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Welcome

Our aim at Queen Elizabeth High School is to provide both a supportive and challenging environment in which you can succeed and enjoy your studies. We are a friendly school and value the extra-curricular involvement of students as you continue your educational journey; we want you to succeed academically but also to develop as an individual, through community involvement and other varied activities.

Queen Elizabeth High School has one of the top Sixth Forms in the North of England and outperforms almost all independent, state and voluntary aided schools in the area. Our size means that we can offer more choice to suit the needs of all students, with over 30 A Level, Level 3 vocational, and accredited enhancement courses.

We take pride in the wide range of subjects and qualifications we are able to offer and the different combinations you can follow. We also take pride in the advice we offer on entry into the Sixth Form, throughout your time with us and on progression after Sixth Form: our aim is to ensure that you are as well-equipped as you can be to fulfil your ambitions.

Please read this prospectus carefully and make use of all the support available.

Our Sixth Form students are a credit to QEHS and we are always pleased to see how quickly students joining our Sixth Form from other schools settle, make friends and become a full part of our school community.



A handwritten signature in blue ink, appearing to be 'K Innes'.

Ms K Innes
Assistant Headteacher (Achievement & Progress KS5)

For further information please contact Joanne Smeatom
Email: curriculum@qehs.net
Telephone: (01434) 610312

Support for our Sixth Form Students

Our Curriculum and Pastoral Teams ensure you receive guidance and support to meet your academic, pastoral and progression needs.

Curriculum Team



The Curriculum Team includes Ruth Platts, Assistant Headteacher (Achievement and Progress Key Stage 3/4); Katie Innes, Assistant Headteacher (Achievement and Progress Key Stage 5); Michelle van den Berg and Rebecca Ruddick, Curriculum Advisers; and Joanne Smeatom, Curriculum Office Admin Assistant.

The Curriculum Team is responsible for ensuring you are guided onto appropriate courses and supported throughout to reach your potential. The Curriculum Team also provides progression support for higher education, apprenticeships and employment.

Pastoral Team



The Pastoral Team includes Richard Zabrocki, Assistant Headteacher (Student Support); Dave Todd, Assistant Headteacher (Personal Development, Behaviour and Welfare); Emerson Brown, Pastoral Leader for Years 12 and 13; Steve Wilson, Pastoral Mentor for Years 12 and 13; and Lorna Beech and Rachel Taylor, Pastoral Office Admin Assistants.

The Pastoral Team is concerned with your emotional support and guidance as well as your general wellbeing. The Pastoral Team also deals with all attendance issues.

Careers Advice



Our independent Careers Adviser, Sarah Sunderland, is in school every second Wednesday and is based in the LRC. Sarah provides specialist and bespoke careers advice, particularly in relation to college and apprenticeship applications.

Timetable of Events: 2019 to 2020

w/c Monday 30 September Year 11 assembly about Sixth Form Prospectus; prospectus available online

Thursday 14 November Sixth Form Open Evening with option guidance for you and your parents, 4.45 – 7.30pm

Tuesday 10 December Year 11 data from mock exams available online

w/c Monday 6 January Student advice and making option choices for Taster Day

Wednesday 15 January 11Q Parents' Evening

Tuesday 21 January 11E Parents' Evening

Thursday 23 January Sixth Form Taster Day

w/c Monday 27 January and 3 February Individual advice appointments for you and your parents to talk with a member of the Curriculum Team to make your choices

Tuesday 24 March Year 11 data available online

Thursday 20 August GCSE exam results available

Friday 21 August, Tuesday 25 August and Wednesday 26 August Interviews if you are not able to follow your chosen courses of study due to GCSE grades

Tuesday 1 September Interviews if you wish to change your programme of study

Friday 4 September Start of Year 12

Early September Welcome to Sixth Form day for students and evening for parents

Explaining the Qualifications on Offer

There are four types of qualifications available in the Sixth Form at QEHS:

**A
Level**

**BTEC
Level 3**

**OCR
Level 3**

Enhancement

A Levels

All A Level courses are taught over two years with examinations at the end of Year 13.

	Subject	Page
	Art and Design: Fine Art, Graphics, and Photography	22
	Biology	24
	Chemistry	28
	Classics	30
	Design and Technology: Product Design	34
	Drama and Theatre Studies	36
	Economics	38
	English Literature	40
	Geography	42
	History	46
	Mathematics	50
	Modern Foreign Languages: French, German, Spanish	52
	Philosophy	56
	Physical Education	58
	Physics	60
	Psychology	62
	Sociology	64

BTEC Level 3

These qualifications are equivalent to one A Level. They are vocational courses with fewer exams: each unit is individually assessed over the two-year period of the course. BTEC courses prepare students for further study or employment in a vocational subject area.

	Subject	Page
	Applied Human Biology	20
	Business	26
	Creative Digital Media Production	32
	Health and Social Care	44
	Information Technology	48
	Music Performance	54

Explaining the Qualifications on Offer

OCR Level 3

This qualification is equivalent to one A Level (Single) or two A Levels (Double). It is a vocational course with fewer exams: each unit is individually assessed over the two-year period of the course. OCR Sport and Physical Activity prepares students for further study or employment in the sport sector.

	Subject	Page
	Sport and Physical Activity (Single)	66
	Sport and Physical Activity (Double)	68

Enhancement

Alongside their main subject choices, all students are required to choose an accredited enhancement course, which carry grades/points suitable for progression. The decision on which enhancement course students take will be made in September.

	Subject	Page
	Arts Award (Gold)	70
	Extended Project Qualification (EPQ)	71
	Further Mathematics	72
	Higher Sports Leader Award	73

A note for prospective medical, dentistry and veterinary students:

Medical, dentistry and veterinary schools have an entry requirement of three A Levels and sometimes an additional qualification. The universities' position on AS Further Maths and enhancement subjects can change every year. We recommend that you research this carefully before deciding.

Choosing the Right Courses

Step One

- What are your predicted GCSE/BTEC/OCR grades from your November mock exams?
- What is your predicted average point score?
- What can you study with your predicted grades and predicted average point score?
 - see entry requirements (pages 11–13)



Step Two

- Consider your interests (there is a lot to be said for doing something you enjoy).
- Consider your strengths and weaknesses (how do you learn best, do you perform best in exams or coursework, do you like writing essays?).
- See individual subject pages for detail on assessment and course content.



Step Three

If you know what career or course you want to do, it is vital that you research as thoroughly as possible the entry requirements for your chosen or possible career path – see useful resources opposite.



Step Four

Make sure you take up all the advice and help offered by school over the coming months (see the timetable of events, page 7).

Useful resources for university/college courses

- The Russell Group universities have created a website, 'Informed Choices', to help you understand which subjects open up different degrees, particularly at their universities: www.informedchoices.ac.uk
- If you know what you want to study and where, we would recommend that you go to the individual university websites.
- UCAS website for information on all university and college courses in the UK: www.ucas.com

Useful resources for working out areas of interest

- The Spartan test (www.sacu-student.com) is a visual quiz which matches you to careers and HE courses.
- Use the Buzz Quiz to determine your personality type to see which jobs may suit you best: www.icould.com
- Use the 'Opening your Eyes' module to discover career suggestions which match your interests, skills and qualities: www.startprofile.com

Useful resources for employment/higher level apprenticeships after completing Sixth Form

- www.notgoingtouni.co.uk is an overview of alternative options to university – including jobs, management training schemes, apprenticeships, and sponsored degrees.
- www.amazingapprenticeships.com is the official website for searching for apprenticeships.
- Please also see the school website under Sixth Form/Next Steps.

The Admission Process and Entry Requirements

Please read carefully the Sixth Form Entry Requirements section below and the individual Subject Entry Requirements on page 13.

In January/February you will have a one-to-one interview with a member of the Curriculum Team to help you finalise your choices. The subjects you will be able to choose will be based on the predicted grades in your December monitoring data. If you do not meet the subject entry requirement in your December data, you will not be able to make that subject a firm choice but you will be able to make it an aspirational choice: a subject choice you would take if you achieved the entry requirements in the summer.

Before looking at the subject entry requirements you should calculate your predicted average points score (APS). Details of how to calculate this are on page 12. Your APS can then be used to help select the courses you wish to study, using the option blocks on the subsequent pages. You need to pick one subject from each option block: A, B and C. In addition, when making your choices please remember to take note of the individual subject entry requirements for each of the subjects you wish to study. Please bring this booklet with your completed option block choices to your interview.

Please see the Application Process flowchart on page 18.

Important note:

We plan to run all of the courses we offer. In some circumstances, we may not be able to run a course if too few students opt for it, as this would make the course unviable. A decision on whether a course is to run will be taken in May and you will be notified once your GCSE exams are over so that you can choose an alternative course. Please note that in recent years we have not been able to run Spanish and/or German due to low uptake in the languages.

Sixth Form Entry Requirements

The minimum entry requirement for the Sixth Form at QEHS is:

Five 9 to 4 (or A* to C) grades including a 4 or better in English Language
(a Level 2 pass or above in BTEC/OCR courses counts as 1 GCSE)

If you achieve this minimum entry requirement, there will be a range of courses you can take in the Sixth Form. Some of our courses have additional entry requirements, and these are explained below.

Your GCSE and BTEC/OCR results give a very good indication of how you will succeed on different courses in the Sixth Form, so we therefore require you to have achieved a particular average points score (APS) to be able to take some of our courses. There are four categories of subjects:

- For an APS less than 5.0 (see page 14)
- For an APS between 5.0 and 5.4 (see page 15)
- For an APS between 5.5 and 6.0 (see page 16)
- For an APS 6.0 and above (see page 17)

We will use your predicted APS when making your initial Sixth Form option choices in January/February. You will still be eligible to take courses requiring a higher APS if you achieve the entry requirements for your chosen course in the summer.

Entry Requirements

Calculating your Average Points Score

To calculate your average points score, you need to add up the points from each predicted GCSE, BTEC or OCR grade using the table below, add them together and divide by the number you are taking.

2020		
BTEC/OCR Grades	Points	Points for GCSE subjects
		9
Distinction*	8.5	
		8
Distinction	7	7
		6
Merit	5.5	
		5
Pass	4	4
	3	3
	2	2
	1.5	
	1	1
Fail	0	0

Use the table below to calculate your predicted APS (your predicted grade can be found on each of your Year 11 reports):

Subject	Predicted Points December Report	Predicted Points March Report
Core Subjects		
Maths		
English Language		
English Literature		
Combined Science Students Only:		
Combined Science		
Triple Science Students Only:		
Biology		
Chemistry		
Physics		
Option Subjects		
Option 1		
Option 2		
Option 3		
Other (if applicable)		
Total		
APS = total ÷ number taken		

In addition to the APS entry requirement some subjects have other entry requirements which need to be met. Please see the table on page 13 for details.

Subject Entry Requirements

Key: ■ A Levels ■ BTEC/OCR ■ Enhancement

Type	Page	Subject	Min APS	Eng Lang or Lit Grade	Maths Grade	Additional Entry Requirements
■	20	Applied Human Biology				If Combined Science taken: 5 4 If Triple Science taken: 5 4 4
■	22	Art and Design: Fine Art, Graphics and Photography				Fine Art/Graphics: 4 in an art subject or portfolio endorsed by the Art department if not studied. Photography: no prior art experience necessary.
■	24	Biology	6		6	6 in all sciences taken
■	26	Business				4 in Business Studies if taken at GCSE
■	28	Chemistry	6		6	6 in all sciences taken
■	30	Classics	5	6		
■	32	Creative Digital Media Production				
■	34	Design and Technology: Product Design				4 in Design and Technology
■	36	Drama and Theatre Studies				Minimum 4 in GCSE Drama or Merit in BTEC Performing Arts, or practical performance experience.
■	38	Economics	5.5	6	6	
■	40	English Literature	5	6		
■	72	Further Mathematics	5.5		8	Must be studying Maths A Level
■	42	Geography	5		5	6 in Geography
■	44	Health and Social Care				Merit in Health and Social Care if taken
■	46	History	5.5	6		6 in History
■	48	Information Technology				Merit in IT if taken
■	50	Mathematics	5.5		7	At least 60% in Year 11 algebra test (maximum two sittings)
■	52	Modern Foreign Languages: French, German, and Spanish	6			6 in chosen language
■	54	Music Performance				
■	56	Philosophy	5.5	6		
■	58	Physical Education	5			4 in all sciences taken
■	60	Physics	6		7	6 in all sciences taken. Must also have chosen Maths A Level.
■	62	Psychology	5.5	6		4 in all sciences taken
■	64	Sociology	5	6		
■	66	Sport and Physical Activity (Single)				Merit in Sport if taken
■	68	Sport and Physical Activity (Double)				Merit in Sport if taken

Subject options for APS less than 5.0

Key: ■ A Levels ■ BTEC/OCR ■ Enhancement

If your predicted GCSE grades make you eligible for this group of subjects, please tick your option choices and bring them to your interview in January/February (see timetable of events). Please make sure you have ticked only one option in each column.

Option A	Min APS	✓	Option B	Min APS	✓	Option C	Min APS	✓	Enhancement	✓
Applied Human Biology			Business			Business			Arts Award	
Creative Media			Health & Social Care			Drama			EPQ	
Fine Art			Photography			Graphics			Higher Sports Leader Award	
Graphics			Product Design			IT				
Music Performance			Sport (Double)			Sport (Single)				
Sport (Single)										

N.B. GCSE Maths resit is compulsory if grade 4 not achieved

If you are opting for Sport Science (Double), please choose Sport in option block B and another Sport in either option block A or option block C.

We would strongly recommend:

- You consider the types of courses you may wish to apply for at university and their entry requirements.

Subject options for APS between 5.0 and 5.4

Key: A Levels BTEC/OCR Enhancement

If your predicted GCSE grades make you eligible for this group of subjects, please tick your option choices and bring them to your interview in January/February (see timetable of events). Please make sure you have ticked only one option in each column.

Option A	Min APS	✓	Option B	Min APS	✓	Option C	Min APS	✓	Enhancement	✓
Applied Human Biology			Business			Business			Arts Award	
Classics	5		English Literature	5		Drama			EPQ	
Creative Media			Health & Social Care			Graphics			Higher Sports Leader Award	
English Literature	5		Photography			IT				
Fine Art			PE	5		Sociology	5			
Geography	5		Product Design			Sport (Single)				
Graphics			Sport (Double)							
Music Performance										
Sport (Single)										

N.B. GCSE Maths resit is compulsory if grade 4 not achieved

If you are opting for Sport Science (Double), please choose Sport in option block B and another Sport in either option block A or option block C.

We would strongly recommend:

- You take no more than one subject which you didn't study at GCSE.
- You consider the types of courses you may wish to apply for at university and their entry requirements.

Subject options for APS between 5.5 and 6.0

Key: A Levels BTEC/OCR Enhancement

If your predicted GCSE grades make you eligible for this group of subjects, please tick your option choices and bring them to your interview in January/February (see timetable of events). Please make sure you have ticked only one option in each column.

Option A	Min APS	✓	Option B	Min APS	✓	Option C	Min APS	✓	Enhancement	✓
Applied Human Biology			Business			Business			Arts Award	
Classics	5		English Literature	5		Drama			EPQ	
Creative Media			Health & Social Care			Economics	5.5		Further Maths	
English Literature	5		History	5.5		Graphics			Higher Sports Leader Award	
Fine Art			Maths	5.5		History	5.5			
Geography	5		Photography			IT				
Graphics			PE	5		Maths	5.5			
Maths	5.5		Product Design			Psychology	5.5			
Music Performing			Psychology	5.5		Sociology	5			
Philosophy	5.5		Sport (Double)			Sport (single)				
Psychology	5.5									
Sport (Single)										

N.B. GCSE Maths resit is compulsory if grade 4 not achieved

If you are opting for Sport Science (Double), please choose Sport in option block B and another Sport in either option block A or option block C.

We would strongly recommend:

- You take no more than one subject which you didn't study at GCSE.
- You consider the types of courses you may wish to apply for at university and whether they have a requirement for facilitating subjects, which are: Biology, Chemistry, Physics, English Literature, foreign languages, Maths, Geography and History.

Subject options for APS 6.0 and above

Key: ■ A Levels ■ BTEC/OCR ■ Enhancement

If your predicted GCSE grades make you eligible for this group of subjects, please tick your option choices and bring them to your interview in January/February (see timetable of events). Please make sure you have ticked only one option in each column.

Option A	Min APS	✓	Option B	Min APS	✓	Option C	Min APS	✓	Enhancement	✓
Applied Human Biology			Biology	6		Biology	6		Arts Award	
Chemistry	6		Business			Business			EPQ	
Classics	5		Chemistry	6		Drama			Further Maths	
Creative Media			English Literature	5		Economics	5.5		Higher Sports Leader Award	
English Literature	5		French	6		German	6			
Fine Art			Health & Social Care			Graphics				
Geography	5		History	5.5		History	5.5			
Graphics			Maths	5.5		IT				
Maths	5.5		Photography			Maths	5.5			
Music Performing			PE	5		Psychology	5.5			
Philosophy	5.5		Physics	6		Sociology	5			
Physics	6		Product Design			Spanish	6			
Psychology	5.5		Psychology	5.5		Sport (Single)				
Sport (Single)			Sport (Double)							

N.B. GCSE Maths resit is compulsory if grade 4 not achieved

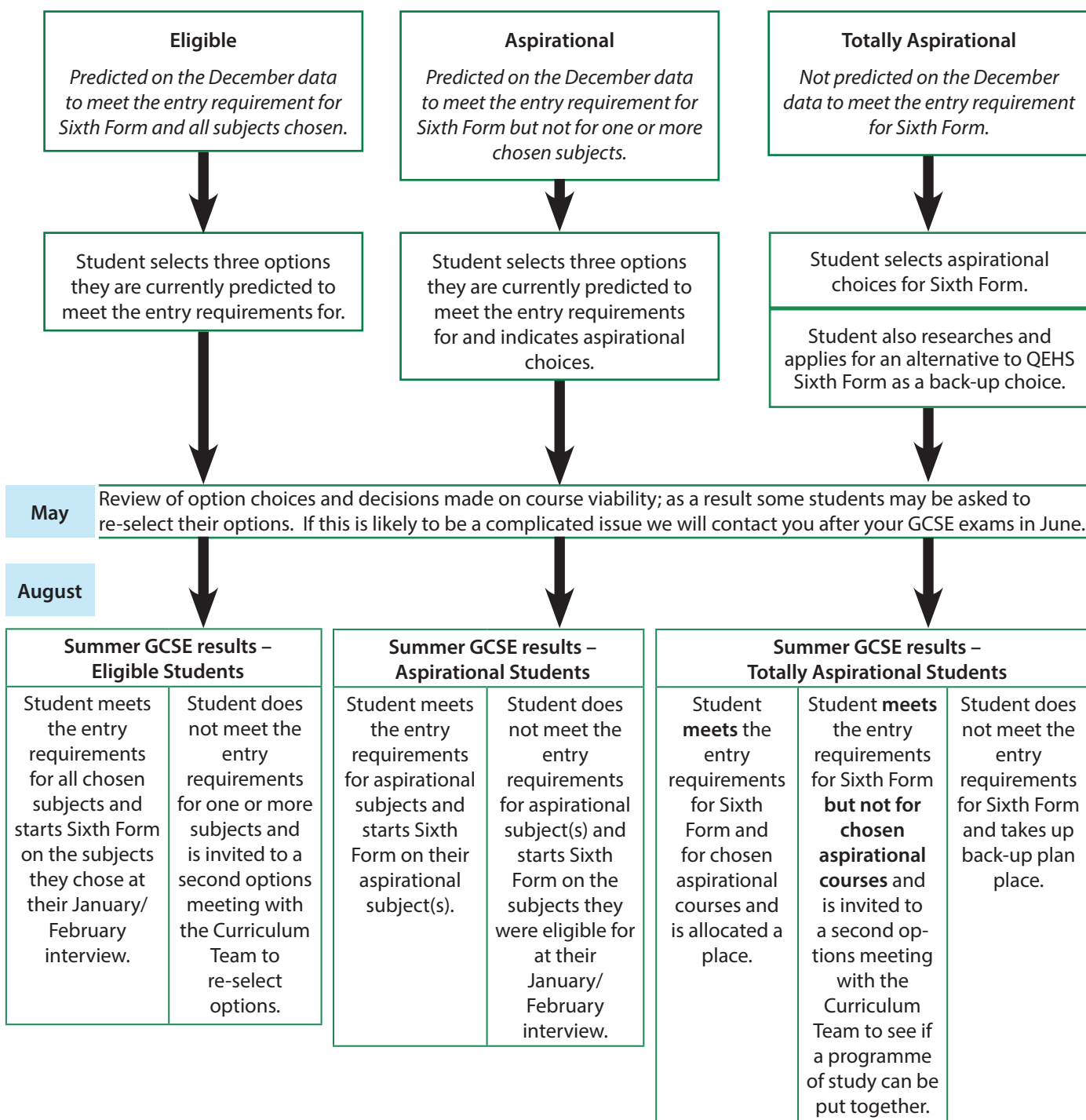
If you are opting for Sport Science (Double), please choose Sport in option block B and another Sport in either option block A or option block C.

We would strongly recommend:

- You take no more than one subject which you didn't study at GCSE.
- You consider the types of courses you may wish to apply for at university and whether they have a requirement for facilitating subjects, which are: Biology, Chemistry, Physics, English Literature, foreign languages, Maths, Geography and History.

The Application Process

February At your options interview in January/February you will fall into one of the three application categories below, if you wish to join QEHS Sixth Form.



Students not meeting the minimum Sixth Form entry requirement of five GCSE grades 9–4 (or equivalent) including English Language will be offered an appointment with our Careers Adviser in August.

Students who have met the entry requirement for their chosen courses may request to change an option in September. Changes will only be accommodated if the student meets the course entry requirements and the maximum class size is not exceeded by allowing all students wishing to opt into the subject to do so. Students should do the research necessary prior to making their option choices (see guidance on page 10) to ensure that their choices prepare them for their future plans. The Curriculum Team will be available to provide advice and guidance.

As universities and employers are finding it increasingly challenging to distinguish between candidates based on academic qualifications, it is vitally important that students do other activities in addition to their main programmes of study in order to enhance and enrich their profile. Also, we want to help you to have a well-rounded Sixth Form experience, from which you will gain more than just qualifications.



Students at the September 2019 Freshers' Fair

You are all expected to undertake some enrichment. This might involve some form of volunteering or being part of a group/society. To help you decide, there is a 'Freshers' Fair' event in September where local charities and organisations host stalls and students can explore a range of different volunteering opportunities.

Examples of recent enrichment opportunities:

- Community service and voluntary work
- Curriculum support – Subject Champions helping teachers in lower school classes
- Fair Trade Group
- Feminist Society
- First Aid
- Human Rights Group
- London Academy of Music and Dramatic Art (LAMDA)
- Massive Open Online Courses (MOOCs)
- Choirs and Orchestras
- Peer Mentoring
- Rowing Club
- Samba Drumming Club
- Sixth Form Executive
- Sports Clubs
- Well-being activities: diet and nutrition, stress management, yoga and meditation
- Work experience in school time
- Youth Theatre

Applied Human Biology

Course Leader: Mrs R Fraser
Exam Board: Pearson BTEC
Specification Code: 603/3040/5

What qualification will I achieve?

This is a single option course leading to a BTEC Level 3 National Extended Certificate (equivalent to one A Level) after two years.

Course content

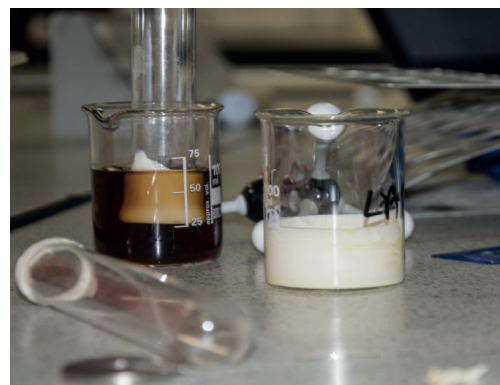
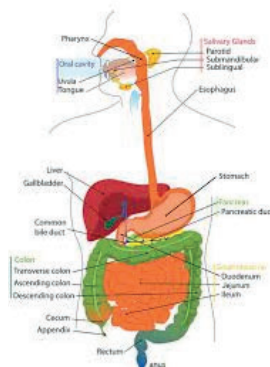
The Applied Human Biology course is designed to allow students to continue their education in science by using applied learning in order to continue on to education or employment, possibly in the health and health science sectors. With 50,000 people currently employed in the applied health science sector, and over 3 million nurses in the UK, Applied Human Biology gives students a good progression pathway into many future careers.

Unit 1 – Principles of Applied Human Biology (Year 12)

This unit covers some of the biological principles that underpin human biology. Human body functions will be studied at a genetic, cellular, and tissue level. Students will examine the link between lifestyle factors and health, and explore the ways this knowledge can be applied to improve diagnostic and health outcomes.

Unit 2 – Microorganisms and Infectious Diseases (Year 12)

Students will investigate the effect of antimicrobials agents on the growth of microorganisms, carrying out a wide range of practical techniques. Students will develop their knowledge and understanding of microorganisms and infectious disease.



Unit 3 – Human Biology and Health issues (Year 13)

Students will develop their skills in researching, evaluating and reporting whilst exploring the impact of health issues on our society.

Internally assessed unit (Year 13)

Students will carry out three internally assessed assignments widening their knowledge of a particular area of the body. The unit content is to be confirmed but will focus on one of the following: functional physiology, disease and disorder, biomedical science, or human reproduction.

Learning and assessment styles

As this course is a mixture of coursework and exams, you will need to be well organised and able to meet deadlines. The course does include a large amount of practical work and will therefore require you to work in a methodical way to record your findings. You need to be prepared to work closely with your teachers to improve the standard of your work. Work is marked at pass, merit and distinction grades. The unit grades are then added together to calculate the overall grade: pass, merit, distinction, or distinction*.

Assessment Details

Unit 1 – Principles of Applied Human Biology

Externally assessed written exam, 1 hour 30 minutes (25% of the overall qualification)

Unit 2 – Microorganisms and Infectious Disease

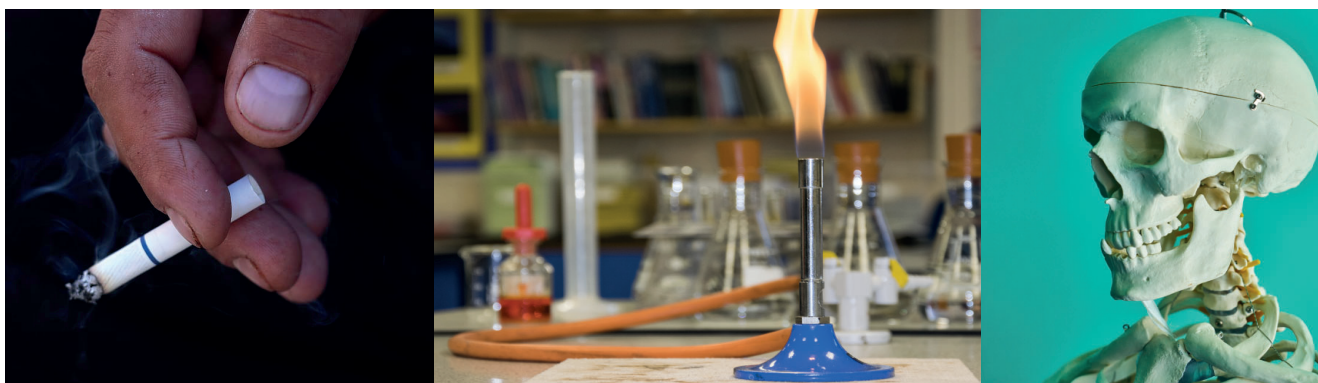
Internally assessed portfolio (25% of the overall qualification)

Unit 3 – Science Investigation Skills

Externally set task. Students will have 3 hours to analyse and interpret an externally set stimulus (33% of the overall qualification)

Unit 4, 5, 7 or 8

Internally assessed portfolio (17% of the overall qualification)



Art & Design: Fine Art, Graphics, and Photography

Curriculum Leader: Ms A Shotton

Exam Board: AQA

Specification Code: Fine Art – 7202

Graphics – 7203

Photography – 7206

Summary

The Art Department provides students with opportunities to develop their personal expression and innovative ideas. Through freedom of expression and creativity, students embark on a journey that provides significant challenges within a rich spectrum of art history.

Drawing, research and development activities are fundamental to all aspects of the courses. The structure of the varied art disciplines provides students with a wide range of stimulating opportunities. Students are encouraged to present their preparation work in sketchbook form.

Fine Art offers the opportunity to work with a wide range of materials and processes, encouraging innovative drawing and other forms of visual research. Students are encouraged to take ownership of work, explore their interests and produce art that is personal and imaginative, including painting, printmaking, sculpture, and mixed media.

Graphic Communication (Graphics) offers an exciting opportunity to study illustration, packaging design, advertising, design for print, typography, and software-produced imagery through products such as Adobe Photoshop. This course provides an excellent foundation for students considering careers in advertising, architecture, media, game design, and the communications industries.

Photography offers a creative opportunity to produce imagery in accordance with the vision of the artist as a photographer. The photography course encourages both experimental work and a more thematic approach. It is strongly recommended that students have a digital camera, in order to work independently. Students will learn traditional developing techniques which will include dark room processing and they will also be encouraged to manipulate images on Photoshop and Lightroom.



Learning and assessment styles

Our subjects are studio-based with students learning through hands-on research and practice, synthesised with historical and theoretical study. We undertake study visits to galleries, museums and centres of international cultural excellence. We also endeavour to create a stimulating studio environment by inviting professional artists into our department.

All work produced is marked internally and moderated by AQA.

Course content

The courses will cover:

Unit 1: Personal investigation

Art students are required to conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The investigation should be a coherent, in-depth study that illustrates the student's ability to construct and fully develop a sustained line of enquiry from an initial starting point and final outcome and written essay. This unit should must show clear development from initial intentions to the final outcome. It will include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant/ contextual materials.

Unit 2: Externally set assignment

From 1 February of Year 13, art students will be issued with separate question papers from AQA. Each question paper will consist of a choice of eight questions as starting points; students are required to select one. Students will be provided with the examination papers on 1 February, or as soon as possible after that date. Following the preparatory period, students must complete 15 hours of unaided, supervised time, to produce a final outcome.

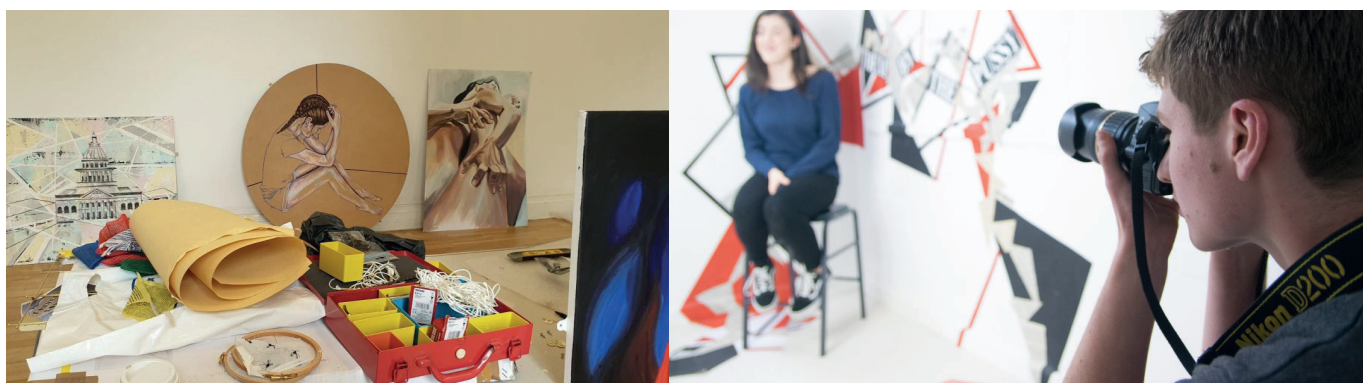
Assessment Details (for all three Art & Design courses)

Unit 1

Internally assessed (60% of the qualification)

Unit 2

Externally assessed – 15 hours of supervised time (40% of the qualification)



Biology

Curriculum Leader: Mrs A Fletcher-Woods

Exam Board: AQA

Specification Code: 7402

Summary

The Biology A Level is studied over two years with exams held at the end of the course.

Biology A Level will give you the skills to make connections and associations with all living things around you. Lessons will be a mixture of theory, practical activities and research that builds on the content and skills from GCSE. Students will be taught essential principles, presented in interesting contexts, with an emphasis on up-to-date scientific research and the contribution of biology to modern society.

Throughout the course you will carry out practical activities including:

- Using microscopes to see cell division
- Dissection of animal or plant systems
- Aseptic technique to study microbial growth
- Investigating activity within cells
- Investigating animal behaviours
- Investigating distributions of species in the environment
- A compulsory residential field trip

These practicals will give you the skills and confidence needed to investigate the way living things behave and work. It will also ensure that if you choose to study a biology-based subject at university, you will have the practical skills needed to carry out successful experiments during your degree.



Learning and assessment styles

The scheme of assessment allows the most able students to be challenged in line with the assessment criteria from the exam board.

Biology requires abstract thinking; interpretation of data; and maths for interpretation of graphs, statistics and percentage calculations.

Assessment is based on written external exams and a separate endorsement of practical skills.

Course content

The course will cover:

- Topic 1: Biological molecules
- Topic 2: Cells
- Topic 3: Organisms exchange substances with their environment
- Topic 4: Genetic information, variation and relationships between organisms
- Topic 5: Energy transfers within and between organisms
- Topic 6: Organisms respond to changes in their internal and external environments
- Topic 7: Genetics, populations, evolution and ecosystems
- Topic 8: The control of gene expression

Further details of each individual topic can be found on the AQA website:

<https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>

Assessment Details

Paper 1

Any content from topics 1–4, written exam, 2 hours (35% of the qualification)

Paper 2

Any content from topics 5–8, written exam, 2 hours (35% of the qualification)

Paper 3

Any content from topics 1–8 and practical skills, written exam, 2 hours (30% of the qualification)



Business

Curriculum Leader: Mrs L Conley

Exam Board: Pearson BTEC

Specification Code: 601/7159/5

What qualification will I achieve?

This is a single option course leading to a BTEC Level 3 National Extended Certificate in Business (equivalent to one A Level) after two years.

Course content

This course equips students with the essential knowledge and skills needed to embark on a successful business career. It is a broad, flexible qualification that will provide a basis for further study in higher education, training or employment.

In Year 12, you will complete the following units:

Unit 1: Exploring Business

In this unit, you will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. You will also look at the importance of innovation and enterprise to the success and survival of businesses, with the associated risks and benefits. You will be required to complete three assignments for this unit. Two of the assignments are individually completed and one is a group assignment.

Unit 2: Developing a Marketing Campaign

Marketing is a dynamic field central to the success of any business. You will gain an understanding of how a marketing campaign is developed. You will explore different stages of the process that a business goes through when developing its campaign and develop your own campaign for a given product/service. You will also examine the marketing aims and objectives for existing products/services and understand the importance of relevant, valid and appropriate research in relation to customers' needs and wants. You will use market research data and other information to make recommendations about the type of marketing campaign that a business should undertake. To complete the assessment task within this unit, you will need to draw on your learning from across the programme.

This unit is assessed under supervised conditions. Part A is six hours of research carried out under supervised conditions, and Part B is a three-hour external exam.



In Year 13, students will complete the following units:

Unit 3: Personal and Business Finance

Personal finance involves the understanding of why money is important and how managing your money can help prevent future financial difficulties. It is vital you understand the financial decisions you will need to take throughout your life and how risk can affect you and your choices. This unit will also give you an insight into where you can get financial advice and support. The business finance aspect of the unit introduces you to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Planning tools, such as cash flow forecasts and break-even, will be prepared and analysed. Measuring the financial performance of a business will require you to prepare and analyse statements of comprehensive income and statements of financial position.

Unit 8: Recruitment and Selection Process

Recruiting the right people is essential to the success of a business. It is important that the process and procedures involved in recruitment and selection meet the needs of the business and comply with current regulations. You will learn that successful recruitment is key to maintaining the success of a business, as people are often considered to be the most valued resource. You will explore the various selection tools and the enhanced use of technology in this area. Businesses with an effective recruitment process in place are more likely to make successful appointments. In a competitive labour market this is a major advantage and will support business success. This unit gives you the opportunity, through role play, to take part in selection interviews. You will participate in a visit and presentation at Slaley Hall.

Learning and assessment styles

The course includes a range of learning and assessment types and styles, with assessments both internal and external to the centre. You will need to be well organised and able to meet deadlines. You need to be prepared to work closely with your teachers to improve the standard of your work. Units are marked at pass, merit and distinction grades. The unit grades are then added together to calculate the overall grade: pass, merit, distinction, or distinction*.

Assessment Details

Unit 1: Exploring Business

Internal assessment, 25% of the overall qualification

Unit 2: Developing a Marketing Campaign

External assessment, 25% of the overall qualification

Unit 3: Personal and Business Finance

Externally assessed written exam, 2 hours, 33% of the overall qualification

Unit 8: Recruitment and Selection Process

Internal assessment, 17% of the overall qualification



Chemistry

Curriculum Leader: Mr S Mawson

Exam Board: OCR

Specification Code: H433

Summary

The Chemistry A Level is studied over two years with exams held at the end of the course.

Through studying chemistry you will gain a greater understanding of the world around you. You will:

- Develop essential knowledge and understanding of the concepts of chemistry, and the skills needed for the use of these in new and changing situations.
- Develop an understanding of the link between theory and experiment.
- Appreciate the contributions of chemistry to society and the responsible use of scientific knowledge and evidence.
- Develop intellectual and practical skills that will be of value in your future life and in the study of chemistry.
- Develop the ability to study both independently and co-operatively.
- Become aware of the nature of scientific and technological endeavour and of the various contexts in which the work of chemists is important to society.

Learning and assessment styles

You will be required to:

- Describe, explain and interpret phenomena and effects in terms of chemical principles and concepts.
- Present arguments and ideas clearly and logically, using specialist vocabulary where appropriate.
- Make observations and measurements with appropriate precision and record these methodically.
- Interpret, explain, evaluate and communicate the results of your experimental and investigative activities clearly and logically.
- Demonstrate knowledge and understanding in a mixture of multiple choice, structured and extended response questions.



Course content

The course will cover:

Development of practical skills in chemistry

Themes

- Elements of life
- Developing fuels
- Elements from the sea
- The ozone story
- What's in a medicine?
- The chemical industry
- Polymers and life
- Oceans
- Developing metals
- Colours by design

Chemical literacy

Practical endorsement

Assessment Details

Paper 1: Fundamentals of chemistry

Written exam, 2 hours 15 minutes (41% of the qualification)

Paper 2: Scientific literacy in chemistry

Written exam, 2 hours 15 minutes (37% of the qualification)

Paper 3: Practical skills in chemistry

Written exam, 1 hour 30 minutes (22% of the qualification)

Practical endorsement in chemistry: non-examined and reported separately.



Classics

Course Leader: Mr A Lawrenson
Exam Board: OCR
Specification Code: H408

Summary

Classics is the study of history, literature and culture of the ancient world. Classics offers an exciting opportunity to study both Greek and Roman civilisation and to draw parallels with our own culture today, as well as to understand the basis upon which our society is built.

Learning and assessment styles

A genuine enthusiasm for the classical world is the main prerequisite of the course. Students develop critical thinking in the study and analysis of source material. They learn to consider the reliability of sources. They develop an understanding of the relevance of myth to both culture and society. Assessment is all exam based; all modules require essay writing skills.

Course content

The following topics will be studied in Year 12 and assessed internally:

Unit 1: Homer's *Odyssey*

A study of perhaps the most famous poem of the epic genre. Following ten years of war, the hero Odysseus must overcome many dangers in order to return to the homeland that he loves.

Our study will look at the literature, history and culture behind the *Odyssey* – was there a real age of heroes, or is this just fantasy?



Unit 2: Greek Religion

An exploration of the fascinating and entertaining field of the Greeks' beliefs. The Greeks followed gods who could be vengeful, jealous and terrifying. A religion with many gods, with no set scripture or commandments, led to flamboyant traditions, posed problems and prompted much philosophical debate. Tying in with studies of Homer, mythology, culture, and with useful links to Roman beliefs, this unit uses literary, historical and archaeological sources to gain an understanding of the fabric of Greek life.

The following topics will be studied in Year 13 and assessed externally:

Unit 1: The World of the Hero (Homer's *Odyssey* and Virgil's *Aeneid*)

Continuing the study of the epic, a comparison of the Greek *Odyssey* and the definitive Roman *Aeneid*.

Now with a firm grasp of the structures and techniques of epic, we see how the Romans took advantage of this genre as propaganda. The legend they wanted to establish was that the Romans had been chosen by the gods to rule over those around them.

These studies combine with the *Odyssey* unit from Year 12 to form a comparison and combined assessment.

Unit 2: Imperial Image

The portrayal of Rome's first emperor in writing, architecture and art.

Combined with the idea of imperial propaganda from Unit 1, this gives us the opportunity to look at the official version of the emperor's character, and to compare this with the evidence of his true nature.

Assessment Details

Unit 1: The World of the Hero

Written exam, 2 hours 20 minutes (40% of the qualification)

Unit 2: Imperial Image

Written exam, 1 hour 45 minutes (30% of the qualification)

Unit 3: Greek Religion

Written exam, 1 hour 45 minutes (30% of the qualification)



Creative Digital Media Production

Subject Teacher: Miss K Briggs
Exam Board: Pearson BTEC
Specification Code: 601/7467/5

What qualification will I achieve?

This is a single option course leading to a BTEC Level 3 National Extended Certificate in Creative Digital Media Production after two years.

Course content

The course is aimed at post-16 learners with an interest in the creative digital production industries. The course is designed to be flexible to appeal to those who may wish to progress to higher education and employment possibly in the media industries, as part of a programme of study alongside other BTEC Nationals or A Levels.

Unit 1 – Media Representations

You will consider how different media representations are constructed by media producers to create meaning, messages and values.

Unit 4 – Pre-Production Portfolio

You will study the requirements of planning and delivering a digital media product, carrying out essential pre-production tasks and creating a pre-production portfolio.

Unit 8 – Responding to a Commission

This unit considers the commissioning process and how media producers respond to clients by generated ideas using a range of skills.



Unit 10 – Film Production (Fiction)

This unit will focus on the process of producing a short narrative film or film extract that uses generic conventions.

Unit 10 will be chosen as it works well in co-ordination with the mandatory learning on Media Representations and Pre-Production Portfolio.

Learning and assessment styles

Two of the units (Pre-Production Portfolio and Film Production) are assessed via traditional BTEC assignment briefs. These are internally set and marked (as pass, merit or distinction) and then externally verified by a subject specialist at the exam board. The majority of work produced for assignments is written coursework. Media tends to involve the production of detailed and annotated research pieces, a full log of production documentation and then the creation of a fully edited and evaluated short film.

The remaining two units are externally assessed. In the case of the Media Representation unit, all learners take an exam (on-screen) at a set time period in the academic year. This exam lasts two hours and is marked by the board. For the Responding to a Commission unit, students take an online assessment during a defined window of opportunity during the academic year. Here they must demonstrate their understanding through the full completion of a vocational task/simulation under teacher supervision. There will be a pre-release pack of material to help prepare for the assessment and then it is undertaken over a five-hour period.

As well as developing creativity and learning digital moving image production skills, this BTEC qualification encourages cognitive and problem-solving, intrapersonal and interpersonal skills. Lessons rely on the students' abilities to work efficiently and effectively in a range of dynamics and the very best marks are awarded for work that is at a near-professional standard.

Units are marked at pass, merit and distinction grades. The unit grades are then added together to calculate the overall grade: pass, merit, distinction, or distinction*.

Assessment Details

Unit 1 – Media Representations

On-screen exam consisting of short and long answer questions, 2 hours, 25% of the overall qualification

Unit 4 – Pre-Production Portfolio

Internal assessment, 25% of the overall production

Unit 8 – Responding to a Commission

Externally assessed task comprising of research and completing an assessment, 33% of the overall qualification

Unit 10 – Film Production (Fiction)

Internal assessment, 17% of the overall qualification



Design and Technology: Product Design

Curriculum Leader: Mr M Wilde
Exam Board: Edexcel
Specification Code: 9DT0

Summary

Product Design offers an exciting and creative course aimed at students who have a passion for designing, engineering and manufacturing. Students will develop a clear understanding of what it means to be a designer and respond to design problems in a manner that reflects the design industry. The course will allow students to develop their ideas into a 3D outcome using the workshop and facilities within the Design and Technology department. Students will learn about the application of materials and processes used in design and manufacturing industries, as well as the gaining and understanding of the social and moral responsibilities of designers and manufacturers. The course develops students' abilities in many areas; for example, it teaches students to approach design tasks in a similar manner to a professional designer/engineer. The course also deals with a wide and interesting range of theory topics associated with product design, ranging from the understanding of materials and their properties to using design technologies.

It is recommended that students have experience of Design and Technology at GCSE level and are able to apply mathematical skills to solve design-related problems.

Learning and assessment styles

A genuine enthusiasm for design is the main requirement of the course. Students will undoubtedly be involved in assessed tasks that focus on creative problem-solving and practical workshop activities. Students will be able to apply the theory and knowledge of the principle of design and technology to solve design-based problems. They will also be required to respond to a range of questioning techniques including short response questions, open response questions, questions that involve interpreting and presenting design information as well as extended writing questions.

Learning Styles

There is a significant element of independent learning, demonstrated through the coursework element. Creative problem solving through design and research; practical workshop-based activities will provide the core of this particular element. Analytical skills are used to understand products and material selection within the exam and throughout the coursework. The design nature of the course is particularly suited to learners of a visual and kinaesthetic nature.



Assessment Styles

Design and Technology: Product Design is a two-year, single A Level qualification. The course comprises of two components: a single exam paper and a single non-examined assessment task (NEA). This is the title for what used to be referred to as coursework. The non-examined design assessment task is written (with guidance) by the student and allows them a fantastic opportunity to independently design and make a product that is completely individualised.

The exam paper is a two-and-a-half-hour single paper that assesses the students' knowledge of 'the principles of design and technology'. The paper includes calculations, short-open and open-response questions, interpreting design information as well as extended-writing questions. Maths skills now contribute to the overall qualification and are assessed using the exam paper.

Course content

Component 1: Principles of Design and Technology

1. Materials
2. Performance characteristics of materials
3. Processes and techniques
4. Digital technologies
5. Factors influencing the development of products
6. Effects of technological developments
7. Potential hazards and risk assessment
8. Features of manufacturing industries
9. Designing for maintenance and the cleaner environment
10. Current legislation
11. Information handling, modelling and forward planning
12. Further processes and techniques

Component 2: Independent Design and Make Project

Students will produce a substantial design, make and evaluate project which consists of a portfolio and a prototype.

There are four parts to the assessment covering the identification of a design problem, developing the design, making the prototype and evaluating both the design and the final prototype.

The investigation report is internally assessed and externally moderated.

Assessment Details

Component 1: Principles of Design and Technology

Written exam, 2 hours 30 minutes, 120 marks (50% of the qualification)

Component 2: Independent Design and Make Project

Non-examined assessment, 120 marks (50% of the qualification)



Drama and Theatre Studies

Curriculum Leader: Miss E Macdonald

Exam Board: Edexcel

Specification Code: 9DR0

Summary

The Drama A Level focuses on the practical exploration of performance texts, including exploring them in the light of the work of theatre practitioners. The performance texts that will be studied for the exam will require students to articulate how they would perform in certain roles, design for certain scenes and interpret a text for performance, putting practical work at the heart of the specification.

Learning and assessment styles

The course is composed of coursework, a performance exam and a written exam. Students will need to demonstrate their ability through performance, practical work during lessons, evaluative written coursework and during a 2 hour 30 minutes written exam. Much of the learning will be practical, and it is vital that students keep organised and reflective notes which track their learning.

If Drama or Performing Arts have not been taken as an option we would accept students with practical performance experience as part of either Youth Theatre or a similar extra-curricular performance group. We would want to speak with these applicants to ensure that they understand the performance requirements of this course and the nature of the collaborative work required.



Course content

The course will cover:

Component 1: Devising

- Devise an original performance piece.
- Use one key extract from a performance text and a theatre practitioner as stimuli.
- A written portfolio which analyses and evaluates the process and performance.
- Performer or designer routes available.

Component 2: Text in Performance

- Performance to a visiting examiner.
- A group performance/design realisation of one key extract from a performance text.
- A monologue or duologue performance/design realisation from one key extract from a different performance text.
- Performer or designer routes available.

Component 3: Theatre Makers in Practice

- 2 hour 30 minutes exam.
- Live theatre evaluation.
- Practical exploration and study of a complete text – focusing on how this can be realised for performance.
- Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be reimaged for a contemporary audience.

Assessment Details

Component 1

Coursework, 80 marks (40% of the qualification)

Component 2

Performance examination, 60 marks (20% of the qualification)

Component 3

Written examination, 2 hours 30 minutes, 80 marks (40% of the qualification)



Economics

Subject Teacher: Mr P Keay
Exam Board: Edexcel
Specification Code: 9ECO

Summary

The Economics A Level is studied over two years with exams held at the end of the course. Economics is a prestigious A Level, regarded very well by universities and employers. The average pay of an economics graduate, five years after graduation, is second only to medicine.

Through studying economics you will gain a greater understanding of the world around you. The scope of the subject covers issues such as:

- What will the economic consequences of Brexit be?
- Should the more affluent support those on low incomes?
- Why do professional footballers earn such high salaries?
- Why are university students required to pay tuition fees?
- Do rich countries help or hinder the development of poor countries?
- Are carbon taxes the best way to manage global warming?

Learning and assessment styles

Economics requires the ability to debate, discuss and evaluate; an awareness of current affairs (see @EconomicsQEHS on Twitter); essay writing skills; the ability to describe chains of reasoning; and basic maths skills for interpretation of graphs, statistics and percentage calculations. Economics requires you to piece together all you have learnt over the two years.

Course content

Year 12 – Theme 1: Introduction to markets and market failure (microeconomics)

This theme focuses on microeconomic concepts. Students will develop an understanding of:

- nature of economics
- how markets work
- market failure
- government intervention



Year 12 – Theme 2: The UK economy – performance and politics (macroeconomics)

This theme focuses on macroeconomic concepts. Students will develop an understanding of:

- measures of economics performance
- aggregate demand
- aggregate supply
- national income
- economic growth
- macroeconomic objectives and policy

Year 13 – Theme 3: Business behaviour and the labour market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics.

Students will develop an understanding of:

- business growth
- business objectives
- revenues, costs and profits
- market structures
- labour market
- government intervention

Year 13 – Theme 4: A global perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:

- international economics
- poverty and inequality
- emerging and developing countries
- the financial sector
- role of the state in the macroeconomy

Assessment Details

Paper 1: Markets and Business Behaviour – written exam, 2 hours, 100 marks (35% of the qualification)

Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3. The paper comprises three sections with a range of questions: multiple choice, short answer, data response and extended open response.

Paper 2: The National and Global Economy – written exam, 2 hours, 100 marks (35% of the qualification)

Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4. The paper comprises three sections with a range of questions: multiple choice, short answer, data response and extended open response.

Paper 3: Microeconomics and Macroeconomics – synoptic written exam, 2 hours, 100 marks (30% of the qualification)

Paper 3 will assess content across all four themes. Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes. The paper comprises two sections, with each featuring one data response question broken down into a number of parts.



English Literature

Curriculum Leader: Mrs H Howard

Exam Board: AQA

Specification Code: 7712

Summary

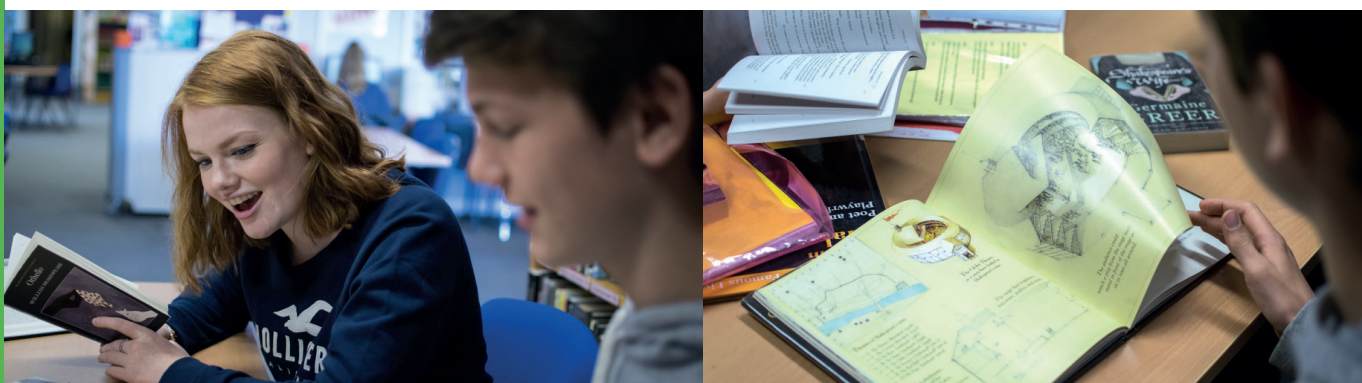
The English Literature A Level is studied over two years, with exams held at the end of the course.

We believe A Levels prepare students for university study, and engage and enthuse aspiring students of English literature. The course aims to develop skills of literary analysis through creative engagement with a range of prose, poetry and drama texts. At the same time, students will gain a deeper understanding of the heritage and changing traditions of literature in English.

Learning and assessment styles

For A Level English Literature in particular, we believe there is clear continuity from GCSE English Literature in such areas as the comparative study of texts, Shakespeare and exploration of the unseen. This course is rigorous, stimulating and challenging yet allows freedom of textual selection as well as elements of independent study. The freedom within the coursework component allows students to pursue more detailed work in a field of particular personal interest, offering excellent preparation for study at undergraduate level.

Besides being something worthy of study for its own sake, English Literature develops qualities of imagination, empathy and insight into the power of language and texts.



Course content

The course comprises:

Paper 1: Love through the ages

Study of three texts: one poetry and one prose text (one of which is pre-1900), and one Shakespeare play. Currently we are studying *Othello* and *Wuthering Heights*.

The written exam has three sections:

- Section A: Shakespeare – extract with linked question
- Section B: Unseen Poetry – compulsory question with two unseen poems
- Section C: Comparing Texts – one essay linking two texts (open book)

Paper 2: Texts in shared contexts – *World War I and its aftermath*

Texts:

- *Birdsong* by Sebastian Faulks
- *My Boy Jack* by David Haig
- *The Oxford Book of War Poetry* edited by Jon Stallworthy

The written exam has two sections:

- Section A: one set text essay
- Section B: one compulsory question on an unseen extract, and one essay question linking the two texts

The exam is open book.

Non-Examined Assessment (coursework)

Comparative critical study of two texts, one of which must be pre-1900.

Assessment Details

Paper 1: Love through the ages

Written exam, 3 hours, 75 marks (40% of the qualification)

Paper 2: Texts in shared contexts

Written exam, 2 hours 30 minutes, 75 marks (40% of the qualification)

Non-Examined Assessment

One extended essay: 2,500 words and a bibliography, 50 marks (20% of the qualification)



Geography

Curriculum Leader: Ms R Booth

Exam Board: Edexcel

Specification Code: 9GEO

Summary

There has never been a more exciting time to study A Level Geography. It helps explain much of what is going on in the world right now, from climate change and natural disasters to the growth of emerging economies and the impacts of globalisation. Our geographers are encouraged to embrace new digital technologies and media in both their class and fieldwork, developing the knowledge and practical skills relevant to a wide range of future employer needs.

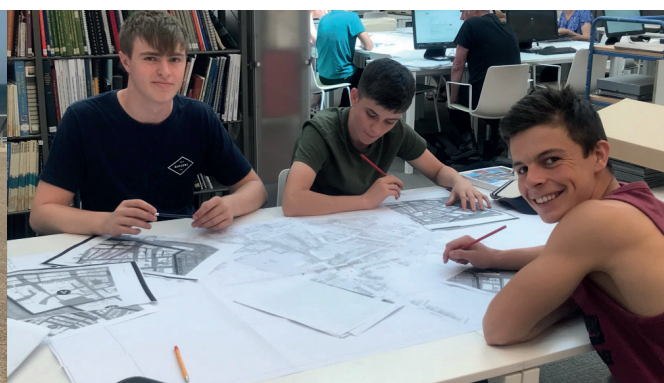
This is a challenging and exciting course. Students will develop and apply their understanding of geographical concepts and processes to interpret our constantly changing world. They will deepen their understanding of the complexity of interactions within and between societies, economies, cultures and environments at scales from local to global. They will develop as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Learning and assessment styles

Students will learn through a variety of strategies including group presentation work, report writing, independent research, discussions and debates. They will also undertake practical fieldwork during a residential fieldtrip to Blackpool.

Assessment is 80% examinations and 20% coursework:

- Papers 1 and 2 will include short open, open response and resource-linked questions worth 4 and 6 marks and also 12- and 20-mark extended questions requiring students to assess and evaluate.
- Paper 3 will be based upon a resource booklet containing information about a specific geographical issue. The questions will draw synoptically on knowledge and understanding from compulsory content across the A Level course with a range of questions worth between 6–24 marks.
- The coursework assessment consists of a 3000–4000 written report that will be internally assessed and externally moderated.



Course content

Paper 1 (Paper code 9GEO/01)

- Tectonic Processes and Hazards
- Coastal Landscape Systems, Processes and Change
- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security
- Climate Change Futures

Paper 2 (Paper code 9GEO/02)

- Globalisation
- Regenerating Places
- Superpowers
- Migration, Identity and Sovereignty

Paper 3 (Paper code 9GEO/03)

Synoptic investigation based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas:

- Players
- Attitudes and actions
- Futures and uncertainties

Coursework: Independent Investigation (9GEO/04)

Students will devise a question or issue for investigation based on their residential fieldtrip to Blackpool/Lytham St Annes which takes place in the summer term of Year 12. The investigation will incorporate fieldwork data and their own research and/or secondary data. The investigation report will evidence independent analysis and evaluation of both quantitative and qualitative data, presentation of data findings and extended writing.

Assessment Details

Paper 1

Written exam, 2 hours, 90 marks (30% of the qualification)

Paper 2

Written exam, 2 hours, 90 marks (30% of the qualification)

Paper 3

Written exam, 1 hour 45 minutes, 60 marks (20% of the qualification)

Coursework

Written report, 3000–4000 words, 60 marks (20% of the qualification)



Health and Social Care

Curriculum Leader: Mr C Scott

Exam Board: Pearson BTEC

Specification Code: 601/7197/2

What qualification will I achieve?

This is a single option course leading to a BTEC Level 3 National Extended Certificate (equivalent to one A Level) after two years.

Course content

This course is aimed at students who are interested in working in the health, social and early years professions. It is a broad, flexible qualification that will provide a basis for further study in higher education, training or employment.

Students will undertake the following units:

Unit 1 – Human Lifespan Development

You will cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing.

Unit 2 – Working in Health and Social Care

You will explore what it is like to work in the health and social care sector, including the roles and responsibilities of workers and organisations.



Unit 5 – Meeting Individual Care and Support Needs

You will focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines.

Unit 14 – Physiological Disorders and their Care

You will explore types of physiological disorders, the procedures for diagnosis, and the development of a treatment plan and provision of support for service users.

Learning and assessment styles

As this course is a mixture of coursework and exams, you will need to be well organised and able to meet deadlines. You need to be prepared to work closely with your teachers to improve the standard of your work. Units are marked at pass, merit and distinction grades. The unit grades are then added together to calculate the overall grade: pass, merit, distinction, or distinction*.

Assessment Details

Unit 1 – Human Lifespan Development

Written exam, 1 hour 30 minutes, 25% of the overall qualification

Unit 2 – Working in Health and Social Care

Written exam, 1 hour 30 minutes, 33% of the overall qualification

Unit 5 – Meeting Individual Care and Support Needs

Two-part task comprising of research and a written piece, 25% of the overall qualification

Unit 14 – Physiological Disorders and their Care

Coursework, 17% of the overall qualification



History

Curriculum Leader: Mrs L Hodgson

Exam Board: AQA

Specification Code: 7042

Summary

The History A Level is studied over two years with exams held at the end of the course.

History, according to essayist and Oxford professor Richard Cobb, is 'a cultural subject, enriching in itself'; and enquiry into the past is an intellectually stimulating, varied and enjoyable experience. However, the value of the subject goes beyond its intrinsic merits as historical questions are of considerable social importance as they encourage an informed and responsible scepticism which can be applied to a wide range of contemporary areas and issues.

Learning and assessment styles

History requires abstract thinking, interpretation of evidence, the ability to formulate and express a balanced argument and the ability to make judgements regarding the validity of different historical perspectives. Above all, however, is the need to have an intellectual curiosity about the complexities of the lives of the people in both America and Britain over the last one hundred and fifty years. Assessment consists of both examined units, which require students to answer a range of essay-based questions, and an individual historical investigation which takes the form of an extended essay.



Course content

The course will cover:

Component 1K: The Making of a Superpower: USA, 1865–1975

The reasons behind USA's emergence as a superpower in the 20th century and its continued dominance in that role: how did a country torn apart by civil war rise to world power by the middle of the twentieth century? In answering this question you will study the social, political and economic developments that took place in the USA between 1865 and 1975 and will be able to comprehend how the USA remains so dominant on the world stage today.

Component 2S: The Making of Modern Britain, 1951–2007

To consolidate your understanding of the later 20th century you will also study in depth the key political, economic, social and international changes which helped to mould Britain into the country in which you live today. The impact of key events such as the Suez Crisis, decolonisation and the Falklands War will be studied as well as the impact of key figures such as Harold Wilson, Margaret Thatcher and Tony Blair.

Component 3: Historical Investigation

This will enable you to broaden your historical understanding and skills by focusing on the turbulent period of 17th century British history.

Assessment Details

Component 1K – Breadth Study

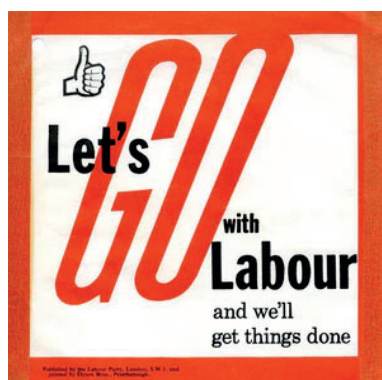
Written examination, 2 hours 30 minutes (40% of the qualification)

Component 2S – Depth Study

Written examination, 2 hours 30 minutes (40% of the qualification)

Component 3

Coursework unit (20% of the qualification)



Information Technology

Curriculum Leader: Mr O Williams

Exam Board: Pearson BTEC

Specification Code: 601/7575/8

What qualification will I achieve?

This is a single option course leading to a BTEC Level 3 National Extended Certificate (equivalent to one A Level) after two years.

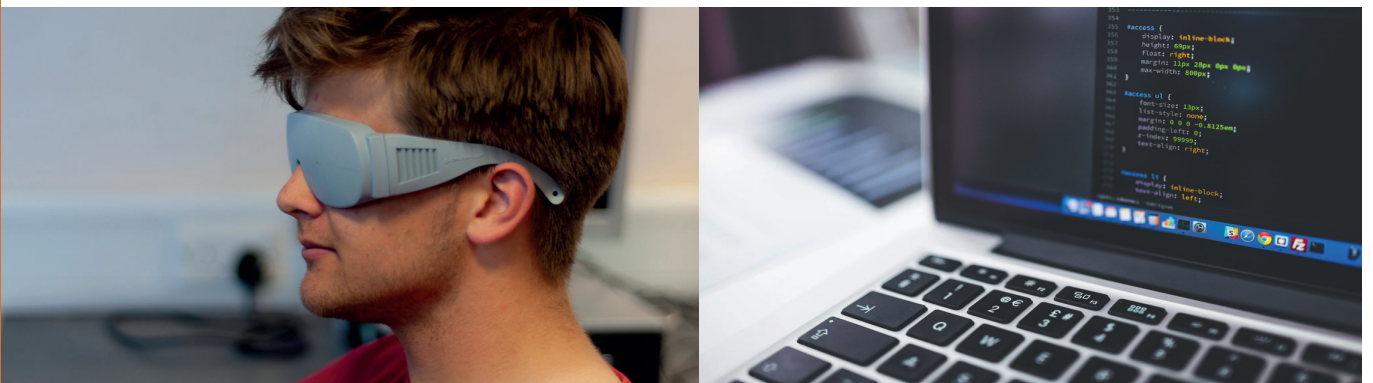
Course content

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

Students will undertake the following units:

Unit 1 – Information Technology Systems

You will study the role of computer systems and the implications of their use in personal and professional situations.



Unit 2 – Creating Systems to Manage Information

This unit will assess your ability to design, create, test and evaluate a relational database system to manage information.

Unit 3 – Using Social Media in Business

You will explore how businesses use social media to promote their products and services. You will also implement social media activities in a business to meet requirements.

Unit 6 – Website Development

You will investigate website development principles, designing and developing a website using scripting languages.

Learning and assessment styles

As this course is a mixture of coursework and exams, you will need to be well organised and able to meet deadlines. You need to be prepared to work closely with your teachers to improve the standard of your work. Units are marked at pass, merit and distinction grades. The unit grades are then added together to calculate the overall grade: pass, merit, distinction, or distinction*.

Assessment Details

Unit 1 – Information Technology Systems

Written exam, 2 hours, 33% of the overall qualification

Unit 2 – Creating Systems to Manage Information

Controlled assessment, marked externally, 25% of the overall qualification

Unit 3 – Using Social Media in Business

Coursework, 25% of the overall qualification

Unit 6 – Website Development

Coursework, 17% of the overall qualification



Mathematics

Curriculum Leader: Ms R Alpin

Exam Board: OCR

Specification Code: H240

Summary

Through studying maths you will develop your understanding of the subject in a way that promotes confidence and fosters enjoyment. It will extend your range of mathematical skills and techniques in order to use them in more difficult, unstructured problems. The syllabus will cover issues such as:

- How to calculate a gradient at a single point.
- What exactly is calculus and why is it useful?
- Where does the sine curve come from?
- Can you use infinity in a calculation?
- How to cope with big data sets.

Learning and assessment styles

Maths requires abstract thinking; there is a progression of material through all levels, building on the knowledge, understanding and skills established at GCSE. Students will acquire the skills needed to use appropriate technology, such as graphical calculators, which we recommend A Level students have; they will have an opportunity to purchase one through the Maths Department at the beginning of the course.

Assessment is all exam-based with three exams taken at the end of Year 13. The three exams have a gradient of difficulty throughout each section of the papers and consist of a mix of short and long questions.

You will be able to closely monitor your progress during the course through topic tests. In addition to support from their class teachers, students can make use of a study support session every Wednesday lunchtime and after school.



Course content

Component 1: Pure Mathematics

- Proof
- Algebra and Functions
- Coordinate Geometry in the x-y Plane
- Sequences and Series
- Trigonometry
- Exponentials and Logarithms
- Differentiation
- Integration
- Numerical Methods
- Vectors

Component 2: Pure Mathematics and Statistics

- Statistical Sampling
- Data Presentation and Interpretation
- Probability
- Statistical Distributions
- Statistical Hypothesis Testing

Component 3: Pure Mathematics and Mechanics

- Quantities and Units in Mechanics
- Kinematics
- Forces and Newton's Laws
- Moments

Assessment Details

Component 1: Pure Mathematics

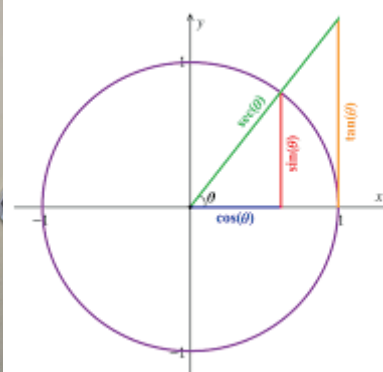
Written exam, 2 hours, 100 marks (⅓ of the overall qualification)

Component 2: Pure Mathematics and Statistics

Written exam, 2 hours, 100 marks (⅓ of the overall qualification)

Component 3: Pure Mathematics and Mechanics

Written exam, 2 hours, 100 marks (⅓ of the overall qualification)



Modern Foreign Languages: French, German, Spanish

Curriculum Leader: Mrs L Bevan

Exam Board: AQA

Specification Code: French – 7652
German – 7662
Spanish – 7692

Summary

Through studying modern foreign languages, you will gain greater knowledge of the grammatical principles underpinning the language, in addition to which you will have the opportunity to extend your vocabulary in order to process information which falls under topics in the following areas:

- Social issues and trends.
- Political and/or intellectual and/or artistic culture.

You will also be encouraged to participate in our highly successful exchange visits.

Learning and assessment styles

Assessment is all exam-based, and in similar ways to GCSE, you will be expected to write and speak in the target language and listen to texts based on the themes covered in each course.



Course content

French	German	Spanish
Theme 1 - Social issues and trends: Evolving society in France <ul style="list-style-type: none"> • Changing family structures • Education • The world of work 	Theme 1 - Social issues and trends: Evolving society in Germany <ul style="list-style-type: none"> • Natural living • Education • The world of work 	Theme 1 - Social issues and trends: Evolving society in Spain <ul style="list-style-type: none"> • Changing family structures • Impact of tourism • The world of work
Theme 2 - Political and/or intellectual and/or artistic culture in Francophone countries <ul style="list-style-type: none"> • Music • Media • Festivals and traditions 	Theme 2 - Political and/or intellectual and/or artistic culture in the German speaking world <ul style="list-style-type: none"> • Music • Media • Festivals and traditions 	Theme 2 - Political and/or intellectual and/or artistic culture in the Spanish speaking world <ul style="list-style-type: none"> • Music • Media • Festivals and traditions
Theme 3 - Social issues and trends: Immigration and the French multicultural society <ul style="list-style-type: none"> • Integration and multiculturalism • Rise of far right 	Theme 3 - Social issues and trends: Immigration and the German multicultural society <ul style="list-style-type: none"> • Integration and multiculturalism • Economic and social impact of immigration 	Theme 3 - Social issues and trends: Immigration and the Spanish multicultural society <ul style="list-style-type: none"> • Integration and multiculturalism • Historical and contemporary immigration
Theme 4 - Political and/or intellectual and/or artistic culture: The Occupation and Resistance <ul style="list-style-type: none"> • The Occupation • The Resistance 	Theme 4 - Political and/or intellectual and/or artistic culture: German reunification <ul style="list-style-type: none"> • Society in the German Democratic Republic (GDR) before reunification • Germany since reunification 	Theme 4 - Political and/or intellectual and/or artistic culture: The Franco dictatorship and transition to democracy <ul style="list-style-type: none"> • The Franco dictatorship • From dictatorship to democracy

Assessment Details (for all three Languages courses)

Paper 1: Listening, Reading and Translation

Written exam, 1 hour 50 minutes (64 marks, 40% of the qualification)

Paper 2: Written Response to Works and Translation

Written exam, 2 hours 40 minutes (48 marks, 30% of the qualification)

Paper 3: Speaking

Oral exam, 21–23 minutes including 5 minutes' preparation (48 marks, 30% of the qualification)



Music Performance

Curriculum Leader: Mr P Seago

Exam Board: Pearson BTEC

Specification Code: 601/7090/6

What qualification will I achieve?

This is a single option course leading to a BTEC Level 3 National Extended Certificate in Music Performance (equivalent to one A Level) after two years.

Course content

If you wish to develop your performance skills as a player or singer then this course is a very practical way to become a stronger performer and all-round musician.

There will be support with learning how to read music and compose simple songs as part of the course. If you already write songs even without understanding of notation, then this is going to make your compositions stronger.

The performance aspect is both as a soloist and in group situations, therefore the ability to work well with other keen musicians is part of the requirements. A willingness to perform in front of others is essential, but is also a skill to be developed during the course.

In addition to developing as a musician there is a taught and examined unit on how to prepare for a life as a freelance musician. This focuses on how to make yourselves employable and gives you an understanding of the practical aspects of being self-employed.



Unit 1 – Practical Music Theory and Harmony (internally assessed)

You will develop knowledge and understanding of music theory and harmony, and apply your understanding in practical scenarios.

Unit 2 – Professional Practice in the Music Industry (externally assessed)

You will explore what it is that makes someone a professional in the music industry and how to put forward a bid for work.

Unit 3 – Ensemble Music Performance (externally assessed)

You will work as part of a musical ensemble and develop your skills and techniques in rehearsal and performance.

Unit 6 – Solo Performance (internally assessed)

You will explore the preparation and performance of music as a soloist before performing in front of an audience.

Learning and assessment styles

As this course is a mixture of coursework and exams, you will need to be well-organised and able to meet deadlines. You need to be prepared to work closely with your teachers to improve the standard of your work. Units are marked at pass, merit and distinction grades. The unit grades are then added together to calculate the overall grade: pass, merit, distinction, or distinction*.

Assessment Details**Unit 1 – Practical Music Theory and Harmony**

Coursework, 25% of the overall qualification

Unit 2 – Professional Practice in the Music Industry

A written task set and marked externally and completed in a supervised assessment period of five hours, 25% of the overall qualification

Unit 3 – Ensemble Music Performance

A written task set and marked externally and completed in a supervised assessment period of two hours plus a performance video, 33% of the overall qualification

Unit 6 – Solo Performance

Coursework, 17% of the overall qualification



Philosophy

Curriculum Leader: Mr D Jones

Exam Board: AQA

Specification Code: 7172

Summary

Philosophy is the study of ultimate questions. What can I know about the world? How can I know what is right and wrong? What is the mind and is it the same as the brain? We all live our lives according to personal philosophies; for example, we react when our individual rights are abused, but rarely take the time to ask why we have rights or where they come from.

A Level Philosophy uses the tools of logic and reason to analyse the arguments on these and many other questions. It teaches critical thinking, close reading, clear writing, and logical analysis, which is why it is valued by many professions such as law, journalism, local/national government, and marketing.

Studying philosophy at A Level:

- Considers profound human questions
- Teaches the skills of rational argument
- Encourages open debate
- Promotes independent thinking

Learning and assessment styles

Philosophy requires learning through discussion, individual research and wider reading. You must be prepared for some deep thinking!

Assessment is exam-based. Exams have 3-, 5- and 12-mark questions that test your knowledge and understanding. There are also 25-mark essay questions that require you to construct a balanced philosophical argument on a question such as 'is it ethnically justified to use animals for food?'



Course content

Unit 1

Section A: Epistemology

Key questions include:

- What can I be sure that I know?
- Are the senses a reliable source of knowledge or must true knowledge depend only on reasoning inside our brains?

Section B: Moral Philosophy

Key questions include:

- Is right and wrong always just a matter of opinion?
- What matters more, the motive or the consequences of your actions?
- Is it wrong to take pleasure in killing whilst playing video games?

Unit 2

Section A: Philosophy of Religion

Key questions include:

- How can we define God?
- Is the existence of suffering compatible with the existence of God?
- Why is there something rather than nothing at all?

Section B: Philosophy of Mind

Key questions include:

- Is the mind separate from the body?
- Is the mind the same as the brain?
- What is consciousness and where does it come from?

Assessment Details

Unit 1

Written exam, 3 hours, 100 marks (50% of overall qualification)

Unit 2

Written exam, 3 hours, 100 marks (50% of overall qualification)



Physical Education

Curriculum Leader: Mr C Scott

Exam Board: OCR

Specification Code: H555

Summary

Through studying A Level Physical Education you will have the opportunity to learn more about the sporting environment.

The subject is really three academic disciplines in one package: physiology, psychology and sociology in the sporting environment. The course will allow students to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to evaluate and improve performance.
- Understand how physiological factors link to performance.
- Understand the psychological factors that can impact on a sports performer and how these can be used to enhance performance.
- Understand the key socio-cultural factors that influence people's involvement 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.

Learning and assessment styles

Physical Education requires the learning, retention and retrieval of key concepts both scientific and humanity based. Successful candidates possess the capacity to link the key concepts in a practical context.

Candidates also need to be able to perform or coach effectively in one practical activity. The ability to analyse the performance of another individual, and to provide a verbal critique, including ideas to develop the performance, are also assessed.

Assessment is exam and performance based (as specified below). Exam questions include short answer questions and extended written responses.



Course content

The course will cover:

Component 1 - Physiological Factors Affecting Performance

- Applied anatomy and physiology.
- Exercise physiology.
- Biomechanics.

Component 2 - Psychological Factors Affecting Performance

- Skill acquisition.
- Sports psychology.

Component 3 - Socio-Cultural Issues in Physical Activity and Sport

- Sport and society.
- Contemporary issues in physical activity and sport.

Component 4 - Performance in Physical Education

- Performance or Coaching.
- Evaluation and Analysis of Performance for Improvement (EAPI).

Assessment Details

Component 1

Written paper, 2 hours (90 marks, 30% of the qualification)

Component 2

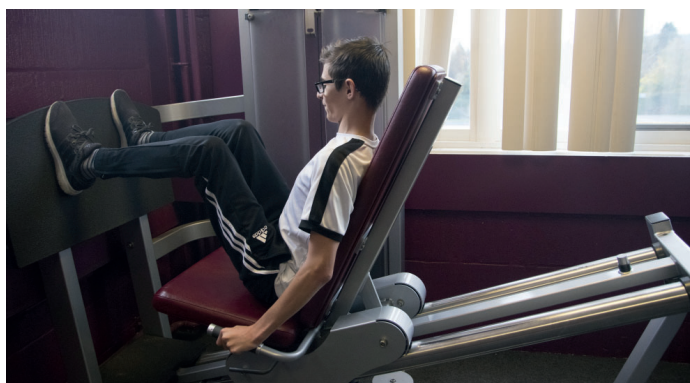
Written paper, 1 hour (60 marks, 20% of the qualification)

Component 3

Written paper, 1 hour (60 marks, 20% of the qualification)

Component 4

Non-exam assessment (60 marks, 30% of the qualification)



Physics

Curriculum Leader: Mrs C Wright

Exam Board: AQA

Specification Code: 7408

Summary

The Physics A Level is studied over two years with exams held at the end of the course. The A Level Physics course is an innovative course; it provides a distinctive structure within which students learn both about fundamental physical concepts and about the applications of physics in everyday and technological settings. You will find out how physics is practised and used today, as well as see the usefulness of the subject and understand the impact which discoveries in physics have had on the way people live. It is designed to provide a sound understanding and knowledge of physics whilst developing a range of other skills, including investigative skills, research skills and the ability to learn independently.

Learning and assessment styles

Physics requires abstract thinking and problem solving. Maths is an essential tool of the physicist. In Year 12, students will need to be able to rearrange and solve equations and draw and interpret graphs, including calculating gradients. In Year 13, the mathematical requirements increase and therefore students taking physics at A Level should also opt to take maths at A Level.

The development of experimental and investigative skills is also fundamental to the A Level course. Students will be required to complete 12 practical activities over the two years. This will then provide evidence for the award of the practical endorsement (reported separately to the A Level grade as a pass or fail).



Course content

The course will cover:

- Practical skills, including errors and uncertainty (during both Years 12 and 13)

Year 12

- Particle physics, photons and quantum physics
- Wave properties, interference and optics
- Forces, moments, speed, velocity, momentum and energy
- The behaviour of materials
- Electric current and DC circuits

Year 13

- Circular motion, oscillations, thermal physics and the behaviour of gases
- Gravitational, electric and magnetic fields
- Radioactivity and nuclear energy
- One additional unit, chosen from astrophysics, medical physics, engineering physics, turning points in physics and electronics

Assessment Details

Paper 1: Year 12 content (plus circular motion and oscillations)

Written exam, 2 hours, short and long answer questions plus multiple choice (34% of the qualification)

Paper 2: Year 13 content (apart from circular motion and oscillations and the optional unit)

Written exam, 2 hours, short and long answer questions plus multiple choice (32% of the qualification)

Paper 3: Practical skills, data analysis and the additional unit

Written exam, 2 hours, short and long answer questions plus multiple choice (34% of the qualification)

Practical endorsement in physics – A separate award (pass or fail) dependent on the successful completion of the 12 required practical activities.



Psychology

Subject Leader: Mrs C Haigh
Exam Board: AQA
Specification Code: 7182

Summary

The Psychology A Level is studied over two years with exams held at the end of the course.

Psychology is the scientific study of how people behave and how their minds work. It is concerned with understanding the experience and behaviour of humans. It is classed as a science.

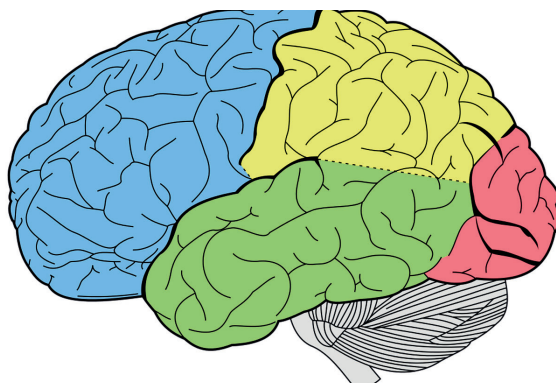
A Level Psychology is an excellent introduction to the study of human behaviour and can lead to a range of interesting careers and courses of further study including cognitive neuroscience, and educational and clinical psychology.

The course will focus on:

- Developing a wide range of psychological knowledge across a range of topics, such as social influence, cognition and psychopathology.
- Developing an appreciation of science investigation across the course by critically evaluating the strengths and limitations of various research methodologies.
- The development of knowledge and understanding of psychological concepts, theories and studies.
- Developing skills of analysis, evaluation and application of psychological theories, studies and concepts.
- Demonstrating an appreciation of ethical issues associated with all areas of psychological research.

Learning and assessment styles

Students are required to apply critical thinking; the ability to interpret and apply relevant knowledge to particular questions; analysis and evaluative skills. Assessment is all exam based. Questions for each paper include shorter mark questions and extended writing in the form of essays.



Compulsory topics

- In addition, it is likely that students will study additional topics of forensic psychology, schizophrenia and gender.

Paper 3: Issues and options in psychology (covering topic 8 and additional topics)
Written exam, 2 hours (⅓ of the qualification)



Sociology

Subject Leader: Mrs C Haigh
Exam Board: AQA
Specification Code: 7192

Summary

The Sociology A Level is studied over two years with exams held at the end of the course.

Sociology offers students the chance to gain a better understanding of the society in which they live. It is a subject which challenges existing views and encourages critical thinking. Politics, including government policy, is integral to the course and this requires diverse learning resources such as newspapers, television and the internet. Sociology is an evidence-based subject. It considers different theoretical perspectives which are supported or refuted by research. If we know the cause of social problems the knowledge may be used to design social policies. Key questions which are investigated within the course are:

- What are the consequences of an ageing population?
- Why do more people get divorced?
- What are the reasons for domestic violence?
- Why are there inequalities in the education system?
- How does government policy impact on our education?
- Is religion in decline? Does religion cause conflict?
- Why do people join religious cults?
- Why is female crime on the increase?
- Are crime statistics reliable?
- What are the most effective methods of crime prevention and control?
- How has globalisation impacted on the types of crimes being committed?

Learning and assessment styles

Sociology requires critical thinking; the ability to interpret and apply relevant knowledge to particular questions; analysis and evaluation skills. Students are also required to carry out research and this includes a day at Newcastle Courts observing the judicial system in action.

Assessment is all exam based. Questions for each paper include shorter mark questions and extended writing in the form of essays. A short piece of stimulus material is provided in each exam which needs to be referred to in some of the questions.



Course content

The course will cover:

4.1 Education with theory and methods

- Education. We explore differential educational achievement of social groups by class, gender and ethnicity in contemporary society. We then consider the relationships and processes within schools and the significance of educational policies in society and the role and function of the education system.
- Methods in context. This area covers the key research methods we use in sociological research including: observations, experiments, interview and questionnaires, official statistics and documents. We consider the strengths and weaknesses of both qualitative and quantitative research. Students apply this knowledge to the study of education.

4.3 Crime and deviance with theory and methods

- Crime and deviance. We explore a whole range of topics in this field including the social distribution of crime and deviance by ethnicity, gender and class including recent trends. Other topics include crime control and prevention, globalisation and crime in contemporary society, the media, green crime, human rights and state crime.
- Theory and methods. The following areas are covered: structural and action theories, concepts of modernity and post-modernity, the extent to which sociology can be regarded as scientific, relationship between sociology and social policy and the debate about subjectivity, objectivity and value-freedom.

In addition, students will also study:

Topics in sociology

Option 1

- Families and households

Option 2

- Beliefs in society

Assessment Details

Paper 1: Education with theory and methods (assessing 4.1 Education)

Written exam, 2 hours ($\frac{1}{3}$ of the qualification)

Paper 2: Topics in sociology (assessing Topics in sociology option 1 and option 2 above)

Written exam, 2 hours ($\frac{1}{3}$ of the qualification)

Paper 3: Crime and deviance with theory and methods (assessing 4.3 Crime and deviance)

Written exam, 2 hours ($\frac{1}{3}$ of the qualification)



Sport & Physical Activity (Single)

Curriculum Leader: Mr C Scott

Exam Board: OCR

Specification Code: 05827

What qualification will I achieve?

The Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity (equivalent to one A Level) is achieved after two years of study. The exam board is OCR.

Course content

Unit 1 – Body systems and the effects of physical activity

In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport, and the effects that physical activity have on them.

Unit 2 – Sports coaching and activity leadership

This unit will give you an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of sports participants.

Unit 3 – Sports organisation and development

In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together.



Unit 8 – Organisation of Sports Events

This unit will allow you to develop the skills of planning, promoting and delivering a sports event; with a focus primarily on your individual role as well as working as part of a team and reflecting on your input and future personal development.

Unit 17 – Sports injuries and rehabilitation

This unit will teach you how to recognise and treat common sports injuries both immediately and through longer-term rehabilitation programmes, the possible psychological impacts of sports injuries and how to minimise the risk of sports injuries occurring in the first instance.

Learning and assessment styles

This course is a mixture of theory and practical units requiring students to study a wide range of sports related topics. As this course is a mixture of coursework and exams, you will need to be well organised and able to meet deadlines. You need to be prepared to work closely with your teachers to improve the standard of your work. Units are marked at pass, merit and distinction grades. The unit grades are then added together to calculate the overall grade: pass, merit, distinction, or distinction*.

Staff offer the students the opportunity to enhance their coaching skills by supporting lower school lessons and school clubs. Staff organise visits to sport facilities and encourage students to get involved in planning and organising school sport events.

Assessment Details**Unit 1 – Body systems and the effects of physical activity** (external assessment)

Written exam, 1 hour 30 minutes, 25% of the overall qualification

Unit 2 – Sports coaching and activity leadership

Coursework, 25% of the overall qualification

Unit 3 – Sports organisation and development (external assessment)

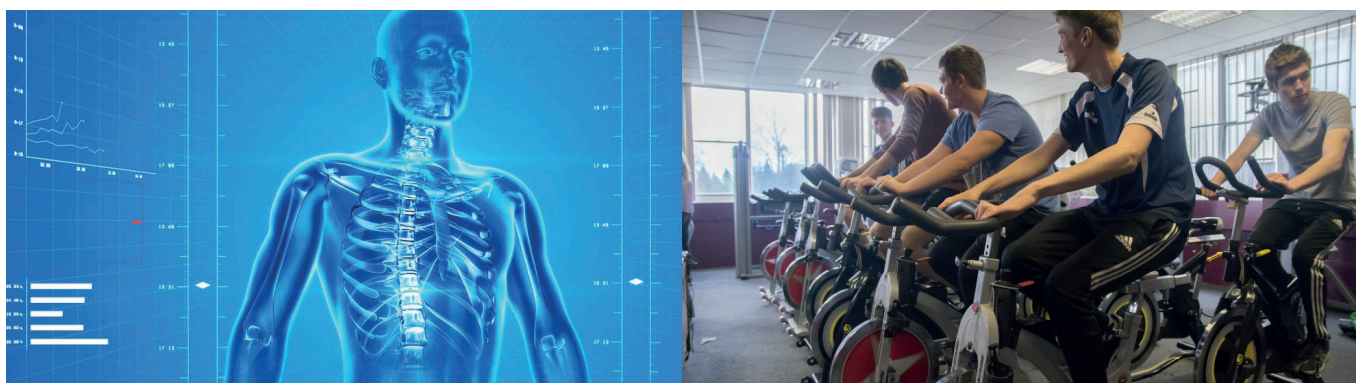
Written exam, 1 hour, 16⅔% of the overall qualification

Unit 8 – Organisation of Sports Events

Coursework, 16⅔% of the overall qualification

Unit 17 – Sports injuries and rehabilitation

Coursework, 16⅔% of the overall qualification



Sport & Physical Activity (Double)

Curriculum Leader: Mr C Scott

Exam Board: OCR

Specification Code: 05829

What qualification will I achieve?

This is a double option course leading to a Level 3 Cambridge Technical Diploma in Sport and Physical Activity (equivalent to two A Levels) after two years. The exam board is OCR.

Course content

QEHS students will follow the Sports Coaching pathway within the Diploma.

Unit 1 – Body systems and the effects of physical activity. In this unit you will gain an understanding of the structures and functions of the key body systems, how these support and impact performance in sport, and the effects that physical activity have on them.

Unit 2 – Sports coaching and activity leadership. This unit will give you an understanding behind the theory of what makes good sports coaches and activity leaders and methods that can be employed to improve the performance of sports participants.

Unit 3 – Sports organisation and development. In this unit you will gain an understanding of the organisations involved in sport in the UK, their roles and responsibilities and how they work together.

Unit 4 – Working safely in sport, exercise, health and leisure. Throughout the unit you will gain an understanding of key safety requirements to be able to ensure your own, and your clients' safety.

Unit 5 – Performance analysis in sport and exercise. This unit will give you the skills and knowledge required to carry out performance profiling and analysis, and deliver feedback to the performers in a manner that is suitable for them.



Unit 8 – Organisation of sports events. This unit is designed for you to develop skills in planning, promoting and delivering a sports event; with a focus primarily on your individual role, as well as working as part of a team and reflecting on your input and future personal development.

Unit 11 – Physical activity for specific groups. This unit will allow you to develop a knowledge and understanding of the different groups of individuals who would benefit physiologically, psychologically and sociologically from participating in physical activity and why these particular groups are targeted by initiatives.

Unit 13 – Health and fitness testing for sport and exercise. In this unit you will learn a range of fitness tests, what they test and the advantages and disadvantages of them. You will learn how to complete client consultations which will give you the background knowledge you need about a client to be able to plan and deliver appropriate fitness tests. You will then learn how to interpret the data acquired from fitness tests and how best to feed this back to the client, so they can go on to make informed decisions about their health and fitness training.

Unit 17 – Sports injuries and rehabilitation. This unit will teach you how to recognise and treat common sports injuries both immediately and through longer-term rehabilitation programmes, the possible psychological impacts of sports injuries and how to minimise the risk of sports injuries occurring in the first instance.

Unit 18 – Practical skills in sport and physical activities. This unit gives you the opportunity to participate in a number of different sports and outdoor activities which allows you to experience, first-hand, situations that participants you may later be coaching or leading will come across.

Unit 19 – Sport and exercise psychology. In this unit you will learn different motivations that people have for participating in sport and physical activity and how performance can be managed through an understanding of attribution theory, stress and group dynamics. You will also learn the impacts that participation in sport and physical activity can have on a person's mental health and wellbeing, whether an elite performer or a member of the general public.

Learning and assessment styles

This course is a mixture of theory and practical units requiring students to study a wide range of sports related topics. As this course is a mixture of coursework and exams, you will need to be well organised and able to meet deadlines. You need to be prepared to work closely with your teachers to improve the standard of your work. Units are marked at pass, merit and distinction grades. The unit grades are then added together to calculate the overall grade: pass, merit, distinction, or distinction*.

Staff offer the students the opportunity to enhance their coaching skills by supporting lower school lessons and school clubs. Staff organise visits to sport facilities and encourage students to get involved in planning and organising school sport events.

Assessment Details

Unit 1 – Body systems and the effects of physical activity (external assessment)
Written exam, 1 hour 30 minutes, 12.5% of the overall qualification

Unit 2 – Sports coaching and activity leadership
Coursework, 12.5% of the overall qualification

Unit 3 – Sports organisation and development (external assessment)
Written exam, 1 hour, 8⅓% of the overall qualification

Unit 4 – Working safely in sport, exercise, health and leisure (external assessment)
Written exam, 1 hour 30 minutes, 12.5% of the overall qualification

Units 5, 8, 13, 17, 18 and 19
Coursework, 8⅓% of the overall qualification

Unit 11 – Physical activity for specific groups
Coursework, 4⅔% of the overall qualification

Arts Award (Gold)

Arts Award Co-ordinator: Mr W Pym

Awarding Body: Trinity College London

Summary

The Arts Award is aimed at highly independent, creative young people who are 16–25 years old. It is an accredited course that is worth 16 UCAS points. The Award is facilitated and moderated by arts staff at QEHS and then externally moderated; as with the Extended Project Qualification (see page 71) there is a strong emphasis on independent further study and includes taking part in arts activities outside school with local and regional arts organisations, appropriate to the student's chosen art form.

Accreditation for the Award is via a portfolio of evidence of activity, not formally graded finished work. Students need to have competence in an art form, for example a GCSE in a particular art or higher level music grade as a minimum, but they do not need to be taking an art subject in Year 12. Art, design, photography, dance, drama, music, and digital media are all recognised as valid art forms.

The units undertaken in the Arts Award require close collaboration with artists or external organisations, and require students to create public events or exhibitions. The qualification will therefore be easier if students regularly engage with the arts in the community, and is ideal for self-motivated students who can work both independently and in a team.

During the Arts Award

There are two units undertaken during the Arts Award.

Unit 1: Personal Arts Development, covering four main areas:

- Arts practice: extend your knowledge and skills by trying out a new art form and working with another practitioner.
- The wider arts sector: become involved in the arts world through placements, volunteering, training, and research.
- Research and review: experience and review a high quality/professional arts event, study the career of a successful living artist.
- Forming a view: make the case for an arts issue you care about through research and presentation.

Unit 2: Arts Project Leadership

During Unit 2, students take charge of running an arts project, building their skills as an effective leader and delivering their project to a public audience.

- Plan all aspects of the project and reflect on leadership qualities. Identify the aims and outcomes of the project and organise people and resources, considering how feedback will be gathered.
- Deliver the art project, manage the production and share it with the public; gather feedback on the project.
- Review the feedback from the audience and participants, and evaluate both the success of the project and the development of leadership skills. Consider both the achievements and the aspects that could be improved.

Extended Project Qualification

Sixth Form Enhancement Mr N Harbron

Co-ordinator:

Exam Board: AQA

Summary

An Extended Project Qualification (EPQ) allows a student to embark on a largely self-directed and self-motivated project. Students must choose a topic, plan, research and develop their idea and decide on their finished product.

An EPQ encourages creativity and curiosity. A project topic may be directly related to a student's main study programme, but should look beyond the specification. A finished product may take the form of a research based written report.

Students must also record their project process in their production log. The process of recording and completing a project is as important as the finished product. Both the production log and product will be assessed.

To complete a project, students need to:

- Choose an area of interest and draft their project title and aims.
- Plan, research and carry out their project.
- Keep a production log of all stages of the project production, reviewing and evaluating their progress.
- Complete the project product.
- Prepare and deliver a presentation.
- Review the outcome of their project and presentation.

Students will undertake the EPQ during Year 12 so that they can concentrate on their three main subjects in Year 13.

During the EPQ

During the EPQ, students will learn to:

- Manage – identify, design, plan, and complete a project (or task within a group project), applying organisational skills and strategies to meet their stated objectives.
- Use resources/research – obtain and select information from a range of sources, analyse data, apply it relevantly, and demonstrate understanding of any appropriate connections and complexities of their topic.
- Develop and realise – use a range of skills, including using new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve their aims.
- Review – evaluate the outcome, including their learning and performance.

The EPQ is highly regarded as it provides an opportunity for students to extend their abilities beyond the A Level specification, stand out and prepare for university or their future career. An EPQ is roughly equivalent to half an A Level and carries UCAS points equivalent to half an A Level.

Further Mathematics

Curriculum Leader: Ms R Alpin

Exam Board: OCR

Specification Code: H235

Summary

Through studying AS Level Further Maths, you will develop your understanding of the subject in a way that promotes confidence and fosters enjoyment. It will extend your range of mathematical skills and techniques in order to use them in more difficult, unstructured problems. The syllabus will cover a range of complex mathematical thinking and understanding.

Any student wishing to study AS Level Further Maths must also select A Level Maths. Further Maths combines well with any mathematical-based subject, in particular Physics.

Learning and assessment styles

Students will follow a broad, yet detailed course that builds upon the A Level Maths course. The core study area is pure maths and the other units are additional pure and mechanics.

Assessment is all exam-based. You will be able to closely monitor your progress during the course through topic tests. In addition to support from their class teachers, students can make use of a study support session every Wednesday lunchtime and after school.

Units

The course will cover:

Pure Mathematics: This is a compulsory module for all AS Further Maths courses. Learners will extend and deepen their knowledge of proof, algebra and vectors studied in Mathematics. They will also broaden their knowledge into other areas of pure mathematics that underpin the further study of mathematics and other numerate subjects with complex numbers and matrices.

Mechanics: This module is chosen by the department to enhance students' understanding of Mechanics. It contains knowledge of particles, kinematics and forces from A Level Mathematics, using their extended pure mathematical knowledge to explore more complex physical systems. The area covers dimensional analysis, work, energy, power, impulse, momentum and circular motion.

Additional Pure Mathematics: As a department we have chosen additional pure to explore and deepen students' knowledge and understanding of pure mathematics from the ideas introduced in the compulsory pure module. Learners will study both discrete and continuous topics, which form the foundation of undergraduate study in mathematics and mathematical disciplines. This area covers recurrence relations, number theory, group theory, the vector product, surfaces and partial differentiation.

Assessment Details

Year 12 AS examinations:

Paper 1 – Pure Core 1: written exam, 1 hour 15 minutes, 60 marks ($\frac{1}{3}$ of the qualification)

Paper 2 – Mechanics: written exam, 1 hour 15 minutes, 60 marks ($\frac{1}{3}$ of the qualification)

Paper 3 – Additional Pure Mechanics: written exam, 1 hour 15 minutes, 60 marks ($\frac{1}{3}$ of the qualification)

Students may be able to progress to the full A Level in Further Maths during Year 13. A decision on this is made at the start of Year 13.

Higher Sports Leader Award (HSL3)

HSL3 Co-ordinator: Mr G Armstrong
Awarding Body: Sports Leaders UK

Summary

The Higher Sports Leader Award Level 3 (HSL3) is a nationally recognised qualification that is provided by Sports Leaders UK. The qualification allows students to develop leadership and communication skills to work with children and adults in the local community.

As the qualification is nationally recognised, along with allowing the students the opportunity to develop key skills, students will gain 16 UCAS points on completion of the course.

Students will have to complete 30 hours of sports leadership throughout the course. This will come in the form of leadership in the community, of children, and optional leadership of disabled students or adults. Additionally, students will independently organise festivals for the first schools in the Hexham Partnership of Schools.

Priority will be given to students who have completed Sports Leader Award Level 2 if demand is too high.

During the HLS3

Students will complete the following units:

Unit 1 – Developing leadership skills.

Unit 2 – Plan, lead and evaluate a sports/physical activity event.

Unit 3 – Lead safe sport/physical activity sessions.

Unit 4 – Plan, lead and evaluate sport/physical activity sessions for children.

Students must also complete two units from Units 5, 6, and 7. These units can only be completed after the student has been assessed for Units 1, 3, and 4.

Unit 5 – Plan, lead and evaluate sport/physical activity sessions in the community.

Unit 6 – Plan, lead and evaluate sport/physical activity sessions for disabled people.

Unit 7 – Plan, lead and evaluate sport/physical activity sessions for older people.

Students will complete a leadership log book throughout the course; this will have evidence of their leadership hours and allow them to plan and evaluate their sessions throughout the course.