



THE SIXTH FORM

Oaklands Catholic School

COURSE GUIDE

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WELCOME TO OAKLANDS

Thank you for your interest in joining the Sixth Form at Oaklands Catholic School.

It is a privilege to lead this wonderful community and I do hope you will consider joining our flourishing and successful Sixth Form.

Choosing the right post-16 pathway can be challenging, and the information in this brochure is designed to give you an overview of the wide variety of courses we offer. The Sixth Form is a thriving community rooted in a culture of love and service where people grow and develop whilst feeling cared for and valued. At the heart of the Sixth Form and wider school lies our Catholic ethos, which underpins everything we do, as our excellent student feedback, public examination results, and post-16 destinations testify. Recently, this has included Oxbridge success and a record number of students securing places to study medicine and other courses at leading universities. I am also proud of the growing number of post-18 apprenticeships our students have accessed across leading industries.

The Sixth Form allows every student to achieve their full potential through high-quality education and academic success. Small class sizes and designated tutors enable us to identify each student's gifts and find opportunities to develop them in a climate where shared and personal achievement can be maximised, where difference is not just tolerated but celebrated.



Mr M Quinn
Headteacher

Matthew Quinn, Headteacher

WELCOME TO SIXTH FORM

A very warm welcome to Oaklands Sixth Form College!

Thank you for your interest in exploring us as a possible destination for your post-16 studies. We welcome students from Oaklands and a wide range of other schools.

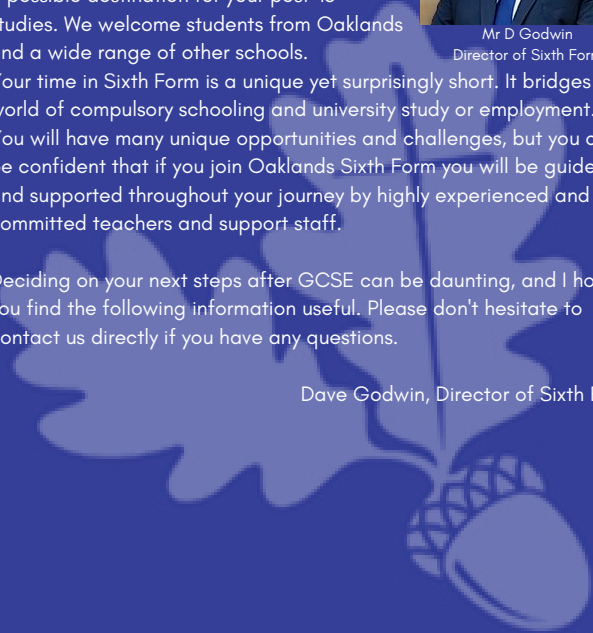
Your time in Sixth Form is a unique yet surprisingly short. It bridges the world of compulsory schooling and university study or employment. You will have many unique opportunities and challenges, but you can be confident that if you join Oaklands Sixth Form you will be guided and supported throughout your journey by highly experienced and committed teachers and support staff.

Deciding on your next steps after GCSE can be daunting, and I hope you find the following information useful. Please don't hesitate to contact us directly if you have any questions.

Dave Godwin, Director of Sixth Form



Mr D Godwin
Director of Sixth Form



ENTRY REQUIREMENTS

The minimum grade requirements for entry to the Sixth Form are 5 grades 9-4 at GCSE, including Maths and English. However, specific entry requirements vary according to the subject, so please refer to the following course information.

Please note that whilst our brochure outlines a wide range of subjects we have recently offered, we reserve the right not to run a particular course in any given year, depending upon demand and staffing.

APPLICATION PROCESS

Application form online	October onwards
Open Evening	17th October
Confirmation Letter	November onwards
Applicant 'Taster' Days	July 2025
GCSE Results and Enrolment	August 2025
Induction and Courses Start	September 2025

ART AND DESIGN - FINE ART/PHOTOGRAPHY

(EXAM BOARD: AQA)

AIMS OF THE COURSE

- Gain intellectual, imaginative, creative and intuitive powers.
- Develop investigative, analytical, experimental, technical, expressive skills, aesthetic understanding and creative judgement.
- Independence of mind to develop their own ideas.
- Gain experience working with a broad range of media.
- Build an understanding of the interrelationship between art, craft and the design processes and an awareness of the contexts in which they operate.

UNITS/TOPICS

Year 1:

Unit 1: Coursework Portfolio

Unit 2: Controlled Assignment

Year 2:

Unit 3: Personal Investigation

Unit 4: Controlled Assignment

ASSESSMENT - AQA

Unit 1 & Unit 2: Internally assessed

Unit 3: 60% of A Level. Project and 1000-3000 word essay

Unit 4: 40% of A Level. 15-hour controlled test

SPECIFIC ENTRY REQUIREMENTS

A minimum of 5 GCSE grades 9-4 including Maths and English and a GCSE in Art, Textiles or Design Technology. Any student wishing to study Art or Photography without a GCSE in Art, must submit a portfolio of their private work before acceptance on to the course.

LINK SUBJECTS

Art may be taken with any other subject.

TYPES OF LEARNING EXPERIENCE

Students will study a series of projects in Year 12 to develop their skills and two further units in Year 13. Individual skills, techniques and knowledge are gained through lectures, discussion, practical work, videos, gallery visits, seminars, books and contact with local art colleges. Visits to London galleries are organised in preparation for personal studies.

PROGRESSING TO HIGHER EDUCATION:

Art and Design - Fine Art/Photography is an exciting and stimulating subject. It is a recognised A Level subject for entry to university degree courses and also pre-degree foundation courses.

CAREERS:

Art and Design - Fine Art/Photography is especially relevant for those wishing to pursue a wide range of careers including fashion, industrial design, interior design, graphic design, textiles, printmaking, theatre, film, media, T.V., photography, hairdressing, jewellery making, animation, art therapy, art education, museum curator, art conservation, product design, illustration and architecture.

BIOLOGY (EXAM BOARD: AQA)

AIMS OF THE COURSE

- Enhance knowledge and understanding of living things, how they work and interact and how they are used and influenced by humans.
- Develop study and communication skills.
- Improve planning, practical, analytical and evaluation skills.
- Develop a more flexible and versatile approach for using biological principles in explaining observations.
- Apply knowledge, understanding and skills for use in higher education, careers and everyday life.
- Develop skills which enhance their ability to participate more effectively in adult life.

UNITS/TOPICS

Year 1: Biological Molecules; Cells; Genetic Information, Variation and Relationships between Organisms; Organism Exchange with the Environment

Year 2

Energy Transfer in and Between Organisms; How Organisms Respond to Changes in Their Environment; Genetics, Populations, Evolutions and Ecosystems; The Control of Gene Expression

MATHS SKILLS:

10% of the marks in each exam will come from Maths skills.

Includes: interpretation of data and statistical tests

12 REQUIRED ASSESSED PRACTICALS:

Enzymes; Mitosis; Dissection (Animal/Plant Gas Exchange System); Growing Microbes; Chromatography; Animal Behaviour, Rate of Respiration of Yeast Cultures; Species Diversity and Distribution

SPECIFIC ENTRY REQUIREMENTS

Level 6+ in English, Maths and Combined Science or Level 6+ in English, Maths, Science.

LINK SUBJECTS

Biology is a good partner for any subject but links particularly well with Chemistry, Geography and PE.

TYPES OF LEARNING EXPERIENCE

Practical work: microscopes, fieldwork, dissection (optional), projects, model-making.

Written work: investigation reports, essays, practice exam questions, data-handling.

Discussion: lecture-style, presentations, conference.

Reading

PROGRESSING TO HIGHER EDUCATION:

Biology is recognised for its rigour as an A Level subject suitable for entry to university and higher education, and particularly useful for continuing studies in any Science related area.

CAREERS:

Essential or useful for medicine, veterinary science, dentistry, biochemistry, marine biology, nature conservation, pharmacy, physiology, nursing, occupational therapy, sports science, physiotherapy, medical and research laboratory technician, forensic sciences, dietician and many others.

A SUCCESSFUL A LEVEL BIOLOGY STUDENT WILL:

- Develop a broad knowledge base in Biology by regularly going over lesson material, reading biological material related to the current affairs, watching relevant videos, reading the A Level Biological Sciences review magazine and popular science books from the lab.
- Develop good communication skills by using the guidance for planning investigations, writing investigation reports and longer-answer questions provided on Show My Homework and the One Drive shared area. They will lay out their written work in a logical, sequential and coherent manner, using appropriate scientific terminology to explain and justify points made.
- Develop analytical and mathematical skills by using the guidance for plotting graphs and carrying out suitable statistical testing provided on Show My Homework and the OneDrive shared area. They will show their working in a thorough and organised manner, and be able to use it in the concluding processes.
- Develop effective revision techniques by allowing sufficient time to memorise large quantities of factual material, use online resources to practise exam-style questions, listen to and act on feedback provided to develop exam technique, and adopt a very persistent approach to preparing for exams.
- Develop practical skills by being attentive to instructions and being aware of their own safety and that of others. They will be able to plan and carry out practical tasks independently, and select appropriate equipment for these tasks to allow data to be successfully generated for analysis.

ASSESSMENT - AQA 3 PAPERS

(all 2 hours)

Paper 1: 35% of A Level. Year 1 Content.

Paper 2: 35% of A Level. Year 1 and Year 2 Content

Paper 3: 30% of A Level. Practical skills and a 25-mark synoptic essay

SILVER OR GOLD CREST AWARDS:

CREST helps young people become independent and reflective learners. CREST is respected by universities and employers and enhances students' UCAS personal statements through enquiry-based project work.

Find out more about CREST at:
<https://www.crestawards.org>

BUSINESS STUDIES (EXAM BOARD: AQA)

AIMS OF THE COURSE

- Develop an enthusiasm for studying business and acquire relevant business and generic skills, including decision-making, problem-solving and application of numerical skills.
- Gain a holistic understanding of business in a range of contexts.
- Develop a critical understanding of organisations and their ability to meet society's needs and wants.
- Understand that business behaviour can be studied from a range of perspectives.
- Generate enterprising and creative approaches to business opportunities, problems and issues.
- Be aware of the ethical dilemmas and responsibilities faced by organisations and individuals.
- The challenging of assumptions and critical analysis.
- Apply numerical skills in a range of business contexts.

UNITS/TOPICS

What is business?

Managers, leadership and decision making

Decision making to improve marketing performance

Decision making to improve operational performance

Decision making to improve financial performance

Decision making to improve human resource performance

Analysing the strategic position of a business

Choosing strategic direction

Strategic methods: how to pursue strategies

TYPES OF LEARNING EXPERIENCE

Students will study three units to achieve an A Level in two years. Facts, figures and research evidence are gained through lectures, seminars, classroom discussion, personal reading books, journals, newspapers, videos and TV documentaries.

There is an opportunity to attend national conferences and visits may be organised to local companies.

ASSESSMENT - AQA 3 PAPERS

(all 2 hours each)

100 marks each

33.3% of A Level each

PROGRESSING TO HIGHER EDUCATION:

Business Studies combines well with English, Modern Languages, Geography and Mathematics as a basis for entry to a wide variety of business related degrees and qualifications.

CAREERS:

A Level Business Studies is undoubtedly an asset whether students decide to seek employment or decide to proceed to higher education, providing a valuable background understanding for careers in the private or public sector such as finance, banking, local government, travel and charities.

CHEMISTRY (EXAM BOARD: AQA)

AIMS OF THE COURSE

- Make decisions about the way chemistry affects everyday life by applying concepts to contemporary areas of chemistry, including climate change, green chemistry and pharmaceuticals.
- Develop a range of generic skills requested by employers and universities, such as problem-solving, oral and written communication, bundling data and ICT.
- Build up a range of practical skills that require creativity and accuracy and develop a firm understanding of Health and Safety issues.
- Work effectively as part of a group, developing team participation and leadership skills.
- Take responsibility for selecting appropriate qualitative and quantitative methods, recording your observations accurately and precisely, and critically analysing and evaluating the methodology, results and impact of your own and others' experimental and investigative activities.

UNITS/TOPICS

Paper 1: Inorganic chemistry; Atomic structure; Amount of substance; Bonding; Energetics; Equilibria; Acids and bases; Redox; Relevant practical skills

Paper 2: Organic chemistry; Amounts of Substance; Bonding; Energetics; Equilibria; Kinetics; Relevant practical skills

Paper 3: all content and practical skills

ASSESSMENT - AQA 3 PAPERS

(all 2 hours each)

Paper 1: 35% of A Level. 105 marks

Paper 2: 35% of A Level. 105 marks

Paper 3: 90 marks

PROGRESSING TO HIGHER EDUCATION:

An A Level in Chemistry is essential for courses such as Medicine, Veterinary Science, Pharmacy, Dentistry and Chemical Engineering.

CAREERS:

Whilst many job opportunities specifically using Chemistry require higher qualifications, most laboratory based jobs benefit from a Chemistry qualification, for instance dental assistant or veterinary assistant. Many employers view success at A Level Chemistry as a clear indication of sound academic ability.

SPECIFIC ENTRY REQUIREMENTS

A minimum of grades 7, 6, 6 in any order in GCSE Science and Maths is required.

LINK SUBJECTS

Chemistry may be taken with any combination of subjects, but is particularly complemented by subjects such as Biology, Physics, Mathematics or Geography.

TYPES OF LEARNING EXPERIENCE

Students will study two modules in Year 12 and complete core practicals to develop laboratory skills. A similar structure also applies in Year 13 with laboratory skills assessed in a third exam paper. Lessons will vary in format from lecture style to research, independent learning, practical and investigative work. Students are expected to keep a coherent folder of notes, exercises and practical write-ups throughout the course. Background reading should be done on a regular basis as well as keeping up to date with current trends by watching relevant TV programmes and reading science magazines.

COMPUTER SCIENCE (EXAM BOARD: AQA)

AIMS OF THE COURSE

- Computer Science teaches problem-solving, programming basics, data structures, algorithms, and computation limits.
- Demonstrate knowledge and understanding of the principles and concepts of Computer Science, including abstraction, logic, algorithms and data representation.
- Apply knowledge and understanding of the principles and concepts of Computer Science, including to analyse problems in computational terms.
- Design, programme and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions.

UNITS/TOPICS

Fundamentals of programming
Fundamentals of data structures
Fundamentals of algorithms
Theory of computation
Fundamentals of data representation
Fundamentals of computer systems
Fundamentals of computer organisation and architecture
Consequences of uses of computing
Fundamentals of communication and networking
Fundamentals of databases
Big Data
Fundamentals of functional programming
Systematic approach to problem solving

SPECIFIC ENTRY REQUIREMENTS

Grade 6 in Maths. GCSE grade 4 in Computer Science is desirable.

LINK SUBJECTS

Computer Science is complemented by study of Maths A Level though it is not necessary to study it alongside. It works well with most other A Levels including modern foreign languages.

ASSESSMENT - AQA 2 PAPERS

Paper 1: 40% of A Level. 2 hour 30 minute exam

Paper 2: 140% of A Level. 2 hour 30 minute exam

NEA: 20% of A Level.

PROGRESSING TO HIGHER EDUCATION:

This A Level is relevant to many higher education destinations and can lead on to a Computer Science degree.

TYPES OF LEARNING EXPERIENCE:

Students of A Level Computer Science will develop the ability to apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation. Additionally students will analyse problems in computational terms through the practical experience of solving such problems, including writing programmes to develop the capacity for thinking creatively, innovatively, analytically, logically and critically the capacity to see relationships between different aspects of computer science.

Learners will acquire mathematical skills related to Boolean algebra; comparison and complexity of algorithms as well as number representations and bases.

Finally, learners will enhance their ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

CAREERS:

Computer Science provides a good grounding for the following career choices: digital copywriter, IT sales, IT trainer, nanotechnologist, network engineer, PPC specialist, supply chain manager and technical author.

DRAMA (EXAM BOARD: AQA)

AIMS OF THE COURSE

- Encourage students to develop an interest in and enjoyment of drama and theatre through experience as audience members and through their development of theatre skills.
- Encourage students' knowledge and understanding of social and cultural contexts of drama and theatre through detailed study of dramatic texts and the work of theatre practitioners.
- Develop students' ability to respond critically and sensitively to a range of dramatic texts and relevant issues.
- Students should develop as confident and independent interpreters of drama and theatre by broadening and deepening their knowledge, skills and understanding of this creative medium.

UNITS/TOPICS

Component 1: Knowledge and understanding of drama and theatre (Study two set plays - drama before 1900 and 20th/21st Century drama. Analysis and evaluation of the work of live theatre makers)

Component 2: Process of creating devised drama (Performance of devised drama)

Component 3: Exploration of dramatic performance (Explore and interpret three extracts from different plays. Extract 3 is to be performed as a final assessed piece)

Reflective report: analysing and evaluating theatrical interpretation of all three extracts.

SPECIFIC ENTRY REQUIREMENTS

GCSE Drama or Performing Arts is desirable.

LINK SUBJECTS

Drama may be taken with any other subject. Combinations have included English Literature and Language, Psychology, History, Sociology and Law.

TYPES OF LEARNING EXPERIENCE:

Knowledge, understanding and skills are gained through practical exploration of texts and practitioners, classroom discussions, personal reading and research and visits to professional and amateur productions. Students also perform a studio production of one set text.

ASSESSMENT - AQA

Component 1: 40% of A Level. 3 hour exam

Component 2: 30% of A Level. Working notebook (40 marks) Devised performance (20 marks)

Component 3: 30% of A Level. Performance - Extract 3 (40 marks) and Reflective report (20 marks).

For Component 2 and Component 3, students may contribute as performer/designer/director

PROGRESSING TO HIGHER EDUCATION:

Drama is a demanding yet highly enjoyable course focusing on students' abilities to both create and analyse theatre. It is a recognised A Level subject for university and higher education and is a useful stepping stone to further study in Creative and Performing Arts, English, Law and Media as well as other areas.

CAREERS:

Drama is especially relevant to those wishing to pursue careers in Performing Arts (acting, directing, technical, theatre management) or in any career where communication and presentation skills are needed (Law, Teaching, Management).

ECONOMICS (EXAM BOARD: AQA)

AIMS OF THE COURSE

- Develop an interest in and enthusiasm for the subject
- Appreciate the contribution of economics to the understanding of the wider economic and social environment
- Develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
- Use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- Understand that economic behaviour can be studied from a range of perspectives
- Develop analytical and quantitative skills, together with qualities and attitudes, to equip students for the challenges, opportunities and responsibilities of adult and working life.

UNITS/TOPICS

Unit 1: Individuals, firms, markets and market failure (Economic methodology and the economic problem; Individual economic decision making; Price determination in a competitive market; Production, costs and revenue; Perfect competition, imperfectly competitive markets and monopoly; The labour market; The distribution of income and wealth: poverty and inequality; The market mechanism, market failure and government intervention in markets)

Unit 2: The national and international economy (The measurement of macroeconomic performance; How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts; Economic performance; Financial markets and monetary policy; Fiscal policy and supply-side policies; The international economy)

SPECIFIC ENTRY REQUIREMENTS

GCSE Maths at grade 5 or above is desirable.

LINK SUBJECTS

Economics successfully combines with any other subject, including Business Studies at A Level.

ASSESSMENT - AQA

Paper 1: 33.3% of A Level. 2 hour exam

Paper 2: 33.3% of A Level. 2 hour exam

Paper 3: 33.3% of A Level. 2 hour exam

TYPES OF LEARNING EXPERIENCE:

Concepts and theories and the facts, figures and research to critically evaluate them in a real world context are gained through lectures, seminars, classroom discussion, personal reading, books, journals, newspapers, videos and TV documentaries. Students get the opportunity to examine 'real data', to use online worksheets and numerous online resources and websites. There is an opportunity to attend national economic conferences.

PROGRESSING TO HIGHER EDUCATION:

Economics is a subject that provides good mental discipline and teaches a rigorous and analytical approach to problems, issues and current events. It is relevant to almost everything you do and is highly respected by universities. It combines well with Mathematics, Sciences, History and Geography as a basis for entry to a wide variety of related degrees and qualifications.

CAREERS:

Economics is extremely respected in all professions, particularly business, management, banking, research analysis, finance and the law. Studying Economics will open many doors, especially if you aspire to a career at management level.

ENGLISH LANGUAGE (EXAM BOARD: AQA)

AIMS OF THE COURSE

- Explore the links between language and context
- Promote sophisticated communication skills
- Develop advanced analytical skills
- Allow students to develop their areas of interest throughout the course.

UNITS/TOPICS

Paper 1 - Language, the Individual and Society

Paper 2 - Language Diversity and Change

Non-exam Assessment - Language in Action

SPECIFIC ENTRY REQUIREMENTS

A grade 5 or above in either English Language or English Literature is required.

LINK SUBJECTS

English Language may be taken with any other subject. It has strong links with Psychology, Sociology and Media and complements English Literature.

ASSESSMENT - AQA

Paper 1: 40% of A Level. 2 hour and 30 minutes exam.

Paper 2: 40% of A Level. 2 hour and 30 minutes exam.

Non Exam Assessment: 20% of A Level. 3500 word coursework.

TYPES OF LEARNING EXPERIENCE

The course is designed to develop students as independent, critical thinkers. Content is delivered through a variety of different teaching and learning styles which will involve seminars, group work, class discussion and independent research.

Students will need to keep their own portfolio of texts and will be expected to conduct wider reading and research.

PROGRESSING TO HIGHER EDUCATION

English Language is a stimulating subject which is directly relevant to life today. It is a recognised A Level subject for entry into university and higher education.

CAREERS:

English is relevant to any student who wishes to demonstrate advanced communication and analytical skills.

Students wishing to pursue careers in linguistics, education, journalism and media will find English Language particularly useful.

ENGLISH LANGUAGE AND LITERATURE (EXAM BOARD: AQA)

AIMS OF THE COURSE

- Aid understanding of the way in which writers use form, structure and language to shape meanings.
- Develop a critical sense, personal response and independent judgement.
- Promote understanding of the ways in which readers respond to, interpret and value texts.
- Enable students to write accurately, clearly and effectively for different purposes and audiences.
- Enable students to analyse, interpret and compare texts confidently.
- Promote the enjoyment and appreciation of literary and non-literary texts in a disciplined and critical way.

UNITS/TOPICS

Paper 1 – Telling stories.

Remembered places

Imagined worlds

Poetic voices

Paper 2 – Exploring conflict

Writing about society

Dramatic encounters

NEA: Making connections – investigation of a chosen theme and texts. Methods of language analysis are integrated into this activity.

SPECIFIC ENTRY REQUIREMENTS

A GCSE in English Language or English Literature at grade 5 or above is required.

LINK SUBJECTS

English may be taken with any other subject.

TYPES OF LEARNING EXPERIENCES:

Students will explore a broad range of subjects which include poetry, drama, travel-inspired writing and dramatic texts. A variety of writing skills will be developed and a range of fiction and non-fiction texts analysed.

ASSESSMENT – AQA

Paper 1: 40% of A Level. 3 hour exam

Remembered Places: 40 marks

Imagined Worlds: 45 marks

Poetic Voices: 25 marks

Paper 2: 40% of A Level. 2 hour and 30 minutes exam

Writing about society: 55 marks

Dramatic Encounters: 45 marks

NEA Making Connections: 20% of A Level. Coursework Task of 2,500–3,000 words

PROGRESSING TO HIGHER EDUCATION:

This course provides a good broad base for most Arts and Humanities degrees.

CAREERS:

English is especially relevant to those wishing to pursue careers in the media, education, marketing and any career that requires communication and presentation skills.

ENGLISH LITERATURE (EXAM BOARD: AQA)

AIMS OF THE COURSE

- Develop a critical understanding of a wide range of classic and contemporary literature.
- Explore the link between literature and the context in which it is written.
- Increase appreciation of the English Literary Heritage, placing texts in the social and historical context in which they were written.
- Encourage a profound enjoyment of literature in all its forms.

UNITS/TOPICS

Paper 1 - Literary Genres

Paper 2 - Text and Genres

Non-exam Assessment - Theory and Independent Study of two texts: one poetry and prose informed by the study of the Critical Anthology.

SPECIFIC ENTRY REQUIREMENTS

A GCSE Grade 5 in either English Language or English Literature is required.

LINK SUBJECTS

English Literature may be taken with any other subject.

TYPES OF LEARNING EXPERIENCE

The AQA English Literature A Level is a two-year linear course assessed through exams and coursework at the end of the course. Knowledge is gained through lectures, seminars, classroom discussions, student presentations, critical reading, journals, videos, newspapers, dramatic interpretation, theatre and wide personal reading. A love of reading is a requirement for this course.

PROGRESSING TO HIGHER EDUCATION

English Literature is a stimulating subject which is relevant to life today. It is a recognised A Level subject for entry into university and higher education and is useful for further study in any arts.

CAREERS

English is relevant to those wishing to pursue courses in publishing, education, media and advertising and teaching; it provides evidence of proficiency in self expression and a keen analytical mind.

ASSESSMENT - AQA

Paper 1: 40% of A Level. 2 hour and 30 minutes exam.

Paper 2: 40% of A Level. 3 hour exam.

Non Exam Assessment: 20% of A Level. 2 1500 word coursework essays.

FILM STUDIES (EXAM BOARD: EDUQAS)

AIMS OF THE COURSE

- To deepen your understanding of the film industry and to understand how it operates.
- To analyse a range of films and assess how producers create meaning for the audience.
- To deconstruct the micro and macro features of films and critically assess them.
- To learn production techniques and create your own film texts.

UNITS/TOPICS

Component 1: Varieties of film and filmmaking.

Section A: Hollywood 1930–1990 (comparative study).

Section B: American film since 2005 (two-film study).

Section C: British Film since 1995 (two-film study). Focus on Narrative and Ideology.

Component 2: Global filmmaking perspectives.

Section A: Global film (two-film study). Focus on film form.

Section B: Documentary film. Focus on critical debates on digital film and filmmakers' theories.

Section C: Film movements – silent cinema. Focus on critical debates.

Section D: Film movements – experimental film (1960–2000). Focus on the idea of the auteur and narrative.

Component 3: Production

This assesses production and its evaluative analysis. Learners produce either a short film (4–5 minutes) or a screenplay for a short film (1600–1800 words) and a digitally photographed storyboard of a key section and an evaluative analysis (1250–1500 words).

ASSESSMENT – AQA

Component 1: 35% of A Level. 2 hour 30 minutes exam.

Component 2: 35% of A Level. 2 hour 30 minute exam.

Non Exam Assessment: 30% of A Level.

LINK SUBJECTS

Film Studies has close links with English Literature, Drama, Photography, Art and Music. Due the contextual knowledge needed, Film Studies also links with History, Sociology and Psychology.

TYPES OF LEARNING

You will look at how the film industry operates and build an understanding of how it has changed over time. You will study a range of films from Hollywood, British and World cinema and have an opportunity to analyse them in detail. You will have to deconstruct the films and look for how meaning is created by the producers in order to impact upon the audience. You will look at how certain contextual issues are explored through film and begin to critically evaluate and make substantiated judgements on the underlying message and meaning of films.

PROGRESSING TO HIGHER EDUCATION

There are many well-established Media, Film and Television production courses at degree level. Film Studies is useful when applying for any creative arts course. Film Studies also develops a range of transferrable skills such as analysis and critical thinking, both skills are valuable when moving on to degree level.

FRENCH (EXAM BOARD: AQA)

AIMS OF THE COURSE

- Develop linguistic skills alongside understanding the culture and society of countries where French is spoken.
- Explore French-speaking artistic culture, including Francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world.
- Learn the language in the context of French-speaking countries and the issues and influences which have shaped them.

UNITS/TOPICS

Year 1

Aspects of French-speaking society: the changing nature of family, the “cyber-society”, the place of voluntary work.

Artistic culture in the French-speaking world: a culture proud of its heritage, contemporary francophone music, cinema.

In-depth study of a film or literary text

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Year 2

Aspects of French speaking society: positive features of a diverse society, life for the marginalised, how criminals are treated

Aspects of political life in the French-speaking world: Teenagers, the right to vote and political commitment;

Demonstrations, strikes - who holds the power?; Politics and immigration.

In-depth study of a second literary text
Individual research project.

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ASSESSMENT - AQA

Unit 1: Listening, Reading and Writing. 45% of A Level. 1 hour and 45 minute exam.

Unit 2: Writing. 25% of A Level. 1 hour and 30 minute exam.

Unit 3: Speaking. 30% of A Level. 12-14 minute exam.

SPECIFIC ENTRY REQUIREMENTS

A minimum of 5 GCSE grades 9-4, including Maths, English and French.

LINK SUBJECTS

French compliments all other subjects at A Level and beyond.

TYPES OF LEARNING EXPERIENCE

This is a linear qualification. Knowledge is gained through study of texts, interactive audio-visual resources, guides and workbooks. Students carry out independent research and develop the skills of discussion, translation, reading, listening, summarising and essay writing

PROGRESSING TO HIGHER EDUCATION

French is a recognised A Level subject in itself for university and higher education and a shared degree course across a wide spectrum of subjects.

CAREERS

The ability to communicate in a modern foreign language has become a necessary part of modern working life particularly in a global market. Increasingly, employers are asking for applicants with a knowledge of one or more modern foreign languages. This skill will enhance your employability in areas such as government agencies, public policy, tourism, publishing, advertising, economics, public relations and the export/import industry.

FURTHER MATHS (EXAM BOARD: EDEXCEL)

AIMS OF THE COURSE

- Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment.
- Extend their range of mathematical skills and techniques and use them in more difficult unstructured problems.
- Recognise how a situation may be represented mathematically, understand the relationship between 'real world' problems and standard and other mathematical models and how these can be refined and improved.
- Read and comprehend mathematical arguments and articles concerning applications of mathematics.
- Develop an awareness of the relevance of mathematics to other fields of study, the world of work and society in general.

UNITS/TOPICS

Unit 1: Applied Maths (2 of the following)
Decision Mathematics 1 (Algorithms; Graph Theory; Networks; Linear Programming)
Decision Mathematics 2 (Game Theory; Flows in a network; Matching and allocation problems; Critical path analysis; Dynamic programming
Further Probability and Statistics (Continuous random variables; The normal and Normal distribution; Sampling and hypothesis testing)

Unit 2: Core and Pure Mathematics 1 and 2
(Summation of series; Mathematical induction; Roots of polynomial equations; Complex numbers; Matrices)

SPECIFIC ENTRY REQUIREMENTS

You must have a grade 7 or above in Maths (grade 8 or 9 is preferred).

ASSESSMENT - EDEXCEL

Unit 1: Two 1 hour and 30 minute exam

Unit 2: Two 1 hour and 30 minute exams

TYPES OF LEARNING EXPERIENCE

The course content is delivered through lectures, classroom discussion, practical activities, use of IT and personal research.

LINK SUBJECTS

Mathematics may be taken with any other subjects, and it is particularly valuable to Economics, Business studies, Physics and Chemistry. Further Mathematics must be taken with A Level Mathematics.

PROGRESSING TO HIGHER EDUCATION

Mathematics is a highly recognised A Level subject for entry to university and higher education and it is a useful stepping stone to Engineering, Sciences, Computing and Business related subjects.

CAREERS

Mathematics is especially relevant to those wishing to pursue careers in Finance, Business, Research, Engineering, Education, Accountancy and IT.

GEOGRAPHY (EXAM BOARD: AQA)

AIMS OF THE COURSE

- Address and attempt to understand topical issues.
- Foster an understanding of the environment and its processes.
- Develop awareness of cultural diversity and geographical variations relevant to business and good citizenship.
- Analyse primary and secondary information, paralleling the needs of everyday employment.
- Be well prepared for the challenges of the information society in an increasingly globalised economy.
- Use quantitative methods and ICT effectively.

UNITS/TOPICS

Unit 1: Physical Geography (Water and Carbon cycles; Coastal systems and landscapes; Hazards).

Unit 2: Human Geography (Global systems and global governance; CHanging Places; Contemporary Urban Environments).

Unit 3: Geography Fieldwork Investigation.

SPECIFIC ENTRY REQUIREMENTS

Geography GCSE grade 4 or above is required.

ASSESSMENT - AQA

Unit 1: 40% of A Level. 2 hour and 30 minute exam

Unit 2: 40% of A Level. 2 hour and 30 minute exam

Unit 3: 20% of A Level. 3000–4000 word investigation

TYPES OF LEARNING EXPERIENCE

Geography students will carry out local fieldwork, will research topics in small groups and give presentations to the class as well as traditional classroom based teaching. Extracts from TV programmes and software programmes are also used to enhance learning. Students are encouraged to keep a “scrapbook” file of cuttings, notes from TV documentaries that they watch to incorporate into their written work.

Residential fieldwork will deepen the students’ experience and understanding; previous fieldwork opportunities have included Iceland and Sicily. In Year 12, students are taken on a three-day residential visit to the Dorset coast to learn coastal case studies, and to collect data for the report, which is worth 20% of the A Level.

Day visits are also arranged to a London university to work with the wave tank and Chichester harbour when studying coastal processes.

LINK SUBJECTS

Geography can be taken with all other subjects, being a social science, as it sits in the middle of the academic continuum but particularly with Economics, Business Studies, ICT and Sociology.

PROGRESSING TO HIGHER EDUCATION

Geography is recognised as a subject in its own right and also links comfortably with Economics, Architecture and Urban Planning, Environmental Science, ICT, Tourism and Sports Science.

CAREERS

Geography A Level can lead to careers in: Commerce, Business, Management and Finance, Law, Education, Geographical Information Systems, HM Services, Sports and Recreational Management, Surveying, Planning, Engineering, Civil service, Meteorology, Tourism and Teaching!

HEALTH AND SOCIAL CARE (EXAM BOARD: OCR)

AIMS OF THE COURSE

- Progress to higher education and employment in the health and social care sector.
- Develop skills, knowledge and understanding in a vocational context.
- Experience practical aspects of health and social care settings.

UNITS/TOPICS

Examined units:

Equality, diversity and rights in health and social care

Health, safety and security in health and social care

Anatomy and physiology for health and social care.

Coursework units:

Building positive relationships in health and social care

Diet and nutrition

Sexual health, reproduction and early development stages.

SPECIFIC ENTRY REQUIREMENTS

GCSE Science at grade 4 is recommended.

ASSESSMENT - OCR

Examined Units: 58% of A Level

Coursework units: 42% of A Level

Learners will be awarded a Pass (E Grade), Merit (C Grade), Distinction (A Grade) or Distinction* (A* grade)

LINK SUBJECTS

Health and Social Care is particularly useful to study alongside Sociology; Psychology; Biology and Physical Education.

PROGRESSING TO HIGHER EDUCATION

Health and Social Care is a recognised A Level subject for entry to university and higher education.

CAREERS

Health and Social Care is especially relevant to those wishing to pursue careers in midwifery, social work; education; nursing; teaching; psychology; occupational therapy and physiotherapy. It is also relevant for students who may wish to pursue careers in law and social policy.

HISTORY (EXAM BOARD: OCR)

AIMS OF THE COURSE

- Acquire and effectively communicate knowledge and understanding of the period of History studied.
- Develop their understanding and expertise of historical skills, terms and concepts.
- Explore the significance of events, individuals, issues and societies in British, European and World History.
- Understand the nature of historical evidence and the methods used by historians in the analysis and evaluation of that evidence.
- Develop their understanding of how different historians interpret and represent the past at different times.

UNITS/TOPICS

Unit 1: British History Period Studies – Britain 1930–1997.

Unit 2: Non British Study – Crusades and the Crusader States 1095–1192.

Unit 3: Centre Based Coursework – Historical Interpretations and Investigations – Britain 190–1997

Unit 4: Historical Thematic Study – Russia and its Rulers 1855–1964.

SPECIFIC ENTRY REQUIREMENTS

A grade 5 in either English Language or English Literature is essential. History grade 4 or above is preferred.

LINK SUBJECTS

History can be combined with any A Levels. A popular option has been to combine History with A Level RE, English, Law, Economics, Sociology or Psychology. History can also be paired as an option to Science based A Levels.

TYPES OF LEARNING EXPERIENCE

Students take part in group discussion of major issues and present research findings. Opportunities exist for day conferences where leading historians give their interpretations of the major events studied.

ASSESSMENT – OCR

Unit 1: 25% of A Level. 1 hour and 30 minute exam.

Unit 2: 15% of A Level. 1 hour exam.

Unit 3: 20% of A Level. Non-exam unit, 3000–4000 word essay

Unit 4: 40% of A Level. 2 hour and 30 minute exam.

PROGRESSING TO HIGHER EDUCATION

A Level History is widely regarded as one of the 'Gold Standard' A Levels and is highly regarded by university admissions tutors. Students with A Level History go on to read a wide range of subjects ranging from Law, English and Languages to Theology, Economics and Psychology. A number of students each year decide to read History at a range of universities including those requiring the highest standard of entry.

CAREERS

History graduates have a good 'track record' of graduate employment ranging from journalism and the civil service, to industry and commerce. A number of the most prominent positions in the public services and industry are occupied by History graduates.

LAW (EXAM BOARD: OCR)

AIMS OF THE COURSE

- Develop knowledge and understanding of the English legal system and private and public law areas with the law of England and Wales.
- Develop an understanding of legal methods and reasoning used by lawyers and the judiciary.
- Develop and apply legal methods and reasoning techniques to analyse and offer answers to problems based on legal principles, legislation and case law.
- Develop the ability to construct conclusions and communicate legal arguments by reference to appropriate legal authorities.
- Develop the ability to communicate persuasive legal arguments by reference to appropriate legal authorities.
- Demonstrate critical awareness of the influence and operation of the law in society.

UNITS/TOPICS

Component 1: The legal system and criminal law.

Component 2: Law making and the law of tort.

Component 3: Further Law.

SPECIFIC ENTRY REQUIREMENTS

A minimum of 5 GCSE grades 9-4 including Maths and English. GCSE English at a grade 5 or above is preferred.

LINK SUBJECTS

Law can be combined with any A Level subject.

TYPES OF LEARNING EXPERIENCE:

Students are encouraged to discuss topics and present research in lessons. They are expected to keep up to date with current legal developments by reading legal articles and Law reports in the broadsheet press. Visits are made to the Courts locally and in London. Visiting Magistrates, Solicitors and Barristers are used, as appropriate, to aid knowledge and understanding of major topic areas.

ASSESSMENT – OCR

Component 1: 33.3% of A Level. 2 hour exam.

Component 2: 33.3% of A Level. 2 hour exam.

Component 3: 33.3% of A Level. 2 hour exam.

PROGRESSING TO HIGHER EDUCATION

A number of students will progress to read Law at university. However, the majority of students will enter a wide range of degree programmes where Law may or may not be a component of the course. A number of students have gone on to Legal Executive courses.

CAREERS

Students who read Law often progress to a career as a Solicitor or Barrister. Law can also be used as a basis for entry to a large range of occupations.

MATHS (EXAM BOARD: EDEXCEL)

AIMS OF THE COURSE

- Extend a range of mathematical skills and techniques and use them in more difficult unstructured problems.
- Recognise how a situation may be represented mathematically, understand the relationship between 'real world' problems and standard and other mathematical models, and how these can be refined and improved.
- Use mathematics as an effective means of communication.
- Develop an awareness of the relevance of mathematics to other fields of study, the world of work and society in general.
- Take increasing responsibility for learning and evaluation of mathematical development.

UNITS/TOPICS

Pure Mathematics: Algebra; Polynomials; Coordinate geometry and graphs; Differentiation; Trigonometry; Sequences and Series; The Binomial Expansion; Integration; Logs and Exponentials.

Mechanics: Force as a vector; Equilibrium of a particle; Kinematics of motion in a straight line; Newton's laws of motion.

Statistics: Representation of data and sampling; Probability; Distribution; Hypothesis testing.

SPECIFIC ENTRY REQUIREMENTS

You must have a GCSE grade 7 or above in Maths.

LINK SUBJECTS

Mathematics may be taken with any other subjects and it is particularly valuable to Economics, Business Studies, Physics and Chemistry.

TYPES OF LEARNING EXPERIENCE

The course content is delivered through lectures, classroom discussion, practical activities and use of IT.

ASSESSMENT - EDEXCEL

Core 1: 33.3% of A Level. 2 hour exam

Core 2: 33.3% of A Level. 2 hour exam

Applied: 33.3% of A Level. 2 hour exam

PROGRESSING TO HIGHER EDUCATION

The problem solving skills and the ability to tackle tasks logically gained from maths, make mathematics relevant to many subjects at higher education and university.

Mathematics is a highly recognised A Level subject for entry to university and higher education and it is a useful stepping stone to Engineering, Sciences, Computing and Business related subjects.

CAREERS

Mathematics is especially relevant to those wishing to pursue careers in Finance, Business, Research, Engineering, Education, Accountancy and IT.

MEDIA STUDIES (EXAM BOARD: EDUQAS)

AIMS OF THE COURSE

- To interact with, understand and enjoy studying the many facets of media production.
- To develop a critical understanding of a wide range of media texts.
- To work independently to produce high-quality moving images, print and e-media work.

UNITS/TOPICS

Component 1: Investigating Media

Section A: Contexts Music video and

Advertising.

Section B: Industries.

Component 2: Media Forms and Products in Depth.

Component 3: Non-examination Assessed work.

LINK SUBJECTS

Media complements all creative arts and social sciences. It combines well with English, Drama, Art, Photography, Music and Sociology.

TYPES OF LEARNING EXPERIENCE

The course will be a creative mix of the practical and academic. Media students undertake practical production work, making advertisements, TV, print and e-media work. You are also encouraged to write, blog and present your work academically.

ASSESSMENT

Component 1: 35% of A Level. 2 hour and 15 minute exam

Component 2: 35% of A Level. 2 hour and 30 minute exam

Component 3 NEA: 30% of A Level

PROGRESSING TO HIGHER EDUCATION

Media is a stimulating subject which helps to develop both practical media skills and your power of analysis. It is useful to access further study in any other English based or Arts subjects. Universities often like the independent working skills of Media students.

CAREERS

Relevant to those wishing to pursue a course in the media industries, advertising, journalism, publishing or the arts, media in broadcast and e-media platforms.

MUSIC (EXAM BOARD: EDEXCEL)

AIMS OF THE COURSE

- Extend the skills, knowledge and understanding needed to communicate through music and take part in music making.
- Engage in and extend their appreciation of music's diverse and dynamic heritage, promoting spiritual and cultural development.
- Develop particular strengths and interests, encouraging life-long learning and providing access to music-related careers.

UNITS/TOPICS

Unit 1: Performing (Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology. The total performance time across all pieces must be a minimum of 8 minutes).

Unit 2: Composing (Total of two compositions, one to a brief set by the board and one either free composition or also to a brief. Total time across both submissions must be a minimum of 6 minutes).

Unit 3: Appraising (Development of aural perception of various styles of music including vocal, instrumental, film, jazz and popular styles, fusions and New Directions).

SPECIFIC ENTRY REQUIREMENTS

Performance standard needs to be around Grade 5 and a Grade 4 in GCSE Music is preferred but not essential. Music theory is important too, and you should aim to be around Grade 5 theory standard at the start of the course.

LINK SUBJECTS

Music may be taken in conjunction with any other subject.

ASSESSMENT - EDEXCEL

Unit 1: Performing. 30% of A Level

Unit 2: Composing. 30% of A Level

Unit 3: 40% of A Level. 2 hour 10 minute exam

TYPES OF LEARNING EXPERIENCE:

Solo and ensemble performances are assessed in Unit 1 and 4 but are likely to take place right across the course. The majority of the work is based around practical tasks that often incorporate integrated activities based around performing, composing and listening. Some research and study is necessary in certain areas of particular styles of music with emphasis on what you hear and see rather than historical content.

PROGRESSING TO HIGHER EDUCATION

An A Level in Music is desirable in order to gain entry to university or Music college in order to obtain a qualification for a career in music or the performing arts.

CAREERS

The disciplined and self-disciplined nature of the study of music makes musicians highly sought after for a wide ranging variety of careers. However, it is very relevant to the careers involving the performing arts, music therapy, teaching and the commercial music business throughout the world.

PHYSICAL EDUCATION (EXAM BOARD: OCR)

AIMS OF THE COURSE

- Have a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component, but you will also develop a wide-ranging knowledge of the how and why of physical activity and sport.
- Combining physical performance and academic challenge provides an exciting opportunity for students. You can perform and then, through scholarly study, improve your performance or coaching through applying the theory.
- See Physical Education through various contexts and the impact it has on both our and others everyday lives. You will learn why we do things and why some people outperform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and the influence modern technology has on physical activity and sports.

SPECIFIC ENTRY REQUIREMENTS

A minimum of 5 grades 9-4 at GCSE including English, Maths and Science. Practical sporting abilities are essential.

ASSESSMENT - OCR

Non-Exam Assessment 30% of A Level.

NEA Practical Performance, as either a coach or a performer in an activity.

NEA Performance Analysis task

Exam papers: 70% of A Level. Two 1 hour exams and a 2 hour exam.

WHAT ARE THE BENEFITS?

This is an interesting and challenging learning experience, linking key sporting ideas with practical performance and gaining insight into the relationships they have with each other.

The development of transferable skills including: decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking and acting under pressure. The study of A Level Physical Education opens up a range of possibilities for further study and careers associated with the subject.

WHERE CAN A LEVEL PE TAKE ME?

A Level Physical Education is an excellent base for a university degree or career in sports science, sports management, healthcare, exercise and health or teaching. Physical Education can also complement further study in Biology, human Biology, Physics, Psychology, nutrition, Sociology and many more. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.

CAREERS

A Level Physical Education can open up a range of career opportunities including: sports development, sports coaching, physiotherapy, personal training or becoming one of the next generation of PE teachers.

PHYSICS (EXAM BOARD: AQA)

AIMS OF THE COURSE

- To stimulate an interest in and care for the environment in relation to the impact of Physics and its applications.
- To encourage individual learning.
- To stimulate students and create a sustained interest in Physics so that studying the subject is exciting, enjoyable and satisfying.
- To develop an awareness of the relationship of Physics to everyday life and the interaction of Physics with engineering and technology.
- To encourage an experimental approach to Physics and link this approach to both the theoretical and quantitative aspects of the subject.

UNITS/TOPICS

Year 1:

Particles and Radiation; Waves; Mechanics and Materials; Electricity
Investigative Skills Assessment.

Year 2: Further Mechanics and Thermal Physics; Fields; Nuclear Physics; Turning Points in Physics
Investigative Skills Assessment.

SPECIFIC ENTRY REQUIREMENTS

A minimum of grades 7, 6, 6 in any order in GCSE Science and Maths is required. It is strongly recommended that you take A Level Maths alongside Physics.

LINK SUBJECTS

Physics may be taken with any other subject but has strong links with Mathematics, Chemistry, Biology and Technology.

TYPES OF LEARNING EXPERIENCE

A high level of commitment is required from all students throughout the course. Students work individually or in small groups and teaching uses a wide variety of methods but also draws on students' experiences and knowledge. Practical work forms an important element of the course.

ASSESSMENT - AQA

Paper 1: 34% of A Level. 2 hour exam

Paper 2: 34% of A Level. 2 hour exam

Paper 3: 32% of A Level. 2 hour exam

PROGRESSING TO HIGHER EDUCATION

Physics is a challenging and rewarding subject which is relevant and important for life in a technologically advanced society. It is a recognised A Level subject for entry to university and higher education. There are many degrees available combining Physics with, for example, Mathematics, Astronomy, Electronics and Music.

CAREERS

A Level Physics opens up a wide range of careers with a scientific basis. Universities are now producing Physics degree courses linked to the financial centres such as London where the analytical skills possessed by graduates are in great demand. The possibilities encompass pure research, manufacturing industries such as space technology, electronics, all forms of power generation, management, accounting, armed services, technical sales and education. Many of our students have gone on to university to study mechanical and electrical engineering, aeronautics, medicine and dentistry.

POLITICS (EXAM BOARD: EDEXCEL)

AIMS OF THE COURSE

- Develop an interest in and engagement with contemporary politics.
- Develop their critical thinking skills and the ability to interpret, evaluate and comment.
- Develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes.
- Acquire knowledge and understanding of the structures of authority and power within the political system of the United Kingdom and how these may differ from those of other political systems.
- Acquire knowledge and an informed understanding of the rights and responsibilities of the individual.
- Understand and be able to explain how shifts in world politics will impact Britain.

UNITS/TOPICS

Year 1:

Unit 1: UK Politics (Democracy and Participation; Electoral Systems; Political Parties; Voting behaviour and the media; Core political ideologies)

Unit 2: UK Government (UK Constitution; Parliament; Role of Prime Minister and the executive; Relationships between the branches of government; Non-core political ideology)

Year 2:

Unit 3: The Politics of the USA (The US Constitution and Federalism; US Congress; US Presidency; US Supreme Court; US Democracy and participation; US Civil Rights)

SPECIFIC ENTRY REQUIREMENTS

GCSE English at a grade 5 or above is preferred.

LINK SUBJECTS

Politics successfully combines with any other subject, but has a natural affinity with History, Economics and Sociology.

ASSESSMENT - EDEXCEL

Unit 1: 2 hour exam

Unit 2: 2 hour exam

Unit 3: 2 hour exam

TYPES OF LEARNING EXPERIENCES

Students will study two units in Year 12 and one further unit on American politics in Year 13. Students will take part in lectures, seminars, classroom debates, online discussions and blogs. They will also make use of newspapers, magazines and TV documentaries to further their understanding of the studied topics. There will also be opportunities to meet with local politicians and academics – and to work/campaign with local political parties.

PROGRESSING TO HIGHER EDUCATION

Politics is a subject that provides good mental discipline and teaches a rigorous and analytical approach to problems, issues and current affairs. It is relevant to almost everything you do and is highly respected by universities. It combines well with History, Economics and Sociology as a basis for entry to a wide variety of related degrees and qualifications.

CAREERS

Politics is highly respected in the top professions, particularly the civil service, public services, media, business and marketing, consultancy and of course the world of politics itself.

PRODUCT DESIGN (EXAM BOARD: AQA)

AIMS OF THE COURSE

- Investigate historical, social, cultural, environmental and economic influences on design and technology.
- Gain a fundamental understanding of what it means to be a designer alongside the knowledge and skills sought by higher education and employers.
- Develop practical skills, theoretical knowledge and confidence in the principles of design.

UNITS/TOPICS

Year 1:

Students will spend time developing the skills, knowledge and understanding and creative abilities required for successful completion of the course. They will do this through a series of 'Design and Make' Projects which give them opportunities to practice their skills and develop their knowledge and understanding.

Year 2:

Students will complete the Non-Examined Assessment 'Design and Make' Project and further develop the knowledge, understanding and skills required to complete the Exam successfully.

SPECIFIC ENTRY REQUIREMENTS

GCSE English at a grade 5 or above is preferred. Product Design uses Maths and Science to support decisions made in the processes of designing and making.

LINK SUBJECTS

Product Design may be taken with any other subject. Successful combinations in the past have included Maths, Sciences, History, Geography, Art, Drama and Business Studies.

CAREERS

Product Design would be very useful to students considering a wide variety of careers that are related to design, manufacturing, engineering and the arts.

TYPES OF LEARNING EXPERIENCE

The course also provides opportunities for students to develop key skills, such as:

Communication
Using Information Technology
Working with others
Problem solving
Project management
Creative and Designing Skills

As students have the opportunity to choose their own projects, much of the learning is individual. Students research and explore problem scenarios and generate their own solutions. Tutor input is of course an important aspect of the course; students are given individual support with particular aspects of their work and formally taught lessons are used to increase student knowledge and understanding of designing, materials and processes. Group and class discussion is used regularly to help students critically analyse their work and the work of other designers.

ASSESSMENT - AQA

Paper 1: 25% of A Level. 2 hour 30 minute exam

Paper 2: 25% of A Level. 1 hour 30 minute exam

NEA: 50% of A Level. 45 hour project

PROGRESSING TO HIGHER EDUCATION

The course provides a suitable foundation for the further study in any design or engineering discipline.

PSYCHOLOGY (EXAM BOARD: AQA)

AIMS OF THE COURSE

- Acquire knowledge and critical understanding of psychological theories.
- Understand a range of research methods used by psychologists.
- Apply psychological theories to everyday situations.

UNITS/TOPICS

Unit 1: Introductory topics in Psychology

Unit 2: Psychology in Context

Unit 3: Issues and options in Psychology

SPECIFIC ENTRY REQUIREMENTS

GCSE grade 5 in English, Maths and Science is required.

LINK SUBJECTS

Psychology combines the methods of Science and Mathematics with the high standard of communication associated with humanities subjects, so it complements most other A Level courses, such as Law, Sociology, History, Biology, English and Health and Social Care. Students will also be required to design and carry out their own psychological research.

ASSESSMENT - AQA

Unit 1: 33.3% of A Level. 2 hour exam.

Unit 2: 33.3% of A Level. 2 hour exam.

Unit 3: 33.3% of A Level. 2 hour exam.

TYPES OF LEARNING EXPERIENCE:

Students will study three units to achieve the A Level in two years. Emphasis is placed on psychological theories and evidence and this is gained through lectures; classroom discussion; personal reading; journals; newspapers, videos, TV documentaries and group work.

PROGRESSING TO HIGHER EDUCATION

Psychology is a highly regarded A Level subject for entry to university and higher education and is useful for both Science and Social Science courses as well as Business, Management and Health courses including Medicine.

CAREERS

Psychology is relevant to a range of careers including: education, health, police service, marketing, personnel and also in the sciences. Other specific jobs include clinical psychologist, forensic psychologist, occupational psychologist and educational psychologist.

RELIGIOUS STUDIES (EXAM BOARD: EDEXCEL)

AIMS OF THE COURSE

- Identify basic questions of Theology and explore these within the context of Christian tradition and scholarship.
- Develop knowledge and critical understanding of ethical, philosophical and scriptural issues.
- Make connections between areas of study and aspects of human experience.
- Demonstrate an ability to express themselves clearly and logically in an intelligent argument and develop critical evaluation skills.

UNITS/TOPICS

Unit 1: Philosophy of Religion; Design Argument; Cosmological Argument; Ontological Argument; Religious Experience; The problem of evil and suffering (theodicy); Philosophical language; Psychological and sociological critiques of religion; Beliefs in life after death; Religion and science

Unit 2: Religion and Ethics; Environmental issues; Equality; Utilitarianism; Situation; Ethics; Natural Moral Law; War and Peace; Sexual Ethics; Meta-Ethics; Religion and morality; Kantian deontology; Aristotelian Virtue Ethics; Medical ethics

Unit 3: New Testament Studies; Social, historical and religious context of the New Testament; The prologue in John; Titles of Jesus in the synoptic gospels; Miracles and signs, The synoptic problem; Purpose and authorship of John; Ways of interpreting scripture; The Kingdom of God in Luke; Why did Jesus have to die?; Crucifixion and resurrection in Luke; Scientific and historical critical challenges; How should we live?

LINK SUBJECTS

Religious Studies may be taken with any other subject, combining well with arts subjects as well as scientific and technical subjects.

TYPES OF LEARNING EXPERIENCE

Students are taught in small groups where possible and a variety of approaches are used: teacher presentation, student led seminars, discussion/debate and film/documentary materials are all used regularly. There is also the emphasis on students undertaking extensive reading both in and outside lessons and developing their own style of note taking. Where possible, external conferences are attended to consolidate these teaching methods.

ASSESSMENT - EDEXCEL

Paper 1: 2 hour exam, 2 short, structured questions

Paper 2: 2 hour exam, 2 extended responses to set passages

Paper 3: 2 hour exam, 1 extended synoptic essay question

PROGRESSING TO HIGHER EDUCATION

Religious Studies is a recognised and Russell Group recommended A Level subject from which to progress to a variety of university and higher education courses.

CAREERS

Religious Studies at A Level or beyond is accepted by a wide range of employers as a valued qualification for many careers. It is particularly valued by the legal and medical professions.

SOCIOLOGY (EXAM BOARD: WJEC/EDUQAS)

AIMS OF THE COURSE

- Acquire knowledge and a critical understanding of contemporary social processes and social changes.
- Appreciate the significance of theoretical and conceptual issues in sociological debate.
- Understand and evaluate sociological methodology and various research methods through active involvement in the research process.
- Reflect on their own experience of the social world in which they live and apply their knowledge and understanding of Sociology in everyday life
- Develop a lifelong interest in social issues.

UNITS/TOPICS

Unit 1: Socialisation and Culture

Section A: Cultural transmission, socialisation and Identity

Section B: Families and households

Section C: Education

Unit 2: Methods of Sociological Enquiry

Unit 3: Power and Stratification

Section A: Social differentiation and stratification

Section B: Crime and Deviance

ENTRY REQUIREMENTS

A minimum of 5 GCSE grades 9-4 including English and Maths.

LINK SUBJECTS

Sociology compliments any subject at A Level. There are links with Psychology and Health and Social Care.

TYPES OF LEARNING EXPERIENCE

Students will study three units to achieve the A Level in two years. Facts, figures and research evidence are gained through lectures, seminars, classroom discussion, personal reading books, journals, newspapers and TV documentaries.

ASSESSMENT - AQA

Unit 1: 40% of A Level. 2 hour 30 minute exam

Unit 2: 20% of A Level. 1 hour 45 minute exam

Unit 3: 40% of A Level. 2 hour 30 minute exam

PROGRESSING TO HIGHER EDUCATION

Sociology is an absorbing, interesting and rewarding subject which is very relevant to life today. It is a recognised A Level subject for entry to university and higher education and is a useful stepping stone to further study in any of the social science areas.

CAREERS

Sociology is especially relevant to those wishing to pursue careers in social administration, social work, the criminal justice system, education, marketing and its specialist areas, the police force and, in fact, any area in which an inside knowledge of the working of British society is a prerequisite.

SPANISH (EXAM BOARD: AQA)

AIMS OF THE COURSE

- This qualification will enable students to develop their linguistic skills alongside their understanding of the culture and society of the countries where Spanish is spoken.
- Students will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, focusing on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world.
- Students will explore the influence of the past on present-day Hispanic communities. Throughout their studies, they learn the language in the context of Hispanic countries and the issues and influences which have shaped them. Students will study texts and film and have the opportunity to conduct independent research on an area of their choice.

UNITS/TOPICS

Year 1:

Aspects of Hispanic society
Artistic culture in the Hispanic world
Grammar
Film

Year 2:

Multiculturalism in Hispanic society
Aspects of political life in Hispanic society
Grammar
A work of literature
Individual research project

ENTRY REQUIREMENTS

A minimum of 5 GCSE grades 9-4 including Spanish. Alternatively you should have a sound working knowledge of the language.

LINK SUBJECTS

Spanish complements all subjects at A Level and beyond.

TYPES OF LEARNING EXPERIENCE

This is a linear qualification. AS Assessment if chosen, takes place at the end of Year 12. The full A Level assessment takes place at the end of Year 13. Knowledge is gained through study of texts, interactive audio-visual resources, guides and workbooks.

Students carry out independent research and develop the skills of discussion, translation, reading, listening, summarising and essay writing.

ASSESSMENT - AQA

Unit 1: Listening, Reading and Writing. 45% of A Level. 1 hour 45 minute exam

Unit 2: Writing. 25% of A Level. 1 hour 30 minute exam

Unit 3: Speaking 1. 30% of A Level. 12-14 minute exam

Speaking 2 35 minute exam including 20 minute preparation

PROGRESSING TO HIGHER EDUCATION

Spanish is a recognised A Level subject in itself for university and higher education as well as a shared degree course across a wide spectrum of subjects.

CAREERS

Increasingly employers are asking for applicants with a knowledge of one or more Modern Foreign Languages. This skill will enhance your employability in areas such as government agencies, public policy, tourism, publishing, advertising, economics, public relations and the export/import industry.



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