

Key Stage 5 Options

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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 30th January 2012. 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

Director of Learning Post 16: An Overview



We believe that our Sixth Form offers a unique and innovative educational experience. Our students are a lively, dynamic, and diverse group of young learners. The academy is incredibly proud of every single one of them.

We also take substantial pride in ensuring that all of our Sixth Form students have access to a high-quality academic education: class sizes are small, and the teaching is of a high standard. There is an exciting breadth of academic provision, which includes A Level and a range of Level 3 vocational subjects. We also offer the ASDAN qualification at Level 3. Furthermore, our ambitious Consortium arrangements with Bushey Meads School have further enhanced the breadth of opportunity for those who choose to study with us.

We construct a highly personalised academic package for each of our students, and a number elect to study up to 4 subjects in their first year. For students who are particularly academically able, there is also the opportunity to take the Extended Project Qualification (EPQ) in a subject of their choosing. This is designed – alongside other enhanced learning opportunities – to academically stretch students, and develop vital research skills.

The Sixth Form is also numerically small enough for every single student to be known as an individual, and supported throughout their time with us. On entry to Year 12, students have an extended Induction Programme which is designed to smooth the transition from GCSE, and develop the important skills which underpin independent learning. The academic progress and pastoral welfare of each student is reviewed on a weekly basis, and close support provided where necessary. An integral aspect of our ethos is to work closely and collaboratively with parents and carers, to ensure that our students fulfil their true potential. In terms of pathways, the vast majority of our students obtain their desired university places, although there is also personalised support and detailed guidance for those who wish to progress directly into employment.

Another unique strength of our Sixth Form is a determination to ensure that we offer an education which is holistic, wide-ranging and educates the 'whole student'. We have constructed an impressive PSHCE programme for the academic year 2012-13, and all students are encouraged to participate in our ambitious Community Service Programme, as well as to actively develop their leadership skills through our House system. There are also an extended range of artistic, sporting and cultural enrichment activities, which includes external visits and overseas trips, as well as the opportunity to become involved with peer mentoring, charity fundraising, and the Duke of Edinburgh Scheme.

Our Sixth Form is dedicated to shaping young lives; with the opening of the academy's impressive new buildings in 2012, I passionately believe that this is an exciting time to be starting your Post-16 educational journey with us.

I look forward to receiving your application, and meeting you.

Andrew Bilton
Director of Learning: Post-16

Meet our Students

All of our students are encouraged to make the absolute most of their time whilst in the Sixth Form. For many, this includes taking an active leadership role in various clubs and activities, or in accepting specific positions of responsibility.

Head Boy and Head Girl

Catriona McGeary (Year 13)

Being appointed Head Girl was one of the proudest moments of my life. It is a challenging position, and one that is teaching me a lot about myself. I am expected to be a role model for the younger students, and to represent the academy at a wide range of events such as our annual Open Evening. I also meet on a regular basis with the Principal. I am studying Media, Sociology and Drama.

Harshad Karia (Year 13)

As Head Boy, I work closely with Catriona, and am also expected to represent the academy at a wide range of functions. This can include giving a short speech, as well as playing a pivotal role at important events such as our annual Celebration of Success Evening. I also chair the School Council which focuses, amongst other things, on helping to provide a useful student voice and suggesting ways that the academy can continue to improve. I am studying Chemistry, Biology and Physics.

Zain Bilgrami (Year 12)

Having started here in Year 7, it is a fabulous opportunity to be completing my educational journey here in the Sixth Form. I am studying Government and Politics, History and Maths. I am also about to start an Extended Project Qualification, and have chosen to research the Iranian Revolution. My long term plans are to study History at university, and then to train as a lawyer.

Donna Jais (Year 12)

I have just joined the academy, having taken my GCSEs at Watford Grammar School for Girls. My sister came here, and I very much wanted to follow in her footsteps at a local school. I am enjoying my time immensely here already, and have quickly made friends. The teachers are excellent, and you receive good support. I am studying Business, Maths and Psychology.

Hassan Jaffari and Havil Paspula (Year 12)

We also joined as external students to the Sixth Form, having been at Watford Grammar School for Boys and Stanborough School respectively. It has been easy to make friends and, because the Sixth Form is small, you are known and supported from the moment you walk through the door on your first day. It is a tough place though – you are expected to work very hard, and challenged if you don't. But that is the way we like it; we both want to succeed in life and achieve our dreams. The standards need to be high.

Qualification Overview & Entry Requirements

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.

Know which level you are likely to be aiming at from your predicted grades:

- 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

AS Level Subjects

1 Year

Level 3

Leads on to A2 in the second year.

Students usually follow 3 or 4 AS Levels in year 12 and continue with 3 to A2 in year 13.

AS Levels can be combined with BTEC National Award.

BTEC National Award

2 Years

Level 3

Equivalent to 1 AS and can be combined with AS study.

BTEC National Award is available in:

- Applied Science
- Business
- Sport

Art & Design – Fine Art

Mrs C Tomlin



Course Name: Art & Design

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

Course Aims:

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 of 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 organize 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

Mrs C Turner

Course Name Biology

Exam Board & Syllabus Number Edexcel (AS) 500/2624/4
(A2) 500/2593/4

Course Aims

The aim of course is to encourage students to

- develop their interest in and enthusiasm for biology, including developing an interest in further study and careers in biology;
- 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*;
- develop essential knowledge and understanding of different areas of biology and how they relate to each other.

Course Content

Students study various modules that give them the basic understanding needed to continue to develop their knowledge in A2 Biology. They also develop practical skills through the completion of coursework.

During year 12, students will study a unit on *Lifestyle, Transport, Genes & Health*, a unit on *Development, Plants & The Environment* and a unit on *Practical Biology & Research Skills*.

During year 13, students will study a unit on *The Natural Environment & Species*, a unit on *Energy Exercise & Communication* and a unit on *Practical Biology & Investigative Skills*.

Scheme of Assessment

The course is assessed through externally set written examination and internally assessed coursework.

Progression

Choosing biology at GCE will provide you with plenty of opportunities for further progression. At AS/A Level, in colleges and universities, biology is a very relevant subject.

BTEC Level 3

National Diploma in Business Studies

Mr M Stritter



Course Name BTEC L3 National Diploma in Business

Exam Board & Syllabus Number: Edexcel

Course Aims

This course is a 2 year, double option qualification worth 120 credits. Business makes the world go round. The BTEC National Diploma in Business provides learners with a broad foundation of knowledge about the ways in which businesses work through the mandatory units. There are also a wide range of optional units, enabling students to focus on their aspirations.

Course Content:

This course is a 2 year, double option qualification. There are 4 mandatory and 8 optional units. The four mandatory units are:

The Business Environment: This unit considers the purposes of different organisations and the influence of stakeholders, as well as how businesses organise themselves through strategic planning and organisational structures. Learners will look at the impact of external influences on business operations and the economic principles that impact on businesses.

Business Resources: Students will learn about the range of resources used by business including human, physical, technological and financial resources. It will address how these resources contribute towards the running of the business and how they can be managed.

Introduction to Marketing: This unit introduces learners to the role of marketing, research and planning and the marketing mix. Learners will study how to make use of market research and marketing planning and how the marketing mix can be used to meet the objectives of an organisation.

Business communication: Learners will consider the role of information and communication in the running of a successful business. They will look at where information comes from, how it is manipulated and communicated within a business and how it can be used to inform decision making.

The optional units will include units from the following pathways: Accounting, Marketing, Human Resources, Management, Law, Administration, Retail and General Options

Scheme of Assessment

The Diploma has 4 mandatory units which are assessed internally. There are also 8 optional units which are also assessed internally.

Progression

The BTEC National Diploma in Business is an established and highly successful alternative to general qualifications, suitable for a wide range of learners. As work-related qualifications, they are designed to accommodate the needs of employers as well as allowing progression to university.

Business Studies

Mr M Stritter

Course Name Business Studies

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

Course Aims

This course will enable candidates to:

- investigate different types of organizations in various business sectors and environments, recognizing 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

During Year 12, students will study *An Introduction to Business* which considers the way in which businesses operate and the effect of the external business environment.

This followed by a unit on *Business Functions* looking at marketing, accounting & finance, people in organizations and operations management.

The second year of the course consists of two units, one looking at *Strategic Management* and a choice of units in *Marketing, Accounting, People in Organisations* or *Business Production*.

Scheme of Assessment

All units are assessed by external written examination.

Progression

This specification provides a suitable foundation for the study of Business Studies or related courses in higher education. They are 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.

Chemistry

Mrs C Turner

Course Name Chemistry

Exam Board & Syllabus Number OCR H034/H434

Course Aims

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

Students study various modules that give them the basic understanding needed to continue to develop their knowledge in A Level Chemistry. They also develop practical skills through the completion of coursework.

During year 12, students will study a unit on *Atoms, Bonds and Groups* and a unit on *Chains, Energy and Resources*. In addition they complete a coursework module on *Practical Skills*.

During year 13, students will study a unit on *Rings, Polymers and Analysis* and a unit on *Equilibria, Energetics and Elements*. In addition they complete a further coursework module on *Practical Skills*.

Scheme of Assessment

The course is assessed through externally set written examination and internally assessed coursework.

Progression

Choosing Chemistry at GCE will provide you with plenty of opportunities for further progression. At AS/A Level, in colleges and universities, Chemistry is a very relevant subject.

Combining Chemistry with Physics and Mathematics provides a sound basis for technically based degrees such as Engineering.

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.

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.

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.

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 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.

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.

Course Name: English

Exam Board & Syllabus Number: AQA - 1746 /2746

Course Aims:

The course objectives are common to AS and A2 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 a useful entry requirement 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 indicated an ability to read critically, write coherently and to develop and sustain a line of thought.

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

Mrs Turner

Course Name Level 3 Applied Science – Forensic Science

Exam Board & Syllabus Number Edexcel 500/6673/0

Course Aims

BTEC Nationals are Level 3 qualifications designed to provide highly specialist work-related qualifications in a range of vocational sectors. They give students the knowledge, understanding and skills that they need to prepare for employment.

Course Content

The BTEC Level 3 Diploma extends the specialist work-related focus from the Level 3 BTEC Certificate. The course is studied over a two year period. It is broadly equivalent to one GCE A Level. To complete the course, students study six units.

The first three core units are:

Fundamentals of Science, the aim of this unit is to be able to communicate scientific information.

Working in the Science Industry, this unit provides an opportunity for learners to explore science in the workplace.

Scientific Practical Techniques, the aim of this unit is to allow students to develop scientific enquiry skills. To carry out scientific investigations and to interpret and evaluate results achieved.

Students then study a further three units of work:

Genetics & Genetic Engineering, the aim of this unit is for students to develop their understanding of genetics and the applications of genetics in the workplace.

Forensic Evidence: Collection and Analysis, the aim of this unit is to consider how forensic scientists work and to practice techniques used in forensics and how information is collected and analysed.

The final unit will be one of the following three:

- Criminology
- Forensic Photography
- Criminal Psychology

Scheme of Assessment

All units are **currently** internally assessed. BTEC Level 3 assessment is currently under review by HM government and we will have a fuller idea when detailed specifications are published hopefully in March 2012. 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.

During the course students will undertake a variety of different assessment methods, these could include; planning, analyzing, interpreting and evaluating scientific investigations, written reports, presentations, designing different publications such as posters, leaflets or booklets.

Progression

On completion of the course students will be prepared for some areas of employment within the Science Industry as well as providing them with a suitable grounding for any Science related degree or course.

Geography

Miss L Campbell

Course Name Geography

Exam Board & Syllabus Number Edexcel 9GE01

Course Aims

The aims of the Edexcel Advanced Level GCE in Geography are to:

- Develop and apply understanding of geographical concepts and processes to understand and interpret our changing world.
- Develop awareness of the complexity of interactions within and between societies, economies, cultures and environments at scales from local to global.
- Develop as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.
- Improve as critical and reflective learners aware of the importance of attitudes and values, including their own become adept in the use and application of skills and new technologies through their geographical studies both in and outside the classroom.
- Be inspired by the world around them, and gain enjoyment and satisfaction from their geographical studies and understand their relevance.

Course Content

The full Advanced GCE award consists of the two AS units (Units 1 and 2), plus two A2 units (Units 3 and 4) which make up the other 50 per cent of the advanced GCE. Students wishing to take the full Advanced GCE must, therefore, complete all four units.

Students will study Unit 1 – Global Challenges and Unit 2 – Geographical Investigations in the AS year. Unit one includes two topics: The World at Risk and Going Global. Unit two includes the two topics Crowded Coasts and Unequal Spaces.

Students will study Unit 3 – Contested Planet and Unit 4 – Geographical Research in the A2 year. Unit 3 consists of 6 compulsory topics including topical and modern issues such as Water Conflicts, Bridging the Development Gap and The Technological Fix.

Scheme of Assessment

Students will sit two exams in the Summer of Year 12 and two exams in the summer of Year 13.

AS exams: Unit 1 – exam is 1 hour and 30 minutes in two sections.
Unit 2 – exam is 1 hour and 15 minutes in two sections.

A2 exams: Unit 3 – 2 hour and 30 minutes exam in two sections.
Unit 4 – 1 hour and 30 minutes based on research.

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, teaching and surveying.

Health and Social Care

Miss L Williams



Course Name Health and Social Care

Exam Board & Syllabus Number OCR H103/H503

Course Aims

The aims of this course are to encourage students to:

- develop and sustain an interest in health, early-years care and education, social care and issues affecting the care sector.
- acquire knowledge and understanding of health, early-years care and education and issues affecting the health and social sector.
- develop skills that will enable them to make an effective contribution to the care sector including skills of research, evaluation and problem-solving in a work related context:
- apply knowledge, understanding and skills.
- prepare for further study and training.

Course Content

This course is made up of six units of study. Three units are covered each year.

In Year 12, the first unit is *Promoting Quality Care*, which covers attitude and prejudices, rights and responsibilities, facilitation of access to services, values of care and promotion of quality care. The second unit is *Communication in Care Settings*, covering types of communication, factors that support and inhibit communication, theories of communication and skills related to communication. The third unit is *Promoting good health* covering the principles of health and well-being and health campaigns.

In Year 13, the first unit is *Care Practice and Provision*, covering planning and provision of services and effects of national policy and legislation, quality assurance, meeting individual needs and working in partnership. The second unit is *Child Development*, covering development and factors that affect development, the role of play and planning of a learning aid. The third unit is *Anatomy and Physiology*, covering body systems, dysfunctions of these systems, diagnostic techniques and treatments.

Scheme of Assessment

Promoting Quality Care and the Anatomy and Physiology units are assessed by an externally set written examination paper. The other units are assessed through written portfolios.

Progression

Choosing Health and Social Care will provide you with a broad background in Health and Social Care. It will allow you 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.

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 judgments based on available evidence and that historical judgments 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 judgments.

Course Content

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

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. **The two topics are: The Witch craze in Seventeenth Century Europe and Charles II and James II.**

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. The topic for this is **Crimea, Boer and First World War.**

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

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 Year 13 the topic selected is The French Revolution.** Unit 3 is examined through an essay question and source work question in one exam paper.

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. **At present the overview covers significant changes and significant people related to the Industrial Revolution.**

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 the majority of employers.

Course Name	ICT
Exam Board & Syllabus Number	OCR H117/H517

Course Aims

The aims of this course 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

In Year 12, students cover two units. The first unit is *Information, Systems and Applications* covering topics such as data, information, knowledge and processing, software and hardware components of an information system. Students will consider the characteristics of standard applications software and application areas, spreadsheet concepts, relational database concepts, applications software used for presentation and communication of data. They will consider the role and impact of ICT – legal, moral and social issues.

The second unit is based around *Structured ICT Tasks*, looking at aspects of design, software development, testing and documentation.

In Year 13, students study two further units, one on *ICT Systems, Applications and Implications* and the other is an *ICT Project*.

Scheme of Assessment

In each year, one unit is externally assessed and the other is internally assessed.

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 course 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

Each year of the two year course is made up of three units which develop and introduce new mathematical topics.

Year 12 students complete C1 C2 and S1 as shown below

- C1 Algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; differentiation; integration.
- C2 Algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; trigonometry; exponentials and logarithms; differentiation; integration.
- S1 Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.

Year 12 students complete C3 C4 and M1 as shown below

- C3 Algebra and functions; trigonometry; exponentials and logarithms; differentiation; numerical methods.
- C4 Algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; differentiation; integration; vectors.
- M1 Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.

Scheme of Assessment

C1 Core Mathematics 1 AS level 1 written paper
January 33.3% of AS 16.67% of Advanced GCE

C2 Core Mathematics 1 AS level 1 written paper
June 33.3% of AS 16.67% of Advanced GCE

C3 Core Mathematics 1 A level 1 written paper
January 16.67% of Advanced GCE

C4 Core Mathematics 1 A level 1 written paper
June 16.67% of Advanced GCE

S1 Mathematics 1 AS level 1 written paper
January 33.3% of AS 16.67% of Advanced GCE

M1 Mathematics 1 AS level 1 written paper
January 16.67% of Advanced GCE

To complete the AS Level qualification you need to sit three units. Each unit is assessed by a written examination paper lasting 90 minutes.

Progression

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

Miss D Roze



Course Name Media Studies

Exam Board & Syllabus Number AQA 500/2245/3

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 includes **Media Debates** on Reality TV, Moral Panics, Post 9/11 and the media, Regulation and Censorship and News Value. It will also include **Media Theories** on Analysis, Consumption, Production and Politics and the media.

Scheme of Assessment

This course is assessed over four units in the two year course. This will include both written and practical assessment.

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 pupils 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 Advanced Subsidiary Levels (AS) and A2, 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

The course content is made up of three units;

AS Unit 1: Performing Music *Unit code 6MU01 (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.

AS Unit 2: Composing *Unit code 6MU02 (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.

AS Unit 3: Developing Musical Understanding *Unit code 6MU03 (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.

AS Unit 3 Assessment continued:

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: and one CD per examination centre will be provided by Edexcel. 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:

If you enjoyed the AS GCE Music course then you can consider an: A2 in Music, Music Technology, and or Performing Arts. 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 cameras and methods of manipulating images using Photoshop as well as studio photography.

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 examining board.

Progression

Photography combines well with Art and Media Studies subjects.

Course Name Physics

Exam Board & Syllabus Number OCR H158

Course Aims

The aims of course are to encourage students:

- to develop their interest in and enthusiasm for physics, including developing an interest in further study and careers in physics.
- to appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
- to develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works*.
- to develop essential knowledge and understanding of different areas of physics and how they relate to each other.

Course Content

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.

In Year 12, students study three modules. The first is *Mechanics* which looks at motion, forces in action and work and energy. The second unit, *Electrons, Waves and Photons*, looks at electric current, resistance, DC circuits and waves. The third unit is about *Practical Skills* in Physics.

Scheme of Assessment

The first two units are assessed through externally set written papers. The *Practical Skills* are internally assessed.

Progression

Choosing Physics at GCE will provide you with plenty of opportunities for further progression. At A2 Level, in colleges and universities, Physics is a very relevant and demanding subject.

Psychology

Miss L Howard



Course Name Psychology

Exam Board & Syllabus Number AQA 1181/2181

Course Aims

The course aims to:

- develop an interest and enthusiasm for the subject
- appreciate how society makes decisions about scientific issues
- 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

In Year 12, students study two units.

Unit 1 looks at *Cognitive Psychology – Memory*, which covers models of memory, how memory works, memory in everyday life, Eyewitness testimony and *Developmental Psychology - Attachment* which covers attachment, explanations of attachment, types of attachment and cultural variations. This unit also looks at *Research Methods -Methods & Techniques*.

Unit 2 looks at *Bio Psychology – Stress and considers* stress as a bodily response, stress related illness & the immune system and stress in everyday life. The second part of the unit looks at *Social Psychology- Social influence* which covers types of conformity, why do people conform, obedience and social influence in everyday life.

The third part looks at *Individual Differences- Psychopathology (Abnormality)* covering definitions of abnormality, biological and psychological approach to abnormality and treatments.

In the second year of the course, two further units are studied.

Unit 3 looks at *Topics in Psychology* including biological rhythms & sleep, relationships and aggression.

Unit 4 covers *Psychopathology, Psychology in Action - Addiction* and further develops *Research Methods*.

Scheme of Assessment

Each unit is assessed by written examination.

Progression

It is hoped that choosing A-Level Psychology will stimulate a great enthusiasm for the subject which will progress to undertaking a degree at university in the subject, either a Psychology degree or combined Psychology with other subjects.

Sociology

Mrs W Verity

Course Name Sociology

Exam Board & Syllabus Number AQA 1191/2191

Course Aims

The 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.

There is a focus on contemporary society.

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 Religion and compare the experiences of different groups of people (social groups) with them, for example, 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, two written papers by the end of year 12 to complete the AS Level qualification and a further two written papers by the end of the second year to complete the A Level qualification.

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 within 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. This is a 1 year programme. The BTEC Level 3 Certificate is a qualification which can extend a learner's programme of study and give vocational emphasis. The BTEC Level 3 Certificate 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

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, 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 should they wish to go onto Further Education.

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 within 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, 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 should they be considering Further Education in any Sports related degree or course.

