

KS5 OPTIONS BOOKLET



CASTLE RUSHEN HIGH SCHOOL

We are a friendly and caring 11-18 learning community situated in the picturesque town of Castletown in the Isle of Man. Our approach to education is summed up by 3 core principles: Opportunity, Care and Quality.

The agreed approach is to apply these words to all that we do and in doing so we value all individuals equally, with the ultimate aim of helping our students secure a suitable pathway to success. Staff and students enjoy their teaching and learning and we all work hard to get the best possible outcomes and for everyone to enjoy their journey through our school.

Our Sixth Form provision is an excellent continuation of your existing education, allowing you to study further into the subjects you are most interested in. This ability to pick specialisms can provide a solid foundation for the future, whether that's university, an apprenticeship, or the world of work.



CASTLE RUSHEN HIGH SCHOOL

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WELCOME TO SIXTH FORM

This booklet provides a page about each of the subjects which we expect to offer in Year 12 from September 2021.

To join our Sixth Form you need:

- **5 or more A* - C at GCSE (or Level 2 equivalents) including English Language and Mathematics;** and
- **The right skills and behaviours to succeed at post-16 study**

Entry to Sixth Form may still be possible, with appropriate subject choices and support in the resitting of relevant GCSEs, if:

- You have 4 or more A*- C at GCSE (or Level 2 equivalents) including English Language or Mathematics (or both); or
- There are exceptional circumstances

We offer three main Pathways through Sixth Form:

1 University Skills – for students expecting to carry on from Sixth Form into Higher Education (or those who aren't sure)

2 Work Skills – for students who are confident that they will want to go to Work when they leave Sixth Form

3 Russell – for students who are aiming for AAA or higher at A Level and intend applying for highly competitive courses

Making subject choices:

We request initial options from students in March, which we use to plan our timetable for the following school year. We try to minimise option clashes whilst preserving options combinations. There are constraints of the overall school timetable and some option combinations are not possible. Options chosen in March are not binding and many students change one or more choices in August, reflecting on their GCSE results and their evolving thinking.

Students either start with 4 subjects and drop down to 3 subjects within the first half term, or simply start with the 3 subjects which they wish to take. Work skills pathway students may take 2 subjects and undertake work experience.

You should make subject choices having considered:

1. What you might wish to do after Year 13 and how best to prepare for that – are specific subjects needed?
2. Where your subject strengths and interests lie – you'll do better if you study something you are good at and enjoy
3. Your skills and how you like to learn and study – choose a mode of study/assessment which suits your learning style

We offer a combination of A Levels and BTEC Level 3 Nationals. Both are accepted by Universities and Employers and it is possible to achieve the full grade range from either. The mode of study is different, however:

- A Levels are mainly examined at the end of two years of study. Some subjects have some coursework, which can be extensive in creative subjects. The International A Levels (Geography and Music) include an AS level in Year 12.
- BTECs are accumulated throughout the two year course. They generally comprise a combination of unit exams, which may be attempted several times, combined with extensive coursework elements.

It is quite normal for students to combine modes of study e.g. 2 A Levels + 1 BTEC, or 1 A Level + 2 BTECs.

Specific GCSE grades / subject requirements:

Specific requirements or recommendations are in place for many subjects, to ensure that students are able to access and succeed at the course. Please see the Specific Subject Requirements for a summary of these.

Subjects taught in collaboration with partner schools:

In order to maintain the broadest possible choice of subjects, some are offered in collaboration with our partner schools: Queen Elizabeth II High School, Peel and Ramsey Grammar School. Taking a collaborative subject may involve being taught in part - or, for a small number of subjects, completely - at another school. Transportation is provided. The arrangements are well-established, having run successfully for 5 years. We do not generally recommend that students take more than one collaborative subject taught away from CRHS, though doing so is possible should an individual really desire it.

Next steps:

We are delighted to meet with Year 11 students and/or parents to discuss individual Sixth Form choices and circumstances. We pride ourselves in seeing every student as an individual. We want to get to know you and to make your Sixth Form Experience best suit your needs.

Students can find Mrs Astin upstairs in the Sixth Form Area or write to her at jodieastin@online.sch.im.

Parents are most welcome to email using jody.astin@sch.im to arrange to meet.

Signing on for Sixth Form will take place at school between 10am and 1pm on Friday 13 August 2021.

Mrs J Astin
Head of Sixth Form

Mr K Winstanley
Headteacher

A MESSAGE FROM THE SIXTH FORM TEAM

The transition to Sixth Form is an exciting journey, and in choosing Castle Rushen you will find yourself in a supportive environment that will challenge you to be the best you can be, as it is an opportunity for you to not only progress on an academic level, but to develop your interpersonal skills by becoming the leaders of our student body.

As a member of our Sixth Form, your learning environment will change considerably. There is a mutual trust and respect that you will learn for both your teachers and your studies. You will find that your relationships with your teachers become more of a partnership, where you will work together to navigate towards your aspirations and goals. You need to be prepared to work independently and be self-motivated. Resilience and perseverance will be key, as the step up to Sixth Form, be it A Level or BTEC is a challenging one. But you will be surrounded by a team of staff that are trained to get the very best from you and guide you every step of the way.

We actively encourage you to use your time to develop skills and experience opportunities outside of the classroom. Our Enrichment Programme is extensive and has been designed with you in mind. We want you to get involved with sport, volunteering, debating, charity work to name just a few.

Success is measured by more than just grades, and although ultimately important, contributing to wider school and community life will teach you valuable skills that you will be able to take with you on your journey. Remember, what you get out of your time in Sixth Form at CRHS very much depends on what you put into it. Our aim is to see our students leave as happy, successful, world-ready young adults who have taken full advantage of everything our wonderful school has afforded them.

Mrs J Astin
Head of Sixth Form

Miss E Metcalfe
Deputy Head of Sixth Form

Mrs S Dawson
Assistant Head of Sixth Form

SUBJECT SPECIFIC REQUIREMENTS

In addition to meeting our general entry requirements for Sixth Form, to study specific subjects you will need:

Subject	Specific Entry Requirements
Agriculture	<i>Required:</i> either C at one GCSE Science <u>or</u> P at one BTEC Level 2 Science
Applied Science	<i>Required:</i> PP in BTEC Level 2 Sciences <u>or</u> C in GCSE Combined Science <u>or</u> DD in GCSE Co-ordinated Science
Art	<i>Required:</i> B in GCSE Art <u>or</u> student will need to bring a portfolio of work and pass an interview
Biology	<i>Required:</i> B in GCSE Biology <u>or</u> BB in GCSE Co-ordinated Science
Business	<i>Required:</i> C in GCSE English Language <u>and</u> C in GCSE Mathematics
Chemistry	<i>Required:</i> B in GCSE Chemistry <u>or</u> BB in GCSE Co-ordinated Science
Computer Science	<i>Required:</i> B in GCSE Mathematics. <i>Desirable:</i> C in GCSE Computer Science
D&T Product Design	<i>Required:</i> C in GCSE Maths <u>and</u> C in a D&T related subject. <i>Recommended:</i> B in GCSE Maths <u>and</u> B in a D&T related subject
D&T Textiles	<i>Recommended:</i> C in GCSE D&T Textiles <u>or</u> C in GCSE Art
Economics	<i>Required:</i> B in GCSE Mathematics <u>and</u> C in GCSE English Language <i>Recommended:</i> B in GCSE English Language
English Language	<i>Required:</i> B in GCSE English Language
English Literature	<i>Required:</i> B in GCSE English Language <u>and</u> B in GCSE English Literature
French	<i>Required:</i> B in GCSE French, including B grade equivalent at each of the speaking, listening, writing and reading papers
Geography	<i>Required:</i> C in GCSE English Language <u>and</u> either C at one GCSE Science <u>or</u> P at one BTEC Level 2 Science
Health & Social Care	No specific requirements
History	<i>Required:</i> C in GCSE English Language
Information Technology	<i>Required:</i> C in GCSE English Language
Mathematics	<i>Required:</i> A in GCSE Mathematics
Music	<i>Required:</i> C in GCSE Music <u>or</u> Grade 4 in Music exams <u>or</u> student will need to pass an interview
Performing Arts - Dance	<i>Required:</i> some experience of performing
Performing Arts - Drama	<i>Required:</i> C in GCSE Drama. <i>Desirable:</i> LAMBDA Examinations, performance experience
Physical Education	<i>Required:</i> competes at club level or above <u>and</u> plays chosen activity for CRHS if a school team sport <u>and</u> committed to Senior Games/extracurricular sport. <i>Desirable:</i> C in GCSE Physical Education
Physics	<i>Required:</i> B in GCSE Mathematics <u>and</u> either B in GCSE Physics <u>or</u> BB in GCSE Co-ordinated Science
Psychology	<i>Required:</i> B in GCSE English Language <u>and</u> either B in GCSE Biology <u>or</u> BB in GCSE Co-ordinated Science
Religious Studies	<i>Required:</i> C in GCSE English Language
Sociology	<i>Required:</i> 5 x B grades in GCSEs

Along with the right skills, these requirements are necessary to enable students to access and succeed at each course.

AGRICULTURE

EXAM BOARD:

Pearson BTEC

SYLLABUS CODE:

500/8242/5

COURSE OUTLINE

BTEC Agriculture gives students an in-depth knowledge of the environment and the processes that control and affect it.

The course builds on concepts and skills that have been developed in the GCSE Science specifications.

Students will study:

- Introduction to farm animal husbandry
- Introduction to horticulture and crop production
- Environmental protection
- Sustainability
- Practical skills in animal husbandry and crop production.

Students will also develop their investigative and practical skills and be able to apply their understanding of how Science works.

COURSE ASSESSMENT:

All assessment is carried out by completing assignments. These assignments will be a mixture of practical and written work.

Unit 1 Understand Animal Anatomy and Physiology (4 Assignments - Laboratory and written)

Unit 2 Understand the Principles of Soil Science (3 Assignments - Field work, Laboratory work and Written)

Unit 3 Understand the Principles of Plant Science (3 Assignments - Field work, Laboratory work and Written)

Unit 8 Undertake Estate Skills (4 Assignments - Field work and Written)

Unit 12 Undertake Agricultural Livestock Production (4 Assignments- Field work, Laboratory work and Written)

Unit 19 Undertaking Root Crop and Field Vegetable Production (3 Assignments - Field work, Laboratory work and Written)

Unit 29 Undertake Pig Production (3 Assignments - Field work, Laboratory work and written)

WHAT CAN THIS COURSE LEAD TO?

BTEC Agriculture is an ideal base for employment, a range of vocational qualifications and Higher Education courses, including degrees in areas related to the environment, Ecology, countryside management, wildlife conservation, Marine Biology, Geography, Geology, Science, climate, planning and teaching.

APPLIED SCIENCE

EXAM BOARD:

Pearson BTEC

SYLLABUS CODE:

Extended Certificate Applied Science 31619H

COURSE OUTLINE

The BTEC Level 3 extended certificate in Science at Castle Rushen High School is ideal for students who wish to continue studying Science but do not wish to specialise in a single A- Level subject, or for students who have passed Level 2 BTEC and wish to continue their Science education that may lead to further study or a career in a Science related field.

COURSE ASSESSMENT:

The Pearson BTEC Level 3 Extended Certificate Applied Science is intended as an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and/or employment. The qualification is equivalent in points to an A-Level and aims to give a basic introduction to the study of Applied Science.

Students who wish to take this qualification will have successfully completed a Level 2 study programme with GCSEs or BTEC. It is normally taken alongside other Level 3 qualifications (A-Levels or Level 3 BTEC).

Unit 1. Principles and Applications of Science I (Exam)

Unit 2. Practical Scientific Procedures and Techniques (Internally assessed)

Unit 3. Science Investigation Skills (Externally assessed task)

Unit 4 Optional unit, from a choice of Biology, Chemistry and Physics

It is possible with the addition of 2 other internally assessed units that this qualification can be converted to a Foundation Diploma, which is equivalent to 1.5 A-Levels. Work for these units will need to be completed in the student's own time for example in private study lessons or at home.

WHAT CAN THIS COURSE LEAD TO?

BTEC Nationals offer learners modern, work-related qualifications which open the door to higher education and a career because they:

- develop independent research
- are each designed with a clear purpose to support defined progression routes into higher education or employment

ART

EXAM BOARD:

AQA

SYLLABUS CODE:

7202

COURSE OUTLINE

Are you creative and imaginative? Do you enjoy exploring ideas and looking at things in different ways? If so, you should consider a course in fine art with AQA. Fine art is about looking, learning, thinking and communicating. You will enjoy developing your understanding of the visual world, learning practical skills and responding to ideas and issues in ways that are personal to you.

Fine art offers opportunities to use your creativity to express yourself. You will develop your understanding of creative processes, your ability to observe, think, solve problems and learn to communicate in a visual way. It will enable you to work independently and to make your own discoveries by exploring ideas, other artists' work and different materials and techniques. Fine art gives you the skills and knowledge to create personal and imaginative work. If you have an adventurous, creative and enquiring mind and are excited by shaping and determining the visual world around us, there are career opportunities waiting for you.

Practical course

This is a practical course in which you learn by doing, so you will be able to create imaginative personal work. You will find out about a whole range of media, techniques and processes. You will develop your creativity and independent thought, learn to express yourself visually and let your imagination flourish.

Fine art is a great companion to all other subjects as creativity, imagination and problem-solving skills can be transferred.

Fine art course content

Drawing, Painting, Mixed Media (including collage and assemblage), Sculpture, Digital Art, Photography, Ceramics, Installation, Printmaking, Moving image (animation and video).

COURSE ASSESSMENT:

For component 1 you will develop work for a **personal investigation** into an idea, issue, concept or theme supported by written material. This will count for 60% of your total A-level marks. In component 2 you will produce **personal work** in response to one of eight exciting starting points which will count for 40% of your total A-level marks

WHAT CAN THIS COURSE LEAD TO?

This course will develop a creative mind set and an awareness of aesthetics that will lead successful candidates to a more fulfilled life.

BIOLOGY

EXAM BOARD:

OCR

SYLLABUS CODE:

Biology A2 H420

COURSE OUTLINE

Biology A Level provides an exciting opportunity to foster a deeper understanding of the skills and knowledge related to biological issues whilst developing an interest in further study and careers in the subject

COURSE ASSESSMENT:

If completing at AS Level, students will take two papers covering Modules 1-4.

Module 1 – Development of practical skills in Biology.

Module 2 – Foundations in Biology

Module 3 – Exchange and transport

Module 4 – Biodiversity, evolution and disease

And an additional two modules in Year 13

Module 5 – Communication, homeostasis and energy

Module 6 – Genetics, evolution and ecosystems

There is no coursework component at either level. The exams include multiple choice sections, structured questions and extended response questions.

WHAT CAN THIS COURSE LEAD TO?

Students typically go on to study subjects such as Medicine, Veterinary Science, Biochemistry, Psychology, Physiology and healthcare related subjects. Prospective employers from a wide variety of specialities also welcome the skills that biology A' Level promotes such as critical analysis, research methodology and evaluation.

BUSINESS

EXAM BOARD:

WJEC

SYLLABUS CODE:

601/5238/2

COURSE OUTLINE

The course concerns learning how to make business decisions. Students learn about numerous functional areas within Business, such as Marketing, Human Resources, finance and Operations. Students will discover how each of the functional areas are internal to the business, and explore external factors that may influence upon the successful running of these areas. Students need to evaluate possibilities for each of these areas to make appropriate decisions to achieve business aims and objectives.

COURSE ASSESSMENT:

Assessment is by 4 examination papers, 2 of which are taken at the end of Year 12 and 2 at the end of Year 13.

AS Unit 1	Business Opportunities	Written exam (1 hour 15 minutes)	15%
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Short answer and structured questions. Business opportunities, business start-ups, SMEs, and other types of business organisations, and the markets in which they operate.

AS Unit 2	Business Functions	Written exam (2 hours)	25%
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Data response questions. Covers the full AS content.

A2 Unit 3	Business analysis & strategy	Written exam (2 hours 15 minutes)	30%
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Data response and structured questions. Business strategy and analytical techniques used in the business decision-making process.

A2 Unit 4	Business in changing world	Written exam (2 hours 15 minutes)	30%
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WHAT CAN THIS COURSE LEAD TO?

The course is for learners who are interested in learning about the Business sector, with a view to progressing to employment in a Business environment, or who are interested in progressing to higher education courses.

CHEMISTRY

EXAM BOARD:

OCR

SYLLABUS CODE:

Chemistry A H432

COURSE OUTLINE

At GCE A-Level students study Chemistry in a modular way over six modules so that chemical ideas, introduced in an early module, are reinforced and built on later in the course. There are many opportunities for practical work, which encourages the development of hands-on practical skills.

The skill set gained from studying Chemistry at a higher level goes far beyond the science involved.

Module 1: Practical Skills. This runs through the entire 2 year course

Module 2 : Foundations in Chemistry. This module builds on IGCSE content

Module 3 : Periodic Table and Energy

Module 4 : Core Organic Chemistry and Analysis

Module 5 : Physical Chemistry and Transition Elements

Module 6 : Organic Chemistry and Analysis

For further information please visit the exam board website:

<https://www.ocr.org.uk/qualifications/as-and-a-level/chemistry-a-h032-h432-from-2015/>

COURSE ASSESSMENT:

Students studying Chemistry to AS level will have two exams worth 50% each at the end of Year 12: Breadth in Chemistry and Depth in Chemistry. These exams cover the first 4 modules.

Most students do NOT sit AS-level exams if they intend to continue with Chemistry in Y13.

Students studying A Level Chemistry will sit 3 exams at the end of Y13

- Periodic Table, Elements and Physical Chemistry (37%) on modules 1, 2, 3 and 5
- Synthesis and Analytical Techniques (37%) on modules 1, 2, 4 and 6
- Unified Chemistry (26%) which assesses content from all 6 modules.

A-level students will also demonstrate their practical skills through the Practical Endorsement for Chemistry, which is internally assessed.

WHAT CAN THIS COURSE LEAD TO?

For those who study Chemical Science to a higher level the challenges and rewards are significant; possible career pathways include, but are not limited to Medicine, Pharmacy, industry, research and education. This link shows the huge range of possibilities open to chemistry students <http://www.rsc.org/careers/future/index>

COMPUTER SCIENCE

EXAM BOARD:

AQA

SYLLABUS CODE:

7517

COURSE OUTLINE

A Level Computer Science encourages students to:

Develop an understanding of the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation

Analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so

Thinking creatively, innovatively, analytically, logically and critically

See relationships between different aspects of Computer Science

The ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

It includes the mathematical skills need to do:

- Boolean algebra
- Comparison and complexity of algorithms
- Number representations and bases
- Set theory and vectors

COURSE ASSESSMENT:

Paper 1: Students are assessed on their ability to program and problem solve using a variety of data structures. 2.5 hour on-screen exam, worth 40%

Paper 2: Students are assessed on their understanding of the theory content. 2.5 hour written exam, worth 40%

Coursework: Students are assessed on their ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Worth 20%.

WHAT CAN THIS COURSE LEAD TO?

This course is suitable for students who want to work in the IT/Computing industry, to go on to University to take a computer related course, or just know more about how the computer works and how to program it.

D&T PRODUCT DESIGN

EXAM BOARD:

Edexcel

SYLLABUS CODE:

9DT0

COURSE OUTLINE

This recently refreshed and enhanced course offers a unique opportunity for students to identify and solve real problems by designing and making products. In Year 12 students have plenty of opportunities to develop a range of design and practical skills that will equip them to complete an independent major design project. Throughout the course students will also learn about materials, processes, features of manufacturing industries and digital technologies.

COURSE ASSESSMENT:

There are two components in this course that assess students technical knowledge, ability to design creative solutions and to make prototypes.

Component 1 - Principals of Design and Technology (Exam). 50%

This 2 ½ hour exam paper assesses your knowledge and understanding of product design.

Component 2 - Independent Major Project (Coursework) 50%

This component requires you to use creativity and imagination to design, develop and make a product that solves a real world design problem. You could redesign an existing product, create a new concept product or 'think big' and create an architectural model.

WHAT CAN THIS COURSE LEAD TO?

This course enables students to study a diverse range of design related subjects. Our students have been very successful and have gone on to study Mechanical Engineering, Architecture, Motorsport Engineering and Prosthetics at highly recommended universities in their respected fields of study. Product Design is a recognised course that develops desirable transferable skills in communication, entrepreneurialism and ICT, which are appropriate for employers and universities alike. The course also covers designing products sustainably and the wider issues of using cleaner technologies, which are key to business and economic development in the future.

D&T TEXTILES DESIGN

EXAM BOARD:

AQA

SYLLABUS CODE:

7204

COURSE OUTLINE

This exciting and creative course is a must for anyone who is interested in the creative and dynamic design and fashion industries. In Year 12 students will have plenty of opportunities to develop a range of design and practical techniques that include; textile construction, printing, fashion, illustration, fabric manipulation and fine art textiles. In Year 13 students will choose their own area of textiles to study and explore this through a practical and contextual project, presenting work in our annual Art and Design exhibition.

COURSE ASSESSMENT:

There are two assessment components in this A' Level course. There is a coursework component and a 15 hour timed exam.

Component 1 Personal investigation (Coursework) 60%

Students will conduct a practical investigation, into an idea, issue, concept or theme, supported by written material and lead to a finished textile outcome or a series of related finished textile outcomes.

Component 2 Externally Set Assignment (Timed Exam) 40%

Students are given stimulus materials and a preparation period to develop ideas. They will then have 15 hours of focused study time to produce a creative textile outcome(s).

WHAT CAN THIS COURSE LEAD TO?

Students will be well equipped for undergraduate studies in Textiles, Fashion or Design. The course is also suitable for many career pathways including; Fashion, Illustration and Interior Design. Students will also develop a range of transferable skills that they can apply to further study in any area or employment

ECONOMICS

EXAM BOARD:

AQA

SYLLABUS CODE:

7136

COURSE OUTLINE

Economics concerns the allocation of a society's scarce resources amongst the many alternative uses to which they could be put. Students learn about the forces which affect the economy, such as employment, prices and international trade.

Key Topics include: Price Determination, Labour Market, Distribution of Income & Wealth, Market Failure, Financial Markets, Globalisation, Trade & Exchange Rates.

COURSE ASSESSMENT:

Assessment is by 3 examination papers which are taken at the end of Year 13.

Paper 1: Markets and market failure	+	Paper 2: National and international economy	+	Paper 3: Economic principles and issues
What's assessed		What's assessed		What's assessed
Content 1 – 8 above		Content 9 – 14 above		All content 1 – 14 above
Assessed		Assessed		Assessed
<ul style="list-style-type: none"> written exam: 2 hours 80 marks 33.3% of A-level 		<ul style="list-style-type: none"> written exam 2 hours 80 marks 33.3% of A-level 		<ul style="list-style-type: none"> written exam: 2 hours 80 marks 33.3% of A-level
Questions		Questions		Questions
<ul style="list-style-type: none"> Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks Section B: essay questions requiring written answers, choice of one from three worth 40 marks 		<ul style="list-style-type: none"> Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks Section B: essay questions requiring written answers, choice of one from three worth 40 marks 		<ul style="list-style-type: none"> Section A: multiple choice questions worth 30 marks Section B: case study questions requiring written answers, worth 50 marks

WHAT CAN THIS COURSE LEAD TO?

Economics is a highly respected qualification, which can open up numerous pathways, both into university and the work place. Students learn transferable skills throughout the course, which are particularly valued by employers and universities. Economics leads to careers such as Law, Business, and Accounting and Politics.

ENGLISH LANGUAGE

EXAM BOARD:

Edexcel

SYLLABUS CODE:

9ENO

COURSE OUTLINE

You will learn how to closely analyse language, using precise terminology and to understand how language varies according to context and how language choices can create personal identities. You will explore how language has changed and varied over time and the reasons for that change. In addition you will learn to analyse and evaluate how language develops in children, examining speech, reading and writing. You will learn to apply theories of language acquisition to data. You will learn the skills necessary to investigate language issues. You will then apply your knowledge to the process of creating your own texts. This will provide an introduction to the basic analytical skills needed to study linguistics at university

COURSE ASSESSMENT:

The English Language is a two year course and consists of 3 components and a coursework element

- 1 - Language Variation: Individual variation; Variation over time - 35%
- 2 - Child Language: study of child language acquisition - 20%
- 3 - Investigation Language: developing investigation techniques based on pre-released material - 25%
- 4 - Coursework Crafting Language: producing 2 pieces of original writing + commentaries - 20%

WHAT CAN THIS COURSE LEAD TO?

Particularly suitable for those with an interest in English but do not wish to study Literature. It helps to have an enquiring mind, willing to think openly about issues such as gender and power and a willingness to examine own language use. It is suitable as preparation for a wide range of university courses as well as specifically for linguistics.

ENGLISH LITERATURE

EXAM BOARD:

Edexcel

SYLLABUS CODE:

9ETO

COURSE OUTLINE

In an ever-changing world, the study of Literature not only enables the further understanding of ourselves and our surroundings, but creates the opportunity to explore universal themes that transcend time, culture and the human experience. The academic study of Literature also provides students with the opportunity to further enhance their ability to analyse and present academic arguments in a clear, articulate manner.

This A-Level course is for those who enjoy reading. Building upon the skills developed at GCSE, we will study a wide range of literary texts and literary criticism. A-Level Literature students will study all three areas of Literature: prose, poetry and drama, and will analyse the contexts, language and structures of texts to make critical comparisons between texts and genres. Literature students have the opportunity to study both modern texts and texts from previous centuries. The course is assessed via three examinations and one piece of coursework. To succeed in this course, students must be willing to read independently and conduct their own independent research.

The course will enable students to:

- develop an interest in and enjoyment of literature by reading widely
- gain an understanding of different traditions, genres and time periods of English Literature
- make informed opinions and judgements on literary texts
- consider cultural, historical and other influences on texts
- communicate views in a confident and structured way
- build transferable skills in essay writing

COURSE ASSESSMENT:

The English Literature A Level is made up of four components, all of which are completed in Year 13:

1 - Drama	Examination	30%
2 - Prose	Examination	20%
3 - Poetry	Examination	30%
4 - Coursework	Coursework	20%

WHAT CAN THIS COURSE LEAD TO?

English Literature is a highly regarded subject that can lead into almost any course of study. Some of the most common career routes for A Level English Literature students are: publishing, journalism, marketing, public relations, politics, law and teaching.

FRENCH

EXAM BOARD:

AQA

SYLLABUS CODE:

7652

COURSE OUTLINE

The A Level is a two year course with the option of taking as AS in Year 12 if desired. We follow the AQA specification, a copy of which can be viewed online at www.aqa.org.uk. One of the aims of the course is to develop written and spoken competency in the language to an almost fluent level. There is a strong cultural theme to the course and students learn about the French-speaking world and contemporary social issues in France. We study a book and a film in preparation for paper 2. At present we are studying "Kiffe kiffe demain" by Faïza Guène. Translation features heavily in the course and students will develop a solid understanding of the key concepts of this skill.

Key skills learnt throughout the course include

- Spoken and written competency in French.
- An ability to summarise, analyse and present information.
- An ability to work with a range of other people and work collaboratively.

A global understanding of the work place and current international trends and issues in France and French speaking countries.

COURSE ASSESSMENT:

- **Paper 1** – Listening, Reading, and Translation (Exam – 40%)
- **Paper 2** – Writing (Exam – 30%)
- **Paper 3** – Speaking (Exam – 30%)

The A level course is examined entirely at the end of Year 13.

WHAT CAN THIS COURSE LEAD TO?

The A Level provides an excellent foundation for future study at degree level or, for advanced use in the workplace.

FURTHER MATHEMATICS

EXAM BOARD:

WJEC

SYLLABUS CODE:

1305

COURSE OUTLINE

Students taking Further Mathematics overwhelmingly find it to be an enjoyable, rewarding, stimulating and empowering experience.

For someone who enjoys mathematics, it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts.

Students who take Further Mathematics find that the additional time spent studying mathematics boosts their marks in single A level Mathematics.

It makes the transition from Sixth Form to university courses which are mathematically rich that much easier as more of the first year course content will be familiar.

It enables students to distinguish themselves as able mathematicians in their applications for university and future employment.

COURSE ASSESSMENT:

All students must study this content.

OT1: Mathematical argument, language and proof

OT2: Mathematical problem solving

OT3: Mathematical modelling

In Year 12 there are three examinations:- Further Pure Maths A, Statistics A and Mechanics A

In Year 13 there are two examinations:- Further Pure Maths B and either Statistics B or Mechanics B

WHAT CAN THIS COURSE LEAD TO?

A-level Further Mathematics is a good choice for students considering higher education in any science or maths-based course, ranging from Biochemical Sciences, Natural Sciences, Engineering, Medical Science and Psychology to Philosophy, Economics, Accountancy, Management and Actuarial Science. Career opportunities for students who study A-level Mathematics include: Industry, Accountancy, Finance, Economics, Healthcare, Medicine, Veterinary Science and Engineering. **Please speak to Mr Brookes if you are interested in studying Further Maths.**

GEOGRAPHY

EXAM BOARD:

Cambridge International AS and A Level

SYLLABUS CODE:

9696

COURSE OUTLINE

At AS students will complete the following topics:

Core Physical Geography: Hydrology and Fluvial Geomorphology, Atmosphere and Weather and Rocks and Weathering

Core Human Geography: Population, Migration and Settlement Dynamics.

At A2 students will complete the following topics:

Advanced Physical Geography Options: Coastal Environments and Hazardous Environments

Advanced Human Geography Options: Environmental Management and Global Interdependence

COURSE ASSESSMENT:

Paper 1: Core Physical Geography

1 hour 30 minutes exam

25% of marks at A Level

Paper 2: Core Human Geography

1 hour 30 minutes exam

25% of marks at A Level

Students will sit papers 1 and 2 at the end of Year 12

Paper 3: Advanced Physical Geography

1 hour 30 minutes exam

25% of A Level

Paper 4: Advanced Human Geography

1 hour 30 minutes exam

25% of A Level

Students will sit papers 3 and 4 at the end of Year 13.

WHAT CAN THIS COURSE LEAD TO?

As the Geography course studies human and physical geography environments and the interaction between these environments, there are a number of careers that students can pursue. For example, careers that focus on improving sustainability and more current issues such as climate change; society, development and global issues, settlement and tourism. Our work on global dependence and global economics relates to anyone who is thinking of a career in business.

HEALTH & SOCIAL CARE

EXAM BOARD:

Pearson BTEC

SYLLABUS CODE:

601/7197/2 (single A Level equivalent)

COURSE OUTLINE

Health & Social Care is currently our most popular Year 12 subject. The skills learned on this course are relevant to any people-based career and are helpful for individuals and families throughout life. There is also a huge demand for well qualified care professionals, and demographic factors indicate that this demand will continue to grow. This course helps students to get a job. The Extended Certificate is equivalent to one A Level and comprises the following units. Some example questions are provided, there are many more!

COURSE ASSESSMENT:

Human Lifespan Development and Working in Health and Social Care are assessed via exam, each lasting 90 minutes. You can sit each up to three times. The other units are assessed by coursework.

Students may also choose to study additional units in order to gain a Foundation Diploma worth 1.5 A Levels or a Diploma worth 2 A Levels. See Mrs Almond, Mr Danielson or Mrs Winstanley for more information.

Human Lifespan Development	Meeting Individual Care and Support Needs	Working in Health and Social Care	Physiological Disorders and their Care
How do we change as we age? How do we develop skills? How do we learn language?	How do we develop communication and observation skills? How can we handle difficult situations?	How do we support mental and physical ill health?	What is the impact on physical, intellectual, social and emotional health of having different diseases?
How are self-esteem and self-image established and developed?	How can we establish trust in our relationships?	What responsibilities do workers have towards service users and each other?	What causes major disorders? How are they diagnosed and treated?
What is the impact on society as we live longer?	What ethical considerations are there when supporting others?	What do you do if you think there are unsafe practices at work?	What is the impact on carers of providing long-term care?

WHAT CAN THIS COURSE LEAD TO?

A huge range of careers including within the NHS, Social Work, Care Work and Youth Work; Charity work; Teaching; Police, Prison, and Youth Justice careers; specialist therapy, legal and public policy. The skills developed are applicable to almost every organisation where you might work with others.

HISTORY

EXAM BOARD:

OCR

SYLLABUS CODE:

H505

COURSE OUTLINE

Year 12

Unit 1: British period study and enquiry

England 1445-1509: Lancastrians, Yorkist's and Henry VII,

Enquiry topic - War of the Roses 1445-1461

Unit 2: Non-British period study.

The USA in the 19th Century: Westward expansion and Civil War 1803-c.1890

Year 13

Unit 3: Thematic study and historical interpretations

China and its Rulers 1839 – 1989

Unit 4: Topic based essay on 17th Century British History

The English Civil War and Cromwell

COURSE ASSESSMENT:

We have chosen a varied course, which allows students to develop their historical skills, and understanding as well as exploring new areas of study.

Unit 1 is worth 25% (1.5 hours examination)

Unit 2 is worth 15% (1 hour examination)

Unit 3 is worth 40% (2.5 hours examination)

Unit 4 is worth 20% (Topic based essay)

WHAT CAN THIS COURSE LEAD TO?

History is a challenging, stimulating and exciting option to take at A Level. Advanced History forms an excellent preparation for either further study or a number of popular careers. It is highly regarded by employers, colleges and universities as a rigorous subject that allows candidates to show their true abilities.

INFORMATION TECHNOLOGY

EXAM BOARD:

Pearson BTEC

SYLLABUS CODE:

601/7575/8

COURSE OUTLINE

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

Learners will study **four units**, three of which are mandatory:

Unit 1: Information Technology Systems - Studying the role of computer systems and the implications of their use in personal and professional situations.

Unit 2: Creating Systems to Manage Information - students study the design, creation, testing and evaluation of a relational database system to manage information.

Unit 3: Using Social Media in Business - Learners explore how businesses use social media to promote their products and services. They also implement social media activities in a business to meet requirements.

The last unit is a choice between either Unit 5: Data Modelling or Unit 6: Website Development.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U)

COURSE ASSESSMENT:

Unit 1	Unit 2	Unit 3	Either
Information Technology Systems	Creating Systems to Manage Information	Using Social Media in Business	Data Modelling or Website Development
What's assessed This unit will give you a fundamental and synoptic understanding of all areas of IT, supporting progression to an IT-related higher education course.	What's assessed A task set, marked and completed using a computer under supervised conditions & submitted electronically	What's assessed Students explore how businesses use social media to promote their products and services. They also implement social media activities in a business to meet requirements.	What's assessed The skills developed in these units are useful for progression to computing or business-related higher education courses or prepare for employment as a website developer.
Assessed <ul style="list-style-type: none"> Written examination 2 hours 	Assessed <ul style="list-style-type: none"> External 	Assessed <ul style="list-style-type: none"> Internal 	Assessed <ul style="list-style-type: none"> Internal

WHAT CAN THIS COURSE LEAD TO?

This qualification is designed for students who are interested in creating IT systems to manage and share information, alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

MATHEMATICS

EXAM BOARD:

Edexcel

SYLLABUS CODE:

9MA0

COURSE OUTLINE

A Level Mathematics is quite different from Mathematics at GCSE. There is a much stronger emphasis on algebraic manipulation and problem solving. The course begins on ensuring the necessary skills from GCSE are in place in order for you to be in the best possible position to succeed.

All students will need to upgrade their calculator to the Casio Class-Wiz. More information on this will be provided throughout the year.

COURSE ASSESSMENT:

Paper 1: Pure Mathematics 1 (*Paper code: 9MA0/01) Paper 2: Pure Mathematics 2 (*Paper code: 9MA0/02)	Paper 3: Statistics and Mechanics (*Paper code: 9MA0/03)
Each paper is: 2-hour written examination 33.33% of the qualification 100 marks	2-hour written examination 33.33% of the qualification 100 marks
Content overview <ul style="list-style-type: none"> • Topic 1 – Proof • Topic 2 – Algebra and functions • Topic 3 – Coordinate geometry in the (x, y) plane • Topic 4 – Sequences and series • Topic 5 – Trigonometry • Topic 6 – Exponentials and logarithms • Topic 7 – Differentiation • Topic 8 – Integration • Topic 9 – Numerical methods • Topic 10 – Vectors 	Content overview Section A: Statistics <ul style="list-style-type: none"> • Topic 1 – Statistical sampling • Topic 2 – Data presentation and interpretation • Topic 3 – Probability • Topic 4 – Statistical distributions • Topic 5 – Statistical hypothesis testing Section B: Mechanics <ul style="list-style-type: none"> • Topic 6 – Quantities and units in mechanics • Topic 7 – Kinematics • Topic 8 – Forces and Newton's laws • Topic 9 – Moments
Assessment overview <ul style="list-style-type: none"> • Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content. • Students must answer all questions. • Calculators can be used in the assessment. 	Assessment overview <ul style="list-style-type: none"> • Paper 3 will contain questions on topics from the Statistics content in Section A and Mechanics content in Section B. • Students must answer all questions. • Calculators can be used in the assessment.

WHAT CAN THIS COURSE LEAD TO?

Mathematics can open the doors to any number of courses. Not just because of its content, but because it demonstrates the ability to think logically and rationally. Mathematics is a language of communication right across the world and many courses will have some sort of Mathematical component such as Science, Psychology, Geography to name but a few.

MUSIC

EXAM BOARD:

Cambridge Assessment International Education

SYLLABUS CODE:

9483

COURSE OUTLINE

The IA Level Music course is a fantastic qualification that enables students to build on and develop their musical skills in a creative and individual way. The qualification lends itself well to students who have a passion for music and a good level of practical musicianship. The assessment over two years enables students in Y13 to pick and choose pathways which play to their strengths as a musician. In Year 13 students can decide to major in either performance or composition which makes the qualification tailor made for different degree courses and pathways.

COURSE ASSESSMENT:

Year 12

Component 1: Listening 60% of AS/30% of A2 **2 hour written exam**

Section A: Compositional Techniques & Performance Practice

Based on 2 set works:

Arcangelo Corelli- Concerto Grosso Op.6 No.8 ('Christmas')

Johan Sebastian Bach- Orchestra Suite No. 3 BWV 1068

Section B: Understanding Music (2021: Time and Place)

Based on 3 set works:

Peter Ilyich Tchaikovsky- 1812 Overture, Op.49

Samuel Barber- Knoxville: Summer of 1915, Op.24

Peter Sculthorpe- Third Sonata for Strings 'Jabiru Dreaming' (1994)

Section C: Connecting Music (30 marks)

Wider knowledge of musical genres and styles from different continents around the world.

Component 2: Practical Musicianship 40% of AS /20% of A2

Students will complete the following two tasks

Performing (24%)

6 to 10 minutes recital of music showing different styles

Composing (16%)

Two contrasting compositions each lasting 1-2 minutes

YEAR 13

Students choose two out of the following 3 Components for their A2 Units

Component 3: Performing 50% of A2/25% of qualification

Extended Performance in a style of your choice related to your instrument.

15-20 minute recital based on a single focus.

A research report that explains the prep and research for the performance f 1000-1500 words

Component 4: Composing 50% of A2/25% of qualification

Extended Composition in a style of your choice

A single composition lasting 6-8 minutes

Research report of 1000-1500 words.

Component 5: Investigation Music 50% of A2/ 25% of qualification

Outline proposal must be submitted to Cambridge for approval.

Essay of 2500-3000 words on a topic of your choice.

Reflective statement up to 500 words.

WHAT CAN THIS COURSE LEAD TO?

Students that have completed the A-Level Music course have gone on to take degree level courses at universities and conservatoires in Music generally, or specialised in Performance, Composition, Performing Arts or Music History. Other careers that this course could lead to include Music Therapy, broadcasting, music technology (both creative and technical), music production and teaching. The transferable skills of a music qualification opens doors to a wide range of careers and further study.

PERFORMING ARTS - DANCE

EXAM BOARD:

Pearson BTEC

SYLLABUS CODE:

601/7231/9

COURSE OUTLINE

The course will provide insight into the Performing Arts sector specifically focused on Dance. It will give students an understanding of Dance within the Performing Arts with a specific focus on the essential skills, techniques and disciplines needed for a variety of careers in Dance. The qualification provides students with an insight into the employment opportunities available, helping them to choose a career or move on to further study. Students will have the opportunity to prepare and perform as part of a Dance company presenting work within several Dance shows throughout the course. The course focuses on practical skills and techniques in a range of Dance styles as well as critical analysis skills and contextual understanding of professional Dance practitioners work.

COURSE ASSESSMENT:

The Extended Certificate involves four units which are a combination of two internally set units as well as two mandatory external exam board set tasks. Three of the four units are practical based. These three units will take the shape of a practical technique of a variety of genres, performance and undertaking choreographic research within a team as well as individually. This qualification also involves one written exam, focusing on Dance practitioners, to be completed in controlled conditions, which draws on pre-released information.

WHAT CAN THIS COURSE LEAD TO?

This course can assist in opening the doors into future careers such as a:

Choreographer	Community Dance Practitioner
Costume/Set Designer	Dance Performer
Dance/Arts/Culture Officer	Dance Company Education Specialist
Dance Film Maker	Dance Movement Therapist
Dance Journalist	Dance Lecturer or Academic Researcher
Dance Photographer	Dance Project Coordinator or Administrator Dance
Producer Dance Science	Dance Teacher
Lighting Designer/Technical Production	Management Specialist
Notation/Choreology	Pilates Instructor
Press and Public Relations Specialist	Yoga Instructor
Youth Worker	

PERFORMING ARTS - DRAMA

EXAM BOARD:

Pearson BTEC

SYLLABUS CODE:

601/7231/9

COURSE OUTLINE

This course will consist of opportunities for students to ...

- Conduct and develop key research, critical analysis and extended writing skills that support their needs as they move into higher education.
- Develop a good understanding of the work of influential practitioners to inform their own work and practice. These practitioners and styles will be selected according to the strengths and interests of the cohort.
- Gain an introduction to the performing arts where they will develop the appropriate skills and techniques in various performance disciplines such as acting, dance, musical theatre and physical theatre.
- Evolve group performance, where they will develop the essential psychomotor and affective skills essential for the performing arts.

Develop physical techniques as well as wider transferable skills, such as being able to work collaboratively, personal management and organisation (rehearsals, time-management), being able to give and take direction, confidence in front of an audience, problem solving (refining the process) and teamwork (essential when dancing as a group). Students will understand different audiences.

COURSE ASSESSMENT:

Unit 1. Investigating Practitioners' Work (Externally Assessed)

Unit 2. Developing Skills and Techniques for Live Performance (Internally Assessed)

Unit 3. Group Performance Workshop (Externally Assessed)

Unit 4. Additional Unit (decided according to student strengths and interests) (Internally assessed)

Additional Unit:

Classical Ballet Technique

Contemporary Dance Techniques

Street Dance Technique

Acting Styles

Tap Dance Technique

Interpreting Classical Text for Performance

Musical Theatre Performance

Improvisation

Jazz Dance Technique

Developing the Voice for Performance

Movement in Performance

Variety Performance

WHAT CAN THIS COURSE LEAD TO?

The Extended Certificate is for students who are interested in learning about the performing arts sector alongside other fields of study. This qualification has been written in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, the content is relevant for all students. This course is ideal for those wishing to continue their studies or seek employment within the performing arts sector in relation to the knowledge, understanding, skills and attributes required for their success in the future.

PHYSICAL EDUCATION

EXAM BOARD:

AQA

SYLLABUS CODE:

7582

COURSE OUTLINE

The PE course welcomes students who show an interest in all aspects of sport. It is weighted heavily towards the theory in comparison to GCSE and it would be beneficial for students to have some knowledge of the topics already identified. Students should have **one** strong practical area, which they continue to participate in on a regular basis, either at school or at club level. It is critical that students are organised, hardworking and self-motivated in their desire to succeed.

COURSE ASSESSMENT:

Component 1: Theory 70%

Students will be required to sit two 2-hour exams at the end of the two-year course. The exams will consist of multiple choice, short and extended questions and will be based on the following seven areas:

- Applied Physiology
- Skill acquisition
- Sport and the Society
- Exercise Physiology
- Sports Psychology
- Sport and Technology

Component 2: Practical - 30%

Students are assessed in **one** practical activity as a performer or coach. The assessment is based on a video that is produced by the candidate and is worth 50% of the practical component. It should showcase their ability to perform in a fully competitive situation.

Candidates also have to produce **written coursework** that analyses their own performance in their chosen activity. This is worth the remaining 50% of the practical component.

WHAT CAN THIS COURSE LEAD TO?

An A Level in PE can help towards a vast number of careers or vocations including Sports Science, Sports Psychology, Personal Trainer, Outdoor Pursuits Instructor, Nutritionist, Medicine, Teaching, Sports Coaching, Management or Physiotherapy.

PHYSICS

EXAM BOARD:

OCR (Specification A)

SYLLABUS CODE:

H556

COURSE OUTLINE

Year 1 topics include the following: Development of Practical Skills in Physics, Foundations in Physics, Mechanics, Electrical Circuits, Materials, Quantum Physics and Wave Particle Duality.

In addition, the full A Level course includes: Gravitational Fields, Thermodynamics, Astrophysics, Cosmology, Capacitors, Electric Fields, Magnetic Fields, Electric Fields, Nuclear Physics and Medical Imaging.

COURSE ASSESSMENT:

For the full A Level, there are three exam papers as follows:

Paper 1 'Modelling Physics' is 2hours 15mins – it examines material from modules 1, 2, 3 and 5.

Paper 2 'Exploring Physics' is 2hours 15mins – it examines material from modules 1, 2, 4 and 6.

Paper 3 'Unified Physics' is 1hour 30mins – it examines material from all six modules.

The requisite practical activities will be completed to allow the award of the Practical Endorsement, which accompanies the A Level grade.

Full details of the modules in the specification can be found at:

<https://www.ocr.org.uk/qualifications/as-a-level-gce/physics-a-h156-h556-from-2015/specification-at-a-glance/>

WHAT CAN THIS COURSE LEAD TO?

Physics is a subject which opens up many exciting opportunities. Students with Physics qualifications follow a wide variety of career pathways in areas such as Medicine, Engineering, Astronomy, Nanotechnology, renewable energy, finance and education.

PSYCHOLOGY

EXAM BOARD:

AQA

SYLLABUS CODE:

7182

COURSE OUTLINE

Psychology is a science concerned with the study of the mind and human behaviour. This course enables students to develop a broad knowledge and understanding of the core areas of Psychology. They will be given a general introduction to psychological concepts, theories, research findings and their application to real life. The emphasis of this qualification is on applying knowledge and understanding rather than just acquiring knowledge. Students will learn to analyse and evaluate scientific research and to develop their critical thinking skills.

COURSE ASSESSMENT:

This is an exam based A Level with three written exams sat at the end of year 13. Each exam is made up of multiple choice, short answer and extended writing

Paper 1: Introductory topics in Psychology:

(1) Social Influence (2) Memory (3) Attachment (4) Approaches in Psychology

2 hours. 33.3% of A-level

Paper 2: Psychology in Context

(1) Psychopathology (2) Biopsychology (3) Research Methods

2 hours. 33.3% of A-level

Paper 3: Issues and Options in Psychology

(1) Issues and debates in Psychology (2) Cognition and Development (3) Schizophrenia (4) Forensics

2 hours. 33.3% of A-level

WHAT CAN THIS COURSE LEAD TO?

Psychology is a subject well respected by universities. It fits particularly well with the other Sciences, PE and Health and Social Care. Students who have studied Psychology to A Level will find it leads to many careers, not only those directly based in Psychology. These include Media and Advertising, Marketing and Sales, Medicine, Teaching, Business, Law and People Management.

RELIGIOUS STUDIES

EXAM BOARD:

WJEC

SYLLABUS CODE:

3356

COURSE OUTLINE

Religious Studies A Level involves studying and analysing complex theories and ideas about philosophy and religion. It allows students to explore ideas and theories, which will astound them and make them inquisitive of the world.

A Level entries in the UK have increased more than any arts, humanities or social science subject over the past 10 years. This is because of the fascination, explorative and academic nature of the subject. The Russell Group of top universities and both Oxford and Cambridge recognise it as a credible subject which prepares students for university or further education.

Component 1: A study of Christianity

Component 2: Philosophy of Religion

- Arguments for the existence of God
- Challenges to religious belief
- Religions experience
- Religious language

Component 3: Religion and Ethics

- Ethical thought
- Deontological ethics
- Teleological ethics
- Determinism and Free Will

COURSE ASSESSMENT:

There is no coursework requirement, thus final grades depend on performances in final examinations (3 at the end of Year 13). Essay writing is a key skill, which students must have developed during the course.

WHAT CAN THIS COURSE LEAD TO?

The study of religion, ethics and philosophy opens many doors in terms of career opportunities. Those who study these areas go on to work in Law, Education, Social Work, Business, Politics, Journalism, Medicine and the Armed Forces among many other areas.

SOCIOLOGY

EXAM BOARD:

AQA

SYLLABUS CODE:

7191/7192

COURSE OUTLINE

In **Education** we will examine why some pupils achieve more than others? Sociologists have examined the role of education in society and who benefits from it. How do government policies affect schools?

What is the experience of education for individual students?

In **Family and Households** we will explore: Are husbands and wives equal today? How far has the position of children and our attitudes towards childhood changed? What are the changes in family size, marriage, cohabitation, divorce and parenthood, and the increasing diversity of family types today? How do Government policies and laws impact on families?

In **The Media** Sociologists are interested in the relationship between ownership and control. What is the importance of popular culture? How do the Media present age, social class, ethnicity, gender, sexuality and disability?

In **Crime and Deviance**, what are the different theories connected to social order and control? What is the experience of victims? What is the role of the criminal justice system and other government agencies? What is green crime? Is there a link between state crime and human rights?

COURSE ASSESSMENT:

AS	Paper 1:	Education with Methods in Context
	Paper 2:	Research Methods in Sociology with Family and Households
A2	Paper 1:	Education with Methods in Context
	Paper 2:	Topics in Sociology (a) Family and Households and (b) Mass Media
	Paper 3:	Crime and Deviance with Theory and Methods