

# CHANCE COMMUNITY



## *Sixth Form Prospectus 2023 - 2024*

*Excellence has no limits*



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# A letter from the Head Teacher

November 2023

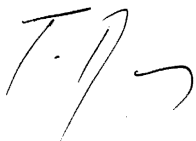
Dear Student

We are pleased that you are considering joining the Sixth Form at Chace Community School next September; it is an excellent place to work and learn. You will find it very different from your first five years at secondary school. You will study fewer subjects but in greater depth and will need to be willing and able to work independently. As a Sixth Form student, you will have the use of your own common room and have access to Sixth Form study areas. You will experience more freedom in a supportive and well-structured learning environment and will be given the opportunity to take on greater responsibilities both within the school and in the local community.

We are proud of our very successful Sixth Form and our talented Sixth Form students. We set high standards of work, and have high expectations of them, both as learners and as role models. In return, you can expect excellent teaching, inspiring a love of learning and you will receive individual expert help and advice regarding your progression routes to university, further education, apprenticeships and employment.

We hope you decide to apply to Chace next year and in anticipation of that we wish you the very best in your studies.

Yours sincerely



**Tanya Douglas**  
Headteacher



**Amanda Roper**  
Head of Sixth Form

## Step by Step Guide to Joining Chace Sixth Form

Dear Year 11 student and parents/carers

**We hope you find this prospectus useful in helping you make some important decisions about your studies beyond Year 11. Below is a step by step guide to help you in this process:**

### Step 1:

Read the prospectus on the website before Sixth Form Open Evening and narrow down the subjects you would like to find out more about.

### Step 2:

Attend Sixth Form Open Evening on **2nd November 2023** between 5 - 7 pm. Listen to the talk in the hall to find out more about studying in the Sixth Form and then visit the subject areas you are interested in to find more about them. Use the evening to answer any questions you have.

After Open Evening, decide on the five subjects you are most interested in studying.

### Step 3:

Chace students will have the opportunity to choose 5 subjects to experience taster lessons on **Wednesday, 22 November**. Choose the 5 subjects that you are most interested in to inform your application choices.

### Step 4:

Complete the Sixth Form application form by **2nd February 2024** with the five subjects you have decided you would like to study – make sure you choose courses that you can realistically meet entry requirements for.

### Step 5:

In February, you will have a Guidance Meeting with a member of Sixth Form staff, or a Senior Leader, to discuss your application and will then be made a conditional offer.

### Step 6:

Work towards making sure you achieve the entry requirements you need for your chosen course and sit GCSE examinations.

### Step 7:

You must attend Induction day in **July 2023** (this may be subject to change). Important information will be shared for you and you will be given work that must be completed over the summer holidays.

### Step 8:

You will complete your enrolment on GCSE results day **22nd August, 2024**, once you have received your results and begin your Sixth Form studies at the start of term.

If you have any questions at any point during this process, please do not hesitate to ask.



## AIMS AND BENEFITS OF SIXTH FORM STUDIES AT CHACE

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Chace Sixth Form provides a stimulating learning environment which will enable you to develop both socially and academically.

In particular, Chace offers you:

- ✓ A wide range of subjects to choose from.
- ✓ In most cases, studying in smaller groups with teachers you already know.
- ✓ Facilities separate from other year groups, including a common room and a quiet study area.
- ✓ Visits, activities and other events connected with your studies.
- ✓ A support programme providing advice and discussion on life and study skills and regular consultations on your progress with your Form Tutor.
- ✓ The companionship of established friends.
- ✓ The opportunity to take on responsibilities both within and beyond the school community to support your journey into responsible young adulthood.
- ✓ Experienced help to guide you through application procedures for colleges and universities.
- ✓ Careers advice and support to find apprenticeships or employment.
- ✓ References written by teachers who have known you for several years.
- ✓ Social events arranged both by the school and by your own Sixth Form Committee; these have included end of term parties or outings and the Sixth Form Prom at the end of the year.
- ✓ Above all, staff who CARE and who are ready to encourage, explain and at all times support you through your time as a Post-16 student.



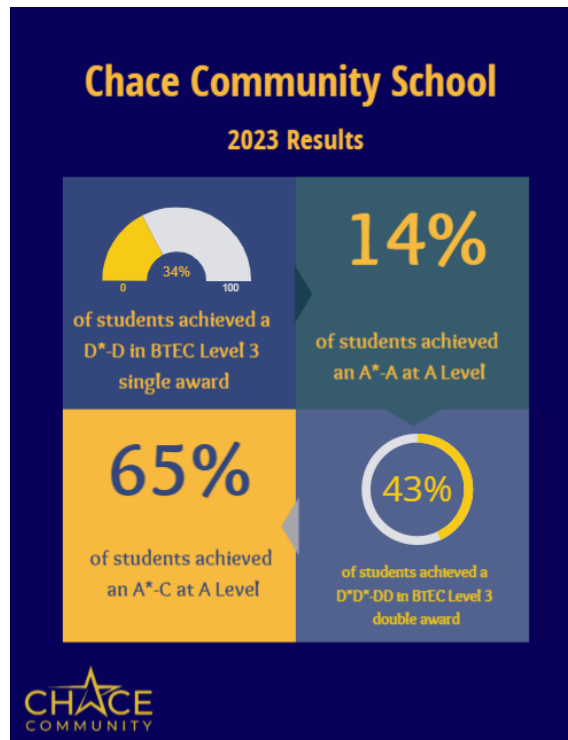
## RESULTS AND DESTINATIONS

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Students within sixth form work hard to achieve excellence, recognised by both our results and most recent Ofsted report.

‘Leaders are determined to provide an ambitious education and broad opportunity for all pupils. Pupils are encouraged to have high aspirations and to aim for excellence.’ &

‘...in the sixth form, pupils become confident, independent learners.’ Ofsted 2022



### UCAS

Support for UCAS University applications and Apprenticeship applications begins in Year 12 and continues right up until students send off their applications in Year 13. We encourage all students to aim high and apply to the best institutions and organisations for them. We aim for students to feel supported and confident throughout the process of applying, making them aware of the vast array of courses and opportunities available to them.

- Talks from Universities & Colleges
- Talks from apprenticeship providers
- Webinars on writing effective personal statements
- Advertise online university lectures
- Sessions from the Education Development Trust on CV writing and cover letters
- Mock interview sessions
- Sessions from the Education Development Trust on successful apprenticeship applications and mock assessments
- Student finance advice
- One-to-one support from the sixth form team
- University and college visits
- Guidance on making good choices
- Interview practice and support from Cambridge University
- Parent Information evening on all P18 options
- Parent UCAS guide
- Student UCAS guide
- Information and guidance on taster courses and summer schools
- Access to a wide range of university and college prospectuses

We continue to be very proud of our students and their success. The table below shows some of the destinations and courses our students went on to after leaving Chace Community School in 2023. In all, 62% of students progressed on to University with a further 37% entering full time employment, professional sports or apprenticeships in industries such as software engineering, child care and mechanics with the F1 Mercedes team.

<b>University</b>	<b>Course</b>
Aberystwyth	Computer Science
Anglia Ruskin	Midwifery
Birkbeck	Accounting and Finance Law Computing
Birmingham	Professional Golf
Brighton	Biomedical Science
Brunel	Psychology
East London	Primary Education
Edinburgh	Philosophy and Theology
Greenwich	Law Business Management Adult Nursing Accounting and Finance
Hertfordshire	Law Engineering Sports Studies Aerospace Engineering
Kent	Biomedical Science Computer Science
Kings College	English
Leeds	Sociology Childhood Studies
LMA	Acting and Performance
London Metropolitan	Adult Nursing Pharmaceutical Science Aviation and Airport Management
Northampton	Forensic Psychology Computer Science
Queen Mary	Aerospace Engineering Economics and Finance Modern Languages Neuroscience Sports Rehabilitation Mathematics
Sussex	Media and Communications
University of the Creative Arts	Fine Art

## **SUPER & EXTRA-CURRICULAR OPPORTUNITIES**

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In Chace sixth form, we place great emphasis on the importance of extra and super-curricular opportunities. Students are actively encouraged to take part in enrichment activities, foster their independence and develop themselves as individuals. Therefore, the following opportunities are available to students to help build their sense of belonging and responsibility whilst striving for excellence.

### **CHACE+**

The Year 12 Chace + enrichment programme is held every Monday after school and has been specially designed to support students and their wellbeing. Each term, students have the opportunity to take part in a wide range of activities, for example:

- Boxercise
- Knitting and crocheting
- MOOCS (online courses)
- Arts and crafts
- Music
- Mental Health Ambassador course
- Weight training
- Yoga
- Zumba
- Cooking for life
- Board games
- EPQ

### **KEY SKILLS**

Personal, social and health education is an important and necessary part of all pupils' education. It has been proven to impact on students' life chances and academic success as they are prepared for the realities of the modern world whilst ensuring they are safe and healthy. All students in sixth form receive two PSHE lessons per week which focus on the following key areas:

#### **Year 12:**

- *Transition to sixth form*
- *Health and Wellbeing*
- *Diversity and Inclusion*
- *Preparing for the future*
- *UCAS*

#### **Year 13:**

- *UCAS*
- *Finances*
- *Health and Wellbeing*
- *Preparing for the future*

This programme is constantly updated to ensure that students receive up to date and current advice and information.

Students also participate in weekly targeted Supervised Study sessions, where they can either complete work in subjects where they are working below target, complete supplementary reading and independent research or focus on study skills.

## **ENRICHMENT DAYS**

We utilise our enrichment days to ensure students have the opportunity to discuss and explore the issues and challenges they may be facing with the help from external agencies such as:

- *IAPT (Improving Access to Psychological Therapies)*
- *Enfield Talking Therapies*
- *The Red Cross*
- *Gambling Education Network*
- *Access Higher Education*
- *HSBC*
- *Prevent*
- *Compass*
- *Shelter*
- *CND (Campaign for Nuclear Disarmament)*
- *Alcohol Education Trust*
- *DePaul*
- *Education Development Trust*
- *Cambridge University - Newnham College*
- *Barclays*
- *NCS (National Citizen Service)*
- *Oxford Brookes University*
- *Talk the talk*
- *Beyond this - free and equal workshop*

## **FORM TIME**

Throughout sixth form, students have three form times per day in which they have the space to consider and discuss current issues, build societal awareness, look after their wellbeing, gain careers advice and focus on their literacy.

## **WORK EXPERIENCE**

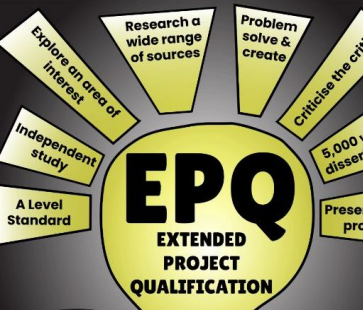
The benefits of taking part in work experience are many. It allows students to put their existing skills into practice and develop new ones. It can help build their confidence and bridge the gap between school and the world of work. By developing the skills employers want, students put themselves in a strong position when it comes to finding a job/apprenticeship or applying for a place at university upon completion of their studies.

All students in sixth form take part in a one week work experience placement at the end of Year 12 which they are responsible for organising themselves with the support of the sixth form team. Students are given guidance on how to search for a placement, make contact and workplace etiquette.

<b>LEVEL 3 EPQ (EXTENDED PROJECT QUALIFICATION)</b>	
<b>BOARD &amp; DURATION OF COURSE:</b>	<b>AQA - 1-2 YEARS</b>

The EPQ is an A-level standalone qualification which students take starting in Year 12 and running through to Year 13. It is designed to extend and develop students' abilities beyond their studies and prepare them for university or their future career.

- it is an extension of other Level 3 qualifications or vocational qualifications
- it's worth half an A-level (28 UCAS points)
- it's recognised by universities and employers



**WHAT SORT OF WORK IS DONE?**

The EPQ allows students to lead their own projects similar to a university dissertation project. Students get to plan and carry out research on a topic that they've chosen which isn't covered within their studies of other subjects. They can take inspiration from something personal or an area of interest and unrelated to their studies. They then use this research to produce a 5,000 word written report and presentation of their research.

By taking responsibility for the choice, design and decision making of an individual project students:

- become more critical, reflective and independent learners
- develop and apply decision-making and problem-solving skills
- increase their planning, research, analysis, synthesis, evaluation and presentation skills
- learn to apply technologies confidently
- demonstrate creativity, initiative and enterprise

**WHAT MIGHT THIS SUBJECT LEAD TO?**

Undertaking an EPQ can deliver many benefits for students, such as:

- improved A Level performance
- increasing motivation as students are allowed to study topics of personal interest
- applying new skills to other areas of study
- increased independence
- research skills

Additionally many universities make lower A-level offers to students undertaking an EPQ.

**HOW IS IT ASSESSED?**

This qualification is a Level 3 qualification and worth half of an A Level. Students will be required to complete a production log which tracks their progress throughout their research, write a 5,000 word report and present their work and findings to a group. Students can only complete the course if all aspects are completed.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Ms Nathan

## **SIXTH FORM COURSES**

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### **WHAT COURSES ARE OFFERED IN CHACE SIXTH FORM?**

These fall into two broad categories: **A Levels** and **BTEC vocational courses**. You can also study a combination of these.

### **WHAT ARE A LEVELS?**

These are advanced Level 3 courses studied over a period of two years. They may extend the work you have been doing in GCSE (as in English, Modern Languages or Maths for example) or you may start completely new subjects (such as Media Studies, Sociology, Psychology or Philosophy). The level of study is much higher than that demanded by GCSE. They are academic courses designed to lead you into university.

A Levels are two year linear courses. Some subjects will have coursework units but most assessment takes place through externally set examinations sat at the end of the two years. You will choose to study three A Levels. For students who have achieved exceptionally well at GCSE, with 5 or more grades 7-9, you may wish to study four. You could also choose a combination of A Levels (one or two) and vocational courses (a single or double award).

### **ARE A LEVEL COURSES RIGHT FOR ME?**

If you have enjoyed GCSE and would like to narrow down your academic study to three subjects then A Levels are a good choice for you. If you are thinking about going to university, many degree courses require A Level qualifications, so A Levels are a good choice for you.

### **WHAT ARE VOCATIONAL COURSES?**

Vocational courses focus on a particular area of work. They are designed to give you specific knowledge and skills and prepare you for particular vocations as well as university courses. We offer BTEC courses at both Level 2 and Level 3.

### **LEVEL 3**

Level 3 BTECs are equivalent to A Level and can be taken as single (equivalent to one A Level) or, in some subjects, double awards (equivalent to two A Levels).

#### ***Courses on offer:***

- BTEC Extended Certificates. These are single awards taken over two years in subjects including: Business, Health & Social Care, Performance (Acting), Applied Science, Sport and ICT.
- BTEC Diplomas. These are double awards taken over two years. We offer this Diploma in Health & Social Care and Sports.

Students will be involved in several hands-on practical situations including work experience, residential trips, guest lecturers and visits to local businesses. A BTEC Level 3 course is studied over a two year period and can take you onto a university degree.

### **IS A BTEC LEVEL 3 COURSE RIGHT FOR ME?**

If you have already decided the area in which you would like to work then a vocational course in that area may be your best choice. If you would like the flexibility of a course that has a number of modules, assessed through coursework as well as examination, then this is a good option for you. BTECs are full time courses which include compulsory work placements to enable you to put your skills into practice in the workplace. Many students continue their studies at university on completion of a vocational course. Others move on to employment or apprenticeships.

**A mixed vocational and A Level programme is also an option.**

## **LEVEL 2**

Our Level 2 course is the equivalent of two GCSEs grades 4-9 and is aimed at students who, despite having worked very hard at GCSE, have not met the entry requirements to study Level 3 courses at Chace.

### ***Course on offer:***

- BTEC Information and Creative Technology

The Level 2 course is studied over one year and assessment is continuous throughout the year. The course is studied alongside GCSE re-sits in English and Maths for those students who have not achieved Grade 4. If you successfully pass the course, you could progress onto a Level 3 course the following year.



## WHAT WILL MY STUDY PROGRAMME LOOK LIKE?

You will opt for **one** of the following programmes:

1	Three A Levels (or four in some exceptional cases)
2	Combined courses: Two A Levels and one BTEC Single Award
3	Combined courses: One A Level and Two BTEC Single Awards or one BTEC Double Award
4	Vocational only: Three BTEC Single Awards
5	Vocational only: One BTEC Double Award and one BTEC Single Award
6	One BTEC Level 2 Course with GCSE resits

## WHAT ELSE IS ON OFFER TO GO WITH MY STUDY PROGRAMME?

To complement both the A Level and vocational programmes you will attend or be involved in the following:

**Key Skills:** All Year 12 and Year 13 students follow a Key Skills programme through which they will be supported with their learning, life skills and future career plans. This lesson takes place once a week and covers all aspects of Higher Education and study skills as well as personal, social and health education.

**Volunteering:** Sixth form students are expected to complete twenty hours of volunteer work. This can be carried out in the local community working with the young, the elderly, the able bodied and the disabled to gain additional experience, insight and understanding. This is a fun experience and in the end both you and the community will benefit from your involvement. We also have a large number of opportunities to become involved in voluntary work in school. You will receive a certificate for your work and can write about this on your university applications and CVs.

**Careers Advice and Work Experience:** All Post-16 students receive careers guidance and Level 3 students complete a one week work experience placement at the end of Year 12.

### **Subject Availability**

We hope to run all subjects offered but classes run subject to sufficient group numbers and this cannot be confirmed until the first week of term in Year 12.

**Assemblies and Form Time:** Post-16 students attend assemblies that promote our Chace Values. During form time, students will follow a programme of current affairs, literacy and numeracy skills, mindfulness and well-being and one-to-one learning conversations and target setting.

## WHAT GCSEs ARE AVAILABLE?

GCSE resits in English Language and Mathematics are available and compulsory for those students who have not achieved a grade 4. The large majority of universities require a GCSE grade 4 in both Maths and English. In some cases, students may need a grade 5. When this is the case, students are welcome to re-sit exams at Chace but must study and pay for this independently.

## ENTRY REQUIREMENTS – ENROLMENT 2024

4 A Levels	5 grades 9-7 at GCSE (including English & Maths)
3 A Levels	5 grades 9-5 at GCSE (including English & Maths)
Combo of A Levels & BTECs	5 grades 9-4 at GCSE (including a 5 in English and a 4 in Maths or vice versa depending on the course).
Level 3 BTEC	4 grades 9-4 at GCSE (including a 4 in English or a 4 in Maths).
Level 2 BTEC	5 grades 9-1 (Progression to Level 3 BTEC courses once you have completed your Level 2 is only guaranteed if entry requirements for Level 3 BTEC courses are met).

The standard entry requirements above apply except for the following subjects:

### Subjects with additional requirements

Subjects	Essential	Desirable
Art	<b>Grade 5 in GCSE Art</b>	
Biology	Grade 6-6 and above in GCSE Combined Science and grade 6 in GCSE Maths	
Chemistry	Grade 6-6 and above in GCSE Combined Science, and grade 6 in GCSE Maths	
Economics	Grade 6 in GCSE Maths and GCSE English Language or Literature	
English Language	Grade 6 in GCSE English Language	
English Literature	Grade 6 in GCSE English Literature or English Language	
History		Grade 5 in a Humanities subject would be desirable
Maths	Grades 7-9 in GCSE Maths	Grade 6 in GCSE Maths to be considered at discretion of Head of Maths
BTEC Performance Acting		Grade 4 or more in Drama would be desirable
Photography		Grade 5 in GCSE Art would be an advantage
Physics	Grade 6-6 and above in GCSE Combined Science, and grade 6 in GCSE Maths Must be studied alongside A level Maths	
Psychology	<b>At least one Grade 5 or above in GCSE Science</b>	
Product Design		A Grade 4 in Maths
Sociology		Grade 5 in a Humanities Subject would be desirable
BTEC Science	Grade 4-4 and above in GCSE Combined Science and a grade 4 in GCSE Maths	
Spanish	Grade 6 in GCSE Spanish or native speakers in Spanish	Grade 7 would be an advantage

## WHAT CHACE EXPECTS FROM ITS SIXTH FORM STUDENTS

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Being a Sixth Form student requires you taking personal responsibility for your own learning. This means using your study periods wisely and observing the following:

- We expect you to be **committed** to your work especially as you will have to do much of it on your own. We expect an excellent attendance record. All medical appointments should be made outside of lesson time except in the case of emergencies. Our attendance protocol can be found [here](#).
- We expect you to become **involved** in many of the Sixth Form activities for your own personal development.
- We require you to have gained the necessary GCSE results for your chosen course at Post-16.
- We expect you to maintain the excellent atmosphere at Chace by working with staff to uphold our Code of Conduct.
- We expect you to keep all working/leisure areas that are available to the Post-16 group in a tidy and litter free condition.
- Whilst out of school; we ask you to remember that you are ambassadors of Chace Community School and that in all circumstances your behaviour and attitude should be excellent.
- We expect you to dress **appropriately** and *follow the dress code* – see [Dress Code](#).
- We have initiated a **Voluntary Service** programme and we encourage all of you to become involved as part of your development into responsible young adults. Your contribution is profiled and certificated and is a focus for the references we will be asked to write for you.
- Finally, we hope not to have to use sanctions against any of our Post-16 students. If, however, you fail to measure up to our standards of work, attendance or behaviour as outlined above, our standard school behaviour procedures and sixth form attendance or work policy apply. If you persistently fail to meet expectations we will have to ask you to leave.

***Will I have a place in the Sixth Form?***

- All Chace students currently have a place in the sixth form. Your place is dependent upon you achieving the relevant GCSE grades required for your chosen course and upon a satisfactory reference provided by your Head of Learning. This reference will comment on your behaviour, work ethic, attendance and punctuality during Year 11.

***When is the latest I can apply for a Sixth form place?***

- You need to have made your application by **Friday 2nd February 2024**.

***What help will I have to choose my courses?***

- You will be able to attend four taster lessons on **Wednesday 22nd November 2023** to help you make course choices and complete your application.
- After Christmas you will have a guidance meeting with a member of SLT or the sixth form team where you will discuss your application – particularly in light of your PPE results and current predictions. You may be advised to make changes at this point.
- Application forms will be available online from the **27th November 2023**.
- If you would like to study a particular course at university or follow a particular career path, check entry requirements before choosing your Sixth form subjects.

***Can I change my choice of subjects later?***

- It is important that you choose your subjects carefully as, if you do change your mind at a later date it is likely that your new choice will not have places available.

***When do I start in the Sixth form?***

- You will attend an initial Induction period in **July 2024** (this may be subject to change). Please make sure you are available on this day as the enrolment process will begin then.
- You will complete your enrolment on GCSE results day **Thursday 22nd August 2024** once you have received your results.
- Term begins on **Wednesday 4th September (TBC)**.

***Will I get free periods as a Sixth form student?***

- Yes, but you will be expected to use them as private study periods. For success at this level, you'll need them!
- In year 12, all students must attend all registration periods and remain in school until 12:50. If you do not have lessons in the afternoon, you are allowed to leave after afternoon form time at 12:50.

***How do I apply to Chace Sixth Form?***

- You will be able to complete your Chace Sixth form application online from **Monday 27th November**.

## **BTEC LEVEL 2 FIRST AWARD IN INFORMATION AND CREATIVE TECHNOLOGY**

**BOARD & DURATION OF COURSE:**

**PEARSON – ONE YEAR**

### **SYLLABUS DETAILS:**

Students will be working towards the completion of seven units of work (one unit is worth two). Two of which are externally assessed. Units of study include: *Database Development; Spreadsheet Development; and Website Development.*

### **WHAT SORT OF WORK IS DONE**

The course has been designed primarily for young people who want a vocationally focused introduction to this area of study.

It has been developed to:

- inspire and enthuse learners to become technology savvy producers of technology products and systems and not just consumers
- give learners the opportunity to gain a broad understanding and knowledge of the Information Technology sector and some aspects of the creative industries e.g. electronic publishing or multimedia production.
- encourage personal development, motivation and confidence, through practical participation and by giving learners responsibility for their own projects
- encourage learners to develop their people, communication, planning and team-working skills by having the opportunity to select from optional units available in the qualification structure
- support progression into a more specialised Level 3 vocational or academic course or into an apprenticeship
- give learners the potential opportunity to enter employment within a wide range of job roles across the Information Technology sector and some aspects of the creative industries, such as Website Content Manager.

This course is taught across 12 lessons per week.

### **WHAT MIGHT THIS SUBJECT LEAD TO?**

The course provides the skills, knowledge and understanding to progress to:

- other Level 2 vocational qualifications at college.
- Level 3 qualifications, such as the Edexcel BTEC Level 3 certificates in Business or ICT at Chace Community School or at college.
- employment within the information technology and/or areas within the creative industries, such as electronic publishing or multimedia production.

### **HOW IS IT ASSESSED?**

This qualification is a Level 2 qualification and the *BTEC First Certificate* is equivalent in size to two Level 2 GCSEs. Units are assessed using a grading scale of Pass (P), Merit (M) or Distinction (D). Certification may show a grade of Level 2 PP, Level 2 PM, Level 2 MM, Level 2 DM, Level 2 DD, Level 2 D\*D or Level 2 D\*D\*.

### **WHO TO CONTACT FOR FURTHER INFORMATION?**

Mr Tsangari.

## LEVEL 3 BTEC NATIONAL EXTENDED CERTIFICATE IN BUSINESS (NQF)

**BOARD & DURATION OF COURSE:**

**PEARSON - TWO YEAR COURSE  
LEVEL 3 (EQUIVALENT TO 1 A LEVELS)**

### **SYLLABUS DETAILS:**

The Level 3 BTEC Diploma in Business consists of completing 8 units of study over 2 years with 6 mandatory and 2 optional units. The BTEC Extended Certificate consists of completing 4 Core units over 2 years. Students are assessed **through an externally set exam and controlled assessment**, as well as coursework. By the end of the course students will develop portfolio evidence that will be awarded either a Pass, Merit or Distinction grade.

<b>Year 1:</b>	<b>Year 2:</b>
<ul style="list-style-type: none"><li>● Unit 2: <b><i>Developing a Marketing Campaign</i></b> (Ext Cert / Dip)</li><li>● Unit 3: <b><i>Personal Business Finance</i></b> (Ext Cert / Dip)</li><li>● Unit 4: <b><i>Managing an Event</i></b> (Dip)</li><li>● Unit 14: <b><i>Investigating Customer Service</i></b> (Dip)</li></ul>	<ul style="list-style-type: none"><li>● Unit 1: <b><i>Exploring Business</i></b> (Ext Cert / Dip)</li><li>● Unit 5: <b><i>International Business</i></b> (Dip)</li><li>● Unit 6: <b><i>Principles of Management</i></b> (Dip)</li><li>● Unit 8: <b><i>Recruitment and Selection Process</i></b> (Ext Cert / Dip)</li></ul>

### **WHAT SORT OF WORK IS DONE?**

The Level 3 BTEC Business courses are designed to give students a broad understanding of business issues within the UK and Europe. It encourages the student to plan, monitor and evaluate their work based on an imaginative programme of study. BTEC qualifications are highly regarded and are recognised by both employers and universities alike.

The vocational nature of the course allows students to develop problem solving skills, emphasising the use of IT, numeracy and good communication skills in line with the government **requirements**. It is ideal for students who prefer working on presentations and coursework, rather than only taking formal exams at the end of their course.

### **WHAT MIGHT THIS SUBJECT LEAD TO?**

Most students will go on to university after their Level 3 BTEC course. It's a popular and successful route to university for many people. Others prefer to continue with a BTEC Higher National qualification or Foundation Degrees. Some of our past students have also chosen to pursue Level 3 or 4 apprenticeships at the end of their course in a range of employment sectors.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Mr Flanagan

<b>LEVEL 3 BTEC NATIONAL EXTENDED CERTIFICATE or DIPLOMA HEALTH &amp; SOCIAL CARE (NQF)</b>	
<b>BOARD &amp; DURATION OF COURSE:</b>	<b>PEARSON - TWO YEAR COURSE LEVEL 3 (EQUIVALENT TO 1 OR 2 A LEVELS)</b>

### HOW IS IT ASSESSED?

The Level 3 BTEC Diploma in Health and Social Care consists of completing 8 core and specialist units of study over 2 years. The BTEC Extended Certificate consists of completing all 4 Core units over 2 years. Students are assessed both through externally set exams and tasks as well as coursework. By the end of the course students will develop portfolio evidence that will be awarded either Pass, Merit or Distinction grades.

<b>Year 1:</b>	<b>Year 2:</b>
<ul style="list-style-type: none"> <li>● Unit 1: <b>Human Lifespan Development</b> (Ext Cert/ Dip)</li> <li>● Unit 4: <b>Enquiries into Current HSC Research</b> (Dip)</li> <li>● Unit 11: <b>Psychological perspectives</b> (Ext cert/Dip)</li> <li>● Unit 12: <b>Supporting individuals with additional needs</b> ( Dip)</li> </ul>	<ul style="list-style-type: none"> <li>● Unit 2: <b>Working in Health and Social Care</b> (Ext cert/Dip)</li> <li>● Unit 5: <b>Meeting Care Support Needs</b> (Ext cert/ Dip)</li> <li>● Unit 7: <b>Principles in safe practice</b> (Dip)</li> <li>● Unit 8: <b>Promoting Public Health</b> (Dip)</li> </ul>

### WHAT SORT OF WORK IS DONE?

The Level 3 BTEC courses provide a specialist work-related programme of study that covers the key knowledge and practical skills required in the Health or Social Care Sector as well as offering a different emphasis through the choice of specialist units. It also provides opportunities for the learner to develop an understanding of spiritual, moral, ethical, social and cultural issues and an awareness of environmental issues, health and safety considerations and European developments.

The vocational nature of the course allows students to develop problem solving skills, emphasising the use of IT, numeracy and good communication skills in line with the government key skills requirement. It is an active course, supplemented by a period of work experience and vocational visits which assist in putting school based work in its appropriate context. It is ideal for students who prefer working on presentations and coursework, rather than taking formal exams.

### WHAT MIGHT THIS SUBJECT LEAD TO?

Most students will go on to university after their Level 3 BTEC course. It's a popular and successful route to university for many people. Others prefer to continue with a BTEC Higher National qualification or Foundation Degrees. Some of our past students have also chosen to pursue Level 3 or 4 apprenticeships at the end of their course in a range of employment sectors. Career pathways include nursing, midwifery, healthcare, social care, nursery nursing, teaching and residential care.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Miss Taylor

## BTEC Level 3 NATIONAL EXTENDED CERTIFICATE IN INFORMATION TECHNOLOGY

**BOARD & DURATION OF COURSE:**

**PEARSON – TWO YEARS (WORTH 1 A LEVEL)**

### **WHAT SORT OF WORK IS DONE**

The course has been designed for learners who are interested in a basic introduction to the study of IT alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

Learners will develop a common core of IT knowledge and study areas such as managing and processing data to support business and using IT to communicate and share information.

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

Learners will study three mandatory units:

- Unit 1: Information Technology Systems
- Unit 2: Creating Systems to Manage Information (synoptic)
- Unit 3: Using Social Media in Business.

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

### **WHAT MIGHT THIS SUBJECT LEAD TO?**

When taken alongside other Level 3 qualifications, including A Levels in complementary or contrasting subjects, such as mathematics, physics, or arts, the qualification gives learners the opportunity to progress to a degree in an IT discipline or a degree where IT related skills and knowledge may be advantageous.

This qualification carries UCAS points and is recognised by higher education providers as meeting admission requirements for many relevant courses.

The qualification, when studied with other Level 3 qualifications, is aimed at progression to higher education but also enables learners to develop knowledge and skills needed for entry-level roles related to IT. These could include vocational apprenticeship roles and trainee/entry-level roles, such as roles in administration, help desk support, help desk analysis, account management and customer service support.

### **HOW IS IT ASSESSED?**

This qualification is a Level 3 qualification and the *BTEC Extended Certificate* is equivalent in size to one A Level. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only.

All units contribute proportionately to the overall qualification grade.

**WHO TO CONTACT FOR FURTHER INFORMATION?** Mr Tsangari



<b>LEVEL 3 BTEC NATIONAL EXTENDED CERTIFICATE IN PERFORMANCE (ACTING)</b>	
<b>BOARD &amp; DURATION OF COURSE</b>	<b>PEARSON – TWO YEAR COURSE LEVEL 3 (EQUIVALENT TO ONE A LEVEL)</b>

### SYLLABUS DETAILS:

The Level 3 BTEC Extended Certificate in Acting consists of completing 5 units of study. Students will study 2 mandatory units and 3 additional units.

Unit 19 Acting Styles 60 marks	Exploration of 3 plays: A Doll's House by Henrik Ibsen; Road by Jim Cartwright & Measure for Measure by Shakespeare. Research into Stanislavski, Brecht and Shakespeare. Performance showing extracts from each play. Logbook with workshop and rehearsal notes.
Unit 21 Improvisation 60 marks	Study of Augusto Boal & Bertolt Brecht (socio-political relevance) and Stanislavski (character & building a role) Improvised performance from a stimulus to be performed twice. Performance log that reviews and evaluates the development and application of skills.
Unit 18: Interpreting Classical Text for Performance (60 marks)	Study of 3 Classical texts: 1 Greek (Aeschylus); 1 C17th (Shakespeare or Webster); 1 C19th (Ibsen) 20-30 minute performance exploring extracts from one of the key texts with explanation of style of theatre & context. Logbook with workshop and rehearsal notes.
Unit 34: Developing Skills and Techniques for Performance (60 marks) Mandatory Unit	A report or presentation demonstrating knowledge and understanding of the performance requirements of scriptwork. Exploration of 3 practitioners/genres: Stanislavski (character work); Katie Mitchell (multimedia in performance); Debbie Tucker Green/Martin McDonagh C21st 'In yer face' theatre). 30 minute performance exploring scripted extract(s) from text with explanation of style of theatre & context. Logbook with workshop and rehearsal notes.
Unit 3: Group performance workshop (120 marks) Externally examined Mandatory Unit	A report or presentation demonstrating an interpretation of performance material. Exploration of 3 key practitioners: Stanislavski (building a role); Artaud (Theatre of Cruelty) Boal/Brecht (social issues and relevance) with a focus on one for the development of the performance. Group Performance (15–45 minutes depending on size of group and style of work). 4 rehearsal milestones

### WHAT SORT OF WORK IS DONE?

#### **Developing skills and techniques for a performance.**

The focus of this practical unit is on the acquisition and development of performance and interpretative skills within acting. Learners will deepen their understanding of work as a performer and through practical training and exploration of techniques will develop essential physical, vocal and creative skills to be able to realise performance material in different styles.

## **Group performance**

This externally assessed units emphasis is on exploration and development of original performance material and the selection and application of appropriate performance skills. Learners will devote much of the unit therefore to experimenting with devising and/or choreographic methods, and using discussion, improvisation, staging and compositional techniques to put together a short performance to an invited audience.

### **WHAT MIGHT THIS SUBJECT LEAD TO?**

Most students will go on to university after their Level 3 BTEC Extended Certificate. It's a popular and successful route to university for many people. Others prefer to continue with a BTEC Higher National qualification.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Mr Wilson

## LEVEL 3 BTEC NATIONAL EXTENDED CERTIFICATE IN APPLIED SCIENCE

**BOARD & DURATION OF COURSE:**

**TWO YEAR COURSE**

### HOW IS IT ASSESSED?

The BTEC Level 3 Extended Certificate in Applied Science is equivalent to one A Level. It is comprised of four units:

#### **Units:**

1. Principles and Applications of Science (assessed through external examination).
2. Practical Scientific Procedures and Techniques (internally assessed).
3. Science Investigation Skills (assessed through external examination).
4. Unit 8 Physiology (internally assessed)

### WHAT SORT OF WORK IS DONE?

In the BTEC Applied Science Certificate you will study Physics, Chemistry and Biology. These three disciplines will be studied through:

- Practical investigations
- Projects
- Exams
- Set tasks
- Research
- Case studies
- Analytical tasks

### WHAT MIGHT THIS SUBJECT LEAD TO?

Biochemistry	Forensic Science	Chemical industry	Environmental Studies
Human Biology	Biotechnology	Pharmacology	Occupational Therapy
Nursing	Midwifery	Teaching	Laboratory Technician

**WHO TO CONTACT FOR FURTHER INFORMATION:** Ms Sosin or Ms Allen



## LEVEL 3 BTEC NATIONAL EXTENDED CERTIFICATE IN SPORT

**BOARD & DURATION OF COURSE**

**PEARSON – TWO YEAR COURSE  
LEVEL 3 (EQUIVALENT TO ONE A LEVEL)**

### **SYLLABUS DETAILS:**

The Level 3 BTEC Extended Certificate in Sport consists of completing 4 units of study. Two units are assessed externally and two units are internally assessed. Students will produce coursework assignments for three units and sit an external exam for 1 unit.

All students will study three mandatory units that include:

<b>UNIT 1 :</b>	Anatomy and Physiology - Externally assessed exam.
<b>UNIT 2 :</b>	Fitness Training and Programming for Health, Sport and Wellbeing - Externally assessed coursework task.
<b>UNIT 3 :</b>	Professional Development in the Sports Industry - Internally assessed coursework task.

Students will also complete the following unit to make up the completion of the course.

<b>UNIT 5 :</b>	Application of Fitness Tests - Internally assessed coursework task.
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### **WHAT SORT OF WORK IS DONE?**

The Level 3 BTEC Extended Certificate in Sport is a course designed to give a student a broad understanding of sports issues within the UK and Europe. It encourages the student to plan, monitor and evaluate their work based on an imaginative programme of study. Students from Chace have gone onto university on completion of this course to study Sports Science related courses at university. It carries the same UCAS points as the A Level PE qualification.

The vocational nature of the course allows students to develop problem solving skills, emphasising the use of IT, numeracy and good communication skills in line with the government functional requirement. It is an active course, supplemented by a period of work experience and vocational visits which assist in putting school based work in its appropriate context. It is ideal for students who prefer working on presentations and coursework, however, the new format of the course requires completion of an external exam on Unit 1: Anatomy and Physiology.

### **WHAT MIGHT THIS SUBJECT LEAD TO?**

Most students will go on to university after their Level 3 BTEC Extended Certificate. It's a popular and successful route to university for many people. Others prefer to continue with a BTEC Higher National qualification. Career pathways may include sports coaching, sport psychology, physiotherapy and teaching.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Mr Dawson

## LEVEL 3 BTEC NATIONAL DIPLOMA IN SPORT

**BOARD & DURATION OF COURSE**

**PEARSON – TWO YEAR COURSE  
LEVEL 3 (EQUIVALENT TO TWO A LEVELS)**

### SYLLABUS DETAILS:

The Level 3 BTEC National Diploma in Sport consists of completing 9 units of study. Six units are assessed externally and three units are internally assessed. Students will produce coursework assignments for three units and sit an external exam for 1 unit.

All students will study six mandatory units that include:

<b>UNIT 1 :</b>	Anatomy and Physiology - Externally assessed
<b>UNIT 2 :</b>	Fitness Training and Programming for Health, Sport and Wellbeing - Externally assessed
<b>UNIT 3 :</b>	Professional Development in the Sports Industry - Internally assessed
<b>UNIT 4:</b>	Sports Leadership- Internally assessed
<b>UNIT 22:</b>	Investigating Business in Sport and the Active Leisure Industry- Externally assessed
<b>UNIT 23:</b>	Skill Acquisition in Sport- Internally assessed

Students will also complete the following units to make up the completion of the course.

<b>UNIT 5 :</b>	Application of Fitness Tests - Internally assessed
<b>UNIT 7:</b>	Practical Sports Performance- Internally assessed
<b>UNIT 8:</b>	Coaching for Performance- Internally assessed

### WHAT SORT OF WORK IS DONE?

The Level 3 BTEC Extended Certificate in Sport is a course designed to give a student a broad understanding of sports issues within the UK and Europe. It encourages the student to plan, monitor and evaluate their work based on an imaginative programme of study. Students from Chace have gone onto university on completion of this course to study Sports Science related courses at university. It carries the same UCAS points as the A Level PE qualification.

The vocational nature of the course allows students to develop problem solving skills, emphasising the use of IT, numeracy and good communication skills in line with the government functional requirement. It is an active course, supplemented by a period of work experience and vocational visits which assist in putting school based work in its appropriate context. It is ideal for students who prefer working on presentations and coursework, however, the new format of the course requires completion of an external exam on Unit 1: Anatomy and Physiology.

### WHAT MIGHT THIS SUBJECT LEAD TO?

Most students will go on to university after their Level 3 BTEC Extended Certificate. It's a popular and successful route to university for many people. Others prefer to continue with a BTEC Higher National qualification. Career pathways may include sports coaching, sport psychology, physiotherapy and teaching.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Mr Dawson

## A LEVEL ART, CRAFT & DESIGN

**EXAM BOARD :**

**EDEXCEL**

### SYLLABUS DETAILS:

The A Level course is made up of the following two units:

- Unit 1 Coursework 60%  
This component incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose.
- Unit 2 Externally set assignment

Students will receive the exam paper on the 1st of February and will have several weeks to complete the preparatory work before they sit a 15 hour exam, which is held over the course of three days.

Coursework is considered to be central to the course and is worth 60% of the final grade. Coursework is produced in lessons and for homework throughout the two years. Students work thematically on the units, adhering to the following criteria:

<b>A01</b> – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	<b>A02</b> – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
<b>A03</b> – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	<b>A04</b> – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

### HOW IS IT ASSESSED?

Students will be continually assessed throughout the course. There will be formal deadlines which students will be expected to meet. At the end of each term, formal assessment and portfolio reviews will take place. At the end of the course students will display their coursework and exam piece which will make up their final exhibition. This is internally marked and externally assessed.

### WHAT SORT OF WORK IS DONE?

Students will work within a wide variety of art disciplines and are encouraged to work within the medium which best reflects their skills. The main areas available to students are drawing and painting, printmaking (lino, silkscreen, monoprinting and batik), sculpture (ceramics, card, wood, plaster, and wire) and photography. Students are encouraged to attend life drawing classes and other workshops offered by the Art department and outside agencies.

Critical studies is an integral part of the course and students will be expected to investigate and analyse the work of other artists and use this to inform their own work.

Trips to galleries and museums will be organised, including the possibility of a trip abroad, of which past destinations have included: Paris, Rome, Florence and Barcelona. We also expect students to visit galleries in their own time.

## **WHAT MIGHT THIS SUBJECT LEAD TO?**

A Level could lead on to a foundation course which in turn would lead on to a degree course. There are many courses available in Art and Design leading to professional and rewarding careers; Computer Software Design, Ceramics, Industrial Design, Interior Design, Fashion Design, Textiles, Illustration, Graphic Designer 3D Design, Fine Art, Painting, Sculpture, Printmaking, Film Making, Photography, Animation, Theatre Design, Architecture, Art Historian, Medical Illustrator and Painting Restoration

**WHO TO CONTACT FOR FURTHER INFORMATION?** – Ms Constantinou.



## A LEVEL BIOLOGY

**EXAM BOARD :**

**AQA**

### **HOW IS IT ASSESSED?**

The A Level GCE comprises eight units and 12 practicals, which are externally assessed through three written exams at the end of the two year course. You will also be assessed for practical competency through five criteria.

#### **Content Units:**

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

**The practical endorsement is awarded by teachers at the end of the A Level based on competency demonstrated in the following five criteria:**

1. Follow written procedures.
2. Applies investigative approaches and methods when using instruments and equipment.
3. Safely uses a range of practical equipment and materials.
4. Makes and records observations.
5. Research, references and reports.

Practical competency will be assessed in the 12 mandatory practicals in addition to any other practicals carried out over the two years.

### **WHAT MIGHT THIS SUBJECT LEAD TO?**

University degrees and careers in:

Biochemistry	Forensic Science	Dentistry	Environmental Studies
Human Biology	Biotechnology	Pharmacology	Occupational Therapy
Genetics	Medicine	Teaching	Nursing

If you would like to study Biology at university, check which A Levels you must study alongside it – this is usually Chemistry and either Maths or Physics.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Mr Achillea





## A LEVEL CHEMISTRY

EXAM BOARD :

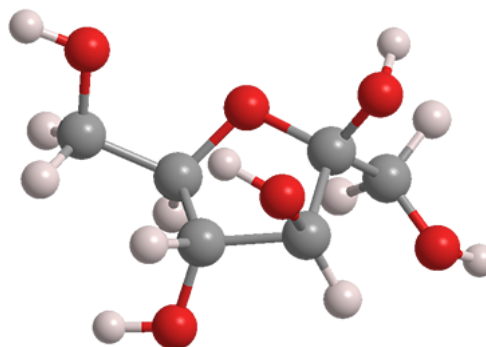
AQA

### HOW IS IT ASSESSED?

The A Level GCE comprises eight units and 12 practicals, which are externally assessed through three written exams at the end of the two year course. You will also be assessed for practical competency through five criteria.

#### **Content Units:**

- Physical chemistry
- Atomic structure and bonding
- Energetics and Kinetics
- Redox reactions and equations
- Thermodynamics
- Rate equations
- Acids and bases
- Inorganic chemistry
- Periodicity
- Organic chemistry
- Organic analysis and synthesis



**The practical endorsement is awarded by teachers at the end of the A Level based on competency demonstrated in the following five criteria:**

1. Follow written procedures.
2. Applies investigative approaches and methods when using instruments and equipment.
3. Safely uses a range of practical equipment and materials.
4. Makes and records observations.
5. Research, references and reports.

Practical competency will be assessed in the 12 mandatory practicals in addition to any other practicals carried out over the two years.

### WHAT MIGHT THIS SUBJECT LEAD TO?

- Forensic Medicine
- Medicinal Chemistry
- Dentistry
- Medicine
- Biochemistry
- Agricultural Scientist
- Chemist
- Metallurgist
- Veterinary Science
- Forensic Science
- Teaching
- Occupational Therapy
- Pharmacology / Pharmacy
- Geneticist
- Chemical Engineering
- Animal Technician
- Teacher
- Photographer
- Archaeologist
- Pollution Controller
- Biotechnology
- Pharmacology
- Environmental Studies
- Nursing

**WHO TO CONTACT FOR FURTHER INFORMATION:** Mr Achillea

## A LEVEL ECONOMICS

**EXAM BOARD:**

**EDEXCEL**

### **HOW IS IT ASSESSED?**

The Economics course is assessed through exams, which you will sit at the end of year 13. You will sit the following exams:

- Paper 1 - Markets and business behaviour (35% of the qualification)
- Paper 2 - The national and global economy (35% of the qualification)
- Paper 3 - Microeconomics and macroeconomic economic (30% of the qualification)

### **SYLLABUS DETAILS:**

Across the two year course, you will study four themes. The following themes will be covered:

- Theme 1 - Introduction to markets and market failure
- Theme 2 - The UK economy - performance and policies
- Theme 3 - Business behaviour and the labour market
- Theme 4 - A global perspective

### **WHAT SORT OF WORK IS DONE?**

A lot of the course will focus on developing and understanding economic theory. As the course is assessed via 100% exam, you will be focusing on essay writing and how to create a good essay. You are assessed on the following skills: knowledge, application and analysis. So the course consists of work to help develop those skills within your writing. A lot of work is done focusing on your qualitative and quantitative skills.

### **WHAT MIGHT THIS SUBJECT LEAD TO?**

This subject can lead you to study Economics further or a related degree at University. It is also suitable to help you develop skills which are able to assist you in employment. Suitable careers linked to economics can include finance, banking and management.

### **SUITABILITY:**

This is a demanding course in terms of quantitative and qualitative skills as well as requiring good real life economic knowledge. The entry requirements for this course are as follows:

- GCSE Mathematics - Grade 6 or above
- GCSE English Language - Grade 6 or above

**WHO TO CONTACT FOR FURTHER INFORMATION:** Mr Flanagan

## A LEVEL ENGLISH LANGUAGE (LINGUISTIC STUDY)

**EXAM BOARD :**

**AQA**

### **HOW IS IT ASSESSED?**

A Level course: Three components over two years comprising of:

- One exam based on: Language, the Individual and Society (40%)
- One exam based on: Language Diversity and Change (40%)
- Non exam assessment: Language in Action (20%)

### **SYLLABUS DETAILS**

This course looks at the English Language and how it is used. Unit 1 of the A Level course focuses on how language is used differently in a variety of social contexts. Unit 2 looks at language varieties and how language changes depending on contextual factors. Unit 3 is both an investigative and creative module where you will be asked to explore and analyse language data independently and develop and reflect upon your own writing expertise in order to produce an original piece of writing.

### **WHAT SORT OF WORK IS DONE?**

Almost all of the work will be based around skills of researching, reading, discussing and writing about the way we use language. You will learn how to evaluate language using sophisticated linguistic terminology for a variety of texts taken from everyday sources. A small component of the course will also require you to produce your own example of fictional and non-fictional writing.

### **WHAT MIGHT THIS SUBJECT LEAD TO?**

Careers in teaching, journalism, writing, television, film, theatre and advertising are often launched with a qualification in English Language, particularly when combined with an English degree. This could also lead to a career within the field of Social Work, for example, speech therapy.

### **SUITABILITY**

The course suits learners who have a methodological brain and enjoy deconstructing texts, whilst simultaneously exploring why writers use language in certain ways. The course will be a great choice for students who are enthusiastic about learning new terminology and open to trying a range of new approaches to reading texts. A genuine passion for reading both fiction and non-fiction texts is required! You can do both English Literature and Language as they are very different courses and are accepted as separate subjects at university but you should seek advice if you do want to do this as it does limit your range of subject areas.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Ms Whyte

# A LEVEL ENGLISH LITERATURE

**EXAM BOARD :**

**AQA**

## HOW IS IT ASSESSED?

The course is assessed via two exams and an independent critical study (coursework):

- 40% Paper 1: Love through the ages
- 40% Paper 2: Modern times: Literature from 1945 to the present day
- 20% Independent Critical Study

## SYLLABUS DETAILS

The English Literature course explores 'love through the ages' and texts in shared contexts. The course demands that students read widely and think about how different forms and genres present ideas around love and in 'texts across time'; students must show an engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century.

We study a range of texts including drama, prose and poetry. Our text choices are as follows;

- **Othello** - William Shakespeare
- **A post 1900 poetry anthology**
- **Feminine Gospels** – Carol Ann Duffy
- **The Handmaid's Tale** - Margaret Atwood
- **A Streetcar Named Desire** - Tennessee Williams
- **The Great Gatsby** – F Scott Fitzgerald

## WHAT SORT OF WORK IS DONE?

The course is based on independent reading, and a substantial amount of homework will be taken up with reading poetry, plays and prose fiction. Lessons are discussion based, with students contributing their views in small groups and to the whole class.

Students will complete coursework under the supervision of their teachers, drafting and redrafting their work. One of the key points about A Level is that students are guided towards an independent understanding of their reading texts, rather than being 'taught' the texts as in GCSE.

## WHAT MIGHT THIS SUBJECT LEAD TO?

English Literature is one of the most highly respected A Levels because of the rigorous training it provides in reading, thinking and writing.

A university degree in English Literature can lead to a huge range of career options in the arts, the legal profession, the media, education, management and beyond.

## SUITABILITY?

Are you curious about the great writers of the past and present and the contexts in which they write? Do you love reading and want to become a better writer?

**WHO TO CONTACT FOR FURTHER INFORMATION:** Mr Holloway

## A LEVEL FRENCH

**EXAM BOARD :**

**AQA**

### **SYLLABUS DETAILS:**

The A Level course is designed to be studied over two years. Students will cover all the social, political and artistic topics as well as either one text and one film or two texts from the list below. Another component of the course will be an individual research project.

<p><b>Social and Political trends</b></p> <ul style="list-style-type: none"> <li>● The changing Nature of family</li> <li>● The Cyber Society</li> <li>● The place of Voluntary work</li> <li>● Positive features of a diverse society</li> <li>● Life for the marginalised</li> <li>● How criminals are treated</li> </ul> <p><b>Political and artistic culture</b></p> <ul style="list-style-type: none"> <li>● A culture proud of its heritage</li> <li>● Contemporary francophone music</li> <li>● Cinema: the 7th art form</li> <li>● Teenagers, the right to vote and political commitment</li> <li>● Demonstrations, strikes – who holds the power?</li> <li>● Politics and immigration</li> </ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"> <li>● Delphine de Vigan No et moi</li> </ul>
<p><b>Individual research project:</b></p> <p>Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. They must select relevant information in French from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.</p>	<p><b>Film:</b></p> <ul style="list-style-type: none"> <li>● La Haine</li> </ul>

The course focuses on how French-speaking society has been shaped, socially and culturally, and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries. In the second year further aspects of the social background are covered, this time focusing on issues, such as life for those on the margins of French-speaking society as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations.

Students can develop their knowledge and understanding of themes relating to the culture and society of countries where French is spoken, and their language skills. They will do this by using authentic spoken and written sources in French i.e. newspapers, websites, TV programmes. Students develop the four language skills of reading, listening, speaking and writing through this work as well as building up their knowledge of French grammar and structures. As the course progresses students, with the benefit of small classes, gain a lot of practice speaking French and build up confidence and fluency. They also develop awareness and understanding of the contemporary society of countries where French is spoken.

## HOW IS IT ASSESSED?

A Level:	<ul style="list-style-type: none"><li>▪ Paper 1 Listening, reading and writing, 2.5 hours, 40%</li><li>▪ Paper 2 Writing – Essays on Texts and Films, 2 hours, 30%</li><li>▪ Paper 3 Speaking 21–23 minutes (including 5 minutes preparation time) 30%</li></ul>
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## WHAT MIGHT THIS SUBJECT LEAD TO?

With an A Level in French you can study the language at university either as the main subject in a degree or as a subsidiary subject. Many universities offer degrees in Business and French, Drama and French etc. Language A Levels are highly regarded by top universities even for studying different subjects.

The ability to learn to speak a second language is a transferable skill and you may be able to learn another language based on your ability to learn French.

Employment opportunities are almost limitless. The increase in globalisation means that language skills cannot be overestimated; they are needed in industry, tourism, commerce, banking, the media, etc. Employers value the study of language to A Level as it shows that potential employees have a good grasp of grammar as well as general cultural knowledge.

**We offer Community Language A level courses for native speakers. There would be no taught lessons but guidance of what is needed to succeed. If you would like to inquire further please speak to Mr Gonzalez.**

**WHO TO CONTACT FOR FURTHER INFORMATION:** Mr Gonzalez.



## A LEVEL GEOGRAPHY

**EXAM BOARD :**

**EDEXCEL**

### HOW IS IT ASSESSED?

Edexcel A Level Geography is assessed with 3 exams (paper 1= 30%, paper 2 = 30% and paper 3 = 20%) and 1 piece of coursework (worth 20%).

### SYLLABUS DETAILS:

#### **Unit 1: *Dynamic Landscapes***

(Tectonic Processes and Hazards, Coastal Landscapes and Change)

#### **Unit 2: *Dynamic Places***

(Globalisation, Regenerating Places)

#### **Unit 3: *Physical Systems and Sustainability***

(The Water Cycle and Water Insecurity, The Carbon Cycle and Energy Security, Climate Change Futures)

#### **Unit 4: *Human Systems and Geopolitics***

(Superpowers, Global Development and Connections)



### WHAT SORT OF WORK IS DONE?

In A Level Geography you will have the opportunity to carry out practical fieldwork, as well as class work (including debates, group work, presentations, research and extended writing). You will learn and use a variety of transferable skills throughout the course. These include collecting, analysing and interpreting data and identifying the links between different topics within Geography.

### WHAT MIGHT THIS SUBJECT LEAD TO?

Students with A Level Geography have access to a wide range of possible career and higher education opportunities. Geographical skills are in great demand and are recognised by employers, universities and colleges as being of real value. There are great opportunities if students decide to go on to higher education. These can include further training in such areas as law, accountancy, journalism, finance, marketing, conservation, archaeology and many more subjects.

### WHO TO CONTACT FOR FURTHER INFORMATION:

Ms Turnbull

## A LEVEL GOVERNMENT & POLITICS

**EXAM BOARD :**

**EDEXCEL A2 9PLO**

### **SYLLABUS DETAILS**

The syllabus introduces students to the study of Politics by looking at the central ideas of citizenship, democracy, participation and how people are represented in the political process, including the role of the media in determining voting behaviour. It also examines the key ideologies that have shaped our political system and the major institutions of the UK government. It provides an opportunity to explore key issues affecting the UK, such as 'Brexit', and covers the global political issues affecting all our lives such as human rights, climate change and the 'War on Terror'. The second year focuses on global politics, this gives students the opportunity to learn about international relations and concepts of sovereignty, state power, global governance and regionalism.

### **HOW IS IT ASSESSED?**

The course is examined through a range of short and long answer questions and comprises the following units over 2 yrs.

#### **Component 1: UK Politics**

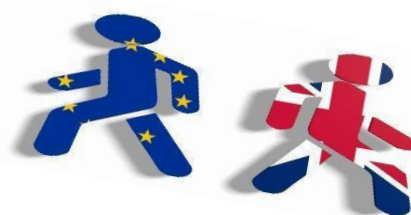
- Democracy and Political Participation
- Political Parties
- Electoral Systems
- Voting Behaviour and the Media
- Core Ideologies – Liberalism, Conservatism and Socialism

#### **Component 2: UK Government**

- The UK Constitution
- Parliament
- Prime Minister and Cabinet
- Different branches of Government
- Ideologies – Nationalism

#### **Component 3: Global Politics**

- Theories of Global Politics
- Sovereignty and Globalisation
- Political and Economic Governance
- The Environment and Human Rights
- Power in World Politics
- Regionalism and the European Union



### **WHAT MIGHT THIS SUBJECT LEAD TO?**

Many universities offer Politics as a degree course. Politics can also be studied alongside other subjects such as International Relations, Philosophy, Criminology, Social Policy and Economics. An understanding of Government and Politics is directly relevant to the world of work leading to potential careers in Journalism, Law, Politics, Development, the Civil Service, Teaching and the Police Service. It also encourages people to be active citizens and participate fully in the decision-making process.

### **WHO TO CONTACT FOR FURTHER INFORMATION**

Ms D Monteith or look at the relevant Edexcel page:

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html>



## A LEVEL HISTORY

**EXAM BOARD :**

**EDEXCEL**

### SYLLABUS DETAILS:

The course consists of four units which focus on the most exciting and interesting social and political issues to affect the world from throughout History. These topics build on the knowledge and skills brought from GCSE History and KS3, whilst enabling you to develop a more detailed knowledge of the period. Of the four units studied, three will be assessed by examination and one as coursework. A breakdown of each unit can be seen below.

<p><b>Year 12: <i>Searching for Rights and Freedoms in the 20<sup>th</sup> Century</i></b>                  Unit 1 (Examined) <i>In Search Of The American Dream, 1917–1996.</i>                  Unit 2 (Examined) <i>South Africa, 1948–94, From Apartheid to Rainbow Nation.</i></p>	<p>Route F                  Written exam – 2hrs 15mins                  Written exam – 1hr 30mins</p>
<p><b>Year 13</b>                  Unit 3 (Examined) <i>Losing and Gaining an Empire, the British Empire, 1776 - 1914</i>                  Unit 4 (Coursework) Coursework based on a historical controversy.</p>	<p>Written exam – 2hrs 15mins                   3,000 - 4,000 words</p>

### YEAR 12 TOPICS INCLUDE:

- The changing political context of the US.
- Civil Rights in the US.
- The changing social context of the US.
- The changing role of women in the US.
- What was the Impact of the Reagan Presidency?
- Apartheid in South Africa – Creating Apartheid.
- Life under Apartheid.
- Opposition to Apartheid.
- The end of Apartheid.

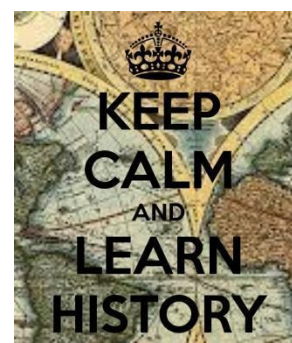
### YEAR 13 TOPICS INCLUDE:

- The development of British policy towards the British Empire
- British trading policy across its Empire impacting on international affairs
- The development of the British Navy
- Case studies from within the British Empire including America, Australia, Canada, India, Egypt, and Sudan
- Historiography of the Holocaust.
- The Historiographical debate: Who is responsible for the deaths of over 11 million in the Holocaust?

### WHAT SORT OF WORK IS DONE?

We will work in varied styles to allow students to develop the skills of examining, analysing and explaining. These include:

- Class discussions
- Research trip to academic libraries, as well as exhibitions and conferences that are relevant if available.
- Group and individual presentations, debates and seminars.
- Short and extended written exercises.
- Research activities.
- Analysing music, film, video.



### WHAT MIGHT THIS SUBJECT LEAD TO?

Studying A Level History opens the door to many exciting career opportunities, not just the obvious one of being an archivist in a museum or even a History teacher! Many universities and employers recognise the valuable skills which History encourages, such as analysing data, selecting relevant information, forming opinions and communicating these in both oral and written forms. Thus, History is seen as an excellent foundation for many careers and courses.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Mr Faik or Mrs Oz

## A LEVEL MATHEMATICS

**EXAM BOARD :**

**Edexcel**

### SYLLABUS DETAILS:

Mathematics covers three areas of study: Pure Mathematics, Mechanics and Statistics .

### WHAT SORT OF WORK IS DONE?

<b>Pure Maths</b>	An extension of the techniques and knowledge gained at GCSE. Developing algebraic and manipulative skills, graph drawing and trigonometry. New concepts are also introduced and developed including logarithms and calculus.
<b>Mechanics</b>	The study of statics and moving bodies including forces and energy.
<b>Statistics</b>	Presentation and analysis of data. Probability and probability distributions.

### HOW IS IT ASSESSED?

<b>Paper 1:</b> Pure Mathematics 33% 2 hours 100 marks	Any pure mathematics content can be assessed on either paper
<b>Paper 2:</b> Pure Mathematics 33% 2 hours 100 marks	
<b>Paper 3:</b> Statistics and Mechanics 33% 2 hours 100 marks	Section A: Statistics (50 marks) Section B: Mechanics (50 marks)

### WHAT MIGHT THIS SUBJECT LEAD TO?

Any type of work involving Engineering, Accountancy, Applied Science, Business & Finance, Retail Management, Computer design & Technology, Building & Architecture and Medicine

Mathematics is one of the most challenging A Levels to study. You will need to be committed and prepared to work hard. However, a Mathematics qualification at this level is highly regarded by universities.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Mr Nowaz

## A LEVEL MEDIA STUDIES

**EXAM BOARD :**

**EDUQAS**

### HOW IS IT ASSESSED?

A Level course: Three components over two years comprising of:

Component	What's assessed?	How is it assessed?	Questions / Task
<b>Component One</b>	<p>Section A will focus on Media Language and Media Representations. Questions in this section will test the following forms:</p> <ul style="list-style-type: none"> <li>● advertising and marketing</li> <li>● music videos</li> <li>● Newspapers</li> </ul> <p>Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"> <li>● Radio</li> <li>● advertising and marketing</li> <li>● advertising and marketing</li> <li>● Newspapers</li> <li>● Video Games</li> <li>● Film (industries only)</li> </ul>	<p>Written exam: 2 hours 15 mins</p> <p>90 marks</p> <p>35% of A-level</p>	<p>A range of questions relating to an unseen source and Close Study Products.</p> <p>In this component, learners will develop knowledge and understanding of key aspects of the theoretical framework.</p>
<b>Component Two</b>	<p>Questions will focus on the in-depth media forms of;</p> <ul style="list-style-type: none"> <li>● Television</li> <li>● Magazines</li> <li>● Blogs and websites</li> </ul>	<p>Written exam: 2 hours 30 mins</p> <p>90 marks</p> <p>35% of A-level</p>	<p><b>Questions</b> One medium length unseen analysis question</p> <p>In this component learners are required to study three media forms in depth, exploring all areas of the theoretical framework.</p>
<b>Non-exam assessment</b>	<ul style="list-style-type: none"> <li>● Application of knowledge and understanding of the theoretical framework</li> <li>● Ability to create media products</li> </ul>	<p>A choice of one of sixty annually changing briefs, set by Eduqas</p> <p>60 marks</p> <p>30% of A-level</p>	<p>Students produce:</p> <p>A statement of aims</p> <p>A main media production and linked-media production made for an intended audience</p>

### SYLLABUS DETAILS:

A-level Media Studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework: media language, media representation, media industries and media audiences. Students are required to study media products from all the following media forms: television, film, radio, newspaper, magazines, advertising & marketing, blogs and websites, video games and music videos. In addition to the broad coverage of all nine media forms, students must engage in the in-depth study of media products chosen by the examining board; these are the Close Study Products (CSPs).

This course allows students to view, evaluate and analyse a variety of media products, and develop practical skills spanning a range of media forms. Students will build on their capacity for independent research, and gain a deeper appreciation and understanding of the role media plays in day-to-day life. Students will also be expected to demonstrate an understanding of the contexts in which the products were created. In the non-exam assessment, students will create a media product for an intended audience. They will be assessed on their application of knowledge and understanding of the theoretical framework and practical skills relating to the media format of their choice.

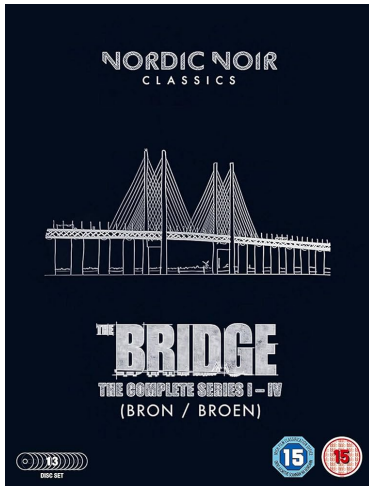
## WHAT SORT OF WORK IS DONE?

Exploring moving images, printed and web based texts; group discussions and presentations; researching media texts and topics; analytical essay writing; creating films, printed and web based texts.

## WHAT MIGHT THIS SUBJECT LEAD TO?

There is a huge range of Media and Communications courses at universities. Studying Media Studies can lead to careers in journalism, television, radio, advertising, digital media and film.

WHO TO CONTACT FOR FURTHER INFORMATION: Mr Holloway



## A LEVEL PHILOSOPHY, ETHICS & THEOLOGY (RELIGIOUS STUDIES)

**EXAM BOARD :**

**OCR**

### HOW IS IT ASSESSED?

- Three exam papers.

### SYLLABUS DETAILS:

<p><b>Paper 1 – Philosophy of Religion</b></p> <p><i>2 hour examination worth 33% of A Level</i></p>	<ul style="list-style-type: none"> <li>• Ancient Philosophical Influences</li> <li>• The nature of the soul, mind and body</li> <li>• Arguments for and against the existence or non-existence of God</li> <li>• Religious experience</li> <li>• The Problem of Evil</li> <li>• Ideas about the nature of God</li> <li>• Issues in religious language</li> </ul>
<p><b>Paper 2 – Religion and Ethics</b></p> <p><i>2 hour examination worth 33% of A Level</i></p>	<ul style="list-style-type: none"> <li>• Normative ethical theories – Natural Law, Kantian Ethics and Utilitarianism</li> <li>• Applied ethics</li> <li>• Ethical language and thought</li> <li>• The debates surrounding conscience and free will</li> <li>• Sexual ethics</li> <li>• Influence of ethical thought on the developments of religious beliefs</li> </ul>
<p><b>Paper 3 – Development of Christian Thought</b></p> <p><i>2 hour examination worth 33% of A Level</i></p>	<ul style="list-style-type: none"> <li>• Christian teachings, beliefs and values</li> <li>• How Christian teachings interconnect and vary historically and in the contemporary world</li> <li>• Sources of wisdom and authority</li> <li>• Practices and how they shape religious identity</li> <li>• Social and historical developments in theology and religious thought</li> <li>• The relationship between religion and society</li> </ul>

### FURTHER INFORMATION:

The A Level Philosophy & Ethics and Theology course is an invaluable opportunity to gain transferable skills for careers and courses demanding analysis, evaluation and clarity of expression. The department follows the Oxford, Cambridge and RSA (OCR) specification.

This A Level course is aimed at those who are prepared for an open-minded exploration of the big questions, in particular the medical, legal and moral issues that affect the lives of humans today, as well as deeper philosophical questions about the nature of the universe and of humanity, and the existence or non-existence of God.

### WHAT MIGHT THIS SUBJECT LEAD TO?

A Level Philosophy, Ethics and Theology is highly regarded by universities and employers as it proves that you are able to think, discuss and evaluate. As a challenging subject, many of the top universities favour applicants with an A Level in Religious Studies and it provides an excellent foundation for a range of careers – from medicine to public service to business. Other careers that would benefit from a study of Philosophy, Ethics and Theology A Level are in legal services, journalism, publishing, education, social work, politics and the media sector. A Level Religious Studies is a subject which complements a number of subjects, especially Science, Maths and other Humanities courses.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Ms Roper

## A LEVEL PHOTOGRAPHY

**EXAM BOARD :**

**EDEXCEL**

### HOW IS IT ASSESSED?

Students will be continually assessed throughout the course. There will be formal deadlines which students will be expected to meet. At the end of each term, formal assessment and portfolio reviews will take place. At the end of the course students will display their coursework and exam piece which will make up their final exhibition. This is internally marked and externally assessed.

### SYLLABUS DETAILS:

The course made up of the following two units:

- **Unit 1 Coursework 60%**  
This component incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose.
- **Unit 2- Externally set assignment**  
Students will receive the exam paper on the 1<sup>st</sup> of February and will have several weeks to complete the preparatory work before they sit a 15 hour exam, which is held over the course of three days.

Coursework is considered to be central to the course and is worth 60% of the final grade. Coursework is produced in lessons and for homework throughout the year. Students work thematically on the units, adhering to the following criteria:

<b>A01</b> – Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	<b>A03</b> – Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
<b>A02</b> – Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	<b>A04</b> – Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

### WHAT SORT OF WORK IS DONE?

Photography is subdivided into the following three disciplines:

- Film-based photography
- Digital photography
- Film and video

Students will be required to work in one or more of the disciplines to communicate their ideas. By working across disciplines, they will extend their understanding of the scope of photography; and gain a deeper understanding of specific processes within photography.

Students are expected to develop knowledge and understanding of the photographic processes for both the digital and film based cameras. Students will be taught a variety of darkroom techniques, how to set up and use professional lighting rigs, as well as techniques in how to manipulate images using Photoshop. Work in photography should form a means of personal enquiry and expression, involving the selection and development of images. Students are required to record work sequentially from a given starting point towards a conclusion. They will be expected to employ creative approaches which go beyond mere observation and recording, covering all the assessment objectives.



Critical studies is an integral part of the course and students will be expected to investigate and analyse the work of other artists and use this to inform their own work.

Trips to galleries and museums will be organised, including the possibility of a trip abroad, of which past destinations have included: Paris, Rome, Florence and Barcelona. We also expect students to visit galleries in their own time.

### **WHAT MIGHT THIS SUBJECT LEAD TO?**

A Level Photography could lead on to a Foundation course which in turn would lead on to a degree course. There are many courses available in Photography leading to professional and rewarding careers; Photography, Fine Art, Computer Software Design, Illustration, Advertising, Fashion, Graphic Design, 3D Design, Film Making, and Animation.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Ms Constantinou.



## A LEVEL PHYSICS

**EXAM BOARD :**

**AQA**

### HOW IS IT ASSESSED?

The A Level GCE comprises nine units and 12 practicals, which are externally assessed through written exams at the end of the two year course.

#### **Content Units:**

1. Measurements and their errors.
2. Particles and Radiation.
3. Waves.
4. Mechanics and Materials.
5. Electricity.
6. Further Mechanics and Thermal Physics.
7. Fields and their consequences.
8. Nuclear Physics.
9. Astrophysics.



**The practical endorsement is awarded by teachers at the end of the A Level based on competency demonstrated in the following five criteria:**

1. Follow written procedures.
2. Applies investigative approaches and methods when using instruments and equipment.
3. Safely uses a range of practical equipment and materials.
4. Makes and records observations.
5. Research, references and reports.

Practical competency will be assessed in the 12 mandatory practicals in addition to any other practicals carried out over the two years.

### WHAT MIGHT THIS SUBJECT LEAD TO?

Employers and universities rate Physics A Level very highly. It is essential for many careers including: Engineering (Aeronautical, Automobile, Biomedical, Electrical, Ergonomics, Mechanical, Production, Structural, Recording, and many more!), science based careers in Astronomy, Forensics, Metallurgy, Meteorology, Geophysics, Nuclear and Space Scientists, and medical based careers like Audiologist, Optician and Radiographer.

Physics is also an advantage in any and all of the following careers: Architect, Computer Programmer, Mechanic, Pharmacist, Physiotherapist, Dentist, Doctor, Vet, Teacher, TV Camera Operator, Genetics, Forensic Science, Biotechnology, Teacher, Occupational Therapist and Nursing.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Mr Achillea



## A LEVEL PRODUCT DESIGN

**EXAM BOARD :**

**OCR**

### HOW IS IT ASSESSED?

<b>A Level:</b>	
Component 1: Non-Examined Assessment (NEA)	<b>NEA - 50%</b>
Component 2: Principles of Design and Technology	<b>Written exam – 1 hour 30 mins – 25%</b>
Component 3: Problem Solving in Design and Technology	<b>Written exam - 1 hour 45 minutes – 25%</b>

### SYLLABUS DETAILS:

Product Design seeks to develop students' knowledge, understanding, skills and application for designing products. Product design encompasses a wide range of design disciplines but is firmly rooted in the skills required to design and make high quality products. Products that are fit for purpose, satisfy wants and needs, enhance our day-to-day lives and, most importantly, give students the opportunity to demonstrate their design and technology capability. This subject links heavily to both GCSE Resistant Materials and Graphics and is an excellent choice for students wishing to study those to a higher level.

### WHAT SORT OF WORK IS DONE?

#### **YEAR 12:**

	<i><b>How will I be taught?</b></i>	<i><b>How Am I Being Assessed?</b></i>
<b>Mainly Making</b>	<ul style="list-style-type: none"> <li>Workshop based skills building projects focusing on wood, metal and plastic.</li> <li>Theory content on materials and making skills – both hand and industry.</li> <li>Practical Portfolio of Evidence on Google classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Practical Portfolio of Evidence</li> <li>Products made in lessons</li> </ul>
<b>Mainly Theory</b>	<ul style="list-style-type: none"> <li>Drawing skills, as well as CAD and Modelling.</li> <li>Theory knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Design based assessments, including tasks based on the application of different software such as Photoshop and Illustrator.</li> <li>Theory content.</li> </ul>
<b>Designing and Making</b>	<ul style="list-style-type: none"> <li>Small scale NEA-style projects</li> </ul>	<ul style="list-style-type: none"> <li>Sketchbook project focusing on the development of a product concept from a brief to a working prototype.</li> <li>Presentations of your NEA-style project to peers and staff members.</li> </ul>

**YEAR 13:**

Coursework	Exam
<ul style="list-style-type: none"> <li>• Students identify an individual problem around which to base their design context.</li> <li>• Students will develop a range of potential solutions using design software (such as Photoshop), hand sketching and modelling.</li> <li>• Students will be expected to make decisions about the designing and development of their ideas using the opinions of the user group or client.</li> <li>• Students will consider issues related to sustainability and the impact their design may have on the environment.</li> <li>• Students are expected to make a working prototype of a product that solves the problem they identified.</li> <li>• Students are expected to analyse and evaluate the wider issues in design technology, including social, moral, ethical and environmental impacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of materials.</li> <li>• Processes and techniques used in industries.</li> <li>• Digital technologies.</li> <li>• Factors influencing the development of products.</li> <li>• Potential hazards and risk assessment.</li> <li>• Features of manufacturing industries.</li> <li>• Information handling, modelling and forward planning.</li> </ul>

**WHAT MIGHT THIS SUBJECT LEAD TO?**

A wide range of university courses and further education: careers in graphics: product design – interior, exterior (architectural) design – Graphic Designer, model design, engineering design.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Mr Villiers.



Chase student NEA outcomes.



## A LEVEL PSYCHOLOGY

EXAM BOARD :

AQA

### HOW IS IT ASSESSED?

<p><b>Paper 1 – Introductory Topics in Psychology:</b></p> <ul style="list-style-type: none"><li>• <b>Social Influence</b> (e.g. conformity, obedience, social change)</li><li>• <b>Memory</b> (e.g. how does memory work?, explanations for forgetting, eyewitness testimony, police interviews)</li><li>• <b>Attachment</b> (e.g. theories of attachment, the role of the father, Romanian orphan studies, maternal deprivation)</li><li>• <b>Psychopathology</b> (e.g. OCD, depression, phobias)</li></ul>	<p><b>2 hour examination worth 33% of A Level at the end of year 2</b></p>
<p><b>Paper 2 – Psychology in Context:</b></p> <ul style="list-style-type: none"><li>• <b>Approaches in Psychology</b> (e.g. cognitive psychology, social learning theory, biological psychology)</li><li>• <b>Biopsychology</b> (e.g. the nervous and endocrine system, neurons and synaptic transmission)</li><li>• <b>Research Methods</b> (e.g. quantitative and qualitative methods and data, inferential statistics)</li></ul>	<p><b>2 hour examination worth 33% of A Level at the end of year 2</b></p>
<p><b>Paper 3 – Issues and Options in Psychology:</b></p> <ul style="list-style-type: none"><li>• <b>Issues and Debates in Psychology</b> (e.g. gender and culture in Psychology, nature vs. nurture debate, free will vs. determinism)</li><li>• <b>Cognition and development</b> (e.g. Piaget and Vygotsky's theories and Theory of Mind)</li><li>• <b>Schizophrenia</b> (e.g. characteristics of schizophrenia, explanations and treatments of schizophrenia)</li><li>• <b>Aggression</b> (e.g. genetic factors in aggression, institutional aggression in prisons, effects of computer games on aggression)</li></ul>	<p><b>2 hour examination worth 33% of A Level at the end of year 2</b></p>

### WHAT SORT OF WORK IS DONE?

Psychology is the scientific study of the human mind and behaviour. This is done through rigorous analysis of psychological theory and research and evaluating their methodological strengths and weaknesses. In lessons students take an active role and participate in a range of tasks including exam preparation, group presentations, discussions, note taking, essay writing and being involved in psychological activities. Additionally students will conduct their own small-scale research projects in order to learn the processes involved in psychological enquiry.

### WHAT MIGHT THIS SUBJECT LEAD TO?

The analytical skills developed in Psychology and the understanding of behaviour are very useful in a wide range of careers, specifically in the areas of applied psychology, educational psychology, clinical and counselling psychology, forensic psychology, sport and exercise psychology and areas of human resources, health and social welfare, teaching, marketing and retail management.

### SUITABILITY?

Students need to have an interest in the explanations behind human behaviour and take an evaluative approach to their learning. Psychological research involves the use of scientific methods therefore students would benefit from having a good grasp of scientific concepts and approaches. In addition, good mathematical skills are required, as 10% of the marks in the Psychology examination will require the use of mathematical skills. Students should be prepared to handle challenging language and a range of new concepts. Due to the considerable amount of detailed information that must be learnt, students need to be able to take responsibility for their own learning.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Ms Legg

## A LEVEL SOCIOLOGY

EXAM BOARD :

AQA 7192

### HOW IS IT ASSESSED?

The course is examined through written questions.

<b>Paper 1</b> – Education with Theory and Methods	A two hour examination based on structured responses and essay questions.
<b>Paper 2</b> – Topics in Sociology – Families and Households and Beliefs in Society	A two hour examination based on structured responses and essay questions.
<b>Paper 3</b> – Crime and Deviance with Theory and Methods	A two hour examination based on structured responses and essay questions.

### SYLLABUS DETAILS

**Unit 1 - Families and households (Year 12)** – including theories on the family, family diversity, the socialisation process, demography, childhood, changes in the family and the relationship of the family to globalisation.

**Unit 2 – Education/Methods in Context (Year 12)** – including the reasons for differing educational attainment of particular social groups, government policies affecting the education system and the role of education in society.

**Unit 3 - Beliefs in Society (Year 13)** – including the role of religion in society, the debate as to whether religion can act as a force for social change or maintain the status quo.

**Unit 4 - Crime and Deviance and Theory and Methods (Year 13)** – including defining crime and deviance, differing views on the role of and reasons for deviance in society, and consideration of types of crime and who commits them.

### WHAT SORT OF WORK IS DONE?

Most students enjoy sociology as the lessons often deal with topical and controversial issues. Lessons encompass a range of activities including note-taking, answering structured questions, planning and writing essays, debating issues, student presentations, watching videos and preparing for exams. Students will also be expected to research topics and complete written work at home or in study periods.

### WHAT MIGHT THIS SUBJECT LEAD TO?

Almost all universities have large and thriving Sociology Departments. Sociology can also be taken as a joint degree with other subjects such as English, Media, Psychology, Philosophy and Politics. Sociology is very relevant to the world of work. Sociology A Level students or graduates enter a variety of careers including: Nursing, Police Service, Advertising, Journalism, Teaching and lecturing, Politics, Law, Advice and welfare work, leisure and tourism, public relations.

**WHO TO CONTACT FOR FURTHER INFORMATION:** Ms Nathan.

## A LEVEL SPANISH

EXAM BOARD :

AQA

### SYLLABUS DETAILS:

The A Level course is designed to be studied over two years. Students will cover all the social, political and artistic topics as well as either one text and one film or two texts from the list below. Another component of the course will be an individual research project.

<p><b>Social and Political trends</b></p> <ul style="list-style-type: none"><li>• Modern and traditional values</li><li>• Cyberspace</li><li>• Equal rights</li><li>• Immigration</li><li>• Racism</li><li>• Integration</li></ul> <p><b>Political and artistic culture</b></p> <ul style="list-style-type: none"><li>• Modern day idols</li><li>• Spanish regional identity</li><li>• Cultural heritage or cultural landscape</li><li>• Today's youth, tomorrow's citizens</li><li>• Monarchies, republics and dictatorships</li><li>• Popular movements</li></ul>	<p><b>Text:</b></p> <ul style="list-style-type: none"><li>• Esquivel Como agua para chocolate</li></ul>
<p><b>Individual research project:</b></p> <p>Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. They must select relevant information in Spanish from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.</p>	<p><b>Film:</b></p> <ul style="list-style-type: none"><li>• El laberinto del fauno</li></ul>

The course focuses on how Spanish-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of Spanish-speaking countries. In the second year further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement. Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in Spanish i.e. newspapers, websites, TV programmes. Students develop the four language skills of reading, listening, speaking and writing through this work as well as building up their knowledge of Spanish grammar and structures. As the course progresses students, with the benefit of small classes, gain a lot of practice speaking Spanish and build up confidence and fluency. They also develop awareness and understanding of the contemporary society of countries where Spanish is spoken.

## HOW IS IT ASSESSED?

A Level:	<ul style="list-style-type: none"><li>● Paper 1 Listening, reading and writing, 2.5 hours, 40%</li><li>● Paper 2 Writing – Essays on Texts and Films, 2 hours, 30%</li><li>● Paper 3 Speaking 21–23 minutes (including 5 minutes preparation time) 30%</li></ul>
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## WHAT MIGHT THIS SUBJECT LEAD TO?

With an A Level in Spanish you can study the language at university either as the main subject in a degree or as a subsidiary subject. Many universities offer degrees in Business and Spanish, Drama and Spanish etc. Language A Levels are highly regarded by top universities even for studying different subjects.

The ability to learn to speak a second language is a transferable skill and you may be able to learn another language based on your ability to learn Spanish.

Employment opportunities are almost limitless. The increase in globalisation means that language skills cannot be overestimated; they are needed in industry, tourism, commerce, banking, the media, etc. Employers value the study of language to A Level as it shows that potential employees have a good grasp of grammar as well as general cultural knowledge.

**We offer Community Language A level courses for native speakers. There would be no taught lessons but guidance of what is needed in order to succeed. If you would like to enquire further please speak to Mr Gonzalez.**

**WHO TO CONTACT FOR FURTHER INFORMATION:** Mr Gonzalez.

