

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 5 in GCSE Art, Textiles or Graphics.

Assessment

- Component 1: Advanced level Art and Design Coursework Portfolio 60%.
- Submission of an essay study of a minimum of 1000 words. Linked to the Personal Investigation and the practical outcomes.
- Component 2: Advanced level Art and Design Externally Set Assignment (15 hour exam) 40%.

Course Description

The Advanced GCE in Art and Design Fine Art course consists of two components, component 1 the Personal Investigation which is 60% of the total qualification and component 2 the Externally Set Assignment which is 40% of the total qualification.

Component 1 incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose.

Work produced will be based around themes developed from given starting points and personal starting points. The purpose of the Personal Investigation is to develop a portfolio of practical work and an essay of a minimum 1000 words of continuous prose that shows critical understanding in relation to the practical portfolio.

The course begins with given starting points set by the school, building on skills acquired during GCSE. As the course develops so does the students ability to work on areas of personal interest and in a more independent fashion.

The personal study will consist of a critical and analytical written piece of continuous prose, making links to the student's own practical investigations, supported by contextual research. The personal study comprises 12% of the final qualification and is marked out of 18. Through the personal study, students will demonstrate understanding of relevant social, cultural or historical contexts. Students will also express personal interpretations or conclusions, and use technical and specialist vocabulary.

The focus of the personal study can be any concept, movement, person, people, artefact(s), or other source of reference. However, it must be related to their own ideas, investigations and practical work.

Component 2

This component incorporates two major elements: preparatory studies and the 15 hour period of sustained focus. The Externally Set Assignment represents the culmination of the GCE Qualification allowing students to draw together all the knowledge, understanding and skills developed throughout. The Externally Set Assignment consists of one broad-based thematic starting point to which students respond by developing a portfolio of practical work and final outcome(s). For example last year's theme was 'Variation and Similarity'.

The Externally Set Assignment comprises an externally set theme with suggested starting points. Students will need to develop their own personal work from this theme and related starting points.

The Externally Set Assignment will be available from 1 February of each year when students will begin their preparatory studies, culminating in the final 15 hour period of sustained focus under examination conditions. The Externally Set Assignment is internally assessed and externally moderated.

Special Requirements

The course requires an enthusiasm for the Visual Arts, imagination and an enquiring mind. Students are encouraged to express their own artistic identity and are expected to work with a high degree of independence and creativity, taking creative risks and exploring their own interests. There is a distinct step up from GCSE in terms of content and skills to study Art and Design at A level.

Students will be required to make frequent trips to museums and galleries making links between their own work and that of relevant professional artists and to record first-hand information using sketchbooks and cameras. Students are expected to commit to four hours a week working independently on their coursework. This may include making visits and time spent in the department developing coursework. All work submitted will be marked by the course teacher and moderated by the examining board.

Career and Progression Opportunities

With a qualification in Art students could go on to higher education, Art Foundation or work in the Art industry. This could include a career in Graphic Design, Product Design, Fashion, Textiles, Ceramics, Glass, Theatre Design, Animation, Computer Aided Design, Architecture, Furniture Design, 3D Design, Digital Media, Fine Art, Photography, Advertising, Interior Design, Prop design and making, set design and many more.

Link to specification: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html>

Course Level

A level

Awarding Body

AQA

Entry Requirements

Triple Science - Grade 6 in Biology

Trilogy Science - 2 x Grade 6's.

Assessment

Internal AS Biology mock examinations at the end of Year 12 (two examinations 1 hour 30 minutes each).

A level Biology = Three examinations (2 hours each) including more 'higher demand' questions and essay style questions.

There is no longer coursework in Biology, instead we complete 12 required practicals which will be assessed in the final written exam. All of these practical activities will lead towards a 'practical endorsement'.

Course Description

Why study Biology?

By studying Biology at A level students will learn to understand the living world, to sense the wonder of evolution, to catch the excitement of genetic engineering, to think independently, to challenge widely-held beliefs, to appreciate the delicate ecological balance that sustains life on Earth, and to answer fundamental questions like "what is life?" If students enjoyed Biology at GCSE, and would like to delve into it in more depth, then A level Biology is the course for them.

They will be taught by two different teachers and teaching will consist of taught sessions, investigations, practical work, discussions, essays, presentations and self-study. We want students to do well and we will help them to learn how to study, as well as to learn Biology.

What will students study on the AQA Biology course?

A level Biology is a linear course and is assessed at the end of the course. There are three examinations that assess eight topics which include more 'higher demand' questions. There is no longer coursework in Biology, instead we complete twelve required practicals which will be assessed in the final written examination. All of these practical activities will lead towards a 'practical endorsement'.

Where does A level Biology lead?

The A level Biology course enables students to develop a wide range of skills including:

- How to collect data and evaluate it.
- How to investigate facts and use deduction.
- How to put over your point of view effectively.
- How to take responsibility for your own learning.

These skills enable students to enter a wide range of courses in different fields. Biology students often go on to study courses such as: Medicine, Dentistry, Veterinary Science, Radiography, Nursing, Chiropody, Psychology, Forensic Science, Archaeology, Marine Biology, Biological Science, Ecology, Sports Studies, Biochemistry, Zoology and even Teacher training!

Don't worry if you don't yet know what you want to do. A level Biology provides a useful background to a wide variety of further and higher education courses and we certainly don't expect everyone who takes the course to become a professional biologist.

What are the Entry Requirements?

We recommend two Grade 6's in GCSE Double Science or Triple Science including Grade 6 in Biology. You will also need self-discipline and motivation to succeed. A Level Biology is not an "easy option"; it requires mathematical skills equivalent to higher tier GCSE Mathematics, together with a good working knowledge of Physics and Chemistry. We recommend that students have a Grade 6 in Maths and English to cope with the demands of the course. However, the most important requirement is an interest in the subject and a desire to learn more. We will provide the rest.

Special requirements

Biology field work at the end of Year 12 with the possibility of a trip to the Epping Forest Field Centre.

Want to know more?

Come and talk to any of the Biology staff at the open evening or in school time, or speak to the current A level Biology students. We will be happy to answer any questions you have!

Link to specification: <http://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>

6th Business (BTEC Extended Certificate)

Course Level

BTEC Level 3

Awarding Body

Edexcel

Entry Requirements

TPS 34

Assessment

Assessment is criterion referenced, based on the achievement of specified learning outcomes. Each unit has specified criteria which are used for grading. A summative unit grade can be awarded at pass, merit or distinction, distinction star.

The Certificate is equivalent to one A level.

Course Description

The Edexcel Level 3 BTEC National Extended Certificate in Business consists of three mandatory units, plus one additional optional unit to be completed over two years.

The mandatory units are:

Unit 1: Exploring Business
Unit 2: Developing a Marketing Campaign
Unit 3: Personal and Business Finance

There are a wide range of optional units, of which one needs to be completed to gain the diploma. These are related to Accounting, Marketing, Human Resources, Management, Law, Administration, Retail and Logistics. Optional units to be studied will be chosen according to the needs and abilities of the students.

Assignment	Task	Written Exam
<p>Selected mandatory and all optional units.</p> <p>Programme team creates assignment brief and students carry out set tasks, creating evidence to support a work-related scenario.</p>	<p>Unit 2: Developing a Marketing Campaign</p> <p>Pre-released material includes information about a business for research. Learners will need to apply their knowledge, ideas and skills to plan a marketing campaign, linking its success to the impact on the business.</p>	<p>Unit 3: Personal and Business Finance</p> <p>The written test will cover the purpose and importance of personal and business finance, including the skills and knowledge needed to understand, analyse and prepare financial information.</p>

Special Requirements

Appropriate work experience, while not a requirement of the course, does enable the learning to be as active, practical and work-related as possible.

Career and Progression Opportunities

The BTEC Nationals in Business have been developed in the business sector and is appropriate for career qualifications in these employment areas. It gives students the opportunity to gain a nationally recognised vocational specific qualification to enter employment in the business sectors or to progress to higher education vocational qualifications such as the Edexcel Levels 4 - 7 BTEC Higher National in Business.

Link to specification: https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Business/2016/specification-and-sample-assessments/BTECNationals_Bus_ExCert_Spec.pdf

6th Business (BTEC Diploma)

Course Level

BTEC Level 3

Awarding Body

Edexcel

Entry Requirements

TPS 34

Assessment

Assessment is criterion referenced, based on the achievement of specified learning outcomes. Each unit has specified criteria which are used for grading. A summative unit grade can be awarded at pass, merit or distinction, distinction star.

The Diploma is equivalent to two A levels.

Course Description

The Edexcel Level 3 BTEC National Diploma in Business consists of six mandatory units, plus a selection of two additional optional units to be completed over two years.

The mandatory units are:

Unit 1: Exploring Business
 Unit 2: Developing a Marketing Campaign
 Unit 3: Personal and Business Finance
 Unit 4: Managing an Event
 Unit 5: Internal Business
 Unit 6: Principles of Management

There are a wide range of optional units, of which eight have to be completed to gain the diploma. These are related to Accounting, Marketing, Human Resources, Management, Law, Administration, Retail, Logistics and there is also a range of general units, actual optional units to be studied will be chosen according to the needs and abilities of the students.

Assignment	Task	Written Exam
<p>Selected mandatory and all optional units.</p> <p>Programme team creates assignment brief and students carry out set tasks, creating evidence to support a work-related scenario.</p>	<p>Unit 2: Developing a Marketing Campaign Pre-released material includes information about a business for research. Learners will need to apply their knowledge, ideas and skills to plan a marketing campaign, linking its success to the impact on the business.</p>	<p>Unit 3: Personal and Business Finance The written test will cover the purpose and importance of personal and business finance, including the skills and knowledge needed to understand, analyse and prepare financial information.</p>
	<p>Unit 6: Principles of Management Pre-released task-based assessment.</p> <p>Students must synthesise and evaluate information from a business scenario and relate it to how management and leadership practices can create a more effective business and workforce.</p>	
	<p>Unit 7: Business Decision Making Unseen case study or business scenario.</p> <p>Learners will draw from learning from previous mandatory units to an unseen case study scenario using a range of given information to create a business plan.</p>	

Special Requirements

Appropriate work experience, while not a requirement of the course, does enable the learning to be as active, practical and work-related as possible.

Career and Progression Opportunities

The BTEC Nationals in Business have been developed in the business sector and are appropriate for career qualifications in these employment areas. They give students the opportunity to gain a nationally recognised vocational qualification to enter employment in the business sectors or to progress to higher education vocational qualifications such as the Edexcel Levels 4 - 7 BTEC Higher National in Business.

Link to specification: https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Business/2016/specification-and-sample-assessments/BTECNationals_Bus_Dip_Spec.pdf

Course Level

A level

Awarding Body

AQA

Entry Requirements

Triple Science - Grade 6 in Chemistry

Trilogy Science - Two x Grade 6's.

Assessment

Practical Endorsement in Chemistry
(non exam assessment)

12 compulsory practical coursework
activities – pass/fail)

The A level consists of three written 120
minute papers assessing all content
from both years of teaching.

Course Description

This course will try to give students the skills and understanding to determine the way Chemistry affects their everyday life by applying concepts into contemporary areas of Chemistry including: climate change, green Chemistry, pharmaceuticals and Chemistry research.

- Development of practical skills
- Foundations in Chemistry
- Physical Chemistry
- Organic Chemistry
- Inorganic Chemistry

What kind of student is this course suitable for?

To be suitable, students need to:

- Have an interest in and enjoy Chemistry
- Want to find out about how things work in the real world
- Enjoy applying your mind to solving problems

Trips

There are two Chemistry trips on offer to students. The Chemistry lectures trip to the London University, Faculty of Education, gives students an insight into the applications of Chemistry. The overseas trip to The Large Hadron Collider built by the European Organisation for Nuclear Research (CERN), in Geneva, provides an amazing experience to see science in action and links to many aspects of the A level course.

Career and Progression Opportunities

Whilst many job opportunities specifically using Chemistry require higher qualifications, most laboratory based jobs benefit from a Chemistry qualification, for instance Dental Assistant or Veterinary Assistant. Many employers view success at GCE Chemistry as a clear indication of sound academic ability.

Many university courses have a significant proportion of Chemistry content and a GCE in Chemistry from AQA is excellent preparation for such further study. UK Higher Education institutions currently offer over 200 courses where Chemistry is the primary subject. Often these courses can include an additional year's study, either in industry or at a university abroad. Some courses can include study in other related areas. Examples include:

- Chemistry with Medicinal Chemistry
- Chemistry with Forensic Science and Toxicology
- Chemistry with Pharmacology

Over 500 additional courses contain a notable element of Chemistry as well as allowing a degree of breadth of study. These include:

- Chemistry and Sports Science
- Chemistry and Politics
- Chemistry with Computer Science

In addition a number of other courses either specifically require or find it desirable to have a GCE in Chemistry. These include courses such as Chemical Engineering, Medicine, Veterinary Medicine, Biological Sciences, Environmental Science, Pharmacy and Dentistry.

Link to specification: <https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-7404-7405-SP-2015.PDF>

6th Drama & Theatre Studies

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 5 in GCSE Drama, English Language or Literature. (If GCSE Drama has not been taken it is a requirement to have Grade 5 in either English Language or English Literature).

Assessment

Component 1: Devising

Coursework

40% of the qualification

80 marks

Component 2: Text in performance

Coursework

20% of the qualification

60 marks

Component 3: Theatre Makers in Practice

Written examination: 2 hours and 30 minutes

40% of the qualification

80 marks

Course Description

A level Drama and Theatre Studies is a two year course that consists of three units and is structured similarly to the GCSE. Throughout the course students will study a variety of texts and will be exposed to as much live theatre as possible. There are opportunities to devise their own work and also to work with challenging and engaging texts. Students who choose Drama and Theatre Studies as an option must be clear that although some of the course is practically based, there is a significant amount of theory, with written coursework and an exam making up 64% of the marks. Throughout the course, students will develop a multitude of skills, including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition in to their next level of study or employment.

Component 1: Devising - Content overview

Devise an original performance piece.

Use **one key extract** from a performance text and theatre practitioner as stimuli. Performer/designer routes available.

Assessment overview (internally assessed, externally moderated). There are **TWO** parts to the assessment:

A portfolio (*worth 60 marks*) that can be hand written, typed evidence between 2500-3000 words **or** recorded/verbal evidence between 12-14 minutes **or** a combination of the two. The devised performance / design realisation (*worth 20 marks*).

Component 2: Text in Performance - Content overview

A group performance/design realisation of **one key extract** from a performance text.

A monologue or duologue performance / design realisation from **one key extract** from a *different* performance text.

Assessment overview (externally assessed by a visiting examiner)

Group performance / design realisation: worth 36 marks.

Monologue or duologue / design realisation: worth 24 marks.

Component 3: Theatre Makers in Practice

Content overview

Live theatre evaluation.

Practical exploration and study of a complete text – focusing on how it could be realised for performance.

Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be reimagined for a contemporary audience.

Assessment overview

Section A: live theatre evaluation (worth 20 marks)

Students will answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen.

Students are allowed to bring in theatre evaluation notes up to 500 words.

Section B: Page to stage – Realising a performance text (worth 36 marks)

Students will answer two extended response questions based on an unseen extract from the performance text they have studied.

Students will demonstrate how they, as a theatre maker, intend to realise the extract in performance.

Students will answer from the perspective of a performer and a designer.

Section C: Interpreting a performance text (worth 24 marks)

Students will answer one extended response question from a choice of two using their chosen text.

Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.

Students will also need to outline how the work of their chosen practitioner has influenced their overall production concept and also demonstrate an awareness of the original performance conditions. Students will only be allowed to bring clean copies of the text in to the exam.

Career Progression

With a qualification in Drama and Theatre Studies students could go on to higher education, study a Drama related course or work in the Theatre industry. The skills we develop in Drama feed in to almost every single job and studying Drama does not limit your future in terms of your career path. Many people who study Drama then go on to enter the world of marketing, telecommunication, management, teaching, sales, therapy, social work; your opportunities are boundless. You could choose a career more specifically related to Drama and become an actor, presenter, director, stage manager, community arts worker or perhaps a drama therapist.

Link to specification: https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama-and-Theatre/2016/Specification%20and%20sample%20assessments/a-level_drama_spec.pdf

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 6 in GCSE Mathematics and
Grade 5 in English Language or English
Literature

OR

Grade 5 in GCSE Mathematics and
Grade 6 in English Language or English
Literature.

Assessment

There are three externally-assessed
examinations at the end of Year 13.

Paper 1 assesses knowledge of
microeconomics.

Paper 2 assesses knowledge of
macroeconomics.

Paper 3 assesses both microeconomics
and macroeconomics.

All papers require students to apply their
understanding to economic information
presented in numerical and written
forms.

Course Description

The study of Economics emphasises the importance of economic issues in a modern industrial society and seeks to encourage the development of a thorough economic competence which will help to prepare the student to play a full part in society. Economics is a good subject for developing personal transferable skills. It is intellectually robust and of contemporary relevance.

The mandatory units are:

Theme 1: Introduction to markets and market failure	This theme introduces students to the microeconomic nature of economics, looking at economic problems and the ways economists think and work. Students will consider how markets work, looking at how supply and demand interact to allocate resources and determine prices in local, national and international markets. They will look at the nature and causes of market failure before considering the strengths and weaknesses of possible government intervention to remedy market failures.
Theme 2: The UK national economy	This theme introduces the key measures of economic performance and the main instruments of economic policy primarily in a UK context. Students will be introduced to the aggregate demand/aggregate supply model so that they can use it to analyse changes in real output and the price level. They will examine the use of demand-side policies, supply-side policies and direct controls as means of improving an economy's performance.
Theme 3: Business behaviour and labour markets	This theme examines how the number and size of market participants, and the level of contestability, affect the pricing and nature of competition among firms. Revenues, costs and profits are explored before linking these ideas to different market structures. Supply and demand analysis is specifically applied to the labour market to see how wages are determined in competitive and non-competitive markets.
Theme 4: Global economy	Students will consider the significance of globalisation, international trade, the balance of payments and exchange rates. They will examine public finance, macroeconomic policies and the role of the financial sector in a global context. Students will consider the factors influencing the growth and development of emerging and developing countries.

Career and Progression Opportunities

Employers and higher education value the content, questioning attitudes and methods which are acquired through studying Economics. Many students go on to careers in financial services, accountancy and management, whilst for others it provides a valuable background to any degree or career.

Special Requirements

Students intending to pursue a pure Economics degree at university are strongly advised to take A level Mathematics as it is an entry requirement for many universities.

Link to specification: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html>

Course Level

A level

Awarding Body

AQA

Entry Requirements

Grade 6 in GCSE English Language.

Assessment

Continuous assessment will be undertaken through tasks designed to test and develop skills for the exam units and in preparation for the coursework folder. The exam units are worth 80% of the total A level and the coursework is worth 20%.

Course Description

A2 Unit 1: Language, the Individual and Society

The aim of this unit is to introduce students to language study, exploring textual variety and children's language development. It explores how children learn language and how they are able to understand and express themselves. It also enables students to learn new methods of language analysis to explore concepts of audience, purpose, genre, mode and representation. The unit culminates in an exam worth 40% of the A level.

A2 Unit 2: Language Diversity and Change

The second unit allows students to explore language diversity and change over time, studying texts from 1600 to the present day. Students will explore language in its wider social, geographical and temporal contexts across the key concepts of audience, purpose, genre and mode. Students are also required to study social attitudes to the diversity of language and how it has developed. This unit encourages students to develop their writing skills, writing discursively about language issues. The unit culminates in an exam worth 40% of the A level.

A2 Unit 3: Language in Action

The aim of this unit is to enable students to explore and analyse language data independently and develop and reflect upon their own writing expertise. It is coursework based and it requires students to conduct their own language investigation (2,000 words) and a piece of original writing and commentary (750 words each). The coursework allows them to explore their own writing as well as produce a rigorous data analysis. This coursework unit is worth 20% of the A level.

Career Progression Opportunities

English Language is a flexible and adaptable subject that opens up a wide range of career choices. Those students with qualifications in English possess skills in written and spoken communication, working independently and thinking critically, which are highly valued by employers. It can form part of entry into General Management, Research and Consultancy, Public Services, Publishing, Law and Accountancy. It is also a subject which naturally overlaps with many others in both the sciences and the arts.

Link to specification: <https://www.aqa.org.uk/subjects/english/as-and-a-level/english-language-7701-7702>

Course Level

A level

Awarding Body

AQA

Entry Requirements

Grade 6 in GCSE English Literature.

Assessment

Continuous assessment will be undertaken through tasks designed to test and develop skills for the exam units and in preparation for the coursework folder. The exam units are worth 80% of the total A level and the coursework is worth 20%.

Course Description

A2 Unit 1: Literary Genres

The aim of this unit is to explore how texts are connected, contrasted and how they have evolved across a literary genre. Students will study aspects of Comedy and will cover four texts from the chosen literary genre. The unit spans Shakespeare (*Twelfth Night*), drama (Oscar Wilde's *The Importance of Being Earnest*), pre-1900 prose fiction (Jane Austen's *Emma*) and a range of both contemporary and pre-1900 poetry). This unit of the course encourages students to develop analytical and academic writing skills, as well as the ability to debate and develop personal opinion.

Linear Exam - 2 hours 30 minutes - Closed Book - 40% of A level

A2 Unit 2: Texts and Genres

The second unit introduces students to more modern genres; specifically crime writing. Students will focus on how culture influences these evolving genres and will study three texts including pre-1900 poetry (Oscar Wilde, Robert Browning and George Crabbe), early 20th century crime prose (Agatha Christie's *The Murder of Roger Ackroyd*) and post-2000 prose (Ian McEwan's *Atonement*). The unit also aims to prepare students for unseen texts, imbuing skills of independent analysis.

Linear Exam - 3 hours - Open Book - 40% of A level

A2 Unit 3: Theory and Independence

The aim of this coursework based unit is to allow students to read widely, to choose their own texts and study how different theoretical and critical methods can be applied to literature. From feminist to narrative theory, the students shape their own study, resulting in two pieces of writing (1500 words each), one based on a collection of poetry and one based on a prose text. The coursework unit is worth 20% of the A level.

Assessment

Continuous assessment will be undertaken through tasks designed to test and develop skills for the exam units and in preparation for the coursework. The exam units are worth 80% of the total A level and the coursework is worth 20%.

Career and Progression Opportunities

English Literature offers a wide choice of career options as it is a subject that demands the ability to write well, to think critically and to have personal opinions. It is a subject that mixes easily with other subjects in both Sciences and Arts. Among others, it can form part of entry into Business and Management opportunities, the Law, Accountancy and many other careers. English Literature is classified as a 'facilitating' subject; universities regard it as a course that supports and improves your other qualifications.

Link to specification: <https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-b-7716-7717>

Course Level

A level

Awarding Body

EDUQAS

Entry Requirements

Grade 5 in GCSE Film or Media or
Grade 5 in GCSE English Language or
Literature.

Assessment

70% from two external examinations.
30% from non-exam assessment
(comprising of a production and a
written evaluative analysis).

Course Description

Aims and objectives

Many consider film to be the main cultural innovation of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film Studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a powerful medium of representation and as an aesthetic medium. The course is designed to introduce A level learners to a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate. Film Studies A level offers opportunities to study mainstream and independent American and British films from the past and the present as well as more recent global films, both non-English language and English language. The historical range of film represented in those films is extended by the study of silent film and significant film movements (such as European avant-garde and new wave cinemas in Europe and Asia) so that learners can gain a sense of the development of film from its early years to its still emerging digital future. Studies in documentary, experimental and short films add to the breadth of the learning experience.

Production work is a crucial part of this course and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting. This is intended to enable learners to create high quality film and screenplay work as well as provide an informed filmmaker's perspective on their own study of film.

Film Studies aims to enable learners to demonstrate knowledge and understanding of:

- a diverse range of film, including documentary, film from the silent era, experimental film and short film
- the significance of film and film practice in national, global and historical contexts
- film and its key contexts (including social, cultural, political, historical and technological contexts)
- how films generate meanings and responses
- film as an aesthetic medium
- the different ways in which spectators respond to film

It also aims to enable learners to:

- apply critical approaches to film
- apply knowledge and understanding of film through either filmmaking or screenwriting

Students don't need to have studied Film Studies at GCSE, but an avid interest in a wide range of film, the ability to be creative and use digital equipment to create their own film texts is a necessity. Not only will they be creating films, but they will also be writing about them so students will need to be able to meet strict deadlines.

Career and Progression Opportunities

This course is appropriate for students wanting to study film at higher academic levels, and can provide a useful "taster" for those considering more specialised vocational courses. In addition, knowledge of the film industry is increasingly valued and is becoming an important aspect of work in many institutions in our media saturated society, so the course can suit anyone with an interest in film who wants to go to university.

Link to specification: <https://www.eduqas.co.uk/media/sxdcwck/eduqas-a-level-film-studies-spec-from-2017-e-04-02-2021-1.pdf>

6th Financial Studies (LIBF Certificate)

Course Level

Level 3

Awarding Body

LIBF

Entry Requirements

TPS 34

Assessment

All units are externally assessed. Each unit is assessed by a multiple choice exam and an essay based exam responding to a pre-release case study.

The Diploma is equivalent to one A level.

Course Description

The LIBF Level 3 Diploma in Financial Studies consists of four units. Students will study two units in Year 12 to achieve the Certificate and two units in Year 13 to convert it to the full Diploma. The Certificate and Diploma carry the same amount of UCAS points as an AS and A level respectively.

Year 12

Unit 1 – Financial Capability for the Immediate and Short Term (FCIS)

Students will gain an appreciation of why money is important through focusing on what money is, attitudes to it, and how it can affect life choices. The unit introduces students to the financial services industry and they will gain an appreciation of the differentiation of financial products for savings and the key features of interest and charges on borrowing.

Unit 2 – Financial Capability for the Medium and Long Term (FCML)

Students will consider the changing priorities attached to needs, wants and aspirations as individuals progress through life, and the role of financial services in assisting financial planning. Learners gain an understanding of the personal approaches that individuals take towards risk and rewards and the impact of other influences on financial budgeting.

Year 13

Unit 3 – Sustainability of an Individual's Finances (SIF)

Students will explore how external factors affect the financial services industry's products and services enabling students to make informed financial judgements within given situations. Students will gain an understanding of the impact of global events, developments and ethical considerations that impact on the financial services industry and the consumer.

Unit 4 – Sustainability of the Financial Services System (SFS)

Students will analyse the impact of marketing techniques employed by financial services providers and the impact of changes in the financial services market and the effect this has on consumers. Students will gain an understanding of how financial services providers use marketing methods and segmentation, and approaches to attract, retain and satisfy their customers.

Career and Progression Opportunities

The financially related content of the Diploma in Financial Studies serves as a strong grounding for further study or careers within any finance and business-related disciplines, such as Accounting, Business, Finance and Banking. Financial capability is also supportive of the personal and financial skills that underpin clear decisions about progression options.

Link to specification: [https://www.libf.ac.uk/study/financial-education/qualifications/diploma-in-financial-studies-\(dipfs\)](https://www.libf.ac.uk/study/financial-education/qualifications/diploma-in-financial-studies-(dipfs))

6th Football Academy (BTEC Extended Diploma in Sport)

Course Level

BTEC Level 3

Awarding Body

Edexcel

Entry Requirements

TPS 34

Assessment

TBC

Course Description

This course encourages students to:

- Gain an understanding of many areas related to sport, including physiological factors, sports injuries, fitness testing, sports nutrition and analysis of performance.
- Develop an understanding of psychological factors influencing behaviour in sport.
- Develop awareness of coaching styles and the influence of different leadership styles on performance in sport.
- Follow a detailed football syllabus aimed at developing their physical, technical and tactical knowledge and understanding of football.
- Students have the opportunity to resubmit work **once only**. Under new government guidelines for BTEC the decision to approve a resubmission of work is solely at the discretion of the teacher.
- Students will study 14 different units across the two years (10 coursework units and 4 externally assessed exam units)

Special Requirements

Students are expected to be participating in football at an appropriate level outside of school.

Career and Progression Opportunities

This qualification provides a suitable foundation for specialist study in both Physical Education and Sports Studies in higher education and is also a suitable qualification for other areas of study. The specification provides an excellent foundation for students intending to pursue careers in Teaching and Coaching, Sports Development, the Leisure Industry, Recreational Management, Health, Leisure and Fitness and Professional Sport.

Link to specification: <https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html#tab-ExtendedDiploma>

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 6 in GCSE French or the ability to study French to the equivalent level.

Assessment

Two year linear A level - 100% exam

Paper 1: Listening, Reading and Translation.

Paper 2: Written response to works and translation.

Paper 3: Speaking.

Course Description

Most students will normally be required to have achieved at least the equivalent of GCSE Grade 6 in French before taking this course. It is also strongly advised that students have also achieved at least a Grade 6 in English Language / Literature as many of these analytical skills are used during A level study of French. Students will need to feel confident at this level in the four language skills of Listening, Reading, Writing and Speaking. Students must also have some knowledge and understanding of the culture and way of life of the target-language country. Students need to be interested in developing this understanding and in exploring in much more depth the topic areas that students will have covered at GCSE.

What will students learn on this A level course?

The course will help students to develop their general study skills, but most of all students will learn to communicate at a higher level in the language. Students will also learn much more about a wide range of aspects of the society or societies in which French is spoken. Students will develop their ability to work independently, to research effectively, be able to approach issues from multiple perspectives and become sensitive to different cultural contexts. Students will also study two authentic works; one film and one short novel.

What kind of student is this course suitable for?

If students are interested in languages and communication and enjoy learning about other cultures and ways of life, then the French course could be suitable for them. Similarly, if students are interested in the business world, in travel or tourism, in literature, in journalism, in history and politics, then students are also likely to find the course appropriate. There are a number of options in the course where students can choose a topic or question to suit their interests and passions. Whether students want to use language for work, for further study, training and for leisure, this course will equip them with the necessary skills and knowledge.

Course Description

French is an exciting and diverse subject which offers students the opportunity to follow their interests as well as developing great knowledge about France and French speaking countries. At A level, great importance is placed on the ability to communicate and by the end of the course it is expected that linguistic skills will be highly developed. Students will have access to a wide variety of authentic French media in order to enhance their language skills and develop intercultural awareness. Students will be exposed to authentic texts: newspaper and magazine articles, brochures, blogs, websites and up to date articles, originally designed for native speakers. All materials will be firmly rooted in the culture of France and French speaking countries. Various cinema, theatre and external revision sessions are arranged from time to time as the opportunity for such cultural language activities occurs in this area. A great deal of emphasis is placed on independent learning. Consequently, students are expected to be pro-active in developing their language skills; reading around the subject and learning vocabulary is an integral part of the A level course.

What examinations will students have to take to get their qualification?

This is a two year linear course; examinations will take place at the end of Year 13.

Career and Progression Opportunities

It is very popular to combine languages with non-language subjects at university. Examples include: French with Science, French or Spanish with Media Studies, Engineering with Spanish, Architecture with German, French with Politics or International Studies, French with International Business or Law; the range is infinite. Previous A level students of MFL have combined Spanish with Maths, French with English Literature, French and Spanish with Italian. Many non-language programmes allow optional study of language modules which may be tailored to the professional requirements e.g. French for Scientists. Specialists will be able to take a year abroad to study their language of choice. Languages at A level really do make people highly employable with such an advanced skill set.

Link to specification: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels.html>

Course Level

A level

Awarding Body

OCR

Entry Requirements

Grade 6 in GCSE Geography.

Assessment

Unit 1: Physical systems = 1 hour 30 minute exam worth 22% of A level.

Unit 2: Human interactions = 1 hour 30 minute exam worth 22% of A level.

Unit 3: Geographical debates = 2 hour 30 minute exam worth 36% of A level.

Unit 4: Independent Investigation (non examined coursework) worth 20% of A level.

Course Description

Geography is an exciting and dynamic subject that addresses key issues in our world today. Geography allows students to enjoy learning about the complexities of people and their societies, economies, cultures and the environment. During the two years students will develop and apply their understanding of geographical concepts and processes to help them interpret our rapidly changing world. The course develops students as global citizens who recognise the challenges of sustainability and the implications for their own lives and others.

Aims and learning outcomes

- Develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole.
- Recognise and be able to analyse the complexity of people-environment interactions at all geographical scales and appreciate how these underpin understanding of some of the key issues facing the world today.
- Gain understanding of specialised concepts. These must include the concepts of causality, systems, equilibrium, feedback, inequality, representation, identity, globalisation, interdependence, mitigation and adaptation, sustainability, risk, resilience and thresholds.
- Improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising.
- Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches, (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies.
- Understand the fundamental role of fieldwork as a tool to generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations.
- Apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography.
- Develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced arguments in a range of situations.

Special Requirements

There is a compulsory fieldwork element to the A level Geography course as fieldwork is an integral part of Geography. This will include a residential trip for four days in the UK.

Career and Progression Opportunities

Geography is a key 'facilitating' or 'hard' subject in a guide compiled by the Russell Group (20 leading UK universities) so it is a highly recommended A level to study. Geography can lead to a huge range of career or university course possibilities because of the numerous valuable skills gained throughout the course and the important and varied subject content learnt.

Students will develop intellectual skills, such as critically evaluating theories and judging evidence in order to make informed decisions and to develop reasoned arguments. Students will learn to competently use a range of technical methods for the collection and analysis of spatial and environmental data, and undertake four days of fieldwork to accurately collect this data. They will also learn to use and evaluate a range of quantitative and qualitative skills which are looked upon very favourably by employers and universities. The independent investigation has been designed specifically to prepare students for university and the world of work through developing a number of geographical and study skills. Writing essays is an important part of Geography A level and therefore studying geography compliments other option choices, giving the breadth which universities require. All of the skills learnt through studying Geography are transferable and therefore will ensure students are prepared for their next steps beyond A level.

Link to specification: <https://www.ocr.org.uk/Images/223012-specification-accredited-a-level-gce-geography-h481.pdf>

Course Level

A level

Awarding Body

Edexcel

Entry Requirements

Grade 6 or above in GCSE German or the ability to study German to the equivalent level.

Assessment

Two year linear A level - 100% exam

Paper 1: Listening, Reading and Translation.

Paper 2: Written response to works and translation.

Paper 3: Speaking.

Course Description

Most students will normally be required to have achieved at least the equivalent of GCSE Grade 6 in German before taking this course. It is also strongly advised that students have also achieved at least a Grade 6 in English Language / Literature as many of these analytical skills are used during A level study of German. Students will need to feel confident at this level in the four language skills of Listening, Reading, Writing and Speaking. Students must also have some knowledge and understanding of the culture and way of life of the target-language country. Students need to be interested in developing this understanding and in exploring in much more depth the topic areas that students will have covered at GCSE.

What will students learn on this A level course?

The course will help students to develop their general study skills, but most of all students will learn to communicate at a higher level in the language. Students will also learn much more about a wide range of aspects of the society or societies in which German is spoken. Students will develop their ability to work independently, to research effectively, be able to approach issues from multiple perspectives and become sensitive to different cultural contexts. Students will also study two authentic works; one film and one play or short novel.

What kind of student is this course suitable for?

If students are interested in languages and communication and enjoy learning about other cultures and ways of life, then the German course could be suitable for them. Similarly, if students are interested in the business world, in travel or tourism, in literature, in journalism, in history and politics, then students are also likely to find the course appropriate. There are a number of options in the course where students can choose a topic or question to suit their interests and passions. Whether students want to use language for work, for further study, training, and for leisure, this course will equip them with the necessary skills and knowledge.

Course Description

German is an exciting and diverse subject which offers students the opportunity to follow their interests as well as developing great knowledge about Germany and German speaking countries. At A level, great importance is placed on the ability to communicate and by the end of the course it is expected that linguistic skills will be highly developed. Students will have access to a wide variety of authentic German media in order to enhance their language skills and develop intercultural awareness. Students will be exposed to authentic texts: newspaper and magazine articles, brochures, blogs, websites and up to date articles, originally designed for native speakers. All materials will be firmly rooted in the culture of German and German speaking countries. Various cinema, theatre and external revision sessions are arranged from time to time as the opportunity for such cultural language activities occurs in this area. A great deal of emphasis is placed on independent learning. Consequently, students are expected to be pro-active in developing their language skills; reading around the subject and learning vocabulary is an integral part of the A level course.

What examinations will students have to take to get their qualification?

This is a two year linear course; examinations will take place at the end of Year 13.

Career and Progression Opportunities

It is very popular to combine languages with non-language subjects at university. Examples include: German with Science, French or Spanish with Media Studies, Engineering with Spanish, Architecture with German, French with Politics or International Studies, German with International Business or Law; the range is infinite. Previous A level students of MFL have combined Spanish with Maths, French with English Literature, French and Spanish with Italian. Many non-language programmes allow optional study of language modules which may be tailored to the professional requirements e.g. German for Scientists. Specialists will be able to take a year abroad to study their language of choice. Languages at A level really do make people highly employable with such an advanced skill set.

Link to specification: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels.html>