



# **YOUR FUTURE**

## **AT THE KING'S CE SCHOOL**

**The Sixth Form**

**Your guide to Admissions  
and  
Subject Information**

**For September 2020**



## **WELCOME**

Welcome to The King's CE Sixth Form. The King's is a very inspirational place to study and our motto *Aspire, Believe and Achieve Together* is what we want for all, to achieve both academically and personally. Our dedicated staff work hard to ensure that students succeed, and all are encouraged to develop the skills for lifelong learning. We have many students who are studying at the best universities in the UK and an impressive alumni that includes students at the Universities of Oxford, London and Birmingham in 2019.

Our Sixth Form students contribute to the whole school community to help develop their leadership skills and we have exciting opportunities for all students to enrich their learning through extra-curricular schemes. Our enrichment programme includes peer mentoring, DEAR literacy support, work experience, working with universities and employers and online learning. We have a team of specialist Sixth Form tutors who offer expert support and guidance throughout every stage from transition into Y12 to applying to university, degree apprenticeships or employment in Y13.

Our Sixth Form has a minimum entry requirement for all A Level and BTEC Level 3 courses of 5 standard passes at GCSE (grade 4 and above) including Maths and English. Some A Level Courses have specific GCSE grade requirements so as you read this subject guide, please be aware of these. We are committed to helping students succeed in their studies, so they can gain the university or apprenticeship place that they require.

The application form for admission to the Sixth Form is available on-line on our website and once completed should be sent to:

[sixthformadmissions@kingswolverhampton.co.uk](mailto:sixthformadmissions@kingswolverhampton.co.uk).

We are proud to form part of the Wolverhampton Sixth Form Consortium, partnering with other schools in the city to offer a wide range of high-quality courses. Our courses are subject to a minimum number of student uptake and if this number is not attained at The King's, students will have the opportunity to study one subject at a Consortium School.

If you would like more information about our *Ofsted* rated 'good' Sixth Form provision and would like to join us on our journey to becoming 'outstanding', please do not hesitate to get in touch.

Dr V Allen

*Head of Sixth Form*

## **Sixth Form Admissions 2020**

### **Applications**

Please complete our online application form which is available on The King's CE School website:

***[www.kingswolverhampton.co.uk](http://www.kingswolverhampton.co.uk)***

Completed forms should be emailed to:

**[sixthformadmissions@kingswolverhampton.co.uk](mailto:sixthformadmissions@kingswolverhampton.co.uk)**

### **Timeline**

**Application deadline – 18<sup>th</sup> December 2019**

**Interviews – January / February 2020**

**Conditional offers – February 2020**

**Induction Day – July 1<sup>st</sup> 2020**

### **Programmes of Study**

There are many different qualifications available to you at The King's CE Sixth Form and it is important to choose the right courses to suit your academic ability. BTEC courses at Level 3 and A Levels all qualify students for university places and are worth similar UCAS Points. These are the points that you need to apply to university or degree apprenticeships.

UCAS Points	A Level	BTEC
56	A*	Distinction *
48	A	Distinction
40	B	
32	C	Merit
24	D	
16	E	Pass

Here are the different pathways available:

A Levels only	Suited to students with top grades at GCSES in 5 or more subjects who do well in final exams with little coursework.
A Levels and BTEC Combinations	Suited to students with good grades at GCSE in five or more subjects who like both exams and coursework assessment.
BTECs at Level 3	Suited to students with good grades at GCSE in five or more subjects. These courses suit those who thrive on coursework as the majority of these courses are assessed by coursework.

<b>Subject</b>	<b>A Level or BTEC Level 3</b>	<b>5 GCSE passes at 4 or above including English and Maths</b>	<b>Other information/ Minimum requirements</b>
Acting	BTEC	Yes	GCSE grade 4+ or BTEC Level 2 Pass in Performing Arts
Art and Design	A Level	Yes	GCSE Art & Design grade 4+
Biology	A Level	Yes	GCSE Biology grade 6 GCSE Maths grade 6
Business Studies	BTEC	Yes	BTEC Level 2 Business at Merit. Level 2 pass only accepted if 25/50 or more achieved in exam.
Chemistry	A level	Yes	GCSE Chemistry grade 6 GCSE Maths grade 6
English Literature	A level	Yes	GCSE English Literature grade 5 GCSE English Language grade 5
German	A level	Yes	GCSE German grade 6
Geography	A level	Yes	GCSE Geography grade 5 GCSE English grade 5 GCSE Maths grade 5 GCSE Science grade 5 preferred
Health and Social Care	BTEC	Yes	BTEC Level 2 Health and Social Care at Merit
History	A level	Yes	GCSE History grade 5 GCSE English grade 5
Information Technology	BTEC	Yes	Level 2 qualification pass in ICT
Applied Law	BTEC	Yes	GCSE English grade 5
Maths	A level	Yes	GCSE Maths grade 6
Music	A level	Yes	GCSE Music grade 5 or Instrument/Voice at or working towards grade 5 standard
Photography	A level	Yes	GCSE Art/Design grade 4+ GCSE Photography grade 4+
Physics	A level	Yes	GCSE Physics grade 6 GCSE Maths grade 6
Product Design	A level	Yes	GCSE D&T grade 4+ GCSE Maths / Science grade 5 (preferred)

Psychology	A level	Yes	GCSE English grade 5 GCSE Maths grade 5 GCSE Science grade 6 (Biology preferred)
Religious Studies	A level	Yes	GCSE English grade 5 GCSE RE grade 5
Sociology	A level	Yes	GCSE English grade 5 GCSE Maths grade 5
Sport	BTEC	Yes	BTEC Level 2 Sport at Merit GCSE PE grade 6
EPQ – Extended Project Qualification		Yes	This is offered in Year 13 only Requirements are 5 passes at grade 4 or above and good progress grades in Year 12



## **BTEC LEVEL 3 PERFORMING ARTS ACTING**

### **National Extended Certificate (A level equivalent)**

<b>EXAM BOARD</b> Pearson (Edexcel)
<p><b>CONTENT</b></p> <p><b>Unit 1(External)</b> A theme/stimulus is given by Pearson (Edexcel). You are given the name of two recognised theatre practitioners. You then explore the stimulus/ theme in the light of these practitioners. Here you will research, critically analyse contextual influences on practitioner and performance and focus on how these relate to the task set.</p> <p><b>Unit 2(Internal)</b> Here you explore two practitioners. Two performance styles are investigated, developed and demonstrated in two performances. You are assessed through: Performance Log, Report/Presentation demonstrating knowledge of roles and skills, Self and Peer assessment, Teacher Observation. Two performances in two performance styles that are recorded. One is assessed.</p> <p><b>Unit 3(External)</b> 120 GLH Externally Assessed Group Size 3-7 Performance: 10 – 20 minutes Students investigate and research a given stimulus. Students prepare logs and develop and complete a group performance</p> <p><b>Unit 4 Optional Unit.</b> Your tutors select a unit. This unit will suit the composite and strengths of the group.</p>
<p><b>COURSE STRUCTURE</b></p> <p>Units 1&amp;2 are completed in the first Year and Unit 3 and the optional unit are completed in Year 2</p>
<p><b>METHOD OF ASSESSMENT</b></p> <p>Both practical work and written work is assessed with much emphasis on practical work. The course consists of both internal and external assessment.</p>
<p><b>ENTRY REQUIREMENTS</b></p> <p>5 GCSEs grade 4 and above including English and Maths. Although preferred, it is not always necessary for students to have gained a GCSE/BTEC Level 2 in Performing Arts/Drama but a genuine interest and aptitude for acting is required!</p>
<p><b>METHOD OF ASSESSMENT</b></p> <p>Both practical work and written work is assessed with much emphasis on practical work. The course consists of both internal and external assessment.</p>
<i>"This is a creative course which gives lots of extra-curricular opportunities."</i>



## **A-LEVEL ART AND DESIGN**

**EXAM BOARD** AQA

### **CONTENT**

The A-Level Art and Design course is a broad-based course exploring practical and critical/contextual work through a range of 2D and/or 3D processes and media associated with two or more of the titles below.

Fine Art, Graphic Communication, Textile Design, Three Dimensional Design and Photography.

### **COURSE STRUCTURE**

- Students record experiences and observations, in a variety of ways using drawing or other appropriate visual forms; undertake research; and gather, select and organise visual and other appropriate information
- They explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; and make and record independent judgements using knowledge and understanding of the work of others to develop and extend thinking and inform own work
- Students generate and explore potential lines of enquiry using appropriate media and techniques. They apply knowledge and understanding in making images and artefacts; review and modify work; and plan and develop ideas in the light of their own and others' evaluations
- Students organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms.
- Students can work entirely in digital media or entirely in non-digital media, or in a mixture of both, provided the aims and assessment objectives are met.

### **METHOD OF ASSESSMENT**

Students are required to produce evidence for four assessment objectives.

60% Coursework

40% Examination

### **ENTRY REQUIREMENTS**

GCSE Art and Design grade 4+

*"The Art department has a lively working atmosphere  
where staff are engaging and supportive."*





## **A LEVEL BIOLOGY**

### **EXAM BOARD** OCR

### **CONTENT**

Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and cellular organisation; Exchange surfaces; Transport in animals; Transport in plants; Communicable diseases, disease prevention and the immune system; Biodiversity; Classification and evolution; Communication and homeostasis; Excretion as an example of homeostatic control; Neuronal communication; Hormonal communication; Plant and animal responses; Photosynthesis; Respiration; Cellular control; Patterns of inheritance; Manipulating genomes; Cloning and biotechnology; Ecosystems; Populations and sustainability.

### **COURSE STRUCTURE**

#### First Year:

Module 1: Practical Skills in Biology

Module 2: Foundations in biology

Module 3: Exchange and transport

Module 4: Biodiversity, evolution and disease

#### Second Year:

Module 5: Communication, homeostasis and energy

Module 6: Genetics, evolution and ecosystems

### **METHOD OF ASSESSMENT**

100% Exam based

3 papers (Biological processes, biological diversity & Unified biology)

Practical endorsement (non exam assessment): A teacher assessed component which is a minimum of 12 practical activities to demonstrate practical competence

### **ENTRY REQUIREMENTS**

GCSE Biology grade 6

GCSE Maths grade 6

*"I chose A-level Biology because it opens up more opportunities for what I want to do in life. I like the challenge it poses."*



## **BTEC LEVEL 3 BUSINESS STUDIES**

### **National Extended Certificate (A Level equivalent)**

<b><u>EXAM BOARD</u></b> Pearson (Edexcel)
<b><u>CONTENT</u></b> <p>The BTEC Extended Certificate in Business has been designed to provide an engaging and stimulating introduction to the world of business. The qualification is for those who may wish to explore a vocational route throughout Key Stage 5. The core units cover the essential knowledge and skills required in the business sector. The optional specialist units, covering branding and promotion, customer service, sales, retail business, recruitment and career development, and business support, meet the needs of both local employers and learners.</p>
<b><u>COURSE STRUCTURE</u></b> <p>The Course is split into four Units</p> <p>Unit 1 Exploring Business</p> <p>Unit 2 Developing a Marketing Campaign</p> <p>Unit 3 Personal and Business Finance (Exam)</p> <p>Unit 4 Recruitment and Selection Process</p>
<b><u>METHOD OF ASSESSMENT</u></b> <p><i>58% of the course will be external assessment. I an external exam and the other a control assignment.</i></p> <p><i>42% of the course will be made up of assignment based work</i></p>
<b><u>ENTRY REQUIREMENTS</u></b> <p>BTEC Level 2 Business at Merit.</p> <p>A level 2 Pass will only be accepted if a high mark of 25/50 or above has been achieved.</p>
<p><i>"An exciting, eye opening course in which we are exposed to real life business problems and theories"</i></p>



## **A LEVEL CHEMISTRY**

### **EXAM BOARD** OCR

### **CONTENT**

Module 1 – Development of practical skills in chemistry, Module 2 – Foundations in chemistry, Module 3 – Periodic table and energy, Module 4 – Core organic chemistry

### **COURSE STRUCTURE**

Module 1 - Development of practical skills in chemistry

- Practical skills assessed in a written examination

Module 2 – Foundations in chemistry

- Atoms, compounds, molecules and equations
- Amount of substance
- Acid–base and redox reactions
- Electrons, bonding and structure

Module 3 – Periodic table and energy

- The periodic table and periodicity
- Group 2 and the halogens
- Qualitative analysis
- Enthalpy changes
- Reaction rates and equilibrium (qualitative)

Module 4 – Core organic chemistry

- Basic concepts
- Hydrocarbons
- Alcohols and haloalkanes
- Organic synthesis
- Analytical techniques (IR and MS)

### **METHOD OF ASSESSMENT**

Breadth in chemistry - written paper 50% of total A level

Depth in chemistry - written paper 50% of total A level

### **ENTRY REQUIREMENTS**

GCSE Chemistry grade 6

GCSE Maths grade 6

*I chose Chemistry because it's a requirement for the career I want to pursue and I've been interested in it for many years. So far what I have done in A Level Chemistry has driven me to love it even more.*



## **A-LEVEL ENGLISH LITERATURE**

**EXAM BOARD** AQA Specification A

### **CONTENT**

A-level English Literature takes a historicist approach to the study of literature. This means that you will not only read your set texts but also consider how each set text is the product of the time in which it was produced. You will study a Shakespeare play and a modern drama text. You will also study Nineteenth and Twentieth century prose plus a range of poetry from the Renaissance to the present day. During the course, you will explore the relationships that exist between texts and the contexts within which they are written, received and understood

### **COURSE STRUCTURE**

**Year one:** Teacher one: Othello and the Poetry Anthology (pre 1900), Teacher two: The Great Gatsby and Frankenstein.

**Year two:** Teacher one: The Handmaid's Tale and The Feminine Gospels, Teacher two: A Streetcar Named Desire. Students will also choose a text independently to compare with Frankenstein from a range of genres. Texts from Year one will be revised this year in readiness for A level papers.

### **METHOD OF ASSESSMENT**

**Paper 1** Love through the Ages. This is a three hour written paper worth 40 per cent of your A-level.

**Paper Two** Texts in Shared Contexts. This is a two hour 30 minutes written paper worth 40 per cent of your A-level.

**Independent critical study** – Texts across Time. This is a Non Examined Assessment worth 20 per cent of your A-level.

### **ENTRY REQUIREMENTS**

GCSE English Literature grade 5

GCSE English Language grade 5

*"This course will give me an excellent foundation for studying English at University."*



## **EXTENDED PROJECT LEVEL 3 CERTIFICATE**

**EXAM BOARD** AQA

### **CONTENT**

This is a project based qualification where students are required , with appropriate supervision to :

- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a non-specialist audience
- provide evidence of all stages of project development and production for assessment.

### **COURSE STRUCTURE**

This course is one year in length and currently runs in Year 13. There is a taught element of research; planning and presentation skills and then students work independently with regular supervisory meetings to monitor progress.

### **METHOD OF ASSESSMENT**

Students are assessed in the following areas :

Manage – 20%

Use resources – 20%

Develop and realise – 40%

Review 20%

### **ENTRY REQUIREMENTS**

5 standard passes at GCSE (currently grade 4) and good progress grades in Year 12. This is a popular course with Universities and admissions tutors.

*“ I enjoy studying a subject in depth and leading my own learning.”*



## **A LEVEL GEOGRAPHY**

<p><b><u>EXAM BOARD</u></b> Edexcel</p>
<p><b><u>CONTENT</u></b></p> <p><b>YEAR 12</b> - TECTONICS, COASTS, REBRANDING, GLOBALISATION</p> <p><b>YEAR 13</b> – WATER CYCLE, CARBON CYCLE, SUPERPOWERS, HEALTH AND HUMAN RIGHTS</p>
<p><b><u>COURSE STRUCTURE</u></b></p> <p>Year 12 – 4 topics delivered, two days field work linked to coasts and rebranding. Two exams at the end of the year (coasts and tectonics – some questions on the data from their coast trip). Second exam based on rebranding and globalisation (field work questions based on data from rebranding trip).</p> <p>Year 13 full A level – results cancelled and students sit three exams plus complete a 4000 word project.</p>
<p><b><u>METHOD OF ASSESSMENT</u></b></p> <p><i>Paper 1 – 30% - tectonics, coasts, water cycle, carbon cycle</i></p> <p><i>Paper 2 – 30% - globalisation, regeneration, superpowers, health and human rights</i></p> <p><i>Paper 3 – 20% - synoptic investigation like a DME paper</i></p> <p><i>Unit 4 – coursework – 4000 words – 20%</i></p>
<p><b><u>ENTRY REQUIREMENTS</u></b></p> <p>GCSE Geography grade 5</p> <p>GCSE English grade 5</p> <p>GCSE Maths grade 5</p> <p>GCSE Science grade 5 (preferred)</p>
<p><i>“I can’t wait to study Geography at University; the fieldwork aspect of this course has opened my eyes to the world of LIVING GEOGRAPHY and made me realise that one simple action can have huge impacts”</i></p>



## **BTEC LEVEL 3 HEALTH AND SOCIAL CARE**

### **National Extended Certificate (A level equivalent)**

**EXAM BOARD** Pearson (Edexcel)

#### **CONTENT**

Areas of study include:

- Human Lifespan Development
- Working in Health and Social Care
- Individual care and support needs
- Sociological perspectives in Health and Social Care
- Supporting individuals with additional needs

#### **COURSE STRUCTURE**

In Year 12 you will complete 2 units, 1 of which will be an examination and one which will be assessed through pieces of coursework.

In Year 13 you will complete a further 2 units, 1 through examination and 1 through internally assessed coursework.

#### **METHOD OF ASSESSMENT**

*2 external exams*

*2 internally assessed coursework units*

#### **ENTRY REQUIREMENTS**

Level 2 BTEC Health and Social Care at Merit.

*“The course has been challenging and interesting. Visiting speakers who work in Health and Social Care have helped me understand how theory works in real life and have opened my eyes to new career possibilities.”*



## **A LEVEL HISTORY**

### **EXAM BOARD** AQA

### **CONTENT**

History is one of the most stimulating and challenging subjects available in the curriculum for A-Level. It is respected by universities as a traditional and challenging discipline which focuses on identifying and applying evidence, forming arguments and making judgments about the topic in question and the quality of evidence. Students will complete two units for A – Level. Component 1: The Tudors: England 1485-1603 and Component 2: Democracy and Nazism, Germany 1918-45.

### **COURSE STRUCTURE**

#### **Component 1: The Tudors: England 1485-1603**

Year 12 - Consolidation of the Tudor Dynasty: England, 1485–1547

Year 13 - England: turmoil and triumph, 1547–1603

#### **Component 2: Democracy and Nazism: Germany, 1918–1945**

Year 12 - The Weimar Republic, 1918–1933

Year 13 - Nazi Germany, 1933–1945

### **METHOD OF ASSESSMENT**

The Tudors – written examination, 40% of total marks

Democracy and Nazism – written examination, 40 % of total marks

Non exam assessment – 20% of total marks

### **ENTRY REQUIREMENTS**

GCSE History grade 5

GCSE English grade 5

*“History offers both sides to an argument, it allows you to analyse different interpretations and form justified judgements. I have enjoyed the topics we are studying, as they have allowed me to understand how past events have shaped society today.”*





## **BTEC LEVEL 3 INFORMATION TECHNOLOGY**

### **National Extended Certificate (A level equivalent)**

**EXAM BOARD** Pearson (Edexcel)

#### **CONTENT**

Information Technology (IT) involves the use of computers in industry, commerce, the arts and elsewhere. IT includes aspects of IT systems architecture, human factors, project management and the general ability to use computers. Increasingly businesses are implementing IT strategies to manage and process data both to support many business processes and to deliver new opportunities.

Students have to study two mandatory units in Year 12. In Y13 students study one more mandatory unit and one further optional unit.

#### **COURSE STRUCTURE**

In **Year 1** students study two core units (which is equivalent to half an A 'level):

- Creating Systems to Manage Information (externally assessed coursework)
- Using Social Media in Business (internally assessed)

In **Year 2 students** complete the qualification to the equivalent of one A' level:

- Information Technology Systems (an examined unit)
- An optional unit - either data modelling or website development

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified, the final grade uses a scale of P to D\*.

#### **METHOD OF ASSESSMENT**

*58% of the course will be external assessment. One external exam and a 10 hour controlled assessment.*

*42% of the course will be made up of assignment based work*

#### **ENTRY REQUIREMENTS**

Level 2 qualification pass in ICT

*"It is a very challenging subject which I enjoy a lot."*



## **BTEC LEVEL 3 APPLIED LAW**

### **National Extended Certificate (A level equivalent)**

**EXAM BOARD** Pearson (Edexcel)

#### **CONTENT**

The BTEC Extended National Certificate in Applied Law offers an in depth introduction to the legal sector, providing content consistent with current practice. This qualification supports progression to higher education, advanced apprenticeship in legal services and ultimately employment. Students will have the opportunity to demonstrate their knowledge, skills and understanding in a range of work related contexts.

#### **COURSE STRUCTURE**

In the Extended National Certificate there are three mandatory units that learners must complete and pass, these units are:

- Dispute Solving in Civil Law
- Investigating Aspects of Criminal Law and The Legal System
- Applying the Law

In addition to this are four optional units:

- Aspects of Family Law
- Consumer Law
- Contract Law
- Aspects of Tort

#### **METHOD OF ASSESSMENT**

Four units are assessed, of which three are mandatory, as detailed above.

The three mandatory units account for 83% of the total marks.

Two units are assessed externally and account for a total of 58% of the course, the other two units are assessed internally through assignments.

#### **ENTRY REQUIREMENTS**

GCSE English Grade 5

*“Law is an enjoyable subject, it gives you the knowledge of the world around you and gives you an insight in to how barristers work. It gives you an advantage if you would like to study law at university.”*



## **A LEVEL MATHEMATICS**

**EXAM BOARD** Edexcel

### **CONTENT**

#### **Pure Mathematics**

Topic 1 – Proof; Topic 2 – Algebra and functions; Topic 3 – Coordinate geometry in the (x, y) plane, Topic 4 – Sequences and series; Topic 5 – Trigonometry; Topic 6 – Exponentials and logarithms, Topic 7 – Differentiation; Topic 8 – Integration; Topic 9 – Numerical methods; Topic 10 – Vectors

#### **Statistics**

Topic 1 – Statistical sampling; Topic 2 – Data presentation and interpretation  
Topic 3 – Probability; Topic 4 – Statistical distributions; Topic 5 – Statistical hypothesis testing

#### **Mechanics**

Topic 6 – Quantities and units in mechanics; Topic 7 – Kinematics  
Topic 8 – Forces and Newton's laws; Topic 9 – Moments

### **COURSE STRUCTURE**

Students study three strands of Mathematics: Pure Mathematics, Statistics and Mechanics. The strands are taught simultaneously by subject experts over the course of two years, with students sitting three exam papers (two hours each) on the content covered during years 12 and 13. Pure Mathematics amounts to two-thirds of the course and is examined across two papers, whereas Statistics and Mechanics form one-third of the course and are covered in one exam.

### **METHOD OF ASSESSMENT**

Pure Mathematics 1 Exam (33.3%)  
Pure Mathematics 2 Exam (33.3%)  
Statistics and Mechanics Exam (33.3%)

### **ENTRY REQUIREMENTS**

GCSE Maths at grade 6

*"It's a big step up from GCSE, but so far I have found the challenge both interesting and rewarding."*



## Music A Level

### EXAM BOARD Eduqas

#### CONTENT

This specification will enable you to engage actively in the process of music study. You will have the opportunity to study music in an **integrated** way where the skills of performing, composing and appraising reinforce knowledge and understanding of musical elements, contexts and language. This course allows you to **specialise** in **either** performing **or** composing by providing two options for Components 1 and 2. The course will provide opportunities to broaden your musical experience and interests, develop imagination and foster creativity. You will develop and extend your knowledge, understanding and skills needed to communicate effectively as a musician.

#### COURSE STRUCTURE

- **Option A** allows students to specialise in **Performing**: 35% of Component 1 is allocated to performing and 25% of Component 2 is allocated to composing.
- **Option B** allows students to specialise in **Composing**: 35% of Component 2 is allocated to composing and 25% of Component 1 is allocated to performing.

**Component 3:** Students will develop knowledge and understanding of music through **three** areas of study from the choices below. Area of study A is compulsory and students then choose two further contrasting areas of study: **one** from **either** area of study B **or** area of study C **or** area of study D, and **one** from **either** area of study E **or** area of study F.

Area of study A: **The Western Classical Tradition** (The Development of the Symphony)

**A selection of one from:**

Area of study B: **Rock and Pop**

Area of study C: **Musical Theatre**

Area of study D: **Jazz**.

**A selection of one from:**

Area of study E: **Into the Twentieth Century**

Area of study F: **Into the Twenty-first Century**.

Selections of areas of study topics will be made to ensure that the course is tailored to suit students' interests and strengths.

#### METHOD OF ASSESSMENT

##### **60% Coursework 40% Examination**

Students may choose to specialise in **either Composition or Performance**. Their specialism will be worth 35% and the other option 25%

All students will study Component 3 (Listening) which is 40%

#### ENTRY REQUIREMENTS

This specification builds on the knowledge, understanding and skills established in GCSE or BTEC level 2 Music. Students starting the course will be expected to be at or working towards Grade 5 standard on their instrument/voice.

*This course is new to the school*



## **A-LEVEL PHOTOGRAPHY**

<b><u>EXAM BOARD</u></b>	AQA
<b><u>CONTENT</u></b> The A-Level Photography course is a broad-based course exploring practical and critical/contextual work through a range of traditional and digital processes, media and techniques.	
<b><u>COURSE STRUCTURE</u></b> <ul style="list-style-type: none"> <li>Students will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes. They will be made aware of both traditional and new technologies.</li> <li>Students will explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples. This should be integral to the investigating and making processes. Students' responses to these examples must be shown through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.</li> <li>Students should use sketchbooks/workbooks/journals to underpin their work where appropriate. They may wish to develop their drawing skills in order to produce storyboards, thumbnail sketches and/or diagrams, where appropriate.</li> <li>Students may use traditional methods and/or digital techniques to produce images.</li> <li>Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented and of the importance of process as well as product.</li> </ul>	
<b><u>METHOD OF ASSESSMENT</u></b> Students are required to produce evidence for four assessment objectives. 60% Coursework 40% Examination	
<b><u>ENTRY REQUIREMENTS</u></b> GCSE Art and Design grade 4 or GCSE Photography grade 4	
<i>"The lessons encourage us to develop new skills and the technology available is great. We are expected to work independently but the staff are really supportive."</i>	



## **A LEVEL PHYSICS**

**EXAM BOARD** OCR (Physics A H556)

### **CONTENT**

**Module 1:** Development of practical skills.

**Module 2:** Foundations of physics.

**Module 3:** Forces and motion.

**Module 4:** Electrons, waves, and photons.

**Module 5:** Newtonian world and astrophysics.

**Module 6:** Particles and medical physics.

### **COURSE STRUCTURE**

Year 12: modules 2, 3, 4 and practical skills

Year 13: modules 5,6 and practical skills

### **METHOD OF ASSESSMENT**

3 written examinations taken in May/June of the final year (100% examination results).

Practical skills are Teacher assessed through a portfolio of 12 experiments, and by written questions in the 3 external examinations.

### **ENTRY REQUIREMENTS**

GCSE Physics grade 6

GCSE Maths grade 6

*“You need to be very hard-working but, in the end, learning about how the Universe works is a very rewarding experience.”*



## **A LEVEL DESIGN AND TECHNOLOGY – PRODUCT DESIGN**

### **EXAM BOARD** AQA

### **CONTENT**

This course builds on the knowledge and skills gained at GCSE in Design & Technology. It is split into 2 main sections; Technical Principles, and Designing and Making Principles.

### **COURSE STRUCTURE**

This is a 2-year linear course assessed at the end of Year 13.  
The course is delivered through a variety of theory sessions, design tutorials and short design / make tasks.  
Year 13 is predominantly taken up with the Coursework project and revision for the exams.

### **METHOD OF ASSESSMENT**

At the end of Year 13 students sit 2 exams (one in Technical Principles and one in Designing & Making Principles. These are worth 30% and 20% of the final grade respectively), The other 50% of the marks comes from an internally assessed coursework project completed in Year 13.

### **ENTRY REQUIREMENTS**

GCSE Design & Technology grade 4  
GCSE Maths and Science grade 5 is also preferred due to the technical aspect of the course.

*“Product Design is a wonderful subject! It helps to express creativity. It is similar to art but you use materials such as plastic and wood to create 3D shapes. You also use software to help design your products.*



## **A LEVEL PSYCHOLOGY**

**EXAM BOARD** OCR

### **CONTENT**

The course covers the 5 key areas in psychology – Social psychology, Cognitive psychology, Developmental psychology, Biological psychology and Individual differences. Optional units in the 2<sup>nd</sup> year of the course allow students to focus on more applied areas of psychology, for example Sport psychology, Criminal psychology and Educational psychology.

In year 1, the course has a significant focus on Research methods and how psychologists work in their areas.

### **COURSE STRUCTURE**

The course is divided into three sections; with three corresponding exam papers.

Paper 1 – Research methods

Paper 2 – Core studies, Areas, Perspectives and Debates

Paper 3 – Issues in mental health and 2 option units

### **METHOD OF ASSESSMENT**

*3 exams at the end of the 2<sup>nd</sup> year.*

*Paper 1 – 2 hours (90 marks)*

*Paper 2 – 2 hours (105 marks)*

*Paper 3 – 2 hours (105 marks)*

### **ENTRY REQUIREMENTS**

GCSE Science grade 6 (Biology preferred)

GCSE Maths grade 5

GCSE English grade 5

### **From current year 13 Psychology Student:**

*'A-Level Psychology is really interesting. It often helps me understand 'why' stuff happens and allows me to see other people's perspectives. It has offered me a real insight into things like mental illness and has changed my perspective on the world.'*





## **A LEVEL RELIGIOUS STUDIES**

**EXAM BOARD** EDUQAS

### **CONTENT**

**The study of Christianity as a religion:**

an in-depth and broad study of Christianity covering themes ranging from religious figures and sacred texts to practices that shape religious identity.

**Philosophy:**

Arguments for the existence of God (inductive and deductive); challenges to religious belief; religious experience and religious language.

**Ethics:**

Deontological and teleological ethics (how people make ethical decisions and how to apply these theories to situations such as abortion, euthanasia, immigration, animal experimentation and nuclear weapons as a deterrent). Freewill and determinism: are we REALLY free to make moral choices?

### **COURSE STRUCTURE**

Students study 3 different areas: Christianity, Philosophy and Ethics. Each area covers a range of topics (see above) and is examined in a separate exam. All three components contribute an equal weighting in the overall grade awarded.

### **METHOD OF ASSESSMENT**

Christianity Exam (33.3%)

Philosophy of Religion Exam (33.3%)

Ethics Exam (33.3%)

At AS level all questions are equally weighted; at A2 level there is more emphasis on how to evaluate and assess the theories covered.

### **ENTRY REQUIREMENTS**

GCSE R.E. grade 5

GCSE English grade 5

*“This is different to the GCSE course as it’s more challenging:  
I am really enjoying it”.*



## **A LEVEL SOCIOLOGY**

**EXAM BOARD** OCR

### **CONTENT**

The course covers the key concepts of culture, socialisation and identity; it looks at them specifically through the context of media, family and relationships OR youth subcultures. It also covers research methods and how sociologists study social inequality before finishing with issues around globalisation and the digital media. The last section of the course also allow students to focus on key debates in sociology and focuses them around the areas of crime and deviance, education or religion.

### **COURSE STRUCTURE**

The course is divided into three sections; with three corresponding exam papers.  
Paper 1 – Socialisation, culture and identity.  
Paper 2 – Research methods and social inequality.  
Paper 3 – Debates in contemporary society.

### **METHOD OF ASSESSMENT**

3 exams at the end of Year 13.  
Paper 1 – 1 hour and 30 minutes (90 marks)  
Paper 2 – 2 hours and 15 minutes (105 marks)  
Paper 3 – 2 hours and 15 minutes (105 marks)

### **ENTRY REQUIREMENTS**

GCSE English grade 5  
GCSE Maths grade 5



## **BTEC LEVEL 3 SPORT**

### **National Extended Certificate (A level equivalent)**

**EXAM BOARD** Pearson (Edexcel)

#### **CONTENT**

4 units:

- Anatomy and Physiology
- Fitness Training and Programming for Health, Sport and Well-being
- Practical Sports Performance
- Professional development in the sports industry

#### **COURSE STRUCTURE**

##### **1<sup>ST</sup> YEAR – 2 UNITS WILL BE COMPLETED:**

- Anatomy and Physiology (externally assessed/ examination)
- Practical Sports Performance (internally assessed/ assignment based)

##### **2<sup>ND</sup> YEAR – 2 UNITS WILL BE COMPLETED:**

- Fitness training and programming for health, sport and well-being (externally assessed/ examination)
- Professional development in the sports industry (internally assessed/ assignment based)

#### **METHOD OF ASSESSMENT**

*1<sup>st</sup> year: 50% Examination and 50% Assignments*

*2<sup>nd</sup> year: 50% Examination and 50% Assignments*

#### **ENTRY REQUIREMENTS**

BTEC Level 2 Sport at Merit

GCSE PE grade 6

*"I have only been doing this course two months, and I find it fascinating already, the way that we practically learn helps you to remember information securely".*



## **GCSE Maths & English Resit**

Students who do not attain the minimum requirement of a standard pass (grade 4) in either GCSE Maths or English may still be admitted to sixth form providing they have secured 5 passes at GCSE or equivalent. In these cases, admission will be granted depending on individual circumstances; placing prospective students on courses most suited to their ability and may not be the courses originally applied for. Alongside these courses, students will attend a timetabled programme of GCSE English and Maths resit lessons.