are inquisitive and empathetic to multiple perspectives will thrive on this course. Pupils who are able to compare and evaluate different philosophical theories through extended writing will succeed.

What other subjects it combines well with

Philosophy and Religion combines well with almost all other humanities subjects such as History, Geography and English. In addition, if taken with Mathematics and sciences, Philosophy and Religion will give students a broad-based curriculum.

Career or HE the course leads to

The course provides students with the opportunity to develop skills in collecting, synthesising and interpreting information from a range of sources, and to consider issues from a range of perspectives. These skills are highly valued by a range of professions, such as public services and the

caring professions. Students who study this course have gone on to study a range of subjects at University including Law, English, Politics, Philosophy, Journalism, Theology, Psychology, Sociology and many others.

This qualification supports progression into higher education, training or employment. Recently, the Chief Executive for the council of Industry and Higher Education was quoted as saying of Religious Studies students, "We have found that these students are among the most employable in the workplace because of their skills." Any occupation dealing with people and making judgements between different options would benefit from the course.

Co-curricular

Trips and visits. Outside speakers.

Subject: Photography

Exam Board: Pearson

Why study the subject

This course introduces students to a range of photographic media, techniques and processes. Students will explore with lens and light based media, including digital imaging and light sensitive materials. They will select and manipulate images using Adobe Photoshop and explore how to put images into context. Students will initiate their own starting points and will develop their own personal relationship between their own and others' work. They will explore with a variety of images, artefact and objects and relate their work to the work from past and recent times and will explore with European and non-European examples.

Course Structure

Title: Personal Portfolio (60% of the final qualification)
Students will select a topic of interest for an in-depth study and negotiate the scope of the project with their teacher. They will identify and draft an objective for their project and provide a rationale for their choice. This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s). This incorporates three major elements: supporting studies, practical work, and a personal study. Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points and will include a personal study of a minimum of 1000 words.

Title: Externally Set Assignment (40% of the final qualification)
This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme. This incorporates two major elements: preparatory studies and the 15 hour period of sustained focus. Preparatory studies will comprise a portfolio of practical and written development work based on the externally set assignment. During the 15 hour period of sustained focus under examination conditions, students will produce outcome(s) extending from their preparatory studies in response to the externally set assignment.

Unit Content

Year 12: Experimental imagery, studio photography, photo-journalism
Year 13: Documentary photography, externally set assignment

Assessment

The A Level is run as a two year course. Students will complete two coursework projects.

Title: Personal Portfolio
Students will submit a portfolio of work that will be assessed on against the following criteria:

- Develop ideas through sustained and focused investigations (25%)
- Explore and select appropriate resources (25%)
- Record ideas, observations and insights (25%)
- Present a personal and meaningful response (25%)

Title: Externally Set Assignment (Exam)
Students will have an exam in the summer of year 13; this will be based on a theme set by the exam board. Students will create a body of work in relation to the theme and will have a period of fifteen hours (spread across three days) in exam conditions to complete a final piece and evaluation.

Skills Acquired

- The camera and its functions, including depth of field, shutter speed, focal points and viewpoints
- The effects and creative potential of combining and manipulating different two-dimensional and three-dimensional materials and media
- The use of digital and/or non-digital applications
- Experience of working with a broad range of media
- An understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- Knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures

Students suited to the course

Students will need to be self-motivated, resilient and determined. They will need to have a passion for taking photographs and have a knowledge and understanding of Photoshop.

What other subjects it combines well with

Photography combines well with a broad range of subjects including Art and Design, Product Design and Textiles.

Career or HE the course leads to

Studying A Level in Photography can lead to careers within photography as well as anything visual e.g. graphic designer, digital marketer, visual merchandiser, stylist, web designer and film editor. Students could progress on to a foundation or degree course in areas such as Architecture, Graphic Design, Fine Art, Photography or Fashion.

Co-curricular

Visits to museums, galleries and exhibitions will be a vital part of the course.

Subject: Physics

Exam Board: Pearson

Why study the subject

If you enjoyed the physics units of your GCSE course and want to know more about these topics in greater depth and complexity then this may be the course for you.

Course Structure

The course is split into discrete topic areas. Students begin in Year 12 with a study of the laws, theories and models of physics and then students explore the practical applications of this theory in Year 13.

Unit content

Year 12

- Topic 1: Working as a Physicist
- Topic 2: Mechanics
- Topic 3: Electric Circuits
- Topic 4: Materials
- Topic 5: Waves and Particle Nature of Light

Year 13

- Topic 6: Further Mechanics
- Topic 7: Electric and Magnetic Fields
- Topic 8: Nuclear and Particle Physics
- Topic 9: Thermodynamics
- Topic 10: Space
- Topic 11: Nuclear Radiation
- Topic 12: Gravitational Fields
- Topic 13: Oscillations

Assessment

There are three papers consisting of a range of multiple choice, short answer and longer answer questions:

Paper 1: 1 hour 45 minutes long (90 marks) with 30% weighting
Paper 2: 1 hour 45 minutes long (90 marks) with 30% weighting
Paper 3: 2 hours 30 minutes long (120 marks) with 40% weighting. This paper includes synoptic questions that may draw on two or more of the different topics listed.

There is no coursework, but there is a practical component to the course. Students are expected to complete specific core practicals with practical-based questions in the exams. There is also a

teacher-assessed practical competency. This is reported alongside the A Level grade, but does not count towards the grade. 40% of the assessment will be also be assessing mathematical skills.

Skills Acquired

There are a number of skills that are developed such as:

- Problem solving
- Research and analytical skills
- Being able to justify evidence and ideas and debate theories

Students suited to the course

There is a large mathematical component to this course, so students that are competent at Mathematics will do well in Physics.

What other subjects it combines well with

Any of the other science subjects combine well with Physics A Level. Mathematics should also be considered due to the large overlap of skills needed in both subjects.

Career or HE the course leads to

Physics is a useful subject for the majority of STEM careers, but it is also useful for careers such as industry, transport, government, armed forces, secret service, research labs and much more. Physics is particularly useful in careers that involve construction or new technologies, such as, engineering, astronomy, robotics, computer science, communications and nanotechnology.

Co-curricular

Trips and visits, STEM challenges, Science Week.

Subject: Politics

Exam Board: Pearson Edexcel

Why study the subject

Politicians have huge power over us, but how much power do we have over politicians? With so many unexpected and unpredictable political events taking place in the UK and the USA in recent years, the study of Politics has never been more relevant. It is the perfect subject for those with enquiring minds and a desire to find out what is going on in the world today and why. This course allows you to study contemporary politics and develop a strong understanding of the factors shaping both British and American society. You will also gain insight into some of the great political ideas that have shaped the world we live in. Studying politics helps in the development of discussion and debating skills and encourages you to think beyond the constraints of a textbook. Over two years, you will explore questions such as: 'What is Brexit all about?', 'Is Britain truly democratic?', 'Why are guns and race such big issues in America?', and look at the influence of significant political thinkers such as Edmund Burke, Karl Marx and Mary Wollstonecraft.

Course Structure

Year 12
UK Politics and Government: Political Participation; democracy and participation, political parties, electoral systems, voting behaviour and the media. UK Government; the constitution, parliament, Prime Minister and executive, relationships between the three branches of government.

Core Political Ideas; conservatism, liberalism, socialism and feminism.

Year 13
Comparative Politics – Representation in the USA; the US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories.

Unit content

Unit 1:
Democracy and participation
Political parties
Electoral systems
Voting behaviour
The media
Liberalism
Conservatism
Socialism

Unit 2:
The constitution
Parliament
Prime Minister

The executive
Relations between the branches
Feminism

Unit 3:
Constitution and federalism
US Congress
US presidency
US Supreme Court
Civil rights, democracy and participation
Comparative theories.

Assessment

All 3 units are assessed through a 2hr examination at the end of yr. 13. Each examination has a mixture of short and longer essay response questions.

Skills Acquired

Studying this subject will develop your understanding of structures of authority and power, how political systems differ, and enable you to interpret, evaluate and comment on the nature of politics and government. You will also develop a range of transferrable analytical, debating and communication skills - all of which are valuable in a wide range of careers.

Students suited to the course

You don't need any prior knowledge of Politics in order to start the A level course but you do need a solid complement of GCSEs: with mostly 5 grades at GCSE. You may well find Politics very demanding, especially the Political theory sections so to access the course you will need to have a 5 in English (Lang or Lit).

The requirement to write essays, in which you evaluate means that you should also have a good grasp of the English language. Most important, though, is that you have a genuine curiosity about societies are governed and how people are represented in modern democracy.

What other subjects it combines well with

Politics is well suited to students who are both predominantly arts and humanities focused and/ or science focused; therefore the subject is often taken with subjects such as History, Geography, RS, Art, Sociology, English, Biology, Chemistry, Physics and Mathematics.

Career or HE the course leads to

A-level Politics provides an excellent background for careers in law, journalism, the civil service, education, the caring professions and a range of management and business areas.

Co-curricular
Trip and visits.

Subject: Product Design

Exam Board: AQA

Why study the subject

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Course structure

Year 12
Through a practical approach students build on their knowledge at GCSE of technical principles. They also complete the first of their design portfolios leading to a final prototype.

Year 13
Students' understanding of technical principles and design is further developed in the second year of A Level. The second of their two design portfolios is completed which also leads to a final prototype.

Unit content

All assessment objectives are covered within Year 12 and Year 13 through exam assessed and non-exam assessed tasks.

- Identify, investigate and outline design possibilities to address needs and wants.
- Design and make prototypes that are fit for purpose.
- Analyse and evaluate: design decisions and outcomes, including for prototypes made by themselves and others wider issues in design and technology.
- Demonstrate and apply knowledge and understanding of technical principles and designing and making principles.

Assessment

A-Level assessment consists of two written exams. 30 % of the grade is assessed through a two and a half hour written paper on Technical Principles and 20% of the grade is assessed through a one hour and a half written exam on Designing and Making Principles. The remaining 50% is assessed through a written or digital design portfolio and photographic evidence of a final prototype.

Skills Acquired

- Be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens
- Develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world
- Work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners
- Gain an insight into the creative, engineering and/or manufacturing industries
- Develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients

Students suited to the course

Students who have a passion for design and who are creative problem solvers should consider studying Product Design.

What other subjects it combines well with

Students should develop the ability to draw on and apply a range of skills and knowledge from other subject areas, to inform their decisions in design and the application or development of technology. There are clear links between aspects of the course content and other subject areas.

- Business Studies shows clear links with the enterprise and marketing in the development of products
- Art and Design has strong links with the design communication element of the course
- History within the design theory section of the course

This is not an exhaustive list, and there are other opportunities within the specification for students to integrate and apply their wider learning and understanding from other subject areas studied during Key Stage 4, as well as those subjects that they are studying alongside A Level. Students must also demonstrate maths and science skills.

Career or HE the course leads to

The skills you learn are also transferable across a broad range of subjects and careers, such as problem solving, the ability to analyse and think creatively. If you would like to study any design based course at university, A Level Product Design provides an excellent foundation. This course is also suited to anybody who plans to complete an alternative design related higher education route such as apprenticeships due to the practical nature of the course.

Co-curricular

Trips and visits and design competitions.

Subject: Psychology

Exam Board: AQA

Why study the subject

If you study psychology you'll be able to hone your analytical and organisational skills and learn about scientific research methods, including collecting and working with data. Learning about human behaviour can also help to build your communication skills and improve your teamwork and leadership skills.

Course Structure

Year 12

An Introduction to Psychology: Social influence, Memory, Attachment and Psychopathology. Looking at Psychology in context; different approaches in Psychology, Biopsychology and research methods.

Year 13

Issues and options in Psychology; Issues and debates in Psychology, Cognition and development, Relationships, Stress and aggression.

Unit content

Year 12
Social influence
Memory
Attachment
Psychopathology.
Different approaches in Psychology
Biopsychology
Research methods.

Year 13
Issues and debates in Psychology
Cognition and development
Relationships
Stress and aggression.

Assessment

A Level Psychology is a linear subject, assessed at the end of two years of study. The AQA examination board uses three examinations to assess you. Each of these exams comprises a number of short questions, essay questions and scenarios to which you are required to apply your knowledge.

Paper 1: Introductory Topics in Psychology (Social Influence, Memory, Attachment, and Psychopathology).
Paper 2: Psychology in Context (Approaches in Psychology, Research Methods and Biopsychology).
Paper 3: Issues and Options in Psychology (Section A is a compulsory section on Issues and Debates in Psychology. Sections B, C, D each contain questions on the in-depth option topics you've studied.

Skills Acquired

The 6 keys skills you will acquire are Communication, Numeracy, Research, Ethical understanding, Patience and Problem-Solving

Students suited to the course

You don't need any prior knowledge of Psychology in order to start the A level course, but you do need a solid complement of GCSEs: with mostly 4 grades at GCSE you may well find Psychology very demanding, especially the Research Methods component of the course.

The requirement to write essays, in which you present argument for and against an issue, means that you should also have a good grasp of the English language. As Psychology is a science, a GCSE in Science (especially Biology) would be advisable, and you do need to be comfortable with numbers.

Most important, though, is that you have a genuine curiosity about the way humans think and behave.

What other subjects it combines well with

Psychology is a broad subject and can be combined with many subjects. The subject is well suited to students who are both predominantly arts and humanities focused and/ or science focused; therefore the subject is often taken with subjects so as History, Geography, RS, Art, Government & Politics, Sociology, English, Biology, Chemistry, Physics and Mathematics.

Career or HE the course leads to

Other than a degree in Psychology the A level develops many transferable skills which lend themselves to a variety of degree courses. Those who choose to continue studying the subject to degree level often enter professional fields such as Psychologist**,** Psychotherapist, Social worker, Counselor, Educational psychologist, human resource manager, teacher, business leader and any role which requires research.

Co-curricular

Trip and visits.

Subject: Rugby Academy - BTEC Level 3 National Extended Certificate in Sport

Exam Board: Pearson

Why study the subject

The BTEC National Extended Certificate Level 3 National Certificate in Sport is equivalent to 1, 2 or 3 A levels. is an applied general qualification for post-16 learners who want to continue their education through applied learning and gives the option to progress to higher education and ultimately to employment in the sport sector.

Course Structure

This course includes the following qualifications:

- BTEC National Certificate in Sport (Level 3 – equivalent to three A Levels)
- Gym Instructor Qualification (Level 2)
- Personal Trainer Qualification (Level 3)
- RFU Coaching & Refereeing course

Students will train and play rugby as part of their timetable and will participate in district, regional and national competitions. This course is for students who have experience of playing rugby at a club on a regular basis over a number of years.

The Gym Instructor and Personal Trainer courses will also allow the participants the opportunity to gain employment straight from Sixth Form as these are industry recognised qualifications.

Students can also gain RFU approved coaching and refereeing qualifications which will give students the opportunity to develop their skills and start their coaching career.

Unit content

Students will study the following units:

Year 12
Unit 1: Anatomy and Physiology
In this unit, students will explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

Year 13
Unit 3: Professional Development in the Sports Industry
In this unit, students will learn the knowledge and skills required for different career pathways in the sports industry. Learners will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

Additional units will be published in advance of the course starting.

Assessment

Exam and Controlled Assessment

Skills Acquired

This course is designed to develop the technical skills and personal qualities essential for career development in sport specific employment or higher education. We aim to provide students with an interesting programme that is both intellectually stimulating and challenging. The course will be delivered via tutorials, laboratory work, visits and practical sessions. Students will need to work independently and take responsibility for their own learning.

Students suited to the course

Students with a love for rugby wanting to develop skills and gain qualifications to become a personal trainer, gym instructor and rugby refereeing and coaching. Those studying BTEC Sport will be encourage the develop skills and behaviours such as teamwork, leadership, performance analysis, resilience, evaluation, analysis and synthesising concepts.

Career or HE the course leads to

This course can help students in the quest to careers and higher education qualifications in sports science. Related jobs for students who opt for Sport Level 3 include physiotherapy, performance analyst, dietician, sports coach, sports.

Subject: Sociology

Exam Board: AQA

Why study the subject

Sociology's prime benefit is gaining a greater understanding of why mankind can be seen as so complex yet also charmingly simple in nature, and the societies in which we organise ourselves. By studying societal behaviour we can make comparisons, attempt to solve issues and gain a rational understanding of some of society's more frustrating habits. This course helps students to gain a critical understanding of society in which they live. They learn how society shapes their ideas, social behaviour and cultures and how, in turn, people interact together and shape their societies.

Course Structure

The three topics are taught parallel to each other across two years.

Paper 1: Education with Theory and Methods
Paper 2: Topics in Sociology
Paper 3: Crime and Deviance with Theory and Methods

Unit content

Paper 1: Education with Theory and Methods (2 hour written examination)
Students examine sociological explanations of the following content:

- Education
- Theory and Methods

Paper 2: Topics in Sociology (2 hour written examination)

- Culture and Identity
- Families and Households
- Health
- Work, Poverty and Welfare
- Beliefs in Society
- The Media
- Stratification and Differentiation

Paper 3: Crime and Deviance with Theory and Methods (2 written hour examination)

- Crime and Deviance
- Theory and Methods

Assessment

A-Level assessment consists of three written exams over the two year course. Each exam is worth 33.33% of the final grade.

Skills Acquired

In our increasingly diverse world, the study of sociology gives you the skills 21st century workers need: critical and analytical thinking, writing ability, cultural competence, and self-awareness. Mastering the basics of sociology teaches you to understand the situations of people different than you, another advantage in this rapidly globalising world.

Students suited to the course

If you are the type of person who does not necessarily follow the crowds (but are fascinated by their behaviour), the type who is truly interested in what is going on in the world, then Sociology should interest you. Sociology helps us look more objectively at our society and other societies. It directs attention to how the parts of society fit together and change, and the consequences of that social change. We are faced with an ever increasingly complex and rapidly changing social milieu in modern industrial-bureaucratic societies.

What other subjects it combines well with

Sociology combined well with essay based subjects like English, History, Philosophy & Religion as well as Biology and Geography.

Career or HE the course leads to

The skills developed during a Sociology course are applicable to many areas of work. Sociology is a great foundation for many occupations including social work, journalism, social care, teaching, probation officers, civil service, community officers, media, charitable and voluntary organisations, public relations, management and research.

Co-curricular

Trips and visits. Outside speakers.

Subject: BTEC Level 3 National Extended Certificate in Sport

Exam Board: Pearson

Why study the subject

The BTEC National Extended Certificate in Sport is an applied general qualification for post-16 learners who want to continue their education through applied learning and gives the option to progress to higher education and ultimately to employment in the sport sector. The qualification is equivalent to one A Level.

Course Structure

Four units of which three are mandatory and two are external.

Unit content

Students will study three mandatory units:

- Unit 1: Anatomy and Physiology
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
- Unit 3: Professional Development in the Sports Industry.

Students will also choose one optional unit from a range which has been designed to support choices in progression to sport courses in higher education, and to link with relevant occupational areas. The optional content areas include:

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

Assessment

External Assessment (67%)
Unit 1: Sport and Exercise Physiology

- Written examination
- 1.5 hours
- 80 marks

Unit 2: Fitness Training and Programming for Health, Sport and Well-being

- A task set and marked by Pearson and completed under supervised conditions
- In Part A, learners will be given a case study one week before a supervised assessment period in order to carry out preparation
- In Part B, the supervised assessment period is 2.5 hours
- Written submission
- 60 marks

Skills Acquired

This course is designed to develop the technical skills and personal qualities essential for career development in sport specific employment or higher education. We aim to provide students with an interesting programme that is both intellectually stimulating and challenging. The course will be delivered via tutorials, laboratory work, visits and practical sessions. Students will need to work independently and take responsibility for their own learning.

Students suited to the course

Students with a love for sport, an enterprising mind and a keen interest in how businesses operate within the leisure industry. Those studying BTEC Sport will be encourage the develop skills and behaviours such as teamwork, leadership, performance analysis, resilience, evaluation, analysis and synthesising concepts.

What other subjects it combines well with

BTEC Sport and Exercise Science is very broad and can be combined with many subjects. Students looking to continue the subject at university should think about combining it with facilitating subjects such as Mathematics, Biology, Chemistry, Physics and English. Students committed to progressing into a career in related industries could consider combining it with Business Studies.

Career or HE the course leads to

The course prepares students for employment in a range of industries including sports development, leisure centres, the Armed Forces, Police, and sports coaching. The qualification is recognised by higher education providers for many relevant sports and sport-related courses.

Co-curricular

Throughout the course students will have the opportunity to undertake a variety of specialised study visits, guest speakers, residential experiences and a range of practical activities to compliment your programme of study. We will also encourage students to gain work-based and volunteering experience in the local community.