Bishop Thomas Grant School

Sixth Form Curriculum Information for Year 13

2026 – 2027

Bishop Thomas Grant School
Mission Statement

"INSTAURARE OMNIA IN CHRISTO"

('To unite **all** things in Christ'. Ephesians 1:10).

Bishop Thomas Grant School will play a key role in the formation of our young people so that they become responsible Christian adults. Inspired by the message of Jesus Christ they will contribute effectively to society by promoting justice, honesty and charity in all aspects of their lives.

A VOLUNTARY AIDED SCHOOL
IN THE TRUSTEESHIP OF THE ARCHDIOCESE OF SOUTHWARK

STAFF LIST

HEADTEACHER

Ms B Boyle

SIXTH FORM TEAM

Ms Waterman – Assistant Headteacher in charge of Sixth Form

Miss Forde – Head of Year 13

Mrs Mannarelli – Head of Year 12

Mrs Lavelle – UCAS Co-ordinator

Mr Bull – Oxbridge consultant

Mrs Texeira – Sixth Form Admissions/Office Manager

Ms Baptiste – Study Supervisor

KEY MEMBERS OF STAFF

Ms Boyle - Headteacher

Mrs Thompson – Deputy Head

Mr Todd – Deputy Head

Mrs O'Donovan – Designated Safeguarding Lead

Mr McCarthy – Head of Careers

ACCESS ARRANGEMENTS

Students with special educational needs, disabilities or temporary injuries may be eligible for access arrangements for public and internal examinations.

It is important that these are identified as early as possible and certainly no later than the end of the Autumn term of Year 13. This is to allow time for an assessment to take place; for the arrangements to become the candidate's normal way of working; and to allow the SENDCO and Deputy SENDCO time to process applications.

If you have any other questions about access arrangements or wish to see a copy of the school's Access Arrangements Policy, please contact: Mrs Wellington (SENDCO) at

jwellington@btg.ac

HEADS OF DEPARTMENT

If you have any queries regarding a subject, please contact your son/daughter's teacher or the Head of Department.

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Mr Taylor	Head of History & Politics	jtaylor@btg.ac
Ms Edward	Head of ICT/Computer Science	medward@btg.ac
Ms Matimba	Head of Mathematics	tmatimba@btg.ac
Mr Harvey	Maths – KS5 Co-Ordinator	aharvey@btg.ac
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Ms Byrne	Head of Religious Studies	byrne.r@btg.ac
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Mrs Wellington	Special Educational Needs	jwellington@btg.ac

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A LEVEL

CURRICULUM INFORMATION

A LEVEL: ART & DESIGN

EXAM BOARD: AQA

Term 1- 2: Threshold Concept in Art & Design
A series of workshops and fortnightly focus points will ensure students develop their understanding of the formal elements in Art & Design. They will also develop their creative skills through practical classwork and homework activities to prepare them for starting Component 1. Much of this work will form part of their portfolio for access to higher education.

Term 3: Component 1 - Overarching theme
Individual students will select their own themes for Component 1, which will form the start of their coursework. They will continue with practical exploratory activities centred around their own ideas.

Assessment
A 15 hour timed examination will take place towards the end of the year, the results of which will be used to inform their UCAS predictions.

Assessment
AO1
Develop their ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
25% at GCE

AO2
Experiment with and select appropriate resources, media, materials, techniques and processes, reviewing and refining their ideas as their work develops.
25% at GCE

AO3
Record in visual and /or other forms of ideas, observations and insights relevant to their intentions, demonstrating an ability to reflect on their work and progress.
25% at GCE

AO4
Present a personal, informed and meaningful Response demonstrating critical understanding, realising intentions and where appropriate, making connections between visual, oral or other elements
25% at GCE

Key Skills
As well as covering advanced level study of Art & Design, this course will enable you to develop some key skills, which will be essential to you whatever you go to do afterwards. The key skills you can develop during this course are:

- Communication
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving

Other Skills Developed
Students will develop skills to enable project based thematic enquiry and response, sequential development of ideas, expressive response offering unrestricted exploration and development. Critical appraisal and analysis, visual research, analysis, observation and recording and offering opportunities to work in a range of media.

Students are expected to take advantage of opportunities provided at Higher Educational Institutions

Career Value
The creative industry is one of the largest and fastest-growing sectors in the UK. It also makes a significant contribution to the UK economy, accounting for 5.5% of UK GVA (Gross Value Added) according to the latest government official statistics. In 2024, the creative industries contributed an estimated £145.8 billion to the UK economy and grew by 4.6% compared with the previous year, significantly faster than the UK economy as a whole. The sector includes areas such as design, fashion, film and television, music, advertising, architecture, publishing, and IT, software and computer services. Many careers within these areas require further study at an art school, further education college or university. The department has many links with Higher Education institutions, including Central Saint Martins and all institutions included in The University of the Arts London (UAL).

100% of our students who have applied to study Art at higher education level have been successful. Places have been gained at a number of prestigious places including Central St Martin's School of Art. At present most students wishing to take art, craft or design further, will go on to do a one year Foundation course at art college or college of further education before applying to degree courses in more specialist areas of Art and Design.

A LEVEL: BIOLOGY

EXAM BOARD: EDEXEL (Salters-Nuffield)

Year 13
In Year 13, students will complete an additional 4 topics. These are:

Topic 5: On the Wild Side
This topic builds an appreciation that photosynthesis is the primary process that underpins the majority of ecosystems, and provides students with an understanding of how ecosystems work

Topic 6: Immunity, Infection and Forensics
This topic is centred on bacteria and viruses, looking at pathologists' work as well as evolution, prevention and cure.

Topic 7: Run for your Life
This topic is centred on the physiological adaptations that enable animals and humans, particularly sports people, to undertake strenuous exercise.

Topic 8: Grey Matter The scene is set by considering how the working of the nervous system enables us to see. Brain imaging and the regions of the brain are considered.

Trip: Gel Electrophoresis – Cost approx. £40

Assessment: Year 13
Paper 1: The Natural Environment and Species Survival
33.3% of A Level
Written paper, 2 hours: 100 marks

Questions draw on content from topics 1–6. Each question is set in a context. Questions are broken down into a number of parts

Paper 2: Energy, Exercise and Co-ordination
33.3% of A Level
Written paper, 2 hours: 100 marks

Questions draw on content from topics 1–4 and 7–8. Each question is set in a context. Questions are broken down into a number of parts

Paper 3: General and Practical Applications in Biology
33.3% of A Level
Written paper, 2 hours: 100 marks

Questions draw on content from across all topics, topics 1–8. Each question is set in a context. Questions are broken down into a number of parts.

The paper will include synoptic questions that may draw on two or more different topics.

A pre-released scientific article will underpin one exam question.

Career value
The course provides a suitable foundation for the study of biological science or related courses in higher education. Studying biology can lead to many different career opportunities including research biology, agriculture, horticulture, conservation, veterinary science, pharmacy, health care and medicine.

A LEVEL: BUSINESS

EXAM BOARD: AQA

Year 13
Topic 7 – Analysing the strategic position of a business
• Mission, corporate objectives and strategy
• Financial ratio analysis
• Analysing overall performance
• Political and legal change
• Economic change
• Social and technological change
• The competitive environment
• Investment appraisal

Topic 8 – Choosing strategic direction
• Choosing which markets to compete in and what products to offer
• Choosing how to compete

Topic 9 - Strategic methods: how to pursue strategies
• Assessing a change in scale
• Assessing innovation
• Assessing internationalisation
• Assessing greater use of digital technology

Topic 10 - Managing strategic change
• Managing change
• Managing organisational culture
• Managing strategic implementation
• Problems with strategy and why strategies fail

Assessment
Students sit all exams at the end of the two-year course.

Year 13
Paper 1: Business 1
33.3% of A Level
Written paper, 2 hours: 100 marks
Topics 1 - 10

Questions:
Section A has 15 multiple choice questions
Section B has short answer questions
Sections C and D have two essay questions (choice of one from two and one from two)

Paper 2: Business 2
33.3% of A Level
Written paper, 2 hours: 100 marks

Questions:
Three data response compulsory questions and made up of three or four part questions.
Topics 1 - 10

Paper 3 – Business 3
33.3% of A Level
Written paper, 2 hours: 100 marks

Questions:
One compulsory case study followed by approximately six questions.
Topics 1 - 10

Career Value
A Business A-level will allow students to continue onto relevant courses at university or equip them with the necessary tools to enter the world of work. It does not close off any opportunities and is valued in every industry. Business graduates go on to careers in:
• Project Management
• Finance and accountancy, retail banking and auditing
• Insurance
• Distribution and logistics
• Corporate law
• Marketing, PR, Graphic Design
• Human Resource management, including recruitment and training

A LEVEL: CHEMISTRY

EXAM BOARD: OCR Specification A

Year 13
Topic 16: Reaction rates and equilibrium (quantitative)
Topic 17: pH and buffers
Topic 18: Enthalpy, entropy, and free energy
Topic 19: Redox and electrode potentials
Topic 20: Transition elements
Topic 21: Aromatic compounds
Topic 22: Carbonyl compounds
Topic 23: Carboxylic acids and esters
Topic 24: Nitrogen compounds
Topic 25: Polymers
Topic 26: Organic synthesis
Topic 27: Chromatography and spectroscopy (NMR)

Year 13: Assessment by public exams

Paper 1: Periodic table, elements and physical chemistry
37% of A level (100 marks)
2 hours 15 minutes (written paper)

Questions:
This paper will examine topics 1-10 and 16-27.
The paper will include synoptic questions that may draw on two or more different topics listed.

Paper 2: Synthesis and analytical techniques
37% of A level (100 marks)
2 hours 15 minutes (written paper)

Questions:
This paper will examine topics 1-15 and 21-27.
The paper will include synoptic questions that may draw on two or more different topics listed.

Paper 3: Unified chemistry
26% of A level (70 marks)
1 hour 30 minutes (written paper)
Questions:
This paper will examine topics 1--27.

All papers may include short open, open-response, calculations and extended writing questions.

Key skills
As well as covering advanced level study of Chemistry, this course will enable you to develop the following key skills which will be essential to you whatever progression route you choose:

- Communication
- Application of numbers
- Information Technology
- Working with others and independently
- Problem solving

Career value
Chemistry is a necessity for those wishing to study medicine, veterinary science, pharmacy, forensics and biological subjects at university. It is an excellent subject to compliment Physics and Mathematics for those wishing to study engineering.

A LEVEL: CLASSICAL CIVILISATION

EXAM BOARD: OCR

This course offers students the opportunity to study elements of the literature, visual/material culture and thoughts of the classical world, and acquire an understanding of their social, historical and cultural contexts. The course is ideal for keen and dedicated readers, with an interest in the world of ancient Greece and Rome. All literature is studied in translation rather than in the original language.

OCR CLASSICAL CIVILISATION (Specification)
Component 1: The World of the Hero
This component consists of an in-depth study of:
• Homer's Odyssey; and
• Virgil's Aeneid
This component is solely focused on the study of literature in translation. Students will study Homer's Odyssey, as well as Virgil's Aeneid. Students will develop an increasingly sophisticated level of knowledge and understanding of the epics themselves, the way in which they were composed, and the religious, cultural, and social values and beliefs of its society.

Component 3: Beliefs and Ideas
This component is studied in year 13:
• Greek Religion (H408/31)
Religion was an essential part of ancient Greek identity, permeating all strata of society and all aspects of an individual's daily life. Politics and religion were also intertwined to the extent that political decisions were sometimes made based on divine oracular intervention. Studying the practicalities of religious ritual and the role it played in society, alongside the functions and layout of famous temple complexes, will make this component tangible for students and help develop their sense of the central role religion played in the life of everyday people.

Assessment
The World of the Hero
The examination is worth **100 marks and lasts 2 hours and 20 minutes**. This represents **40%** of the total marks for the A Level. The examination will consist of three sections.

Section A focuses solely on Homer and will contain two sets of questions; one on the Iliad and one on the Odyssey. Students will answer the questions on the text they have studied.

Section B contains questions focusing solely on Virgil's Aeneid, and all questions in this section are compulsory.

Section C contains a stimulus question in which students draw on both a passage from Homer (either the Odyssey or the Iliad) and one from Virgil; and a choice of essays.

Culture and the Arts
Invention of the Barbarian
The examination is worth **75 marks and lasts 1 hours and 45 minutes**. This represents **30%** of the total marks for the A Level. The examination will consist of two sections. All questions in Section A are compulsory. These will involve short answer and commentary questions, which respond to two stimuli from the prescribed sources list of differing types, and a shorter essay question, which takes one or both sources as its starting point. Section B contains a choice of one from two essays. In these essays, students will be expected to make use of secondary sources and academic views to support their argument.

Beliefs and Ideas
Greek Religion
The examination is worth **75 marks and lasts 1 hours and 45 minutes.** This represents **30%** of the total marks for the A Level. The examination will consist of two sections. All questions in Section A are compulsory. These will involve short answer and a commentary question responding to one stimulus from the prescribed sources list, and the same style of questions discussing an idea from one of the key thinkers, and a shorter essay question which takes the source, idea or both as a starting point. Section B contains a choice of one from two essays. In these essays, students will be expected to make use of secondary sources and academic views to support their argument.

Career Value
Classical Civilisation works very well when taken in combination with History, English Literature, Religious Studies or Politics, but can be successfully combined with many other subjects. It is a subject valued by all universities, and many degree courses in Classical Studies are now available. Classical degrees open a wide range of career opportunities.

A LEVEL: COMPUTER SCIENCE

EXAM BOARD: OCR

Topics
1. The characteristics of contemporary processors, input, output, and storage devices
2. Software and software development
3. Exchanging data
4. Data types, data structures, and algorithms
5. Legal, moral, cultural, and ethical issues
6. Elements of computational thinking
7. Problem solving and programming
8. Algorithms to solve problems and standard algorithms

Year 12 & 13
- Computer systems paper
- Topics 1-5 from subject content above
- Algorithms and programming paper
- Topics 6-8 from subject content above

Non Exam assessment
The non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve a practical problem. Students will be expected to follow a systematic approach to problem solving.

Assessment
Computer Systems Paper
Written exam
2 hour 30 minutes
40% of A Level

Algorithms and Programming Paper
Written exam
2 hour 30 minutes
40% of A Level

Non Exam assessment
70 marks
20% of A Level

Key Skills
The capacity to think creatively, innovatively, analytically, logically and critically.

An understanding of the organisation of computer systems, including software, hardware, data, communications and people.

The ability to apply skills, knowledge and understanding of computing, including programming, in a range of contexts to solve problems.

Other Skills Developed
Skills in project and time management.

The capacity to see relationships between different aspects of the subject and perceive their field of study in a broader perspective.

Career Value
In today's workplace, those with knowledge and skills in computing have the opportunity to pursue new and exciting careers and to be instrumental in the conception of computer systems that increasingly shape work and leisure activities.

It is envisaged that students will utilise the skills and knowledge of computing in one of three ways. Firstly, to provide a general understanding of the use of computer technology and systems, which will inform their decisions and support their participation in an increasingly technologically dependent society. Secondly, to provide the necessary skills and knowledge to seek employment in areas that utilise computing, where they may develop their skills and knowledge further through practical experience and training. Thirdly, students may choose to continue to develop their knowledge and understand of computing through entry to higher education, where this qualification will provide a useful foundation for further study of computing or more specialist aspects of computing.

A LEVEL: DRAMA

EXAM BOARD: AQA

Component 1: Drama & Theatre
Assessed in the final A Level written exam

What is assessed

- Knowledge and understanding of drama and Theatre.
- Study of two set plays,
- Analysis and evaluation of the work of live theatre makers.

How it's assessed
Written exam: 3 hours
40 % of A-level

Component 3: Making Theatre
Component 3: Completed Spring Term in year 13

What is assessed

- Practical exploration and interpretation of three extracts taken from a different play.
- Methodology of a prescribed practitioner must be applied to Extract 3.
- Extract 3 is to be performed as a final assessed piece.
- Reflective report analysing and evaluating
- Theatrical interpretation of all three extracts.

How it's assessed
Performance of Extract 3
Reflective report
30 % of A-level

Skills and Progression
Students must acquire, develop and apply skills in:

- forming critical judgements
- responding to texts imaginatively
- practically exploring the use of voice, movement, staging and characterisation
- practically exploring ways in which the ideas of the director & designers are interpreted in performance
- the use of an appropriate subject-specific terminology
- analysing the ways in which different performance and production elements are brought together to create theatre
- applying practitioner methodology to their own dramatic interpretations
- using research to develop ideas in a variety of contexts.

Students can progress from this qualification to:

- Drama schools, university courses that relate directly to drama and theatre as well as 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 as well as employment where time management, confidence, the ability to work collaboratively and to meet deadlines are desirable.

A LEVEL: ECONOMICS

EXAM BOARD: AQA

What is the subject?

Economics is an extremely highly regarded and tough discipline, which invites students to interpret the world in a completely new way. They develop a new framework of analysis, which gives them a very structured method of making and justifying decisions. They apply their minds to a variety of areas such as how firms maximise profits, how governments control inflation and how the international economy works. The subject is very real and relevant to current affairs, with students gaining an insightful understanding of the world around them.

Course Content

Year 13

Students who go on to complete the full A-level in Year 13 will enhance their understanding of microeconomics and macroeconomics as well as learning about trade and development.

Microeconomics

- Scarcity and choice
- Demand and supply in product markets
- Demand and supply in labour markets
- Resource allocation
- Market failure
- Costs, revenues and profits
- Market structures

Macroeconomics

- Macroeconomic theory
- Macroeconomic objectives
- Policy instruments

Trade & Development

- International economy

Assessment (Year 13)

At the end of Year 13, there will be three external examinations to cover all A-Level content:
Paper 1 – 2 hours, 33.3%
Paper 2 – 2 hours, 33.3%
Paper 3 – 2 hours, 33.3%

Educational Trips

We organise trips to the Bank of England and the Competition & Markets Authority over the two-year course.

What skills will I develop?

- Knowledge and understanding of key economic terms.
- Understanding and application of fundamental economic theories.
- Evaluative skills applied to current affairs in both the public and private spheres.
- Higher-level (abstract) reasoning in the form of analysis and interpretation of economic diagrams.
- Numerical analysis of current data.
- Written and oral English
- Independent research
- Team working

Career progression

An Economics A-level will allow students to access the highest level of the professional world and gain places on the most competitive university courses. It does not close off any opportunities, as it is valued in every industry. Economics graduates go on to careers in:

- Accounting
- Education
- Administration
- Commercial banking
- Auditing
- Economics research
- Equity research
- Financial Advice
- Insurance
- Investment banking
- Law
- HM Treasury
- The Foreign Office
- Industry

A LEVEL: ENGLISH LITERATURE

EXAM BOARD: OCR

Course Content

This course is suitable for keen and dedicated readers as students study a broad range of literature from different times and by a range of authors. The course encourages students to develop interest in and enjoyment of English Literature through wider reading and the development of critical and analytical skills.

The texts that students will study have been deliberately chosen to broaden their horizons and appeal to their interests and enthusiasms.

At the start of Year 12, students begin studying a dystopian unit, where they learn about this genre of literature and apply this knowledge to two texts, which they will be examined on at the end of Year 13.

In Year 13, students move on to study the other set-texts that will be examined at the end of Year 13:

- The Tempest (William Shakespeare)
- A Doll's House (Henrik Ibsen)
- The Merchant's Tale (Geoffrey Chaucer)

All material will have been taught by the Christmas holidays of Year 13, by which time the final draft of coursework will be complete, and the rest of the year will be focused on revision.

Expectations

English Literature is a challenging course that requires students to possess a genuine passion for reading and interpreting a broad range of texts. It requires dedication and discipline. Students will require perseverance to tackle complex texts and ideas, as well as the articulacy to express their interpretations in class discussions and essays. Students are expected to conduct a large amount of independent reading and are required to produce pieces of written work on a weekly basis.

Assessment:

In each of the examinations, students will be assessed on the following criteria:

AO1: Articulate informed, personal, and creative responses to literary texts, using associated concepts and terminology and coherent, accurate written expression.

AO2: Analyse ways in which meanings are shaped in literary texts.

AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received.

AO4: Explore connections across literary texts.

AO5: Explore literary texts informed by different interpretations.

PAPER 1: Drama and Poetry pre-1900 (40% A Level)

Section A: Shakespeare (30 marks) - Passage-based question followed by an essay on *The Tempest*

Section B: Comparing Texts (30 marks) - Essay comparing *A Doll's House* with 'The Merchant's Tale'

PAPER 2: Comparative and Contextual Study (40% A Level)

Section A: Unseen prose (30 marks) - Critical reading of an unseen piece of dystopian prose

Section B: Comparing Texts (30 marks) - Essay comparing *The Handmaid's Tale* with *A Clockwork Orange*.

First Coursework Essay: Close reading of a poem (7.5% A Level)

An essay that closely and critically analyses a poem from a collection chosen by the class teacher. (1000 words and 15 marks).

Second Coursework Essay: Comparative essay (12.5% A Level)

An essay that compares and contrasts a play and a novel, informed by different interpretations and an understanding of contexts. (2000 words and 25 marks).

Career Value

The course is suitable for a wide range of degree courses and careers, including journalism, the media, law and teaching. It is an excellent preparation for any degree which requires essay writing, particularly Arts, Humanities and Language courses and provides greater breadth and contrast to students with a more scientific subject profile.

EXTENDED PROJECT QUALIFICATION

EXAM BOARD: AQA

What is it?
The Extended Project Qualification gives you more control over your studies than ever before. You can choose to explore a further aspect of a subject you are studying, or another subject, or simply choose a topic that you have a personal interest in.

The finished project can be a written report, a performance, a piece of art, a community project, a CD or DVD, or even computer software.

This level of choice and flexibility means you are engaged and motivated and gain valuable research and project management skills along the way.

What does Enrichment involve?
Delivery of the Extended Project Qualification will involve some teaching of the relevant skills plus mentoring and supervision of your progress. It will also involve extended independent work and will require in total up to 120 guided learning hours.
You will be required to:

- Choose an area of interest
- Draft a project title
- Draft aims and objectives
- Plan, research and carry out the project
- Provide evidence of all stages of project production
- Deliver a presentation to a specified audience

What opportunities does the Extended Project Qualification offer?

- You have a significant input in the choice and design of the project and take responsibility either for an individual task or for defined task within a group project.
- You will develop and improve your own learning and performance as a critical, reflective and independent learner.
- You will develop and apply decision making and, where appropriate, problem solving skills.
- You will extend your planning, research, critical thinking,
- Analysis, synthesis, evaluation and presentation skills.
- You will develop, where appropriate, as an e-confident learner and apply new technologies in your studies.
- You will develop and apply skills creatively, demonstrating initiative and enterprise.

You will use your learning experiences to support your personal aspirations for higher education and career development.

The Assessment Objectives:

	Assessment Objectives	Weighting
AO1	Manage	20%
AO2	Use Resources	20%
AO3	Develop and Realise	40%
AO4	Review	20%

How is the Extended Project Graded?
The Extended Project Qualification will be graded on a six grade scale: A*, A, B, C, D, E. Students who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

How to get started
For more information, you can also visit the AQA website at:
www.aqa.org.uk or email **epq@aqa.org.uk**

A LEVEL: FRENCH

EXAM BOARD: AQA

Course Content
This course will enable students to:

- develop and build on the skills acquired at GCSE
- enhance employment prospects
- facilitate foreign travel
- gain an insight into another culture and society
- gain a sound basis for further study, due to the film and literature focus

Aspects of French-speaking society: Current issues

- Positive aspects of a diverse society
- Marginalisation
- Criminality

Aspects of political life in the French-speaking world

- Teenagers and politics
- Protest
- Politics and Immigration

Literary Texts and Films
•L'Étranger
•La Haine

Grammar
A-level students will study the grammatical system and structure of the language. The end of course exams will test their use of accurate grammar and structures appropriate to the tasks set, drawing from the lists in the specification.

Assessment
Students will sit all exams at the end of the two-year course.

A-level assessments

Paper 1:
Listening, reading and writing, translation into English, translation into French.

Written exam: 2 hours 30 minutes;
100 marks; 50% of A-level.

Paper 2:
Writing: Two books from the list of set texts in the specification **or** one book from the list of set texts and one film from the list in the specification.

Written exam: 2 hours;
80 marks; 20% of A-level.

Paper 3:
Speaking: Stimulus card discussion on one of the sub-themes and Individual research project;

Speaking test: 21-23 minutes (including 5 minutes' preparation time at the start of the test);

60 marks; 30% of the A-level.

A LEVEL: GEOGRAPHY

EXAM BOARD: AQA

A Level Course Content

Unit 1: Physical Geography
Section A – Water & Carbon Cycles
Section B – Coastal Environments
Section C – Hazards

Unit 2: Human Geography
Section A – Global Systems & Global Governance
Section B – Changing Places
Section C – Population and the Environment

Unit 3: Geographical Investigation
Students complete an individual investigation, which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content. The investigation must be completed independently (although this does not necessarily require students to complete data collection alone.) Teachers will be available for consultation about what is an appropriate focus for the investigation.

Fieldwork Requirements: 4 days of fieldwork which covers both Human & Physical Geography

Year 13:
- Global systems and governance continued (Unit 2)
- Water and Carbon Cycle continued (Unit 1)
- Hazards (Unit 1)
- Population and the Environment (Unit 2)

A Level Assessment
Students sit the following exams at the end of the 2 year programme

Unit 1: Physical Geography
Written exam -2hr 30
96 marks
40% of A Level
Question types: multiple-choice, short answer, levels of response and extended prose

Unit 2: Human Geography
Written exam -2hr 30
96 marks
40% of A Level
Question types: multiple-choice, short answer, levels of response and extended prose

Question types: multiple-choice, short answer, of response and extended prose

Unit 3: Geographical Investigation
3,000–4,000 words
35 marks
20% of A-level
marked by teachers; moderated by AQA

Key Skills
As well as covering advanced level study of Geography, this course will enable you to develop some key skills, which will be essential to you whatever you go on to do afterwards. The key skills you can develop during this course are:
- Understanding the nature and use of different types of information
- Collecting, analysing and interpreting information
- Undertaking informed and critical questioning
- Identifying and using appropriate data reporting and presentation skills
- Communicating and evaluating findings
- Drawing well-evidenced conclusions informed by wider theory
- Statistical skills
- Graphical skills
- Literacy skills
- ICT skills
- Cartographic Skills

Career Value
Geography can be used for a wide range of jobs including advertising, agriculture, banking, cartography, commerce, education, engineering, environmental management, estate agency, finance, horticulture, journalism, law, local government, marketing, meteorology, planning, public relations, radio, retailing, sales, social and health services, surveying, transport, travel, tourism, TV.

It is widely recognised that Geographers are one of the most employable graduates due to the wide range of transferable skills developed throughout its study.

A LEVEL: HISTORY

EXAM BOARD: AQA

Course Content

Component 1J: The British Empire 1857 - 1967

- Why did the British Empire grow and contract?
- What influenced imperial policy?
- What part did economic factors play in the development of the British Empire?
- How did the Empire influence British attitudes and culture?
- How did the indigenous peoples respond to British rule?
- How important was the role of key individuals and groups and how were they affected by developments?

Component 2R: The Cold War 1945 - 1991

- The Origins of the Cold War, c1945–1949
- The Developing Cold War, 1949–1960
- The Kennedy and Khrushchev era, 1960–1962
- The Cold War and the era of Détente, c1962–19769
- The New Cold War, 1979–1985
- The Ending of the Cold War, 1985–1991

Component 3: Historical Investigation

- Was slavery the root cause of the American Civil War?

Career value

The ability to analyse, synthesise and evaluate information from a variety of sources and present it clearly and convincingly is a key skill in many professions. Therefore, historians are particularly sought after in education (including postgraduate research and teaching), journalism, media, publishing, politics, law, marketing, accountancy, administration, management and sales.

Other Skills Developed

History develops a wide range of transferable skills. Students must learn to discover information using books, articles, the press, databases, and the internet. They learn to read for meaning, to take useful notes, to memorise relevant details, to construct complex arguments and illustrate them by referring to specific historical situations. They learn to examine and evaluate evidence of documents and images. They compare the evidence of historians of conflicting views and try to arrive at their own conclusions as to their reliability. Students learn to present arguments convincingly, both orally and in writing.

Complementary A-levels

History can be taken alongside a range of A-Level choices, but it does complement subjects such as Politics, Geography, Economics, RE, Sociology, Psychology and English Literature. It also works well as the focus topic of an EPQ.

Assessment

Year 13

Students sit two A-Level exams on components1J and 2R that are both worth 40% of the final grade. They also complete a coursework essay over the summer before Year 13 that is worth 20% of their final grade. Collectively, the two A-Level exams and coursework determine the grade the candidate receives.

The A-Level exams are both 2 hours 30 minutes. In both papers, candidates will be presented with one source work question in section A that they have to answer. Candidates will then be presented with three further essay questions in Section B and will answer two of these questions.

The exam covers the content taught in Year 12 alongside the content taught in Year 13.

The coursework is a 4,000 – 4,500 word essay that requires the candidate to identify, explain and evaluate the causes of the American Civil War.

A LEVEL: MATHEMATICS

EXAM BOARD: EDEXCEL

Why choose Mathematics?

Maths underpins the whole of the curriculum, especially the sciences, and although it is seen as one of the hardest A-levels you can do, it is one of the most highly regarded facilitating subjects and one that all universities and future employers will be impressed by.

Course Content

The new A-level has 100% prescribed content – there are no options or choices. There is a lot more emphasis
on students' ability to apply skills learnt and as such, there are 3 over-arching themes that are central to the
learning on the course:

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modeling

Specific topics to be taught in Year 13 are as follows:

Year 2 Pure

Proof
Algebra and Functions
Parametric Equations
The Binomial Expansion
Radians
Trigonometry
Exponentials and Logarithms
Differentiation
Integration
Vectors in 3D

Year 2 Statistics and Mechanics

The Normal Distribution
Hypothesis Testing
Correlation and Regression

Forces and Friction
Further Kinematics
Projectiles
Moments

Assessment (at the end of year 2):

Paper 1: Pure
Paper 2: Pure
Paper 3: Statistics and Mechanics

All three papers are 2 hours and have equal
weighting.

All questions must be answered, and a graphic or scientific calculator may be used in each assessment.

A LEVEL: FURTHER MATHEMATICS

EXAM BOARD: EDEXCEL

Further Maths students will do the Maths and Further Maths courses CONSECUTIVELY. The entire A-level Maths syllabus will be taught in Year 12 and the Further Maths syllabus will be taught in Year 13. Further Maths must be taken as a 4th subject.

Core Pure 1

Proof
- Proof by induction

Complex numbers
- Solving quadratics
- Complex conjugate
- Argand diagrams
- Modulus form calculations

Matrices
- Operations with matrices
- Linear transformations
- Inverse matrices
- Simultaneous equations

Algebra and functions
- Quartic equations
- Sum formulas
- Linear transformations of roots

Further calculus
- Volumes of revolution

Further vectors
- Equation of a straight line
- Equation of a plane
- Scalar product
- Intersecting lines and planes

Option Module 1: Decision Maths
Option Module 2: Further Pure
Option Module 3: Further Statistics
Option Module4: Further Mechanics

Assessment at the end of Year 13

Paper 1: Pure	90 mins
Paper 2: Pure	90 mins
Paper 3: Option 1	90 mins
Paper 4: Option 2	90 mins

Core Pure 2

Proof
- Sum of series
- Matrices

Complex numbers
- $e^{i\theta} = \cos\theta + \sin\theta$
- Distinct n^{th} terms
- Geometric problems

Algebra and functions
- Method of differences
- Maclaurin series
- Compound functions

Further calculus
- Improper integrals
- Mean of a function
- Integrate with partial fractions
- Differentiate inverse trig functions
- Trigonometric substitutions

Polar co-ordinates
- Convert from Cartesian co-ordinates
- Curve sketching
- Area under a curve

Hyperbolic functions
- Definitions of hyperbolic functions
- Differentiation and integration
- Inverse functions

Differential equations
- Solving differential equations
- Modelling
- Simple harmonic motion
- Analyse and interpret models

Calculators may be used in all exams
We recommend either the Classwiz fx-991EX or fx-CG50 graphic calculator

A LEVEL: PHYSICAL EDUCATION

Exam Board: AQA

Course Content
Learners will have the opportunity to experience and achieve:

- National Governing Body Awards in activities of your choice
- Sport Science and nutrition lectures at universities
- Volunteering experience
- Open day visits to Universities

What units will pupils study?

Applied anatomy and physiology
Students develop knowledge and understanding of the changes within the body systems prior to and during exercise of differing intensities and during recovery. Students learn to interpret data and graphs relating to changes within the musculoskeletal, cardio-respiratory and neuro-muscular systems, and the use of energy systems during different types of physical activity and sport, and the recovery process.

Skill acquisition
This section focuses on how skill is acquired and the impact of psychological factors on performance. Students will develop knowledge and understanding of the principles required to optimise learning of new, and the development of existing, skills. Students learn to understand and interpret graphical representations associated with skill acquisition theories.

Sport and society
Students develop knowledge and understanding of the interaction between, and the evolution of, sport and society. Students learn to understand, interpret and analyse data and graphs relating to participation in physical activity and sport.

Exercise physiology
Students learn about the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of that system.

Biomechanical movement
Students develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport. Students get the knowledge and use of biomechanical definitions, equations, formulae and units of measurement and demonstrate the ability to plot, label and interpret biomechanical graphs and diagrams.

Sport psychology
In this section, students develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport. Students are able to understand and interpret graphical representations associated with sport psychology theories.

Sport and society and the role of technology in physical activity and sport
Students develop knowledge and understanding of the interaction between the evolution of, sport and society and the technological developments in physical activity and sport.

Key Skills
The key skills you can develop during this course are:

- Communication
- Application of number
- Working with others
- Improving own learning and performance
- Problem solving
- Analysis and evaluation of factors which improve and optimise performance
- Factors affecting the nature and development of performance
- Synoptic evaluations.

Career Value
A Physical Education qualification can lead to further and higher education, careers in the leisure industry, journalism, sponsorship, media, coaching and teaching. Examples of university courses pursued by those who have undertaken AS/AL PE include:

- Physiotherapy
- Sports Science and Physiology
- Physical Education (teaching)
- Engineering
- Sports Management/Media

Assessment
What's assessed in Paper 1
Section A: Applied anatomy and physiology
Section B: Skill acquisition
Section C: Sport and society

How it's assessed
• Written exam: 2 hours
• 105 marks/35% of A-Level

What's assessed in Paper 2
Section A: Exercise physiology and biomechanics
Section B: Sport psychology
Section C: Sport and society and technology in sport

How it's assessed
• Written exam: 2 hours
• 105 marks/35% of A-level

Non-exam assessment: Practical in physical activity and sport
A2 Practical
How it's assessed
• Internal assessment, external moderation
• 90 marks/30% of A-level

A LEVEL: PHYSICS

EXAM BOARD: EDEXCEL

Course Content Year 13
18. Momentum and energy
19. Motion in a circle
20. Electric fields
21. Capacitance
22. Magnetic fields
23. Electrons and nuclei
24. Particle physics
25. Nuclear decay
26. Specific heat capacity
27. Internal energy, absolute zero and change of state
28. Gas Laws and kinetic theory
29. Universal gravitation
30. Astrophysics
31. Cosmology
32. Oscillations

Assessment by public examinations in Year 13
Paper 1: Advanced Physics 1 (Public exam)
30% of A level
90 marks
1 hour 45 minutes
Questions:
This paper will examine topics 1-10 and 18-25.
The paper may include multiple-choice, short open, open-response, calculations and extended writing questions

Paper 2: Advanced Physics 2 (Public exam)
30% of A level
90 marks
1 hour 45 minutes
Questions:
This paper will examine topics 1-2, 11-17 and 26-32.
The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.

Paper 3: General and Practical Principles in Physics (Public exam)
40% of A level
120 marks
2 hours 30 minutes
Questions:
Questions in this paper may draw on any of the topics in this specification.
The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.

Career value
Physics is essential and compliments Mathematics for those wishing to study all branches of engineering and astronomy. It can also be taken with the other sciences, Chemistry and Biology, leading to careers in medicine, veterinary science, pharmacy and forensics.

Key skills
As well as covering advanced level study of Physics, this course will enable you to develop the following key skills which will be essential to you whatever progression route you choose:

- Communication
- Application of numbers
- Information Technology
- Working with others and independently
- Problem solving

A LEVEL: POLITICS

EXAM BOARD: EDEXCEL

What is the subject?

Politics is a good subject for someone who is developing an interest in the news, and in the stories behind the news. Studying politics will make you better informed than most of your fellow students, and many adults too.

Politics (sometimes called "Political Studies" or "Political Science") is an academic discipline. Like most subjects, you will need to learn facts, dates and key concepts. You will need to develop the skills necessary to write essays in which you, for example, evaluate the powers of the Prime Minister, or analyse the strengths and weaknesses of the UK Constitution.

Course Content

Year 13

Component 3: US politics & comparative politics

- Elections
- Parties
- Pressure groups
- Supreme Court and Civil Rights
- US Constitution
- President
- Congress
- Comparison of US and UK politics

Other Key Skills

Politics students develop a wide range of transferable skills. Students must learn to discover information using books, articles, the press, databases and the internet. They learn to read for meaning, to take useful notes, to memorise relevant details, to construct complex arguments and to illustrate them by referring to specific political situations. Students learn to present arguments convincingly, both orally and in writing.

Future careers

National and local government, the Civil Service, the Foreign Office, the European Union, education (including postgraduate research and teaching), journalism, media, publishing, law, administration, marketing, personnel management and sales all require the kinds of skills developed in A Level Politics.

Complementary A-Levels

Politics can be taken alongside a range of A-Level choices, but it does complement subjects such as History, Economics, Geography, RE, Sociology and English Literature particularly well.

Assessment

Assessment will be through three written examinations with a mixture of essays and source-based questions. Each exam is 2 hours long.

A LEVEL: PSYCHOLOGY

EXAM BOARD: AQA

Course Content

Paper 1: Introductory topics in Psychology

- Social influence: group behaviours, conformity, obedience and social change
- Memory: different explanations of how we remember and forget
- Attachment: factors affecting our early relationships with parents and their effect on our development
- Psychopathology: explanations and treatments of mental illness

Paper 2: Psychology in context

- Approaches in Psychology: different sets of theory and elated research methods
- Biopsychology: physiology and brain behaviour
- Research methods: experimental and non-experimental ways of gathering data
- Data analysis

Paper 3: Issues and opinions in Psychology

- Issues and debates in Psychology: nature v nurture, freewill v determinism, ethical issues and gender/culture bias
- Typical behaviour: Cognition and development and explanations of changes to thinking skills in infancy and childhood
- Atypical behaviour: Explanations and treatments of Schizophrenia
- Anti-social behaviour: Individual v group explanations of violent behaviour

Career value

The course is of primary value to anyone considering studying Psychology or Social Sciences at degree level. Other popular degree courses which A Level Psychology students opt for include Sports Science, Business, Journalism, Law.

Students entering the world of work rather than university often opt for careers in service sector, law enforcement and marketing.

Key Skills

- Communication (Written and Verbal)
- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving
- Data analysis **Assessment**

Year 2

Paper 1
Assessed written exam: 2 hours
96 marks in total
33.3% of A-level

Paper 2
Assessed written exam: 2 hours
96 marks in total
33.3% of A-level

Paper 3
Assessed written exam: 2 hours
96 marks in total
33.3% of A-level

These Papers cover the full scope of the content with extended writing being assessed in paper 3.

A LEVEL: RELIGIOUS STUDIES: PHILOSOPHY, ETHICS AND THEOLOGY

EXAM BOARD: OCR

Course Content
The Religious Studies course gives students the opportunity to study some of the fundamental questions, which people have always asked about:

- Why are we here?
- How should we behave?
- What happens to us when we die?
- How do we know God exists?

The study of Philosophy & Ethics helps develop critical thinking and analytical skills, the ability to advance and structure an argument, make informed judgements and use evaluative language to defend or challenge different views.

The course compliments a wide range of subjects: English, History, Sociology, Geography, Drama, Languages, Psychology and Maths have all made use of transferable skills. It also supports those who study the sciences, particularly those who wish to follow a career in Medicine.

The course is split into three distinct areas: Philosophy, Ethics and Development in Christian thought.

Year 13 Topics
Philosophy:

- The nature and attributes of God
- Religious Language: Negative, Analogical or Symbolic
- 20th century perspectives and philosophical comparisons

Ethics

- Meta-ethical theories
- Conscience
- Sexual Ethics

Development in Christian Thought

- Religious Pluralism and theology/society
- Gender and theology/society
- The challenge of secularism
- Liberation theology and Marx

Assessment

Year 13
There are three examinations at the end of Year 13 and students will answer three out of four questions on each paper. Each exam will be two hours long. Questions will be essay style of 40 marks each.

Paper 1 (33.3%) Philosophy of Religion:
Paper 2 (33.3%) Religion and Ethics:
Paper 1 (33.3%) Development in Christian Thought:

A LEVEL: SOCIOLOGY

EXAM BOARD: AQA

Course Content

Education
Students are expected to be familiar with sociological explanations of the following content:

- the role and functions of the education system, including its relationship to the economy and to class structure:
- differential educational achievement of social groups by social class, gender and ethnicity in contemporary society:
- relationships and processes within schools, with reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning: the significance of educational policies, including policies of selection, marketisation and privatisation.

Research Methods
Students must examine the following areas:

- quantitative and qualitative methods of research;
- research design: sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics:
- the distinction between primary and secondary data, and between quantitative and qualitative data:
- the relationship between positivism, interpretivism and sociological methods;
- the nature of 'social facts': the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

Families and Households
Students are expected to be familiar with sociological explanations of the following content:

- the relationship of the family to the social structure and social change, with reference to the economy and to state policies:
- changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures:
- gender roles, domestic labour and power relationships within the family in contemporary society:
- the nature of childhood, and changes in the status of children in the family and society:
- demographic trends in the United Kingdom since 1900.

Beliefs in Society;

- Different theories of ideology, science and religion, including both Christian and non-Christian religious traditions;
- The relationship between religious beliefs and social change and stability.
- Religious organisations, including cults, sects, denominations, churches and New Age movements and their relationship to religious and spiritual belief and practice.

Crime and Deviance with Theory and Methods

- Different theories of crime, deviance, social order and social control. The social distribution of crime and deviance by age, ethnicity, gender, locality and social class.
- Crime control, prevention and punishment. Victims, and the role of the criminal justice system;
- The sociological study of suicide and its theoretical and methodological implications;
- The connections between sociological theory and methods and the study of crime and deviance.

Assessment
A Level (Year 13)
Paper 1: Education with Theory and Methods
2 hour written exam; 80 marks; 33.3% of A-level
Paper 2: Topics in Sociology
2 hour written exam; 80 marks; 33.3% of A-level
Paper 3: Crime and Deviance with Theory and Methods
2 hour written exam: 80 marks; 33.3% of A-level

Complementary A Levels
Sociology can be taken alongside a range of A-level choices, but it does combine well with Geogrpahy History, Government and Politics, Psychology and English Literature.

A LEVEL: SPANISH

EXAM BOARD: AQA

The course will enable students to:

- develop and build on the skills acquired at GCSE
- enhance employment prospects
- facilitate foreign travel
- gain an insight into another culture and society
- gain a sound basis for further study, due to the film and literature focus

Course Content

A-level

Multiculturalism in Hispanic society

- Immigration
- Racism
- Living together

Aspect of political life in the Hispanic world

- Today's youth and tomorrow's citizens.
- Monarchies and dictatorships
- Protest and social movements

Literary Texts and Films

- La Casa de los Espíritus
- Pan's Labyrinth

Grammar

A-level students will study the grammatical system and structure of the language. The end of course exams will test their use of accurate grammar and structures appropriate to the tasks set, drawing from the lists in the specification.

Assessment

A-Levels will be linear; students will sit all exams at the end of the two-year course.

Paper 1:

Listening, reading and writing, translation into English, translation into Spanish.
Written exam: 2 hours 30 minutes;
100 marks;
50% of A-level.

Paper 2:

Writing: Two books from the list of set texts in the specification **or** one book from the list of set texts and one film from the list in the specification.
Written exam: 2 hours;
80 marks;
20% of A-level.

Paper 3:

Speaking: Stimulus card discussion on one of the sub-themes and Individual research project;
Speaking test: 21-23 minutes (including 5 minutes' preparation time at the start of the test);
60 marks;
30% of the A-level.

BTEC/CTEC/ AAQ LEVEL

CURRICULUM INFORMATION

BTEC BUSINESS (NATIONAL EXTENDED CERTIFICATE)

EXAM BOARD: EDEXCEL

Equivalent to:
One A-Level

What is the course?
Both courses in Business are a nationally recognised qualification ***equivalent to one A-levels.*** This is designed to be taken with two other subject choices, which may be other Single award vocational offers or A levels. This makes the combined package worth the equivalent of three A-levels.

The Extended certificate in Business provides learners with the opportunity to develop a comprehensive range of business skills and personal attributes that will allow them to gain employment in business or to go on to higher study at university. The compulsory core modules develop in learners an understanding of the business environment, the management of resources, marketing, and communication – all fundamental to the success of business organisations. The optional units the develop specialist skills in a particular area of Business. Learners will produce individual reports, although much of the work will be done in groups.

What skills will I develop?
As well as studying specific business theories and practices, learners will develop a comprehensive range of generic business skills including:

- Written and verbal English
- Communication
- Numeracy
- Presentation
- Leadership
- Organisation
- Time management

Learners will develop these skills by working on a range of different units, each focusing on a different aspect of business. They will have to manage their time effectively to ensure work is completed to deadlines.

Course Content and Assessment
Both courses are assessed via a combination of:

- internally assessed coursework (IC)
- Externally assessed coursework (EC) – A task set and marked by the exam board and completed under supervised conditions. Learners will be given a context before a supervised assessment period in order to carry out research.
- Written exam set by the exam board (E)

The units in **bold** below denotes that are weighted heavier than the other units.

<u>Option 1: Edexcel National Extended Certificate in Business</u>
Learners must complete the following ***THREE compulsory units:***
1. Exploring Business (IC)
2. Develop a marketing campaign (EC)
3. **Personal and business finance – (E)**

They will then complete the following ***ONE option units***:
4. Recruitment and selection (IC)

33% Exam
66% Internal and external coursework

BTEC BUSINESS (NATIONAL DIPLOMA)

EXAM BOARD: EDEXCEL

Equivalent to:
Two A-Levels

What will I be studying?
Both Diploma courses in Business are designed to be taken with one other subject choice, which may be another Single award vocational offer or an A, level. This makes the combined package worth the equivalent of three A-levels.

The Diploma in Business provides learners with the opportunity to develop a comprehensive range of business skills and personal attributes that will allow them to gain employment in business or to go on to higher study at university. The compulsory core modules develop in learners an understanding of the business environment, the management of resources, marketing, and communication – all fundamental to the success of business organisations. The optional units the develop specialist skills in a particular area of Business. Learners will produce individual reports, although much of the work will be done in groups.

What skills will I develop?
As well as studying specific business theories and practices, learners will develop a comprehensive range of generic business skills including:

- Written and verbal English
- Communication
- Numeracy
- Presentation
- Leadership
- Organisation
- Time management

Learners will develop these skills by working on a range of different units, each focusing on a different aspect of business. They will have to manage their time effectively to ensure work is completed to deadlines.

Course Content and Assessment
Both courses are assessed via a combination of:

- Internally assessed coursework (IC)
- Externally assessed coursework (EC) – A task set and marked by the exam board and completed under supervised conditions. Learners will be given a context before a supervised assessment period to carry out research.
- Written exam set by the exam board (E)

The units in **bold** below denotes that are weighted heavier than the other units.

<u>Option 1: Edexcel National Diploma in Business</u>
Learners must complete the following ***SIX compulsory units:***

- Exploring Business (IC)
- Develop a marketing campaign (EC)
- **Personal and business finance – (E)**
- Managing an event (IC)
- International Business (IC)
- **Principles of management (EC)**

They will then complete ***TWO optional units***:

45% Exam
55% Internal and external coursework

BTEC LEVEL 3 NATIONAL DIPLOMA IN HEALTH AND SOCIAL CARE

EXAM BOARD: PEARSON

Equivalent to:
Two A-Levels

What will I be studying?
A level 3 qualification in Health and Social Care allows students to develop the skills and personal qualities needed to work within the industry or to progress onto further education.

The core units provide learners with the underpinning knowledge of the sectors whilst the optional selected units will provide learners with the opportunity to consider specific health and social care roles and settings.

What Skills Will I Develop?

- Communication and Interpersonal
- Written communication
- Organisation
- Presentation
- Team working
- Problem-solving
- Time management
- Analytical
- IT

Career Progression
A level 3 BTEC in health and social care will equip students with the skills to go straight into employment or allow them to continue to study a level 4 qualification or a University degree. The health and social care sector employs over 4 million people in the UK and covers a vast array of careers including:

- Nursing
- Midwifery
- Social services
- Probation services
- Physiotherapy
- Pharmacy
- Mental Health services
- Different therapies (speech and language therapy, drama therapy, art therapy etc.)

Course Content and assessment:
This course is assessed via a combination of:

- internally assessed coursework **(IC)**
- Written exam set by the exam board **(E)**

The units in **bold** below denotes that are weighted heavier than the other units.

Learners must complete the following 5 compulsory units:

Unit 1: Human Lifespan (E)

Unit 2: Working in Health and Social (E)

Unit 4: Enquires into Current Research in Health & Social Care

Unit 5: Meeting Individual Care and Support Needs (IC)

Unit 8: Public Health

They will then complete the following ***option units***:

Unit 7: Principals of Safe Practice in Health and Social Care

Unit 14: Physiological Disorders and their Care (IC)

Unit 19: Nutritional Health

30% Exam
70% Internal mandatory content

AAQ NATIONAL EXTENDED CERTIFICATE INFORMATION TECHNOLOGY

EXAM BOARD: EDEXCEL

Equivalent to:
One A-Level

What will I be studying?
The alternative academic qualification course is a two-year course designed for learners who are interested in gaining a broad understanding of information technology, including how it is used in real-world business and personal contexts. This course will enable students to develop practical skills in areas such as data analysis, project management, and the use of IT systems. It will enable learners to enhance digital literacy and problem-solving abilities relevant to modern technologies in our society. The qualification is designed to be studied over two years and supports progression into higher education, apprenticeships, or employment in the IT sector and carries UCAS tariff points recognised by universities and contributes towards university entry requirements.

Career progression
When taken alongside other Level 3 qualifications, including BTEC Higher Nationals or A Levels in complementary or contrasting subjects, such as Mathematics, Business, Art and Design or Psychology; the qualification gives learners the opportunity to progress onto an Apprenticeship, a degree in an IT discipline or a degree where IT related skills and knowledge may be advantageous.

This qualification carries UCAS points and is recognised by higher education providers as meeting admission requirements for many relevant courses. The mandatory content is equivalent in size to one-half of an A Level. The qualification supports entry to, for example:

- BA Business Studies
- BSc Information Systems
- BSc Computer Science

Course Content and assessment
The course size and structure are set as follows:

4 units of which ***4 are mandatory*** and ***2 are external***.

Mandatory content (100%).
External assessment (66.6%)

This course is assessed via a combination of:
- Internal and synoptic coursework **(ISC)**
- Written exam set by the exam board **(E)**

To be awarded the full qualification, all learners must complete the 4 mandatory units.

The units in **bold** below denotes that are weighted heavier than the other units.

1. Information Technology Systems (E) - **120 GLH**
2. Cyber Security and Incident Management (E) - **120 GLH**
3. Website Development (ISC) - 60 GLH
4. Relational Database Development (ISC) - 60 GLH

External assessment - **66.6%** Exam
Internal assessment - **33.4 %** Internal assessment

CTEC: LEVEL 3 CAMBRIDGE TECHNICAL IN SPORT AND PHYSICAL ACTIVITY (EXTENDED CERTIFICATE)

EXAM BOARD: OCR

Equivalent to:
One A-Level

Learners will gain the opportunity to experience and achieve:

- One coaching award in a selected sport
- First Aid qualification
- Child protection qualification
- Sport Science lectures at Sporting Universities
- Open Day visits for sports students to a variety of different universities
- Sport Science fitness testing session at a University
- Trip to an outdoor adventure centre
- Voluntary work in a profession of choice

Opportunities for Further Education

CTEC Extended Certificates are valued by employers and higher education.

- Sport/ Leisure Centres
- Fitness Centres
- Leisure Management
- Teacher Training
- Coaching
- Health and Fitness
- Sports Development
- Sports Therapy

Assessment

- Assessed by a portfolio of work referenced against each of the grading criteria in the units (pass, merit, and distinction).
- Two units are Written Exam form of assessment – 33% of your overall grade
- Units are assessed individually.
- Final grade is a combined score of all units and examinations
- Centers are responsible for implementing quality control procedures (Internal Verifier)
- Supported by an External Verifier

Sample of units to be studied: (C) = Core units/(E) = Exam

- Body Systems and the Effects of Physical Activity (E)
- Sports Coaching and Activity Leadership (C)
- Sports Organisation and Development (E)
- Physical Activity for Specific Groups (C)
- Nutrition and diet for sport and exercise
- Sports Psychology

CTEC: LEVEL 3 CAMBRIDGE TECHNICAL IN SPORT AND PHYSICAL ACTIVITY (DIPLOMA)

EXAM BOARD: OCR

Equivalent to:
Two A-Levels

Learners will gain the opportunity to experience and achieve:

- One coaching awards in a selected sport
- First Aid qualification
- Child protection qualification
- Sport Science lectures at Sporting Universities
- Open Day visits for sports students to a variety of different universities
- Sport Science fitness testing session at a University
- Trip to an outdoor adventure centre.
- Voluntary work in a profession of choice
- First aid Qualification
- Sports injury workshop

Opportunities for Further Education

CTEC Extended Diplomas are valued by employers and higher education.

- Sport/ Leisure Centres
- Fitness Centres
- Leisure Management
- Teacher Training
- Coaching
- Health and Fitness
- Sports Development
- Sports therapy

Assessment

- Assessed by a portfolio of work referenced against each of the grading criteria in the units (pass, merit, and distinction).
- Four Units are written examinations – 27% of your overall grade
- Units are assessed individually.
- Final grade is a combined score of all units and examinations
- Centres are responsible for implementing quality control procedures (Internal Verifier) which is supported by an External Verifier

Sample of units to be studied over two years:
(E) = Exam

- Body Systems and the effects of physical activity (E)
- Sport coaching and activity leadership
- Sports organisation and development (E)
- Working Safely in sport, exercise, health, and leisure (E)
- Physical activity for specific group
- Performance Analysis in Sports & Exercise
- Sports injuries and rehabilitation
- Practical skills in sports and physical activities
- Health and fitness testing for sports and exercise or Biomechanics
- Sports and exercise psychology
- Sports nutrition and diet