

COURSE

BOOKLET 2018



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# ART

**You will have the opportunity to study new and traditional aspects of Art, Craft and Design, plus visiting local and national galleries.**

*“It’s creative and relaxing, challenging and exciting. I love it!”*

Art and Design A Level  
Exam Board OCR

## Head of Subject

Mr S O’Connell

## Course Description

Most suitable for students achieving a high grade for GCSE Art, grade 6 or above. Sketchbook and portfolio work will be produced during the course, based around a number of chosen themes.

## Entry Guidelines

Students who have met the Sixth Form’s entrance criteria, including Art.

## Course Content and Assessment

The variety of art forms covered could include:

- **Fine Art:**  
Painting, printmaking or sculpture
- **Graphic Communication:**  
Illustration, packaging or advertising
- **Photography:**  
Traditional, digital or moving image
- **Textile Design:**  
Printed and digital textiles, fashion design or constructed textiles
- **Three Dimensional Design:**  
Ceramics, product design or jewellery
- **Critical and Contextual Studies:**  
Art theory, artistic movements or architecture

## A Level

- **Component 1: Personal Investigation**  
worth 60%
  1. Portfolio of practical work
  2. Written study of a minimum of 1000 words
- **Component 2: Externally set task**  
worth 40% (15 hour practical exam)

**You will have the chance to explore and practise new and traditional photographic techniques, including both film and digital, darkroom processing and Photoshop image manipulation.**

*“Seeing the world through my camera lens has changed my perspective on life!”*

Art and Design: Photography A Level  
Exam Board OCR

## **Head of Subject**

Mr S O’Connell

## **Course Description**

Sketchbook, prints and portfolio work will be produced during the course, based around a number of chosen themes. Students will need a camera, and to purchase a studio pack via the school.

## **Entry Guidelines**

Students who have met the Sixth Form’s entrance criteria. Art at GCSE is an advantage.

## **Course Content and Assessment**

Photographic art forms covered will include:

- Portraiture
- Landscape photography
- Commercial photography
- Still-life photography
- Documentary photography
- Experimental imagery
- Editorial imagery
- Photographic installation
- The photographic process
- Moving image
- Animation

## **A Level**

- **Component 1: Personal Investigation**  
worth 60%
  1. Portfolio of practical work
  2. Written study of a minimum of 1000 words
- **Component 2: Externally set task**  
worth 40% (15 hour practical exam)

# TEXTILES

**Studying A Level Textiles provides a worthwhile, satisfying and complete course of study, which broadens experience, develops imagination, fosters creativity and promotes personal and social development.**

*“This course enabled me to discover depth and talents I was previously unaware of.”*

Art and Design: Textiles A Level  
Exam Board Eduqas

## Head of Subject

Mrs J Ashman

## Course Description

Critical, practical and theoretical study in art, craft and design are purposefully integrated to provide exciting, challenging and meaningful learning experiences.

## Entry Guidelines

Students who have met the Sixth Form's entrance criteria and studied Art or Textiles at GCSE.

## Course Content and Assessment

### Summary of course content:

- Recording from direct experience, observation and imagination.
- Developing ideas for their work, investigating visual and other sources of information.
- Exploring and using a range of media for working in two and/or three dimensions.
- Reviewing, modifying and refining work as it progresses and realising intentions.

### Topics Covered:

- Contextual Understanding
- Creative Making
- Reflective Recording
- Personal Presentation

## A Level

- Component 1  
**Personal Investigation (non-exam assessment)**  
worth 60%
- Component 2  
**Externally Set Assignment (exam assessment)**  
worth 40%

**This course will provide learners with the opportunity to develop through applied learning the core specialist knowledge, skills and understanding required in the engineering sector.**

Cambridge Technical Extended Certificate in Engineering (Equivalent A Level)  
Exam Board OCR

## Head of Subject

Mr B Doherty

## Course Description

Students will learn about Mechanical Design and Manufacturing in industry and work to high tolerances in an environment where excellence is standard.

## Entry Guidelines

Students who have met the Sixth Form's entrance criteria and achieved grade 5's or above in Science GCSE.

## Course Content and Assessment

**Externally examined units including:**

- **Mathematics for engineering**  
Mathematics is one of the fundamental tools of the engineer. This unit will develop your knowledge and understanding of the mathematical techniques commonly used to solve a range of engineering problems.
- **Science for engineering**  
Different branches of science underpin the teaching and learning of a number of engineering disciplines. In this unit we focus on the science which supports mechanical engineering, electrical and electronic engineering, fluid dynamics, thermal physics and material science for engineering.
- **Principles of mechanical engineering**  
All machines and structures are constructed using the principles of mechanical engineering. Engineers need to understand the principles that govern the behaviour of these components and mechanisms. This unit explores these principles and how they are applied.

**Internally assessed units chosen by the teacher in consultation with the students that may include:**

- Computer Aided Design
- Mechanical Simulation and Modelling
- Mechanical Design

# FOOD SCIENCE AND NUTRITION

**An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives.**

Level 3 Certificate in Food Science and Nutrition  
Exam Board WJEC

## Head of Subject

Miss K Rennie

## Course Description

This is a fast-growing area of our economy, which benefits from an inter-disciplinary approach. Many employment opportunities within the field of food science and nutrition are available to those who have studied in this area.

## Entry Guidelines

The qualification supports progression from Level 2 particularly GCSEs in Food Technology,

Design and Technology, Biology and Physical Education. Students who have met the Sixth Form's entrance criteria and achieved a grade 5 or above in Science GCSE.

## Course Content and Assessment

**Two Externally examined mandatory units:**

- **Meeting Nutritional Needs of Specific Groups**

This will enable you to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

- **Ensuring Food is Safe to Eat**

This will enable you to develop your understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

**One Internally assessed unit chosen from:**

- Experimenting to Solve Food Production Problems
- Current Issues in Food Science and Nutrition

**The course offers a unique opportunity for students to identify and solve real problems by designing and making products in a wide range of contexts relations to their personal interests.**

*“We always work in small groups and have one-to-one help from the teachers”*

Product Design A Level  
Exam Board WJEC

## Head of Subject

Mr B Doherty

## Course Description

It will encourage you to study the relationships between designer, manufacturer and user. It will allow you to develop an appreciation of the importance of creativity and innovation to good design practice, and to understand the key principles of designing and making.

## Entry Guidelines

Students who have met the Sixth Form’s entrance criteria and achieved well in any area of Design and Technology at GCSE.

## Course Content and Assessment

### A Level

- Component 1  
**Design and Technology in the 21<sup>st</sup> Century**  
Written examination 3 hours  
50% of qualification

**Core knowledge and understanding is presented in six distinct topic areas:**

- impact of new and emerging technologies
- evaluation of new and emerging technologies
- energy
- modern and smart materials
- ecological and social footprint
- investigating and analysing the work of others

You are required to study all of the content in these six areas, to ensure you have a broad knowledge and understanding of design and technology and that you are able to make effective choices in relation to which materials, components and systems to utilise within design and make activities.

- Component 2  
**Design and make project**  
Non-exam assessment 80 hours  
50% of qualification

**The core skills that you are required to develop and apply are presented in nine topic areas:**

- understanding design and technology practice takes place within contexts
- identifying and understanding user needs
- writing a design brief and specifications
- investigating challenges
- developing ideas
- using design strategies
- communicating design ideas
- developing a prototype
- making decisions

You are required to cover all of the content in these areas, to ensure you are able to apply a broad knowledge and understanding of design and technology principles within design and make activities.

# ICT SINGLE OPTION

**A modern, practical and relevant course allowing you to demonstrate an excellent level of ICT and Computing skills ready for employment or higher education.**

*“All the lesson resources are put on the ICT website so you can work and learn at your own pace.”*

Cambridge Technicals Level 3  
Exam Board OCR

## Head of Subject

Mrs J Gardiner

## Course Description

This applied course is the equivalent of an A level and aims to allow students to investigate the use of ICT in a number of areas. The qualification has a broad appeal and develops students' communication and decision-making skills. Students build and maintain an e-portfolio of their achievements. Projects have to be managed carefully and working to deadlines is imperative.

## Entry Guidelines

Students who have met the Sixth Form's entrance criteria. Students should have a good

standard of written English and ICT skills and a passion for Computing.

## Course Content and Assessment

### Certificate in IT (3 units in Year 12)

- Unit 1  
**Communication & Employability Skills**  
This unit will prepare learners to use various communication channels effectively within a working environment. Learners will understand what an employer expects of an individual and how to communicate effectively.
- Unit 2  
**Information Systems**  
This will provide the learner with a greater understanding of how organisations use information internally and externally, and the types of information they will encounter.
- Unit 14  
**Computer Animation**  
Learners will explore the techniques and developments within the sector, the animation styles and formats currently emerging and the techniques used for these animations. Learners will then use software to develop a planned animation.

**Introductory Diploma in IT** (Certificate in IT, plus 3 units in Year 13)

- Unit 12  
**Website Production**  
Nearly all businesses and organisations realise the importance of having a web presence in the 21st century. Learners will design, create and test a fully functioning website, while also gaining essential grounding knowledge on the architecture, design and security issues that need to be considered.
- Unit 15  
**Computer Game Platforms and Technologies**  
This unit will give learners an understanding of computer game hardware and software technologies, their use and the creation of playable systems.
- Unit 24  
**Client Side Customisation of Web Pages**  
Learners will be able to design, create and test their own micro-site. The knowledge and skills learnt from this unit will be useful for anyone looking to move into web design or software development as a career.

**The perfect course for practical learners who want to extend their knowledge of IT and Computing even further.**

*“I had the freedom to specialise in technical or design aspects of IT which fits perfectly with the career I’m moving into.”*

Cambridge Technicals Level 3  
Exam Board OCR

## Head of Subject

Mrs J Gardiner

## Course Description

This applied course is the equivalent of two A levels and aims to allow students to investigate the use of ICT in a wide range of areas.

## Entry Guidelines

Students who have met the Sixth Form’s entrance criteria. Students should have a good standard of written English and ICT skills and a passion for Computing.

## Course Content and Assessment

**Introductory Diploma in IT** (6 units in Year 12): Units 1, 2 and 14 as described on page 7

### ■ Unit 7 **Computer Networks**

Learners will develop skills required to ensure network security, gain an understanding of the functions of hardware and software components, and why network security is so important in the 21st century.

### ■ Unit 27 **Information Systems**

Learners will understand the different hardware and software that is available for working on graphic images and the file formats that exist. Learners will create, modify and manipulate images in accordance with a client’s requirements, and understand the legal framework regulating the acquisition and use of digital graphics.

### ■ Unit 43 **Understanding Social Media for Business**

Social media for business is a widely expanding opportunity for organisations. Learners will have an understanding of what social media is, the scope and impact it has, how it is evolving and the opportunities these platforms provide to businesses when promoting themselves or utilising customer information.

**Diploma in IT** (Introductory Diploma in IT, plus 6 units in Year 13): Units 12, 15 and 24 as described on page 7

### ■ Unit 13 **Installing and Upgrading Software**

With new technologies emerging almost daily, the need to install and upgrade software is becoming an essential activity whether it be for applications, communications or security. Learners will have experience with Linux operating systems and command line tools, documenting the testing, installation and upgrade of software systems.

### ■ Unit 26 **Web Server Scripting**

Learners will implement server-side scripts in a micro-site, and create a content management system with security features in PHP. Students will use code to identify a user’s browser type, screen resolution and set and retrieve cookies from a client.

### ■ Unit 37 **Developing Programming Solutions**

On completing this unit learners will know about software development processes, algorithms, validation, verification, optimisation and documentation for programming solutions. Learners will develop their own programming solutions to client’s requirements.

# BUSINESS

**A highly practical course where you will have the opportunity to apply relevant business ideas and techniques to your work. You will investigate local and national businesses through a variety of research methods.**

*“We have learnt key skills such as organisation, self-discipline and independence as well as team working.”*

Applied Business Level 3 Certificate  
Exam Board AQA

## Head of Subject

Mr M Kerr

## Course Description

This is a practical course that offers an A Level equivalent qualification. Through a mixture of coursework and external examinations, students will apply their learning to real life businesses. They will develop key skills of research, problem solving, decision-making and communication. Approximately two thirds of assessment is coursework, and a significant amount of lesson time is devoted to completing it. Visits to business organisations provide an essential way

of gathering up to date information. Students are encouraged to discuss and share ideas and in some lessons students will produce assignment projects, including devising a recruitment campaign.

## Entry Guidelines

This course is not just aimed at those who have studied Business at GCSE, although this is an advantage. It is equally suitable for well-motivated students who have an interest in a business career.

## Course Content and Assessment

### Year 12 - Level 3 Certificate

- Unit 1 **Financial Planning and Analysis**  
Year 12 exam worth 1/3 of marks.
- Unit 2 **Business Dynamics**  
Year 12 coursework worth 1/3 of marks.
- Unit 3 **Entrepreneurial Opportunities**  
External assignment worth 1/3 of marks.  
Assessed in June Year 12.

### Year 13 - Level 3 Extended Certificate

- Unit 4 **Managing and Leading People**  
External examination worth 1/3 of marks.  
Assessed in June Year 13.
- Unit 5 **Developing a Business Proposal**  
Year 13 coursework worth 1/3 of marks.
- Unit 6 **Managing an Event**  
Year 13 coursework worth 1/3 of marks.

# ENGLISH LANGUAGE AND LITERATURE

**A fascinating exploration of how we manipulate language for different audiences and purposes by studying a range of literary and non-fiction texts.**

*“This course has opened my eyes to the importance of studying linguistics to analyse literary texts.”*

English Language and Literature A Level  
Exam Board Edexcel

## Head of Subject

Mr G James

## Course Description

This course is aimed at students who enjoy reading widely in a range of genres and are interested in developing the skills of a versatile writer. You will need to be open to and interested in new and different forms of texts. You should be confident in challenging interpretations and offering alternative viewpoints.

The majority of the course will be assessed through terminal exams, accounting for 80% of the final grade. You will read a wide range of literature covering an engaging selection of prose, poetry and drama both modern and classic.

The course will provide you with a chance to explore a selection of linguistic texts dating back to the start of the previous century, with a focus on how context and audience shape our use of language. The coursework requires you to craft two complex and substantial pieces: one with a fiction focus and one a non-fiction focus.

## Entry Guidelines

You need a grade 5 or better in both English Literature and English Language GCSE for this course. You should already be a keen reader who pushes yourself to consider a wide range of writing, both in terms of fiction and diverse non-fiction.

## Course Content and Assessment

- **Component 1**  
**Voices in Speech and Writing**  
**Section A:** Voices in the 20th and 21st century - one comparative essay question on one unseen extract selected from either 20th or 21st century sources and one text from an Edexcel anthology studied in class, covering a wide range of linguistic texts.  
**Section B:** Drama - one extract-based essay question on the studied drama text. This is an open book exam, meaning you are allowed a copy of the text with you.  
Worth 40% of total grade

- **Component 2**  
**Varieties in Language and Literature**  
**Section A:** Unseen prose non-fiction texts - one essay question on an unseen prose non-fiction extract. The unseen extract is linked to a theme studied for Section B.  
**Section B:** Prose fiction and other genres - one comparative essay question on one prose fiction anchor text and one other text from a theme, that could include drama and poetry. Possible themes include ‘Love and Loss’, ‘Society and the Individual’ and ‘Encounters’.  
Worth 40% of total grade
- **Coursework**  
**Investigating and Creating Texts**  
Students select two texts (one fiction, one non-fiction) related to their chosen topic. They will produce two pieces of creative writing, using their texts as stimuli and/or style models, and one commentary on both.  
Worth 20% of total grade

# ENGLISH LITERATURE

**A course that will challenge you to think for yourself. You will read a range of powerful literature and develop a critical voice which is able to tackle complex ideas analytically and eloquently.**

*“English Literature has helped me to look at books differently and inspired me maybe to write my own.”*

English Literature A Level  
Exam Board Edexcel

## Head of Subject

Mr G James

## Course Description

On this course you will enhance your enjoyment of reading and develop a perceptive, critical eye. A wide range of texts and genres are studied. You will learn to explore and consider different people's perspectives and to communicate your own opinions through discussion. You will learn to become good at conveying an argument by considering creative, abstract and philosophical ideas. You will, of course, develop your skills in written analysis, discussion and literary criticism.

The majority of the course will be assessed through terminal exams, accounting for 80% of the final grade. You will read a wide range of literature covering the finer points of Shakespeare's work, a selection of prose, poetry and drama from across a range of literary periods and explore how to respond to the challenges of unseen texts.

## Entry Guidelines

You need a grade 5 or better in both English Literature and English Language GCSE for this course. You should already be a keen reader who pushes yourself to consider a wide range of writing, both in terms of fiction and analytical non-fiction.

## Course Content and Assessment

- **Component 1 Drama**  
**Section A:** You will study a Shakespeare play AND a collection of critical essays from the exam board). In the exam, you will answer one essay question on Shakespeare text.  
**Section B:** One essay question another drama text studied in class.  
Worth 30% of total grade
- **Component 2 Prose**  
You will study two prose texts from a chosen theme and one of which will be pre-1900. The possible themes include:  
  
‘Childhood’, ‘The Supernatural’ and ‘Crime and Detection’. In the exam, you will answer one comparative essay question from a choice of two and it is open book, meaning you are allowed a copy of the text with you.  
Worth 20% of total grade
- **Component 3 Poetry**  
**Section A:** You will study a selection of modern poetry from ‘Poems of the Decade’, an Anthology of Poetry covering pieces from 2002-2011. In the exam, you will answer one comparative essay question on an unseen poem written post 2000 and a named poem from the collection. It is open book, meaning you are allowed a copy of the text with you.  
**Section B:** You will study a selection of poetry from a literary period OR a range of poetry by a named poet from within a literary period. In the exam, you will answer one question from a choice of two on your studied movement / poet. Again, this section is open book.  
Worth 30% of total grade
- **Coursework**  
A comparative essay referring to two literary texts of your choosing. You will devise an analytical question and produce a 2500-3000 word essay based upon it.  
Worth 20% of total grade

**A lively, challenging and practical course which will develop your creative skills in designing and making a media production.**

*“It’s creative, interesting and it’s given me a lot of insights into the media world.”*

Media Studies A Level

## Head of Subject

Mr E Sanderson

## Course Description

This is a lively, challenging course teaching the practical and creative skills needed for making a convincing media product whilst also developing your knowledge and understanding of existing media and the industries that produce it. You will have the opportunity to develop real skills with industry standard equipment and the software used to produce short films, music videos and webpages.

## Entry Guidelines

You DO NOT have to have studied GCSE Media Studies to qualify for the course. You will need a Grade 4 or above in GCSE English. We’re after students who are interested in all aspects of the media and keen to understand how it works.

## Course Content and Assessment

### A Level

- **Component 1 Media Messages**  
Candidates focus on contemporary news in the UK, exploring how newspapers and their online counterparts are responding to the internet, shaping their message and catering to their audiences. A detailed study of a number of music videos, magazines and print adverts is completed in order to explore media language and the concept of representation.
- **Component 2 Evolving Media**  
Candidates study a variety of media texts including video games, film and radio in order to understand how specific industries engage specific audiences. Students will compare two long form TV drama programmes, exploring the technical and narrative construction of specific episodes.
- **Component 3 Non-exam Unit**  
This is a coursework unit, which is internally assessed and externally moderated. In response to a brief set by the exam board, candidates draw on their developing knowledge of audience, representation and genre to produce a music video and accompanying website.

# GEOGRAPHY

**A chance to study the ever-changing planet on which we live. It involves multi-dimensional skills, being a bridge between the arts and the sciences.**

*“Geography is the only subject that deals with the past, present and most importantly the future of our planet.”*

Geography A Level  
Exam Board AQA

## Head of Subject

Mrs E Shuttleworth

## Course Description

Modern geography is an all-encompassing discipline that seeks to understand the Earth and all of its human and natural complexities. The course offers students the chance to study the key features, inhabitants and phenomena of Earth. Geography will excite students' minds, challenge perceptions and stimulate their investigative and analytical skills. There will be an opportunity to attend field trips to Devon and other areas of the south west to investigate both human and physical geographical phenomena.

## Entry Guidelines

Students who have met the Sixth Form's entrance criteria and who are likely to have achieved a grade 5 or better in Geography at GCSE.

## Course Content and Assessment

### ■ Unit 1 **Physical Geography**

1. Water and carbon cycles
2. Coastal systems and landscapes
3. Hazards

Written exam: 2 hours 30 minutes  
Worth 40% of A Level

### ■ Unit 2 **Human Geography**

1. Global systems and global governance
2. Changing places
3. Population and the environment

Written exam: 2 hours 30 minutes  
Worth 40% of A Level

### ■ Unit 3 **Geographical Investigation**

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

3,000 – 4,000 words: marked by teachers, moderated by AQA  
Worth 20% of A level

**An exciting study of selected topics, most of which are based on 19th and 20th Century American history. You will develop the ability to articulate and express historical arguments through discussion, debate and presentation.**

*“A wide range of teaching methods are used. You need to be interested in the past and have good literacy skills.”*

History A Level  
Exam Board OCR

## Head of Subject

Mr R Boardman

## Course Description

The course offers candidates the opportunity to study History in length and breadth as well as in depth, to develop expertise in a variety of skills and to acquire knowledge and understanding of the periods covered.

## Entry Guidelines

Students who have met the Sixth Form's entrance criteria and who are likely to have achieved a grade 6 or better in GCSE History.

## Course Content and Assessment

The main focus of the A Level course is the History of the USA, 1803-1992, but the Year 12 module allows for the study of Tudor Britain, 1547 - 1603:

- Unit 1  
**Britain 1547-1603, Period Study: The Later Tudors**  
**Enquiry Topic: Mid -Tudor Crisis**  
Assessed by exam
- Unit 2  
**The USA in the 19th Century: Westward Expansion and Civil War, 1803 - c.1890**  
Assessed by exam
- Unit 3  
**Civil Rights in the USA, 1865 - 1992**  
Assessed by exam
- Unit 4  
**Non-exam assessment** (topic based essay of 3000 - 4000 words in length)  
This coursework assignment can be chosen from aspects of the past already studied or from a topic of personal interest.

# RELIGIOUS STUDIES

**A chance to develop insights into areas of knowledge, belief and thought central to understanding this modern world.**

*“You get to know your classmates really well and this allows you to express your own point of view really freely.”*

Religious Studies A Level  
Exam Board WJEC

## Head of Subject

Ms L Pope

## Course Description

An opportunity to study religion, philosophy and ethics in a critical, enquiring and reflective way. It incorporates a balance of teacher-directed work and individual student enquiry.

## Entry Guidelines

Students with curiosity, healthy scepticism and an inquisitive mind. Students who have met the Sixth Form’s entrance criteria and a grade 5 or better in English at GCSE.

## Course Content and Assessment

- Unit 1  
**The study of Buddhism**  
An investigation into the beliefs and practices of the Buddhist religion including modern challenges to the religion and Buddhist responses to pluralism, secularisation, atheism and gender equality.  
Assessment is by examination.
- Unit 2  
**Philosophy**  
Arguments for and against the existence of God, the challenge of secularisation and the psychology of religion.  
Assessment is by examination.
- Unit 3  
**Ethics**  
Ethical theory and the application of ethics to two current issues, for example, sexual ethics and medical ethics.  
Assessment is by examination.

**Extend your mathematical knowledge, develop your logical reasoning and problem solving skills. Maths at A Level builds on the work you have done at GCSE as well as introducing new topics such as Calculus.**

*“I really enjoyed the challenge; it’s a lot tougher than GCSE Maths, but a lot more rewarding.”*

Mathematics A Level  
Exam Board Edexcel

## Head of Subject

Mr T Hooper

## Course Description

The course will enable students to:

- Use mathematical skills and knowledge to solve problems.
- Solve problems by using mathematical arguments and logic.
- Simplify real-life situations so that mathematics can be used to show what is happening and what might happen in different circumstances.

- Use maths in real-life contexts.
- Use a calculator and information technologies appropriately.

## Entry Guidelines

Students who love maths and have achieved a grade 7 or better at GCSE (Higher). Students will be considered if they have achieved a grade 6 at GCSE but students will also require a recommendation from their key stage 4 teacher, along with a meeting to discuss their GCSE performance in more detail.

## Course Content and Assessment A Level

- Pure Mathematics
- Statistics
- Mechanics

Assessment will be through three two-hour exams at the end of Year 13.

# FURTHER MATHEMATICS

**If you have a real enthusiasm for mathematics and enjoy exploring and practising the subject, Further Maths could be for you. It would be particularly useful for those considering university courses in Mathematics, Physics or Engineering.**

*“Provides considerably more depth than the single Maths course alone.”*

Further Mathematics A Level  
Exam Board Edexcel

## Head of Subject

Mr T Hooper

## Course Description

The course complements A Level Mathematics. This course is for students who would enjoy the opportunity to learn some extra mathematics at a higher level while also developing their skills as an independent learner. The course would be in addition to A Level Mathematics and would need to be taken as a fourth subject.

## Entry Guidelines

Students who excel and have achieved a grade 8/9 in GCSE Mathematics. Students should have been in set 1 in Years 10 and 11 and will require a recommendation from their Year 11 teacher.

## Course Content and Assessment

### A Level

- **Pure Maths 1 & 2**  
2 examination papers, worth 25% each.
- **Options 1 & 2**  
**(Pure Maths, Statistics, Mechanics, Decision Maths)**  
2 examination papers, worth 25% each.

**A chance to discover the French Speaking World! Learn about French culture, language and people in an authentic and exciting environment.**

*“It boosts your confidence because you develop a skill which many employers and universities really value.”*

French A Level  
Exam Board AQA

## Head of Subject

Mrs H Robinson & Mrs I Nicolas-Jones

## Course Description

The course builds on and extends the language skills acquired at GCSE. You will further your knowledge of grammar and structures as well as widening your vocabulary. You will study aspects of French society such as culture, history, politics, business and current affairs as well as a literary text and/or film. You will also have the opportunity to go on a homestay trip to Paris to further develop your language skills and broaden your cultural experience.

## Entry Guidelines

Students who have done well at GCSE and who are motivated and committed.

## Course Content and Assessment

### A Level

- **Paper 1** Listening, Reading and Translation into English and French
- **Paper 2** Written response to literary works and film
- **Paper 3** Speaking

### Social Issues and trends

- Changing family structures
- The ‘cyber society’
- The place of voluntary work
- Life for the marginalised and the treatment of criminals

### Political and artistic culture in French speaking countries

- A culture proud of its heritage
- Contemporary Francophone music
- French cinema
- Young people and the right to vote
- Demonstrations and strikes
- Politics and immigration

# GERMAN

**A chance to discover the German Speaking World! Learn about German culture, language and people in an authentic and exciting environment.**

*“It’s a key language in the EU - Germany is one of the strongest economies in Europe with lots of job opportunities.”*

German A Level  
Exam Board AQA

## Head of Subject

Ms E Kerr

## Course Description

The course builds on and extends the language skills acquired at GCSE. You will further your knowledge of grammar and structures as well as widening your vocabulary. You will study aspects of German society such as culture, history, politics, business and current affairs as well as a literary text and/or film. You will have the opportunity to go on a homestay trip to Berlin to further develop your language skills and broaden your cultural experiences.

## Entry Guidelines

Students who have done well at GCSE and who are motivated and committed to further their studies in German.

## Course Content and Assessment

### A Level

- **Paper 1** Listening, Reading and Translation into English and German
- **Paper 2** Written response to literary works and film
- **Paper 3** Speaking

### Social Issues and trends

- The changing state of the family
- The digital world
- Youth culture
- Multiculturalism in German-speaking society

### Political and artistic culture in German-speaking countries

- Artistic culture in the German-speaking world
- Aspects of political life in the German-speaking world
- Literary texts and films

**A chance to discover the Spanish Speaking World! Learn about Spanish culture, language and people in an authentic and exciting environment.**

*“I enjoy learning Spanish as it opens my options for the future, it’s a fun and supportive environment to learn in.”*

Spanish A Level  
Exam Board AQA

## Head of Subject

Mr J Cordle

## Course Description

The course builds on and extends the language skills acquired at GCSE. You will further your knowledge of grammar and structures as well as widening your vocabulary. You will study aspects of Spanish society such as culture, history, politics, business and current affairs as well as a literary text and/or film. You will have the opportunity to go on an educational and cultural trip to Salamanca to further develop your language skills and broaden your cultural experiences.

## Entry Guidelines

Students who have done well at GCSE and who are motivated and committed to further their Spanish studies.

## Course Content and Assessment

### A Level

- **Paper 1** Listening, Reading and Translation into English and Spanish
- **Paper 2** Written response to literary works and film
- **Paper 3** Speaking

### Social Issues and trends

- Changing family structures
- The World of Work
- Impact of tourism on Spain

### Immigration and Spanish multicultural society

- Historical and contemporary immigration
- Integration and multiculturalism

### Political and artistic culture in Spanish speaking countries

- Music
- The media
- Festivals and traditions
- The Franco dictatorship
- From dictatorship to democracy

# DRAMA & THEATRE STUDIES

If you are interested in Drama, Theatre and Performance, this could be the course for you. You may be keen on acting, directing or the more visual aspects of Drama. All will be explored during the course.

*“Drama is a fun, creative and inspirational course that develops your confidence, self-awareness, teamwork and communication skills.”*

Drama & Theatre Studies A Level  
Exam Board Pearson

## Head of Subject

Mr S Conway

## Course Description

You will gain experience of practical theatre skills under performance conditions. You will also study set texts and this study will include, where possible, theatre visits and workshops, enabling you to see for yourself how the plays should be performed. Finally, you will study key figures in theatre history, examining the contributions that they have made to the theatre. Once again this will include both written and practical elements.

## Entry Guidelines

Students who enjoy working as part of a team and who are enthusiastic about Drama. You DO NOT have to have studied GCSE Drama but you must be interested in all aspects of performing.

## Course Content and Assessment

### A Level

#### ■ Component 1

##### **Devising**

As part of a small group, you will devise and perform an original piece of theatre, based on stimulus material given by your teacher. You may take on the role of either a designer or performer in this unit. The work is then performed to a live audience and reinforced with a portfolio of written evidence.

Worth 40% of the A Level.

#### ■ Component 2

##### **Text in performance**

Once again, as part of a small group you will perform or design an extract of scripted material as part of a group. You will then perform a monologue or duologue from a different play text. Both performances are presented to an audience in the form of a piece of live theatre.

Worth 20% of the A Level.

#### ■ Component 3

##### **Written exam**

A 2 ½ hour written exam in 3 sections. Section 1 will ask you to write a review of a piece of live theatre seen during the course. Sections 2 & 3 will ask questions on 2 texts studied.

Worth 40% of the A Level.

**Advanced skills in listening, appraising, analysis, composing, performing and musicological investigation.**

*“It’s great - you can choose the style of music you want to study!”*

Music A Level  
Exam Board OCR

### Head of Subject

Mr P Stinchcombe

### Course Description

The course offers students the opportunity to specialise in either performance or composition, both of which are assessed in the form of recorded coursework. You will also extend your understanding of the organisation of sounds, the context of music, and musical styles and genres. General musicianship is developed through the study of the western classical tradition and a variety of popular, alternative and jazz styles.

### Entry Guidelines

Students should be interested in composing and performing music of all styles from classical to jazz. You need to show an ability to respond to music, and be experienced in playing a musical

instrument or singing. Strong music reading skills are an advantage. GCSE Music or Grade 4 plus instrument/theory.

### Course Content and Assessment

#### A Level

- Unit 1  
**Performing Music I**  
Worth either 25% or 35% of the A Level (student preference).
- Unit 2  
**Composing I**  
Worth either 25% or 35% of the A Level (student preference).
- Unit 3  
**Historical and analytical study in Music**  
Worth 40% of the A Level.

# MUSIC TECHNOLOGY

You will learn about music through the practical application of technology.

*“You get to work with professional artists & sound technicians. You can even record your own band!”*

Music Technology A Level  
Exam Board Edexcel

## Head of Subject

Mr P Stinchcombe

## Course Description

The Music Technology specification involves two practical coursework tasks (40% of grade) and two examinations (60% of grade) and encourages the cultivation of a wide range of skills. Students will have opportunities to sequence MIDI, sequence audio, record live instruments, compose using technology and use the recording studio.

## Entry Guidelines

Students should have previously studied GCSE Music or equivalent. Although there is no requirement to play an instrument or sing, it is certainly an advantage. A keen interest in music technology of all types and some experience of using music software is mandatory.

## Course Content and Assessment

### A Level

- Unit 1  
**Recording**  
Worth 20% of the A Level.
- Unit 2  
**Technology based Composition**  
Worth 20% of the A Level.
- Unit 3  
**Listening & Analysing**  
Worth 25% of the A Level.
- Unit 4  
**Producing & Analysing**  
Worth 35% of the A Level.

**You will gain greater knowledge of the many aspects of Dance including Technique, Performance, Choreography, as well as an understanding of the wider context of Dance in Britain and America.**

*“This is an exciting opportunity to develop your dance knowledge and abilities.”*

Dance A Level  
Exam Board AQA

## Head of Subject

Mrs R Loynton

## Course Description

The A Level Dance course allows students to study a subject which can be extended through higher education, and promotes a healthy lifestyle through an awareness of the importance of exercise and training. The specification provides students with the opportunity to acquire experience of performance and choreography and to engage in critical thinking about dance.

## Entry Guidelines

Students who have interests in all aspects of dance. It is ideal to have studied GCSE Dance beforehand, however this is not a requirement. Students will benefit if they attend dance classes as extra-curricular activities or belong to an outside dance establishment.

## Course Content and Assessment

### A Level

- Component 1  
**Performance and Choreography**
  1. Solo performance
  2. Performance in a quartet
  3. Group Choreography80 marks worth 50% of the A Level.
  
- Component 2  
**Critical engagement**
  1. Knowledge, understanding and critical appreciation of ‘Rooster’ by Christopher Bruce within the context of Rambert Dance Company.
  2. Knowledge, understanding and critical appreciation of ‘Singing in the Rain’ by Gene Kelly within the context of American Jazz dance.Written examination (2 hours 30 minutes)  
100 marks worth 50% of the A Level.

# PHYSICAL EDUCATION

**You will develop your knowledge of both scientific and sociological aspects of physical education and sport. These combinations of topics will help you to access a variety of courses at university.**

*“Stimulating, actively engaging and enjoyable lessons that help learning.”*

Physical Education A Level  
Exam Board OCR

## Head of Subject

Mr S Monk

## Course Description

This course aims to develop and extend students' skills and knowledge within the field of Physical Education. It focuses on both the performer and performance and involves the interaction between theory and practice. There is opportunity for both practical performance and the development of scientific and sociological knowledge of Physical Education.

## Entry Guidelines

Students with a genuine interest in studying Physical Education at a higher level. You will

probably have achieved a grade 6 (or equivalent) on a KS4 PE/Sport course and grade 5s or higher in Science. You will also be participating in at least one approved practical activity on a regular basis, ideally outside of school in addition to school clubs.

## Course Content and Assessment

### A Level

- Unit 1  
**Physiological Factors Affecting Performance**  
Anatomy and Physiology, Exercise Physiology and Biomechanics.  
2 hour written paper, consisting of short answer and extended 'synoptic' questions  
Worth 30% of A Level.
- Unit 2  
**Psychological Factors Affecting Performance**  
Skills Acquisition and Sports Psychology.  
1 hour written paper, consisting of short answer and extended 'synoptic' questions.  
Worth 20% of A Level.
- Unit 3  
**Socio-cultural and Contemporary Issues**  
Sport, society and technological influences.

1 hour written paper, consisting of short answers and extended 'synoptic' questions.  
Worth 20% of A Level.

- Unit 4  
**Performance within Physical Education**  
Practical performance or coaching of a sport or activity from the approved DfE list.  
Evaluation and analysis of performance for improvement.  
Non-Examined Assessment worth 30% of A Level.

**You will gain a strong base of knowledge from across the Sports Sector, especially within the coaching and performance field. There will be opportunities to gain vocational experience and additional related qualifications. This qualification can help you to access further vocational qualifications, employment or university.**

- BTEC National Extended Certificate in Sport (One A Level equivalent)
- BTEC National Diploma in Sport (Two A Level equivalent)  
Exam Board Edexcel/Pearson

## Head of Subject

Miss J Hibbert

## Course Description

This course can be chosen either as a single or double option pathway. There are some examined and some coursework units. The focus is on the body systems and how this can be applied to programming improvements in fitness, health, sport and well-being. In addition there will be a vocational focus on the sports industry. If you choose the double option then the psychological aspects of performance will also be considered.

Optional units can take in sports performance and sports leadership.

## Entry Guidelines

Students who have a genuine interest in studying Sport at a higher level. You will have gained either a 5 at GCSE PE or a Level 2 pass in the Cambridge National Sport Studies course. You will also already be regularly participating in at least one practical activity both in and out of school. You must be willing to attend school clubs for your chosen sport and be prepared to be a role model for younger students.

## Course Content and Assessment

### Extended Certificate in Sport (One A Level equivalent)

- Unit 1 **Anatomy and Physiology**  
Written exam.
- Unit 2 **Fitness training and programming for health, sport and well-being**  
Coursework externally marked.
- Unit 3 **Professional development in the sports industry**

One optional unit from:

- Unit 4 **Sports Leadership**
- Unit 5 **Application of fitness testing**

- Unit 6 **Sports Psychology**
- Unit 7 **Practical Sports Performance**

### Diploma in Sport (Two A Level equivalent)

- Unit 1 **Anatomy and Physiology**  
Written exam.
- Unit 2 **Fitness training and programming for health, sport and well-being**  
Coursework externally marked.
- Unit 3 **Professional development in the sports industry**
- Unit 4 **Sports Leadership**
- Unit 22 **Investigating business in sport and active leisure**  
Coursework externally marked.
- Unit 23 **Acquiring Skill in sport**

Three optional units from:

- Unit 5 **Application of fitness testing**
- Unit 6 **Sports Psychology**
- Unit 7 **Practical Sports Performance**
- Unit 10 **Sports Event organization**
- Unit 17 **Sports Injuries**

# BTEC PUBLIC SERVICES

**You will develop the knowledge, understanding and skills that you will need to prepare for employment in the Public Sector environment. This could include the uniformed public services such as the police, fire brigade or the armed forces but could also include the civil service and other governmental organizations.**

BTEC Subsidiary Diploma in Public Services  
(One A Level equivalent)  
Exam Board Edexcel/Pearson

## Head of Subject

Miss J Hibbert

## Course Description

The course aims to prepare students to become occupationally ready to take up employment within the wide public service sector. As providers of vital roles within the economic and social welfare of British society, students will learn and develop strong skills that are required across all employment areas.

## Entry Guidelines

We want students who have a desire to work with people, especially as part of a team and who are willing to listen and develop their interpersonal skills. Students who have met the Sixth Form's entrance criteria, these can be in any subjects.

## Course Content and Assessment BTEC Subsidiary Diploma in Public Services (One A Level equivalent)

There are three compulsory units:

- **Unit 1  
Government, Policies and the Public Services**  
Developing knowledge and understanding of UK government policies and the democratic election processes. It will also look at how government policy is developed and how this impacts on public services.  
Internally assessed, externally moderated coursework.
- **Unit 2  
Leadership and Teamwork in the Public Services**  
This unit involves learning about leadership styles and understanding the dynamics of teamwork within the public services. Students will gain the skills needed to communicate with and lead teams.

Internally assessed, externally moderated coursework.

- **Unit 3  
Citizenship, diversity and the Public Services**  
In this unit students will gain the knowledge, skills, attitudes and values to become informed citizens and public service employees. This includes gaining awareness of rights and responsibilities towards and from different ethnic, religious and national groups within the UK.  
Internally assessed, externally moderated coursework.

There will be two additional units, which we will choose according to the strengths of the group but will be from the following choices:

- **Physical Preparation, health and lifestyle for the Public Services**
- **Outdoor and Adventurous Expeditions**
- **Skills for Land-based Outdoor and Adventurous Activities**

**You will enjoy this course if you are interested in all aspects of living organisms, how they work and how they interact with their environment.**

*“I loved that there is a topic for everyone’s interests, from photosynthesis to emphysema.”*

Biology A Level  
Exam Board AQA

## Head of Subject

Mr J Walford

## Course Description

This course offers the opportunity to study in greater depth many of the concepts first encountered at GCSE. You will develop a logical approach to problem solving combined with practical applications in experiments and fieldwork.

## Entry Guidelines

Students who have achieved a grade 6 or better in Biology or Combined Science GCSE.

## Course Content and Assessment

There are eight modules:

- Biological molecules; structure and functions of proteins and enzymes, carbohydrates and lipids.
- Cell ultrastructure and membranes.
- How organisms exchange substances with their environment; digestion, gas exchange.
- Genetic information, variation and relationships between organisms.
- Energy transfers in and between organisms; a detailed look at photosynthesis and respiration.
- How organisms respond to changes in their environments.
- Genetics, populations, evolution and ecosystems.
- The control of gene expression.

In addition, all students will have the opportunity to attend a residential field trip to Slapton Field Study Centre in Devon in July of Year 12.

## A Level

- Paper 1 - **Covers modules 1 to 4**  
Worth 35% of the A Level
- Paper 2 - **Covers modules 5 to 8**  
Worth 35% of the A Level
- Paper 3 - **Covers modules 1 to 8 with questions about practical techniques, data handling and an extended essay**  
Worth 30% of the A Level

# CHEMISTRY

**An understanding of the chemical world from a molecular level up to an industrial scale. You will develop the skills of analysis, problem solving, concept realisation and application.**

*“It is a challenging course, but very interesting.”*

Chemistry A Level  
Exam Board AQA

## Head of Subject

Mr C Brown

## Course Description

This course allows candidates to build up a detailed all-round knowledge of Chemistry, relevant to modern day society. An A Level in Chemistry is highly regarded in higher education as it shows an ability to analyse, problem-solve, understand and apply difficult concepts. We cover the production of dyes, medicines and explosives. There are practical sessions throughout the two years.

An A Level in Chemistry is mandatory for medicine, veterinary sciences and dentistry. We have several opportunities to visit the world-

renowned Department of Chemistry at Bristol University, including a day in their state-of-the-art laboratories.

## Entry Guidelines

Students with a natural fascination about atoms and molecules and their interactions. You will need grade 6 or above in Additional Science and at least a grade 6 in Mathematics.

## Course Content and Assessment

### A Level

- **Unit 1 Physical Chemistry**  
Atomic structure, energetics, rates of reaction and acids/bases.
- **Unit 2 Inorganic Chemistry**  
Periodicity with a focus on the halogens and alkaline earth metals.
- **Unit 3 Organic Chemistry**  
This unit focusses on the main organic compounds, mechanisms of their reactions and forensic analysis.

In-depth study of the three modules above. The course is assessed by three 2-hour papers sat at the end of Year 13, which will make up 100% of the A Level grade. Practical skills are assessed in all three papers.

# ENVIRONMENTAL SCIENCE

**A balanced, up to date view of environmental problems and how they can be managed plus an understanding of the underlying science.**

*“The course is delivered using a good mix of practical lessons, theory lessons, fieldwork and areas of independent research.”*

Environmental Science A Level  
Exam Board AQA

## **Head of Subject**

Miss S Davies

## **Course Description**

The course aims to give students the opportunity to study a range of issues of environmental importance and the scientific principles which underpin them. The emphasis is on a scientific approach to enable informed judgement to be made on matters of environmental conflict.

## **Entry Guidelines**

Enthusiastic students with a genuine interest in global environmental issues. Grade 6 or above in GCSE Additional Science.

## **Course Content and Assessment**

### **A Level**

- The Living Environment
- The Physical Environment
- Energy Resources
- Pollution
- Biological Resources
- Sustainability

Assessed through two 3 hour written exams in June of Year 13, worth 50% each.

# PHYSICS

**The perfect foundation for a wide range of careers, this course will challenge you to think critically about the universe, its origins and its future, whilst developing invaluable skills in problem-solving and abstract thinking.**

*“It alters the way you think of the world around you. Useful to take A Level Maths alongside it.”*

Physics A Level  
Exam Board AQA

## Head of Subject

Mr D Green

## Course Description

The course aims to provide insights into how the universe works and how the laws of physics can be applied in practical and technological contexts. It delves into the microscopic when dealing with particle physics and quarks and leptons, and reaches to the macroscopic when looking at cosmology and space. The subject is endlessly fascinating, philosophical, complex and inspiring - ideal for those who like a challenge.

## Entry Guidelines

Students who enjoy Science and will achieve a grade 6 or above in Additional Science or 6 in Physics; plus grade 7 in Maths due to the recent increase in demand of mathematics in the A level course. It is strongly recommended to be taking A Level Mathematics alongside this course.

## Course Content and Assessment

Core Content

- **Measurements and their errors**
- **Particles and radiation**
- **Waves**
- **Mechanics and materials**
- **Electricity**
- **Further mechanics and thermal physics**
- **Fields and their consequences**
- **Nuclear physics**

Options

- **Astrophysics**
- **Medical physics**
- **Engineering physics**
- **Turning points in physics**
- **Electronics**

Two written papers assessing knowledge and skills from the core content plus a third written paper assessing knowledge and skills from ONE of the option topics.

**Develop your understanding of the scientific study of the mind and behaviour.**

*“Psychology gives a great insight into the human mind and involves fun and lively debates.”*

Psychology A Level  
Exam Board AQA

## Head of Subject

Mrs K Martin

## Course Description

This course aims to give students the opportunity to understand why humans think and behave in the ways they do. It will introduce students to the key ideas and theories behind the subject as well as developing a wide-ranging understanding of how Psychology impacts on the world.

The first year of the course acts as an introductory course to Psychology. Topic areas in the first year will include Memory, Social Influence, Attachment, Psychopathology, Research Methods and the theoretical approaches adopted within Psychology. The second year will involve studying the above areas in more depth as well as looking specifically at Biopsychology,

Issues and Debates in Psychology, Relationships, Schizophrenia and Forensic Psychology.

## Entry Guidelines

Students who have met the Sixth Form's entrance criteria including at least two grade 5s in Science.

## Course Content and Assessment

### A Level

- Paper 1  
**Introductory Topics in Psychology (Social Influence, Memory, Attachment, Psychopathology)**  
2 hour exam - Worth 33% of A Level course, assessed in Year 13.
- Paper 2  
**Psychology in Context (Approaches in Psychology, Biopsychology, Research Methods)**  
2 hour exam - Worth 33% of A Level course, assessed in Year 13.
- Paper 3  
**Issues and Options in Psychology (Issues and Debates in Psychology, Relationships, Schizophrenia, Forensic Psychology)**  
2 hour exam - Worth 33% of A Level course, assessed in Year 13.

# SOCIOLOGY

**A better understanding of how society works, society's influence on you, and your influence on the world.**

*“I've even found myself discussing lessons at home.”*

Sociology A Level  
Exam Board AQA

## Head of Subject

Mr S Joyce

## Course Description

The course aims to give students the opportunity to study society to understand how and why it functions the way it does. Students will apply sociological ideas to contemporary society and their own experiences to further develop their understanding of both our society and others around the world.

The first year of the A Level course acts as an introductory course to Sociology. Students will study the Sociology of the Family, understanding how the family is changing in our society; the Sociology of Education, analysing the reasons why different groups in society achieve differently; and the research methods that sociologists use to find out about the world.

Second year students will study Beliefs in Society, looking at how belief in religion is on the decline and being rapidly replaced by alternatives; Crime and Deviance, looking at explanations for why crime occurs; and Theory and Methods, which is a more in depth look at the way Sociologists find out about the world.

## Entry Guidelines

Students who have met the Sixth Form's entrance criteria and any student with an interest in the social world around them.

## Course Content and Assessment

### A Level

- Paper 1  
**Education with Theory and Methods**  
2 hour exam - Worth 33% of A Level course, assessed in Year 13.
- Paper 2  
**Topics in Sociology (Families and Households, Beliefs in Society)**  
2 hour exam - Worth 33% of A Level course, assessed in Year 13.
- Paper 3  
**Crime and Deviance with Theory and Methods**  
2 hour exam - Worth 33% of A Level course, assessed in Year 13.

# HEALTH AND SOCIAL CARE

**This course is designed to provide you with an introduction and overview of the health and social care sector. It provides an ideal route to health and social care pathways.**

Psychology A Level  
Exam Board AQA

## Head of Subject

Mr S Joyce

## Course Description

Health and Social Care is a vocational course designed to give students an insight into the knowledge and skills required to work within the health and social care sector. Students will develop knowledge and skills that can be directly transferred to the workplace on completing the course, or enable progression onto degree/ apprenticeship level.

## Entry Guidelines

5 full GCSEs at 4 or above including English Language. Passes or above at Level 2 in a Cambridge National qualification are accepted as alternatives to GCSE qualifications. If students have taken Child Development and Care as an option at KS4, they would be expected to have achieved at least a Level 2 Pass/C.

## Course Content and Assessment

All students will study modules in the areas of:

- **Building positive relationships in health and social care**
- **Equality, diversity and rights in health and social care**
- **Health, safety and security in health and social care**
- **Anatomy and physiology for health and social care**

Other optional modules include the following:

- **Infection control**
- **Supporting people with learning disabilities**
- **Nutrition for health**
- **Sexual health, reproduction and early development stages**
- **The impact of long-term physiological conditions**
- **Supporting people with dementia**
- **Supporting people with mental health conditions**
- **Psychology for health and social care**
- **Sociology for health and social care**
- **Public health**

The course includes a mixture of coursework and exams, with approximately 55% of the course assessed by exams and 45% by coursework.