

## Courses On Offer

### **GCE A Levels**

Art & Design	4
Biology	5
Business Studies	6
Chemistry	7
Computer Science	8
Drama and Theatre Studies	9
English Language and Literature	10
English Literature	11
French/Spanish/German	12
Geography	13
Government and Politics	14
History	15
Mathematics	16
Mathematics—Further Mathematics	17
Photography	18
Physical Education	19
Physics	20
Product Design: Graphic Products	21
Product Design: 3D Product Design	22
Psychology	23
Religious Studies	24
Sociology	25

<b>Level 3 Extended Project</b>	26
---------------------------------	----

<b>BTEC Qualification Information</b>	27
---------------------------------------	----

### **Level 3 BTEC and Diplomas**

Business	28
Criminology	29
Dance	30
Food Science and Nutrition	31
Media Studies and Film Production (Creative Digital Media)	32
Music Technology	33
Production Arts	34
Sport	35

### **Childcare**

CACHE Level 2 Diploma for the Early Years Practitioner	36
CACHE Level 3 Technical Diploma in Childcare and Education (Early Years Educator)	37

## Types Of Courses Available

### Level 3 Courses

Standard entry qualifications for Level 3 courses are 5 GCSEs grade 5+. Some courses have specific additional requirements. Please see the subject entry for details.

### A Level

To study A Levels you need a minimum of 5 GCSEs at grade 5+.

There are academic courses which have a high examinable component. A Levels provide the traditional route to university but may not be appropriate for all students. Students who have mainly 5 or equivalent grades at GCSE will find the demands of A Levels difficult and should consider BTECs as an alternative but equivalent qualification. A Levels currently take two years, the full A Level is accredited after two years and is graded A\*-E. A Levels have no exams after the first year, just final exams at the end of two years of study. The amount of coursework included has been reduced for most subjects, with a maximum of 20% of the final grade being made up of coursework.

**Physics, Chemistry and Biology** require students to include normal entry requirements for the Sixth Form as well as a grade 5 or above in English and a grade 66 at Combined Science or a 6 in the individual sciences chosen if separate sciences have been taken.

**Maths** require a grade 6 and **Further Maths** require a grade 8 at GCSE.

**Psychology** requires a grade 5 in GCSE Maths and a grade 5 in Science.

**English Language** ideally a grade 6 at English Language or Literature at GCSE however any student without the grade who wishes to take the course should speak to Mrs Meadows.

It is generally advised that students should have a grade 6 in a subject at GCSE in order to study it at A level.

### BTEC and Diplomas

To study BTEC courses you need a minimum of 4 GCSEs at grade 4+.

BTEC and Diplomas are coursework-based qualifications. They come in a variety of types, from one to three A level equivalents, and often incorporate more practical skills alongside academic work. The course lasts for two years and certification is at the end of this period. The gradings are Pass, Merit, Distinction and Distinction\* – which are equivalent to E, C, A, and A\* in UCAS points.

### CACHE Diploma Level 3 in Childcare and Education (Early Years Educators)

To study CACHE level 3 you need a minimum of 4 GCSEs at grade 4 and above including English Language at grade 4 or above.

CACHE is a professional and academic qualification in Childcare and Education. The course is equivalent to 3 A levels and includes work experience, coursework and a written exam. The course is a required professional qualification for nursery staff but also provides a basis for students wanting to go on and study teaching, social work, nursing and related professions. Students are graded on an A\*-E scale.

## Types Of Courses Available

### Level 2 Courses

Level 2 courses are for students who have not achieved the 4 grades at 4+ at GCSE.

#### **CACHE Level 2: An Introduction in Early Years Education and Care**

This offers direct entrance to Level 3 Diploma or into the workplace as a supervised practitioner. There are no formal entry requirements and can be taken alongside English or Maths GCSE resits.

#### **GCSE Maths and English**

It is now compulsory for any student who has not gained a 4 grade at GCSE in Maths or English to continue to study that subject. We offer both GCSEs as a supplementary qualification to Level 3 subjects or embedded within the Level 2 BTEC course.

### Level 3 Courses

#### **Extended Project**

The Extended Project is a Level 3 qualification that can be taken as a free-standing qualification. The project may explore an area of personal interest or activity. The extended project is increasingly valued by universities and is awarded UCAS points more generously than AS levels, but less than a full A level. It is usually completed in Year 12.

*\* Classes running are dependant on class sizes for that year group. If subjects are not running you will be notified*

**Title of course: Art and Design A Level****Board: OCR****Teacher to contact: Mrs S Breen****Introduction:**

This course is intended for pupils who wish to pursue their studies of Art and Design to a greater depth than required for GCSE. It combines a breadth and depth of study with a freedom of choice to accommodate a wide range of individual needs. We aim to develop skills introduced at GCSE while helping students to understand art to a greater degree so that they can make art with a greater critical understanding. Effective A Level candidates will be prepared to experiment and quickly take charge of their own work.

The full A Level is a two year course. In year 13 students will put together a portfolio of coursework and produce a supporting study.

**Outline of units:**

Year 12 will consist of two extended coursework projects which will be carried forward into Year 13. The first will be guided, the second more student led.

Year 13. You will develop your coursework and produce a coursework portfolio with a supporting study which accounts for 60% of your final mark.

In the spring you will be given an early release exam paper and produce an extended exam project culminating in an exam where you will produce a concluding piece.

**Assessment Methodology:**

The assessment of A Level is very much based around the development of an idea and while you will be given guidance on your progress it is only when each project is completed that a coherent level will be given. There are four assessment objectives, Develop, Experiment, Record, Present.

You would enjoy this subject if you are a creative person who likes the idea of studying a creative subject or working in a creative environment. While it helps to have studied GCSE Art, this is not always necessary if you have a good portfolio of work. In the last few years our A Level students have gone on to study Fine Art, Architecture, Fashion Design, Graphic Design, Product Design and Design Media.

**Title of course: Biology A Level**

**Board: AQA - Specification A**

**Teacher to contact: Mrs S McCarthy**

**Introduction:**

A-Level Biology will help you make sense of the living world around you. You'll study the biology of plants and animals, human health and performance and the wider natural environment. You can progress to study a wide variety of courses at university, from agriculture to zoology. For medicine, it remains important.

**Outline of units:**

The First year of the course contains four modules:

- Biological molecules
- Cells
- Organisms exchange of substances with their environment
- Genetic Information, variation and relationships between organisms

The second year of the course contains four further modules:

- Energy transfers in and between organisms
- Organisms response to change in their internal and external environments
- Genetics, populations evolution and ecosystems
- The control of gene expression

**Assessment Methodology:**

Three exams at the end of the two years.

- Paper 1 – Units 1-4, 120 minutes long, 35% of A-level grade
- Paper 2 – Units 5-8, 120 Minutes long, 35% of A-Level grade
- Paper 3 – Units 1-8, 120 minutes long, 30% of A-Level grade

A practical endorsement will be reported on separately at the end of your course and will consist of a separate grade to your A-level grade

What are the entry requirements?

Normal Sixth Form entry requirements, to include a grade 5 or above in English and a grade 6 at Combined Science or a 6 in the individual sciences chosen if separate sciences have been taken.

Your destinations with this course?

Biology A Level is welcomed by all universities for a whole range of courses. Many of our students go on to related degrees in subjects such as Biology, Medicine, Veterinary Science, Nursing, Midwifery, Biochemistry, Biotechnology, Biomedicine, Dentistry, Physiotherapy, Audiology, Occupational Therapy, Optometry, Dietetics, Paramedic Science, Marine Biology, Ecology, Forensic Science, Genetics, Microbiology, Neuroscience, Pharmacy, Pharmacology, Zoology, Equine Science, Agriculture and Sport Science.

**Title of course: Business Studies A Level****Board: AQA****Teacher to contact: Miss J Nicholson****Introduction:**

Businesses are a part of all of our lives. Studying Business encourages you to see new business opportunities and strategies for success in the context of current events and a business environment that is constantly changing. In a world where competitive advantage in the career market is of growing importance, Business Studies is a subject that directly relates to the world of work. It is a subject area that keeps your options open, both for further study and for your chosen career.

You will gain valuable, transferable skills such as research skills, detailed written and verbal communication, strategic thinking and the ability to analyse and evaluate the performance of real business examples. These skills can be used in any career or in running your own business.

You do not need to have studied Business Studies at GCSE in order to take this subject at AS/A level. However, grade 5 in Mathematics is important due to the mathematical content of the course.

**First year content:**

The course includes the following topics:

1. What is business?
2. Managers, leadership and decision making.
3. Decision making to improve marketing performance.
4. Decision making to improve operational performance.
5. Decision making to improve financial performance.
6. Decision making to improve human resource performance.

**Second year content:**

The A Level incorporates the same six topics as year one, plus the following additional topics:

1. Analysing the strategic position of a business.
2. Choosing strategic direction.
3. Strategic methods: how to pursue strategies.
4. Managing strategic change.

**A Level Assessment**

The A Level is assessed by three two hour written exams at the end of the course.

Paper 1: Multiple-choice questions, short answer and two essays.

Paper 2: Three compulsory data response questions.

Paper 3: One compulsory case study paper consisting of six questions.

**Testing quantitative skills:**

The A Level assess quantitative skills, making up a minimum of 10% of the overall marks. The skills tested include ratios, averages, fractions, percentages and calculation of profit and loss.

**Your destinations with this course?**

You would enjoy this subject if you want a sound basis for a wide range of career opportunities in all business environments or further study, for example Business Management, Accounting & Finance, Human Resources and Marketing.

**Title of course: Chemistry A Level**

**Board: OCR - Specification A**

**Teacher to contact: Miss C Grey**

**Introduction:**

Chemistry is an incredibly fascinating field of study because it is so fundamental to our world. Chemistry plays a role in everyone's lives and touches almost every aspect of our existence in some way. Chemistry is essential for meeting our basic needs of food, clothing, shelter, health and clean air, water & soil. Chemical technologies enrich our quality of life in numerous ways by providing new solutions to health, materials and energy usage; thus studying Chemistry is useful in preparing us for the real world. Chemistry is often referred to as the central science because it joins together Physics, Mathematics, Biology, Medicine and the Earth Sciences. For better or for worse, everything is chemical!

**Outline of Units:**

The First year of the course contains four modules:

- Development of practical skills in Chemistry
- Foundations in Chemistry
- Periodic table and energy
- Core organic Chemistry

The second year of the course contains two further modules:

- Practical Chemistry and transition elements
- Organic Chemistry and analysis

**Assessment Methodology:**

Three exams at the end of the two years.

Paper 1 – Units 1, 2, 3 & 5, 135 minutes long, 37% of A-level grade

Paper 2 – Units 1, 2, 4 & 6, 135 Minutes long, 37% of A-Level grade

Paper 3 – Units 1-6, 90 minutes long, 26% of A-Level grade

A practical endorsement will be reported on separately at the end of your course and will consist of a separate grade to your A-level grade

What are the entry requirements?

Normal Sixth Form entry requirements, to include a grade 5 or above in English and a grade 66 at Combined Science or a 6 in the individual sciences chosen if separate sciences have been taken.

Your destinations with this course?

Chemistry is an A Level subject accepted by universities for a whole range of degrees. We have had students' progress on to degrees in medicine, dentistry, nursing, midwifery, occupational therapy, radiography, optometry, paramedic science, biochemistry, biomedical sciences, forensic science, neuroscience, pharmacy and pharmacology. Many of our students go on to related degrees in subjects such as Biology, Medicine, Veterinary Science, Nursing, Midwifery, Biochemistry, Biotechnology, Biomedicine, Dentistry, Physiotherapy, Audiology, Occupational Therapy, Optometry, Dietetics, Paramedic Science, Marine Biology, Ecology, Forensic Science, Genetics, Microbiology, Neuroscience, Pharmacy, Pharmacology, Zoology, Equine Science, Agriculture and Sport Science.

**Title of course: Computer Science A Level****Board: OCR****Teacher to contact: Mrs Cobbold****Introduction:**

This course is for students to gain an insight in to a range of computing systems, including an understanding of the principles of programming and the solving of problems. Students will gain an understanding of the organisation of computer systems, the consequences of using computers, an awareness of emerging technologies and an appreciation of their potential impact on society.

**Outline of Units:**

The students will cover the theory of computer systems, including software, hardware, data, communications and people. They will also gain the ability to apply skills, knowledge and understanding of computing, including programming in a range of contexts to solve problems. Through a project in Year 12/13 students will learn project and time management skills. The course will develop their capacity to think creatively, innovatively, analytically, logically and critically. There is a large programming component to the course including a project developed by the students.

**Assessment Methodology:**

Two year full A Level content

Unit 1– Computer Systems– Exam Unit– 40% of A level

Unit 2– Algorithms and Programming– Exam Unit– 40% of A level

Unit 3– Programming Project– Coursework Unit– 20% of A level

You would enjoy this subject if you:

- Enjoy problem solving, want to learn what goes on within computers and networks and want to learn about programming,
- Are wishing to take computing studies at degree level, or for anyone considering any kind of career in computing.

Your destinations with this course?

A level Computer Science is naturally a strong subject to take if you wish to go on to do Computer Science at degree level, and although most computing-based degree courses do not require Computer Science A level, there are a number of software engineering courses which do. Computer Science A level can also be useful for other degree courses such as Engineering, Physics and related subjects.

**Title of course: Drama & Theatre A Level****Board: Pearson****Teacher to contact: Miss Tottman****Introduction:**

This course involves the study of all aspects of the theatre. You will learn more about acting, direction, design and how to interpret texts ready for performance. You will show these skills in performance, when creating work and through writing.

This is a 2 year course. In the first year you will study Component 1 and in the second year go on to complete a further 2 Components. This course provides the opportunity to study plays from the point of view of a director, designer, performer and critic. It enables you to apply what you have learned in your own creative work.

**Component 1 Devising (40%)**

You will work in a group to devise an original piece of drama to perform to an audience. You will create your piece based on one key extract from a performance text and a theatre practitioner as a stimulus. You will be assessed on your performance and a written portfolio based on your piece.

**Component 2 Text in performance (20% )**

You will perform a group piece and monologue based on one key extract from different performance texts. This is examined by an external examiner.

**Component 3: Theatre makers in practice (40%)**

You study two plays and watch a live performance. You will be required to develop and shape your ideas on how to perform both plays, with one being related to a practitioner. You will also evaluate the live performance. You will have a 2 hour 30 minute exam.

**Assessment Methodology:**

You are assessed on both your practical and written work in both years and writing carries more marks than practical.

Component 1: (40%): Internally marked by teachers and externally moderated.

Component 2 (20%): Marked by an external examiner.

Component 3 (40%) : Marked by an external examiner

You would enjoy this subject if you have a strong interest in theatre, can think creatively and analytically, work effectively as part of a group and enjoy not only performing but writing and analysing theatre.

GCSE Drama is a strong foundation for Theatre Studies – without this you need to speak to a Drama teacher if you are considering A Level. It would be helpful but it is not essential to have achieved at least a 5 grade in GCSE Drama. You must also have good written English of at least grade 4. There is a lot of analytical and evaluative writing and this carries more marks than practical, therefore you must be prepared to embrace this aspect of the course as fully as the practical element.

## Title of course: English Language and Literature A Level

Board: AQA

Teacher to contact: Mrs C Robinson

### Introduction

This course combines analysis with CREATIVITY!

Students move away from purely analytical essay writing to focus on writing in a range of forms linked to their area of focus. It differs from those focused primarily on literature (prose fiction, poetry and drama) by extending its coverage beyond literature to study non-fiction and information texts in their various forms (for example, personal letters, spontaneous speech, multimedia texts but also charts and diagrams, transcripts, lists etc.)

It offers opportunities for students to develop their subject expertise by engaging creatively and critically with a wide range of texts. Students develop skills as producers and interpreters of language by creating texts themselves and critically reflecting on their own processes of production.

The course is designed to fit within a continuum of study from GCSE to degree level.

### How will the course be organised and assessed?

COMPONENTS		CONTENT
<b>Paper 1</b> Telling Stories 3 hour written exam 100 marks 40% of A level	<b>Section A Remembered Places</b>	<ul style="list-style-type: none"><li>• One compulsory question on the AQA Anthology: Paris (40 marks)</li><li>• This section is closed book.</li></ul>
	<b>Section B Imagined Worlds</b>	<ul style="list-style-type: none"><li>• One question from a choice of two on prose set text (35 marks)</li><li>• This section is open book.</li></ul>
	<b>Section C Poetic Voices</b>	<ul style="list-style-type: none"><li>• One question from a choice of two on poetry set text (25 marks)</li><li>• This section is open book.</li></ul>
<b>Paper 2</b> <b>Exploring Conflict</b> 2 hours 30 mins 100 marks 40%	<b>Section A</b> Writing about Society	<ul style="list-style-type: none"><li>• One piece of re-creative writing using set text (25marks)</li><li>• Critical commentary (30 marks)</li><li>• This section is open book.</li></ul>
	<b>Section B</b> Dramatic Encounters	<ul style="list-style-type: none"><li>• One question from a choice of two on drama set text (45 marks)</li><li>• This section is open book.</li></ul>
<b>Non-exam assessment</b> 50 marks 20% of A level	Making Connections Assessed by teachers Moderated by AQA	<ul style="list-style-type: none"><li>• A personal investigation that explores a specific technique or theme in both literary and non-literary discourse (2,500–3,000 words)</li></ul>

### You would enjoy this subject ...

- You like being creative
- You like discussing ideas and how they are communicated
- You like reading but are not necessarily a book worm!
- You like expressing yourself in different ways
- You are interested in working in an environment where you communicate with the public audience, will be part of your role (which is a lot of jobs to be honest!)

**Title of course: English Literature A Level**

**Board: AQA**

**Teacher to contact: Mrs S Meadows**

**Introduction:**

Literature teaches us about people, society, philosophy and history. Writers of literary texts are those who can capture the essence and tensions of their age and craft them in to language. As well as reading a wide variety of literary texts, you will develop a greater control over your own written and spoken language to express ideas, analysis and a personal response to texts.

**How will the course be organised and assessed?**

Year one content

Unit 1—Literature through the ages: Shakespeare and poetry

Written Paper: 1 1/2 hours (open text)

One set poetry anthology, one Shakespeare text. Candidates answer two questions from a choice of 3.

Unit 2—Literature through the ages: Prose

Written Paper: 1 1/2 hours (open text)

Section A: Prose study 1800-2015.

Section B: Prose study.

Two set texts. Candidates answer one question from a choice of 4.

Year two content

Unit 3—Coursework

Period and Genre study. Two texts: one piece of extended writing on texts from different periods and genres, including drama and prose.

Students may select their own texts and area of study for this piece of coursework.

Unit 4—Literature through the ages.

Section A: Shakespeare: one passage-based question with linked essay.

Section B: Unseen poetry: one question on two unseen poems.

Section C: Comparing texts: one essay question linking two texts.

Unit 5—WW1 and its aftermath

Section A: Set texts. One essay question on set text (25 marks)

Section B: Contextual linking

One question on an unseen extract. One question linking two texts.

This course is suitable for you if you enjoy thinking critically and really enjoy exploring how and why a writer portrays a particular view point.

Your destinations with this course?

English Literature is a highly respected A level. As well as an English Literature degree itself, students of Literature might go on to study for University degrees in a range of subjects including: History, Sociology, Psychology, Drama and Theatre Studies and Law. Even Medical Schools value the subject highly.

**Title of course: French/Spanish/German A Level****Board: AQA****Teacher to contact: Mrs McCabe****Introduction:**

In today's world, the study of a language is becoming increasingly important. Learning a language gives students a wide range of transferable skills and language graduates are much sought-after and enjoy some of the highest graduate employment levels. It is also possible to combine a language with a degree in another subject, for example business or engineering, and an AS or A level qualification in one language can often be the gateway to the study of another language in university.

**Year one content**

- Social issues and trends in French, German and Hispanic societies e.g. family and cyber society
- Artistic Culture e.g. in music, cinema and heritage
- Authentic texts and films
- Grammar application and development

**Year two content**

- Social issues and trends in French, German and Hispanic societies e.g. diverse society and crime
- Political and artistic culture e.g. in music, cinema, heritage, political commitment, strikes and immigration
- Authentic texts and films
- Individual research project
- Grammar application and development

**Assessment Methodology:**

There are three exams at the end of the course.

- A speaking exam conducted by the teacher (30% of AS marks and A Level marks)
- A listening, reading and writing exam (45% of AS marks and 50% of A Level marks)
- A written exam (25% of AS marks and 20% of A Level marks)

**Your destinations with this course?**

Learning a language opens so many doors for you later in life. You can continue to study further, you can combine your A Level with another subject (such as Law), you can pick up another language at university from scratch (*ab initio*) or simply use your language skills to travel or work abroad. A Level French, German and Spanish offer a different type of study - you improve your confidence in speaking, you watch films and you listen to songs as part of your lessons. And you learn a lot more than the language: you understand and use English far better, you learn about global current affairs and you are able to discuss a huge range of topics, all of which can benefit your other subjects. Languages broaden your horizons personally and practically. You will be the envy of your friends when you can chat in the native language of others and will make international friends.

Bonne chance! Buena suerte! Viel Glück!

**Title of course: Geography A Level****Board: Pearson****Teacher to contact: Miss Self****Introduction:**

Geography is an exciting subject which looks at the connections between people and the natural environment. It will allow you to develop a current and fresh perspective on a range of world issues. Geography will broaden your knowledge and understanding of places, environments and process, sharpen your investigative skills and enable you to deepen your moral and ethical values.

**Topics****Component 1: Physical Geography—Assessed in Paper 1 (40%)**

- Tectonic Processes and Hazards
- Coastal Landscapes and Change
- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security

**Component 2: Human Geography—Assessed in Paper 2 (40%)**

- Globalisation
- Diverse Places—including a fieldtrip to Slough
- Superpowers
- Global Development and Connections – including Migration, Identity and Sovereignty

**Component 3: Geographical Investigation—20%**

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 fieldwork data will be collected on a \*compulsory 4 day residential visit.

**You would enjoy this subject if you are...**

- Excited by exploring and learning about a wide range of places and natural wonders.
- Thirsty to know more about current and future global issues which will affect you.
- Intrigued by inequality of wealth, resources, quality of life around the globe.
- Hungry to know which nations hold the cards in terms of energy supply, water supply, food supply.
- Keen to rebrand and reinvent run down places and resolve long running issues.
- Motivated to investigate deep and intriguing mysteries through fieldwork and research.
- Passionate about debating the pros and cons of issues from deep sea port expansion to the survival of the Galapagos Islands as a biodiversity hotspot.

Your destinations with this course?

Geography is highly respected by universities who recognise that A Level Geography students have excellent investigative, interpretative and evaluative skills, can give in-depth perspectives on a broad range of current local, national, and global issues, and are able to develop strong arguments, orally and in writing.

Geography is highly respected by employers. They recognise that with the increasing emphasis on environmental issues, and increasingly complex planning regulations, there is a need for Geographers who can apply their investigation, interpretation and evaluation skills to be forward thinking and make strong commercial decisions.

Students wishing to take A Level Geography will need to have completed GCSE Geography and have achieved at least a 5 grade in the higher tier paper.

\* There will be a cost involved to be paid by the student

**Title of course: Government and Politics A Level**

**Board: Pearson**

**Teacher to contact: Mr G Donohoe**

**Introduction:**

Government & Politics covers British politics in year one and American Politics in year two.

**Outline of Units:**

In year 1 we study British Politics; examining the nature of democracy, law making and the meaning and sources of "Power". What is power and how do people get it, how do they keep it, what entitles them to it? Why don't people rebel against dictatorships; when they do, why? How do politicians get away with it?!! What is it they get away with?!

We examine the structure of Parliament and the process of law making; how pressure groups operate and their importance, the electoral systems used in the UK and how fair they are and what MPs do for their £80k a year. Students taking Government and Politics will be doing so with the possibility of a new Prime Minister, a sudden General election and even a change of government on the horizon.

We look in detail at specific ideologies; what do Marxists really believe? How do Conservatives differ from Liberals? You also get to choose a specialist topic, the class will decide (democratically) between Feminism, Nationalism, or Ecologism.

American Politics is incredibly interesting even without Donald Trump and allows you to view your own opinions through the lens of a completely different system. American Politics is full of incredible stories, unbelievable personalities, bizarre practices, grotesque unfairness, inspiring heroism and shocking injustices. It's what determines the behaviour of *the* Superpower; gripping stuff.

**Assessment Methodology:**

The whole course is assessed by examination. At A level there are three exams each consisting of some short answer questions and essay questions.

You would enjoy this subject if you like History, Law, RS or just arguing generally. We do discuss the issues of the day; they are used as evidence in debates and essays. It is important to remember that it is not one long year of arguments and opinions, it's even more interesting than that because you get to use our own views and the evidence you gather to support them in essays and exams. The course is designed to welcome and reward different perspectives; as long as you can justify them with evidence.

This subject is highly regarded by the Russell Group of universities. Our results last year were outstanding with 80+% securing A\* - B at A level and a level 2 ALPS score for the whole department.

**Title of course: History A Level****Board: AQA****Teacher to contact: Miss Vinci****Introduction:**

History is a powerful part of your general education in terms of skills of analysis, understanding information, literacy and communication. Your understanding of the contemporary world will increase your employability. It will also enable you to assess our present predicaments and circumstances and allow you to play a fuller part as a future citizen. In the words of the Parliamentary Council of Europe, "Historical awareness should be an essential part of the education of all young people."

A Level History will support you in many fields of employment including journalism, the law, teaching, social work, media research, museum education/curator and many more.

**Year one content****Breadth Study**

- a) Russia in the age of Absolutism and Enlightenment 1682-1796
  - i) Establishing Authority 1682-1707
  - ii) Increasing the glory of Russia

**Depth Study**

- b) Building a New Britain 1951—1979
  - i) The Affluent Society 1951 –1964
  - ii) The Sixties 1964—1970
  - iii) The End of Post War Consensus 1970—1979

**Year two content****Breadth Study**

- a) Russia in the age of Absolutism and Enlightenment 1682-1796
  - i) The epoch of palace coups 1725-1762
  - ii) Catherine the Great and Russia 1762-1796

**Depth Study**

- b) Modern Britain 1979—2007
  - i) The Impact of Thatcherism 1979—1987
  - ii) Towards a New Consensus 1987 –1997
  - iii) The Era of New Labour 1997—2007

**Historical Investigation**

A personal study based on a topic of the student's choice. This should take the form of a question in the context of approximately 100 years. 3,000 to 3,500 words.

You would enjoy History if a challenge is something inspiring to you, if you find yourself eager to explain how and why events happen and why certain people were important in the process. You will enjoy History if you like to weigh up all the different points of view so you can make an informed decision and finding answers to hot topics of the past and the present is something you find thrilling. You will enjoy History if building your skills base is important to you and if putting your best foot forward in the world of higher education and employment matters to you.

**Title of course: Mathematics**

**Board: AQA**

**Teacher to contact: Mrs Colloff**

**Introduction:**

“An A Level in maths will impress both prospective employers and university admission tutors. It shows you can think logically, accurately process information and skilfully manipulate numbers. Employers look for hard-working, self-motivated, and intelligent people to join their staff. Obtaining a Mathematics A-level shows that you have what it takes. You may not use algebra or probability in your job every day, but the transferable skills of analysis, logic, and problem solving will always come in handy.”

[Source: <http://www.mathscareers.org.uk>, 2014]

There are three options if you wish to continue the study of mathematics in Yateley Sixth Form:

- A Level Further Mathematics (GCSE Grade 9/8)
- A Level Mathematics (GCSE Grade 9-6)

**Mathematics (GCSE 9-6 is a requirement):**

Highly regarded and provides strong support to any application for employment or further study. The Statistics and Decision Mathematics studied at A level are very useful for many courses in science, engineering and the social sciences. The study of Pure Mathematics develops logical thinking and a systematic approach to problem solving - attributes which are highly valued in the workplace. While studying for the A Level, Mathematics students will extend their knowledge of algebra and graphs to increase their understanding and develop new mathematical concepts and techniques.

In order to start the Mathematics course, a student must have achieved at least a grade 6 at GCSE. Students who achieve a grade 9 - 7 in their GCSE will have the prerequisite knowledge for the Mathematics A Level. Students who achieve a grade 6 in their GCSE will be fully supported with Mathematics Skills booster sessions at the start of the course.

Outline of Units Mathematics A Level:

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

New Mathematical concepts that you will explore include:

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

**Assessment Methodology Mathematics A Level:**

There are three examinations in the summer term of Year 13, each 2 hours long and one third of the overall A Level marks.

**Title of course: Mathematics - Further Mathematics**

**Board: AQA**

**Teacher to contact: Mrs Colloff**

### **Further Mathematics (GCSE Grade 9-8 requirement)**

Aimed at the most able mathematicians, Further Mathematics will introduce you to fascinating mathematical concepts. It will develop your problem solving skills, which will help to boost your performance in A Level Mathematics. If you plan to apply for any degree that is rich in mathematics, a qualification in Further Mathematics will give your application an edge. If you are considering studying mathematics or any science based subject beyond A Level, you should ask your Mathematics teacher about the Further Mathematics option.

#### **Outline of Units:**

- Complex Mathematics
- Matrices and graphs
- Hyperbolic functions
- Polar co-ordinates
- Further Calculus
- Further Vectors
- Further algebra and functions

Plus two of:

- Statistics
- Mechanics
- Discrete

#### **Assessment Methodology:**

Three exams in the summer term of year 13, each one third of the final assessment

You would enjoy the further study of Mathematics if you enjoy being challenged both intellectually and in terms of time, organisation and application of your knowledge. Students who successfully complete any of the three mathematics AS and A Level say they have benefited from the discipline required. Students often comment how satisfying they find mathematics and quite rightly feel a great sense of achievement in having completed one of these challenging courses.

## **Title of course: Photography A Level**

**Board: AQA**

**Teacher to contact: Miss N Parish**

### **Introduction:**

Photography at Yateley is now 100% digitally based; students use DSLR cameras and learn how to manipulate the aperture and shutter speed functions in order to produce both correctly exposed and imaginative photographs. Although students will gain some experience of Photoshop as they progress through the course, this is not a course that offers Photoshop tuition; the aim of the course is to produce good/great photographers, not graphic designers. No prior knowledge of photography, or GCSE in the subject, is needed but it is essential that students have an interest in the subject and a creative mind-set. It is expected that all students will develop an independent style of working and **those considering studying the course need to ensure they have time during their weekends to go out and take photographs.**

The course is 100% coursework assessed. Although there is no final 'written' exam, students are expected to evaluate the progress and development of their work in written forms throughout the course.

### **Outline of Units:**

#### **1: First year: A Level**

Students will begin by completing an initial 7 week period of introductory exercises. These exercises are intended to familiarise students with the workings of a digital SLR camera, understanding how apertures and shutter speeds can be used to produce creative imagery. Following the autumn half term, students will then work towards applying what they have learned in a series of short projects designed to test their creative thinking and newly acquired photographic skills. At the end of the year students will be formally assessed for their suitability to progress onto the second year of the course following the completion of a 12 week 'mock exam' project.

#### **Second year: A Level**

##### **Component 1: Independent Project**

This unit consists of **one** independent project based on an idea of the student's choosing - this project begins in September and finishes at the end of January the following year. In this unit candidates must show greater maturity and depth of understanding in their photographic skills, subject knowledge and understanding. Evidence of increased investigative, analytical and evaluative skills is expected. In addition to their portfolio, students are required to produce a 1000-3000 word investigation or evaluation of their project.

##### **Component 2: 10 weeks – Externally set assignment**

This is an externally set assignment that provides students with the opportunity to demonstrate the photographic skills, techniques and knowledge gained in Component 1. Students will be given a preparatory period, during which they will develop their own ideas relating to a chosen starting point, set by the AQA. During this time students are expected to work without the help of the teacher for at least 15 hours (broken up into 3x5 hour invigilated periods spread over 2 months).

You would enjoy photography if you take pleasure in working in both a creative and independent manner. If you have a desire to work in the art and design industry, Photography is the ideal choice of subject to study at A Level and will give you ample opportunity to produce the work required for the portfolio you will be expected to produce at a University or Art Foundation interview.

**Title of course: Physical Education A Level**

**Board: AQA**

**Teacher to contact: Mrs K Evans**

**Introduction:**

This specification will build on your knowledge from Key Stage 4 and GCSE PE, although you do not have to have taken GCSE PE to take the A level. It will enhance your knowledge and increase your understanding of the factors that affect performance and participation in physical education. You will have the opportunity to experience and develop an interest in a variety of roles in sport such as performer, official and coach. The theory content of the course will address current contemporary topics in sport such as the impact in the use of ergogenic aids, technology and increasing commercialisation of sport. The course covers historical, contemporary, physical, social and psychological factors which influence sport and physical education.

**Outline of Sections**

**One year (AS) content**

- 3.1.1— Applied Anatomy and Physiology
- 3.1.2— Skill Acquisition
- 3.1.3— Sport and Society
- 3.1.4— Exercise Physiology
- 3.1.5— Biomechanical Movement
- 3.1.6— Sport Psychology
- 3.1.7— Sport and Society and Technology

One exam which is 2 hours long = 70% of AS

Non exam assessment: practical performance in full sided version of one activity plus an analysis of performance = 30% of AS

**Two year full A Level content**

All of the above plus:

- 3.1.1.6 — Energy Systems
- 3.1.2.5 — Memory Models
- 3.1.2.5.2 – Efficiency of Information Processing
- 3.2.1.3 — Injury Prevention and Rehabilitation
- 3.2.2.3 — Linear Motion, Angular Motion, Projectile Motion
- 3.2.2.6 — Fluid Mechanics
- 3.2.3.1 — Motivation
- 3.2.4 — Concepts of Physical Activity and Sport
- 3.2.4.8 — Sport Analysis

Two exams—2 hours each: 35% of A Level for each one.

Non exam assessment: practical performance in full sided version of one activity plus an analysis of performance: 30% of A Level

You would enjoy this subject if you are interested in sport, in its widest sense. A Level Physical Education works well with Maths, Physics, Biology, Psychology and Sociology. It provides a vast number of options within the sport and leisure industry as well as physiotherapy, journalism, police and armed forces.

**Title of course: Physics A Level**

**Board: AQA Specification A**

**Teacher to contact: Mr W Stacey**

**Introduction:**

Physics is the most fundamental of the natural sciences: it encompasses study of the basic ingredients of matter starting at the quantum level; it enables the creation of new materials; and it challenges us with the discoveries of modern astrophysics and cosmology. All the gadgets we take for granted like laptops and mobile phones wouldn't be here; nor would the electricity supply that charges them and powers so many other things we use every day.

A Level Physics lays the groundwork for all such concepts and most students go on to study physics-based subjects at university, or related disciplines like engineering. Physics is also an asset if you aim to study medicine, veterinary science or natural sciences.

**Outline of Units:**

The first year of the course contains four modules:

- Measurements and their errors
- Particles and radiation
- Waves
- Mechanics and materials
- Electricity

The second year of the course contains four further modules:

- Further Mechanics and thermal physics
- Fields and their consequences
- Nuclear Physics

The second year also has a number of option units that you will only have to study one of.

- Astrophysics
- Medical Physics

A practical endorsement will be reported on separately at the end of your course and will consist of a separate grade to your A-Level grade

**Assessment Methodology:**

Three exams at the end of the two years.

Paper 1 – Units 1-6, 120 minutes long, 34% of A-Level grade

Paper 2 – Units 7&8, 120 Minutes long, 34% of A-Level grade

Paper 3 – Units 1-8 + one option unit, 120 minutes long, 32% of A-Level grade

What are the entry requirements?

Normal sixth form entry requirements, to include a grade 5 or above in English and a grade 6 at Combined Science or a 6 in the individual sciences chosen if separate sciences have been taken. A grade 6 or above at Maths is recommended

Your destinations with this course?

The majority of students successfully apply to Higher Education for a wide variety of subjects, dependent on the combination they have studied at college. Some of the most related degrees which students have gone on to include physics, radiography, theoretical physics, astrophysics and physics with space science & technology.

**Title of course: Design and Technology: Product Design : Graphics A Level**

**Board: Pearson**

**Teacher to contact: Miss S Williams**

**Introduction**

This course is for students who wish to continue to expand their knowledge and understanding of both Graphics and Product Design. It will involve students in a wide range of design activities making use of drawing skills as well as computer aided design and computer aided manufacture. It incorporates knowledge of materials, manufacturing processes, industrial and environmental issues and teaches the fundamental principles of design. The course is intended to extend earlier experience gained in a Design and Technology Graphics Products course and seeks to develop students' knowledge and understanding of, and skills and application in, Graphics and Product Design. Students will develop their research, analysis, product development, project planning and evaluation skills as they become involved in a range of design projects and problems.

**Outline of Units:**

In year 12 students will produce a design portfolio which demonstrates their creativity and flair when investigating, designing and making products. They use google sketch up, 2D Design, Photoshop, Illustrator and In Design as well as a range of hand drawing and modelling techniques. They will complete assignments which will focus on the theory elements of the course. In Year 13 students will complete their commercial design coursework project, working on a design brief of their own choice in consultation with a client or user group. Students will be introduced to a wide range of design techniques, use industry standard computer software, use CAD/CAM equipment such as laser cutting and 3D printing and have the opportunity to work with a professional designer.

**Assessment Methodology:**

The course is made up of two elements coursework and examination. The coursework element accounts for 50% of the final grade and the exam element is also 50%. The coursework project is completed in year 13 and there will be one examination which will take place at the end of year 13.

**Year one components**

- Unit 1– Product Design
- Unit 2– Product Investigation
- Unit 3– Product Manufacture

**Year two components**

- Unit 3– Principles of Design and Technology (exam unit 50%)
- Unit 4– Independent Design and Make Project (coursework unit 50%)

You would enjoy this subject if you enjoy designing, problem solving, model making, using computer aided design packages such as Adobe Photoshop, Illustrator, Google Sketch Up and Techsoft 2D Design and are wishing to continue studies in further education or wishing to seek employment in: Graphic Design, Architecture, Interior Design, Advertising, Product Design, Illustration or any other course or employment opportunity in the creative and manufacturing industries.

**Title of course: Design and Technology Product Design : 3D Product Design**

**Board: Edexcel**

**Teacher to contact: Mr D Sibbald**

**Introduction:**

3D Product Design: 3D PD is a course based in three-dimensional design that aims to build on the design and making skills you developed during your GCSE courses in Graphics or 3D PD. You will apply your knowledge and skills to develop and manufacture high quality products in a range of materials including Paper and Boards, Timbers, Polymers, Metals and Textiles.

In year 12 you undertake two units, in the first you will study the Design Movements and precepts of the 19th, 20th and 21st centuries in order to redesign a product from the past then model it in styrofoam, polymers, timbers and textiles in the style of an iconic designer. The resultant prototype will be finished to a professional standard supported by advertising material produced in the style of the period with sympathetic typography and illustration.

In the second you will be tasked with studying the supply chain for supermarkets and marketing methods to develop a product dispenser that obviates all packaging. In both units you will use Photoshop, Sketchup, 2D Design/CAD/CAM, hand modelling skills, machine tools and the full range of materials available.

In year 13 you will identify and create your own solution to a problem in society. You will work closely with a client or end user group to ensure the prototype is realistic and fit for purpose and test it. Again, the entire range of materials are available, as well as laser cutter, machine tools, hand tools and fine finishing.

You will find the study of 3D Product Design to be complementary to the study of both artistic and technical subjects.

**Assessment Methodology:**

The course is made up of two elements coursework and examination. The coursework element accounts for 50% of the final grade and the exam element is also 50%. The coursework project is completed in year 13 and there will be one examination which will take place at the end of year 13.

**Year One Components**

Unit 1– Design History and Methodology, Product Design Prototype Manufacture

Unit 2– Commercial Study ( Sales and Eco Impact ) design, product presentation

**Year Two Components**

Unit 3– Principles of Design and Technology (exam unit 50%)

Unit 4– Independent Design and Make Project (coursework unit 50%)

You will enjoy this subject if, above all, you are creative and enjoy sketching, designing, problem solving, model making, using computer aided design packages such as Photoshop, Sketch Up and 2D Design and are considering continuing your studies in : Product Design, Architecture, Interior Design, Marketing, Advertising, Graphic Design, Illustration or any of the associated industries as well as Engineering and allied specialisms.

## Title of course: Psychology A Level

Board: AQA

Teacher to contact: Miss R Short

### Introduction:

Psychology is the scientific study of people, the mind and behaviour. We constantly strive to understand why humans and non-human animals behave the way they do. Thoughts, dreams and brain functioning cannot easily be observed so how do psychologists work?

The approach to Psychology is like any other scientific study; hypotheses are created and experiments are devised to either confirm or dispute the theory.

As an academic discipline, Psychology is thriving as society recognises its importance in many areas of professional practice. The emphasis is on applying knowledge and understanding rather than just acquiring knowledge, thereby developing students' transferable skills of analysis, evaluation and critical reasoning.

**Psychology requires a grade 6 in GCSE Maths and English.**

### Outline of content:

*Paper 1: written examination 2 hours long*

#### **INTRODUCTORY TOPICS IN PSYCHOLOGY:**

- **Social Influence** - We all like to think that we know our own minds, that we make our own decisions that we act *independently*. But is it possible that this is just an illusion?
- **Memory** - Research into eyewitness testimony may lack accuracy, yet it is vital to the police and courts. Psychologists therefore attempt to find ways to improve memory based on psychological evidence.
- **Attachment** - Attachment begins with the interactions between infants and their caregivers. It is the responsiveness of the caregiver to the infant's signals that has profound effects on later life.
- **Psychopathology** - The study of psychological disorders, focused on phobias, depression and OCD. How can we decide if a person is sufficiently unusual to justify diagnosis or treatment for a psychological disorder?

*Paper 2: written examination 2 hours long*

#### **PSYCHOLOGY IN CONTEXT –**

- **Approaches in Psychology** - Looks back across the development of psychology and includes classic studies such as Pavlov, Skinner, Bandura, Maslow and Freud.
- **Biopsychology** - The human brain is surely one of the most complex and fascinating of all biological systems. Advances in science and technology have brought even more sophisticated methods of studying the brain.
- **Research Methods** - Methods and techniques that psychologists use to answer questions about all human behaviour.

*Paper 3: written examination 2 hours long*

#### **ISSUES AND OPTIONS IN PSYCHOLOGY –**

- **Issues & debates** - Is human behaviour the product of genetic inheritance or the environment? Are our thoughts and behaviour freely chosen or determined by factors that we cannot control? Questions such as these are major issues and debates in psychology. Want to know more? It's your choice.... *Or is it?*
- **Relationships** - '*The course of true love never did run smooth*', Shakespeare. But how can it run smoother? How can it get started at all in the first place?
- **Schizophrenia** - A severe mental illness where contact with reality and insight are impaired (an example of psychosis). But how can we diagnose and treat such a complex condition?
- **forensic psychology** - The question of whether criminals are born or made is one that has puzzled scientists and philosophers for centuries. Surveys suggest that the majority of the public would like to see harsher conditions in prisons, but does prison work?

You would enjoy this subject if you are inquisitive about human behaviour, want to know what makes people tick, understand why we do what we do or want a career that involves working with people closely. It will help you to understand others and yourself better.

**Title of course: Religious Studies A Level**

**Board: EDUQAS**

**Teacher to contact: Mr A Bristow**

**Introduction:**

Religious Studies: Philosophy and Ethics is the fastest growing subject at AS and A Level in the country.

Philosophy is one of the oldest academic subjects in the world and asks questions like; 'Does God Exist?', 'What is life after death?', 'Why does God allow evil and suffering?', 'Are we truly free?' and 'What is moral behavior?'

Ethics examines how we should behave. 'Do our morals come from God, society or our parents?', 'Are some issues always wrong no matter which time and culture, or are moral standards just subject to change?' We will look at ethical systems such as Utilitarianism and the Kantian Categorical Imperative which will enable us to draw conclusions about issues of euthanasia, abortion and genetic engineering.

An introduction to the Study of Religion will focus on one major world faith and give students a deep understanding of its history, religious figures, practices and customs.

**Outline of Units:**

**Unit 1: An Introduction to the Study of Religion : Islam**

Written examination 1 hour and 15 minutes.

This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental religious themes: religious figures and sacred texts, religious concepts, religious life and religious practices that shape religious identity (part 1).

**Unit 2: An introduction to Religion and Ethics and the Philosophy of Religion**

Written examination 1 hour and 45 minutes.

**Section A: An Introduction to Religion and Ethics**

This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental ethical themes: ethical thought (part 1), Aquinas' Natural Law, Fletcher's Situation Ethics and Utilitarianism.

**Section B: An Introduction to Philosophy of Religion**

This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental philosophical themes: arguments for the existence of God – inductive, arguments for the existence of God – deductive, challenges to religious belief (part 1) and religious experience (part 1).

You would enjoy this subject if you are interested in Religion and Philosophy. The course attracts students who are open minded, enthusiastic and critical. Classes include students who are thoughtful and passionate and happy to discuss complex ideas.

**Title of course: Sociology A Level****Board: AQA****Teacher to contact: Miss G Johnson****Introduction:**

Sociology is the scientific study of society. It is about the social relationships that people share with each other; in their families, in school and in work.

Social theory is important in sociology. Students learn there is more than one way to see the world. It provides arguments, backed by research based evidence, which can be used to evaluate examination questions.

Students will learn the methods sociologists use and will be able to apply these to studies throughout sociology A level.

Sociology will appeal to students with strong opinions; who are open to debate; who are interested in current affairs and are willing to work hard.

**Outline of Components:****Year one component**

Component 1: Education and Research Methods

Written paper 1 hour 30 minutes 50% of AS mark, stand alone qualification. It does not contribute to the overall A level grade.

Component 2: Families and Households and Research Methods

Written paper 1 hour 30 minutes 50% of AS mark, stand alone qualification. It does not contribute to the overall A level grade.

**Year two component**

Component 1: Education and Research Methods and Sociological Theory

Component 2: Families and Households and Beliefs in Society

Component 3: Crime and Deviance and Sociological Theory

Written papers are 2 hours long, each is worth 33.3% of total A Level

**Assessment Methodology:**

In A Level, the Component 1 paper is two hours long and includes one four mark, one six mark, two 10 marks, one 20 mark and one 30 mark essay question. A level Component 2 consists of: four 10 mark questions and two 20 mark essay questions. And A level Component 3 comprises one four mark, one six mark, two 10 marks, one 20 mark and a 30 mark essay question.

**What careers will it lead to:**

Sociology is an A Level recognised by and taught at the top universities in the United Kingdom. As a discipline, it is useful for any career that involves working with people including: journalism, teaching, public relations, social work, policing, law, marketing, advertising, any jobs in the media, as well as nursing and medicine.

**Title of course: Extended Project**

**Board: AQA**

**Teacher to contact: Miss R Short**

**Introduction:**

The Extended Project is a Level 3 qualification introduced from September 2008. The project may explore an area of personal interest or activity.

Students are required to choose an area of interest and draft a project title and aims. They then plan, research and carry out the project, providing evidence of all stages of the project production. At the end of the project, students must deliver a presentation to a specified audience, outlining the process of their project.

This is an independent project but students will have a teacher supervisor to meet with three times over the course of the project to give advice and support.

**Outline of Units:**

Students choose either to write a 5,000 word research-based project or to create an artefact and support that with a 1,000 word research-based essay. An artefact may be something like a performance, a piece of creative writing or a model.

The students choose any topic which is not part of their taught syllabus and the project should take them about 90 hours. Some taught skills are also delivered.

**Assessment Methodology:**

This is a project so there is no exam. It is assessed at A2 Level, grades are available from A\* to E, and it is worth more than an AS qualification. Assessment is based on the completed production log, the written report, the evidence and the presentation. Work is assessed internally and then moderated by the exam board.

Students are assessed on four main areas:

AO1 Manage

AO2 Use resources

AO3 Develop and realise

AO4 Review

You would enjoy this subject if you are an independent worker and have good study and research skills. This is for students who want to take their learning beyond the A Level syllabus and it is particularly appropriate for those who want to apply to the top universities as it is a higher level type study. Sometimes, universities make the Extended Project result part of their offer, or, at other times, it may be the reason students receive an offer. Passionate about a subject? - this is for you!

## BTEC and Diploma Qualifications

A number of Pearson BTEC and Diploma qualifications are offered at Yateley Sixth Form College.

These qualifications are coursework based, which involve the students focusing on a particular vocational area of study, and are designed to bring the realities of the world of work into learning and assessment activities.

The qualifications are offered at a series of different levels:

BTEC Level Two Certificate in Travel Services - A full time one year course equivalent to GCSE and allowing students the opportunity to improve both English and Maths grades if required.

BTEC Level 3 Extended Certificate in Business - equivalent to 1 A level

BTEC Level 3 Diploma in Travel and Tourism (2 year) - equivalent to 2 A levels

BTEC Level 3 Creative Digital Media Design

WJEC Level 3 Applied Diploma in Criminology

BTEC Level 3 National Extended Certificate in Performing Arts: Dance

BTEC Level 3 Food Science and Nutrition

BTEC Level 3 Subsidiary Diploma in Music Technology

BTEC Level 3 in Production Arts

BTEC Level 3 National Extended Certificate in Sport

CACHE Level 2 An Introduction in Early Years Education and Care

CACHE Level 3 Diploma in Childcare and Education (Early Years Educator)

The advantage for the student of taking BTEC qualifications is that most assessment is coursework, so there are fewer examinations involved at any stage. The work involves guided research to structured assignment briefs. Learning is very student centred. As a result they learn a variety of skills including how to gather information and data from a variety of sources in order to answer the questions set for them.

The work is marked by the teachers at a variety of stages with suggestions on how to improve it. Edexcel uses a grading structure of Pass, Merit and Distinction. By allowing the students to return to their assignments we are able, in most cases, to enable the students to achieve the higher grades.

Vocational courses have been run successfully at Yateley Sixth Form College for a number of years and we have developed an expertise in their delivery. The results achieved have provided the students with a high level of added value. The research based approach seems very appropriate for some students, who do not achieve well in examination conditions, but through a coursework based approach, often flourish.

At the end of their studies of BTEC qualifications, students have found that many career opportunities are open to them. Although the courses have a vocational focus, this does not seem to limit the opportunities for the student when applying for jobs. As a result of the approach to studying BTEC qualifications, employers find that our students are flexible, have good time management and have developed very competent ICT skills. BTEC is also well accepted by universities and many of our students have progressed to study at degree level following a BTEC course at Yateley.

*\* Classes running are dependant on class sizes for that year group. If subjects are not running you will be notified*

**Title of course: BTEC Level 3 National Extended Certificate in Business**

**Board: Pearson**

**Teacher to contact: Miss J Nicholson**

**Introduction:**

This course will appeal to those students who have a keen interest in how the businesses all around us operate and the impact they have on our economy and our society. Studying this course allows you to carry out research into real business examples and analyse their decisions and strategies.

In a world where competitive advantage in the career market is of growing importance, BTEC Business is a vocational subject that directly relates to the world of work. It is a subject area that keeps your options open, for further study, apprenticeships or for your chosen career.

You will gain valuable, transferable skills such as independent research skills, detailed written and verbal communication, problem solving and time management. These skills can be used in any career or in running your own business.

**Outline of Units:**

Unit 1: Exploring Business  
Unit 2: Developing a Marketing Campaign  
Unit 3: Personal and Business Finance  
Unit 8: Recruitment & Selection

**Assessment :**

- Unit 1 and Unit 8 are internally assessed coursework units. Students complete assignments which are then graded as either a Pass, Merit or Distinction.
- Unit 2 is an externally assessed assignment task. Students receive an assignment brief from the exam board two weeks before the assessment to carry out research and then complete a three-hour supervised assessment.
- Unit 3 is a two-hour written exam.

Points are awarded for the grade achieved in each unit. The points are then combined to give an overall final grade for the course of either a Pass, Merit, Distinction or Distinction\*.

**Your destinations with this course?**

You would enjoy this subject if you want a sound basis for a wide range of career opportunities in all business environments or further study, for example Business Management, Accounting & Finance, Marketing, Hospitality and Retail Management.

**Title of course: Level 3 Applied Diploma in Criminology****Board: WJEC****Teacher to contact: Mrs Juliette Rampton / Mrs C Robinson****Introduction:**

This level 3 Diploma is offered to students who have a keen interest in crime. You need to be non-judgemental, be very interested in people, society and crime, be able to work under pressure, look to make contacts outside of college, be innovative and really motivated. Students may find some of the content disturbing given the nature of crime, although all topics are handled sensitively .

**Recommend subjects/grades**

Criminology is all about an understanding of people and the society that we live in, and therefore complements students studying psychology, sociology and health and social care very well.

**What will I learn?**

- Changing awareness of crime – Not all types of crime are alike. What different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media? How do we explain people's reluctance to come forward about crimes of which they have been the victim? Some crimes which seem inoffensive, such as counterfeiting of designer goods, have actually been linked to the funding of more serious crime such as terrorism and people trafficking; so why do people turn a 'blind eye' to these 'mild' crimes? What methods have governments and other agencies used to raise social awareness of these crimes?
- Criminological theories - How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What makes someone a serial killer, or abusive to their own families? Criminologists have produced theoretical explanations of why people commit crime, but which is the most useful? Are these theories relevant to all types of crime? What can we learn from the strengths and weaknesses of each? How can these theories be applied to real life scenarios and real life crimes?
- Crime scene to courtroom - What are the roles of personnel involved when a crime is detected? What investigative techniques are available to investigators to help to identify the culprit? Do techniques differ depending on the type of crime being investigated? What happens to a suspect once charged by the police and the Crown Prosecution Service (CPS)? What safeguards are in place to ensure a suspect has a fair trial?  
Crime and punishment - Why do most of us tend to obey the law even when to do so is against our own interests? What social institutions have we developed to ensure that people do obey laws? What happens to those who violate our legal system? Why do we punish people? How do we punish people? What organisations do we have in our society to control criminality or those who will not abide by the social rules that most of us follow? We spend a great deal of taxpayers' money on social control, so how effective are these organisations in dealing with criminality?

**How will I be assessed?**

There are four units, each worth 25% of the overall grade. Units 1 and 3 are assessed through controlled assessments, completed in the December/January of each year of the course. Unit 2 and 4 are assessed through external exams assed in the June of each year of study.

**What could this course lead to? T**

The skills learned by studying criminology are transferable; these are highly valued in many occupations, and for entry to many further courses, even if you do not pursue a career in criminology.

**Title of course: BTEC Level 3 National Extended Certificate in Performing Arts: Dance**

**Board: Pearson**

**Teacher to contact: Mrs H Wearing**

### **Why Study BTEC Dance? This is an academic course!**

This is a brilliant course if you are looking to develop your skills and knowledge as a performer. It is a highly practical course that challenges you to learn a range of dance styles and study the work of professional choreographers. This course is equivalent to 1 A Level which means you can study it alongside other qualifications and continue to study at higher education in the future. **It is also a great way of gaining UCAS points, even if you don't want to have a career in Dance... see it as a stepping stone!**

### **What do you study?**

The course is made up of four units, 3 mandatory units and 2 are external.

#### **Mandatory Units:** (Externally Assessed)

Investigating Practitioner's Work

Developing Skills and Techniques for Live Performance

Group Performance Workshop

#### **Specialist Units:** (Internally Assessed) \* one is selected

Movement In Performance \*

Contemporary Dance Technique \*

Jazz Dance Technique \*

### **How is dance assessed?**

All assignments are assessed and graded. Each mandatory unit is marked by the exam board and a grade is awarded. Students must achieve all mandatory units at pass grade or above. Students are permitted to resit any external assessment only once during their programme. Internally assessed units are marked by the teacher then internally verified by another dance teacher. An external verifier will also visit the school in the spring term to check that the department is marking student's work accurately. Units are assessed using the grading scale of Distinction, Merit, Pass and Unclassified.

### **What type of person does well?**

You would enjoy this subject if you have a passion for Dance and would like to have insight into the professional dance world. There are many opportunities for you to work with professional dance companies, attend theatre trips, experience study days at Higher Education Institutes, perform in a number of Dance Shows and take part in local dance competitions. **If you fancy having a broad style of studying and enjoy working in the studio, this will suit you!**

### **Where could it lead?**

Many of our students go on to professional dance schools such as Bird College, Urdang Academy, Creative Academy and Laine Theatre Arts School. Students can also go onto study Dance or Performing Arts at university such as Winchester, Birmingham, Chichester or Surrey. Some universities offer combined courses for example English and Dance! Some students go off to study **totally different subjects** and **gain great qualifications in BTEC Dance, here at Yateley!**

**Title of course: Level 3 (QCF) Food Science and Nutrition****Board: WJEC****Teacher to contact: Miss S Williams****Introduction:**

This is an exciting course which allows students to gain a wealth of knowledge about Food Science and Nutrition. Students have the opportunity to learn about the relationship between the human body and food as well as practical skills about cooking and preparing food. There is a strong emphasis on practical work, making this an ideal choice for students who like to learn by doing.

The course supports student progression from any study at Level 2 but in particular GCSE Hospitality and Catering, Food and Nutrition, Physical Education, Leisure and Tourism and Design & Technology.

Students will be able to consider employment within the food and drink sectors of hospitality and catering, food production or food retail. Reference [www.wjec.co.uk](http://www.wjec.co.uk).

**Outline of Units:**

Certificate award (1 year)

Unit 1: Planning to meet nutritional needs

There are two parts to unit 1:-

- 1) Coursework (involving practical and theory sections) Internally and externally assessed
- 2) External exam –meeting Nutritional Needs of specific Groups. Externally assessed

Diploma Award (2 years)

Unit 1 and

Unit 2: Ensuring food is safe to eat

Unit 4: Current issues in consumer food choices

**Assessment Methodology:**

The qualifications are assessed through controlled assessment: internally assessed and externally moderated. This applies to all units. WJEC's Food Science and Nutrition qualifications are accredited within the Qualifications and Credit Framework (QCF) and are linked to the National Occupational Standards in Food Technology, Hospitality, Professional Cookery and Food Safety Manufacturing suites.

You would enjoy this subject if you:

- Enjoy food and cooking
- Would like to learn more about how to provide interesting nutritional dishes for a range of people.
- Would like to solve problems and suggest ideas to improve food choices and related health.

**Title of course: Media Studies and Film Production (BTEC Creative Digital Media)**

**Board: Pearson**

**Teacher to contact: Miss N Parish**

**Course information:**

BTEC Media Studies and Film Production is a **TWO YEAR** vocational and practical course that is ideal for students who have an interest in both Media and Film production. It also complements a wide range of subjects such as English Literature, Dance, Art and Design, Photography, IT, Business, Drama, and Sociology. The Extended certificate is an exciting and practical course which offers a number of transferable skills in preparation for employment or further educational study in areas such as; Television and Film, Sound Recording, Print-Based Media and interactive media.

**Course content:**

There are 4 mandatory units, 2 internal and 2 external.

Media Representations (theory based with some practical elements)

Pre-Production Portfolio (written and practical work)

Responding to a Commission (written and practical work)

Film Production (100% practical)

**Unit in brief and Assessment method:**

**Unit 1 Media Representations.** In this unit, you will study a range of media from different sectors, such as music videos, short film extracts, animation, news programmes, websites, digital games and print adverts in order to explore how meaning, messages and values are constructed through form and stylistic elements. At the end of the unit learners will complete a 2-hour onscreen exam where they will watch and control audio-visual media products and analyse them in terms of media messages. **Externally assessed.**

**Unit 4 Pre-Production portfolio.** This unit will enable you to develop your understanding of the essential pre-production work that takes place as part of a creative media production. You will be required to produce a report, presentation and written/audio/video summary to document how the pre-production for your short film (Unit 10) was managed. **Internal assessment (externally moderated).**

**Unit 8 Responding to a commission.** In this unit, you will understand how to respond to a commission brief with ideas based on the required content, style, audience, purpose and approach proposed by the client. You will work within the requirements and constraints of the client's specifications and consider your response in terms of ethos, format, budget, platform and duration. A task set and marked by the exam board completed under supervised conditions. This will consist of two parts: Part A: Learners will be provided with a commission for a media production. Part B will be a task completed in 5 hours under supervised conditions. **Externally assessed.**

**Unit 10 Film Production – Fiction.** In this unit, you will investigate how conventions of narrative storytelling are used by filmmakers, looking at formats and generic conventions. You will then prepare for a film production by creating and gathering the materials and preparing the cast and crew. You will need to bring together a range of elements to successfully produce your film: camera, lighting, acting, direction and sound during the production phase, and successfully use post-production techniques to deliver a final outcome (your film). This unit will focus on the process of producing and making a short narrative film or film extract that uses generic conventions. **Internal assessment (externally moderated).**

**This course would suit you if you have:**

An interest in Media/Film/Communications/Journalism/Cultural Studies. You must enjoy watching films and be prepared to watch and analyse independent, foreign and short film productions.

**Title of course: BTEC Level 3 Subsidiary Diploma - Music Technology (Production)**

**Board: Pearson**

**Teacher to contact: Mr M Davis**

**Introduction:**

Music Technology and production is one of the fastest growing industries in the UK. This course is open to anyone with an interest in music, recording, producing and editing. Traditional music skills and GCSE Music are NOT required. Music Technology is an asset in occupations dealing with the arts, especially the recording industry. With its increasing importance in modern day music making, music technology is fast becoming an area that has great value for the musicians of the future. This course provides an excellent opportunity to explore musical creativity and production with computer applications. Performing skills are advantageous to each candidate.

The course is currently made up of a selection of units, spread over two years of studying the topic. Two of the units will involve completing a practical task tackling an everyday challenge and utilising information that students have learned so far on the course.

**Course Outline**

Students will study five mandatory units, which include the following topics:

- Studio recording techniques
- Digital Audio Workstation (DAW) production
- Live Sound
- Sound for Media

Learners choose five optional units, designed to support progression to relevant occupational areas, and to a range of sector related courses in higher education. They cover content areas such as:

- Creative Synthesis and Sampling
- Music Technology in Performance
- Mixing and Mastering Techniques
- Working as a Production Team

**Assessment Methodology**

Most of your work will be assessed by your teacher and may be externally verified by a moderator.

Two of the units will be undertaken in controlled conditions and externally marked. Students are required to submit a mixture of written, recorded and practical work for assessment.

A distinction in the course is the equivalent of a A at A Level and carries the same number of UCAS points.

**Title of course: BTEC Level 3 in Production Arts**

**Board: Pearson**

**Teacher to contact: Mr M Davis**

**Introduction:**

Ever watched a theatre production or concert and wondered what goes on behind the scenes? This course lets learners undertake a variety of roles from sound engineers, lighting engineers to stage management and gives them an opportunity to learn all the technical aspects to bring the magic of a performance to the stage.

The Production Arts and Production Arts industry is worth £4 billion to the UK economy and about 84,000 people make their living in the UK in this sector.

**Outline of Units:**

This BTEC is a flexible qualification, made up of six different units that include: Automated Stage lighting, Live Sound for the Stage, Lighting Design, Sound Design, Technical stage Operations, Temporary Stage Installations, Planning for a Production.

This is a two year Level 3 course and is equivalent to 1 A-Level.

QCF BTECs are made up of units, which contain assignments that link theory with practical exercises. To complete each unit, your work is assessed by your teacher, tutor or training provider along the way. This ongoing assessment allows you to analyse and improve your performance throughout your course in much the same way as you would in a real workplace.

BTEC unit results are graded as:

- Pass (P)
- Merit (M)
- Distinction (D)

Once you have completed your BTEC, all of your unit grades are converted into a points score, which are added together to calculate your overall grade.

**Assessment Methodology:**

Learners are assessed by practical assessments and assignments through a variety of mediums. Learners are encouraged to collect evidence of their work in the form of videos, audio clips, diaries, blogs and written work to submit for grading. Teacher observations will assess practical work.

You would enjoy this subject if you are creative, technically minded, have a keen interest in technical theatre and are willing to learn and enjoy getting the most out of exploring new ways to entertain an audience. Working as part of a team is essential as many of the practical projects and assessments require you to work with other learners on the course. This course requires some working into the evenings as you will need to operate shows and other theatre productions.

**Title of course: BTEC Level 3 National Extended Certificate in Sport**

**Board: Pearson**

**Teacher to contact: Mrs K Evans**

**Introduction:**

Students completing BTEC Nationals in Sport will be aiming to go on to employment, often via the stepping stone of higher education. The course will enhance your knowledge and increase your understanding of the factors that affect performance and participation in sport. The course will look in detail at anatomy and physiology in Unit 1, fitness training and programming for health, sport and well-being in Unit 2, professional development in the sports industry in Unit 3 and Sports Psychology from the optional units.

**BTEC Structure**

360 Guided Learning Hours  
Equivalent in size to one A level  
4 units of which 3 are mandatory and 2 are external  
Mandatory content is 83%  
External assessment is 67%

**Unit 1 – Anatomy and Physiology**  
120 Guided Learning Hours  
Mandatory unit  
External assessment by exam

**Unit 2 – Fitness Training and Programming for Health, Sport and Well-being**  
120 Guided Learning Hours  
Mandatory unit  
External assessment by exam assignment

**Unit 3 – Professional Development in the Sports Industry**  
60 Guided Learning Hours  
Mandatory unit  
Internally assessed assignments

**Unit 6 – Sports Psychology**  
60 Guided Learning Hours  
Optional unit  
Internally assessed assignments

Grading system – Pass, merit and distinction (Distinction\* is top grade)

BTEC Nationals are awarded UCAS points like A levels

You would enjoy this subject if you are interested in sport, in its widest sense. Physical Education works well with Maths, Physics, Biology, Psychology and Sociology. It provides a vast number of options within the sport and leisure industry as well as physiotherapy, journalism, police and armed forces.

**Title of course: CACHE Level 2 Diploma for the Early years practitioner**

**Board: CACHE (Council for Awards in Children's Care and Education)**

**Teacher to contact: Mrs D'Alton**

### **Introduction**

This course is a full time qualification which is designed to build knowledge and skills required to work with children and young people. It allows students to gain access to the workplace by covering a diverse range of job roles and occupational areas such as nursery nurses, learning support assistants and child minding .

The course content is taught through written coursework tasks and assessment in the workplace.

Do learners need to be working to take this qualification?

Learners will take part in a practical placement in an environment suitable for the pathway they are taking, as they need to show competence in both knowledge and skills. This work takes place two days a week in placements organised by the college.

What are the entry requirements?

Learners should be at least 16 years old. Students do not need any formal qualifications although GCSE English Language would be an advantage. Students will have to resit GCSE English and Mathematics during their time in the Sixth Form, if they have not achieved grade 4\*.

The course is full-time for one year and consists of 14 mandatory units which are assessed throughout the course in a variety of ways.

Units include :

- Roles and Responsibilities of the Early years Practitioner
- Understand how to support children's Development
- Support care routines for babies and young children
- Promote play in an Early years Setting
- Partnership working in the early years

### **Assessment Methodology:**

This course is internally assessed by a range of methods. This includes direct observation within the workplace, a portfolio of evidence and written assignments .

You would enjoy this subject if you want to work with children, caring for their needs as part of a team.

The course offers direct entrance to the CACHE Level 3 Technical Diploma in Childcare and Education (Early Years Educator) or into the workplace as a supervised Practitioner.

Note: a Level 3 qualification is necessary to work as an unsupervised Practitioner.

**Title of course: CACHE Level 3 Technical Diploma in Childcare and Education (Early Years Educator)**

**Board: CACHE (Council for Awards in Children's Care and Education)**

**Teacher to contact: Mrs D'Alton**

**Introduction:**

The Level 3 Diploma in Child Care and Education (Early Years Educator) is a nationally recognised award. The course aims to prepare students to work competently, safely and effectively with children aged 0 –7 years in a wide range of settings and within different professional groups.

The modular course extends over a period of two years full time study with work experience as an integral part of the course. UCAS acknowledges that a pass at Level 3 will qualify students to gain entry into many universities provided they have already obtained English, Science and Maths at GCSE level with Grade C or above. It is recognised as a stepping stone to further study covering a wide range of employment opportunities.

Candidates who gain a pass in all of the units (equivalent to 3 A level grades) may gain entry to degree courses in Primary Teacher Training, Psychology, Social Work, Nursing and Childhood Studies. Other candidates work with children in schools, day nurseries, travel companies and nannying.

Entry requirements are 4 GCSEs grade 5 or above — English Language and Mathematics are preferable. If students have not achieved grade 4+ in English and Maths, they will be required to resit.

Students must have the personality and aptitude for working with young children. The course demands a high level of commitment and personal maturity.

**Outline of Units:**

The course is full-time and consists of 15 units which are assessed internally throughout the course .

Unit 1 Child Development from conception to seven years

Unit 2 Children's health and well-being

Unit 3 Providing safe environments for children

Unit 4 Child Health

Unit 5 Play and learning

Unit 6 Understanding children's additional needs

Unit 7 Observation, assessment and planning

Unit 9 Supporting emergent literacy

Unit 10 Supporting emergent mathematics

Unit 11 Preparing for school readiness

Unit 12 International perspectives

Unit 13 Reflective practice for professional development

Unit 14 Professional partnerships in early years

Unit 16 Professional practice portfolio

**Assessment Methodology:**

Coursework is the main assessment method for this course. Students submit written evidence for internal marking and moderation. Practical assessment also takes place through supervised visits to placements. An external Assessor will also carry out visits to verify the student's aptitude. There are two controlled external assessments:

- CCE1
- DCE2

You would enjoy this subject if you want to work with children, caring for their needs as part of a team. Careers include: Primary School Teaching, Nursing, Social Work, Child Psychology/Play work.