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INTRODUCTION

Bishopshalt School has a very high reputation as a school that values its students and challenges them to achieve their potential. Our aim is to ensure that students have the qualifications, skills and aptitude to be successful in adult life and accomplish their personal goals. We have high expectations of all our students enabling them to achieve excellent examination results. Last year, 65% of students achieved an A*-B and 89% achieved A*-C at A level which emphasises the high quality of teaching that students receive. As most of our students go on to university, the Sixth Form has an academic focus with many students aspiring to progress to Oxford, Cambridge and law and medical schools. However, we offer a very broad range of academic and vocational subjects from BTEC Level 3 to A level and offer the opportunity for all students to develop leadership skills. The subject blocks are created from student preferences and aims to give maximum choice, allowing students to specialise in the Performing Arts, Sciences, Arts or Humanities if they wish.

We are proud of our strong pastoral system that supports students and helps them to achieve all they can academically, whilst also developing as individuals. Students develop an impressive array of interpersonal and leadership skills that make them ideal candidates for future employment and university applications. We offer a wide range of enrichment opportunities, including work experience and an Enterprise Conference, in which all students participate. The annual dramatic production is always of the highest quality, as one would expect in a school with a rich history of performing arts, and always features performances from Sixth Form students. The school is traditional and formal in style but flexible and modern in outlook. Students are expected to maintain the highest personal standards of attitude and behaviour at all times; this includes conforming to a dress code that is smart and formal.

Bishopshalt Sixth Form welcomes all students who are motivated to work to the best of their ability and who want to build on their qualifications, whether they are intending to apply for apprenticeships or university at the end of their studies. The Sixth Form is drawn from a wide area and places are available for those who have been educated at other schools; each year a large number of students join us and are made very welcome.

SIXTH FORM PROSPECTUS 2021

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JOINING THE SIXTH FORM AT BISHOPSHALT

When deciding your subject choices, keep an open mind, be realistic about your future GCSE grades and mindful of possible career aspirations; try to keep your options open if you are unsure about your future career. Be prepared to listen to the advice you get from your parents, Year Tutor, Form Tutor and careers teachers. Consider your trial examination results and the advice given by your subject teachers. The results from GCSE examinations are a very good guide, in most cases, to the level of success you can expect in academic study in the future.

Changes to the A level Curriculum

A levels have changed over the last few years and all are now linear two-year courses with exams at the end of Year 13. AS levels are separate standalone qualifications and do not count towards an A level. Bishopshalt School does not enter Year 12 students for AS examinations at the end of Year 12, but uses a rigorous Internal Examination to gauge progress at the end of the first year.

We ask students to choose three subjects to study over two years. As universities make offers based on a three A level (or equivalent) programme, we believe that the extra study time will help students achieve the best possible grades. In addition, there are changes to the content of A levels, the amount of coursework and the type and duration of examinations.

Course Entrance Requirements

At Bishopshalt, we know that each student has their own particular strengths, interests and career aspirations. In order to ensure that every student has a personalised programme of study that supports them to meet their aspirations, we have created the following pathways as guidance on the kinds of subject combinations students should consider in order to maximise their success in the Sixth Form and beyond.

GCSE Grades	Recommended course pathways
<u>Pathway 1</u> Achieved mostly grades 7 to 9 at GCSE	Any combination of subjects, (students could consider studying 4 subjects) including at least two facilitating subjects*
<u>Pathway 2</u> Achieved a mixture of grades 6 and 7 at GCSE	Any combination of subjects, however students are encouraged to consider at least two facilitating subjects* and the EPQ
<u>Pathway 3</u> Achieved mostly grade 5 at GCSE	A combination of vocational (BTEC) and A Level qualifications. Students may also consider the EPQ
<u>Pathway 4</u> Achieved mostly grade 4 at GCSE (Minimum 5 grades 4-7, including grade 4 in English and Maths at GCSE) plus 1 vocational Level 2 course.	3 vocational (BTEC qualifications) or 2 vocational qualifications and an A Level

Please be aware that each individual subject has subject specific entry requirements.

Facilitating subjects are highly sought after by universities and leave open a wide range of options for university study. The facilitating subjects are Biology, Chemistry, English Literature, Geography, History, Maths, Further Maths, Modern Languages and Physics.

To join the Sixth Form, students need a minimum six grade 4s including Maths and English, **both at grade 4**. It is then expected that students should have a GCSE grade 6 in the subject they wish to study i.e. grade 6 English Literature to study English Literature A level. There are a number of subjects which have a higher entrance requirement and you are advised to check these before making your application, for example grade 7 GCSE Maths to study A level Maths. We reserve the right to review course entrance criteria during enrolment in the light of recent changes to GCSE grading.

Students taking a vocational Level 3 course (i.e. BTEC) in Business **or** Health and Social Care will be expected to have five or more GCSE grade 4 plus a Level 2 (BTEC) qualification at merit or distinction level. Those who study these courses will be expected to take an additional Level 3 course to complete their programme.

We recommend that students consult with the teachers of the subjects they wish to study, to get their advice and recommendation. Further information about qualifications is provided in the second part of this prospectus, in the 'Information on Courses'. Students who have not achieved a grade 4 – 9 GCSE English and/or Mathematics by age 16 will continue to study towards achieving them as a part of their 16 to 19 studies.

All students undertake a full-time course with five lessons each day (some of which are study periods). **In addition, the Extended Project Qualification is available and all students participate in the Tutor Time Programme which is based around the 5 strands on Better Bishopshalter.**

Student subject choices will be divided into option blocks, with students selecting three or four subjects. Initially, when applying, we ask students to select three subjects plus two reserves in case there is a clash when the option blocks are finalised.

Brief Overview of the Qualifications

New Linear A levels

AS level: This is a standalone qualification independent of an A level and is not offered at Bishopshalt. It is normally sat at the end of Year 12. It does not count towards a full A level.

'Full' A level: This is a two-year linear course with all assessments at the end of Year 13. They replaced all A2 levels in 2017. Grades A*-E represent a pass at A level.

Other Level 3 Qualifications (BTECs, CTECs and WJEC): Students can opt for a variety of vocational courses including Diplomas (worth 2 A level equivalents) in Business **or** Health and Social Care, alongside one other course. Assessment is mainly through assignments or portfolios with fewer exams. The benefit of these courses is that it allows students to 'apply' their knowledge to a range of situations using personal experiences and assessments and have more variety than exams. Other Level 3 courses include Criminology, Sport, Law and Performing Arts (Musical Theatre).

Typical Programme of Study

Level 3 Programme of Study
Most students study three Level 3 qualifications.
Some students study for the AS level Extended Project.
All students engage in enrichment activities over 2 years.
Some students retake GCSE English Language and Maths.
All students attend assemblies and tutorials

WHAT TO EXPECT

Private Study at Home/School

Students should expect to complete fifteen to twenty hours a week in private study. This means you should allocate about five hours to private study in each A level subject per week. If you are to achieve A or B grades at A level you will need to spend more than this minimum on each subject.

Two Year Courses

Students select a minimum three subjects that they will study for two years. Vocational Business and Health and Social Care students normally select one other course as the qualification is equivalent to two A levels. Students can opt to study for the Extended Project. Progression to Year 13 does not follow automatically. Such progression has to be earned through performance, reflected generally in attendance, behaviour and the ability to cope with the academic demands of your courses. A review is held at the end of Year 12 and students must demonstrate that they have made good progress throughout the year.

Assessments and Reports

To aid you in your progress towards your final examinations, there are regular assessments to monitor progress. Assessments form the basis of short reports, which allow students to monitor their progress against set targets. There will be opportunities to meet with subject teachers in Year 12 and 13 as well as a parent/tutor meeting in the first few weeks of Year 12.

University Entrance

Universities expect students to study a minimum three full A levels or equivalents. As entrance to the top universities becomes increasingly competitive, many admissions tutors expect the most able students to achieve more than just academic qualifications over two years. Universities base their selection on a number of factors including GCSE grades, predicted grades, as well as academic references. It is worth checking university entrance requirements on specific courses, especially if you have a career in mind, to ensure that you are studying the right combination of subjects.

The Tutor Group

Students are allocated to a tutor group of about twenty five students. Your tutor will help you to confirm your choice of courses on the day before you start in the Sixth Form. They will thereafter be concerned with your welfare for the remainder of your time at the school. You will register with them and they will deliver your Tutor Time Programme. They will also co-ordinate mentoring sessions and review days as well as writing university references.

Registration

Every day, students meet with their tutor to gain help, support and guidance on all aspects of Sixth Form life. This will include support with study skills and organisation as well as help with coping strategies with the many demands that are placed on young people. Tutors will be interested in the academic, social and career progress of all their tutees.

Learning for Life

During the Tutor Time Programme, students will work either with their tutor or a specialist in that particular field. The programme is tailor made for Sixth Form students and involves exploration of issues such as debt, finance and careers, safe driving and healthy lifestyles.

Preparation for University

Students are supported by their tutor in their preparation for application to university, via the University and Colleges Admissions Service (UCAS). All students are formally tutored in the application and interview process, they are informed about Open Days and Year 12 students are invited to attend a convention with all the top universities represented. Students not wishing to apply to university will have their own bespoke programme of careers advice and guidance.

Oxbridge, Medicine and Dentistry

Oxbridge, medicine and dentistry candidates have a specialised programme to enable them to cope with the specific demands made of them. They can attend a special conference as early as March in Year 12 and are guided and coached in interview technique and application processes from then on.

Sixth Form Privileges

Students have the exclusive use of their own Sixth Form Study Centre which is supervised by a member of staff to ensure the optimal working environment. Sixth Form students also have access to the Learning Resource Centre with its suite of computers and wide range of journals and textbooks. We also have a Mansion Library for exclusive Sixth Form use along with the beautiful Mansion Garden.

The Sixth Form have a dedicated cafe which is open before and during school where they can purchase snacks and meals

The Extended Project

The Extended Project is a single piece of work of a student's choosing that requires evidence of planning, preparation, research and independent learning. Students can study for the Extended Project in addition to their main courses.

Enrichment:

“Anything that someone chooses to do outside of academic studies of benefit to themselves and others.”

In the Sixth Form we take enrichment seriously. Success comes from qualifications, experiences and skills and the programme of enrichment will support all three. Enrichment activities and experiences broaden horizons, develop new skills and cultivate personal and social qualities such as commitment, good citizenship, initiative, leadership and team spirit.

Whilst in the Sixth Form you must accumulate a minimum 100 hours of ‘enrichment time’. The choice is diverse and designed to accommodate a range of interests and personalities. The table below gives an indication of the type of opportunities available.

Examples of enrichment include:

Work-related learning, such as

Enterprise events
Work experience
Work shadowing
Young Enterprise

Community participation, such as

Charity events and fundraising
Community Sport Leader
Duke of Edinburgh’s Award
In-class support
Paired reading
Peer mentoring
Running after-school clubs
Student council
Voluntary work
(e.g. care home or charity)

Personal development, such as

Art, crafts or design (Art Exhibition)
Dance
Film and media
Prefecting & leadership roles
MOOCS – online courses
Music
Performing arts i.e. BODS
Societies and clubs (e.g. film, politics)
Sport
Trips and expeditions
Writing and journalism

Young Enterprise Scheme whereby students work as a group and set up and run a small business. Business advisers visit the school offering support and guidance and students are entered for a national competition.

Duke of Edinburgh Award involves students partaking in a variety of activities, including sporting, adventure and charitable work.

The Sixth Form are encouraged to participate in **competitive sports** and play competitive matches against other schools and colleges in local and national competitions.

Sixth Form students have been trained to become **Peer Listeners** and work with younger students to offer counselling support for children who may need support at school or home with issues such as homework, friendship groups or just need a friendly face to talk to.

Students have volunteered to **support local charities and local schools** in a variety of roles and activities.

Prefect System – Our Sixth Form currently has a Prefect Team that consists of around sixty students. The Prefects are divided into teams that are led by Senior Prefects. Becoming a Prefect opens the opportunity for students to become a Senior Prefect and then possibly progress to Head Boy/Girl via interviews. Prefects play a vital role in aiding teachers in various activities and events, e.g. open evenings and charity events. Being a Prefect is recognised and valued by universities, which means you'll have something to write about on your personal statement! It is a position of responsibility that is well respected throughout the school.

Performing Arts – The school production is of the highest quality involving professional artists to support students in their endeavours and many Sixth Form students take lead roles. Sixth Form students also take on key positions in the key stage 3 production. The school promotes the Arts as a benefit for all students and is a regular feature of assemblies.

School Charities Committee – Bishopshalt's School Charities Committee is a student led organisation, who operate with the full support of all teachers and students around the school. It provides an opportunity for students to demonstrate their abilities away from the academic side of school and fulfil their wish to give aid to those who truly need it. The School Charities Committee is an active, lively and well respected group of students. We welcome everybody and are glad to have help, especially Sixth Formers, whose leadership skills we value! The Committee members are able to choose the Charities they wish to support and how to raise the money; methods include concerts, quizzes and non school uniform days. The Charities Committee have raised a substantial amount of money every year, and we hope to carry on with this success.

Community Service - There are many opportunities for helping other people both in school and outside. The Charities Committee organises a great number of activities and the school is highly regarded by local charities for the work it does. The School Council also provides an opportunity for students to voice their opinions on school wide issues.

Better Bishopshalter - As a school we pride ourselves in helping to form good citizens and are committed to continuing to improve our school. We want to make sure that the values we hold dear are shared by the students, the parents and the staff of Bishopshalt School. We are determined to evolve so that our school continues to meet the needs of every child. We value academic achievement, but we also recognise that success and progress can come in many different forms. We are driven to create Better Bishopshalters, students who achieve and strive and are happy, independent and resilient. We want our students to be outstanding citizens and role models. We want them to help others and be caring, considerate and compassionate. We want them to be the best that they can be and make themselves, their teachers and their loved ones proud.

	Love Learning	To develop in students a love of learning. Bishopshalt students will thirst for knowledge due to the intrinsic joy that it brings.
	Show Kindness	To develop and instil in our students the virtue of kindness. Our students do things for others for no personal gain.
	Build Character	To develop in students the determination and dedication to succeed. Bishopshalt students are able to overcome any challenge that may come their way. Our students are focused, resilient and readily overcome adversity.
	Chase Brilliance	To develop students who do not settle for 'it's good enough'. Bishopshalt students always aim to improve their work and aim for perfection, due to their belief that they are entitled to be brilliant.
	Bright Futures	To ensure that, for whatever field they choose to enter, Bishopshalt students succeed. Bishopshalt students will be the very best versions of themselves and compete on the world stage.

RESPONSIBILITIES OF SIXTH FORM STUDENTS

Attendance and Punctuality

Students are expected to attend all of their lessons, registration and assemblies and be punctual, unless there is a medical reason for not doing so or they are engaged in an educational activity that has been agreed with a member of staff.

Sixth Form Dress Code

Although there is no uniform, there are some requirements about dress and appearance. The reputation that our Sixth Formers have for being smartly dressed is of great help in maintaining a very positive image for all students. Students are expected to dress smartly. This instruction is given because we consider smart and formal dress to be a symbol of attitudes to life and work in the Sixth Form (please see the dress code requirements for further details).

Behaviour

Sixth Formers are considered to be senior students within the school, with the status of role model for the rest of the student body and are expected to act appropriately. All students will be expected to actively uphold the good reputation of the Sixth Form and the school, both on and off the school site.

THE APPLICATION PROCESS

Prospective students should apply using the application form on the school website at www.bishopshalt.hillingdon.sch.uk. At first, students are offered a 'free' choice. We then place subjects into blocks which take account of student preferences. The blocks are designed to accommodate the greatest number of first choice preferences. We will inform you of the blocks in due course. As a popular and successful school, we receive a large number of applications to join the Sixth Form each year. Successful applicants will be invited to a meeting at the school where we will discuss course choice options.

Following the meeting, a conditional place in the Sixth Form will be offered if we are satisfied that you:-

- are likely to meet the minimum entrance grade requirements;
- will be successful on the courses selected;
- have a good attendance record in Year 11 (above 97%);
- are motivated and have shown that through positive behaviours.

We expect a school reference recommending you for the courses applied for. Places are conditional on future GCSE grades meeting our minimum Sixth Form entry requirements and the grade requirements for each individual subject applied for.

If successful in your application, you will be invited to an Induction Evening on 28th June 2021 and to the Transition Day on 2nd July 2021 where you will receive details about Sixth Form Enrolment and the start of term. *(Dates may be amended depending on the Exam timetable adjustments due to Covid).*

Course Changes

If you want to make any changes agreed in your Sixth Form application or after your meeting, these must be put in writing but may not be confirmed until Enrolment Day. Before requesting any changes, you should check your qualifications and make sure you are eligible to study this new course.

Finally

We know that Bishopshalt School is a good place to study both academically and socially. Relationships between students and staff are positive and based on mutual respect. We offer students greater freedom and independence appropriate to their age and maturity and expect greater responsibility in return. Results are excellent and many of our students progress to universities all over the country and further their education with post graduate studies. We do hope that after reading this prospectus that you will apply to join us.

Although there is no official closing date for applications, we would expect to receive the majority of successful applications by 15th January 2021. We will consider all applications received by this date. We do accept late applications and these are viewed on a first come first served basis, so early applications will increase your chances of success.

The following notes must be read before any course choices are made:

1. Students select 3 choices, **but BTEC Business Studies and Health and Social Care count as 2 choices**. Please indicate a fourth and fifth 'reserve' choice to assist with resolution of course choice problems, although every attempt will be made to give all students their desired combination.
2. All selections will be timetabled by computer and timetable blocks will be devised in part from these. This allows the greatest flexibility in providing students with the choices they require. However, it is unlikely that every student will be able to have the combination they wish and subsequently it may be necessary to reselect or select a reserve. Students will be informed of this requirement.

All courses will run subject to adequate student demand and our ability to staff the course.

HOW TO APPLY

APPLICATIONS CAN BE COMPLETED ONLINE USING THE SIXTH FORM LINK AT OUR WEBSITE.

<https://www.bishopshalt.hillingdon.sch.uk/>

ACCOUNTING

Introduction

Ever considered a career in banking, finance or accounts? If so, then Accounting is an ideal A level. You will learn how businesses record, evaluate and use financial information. Whether you want to work for a big business or own a small business, knowledge of financial management is vital. Students will be equipped with the skills and knowledge to construct and alter various accounting documents, such as Income Statements, Statements of Financial Position, Statements of Cash Flow and Budgets. Even the best business ideas get nowhere without sound financial management! A level accounting is actually a good grounding for any business or finance related degree and for later professional qualifications.

Course Entry Requirements

You must have at least grade 6 in English and grade 6 in Mathematics. You will enjoy working with numbers and have an interest in business.

Course Aims

Students will gain an understanding of the importance of effective accounting information systems and an awareness of their limitations. They will understand the purposes, principles, concepts and techniques of accounting. The transferable skills of numeracy, communication, ICT, application, presentation, interpretation, analysis and evaluation in an accounting context will be acquired as will an appreciation of the effects of economic, legal, ethical, social, environmental and technological influences on accounting decisions. Students will practice decision making techniques and improve their capacity for methodical and critical thought.

Course Content

The course is divided into 18 topics. You will learn the fundamentals of record-keeping and the purposes, techniques and consequences of effective financial accounting. We will consider how financial accounting helps in the measuring, monitoring and planning of successful business operations.

Financial Accounting. In these sections students study the purpose of accounting, accounting records including subsidiary books and ledger accounts, the verification of accounting records and trading and profit and loss accounts and balance sheets including adjustments. In the second year we explore incomplete accounting records, partnerships, financial accounting in limited companies, statements of cash flow and international accounting standards.

Financial and Management Accounting. This involves different types of business organisation and a number of key accounting concepts. Students also examine further aspects of the preparation of final accounts and balance sheets as well as ratio analysis and the assessment of business performance. We then explore further the ways in which accounting techniques can be used to aid the management of a business and contribute to effective decision-making. Students learn about manufacturing accounts, cost concepts, techniques for making capital investment decisions, budgetary control and social accounting.

Assessment:

There are two 3 hour written papers at the end of Year 13, each worth 120 marks and each contributing 50% to the final exam.

Progression and Careers

There are a range of pathways into the profession; work based, vocational or graduate entry. A popular route is to study accountancy or a finance related degree, many of which include work experience at various accountancy firms, and then study for professional accountancy exams.

Exam Board

AQA Accounting 7127

Contact Name

For further information, please see Miss King – Head of Business Studies or Mr Harris – Teacher of Accounting.

ART AND DESIGN

Course Entry Requirements

A GCSE grade of 5-9 in Art is a requirement of entry onto this Art and Design course. Any student who has received a grade 4 will only be considered if their grade is at the higher end of the grade boundary. Students need to see Miss Gee, Head of Art, if this is the case.

Students will be entered for the A level Fine Art, which requires students to submit artwork through a range of disciplines - painting and drawing, printmaking, sculpture, lens-based image making. This is a Linear A level and therefore a commitment of two years. By working across disciplines, students will extend their understanding of the scope of fine art; by focusing on one discipline, they will gain a deeper understanding of specific processes within fine art. This specification offers students the opportunity to explore various concepts/materials whilst working to their own personal strengths and interests. Students will have the opportunity to visit galleries, work with artists and attend workshops.

The department is equipped in the following areas: Painting, Printmaking and Sculpture. A specific interest in any of these can be discussed when visiting the department.

Course Content

ASSESSMENT OBJECTIVES All objectives must be met in every Component.	AO1	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
	AO2	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
	AO3	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
	AO4	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

COURSE STRUCTURE	WEIGHTING	ASSESSMENT
Component 1 Art and Design – Fine Art Title: Personal Investigation This is a practical investigation supported by written material.	60% of the total Qualification (subject to change following new guidelines from exam board) Marked out of 96	Internally set Internally marked Externally moderated
Component 2 – Set February in final year Art and Design – Fine Art Externally set assignment - incorporates two major elements: preparatory studies and a 15 hour period of sustained focus.	40% of the total Qualification Marked out of 96	Externally set Internally marked Externally moderated

Progression and Careers

Many students go on to one year Foundation and then Degree courses. It is possible to follow careers in Fine Art, Graphic Design, Animation and Film, Fashion and Textile Design, Photography, Three Dimensional Design, Arts Administration, Community Arts, Art Therapy, Architecture and teaching from nursery to degree level.

Exam Board

AQA A level in Art and Design.

Contact Name

For further information, please see Miss Gee – Head of Art.

BIOLOGY

Course Entry Requirements

The minimum entrance requirement is a grade 7- 7 in GCSE Combined Science. For those students who have studied the separate Biology, Chemistry and Physics GCSEs, they must achieve a minimum of grade 7 in Biology and grade 6 in the other two Science subjects. Students also need a grade 6 in English Language and a grade 6 in Maths.

Course Content

At Bishopshalt School students follow the AQA Biology course (7401). Biology A level is a linear course which means that students will sit internal exams at the end of Year 12 and AQA A level exams at the end of Year 13.

The content of the course builds on topics studied at GCSE, but these are delivered with much greater depth at A level. The content will include:

Year 12

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms

Year 13

5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

Assessment

A level
<ul style="list-style-type: none">● Paper 1: Topics 1-4, including relevant practical skills.● Written exam: 2 hours● 91 marks (35% of A level)
<ul style="list-style-type: none">● Paper 2: Topics 5–8, including relevant practical skills.● Written exam: 2 hours● 91 marks (35% of A level)
<ul style="list-style-type: none">● Paper 3: Any content from topics 1–8, including relevant practical skills.● Written exam: 2 hours● 78 marks● 30% of A level

There is a total minimum exam time of 6 hours for the A level. Students will be awarded a separate endorsement of practical skills, which will be assessed by teachers. This will not be graded. If students pass, it will be reported on their certificates. Knowledge and understanding of practical work will be assessed in written exams. About 15% of total marks in the A level exams will be based on practical questions.

Progression and Careers

Many students go on to study a Biology related degree at university such as Medicine, Dentistry, Physiotherapy, Nursing, Criminology, Environmental Sciences, Teaching and university research, Pharmacy to name but a few.

Exam Board

AQA

Contact Name

For further information, please see Mr Omotayo – Teacher in Charge of Biology.

BUSINESS

OCR CAMBRIDGE TECHNICAL (DIPLOMA) - MARKETING

Introduction

This two year course provides the opportunity for students to explore the world of business in a highly practical way. By adopting an investigative approach, students develop a range of skills while discovering the problems and opportunities faced by businesses. Students will study the Diploma across Year 12 and Year 13 (broadly equivalent to two A levels).

Course Entry Requirements

It is not necessary to have taken any particular GCSE subjects. The nature of the course requires students to develop skills as independent learners; therefore, high levels of motivation and attendance are essential. A grade 4/5 at GCSE English and Maths is preferable, however, each student will be considered on their individual merits.

Course Aims

The aim of the course is designed to encourage investigation and to support a highly active, student centred approach. Students will be encouraged to consider management decisions and their impact on a business. Students' organisational and higher order skills, such as analysis and evaluation, will be enhanced through this course. Students will be expected to take responsibility for their own work and time management.

Course Content

The course involves a comprehensive overview of all business functions and the emphasis is placed on realistic business contexts. It enables students to develop an understanding of how various business functions, such as marketing, finance, human and physical resources, work together as part of a cohesive business.

Students study twelve units over the two years and the resulting qualification is broadly the equivalent of two A level courses with respect to University entrance points. It will take up two option choices.

Year 1	Year 2:
<ul style="list-style-type: none">● The Business Environment *● Working in Business *● Business Decisions● Marketing and Market Research● Customers and Communications	<ul style="list-style-type: none">● Marketing Strategy● Marketing Campaign● Change Management*● Principles of Project Management● Delivering a Business Project

Assessment

Units are assessed via a combination of externally set and marked examinations* and internally set and marked coursework units. Students will be following the Marketing Pathway. All of the units are mandatory units. Students are required to pass all units in order to achieve the qualification.

Progression and Careers

This course gives students a wide choice of progression options into further study, training or relevant employment. Students who successfully complete the qualification will be well equipped to move onto University, work or Modern Apprenticeships in related subjects.

Exam Board

OCR

Contact Name

For further information, please see Miss King – Head of Business Studies.

BUSINESS STUDIES

Introduction

Do you think that you could run your own business? How do new businesses get started? What is a business plan? How do businesses grow and respond to a changing environment? What is globalisation? These are some of the questions that Business Studies examines.

Course Entry Requirements

It is not necessary to have studied Business at GCSE, but a grade 5 in English and Mathematics is essential.

Course Aims

The course aims to introduce students to the world of business and the different 'stakeholders' who influence how a business develops. The wider economic and social environment is also considered alongside technology and ethical issues. It is important that students follow events in the news and understand how they affect organisations. The course provides a sound basis for students to continue studying the subject at a higher level.

Course Content

This is a two year linear course. It is split over three papers and will cover the main areas below.

- What is business?
- Managers, leadership and decision making;
- Decision making to improve marketing performance;
- Decision making to improve operational performance;
- Decision making to improve financial performance;
- Decision making to improve human resource performance;
- Analysing the strategic position of a business;
- Choosing strategic direction;
- Strategic methods: how to pursue strategies;
- Managing strategic change.

Assessment

This will cover all of the content listed above.

Paper 1 – 100 mark paper in 2 hours. This contributes to 33.3% of the A level grade. It covers a range of questions from multiple choice to essay based questions.

Paper 2 – 100 mark paper in 2 hours. This contributes to 33.3% of the A level grade. It focuses on data response questions.

Paper 3 – 100 mark paper in 2 hours. This contributes to 33.3% of the A level grade. It is assessed on one compulsory case study consisting of approximately 6 questions.

Progression and Careers

The course gives students access to a wide range of possible career and higher education opportunities. Accounting and Finance, Marketing, Operations Management and Human Resources are all offered as part of the many degree courses and lead to worthwhile and rewarding careers. Business Studies is also recognised as developing important lifelong skills.

Exam Board

Edexcel

Contact Name

For further information, please see Miss King – Head of Business Studies.

CHEMISTRY

Course Entry Requirements

The minimum entrance requirement is a grade 7- 7 in GCSE Combined Science. For those students who have studied the separate Biology, Chemistry and Physics GCSEs, they must achieve a minimum of grade 7 in Chemistry and grade 6 in the other two science subjects. Students also need a grade 6 in English Language and a grade 6 in Maths. Equally important is an interest in and enjoyment of both the theoretical and practical aspects of the subject.

Course Aims and Teaching

The aim of the course is to stimulate students' interest and enjoyment of Chemistry and to give them the required knowledge to understand many aspects of contemporary Chemistry that affect their lives as well as providing an appropriate qualification for those who need Chemistry for their future studies or career. Teaching will involve practical work, discussion and note taking, independent learning, demonstrations and some use of ICT.

Course Content

The content of the course builds on the topics studied in Science at GCSE, but these are dealt with in much greater depth. A-level Chemistry is a two year course.

Year 1 Topics:

Physical Chemistry	Inorganic Chemistry	Organic Chemistry
Atomic structure	Periodicity	Introduction to organic Chemistry
Amount of substance	Group 2 metals	Alkanes
Bonding	Group 7, the halogens	Halogenoalkanes
Energetics		Alkenes
Kinetics		Alcohols
Chemical equilibria		Organic analysis
Oxidation, reduction and redox		

Year 2 Topics in addition to the above:

Physical Chemistry	Inorganic Chemistry	Organic Chemistry
Thermodynamics	Period 3	Optical isomerism
Rate equations	Transition metals	Aldehydes and ketones
Equilibrium constant Kc	Reactions of ions in solution	Carboxylic acids and derivatives
Electrode		Aromatic Chemistry
Acids and bases		Amines
		Polymers
		Amino acids, proteins and DNA
		Organic synthesis
		NMR spectroscopy
		Chromatography

Assessment

There will be three written exams of two hours each. Students will be awarded a separate endorsement of practical skills, which will be assessed by teachers. This will not be graded. If students pass, it will be reported on their certificates. Knowledge and understanding of practical work will be assessed in written exams. About 15% of the total marks in A-level exams will be based on practical questions.

Progression and Careers

A qualification in Chemistry is vital for higher education courses in dentistry, medicine and pharmacy and many science based courses in biology, engineering and the environmental sciences also require some knowledge of Chemistry. Chemistry also opens up a wide range of careers in industry. It is an exciting and vibrant subject. The chemical and allied industries - fragrances, fuels, pharmaceuticals - are the most important manufacturing industries to the UK economy. These industries employ large numbers of chemists in research and development, sales and marketing, plus management. The intellectual training obtained in studying for a degree in Chemistry is also ideal for a career in areas not directly related to chemical sciences, such as Law.

Exam Board

AQA - <http://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405>

Contact Name

For further information, please see Mr M Wilson – Teacher in Charge of KS4/5 Chemistry.

COMPUTER SCIENCE

Introduction

This course is relevant to the modern and changing world of computing. Computer Science is a practical subject where students are encouraged to apply the academic principles to real-world systems. It is an intensely creative subject that combines invention and excitement, that can look at the natural world through a digital prism. The Computer Science qualification values computational thinking, helping students to develop the skills to solve problems, design systems and understand the power and limitations of human and machine intelligence.

Course Entry Requirements

GCSE grade 6 in Maths. GCSE grade 6 in Computer Science is required but can be reviewed on an individual basis at the discretion of the department. We would also consider students who have not studied Computing Science before if they can demonstrate, at a meeting with the Head of Department, a keen prior interest and ability to learn coding (for example with Python, Visual Basic or Java).

Course Content

The A level course is studied over 2 years and is made up of 3 units:

01 Computer Systems

This unit covers computing theory with topics including:

- How CPUs work and can make use of multi-core and parallel processing
- Operating systems, compilers, interpreters, linkers and loaders
- Methodologies for tackling large programming projects in business
- Types of programming languages from Assembly Language through to object oriented Java
- Legal, moral, cultural and ethical issues

02 Algorithms and Programming

This unit covers problem solving and computational thinking:

- Thinking logically, abstractly, concurrently and procedurally
- Study of algorithms such as Quick Sort, A* and Dijkstra's Shortest Path (as employed, for example, by Google Maps)
- Most theory is reinforced with practical implementation using either Python, Visual Basic or Java
- Study of the complexity for common algorithms to enable performance predictions for large systems

03 Programming Project

This unit is the coursework element of the qualification. Students will select their own user-driven problem to solve. This could involve, for example, the creation of a 2D or 3D game, where Artificial Intelligence algorithms could be developed to control an enemy character. In the past students have successfully used development platforms such as Unity/C#, PyGame, Monkey-x or Java for their projects.

Assessment

Unit 01 Computer Systems - 40% of the overall grade.

2 hour and 30 minute examination that is externally marked by the examining board with a mix of short-answer, longer-answer and levels of response mark-scheme type questions.

Unit 02 Algorithms and Programming - 40% of the overall grade.

2 hour and 30 minute examination that is externally marked by the examining board.

Unit 03 Programming Project - 20% of the overall grade.

Coursework element that is marked by the centre and externally moderated by the exam board.

Progression and Careers

Students can follow Computer Science in higher education or many jobs within the Computing Industry. It will provide students with a range of transferable skills which will facilitate personal growth and foster cross curriculum links in such areas as Maths, Science and Design and Technology. Russell Group list this A level as a "useful qualification" for entry to a broad range of degree courses.

Exam Board

OCR

Contact Name

For further information, please see Mr Price – Lead Teacher of Computer Science.

CRIMINOLOGY (WJEC LEVEL 3 DIPLOMA)

What is it about?

Criminology is a course that combines the subjects of Psychology, Sociology, Law, Politics and Forensic Science to form a new discipline of its own.

This is a growing subject nationally and one of the first Criminology courses offered at Level 3. It includes an exciting range of units covering: The Changing Awareness of Crime, Criminological Theories, From the Crime Scene to the Courtroom and Crime and Punishment.

Course Entry Requirements

To study Criminology, you will have at least a grade 5 or above in GCSE English and at least four other GCSE passes in essay based subjects (grade 4 or above) plus a merit on a level 2 course (or further GCSE). Criminology is a Social Science and you will therefore have to be keen on reading and thinking about controversial and conflicting arguments. You will have to be prepared to develop your ability in essay writing.

Year 12 Criminology

Unit 1 The Changing Awareness of Crime	Students will be expected to understand: <ul style="list-style-type: none"> ● the difference between myth and reality when it comes to crime ● the importance of public perceptions of crime ● the methods used by agencies to raise awareness of crime ● how to plan a campaign for change in relation to crime
Unit 2 Criminological Theories	Students will be expected to understand: <ul style="list-style-type: none"> ● the difference between crime and deviance ● the different types of crime ● the different explanations that have been offered as to the causes of crime ● how to apply these explanations to real life scenarios

Year 13 Criminology

Unit 3 From the Crime Scene to the Court Room	Students will be expected to understand: <ul style="list-style-type: none"> ● what happens at a crime scene ● what happens to a suspect once they are charged ● the process which leads to a guilty or not-guilty verdict ● the roles of different personnel who determine the fate of a suspect
Unit 4 Crime and Punishment	Students will be expected to understand: <ul style="list-style-type: none"> ● the institutions we have developed to ensure most people obey the law ● what happens to those who violate the law and why we punish them ● how effective these institutions are in preventing criminality ● how to assess the different mechanisms, ideologies and policies we have in place

How is the course assessed?

Units 1 and 3 are assessed through controlled assessments.

Units 2 and 4 are assessed through examinations.

Each unit is worth 25% of the overall grade.

Units 1 and 2 are assessed in Year 12 and Units 3 and 4 are assessed in Year 13.

Progression and Careers

The two year diploma is equivalent to a full A level.

This course is ideal for anyone who wishes to pursue a career in the Criminal Justice System e.g. the police, the courts, the probation service etc. It is also an excellent route into Higher Education to study subjects such as Criminology, Law, Criminal Justice, Psychology, Sociology, Forensic Science and many other areas. The course would also provide an excellent basis for anyone wishing to pursue careers in Social Work, Youth Work or Community Development.

Exam Board

WJEC

Contact Name

For further information, please see Ms P Vincent - Head of Criminology

DANCE

Course Entry Requirements

In order to follow this course you must either have achieved a Grade 5-9 in GCSE Dance or have an extensive experience in dance outside of school and Grade 4 in English Language.

Course Aims

The A level Dance specification aims to cultivate creativity in students by allowing individual enquiry within the areas of performance, choreography and critical engagement with professional repertoire through both practical and written responses.

The A level specification requires students to develop, demonstrate and articulate practical and theoretical knowledge, understanding and experience of:

- technical and performance skills;
- the process and art of choreography;
- the interrelationship between the creation, presentation and the appreciation of dance works;
- the development of dance placed within an artistic and cultural context;
- current professional dance works and the significance of these works.

Course Structure and Scheme of Assessment

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

It is important to note that this course is new and there may still be some minor changes to assessment schemes by the exam board.

<p>Performance and Choreography:</p> <ol style="list-style-type: none">1. Solo performance linked to a specific practitioner within an area of study2. Performance in a quartet3. Group choreography <p><i>Practical exam assessed by visiting moderator</i> 80 marks 50% A level</p>	<p>Critical Engagement:</p> <p>Section A: Short answer paper 25 marks and one essay on the compulsory set work 25 marks.</p> <p><u>Rambert History</u></p> <p>Section B: Two essay questions on the second set work. 50 marks.</p> <p><u>Contemporary Dance since 2000</u></p> <p><i>Written examination</i> 100 marks 50% A level</p>
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Progression and Careers

To a degree in Dance or Performing Arts with a view to production, performance, choreographing and devising. Teacher, Dancer, Choreographer, Administration for Company, Animateur, Community Arts worker.

University course, e.g. Chichester, Middlesex, De Montfort.
Conservatoire for Dance e.g. Laban, London Contemporary, Rambert Dance.
Stage School London Studio Centre, Italia Conti, Urdang, Doreen Bird.

Wider applications would be to any career which requires excellent presentation skills, creativity and incisiveness, original thinking, teamwork and negotiation, e.g. Management in general, advertising, public relations, personnel management and media careers.

Exam Board

AQA

Contact Name

For further information please see Mrs Gooch – Head of Dance or Mrs Briggs - Dance Teacher.

DESIGN AND TECHNOLOGY

Course Entry Requirements

To be accepted onto this course you will already have shown your ability and interest in this subject and will have preferably gained a grade 9-6 in GCSE Design and Technology. If you gained a Grade 5 then you will need to arrange a meeting with Mr Flanagan, Head of Design and Technology, to discuss your application. To progress from GCSE to A level you must have shown a considerable degree of ability and interest beyond the classroom. As with your GCSE, this course will incorporate more Maths based questions in the exam. The level of challenge for these Maths based questions will be similar to GCSE higher paper questions and will make up around 10-15% of the marks available hence grade 5 maths is required.

Course Description:

The Advanced level course has been designed to:

- Encourage candidates to take a broad view of the world of Design.
- Develop candidates' capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing.

Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. The practical problem solving processes in this specification will encourage independent learning, creativity and innovation.

Course Content:

The course will be assessed over 1 exam paper and 1 Non-Exam Assessment (NEA), which is a piece of coursework.

Paper	What's assessed?	How it's assessed	Questions
Exam	<p>Core technical principles and core designing and making principles.</p> <p>Understanding of materials and processes used to manufacture a broad range of products.</p> <p>Ability to analyse and evaluate the social and environmental impact of designers past and present.</p>	<ul style="list-style-type: none"> • Written exam: 2.5 hours • 120 marks • 50% of A level 	<p>Mixture of short answer and extended response.</p> <p>15% will be Maths based questions, where students typically have to calculate material wastage.</p>
Non-Exam Assessment (NEA)	<p>Practical application of technical principles, designing and making principles and specialist knowledge.</p>	<ul style="list-style-type: none"> • Substantial design and make task • 50% of A level 	<p><u>Evidence</u></p> <p>Digital design portfolio and final prototype</p>

Progression and Careers

Design and Technology enables students to develop both a broad understanding of design and manufacturing principles and an insight into the infrastructure which underpins design and manufacturing enterprises, such as finance, marketing and environmental issues. In addition, the qualification covers a mixture of units from the theoretical through to those with a clear practical emphasis. As such it will provide a firm basis for progression to either employment or higher education.

(Design and Technology continued overleaf)

DESIGN AND TECHNOLOGY

The qualification allows for a number of progression routes:

- Higher Education: The units provide a sound basis for progression to a range of higher education courses, e.g. Product Design, Graphic Design, Industrial 3D Design, CAD/CAM, Engineering, Architecture, Interior Design, Manufacturing, but also courses linked to the Environment, Business, Advertising, Creative Arts, Multi Media Technology and Marketing.
- Employment: Examples of career opportunities are in Product Design, Graphic Design, Marketing, Technical Sales, Buying, Interior/exhibition Design, Quality Control, Production Planning, Finance and Costing of the Manufacturing Process, use of CAD in Manufacturing etc.

Exam Board

Edexcel

Contact Name

For further information, please see Mr Flanagan – Head of Design and Technology

ECONOMICS

Introduction

Economics is an interesting and relevant subject. It explores how the economy works and considers the decisions made by consumers, firms and the government, which affect all our lives. Economics is a two year linear A level with examinations at the end of Year 13. The course has four modern themes and students use economic models and data to explore markets and economies and how governments influence them.

Course Entry Requirements

Economics is a challenging academic subject and requires analytical and quantitative skills. Grade 6 in Mathematics and grade 6 in English Language is the **minimum** requirement.

Course Aims

To encourage students to develop a keen interest in the subject and begin to think as an economist. To provide the foundation for studying economics at a higher level and equip students for the challenges, opportunities and responsibilities of adult working life.

Course Content

The course consists of four themes:

Theme 1: Introduction to markets and market failure

Introduction to microeconomics. This theme will enable you to understand how markets for goods and services work. We study demand and supply and how the price mechanism works as a means of allocating resources. We then go on to explore situations where markets do not work well and what governments can do to correct this market failure.

Theme 2: The UK economy – performance and policies

Introduction to macroeconomics. This exciting theme will give you a good understanding of how the whole economy works. You will learn about problems such as unemployment, inflation and how these might be tackled through government policy. It looks at how economic success is measured and evaluates different ways of solving economic problems.

Theme 3: Business behaviour and the labour market

This builds on the microeconomic concepts learned in *theme 1* and focuses on business economics. We use economic models and theories to understand how revenues, costs and profits are likely to be different in various types of market, including labour markets. Students go on to learn about how and why the government promotes competition in markets.

Theme 4: A global perspective

Builds on knowledge of the macro economy from *theme 2* and applies these concepts to a global context. You will study globalisation, international trade, exchange rates, the growth and development of emerging and developing countries. You will also learn about financial markets, the role of the Bank of England and the factors that caused the 2009 financial crisis.

Assessment

There are *three* 2 hour exams at the end of the two year A level. The papers are almost equally weighted and there is some choice of questions. There is no coursework.

Progression and Careers

The course gives students access to a wide range of possible career and higher education opportunities. A degree in Economics offers careers in banking, finance, business management and the civil service. Economics combines with other disciplines such as Mathematics and the social sciences to enhance degree opportunities.

Exam Board

Edexcel (option A specification)

Contact Name

For further information, please see Miss Berry - Assistant Head and Teacher of Economics.

ENGLISH LITERATURE

Course Entry Requirements

We expect students to have a minimum grade 6 in English Literature and grade 6 in English Language due to the demands of the A level course.

Course Aims

The aim of the course is to foster and encourage an enjoyment and appreciation of literature in a number of contexts, as well as to hone analytical skills. It is essential, therefore, that any student who wishes to commence the A level must enjoy reading and studying literature. In addition, the course also gives students the opportunity to develop their critical thinking. It is also important that they are willing to orally contribute to lessons.

Course Content

The course consists of three components.

Component 1 (Drama) is a 2 hour and 15 minutes examination; you will answer one question on 'Dr Faustus' and one question on 'Othello' by William Shakespeare.

Component 2 (Prose) is a 1 hour and 15 minutes examination; one question is answered where you compare 'Dracula' by Bram Stoker and 'Beloved' by Toni Morrison via the theme of 'The Supernatural'.

Component 3 (Poetry) is a 2 hour and 15 minute examination where two questions will be answered: one on poetry from 'Poems of the Decade' and one based on Christina Rossetti's poetry.

The final part is coursework, where students will create a 2,500-3,000 word comparative essay exploring a question of their choice, comparing 'A Thousand Splendid Suns' by Khaled Hosseini with another text from a range suggested to them.

The course is the perfect foundation for a degree in Literature or a related course. In addition our students report that they find lessons enjoyable and thought provoking as well as helpful for their other subjects.

Assessment

At the end of the A level course you will sit three written exams: Component 1 is worth 30%, Component 2 is 20%, Component 3 is 30% and the coursework is 20% of the overall marks.

Progression and Careers

English Literature is a subject valued by higher education institutions and employers. It demonstrates that you have the ability to read texts, analyse and respond to them and produce coherent, critical and analytical essays, which draw on relevant parts of the texts to support your opinions. English Literature also requires you to discuss texts in small groups or in whole class discussion, which is a valuable skill for both working life and university.

Exam Board

Edexcel

Contact Name

For further information, please see Miss Davis (Key Stage 5 Coordinator) or Mrs Seager (Head of English).

EXTENDED PROJECT QUALIFICATION (EPQ) AS Level

Course Aims

The Extended Project Qualification (EPQ) allows students to extend their abilities beyond the A level syllabus and prepare for university or their future career. It is worth half an A level, so can be used to earn extra UCAS points. Whilst the EPQ has no specific progression route, its flexibility and challenge demonstrates to universities and employers your ability to work independently and develop skills vital to degree level study and the modern workplace.

Course Entry Requirements

You will have the normal entry requirements for Level 3 courses, but there are no other formal requirements to study the EPQ. Entry to the course depends upon a letter of application and a meeting with Mrs Magee to evaluate your suitability and ideas for the project.

Course Content

The course also includes a **formal taught** element which includes the following:

- Any skills or techniques that will be required for the safe and effective execution of the project which are not part of the candidate's course of study, e.g. professional codes of practice, ethical guidelines, research methodology.
- ICT skills that will enhance the production of the report and/or the development of the project, covering research, analysis and execution.
- Research skills including the ability to search for and identify suitable sources of information and prior research or relevant work already undertaken.
- Project management skills including time, resource and task management.
- The format and structure of accepted academic forms of research report, to include abstract, introduction, background research, further research content with all sources cited, discussion, conclusion, references, including the evaluation of sources.
- Personal, Learning and Thinking Skills, Functional Skills and Key Skills.

Assessment

Students will need to produce:

- a log of their progress;
- a 5,000 word written report or a 1,000 word written report (if the main project is a performance or an artefact);
- a presentation to an audience.

The Extended Project is graded from A* - E and is potentially worth up to 28 UCAS points.

Progression and Careers

The Extended Project is an excellent choice for students wishing to demonstrate their ability to work independently. Universities, especially the highly rated universities, are looking for evidence of this skill.

The Extended Project is also an opportunity to demonstrate your interest in and commitment to a particular career area, e.g. Medicine, Performing Arts, etc.

Exam Board

AQA.

Contact Name

For more information, please see Mrs Magee.

NOTE: THE EPQ WILL BE TAUGHT OVER THE END PART OF YEAR 12 AND THE BEGINNING OF YEAR 13.

FOOD SCIENCE AND NUTRITION (WJEC LEVEL 3 DIPLOMA)

Course Entry Requirements

An interest in food and cooking is essential, along with a commitment and willingness to purchase ingredients weekly. Students are expected to show high levels of organisation for their practical lessons and coursework. This course is suitable for students who have gained a grade C or above at GCSE Food Preparation and Nutrition or Merit/Distinction in any food related subject. A student with good GCSE results, who did not take the subject at GCSE, may be accepted after consulting with Mrs Blankson (Head of Food Technology).

Course Aims

The Food Science and Nutrition course aims to build upon and extend knowledge, understanding and practical skills established in GCSE Food Preparation and Nutrition or other related food subject.

The Level 3 Diploma in Food Science and Nutrition has been designed to provide learners with underpinning knowledge, understanding and skills to progress to further study and training. It offers exciting and interesting experiences through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the food production industry.

Course Content - Food Science and Nutrition

The course consists of three units, two of which are mandatory and a third which can be selected from two options. It is intended that most students will follow the third unit which has a practical focus. In this unit you will be experimenting with different ingredients and looking at the scientific reaction behind the results to create an **interesting combination of flavours, sweetness, textures, and shapes.**

WJEC Level 3 Diploma in Food Science and Nutrition			
Unit	Unit Title	Assessment	Mandatory or Optional
1	Meeting the Nutritional Needs of Specific Groups	Internal coursework preparing a three course nutritional meal for a target group. External – Exam about nutrition.	Mandatory
2	Ensuring Food is Safe to Eat	External – controlled eight hour coursework.	Mandatory
3	Experimenting to Solve Food Production Problems	Internal – coursework experimenting with different ingredients.	Optional
4	Current Issues in Food Science and Nutrition	External	Optional

Progression and Careers

This subject provides a solid foundation for higher education and a wide range of careers. Students will find the preparation and cooking of food products a useful life skill.

The knowledge gained with regard to healthy eating and nutrition will give students the ability to make wise food choices and ensure good health through life. This will allow you to have a sound knowledge and understanding of nutrition and health and food safety.

Students may wish to pursue a career in Dietetics and Nutrition, Food Science, Sport and Nutrition, and also the Food Industry; the biggest industry in the UK. Alternatively, careers in the Environmental Health Department, National Health Service, the leisure industry, catering and hospitality, in education or even starting a business in the food industry.

Contact Name

For further information, please see Mrs Blankson – Teacher in Charge of Food Technology.

GEOGRAPHY

Introduction

In order to be successful at A level Geography you need to have a real interest in the world around you; from natural disasters to geopolitics. The A level course is intellectually stimulating and challenging.

Course Entry Requirements

Due to the rigorous nature of the A level course, students are required to have gained a grade 6 or above in GCSE Geography. Students will also need to have secured a grade 6 in English Language and Science and 5 in Maths in order to access the course. Students may take the course without having sat GCSE Geography, but they must make clear their desire to pick a new subject.

Course Aims

The A level will cover the main themes of modern day Geography in a changing world, with a balance between the physical, human and environmental aspects of the subject. As a department, we feel that in a world that is changing so rapidly, Geography is the key to understanding and preparing you for these changes. In A level Geography you will have the chance to develop vital lifelong skills including teamwork, enquiry, investigation, extended writing, map work, statistical analysis, decision making and presentation skills. There is a compulsory fieldwork (and associated coursework project) element which can cover either human or physical Geography.

Course Content and Assessment

Paper 1	<ul style="list-style-type: none"> ● Tectonic Processes and Hazards (Year 12) ● Landscape Processes and Change: Coastal Landscape and Change (Year 12) ● The Water Cycle and Water Insecurity (Year 13) ● The Carbon Cycle and Energy Security (Year 13) 	2 hours 15 minutes 105 marks 30% of A level
Paper 2	<ul style="list-style-type: none"> ● Globalisation (Year 12) ● Shaping Places: Regenerating Places (Year 12) ● Superpowers (Year 13) ● Global Development and Connections: Health, Human Rights and Intervention (Year 13) 	2 hours 15 minutes 105 marks 30% of A level
Paper 3	<ul style="list-style-type: none"> ● Synoptic Investigation of a contemporary Geographical issue (studied throughout Year 12 and 13) ● Related to the three synoptic themes of players, attitudes and actions and futures and uncertainties 	2 hours 15 minutes 70 marks 20% of A level
NEA (Coursework)	<ul style="list-style-type: none"> ● 3000-4000 word independent fieldwork investigation ● Completed throughout Year 12 and early Year 13 ● Internally assessed and externally moderated 	20% of A level

Progression and Careers

Geography opens up an amazing breadth of career opportunities and students wishing to use their geographical skills in careers have gone on to extremely varied fields ranging from careers in the armed forces, engineering, journalism, conservation, law, environmental consultancy, meteorology, landscaping, local government, teaching, lecturing and surveying to name but a few! Geography bridges the arts and sciences and is seen as a 'facilitating subject' by universities.

Exam Board

Edexcel

Contact Names

For further information, please see Miss Batten – Head of Geography.

HEALTH AND SOCIAL CARE BTEC LEVEL 3 DIPLOMA

Introduction

This course is delivered through work-related contexts, allowing students to develop an understanding of the diverse and complex nature of work within the Health and Social Care sector.

Course Entry Requirements

We expect students to have good written ability hence a grade 5 English Language or above is required for entry onto the course. GCSE Health and Social Care and any related work experience are preferred but not essential. This course is active and student centred. High levels of motivation and attendance are essential.

Course Aims

The aim of this vocational course is to understand factors affecting human growth and development. Students will learn how to work with and support individuals throughout the life stages within Health, Social Care and Early Years Sectors. Students will be expected to take responsibility for their own work and be willing to undertake research in a variety of settings.

Course Content

The course is broadly equivalent to 2 A levels and must be taken as a double option.

Units Covered

Year 12	
Diploma	Assessment
Human Lifespan Development	Exam
Working in Health and Social Care	Exam
Sociological Perspectives	Internally assessed coursework
Meeting Individual Care and Support Needs	Internally assessed coursework
Year 13	
Diploma	Assessment
Enquiries into Current Research in Health and Social Care	Controlled task set and marked by the Exam Board
Principles of Safe Practice in Health and Social Care	Internally assessed coursework
Promoting Public Health	Internally assessed coursework
Psychological Perspectives	Internally assessed coursework

Assessment

Students will undertake two exams as part of the Diploma and will produce work for a controlled task that is set and marked by the exam board. 62% of the Diploma will be coursework based that is assessed internally.

Coursework will be assessed through a range of activities including written and practical tasks.

Progression and Careers

This course gives students a wide choice of progression options into higher study (University or College), training, or relevant employment in the health and social care sectors. It also complements other A level qualifications in social and sport sciences.

Exam Board

Edexcel

Contact Name

For further information, please see Miss Dhindsa - Head of Health and Social Care.

HISTORY

Course Entry Requirements

We require students to have attained a grade 6 or above at GCSE History and a grade 5 in English for entry onto the course. However, we would also consider students with a 5 grade in History who demonstrated a positive attitude during their GCSE course, subject to a discussion with the Head of Department. Students who have not studied History at GCSE, but have a grade 6 or above in English, are also welcome to apply, following a discussion with the Head of Department.

Hard work, good organisation and good written self-expression are important skills in the study of History. Students who like to argue, to debate and to challenge ideas, while justifying their own, will also do well.

Course Aims

A level History requires students to recall, select and deploy knowledge, communicating it accurately and clearly in writing. They will also be taught to understand, interpret, analyse and evaluate source material and provide historical explanation and substantiated judgements.

Learning is mainly accomplished through a pattern of reading, note taking, discussion and then essay writing. Debate and discussion form an important part of the course and allow students to develop their own opinions on a given topic, based upon the evidence they have encountered.

Course Content: Examination and Assessment

Year 12 and Year 13 will be studying the reigns of the Tudor Monarchs from Henry VII to Elizabeth I, the Rise and Fall of Fascism in Germany between the two World Wars. As well as this, students will be able to complete a personal study of any area of interest within the Civil Rights Movement.

Unit/Paper	% Weighting
1C The Tudors: England, 1485–1603	40%
2O Democracy and Nazism: Germany, 1918–1945	40%
Non-Examined Assessment – Civil Rights in the USA	20%

Progression and Careers

History is a highly respected, intellectually rigorous qualification. It provides a pathway for a variety of arts degrees and the foundation for success in managerial and professional roles. The Historical Association suggests these are careers that follow naturally from the study of history:

Accountancy	Information technology
Administration	Journalism
Archaeology	Law
Architecture	Libraries
Archives	Local government
The armed forces	Media
Business management	Museums and galleries
The Civil Service	The Police
Conservation	Politics
The heritage industry	Teaching and university research
Human resources	Tourism

Examination Board:

AQA

Contact

For further information, please see Mr Shelley - Head of History.

LANGUAGES

French and Spanish

Course Entry Requirements

These courses are open to students with grades 9-6 achieved at GCSE.

Course Aims

The courses aim to encourage students to communicate confidently, clearly and effectively, develop an understanding of the language in a variety of contexts and increase their awareness and understanding of the contemporary society, cultural background and heritage of the countries where the language is spoken.

Course Content

This is a two year A level course.

These courses focus on how society has been shaped, socially and culturally, and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of the countries where the target language is spoken. In the second year, further aspects of the social background are covered, this time focusing on issues, such as life for those on the margins of society as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape of the countries of the target language.

Skills	What's assessed?	Assessment form	Weighting
Paper 1: Listening, reading and writing	<ul style="list-style-type: none"> ● Aspects of society: current trends ● Aspects of society: current issues ● Artistic culture ● Aspects of political life ● Grammar 	Written exam: 2 hours 30 minutes	40% of A level
Paper 2: Writing	<ul style="list-style-type: none"> ● One text and one film or two texts from the list set in the specification ● Grammar 	Written exam: 2 hours	30% of A level
Paper 3: Speaking	<ul style="list-style-type: none"> ● Presentation and discussion of an individual research project ● Discussion of one of the four sub-themes i.e. aspects of society: current trends, aspects of society: current issues, artistic culture, aspects of political life 	Oral exam: Approximately 25 minutes	30% of A level

Progression and Careers

An A level in Languages provides a basis for further study of French, and/or Spanish at degree level, or for study of Languages together with almost any other subject or subjects – for example Law, History, English, Philosophy, Media, Leisure, Sciences – at degree level or equivalent.

Possible careers might be in Law, Journalism, Media, ICT, Marketing, Sport and Leisure, Travel and Tourism, Teaching or Translation, but almost any career can be complemented with an understanding of a foreign language.

Exam Board

A level assessment is by examination and the board we use is AQA. Information can be accessed at www.aqa.org.uk

Contact Name

For further information, please see Miss Cosialls – Acting Head of Modern Foreign Languages.

LAW (APPLIED)

BTEC Level 3 National Extended Certificate

Course Entry Requirements

Students should have achieved grade 5 in English Language and minimum grade 5s in a cross section of written/humanities based subjects. Additionally, students should have comprehensive reading and writing skills, demonstrated across their subjects.

Course Aims

The course aims to give a basic introduction to the legal sector, providing an excellent introduction to law and preparing learners for progression to higher education and employment. Students will learn about the courts that deal with civil law disputes, in addition to alternative methods of resolution, and where advice on those laws can be obtained. This course will develop skills of evaluation, reasoning, logic, and critical thinking. The BTEC Extended Certificate consists of 4 Units studied over 2 years and is broadly equivalent to 1 A Level.

Course Content

Unit	What's assessed?	How it's assessed	Weighting
Unit 1 Dispute Solving in Civil Law	This unit uses the law of negligence and the way in which claims, such as damage or losses resulting from a car crash or causing injury to another person, are dealt with in English law.	External Assessment: This could take the form of an exam or set tasks	90
Unit 2 Investigating aspects of criminal law and the legal system	This unit provides you with the opportunity to explore how statutory rules are made and interpreted, examine how legislations are made outside of Parliament, explore the various legal personnel involved in a criminal trial and apply the key elements of crime and sentencing in non-fatal offence case studies. Assessment will be written coursework tasks.	Internally assessed and subject to external standards verification	90
Unit 3 Applying the Law	In this unit, you will be encouraged to consider the impact and consequences of crime. You will examine homicide offences, including murder, voluntary manslaughter and involuntary manslaughter. You will examine crimes against property such as theft, robbery and burglary. You will also examine the law relating to arrest, detention and searching people and property	External Assessment: This could take the form of an exam or set tasks	120
One addition option	Chosen from the following:- <ul style="list-style-type: none"> ● Aspects of Family Law ● Consumer Law ● Contract Law ● Aspects of Tort 	Internally assessed and subject to external standards verification	60

Teaching and Learning

Teaching methods include lectures, case studies, and discussions in both large and small groups, as well as mock trials. Students are expected to complete a variety of background reading, write regular exam style questions, and critically analyse case study problems.

Progression and Careers

A BTEC in Law is *not* a prerequisite for entry to legal careers, however, it is accepted, with other subjects, as a qualification for entry to Law degrees and other courses in higher education. The BTEC will give you an insight into a variety of training routes into the legal system, apprenticeships, employment in the legal and Business sectors or university courses studying different aspects of law. The course is a valid and useful qualification by employers in a variety of careers, such as local government, accountancy, banking, law enforcement and social work.

Exam Board

Pearson

Contact Name:

For further information, please see Miss Munden – Teacher of Law and Criminology.

MATHEMATICS

Introduction

Mathematics is taking an increasingly important role in our highly technological world. Besides the obvious relevance to industry, commerce and science, there is a growing use of statistical techniques in social sciences and humanities.

Course Entry Requirements

You will be expected to achieve a high pass (Grade 7 or above) in Mathematics and Physics GCSE examination (Grade 76 in Combined Science is acceptable). An induction Mathematics Day will be held in June for all prospective A level mathematicians. A revision booklet will be found on the school website for practising GCSE Higher questions over the summer. Passing GCSE in Mathematics and Physics are an important step in establishing your mathematical credentials. Developing GCSE algebra to its highest level is vital for studying A level Maths.

Mathematics at A level

You will find Mathematics at A level challenging but interesting. It builds on the work you are presently covering at GCSE, but also involves new ideas that some of the greatest minds of the last millennium have discovered. It serves as a very useful support for many other qualifications as well as being a sought-after qualification for the workplace and courses in Higher Education.

Mathematics is divided into Pure and applications:

Pure Mathematics

When studying Pure Mathematics at A level you will be extending your knowledge of such topics as algebra and trigonometry, as well as learning some brand new ideas such as calculus. If you have enjoyed the challenge of problem solving at GCSE using such mathematical techniques, then you should find the prospect of this course very appealing.

Although many of the ideas you will meet in Pure Mathematics are interesting in their own right, they also serve as an important foundation for other branches of Mathematics, especially Mechanics and Statistics.

Mechanics

When you study Mechanics you will learn how to describe the motion of objects mathematically and how they respond to forces acting upon them - from cars in the street, to satellites revolving around a planet. You will learn the technique of mathematical modelling; that is, of turning a complicated physical problem into a simpler one that can be analysed and solved using mathematical methods.

Many of the ideas you will meet in the course, form an almost essential introduction to such important modern fields of study as cybernetics, robotics, biomechanics and sports science, as well as the more traditional areas of engineering and physics.

Statistics

When you study Statistics you will learn how to analyse and summarise numerical data in order to derive conclusions. You will extend the range of probability problems that you started during GCSE, by using the new mathematical techniques studied on the Pure Mathematics course.

Many of the ideas you will meet in this course have applications in a wide range of other fields - from assessing what your car insurance is going to cost to how likely the earth is going to be hit by a comet in the next few years.

The structure of studying A level Mathematics over two years:

- All assessments will be linear, with 100% examination at the end of Year 13.
- A level Mathematics will have 100% prescribed content, containing both Pure and Applied (no optional content).

Mechanics and Statistics will be part of the compulsory content for A level Mathematics students.

(Mathematics continued overleaf)

MATHEMATICS

Further Mathematics A level

If students wish to obtain the additional Further Mathematics A level, then a GCSE Grade 8 or above in Mathematics is required.

Progression and Careers

A level Mathematics is a much sought after qualification for entry to a wide variety of full-time courses in Higher Education. There are also many areas of employment that view a Mathematics A level as an important qualification and it is often a requirement for the vocational qualifications related to these areas.

Higher Education courses or careers that either require A level Mathematics or are strongly related include: Economics, Medicine, Architecture, Engineering, Accountancy, Teaching, Psychology, Environmental Studies, Computing, Information Technology.

If you wanted to continue your study of Mathematics after A levels you could follow a course in Mathematics at degree level, or even continue further as a postgraduate and get involved in mathematical research.

Exam Board

Edexcel

Contact Name

For further information please see:-

Mr R Austin – Head of Mathematics or

Mrs R Dutta – Key Stage 5 Mathematics Co-ordinator

NB: Students wanting to study Further Maths must select it as an option, however, the final decision whether you study Further Maths will be made when you join the Maths A level course in September.

MEDIA STUDIES

Introduction

We live in a world where we are constantly exposed to the media. Media Studies is designed to help students make sense of the media. Media Studies is a well-established and popular subject and grades have consistently been above the national average.

Course Entry Requirements

In order to study A level Media, students will be expected to have a 5 grade or higher in GCSE English, be proficient in their use of ICT or achieve a grade 5 or higher in GCSE Media Studies.

Course Aims

The aims of Media Studies are as follows:-

- To understand and analyse media products, practices, institutions, representations, media language, audiences, values and ideologies, genres and narrative;
- To develop practical skills and a critical understanding of the processes involved in producing media products;
- To develop independent thinking skills by using critical media theory and analysing media debates.

Course Content and Scheme of Assessment

Unit	Level of Component	Name	Duration	Weighting of A level
Paper 1	A level	Exam – analysis of media products	2 hours	35%
Paper 2	A level	Exam - analysis of media products	2 hours	35%
NEA	A level	Non-exam assessment creating a cross media production		30%

Course Structure

A level Media Studies will cover audio-visual/on-line and print forms. The non-exam assessment (NEA) at A level will involve a practical production using media technology.

The A level will analyse media products in relation to four areas: Media Language, Media Representation, Media Industries and Media Audiences.

Progression and Careers

Media Studies is a very useful subject for a student who intends to enter a career where dealing with the Media is a regular occurrence, for example, marketing, public relations and journalism.

Students will also be able to study Media Studies/the arts and humanities at university for their degree.

Exam Board

AQA specification 7572

Contact Name

For further information, please see Miss Rana, Media Studies Co-ordinator.

MUSIC

Introduction

Music is a two year Linear A level. It retains its focus on performing, composing, listening and analytical skills, with technology also now a feature of some aspects of the composing units of the course. Note that Music Technology remains as a separate Level 3 qualification and both subjects can be studied.

Course Entry Requirements

It is useful to have taken Music at GCSE level, but this is not essential, as long as you can already play a musical instrument and are able to read music to grade 6 or an equivalent standard. You will need to reach a grade 6 or above level by the end of the two year course.

What will I learn?

The course demands performing, composing, listening and analytical skills in almost equal measure including technology. You will improve your skills in performing and composing in a range of styles. You will listen to a wide variety of music and develop a more informed appreciation of how and why it was written and/or performed.

Content

Music is fortunate to be one of the few practical subjects that has retained its 60% to 40% split of practical work to written exam.

NEA = non examined assessment – this is the new term for coursework

COMPONENTS	%	DETAIL
1 - Performing (NEA)	25 - 35	<p>OPTION A 35% - Total performance time of 10 - 12minutes Solo/ensemble</p> <p>OPTION B 25% - Total performance time of 6 - 8 minutes Solo/ensemble</p> <p>Grade 6 level is marked as standard. Grade 7+ allows you to access higher marks.</p> <p>Must be performed between March and May in the second year of the course. Marked solely by the exam board.</p>
2 - Composing (NEA)	25 - 35	<p>OPTION A 25% Compose two pieces with a combined time of 6-8 minutes. One linked to Western Classical Tradition. one based on a brief set by the exam board.</p> <p>OPTION B 35% Compose three pieces with a combined time of 8-10 minutes. One free choice, one based on a brief chosen by the exam board and one linked to Western Classical Tradition.</p> <p>Marked solely by the exam board.</p>
3 - Appraising Exam	40	<p>Written exam sat in June of the second year of the course. 2 hours 15minutes.</p> <p>There are three areas of study covered:</p> <p>AOS 1 - Western Classical Tradition AOS 2 - Select from: Rock n Pop/Musical Theatre /Jazz AOS 3 - Select from: Into the 20th Centruy/Into the 21st Century</p> <p>Questions: 1. Set work analysis with a score 2. Extended responses on wider context 3. Unprepared extracts of music with and without a score 4. Comparison questions</p> <p>This component includes a listening examination.</p>

(Music continued overleaf)

MUSIC

Progression and Careers

Any career to do with music, including teaching, librarian, publicity etc. However, it is very important to realise that music is an extremely valuable and highly regarded qualification whatever your chosen vocation, particularly by universities that appreciate the intellectual, analytical, sensitive and creative qualities of musicians.

Exam board

Eduqas

Contact Name

For further information, please see Mr Shah-Sylvester – Head of Music.

NB: Please note this is a different course to 'Music Technology' and you must specify which one you are applying for on your options form. You may study both Music A level and the Diploma in Music Technology.

MUSIC TECHNOLOGY

BTEC LEVEL 3 FOUNDATION DIPLOMA

Introduction

This is an ideal course for a student who is interested in following a career in Music or Music Technology, but for whom A level Music may not appeal. It explores the world of commercial and media music through a variety of practical coursework based tasks.

It is a linear course and is the equivalent to 1.5 A levels. There is a variety of choice within the units and the ones shown below are a guide of the current Year 13 course. Options are tailored to the group and individual areas of interest.

Course Entry Requirement

GCSE Music would be preferred, but may not be necessary and BTEC Music Level 2 would also be acceptable. A meeting with one of our music staff is required prior to acceptance onto the course.

Course Content/Aims

First Year

UNITS	DETAIL
Studio Recording Techniques	Explore the equipment and processes used for multitrack recording in the studio. Produce a multi-track recording of a popular track.
Mixing and Mastering Techniques	This unit will run alongside the Studio Recording Techniques. You will need to: A - Understand mixing and mastering software techniques; B - Develop a mix down of a multitrack project; C - Carry out the production of a mastered stereo audio file.
Music and Sound for Media	Understand the use of music and sound in media products today. A - You will create a media presentation that reviews the effect of sound and music on the media industry today. B - You will also put this into practice and develop sound and music for use in a media product of your choice.
Music Technology in Context	This unit is in two parts. Set by the exam board. Part A - Research a classic pop/rock album/song in its context. Part B - Write an article for a fictional magazine about the track – answering the question set by the board.

Second Year

UNITS	DETAIL
Music Technology Enterprise Opportunities (Written content set by the exam board in the second year of study).	Part A – Resources and costings plan – exploring appropriate equipment, planning, costing and budgeting. Part B – Business Plan – create a business plan/model to fit the given brief. Use the findings of part A. Part C – Dragons Den style pitch – a summary of the two previous sections explaining how you would use the funding and the business venture you are planning. Video evidence.
Remixing and Reworking	In this unit you will: A - Understand a variety of remixing techniques; B - Explore, by developing and reviewing, remixing styles and production techniques; C - Carry out a remix using audio and MIDI sequencing techniques.
Music Investigation	In this unit you will undertake an independent research project. A - Explore the topic and methods of your research; B - Carry out your research; C - Present your findings in a presentation/pitch.

(Music Technology continued overleaf)

MUSIC TECHNOLOGY

BTEC LEVEL 3 FOUNDATION DIPLOMA

Progression and Careers

This course would allow a student the opportunity to go on to study Music/Music Technology or a Creative Media style degree course at university. It would also be ideal for someone who is looking to go straight into the music industry or the media, via an apprenticeship route as by the end of the course you will have a personal portfolio that could be presented to employers.

Exam Board

Edexcel

Contact

Mrs Magee – Arts College Manager

NB: Please note this is a different course to 'Music A level' and you must specify which one you are applying for on your options form. You may study both Music A level and the Diploma in Music Technology.

MUSICAL THEATRE OCR EXTENDED DIPLOMA (Pathway Options for Music/Dance/Acting/Theatre Production)

Introduction

We are excited to be offering the new OCR CTEC Extended Diploma course and believe that this new course can be an excellent pathway to either further education or a career in the Performing Arts sector.

In line with the new Linear A level courses, this course will be studied across two years. **This is a Level 3 qualification that can offer students the equivalent of up to 3 A levels at the end of the course. We currently offer the 2 A level pathways. Studying the Extended Diploma means students are able to specialise in Musical Theatre, Music, Dance, Acting or Theatre Production - making it a truly versatile option that can be tailored to meet the interests and talents of our students.** The qualification is awarded at the levels of PPP - D*D*D*.

The course will be taught across two option blocks and delivered by staff from across the Performing Arts departments. **Students who favour a more practical style of assessment may prefer this course, but it is important to note that it is possible to take this option in conjunction with A level Dance or Drama.**

Course Entry Requirements

It is helpful to have a GCSE in Dance, Drama or Music, but as there is an introductory module, it is not absolutely essential. Extra-curricular Performing Arts activities will be considered where GCSE subjects have not been studied, for example by attending the Hillingdon Youth Orchestra's/Choirs, Beck Youth Theatre or equivalent activity or local dance schools or companies.

This course will offer students the opportunity to hone their skills across the three art forms of dance, drama and music as well as focusing on developing the relevant skills to function within the ever-growing Performing Arts sector. It will also allow students to make the most of the exciting program of extra-curricular opportunities that the Performing Arts faculty at Bishopshalt offers.

Course Content: MUSICAL THEATRE PATHWAY example (other pathways available on request)

UNIT No	UNIT NAME	PRACTICAL/ WRITTEN	ART FORM	ASSESSMENT
1	Prepare to work in PA sector	Combined	Combined	External
2	Proposal for a commission brief	Written	Combined	External
3	Influential performance practice	Combined	Combined	External
8	Performing Repertoire	Combined	Combined	Internal
9	Acting Technique	Combined	Drama	Internal
13	Dance Technique	Combined	Dance	Internal
26	Singing Technique	Combined	Music	Internal
32	Arts Administration	Written	Combined/Written	External
33	Original Performance	Combined	Combined/Pathway	External
14	Dance Performance	Combined	Dance	Internal
27	Singing Performance	Combined	Music	Internal

Progression and Careers

Students can progress onto a degree in Drama or Performing Arts with a view to production, performance, directing, devising or production. Wider applications would be to any career which requires excellent presentation skills, creativity and incisiveness, original thinking, teamwork and negotiation, e.g. arts/media management in general, advertising, public relations, personnel management and media careers.

Exam Board

OCR

Contact Name

For further information as to the various pathway options within this course and any other queries, please see Mrs Magee – Arts College Manager kmagee@bishopshalt.school.

PHOTOGRAPHY AND CREATIVE DIGITAL MEDIA

Course Entry Requirements

Students must complete a short practical project during the summer (details will be sent out in June/July 2019). A GCSE in Photography grade 5 or above is useful but not essential. If you have not studied GCSE Photography, then a minimum grade 4 GCSE in Maths and English is required and a portfolio of creative work is required. This can be evidence of Photography or other mediums or work from Art, Textiles, Design and Technology. All applicants will be asked to attend a guidance meeting with one of the Photography teachers to discuss the summer project and portfolio and their suitability for the course.

Course Overview

It is a dynamic and well recognised qualification that compliments all other A level courses. It is a fantastic platform for creativity and can lead you into a wide variety of future opportunities and career paths, such as the creative industries, apprenticeships and university courses.

The course follows the AQA A level linear syllabus and is a Photography, lens and light based media endorsement. The creative world is rapidly moving in the direction of Creative Digital Media and this course harnesses the creative possibilities of Digital Technology. You will be using both traditional and modern processes to record and manipulate still and moving images (e.g. photographs, digitally manipulated photographs or imagery, Gifs, video and animation).

You will learn how to develop your technical and creative skills, exploring exciting and adventurous ideas. You can choose to explore and combine a wide variety of digital processes, skills and techniques. You are able to choose the final direction of your work and the format with which you present it. You can personalise and extend projects to suit your interests and skills or to suit your future plans, as long as it is based around a digitally captured image (photograph or video), for example, you could create a show reel to demonstrate your directing/acting/dance skills for auditions, design a website to promote your special effects makeup skills or create and design a book/poster/album cover to show case your photographic, illustrative and editing skills. You can combine other skills/media with your digitally captured imagery, such as art, graphics, media, textiles, website design, illustration, film, video, animation etc.

Course Content

During the course you will:

- develop a strong knowledge of the working functions of Digital Media, such as cameras (analogue, digital, video and film) and software such as Photoshop, Premier Pro and Illustrator;
- creatively explore a wide variety of genre, such as portraiture, surrealism, advertising/editorial/fashion, abstraction, street photography, experimental photography (light painting/long exposure) and many more. Producing your own personal responses to the stimulus;
- develop advanced digital editing and digital image manipulation skills;
- develop your visual literacy skills through investigation and analysis of different types of photographic/film/video imagery; this will take the form of your own work based around photographic/video/animation;
- develop your imaginative and creative skills, learning different ways to express your ideas and realise your intentions;
- participate in workshops for a variety of topics, from studio portraiture, traditional film photography/chemical process, to stop motion animation/video;
- visit exhibitions and participate in location shoots in a variety of locations outside of school.

(Photography and Creative Digital Media continued overleaf)

PHOTOGRAPHY AND CREATIVE DIGITAL MEDIA

Assessment

Component 1: Personal Investigation

Component 1 is about developing skills, knowledge and understanding of different Digital Media. You will spend time experimenting and exploring different processes and techniques based around your creative skills and ideas. You will work on multiple themes that are designed to guide you through the process of creating a successful project building and building your confidence to work independently. Towards the end of Year 12 you will undertake a final project, where you can produce a project based on an area of personal investigation linked to your preferred genre/processes/ medium/skills/concepts. In support of your practical work for your personal investigation, you will explore and discuss an area of interest further. This will be undertaken in the form of an illustrated essay (approx. 1000 words).

Weighting: 60% of total A level.

Component 2: The Exam Project

In the latter part of Year 13 you will be given a choice of 8 themes (from the exam board), picking one as your starting point for an independent project (with guidance from your teacher). Students will complete 15 hours of supervised time at the end of the exam period to produce a “final piece”, presenting your work in a creative and relevant way. You will have 10 weeks preparation time and 15 hours supervised exam.

Weighting: 40% of total A level.

Progression

Universities in London and around the country offer exciting and varied photography courses suited to individual students' needs, such as fashion, documentary, advertising and more fine art based. Students have progressed to study at University of the Arts, London, Thames Valley University, Brighton, Southampton, Reading and University of Wales, Newport amongst others.

Progression and Careers

Freelance Photographer, Commercial Photographer, Fashion Photographer, Stock Photographer, Photo Journalist, Advertising, Marketing, Graphic Design, Digital Retoucher, Animation, Film, Director, Cinematographer, Television and Media, Website design, Illustration, Digital Artist, Moving Image Artist (Gif).

Exam Board

AQA

Contact Name

For further information, please see Miss J Adams – Course Leader.

PHYSICAL EDUCATION

Course Entry Requirements

In order to be successful on this course you must have a real interest in Physical Education and Sport. You are required to have achieved a minimum of grade 6 (B) in Physical Education or a Distinction* in Level 2 BTEC PE, a 6,6 in Science and 4 in English. The course also requires you to be practically strong.

You must be regularly competing at COMPETITION LEVEL or be a certified coach in at least one sport to be accepted, as a log of competitive participation needs to be shown as part of the course. Prior to being accepted on the course, you must pass a theoretical assessment and be assessed practically to ascertain the suitability of your sporting prowess.

Course Aims

All specifications are designed to encourage candidates to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance;
- understand how physiological and psychological states affect performance;
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport;
- understand the role of technology in physical activity and sport;
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas;
- develop their ability to analyse and evaluate to improve performance;
- understand the contribution which physical activity makes to health and fitness;
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Course Structure

Candidates study three discrete areas, physiology, psychology and socio-cultural aspect, which are examined by three papers at the end of 2 years. Each area carries equal weighting in the exam. Students choose a combination of practical performance, coaching, leading or officiating as part of their coursework. Candidates are required to give an oral interview where candidates must be able to evaluate performance and design a suitable training programme to improve performance.

Content Overview	Assessment Overview	Weighting
<ul style="list-style-type: none">• Anatomy and Physiology• Exercise physiology• Biomechanics	Physiological factors affecting performance 90 marks 2 hours written paper	30%
<ul style="list-style-type: none">• Skill Acquisition• Sports Psychology	Psychological factors affecting performance 60 marks 1 hour written paper	20%
<ul style="list-style-type: none">• Sport and sociology• Contemporary issues in physical activity and sport	Socio-cultural issues in physical activity and sport 60 marks 1 hour written paper	20%
<ul style="list-style-type: none">• Performance or Coaching• Evaluation and analysis of Performance for improvement (EAPI)	Performance in physical education 60 marks Non exam assessment	30%

Progression and Careers

The course provides a good basis for progression onto a number of sports related university courses, such as Sports Studies, Sports Sciences or combined degrees such as Sports Development and Business. Furthermore the academic content of the course complements those students wishing to pursue a science based course at university. This course will also provide a good basis for careers in health, leisure and fitness and anyone wishing to pursue sports coaching or development as a career.

Exam Board

OCR

Contact Name

For further information, please see Mr Lawson – Head of Physical Education.

PHYSICS

Course Entry Requirements

The minimum entrance requirement is a grade 7- 7 in GCSE Combined Science. For those students who have studied the separate Biology, Chemistry and Physics GCSEs, they must achieve a minimum of grade 7 in Physics and grade 6 in the other two science subjects. Students also need a grade 6 in English Language and a grade 6 in Maths. Equally important is an interest in and enjoyment of both the theoretical and practical aspects of the subject.

You will need an open mind and plenty of imagination to cope with the concepts you will encounter. You should also have an interest in how things work and curiosity about why things behave as they do.

Course Content

Experimental work forms an integral part of the course with 12 compulsory experiments as well as multiple optional ones. This reinforces the theoretical work and provides training in practical skills, as well as experimental procedures. The ability to express ideas in simple mathematical terms and understand the physical significance of equations will be developed during the course.

The linear nature of the A level means that students sit all the exams at the end of year 13.

Topics covered:-

Core 1 Measurements and their errors;

Core 2 Particles and radiation;

Core 3 Waves;

Core 4 Mechanics and materials;

Core 5 Electricity;

Core 6 Further mechanics and thermal physics;

Core 7 Fields and their consequences;

Core 8 Nuclear physics.

Options:

Astrophysics; Medical physics; Engineering physics; Turning points in physics; Electronics.

Assessment and Examinations

A level
Paper 1: Sections 1 to 5 and 6.1 (Periodic motion) Written exam: 2 hours 34% of A level
Paper 2: Sections 6.2 (Thermal Physics), 7 and 8. Assumed knowledge from sections 1 to 6.1. Written exam: 2 hours 34% of A level
Paper 3: Section A Compulsory section: Practical skills and data analysis. Section B Students enter for 1 of the option sections. Written exam: 2 hours 32% of A level
12 Practicals which will be used to assess practical skills. This pass grade is separate to the A level grade.

Progression and Careers

A level Physics is very demanding, but the qualifications are correspondingly valuable. For those who intend to go on to Higher Education, degree courses in the Physical Sciences, Medicine, Engineering, Mathematics as well as most Technological and Applied Science courses, usually require Physics qualifications.

Those who decide to seek employment at 18+ could find openings in telecommunications, scientific civil service, 'service' industries, medical physics, research, education, environmental physics etc. Some find their qualification in Physics valuable in areas not so connected with science.

Exam Board

AQA. <http://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408>

Contact Name

For further information, please see Ms Sharif – Teacher in Charge of Physics.

PSYCHOLOGY

Course Aims

Psychology is the study of mind and behaviour. Psychologists try to understand mental processes, such as perception and memory as well as attempting to explain both normal and abnormal behaviour.

Psychology draws on many disciplines such as biology, sociology, philosophy and statistics. Students who study Psychology will have the opportunity to develop transferable skills, such as analysis, evaluation and critical thinking.

Course Entry Requirements:

- Minimum 6 : Maths (the course involves the calculation and interpretation of statistical data)
- Minimum 6 : English Language or English Literature (the course involves extensive reading and essay writing)
- Minimum 66: Science (a thorough knowledge of scientific method and research design is required)

Course Content:

Psychology is now a linear course. This means that knowledge and understanding will be examined at the end of the two year course.

A level

Unit 1	Memory Early Childhood Attachments Social Influence Research Methods Psychopathology	33.3% of the total A level marks 2 hour exam
Unit 2	Approaches in Psychology Biopsychology Research methods	33.3% of the total A level marks 2 hour exam
Unit 3	Issues and debates in Psychology + 3 from the following options: Relationships Cognition and Development Eating Behaviour Aggression Addiction Gender Schizophrenia Stress Forensic Psychology	33.3% of the total A level marks 2 hour exam

Progression and Careers

Psychology is a broad subject that will enable you to access a range of higher education pathways such as Social Science, Business, Counselling/Therapy, Nursing and Medicine.

There are many career opportunities in Psychology, for example: Clinical Psychology, Forensic Psychology, Educational Psychology, Environmental Psychology, Consumer Behaviour and Sports Psychology among others.

Exam Board

AQA

Contact Name

For further information, please see Mrs Knight – Head of Psychology.

RELIGIOUS STUDIES

Course Aims

The aim of Religious Studies is to encourage learners to:

- develop your interest in a rigorous study of religion and belief and relate it to the wider world;
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies;
- adopt an enquiring, critical and reflective approach to the study of religion and reflect on and develop your own values, opinions and attitudes in the light of their study.

Course Entry Requirements

- Minimum 6 in English Language and/or English Literature (the course involves extensive reading and essay writing). Grade 6 RS if sat at GCSE.

Course Content

Content Overview	Assessment Overview	Weighting
Philosophy of religion: <ul style="list-style-type: none"> · Ancient philosophical influences · Arguments about the existence or non-existence of God · The nature and impact of religious experience · The challenge for religious belief of the problem of evil · The nature of the soul, mind and body · The possibility of life after death · Ideas about the nature of God · Issues in religious language 	Philosophy of religion 120 marks 2 hour written paper	33.3% of total A level
Religion and ethics: <ul style="list-style-type: none"> · Normative ethical theories · The application of ethical theory to two contemporary issues of importance · Ethical language and thought · Debates surrounding the significant ideas of conscience and free will · The influence on ethical thought of developments in religious beliefs and the philosophy of religion 	Religion and ethics 120 marks 2 hour written paper	33.3% of total A level
Developments in religious thought: Hinduism <ul style="list-style-type: none"> · Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world · Sources of religious wisdom and authority · Practices which shape and express religious identity, and how these vary within a tradition · Significant social and historical developments in theology and religious thought · Key themes related to the relationship between religion and society. 	Developments in religious thought 120 marks 2 hour written paper	33.3% of total A level

(Religious Studies continued overleaf)

RELIGIOUS STUDIES

Assessment Objectives

	Assessment Objective	
AO1	Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none">· Religious, philosophical and/or ethical thought and teaching· Influence of beliefs, teachings and practices on individuals, communities and societies· Cause and significance of similarities and differences in belief, teaching and practice· Approaches to the study of religion and belief	40%
AO2	Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study.	60%

Progression and Careers

Philosophy, Religious Studies, Law, Medicine, Journalism, Business, Teaching, Higher Education and research, Civil Service such as Administration, Police or Social Worker, Politics. Advertising, Charities Administrator, Computer Analyst/Programmer, Information Management, Marketing and many more.

Exam Board

OCR

Contact Name

For further information, please see Ms Clark – Head of Religious Studies.

SOCIOLOGY

What is it about?

Sociology is the study of the different forces and influences that shape society as a whole and the people within it. Sociologists apply theory and method to the study of topics such as crime and deviance, family, education and religion.

Course Entry Requirements

To study Sociology A level you will have at least a grade 6 in GCSE English and 5 or above in GCSE Maths and Science. You will have to be keen on reading and thinking about controversial ideas, conflicting arguments and evidence. You will have to be prepared to develop your ability in essay writing. This course involves studying statistics and trends so you have to come ready to think in an analytical way.

Year 12 Sociology

<p>Families and Households</p>	<p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> ● the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies; ● changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures; ● gender roles, domestic labour and power relationships within the family in contemporary society; ● the nature of childhood, and changes in the status of children in the family and society; ● demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population and migration and globalisation.
<p>Education with research methods</p>	<p>Education: The role and functions of the education system, including its relationship to the economy and to class structure.</p> <ul style="list-style-type: none"> ● differential educational achievement of social groups by social class, gender and ethnicity in contemporary society; ● relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum and the organisation of teaching and learning; ● the significance of educational policies, including policies of selection, marketisation and privatisation, and policies to achieve greater equality of opportunity or outcome, for an understanding of the structure, role, impact and experience of and access to education; the impact of globalisation on educational policy. <p>Methods</p> <ul style="list-style-type: none"> ● quantitative and qualitative methods of research; research design; ● sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics; ● the distinction between primary and secondary data, and between quantitative and qualitative data; ● the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'; ● the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

(Sociology continued overleaf)

SOCIOLOGY

Year 13 Sociology

Beliefs in Society	<p>Students are expected to be familiar with sociological explanations of the following content:</p> <ul style="list-style-type: none"> ● ideology, science and religion, including both Christian and non-Christian religious traditions; ● the relationship between social change and social stability and religious beliefs, practices and organisations; ● religious organisations, including cults, sects, denominations, churches and New Age movements and their relationship to religious and spiritual belief and practice; ● the relationship between different social groups and religious/spiritual organisations and movements; ● beliefs and practices; ● the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.
Crime and Deviance with theory and methods	<p>Crime and Deviance</p> <ul style="list-style-type: none"> ● crime, deviance, social order and social control; ● the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime; ● globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes; ● crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. <p>Theory and Methods: quantitative and qualitative methods of research; research design:</p> <ul style="list-style-type: none"> ● sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics; ● the distinction between primary and secondary data, and between quantitative and qualitative data; ● the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts'; ● the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research; ● consensus, conflict, structural and social action theories; ● the concepts of modernity and post-modernity in relation to sociological theory; ● the nature of science and the extent to which Sociology can be regarded as scientific; ● the relationship between theory and methods; ● debates about subjectivity, objectivity and value freedom; ● the relationship between Sociology and social policy.

Assessment

The A level is three 2 hour exams. 1) Beliefs in Society 2) Crime, Deviance, Theory and Methods and 3) Education with Research Methods and theory exam. Each worth 33.3%.

Progression and Careers

Sociology is recognised by employers and universities alike as an excellent qualification showing literacy, numeracy, scientific ability and insight into human situations. Spanning, as it does, the boundary between science and arts, it can be useful when applying for many higher education courses from medicine to philosophy and literature. It is also an asset in business, management, education and many other fields of employment requiring an understanding of human relationships.

Exam Board

AQA

Contact Name

For further information, please see Miss Dhindsa – Head of Sociology.

THEATRE STUDIES

Introduction

This course is an in depth study of all aspects of theatre. You will practically explore how theatre is made, and learn a range of techniques that actors and directors use to bring dramatic works to life. You will study, interpret and perform the work of well-known playwrights, while developing a critical appreciation for live productions.

Course Entry requirements

GCSE Drama is a very desirable qualification, but anyone with a passion for theatre would be welcome. A grade 5 GCSE English Language essential and 6 at GCSE English Literature is also very desirable. The nature of the course requires students to work independently with their peers; therefore, high levels of motivation and attendance are essential.

Content and Likely Assessment

We expect students to study for the full 2 year A level and all 3 components will be explored across the 2 years of the course.

The course is divided into the following 3 components:

Component	Component Name	Mode of Assessment	Weight of Component
1	Theatre Workshop	Creative log and performance	20%
2	Text in Action	2 performances and a process and evaluation report	40%
3	Text in Performance	Written exam	40%

Details of Components

Theatre Workshop	This is assessed in two parts. Firstly, Learners are required to create a piece of theatre based on an extract from a text, using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. The second assessment is in the form of a written creative process log.
Text In Action	This component requires learners to engage with a stimulus to create two pieces of live theatre: One devised piece using the working methods and techniques of either an influential theatre practitioner or a recognised theatre company and One extract from a text in a different style to the devised piece. Learners will also write one process and evaluation report on both pieces.
Text in Performance	A formal written examination where learners are required to study two complete texts and one extract from a third contrasting text to demonstrate their knowledge, understanding and skills in interpreting texts for performance.

Progression and Careers

This course would be beneficial to any student who is looking to develop their cultural horizons, their communication skills and their confidence; essential to ALL fields of employment. It would be of particular interest for students looking for careers in the Performing Arts, Television, Broadcasting, Advertising and Journalism.

Exam Board

WJEC Eduqas

Contact Name

For further information, please see Mrs Burman - Head of Drama