Queen Elizabeth High School, Hexham

Sixth Form Options

2026–2028

Queen Elizabeth High School

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Welcome

The students at QEHS are always surprised at how different Sixth Form is; they particularly value their greater independence, their relationships with teachers and focussing on subjects they enjoy.

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.

We also take pride in the advice we offer on entry into the Sixth Form and throughout your time with us, and our aim is to ensure that you are as well-equipped as you can be to fulfil your ambitions. Almost 90% of Year 12 students completed work experience and 93% of Year 13 students went to their first choice of university. We are especially proud of the students who secured degree level apprenticeships.

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.

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

Miss R Platts
Assistant Headteacher

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

Support for our Sixth Form Students

Our Sixth Form Team ensures you receive guidance and support to meet your academic, pastoral and progression needs.

Sixth Form Team

Ruth Platts
Assistant Headteacher

Emerson Brown
Head of Year 12 & 13
Deputy DSL

Lucy Dryden
Sixth Form Mentor

Rebecca Ruddick
Achievement and Progression Adviser

Joanne Smeatom
Sixth Form Administrator

Phillipa Thompson
Admin Assistant

The team is responsible for ensuring you are guided onto appropriate courses and supported throughout to reach your potential. They also provide progression support for higher education. Emerson Brown and Lucy Dryden are responsible for your emotional support and guidance as well as your general wellbeing and attendance.

Careers Advice

Andrew Hedley has responsibility for personal development, including careers and works closely with the Sixth Form Team to help students explore their strengths and interests.

Our independent Careers Adviser, Gill Stephenson, is in school and is based in the LRC. Gill provides specialist and bespoke career guidance.

Timetable of Events: 2025 to 2026

Monday 3 November	Year 11 assembly
Thursday 13 November	Sixth Form Open Evening
Tuesday 25 November	Year 11 data from mock exams available
Thursday 27 November	11Q Parents' Evening
Friday 28 November	Assembly: student advice and making option choices for Taster Day
Wednesday 03 December	11E Parents' Evening
Thursday 11 December	Sixth Form Taster Day/Newcastle College Visit
January/ February	Individual advice appointments for you and your parents to talk to a member of the Sixth Form Team about your plans for after Year 11, whether you are planning to stay at QEHS or exploring other colleges or employers. If your intention is to return to QEHS for Sixth Form, you are expected to have prepared for the meeting in advance so that you are able to confirm your choices at the meeting.
28 February	Deadline for options meetings to reserve a space in sixth form. Any applications made after this date will be treated as a late application.
Monday 23 March	Year 11 data available online
Thursday 20 August	GCSE exam results available
August	Offer letters sent out following GCSE results. Opportunity to request a change of options, subject to space and meeting entry criteria.
September	Start of Year 12
	'Welcome to Sixth Form' day for students and evening for parents

Explaining the Qualifications on Offer

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

A Levels Vocational Qualifications 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	20
	Biology	22
	Chemistry	26
	Design and Technology: Product Design	32
	Drama and Theatre Studies	34
	English Literature	36
	Geography	38
	History	42
	Mathematics	46
	Modern Foreign Languages: French	48
	Physical Education	50
	Physics	52
	Politics	54
	Psychology	56
	Sociology	58

Explaining the Qualifications on Offer

Vocational Qualifications (AAQ and existing BTEC/OCR)

These qualifications are equivalent to one or more A Levels. They are courses with fewer exams: each unit is individually assessed over the two-year period of the course.

	Subject	Equivalent to	Page
	Business	One A Level	24
	Computing: Application Development	One A Level	28
	Creative Digital Media Production	One A Level	30
	Health and Social Care	One A Level	40
	Human Biology	One A Level	44
	Sport and Physical Activity (Single)	One A Level	60
	Sport and Physical Activity (Double)	Two A Levels	62

Enhancement

Alongside their main subject choices, all students are required to choose an accredited enhancement course, which carry grades/points suitable for progression.

	Subject	Page
	Extended Project Qualification (EPQ)	64
	Further Mathematics	66
	Higher Sports Leader Award	67
	LAMDA	68

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 October 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 details 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 and look at their entry requirements.
- UCAS website for information on all university and college courses in the UK: www.ucas.com
- Please also see the school website under Sixth Form/Sixth Form Noticeboard

Useful resources for working out areas of interest

- Various activities and quizzes can be completed on www.unifrog.org

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/Sixth Form Noticeboard

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.

From January onwards you will have a one-to-one interview with a member of the Sixth Form Team to help you finalise your choices. The subjects you will be able to choose will be based on the predicted grades in your November monitoring data. If you do not meet the subject entry requirement in your November 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 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.

Sixth Form Entry Requirements

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

Five 9 to 4 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 on page 13.

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 5.9 (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 during your interview. You will be able to opt for and study courses requiring a higher APS if you achieve the entry requirements for your chosen course in the summer. However, you will also be asked for a back-up set of options which your predicted grades currently make you eligible for.

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.

BTEC/OCR Grades	Points	Points for GCSE subjects
		9
Level 2 Distinction*	8.5	
		8
Level 2 Distinction	7	7
		6
Level 2 Merit	5.5	
		5
Level 2 Pass	4	4
Level 1 Distinction	3	3
Level 1 Merit	2	2
Level 1 Pass	1.25	
	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 November Report	Predicted Points March Report
Core Subjects		
Maths		
English Language		
English Literature		
French/Spanish		
Geography/History		
Combined Science Students Only:		
Combined Science, grade 1		
Combined Science, grade 2		
Triple Science Students Only:		
Biology		
Chemistry		
Physics		
Option Subjects		
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 | Vocational Qualification | Enhancement

Page	Subject	Min APS	Eng Lang/ Lit Grade	Maths Grade	Additional Entry Requirements
20	Art and Design: Fine Art, Graphics and Photography				**Fine Art/Graphics:** minimum 4 in an art subject or portfolio endorsed by the Art Department if not studied. **Photography:** although no prior art experience necessary, evidence of your interest will be required.
22	Biology	6		6	If Combined Science taken: minimum 6, 6 If Triple Science taken: minimum 6, 6, 6
24	Business				Minimum Merit in Business Studies if taken
26	Chemistry	6		6	If Combined Science taken: minimum 6, 6 If Triple Science taken: minimum 6, 6, 6
28	Computing: Application Development				Minimum Merit in IT if taken
30	Creative Digital Media Production				
32	Design and Technology: Product Design				Minimum 4 in Design and Technology: or evidence of interest and academic suitability, endorsed by the Technology Department if not studied.
34	Drama & Theatre Studies				Minimum 4 in GCSE drama, or practical performance experience.
36	English Literature	5			Minimum 6 in English Literature
66	Further Mathematics	5.5		8	Must be studying Maths A Level
38	Geography	5		5	Minimum 6 in Geography *
40	Health and Social Care				Minimum Merit in Health and Social Care if taken
42	History	5.5	6		Minimum 6 in History
44	Human Biology			4	If Combined Science taken: minimum 5, 5 If Triple Science taken: minimum 5, 5, 5
46	Mathematics	5.5		7	
48	Modern Foreign Languages: French	6			Minimum 6 in chosen language
50	Physical Education	5			Minimum 4 in all sciences taken
52	Physics	6		7	If Combined Science taken: minimum 6, 6 If Triple Science taken: minimum 6, 6, 6
54	Politics	5	6		
56	Psychology	5.5	6		Minimum 4 in all sciences taken
58	Sociology	5	6		
60	Sport and Physical Activity (Single)				Minimum Merit in Sport if taken
62	Sport and Physical Activity (Double)				Minimum Merit in Sport if taken

* It may be possible to study geography at A Level, if you haven't studied it at GCSE. As a guide, a student would need to have an APS of at least 5.5 and have achieved at least 5s in English, maths and science. The curriculum leader will also ask for evidence of interest.

Subject Options for APS Less Than 5.0

If your predicted GCSE grades make you eligible for this group of subjects, please tick your option choices and bring them to your interview. **N.B. GCSE Maths resit is compulsory if grade 4 not achieved.**

Key:

A Levels | Vocational Qualification | Enhancement

Please select one option from blocks A, B and C

Option A	✓	Option B	✓	Option C	✓
Business		Business		Business	
Creative Digital Media Production		DT: Product Design		Computing: Application Development	
Human Biology		Graphics		Drama & Theatre Studies	
Photography		Health & Social Care		Fine Art	
Sport (Single)		Human Biology		Photography	
		Sport (Double)*		Sport (Single)	

*Sport (Double) is equivalent to two A levels and must be selected with Sport Single in option block A or C.

Enhancement

Enhancement Option	✓
Extended Project Qualification (EPQ)	
Further Mathematics	
Higher Sports Leader Award (HSLA)	
LAMDA	

Alongside their main subject choices, all students are required to choose an accredited enhancement course, which carry grades/points suitable for progression.

We would strongly recommend that you consider the types of courses that you may wish to apply for at university and their entry requirements, see page 10.

Subject Options for APS Between 5.0 and 5.4

If your predicted GCSE grades make you eligible for this group of subjects, please tick your option choices and bring them to your interview. **N.B. GCSE Maths resit is compulsory if grade 4 not achieved.**

A Levels Vocational Qualification Enhancement

Please select one option from blocks A, B and C

Option A	✓	Option B	✓	Option C	✓
Business		Business		Business	
Creative Digital Media Production		DT: Product Design		Computing: Application Development	
English Literature		Geography		Drama & Theatre Studies	
Human Biology		Graphics		Fine Art	
Photography		Health & Social Care		Photography	
Physical Education		Human Biology		Politics	
Sport (Single)		Sociology		Sport (Single)	
		Sport (Double)*			

*Sport (Double) is equivalent to two A levels and must be selected with Sport Single in option block A or C.

Enhancement

Enhancement Option	✓
Extended Project Qualification (EPQ)	
Further Mathematics	
Higher Sports Leader Award (HSLA)	
LAMDA	

Alongside their main subject choices, all students are required to choose an accredited enhancement course, which carry grades/points suitable for progression.

We would strongly recommend that you consider the types of courses that you may wish to apply for at university and their entry requirements, see page 10.

Subject options for APS between 5.5 and 5.9

If your predicted GCSE grades make you eligible for this group of subjects, please tick your option choices and bring them to your interview. **N.B. GCSE Maths resit is compulsory if grade 4 not achieved.**

A Levels Vocational Qualification Enhancement

Please select one option from blocks A, B and C

Option A	✓	Option B	✓	Option C	✓
Business		Business		Business	
Creative Digital Media Production		DT: Product Design		Computing: Application Development	
English Literature		Geography		Drama & Theatre Studies	
Human Biology		Graphics		Fine Art	
Mathematics		Health & Social Care		Mathematics	
Photography		History		Photography	
Physical Education		Human Biology		Politics	
Psychology		Mathematics		Psychology	
Sport (Single)		Sociology		Sport (Single)	
		Sport (Double)*			

*Sport (Double) is equivalent to two A levels and must be selected with Sport Single in option block A or C.

Enhancement

Enhancement Option	✓
Extended Project Qualification (EPQ)	
Further Mathematics	
Higher Sports Leader Award (HSLA)	
LAMDA	

Alongside their main subject choices, all students are required to choose an accredited enhancement course, which carry grades/points suitable for progression.

We would strongly recommend that you consider the types of courses that you may wish to apply for at university and their entry requirements, see page 10.

Subject options for APS 6.0 and above

If your predicted GCSE grades make you eligible for this group of subjects, please tick your option choices and bring them to your interview. **N.B. GCSE Maths resit is compulsory if grade 4 not achieved.**

A Levels Vocational Qualification Enhancement

Please select one option from blocks A, B and C

Option A	✓	Option B	✓	Option C	✓
Business		Business		Biology	
Creative Digital Media Production		Chemistry		Business	
English Literature		DT: Product Design		Computing: Application Development	
Human Biology		French		Chemistry	
Mathematics		Geography		Drama & Theatre Studies	
Photography		Graphics		Fine Art	
Physical Education		Health & Social Care		Mathematics	
Physics		History		Photography	
Psychology		Human Biology		Politics	
Sport (Single)		Mathematics		Psychology	
		Sociology		Sport (Single)	
		Sport (Double)*			

*Sport (Double) is equivalent to two A levels and must be selected with Sport Single in option block A or C.

Enhancement

Enhancement Option	✓
Extended Project Qualification (EPQ)	
Further Mathematics	
Higher Sports Leader Award (HSLA)	
LAMDA	

Alongside their main subject choices, all students are required to choose an accredited enhancement course, which carry grades/points suitable for progression.

We would strongly recommend that you consider the types of courses that you may wish to apply for at university and their entry requirements, see page 10.

The Application Process

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

Eligible

Predicted on the November data to meet the entry requirement for Sixth Form and all subjects chosen.

Student selects three options they are currently predicted to meet the entry requirements for.

Aspirational

Predicted on the November data to meet the entry requirement for Sixth Form but not for one or more chosen subjects.

Student selects three options they are currently predicted to meet the entry requirements for and indicates aspirational choices.

Totally Aspirational

Not predicted on the November data to meet the entry requirement for Sixth Form.

Student selects aspirational choices for Sixth Form.

Student also researches and applies for an alternative to QEHS Sixth Form as a back-up choice.

May Review of option choices and decisions made on course viability; as a result some students may be asked to re-select their options. We will contact you after your GCSE exams in June.

August

Summer GCSE results – Eligible Students	
Student meets the entry requirements for all chosen subjects and starts Sixth Form on the subjects they chose at their December/ January/ February interview.	Students who do not meet the entry requirements for one or more subjects are made an offer to consider following their results.

Summer GCSE results – Aspirational Students	
Student meets the entry requirements for aspirational subjects and starts Sixth Form on their aspirational subject(s).	Student does not meet the entry requirements for aspirational subject(s) and starts Sixth Form on the subjects they were eligible for at their January/ February interview.

Summer GCSE results – Totally Aspirational Students	
Student meets the entry requirements for aspirational subjects and starts Sixth Form on their aspirational subject(s).	Students who have shown an interest in joining Sixth Form who do not meet the minimum 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 Sixth Form Team will be available to provide advice and guidance.

Enrichment

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.

You are all expected to undertake some enrichment. This might involve some form of volunteering or being part of a group/society. We usually hold 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
- Debating Club
- Ethics Club
- Feminist Society
- First Aid
- Human Rights Group
- Massive Open Online Courses (MOOCs)
- Choirs and Orchestras
- Peer Mentoring
- Rowing Club
- Sixth Form Leadership
- Sports Clubs
- Well-being activities: diet and nutrition, stress management, yoga and meditation
- Work experience in school time
- Youth Theatre

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 M Brown
Subject Leader: Mrs R Fraser
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.

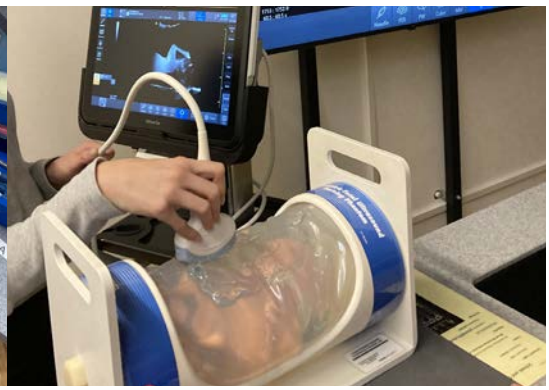
Learning and assessment styles

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:
www.aqa.org.uk/subjects/biology/a-level/biology-7402/specification

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 Z Farthing
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 M Brown
Subject 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

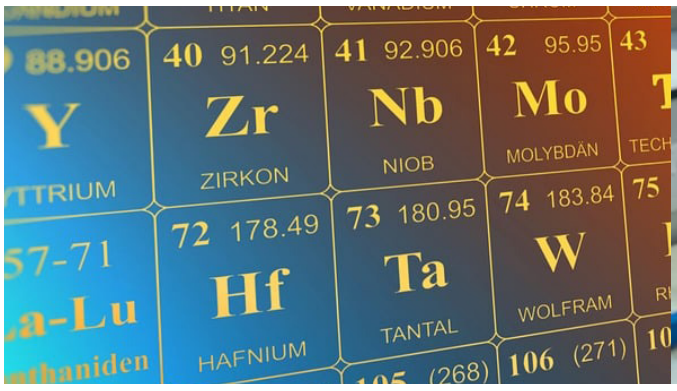
Assessment Details

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.



Computing: Application Development

Curriculum Leader: Mr O Williams
Exam Board: OCR
Specification Code: H129

What qualification will I achieve?

This is a single option course leading to a Level 3 Alternative Academic Qualification Cambridge Advanced National Extended Certificate in Computing (Application Development) - equivalent to one A Level after two years of study.

Course content

This qualification is designed for learners who are interested in building applied knowledge and skills in application development. In the examined units, you will study key knowledge and understanding relevant to application development. In the non-examined assessment (NEA) units, you will demonstrate knowledge and skills you learn by completing applied or practical assignments.

Students will undertake the following units:

Unit F160 – Fundamentals of application development

You will learn about the different stages that developers go through to produce a working software application, how developers scope application requirements, and the design features which make applications intuitive for users.

Unit F161 – Developing application software

You will learn about implementation methodology and the areas that need to be considered when applications are being developed for different platforms. You will also learn about how data moves in applications and beyond, and how to make sure applications are safe to use and the data they hold is secure. You will also learn how developers deploy finished applications to users, how they're installed on devices, and maintained in the future.

Unit F162 – Designing and communicating UX/UI solutions

You will learn the principles of UX/UI design and what makes an interface easy to use. You will learn tools and techniques to plan UX/UI solutions and how to design high-fidelity prototypes of UX/UI solutions. You will also learn how to communicate effectively with clients.

Unit F163 –Game Development

You will learn how types and genres of digital games and their characteristics affect game design. You will then learn how to plan, design, create, and test game prototypes.

Unit F164 – Website Development

You will learn about website principles and the components of web pages. You will then learn how to plan, design, create, and test website prototypes that can be viewed on a range of devices.

Learning and assessment styles

As this course is a mixture of non-examined assessment (NEA) 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 scores are then added together to calculate the overall grade: pass, merit, distinction, or distinction*.

Assessment Details

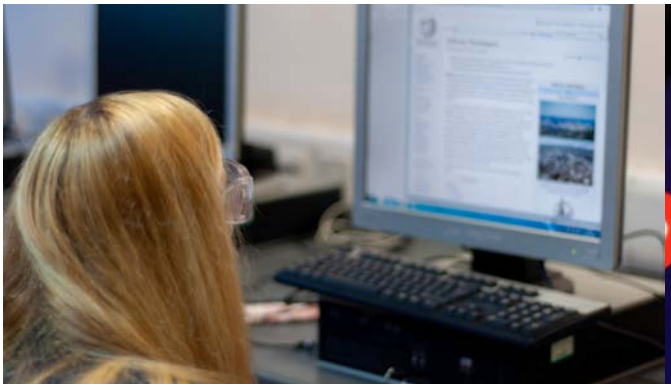
Unit F160 – Fundamentals of application development
Written exam, 1 hour 15 minutes, 20% of the overall qualification

Unit F161 – Developing application software
Written exam, 1 hour 15 minutes, 20% of the overall qualification

Unit F162 – Designing and communicating UX/UI solutions
NEA, 20% of the overall qualification

Unit F163 –Game Development
NEA, 20% of the overall qualification

Unit F164 – Website Development
NEA, 20% of the overall qualification



Creative Digital Media Production

Course Leader: Mr D Stanley
Exam Board: Edexcel
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, essay and film, 17% of 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 gaining an 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 principles 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 is comprised 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: Mrs L Pollock
Exam Board: Edexcel
Specification Code: 9DRO

Summary

The A Level in Drama and Theatre offers students the chance to explore performance texts through practical creativity and critical thinking. Students will bring plays to life by studying how actors, directors, and designers shape a production, drawing inspiration from the methods of influential theatre practitioners.

Throughout the course, students will develop their ability to interpret scripts, perform in key roles, and make creative design decisions for staging and performance. Practical exploration lies at the heart of the course, ensuring that students experience theatre as both performers and makers.

Learning and assessment styles

The course is assessed through a combination of **coursework, performance, and written examination**.

- Students will demonstrate their skills through **live performance work, evaluative written coursework**, and a **2 hr 30 min written exam.**
- Much of the learning takes place in a **practical, workshop-based environment,** where collaboration, experimentation, and reflection are key.
- Students are expected to keep **detailed, organised notes** to track their creative process and personal development.

This A Level suits students who are passionate about performing, directing, or designing, and who enjoy working creatively as part of a team.

The course also prepares students for a variety of career opportunities in the industry (for example; design, directing, writing, performance, teaching) as well as providing vital life skills such as confidence in public speaking and effective team working ability – beneficial to all future career pathways.

While many students progress to this course from GCSE Drama or Performing Arts, we also welcome those with practical performance experience gained through Youth Theatre or similar extra-curricular performance work. Applicants without a formal qualification will be invited to discuss their experience and understanding of the performance and collaborative demands of the course before entry.

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.
- Textbox
- Performer or designer routes available.

Component 3: Theatre Makers in Practice

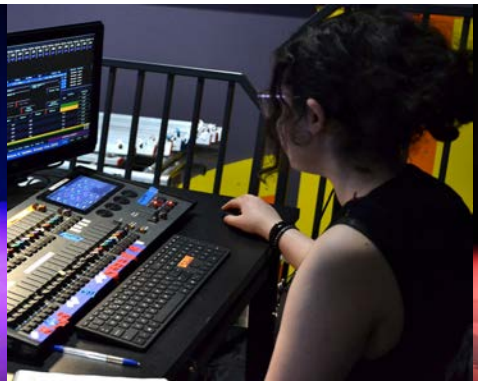
- 2 hour 30 minutes exam.
- Live theatre evaluation – (based on trips to professional theatre venues to watch Live Theatre Performances.)
- Practical exploration and study of a complete text – focusing on how this can be realised for performance.
- Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be reimagined for a contemporary audience.

Assessment Details

Component 1:
Coursework, 80 marks (30% 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)



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

Paper 2A: Texts in Shared Contexts – *World War I and its Aftermath*

Texts:

- *Regeneration by Pat Barker*
- *The Wipers Times by Ian Hislop*
- *The Oxford Book of War Poetry* edited by Jon Stallworthy

The written exam has two sections:

Section A: one set text essay: choice of two questions

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

The study of Geography at A level involves a dynamic mix of physical and human geography topics that help students to understand how the world works and how it's changing. There has never been a more exciting time to study the subject, and most of the content taught regularly appears in the news, highlighting its importance and relevance.

The Edexcel Geography course develops a wide range of skills that are valued by universities and employers alike. These include critical thinking, data interpretation, essay writing, fieldwork, and independent research.

Geography is a subject that bridges the sciences and the humanities, offering flexibility for future study and careers in areas such as environmental science, international development, urban planning, sustainability, politics, business and law.

Our department provides personalised support to help every student succeed. We also offer all geography students a guaranteed place on one of our two international trips to Sicily and Iceland.

Learning and assessment styles

Our geographers will learn through class discussion and debate, group work, independent research, report writing and exams practice. They will also undertake 4 days of practical fieldwork.

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 (NEA) 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 - exploring earthquakes, volcanoes and tsunamis, their causes, impacts and management.
- Coastal Landscape Systems, Processes and Change -investigating how coastal systems operate and evolve over time.
- The Water Cycle and Water Insecurity -studying global water supplies, conflicts and sustainability.
- The Carbon Cycle and Energy Security -understanding the links between energy, climate change and global development.

Paper 2 (Paper code 9GEO/02)

- Globalisation - analysing how the world is becoming increasingly interconnected and the impacts of this process.
- Regenerating Places - examining how and why places change and the strategies used to improve them.
- Superpowers - studying global power, emerging nations, and shifting geopolitical influence.
- Migration, Identity and Sovereignty -exploring global population movements, the idea of national identity, and the challenges of maintaining sovereignty in an interconnected world.

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

Non-Examined Assessment (NEA): Independent Investigation (9GEO/04)

Textbox 16, TextboxStudents will devise a question or issue for investigation based on one of the two field trips. We take students to the Northumberland coast and the Ouseburn area of Newcastle. The investigation will incorporate fieldwork data and independent research and secondary data. The report will evidence independent analysis and evaluation of both quantitative and qualitative data, presentation of data and extended writing.

We recommend that students wanting to take Geography at A Level also opt to complete an EPQ as part of the enhancement programme in Year 12. This will equip them with valuable skills to help them complete this element of the course.

Assessment Details

Paper 1
Written exam, 2 hours 15 minutes, 105 marks (30% of the qualification)

Paper 2
Written exam, 2 hours 15 minutes, 105 marks (30% of the qualification)

Paper 3
Written exam, 2 hour 15 minutes, 70 marks (20% of the qualification)

Non-Examined Assessment (NEA)
Written report, 3000–4000 words, 70 marks (20% of the qualification)

Health and Social Care

Curriculum Leader: Mrs G Scott
Exam Board: OCR
Specification Code: H125

What qualification will I achieve?

This is a single option course leading to a Level 3 Alternative Academic Qualification (AAQ) Cambridge Advanced National Extended Certificate in Health and Social Care (equivalent to one A Level) after two years. The exam board is OCR.

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 FO90 – Principles of health and social care
You will learn about how you can support equality, diversity and rights of service users and professionals, the management of hazards, health and safety, current legislation and best practice in health and social care settings.

Unit FO92 – Anatomy and physiology for health and social care
In this unit you will learn about the arrangement of body systems and the structure and function of the component parts. You will learn about key processes within each body system, that enable them to function properly. You will then explore conditions affecting these systems, specifically learning about the biological basis, monitoring, treatment and impact on lifestyle and independence.

Unit F093 – Supporting people with mental health conditions.

In this unit you will learn about how individuals with mental health conditions can be cared for and supported in a way which is suitable for their needs. You will do this through exploring the meaning of mental health and mental health needs, and considering the main types of mental health conditions and how these may affect the life of individuals. You will explore the different ways that individuals may be supported to promote their mental well-being, manage their illness, and different forms of treatment that may be available.

Unit F094 – Supporting people with long term physiological conditions.

In this unit you will learn about the different types of long-term physiological conditions, how these are caused and the daily and long-term effects on individuals. In addition, you will develop an understanding of the different methods of monitoring these conditions as well as treatments. You will have the opportunity to conduct your own research and gather data on services in your local area; this data will be used to present your ideas on the effectiveness of the local services. The skills you develop conducting and interpreting your research will be independent learning, referencing, time management and critical thinking.

Unit F096 – Supporting people in relation to sexual health, pregnancy and postnatal health.

In this unit you will learn about and research the most important aspects of sexual health including relationships, the law, consent, sexual health, sexually transmitted infections, contraception, pre-conceptual care, birth, and the immediate care of the baby, and how to obtain support for these. You will also learn to produce advice and guidance that is personalised for specific individuals with issues related to sexual health and pregnancy, birth and postnatal health. You will develop skills needed to deliver advice and guidance in a sensitive and professional way and review the process of doing this.

Please note units may be subject to change.

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 F090 – Principles of health and social care (external assessment)
Written exam, 1 hour 30 minutes

Unit F091 – Anatomy and physiology for health and social care (external assessment)
Written exam, 1 hour 30 minutes

Unit F092 – Person-centred approach to care (Coursework)

Unit F093 – Supporting people with mental health conditions (Coursework)

Unit F094 – Supporting people with long term physiological conditions (Coursework)

Unit F096 – Supporting people in relation to sexual health, pregnancy and postnatal health. (Coursework)

History

Curriculum Leader: Mrs L Hodgson
Exam Board: AQA
Specification Code: 7042

Summary

"History will be kind to me, for I intend to write it." Winston Churchill

There has never been a more important time to choose History!
It is more than just learning about past events, Kings and Queens or the rich and powerful.
History is a discipline and a way of thinking. Historians think about evidence, about the way in which we build our understanding of the past and who tells us what to think and what we know. History does not stay the same - that isn't true. Our understanding changes based on what we think about events in the present - our perception of the past changes which is what causes debate and discussion about the significance of events, individuals and developments.

History will help you to think critically and to evaluate evidence and look for bias, identify interpretations and understand why people say what they do. It is full of key skills that help you develop more than just knowledge of the past but assess the narratives we develop about events in the present and construct your own clear, persuasive arguments. A study of History will help you to think critically about the purpose of those in the modern world who seek to gain our attention and enable you to make informed decisions based on judgements that are backed with evidence.

Choose History for a stimulating, varied and enjoyable A Level course that is highly respected by employers and universities alike.

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.

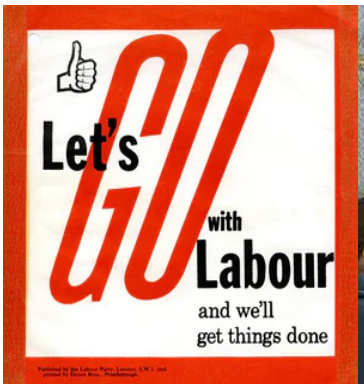
Component 3: Historical Investigation
This will enable you to broaden your historical understanding and skills by focusing on the turbulent period of 17th century British history.

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)




Human Biology

Curriculum Leader: Mr M Brown
Subject Leader: Mrs R Fraser, Mrs G Schumacher-Woods
Exam Board: OCR
Specification Code 610/3946/9

What qualification will I achieve?

This is a single option course leading to a Level 3 Alternative Academic Qualification Cambridge Advanced National Extended Certificate (equivalent to one A Level) after two years.

Course content

The 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, Human Biology gives students a good progression pathway into many future careers.

Unit F170 – Fundamentals of Human Biology (Year 12)

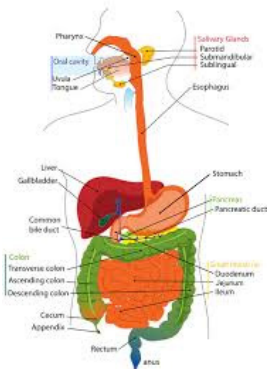
This externally examined unit covers some of the biological principles that underpin human biology. Human body functions will be studied at cellular, tissue, organ, and systems levels. Students will cover key concepts in endocrinology, neurobiology, and reproduction. Basic microbiology techniques will be carried out.

Unit F172 - Genetics (Year 12)

Students will learn basic biomedical techniques, carrying out diagnostic tests and using microscopes. They will plan and carry out a clinical investigation, presenting their research as part of their internal assessment.

Unit F173 – Biomedical Techniques (Year 12)

Students will learn basic biomedical techniques, carrying out diagnostic tests and using microscopes. They will plan and carry out a clinical investigation, presenting their research as part of their internal assessment.



Unit F171 – Health and Disease (Year 13)

Students will learn about the intriguing and challenging nature of diseases and disorders, They will discover preventative therapies and curative techniques, with particular attention paid to the role of immunology. Students will learn how diseases and disorders are diagnosed and monitored, as well as the principles behind reporting, research, and confidentiality.

Two additional units

In year 13 students will complete two further internally assessed units from the following

- F174 Nutrition and metabolism
- F175 Human reproduction
- F176 The brain
- F177 Drug development

These units will be selected during year 12 and all students will complete the same units.

Learning and assessment styles

As this course is a mixture of coursework and exams, you will need to be well organised and be 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 F170 – Fundamentals of human biology
Externally assessed written exam, 1 hour 15 minutes (22% of the overall qualification)

Unit F172 – Genetics
Internally assessed portfolio (14% of the overall qualification)

Unit F173 – Biomedical techniques
Internally assessed portfolio (14% of the overall qualification)

Unit F170 – Health and Disease
Externally assessed written exam, 1 hour 15 minutes (22% of the overall qualification)

Units F174, F175, F176, F177
Internally assessed portfolio (17% of the overall qualification)



Mathematics

Curriculum Leader: Mr J Blair
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:

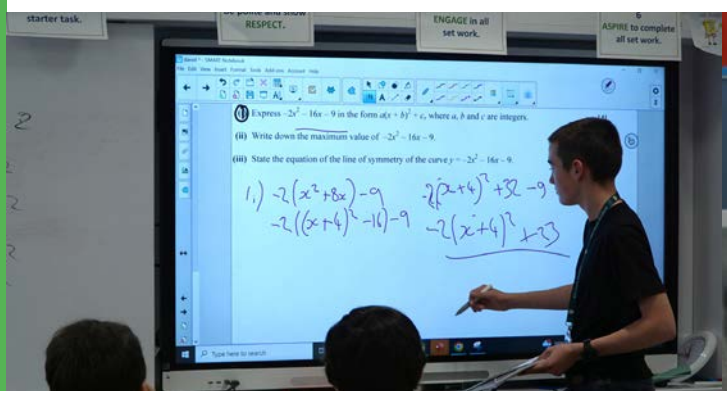
- How to calculate a gradient at a single point.
- What exactly is calculus and why is it useful?
- Where does the sine curve come from?
- Can you use infinity in a calculation?
- How to cope with big data sets.

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 both regular mini TLF and larger exam-style assessments. In addition to support from their class teachers, students can make use of a study support session every Wednesday 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

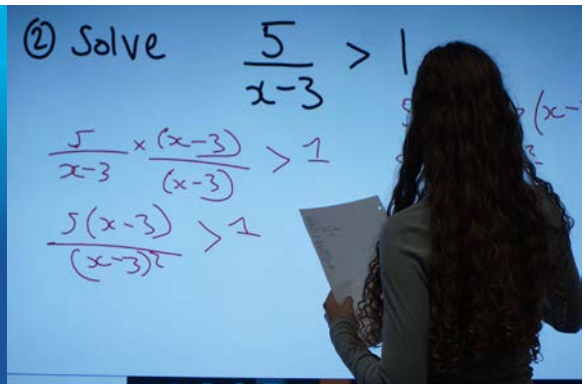
- Quantities and Units in Mechanics
- Kinematics
- Forces and Newton's Laws
- Moments

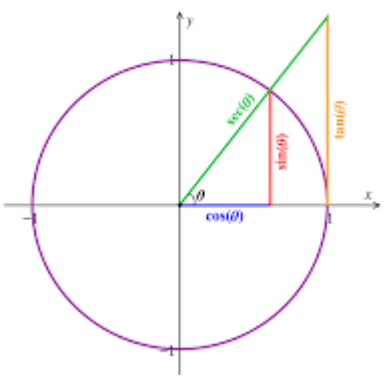
Assessment Details

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

Curriculum Leader: Miss L Hall
Exam Board: AQA
Specification Code: French – 7652

Summary

Studying a modern foreign language is not only a unique experience, but also a life skill that has never been so important. You will gain confidence and communication skills that are invaluable in today's workplace and the wider global society.

Through the wide range of topics within the A Level course, you will gain an in-depth knowledge of the grammatical principles underpinning the language, in addition to which you will have the opportunity to extend your vocabulary and gain an insight into the cultural life of the country whose language you choose to study.

Our linguists are encouraged to explore a wide range of authentic language through new technology, as well as engage with literature and film to enhance their language skills.

Learning and assessment styles

Students will learn through a range of learning opportunities, including authentic text analysis, group and individual presentations, independent research, debating and responding in the target language and film and literature studies.

Assessment is all exam-based.

- Paper 1 will encourage students to respond to audio and written texts in the target language, and to produce summaries and translation of key passages.
- Paper 2 will allow students to analyse the characters, themes and context of a film and a literary work, producing accurate prose in the target language.
- Paper 3 will expect students to select and research a topic of their choice and to present and discuss their findings as part of the speaking examination. Students will also discuss a self-selected A Level theme.

Course content

Social issues and trends: • The changing nature of family • The 'cyber-society' • The role of voluntary work • Positive features of a diverse society • Life for the marginalized • How criminals are treated
Political and artistic culture: • A culture proud of its heritage • Contemporary francophone music • Cinema: the 7th art form • Teenagers: the right to vote and political commitment • Demonstrations, strikes – who holds the power? • Politics and immigration
Film (studied in Y12): Un Long Dimanche de Fiançailles - Jean-Pierre Jeunet Book (studied in Y13): No et Moi - Delphine de Vigan

Assessment Details

Paper 1: Listening, Reading and Writing
Written exam, 2 hours 30 minutes (100 marks, 50% of A Level)

Paper 2: Writing
Examined on one film and one text from the target language (80 marks, 20% of A Level)

Paper 3: Speaking
Oral exam, covering Individual Research Project and one of the four themes studied, 21-23 minutes (60 marks 30% of A Level)

Physical Education

Curriculum Leader: Mrs G 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: Mr M Brown
Subject Leader: Mrs C Wright
Exam Board: OCR
Specification Code: H556

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 for the physicist. In Year 12, students will need to be able to rearrange and solve equations, apply trigonometry and draw & interpret graphs, including calculating gradients. In Year 13, the mathematical requirements increase and students will be introduced to exponential and logarithmic relationships.

The development of experimental and investigative skills is also fundamental to the A Level course. Students will be required to complete 12 practical activity groups 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:

Year 12
- Electric current and DC circuits
- Forces, moments, speed, velocity, momentum and energy
- The behaviour of materials
- Wave properties, interference, optics and quantum physics

Year 13
- Thermal physics and the behaviour of gases
- Circular motion and oscillations
- Gravitational, electric & magnetic fields and capacitors
- Nuclear & particle physics and medical imaging
- Astrophysics and cosmology

Both Years
- Practical skills, including errors and uncertainty

Assessment Details

Paper 1: Modelling Physics Forces & motion, Newtonian world and astrophysics.
Written exam, 2 hours 15 minutes, multiple choice, short and long answer questions (37% of the qualification)

Paper 2: Exploring Physics Electrons, waves & photons and particle physics & medical physics.
Written exam, 2 hours 15 minutes, multiple choice, short and long answer questions (37% of the qualification)

Paper 3: Unified Physics All content
Written exam, 1 hour 30 minutes, short and long answer questions (26% of the qualification)

All papers will assess practical skills and foundations of physics

Politics

Curriculum Leader: Mrs L Hodgson
Course Leader: Mrs B Jobber
Exam Board: AQA
Specification Code: 7152

Summary

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

A-Level Politics is the study of how the government of the UK and US works, how elections are fought and won and how power is distributed between Parliament and Prime Minister and Congress and President. Students will also gain an understanding of the legal system, studying the Supreme Court and their role in the UK and US.
If you enjoy debating or discussing ideas, Politics gives you a platform to do that— with knowledge of key thinkers, ideologies, and systems to back up your opinions. Successful Politics students will be those who immerse themselves in the world of Politics and live the subject. Ultimately, Politics gives you the tools to **understand your rights, challenge injustice, and make informed choices.** You don't have to become a politician, but you'll be a more active, aware, and confident citizen.

Studying Politics can also give you the tools to be successful in Law, Journalism, International Relations or the Civil Service.

Learning and assessment styles

Students will prepare for three exams. The structure of all three exams is similar and includes knowledge based questions and analysis of extracts. Students will supplement their understanding with case studies and examples, watching the news, listening to podcasts and reading newspaper articles. Students will also be given independent study booklets to complete at home which will extend their knowledge and understanding of the content of the course. Within lessons students will debate and discuss their ideas and over the course of the two years become more confident in expressing opinions and challenging others.

Course content

The course will cover:

Paper 1: The Government and Politics of the United Kingdom
In this component students will study the Institution of Government in the UK, including the nature and sources of the British Constitution, the Structure and Role of Parliament, the Prime Minister and Cabinet, the Judiciary and Devolution. They will then study the Politics of the UK, looking at elections, referendums, political parties, pressure groups and the European Union. Students will learn the core workings of the Government and Political System and supplement their knowledge with key case studies. Some examples of this are the powers Boris Johnson had during the COVID-19 Pandemic, the Invasion of Iraq in 2003 and the Poll Tax Riots in 1990. They will also look at voting systems, political parties and key elections such as 1997 and 2019.

Paper 2: The Government and Politics of the USA and Comparative Politics
In this component students will learn the workings of the US government and be able to compare it to that of the United Kingdom. Students will debate whether the US Constitution is suitable for the 21st Century, similarities between the role of the President in the US and the Prime Minister in the UK and the limits of Presidential Power. Students will also learn of the political system: the role of Congress, House of Representatives, Senate and the Supreme Court. Students will compare the two party system of the US with the UK and study voting behaviour and 'swing states'. Finally students will look at Civil Rights including the representation of Native Americans and African Americans within the political system.

Paper 3: Ideologies
Students will study three core ideologies: Conservatism, Liberalism and Socialism. We will look at their origins and beliefs through the study of key thinkers in each movement. For our optional ideology we will study Feminism.

Assessment Details

Paper 1: Government and Politics of the UK
Written exam, 2 hours (77 marks, 33% of A-level)

Paper 2: Government and Politics of the USA and Comparative Studies
Written exam, 2 hours (77 marks, 33% of A-level)

Paper 3: Ideologies
Written exam, 2 hours (77 marks, 33% of A-level)

Psychology

Curriculum 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.

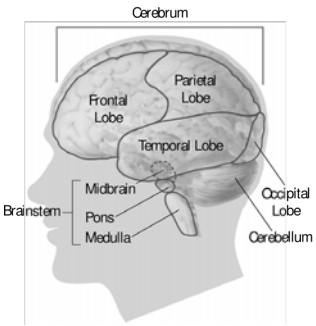
A Level Psychology is an excellent introduction to the study of human behaviour and can lead to a range of interesting careers and courses of further study including cognitive neuroscience, and educational and clinical psychology.

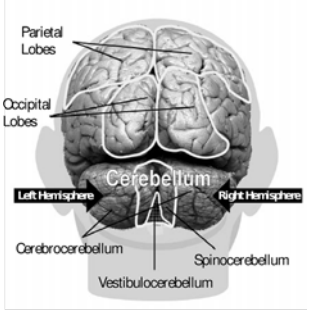
The course will focus on:

- 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.





Course content

The course will cover:

Compulsory topics

- Topic 1 – Social Influence. Many of our everyday decisions are the result of pressures to conform. We explore the concept, types and explanations of conformity but also another form of social influence – obedience. Furthermore, we investigate resistance to social influence and minority influence.
- Topic 2 – Memory. We consider theoretical models of memory and types of long term memory. We then go on to consider explanations of forgetting and finally explore the range of factors affecting the accuracy of eyewitness testimony based on the work of Loftus.
- Topic 3 – Attachment. This topic includes a range of research on attachment including both human and animal studies. We consider the consequences of the disruption of attachment, cultural variations and also the effects of institutionalisation. The final section explores the influence of early attachment on later relationships.
- Topic 4 – Psychopathology. This topic explores how we define abnormality. We then go on to look at the explanations of a number of mental disorders: phobias, depression and OCD and consider the treatments used.
- Topic 5 – Approaches in psychology. We explore the main approaches used to explain human behaviour: biological, cognitive, learning, psychodynamic and humanistic.
- Topic 6 – Biopsychology. This topic focuses on exploring the nervous and endocrine systems and synaptic transmission. We then go on to consider localisation of function of the brain, how the brain recovers after trauma, split brain research and ways of investigating the brain. The final section covers our biological rhythms.
- Topic 7 – Research methods. All aspects of how psychologists actually study behaviour are considered.
- Topic 8 – Issues and debates in psychology. This includes the areas such as cultural and gender bias in research, the concepts of free will and determinism, nature/nurture debate and ethical implications of research studies.

Additional topics

It is likely that students will study additional topics of forensic psychology, schizophrenia and gender.

Assessment Details

Paper 1: Introductory topics in psychology (covering topics 1–4 above)
Written exam, 2 hours (⅓ of the qualification)

Paper 2: Psychology in context (covering topics 5–7 above)
Written exam, 2 hours (⅓ of the qualification)

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

Sociology

Curriculum 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. 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?

Core Skills Developed:

- Understanding and applying sociological theories.
- Evaluating evidence and perspectives.
- Analysing patterns in social behaviour.
- Writing structured, evidence-based essays.

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 consider how research is conducted by sociologists and will involve them conducting some research themselves. It may involve 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 – changing family structures, gender roles, childhood and demographic trends.

Option 2

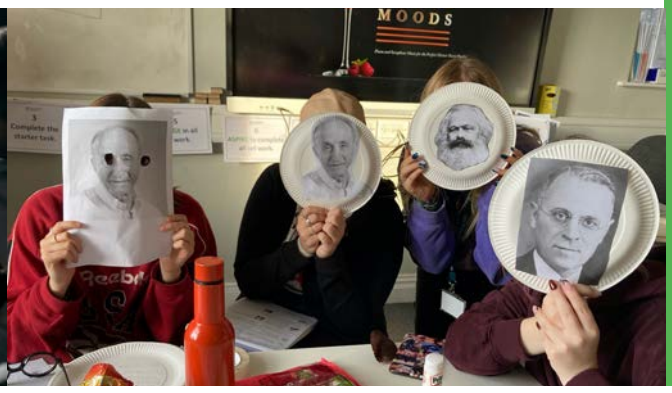
- Beliefs in society – religions role, secularisation and the link between religion and social change.

Assessment Details

Paper 1: Education with theory and methods (assessing 4.1 Education)
Written exam, 2 hours (⅓ of the qualification)

Paper 2: Topics in sociology (assessing Topics in sociology option 1 and option 2 above)
Written exam, 2 hours (⅓ of the qualification)

Paper 3: Crime and deviance with theory and methods (assessing 4.3 Crime and deviance)
Written exam, 2 hours (⅓ of the qualification)



Sport & Physical Activity (Single)

Curriculum Leader: Mrs G 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.

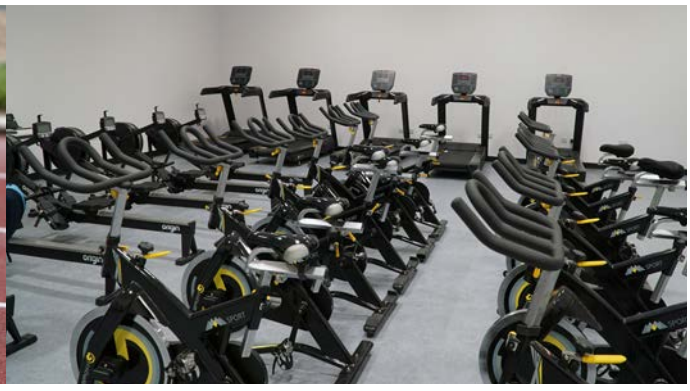
Course content

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 has 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 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 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.

Please not that units may be subject to change.

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 sports facilities and encourage students to get involved in planning and organising school sports events.

Assessment Details

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

Unit 2 – Sports coaching and activity leadership (Coursework)

Unit 3 – Sports organisation and development (external assessment) Written exam, 1 hour

Unit 5 – Performance analysis in sport and exercise (Coursework)

Unit 17 – Sports injuries and rehabilitation (Coursework)

Sport & Physical Activity (Double)

Curriculum Leader: Mrs G 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 has 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 participant 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, the component of fitness that 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, including participating in a high-ropes course, which allows you to experience situations that participants, who 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, 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.

Please note that units may be subject to change.

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 sports facilities and encourage students to get involved in planning and organising school sports events.

Assessment Details

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

Unit 3 – Sports organisation and development (external assessment) Written exam, 1 hour

Unit 4 – Working safely in sport, exercise, health and leisure (external assessment) Written exam, 1 hour 30 minutes

Units 2, 5, 8, 11, 13, 17, 18 and 19 - Coursework Units

Extended Project Qualification

Co-ordinator: Mr N Harbron
Exam Board: AQA

Summary

The Extended Project Qualification (EPQ) allows students to embark on a largely self-directed and self-motivated project. Students will choose a topic, and then plan, research and develop their idea to produce either a **5000-word fully referenced written response** to a question or the creation of an **'artefact' with an accompanying production report.** The EPQ encourages creativity and curiosity. A project may be directly related to the student's other studies, future studies or employment plans, or free time and interests.

Throughout the course, students must also record their process in a 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, and students can submit plans, research, evaluation, and other project management documents to enhance their submission. Students will also learn how to engage with ethical research and use modern tools such as AI within exam board regulations.

Students are guided through the process by the Centre Coordinator and their personal supervisor in small supervision groups. Lectures and lessons allow students to develop transferable skills which will be useful for future study or employment.

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.
- Prepare and deliver a presentation to peers.
- 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. The course runs from September to April, and grades are awarded at the end of Year 12.

During the EPQ course

During the EPQ, students will learn to:

- **Manage** – identify, plan, and complete a project by applying independent skills to meet objectives.
- **Carry out 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 the topic.
- **Develop and realise** – use a range of skills to solve problems, take decisions critically, creatively and flexibly, and to achieve clear aims.
- **Review** – evaluate the outcome of the project, including personal 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 careers. An EPQ is roughly equivalent to half an A Level and carries UCAS points equivalent to half an A Level. Reduced offers to students with a strong EPQ from higher education providers are becoming more commonplace.

Why choose the EPQ course?

- The EPQ at QEHS is a successful course with 60% of students obtaining A* or A. It is highly regarded, as it provides students with an opportunity to extend skills beyond the A-Level specification and prepare for university or future careers. An EPQ carries UCAS points equivalent to half an A-Level. Reduced offers from higher education providers to students with a strong EPQ grade are becoming more commonplace.

Further Mathematics

Curriculum Leader: Mr J Blair
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.

In addition to support from their class teachers, students can make use of a study support session every Wednesday 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 (⅓ of the qualification)
Paper 2 – Mechanics: written exam, 1 hour 15 minutes, 60 marks (⅓ of the qualification)
Paper 3 – Additional Pure Mechanics: written exam, 1 hour 15 minutes, 60 marks (⅓ 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

Co-ordinator: Mr G Armstrong
Awarding Body: Leadership Skills Foundation

Summary

The Level 3 Qualification, Higher Sports Leader Award is a nationally recognised qualification that is provided by the Leadership Skills Foundation. 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 12 hours of sports leadership throughout the course. This will come in the form of leadership in the community, of children, and disabled students. Additionally, students will independently organise festivals for the first schools or disabled groups in the local area.

The leadership programme follows a research-based Skills Framework (Youth Employment UK) to help learners develop five essential employability skills

1. Communication: Listening to and sharing information effectively.
2. Self-belief: Building confidence in one's own ability.
3. Teamwork: Working with others.
4. Self-management: Taking responsibility for one's actions.
5. Problem solving: Understanding a problem and using logic to solve it.

During the course

Students will complete the following tasks:

Task 1.1 – Understanding the skills and behaviours of sports leaders
Task 1.2 – Using leadership skills in other environments
Task 1.3 – Evaluate and develop leadership skills
Task 2 – Duty of care, safeguarding and risk assessment
Task 3.1 – The effects of sport and physical activity on the community and wider society
Task 3.2 – Making sport/physical activity sessions inclusive
Task 4 – Plan and lead a series of lessons/sessions
Task 5 – Plan and lead sports events
Task 6 – Plan, lead and evaluate inclusive sports or physical activity sessions to a range of participant groups

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.

LAMDA

LAMDA Co-ordinator: Mrs L Pollock

Summary

Founded in 1861, LAMDA is the oldest drama school in the UK. LAMDA started to offer examinations in speech and drama to the public over 130 years ago. Since then they have developed an enviable reputation for excellence in the provision of Communication and Performance examinations.

We are delighted to offer QEHS students the opportunity to take LAMDA examinations in Communication, delivering the preparation for examination in the 'Speaking in Public' pathway.

Learners will explore various styles of speech for specific target audiences before developing their own choice of two speeches, which they will rehearse and perform as part of the exam. Furthermore, they will prepare for an impromptu speech, which they also complete as part of the exam after being given three speech options.

They will learn invaluable skills in public speaking such as how they use their voice and physicality to engage an audience. These skills can be used in many walks of life as they embark on their next steps.

Additionally, LAMDA examinations develop a Learner's ability to:

- read easily, fluently and with good understanding
- expand vocabulary to improve powers of self-expression
- improve confidence in speaking and listening
- memorise and recall information
- research and create persuasive formal presentations
- create and defend arguments
- engage in constructive informal conversation

About the Communication Exam

This examination will benefit those wishing to communicate confidently using the English language.

Communication pathway	Assessment	Time allowance	
Speaking in public	Deliver 2 prepared speeches Deliver one impromptu speech Answer questions	Grade 8	45 mins

Learners will take part in guided sessions where they will take part in practical exploration of their chosen pieces, mock performances and presentations, and learn techniques to enable them to deliver the material well. They will practice delivering their work to an audience of their peers in the class and answering questions as they will do in the real exam.

The majority of the preparation work will need to be conducted independently outside of lesson time, following guidance and instruction from the teachers.

Queen Elizabeth
High School

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