



Goffs School  
**Sixth Form**  
**Subject**  
**Information**  
**Booklet**

2017 – 2018

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Thank you for expressing an interest in Goffs Sixth Form.

Deciding where to continue your post-16 education is a huge decision. We hope that the information contained within this booklet, and gained at our Information Evening, will help you in that process.

## Sixth Form Entry Criteria 2017- 2018

### Pathways:

Pathway	Curriculum	Entry requirements (English and Maths grades are now given a numerical value between 1-9)
Pathway 1: Oxbridge, Medics & Russell Group Universities	4 A Levels (2 of which should be facilitating subjects) EPQ programme - highly recommended	5 A*/A (9-7) grades at GCSE (with at least a Grade 6 in English and Maths)
Pathway 2: University & Higher Education	3 or 4 A Levels EPQ programme – optional	5 A* - B (9-6) grades at GCSE (with at least Grade 5 in English and Maths)
Pathway 3: Academic/Skilled	3 or 4 subjects (Combination of A Levels and BTECs)	5 A*- C (9-5) grades at GCSE (including a 4 in English and Maths)
Pathway 4: Vocational/Professional	2 or 3 subjects Vocational (BTEC) subjects GCSE English and Maths retake	5 A*- C (9-4) grades at GCSE or equivalent BTEC qualifications

#### **BTEC Qualifications offered:**

The minimum entry requirements to study the courses below are in line with our vocational pathway criteria, 5 A\*-C (Grades 9-4 in English & Maths) at GCSE or equivalent BTEC qualifications. Where there is an additional subject specific entry requirement this is in *italics*.

BTEC Level 3 National Extended Certificate in Business
BTEC National Extended Certificate in Applied Science (equivalent to 1 A Level) <i>This will require CC in Science or Merit in BTEC Science and a grade 4 or above in Maths</i>
BTEC Level 3 National Extended Certificate in Information Technology (equivalent to 1 A Level) <i>This will require a C in GCSE ICT</i>
BTEC National Extended Certificate in Media (equivalent to 1 A Level)
BTEC National Extended Certificate in Sport (equivalent to 1 A Level) BTEC National Diploma in Sport: Performance & Excellence (equivalent to 2 A Levels/2 choices)
NCFE CACHE Level 3 Certificate in Childcare and Education
OCR Level 3 Cambridge Technical Certificate in Health and Social Care <i>This will require CC in Science or Merit in BTEC Science</i>

## A Level - Subject specific entry criteria

Subject	Subject specific entry criteria	Maths	English (Literature or Language)
Accounting		5	4
Art	B in GCSE Art if studied at GCSE. All students will be required to discuss an example of their work with the Head of Department prior to being accepted on the course		
Biology	A in Biology and BB in Chemistry and Physics AB in Double Science	6	5
Business Studies	C in Business Studies if studied at GCSE	5	5
Chemistry	A in Chemistry and BB in Biology and Physics AB in Double Science	6	5
Computer Science	B in GCSE ICT or B in GCSE Computing/Computer Science BB Science If neither ICT or Computing/Computer Science have been studied before, students will need to pass Computing test	7	5
Design & Technology: Product Design 3D	C in Design & Technology, Resistant Materials, Graphic Products or Product Design	4	4
Design & Technology: Fashion & Textiles	C in Design & Technology Textiles		4
Economics	B in Business Studies or Economics if studied at GCSE	6	6
English Literature	6 in English Language <u>and</u> 6 in English Literature		6
Film Studies	B in Media or Distinction in BTEC Media if studied		4
Further Maths	8 in GCSE Maths (students taking Further Maths, must also take A Level Maths)	8	
Geography	B in Geography if studied at GCSE or a 6 in English if not studied	5	5
History	B in History if studied at GCSE or a 6 in English if not studied		5
Mathematics	7 in Maths and Pass in Algebra test	7	
Media Studies	B in Media GCSE or Distinction in BTEC Media if studied or 5 in English if not studied		4
Modern Foreign Languages	B in language studied		6
Music	B in Music and Grade 5 or above in 1 <sup>st</sup> instrument/voice		4
Photography	C in Art, Media Studies, Photography or a Technology subject		
Physical Education	B in PE with at least a C on the Theory paper OR Distinction* in BTEC Sport	5	5
Physics	A in Physics and BB in Biology and Chemistry AB in Double Science	6	5
Psychology	B in GCSE Psychology if studied; If not, BB in GCSE Science	5	6
RS - Philosophy & Ethics	B in GCSE RS if studied and B in either Geography or History		5
Sociology	B in either Geography or History	4	5
Theatre Studies	B in Drama GCSE if studied. Pass in performance audition for any student who has not studied GCSE Drama		5

# LEVEL 3 VOCATIONAL COURSE

## **BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN BUSINESS**

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

### **Course Description**

Business Studies is about how different types of businesses are organised and run. Many aspects of the business world are investigated, encouraging students to ask such questions as:

*What factors affect business decisions?*

*What internal problems can occur in a business?*

*How do the management ensure they run the business successfully?*

### **Course Outline**

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice for students planning to enter employment directly in the business sector.

The learning programme covers the following content areas:

- Business Environments
- Finance
- Marketing
- Human Resources

Finance is an integral part of all units so students should be comfortable working with numbers, and able to carry out basic calculations and interpret results.

### **AS: Level 3 Certificate in Business**

**Unit 1:** Exploring Businesses (coursework)

**Unit 2:** Developing a Marketing Campaign (controlled assessment, written submission)

### **A Level: Level 3 Extended Certificate in Business**

**Unit 3:** Personal and Business Finance (written examination)

**Unit 3:** Recruitment and Selection Process (coursework)

### **Career Opportunities and Progression to University**

This course can help you prepare for a university degree or could lead to work in business related professions such as Accountancy, Law, Marketing or the Leisure and Tourism industry. You will become skilled at making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of a team.

### **Entry Requirements**

Pass in Level 2 BTEC Business if studied; Grade C if studied at GCSE. 5 other GCSEs at Grade A\*-C, including Grade 4 in Maths and English.

**HEAD OF DEPARTMENT:** Mrs A Camacho

## LEVEL 3 VOCATIONAL COURSE

### BTEC NATIONAL EXTENDED CERTIFICATE IN APPLIED SCIENCE

#### Course Description

The aim of this course is to provide a broad scientific knowledge for students interested in continuing their science education and possibly looking for careers in science related industry. This course is suitable for students who enjoy a wide variety of learning styles. As it is partly portfolio based, there is the opportunity to make use of your strengths and look for support on your weaknesses. It is a single course, equivalent to one and a half A Levels.

#### Course Outline

The course consists of three core units, plus one specialist unit totalling 360 hours of 'guided learning'. Guided learning hours will be a combination of timetabled class time and independent study.

The course is assessed both internally (83%) and externally (58%). The Unit 1 external assessment is a written exam covering fundamental topics in all three sciences. The Unit 3 exam is a practical exam and consists of two parts; Part 1, completing the practical and analysing results and Part 2, a written paper on practical skills.

In the first year the following units will be studied:

#### **Unit 1:** Principles and Applications of Science I

Students are required to sit a 90 minute written exam which is worth 90 marks. The exam is split into three equal sections (Biology, Chemistry and Physics).

#### **Unit 2:** Practical Scientific Procedures and Techniques

Students will be introduced to quantitative laboratory techniques, calibration, chromatography, calorimetry and laboratory safety, which are relevant to the chemical and life science industries.

In the second year the following units will be studied:

#### **Unit 3:** Principles and Applications of Science (25%)

External Exam

This unit covers some of the key science concepts in Biology, Chemistry and Physics.

#### **Unit 10:** Biological Molecules and Metabolic Pathways

This unit covers biological molecules and the metabolic pathways involved in chemical reactions to enable organisms to function normally.

*or*

#### **Unit 14:** Applications of Organic Chemistry

Students will cover the skills required to prepare and test a range of organic compounds and develop an understanding of their properties and uses in everyday life.

#### Career Opportunities

Many students who study the BTEC route consider a career in the research science field, or as a technician. However, with the relevant work experience students could progress on to careers in management, teaching or higher level research. Other possible career paths could include Forensics, Food Manufacturing, Environment and Conservation, Animal Health and Breeding, Engineering and Aerospace.

**Entry Requirements**

Grade CC in GCSE Science or Merit in BTEC Science, as well as a Grade 4 in GCSE Maths. 5 other GCSEs at Grade A\*-C.

**HEAD OF DEPARTMENT:** Mr T Albone

**KS5 SCIENCE CO-ORDINATOR:** Mr D Wemyss-Cook

## **LEVEL 3 VOCATIONAL COURSE**

### **BTEC NATIONAL EXTENDED CERTIFICATE IN CREATIVE DIGITAL MEDIA PRODUCTION**

#### **Course Description**

The qualification provides a coherent introduction to the study of creative digital media production at this level. Students develop an understanding of the media industry through analysing media representations and pitching and producing media projects. It is designed for post-16 students who aim to progress to higher education and ultimately to employment, possibly in the media industries, as part of a programme of study alongside other BTEC Nationals or A Levels.

#### **Course Outline**

You will study several units during the course, based on the film and TV industries. All units have been designed so they:

- Provide vocationally related education and training for those who are intending to work, or who already work, in the media industries
- Provide opportunities for students to achieve a nationally recognised Level 3 vocationally specific qualification either to enter employment in the media industries, or to progress to higher education vocational qualifications such as the Edexcel Level 5 BTEC Higher National in Media
- Provide opportunities for students to develop skills, knowledge and understanding relevant to the media industries in an applied learning context
- Give students the opportunity to develop a range of skills and techniques and attitudes essential for successful performance in working life

#### **Course Structure and Assessment**

- Equivalent in size to one A Level
- 4 units, of which 3 are mandatory and 1 is an option. 2 of the units are externally assessed
- Mandatory content (83%)
- External assessment (58%)

#### **Units Studied**

3 Mandatory Units:

- Media Representations (External exam)
- Pre-Production Portfolio (Internally assessed)
- Responding to a Commission (Externally assessed)

Optional Unit (internally assessed):

- Unit 10 – Digital Film Production

#### **Career Opportunities**

Media Studies is a very popular Sixth Form subject and is a useful BTEC to have if you want to work in media. This could include jobs such as TV, Film, Journalism or Marketing/PR. The practical skills you learn could be used in a variety of ways, not only in different subjects but also in a working environment.

#### **Entry Requirements**

Pass in Level 2 BTEC Media if studied, and 5 other GCSEs at Grade A\*- C.

**HEAD OF DEPARTMENT:** Mrs H Roberts

## **LEVEL 3 VOCATIONAL COURSE**

### **BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN INFORMATION TECHNOLOGY**

#### **Course Description**

This qualification is designed for students who are interested in an introduction into the study of creating IT systems to manage and share information alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

#### **Course Outline**

The objective of this qualification is to give students the opportunity to develop their knowledge and skills in IT systems, systems management and social media in business. This will enable students to progress to further study in the IT sector or other sectors.

Students will study three mandatory units:

**Unit 1:** Information Technology Systems (written exam)

**Unit 2:** Creating Systems to Manage Information (task set and marked by Pearson)

**Unit 3:** Using Social Media in Business (assignment set and marked internally)

And one optional unit, either:

**Unit 5:** Data Modelling (assignment set and marked internally)

or

**Unit 6:** Website Development (assignment set and marked internally)

This will allow progression to a variety of degrees when combined with other suitable Level 3 qualifications.

#### **Course Assessment**

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

#### **Progression and Career Opportunities**

The intended destinations for students successfully achieving these qualifications include:

- BTEC Higher National Certificate/Diploma in Computing and Systems Development (QCF)
- Apprenticeships
- University

#### **Entry Requirements**

Grade B in GCSE ICT and 5 other GCSEs at Grade A\* - C.

**HEAD OF DEPARTMENT:** Ms P Calderaro

## **LEVEL 3 VOCATIONAL COURSE**

### **BTEC NATIONAL EXTENDED CERTIFICATE IN SPORT (1 x A Level equivalent)**

### **BTEC NATIONAL DIPLOMA IN SPORT: PERFORMANCE AND EXCELLENCE (2 x A Level equivalent)**

#### **Course Description**

The BTEC Sport is a part practical, part theoretical course that provides students with the opportunity to:

- Develop their understanding of Practical Performance, Coaching, Leadership, Health & Safety and Physiology
- Provide a sound, intellectually demanding vocational learning experience
- Use the motivating interest in sport to promote academic learning
- Give the students the opportunity to acquire coaching and leadership awards
- Develop and extend the students' practical sporting skills in a wide range of activities

The BTEC Extended Certificate is equivalent to 1 A Level. The BTEC Diploma in Performance and Excellence is equivalent to 2 A Levels, and therefore counts as **two** options choices.

The course will provide opportunities for the students to be aware of, and to develop, personal qualities of leadership, responsibility, appearance, commitment and teamwork in a range of practical and academic situations. It will extend the students' knowledge in the organisation of sport in the UK and abroad as well as the main psychological, social and physiological factors that affect a performance of a practical skill. Students will have the opportunity to gain experience and awards in coaching, officiating, leadership and event organisation.

#### **Course Outline**

##### **BTEC Extended Certificate (4 Units)**

3 Mandatory Units:

- Unit 1:** Anatomy and Physiology  
(Written exam - set and marked by Pearson)
- Unit 2:** Fitness Training and Programming for Health, Sport and Well-being  
(Task set and marked by Pearson)
- Unit 4:** Professional development in the Sports Industry  
(Assignments set and marked internally)

**\*Plus 1 Optional Unit** (Assignments set and marked internally)

##### **BTEC Diploma in Performance and Excellence (10 Units)**

**As above plus the following units:** (Assignments set and marked internally)

1 extra Mandatory Unit:

- Unit 6:** Application of Fitness Testing and Training

5 Specialist Units:

- Unit 14:** Sports Psychology
- Unit 15:** Technical and Tactical Awareness
- Unit 16:** The Athlete's Lifestyle
- Unit 17:** Sports Performance profiling
- Unit 18:** Coaching for Sports Performance

### **Course Assessment**

**See Above.**

Unit 1 is a written exam. Unit 2 is an externally set task which is externally marked. All other assignments are set and marked internally. Students will achieve a Pass, Merit or Distinction grade in each unit, and for the course as a whole.

### **Career Opportunities**

The course is particularly useful for students interested in a career in Teaching, Physiotherapy, Coaching, Leisure Centre/Facility Management, the Fitness Industry, Personal Training, working with children in local authority schemes, the Police or Armed Forces.

### **Progression to University**

The course is particularly relevant for sports, science and leisure related degrees.

### **Entry Requirements**

Grade C in GCSE PE, or Merit in Level 2 BTEC Sport Diploma/Extended Certificate, and 5 other GCSEs at Grade A\*- C.

**HEAD OF DEPARTMENT:** Mr R Ashdown

## **LEVEL 3 VOCATIONAL COURSE**

### **CACHE LEVEL 3 CERTIFICATE IN CHILDCARE AND EDUCATION (EARLY YEARS EDUCATOR)**

#### **Course Description**

The qualification provides a detailed introduction into Childcare and Education at Level 3. Throughout the course students will build their knowledge of child development, the careers associated with the sector, and through a work placement they will also experience how the theory is underpinned through practice. The course is designed to have units of internally assessed coursework and a unit that is externally assessed via a written exam, therefore providing students of varying learning styles to succeed in the subject. The course is designed for post-16 students who aim to progress to higher education and ultimately to employment in the Early Years sector.

#### **Course Outline**

You will study several units during the course, based on the different aspects of Child Development and the Early Years Sector. All units have been designed so they:

- Provide vocationally related education and training for those who are intending to work in the Early Years sector
- Provide opportunities for students to achieve a nationally recognised Level 3 vocationally specific qualification either to enter employment in the Early Years sector or to progress to higher education vocational qualifications such as the Cache Level 3 Diploma in Childcare and Education (Early Years Educator)
- Provide opportunities for students to develop skills, knowledge and understanding relevant to both the public and private areas of the Early Years Sector in an applied learning context
- Give students the opportunity to develop a range of skills, techniques and attitudes that are essential for success in many areas of working life

#### **Course Structure and Assessment**

The course is the equivalent in size to one A Level. The course is made up of 7 units, all of which are internally assessed in the form of coursework, and 1 externally set and assessed exam paper.

#### **Units Studied**

7 Mandatory Units:

- Child Development from conception to seven years
- Children's Health and Well-being
- Providing safe environments for children
- Child Health
- Play and learning
- Understanding children's additional needs
- Observation, assessment and planning

#### **Career Opportunities**

Childcare and Education is a truly vocational subject and is an excellent foundation for a career in any part of the Early Years sector. These careers could include Early Years Practitioner, Nursery Worker, Child-minder, Paediatrician, Youth Worker, Primary School Teacher and Midwifery.

#### **Entry Requirements**

5 GCSEs at Grade A\*- C.

**HEAD OF DEPARTMENT:** Miss K Dawson

## **LEVEL 3 VOCATIONAL COURSE**

### **OCR LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED CERTIFICATE IN HEALTH AND SOCIAL CARE**

#### **Course Description**

The qualification provides a varied introduction into Health and Social Care at Level 3. Throughout the course students will build their knowledge of the health and social care sector, the careers within the sector and will also learn and develop transferable skills too.

The course is designed to have units of internally assessed coursework and units that are externally assessed via a written exam, therefore providing students of varying learning styles to succeed in the subject. The course is designed for post-16 students who aim to progress to higher education and ultimately to employment, either in the Health and Social Care sector, or in a specific vocation.

#### **Course Outline**

You will study several units during the course, based on the different aspects of the Health and Social Care Sector. All units have been designed so they:

- Provide vocationally related education and training for those who are intending to work in the Health and Social Care Sector
- Provide opportunities for students to achieve a nationally recognised Level 3 vocationally specific qualification either to enter employment in the Health or Social Care Environment or to progress to higher education vocational qualifications such as the OCR Level 3 Diploma in Health and Social Care
- Provide opportunities for students to develop skills, knowledge and understanding relevant to both the public and private areas of the Health and Social Care Sector in an applied learning context
- Give students the opportunity to develop a range of skills, techniques and attitudes that are essential for success in many areas of working life

#### **Course Structure and Assessment**

The course is the equivalent in size to one A Level. The course is made up of 6 units, 3 of which are externally assessed in the form of a written exam paper and 3 that are internally assessed through coursework.

#### **Units Studied**

4 Mandatory Units:

- Building Positive Relationships in Health and Social Care (internally assessed)
- Equality, Diversity and Rights in Health and Social Care (externally assessed)
- Health, Safety and Security in Health and Social Care (externally assessed)
- Anatomy and Physiology (externally assessed)

2 Optional Units (chosen by course leader):

- Nutrition for Health (internally assessed)
- Sexual Health, Reproduction and Early Development Stages (internally assessed)

### **Career Opportunities**

Health and Social Care is a truly vocational subject and is an excellent foundation for a career in any part of the Health and Social Care Sector. These careers could include medicine, nursing, midwifery, social work, early years, education, health services.

### **Entry Requirements**

Grade CC in Science or Merit in BTEC Science, and 5 GCSEs at Grade A\*- C including Grade 4 in Maths and English.

**HEAD OF DEPARTMENT:** Miss K Dawson

**Course Description**

The course emphasises both financial accounting and the recording of past events, and management accounting as a means of planning and decision making. The course aims to encourage students to:

- Understand the role, and develop the skills of the accountant in developing and evaluating accounting information systems, and in preparing financial and management accounting information
- Apply the principles and techniques of accounting in the preparation of financial and management accounting information, including using the double entry model to record transactions; prepare financial statements for different types of organisations; and prepare management accounting information to enable management to plan, control and make decisions
- Analyse and evaluate a range of financial and management information and communicate the outcomes numerically and verbally
- Evaluate the impact of ethical considerations on the accountant and the duty to be truthful and accurately represent the facts when preparing and presenting accounting information, undertaking financial decision making and addressing the concerns of stakeholders
- Develop the ability to solve problems logically, analyse data methodically, make reasoned and justified decisions and use different reporting methods to communicate these to stakeholders

**AS Course Outline**

If you take the AS Accountancy course you will sit one exam at the end of the year. These exams will cover 4 modules of content:

- An introduction to the role of the accountant in Business
- Types of business organisation
- The double entry model
- Verification of accounting records
- Accounting concepts used in the preparation of accounting records
- Preparation of financial statements of sole traders
- Limited company accounts
- Analysis and evaluation of financial information
- Budgeting
- Marginal Costing

**AS Course Assessment**

The AS is assessed at the end of Year 12 in one 3 hour written examination worth 100% of the final grade. The paper is split into three sections:

- Section A has 10 multiple choice questions and short answer questions. The section is worth 25 marks
- Section B has four structured questions. The section is worth 55 marks
- Section C has two extended answer questions each worth 20 marks. The section is worth 40 marks

### **A Level Course Outline**

If you choose to continue to the full A Level course you will sit two exams at the end of Year 13. These exams will cover the AS units already outlined and the additional topics below:

- Standard costing and variance analysis
- Absorption and activity based costing
- Capital investment appraisal
- Accounting for organisations with incomplete records
- Partnership Accounts
- Accounting for limited companies
- Interpretation, analysis and communication of accounting information
- The impact of ethical considerations

### **A Level Course Assessment**

The A Level is assessed separately to the AS. There are two exams at the end of Year 13, both are 3 hours long, including a combination of multiple choice and longer style essay questions.

Paper 1: (50%)

Paper 2: (50%)

### **Career Opportunities**

This course is well suited to anyone who wishes to become an Accountant or pursue a career in the Financial Services industry.

### **Progression to University/ Apprenticeships**

This course will support students who wish to apply to study Accountancy, Finance, or Business Management at university. It also provides a thorough grounding in the principles and practice of accountancy so is also suited to students who wish to apply for an apprenticeship.

### **Entry Requirements**

Grade 5 in Maths and Grade 4 in either English Literature or English Language

**Course Description**

The course encourages a broad approach which allows students to develop a sound grounding in a number of areas of Fine Art and to explore the subject in depth. Building on knowledge, techniques and understanding acquired at GCSE level, students will develop the skills to ensure their programme of study is rewarding and enjoyable. Students should be able to demonstrate individual, creative and sensitive responses to stimulus with the ability to develop and execute artistic ideas.

Research and visiting art exhibitions is vital to widen students' knowledge and understanding of artists for inspiring ideas for development. Students are expected to complete independent research, experimenting, evaluating and modifying ideas throughout their sketchbooks to extend thinking and inform artwork.

**Course Outline**

- The course requires students to participate actively in their course of study, recognising and developing their own strengths and sustaining their own lines of enquiry. Students are expected to meet all deadlines and work outside of school on work set regularly by teachers.
- Research and visiting art exhibitions is vital to widen students' knowledge and understanding of artists not only for their course but also for pleasure and for inspiring ideas. Students are expected to complete independent research; recording, experimenting, evaluating and modifying ideas throughout their sketchbooks to extend thinking and inform their artwork. This work will also be of value in class discussions.
- Students are expected to come prepared to each lesson having completed the necessary work in order to progress and set targets for the following lesson. Preparation for the lessons should also include arriving on time to every lesson with the correct art equipment.
- Attendance to all lessons is compulsory. If a student knows they will be absent from a lesson they are expected to notify the teacher in advance and catch up on any work missed. If the absence is unplanned, students must see their teacher at the earliest opportunity to collect the work and complete it before the next art lesson with that teacher. This includes any homework set.

**AS Course Assessment**

**Fine Art** (all students opting for Fine Art will complete this course in Year 12)

**Component 1:** Portfolio – 60% of the total AS Level marks

- Emphasis will be developing students' understanding and skills using an appropriate range of materials, processes and techniques relevant to Fine Art study (e.g. drawing, painting, mixed-media, ceramics, sculpture, print-making and photography)
- Students will be required to complete an extended project based on a theme, demonstrating the students' ability to sustain work from an initial starting point to a final piece
- Students are expected to undertake study of artists that relate to the chosen theme

**Component 2:** Externally Set Assignment – 40% of the total AS Level marks

- Students will receive a question paper set by the exam board providing them with a choice of five set themes. Students are required to select **one**, from which they will create a body of preparatory work leading up to a final supervised exam lasting **10 hours**. During the exam they must produce a final piece informed by their preparatory work.

## **A Level Course Assessment**

**Fine Art** (students will have the opportunity to continue studying Fine Art into Year 13, whereby they will complete the A Level Fine Art qualification in one year)

**Component 1:** Personal Investigation – 60% of the total A Level marks

- Students are required to conduct a personal investigation into an idea, issue, concept or theme, supported by written material (between 1000 and 3000 words). The focus of the theme must be determined by the student.
- The investigation must show clear development from initial intentions to the final outcome. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to the wider art world.

**Component 2:** Externally Set Assignment – 40% of the total A Level marks

- Students will receive a question paper set by the exam board providing them with a choice of eight set themes. Students are required to select **one**, from which they will create a body of preparatory work leading up to a final supervised exam lasting **15 hours**. During the exam they must produce a final piece informed by their preparatory work.

## **Career Opportunities**

The course forms a solid base for progression to further study at Foundation/Degree level. Artistic observation, analytic thought processes and cultural awareness are attributes which all students can take forward and apply in future jobs, whatever their career choice (see in department for career pathways).

## **Progression to University**

The conventional starting point is a Foundation course, which introduces you to a variety of media and career options, from product design to fashion, textiles and fine art. The availability of courses varies from one institution to another. Foundation lasts one year and aids in choosing the degree that suits your interests and abilities. They will nurture your strengths while guiding you in basic technical requirements. When making a decision about which degree course to apply for you should consider the nature of the overall programme in relation to your aspirations within art practice. Many courses offer transferable skills that can be applied in a broader context of Art Culture. However, if you know exactly the pathway/degree choice you wish to study, you can enter directly onto a degree course from A Level. An interview with portfolio will take place at the chosen centre.

## **Entry Requirements**

Grade B in GCSE Art. All students will be required to discuss an example of their work with the Head of Department prior to being accepted on the course.

**HEAD OF DEPARTMENT:** Miss T Brown

**Course Description**

The course sees students developing knowledge and understanding of biological concepts, principles and facts. The aims of the course are to encourage students to:

- Develop their interest and enthusiasm for biology, including developing an interest in further study and careers in biology
- Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works*
- Develop essential knowledge and understanding in different areas of biology and how they relate to each other
- The course suits students with enquiring minds and a real interest in the natural world

**AS Course Outline**

If you take the AS Biology course you will sit 2 exams at the end of the year. These exams will cover 4 modules of content:

**Module 1:** Biological molecules

**Module 2:** Cells

**Module 3:** Exchange and transport

**Module 4:** Genetic information, variation and relationships between organisms

**AS Course Assessment**

The AS is assessed at the end of Year 12 in two equally weighted exams:

Paper 1: Biology (50%)

Paper 2: Biology (50%)

**A Level Course Outline**

If you choose to continue to the full A Level course you will sit 3 exams at the end of Year 13. These exams will cover 8 units of content. The first 4 units of content are the same as the AS course.

**Module 1:** Biological molecules

**Module 2:** Cells

**Module 3:** Exchange and transport

**Module 4:** Genetic information, variation and relationships between organisms

**Module 5:** Energy transfers in and between organisms

**Module 6:** Organisms respond to changes in their internal and external environments

**Module 7:** Genetics, populations, evolution and ecosystems

**Module 8:** The control of gene expression

**A Level Course Assessment**

The A Level is assessed separately to the AS. There are 3 exams at the end of Year 13:

Paper 1: Biology (35%)

Paper 2: Biology (35%)

Paper 3: Biology (30%)

You are also assessed on your practical skills. This is done over the 2 year course in school and will give you a separate practical skills endorsement. It does not go towards your A Level grade.

### **Career Opportunities**

Biologists are employed in many areas including agriculture, bioengineering, veterinary science, medical research, medicine, teaching, forestry, marine studies, health care, biochemistry and biophysics.

### **Progression to University**

This course contains some overlap with A Level Chemistry and Geography in the areas of biochemistry, environmental science and microbiology – it is essential for medical related degrees where the highest possible grade is necessary.

### **Entry Requirements**

Grade A in Biology and Grade BB in Chemistry and Physics. Grade AB in Double Science. Grade 6 in Maths and Grade 5 in English are also required.

**HEAD OF DEPARTMENT:** Mr T Albone

**KS5 SCIENCE CO-ORDINATOR:** Mr D Wemyss-Cook

**Course Description**

It doesn't matter if you haven't studied Business prior to taking this course. You might have an interest in business and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more.

**Course Outline**

Students will study two Themes:

**Theme 1:** Marketing and People

**Theme 2:** Managing Business Activity

**AS Business**

**Theme 1:** Marketing and People

Students will develop an understanding of:

1. Meeting customer needs
2. The market
3. Marketing mix and strategy
4. Managing people
5. Entrepreneurs and leaders

**Theme 2:** Managing Business Activity

Students will develop an understanding of:

1. Raising finance
2. Financial planning
3. Managing finance
4. Resource management
5. External influences

**Assessed Paper 1**

**Theme 1:** Marketing and People

Written exam: 1½ hours, 80 marks in total, 50% of qualification

**Questions**

Three compulsory sections:

**Section A:** One data response question

**Section B:** One data response question

**Section C:** One extended open-response question

Questions in Section A and B can be drawn from Theme 1: Marketing and People, and questions in section C can also be drawn from Theme 2: Managing Business Activity.

**Assessed Paper 2**

**Theme 2:** Managing Business Activity

Written exam: 1½ hours, 80 marks in total, 50% of qualification

**Questions**

Three compulsory sections:

**Section A:** One data response question

**Section B:** One data response question

**Section C:** One extended open-response question.

Questions in Section A and B can be drawn from Theme 2: Theme Managing Business Activity, questions in section C can also be drawn from Theme 1: Marketing and People.

**Before the qualification can be awarded, students must undertake both the assessments. Students are unable to take their AS grade into year 2 as they must sit all exam papers again.**

### **Course Outline**

Students will study four Themes:

**Theme 1:** Marketing and People

**Theme 2:** Managing Business Activity

**Theme 3:** Business Decision and Strategy

**Theme 4:** Global Business

### **A Level Business**

#### **Theme 3 develops the concepts introduced in Theme 2**

Students will develop an understanding of:

1. Business objectives and strategy
2. Business growth
3. Decision-making techniques
4. Influences on business decisions
5. Assessing competitiveness
6. Managing change.
7. Raising finance
8. Financial planning
9. Managing finance
10. Resource management
11. External influences

#### **Theme 4 develops the concepts introduced in Theme 1**

Students will develop an understanding of:

1. Globalisation
2. Global markets and business expansion
3. Global marketing
4. Global industries and companies (multinational corporations)
5. Meeting customer needs
6. The market
7. Marketing mix and strategy
8. Managing people
9. Entrepreneurs and leaders

### **Assessed Paper 1**

**Theme 1 and Theme 4:** Marketing and People and Global Business

Written exam: 2 hours, 100 marks in total, 35% of qualification

### **Questions**

Three compulsory sections:

**Section A:** One data response question

**Section B:** One data response question

**Section C:** One extended open-response question

**Questions will be drawn from Themes 1 and 4, and from local, national and global contexts**

## **Assessed Paper 2**

**Theme 2 and Theme 3:** Managing Business Activity and Business Decisions and Strategy

Written exam: 2 hours, 100 marks in total, 35% of qualification

### **Questions**

Three compulsory sections:

**Section A:** One data response question

**Section B:** One data response question

**Section C:** One extended open-response question.

**Questions will be drawn from Themes 2 and 3, and from local, national and global contexts**

## **Assessed Paper 3**

Will assess content from across all four themes. Questions will be drawn from local, national and global contexts.

Written exam: 2 hours, 100 marks in total, 30% of qualification

### **Questions**

Three compulsory sections:

**Section A:** One data response question

**Section B:** One data response question

**Section C:** One extended open-response question

**Questions will be drawn from Themes 2 and 3, and from local, national and global contexts**

### **Questions**

Two data response questions, broken down into a number of parts each including one extended open response question.

This paper has a pre-released context to enable students to investigate an industry or market in which businesses operate.

## **Course Assessment**

There is no coursework in AS or A Level Business Studies.

## **Career Opportunities**

Business Studies can lead to a wide range of careers. It is an excellent stepping stone to the next level of academic study at university in a number of different disciplines. It will also provide you with a sound base for entering the business world of work, again in a wide range of fields.

Business Studies is a subject particularly well suited to those who want to pursue a career in Accountancy, Banking, Finance and Commerce. However, other students choose Business Studies as a knowledge of business will help them in any future career.

Business Studies goes very well with almost any other A Level subject. Indeed, students choosing Business Studies study a wide range of other A Levels. Many students studying A Level Business Studies choose to pursue degrees in such areas as Business Studies, Accountancy, Marketing and Human Resources.

## **Progression to University**

Subjects related to Business are the most popular choice of degree and are highly valued by employers. Courses include degrees in Accounting, Law, Human Resources, Marketing as well as Economics and Social Sciences. Many institutions also offer general Business Studies and Management courses. A wide range of universities offer Business related courses, therefore entry criteria varies according to different universities.

**Entry Requirements**

Grade C in Business Studies if studied at GCSE, Pass in BTEC Business if studied. If not a subject aptitude test will be taken during induction week. Grade 5 in Maths and English are also required.

**HEAD OF DEPARTMENT:** Mrs A Camacho

**Course Description**

The course offers an in-depth study of modern chemistry and provides a sound foundation for university courses in chemistry, medicine, pharmacology and chemical engineering, among many others. Practical laboratory work is an integral part of the course and includes: planning, implementing, analysis evidence and drawing conclusions, evaluating evidence and procedures. Students with enquiring minds and an interest in practical investigation will especially enjoy the subject.

**AS Course Outline**

If you take the AS Chemistry course you will sit 2 exams at the end of the year. These exams will cover 3 modules of content:

**Module 1:** Selected topics physical chemistry

**Module 2:** Selected topics inorganic chemistry

**Module 3:** Selected topics organic chemistry

**AS Course Assessment**

The AS is assessed at the end of Year 12 in two equally weighted exams:

Paper 1: Chemistry (50%)

Paper 2: Chemistry (50%)

**A Level Course Outline**

If you choose to continue to the full A Level course you will sit 3 exams at the end of Year 13. These exams will cover 6 units of content. The first 3 units of content are the same as the AS course.

**Module 1:** Selected topics physical chemistry

**Module 2:** Selected topics inorganic chemistry

**Module 3:** Selected topics organic chemistry

**A Level Course Assessment**

The A Level is assessed separately to the AS. There are 3 exams at the end of Year 13:

Paper 1: Chemistry (35%)

Paper 2: Chemistry (35%)

Paper 3: Chemistry (30%)

Students are also assessed on their practical skills. This is done over the 2 year course in school and will give you a separate practical skills endorsement. It does not go towards your A Level grade.

**Career Opportunities**

University courses in Medicine and Veterinary Science require a qualification in chemistry, as do some other science courses. Any career that requires specific scientific thought including forensic science and research and even accountancy and law can be accessed with a chemistry qualification.

### **Progression to University**

This course contains some overlap with A Level Biology in the areas of biochemistry, and microbiology – it is essential for medical and veterinary related degrees where the highest possible grade is necessary and any chemistry based degrees.

### **Entry Requirements**

Grade A in Chemistry and Grade BB in Biology and Physics. Grade AB in Double Science. Grade 6 in Maths and Grade 5 in English are also required.

**HEAD OF DEPARTMENT:** Mr T Albone

**KS5 SCIENCE CO-ORDINATOR:** Mr D Wemyss-Cook

**Course Description**

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real world systems. It is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism. An A Level in Computer Science will value computational thinking, helping students to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. Students will develop an ability to analyse, critically evaluate and make decisions.

The project approach is a vital component of 'post-school' life and is of particular relevance to Further Education, Higher Education and the workplace. Each student is able to tailor their project to fit their individual needs, choices and aspirations.

**Aims and Learning Outcomes**

The aims of this qualification are to enable students to develop:

- An understanding of, and ability to apply the fundamental principles and concepts of computer science including; abstraction, decomposition, logic, algorithms and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems including writing programs to do so
- The capacity for thinking creatively, innovatively, analytically, logically and critically
- The capacity to see relationships between different aspects of computer science
- Mathematical skills
- The ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology

**AS Course Outline**

If you take the AS Computer Science course you will sit two exams at the end of Year 12. These exams will cover two components:

**Component 01 – Computing Principles**

This will cover the characteristics of contemporary systems architecture and other areas including the following:

- Operating systems
- Introduction to programming
- Data types, structures and algorithms
- Exchanging data and web technologies
- Using Boolean algebra
- Legal and ethical issues

**Component 02 – Algorithms and Problem Solving**

There will be a short scenario/task contained in the paper, which could be an algorithm or a text page-based task, which will involve problem solving. Other areas covered include the following:

- Elements of computational thinking
- Programming techniques
- Software development methodologies
- Algorithms
- Standard Algorithms

## **A Level Course Outline**

If you choose to continue to the full A Level course you will sit two exams at the end of Year 13 which will cover two components and you will also be required to undertake a programming project:

### **Component 01 – Computing Principles**

This will cover the characteristics of contemporary systems architecture and other areas including the following:

- Software and its development
- Types of programming languages
- Data types, representation and structures
- Exchanging data and web technologies
- Following algorithms
- Using Boolean algebra
- Legal, moral and ethical issues

### **Component 02 – Algorithms and Problem Solving**

**Section A** will cover traditional questions concerning computational thinking:

- Elements of computational thinking
- Programming and problem solving
- Pattern recognition, abstraction and decomposition
- Algorithm design and efficiency
- Standard algorithms

**Section B** will have a scenario/task contained in the paper, which could be an algorithm or a text page-based task, which will involve problem solving.

### **Component 03 – Programming project**

This is an internally assessed task where students solve a problem of an appropriate size and complexity. This will enable them to demonstrate the skills and knowledge necessary to meet the Assessment Objectives. Students will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation.

## **AS Course Assessment**

The AS is assessed at the end of Year 12 in two equally weighted exams:

**01:** Computing Principles exam lasts 1 ¼ hours (50%)

**02:** Algorithms and Problem Solving exam lasts 1 ¼ hours (50%)

## **A Level Course Assessment**

The A Level is assessed separately to the AS. Again there are two exams at the end of Year 13 and one programming project:

**01:** Computer Systems exam lasts 2½ hours (40%)

**02:** Algorithms and Programming exam lasts 2½ hours (40%)

**03:** Programming Project (20%)

## **Career Opportunities**

The qualification is suitable for students intending to pursue any career in which an understanding of technology is needed. The qualification is also suitable for any further study as part of a course of general education. It will provide students with a range of transferable skills which will facilitate personal growth and foster cross curriculum links in areas such as maths, science and design and technology. Computer Science is a very creative subject, and skills such as problem solving and analytical thinking will all be refined and explored as students progress through the learning and assessment programme.

### **Progression to University**

Students who achieve this qualification will be able to apply for a variety of degree level courses in ICT or computing related subjects.

### **Entry Requirements**

Grade B in GCSE ICT or Grade B in GCSE Computing/Computer Science. Grade BB in Science. If neither ICT nor Computing/Computer Science has been studied before, students will need to pass a Computing test. Grade 7 in Maths and Grade 5 in English are also required.

**HEAD OF DEPARTMENT:** Ms P Calderaro

**Course Description**

The course provides in-depth study into a wide range of products and applications using compliant and resistant Materials. Students will have an opportunity to:

- Develop and sustain their own innovation and creativity, to recognise constraints and produce high quality products
- Develop a critical understanding of the influences on the processes and products of design and technological activity from a historical perspective and in current industrial practices
- Develop an understanding of Health & Safety, to develop ethical, social and cultural awareness inherent in D&T activity
- Use ICT to enhance their D&T capability including DTP and CAD
- Develop critical evaluation skills in technical, aesthetic, economic, environmental, social and cultural contexts

The course will suit students who enjoy a practical and creative approach to study and who have a particular interest in the designing of innovative products. This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

The following specification is a ***draft*** for teaching from September 2017 - it has not been confirmed at this time.

**AS Subject content (*draft*)**

1. Core technical principles
2. Core designing and making principles
3. Additional specialist knowledge

**Assessments**

Paper 1

**What's assessed:**

- Core technical principles and designing and making principles
- Additional specialist knowledge

**How it's assessed:**

- Written exam: 2 hours, 80 marks, 50% of AS

**Questions:**

Multiple choice, short answer and extended response

**Non Exam Assessment (NEA)****What's assessed:**

- Practical knowledge of technical principles, designing and making principles, and specialist knowledge

**How it's assessed:**

- Single design and make project. Context set by AQA. 35 hours, 80 marks, 50% of AS

**Evidence:**

Written or digital portfolio and photographic evidence of final prototype. Recommended 35 pages.

## **A Level Subject content (draft)**

1. Core technical principles
2. Core designing and making principles
3. Additional specialist knowledge

### **Assessments**

Paper 1

#### **What's assessed:**

Core technical principles and core designing and making principles

#### **How it's assessed:**

- Written exam – 2 hours, 100 marks, 25% of A Level

#### **Questions:**

Mixture of short answer, multiple choice and extended response

Paper 2

#### **What's assessed:**

- Specialist knowledge, technical and designing and making principles

#### **How it's assessed:**

- Written exam – 2 hours, 25% of A Level

#### **Questions:**

Mixture of short answer, multiple choice and extended response questions

#### **Section A:**

- Product Analysis.
- Up to 6 short answer questions based on visual stimulus of product(s)

#### **Section B:**

- Commercial manufacture.
- Mixture of short and extended response questions

### **Non Exam Assessment (NEA)**

#### **What's assessed:**

- Practical application of technical principles, designing and making principles, and specialist knowledge

#### **How it's assessed:**

- Substantial design and make task. 45 hours, 100 marks, 50% of A Level

#### **Evidence:**

Written or digital design portfolio and photographic evidence of final prototype.

### **Career Opportunities**

A qualification in Product Design (3D) can lead to many careers including: Architecture, Building Design, Interior Design, Industrial Design, Engineering, Product Design, Teaching of Design and other designated courses, Graphic Design or Computer Aided Design and Manufacturing. It's also a very good basis for progression to Higher Education studying courses such as Design and Technology for Industry, Industrial Design, Product Design or Material Sciences.

### **Progression to University**

Complementary A Levels – Physics and Maths, ICT, Art & Design. Grades needed for universities are C and above.

### **Entry Requirements**

Grade C in GCSE Design & Technology: Resistant Materials, Graphic Products or Product Design. Grade 4 in English and Maths are also required.

**HEAD OF DEPARTMENT:** Mrs M Fusco

**Course Description**

This will be the first opportunity many students will have had to study Economics. However, this does not mean to say that you don't know anything about the subject. Everybody has a basic understanding of many of the concepts that, when put together, make up economics. Thus, for example, you will know that prices go up if there is a shortage of something that people wish to buy.

Economics exists because we live in a world in which resources are scarce. We don't have endless supplies of energy, minerals, food and so on. Our needs outstrip the means of satisfying them – this is what is called the economic problem. There is not enough to go round. Some people starve while others enjoy fantastic luxury.

Here are some examples of questions asked and studied in Economics –

*What determines the price of something sold on e-bay?*

*Should university tuition fees be scrapped?*

*What should the government do about global warming?*

*Should Britain join the Euro?*

*Have the railways benefited from the process of privatisation?*

*Why have house prices doubled over the last few years?*

*Should smoking be banned in all public places?*

*Should road pricing be introduced on all roads?*

*How can it be that Bill Gates has an income that is more than the combined incomes of the 40 poorest countries in the world put together?*

*Has Tesco got too much market power?*

*How is Cuba's economy different from the USA's?*

The course will be most appealing to students with an interest in current affairs and who have an enquiring mind.

**AS and A Level Course Outline**

**Subject content:** The Operation of Markets and Market Failure

1. Economic methodology and the economic problem
2. Price determination in a competitive market
3. Production, costs and revenue
4. Competitive and concentrated markets
5. The market mechanism, market failure and government intervention in markets
6. The national economy in a global context
7. The measurement of macroeconomic performance
8. How the Macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts
9. Economic performance
10. Macroeconomic policy

**AS Economics**

**Subject content:** The Operation of Markets and Market Failure

1. Economic methodology and the economic problem
2. Price determination in a competitive market

3. Production, costs and revenue
4. Competitive and concentrated markets
5. The market mechanism, market failure and government intervention in markets

**AS Level** – students will be assessed through 2 written examination papers:

**Assessed (Paper 1)** The Operation of Markets and Market Failure

Written exam: 1½ hours, 70 marks, 50% of AS

**Questions**

**Section A:** 20 multiple choice questions worth 20 marks

**Section B:** data response questions requiring written answers, choice of one from two contexts worth 50 marks

**Assessed (Paper 2)** The National Economy in a Global Context

Written exam: 1½ hours, 70 marks, 50% of AS

1. The measurement of macroeconomic performance
2. How the Macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts
3. Economic performance
4. Macroeconomic policy

**Questions**

**Section A:** 20 multiple choice questions worth 20 marks

**Section B:** data response questions requiring written answers, choice of one from two contexts worth 50 marks

**NB: All the question papers are compulsory**

**A Level Economics**

Students will be assessed through 3 papers. Paper 1 and 2 are almost identical to the current ECO 3 and ECO 4. A new Paper 3 is synoptic and consists of 30 MCQ (multiple choice questions) and a 10, 15 and 25 mark question based on an unseen case study. This will require new skills. There are higher levels of numeracy skills required. A calculation will be required in each paper at both AS and A Level. New skills also include interpretation of data and constructing a range of graphical forms.

**Assessed (Paper 1)** Individuals, Firms, Markets and Market Failure

Written exam: 2 hours, 80 marks, 33.3% of A Level

1. Economic methodology and the economic problem
2. Individual economic decision making
3. Price determination in a competitive market
4. Production, costs and revenue
5. Perfect competition, imperfectly competitive markets and monopoly
6. The labour market
7. The distribution of income and wealth: poverty and inequality
8. The market mechanism, market failure and government intervention in markets

**Questions**

**Section A:** data response questions requiring written answers, choice of one from two contexts worth 40 marks

**Section B:** essay questions requiring written answers, choice of one from three worth 40 marks

**Assessed (Paper 2)** The National and International Economy

Written exam 2 hours, 80 marks, 33.3% of A Level

1. The measurement of macroeconomic performance

2. How the Macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts
3. Economic performance
4. Financial markets and monetary policy
5. Fiscal policy and supply-side policies
6. The international economy

### **Questions**

**Section A:** data response questions requiring written answers, choice of one from two contexts worth 40 marks

**Section B:** essay questions requiring written answers, choice of one from three worth 40 marks

### **Assessed (Paper 3)** Economics Principles and Issues

Written exam: 2 hours, 80 marks, 33.3% of A Level

**Subject Content:** Individuals, firms, markets and market failure

1. Economic methodology and the economic problem
2. Individual economic decision making
3. Price determination in a competitive market
4. Production, costs and revenue
5. Perfect competition, imperfectly competitive markets and monopoly
6. The labour market
7. The distribution of income and wealth: poverty and inequality
8. The market mechanism, market failure and government intervention in markets
9. The national and international economy
10. The measurement of macroeconomic performance
11. How the macroeconomy works : the circular flow of income, AD/AS analysis, and related concepts
12. Economic performance
13. Financial markets and monetary policy
14. Fiscal policy and supply-side policies
15. The international economy

### ***New topics that students will need to cover as well as the above:***

1. Behavioural Economics
2. Monopolistic Competition
3. Financial Markets
4. Financial System Regulation

Please note that all Year 12 activities will prepare students for the end of Year 12 A Level assessment, not just for AS exams.

### **Questions**

Section A: multiple choice questions worth 30 marks

Section B: case study questions requiring written answers, worth 50 marks

**NB: All the question papers are compulsory**

**This course is subject to change**

### **Career Opportunities**

Economics is a subject particularly well suited to those who want to pursue a career in accountancy, banking, finance, commerce, the civil service, charities, law and journalism. Students holding a degree in Economics can also gain employment as economists in the Bank of England, investment banks and the Civil Service. The Civil Service is the largest employer of economists

who work in every government department. There has never been a better time to study Economics as there is currently a shortage of economists.

It is also a subject very suitable for many other careers including work in local authorities, housing, economic development, urban regeneration, town planning, charities, teaching and international development.

Economics is a highly respected traditional A Level, which is highly regarded by both employers and universities. It goes well with most A Level subjects. It goes particularly well with subjects such as Business Studies, History, Geography, Politics, Sociology and Maths. It also complements A Level languages, sciences and ICT. Many students who study Economics at A Level choose to carry it on to degree level.

### **Progression to University**

Most universities offer degree courses in Economics, with admissions criteria reflecting the nature of the university. Economics can be studied as a single or joint honours course e.g. you could do a straight course in Economics, or you could do a joint honours, in for example Economics and Law, or Economics and Politics – there are lots of different combinations. Economics can be studied as a BA or a BSc. If it is studied as a BSc there will be more Maths content to it. Some universities require students to have A Level Maths – others do not. For example, LSE and Warwick would require A Level Maths as their Economics courses have a significant Maths element to them. However, all Economics degree courses will have some Maths based modules to them – the amount and level will vary between each institution.

### **Entry Requirements**

Grade B in Business Studies or Economics if studied at GCSE, if not a subject aptitude test will be taken during induction week. Grade 6 in English and Maths.

There is no requirement or need to have studied Economics or Business Studies at GCSE level. You must, however, have the desire to work hard to achieve success for this challenging and well respected A Level.

Good higher grade passes in English and Mathematics are strongly recommended for success in this subject. Maths skills at this level are basic – they include being able to read a graph and calculate simple percentages.

**HEAD OF DEPARTMENT:** Mrs A Camacho

**Course Description**

The course is designed to give a study of English Literature to considerable depth through close teacher guidance. Modern texts and great canons of literature are studied in more detail than degree level studies offer, providing excellent opportunity for students to fully understand literary techniques, writing styles, methods of analysis and cultural, historical and social issues. By nature, Literature covers almost every subject under the sun and would suit any student with an interest in language, social interaction, communication or writing. It will help students to develop critical and analytical skills which can be applied to all other subjects. Students should be confident in essay writing and willing to read both examined texts and additional material independently.

**Course Outline – Year 12**

**Component 1:** 1½ hours closed book exam, 60 marks, 50% of AS

- Shakespeare (*Hamlet*)
- Poetry pre-1900 (*Christina Rossetti: Selected Poems*)

**Component 2:** 60 marks; 50% of AS; 1¾ hours closed book exam

Drama post-1900 (*A Streetcar Named Desire* by Tennessee Williams)

- Prose post-1900 (*The Great Gatsby* by F Scott Fitzgerald)

**Course Outline – Year 13**

**Component 1:** This would be the same as in Year 12 and worth 40% of the A Level course

**Component 2:** 2½ hour closed book exam, 60 marks, 40% of A Level

- Close reading in chosen topic area (eg. The Gothic *The Bloody Chamber* by Angela Carter and *Dracula* by Bram Stoker)
- Comparative and contextual study from chosen topic area (eg. Dystopia *The Handmaid's Tale* by Margaret Atwood and *Nineteen Eighty-Four* by George Orwell or Women in Literature Jane Austin *Sense and Sensibility* and Virginia Woolf *Mrs Dalloway*)

**Component 3:** 60 marks; 20% of A Level; coursework unit

- Critical or re-creative writing piece with commentary or
- Comparative essay 2,000 words and coursework essay 1,000 words

The texts for Component 3 are to be chosen from a selection issued by the examination board, or by approval by the examination board.

\* *The selection of texts we will cover are yet to be finalised. In brackets are examples of the texts that could be chosen.*

**Assessment Objectives**

Students will be assessed on the following criteria:

- **AO1** Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression
- **AO2** Analyse ways in which meanings are shaped in literary texts
- **AO3** Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received
- **AO4** Explore connections across literary texts
- **AO5** Explore literary texts informed by different interpretations

### **Career Opportunities**

A qualification in English Literature can present opportunities in virtually any career, depending on other A Level options. Obvious English based careers include Law, Education, Theatre and Media but any career will welcome the breadth of education which an English A Level adds to other subjects.

### **Progression to University**

The course is useful for the study of any 'English' based course at university as well as Law, History, Theatre Studies, Media etc. It is also useful as a 3rd/4th subject when studying in other areas to lend breadth to study.

### **Entry Requirements**

Grade 6 in English Language and English Literature at GCSE.

**HEAD OF DEPARTMENT:** Mrs E Petrou

**KEY STAGE 5 ENGLISH CO-ORDINATOR:** Mrs L Collins

**Course Description**

You don't have to be planning a career in the Fashion business to benefit from studying A Level Textiles. The course offers a wide range of opportunities to develop your creativity, analytical and problem solving skills and time management whilst you are designing and making a wide range of Fashion and Textile Products.

Students will have opportunities to:

- Develop and sustain their own innovation and creativity, and produce high quality products
- Develop a critical understanding of the historical, social and cultural influences on Fashion and Design
- Use ICT to enhance their D&T capability
- Develop critical evaluation skills in technical, aesthetic, economic, environmental, social and cultural contexts
- Apply essential knowledge, understanding and skills of design production processes to a range of technological activities and develop an understanding of industrial practices

The course will suit any students who enjoy a practical and creative approach to study and have a particular interest in Fashion/Textiles.

**AS Level Course Outline**

Written paper: 2 hours, 80 marks, 50% of total AS marks

- Short and extended response questions
- Split into two sections
- Section A – Technical, Section B – Designing and Making

**NEA (Non-examination assessment)** 35 hours, 80 marks, 50% of total AS marks

- Single project
- Context set by AQA. Students develop their own brief based on the context. Released 1st June each year
- Written or electronic design portfolio, and photographic evidence of final prototype. Recommended 35 pages

***AS will be a standalone qualification. Students will not have to enter for an AS qualification in order to be awarded an A Level. Students who do take an AS qualification and who progress to the A level will have to take all of the assessments for the A Level. They will not be given credit towards the A Level for any of the AS assessments they have taken.***

**A Level Course Outline**

2 x written papers, 50% of the A Level

**Paper 1: Technical Principles** 2 ½ hours, 120 marks, 30% of the A Level

- Mixture of short and extended response

**Paper 2: Designing and Making Principles** 1½ hours, 80 marks, 20% of the A Level

- Mixture of short and extended response
- Product analysis questions
- Commercial manufacture questions

**Non Examination Assessment (NEA)**, 45 hours, 50% of total AS marks, 50% of the A Level

- Single substantial design and make task
- Written or electronic portfolio. Must include photographic evidence of practical outcome.

### ***20 Reasons Why You Should Consider a Career in the Fashion & Textiles Industry***

1. It's a major UK industry with more than 79,000 businesses employing over 340,000 people
2. The gross value added for the fashion and textiles sector in the UK is estimated at over £11.5 billion, which makes up 3% of the UK economy
3. The UK is the 15th largest textiles manufacturer in the world
4. There is a predicted growth of 15,000 – 20,000 jobs in UK by 2020
5. There is a high demand for particular roles within the industry such as pattern cutters and technologists
6. There is a growth in niche markets around technical textiles, with lots of companies diversifying into this area. Estimates suggest this area contributes £1.5 - £2bn a year to the UK economy
7. Our designers are considered some of the best in the world
8. It's a major global industry with career opportunities across the world and skills that transfer from country to country
9. We wear textiles or touch them most of the time, often without thinking about it. We couldn't live without textiles, whether it be for fashion and protection, in our homes, offices and the workplace, or in hidden areas such as buildings and for medical applications
10. It's a broad and varied industry with a wide range of sectors, from the traditional areas of fashion and interiors, to technical textiles such as medical textiles, geo textiles, performance textiles and engineering
11. There's a huge range of career roles available from designers, to technologists, quality controllers and engineers
12. There are a wide range of related careers including journalism and retail
13. Textiles materials are replacing traditional harder materials in some contexts with textiles having some of the strongest materials in the world e.g. Kevlar which is eight times stronger than steel of the same weight
14. Textiles materials are at the cutting edge of major developments across the world e.g. wearables and e-textiles
15. Studying fashion and textiles gives you transferable skills such as project management and decision making
16. Many careers in textiles offer the opportunity to be creative and hands on and some careers offer learning in other areas including science, IT and art

17. Many textiles careers offer wider opportunities e.g. travelling and learning about business
18. Textiles materials make a difference to the lives of others whether it be through medical textiles, such as knitted replacement heart valves, or through fashion that helps people express their individuality
19. Studying textiles creates informed consumers who are more able to make better decisions when buying and using products
20. Studying textiles gives you a life skill and for many people it is also a hobby that helps to improve wellbeing

### **Progression to University**

Students successfully completing Textiles at Goffs have gone on to take degree courses in Fashion/Textiles and related areas such as Fashion Design/Marketing/Merchandising and Promotion and Costume Design. Popular universities for these courses include Leeds, Nottingham Trent, Leicester De Montfort, Southampton Solent, Manchester and Hertfordshire and London College of Fashion. These universities have taken students directly from Sixth Form on to degree courses without them having to complete an extra year Art and Design Foundation first. Students wishing to do Art and Design Foundation have gone to London College of Fashion and Herts Regional College. The Fashion Retail Academy in London also offers a range of vocational and degree courses. University entry requirements vary considerably with Leeds and Nottingham Trent the highest.

### **Entry Requirements**

Grade C in Textiles at GCSE, if not an Induction test will be set, and must be passed. Grade 4 in English.

**HEAD OF DEPARTMENT:** Mrs L Abazi

**Course Description**

This AS/A Level Film Studies programme aims to deepen your understanding and enjoyment of film as a major art form of the twenty-first century. In particular it looks at the relationship between the film and the individual by exploring how films create meanings and produce both intellectual and emotional responses. In order to do this you will engage with a wide range of different kind of films and develop skills of observation, critical analysis and personal reflection. This programme is also creative, practical and student-centred with opportunities to plan, shoot and edit your own short films. Students who have an interest in Media Studies, Arts, English, Social Sciences and Humanities subjects will find points of interest with A Level Film Studies.

**Course Outline Year 1 – AS**

**Component 1: American Film** – Written examination, 35% of qualification

This component assesses the knowledge and understanding of 3 feature length films.

Section A: Hollywood 1930-1990 (comparative study) with a focus on context.

- One two-part question, requiring reference to two Hollywood films, one produced between 1930 and 1960 and the other between 1961 and 1990. There is a choice of questions in the second part of the examination.

Section B: Contemporary American independent film with a focus on spectatorship.

- One two-part question, requiring reference to one contemporary American independent film (produced after 2010). There is a choice of questions in the second part of the examination.

**Component 2: European film** – Written examination, 35% of qualification

This component assesses the knowledge and understanding of two British films (a comparative study) and one non-English language European film.

Section A: British film (two-part study): with a focus on narrative

- One two-part question, requiring reference to two recent British films. There is a choice of questions in the second part of the examination.

Section B: Non-English language European film with a focus on film poetics:

- One two-part question, requiring reference to one non-English language European film.
- There is a choice of questions in the second part of the examination.

**Component 3: Production** – Non examined assessment, 30% of qualification

Either an extract from a highlighting narrative construction (2.5 – 3.5 minutes) OR a screenplay for an extract from a film highlighting narrative construction of between 1200-1400 words plus a digitally photographed storyboard of a key section from the screenplay (15 storyboard shots). You must also produce an evaluative analysis (1000-1250 words) of the production in comparison with other professionally produced films or screenplays.

**Course Outline Year 2 – A Level**

**Component 1: American and British Film** - Written examination

This component assesses the knowledge and understanding of 6 feature length films.

Section A: Classical Hollywood

Section B: Hollywood since the 1960s

Section C: Contemporary America independent film

Section D: British film

## **Component 2: Varieties of Film** - Written examination

This component assesses the knowledge and understanding of 5 feature length films and one compilation of short films.

Section A: Film movements including the silent era

Section B: Documentary film

Section C: Global film

Section D: Short film

## **Non Exam Assessment (Coursework)**

Either a 4-5 minute short film, OR a screenplay for a short film (1600-1800) words, and a digitally photographed storyboard, OR a key section from the screenplay plus an evaluative analysis.

## **Course Assessment**

70% externally assessed exams and 30% internally assessed Non Exam Assessment (coursework).

Examination sessions are held in June of year 2 for all exam units.

## **Career Opportunities**

The film industry is highly competitive and the course should not be seen as a guaranteed path to a media job although it would be useful to offer when applying for Further Education in a media related subject. Students will also have a portfolio of work that they can take to interviews. It also offers a useful and analytical insight into the film world, learning about different cultures to our own which can be applied to many areas of work including Film Production, Business, Journalism, Advertising, Marketing and PR.

## **Progression to University**

Film Studies is worth just as many points as any other subject! However, it is particularly useful for those students wishing to study subjects such as Media, Film Studies, Journalism, Marketing, PR and advertising courses. Many Film Studies students combine their study with other A Levels such as English, Sociology, History, Art and Photography. Good grades are expected by colleges and universities.

## **Entry Requirements**

Grade B in GCSE Media or Distinction in BTEC Media if studied. If not studied a subject aptitude test will be taken during induction week. Students also require enthusiasm for the subject and an interest in all genres of film. Grade 4 in English is required to take this course.

**HEAD OF DEPARTMENT:** Mrs H Roberts

This is an engaging and interesting course for students who are doing AS Mathematics and wish to do more mathematics in Years 12 or 13. The course is slightly more difficult than AS Mathematics but there is little overlap so students broaden their knowledge of maths.

The course consists of 2 modules which are equally weighted. We will be working with the Edexcel specifications.

### **Further Pure Mathematics**

To develop an understanding of the rigour and technical accuracy needed for more advanced study of mathematics, students study the mathematics which logically follows the solution of  $v-1=i$ , known as the complex numbers. They also learn about matrices, which is a row and column method of calculation. This way of arranging information has allowed us to use computers to solve many difficult mathematical problems.

You will be solving problems like:

*The cubic equation  $2s^3 - s^2 + 4s + k = 0$ , where  $k$  is real, has a root  $s = 1 + 2j$ .*

*Write down the other complex root. Hence find the real root and the value of  $k$ .*

### **Course Assessment**

Assessment is an examination of 1½ hours.

### **Decision Mathematics 1**

This course is designed to give students experience of modelling and of the use of algorithms in a variety of situations. It develops modelling skills. The problems students are presented with are diverse and require flexibility of approach. Students are expected to consider the success of their modelling, and to appreciate the limitations of their solutions.

An example of the type of question set is:

*A manufacturing company holds stocks of two liquid chemicals. The company needs to update its stock levels.*

*The company has 2000 litres of chemical A and 4000 litres of chemical B currently in stock. Its storage facility allows for no more than a combined total of 12 000 litres of the two chemicals.*

*Chemical A is valued at £5 per litre and chemical B is valued at £6 per litre. The company intends to hold stocks of these two chemicals with a total value of at least £61 000.*

*Find the policy which will give a stock value of exactly £61 000, and will use all 12 000 litres of available storage space. Interpret your solution in terms of stock levels, and verify that the new stock levels do satisfy both the value constraint and the storage constraint.*

### **Course Assessment**

Assessment is an examination of 1½ hours.

If pupils wish to take Further Maths as a full A Level they will study the modules above as well as a second Further Pure Module and one more applied module which would be chosen at the time

depending on the strengths of the class. A Level Further Maths is examined by four 1½ hour papers – equally weighted and one for each module.

### **Career Opportunities**

This course would be an excellent qualification for students wanting to work in the field of Mathematics, Science or Business and Economics.

### **Progression to University**

This course is an excellent qualification for students wishing to go to university to study Mathematics, Physics, Chemistry or Engineering. The D1 module would also be helpful to anyone wanting a career in Business.

### **Entry Requirements**

Grade 8 at GCSE Mathematics. Students taking Further Maths **must** also take A Level Maths.

**HEAD OF DEPARTMENT:** Mr J Vyras

**Course Description**

In August 2015 The Guardian described A Level Geography as ‘the must have A-Level’. Why? Probably because Geography is a multidisciplinary subject which means that people who go on to study Geography at university are the most likely to be in graduate level employment sixth months after leaving university. The A Level Geography course involves the integrated study of the Earth’s places, people, environments and societies. The topics covered enable students to develop a sound understanding and knowledge of up-to-date geographical issues and to develop and use geographical skills. It is a facilitating subject which will develop analytical and critical thinking as well as communication skills. If you have an interest in current world affairs, want to understand how the physical environment shapes human society and have enjoyed the subject at GCSE, then consider studying A Level Geography.

**Course Outline**

All students will sit two exams at the end of Year 12. For those students who continue studying Geography in Year 13, the content will be reassessed again for their A Level in Year 13.

**YEAR 12**

**Unit 1:** Physical Geography and People and the Environment

**Section A:** Coastal Systems and Landscapes

**Section B:** Hazards

**How it’s assessed:** 1½ hours written exam, 80 marks, 50% of AS Level

**Unit 2:** Human Geography and Geography Fieldwork Investigation

**Section A:** Changing Places

**Section B:** Geography fieldwork investigation and geographical skills

**How it’s assessed:** 1½ hours written exam, 80 marks, 50% of AS Level

**YEAR 13**

**Unit 1:** Physical Geography

**Section A:** Water and Carbon Cycles

**Section B:** Coastal Systems and Landscapes

**Section C:** Hazards

**How it’s assessed:** 2½ hours written exam, 96 marks, 40% of A Level

**Unit 2:** Human Geography

**Section A:** Global Systems and Global Governance

**Section B:** Changing Places

**Section C:** Population and the Environment

**How it’s assessed:** 2½ hours written exam, 96 marks, 40% of A Level

**Unit 3:** Geographical Investigation

Students will complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student, relating to any part of the specification content.

**How it’s assessed:** 3000-4000 words, 35 marks, 20% of A Level. Marked by teachers and moderated by AQA.

### **Career Opportunities**

Geography is a unique course which develops a full range of skills, including numeracy, literacy, ICT, analysis, evaluation, decision making and practical field work. It is therefore an excellent course for entering a variety of careers such as Town and Country Planning, Cartography, Tour Operators, Travel Agents, Travel Guide Publications, Teaching, Volcanology, Hydrologists, Research, Weather Reporting, Environmental Science, Countryside Management and many, many more. Russell Group universities consider geography to be 'facilitator subject' as it develops both numerical skills of analysis as well as softer skills such as collaboration and communication. For this reason employers also hold A Level Geography in high regard.

### **Progression to University**

Geography is highly valued by universities as an A Level choice. The Russell Group report has named Geography as one of the eight facilitating subjects which will keep more options open to students at university.

Students who study Geography at A Level can progress onto a BA or BSc course in Geography or can progress onto many related degree courses such as Geology, Geohazards, Development Studies, Environmental Science, Marine Biology, Town Planning, Archaeology, International Development, Meteorology, Climate Change and Disaster Response.

### **Entry Requirements**

Grade B in Geography if studied at GCSE, or a Grade 6 in English if not studied and a subject aptitude test will be taken during induction week. Grade 5 in English and Maths is also required.

Ideally you will have enjoyed and been successful at GCSE Geography. In addition, as a compulsory requirement of the AS/A Level course, all students will be required to partake in a total of 4 days of fieldwork across the two years of study. Students are therefore required to be willing to take part in field trips/residential trips to experience Geography in the field.

**HEAD OF DEPARTMENT:** Miss K Car and Miss J Fleeman

**Course Description**

The course allows students the opportunity to investigate aspects of British, European and World History. This ranges from Tudor History to 20th Century Russia. Students will also have the opportunity to investigate World History through the Historical Investigation unit at A Level.

Students studying History will be encouraged to learn new skills, from communication of ideas to assessment and analysis of historical evidence. The course will suit anyone with an inquisitive mind who wants to find out more about the past and how it has shaped the modern world.

**AS Course Outline****Component 1: (50%) – The Tudors: England 1485-1547**

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways, and how effectively, was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

**Component 2: (50%) – Revolution and Dictatorship: Russia and the Soviet Union 1917-1929**

This option provides for the study in depth of the coming and practice of communism in Russia. It explores concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change. The following key areas are explored:

- Dissent and Revolution in 1917 – What were the key causes, events and consequences of the revolution?
- Bolshevik Consolidation 1918-1924 – How did the Communist dictatorship come about? What were the causes and events of the Civil War? What social and economic developments occurred during this time?
- Stalin's Rise to Power 1924-1929 – Who were the key contenders in the struggle for power? What were the key issues in the leadership struggle? What was 'collectivisation'?

**A Level Course Outline****Component 1: (40%) – The Tudors: England 1485-1603**

**THIS OPTION INCLUDES ALL OF THE CONTENT AS MENTIONED IN THE AS LEVEL, PLUS...**

- Instability and Consolidation: 'The Mid-Tudor Crisis' 1547-1563 – What were the key impacts of the social and religious upheaval of the reign of Edward VI, Mary I and Elizabeth I?
- The Triumph of Elizabeth 1563-1603 – Key impacts of Elizabeth's reign in social, economic, religious and foreign spheres

**Component 2: (40%) – Revolution and Dictatorship: Russia and the Soviet Union 1917-1953**

This option includes all of the content as mentioned in the AS Level plus:

- Stalin's Rule 1929-1953 – What impact did Stalin's policies have on the economy and society? How did Stalin implement his ideology upon the nation and promote himself as a dictator?

How was Stalin and Russia viewed by other countries at the time of the interwar period, World War 2 and the beginning of the Cold War?

**Component 3:** (20%) – Individual Historical Enquiry

A selection of essay titles/topics will be given for students to choose an area to focus on.

**AS Course Assessment**

**Component 1:** Examination (1½ hours) – 2 questions

**Component 2:** Examination (1½ hours) – 2 questions (one question linked to use of contemporary sources)

**A Level Course Assessment**

**Component 1:** Examination (2½ hours) – 3 questions

**Component 2:** Examination (2½ hours) – 3 questions (one question linked to contemporary sources)

**Component 3:** Coursework 1 x 3000-3500 word assignment covering a period of at least 100 years - completed by the end of the Year 13 Spring Term

**Career Opportunities**

There are a number of careers in which a study of History is a valuable asset. These include Journalism, Law and Business as well as the Civil Service and Teaching. There is also a very clear path to further education studying History or many related courses at University.

**Progression to University**

History is complemented by a wide range of subjects but its focus on textual analysis and developing a clear literary style means that English is a subject which is an excellent accompaniment to it. The study of Economics, Politics, Geography, Psychology or Law, with their emphasis on research and analysis, is also recommended in combination with History. Many universities with History Departments which have well established reputations will expect students to achieve at least a Grade B at A Level, but those which are recognised as national and international centres of excellence in the discipline do not consider those students who are not capable of attaining a Grade A.

**Entry Requirements**

Grade B in History if studied at GCSE, or a Grade 6 in English if not studied, and a subject aptitude test will be taken during induction week. Students will also require a Grade 5 in English. Students without a GCSE in History will be considered on individual merit.

**HEAD OF DEPARTMENT:** Miss C Poag

**Course Description**

The course offers the opportunity for students to study a wide range of mathematical topics. Below are some examples of questions to give you a flavour of the course.

This is an example of a question based on the sequences section from the Pure Maths topics. The answers could be obtained by writing out all the amounts and adding them up but there is a quicker way of finding the answers using formula:

*'Jess starts working for a company. In year 1 her annual salary will be £17,000. Her annual salary is modelled to increase by £1,500 each year, so that her annual salary in year 2 is modelled to be £18,500, in year 3 £20,000 and so on. This will continue until she reaches her maximum annual salary of £32,000 in year 11. Her annual salary is then modelled to remain at £32,000.*

*Calculate the total amount, according to the model, that Jess will earn in her first 20 years working for the company.*

*State one reason why this may not be a suitable model.'*

This is an example of a question based on the statistics content:

*"A gambler has 4 packs of cards each of which is well shuffled and has equal numbers of red, green and blue cards. For each turn he pays £2 and draws a card from each pack. He wins £3 if he gets 2 red cards, £5 if he gets 3 red cards and £10 if he gets 4 red cards.*

*What are the probabilities of his drawing 0, 1, 2, 3, 4 red cards?*

*What is the expectation of his winnings (to the nearest 10p)?"*

This course will suit students who enjoy maths and gain a sense of achievement from tackling and working through complex problems. It will also complement other A Level studies such as Geography, Economics or any of the Sciences.

**Course Outline**

The AS course is taught in the first year and covers the following topics:

**Pure Content**

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

### **Applied Content - Statistics**

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

### **Applied Content – Mechanics**

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

The A Level Course extends knowledge of the above topics and also includes the following topics:

- Numerical methods
- Moments

### **Course Assessment**

The full A Level course is entirely assessed by examinations which consist of 3 papers, each 2 hours long. Papers 1 and 2 cover the Pure Mathematics content whilst Paper 3 covers the applied content (Mechanics and Statistics).

The AS Level course is also entirely assessed by examinations; these however consist of 2 papers. Paper 1 is two hours long and covers the Pure Mathematics content while Paper 2 is one hour long and covers the applied content (Mechanics and Statistics).

We will be working with the Edexcel specifications.

### **Career Opportunities**

Mathematics and the skills learnt from the course are used in many areas of employment. Research and development requires analytical skills, the business world needs problem solving skills and engineering requires a logical approach and reasoning skills.

### **Progression to University**

Students wishing to take the subject further have a vast range of university courses available to them including Pure Maths, Statistics, Decision Maths, Artificial Intelligence and any form of computer studies. Mathematics may also be a requirement for some degree courses e.g. Engineering or Economics (BSc). People with Mathematics degrees can earn £250,000 more over their working lifetime.

### **Entry Requirements**

Grade 7 or above in GCSE Maths and a Pass in the Algebra test. Students need to like, and be competent in Algebra.

**HEAD OF DEPARTMENT:** Mr J Vyras

**Course Description**

The course is designed to enhance students' enjoyment and appreciation of the media, and the role it plays in our media saturated society. Students will develop critical understanding of the media through engagement with media products and concepts, and through the creative application of practical skills. Media Studies students will explore production processes, technologies (Adobe Creative Master Collection) and other relevant contexts.

Students will become independent in research skills and develop the skills to be able to shape their own views and interpretations. A Level Media Studies allows students to look at the media through social, historical, economic and political contexts. Students who have an interest in Film Studies, Arts, English, Social Sciences and Humanities subjects will find points of interest with A Level Media Studies.

**Course Outline – Year 1****Paper 1 – Media Today - 70%**

Questions will be focussed on an unseen media text which students will have to analyse using media language, representation, institution and audience. Students will also have to answer questions around the close study products which are not released until June 2017. An example close study product could be Newspapers and Online Media , or Television Drama and Online Media.

**Non examined Assessment – Creating Media - 30%**

Students will have a choice of two media products to create. These choices will be released in June 2017 but examples include a TV advert for a soft drinks company or a sponsorship sequence for a soft drinks company for a TV sports programme.

**Course Outline – Year 2****Paper 1 - 35%**

Questions focussed on issues and debates in the media. A topic will be released in the June of year 1. Students will be expected to use any relevant element from media language, representation, institution and audience.

**Paper 2 - 35%**

Questions will focus on the analysis of media products. Students will use the Close Study Products that are released in June of year 1 to support their answers as well as any of texts they have studied.

**Non Exam Assessment (Coursework) - 30%**

Students will produce a cross media product as well as a statement of intent.

**Course Assessment**

30% internally assessed non exam assessment (coursework) and 70% externally assessed examinations. Examination sessions are held in June for all exam units.

**Career Opportunities**

The media industry is highly competitive and the course should not be seen as a guaranteed pathway to a media job although it would be useful to offer when applying for Further Education

in a media related subject. Students will also have a portfolio of work that they can take to interviews. It also offers a useful and analytical insight into the modern world, which can be applied to many areas of work including Media Production, Business, Journalism, Advertising, Marketing and PR.

### **Progression to University**

Media Studies is worth just as many points as any other subject! However, it is particularly useful for those students wishing to study subjects such as Media, Film Studies, Journalism, Marketing, PR and advertising courses. Many Media Studies students combine their study with other A Levels such as English, Sociology, History, Art and Photography. Good grades are expected by colleges and universities, especially as Media Studies increases in popularity each year.

### **Entry Requirements**

Grade B in GCSE Media if studied or Distinction in BTEC Media if studied. Grade 5 in English if GCSE Media not studied, and a subject aptitude test will be taken during induction week. Grade 4 in English. Students also require enthusiasm for the subject and an interest in all forms of media (from TV and film to websites and magazines).

**HEAD OF DEPARTMENT:** Mrs H Roberts

**AS/A LEVEL FRENCH , SPANISH and ITALIAN (EDEXCEL- New Spec)****Course Expectations**

Students are expected to practise listening and reading in the language outside of lessons, using authentic resources on a weekly basis. Also, students will be asked to carry out independent reading and research of the topics studied in class. Developing research skills is a key element of the languages course.

**AS Level**

**Paper 1:** Listening, Reading and Translation

1 hour 50 minutes, 40% of the AS Level

This paper includes a translation into English and draws on vocabulary and structures across the two themes. These are based on the society and culture of the language.

**Paper 2:** Written Response to Work, Grammar and Translation

1 hour 40 minutes, 30% of the AS Level

This paper includes a translation exercise into the language, a grammar exercise, and an extended response on either one of the literary texts or one film.

**Paper 3:** Speaking

12-15 minutes, 30% of the AS Level

Students will be assessed on their ability to communicate and interact effectively, summarise and understand written sources in speech, manipulate language accurately and show knowledge and understanding about the culture and society where the language is spoken.

**A Level**

**Paper 1:** Listening, Reading and Translation

1 hour 50 minutes, 40% of the A Level

This paper includes a translation into English and draws on vocabulary and structures across all 4 themes.

**Paper 2:** Written Response to Works and Translation

2 hours 40 minutes, 30% of the A Level

This paper includes a translation exercise into the language and two essays on literary texts/films.

**Paper 3:** Speaking

16-18 minutes, 30% of the A Level

Students will be assessed in particular on their ability to summarise and analyse findings from written sources relating to their research subject.

Students have the opportunity to study literature/films at AS and A Level linked to the culture of the target language communities. Topics linked to the society, historical background and current issues in France/Spain are also studied.

**Entry Requirements**

Grade B in French, Grade B in Spanish, Grade B in Italian as appropriate. Grade 6 in English.

**Head of French:** Miss N Andreou    **Head of Spanish:** Mrs O Iasisen    **Head of Italian:** Mrs M Fetta

**AS/A LEVEL TURKISH (OCR)**

The AS GCE is made up of one unit which is externally assessed and forms 50% of the corresponding two-unit Advanced GCE.

**Unit 1: Listening, Reading and Writing**

2½ hours written paper, 160 marks

100% of the total AS GCE marks, 50% of the total Advanced GCE

- Listening and reading comprehension questions
- A translation into Turkish
- An extended written task in response to a text based on one of the AS subtopic areas

**Unit 2: Listening, Reading and Writing**

2¾ hours written paper, 160 marks

50% of the total Advanced GCE marks

- Listening and reading comprehension questions
- A translation into English
- An essay:
  - Maximum 400 words
  - Either a discursive or an imaginative task.
  - Choice of 2 titles from each of the 4 A2 topic areas

For this section students are required to study one or more A2 topic areas clearly in the context of the country(ies) where the language is spoken: preparation for this section should include extensive study of authentic materials on the sub-topics studied

**The topic areas for the AS specifications are:**

- Aspects of daily life (*Family/ food, drink, health/ transport*)
- Leisure & Entertainment (*Sport/ Tourism/ Cultural Life*)
- Communication & Media (*Technology/ Press/Radio/ Television*)
- Education & Training (*School Life/ Work*)

**The topic areas for the A Level specifications are:**

- Society (*Integration & exclusion/ Law & Order / Unemployment*)
- The Environment (*Pollution/ Energy Management/ Recycling*)
- Science & Technology (*Medical Progress/ Scientific Advances/ Technological Developments*)
- Culture (*Literature & the Arts/ Political Issues /Heritage & Historical Events*)

**Entry Requirements**

Grade B in Turkish, Grade 6 in English.

**HEAD OF DEPARTMENT:** Miss N Andreou

**AS Level****Aims and Objectives**

The WJEC Eduqas AS in Music offers a broad and coherent course of study which encourages students to:

- Engage actively in the process of music study
- Develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression
- Develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions
- Recognise the interdependence of musical knowledge, understanding and skills, and make links between the integrated activities of performing, composing and appraising underpinned by attentive listening
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians
- Develop knowledge and understanding of a variety of instruments and styles, and of relevant approaches to both performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
- Appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology
- Develop as effective, independent learners and as critical and reflective thinkers with enquiring minds
- Reflect critically and make personal judgements on their own and others' music
- Engage with, and extend appreciation of, the diverse heritage of music in order to promote personal, social, intellectual and cultural development.

The WJEC Eduqas specification allows students the opportunity to develop skills in the three distinct, but related disciplines of performing, composing and appraising. All students study the **Western Classical Tradition** (The Development of the Symphony), engaging with landmark orchestral repertoire, which develops knowledge and understanding of music.

Students will use the musical techniques and conventions of this period to compose **one** piece of music to a brief. Students also choose **one** area of study from a choice of three, which are designed to offer **contrast** and **breadth** of study. Students choose **either** Rock and Pop, **or** Musical Theatre **or** Jazz.

The specification is flexible and allows the areas of study to be taught concurrently or consecutively. This specification also gives students the freedom to express their own musical interests through composing and performing in styles of their own choice.

**Summary of Assessment****Performing**

A performance consisting of **a minimum of two** pieces **either** as a soloist **or** as part of an ensemble **or** a combination of both. **One** piece must reflect the musical characteristics of **one** area of study.

## **Composing**

**Two** compositions - **one** of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Students will have a choice of four briefs released during the first week of September in the academic year in which the assessment is to be taken. The **second** composition is a **free** composition.

## **Listening and Appraising**

### **Two areas of study:**

Area of study A: **The Western Classical Tradition** (The Development of the Symphony 1750-1830) including a choice of **one** set work from:

- Either: *Symphony No. 104 in D major, 'London', movements 1 and 2*: Haydn
- Or: *Symphony No. 4 in A major, 'Italian', movements 1 and 2*: Mendelssohn

A choice of **one** area of study from:

- Area of study B: Rock and Pop
- Area of study C: Musical Theatre
- Area of study D: Jazz

### **Questions:**

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

## **A Level**

### **Summary of Assessment**

For this specification students must choose either Option A in both Components 1 and 2, or Option B in both Components 1 and 2. All learners must study Component 3.

#### **Option A: Performing (35%)**

A performance consisting of a minimum of three pieces. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study. At least one other piece must reflect the musical characteristics of one other, different area of study.

#### **Option B: Performing (25%)**

A performance consisting of a minimum of two pieces, either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of one area of study.

#### **Option A: Composing (25%)**

Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Students will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition.

#### **Option B: Composing (35%)**

Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by WJEC. Students will have a choice of four set briefs, released during the first week of September in the academic year in which the assessment is to be taken. The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition) while the third composition is a free composition.

## **Listening and Appraising**

Three areas of study:

- Area of study A: The Western Classical Tradition (The Development of the Symphony 1750-1900) which includes two set works. Choose one set work for detailed analysis and the other for general study:
  - *Symphony No. 104 in D major, 'London'*: Haydn
  - *Symphony No. 4 in A major, 'Italian'*: Mendelssohn

A choice of one area of study from:

- Area of study B: Rock and Pop
- Area of study C: Musical Theatre
- Area of study D: Jazz

A choice of one area of study from:

- Area of study E: Into the Twentieth Century including two set works:
  - *Trio for Oboe, Bassoon and Piano, Movement II*: Poulenc
  - *Three Nocturnes, Number 1, Nuages*: Debussy
- Area of study F: Into the Twenty-first Century including two set works:
  - *Asyla, Movement 3, Ecstasio*: Thomas Adès
  - *String Quartet No. 2 (Opus California) Movements 1 (Boardwalk)*
  - *4 (Natural Bridges)*: Sally Beamish

### **Questions:**

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

**This component includes a listening examination**

### **Entry Requirements**

Grade B in Music and Grade 5 or above in 1st instrument/voice. Grade 4 in English.

**HEAD OF DEPARTMENT:** Mr N Taken

**Course Description**

Students will be introduced to a variety of experiences exploring a range of photographic media, techniques and processes. They will be made aware of both traditional and new technologies.

Students will explore relevant images, artefacts and resources relating to Photography and a wider range of art and design, from the past and from recent times, including European and non-European examples. This is integral to the investigating and making process. Their responses to these examples must be shown through practical and critical activities which demonstrate the students' understanding of different styles, genres and traditions.

Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product. Students should use sketchbooks/workbooks/journals to underpin their work where appropriate. There is no specific requirement for students to demonstrate drawing skills in this endorsement unless they wish to. Students may use traditional methods and/or digital techniques to produce images.

**Course Outline**

Students will be required to demonstrate skills in all of the following:

- The ability to explore elements of visual language, line, form, colour, pattern and texture in the context of Photography
- The ability to respond to an issue, theme, concept or idea or work to a brief or answer a need in Photography
- Appreciation of viewpoint, composition, depth of field and movement; time-based, through such techniques as sequence or 'frozen moment'
- The appropriate use of the camera, film, lenses, filters and lighting for work in their chosen area of Photography
- Understanding of techniques related to the developing and printing of photographic images, where appropriate, presentation and layout

Students must show knowledge and understanding of:

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

**AS Course Assessment**

(All students opting for Photography will complete this course in Year 12)

**Component 1: Portfolio** – 60% of the total AS Level marks

- Emphasis will be developing students' understanding and skills using an appropriate range materials, processes and techniques relevant to the study of Photography (e.g. portraiture, landscape photography, still-life photography, documentary photography, photo-journalism, fashion photography, experimental imagery, multimedia and photographic installation)

- Students will be required to complete an extended project based on a theme (demonstrating the students' ability to sustain work from an initial starting point to a final piece)
- Students are expected to undertake study of artists and photographers that relate to the chosen theme

**Component 2: Externally Set Assignment** – 40% of the total AS Level marks

- Students will receive a question paper set by the exam board providing them with a choice of five set themes. Students are required to select **one**, from which they will create a body of preparatory work leading up to a final supervised exam lasting **10 hours**. During the exam they must produce a final outcome informed by their preparatory work

**A Level Course Assessment**

(Students will have the opportunity to continue studying Photography into Year 13, whereby they will complete the A Level Photography qualification in one year)

**Component 1: Personal Investigation** – 60% of the total A Level marks

- Students are required to conduct a personal investigation, into an idea, issue, concept or theme, supported by written material (between 1000 and 3000 words). The focus of the theme must be determined by the student
- The investigation must show clear development from initial intentions to the final outcome. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to the wider art world

**Component 2: Externally Set Assignment** – 40% of the total A Level marks

- Students will receive a question paper set by the exam board providing them with a choice of eight set themes. Students are required to select **one**, from which they will create a body of preparatory work leading up to a final supervised exam lasting **15 hours**. During the exam they must produce a final piece informed by their preparatory work.

**Career Opportunities**

An A Level in Photography is useful for careers related to Graphic Design, the media, film and video making.

**Progression to University**

An A Level in Photography could help lead to a Foundation Course in Art and Design, and vocational degree courses in photography and digital and lens media.

**Entry Requirements**

Grade C in either Art, Media Studies, Photography or a Technology subject.

**HEAD OF DEPARTMENT:** Miss T Brown

**Course Description**

“Physical Education is an umbrella term used to describe the study of a range of specified physical activities. It is a field of study which hinges on physical performance and exists as a family concept consisting of play, physical recreation, sport and institutional physical education.” (*Calhoun, Morgan and Meier et al.*)

Practical experience is at the core of the subject and the study of various disciplines such as physiology, psychology and socio-cultural studies, enhance the understanding of it. Theoretical and practical lessons form the basis of the course.

The course is likely to suit students who have studied and enjoyed GCSE PE and who are actively involved in sport outside of school.

**AS Course Outline**

**Component 01:** Physiological factors affecting performance

**Unit 1.1:** Applied anatomy and physiology

**Unit 1.2:** Exercise physiology

**Unit 1.3:** Biomechanics, including technology in sport.

**Component 02:** Psychological and socio-cultural themes in physical education

**Unit 2.1:** Skill acquisition

**Unit 2.2:** Sports psychology

**Unit 2.3:** Sport and society

**Component 03:** Performance in physical education (NEA)

**Unit 4.1** Performance or coaching of an activity taken from the approved lists\*

\* The approved lists can be found in section 2e of the OCR Advanced Subsidiary and Advanced GCE in Physical Education Guide to non-exam assessment.

**Unit 4.2** Evaluation of Performance for Improvement (EPI).

The content of this specification allows for practical examples from physical activities and sports to show how theory can be applied and to reinforce understanding. There is a synoptic element to the assessment of AS level Physical Education and this will be assessed in each component. This specification is designed to be co-teachable with OCR’s A Level in Physical Education.

## AS Course Assessment

<b>Content Overview</b>	<b>Assessment Overview</b>	
<ul style="list-style-type: none"><li>• Applied anatomy and physiology</li><li>• Exercise physiology</li><li>• Biomechanics, including technology in sport</li></ul>	<b>Physiological factors affecting performance</b> (01)* 70 marks, 1 ¼ hour written paper	<b>35%</b> of total AS Level
<ul style="list-style-type: none"><li>• Skill acquisition</li><li>• Sports psychology</li><li>• Sport and society</li></ul>	<b>Psychological and socio-cultural themes in physical education</b> (02)* 70 marks, 1 ¼ hour written paper	<b>35%</b> of total AS Level
<ul style="list-style-type: none"><li>• Performance or Coaching</li><li>• Evaluation of Performance for Improvement (EPI)</li></ul>	<b>Performance in physical education</b> (03)* 60 marks, Non-exam assessment (NEA)	<b>30%</b> of total AS Level

### A Level Course Outline

**Component 01:** Physiological factors affecting performance

**Unit 1.1:** Applied anatomy and physiology

**Unit 1.2:** Exercise physiology

**Unit 1.3:** Biomechanics

**Component 02:** Psychological factors affecting performance

**Unit 2.1:** Skill acquisition

**Unit 2.2:** Sports psychology

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

**Unit 3.1:** Sport and Society

**Unit 3.2:** Contemporary issues in physical activity and sport

**Component 04:** Performance in physical education (NEA)

**Unit 4.1:** Performance or coaching of an activity taken from the approved lists\*

\*The approved lists can be found in section 2e of the guide to NEA

**Unit 4.2:** The Evaluation and Analysis of Performance for Improvement (EAPI)

The content of this specification allows for practical examples from physical activities and sports to show how theory can be applied and to reinforce understanding.

## A Level Course Assessment

<b>Content Overview</b>	<b>Assessment Overview</b>	
<ul style="list-style-type: none"><li>• Applied anatomy and physiology</li><li>• Exercise physiology</li><li>• Biomechanics</li></ul>	<b>Physiological factors affecting performance (01)*</b> 90 marks, 2 hour written paper	<b>30%</b> of total A Level
<ul style="list-style-type: none"><li>• Skill acquisition</li><li>• Sports psychology</li></ul>	<b>Psychological factors affecting performance (02)*</b> 60 marks, 1 hour written paper	<b>20%</b> of total A Level
<ul style="list-style-type: none"><li>• Sport and society</li><li>• Contemporary issues in physical activity and sport</li></ul>	<b>Socio-cultural issues in physical activity and sport (03)*</b> 60 marks. 1 hour written paper	<b>20%</b> of total A Level
<ul style="list-style-type: none"><li>• Performance or Coaching</li><li>• Evaluation and Analysis of Performance for Improvement</li><li>• (EAPI)</li></ul>	<b>Performance in physical education (04)*</b> 60 marks** Non-exam assessment (NEA)	<b>30%</b> of total A Level

### Career Opportunities

The study of PE at A Level creates exciting opportunities for further education courses. Sports Science, Physiotherapy, Psychology and teaching, amongst others, can be explored. In this way it is hoped that career foundations will be made but more importantly that students will engage in and promote a physically active lifestyle.

### Progression to University

It might be worth considering studying a science based A Level if you are intending to study any Sports Science or PE teaching degree at university. It would also support applications to courses relating to physiological, psychological or sociological concepts.

Physiotherapy is a very popular course and it is vital to study A Level Biology if you are considering this at university, as is gaining relevant and effective work experience.

### Entry Requirements

Grade B in PE, with at least a Grade C on the theoretical paper OR Distinction\* in BTEC Sport. Grade 5 in Maths and English are also required.

It is advisable that you are considered to be district/county standard in at least one sport and that you play/train regularly.

**HEAD OF DEPARTMENT:** Mr R Ashdown

**Course Description**

This course has been designed to appeal to both students who wish to spend a further year or two studying a subject that interests them and those considering a Science, Engineering or Medical related university course. Someone who has enjoyed the physics topics in GCSE Science will enjoy this course. You do not need to be doing AS level Mathematics but should be confident about rearranging formulas and trigonometry. It is also important to have an interest and curiosity into why things in our universe behave as they do!

Physics will of course suit anyone who is interested in answering the searching questions of:

*'What are we doing here?'*

*'How did the universe start?'*

*'What is time dilation?' and*

*'Who ate my last rolo?'*

**AS Course Outline**

If you take the AS Physics course you will sit 2 exams at the end of the year. These exams will cover 5 modules of content:

**Module 1:** Measurements and their errors

**Module 2:** Particles and radiation

**Module 3:** Waves

**Module 4:** Mechanics and materials

**Module 5:** Electricity

**AS Course Assessment**

The AS is assessed at the end of Year 12 in two equally weighted exams:

1. 70 marks of short and long answer questions split by topic. (50%)
2. Section A: 20 marks of short and long answer questions on practical skills and data analysis  
Section B: 20 marks of short and long answer questions from across all areas of AS content  
Section C: 30 multiple choice questions (50%)

**A Level Course Outline**

If you choose to continue to the full A Level course you will sit 3 exams at the end of Year 13. These exams will cover 8 units of content. The first 5 units of content are the same as the AS course:

**Module 1:** Measurements and their errors

**Module 2:** Particles and radiation

**Module 3:** Waves

**Module 4:** Mechanics and materials

**Module 5:** Electricity

**Module 6:** Further mechanics and thermal physics

**Module 7:** Fields and their consequences

**Module 8:** Nuclear physics

### **A Level Course Assessment**

The A Level is assessed separately to the AS. There are 3 exams at the end of Year 13.

1. Sections 1 – 5 and 6.1 (34%)
2. Sections 6.2 (Thermal Physics), 7 and 8 (34%)  
Section A: Compulsory section: Practical skills and data analysis  
Section B: Students enter for one of sections 9, 10, 11, 12 or 13 (32%)

You are also assessed on your practical skills. This is done over the 2 year course in school and will give you a separate practical skills endorsement. It does not go towards your A Level grade.

### **Career Opportunities**

Studying Physics doesn't mean you'll end up wearing a white coat! Physics students are in demand in all areas especially finance where your analytical skills are definitely in demand.

### **Progression to University**

An A Level in Physics will prepare you for courses such as:

- Pure Physics
- Applied Physics
- Astrophysics/Cosmology
- Mechanical, Electrical or Electronic Engineering
- Medicine
- Medical Physics
- Nanotechnology
- Robotics
- plus many joint degrees

There is a national shortage of people able to study any type of Physics and related Engineering subjects. The grades you will need to get into a quality university will be a lot less than the many oversubscribed subjects! Many courses may offer you a gap year where you can work in industry and earn some money and decide upon the direction of your high paid career.

### **Entry Requirements**

Grade A in Physics and Grade BB in Biology and Chemistry, Grade AB in Double Science. Grade 6 in Maths and Grade 5 in English are also required.

**HEAD OF DEPARTMENT:** Mr T Albone

**KS5 SCIENCE CO-ORDINATOR:** Mr D Wemyss-Cook

**Course Description**

This AS course is designed to provide a broad introduction to the scope and nature of psychology as a science. The emphasis is on applying knowledge and understanding rather than just acquiring knowledge, thereby developing students' transferable skills of analysis, evaluation and critical thinking. At AS, the specification offers a broad range of topics, with research methods in context. At A Level, there is a range of topic-based options which bring together explanations from different approaches and engage students in issues and debates in contemporary psychology.

**Course Outline**

There are 2 exam papers for AS and 3 exam papers for A Level.

**AS Units**

**Paper 1:** Introductory topics in Psychology - 1½ hours written paper, 50% of AS Level

This unit covers:

**Memory** including models of memory, forgetting and eyewitness testimony

**Social Influences** including conformity and obedience

**Attachment** including explanations of attachment, types of attachment and early attachment

**Paper 2:** Psychology in context - 1½ hours written paper, 50% of AS Level

This unit covers:

**Approaches in Psychology** including the types of approaches and biopsychology (structure and function of the nervous system)

**Psychopathology** including definitions, explanations and treatment of conditions such as OCD, depression and phobias

**Research Methods** including experimental methods, scientific process of carrying out investigations and data handling and analysis

**A Level Units**

**Paper 1:** Introductory topics in Psychology - 2 hours written paper, 33.3% of full A Level

This unit covers:

**Memory** including models of memory, forgetting and eyewitness testimony

**Social Influences** including conformity and obedience

**Attachment** including explanations of attachment, types of attachment and early attachment.

**Psychopathology** including definitions, explanations and treatment of conditions such as OCD, depression and phobias

**Paper 2:** Psychology in context - 2 hours written paper, 33.3% of full A Level

This unit covers:

**Approaches in Psychology** including the learning, cognitive, biological, psychodynamic and humanistic approaches

**Biopsychology** including the structure and function of the nervous system, ways of studying the brain and biological rhythms of the brain

**Research Methods** including experimental methods, scientific process of carrying out investigations, data handling and analysis, and inferential testing

**NOTE:** PARTS OF PAPER 2 FOR A LEVEL WILL BE COVERED IN MORE DEPTH THAN AT AS LEVEL

**Paper 3:** Issues and Options in Psychology - 2 hours written paper, 33.3% of full A Level

This unit covers:

**Issues and Debates in Psychology** including gender and culture in Psychology, free will and determinism, the nature-nurture debate, holism and reductionism, ethical implications of research studies

**Relationships** including evolutionary explanations for partner preferences, factors affecting attraction in romantic relationships, theories of romantic relationships, and virtual relationships in social media

**Schizophrenia** including classification and diagnosis of Schizophrenia, the biological and psychological explanations of Schizophrenia and therapies for Schizophrenia

**Forensic Psychology** including problems in defining crime, offender profiling, biological and psychological explanations of offending behaviour, and dealing with offending behaviour

### **Course Assessment**

There is no coursework in A Level Psychology. The examination in this subject consists of short and extended writing tasks including essays.

### **Career Opportunities**

This subject is widely accepted for a wide range of academic routes leading to careers, in Law, Social Services, Teaching and Lecturing, Market Research, Journalism, Public Relations, Counselling etc.

### **Entry Requirements**

Grade B in GCSE Psychology if studied. If not, then a Grade BB in GCSE Science. Grade 5 in Maths and Grade 6 in English are also required.

**HEAD OF DEPARTMENT:** Mr K White

**Course Description**

This exciting course will allow students to explore theological, philosophical and ethical theories in depth.

At their simplest, theological and philosophical questions ask why we exist; what is the purpose of our existence; whether there are higher powers or whether we simply exist in the here and now.

At Goffs, students must develop knowledge and understanding of the Christian faith in particular, this includes following:

- The meaning and significance of the specified content
- How Christian sources of wisdom and authority are used and interpreted to underpin these beliefs and teachings
- The influence of these beliefs and teachings on individuals, communities and societies
- The causes and significance of similarities and differences in understanding of these beliefs and teachings within Christianity

Students should also be able to draw on, critically analyse and evaluate the views of scholars, from both within and outside Christianity, relevant to the topics studied and use specialist language and terminology appropriately.

Ethical theories are systems of moral principles. They affect how people make decisions and lead their lives. Therefore, the course is basically concerned with what is “good” for individuals and society. Subsequently, issues surrounding abortion, euthanasia, medical research, law and order are all subject to ethical debate.

Throughout the course students will become familiar with some of the greatest thinkers of human civilisation from the moral philosophers of Ancient Greece, such as Plato and Aristotle, to the rational philosophers of the Enlightenment, such as Jeremy Bentham and Immanuel Kant.

By the end of the course students will be able to explain theories such as Natural Law, Utilitarianism, Situation Ethics and Categorical Imperatives and evaluate whether these theories can help us solve the key ethical dilemmas facing humanity today, such as global warming, genetic engineering and military intervention in foreign countries. These theories include religious and non-religious perspectives on ethics.

Students interested in studying Philosophy, Politics, Law, Religious Studies, Theology, History, Sociology, Geography, Science and Medicine at university would benefit from studying AS/A2 Philosophy and Ethics. It is useful in any profession where decisions affect the lives of others. This could include scientific research, armed combat, policing, pastoral care, medicine and journalism as well as many other occupations.

All assessment is through written examinations. Please note that this is a highly academic subject and is included in Trinity College’s (University of Cambridge) list of ‘accepted A Levels’. The course will be taught by Mr Cahill in the RS Department.

## **Course Structure**

A rigorous, academic approach to the study of ethics, developing knowledge and interest in secular (non-religious) and religious ethics and their impact in the wider world.

## **Assessments**

### **Component 1: Philosophy and Religion**

3 hour written exam, 100 marks, 50% of A Level

- Christianity and the philosophy of religion

#### **What's assessed:**

- God/gods/Ultimate Reality
- Life after death
- The challenge from science
- The nature and role of religion
- Sources of wisdom and authority
- Arguments for the existence of God
- Evil and suffering
- Religious experience
- Religious language
- Miracles
- Self and life after death
- The nature and function of religion

#### **Section C: the dialogue between philosophy and religion**

How religion is influenced by, and influences, philosophy of religion in relation to the issues studied.

### **Component 2: Ethics, Religion and Society**

3 hour written exam, 100 marks, 50% of A Level

- Christianity and Ethics

#### **What's assessed:**

- Ethical theories
- Issues of human life and death
- Issues of animal life and death
- Introduction to meta ethics
- Free will and moral responsibility
- Conscience
- Bentham and Kant

#### **Section C: the dialogue between ethical studies and religion**

How religion is influenced by, and influences, ethical studies in relation to the issues studied.

## **Career Opportunities**

Careers that directly involve ethics include academia, politics, law and justice as well working for NGOs such as Greenpeace, Amnesty International or the WWF. Careers that benefit from the study of ethics would include medicine, the armed forces, journalism, the civil service, working for institutions like the United Nations and occupations involved with scientific research, especially experimentation on humans and animals. Additionally, ethical decisions impact on society so students considering careers in social work, policing and teaching would benefit from studying RS Philosophy and Ethics.

## **Progression to University**

RS Philosophy and Ethics would be very beneficial to students applying for degrees in Law, Politics, International Relations, Anthropology, Sociology and Philosophy as well as Comparative Religion and Theology.

It is also a good combination for students studying other humanities, such as Geography and History. In some schools, students interested in medicine and medical research consider taking Philosophy and Ethics as a fourth A Level. Part of the course centres on medical ethics and animal experimentation.

As mentioned above, this is a highly academic subject and is included in Trinity College's (University of Cambridge) list of 'accepted A Levels'.

**Entry Requirements**

Grade B in GCSE RS if studied, and Grade B in either Geography or History. Grade 5 in English.

**HEAD OF DEPARTMENT:** Mr T Cahill

**Course Description**

Margaret Thatcher said that there is “no such thing as society”. However, the point of sociology is to demonstrate just how strong the social forces that organise society in very different ways are. Throughout the course, you will see how societies shape the different opportunities that people have within them. For example, where you were born, and when, has radically shaped much of what you know and what you can do. After encountering sociology, you may never see the world again with the same way.

The need to understand the society in which we live now is urgent. The pace of change continues to be so rapid that the elderly Orville Wright (1871-1948) – the first person to fly an aircraft a few metres (1903) – could have met the teenager, Neil Armstrong (born 1930), who was to be the first human being to walk on the Moon (1969). Although such momentous achievements have been made, the fact remains that on planet Earth 18 children die every minute as a consequence of malnutrition.

Therefore, a Sociologist asks whether we are in a society dominated by a ruling class who control and exploit us or whether individual self-interest is in fact a good thing as it promotes innovation and economic growth. It also asks whether we are ‘socialised’ to accept certain values and norms or whether we are independent thinkers free to make our own choices in life.

The AS and A level courses should enable you to:

- Acquire knowledge and understanding of contemporary social pressures and structures
- Appreciate the significance of theoretical and conceptual issues in sociological debate
- Understand sociological methodology and a range of research methods

**Course Outline**

There are 4 modules – two at AS Level (for both AS and A Level routes), and two at A Level. Both AS and full A Level students study the same content in Year 12 and they sit the same exam.

**AS and A Level first year**

**Unit 1:** Families and Households

Changes in Family and Household Structure

Changing Patterns of Marriage, Child Bearing, Family Diversity and Conjugal Roles

**Unit 2:** Education (with research methodology)

The Role of the Education System

Differential Educational Achievement by Social Class, Gender and Ethnicity and Sociological Methods

**A Level**

**Unit 3:** The Sociology of the Mass Media

**Unit 4:** Crime and Punishment (with research methodology)

**Course Assessment**

The whole course is assessed by examination at the end of the year. There is no coursework. For both the AS and A Level routes, Unit 1 is examined through a 1½ hour examination and Unit 2 through a two hour examination.

**Career Opportunities**

This subject is widely accepted for a wide range of academic routes leading to careers in Law, Social Services, Teaching and Lecturing, Market Research, Journalism, Public Relations, Counselling etc.

**Entry Requirements**

Grade B in either Geography or History. Grade 4 in Maths and Grade 5 in English are also required.

**HEAD OF DEPARTMENT:** Mr T Cahill

**Course Description**

The course is designed to develop students' interest and enjoyment of drama and theatre both as participants and as informed members of an audience. It will allow you to develop an understanding and appreciation of the significant social, cultural and historical influences on how theatre has developed. You will develop your drama skills, enabling you to be creative and imaginative within your devised and scripted work. The theory will also develop your practice as you learn about key theatre practitioners who have shaped the theatre we view today.

**AS Course Outline and Assessment****Component 1: Interpreting Drama****What's assessed:**

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of seven
- Analysis and evaluation of the work of live theatre makers

**How it's assessed:**

- Written exam: 2 hours, 80 marks, 40% of AS
- Open book

**Questions:**

- Section A: one 2 part question (from a choice) on a given extract from the set play chosen (25 marks per part, 50 marks in total)
- Section B: one 2 part question (from a choice) on the work of theatre makers in a single live theatre production (30 marks)

**Component 2: Process and Performance (practical)****What's assessed:**

- Practical exploration and theatrical interpretation of two extracts (Extract 1 and 2) each taken from a different play
- Methodology of a prescribed practitioner must be applied to Extract 2
- Extract 2 is to be performed as a final assessed piece (students may contribute as performer, designer or director)
- Portfolio evidencing interpretive process and analysis and evaluation of performance

**How it's assessed:**

- Performance of Extract 2 (30 marks)
- Portfolio (30 marks)
- 60 marks in total, 60% of AS

This component is marked by teachers and moderated by AQA

**A Level Course Outline and Assessment****Component 1: Drama and Theatre****What's assessed:**

- Knowledge and understanding of drama and theatre
- Study of two set plays, one chosen from List A, one chosen from List B
- Analysis and evaluation of the work of live theatre makers

**How it's assessed:**

- Written exam: 3 hours, 80 marks, 40% of A Level
- Open book

### **Questions:**

- Section A: one question (from a choice) on one of the set plays from List A (25 marks)
- Section B: one 3 part question on a given extract from one of the set plays from List B (30 marks)
- Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (25 marks)

### **Component 2: Creating Original Drama (practical)**

#### **What's assessed:**

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer, designer or director)
- Devised piece must be influenced by the work and methodologies of one prescribed practitioner

#### **How it's assessed:**

- Working notebook (40 marks)
- Devised performance (20 marks)
- 60 marks in total, 30% of A Level

This component is marked by teachers and moderated by AQA.

### **Component 3: Making Theatre (practical)**

#### **What's assessed:**

- Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play
- Methodology of a prescribed practitioner must be applied to Extract 3
- Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer or director)
- Reflective report analysing and evaluating theatrical interpretation of all three extracts

#### **How it's assessed**

- Performance of Extract 3 (40 marks)
- Reflective report (20 marks)
- 60 marks in total, 30% of A Level

This component is marked by AQA.

### **Career Opportunities**

Since Theatre Studies demands a high level of competence in a wide range of skills (practical, performance, analytical, verbal and written communication, ICT, collaborative and reflective), it helps to prepare students for a variety of further education and career options, such as:

- most obviously, the theatre - as a performer, stage manager, director, designer, technical operator, writer
- other arts - television, film, radio, opera, ballet
- media-related areas - journalism, graphic design, advertising
- fields where performance and communication skills are crucial - law, education, marketing

### **Progression to University**

Drama and Theatre Studies is a fully-fledged A Level which is accepted at all universities. Whilst it is crucial that you know the specific A Level requirements for certain degree courses, Theatre Studies will be acceptable for most Arts, Humanities and Modern Language courses. The breadth of knowledge and experience that you will gain from the course will stand you in good stead for almost any career. It should not be viewed as a training to become a professional actor or director but it is a useful foundation for this and related careers, for example the arts, media and film, journalism, education and PA work. It should be noted that Drama/Theatre Studies courses at

university are particularly competitive and A grades at A Level in Theatre Studies and English are likely to be needed to gain offers at the most popular institutions.

**Entry Requirements**

Grade B in GCSE Drama if studied. Pass in performance audition for any student who has not studied GCSE Drama. Grade 5 in English. A clear interest in the subject will also need to be shown.

**HEAD OF DEPARTMENT:** Miss C Holland