



St Thomas More Catholic  
Secondary School  
Sixth Form

**Courses starting 2022**



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## Sixth Form at St Thomas More Catholic Teaching School

### Message from the Director of Sixth Form

Welcome to your future at St Thomas More. We prize and celebrate our Sixth Form Leaders. We believe in your gifts, values and talents and we have much to look forward to with you as a central part of our community.

St Thomas More Sixth Form prides itself on offering a wide range of academic, vocational and extra-curricular opportunities for all its students. Appropriate programmes are designed for students in consultation with tutors and careers staff. Year 12 students follow a course of three A Levels or an A Level equivalent, with the option of Core Maths or EPQ alongside this should they wish. We encourage students to complement academic studies with a well- rounded programme of extra-curricular activities, from volunteering to sporting activities. To achieve high standards, the school expects a high degree of commitment from its students. In exchange, the students should feel an *entitlement* to high standards from the school. This forms the basis of a successful relationship between students and the school.

### Mission Statement

Our Mission as a school means that we are determined to create 'outstanding leaders' to shape our local and global community. Our contract to you focuses on the pursuit of excellence, it is our challenge to enable you to achieve your potential and beyond.

### *'PRIMUS SERVUS DEI'*

Our school is a community where we strive to

- ✓ Ensure that Faith is lived, learned and celebrated
- ✓ Create exciting learning which enables all to experience fullness of life
- ✓ Nurture the unique, prize the diverse and enjoy equality
- ✓ Inspire, challenge and support one another as we journey together
- ✓ Be a witness to the truth of Christ as we work with our wider community
- ✓ Value and celebrate the achievements of all

### The Sixth Form Team

kbernard@stm.beds.olicatschools.org	Mrs K Bernard	Director of Sixth Form
gmillard@stm.beds.olicatschools.org	Mr G Millard	Head of Year 12
cbennett@stm.beds.olicatschools.org	Mrs C Bennett	Sixth Form Centre Manager
rthompson@stm.beds.olicatschools.org	Mrs R Thompson	Post 16 Admin/Careers Advisor

Tutors will be allocated on enrolment to Sixth Form

If you have any questions please feel free to contact any member of our team, by telephone or by email.

### **Why Sixth Form at St Thomas More?**

- ✓ You know the school systems and staff, and they know you. Familiarity will help you to settle more quickly and enable you to reach your full potential
- ✓ St Thomas More is a Catholic community where prayer, justice, leadership and a deep care for others is at the heart of what we do
- ✓ You will have daily contact with a Form Tutor who will be available to help and advise you with your choices alongside the Sixth Form Team. This continuity of approach makes this environment a very secure one for students
- ✓ You will be taught in relatively small groups for your subjects. This will allow closer contact with teaching staff and a great chance for guidance and support
- ✓ You will receive guidance from a range of different professionals and experts throughout the decision making process when you select your courses
- ✓ Extra time in the safe environment of the school will allow you to mature and develop personal and leadership skills that will be invaluable in adult life
- ✓ You will have the opportunity to develop your leadership role within the school. This takes many forms but includes: Head Boy / Girl and Deputy Head Boy / Girl, Paid Duty Supervisors, organising school events, acting as guides on Open Evenings, organising Sixth Form social events, volunteer work, sports leadership, Tycoon Enterprise, numeracy leaders, literacy leaders and many, many more
- ✓ Post 16 study is different to studying for your GCSE's. You have access to a fully equipped Sixth Form Leadership and Learning Centre with full time Student Support Staff. This will aid your transition to post 16 studies
- ✓ We are small enough to tailor personalised support in future destinations for onward university, apprenticeship or employment applications
- ✓ A range of bursaries available for onward higher education study through the Harpur Trust and The Connolly Foundation
- ✓ See, Judge, Act is a sixth form enrichment programme which provides opportunities for students to develop skills and confidence in themselves so that they can better find their place in society and be agents of change for the future of our world. There are 6 modules called: Me, Myself and I, Law, politics and world issues, Testimonies of faith and spirituality, Teaching others, Charity work and Leadership and Ethics. For each of these modules there will be an element of learning about something new, evaluating and exploring the topic in more depth and finally completing some form of action to develop skills, confidence and work for other people. Ultimately, this course helps ensure St Thomas More Sixth form provides more than academic opportunities and makes our students stand out ready for their next step in their life journey.

## STM Scholars Programme

The Scholars programme recognises that students who aspire to the very best Universities need more specialised support in gaining experiences to support a first class University or degree apprenticeship application. As part of the scholars programme, you will gain access to:

- Tutor time support on super-curricular activities to build your skills and knowledge profile
- Unlimited MOOCs on your Unifrog profile to enhance your knowledge aside from your main curriculum
- Two supervised periods of EPQ on your timetable, a qualification highly valued by Russell Group and Oxbridge
- At least one premium work experience opportunity e.g. Medic Mentor, Deloitte, Unilever, Lockheed Martin
- Unlimited enrichment opportunities from our vast range of opportunities
- Out of school visits to premium UK universities
- Degree apprenticeship application support and interview coaching
- An application opportunity for a Connolly Award equating to £500-£1000 towards each year of your University course
- Personalised coaching for University interviews and support with Mock interviews
- Academic support from dedicated teachers to support achieving AAB or higher, including at least 2 facilitating subjects (favoured by the Russell Group Universities)
- An More Able termly mentor session
- St Thomas More Alumni support for careers and University applications
- Access to the 16-19 bursary, if eligible, for payment towards travel, books, learning resources, trips, university open day travel and your UCAS fee

## 16-19 Bursary Information

The 16 to 19 Bursary Fund is a new scheme to help young people facing financial hardship to stay in full-time education. The scheme is made up of two parts:

- ✓ Those most in need will be eligible for a **full bursary** of £1,200 a year. This includes young people in care, care leavers, young people receiving income support, and disabled young people receiving both Employment Support Allowance and Disability Living Allowance. This bursary is referred to as the **'full' bursary**
- ✓ Other students who need financial support to help them to stay in education or training may also be able to claim a bursary to help with costs of transport, food, equipment or other course-related costs. This bursary is referred to as a **'discretionary' bursary**

### Eligibility for a Bursary

Priority 1- For the **full bursary**, a student must meet one of the following criteria by being a:

- ✓ Young person in care or care leaver
- ✓ Young person receiving income support
- ✓ Disabled young person receiving both Employment Support Allowance and Disability Living Allowance.

Priority 2- For the **discretionary bursary**, a student must be one whose parents or carers are in receipt of:

- ✓ Income support
- ✓ Income based Jobseeker's Allowance
- ✓ Support under Part VI of the Immigration and Asylum Act 1999
- ✓ Universal Credit/Child Tax Credit and/or Working Tax Credit and whose total annual household income is less than or equal to £24,000
- ✓ Guaranteed element of State Pension Credit
- ✓ **Or as a student:**
- ✓ Being in receipt of Free School Meals
- ✓ Who has a long term medical condition that can affect their studies and meets the discretionary criteria

Priority 3- For the **one off payment** (examples; bus pass, exam re-sit fee, educational resources)

- ✓ This is for those students who are experiencing sudden and exceptional change in financial circumstances and do not qualify for the other two bursaries.
- ✓ There is an application form to be completed outlining what the need is and why the need has occurred.

### Applications & Deadlines

The application process will be open in September 2022.

All students will take three  
two year courses  
(BTEC and/or A Levels)

A 4th subject, equivalent to  
an AS Level can be taken in  
Financial Studies, EPQ or  
Core Maths

A compulsory curriculum  
for all 6th form includes:

PSHE

See, Judge, Act programme

Supervised Study periods

At least one enrichment  
activity

Use the totaliser on the  
next page to make sure you  
meet the entry requirements  
for our Sixth Form.

### Post 16 Entry Requirements (totaliser)

GCSE Number	Vocational Courses	Points
9		9
8		8
7	D*	7
6	D	6
5	M	5
4	P	4
3		3
2		2
1		1

Use your results to calculate the best 8 grades  
(in rank order highest – lowest)



Subject	Points
1 English Language	
2 Mathematics	
3	
4	
5	
6	
7	
8	
<b>Total number of points</b>	<b>=</b>

Point Score	Likely Pathway Post 16
28 +	Blended Pathway: A Levels and /or BTECs
24 – 27	BTEC Level 3 only
< 23	College / Apprenticeship

Subjects where you should have a minimum of a grade 5 in English	Subjects where you should have a minimum grade 5 in Maths	Subjects where you should have a minimum grade 7 in Maths
Art	Biology	Maths
Biology	Business studies	Physics
English Language and English Literature	Geography	
Drama	Psychology	<b>Subjects where you should have a minimum grade 8 in Maths</b>
Media	Chemistry	
Geography		
History		
Sociology		
Religious Studies		Further Maths



## Art, Craft and Design/Graphic Communication/Photography

**Examination Board:** OCR

### **Why study Art and Design?**

This is an Advanced level Art & Design course offering Art, Craft and Design, Graphic Communication or Photography. Art may be defined as work which is produced as an outcome of the students' personal experience, Graphic Communication is created exclusively for a practical function, or that which is the outcome of a tightly prescribed brief and Photography could find a common purpose with either.

To be successful in each subject, students must be highly enthusiastic and passionate about using visual language to sensitively and thoughtfully extend their own and others' ways of seeing the world.

Art work produced for this specification will demonstrate the use of formal elements and creative skills, and give visual form to individual thoughts, feelings, observations and ideas.

It is important to be highly motivated, organized and an independent learner.

In Year 12, students are given set projects to complete, but during each project, once the initial teaching input of practical demonstration and critical references is completed, the teaching largely becomes tutorial in style. This means that students work independently in lessons and discuss their work with staff on an individual basis as it progresses. During, and at the end of each project, there are group critiques where all students will be expected to talk about their work and comment on the work of other students.

Students are expected to spend at least 3 or 4 of their independent study sessions a fortnight, working on their art work in the art department.

Art, Craft & Design disciplines include painting and drawing, printmaking, sculpture and alternative media. All students, including Photography students will be expected to use a form of drawing to record their ideas.

### **Recommended Equipment**

- A full set of quality drawing equipment i.e. A selection of drawing pencils (H, B, 2B, 4B, 6B, 8B) 30cm ruler, eraser, pencil sharpener, prit stick, masking tape. For those taking Art and Design or Graphics we also recommend a set of good quality coloured pencils, acrylic paints, good quality paint brushes, oil pastels
- Use of a digital compact (or DSLR) camera, or very good quality camera phone (this is essential for those opting for Photography).
- A4 hardback artist's sketch book or display book
- Trip to London galleries (approx cost £20)

### **Assessment:**

60% Personal Investigation (coursework) comprising of project work, practical outcomes and a critical essay.

40% Externally Set Task (exam project) including project work and practical outcomes produced in exam conditions.

### **Further Course Information:**

See Miss Hammond

## Biology

**Examination Board:** AQA

### **Why study Biology?**

A Level Biology is a challenging, rewarding course that helps students to develop skills and knowledge. It builds on the concepts and skills developed in the GCSE. It links well with many other subjects such as Chemistry, Psychology, Sport, Geology and Geography.

### **Course Content:**

The first year of the course covers topics linked to biological molecules, cells, how organisms exchange substances with their environment, genetic information, variation and relationships between organisms.

The second year of the course builds on this and covers energy transfers between organisms, how organisms respond to changes in their internal and external environments, the control of gene expression, populations, evolution and ecosystems.

### **Assessment:**

Biology is assessed by three two hour papers. One covering the first year content, one the second year content and one covering the content from the whole course of the two years. The questions consist of a mix of short answer questions, comprehension questions and extended response questions. There is also an essay on the final third paper.

There is no coursework for this subject. Instead there are 12 practical tasks that are completed during the course. Students are assessed on their ability to complete these independently throughout the course. Students will then gain a practical endorsement pass on their A-level certificate to show they are competent in practical work. These practical skills and content can then be questioned in the written exams. The practical tasks allow students to use various techniques and specialised equipment, including dissections.

### **Future Uses:**

Biology can lead on to a number of different courses as it demonstrates higher thinking skills and excellent analytical skills. Students who take A-level Biology go on to study a range of courses including Medicine, Veterinary Science, Sports Science, Forensic Science, Archaeology, Food Science, Nutrition, Dentistry, Marine Biology, Zoology, Pharmacy, Physiotherapy and many more. Alternatively, many students take Biology to broaden their subject choices or just because they enjoy it!

### **Further Course Information:**

See Mrs Bonham. The course content can also be looked at in more detail by using the AQA website at <http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>

## **BTEC Extended Certificate in Applied Science**

**Examination Board:** Pearson

### **Why study Applied Science?**

If you enjoy Science and would like to continue studying it without specializing in one particular area then this course would suit you. It involves developing more practical employable skills such as communication, organisation, independent working and time management. The 2 year course is the Equivalent of one A Level in Applied Science and carries the same UCAS points as an A Level qualification.

### **Course Content**

- ✓ Fundamentals of Science
- ✓ Scientific Practical Techniques
- ✓ Science Investigation Skills

The Physiology of Human Body Systems

### **Assessment**

25% of the course is externally assessed by an exam.

37.5% of the course is assessed internally by your teachers through your written portfolio 37.5% if the course is externally assessed based on practical tasks set by the exam board and carried out in lessons

### **Future Uses**

The Level 3 BTEC Extended Certificate in Applied Science is equivalent to one A level and along with your other A levels it will allow you to progress into higher education. As a recognised course you could also progress straight into employment or training. There are a wide variety of science related careers that you could explore for example: medical laboratory assistant, chemist, chemical plant process worker or laboratory technician.

### **Further Course info:**

Please see Mrs Maddams

## **BTEC Business Extended Certificate** (Equivalent to one A Level)

**Examination Board:** Pearson

### **Why study BTEC Business?**

The main purpose of this qualification is to allow the learners to develop the core specialist knowledge, understanding and skills, including the business environment and marketing, required by the sector. It also provides a well-established route into a variety of specialist Higher Education courses and is fully recognised by Universities.

### **Course Content:**

Compulsory Units:

**Unit 1: Exploring Business**

In this introductory unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

**Unit 2: Developing a Marketing Campaign**

In this unit learners will gain skills relating to and an understanding of how a marketing campaign is developed.

### **Assessment:**

#### **YEAR 12**

**Unit 1: Exploring Business** (90 guided learning hours)

In this introductory unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

**Unit 2: Developing a Marketing Campaign** (90 guided learning hours)

In this unit learners will gain skills relating to and an understanding of how a marketing campaign is developed.

#### **YEAR 13**

**Unit 3: Personal and Business Finance** (120 guided learning hours)

Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.

**Unit 14 : Investigating Customer Service** (60 guided learning hours)

In this unit learners explore how effective Customer service contributes to business success and investigate the methods used to improve customer service in a business. They will demonstrate Customer Service in different situations, using appropriate behaviours to meet expectations

### **Further Course Information:**

Please contact Miss Ram [SRam@stm.beds.olicatschools.org](mailto:SRam@stm.beds.olicatschools.org)

Please watch the video located at : [https://www.youtube.com/watch?v=jbM4a\\_4aSYo](https://www.youtube.com/watch?v=jbM4a_4aSYo)  
<http://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html>

### **Future Uses:**

Employment in the business sector

Further/Higher Education courses

## **BTEC Business Diploma** (Equivalent to 2 A Levels)

**Examination Board:** Pearson

### **Why study BTEC Business?**

The Pearson BTEC Level 3 National Diploma in Business is an Applied General qualification. It is Post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the business sector.

### **Course Content:**

#### YEAR 12

#### **Unit 1: Exploring Business** (90 guided learning hours)

In this introductory unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

#### **Unit 2: Developing a Marketing Campaign** (90 guided learning hours)

In this unit learners will gain skills relating to and an understanding of how a marketing campaign is developed.

#### **Unit 4: Managing an Event** (90 guided learning hours)

Learners will work as part of a small group to plan, co-ordinate and manage a business or social enterprise event and evaluate the skills gained.

#### **Unit 8: Recruitment and Selection Process** (60 guided learning hours)

Learners explore how the recruitment process is carried out in a business. The unit gives them the opportunity to participate in selection interviews and review their performance.

#### YEAR 13 (teaching will begin towards the end of Year 12)

#### **Unit 3: Personal and Business Finance** (120 guided learning hours)

Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.

#### **Unit 5: International Business** (90 guided learning hours)

Learners study how UK businesses develop strategies to trade globally. Learners will also consider the factors that influence the implementation of these strategies.

#### **Unit 6: Principles of Management** (120 guided learning hours)

This unit enables learners to understand how the role of management and leadership in the workplace contributes towards business success.

#### **Unit 14 : Investigating Customer Service** (60 guided learning hours)

In this unit learners explore how effective Customer service contributes to business success and investigate the methods used to improve customer service in a business. They will demonstrate Customer Service in different situations, using appropriate behaviours to meet expectations

### **Assessment:**

Unit 1: Assignment - Set and marked internally

Unit 2: Task - Set and marked by Pearson

Unit 3: Written Exam - Set and marked by Pearson

Unit 4: Assignment - Set and marked internally

Unit 5: Assignment - Set and marked internally

Unit 6: Task - Set and marked by Pearson

Unit 8: Assignment - Set and marked internally

Unit 14: Assignment - Set and marked internally

### **Further Course Information:**

Please contact Miss Ram [SRam@stm.beds.olicatschools.org](mailto:SRam@stm.beds.olicatschools.org)

Please watch the video located at : [https://www.youtube.com/watch?v=jbM4a\\_4aSYo](https://www.youtube.com/watch?v=jbM4a_4aSYo)  
<http://qualifications.pearson.com/en/qualifications/btec-nationals/business-2016.html>

## BTEC Health and Social Care Extended Certificate & Diploma

**Examination Board:** Edexcel

### BECOME A 'HERO' - STUDY HEALTH & SOCIAL CARE

Join our highly popular subject and you could be on your way to playing a vital role in the public health sector. Now more than ever we are seeing first-hand how vital working for the health and social care sector is. With over 400 professions to choose from this course will give you the tools you need to study at degree level or apprenticeship training in a health and social care role.

Over 75% of year 13 learners selecting degrees in nursing, midwifery, counselling, social work, paramedics and much more.

All learners will also certificate in CPR 'Save lives' With British Heart Foundation

All learners will find voluntary work experience in the health and social sector

Maybe you have not taken this subject at GCSE level but have an interest in working in a care setting.

We do write a significant amount of BTEC coursework and we also have external exams.

This could be the course for you.

#### **Course Content:**

This course has been designed to allow students to develop an understanding of the diverse and complex nature of the Health & Social Care sector. It gives students a broad base of understanding whilst allowing students to focus their assignments in any of the four areas that they decide:

- \* Health
- \* Care of Older People
- \* Early Years (Care And Education)
- \* Individuals with Specific Needs

Students have the option to undertake **Extended Certificate** (equivalent to **ONE A Level** 360 credits)

Human Lifespan and Development (externally assessed) \* 90 credits

Working in Health and Social Care (externally assessed) \* 120 credits

Meeting Individuals Care and Support needs (externally assessed) \*\* 90 credits

Physiological Diseases and their Care 90 credits

Or the option to undertake a **Diploma** (equivalent to **TWO A Levels** 720 credits). In addition to the units detailed above, the students will also cover the following:

**Enquiries into current research in Health and Social Care 120 credits**

**Principles of safe practice in Health and Social Care 90 credits**

**Promoting public health 90 credits**

Work experience in Health and Social Care 60 credits OR Nutrition in Health and Social Care 60 Credits

The styles of external assessment used for qualifications in the Health and Social Care suite are:

\* examinations – all learners take the same assessment at the same time, normally with a written outcome. These can be available twice a year, should a re-take be required.

\*\* set tasks – learners take the assessment during a defined window and demonstrate their understanding through completion of a vocational task. All external assessments include a period of preparation using set information.

#### **Further Course Information:**

See Mrs A Costello [acostello@stm.beds.olicatschools.org](mailto:acostello@stm.beds.olicatschools.org)

## BTEC Information Technology Extended Certificate

**Examination Board:** Edexcel

### **Why study BTEC Information Technology?**

BTEC IT is equivalent to one A level and offers you a combination of coursework and externally assessed units that will enable you to develop your IT knowledge and ability and produce a comprehensive range of transferable skills.

Good IT skills form a core group of vital abilities for the modern world of study or employment. This course will provide you with a range of experiences that will bolster your IT understanding and allow you to display the digital knowledge that will be essential through your working life.

This is the ideal course for students who have an interest in technology and want to develop up-to-date IT skills and knowledge in an applied way.

### **Course Content:**

#### **Year 12**

#### **UNIT 2: Creating Systems to Manage Information (Practical Controlled Assessment)**

All businesses use databases to help track their customers, inventory and employees. From the smallest in-house customer data systems to stock control systems for massive online retailers, databases are used to improve business operations in companies and organisations around the world. At the end of this unit, you will be able to confidently design, create and use relational database systems.

#### **UNIT 3: Using Social Media in Business (Coursework Assignments)**

You will be familiar with social media for personal and social use, but in this unit you will discover how it can be used in a business context for digital marketing. You will explore how businesses use social media technology to promote their products and services and you will also implement a social media plan and design some creative social media content for a company. (Coursework).

#### **Year 13**

#### **Unit 1: Information Technology Systems (Written External Examination)**

Information technology (IT) systems have a significant role in the world around us and play a part in almost everything we do. In this unit, you will study the role of computer systems and the implications of their use in personal and business situations. You will explore the way that IT systems work together and how data is transmitted around organisations and the world. You will investigate the cybersecurity risks that threaten our systems, as well as the moral and ethical issues that modern technology has brought.

#### **Unit 5 – Data Modelling (Coursework Assignments)**

You will investigate the fundamentals of the decision-making process. You will find out how using data modelling provides the computational ability to compare consequences, and determine a preferred course of action. You will develop the skills and techniques necessary to create complex spreadsheets in order to produce accurate information that informs decision making.

### **Assessment:**

Units are assessed by Examination, Controlled Assessment and Coursework.

### **Further Course Information:**

<https://qualifications.pearson.com/en/qualifications/btec-nationals/information-technology-2016.html>

See Mrs Treliving

## BTEC Extended Certificate in Sport

**Examination Board:** Pearson Edexcel

### Why study BTEC Sport?

This qualification is equivalent to one A Level. The course has been designed as a two-year programme, in which learners must finish the two years to complete the qualification. This course is aimed at learners with an interest in sport, looking to progress to employment in the sports industry and supports progression to further higher education and, ultimately employment.

### Course Content:

Unit 1: Anatomy and Physiology

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

Unit 3: Professional Development in the Sports Industry

Unit 5: Fitness Testing

Unit 6: Sports Psychology

### Assessment:

Unit 1: Anatomy and Physiology

- ✓ Written examination set and marked by Pearson
- ✓ 1.5 hours (90 marks)

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

- ✓ A task set by Pearson and completed under supervised conditions.
- ✓ A case study with written submission (60 marks)

All other units are coursework-based tasks that are internally marked then externally assessed by Pearson examiners.

### Future Uses:

Physiotherapy, Personal Trainer, Sports Dietician, Sports Coach, Physical Education Teaching, Sports Official, Sports Psychologist, Sports journalist, Sports Photography, Sports Marketing and many more...

### Further Course Information:

Please see Miss Biggins or Mr Meredith



## **BTEC Extended Certificate in Travel & Tourism**

**Examination Board:** Edexcel

### **Why study Travel & Tourism?**

This course will provide you with skills and knowledge relevant to a wide range of sectors within the travel and tourism industry.

### **Course Content**

- ✓ The world of Travel & Tourism
- ✓ Global Destinations
- ✓ Principles of Travel & Tourism
- ✓ Visitor Attractions
- ✓ Work Experience

Personal development skills, study skills and employability skills

### **Assessment**

The units will be assessed through a variety of methods including practical work, presentations and role play. There will also be written assessments including brochures and essays. Work will be assessed through internal assignments, an external exam and an external controlled assessment.

### **Future Uses**

This course could lead into a variety of uses including entertainment for holidaymakers, marketing, holiday reps, retail travel, travel agent, working in an airport, flight attendant and airport passenger services as just a few examples.

### **Further Course Information:**

Please see Mrs Swan for further information on the course.

## A Level Business Studies

**Examination Board:** Edexcel

### Why study Business Studies?

- ✓ Dynamic and engaging Content
- ✓ Models, theories and techniques used to support analysis of contemporary business issues and situations
- ✓ Modern topics such as digital technology, business ethics and globalisation
- ✓ Real life skills to aid further study and employment
- ✓ Business knowledge
- ✓ Skills needed to analyse data
- ✓ Critical thinking about issues
- ✓ Make informed decisions

### Course Content:

#### Theme 1: Marketing and people

Students will develop an understanding of; meeting customer needs, the market, marketing mix and strategy, managing people, entrepreneurs and leaders.

#### Theme 2: Managing business activities

Students will develop an understanding of; raising finance, financial planning, managing finance, resource management and external influences.

#### Theme 3: Business decisions and strategy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of, business objectives and strategy, business growth, decision-making techniques, influences on business decisions, assessing competitiveness and managing change.

#### Theme 4: Global business

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of; globalisation, global markets and business expansion, global marketing, global industries and companies (multinational corporations).

### Assessment:

Written examinations comprising shorter answer questions, essay questions and questions involving data response stimuli and case studies.

There are 3 papers – **Paper 1** – Themes 1 + 4 **Paper 2** – Themes 2 + 3 **Paper 3** is holistic across all the themes.

### Further Course Information:

See Miss Ram [SRam@stm.beds.olicatschools.org](mailto:SRam@stm.beds.olicatschools.org)

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html>

### Future Uses:

- \* Further/Higher Education courses
- Employment in the business sector

## Chemistry

**Examination Board:** AQA

### Why study Chemistry?

A broadly practical approach is used to teach this subject. Students will spend much of their time carrying out practical work in the laboratory. Throughout the course the wider applications of Chemistry will be explored and issues of an environmental, spiritual, moral, ethical, social and cultural nature will be considered.

### Course Content:

#### Year 1

**Physical Chemistry-** atomic structure, amount of substance, bonding, energetics, kinetics, equilibria and redox reactions.

**Inorganic Chemistry-** periodicity, group 2 and 7.

**Organic Chemistry-** alkanes, alkenes, halo alkanes and alcohols.

#### Year 2

**Physical Chemistry-** all Year 1 content plus thermodynamics, rate equations, equilibrium, acids and bases and electrode potentials.

**Inorganic Chemistry-** all Year 1 content plus transition metals and reaction of ions.

**Organic Chemistry-** all Year 1 content plus optical isomerism, aldehydes, ketones, carboxylic acids, amino acids, amines, organic synthesis and spectroscopy.

There is no coursework for this subject. Instead there are a set number of compulsory practical activities to be completed during the course. These develop skills in the use of a wide range of experimental and practical instruments, equipment and techniques, including titrations, distillation and thin layer chromatography. Students are assessed on their ability to complete these tasks independently throughout the course. Students will then gain a practical endorsement pass on their A-level certificate to show they are competent in practical work. These are then asked about in the exams.

### Assessment:

Chemistry is assessed by three two hour papers. The questions consist of a mix of multiple choice questions, short and long answer questions testing knowledge of the specification, data analysis and practical techniques.

### Further Course Information:

See Dr Ragni or Mrs Maddams. The course content can also be looked at in more detail by searching on the AQA website.

### Future Uses:

Chemistry can lead on to a number of different courses as it demonstrates higher thinking skills and excellent analytical skills. Students who take A-level Chemistry go on to study a range of courses including Medicine, Veterinary Science, Dentistry, Biochemistry, Biomedical science and Pharmacy.

## Core Mathematics (AS Level)

**Examination Board:** AQA

### Why study Core Mathematics?

The Core Mathematics course will be distinct from A Level Mathematics. Core Mathematics will prepare students for further study and careers without the full subject focus that is required for A Level Maths, but where Mathematical knowledge and its application are nonetheless important. It is useful to support in other subjects such as Biology, Chemistry, Business, Psychology and Geography. It will help you to think Mathematically, logically and analytically and will build your skills in applying Mathematics to new problems and issues.

There is a strong emphasis on personal finance covering areas such as tax, interest rates and budgeting.

### Course Content

The content is determined by the National Curriculum and includes various aspects of number, algebra, shape, space and data handling.

### Assessment

Examination at two tiers: Higher or Foundation 1 non calculator paper and 2 calculator papers.

### Further Course Information

You will develop a wide range of mathematical communication skills as well as improving your ability to work with others. To analyse and to solve problems and to take charge of your own learning. You should also be able to develop your ICT capabilities. All of these are transferable skills that every employer looks for.

### Future Uses

Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high quality Mathematics education therefore provides a foundation for understanding the world and the ability to reason mathematically.

Universities and colleges frequently require mathematical skills as part of many of their courses. The Core Mathematics course carries UCAS points.

## A-Level Drama and Theatre Studies

**Examination Board:** Pearson Edexcel

### Why study Drama at A-Level?

Clear and coherent structure – this qualification has a straightforward structure with three components, one that focuses on devising, one that focuses on performing and one that focuses on practical exploration of texts to interpret them for performance.

Practical focus – the specification focuses on the practical exploration of performance texts, including exploring them in light of the work of theatre practitioners. The performance texts that will be studied for the exam will require students to articulate how they would perform in certain roles, design for certain scenes and interpret a text for performance, putting practical work at the heart of the specification.

Develops transferable skills for progression from A level – students will develop a multitude of skills, including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition to their next level of study or employment.

### Course Content:

The course is divided into three main components:

**Component 1: Devising** • Devise an original performance piece • Use one key extract from a performance text and a theatre practitioner as stimuli • Centre choice of text and practitioner.

**Component 2: Text in Performance** • A group performance of one key extract from a performance text • A monologue or duologue performance from one key extract from a different performance text.

**Component 3: Theatre Makers in Practice** • Live theatre evaluation – choice of performance • Practical exploration and study of a complete performance text – focusing on how this can be realised for performance • Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimaged for a contemporary audience.

### Assessment:

Component 1: Non-examination assessment 40% of the qualification 80 marks

Component 2: Non-examination assessment 20% of the qualification 60 marks

Component 3: Written examination: 2 hours 30 minutes 40% of the qualification 80 marks

### Further Course Information:

The full specification can be found on Pearson's website under A-level Drama and Theatre Studies, or by following this link:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/drama-and-theatre-2016.html>

### Future Uses:

Students can progress from this qualification to: • drama schools, university courses that relate directly to drama and theatre • university courses that will benefit from the skills acquired from this GCE, for example law, human resources, people management • employment where people skills are essential, for example management, retail, nursing, industry and business environments • employment where time management, confidence, the ability to work collaboratively and to meet deadlines are desirable.

## English Language

**Examination Board:** AQA

### **Why study English Language?**

The course is designed to offer opportunities to explore varying branches of linguistics (sociolinguistics, psycholinguistics, historical linguistics and so on). The course includes both the study and exploration of these disciplines and application of ideas to mostly small, non-fiction texts. As students progress through the A-Level they will become highly proficient in unpicking a variety of texts. The course is designed to encourage students to have an evaluative perspective and constantly analyse and question the language around them. This course opens up opportunities for learning of English in the wider world such as: Journalism, media and child speech therapy.

### **Course Content:**

The course begins with an introduction to key topics: language change and child language development. Within these we explore foundational tools of analysis used in English language. Skills acquired here will become invaluable for the rest of the course. This will include an overview of how to analyse a text at a highly sophisticated level: from its overall context, audience and purpose right down to the individual units of sound used.

Students will then use these skills to explore a range of texts in light of their contexts and will discover the complex construction and implications of language. An example of some areas of study are:

- Power: how do speakers use language to influence people or even enforce rules; what makes a text and speaker influential?
- Gender: why do men and women use different language and how has that changed over time; how have social changes regarding gender and sexuality influenced the language we use?
- Identity: what makes a speaker's language unique; how do we view different accents and dialects; what can the broader implications of language and identity be?
- Child development: how do children learn to speak, read and write; what can we learn from unique cases of children's speech development; how do language and psychological theories link?
- Texts and representation: Looking into how language is used to influence readerships.

Creative writing: how do I engage my target audience; how do I transform existing genres in order to create a truly unique text?

### **Assessment:**

Examined units: Paper 1. 2h30 – Section A Textual variations and representations / Section B Children's language development (40%) Paper 2. 2h30- Section A Language diversity and change / Section B Language Discourses (analysis and creating a text) (40%) Non-examined units: Writing to persuade/inform/entertain + commentary (10%), Data investigation (10%)

### **Further Course Information:**

Please speak to Miss Bennetts about this course.

### **Future Uses:**

This is an A-Level subject that opens many doors to you as it shows any future employer / university that you can think independently, critically analyse and evaluate – skills that will be useful in many future professions, with this subject you can also:

Use it as a widely recognised entry qualification for a wide range of degree courses

Use it as a helpful qualification in careers such as Teaching, Journalism, Publishing, Media, HR, PR, Advertising and many others.

## English Literature

### Examination Board OCR

#### Why study English Literature?

The aims of this course are to enable learners to develop their interest in and enjoyment of literature and literary studies as they:

Read widely and independently both set texts and others that they have selected for themselves

Engage creatively with a substantial body of texts and ways of responding to them

Develop and effectively apply their knowledge of literary analysis and evaluation in writing

Explore the contexts of the texts they are reading and others' interpretations of them.

#### Course Content

**English Literature (Year 12):** Component 1 Shakespeare: *Hamlet*

Component 1 Poetry pre-1900: *Christina Rossetti – Selected Poems*

Component 2 Drama Post 1900: *A Streetcar Named Desire* by Tennessee Williams

Component 2 Prose Post 1900: *Nineteen Eighty-Four* by George Orwell

**English Literature (Year 13):** Component 1 Shakespeare: *Hamlet*

Component 1 Drama and poetry pre-1900: *A Doll's House* by Henrik Ibsen compare with Christina Rossetti poetry

Component 2 Close reading: Unseen Dystopian text

Comparative and contextual study: *A Handmaid's Tale* by Margaret Atwood to compare with *Nineteen Eighty-Four* by George Orwell

#### Assessment

**Year 12 EXAM 1** - Component 1: Shakespeare and poetry pre-1900

**EXAM 2** - Component 2: Drama and Prose Post-1900

Closed texts for both exams. Written papers 1 ½ hours for each exam

**Year 13 EXAM 1** - Component 1: Shakespeare, drama & poetry pre-1900

**EXAM 2** - Component 2: Comparative and contextual study

Closed texts for both exams, 60 marks for each exam. Written papers 2 ½ hours for each exam

#### COURSEWORK (Completed in Year 12 and reviewed in Year 13)

Component 03: *Literature Post-1900* (20% of A-Level). Close Reading (1000 words): *A*

*Streetcar Named Desire* by Tennessee Williams. Comparative essay (2000 words): Text 1

Prose - *Small Island* Andrea Levy. Compare to text 2 Poetry - Grace Nichols *The Fat Black*

*Woman's Poetry*

#### Further Course Information

English Literature (Year 12): <http://www.ocr.org.uk/Images/171201-specification-accredited-as-level-gce-level-english-literature-h072.pdf>

English Literature (Year 13): <http://www.ocr.org.uk/Images/171200-specification-accredited-a-level-gce-english-literature-h472.pdf>

#### Future Uses

Studying English Literature opens many doors to you as it shows any future employer and university that you can think independently, critically analyse and evaluate – skills that will be useful in many future professions, eg

Use it as a widely recognised entry qualification for a wide range of degree courses;

Use it as a helpful qualification in careers such as teaching, journalism, professional writing, publishing, teaching, IT, law, education policy, events management, leisure and tourism management, marketing and many others.

## The Extended Project Qualification (AS Level)

**Examination Board:** AQA

### **Why study Extended Project?**

It provides an opportunity for you to extend your abilities beyond the A level syllabus, to stand out and prepare for university or your future career. You can also use it to earn extra UCAS points.

### **Course Content:**

The Extended Project will develop and extend from one or more of your study areas and/or from an area of personal interest or activity outside your main programme of study. It will be based on a topic chosen by you and agreed as appropriate by the school. Delivery of the Extended Project Qualification in school will involve some teaching of necessary skills, supervision and assessment of your progress. You will need to work mostly independently and it will require in the region of 120 guided learning hours.

You are required, with appropriate supervision, to:

- choose an area of interest
- draft a title and aims of the project for formal approval by the school
- plan, research and carry out the project
- deliver a presentation to a non-specialist audience
- provide evidence of all stages of project development and production for assessment

### **Assessment:**

A 5000-word essay **or** an artefact with short report.

Completed production log.

A presentation.

### **Further Course Information:**

**Firefly** - Extended Project Qualification - <https://stm.fireflycloud.net/extended-project-qualification>

**Career Pilot** - <https://www.careerpilot.org.uk/information/a-levels/why-do-an-extended-project-qualification-epq>

**University of Birmingham** - <https://www.birmingham.ac.uk/undergraduate/preparing-for-university/epq/benefits.aspx>



## Level 3 Diploma in Financial Studies (DipFS)

**Examination Board:** The London Institute of Banking and Finance

### **Why study Financial Studies?**

As one of the most popular subjects taken in this school, the qualification encourages students to become responsible borrowers, sensible savers, and to appreciate the need for financial planning throughout their life. It also prepares those students who wish to enter the Finance and Banking sectors with the knowledge of the financial system and how it works. It also attracts the same UCAS points on University applications as any other A Level. If taken as a fourth option in Year 12, upon qualifying you will earn a Certificate In Financial Studies, which is equivalent to an AS level qualification.

### **Course Content:**

#### **Unit 1: Financial Capability for the Immediate and Short Term**

Students will gain an appreciation of why money is important through focusing on what money is; attitudes to it; and how it can affect life choices. The unit introduces students to the financial services industry by focusing on the interaction between money, personal finance and the financial services market place. They will also learn about; the characteristics of financial products for managing money, the impact of poor decision making an unforeseen circumstances, impact of legislation and regulation on earnings, the key features of income tax, National Insurance and an individual's financial needs through the various life stages.

#### **Unit 2: Financial Capability for the Medium and Long Term**

Students will have the ability to plan and manage their financial needs in the medium and long-term, with particular reference to the importance of the need to budget for future aspirations and life events. Learners will consider the changing priorities attached to needs, wants and aspirations as individuals progress through the personal life cycle and the role of financial services in assisting lifelong financial planning. Students will gain an understanding of; the key steps in financial planning, the consequences of an individual's financial footprint on future financing, the risk and regard in terms of impact, severity, probability, the key features of Islamic banking, how to evaluate and critically compare how a situation matches the individual circumstances and attitudes.

#### **Unit 3 : Sustainability of an Individuals Finances**

The Diploma in Financial Studies builds on and develop the work students undertook for the Certificate in Year 12. Unit 3 focusses on planning personal finances in a way that is flexible and sustainable. It explains how develop, monitor and adapt a personal financial plan and explores how external factors affect personal finances. It equips students to make informed decisions about their financial future.

#### **Unit 4 : Sustainability of the Financial Services System**

This final Unit taken in Year 13 examines providers: how they affected by changes in the external environment and how they develop, market and deliver sustainable financial services. Students will gain an understanding of the financial system and competition within the financial services and the impact of change on the system.

### **Assessment:**

Externally assessed Units 1 & 2 in Year 12 and Units 3 & 4 in Year 13

Two papers are sat for each Unit in January and May each year

Part A – 45 minute exam compromising of 35 multiple choice questions

Part B – 1 hour 45 minute exam requiring essay responses to questions relating to a pre released case study and other non- case study questions. One resit is permitted for each component.

### **Further Course Information:**

Contact Miss Ram

## French

**Examination Board:** Edexcel

### Why study French?

- ✓ Meet people from different countries and find out more about them
- ✓ Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem solving strategies and write coherently
- ✓ Develop critical thinking, creativity and independence
- ✓ Discuss interests, ideas and opinions with other people who speak the language
- ✓ Learn more about the countries where the language is spoken, and the people who speak it
- ✓ Read books and watch films in their original language
- ✓ Spend time abroad (e.g. at university or on a work placement)
- ✓ People with language skills and knowledge stand out
- ✓ Find it easier to learn other languages later on
- ✓ Add a useful skill if your main subjects are not languages: languages support careers in areas including management, business science and tourism

### Course Content:

A-Level French helps you explore a wide range of topics, which will add to your understanding of the language and country. Topics are: evolving society in France; political and artistic culture in France; immigration and multi-culturalism in France; the Occupation and Resistance. You will also study a novel and a film and be able to use more complex grammar and more vocabulary.

### Assessment

#### Paper 1 Listening

Questions on a variety of recordings and a variety of written passages

#### Paper 2 Reading and translation

You will write about two books or one book and one film you have studied. There is also a translation of a passage from English into French.

#### Paper 3 Speaking

You will discuss a stimulus card you have been given. You will have 5 minutes to prepare for this. You will also give a presentation on an independent research project you have studied.

Translation from French to English will be conducted on a topic of your choice.

### Further Course Information:

Visit the Pearson-Edexcel website <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/french-2016.html#tab-1>

See Ms Bouamama

## Geography

**Examination Board:** OCR

### **Course Content:**

This course runs for two years and involves at least 4 days in the field to support the Non Examined Assessment

### **Content Overview**

#### **Paper 1**

Landscape Systems  
Earth's Life Support Systems  
Geographical Skills

#### **Paper 2**

Changing Spaces; Making Places  
Global Connections  
Geographical Skills

#### **Paper 3**

Optionality – study 2 of 5 (as chosen by teaching staff)  
Climate Change

#### **Disease Dilemmas**

Exploring Oceans  
Future of Food

#### **Hazardous Earth**

Geographical Skills

### **Assessment Overview**

**Physical systems Paper 1** - 72 marks, 1 hour 45 minute written paper - **24%** of total A level

**Human Interactions Paper 2** - 72 marks, 1 hour 45 minute written paper - **24%** of total A level

**Geographical debates Paper 3** - 96 marks, 2 hours 30 minute written paper - **32%** of total A level

**Independent Investigation** - **Investigative geography** - 60 marks, Non-examination assessment (NEA)  
**20%** of total A level

### **Future Uses:**

Geography combines well with both arts and science subjects. You may already be thinking ahead to potential university and career choices so it is worth bearing in mind that geography is a broad based subject that really fits well for your future progression. For example, for careers in sustainability and green issues, urban regeneration, energy supply, retail location, managing the effects of hazards and climate change, geography is an obvious choice. For careers in the world of business, an understanding of global economics forms an important part of geography. If you are thinking of a career in law, human rights, international relations or welfare then geography gives you the opportunity to consider relevant issues such as: How do we measure development? What are the consequences of migration on societies?

## History

**Examination Board:** OCR

### Why study History?

**Learning about people**, how they interact, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause.

**Learning about countries, societies and cultures.** So many of today's conflicts and alliances have their roots in the past; how can you negotiate with, trade successfully with, or report on a country if you know nothing of its history?

**Learning to locate and sift facts**, to identify truth and recognize myth, propaganda and downright lies (useful in every aspect of life!)

**Presenting what you've learned in a way that makes sense to others.** Whether in graphs, essays or illustrated reports—and having the confidence defend your findings.

### Course Content

Unit 1: England 1485-1558 The Early Tudors Enquiry Topic: Mid Tudor Crises 1547-1558

Unit 2: African Kingdoms c.1400-1800: four case studies

Unit 3: Popular Culture and the Witchcraze of the 16<sup>th</sup> and 17<sup>th</sup> Centuries

Unit 4: Topic based essay

### Assessment

Unit 1: Exam of 1 hour 30 mins 25% of total A Level

Unit 2: Exam of 1 hour 30 mins 15% of total A Level

Unit 3: Exam of 2 hours 30 mins total of 40% of A Level

Unit 4: Non exam assessment. Submission of 3000-4000 word essay

### Further Course Information

The Tudors John Guy

Please see Mrs Marshall for further course information.

### Future Uses

- ✓ History plus a keen interest in politics or a desire to make the world a better place could lead you into local or national politics, charity work, the Foreign & Commonwealth Office or the Civil Service
- ✓ History plus Media Studies could lead into print or broadcast journalism
- ✓ History plus Drama and/or craft skills could develop into a career in restoration work or set design.
- ✓ History plus administration skills could lead you to a business career and then with your interest in history into working for a heritage charity or managing a historic property.

Your interest in History could also lead you into a career in Law.

## Italian

**Examination Board:** Edexcel

### Why study Italian?

- ✓ Meet people from different countries and find out more about them
- ✓ Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem solving strategies and write coherently
- ✓ Develop critical thinking, creativity and independence
- ✓ Discuss interests, ideas and opinions with other people who speak the language
- ✓ Learn more about the countries where the language is spoken, and the people who speak it
- ✓ Read books and watch films in their original language
- ✓ Spend time abroad (e.g. at university or on a work placement)
- ✓ People with language skills and knowledge stand out
- ✓ Add a useful skill if your main subjects are not languages: languages support careers in areas including management, business science and tourism

**Course Content:** A-Level Italian helps you explore a wide range of topics, which will add to your understanding of the language and country. Topics are: evolving society in Italy; political and artistic culture in Italy; immigration and multiculturalism in Italy; history from Fascism to the present day. You will also study a book and/or a film and be able to use more complex grammar and vocabulary.

### Assessment

#### Paper 1 Listening

Questions on a variety of recordings and a variety of written passages

#### Paper 2 Reading and translation

You will write about two books or one book and one film you have studied. There is also a translation of a passage from English into Italian.

#### Paper 3 Speaking

You will discuss a stimulus card you have been given. You will have 5 minutes to prepare for this. You will also give a presentation on an independent research project you have studied.

**Translation** from Italian to English will be conducted on a topic of your choice.

### Further Course Information:

Visit the Pearson-Edexcel website <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/italian-2017.html#tab-0> See Mr Niro or Mrs Florulli

### Future Uses:

Add an international dimension to your personal skills profile  
Have greater opportunities to work and/or study abroad  
Work for companies with international links

## Mathematics

**Examination Board:** Edexcel

### Why study Mathematics?

A-Level Mathematics provides students with a thorough grounding in the mathematical tools and techniques often needed in the workplace. The logic and reasoning skills developed by studying A-Level Mathematics make sure the qualification is widely respected.

### Course Content:

The A level Mathematics course encourages students to develop mathematical argument, language and proof as well as problem solve and model using mathematics. The course covers elements of Pure Mathematics, Statistics and Mechanics. This includes, but is not limited to: algebra and functions; coordinate geometry; sequences and series; trigonometry; exponentials and logarithms; calculus; statistical sampling, distributions and hypothesis testing; kinematics; forces and Newton's laws.

### Assessment:

All assessment is by external examinations.

Advanced Subsidiary (AS) GCE in Mathematics consists of two papers. Paper 1 is Pure Mathematics. This is written in two hours and carries 62.5 % of the qualification. Paper 2 is Statistics and Mechanics. This paper 2 carries 35.5% of the qualification and is written in 1hour 15mins. The AS qualification is done in a single year.

Advanced GCE (A2) consists of 3 examined papers. Paper 1 is Pure Mathematics 1; paper 2 is Pure Mathematics 2. Both papers are written in 2 hours and each carries 33.3% of the qualification. Paper 3 is Statistics and Mechanics. The paper carries 33.33% of the qualification content and is written in 2 hours.

### Further Course Information:

A-level Mathematics encourages students to :

- Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment;
- Develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proof

### Future Uses:

A-Level Mathematics provides a foundation for further studies in a variety of subjects including Science and Engineering.

## Media Studies

**Examination Board:** Eduqas

### **Why study Media Studies?**

Studying A-Level Media, you will enhance your knowledge of the influence the media and cultural industry has on people's lives. You will benefit from analysing a range of stimulating media forms and products, including the rapidly developing digital media. We are a well-facilitated department with a new computer suite, industry standard editing software, video cameras for students to use and multiple green screens.

### **Course Content:**

The course is an academic study of the world of the media in all their many forms and across the two years of the course, you will study a wide range of different media industries via the texts they produce. Through this, you will develop an understanding of how and why media texts are created, the theories that explain how they carry meaning as well as the ways in which they may be interpreted by audiences. You will explore and debate how different groups are represented in society, media coverage of key events, as well as their wider implications. As part of this study, you will explore a foreign language text, independent/alternative media and historical texts in addition to contemporary examples. We will study these media forms through set texts that you will be questioned on directly in the examination, this allows you to enter the exam with a confidence.

All of this will develop and enhance your research, analytical and evaluative skills.

### **Exam Component 1**

For this exam you will study how media language and representations are used in the following media industries Music Videos, Video Games and Advertising and Film Marketing. We will also study the industry practices of Newspapers, Radio and Film.

### **Exam Component 2**

In this exam you will study three media forms in great depth looking at all of the theoretical frameworks, representation, audience, media language and industries. You will study Television – Science Fiction genre, Magazines – Independent and historical texts and Online Media – Zoella and Attitude Magazine.

### **Coursework**

There is no written coursework in this subject. 30% of your grade is earned from the practical production you will create. You will make one video project plus two other related projects based on a brief set by the exam board. e.g A sequence from a TV Drama plus a print advert and DVD case or a Music Video plus a print advert and a homepage for their website

### **Assessment:**

Two exams (70%), Practical production work (30%)

### **Further Course Information:**

See Mrs Treliving

### **Future Uses:**

This course is suitable for those who want to develop their creative side in Media but also pursue an academic qualification that will be useful for degrees in Media Studies, English or Journalism. However some of our students successfully also leave to study a much wider variety of topics such as Accounting, Graphics and Computer Science.

## Physics

**Examination Board:** OCR Physics A

### Why study Physics?

Physics is an exciting and fast moving area of science which enables students to challenge their understanding of the world around them. An A-Level in Physics will open doors to many science and non-science careers. Employers are always looking for numerate employees, and university science and engineering courses rate a Physics qualification very highly.

### Course Content:

**Development of practical skills in physics** - Physics is a practical subject. The Physics course provides you with the opportunity to develop experimental methods and techniques for analysing empirical data.

**Foundations of physics** - Understanding of physical quantities, S.I. units, scalars and vectors helps physicists to effectively communicate their ideas within the scientific community.

**Forces and motion** - In this module, you will learn how to model the motion of objects using mathematics, understand the effect forces have on objects, learn about the important connection between force and energy, appreciate how forces cause deformation and understand the importance of Newton's laws of motion

**Electrons, waves and photons** - In this module, you will learn about electrons, electric current, electrical circuits, wave properties, electromagnetic waves and, of course, quantum physics. **Newtonian world and astrophysics** - With Newtonian mechanics we can model the microscopic motion of atoms to help us understand macroscopic quantities such as pressure and temperature. In Astrophysics we predict the motion of planets and distant galaxies and explore the intricacies of stars and the expansion of the Universe.

**Particles and medical physics** You will learn the basic properties of capacitors and gain a knowledge and understanding of Coulomb's law, electric fields, magnetic fields, Lenz's law and Faraday's law. In Nuclear Physics you study the atom, nucleus, fundamental particles, radioactivity, fission and fusion. Medical imaging explains X-rays, CAT scans, PET scans and ultrasound scans.

### Assessment

- ✓ Modelling physics (01) 100 marks 2hrs 15mins written paper 37% of A level
- ✓ Exploring physics (02) 100 marks 2hrs 15mins written paper 37% of A level
- ✓ Unified physics (03) 70 marks 1 hr 30mins written paper 26% of A level

Practical endorsement in physics (04) non exam reported separately

### Future Uses:

Physics is a highly valued A-Level due to the academic rigour associated with the subject and the need to develop a logical approach to solving a wide range of problems associated with the physical world.

Physics can lead on to study of a vast range of further courses and careers such as Astrophysics, Mechanics, Engineering, Electronics and Optics. It supports applications to do other Natural Sciences (e.g. Chemistry and Biology) as well as Medicine, other Medical degrees, and mathematics.

### Further Course Information:

See Mrs Maddams



## Polish- Advanced Level GCE in Polish (Listening, Reading, Writing)

**Examination Board:** AQA

### Why study Polish?

- To enable students to develop and build on the skills acquired at GCSE
- To enhance employment prospects
- To facilitate foreign travel
- To provide an insight into another culture and society
- To provide students with a sound basis for further study

### Course Content

Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of Polish artistic culture, including music and cinema, and learn about Polish politics including political engagement amongst the young.

### Subject topics

1. Social issues and trends
2. Political and artistic culture
3. Grammar
4. Works: literary texts and films

### Assessment and examination Paper

#### 1: Reading and writing

Written exam: 2 hours 30 minutes, 85 marks, 42.5% of A-level

#### Paper 2: Writing

One text and one film or two texts from the list set in the specification, Grammar, Written exam: 2 hours, 80 marks in total, 20% of A-level

#### Paper 3: Listening, reading and writing

### What's assessed:

Aspects of Polish-speaking society: past and current trends. Aspects of Polish-speaking society: past and current issues. Artistic culture in the Polish-speaking world past and present

Aspects of political life in the Polish-speaking world past and present. Grammar. Written exam: 2 hours 30 minutes. 75 marks. 37.5% of A-level

**Further Course Information:** See Mrs A. Haremza or <https://www.aqa.org.uk/subjects/languages/as-and-a-level/polish-7687>

## Product Design

**Examination Board:** AQA

### Course Content

#### The A2 Units

There are two areas of study which must be completed.

- ✓ Technical Principles – written exam. 30% of A Level 2 1/2 hour exam
- ✓ Designing and Making Principles – written exam 20% of A Level 1 ½ hour exam
- ✓ You are required to learn about a wide range of commonly used materials and manufacturing process as well as the effects that a wide range of influences can have on design and designers.
- ✓ Non-exam assessment –Substantial design and make project 50% of A Level

For this unit you are required to further develop your skills by identifying a problem and producing a design solution to meet customer requirements.

#### **Course Information:**

The Product Design course is compatible with most other A-level courses, depending on your chosen career path. They include Art & Design, Textile Design, Business Studies, Mathematics and Physics. The exact combination can lead to different career options and can be discussed with staff at our open evening.

Students following the course explore product design in its widest sense, through coursework projects and theoretical knowledge. Subjects covered during the Product Design course include iterative design, technical illustration and high level design sketching with a focus on industrial and commercial practices to understand materials and manufacturing techniques. Students are encouraged to become independent learners and will gain an understanding of, and simulate the work of professional designers in their project work.

#### **For Further Information:**

Please see Mr Prudden

## Psychology

**Examination Board:** AQA

### Why study Psychology?

The mind is something intangible that exists within our brain. An unseen process of enzymes, chemicals and electric current moving within the structure of our neural networks dictates why we feel, think and behave the way we do. But why is it that some people suffer from stress and mental illness? Why do some people fear snakes yet a few think they are cuddly? Psychology looks at questions like these in the study of the human mind and behaviour. It is a science with cutting edge research that has real world applications to issues in everyday life, ranging from things like artificial intelligence to social change.

- This course will help you to develop a number of skills:
- How to view the world around you from different perspectives
- How to plan and conduct scientific investigations
- How to analyse and interpret data
- Critical reasoning skills
- How to put across your point of view fluently

### Course Content:

Year 1 – Cognitive Psychology, Developmental Psychology, Research Methods, Biological Psychology, Social Psychology, Approaches and Abnormality

Year 2 - Issues and Debates, Schizophrenia, Relationships, Forensic Psychology and Research Methods

### Assessment:

All Externally Examined Units.

### Further Course Information:

Psychologists observe and measure behaviour and their therapies are based on scientific study. Psychology has links with many disciplines including Biological, Computer and Forensic Science as well as Humanities such as Sociology, Philosophy, Anthropology and even Literature. It involves study of theory, empirical evidence and practical applications. This mix of disciplines helps to make psychology such a fascinating subject

Find out more <http://www.aqa.org.uk/subjects/psychology>

### Future Uses:

Students who take Psychology need a combination of curiosity and scepticism and need to enjoy research. Psychology students often also study Sociology, Health & Social Care, Biology, English and Sports Studies. Students, who want a career in any of the caring services, or in marketing or business, will find an understanding of psychology useful.

## Religious Studies

**Examination Board:** Edexcel

### **Why study Religious Studies?**

Religious Studies encourages students to develop their interest in and enthusiasm for debating key issues that relate to our society and the wider world. The course is a rigorous study of Christianity which encourages students to adopt an enquiring, critical and reflective approach. Students are given the opportunity to reflect and develop their own values, opinions and attitudes in the light of their learning.

### **Course Content:**

In Year 12 and 13 students will study three papers including Religious Ethics, New Testament and a study of Christianity. The content of these papers will be split across the two years of study.

### **Year 12**

**Religious Ethics** - students will study ethical theories and then apply these to topical concepts such as; issues of gender, race and disability, war and peace and sexual relationships.

**New Testament** - students will study prophecy regarding the Messiah, the interpretations of the Person of Jesus in the Synoptic Gospels and the different purposes of the Gospel.

**Philosophy** - students will study philosophical issues such as the design argument, the cosmological argument and the ontological argument. Students need to know the nature of religious experience and the problem of evil and suffering.

### **Year 13:**

**Religious Ethics** - students will further study complex ethical theories and apply these to medical issues including abortion, euthanasia and the rights to a child.

**New Testament** - students will study the ways of interpreting scripture on a literal or allegorical ground, the political and religious conflict of why Jesus had to die focussing on Luke's Gospel and the scientific and historical critical challenges to the death and resurrection of Jesus.

**Philosophy** – students will study the philosophical language including analogy and symbol, verification and falsification debates, language games. Context and critical points of religious belief and views on life after death.

### **Assessment:**

100% written examination at the end of Year 13. Students will be assessed on the three papers studied throughout Year 12 and 13 including Religious ethics, New Testament and the study of Philosophy. Students must show the examiner a demonstration of their knowledge and understanding (40%) and their skills in analysis and evaluation (60%).

### **Future Uses:**

The skills and attitudes developed in the completion of the Religious Studies a level are now wanted by all universities. The course is regarded as the gateway to Law and many other careers.

## Sociology

**Examination Board:** AQA

### **Why study Sociology?**

Sociology is the study of society and social behaviour. We are all part of society and our lives are governed by how well we interact with and react to other members of society within the limits of social norms and the law. Sociology examines how socialisation can influence how we behave and how inequalities in our society can affect our position and opportunities in life. It is a broad subject which covers many areas and will compliment other A Level subjects you may choose. You will learn about social history, legislation and laws, the media and the influence of religion in our society.

### **Course Content:**

#### Year 12

Family and Households ,  
Education and Research Methods

#### Year 13

Crime and Deviance Theory and Methods  
Research Methods

### **Assessment:**

**This is a two year course which is assessed externally at the end of Year 13.**

#### 3 written exams:

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

### **Further Course Information:**

Refer to the AQA website  
See Miss Bedeau for further course information.

### **Future Uses:**

It will be beneficial if you are interested in a career in law, counselling, social work, social housing, education, the police or probation work as well as many other professions which rely on an understanding of people from different social backgrounds and experiences.

## Textiles

**Examination Board:** Edexcel

### Course Content:

You will specialise in the **designing and making of textile pieces**. The course offers exciting opportunities to develop work in constructed textiles, dyed and printed textiles and decorative textiles, exploring a wide range of techniques.

Students will develop work following a specified theme and in relation to Textile Art and Design practice and study a range of Artists / Designers already working within this field. Students will draw inspiration from these and their own visual research, to develop their ideas through sustained investigations, selecting a range of materials and processes and creating imaginative, exciting and original pieces of work.

To be successful, students must be highly enthusiastic and passionate about using visual language to sensitively and thoughtfully extend their own and others' ways of seeing the world. It is important to be highly motivated, organized and an independent learner.

Students are expected to spend **AT LEAST 3 or 4** of their independent study sessions a fortnight working on their textiles work in the department.

Textiles disciplines include silk and fabric painting, drawing, printmaking techniques, sculpture techniques using alternative media, felting, machine embroidery and applique.

In Year 12, students are given a set of themed projects. There are a wide range of practical demonstrations in lessons to engage students and support development work; critical references to Textile Artists and contextual analysis is on-going and reflects student's individual research and choices. Teaching largely becomes tutorial in style as outcomes and development work becomes more individualised and this means that students work independently in lessons and discuss their work with staff as it progresses. Students will be expected to present and talk about their work and comment on the work of other students.

### Equipment costs

The following are course requirements:

A full set of quality drawing equipment.

*Most other equipment will be provided*

### Assessment:

#### Portfolio Component 1: Personal Investigation 60% of the total qualification.

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).

There will be one critical written essay to complete (minimum 1500 words).

**Component 2 : Externally Set Assignment 40% of the total qualification.** This allows students opportunities to complete preparatory studies (**mini portfolio of work**) leading to the realization of a final piece in the 15-hour period of sustained practical work under exam conditions.

### Further Course Information:

See Miss T Perry

## UCAS TARIFF POINTS FOR A LEVEL AND BTEC COURSES 2022

Diploma in Finance	Extended Project Qualification	A level	Tariff points	BTEC Double Diploma	BTEC Extended Certificate Single
			168		
			160		
			152		
			144		
			128		
			112	D*D*	
			104	D*D	
			96	DD	
			80	DM	
			64	MM	
		A*	56		D*
		A	48	MP	D
		B	40		
		C	32	PP	M
A*	A*		28		
A	A	D	24		
B	B		20		
C	C	E	16		P
D	D		12		
			10		
E	E		8		
			6		