



The Bushey Academy

Key Stage 5 Options

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'artistic impression' of new building

Principal's Introduction

Welcome to the Key Stage 5 booklet. You have reached another important stage in your education and you now need to make choices about what you will study next. The decisions that you make for next year, and your approach to learning, will help to decide your future, where and what you study after 18 and what job you might get. The academy is committed to providing you with a curriculum which suits you best. You will see that there are different courses which you have not experienced before and you should consider all the advice you receive when making your selection.

We hope this booklet will give you all the information that you need about the subjects that are available next year. It is not the only source of information you should use, though. Talk to subject teachers, tutors, Heads of House, Directors of learning and Senior Staff all of whom have wide ranging experience and would be happy to help you in your decision making.

The LRC is well-resourced with careers information and a member of Youth Connexions is readily available to give advice.

There is a member of staff responsible for each subject area in the academy and they are available to talk to you about each individual qualification.

As you go through the process ask for help if you need it, and remember to get your application form in by Monday 24th January 2011. It is important that you, with your families, give full consideration to all the factors involved.

I look forward to working with you throughout your Key Stage 5 education.

Mr A Hemmings
Principal

Qualification Overview and Entry Requirements

Sixth form subjects lead to different levels of qualification. As a guide, a Level 3 qualification is equivalent to A Level study in one or more subjects, while a Level 2 qualification is equivalent to GCSE study in one or more subjects. The information below gives a detailed explanation of, and the academic entry requirements for, each type of qualification offered in The Bushey Academy Sixth Form.

<p>AS Level Subjects</p> <p>Leads on to A2 in second year. Students usually follow 3 or 4 AS Levels in year 12 and continue 3 to full A Level in year 13. AS Levels can be combined with BTEC National Award.</p>	<p>1 Year</p>	<p>Level 3</p>
<p>BTEC National Award</p> <p>Equivalent to 1 AS and can be combined with AS study. BTEC National Award is available in:</p> <ul style="list-style-type: none"> • Applied Science • Business • Sport 	<p>2 Years</p>	<p>Level 3</p>
<p>BTEC First Diploma in Business</p> <p>Equivalent to 4 GCSEs and can be combined with BTEC Certificate study. Can lead on to A Level.</p>	<p>1 Year</p>	<p>Level 2</p>
<p>BTEC First Certificate</p> <p>Equivalent to 2 GCSEs and can be combined with other BTEC Certificate or BTEC Diploma Study. Can lead to A Level. BTEC First Certificate is available in:</p> <ul style="list-style-type: none"> • Media • Travel and Tourism 	<p>1 Year</p>	<p>Level 2</p>
<p>Know which level you are likely to be aiming at from your predicted grades:</p> <ul style="list-style-type: none"> • 5 grades at B or better including Maths and English – 4 AS Level subjects • 5 grades at C or better (including BTEC) including Maths and English – 3 AS Level subjects • 4 grades at C or better (including BTEC) – BTEC National Award • 5 grades at D to E – BTEC First Diploma or Certificate 		

Beyond the core curriculum

In addition to the options subjects chosen by sixth form students a wide range of applied learning courses are also available while a varied extension studies programme is provided to allow students to develop key enterprise and leadership skills as they gain additional qualifications on courses such as the Junior Sports Leaders Awards and the Chartered Management Institute Academy Programme. Students are also included in the PSHCE programme.

To enhance the overall learning experience, educational visits and input from external experts are important elements of the Key Stage 5 curriculum. Students taking vocational courses are given a period of work experience as appropriate.

The Bushey Academy plays a full part in local post-16 consortium arrangements.

As well as all of the above, there are also many activities that sixth formers are encouraged to participate in through our House system. Sixth formers take a leading role in many House competitions and events and are regarded as role models to other pupils lower down the school. Sixth formers also have the opportunity to take part in schemes such as The Duke of Edinburgh Award, visiting Auschwitz through our links with the Holocaust Educational Trust and to participate in World Challenge Expeditions.

BTEC National Diploma in Applied Science (Forensic Science) Level 3

Mr. S. Tripathi

Course Name: Applied Science (Forensic Science)

Exam Board & Syllabus Number: Edexcel 500/1498/5

Course Aims:

Course Description: Forensic Science is simply the application of science to the law. In criminal cases forensic scientists are often involved in the search for and examination of physical traces which might be useful for establishing or excluding an association between someone suspected of committing a crime and the scene of the crime or victim.

Course Content:

Modules cover the following areas :

- Scientific Investigation
- Criminology
- Mathematics and Statistics for Science Technicians
- Forensic Evidence Collection & Analysis
- Forensic Photography
- Forensic Fire Investigation
- Road Traffic Accident Investigation
- Criminal Investigation Procedures
- Forensic Media and Crime
- Genetics and Genetic Engineering
- Introduction to Criminal Psychology
- Forensic Science Informatics

Scheme of Assessment:

In Edexcel BTEC Nationals all units are internally assessed. A variety of assessment methods will be used, including case studies, assignments and work-based assessments, along with projects, performance observation and time-constrained assessments. There will be an emphasis on practical applications, providing realistic situations and making maximum use of practical activities and work experience.

Progression:

- Employment as a Forensic Science/Science Technician or
- Progress to Higher Education vocational qualifications such as a HND
- or a full-time Degree in Applied Science or Forensic Science.

Art & Design – Fine Art

Mrs C Tomlin

Course Name: Art & Design

Exam Board & Syllabus Number: AQA 1202B & 2202B

Course Aims:

The course aims to:

- Actively engage students in the development of practical skills: using a range of paint: acrylic and watercolour, pastel work, printing work, drawing and other materials.
- develop students' knowledge and coherent understanding of the works of other artists, designers and craftspeople
- develop students' awareness of how ideas are matched to audiences through designing, exploring ideas and modifying and refining work
- enable students to reach a conclusion with their practical work which demonstrates a personal response making informed connections with the work of others
- enable students to organise and communicate their work in a range of different and creative ways using a sketchbook and portfolio format
- to enable students more freedom within the scope of a project to allow them more independence and creative choice

Course Content:

Coursework will be divided into two different projects for each level: one internally set project and one externally set project or exam. Students will complete work in a sketchbook (ideal for home tasks) and worksheets/ study sheets throughout the two years.

Within each project the following will be achieved:

- a wide range of observational drawings completed in a range of media
- an in depth study into the works of three or four artists
- a series of experiments and designs allowing the students to demonstrate their creativity and skill in the use of materials
- a series of A1 study sheets or worksheets complimenting their research
- a final outcome demonstrating the best of the skills and drawings they have developed in the style of their chosen artist(s)

The external project is set by the exam board and in year 12 students have five hours working time to develop their project under test conditions. In year 13 students have 15 hours in which to conclude their project and produce a final piece.

Scheme of Assessment:

In year 12 each project is worth 50% of the AS grade.

In year 13 the two projects are worth 25% of the final grade. With the addition of the AS marks reduced to 25% for each project this will give the overall grade for A2.

Progression:

Choosing Art & Design will enable students to pursue further studies in creative subjects: photography, fashion, design (graphics, interiors, computer and products), illustration, teaching, advertising, theatre studies, jewellery, silver-smithing and ceramics. However it can also help students gain entry to careers in television and film – directing, set design, costume design, graphic design. It is essential for careers in animation: computer or 3 dimensional work and of course, as a practising artist.

Biology

Mr. P. Walker

Course Name: Biology

Exam Board Edexcel

The Edexcel GCE Biology specification has been designed to engage and inspire students by showing how an understanding of many contemporary issues requires a grasp of fundamental biological ideas.

Unit 1: Lifestyle, Transport, Genes and Health

***Unit code 6BI01**

Externally assessed

Content summary:

structure and function of carbohydrates, lipids and proteins; enzyme action

structure and properties of cell membranes; passive and active transport

structure and role of DNA and RNA

replication; protein synthesis

monohybrid inheritance

gene mutations

principles of gene therapy; social and ethical issues.

Assessment:

This unit is assessed by means of a written examination paper, which lasts 1 hour 15 minutes.

Unit 2: Development, Plants and the Environment

***Unit code 6BI02**

Externally assessed

Content summary:

cell structure and ultrastructure of eukaryote and prokaryote cells: cell specialisation

the role of meiosis

genotype and environmental influence

stem cell research and its implications

biodiversity, adaptations and natural selection

principles of taxonomy

plant cell structure

transport of water in plants

uses of plant products.

Assessment:

This unit is assessed by means of a written examination paper, which lasts 1 hour 15 minutes.

Unit 3: Practical Biology and Research Skills

***Unit code 6BI03**

Internally assessed

Summary:

Students write a report of between 1500 and 2000 words, which is either a record of a visit to a site of biological interest or a report of research into a biological topic.

Students' practical skills will be assessed by the teacher against criteria provided in the specification.

Please see Unit 3 Section 9.1 Part 1: Practical biology skills on page 77.

Unit 4: The Natural Environment and Species Survival

***Unit code 6BI04**

Externally assessed

Content summary:

photosynthesis; energy transfer within ecosystems

evidence for global warming

evolution through natural selection and speciation

nutrient recycling

DNA profiling and PCR

structure of bacteria and viruses

infectious diseases (eg AIDS and TB) and immunology.

Assessment:

This unit is assessed by means of a written examination paper, which lasts 1 hour 30 minutes.

Unit 5: Energy, Exercise and Coordination***Unit code 6BI05**

Externally assessed

Content summary:

ATP, glycolysis, anaerobic/aerobic respiration
control and functioning of heart; ventilation and cardiac output
homeostasis
the nervous system
impact of exercise on body, and improving performance
hormonal coordination
brain structure and development
imbalances in brain chemicals
Human Genome Project.

Assessment:

This unit is assessed by means of a written examination paper, which lasts 1 hour 30 minutes.

Unit 6: Practical Biology and Investigative Skills***Unit code 6BI06**

Internally assessed

Summary:

Students will complete a written report of an experimental investigation, which they have devised and carried out.

Progression:

The aims of the GCE in Biology are to enable students to:

- develop their interest in, and enthusiasm for, biology including developing an interest in further study and careers in the subject.
- appreciate how society makes decisions about biology-related issues and how biology contributes to the success of the economy and society.
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works.
- develop essential knowledge and understanding of different areas of biology and how they relate to each other.

Business Studies

Mr M Stritter

Course Name: Business Studies

Exam Board & Syllabus Number: OCR H030 (AS) H430 (A2)

Course Aims:

This specification will enable candidates to:

- Investigate different types of organisations in various business sectors and environments, recognising that they face varying degrees of competition.
- Identify business problems
- Plan appropriate investigations into such problems
- Promote a holistic understanding of business and enterprise
- Make justifiable decisions using both qualitative and quantitative methods, taking into account opportunity cost

Course Content:

AS Units

Unit F291: An Introduction to Business

- The nature of business
- Classification of business
- Objectives
- Other influences

This unit considers the way in which businesses operate and the effect of the external business environment. In particular, there is an awareness of how the business environment provides opportunities and imposes constraints on the pursuit of short-term and long-term objectives.

Unit F292: Business Functions

- Marketing
- Accounting & Finance
- People in organisations
- Operations management

This unit builds upon the knowledge and skills acquired in the study of F291. Candidates should be able to recognise inter-relationships between each of the four main behavioural functions of business and that for an organisation to be a success in a dynamic and challenging environment, decisions have to be taken in the context of both the organisation's wider objectives and its resources.

The A2 consists of 2 units – F297 Strategic Management and one of the following optional units; F293 Marketing, F294 Accounting, F295 People in Organisations, F296 Business Production.

Scheme of Assessment:

Examination: January and June. All units are assessed by external examination

Progression:

This specification provides a suitable foundation for the study of Business Studies or related courses in higher education. It is also suitable for candidates intending to pursue business careers or further study in business studies or social sciences or as part of a course of general education.

BTEC Level 2 Diploma in Business

Mr M Stritter

Course Name: BTEC Level 2 Diploma in Business

Exam Board & Syllabus Number: Edexcel

Course Aims:

The BTEC Level 2 Diploma in Business is designed to provide a work-related qualification that learners can use to progress to employment and/or continue their study in the same or related vocational area.

Course Content:

The Edexcel BTEC Level 2 Diploma in Business consists of **four** mandatory units **plus** optional units that provide for a combined total of 120 credits.

The four core units in the diploma give learners an introduction to, and understanding of: business purposes; business organisations; financial forecasting and people in organisations – all fundamental to the success of business organisations.

- 1 Business Purposes
- 2 Business Organisations
- 3 Financial Forecasting for Business
- 4 People in Organisations

Scheme of Assessment:

The course at KS5 is a one year course that is assessed through practical projects and assignments. All units are assessed by the school and moderated by the awarding body. An overall grade, Pass, Merit or Distinction, is then awarded. This is broadly equivalent to four GCSEs at C grade, B grade, or A grade respectively. For exceptional students there is also the opportunity to achieve a Distinction Star grade which is the equivalent of 4 A* GCSEs.

Progression:

The BTEC Level 2 Diploma in Business attracts 60 credits that equate to similar-sized general qualifications within education institutions in the UK. On successful completion of a BTEC Level 2 qualification, a learner can progress to or within employment and/or continue their study in the same or a related vocational area.

All course details are correct at the time of writing but may be subject to change.

Key features of the BTEC Nationals in Business:

The BTEC Level 2 Diploma in Business has been developed in the business sector to focus on giving learners the opportunity to gain a nationally recognised vocationally specific qualification to enter employment in the business sector or to progress to higher education vocational qualifications such as the Edexcel BTEC Level 3 Nationals in Business. They also give learners the opportunity to develop a range of skills techniques and personal attitudes essential for successful performance in working life.

BTEC Level 3 Diploma in Business Studies

Mr M Stritter

Course Name: BTEC Level 3 National Diploma in Business

Exam Board & Syllabus Number: Edexcel

Course Aims:

The BTEC Level 3 Diploma broadens and expands a student's work-related focus. There is potential for the qualification to prepare learners for employment in an appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work or further their education at degree level. It is equivalent to two GCE A Levels.

Course Content:

The Edexcel BTEC Level 3 Diploma in Business consists of **four** mandatory units **plus** optional units that provide for a combined total of 120 credits.

The four core units in the diploma give learners an introduction to, and understanding of: the business environment; the management of resources; marketing; and communication – all fundamental to the success of business organisations.

- 1 The Business Environment
- 2 Business Resources
- 3 Introduction to Marketing
- 4 Business Communication

Scheme of Assessment:

The course is a two year course that is assessed through practical projects and assignments. All units are assessed by the school and moderated by the awarding body. An overall grade, Pass-Pass, Merit-Merit or Distinction-Distinction, is then awarded. This is broadly equivalent to two GCEs at C grade, B grade, or A grade respectively. For exceptional students there is also the opportunity to achieve a Distinction Star grade which is the equivalent of an A* GCE

Progression:

The BTEC Level 3 Diploma in Business attracts UCAS points that equate to similar-sized general qualifications within education institutions in the UK. On successful completion of a BTEC National qualification, a learner can progress to or within employment and/or continue their study in the same or a related vocational area.

All course details are correct at the time of writing but may be subject to change.

Key features of the BTEC Nationals in Business:

The BTEC Nationals in Business have been developed in the business sector to focus on giving learners the opportunity to gain a nationally recognised vocationally specific qualification to enter employment in the business sector or to progress to higher education vocational qualifications or university courses. They also give learners the opportunity to develop a range of skills techniques and personal attitudes essential for successful performance in working life.

Chemistry

Mr S Tyrrell

Course Name: Chemistry

Exam Board & Syllabus Number: OCR H034

Course Aims:

The AS GCE is both a stand-alone qualification and also the first half of the corresponding Advanced GCE.

The AS GCE is assessed at a standard appropriate for students who have completed the first year of study (both in terms of teaching time and content) of the corresponding two year Advanced GCE course, i.e. between GCSE science/chemistry and Advanced GCE.

The aim of this course is to encourage students to:

- Develop their interest in and enthusiasm for chemistry, including developing an interest in further study and careers in chemistry;
- Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- Develop and demonstrate a deeper appreciation of the skill, knowledge and understanding of 'How Science Works';
- Develop essential knowledge and understanding of different areas of chemistry and how they relate to each other

Course Content:

Unit F321: Atoms, Bonds and Groups

Unit F322: Chains, Energy and Resources

Unit F323: Practical skills in Chemistry 1

Scheme of Assessment:

AS Unit F321: Atoms, Bonds and Groups

30% of the total AS GCE marks

1 hour written paper worth 60 marks

Candidates answer **all** questions

AS Unit F322: Chains, Energy and Resources

50% of the total AS GCE marks

1.75 hour written paper worth 100 marks

Candidates answer **all** questions

AS Unit 323: Practical Skills in Chemistry 1

Candidates complete three tasks set by OCR

Tasks are marked by the centre using a mark scheme written by OCR. Work is moderated by OCR

20% of the total AS GCE marks

Coursework worth 40 marks

Progression:

Satisfactory completion of AS Chemistry allows progress to OCR Advanced GCE in Chemistry: A2 H434 which includes the following units:

A2 Unit F324: Rings, Polymers and Analysis

A2 Unit F325: Equilibria, Energetics and Elements

A2 Unit F326: Practical Skills in Chemistry 2

Design and Technology

Mr J Hawkins

Course Name: Design and Technology:
Product Design (3-D Design)

Exam Board & Syllabus Number: AQA - 2550

Course Aims:

The AS-Level in Product Design aims to help students:

- to take a broad view of design and technology,
- to develop their capacity to design and make products and
- to appreciate the complex relations between design, materials, manufacture and marketing.

The course will also encourage students to:

- make use of tacit knowledge and reflective practices in order to work with tasks that are challenging and often require definition
- develop and sustain their creativity and innovative practice
- recognise and overcome challenges and constraints when working towards the production of high-quality products
- develop a critical understanding of the influences of the processes and products of design and technological activities from a contemporary and historical perspective
- draw on a range of skills and knowledge from other subject areas
- draw on and apply knowledge, understanding and skills of production processes to a range of design and technology activities
- develop an understanding of contemporary design and technology practices
- use digital technologies and information handling skills to enhance their design and technological capability
- recognise the values inherent in design and technological activities, and develop critical evaluation skills in technical, aesthetic, ethical, economic, environmental, sustainable, social, cultural and entrepreneurial contexts.

Course Content:

The course is made up of 2 units. One covers *Materials, Components and Application* and the other is a practical project - *Learning through Designing and Making*. To complete the A-Level course in year 13, students complete a further two units, one on *Design and Manufacture* and the other is a practical project.

Scheme of Assessment:

To complete the AS Level qualification students need to complete both units. The first unit is assessed through a written examination.

Progression:

This course could lead to the pursuit of a degree in design, engineering or related discipline or to employment in fields such as architecture, civil engineering or the motor industry.

Drama and Theatre Studies

Mr J Wride

Course Name: Drama – AS/A2

Exam Board & Syllabus Number: Edexcel 8DR01
Edexcel 9DR01

Course Aims:

Advanced Subsidiary GCE in Drama and Theatre Studies deliberately focuses on working with plays. In this way the Advanced Subsidiary GCE in Drama and Theatres Studies aims to bridge the gap between GCSE and full Advanced GCE by providing an opportunity to study plays from the point of view of a director, designer, performer and critic. The qualification is designed to enable students to acquire a knowledge and understanding of the language of drama and theatre as well as to develop their performing and analytical skills.

Course Content:

AS Unit 1: Exploration of Drama and Theatre:

This unit introduces students to the content of plays written for the theatre. They will learn how to analyse plays in a variety of ways so that they become familiar with the way written plays can be interpreted for realisation in performance. As a minimum requirement two plays will have to be studied in this unit. At least one of the plays must be studied in the light of a recognised influential practitioner. This might be an individual who has made a unique contribution to theatre practice.

AS Unit 2: Theatre Text in Performance

This unit offers students the chance to demonstrate skills in a performance environment. The knowledge and understanding gained during the study of two plays in Unit 1 can now be applied with a view to delivering a performance to an audience. There are two sections in this unit. In each section, students can choose to take the role of a performer or theatre designer. The performance material must be taken from a complete and substantial play text. Students can choose to offer performing skills or design skills in both sections or a different skill in Section B than they used in Section A.

Section A Performers offer one of the following:

- solo (monologue)
- pair performance (duologue).

Section B Performers present a group performance. Groups may not be fewer than three students or more than nine. Performances must last no less than 15 minutes or more than 60 minutes. Smaller groups shall tend towards the lower time period and larger groups to the longer time period.

Scheme of Assessment:

Unit 1

This internally assessed unit requires students to explore two contrasting play texts, chosen by the centre, in a practical and active way. At least one of the plays must be explored in the light of a recognised theatre practitioner. A set of Exploration Notes based on individual research and response to the practical work to a maximum of 3000 words must also be submitted. Students are also required to experience a live theatre performance and submit an evaluation to a maximum of 1000 words. The live theatre experience may be a performance of one of the chosen play texts or a different play.

Unit 2

This externally assessed unit contains two elements. It requires students to contribute to a performance of a professionally published play by a known writer. Group sizes should not be fewer than three or more than nine students and performance time should not be less than 15 minutes or more than 60 minutes. Additionally, students must offer either a monologue duologue from a different play to that offered in the first section. Students may offer either acting or a design form. These may be different in each of the two sections of the unit. Students shall also provide a concept of the interpretation of their chosen roles or designs. This unit will be assessed under examination conditions by a visiting examiner on a date negotiated with the centre and a written performance concept giving an analysis of the chosen role within the context of the interpretation of the complete text. This may include a clearly annotated final text chosen for performance with a justification of the decisions made. The written concept and the annotations on the text should not exceed a total of 500 words.

All information is available from the Drama Department website: www.dramaatthebusheyacademy.uk.org

Progression:

This qualification provides opportunities for developing an understanding of moral, social and cultural issues, together with an awareness of health and safety considerations as applied to Drama and Theatre Studies. Progression can result in further study and interest in the Theatre and Television industry, leadership and teaching, communicative career routes such as management and personnel. The creative industries are one of the most popular and fastest growing industries in the country and abroad.

A2 Course Content:**A2 Unit 3: Exploration of Dramatic Performance**

This unit requires the creation of a unique and original piece of theatre. The knowledge and understanding gained in the AS units can now be applied to a created production. Students will be assessed on both the process of creation and the finished product in the form of a performance to an invited audience. Students will work in groups of no less than 3 and no more than 6. The duration of each performance should be a minimum 15 minutes and a maximum of 30 minutes. Larger groups should tend towards the upper time limit and smaller groups to the lower time. This unit consists of two elements, Supporting Written Evidence and a performance to the intended audience.

A2 Unit 4: Theatre Text in Context

This externally examined written unit requires the detailed study of one prescribed play and one prescribed historical period of theatrical development. The unit is divided into two sections: Sections A and B. In Sections A and B students will have to study one play from a choice of three, developing and shaping their ideas for a proposed production of the play from the perspective of a director. In Section C students are required to study and research the original performance conditions of a play written and performed in one of three given periods of theatrical development. A live production of the chosen play, at which students respond as a member of the audience, will be at the centre of this section.

Scheme of Assessment:**Unit 3**

This internally assessed unit requires students to create an original and unique piece of theatre. Their starting point may be stimulus material, themes, ideas and issues or a professionally published play by a known writer. Students will be assessed on the research and development of their work as well as the final performance in front of an identified audience. They are also required to complete an evaluation on both the process and performance of their work. Written evidence will be required reflecting the research and development work. This unit will be internally assessed and externally moderated.

Unit 4

This externally assessed unit takes the form of a two-and-a-half hour written paper. There are three sections to the paper. In Section A and B one play should be studied and explored from the point of view of a director from a choice of three set texts. It will be expected that students will explore the play in both an academic and practical way. In Section C a selection must be made of one from a choice of three historic periods of theatre history. The choice must be different from the period represented by the chosen set text in Sections A and B. A live performance of a play from the chosen period must be experienced and evaluated and a comparison made with the original staging conditions of the play. All information is available from the Drama Department website: www.dramaatthebusheyacademy.uk.org

English

Miss J Pather

Course Name: English

Exam Board & Syllabus Number: AQA - 1746/2746

Course Aims:

The course objectives are common to AS and A Level. The central idea is that the exploration of reading processes can be an interesting and enriching way to approach literary texts. In AS the focus is on comparing the ways in which stories are told and thereby constructing different realities. At A2 this foundation is extended in two main ways: by looking in more detail at the ways texts reproduce cultural meaning, and by considering the ways in which texts can be subjected to various critical approaches, yielding different and often challenging interpretations.

At AS students will:

- pay close attention to how narrative works in texts;
- make connections across texts through exploring narratives;
- be introduced to the notions of genre through the study of drama

At A2 students will:

- broaden their understanding of genre and categorisation;
- extend their independent reading;
- extend their awareness of critical methods and readings.

Course Content:

Over the two years students will study four units. At AS students will study Aspects of Narrative in Unit 1. This unit has a particular focus on how narratives are constructed by authors, and the different ways in which they can be responded to by readers. Students will also study Dramatic Genres in Unit 2 where they will be introduced to tragedy in the form of drama. At A2 students will study Texts and Genre in Unit 3 where the aim is to develop ideas on the significance of drama established during the AS course. The final unit of study is Further and Independent Reading where the aims are to introduce students to a wide range of texts, to different ways of reading texts for study and to critical ideas which should be applied to literary texts.

Scheme of Assessment:

The course is assessed through coursework and terminal examinations. At AS, Unit 1 is assessed by one terminal examination and Unit 2 is assessed by two pieces of coursework. At A2, Unit 3 is assessed by one terminal examination and Unit 4 is assessed by two pieces of coursework.

Progression:

A Level English is useful for any degree course in Arts or Social Sciences. It is also a valuable qualification for a variety of courses including law, teaching, journalism and a career in the media. It is valued by employers and indicates an ability to read critically, write coherently and to develop and sustain a line of thought.

Geography

Miss L Campbell

Course Name: Geography

Exam Board & Syllabus Number: AQA - 5031

Course Aims:

Contemporary geography is a subject which explicitly engages with the relationship of human populations to each other over space and time and their relationship with their physical environment at a variety of scales from the local to the global.

All units specified in AQA GCE Geography offer opportunities for candidates to consider:

- their own roles, values and attitudes in relation to themes and issues being studied
- the roles, values and attitudes of others including decision-makers.

Course Content:

Students study 4 units throughout the 2 year course. The course is structured as follows:

Unit 1 – Physical and Human Geography

Core physical section is Rivers, floods and management

Optional physical section is Coastal Environments

Core human section is Population Change

Optional physical section is Energy Issues

Unit 2 – Geographical Skills

A geographical skills paper based on the content of Unit 1. The skills include investigative, cartographic, graphical, ICT and statistical skills.

Unit 3 – Contemporary Geographical Issues

Physical sections are Plate Tectonics and Associated Hazards and Weather and Climate and Associated Hazards.

Human section is Development and Globalisation

Unit 4 – Geography Fieldwork Investigation

Candidates analyse and evaluate their fieldwork in response to the questions set. In addition, candidates will be assessed on fieldwork skills

Scheme of Assessment:

The AS consists of units 1 and 2. All students will sit 2 examinations at the end of the first year. The Unit 1 exam is worth 70% of the AS (35% of the full A Level) and is a 2 hour written exam with structured short and extended questions. The Unit 2 examination is worth 30% of the AS (15% of the full A Level) and is a one and a quarter hour written examination with structured skills and generic fieldwork questions.

The A2 year consists of units 3 and 4. All students will sit two examinations at the end of the second year. Unit 3 is examined in a 2 hour and 30 minute written examination, which will consist of structured short and extended questions, plus an essay. Unit 4 is a one hour and 30 minute written examination which will consist of short and extended questions based on the fieldwork investigation and fieldwork skills.

Progression:

Many career prospects are available with a qualification in Geography, including progression into many university courses, Geography-based or not. The job prospects are outstanding, from Law to environmental planning and management.

Government and Politics

Mr C Ryan

Course Name Government and Politics

Exam Board & Syllabus Number Edexcel 8GP01

Course Aims

The aims of the course are to encourage students to:

- develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes
- acquire knowledge and understanding of the structures of authority and power within the political system of the United Kingdom, and how these may differ from those of other political systems. In Year 13 we study the political system of the USA.
- acquire knowledge and informed understanding of the rights and responsibilities of the individual and encourage an interest in, and engagement with, contemporary politics.

Course Content

In Year 12, students study *People and Politics* and *Governing the UK*.

In Year 13, students study *The Representative Process in the USA* and *Governing the USA*.

Scheme of Assessment

The examinations assess an ability to develop knowledge and understanding of relevant institutions; to analyse and evaluate political information and to develop skills in the construction and communication of coherent arguments.

There are four written examinations over the two years.

There is no coursework requirement.

Progression

This course could lead to a number of degree courses, for example, politics, law or journalism.

The skills that are developed are essential in any job which requires an ability to absorb, analyse and evaluate information and to present a coherent argument.

Health and Social Care

Miss L Williams

Course Name: Health and Social Care

Exam Board & Syllabus Number: OCR - H103, H503

Course Aims:

- Acquire knowledge and understanding of health, early years and education as well as issues affecting the health and social care sector.
- Develop skills that will enable students to make an effective contribution to the care sector including skills of research, evaluation and problem-solving in a work related context.

Course Content:

This course is made up of six units of study:

Unit F910: Promoting Quality Care.

- Attitude and prejudices, rights and responsibilities, facilitation of access to services, values of care and promotion of quality care

Unit F911: Communication in care settings.

- Types of communication, factors that support and inhibit communication, theories of communication and skills related to communication.

Unit F912: Promoting good health.

- Principles of health and well-being, health campaigns.

Unit F919: Care practice and provision.

- Planning and provision of services and effects of national policy and legislation, quality assurance, meeting individual needs and working in partnership.

Unit F922: Child development.

- Development and factors that affect development, the role of play and planning of a learning aid.

Unit F921: Anatomy and Physiology.

- The functions of several human body systems. The functions of these systems are used to explain the symptoms, causes and care and treatment of a range of human diseases and dysfunctions.

Scheme of Assessment:

Unit F910 is assessed through a 1 ½ hour external examination worth 33% of the final AS mark.

Unit F911, F912, F919, F922 is assessed through a written portfolio each worth 33% of the final AS/A2 mark.

Unit F921 is a 1 ½ hour exam and is worth 33% of the final A2 mark.

Progression:

Choosing Health and Social Care will provide students with a broad background in Health and Social Care. It will allow students to progress into further education, training or employment. It provides a suitable basis for further study in this subject or related courses, which could include Degrees or Modern Apprenticeships.

History

Mrs P Simpson

Course Name: History

Exam Board & Syllabus Number: Edexcel - 8HI01

Course Aims:

The aims of the History course are to encourage students to:

- develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance
- acquire an understanding of different identities within society and an appreciation of social, cultural, religious and ethnic diversity through the study of aspects of British and non-British history
- build on their understanding of the past through experiencing a broad and balanced course of study
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds
- develop the ability to ask relevant and significant questions about the past and to research them
- acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements may be provisional
- develop their use and understanding of historical terms, concepts and skills
- make links and draw comparisons within and/or across different periods and aspects of the past
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

Course Content:

The AS-Level is made up of Units 1 & 2

In **Unit 1: Historical Themes in Breadth**, students will study two topics in order to gain a broad overview of a particular theme, and will assess the historical significance of events, ideas, attitudes and beliefs and how these influenced behaviours and action. In **Unit 2: British History Depth Studies**, students will study a period of British history in order to develop an in-depth understanding of attitudes, beliefs and structures of society.

To gain an A-Level in History, students need to complete Units 3 & 4 in year 13.

In **Unit 3: Depth Studies and Associated Historical Controversies**, students will undertake a depth study to explore the nature of challenges and conflict relating to societies and/or political system in the period studied, and to explore an issue of historical debate. In **Unit 4: Historical Enquiry**, students will carry out an enquiry which will address the aspects of a chosen theme over a period of at least 100 years.

They will examine both the short-term significance of an individual, movement or event, as well as the factors affecting change throughout the whole period.

Scheme of Assessment:

Units 1, 2 and 3 are assessed by written examination. Unit 4 is a coursework assessment.

Progression:

This course could lead to a degree in history, law or journalism. The course emphasises the skills of information gathering and analysis which are valued by employers.

ICT

Mr S Ruiters

Course Name: ICT

Exam Board & Syllabus Number: OCR - H117/H517

Course Aims:

The aims of these specifications are to encourage candidates to develop:

- the capacity to think creatively, innovatively, analytically, logically and critically;
- the skills to work collaboratively;
- the ability to apply skills, knowledge and understanding of ICT in a range of contexts to solve problems;
- an understanding of the consequences of using ICT on individuals, organisations and society and of social, legal, ethical and other considerations on the use of ICT;
- an awareness of emerging technologies and an appreciation of the potential impact these may have on individuals, organisations and society.

Course Content:

Unit G061: Information, Systems and Applications:

Data, information, knowledge and processing

Software and hardware components of an information system

Characteristics of standard applications software and application areas

Spreadsheet concepts

Relational database concepts

Applications software used for presentation and communication of data

The role and impact of ICT – legal, moral and social issues

Unit G062: Structured ICT Tasks

Design

Software development

Testing

Documentation

Scheme of Assessment:

The AS GCE is made up of **two** mandatory units, which form 50% of the corresponding four-unit Advanced GCE.

AS Unit G061 is externally assessed, and AS Unit G062 is internally assessed through coursework.

Progression:

Throughout the course of study candidates are encouraged to become discerning users of ICT, developing a broad range of ICT skills and knowledge and understanding of ICT. This should form a basis for progression into further learning, including progression from AS to A2, and/or employment.

Mathematics

Mr G Davis

Course Name: Mathematics

Exam Board & Syllabus Number: Edexcel - 8371

Course Aims:

The AS-Level in Mathematics aims to help students:

- develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment,
- develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs
- extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems
- develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected
- recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems and standard and other mathematical models and how these can be refined and improved
- use mathematics as an effective means of communication
- read and comprehend mathematical arguments and articles concerning applications of mathematics
- acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations
- develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

Course Content:

The course is made up of three units which develop and introduce new mathematical topics. Two of the units are 'Core' units which contain all the necessary mathematical theory for the course. The third unit is an 'Applied' unit which develops the use of pure mathematics to model 'real-world' problems. The applied unit will either be Statistics, Mechanics or Decision Mathematics, depending on the needs of the class and the resources available.

Scheme of Assessment:

To complete the AS Level qualification students need to sit three Units. Each Unit is assessed by a written examination paper lasting 90 minutes.

Progression:

After successfully completing AS Level Mathematics you can continue to complete the A Level qualification. A Level Mathematics is a highly transferable qualification and will aid your entry on to numerous numerical based degree courses such as accountancy, economics, engineering and the sciences. Students with A-Level Mathematics on average earn 10% more than those without!

Media Studies (BTEC Level 2)

Miss D Roze

Course Name: Media Studies BTEC Level 2

Exam Board & Syllabus Number Edexcel 100/5708/0

Course Aims

Most of the information you receive in society is communicated via the media. Media Studies teaches the skills needed to deconstruct texts in order to recognise the true nature of the messages and values being broadcast to you. Studying this subject will teach you how social, economic and political factors shape and structure the media and how the media, in return, shapes and structures power relationships in society.

In addition, every company now requires the kind of communication and marketing skills taught in this subject. Last, but not least, Media Studies is a hugely enjoyable subject.

Course Content

This is a level 2 (GCSE equivalent) course. This course is about the practical production of media products, with two compulsory areas of study:

- Research for creative media production
- Communication techniques for creative media production

Optional Units may include:

- video and print production
- deconstructing computer games
- writing for creative media

Scheme of Assessment

The course is 100% coursework and is marked internally and externally moderated

Progression

This course is the equivalent to 2 GCSE passes at A* to C. Learners who complete a BTEC will obtain a qualification which will enable progression to further study, employment or training with regard to a creative career in media.

Possible career areas include:

- Journalism
- Design
- Teaching
- Practical production

Media Studies

Miss D Roze

Course Name Media Studies

Exam Board & Syllabus Number AQA tbc

Course Aims

This course should encourage candidates to:

- enhance their enjoyment and appreciation of the media and its role in their daily lives
- develop critical understanding of the media through engagement with media products and concepts and through the creative application of practical skills
- explore production processes, technologies and other relevant contexts
- become independent in research skills and their application in their practical work and in developing their own views and interpretations.

Course Content

In Year 12, students complete Units 1 and 2. Unit 1 and Unit 2 provide an integrated and complementary introduction to the study of the media and the contemporary media landscape. The content of both units is underpinned by a set of key media concepts and media platforms. This includes **Media Concepts**, such as Media Representations, Media Institutions and Media Audiences, and **Media Platforms** such as Broadcasting, Digital/web-based media (e-media) and Print.

In the second year of the course, students will build on their AS work to look more fully at the contexts of media production and consumption – *why* as well as *how* texts are created as they are. As well as building on the concepts studied at AS, candidates will look at some debates and theories as appropriate. This may include **Media Debates** on Reality TV, Moral Panics, Post 9/11 and the media, Regulation and Censorship and News Value. It may also include **Media Theories** on Analysis, Consumption, Production and Politics and the media.

Scheme of Assessment

This course is assessed over two units in the first year to AS and a further two units to complete the full A level in the second year. These will include both written and practical assessments.

Progression

This course covers a wide range of transferable skills that allows pupils to develop and enhance their creative and technological strengths. A qualification in Media Studies enables students to apply for a range of subjects in university, including Communication Studies, Broadcasting, Advertising and Film Studies. This qualification would also lead to a number of exciting career opportunities including Radio and TV Journalism, Animation, Web Design, Corporate Production, Computer Games Design and Film Production.

Music

Miss H Anderson

Course Name: Music

Exam Board & Syllabus Number: Edexcel - 8MU01

Course Aims:

At both AS and A2 levels, students experience all three main musical disciplines of **performing, composing and listening and understanding**. Students will develop performance skills (solo and/or ensemble), compose music and learn about harmony (the basics at AS and stylistic studies at A2). They will build up their aural and analytical skills by studying selections from the *New Anthology of Music* (Edited by J Winterson, Peters, 2000) and wider listening.

Course Content and assessment:

The course content is made up of three units;

1) AS Unit 1: Performing Music (30% of the total AS marks)

This unit gives students the opportunities to perform as soloists and/or as part of an ensemble. Teachers and students can choose music in any style. Any instrument(s) and/or voice(s) are acceptable as part of a five-six minute assessed performance.

Assessment:

The music performed is chosen and assessed by the centre and moderated by Edexcel.

2) AS Unit 2: Composing (30% of the total AS marks)

This unit encourages students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their final composition and explain how other pieces of music have influenced it.

Assessment:

In September of each year Edexcel will publish on its website (www.edexcel.org.uk) a document entitled *Unit 2: Composing*. Section A will contain four composition briefs from which students will select one as the basis for a three minute composition. In Section B students will answer three questions to provide information that could be used for a CD sleeve note to accompany their composition. Both sections of the examination must be completed under controlled conditions. The composition and CD sleeve note will be externally assessed.

3) AS Unit 3: Developing Musical Understanding (40% AS marks)

This unit focuses on listening to familiar music and understanding how it works. Set works from the anthology provide the focus for the first two sections, through listening and studying scores. It is recommended that students familiarise themselves with each work as a whole, before learning how to identify important musical features and social and historical context. In the third section, students use a score to identify harmonic and tonal features and then apply this knowledge in the completion of a short and simple passage for SATB.

Assessment:

Assessment is through a 2-hour examination paper set and marked by Edexcel. There are three sections: Section A: Listening; Section B: Investigating musical styles, and Section C: Understanding Chords and lines. Section A requires students to listen to extracts of Music. In Section C, students may use a keyboard with headphones. A skeleton score is provided for Section A. Students are given five minutes' reading time at the start of the examination. Students will **not** have access to copy of the anthology during the examination nor to any musical software for Section C.

Progression:

The full GCE course (AS plus A2) is excellent preparation for higher education courses in music, but is equally valuable for non-specialists as a second or third area of study. The AS units alone can offer a broad and satisfying experience for those who want to conclude their musical studies at this point.

Photography

Miss B Bean

Course Name: Photography

Exam Board & Syllabus Number: AQA - 2200
1206F AS
2206F A2

Course Aims:

The practical and critical/contextual applications of photography. You will learn how to use both SLR and compact cameras and methods of manipulating images using Photoshop.

Course Content:

Units to be studied :

- AS- Unit 1, Coursework Portfolio (80 marks, 50% of AS, 25% of A level)
Unit 2, AS Externally Set Assignment (80 marks, 50% of AS, 25% of A level)
- A2- Unit 3, Personal Investigation (80 marks, 25% of A level)
Unit 4, Externally Set Assignment (80 marks, 25% of A level)

First and foremost, a keen interest in photography and image making is needed. Candidates ideally should have a C grade or higher at GCSE art or photography.

Scheme of Assessment:

The course is assessed formatively using the current four GCE assessment objectives. You will be provided with both verbal and written feedback with regular targets to improve your skills and performance. Each year concludes with a timed practical examination set by the examination board.

Progression:

Photography combines well with Art and Media Studies subjects.

Physics

Mr S Tripathi

Course Name: Physics

Exam Board & Syllabus Number: OCR - H158

Course Aims:

This course aims to encourage candidates to develop their interest in and enthusiasm for physics, including developing an interest in further study and careers in physics. Students will appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society; develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works*; and develop essential knowledge and understanding of different areas of physics and how they relate to each other. Students study various modules that give them the basic understanding needed to continue to develop their knowledge in A2 physics. They also develop practical skills through the completion of coursework.

Course Content:

Unit G481: Mechanics

Topic 1: Motion

Topic 2: Forces in action

Topic 3: Work and energy

Unit G482: Electrons, Waves and Photons

Topic 1: Electric Current

Topic 2: Resistance

Topic 3: DC Circuit

Topic 4: Waves

Topic 5: Quantum Physics

Unit G483: Practical Skills in Physics 1

Scheme of Assessment:

The course is assessed as follows:

Unit G481 is assessed through a 60 minutes written paper, worth 60 marks.

Unit G482 is assessed through a 1 hour 45 minutes written paper, worth 100 marks.

Unit G483 is assessed by teachers, internally standardized and then externally moderated. It is worth 40 marks.

Progression:

Choosing physics at GCE will provide you with plenty of opportunities for further progression, including further study at university and careers in fields such as engineering and science.

Psychology

Mrs B Christoforou

Course Name: Psychology

Exam Board & Syllabus Number: AQA - AS-1181 A2-2181

Course Aims:

To develop an interest and enthusiasm for the subject. To appreciate how society makes decisions about scientific issues. To develop essential knowledge & understanding of different areas of the subject and how they relate to each other e.g. stress, aggression, psychopathology, memory, sleep, relationships.

Course Content:

Unit 1 (AS) Cognitive Psychology- Memory

Models of memory, How memory works, Memory in everyday life, Eyewitness testimony.

Developmental Psychology- Attachment

Attachment, explanations of attachment, Types of Attachment (secure / insecure), Cultural variations.

Research Methods-Methods & techniques

Research, Investigation design, how to design experiments, Data analysis, presentation.

Unit 2 (AS) Bio Psychology- Stress

Stress as a bodily response, Stress related illness & the immune system, Stress in everyday life.

Social Psychology- Social influence

Types of conformity, Why do people conform?, Obedience, Social influence in everyday life.

Individual Differences- Psychopathology (Abnormality)

Definitions of abnormality, Biological & Psychological approach to abnormality, treatments.

Year 2 Unit 3 Topics in Psychology

Biological rhythms & sleep (Topic 1)

Disrupting biological rhythms e.g. jet lag, sleep disorders, including insomnia, sleep walking.

Relationships (Topic 2)

The formation, maintenance & breakdown of relationships, Human reproductive behaviour.

Aggression (Topic 3)

Social Psychological, & Biological approaches to aggression, is it genetic? (Gangs, Football violence).

Year 2 Unit 4 Psychopathology, Psychology in Action & Research Methods

Psychopathology- Schizophrenia, Clinical characteristics of schizophrenia, treatments

Psychology in Action- Addiction

Models of addictive behaviour, Factors affecting addictive behaviour, Reducing addictive behaviour.

Research Methods

Extend knowledge & understanding of research design, data analysis and data interpretation.

Scheme of Assessment continued:

AS Examination Unit 1 (50% of AS marks, 25% of total A-level marks) in January 1 hour 30.

AS Examination Unit 2 (50% of AS marks, 25% of total A-level marks) in June 1 hour 30

A2 Examination Unit 3 (25% of total A-Level mark) in January 1 hour 30

A2 examination Unit 4 (25% of total A-Level mark) in June 2 hours

Progression:

The successful completion of Advanced Level Psychology prepares students for further study in the subject at university as well as for other areas such as law, sociology and the humanities.

Sociology

Mrs W Verity

Course Name: Sociology

Exam Board & Syllabus Number: AQA - 1191 and 2191

Course Aims:

The AS and A2 Level course aims to encourage students to:

- acquire knowledge and a critical understanding of contemporary social processes and social changes
- appreciate the significance of theoretical and conceptual issues in sociological debate
- understand and evaluate sociological methodology and a range of research methods through active involvement in the research process
- develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society
- develop a lifelong interest in social issues.

Course Content:

Sociology is the study of individuals and groups in society. We look at Sociological Research Methods and at different Social Institutions such as The Family, Education, Crime and Deviance and Beliefs in Society and compare the experiences of different groups of people (social groups) with them. E.g. The impact of social class on educational achievement, the impact of gender and peer pressure on crime and deviance and the reasons for the growth of sects and cults and their impact on the established Church in the UK.

The AS specification has 2 units:

Unit 1: Culture and Identity/Families and Households/Wealth, Poverty and Welfare

Unit 2: Education, Health, Sociological Methods

The A2 specification also has 2 units:

Unit 3: Beliefs in Society; Global Development; Mass Media; Power and Politics

Unit 4: Crime and Deviance with Theory and Methods;

Scheme of Assessment:

All assessment is through external examinations.

At AS students take 2 written papers by the end of Yr 12

Unit 1 is a written paper - 1 hour

Weighting: 40% of total AS/20% of total A level

Unit 2 is a written paper – 2 hours

Weighting: 60% of total AS/30% of total A Level

At A2 students take 2 written papers by the end of Yr 13.

Unit 3 is a written paper - 1 hr 30 mins

Weighting: 20% of A Level

Unit 4 is a written paper – 2 hrs

Weighting: 30% of A Level

Progression:

Students who have studied sociology at A level have gone on to enter a diverse range of careers ranging from education, policing, social work and legal justice to business, counselling, market research and recruitment consultancy. Sociology is often taught within health related degrees such as physiotherapy, radiography and nursing.

BTEC Level 3 Certificate in Sport

Mr J Wall

Course Name: Certificate in Sport

Exam Board & Syllabus Number: Edexcel 500/6759/3

Course Aims:

BTEC Nationals are Level 3 qualifications designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications provide progression opportunities within the same cognate or related areas of study within universities and other institutions. They attract UCAS points that equate to similar-sized general qualifications within education institutions in the UK. On successful completion of a BTEC National qualification, a learner can progress to or within employment and/or continue their study in the same, or related, vocational area.

Course Content:

The 30-credit BTEC Level 3 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. It is a 1 year programme which leads to a qualification which can extend a learner's programme of study and give vocational emphasis. It is broadly equivalent to **one GCE AS Level**.

Unit Title: Principles of Anatomy and Physiology in Sport

The aim of this unit is to explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and also to learn the fundamentals of the energy systems.

On completion of this unit a learner should:

- 1 Know the structure and function of the skeletal system
- 2 Know the structure and function of the muscular system
- 3 Know the structure and function of the cardiovascular system
- 4 Know the structure and function of the respiratory system
- 5 Know the different types of energy systems.

Unit Title: The Physiology of Fitness

This unit provides an opportunity for learners to explore the body's response to acute exercise and how the body adapts to long-term exercise participation.

On completion of this unit a learner should:

- 1 Know the body's response to acute exercise
- 2 Know the long-term effects of exercise on the body systems
- 3 Be able to investigate the physiological effects of exercise on the body systems.

Unit Title: Assessing Risk in Sport

The aim of this unit is to make the learner explicitly aware of the vital nature of risk assessment and its management within the sports industry.

On completion of this unit a learner should:

- 1 Know the key factors that influence health and safety in sport
- 2 Be able to carry out risk assessments
- 3 Know how to maintain the safety of participants and colleagues in a sports environment
- 4 Be able to plan a safe sporting activity

BTEC Level 3 Subsidiary Diploma in Sport

Mr J Wall

Course Name: Subsidiary Diploma in Sport

Exam Board & Syllabus Number: Edexcel 500/6751/5

Course Aims:

BTEC Nationals are Level 3 qualifications designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications provide progression opportunities within the same cognate or related areas of study within universities and other institutions. They attract UCAS points that equate to similar-sized general qualifications within education institutions in the UK. On successful completion of a BTEC National qualification, a learner can progress to or within employment and/or continue their study in the same, or related vocational area.

Course Content:

The 60-credit BTEC Level 3 Subsidiary Diploma extends the specialist work-related focus from the Level 3 BTEC Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. The course is studied over a 2 year period. The BTEC Level 3 Subsidiary Diploma offers greater flexibility and a choice of emphasis through the optional units. It is broadly equivalent to **one** GCE A Level.

The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a general qualification such as GCE AS Levels, additional specialist learning (eg through another BTEC qualification) or a complementary NVQ. These learning programmes can be developed to allow learners to study related and complementary qualifications without duplication of content.

Unit Title: Principles of Anatomy and Physiology in Sport

The aim of this unit is to explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and also to learn the fundamentals of the energy systems.

On completion of this unit a learner should:

- 1 Know the structure and function of the skeletal system
- 2 Know the structure and function of the muscular system
- 3 Know the structure and function of the cardiovascular system
- 4 Know the structure and function of the respiratory system
- 5 Know the different types of energy systems.

Unit Title: The Physiology of Fitness

This unit provides an opportunity for learners to explore the body's response to acute exercise and how the body adapts to long-term exercise participation.

On completion of this unit a learner should:

- 1 Know the body's response to acute exercise
- 2 Know the long-term effects of exercise on the body systems
- 3 Be able to investigate the physiological effects of exercise on the body systems.

Unit Title: Assessing Risk in Sport

The aim of this unit is to make the learner explicitly aware of the vital nature of risk assessment and its management within the sports industry.

On completion of this unit a learner should:

- 1 Know the key factors that influence health and safety in sport
- 2 Be able to carry out risk assessments
- 3 Know how to maintain the safety of participants and colleagues in a sports environment
- 4 Be able to plan a safe sporting activity

Unit Title: Fitness Training and Programming

The aim of this unit is for learners to be able to plan fitness training sessions and design fitness training programmes.

On completion of this unit a learner should:

- 1 Know different methods of fitness training
- 2 Be able to plan a fitness training session
- 3 Be able to plan a fitness training programme
- 4 Be able to review a fitness training programme

Unit Title: Fitness Testing for Sport and Exercise

The aim of this unit is to enable learners to gain an understanding of fitness testing and the importance of health screening and health monitoring tests.

On completion of this unit a learner should:

- 1 Know a range of laboratory-based and field-based fitness tests
- 2 Be able to use health screening techniques
- 3 Be able to administer appropriate fitness tests
- 4 Be able to interpret the results of fitness tests and provide feedback.

Unit Title: Practical Individual Sport

The aim of this unit is to enable learners to explore the skills, techniques, tactics and rules of individual sports through active participation.

On completion of this unit a learner should:

- 1 Know the skills, techniques and tactics required in selected individual sports
- 2 Know the rules and regulations of selected individual sports
- 3 Be able to assess own performance in selected individual sports
- 4 Be able to assess the performance of other individuals in selected individual sports.

Unit Title: Instructing Physical Activity and Exercise

The aim of this unit is for learners to be able to design, plan, deliver and review exercise sessions which meet the needs of different client groups.

On completion of this unit a learner should:

- 1 Know the principles of safe and effective exercise sessions
- 2 Be able to design an exercise programme
- 3 Be able to plan and lead an exercise session
- 4 Be able to review the design of an exercise programme and leading of an exercise session.

Scheme of Assessment:

In BTEC Nationals **all** units are internally assessed. All assessment for BTEC Nationals is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria

to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria

to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

During the course students will undertake a variety of different assessment methods, these could include; practical performance, leading and coaching sessions, planning, performing and evaluating fitness testing and training programming, written reports, presentations and designing different publications such as posters, leaflets or booklets.

Progression:

On completion of the course learners will be prepared for some areas of employment within the Sports Industry as well as providing them with valuable UCAS points should they be considering Further Education in any Sports related degree or course.

BTEC Level 3 Certificate in Sport

Mr J Wall

Scheme of Assessment continued:

Unit Title: Fitness Testing for Sport and Exercise

The aim of this unit is to enable learners to gain an understanding of fitness testing and the importance of health screening and health monitoring tests.

On completion of this unit a learner should:

- 1 Know a range of laboratory-based and field-based fitness tests
- 2 Be able to use health screening techniques
- 3 Be able to administer appropriate fitness tests
- 4 Be able to interpret the results of fitness tests and provide feedback.

Scheme of Assessment:

In BTEC Nationals all units are internally assessed. All assessment for BTEC Nationals is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria

to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria

to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

During the course students will undertake a variety of different assessment methods. These could include; practical performance, leading and coaching sessions, planning, performing and evaluating fitness testing and training programming, written reports, presentations and designing different publications such as posters, leaflets or booklets.

Progression:

On completion of the course learners could opt to complete further study on the BTEC Level 3 Subsidiary Diploma in Sport which is broadly the equivalent of one GCE A Level. The course would also help prepare learners for some areas of employment within the Sports Industry as well as providing them with valuable UCAS points should they wish to go onto Further Education.

Travel and Tourism BTEC

Miss L Campbell

Course Name: BTEC Travel and Tourism

Exam Board & Syllabus Number: Edexcel

Course Aims:

The BTEC Firsts in Travel and Tourism have been developed in the travel and tourism sector to focus on:

- Education and training for travel and tourism employees
- Providing opportunities for travel and tourism employees to achieve a nationally recognised Level 2 vocationally specific qualification
- Providing opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment in the travel and tourism sector or to progress to higher vocational qualifications such as the Edexcel Level 3 BTEC National in Travel and Tourism or the Edexcel Level 3 BTEC National in Airline and Airport Operations
- Providing opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Course Content:

Students study 3 units throughout the 1 year course. Unit one and two are compulsory and the third is chosen from a selection of others. The course is structured as follows:

Unit 1 – The UK Travel and Tourism Industry

This unit will provide learners with a broad overview of the UK travel and tourism industry so that they can appreciate its diversity, interrelationships and complexity. To begin with, this unit concentrates on the types of tourism that exist, as well as the motivating factors for travel. Learners will also study the many organisations in the industry, their roles and relationships, current practices and how these have impacted on the industry.

The unit also explores the historical events that have shaped the industry, as well as current issues. The travel and tourism industry is very susceptible to influence from external factors and a downturn in business can easily happen. It is therefore important for learners to understand the legislation and issues that have affected, and continue to affect, this ever changing industry and how organisations have tried to overcome these problems.

Unit 2 - Exploring Customer Service in Travel and Tourism

This unit allows learners to further explore customer service within the travel and tourism industry. Learners will investigate how different organisations approach customer service, focusing on two examples of travel and tourism organisations and their customer service in terms of policies and provision.

This unit gives learners the opportunity to familiarise themselves with different types of customers and become aware of the different needs they have, as well as how to meet those needs (e.g. providing information and assistance, ensuring safety and security and developing customer focused products and services).

In this unit, learners will develop a variety of skills and techniques associated with providing excellent customer service. Learners will use their acquired customer service skills in different situations. This unit also introduces learners to selling skills at a basic level.

The third unit is a choice between the following:

UK Travel and Tourism Destinations

European Holiday Destinations

Business Skills for Travel and Tourism

Developing Employability Skills for Travel and Tourism

Scheme of Assessment:

The course is 100% coursework and is marked internally and externally moderated.

Progression:

This course is the equivalent to 2 GCSE passes and could lead on to further study at level 3 which is equivalent to AS/A2 GCE.

Alternatively students may wish to seek employment in the travel industry as this is a professionally recognised qualification.

The Bushey Academy Application for Entry to the Sixth Form September 2011

*Please complete **ALL** relevant sections of this form and return to:
Mrs. Hayter, Student Services, The Bushey Academy, London Road, Bushey,
Herts WD23 3AA by **Monday 24th January 2011***

Please read the Admission Arrangements in the Key Stage 5 Options Booklet before completing this form.

All applicants

Name:	
Date of Birth:	
Gender:	
Nationality:	
Address:	
Home Telephone:	
Mobile Telephone:	

External applicants only

Current School/ College Address:	
School/College Telephone:	
Name of educational referee:	
Position of educational referee:	

All applicants: Please list the subjects you are taking or have taken and the predicted or actual GCSE Grade.

Subject	Qualification	Date	Predicted/Actual Grade

Course Selection: You should choose either a level 3 programme of study OR a level 2 programme of study, but should not mix level 3 and level 2.

Level 3 courses: You may choose any 3 or 4 subjects from the AS and BTEC National lists. Put the numbers 1 to 3 (or 4) to indicate your priorities.

AS Courses	✓		✓		✓		✓
Art		Geography		Media		Chemistry	
Business		ICT		Photography		Physics	
Drama		Gov. & Politics		Psychology			
English		Health & Soc. Care		Sociology			
History		Maths		Biology			

BTEC National Courses	✓
Applied Science (Forensic Science)	
Business	
Sport	

Level 2 courses: Indicate below the subject you would like to study by ticking in the appropriate box. Please note that while the Business, Administration and Finance Diploma may be studied on its own, to study a level 2 BTEC course you must also study either, the other level 2 BTEC course or the Business, Administration and Finance Diploma.

BTEC Level 2 Courses	✓
Business, Administration and Finance Diploma	
BTEC Certificate in Media Studies	
BTEC Travel and Tourism	

All applicants: Explain why you wish to study your chosen courses, including any future career plans or goals.

I have read and understood the admissions arrangements and entry criteria for entry into The Bushey Academy Sixth Form.

Signature of Student: Date:

Signature of Parent/Guardian: Date:

***Please return this form to Mrs. Hayter, Student Reception,
The Bushey Academy, London Road, Bushey, Herts WD23 3AA
by Monday 24th January 2011***