

# 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

Arbory Road  
Castletown  
Isle of Man  
IM9 1RE

Tel:  
01624 693500

Fax:  
01624 826501

Email:  
[CRHSEnquiries@sch.im](mailto:CRHSEnquiries@sch.im)

Website:  
[www.crhs.sch.im](http://www.crhs.sch.im)

Houses:  
Bradda, Carrick,  
Langness and  
Scarlett

# CONTENTS PAGE

Welcome to Sixth Form at CRHS	3 - 4
Subject Specific Entry Requirements	5
Sixth Form Dress Code	6
Agriculture	7
Art	8
Biology	9
Business	10
Chemistry	11
Computer Science	12
Criminology	13
D&T Product Design	14
D&T Textiles	15
Economics	16
English Language	17
English Literature	18
French	19
Further Mathematics	20
Geography	21
Global Perspectives and Research	22
Health & Social Care	23
Health & Social Care (Larger Qualifications)	24
History	25
Information Technology	26
Mathematics	27
Music	28
Performing Arts - Dance	29
Performing Arts - Drama	30
Physical Education	31
Physics	32
Psychology	33
Religious Studies	34
Sociology	35

# WELCOME TO SIXTH FORM

This booklet provides a page about each of the subjects which we expect to offer in Year 12 from September 2024.

## 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 , BTEC Level 3 Nationals and other Level 3 Qualifications. Both are accepted by Universities and Employers and it is possible to achieve the full grade range. 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 (Global Perspectives and Geography) include an AS level in Year 12.
- BTECs/other 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 7 years. We do not generally recommend that students take more than one collaborative subject taught away from CRHS, though doing so may be 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 [jodyastin@online.sch.im](mailto:jodyastin@online.sch.im).

Parents are most welcome to email using [jody.astin@sch.im](mailto:jody.astin@sch.im) to arrange to meet.

**Signing on for Sixth Form will take place at school between 10am and 1pm on Friday 23 August 2024.**

Mrs J Astin  
*Head of Sixth Form*

Mr K Winstanley  
*Headteacher*

# 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: either <b>C</b> at one GCSE Science <u>or</u> <b>P</b> at one BTEC Level 2 Science</i>
Art	<i>Required: <b>B</b> in GCSE Art <u>or</u> student will need to bring a portfolio of work and pass an interview</i>
Biology	<i>Required: <b>6</b> in GCSE Biology <u>or</u> <b>66</b> in GCSE Co-ordinated Science</i>
Business	<i>Required: <b>C</b> in GCSE English Language <u>and</u> <b>C</b> in GCSE Mathematics</i>
Chemistry	<i>Required: <b>6</b> in GCSE Chemistry <u>or</u> <b>66</b> in GCSE Co-ordinated Science</i>
Computer Science	<i>Required: <b>B</b> in GCSE Mathematics. <i>Desirable:</i> <b>C</b> in GCSE Computer Science</i>
Criminology	No specific requirements
D&T Product Design	<i>Required: <b>C</b> in GCSE Maths and <b>C</b> in a D&amp;T related subject. <i>Recommended:</i> <b>B</b> in GCSE Maths and <b>B</b> in a D&amp;T related subject</i>
D&T Textiles	<i>Recommended: <b>C</b> in GCSE D&amp;T Textiles <u>or</u> <b>C</b> in GCSE Art</i>
Economics	<i>Required: <b>B</b> in GCSE Mathematics <u>and</u> <b>C</b> in GCSE English Language <i>Recommended: <b>B</b> in GCSE English Language</i></i>
English Language	<i>Required: <b>B</b> in GCSE English Language</i>
English Literature	<i>Required: <b>B</b> in GCSE English Language <u>and</u> <b>B</b> in GCSE English Literature</i>
French	<i>Required: <b>B</b> in GCSE French, including B grade equivalent at each of the speaking, listening, writing and reading papers</i>
Further Mathematics	<i>Required: <b>A*</b> in GCSE Mathematics</i>
Geography	<i>Required: <b>C</b> in GCSE English Language <u>and</u> either <b>C</b> at one GCSE Science <u>or</u> <b>P</b> at one BTEC Level 2 Science</i>
Global Perspectives	<i>Required: <b>C</b> in GCSE English Language</i>
Health & Social Care	No specific requirements
History	<i>Required: <b>C</b> in GCSE English Language</i>
Information Technology	<i>Required: <b>C</b> in GCSE English Language</i>
Mathematics	<i>Required: <b>A</b> in GCSE Mathematics</i>
Music	<i>Required: <b>C</b> in GCSE Music <u>or</u> <b>Grade 4</b> in Music exams <u>or</u> student will need to pass an interview</i>
Performing Arts - Dance	<i>Required: some experience of performing</i>
Performing Arts - Drama	<i>Required: <b>C</b> in GCSE Drama. <i>Desirable:</i> LAMBDA Examinations, performance experience</i>
Physical Education	<i>Required: 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> <b>C</b> in GCSE Physical Education</i>
Physics	<i>Required: <b>B</b> in GCSE Mathematics <u>and</u> either <b>6</b> in GCSE Physics <u>or</u> <b>66</b> in GCSE Co-ordinated Science</i>
Psychology	<i>Required: <b>B</b> in GCSE English Language <u>and</u> either <b>6</b> in GCSE Biology <u>or</u> <b>66</b> in GCSE Co-ordinated Science</i>
Religious Studies	<i>Required: <b>C</b> in GCSE English Language</i>
Sociology	<i>Required: 5 x <b>B</b> grades in GCSEs</i>

# SIXTH FORM DRESS CODE

## GENERAL PRINCIPLES

Sixth formers are role models. It is essential that you always look SMART in school.

As well as the overarching requirement to look smart, this code sets out CRHS's dress code expectations, which you should follow.

## Colours

Our colour palette for items of clothing is **black, grey or navy**. All items should be **plain and only these colours** unless additional colours are stated alongside a specific item.

## Our dress code comprises:

- Smart shirt with school tie/plain tie (any colour), or blouse. The shirt/blouse may be white
- Smart trousers, skirt or dress
- Smart jacket or suit
- Smart shoes, low heels allowed
- Smart thin knitwear may be worn under the jacket

## Further information:

Smart clothing is required. Casual clothing, for example hoodies, t-shirts, lycra, denim, leggings, trainers, chunky jumpers or items with logos, is not allowed.

The appropriateness of hairstyles, hair colour, jewellery and accessories will be considered in terms of health and safety and overall smartness.

The final decision on all dress related matters including whether a student's dress is smart enough rests with the Head of Sixth Form, consulting with the Headteacher as necessary.

# AGRICULTURE

**EXAM BOARD:**

SQA

**SYLLABUS CODE:**

GG00 46

**COURSE OUTLINE**

National Certificate in 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 12 units over a 2-year period. The course is designed to be adaptable to your interests, abilities and aspirations: it consists of 6 compulsory core units, plus 6 units from a range of specialist units

**Core Units**

Livestock Husbandry, Health and Welfare  
Combinable Crop Production  
Tractor Operations and Attachments  
Farm Maintenance Skills  
Soils and Soil Fertility  
Grassland Production

**Option 1 Units (6 Units needed)**

Livestock Reproductive and Digestive Systems  
Sheep Production  
Pig Production  
Agriculture : Environmental Awareness

**Plus 2 from the following:**

Poultry Production  
Milking  
Calf Rearing Systems  
Dairy Production  
Beef and Suckled Calf Production  
Sheep Shearing  
Tractor Driving

Students can also opt to take additional units, or substitute optional ones with another, to take into account their own personal interests or future career aspirations

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, practical tasks and short, internal tests.

**WHAT CAN THIS COURSE LEAD TO?**

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.

# ART

## **EXAM BOARD:**

WJEC

## **SYLLABUS CODE:**

2651U1, 1651U2, 1651U3

## **COURSE OUTLINE**

The WJEC AS and A level specification in Art and Design has been designed to provide engaging and innovative creative learning experiences, where art, craft and design practice is meaningfully integrated with theoretical knowledge and understanding.

This unitised specification provides learners with opportunities to develop a broad foundation of critical, practical and theoretical skills at AS, which offers learners a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields, culminating in greater specialism and achievement at A level.

This course gives learners the opportunity to follow a programme of study which extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike. Whichever title or combination of endorsed titles is followed, the specification encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills.

## **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:**

The AS represents the first year of a two-year A level qualification but it can be studied separately. It consists of one unit:

**Unit 1:** Personal Creative Enquiry (40% of A level), internally assessed, externally moderated. The A level consists of the AS Unit 1 plus two additional units:

**Unit 2:** Personal Investigation (36% of A level), internally assessed, externally moderated.

**Unit 3:** Externally Set Assignment (24% of A level), internally assessed, externally moderated.

## **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 onto study subjects such as Medicine, Veterinary Science, Biochemistry, Psychology, Physiology and healthcare related subjects. Prospective employees 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.

<b>AS Unit 1</b>	<b>Business Opportunities</b>	<b>Written exam (1 hour 15 minutes)</b>	<b>15%</b>
------------------	-------------------------------	---	------------

Short answer and structured questions. Business opportunities, business start-ups, SMEs, and other types of business organisations, and the markets in which they operate.

<b>AS Unit 2</b>	<b>Business Functions</b>	<b>Written exam (2 hours)</b>	<b>25%</b>
------------------	---------------------------	-------------------------------	------------

Data response questions. Covers the full AS content.

<b>A2 Unit 3</b>	<b>Business analysis &amp; strategy</b>	<b>Written exam (2 hours 15 minutes)</b>	<b>30%</b>
------------------	---	--	------------

Data response and structured questions. Business strategy and analytical techniques used in the business decision-making process.

<b>A2 Unit 4</b>	<b>Business in changing world</b>	<b>Written exam (2 hours 15 minutes)</b>	<b>30%</b>
------------------	-----------------------------------	--	------------

Case study plus one essay from a choice of three. Covers the full A level content.

## 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 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.

# CRIMINOLOGY

## EXAM BOARD:

WJEC LEVEL 3 DIPLOMA

## SYLLABUS CODE:

601/6248/X

## COURSE OUTLINE

This applied course looks at the types of crime that take place within our society. How do we decide which behaviour is criminal? How do we explain why some people commit crime? How can we use different theories of criminality to explain this behaviour?

You will study real life cases to understand the criminal justice system, from the crime scene all the way to the courtroom. You will develop the skills to examine criminal cases, review verdicts and will understand the roles of the personnel and processes involved. You will look at how social control is achieved within our society and will evaluate the effectiveness of agencies such as the police and prisons in achieving their aims.

## COURSE ASSESSMENT:

This course has four units, all of the same size:

Unit	Summary	How it is assessed
1: Changing awareness of crime	Learn about the wide range of crimes, why they may not be reported, and the impact of the media. Plan campaigns for change, relating to crime.	Internal controlled assessment
2: Criminological theories	Learn about why people commit crime. Why do people become serial killers, or abuse their own families? Apply understanding of public perceptions of crime.	External exam
3: Crime scene to courtroom	Learn about the techniques available to investigators, what happens to a suspect when charged, and how to ensure a fair criminal trial. Develop skills to review the justice of verdicts.	Internal controlled assessment
4: Crime and punishment	Learn about the social institutions we have to ensure people obey laws. Why and how do we punish people? Evaluate the effectiveness of social control processes.	External exam

This course is graded A\* - U and carries the same UCAS points as one A Level.

## WHAT CAN THIS COURSE LEAD TO?

This course could lead to careers in the criminal justice sector. These could include social work, probation work, the police, police support or forensic psychology. The course provides an interesting insight into crime and society and allows access to university degrees. It is different and may be an attractive addition to your studies in sixth form. Talk to us to find out more!

# 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:

WJEC

## SYLLABUS CODE:

1653QS A Level Textile Design

## COURSE OUTLINE

Textiles Design is designed to encourage creativity and imagination through experimentation with a wide range of techniques. In Year 12 students are introduced to garment construction, printing, fashion illustration, fabric manipulation and fine art textiles, as well as studying art, fashion and textiles through history and popular culture. In Year 13 students will choose their own independent area of textiles to study, culminating in their installation at the School's annual Art and Design exhibition.

## COURSE ASSESSMENT:

Three assessment components make up this A Level course. There are **two** coursework components and a 15 hour exam that takes place over three days in the comfort of the Textiles classroom.

<b>Unit 1</b> Personal Creative Enquiry	(Coursework)	40%
<b>Unit 2</b> Personal investigation	(Coursework)	36%

Students will conduct their own practical investigation of a concept or theme, leading to a finished textile outcome or a series of related finished textile pieces.

<b>Unit 3</b> Externally Set Assignment (Timed Exam)	24%
--	-----

Students are given stimulus materials and a preparation period to develop ideas in a sketchbook, with weekly tutorials to aid progress. They will then have 15 hours of focused study time to produce a creative textile outcome(s).

There will be plenty of opportunities for students to develop practical skills. Almost all of the course content is taught authentically through practical experimentation.

## WHAT QUALITIES DO I NEED TO TAKE THIS SUBJECT?

A GCSE in Textiles or Art is **not essential** to be successful at A Level in this subject. The naturally smaller classes in Textiles provide weekly 1:1 guidance for students to work on skills and techniques.

If students are inquisitive, imaginative and creative then they will be at a natural advantage in securing success at A Level Textiles. The ability to communicate ideas through sketching, sampling and modelling would be a distinct advantage. Sound drawing skills, time management and good practical skills are also beneficial however, students will have plenty of opportunity to develop all of these qualities throughout the course.

## WHAT CAN THIS COURSE LEAD TO?

A recent UK study found that people with design skills are more productive and design is no longer confined to particular sectors or occupations. An A Level in Textiles will provide students with a range of transferable skills and a solid foundation of technical knowledge for Degree level or career within the Creative Industries. Potential career choices include: Fashion journalism, Costume design, Theatre and set design, Textiles designer, Interior Designer, Digital media, Visual Merchandiser or Fashion Designer.

# ECONOMICS

## EXAM BOARD:

WJEC

## SYLLABUS CODE:

601/5034/8

## 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:

<b>AS UNIT 1</b>	Introduction to Economic Principles	Written exam (1 hour 15 minutes)	15%	Multiple choice and structured questions. Covers the full AS content.
<b>AS UNIT 2</b>	Economics in Action	Written exam (2 hours)	25%	Compulsory data response questions. Covers the full AS content.
<b>A2 UNIT 3</b>	Exploring Economic Behaviour	Written exam (2 hours)	30%	Structured questions based on A2 content. One compulsory data response. Covers all A level content.
<b>A2 UNIT 4</b>	Evaluating Economic Models and Policies	Written exam (2 hours 30 minutes)	30%	One essay in each section: Microeconomics, Macroeconomics & Trade and Development. Covers all A level content.

## 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](http://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.

Please note that Further Mathematics is studied remotely and delivered by staff at RGS.

## 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 Mrs Stead 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 and this will make up 50% of their A Level

### 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.

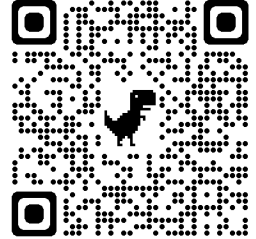
# GLOBAL PERSPECTIVES AND RESEARCH

## EXAM BOARD:

Cambridge International AS and A Level

## SYLLABUS CODE:

9239



## COURSE OUTLINE

This is a course which is totally different to anything you have previously studied.

Would artificial intelligence solve all our problems or create new ones? How do you react to a clash of global superpowers? Are the rights of trans-gender people more important than the rights of women? If you have a view, an opinion or an interest in topics like this, Global Perspectives is the course for you.

You will explore issues of global significance and make judgements about global issues of relevance and importance to your own life. You will learn, develop, and apply skills in critical thinking, problem-solving, team-work, research, communication and collaboration.

This syllabus is firmly based on skills rather than specific content. Through the study of a range of current global issues, you will explore different and sometimes opposing perspectives. Topics are diverse and include areas including identity, governance, culture and technology.

You will become more aware of your own beliefs and assumptions and become more self-critical and be open to different views and ways of thinking. You will develop research skills that will enable you to obtain information, evaluate its reliability and usefulness and use the evidence gathered to construct your own arguments and lines of reasoning.

## COURSE ASSESSMENT:

**Component 1 - (1hr 30mins) Written examination.** Candidates analyse and evaluate arguments, interrogate evidence and compare perspectives on global issues listed in the syllabus.

**Component 2 - 2000 word research essay.** Candidates explore different perspectives on issues of global significance arising from their studies during the course and write an essay based on their research.

**Component 3 - Team Project** - candidates work together to research a local problem with global significance. Assessment is based on an *individual* presentation and a reflective essay.

**Component 4 - Cambridge Research Report.** Candidates devise and develop a research question. This is answered in a report based on independent personal research.

## WHAT CAN THIS COURSE LEAD TO?

The skills you learn are transferrable to almost any other subject available at AS and A Level. Global Perspectives will develop you into a self-motivated and independent learner. You will develop the employability and life skills that will ensure you are well equipped for the next step in your learning journey. If you are ready for new challenge and a real change in how learn, this is the course for you!

# HEALTH & SOCIAL CARE

## EXAM BOARD:

Pearson BTEC

## SYLLABUS CODE:

601/7197/2

## COURSE OUTLINE

Health & Social Care is currently our most popular Sixth Form 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.

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?

BTECs are graded from D\* (equivalent to A\* at A level) to P (equivalent to E at A level)

**We also offer larger Health and Social Care qualifications. Please see the Health and Social Care (larger qualifications) page.**

## 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.

# HEALTH & SOCIAL CARE (LARGER QUALIFICATIONS)

## EXAM BOARD:

Pearson BTEC

## SYLLABUS CODE:

**601/7199/6** (Foundation Diploma, equivalent to 1½ A Levels)

**601/7194/7** (Diploma, equivalent to 2 A Levels)

## COURSE OUTLINE

### ***Diploma (equivalent to 2 A Levels) and Foundation Diploma (equivalent to 1½ A Levels)***

Students studying the Diploma or Foundation Diploma in Health & Social Care will do so alongside other subjects. The Diploma is gained by studying a further four units over and above the four units listed on our main "Health & Social Care" subject page. The additional units are

1. Principles of Safe Practice
2. Nutritional Health
3. Enquiries into Current Research
4. Promoting Public Health

Students seeking the Foundation Diploma study only the first two of these additional units, in Year 12.

## COURSE ASSESSMENT:

Assessment takes place throughout the two year course, with the qualification building up as students complete units of study.

For the Foundation Diploma, students are assessed in six units. Two of these are external exams and four are internally assessed coursework.

For the Diploma, students are assessed in eight units. Three of these are external exams and five are internally assessed coursework.

Exam units are available in January and May/June and students may attempt each up to three times, with the best score counting towards their overall qualification. Internally assessed units involve students submitting the work required in a detailed coursework brief, to a deadline. Feedback is then provided and students have an opportunity to improve their work before their final submission.

## WHAT CAN THIS COURSE LEAD TO?

They prepare students for work after Sixth Form and university courses. They carry the full UCAS points of their A Level equivalents. Top grades are worth 84 UCAS points from the Foundation Diploma and 112 UCAS points from the Diploma. Students use these qualifications to access health, social care, and more general degree courses.



# HISTORY

## **EXAM BOARD:**

OCR

## **SYLLABUS CODE:**

H505

## **COURSE OUTLINE**

### **Year 12**

#### **Unit 1: British period study and enquiry**

England 1445-1509: Lancastrians, Yorkists 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.

**Unit 5:** Data Modelling - Learners study how data modelling can be used to solve problems. They will design and implement a data model to meet client requirements.

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	Unit 5
Information Technology Systems	Creating Systems to Manage Information	Using Social Media in Business	Data Modelling
<b>What's assessed</b> This unit will give you a fundamental and synoptic understanding of all areas of IT, supporting progression to an IT-related higher education course.	<b>What's assessed</b> A task set, marked and completed using a computer under supervised conditions & submitted electronically	<b>What's assessed</b> 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.	<b>What's assessed</b> 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.
<b>Assessed</b> <ul style="list-style-type: none"> <li>Written examination 2 hours</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>External</li> <li>Practical Task</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>Internal</li> </ul>	<b>Assessed</b> <ul style="list-style-type: none"> <li>Internal</li> </ul>

## 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:

<b>Paper 1 – Pure Mathematics 1</b> 33.33% of qualification 2-hour written examination 100 marks Calculator can be used	<b>Paper 2 – Pure Mathematics 2</b> 33.33% of qualification 2-hour written examination 100 marks Calculator can be used	<b>Paper 3 – Statistics and Mechanics</b> 33.33% of qualification 2-hour written examination 100 marks Calculator can be used
<b>Content Overview:</b> 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		<b>Content overview:</b> Section A: Statistics 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 Topic 6 – Quantities and units in mechanics Topic 7 – Kinematics Topic 8 – Forces and Newton's laws Topic 9 – Moments
<i>Paper 1 and 2 may contain questions on any topic from the Pure Mathematics content.</i>		<i>Paper 3 will contain questions on topics from the Statistics content in Section A and the mechanics content in Section B.</i>

## 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:

WJEC

## SYLLABUS CODE:

1660QS

## COURSE OUTLINE

The WJEC AS/A Level Music course 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 to specialise in pathways which play to their strengths as a musician. In Year 12 students will develop their musicianship in the core skills of appraisal, performance and composition, and then in Year 13 students have flexibility to choose the weighting of the composition or performance modules that appeal to them, alongside continuing appraisal study.

## COURSE ASSESSMENT:

<b>Year 12</b> AS makes up 40% of the qualification	<b>Year 13</b> A2 Students choose a combination of options to reach 100% of the qualification.
<p><b>Unit 1: Performing</b>                      Total duration of performances: 6-8 minutes (12%)</p> <p>A performance consisting of <b>a minimum of two pieces</b> either as a soloist or as part of an ensemble or a combination of both.  <b>One</b> piece must reflect the musical characteristics of <b>one</b> area of study.</p>	<p><b>Unit 4: Performing</b>                      Option A: Total duration of performances: 10-12 minutes (22%)                      Option B: Total duration of performances: 6-8 minutes (14%)</p> <p>Option A: A performance consisting of <b>a minimum of three pieces</b>. At least one of these pieces must be as a soloist. The other pieces may be either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of <b>one</b> area of study. At least one other piece must reflect the musical characteristics of <b>one other, different</b> area of study.</p> <p><b>OR</b></p> <p>Option B: A performance consisting of a <b>minimum of two pieces</b> either as a soloist or as part of an ensemble or a combination of both. One piece must reflect the musical characteristics of <b>one</b> area of study.</p>
<p><b>Unit 2: Composing</b>                      Total duration of compositions: 3-6 minutes (12%)</p> <p><b>Two</b> compositions:</p> <ol style="list-style-type: none"> <li>1. A piece of at least <b>1 minute</b> duration which uses the techniques associated with the Western Classical Tradition, in response to a brief set by WJEC.</li> <li>2. A free composition of at least <b>2 minutes</b> duration.</li> </ol>	<p><b>Unit 5: Composing</b>                      Option A: Total duration of compositions: 3-6 minutes (14%)                      Option B: Total duration of compositions: 5-9 minutes (22%)</p> <p>Option A: <b>Two</b> compositions:</p> <ol style="list-style-type: none"> <li>1. A piece of at least 1 minute duration which uses the techniques associated with the <b>Western Classical Tradition</b>, in response to a brief set by WJEC.</li> <li>2. A <b>free composition</b> of at least <b>2 minutes</b> duration.</li> </ol> <p><b>OR</b></p> <p>Option B: <b>Three</b> compositions:</p> <ol style="list-style-type: none"> <li>1. A piece of at least <b>1 minute duration</b> which uses the techniques associated with the <b>Western Classical Tradition</b>, in response to a brief set by WJEC.</li> <li>2. A <b>free composition</b> reflecting <b>one other different</b> area of study of at least <b>2 minutes</b> duration.</li> <li>3. A <b>free composition</b> of at least <b>2 minutes</b> duration.</li> </ol>
<p><b>Unit 3: Appraising</b>                      Written examination: 1 hour 30 minutes (approx) (16%)</p> <p><b>Two areas of study:</b>                      Area of study A: <b>The Western Classical Tradition</b> (Part 1)</p> <p>Either: <b>The Symphony</b> 1760-1830 Or <b>Religious Choral Music</b> 1730-1800</p> <p>A choice of one area of study from:                      Area of study B: <b>Rock and Pop</b> 1965-1990                      Area of study C: <b>Musical Theatre</b>                      Area of study D: <b>Jazz</b> 1940-1965</p>	<p><b>Unit 6: Appraising</b>                      Written examination: 2 hours 15 minutes (approx) (24%)</p> <p><b>Two areas of study:</b>                      Area of study E: <b>The Western Classical Tradition</b> (Part 2)                      Either: <b>The Symphony</b> 1830-1910 OR <b>Religious Choral Music</b> 1800-1890</p> <p>Area of study F: <b>Music of the Twentieth and Twenty-first Centuries</b></p> <p>Learners choose one strand from list A and one strand from list B.                      List A: Either Strand 1: <b>Impressionism</b> OR Strand 2: <b>Chamber Music in Wales</b>                      List B: Either Strand 3: <b>Popular Music in Wales</b> Or Strand 4: <b>American Musical Theatre</b> Or Strand 5: <b>Jazz Legends</b></p>

# 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 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.

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

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.

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

Section A: An introduction to Religion and Ethics (examined in Year 1)

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

Section B: An Introduction to Philosophy of Religion (examined in Year 1)

This section provides 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 and religious experience.

### **Unit 3: A Study of Religion (examined in Year 2)**

This unit undertakes an in-depth and broad study of four fundamental religious themes: religious figures and sacred texts, significant historical developments in religious thought, significant social developments in religious and religious practices that shape religious identity

### **Unit 4: Religion and Ethics (examined in Year 2)**

This unit provides learners with the opportunity to take an in-depth and broad study of four fundamental ethical themes: ethical thought, deontological ethics, determinism and freewill.

### **Unit 5: Philosophy of Religion (examined in Year 2)**

This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental philosophical themes: challenges to religious belief (part 2), religious experience (part 2), religious language.

# 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:

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