



DARRICK WOOD SCHOOL

SIXTH FORM COURSES

SEPTEMBER 2019

## A LEVEL RESULTS 2018

### Headline Information

A level	%A*-B
Art & Design	100.00%
German	100.00%
Dance	100.00%
Film Studies	83.33%
Travel & Tourism	80.00%
Art and Design: Photography	80.00%
Government & Politics	75.00%
Music	75.00%
Mathematics Further	71.43%
Geography	63.64%
Spanish	57.14%
History	55.17%
English Literature	50.00%
<b>Level 3 Vocational courses</b>	
Diploma in Finance	64.44%

### **A LEVEL HEADLINES 2018**

- 99% pass rate
- 49% A\* - B (increase on previous year)

### **OFSTED INSPECTION**

April 2009

- Darrick Wood is an outstanding school
- The effectiveness and efficiency of the Sixth Form are outstanding
- The quality of teaching and learning in the Sixth Form is outstanding
- Opportunities for enrichment in the Sixth Form are excellent



## POST 16: THE WAY FORWARD

Your choice of course will depend on your GCSE qualifications and your career ambitions. Please read carefully the information in this booklet before making a decision on what is the right course for you.

When choosing your courses ask yourself:-

- What level is the course?
- Will I have the right GCSE grades?
- Do I enjoy the subject?
- Which subjects go well together in combination?
- Which subjects will allow me to be successful?
- Which subjects will help me to progress to my preferred Post-18 option?

(The 'Inform Choices' booklet found [Here](#) may help you with this)

If you are unsure, ask for advice. There are plenty of people who know you and will be able to offer sound guidance. Talk to your subject teachers, your Form Tutor or visit our Pathways Coordinator. Ask older brothers or sisters, or students currently in the Sixth Form. Following your application there will be the opportunity to discuss your choice of courses with a member of the Sixth Form Team.

You should take care in choosing your subjects at A level and BTEC to ensure that the combination suits your career path. For example, to pursue a career in Medicine or Engineering, three Sciences or two Sciences (including Chemistry for Medicine) and Mathematics are advised. If you are interested in Law, English and History are good foundation subjects and a Modern Foreign Language would help with International Law. Remember that the Russell Group of universities (e.g. Imperial College London) will often require you to have at least two facilitating subjects. The facilitating subjects are: Biology, Chemistry, Physics, Mathematics, Further Mathematics, Geography, History, English Literature and Classical/Modern Languages.

This booklet contains a summary of the courses intended to be offered for the academic year 2019/2020. Courses are offered subject to numbers opting for them being sufficient. Courses which are cancelled due to insufficient demand cannot then be reinstated if students change their selection at a later date.

The information is correct at the time of publication.

## A LEVEL COURSES

A level courses provide the most common route of entry into university and are highly regarded by employers. Students choose three subjects at Level 3 (A level or BTEC). Each Level 3 course is allocated five hours of teaching time per week.

Please note that from September 2017 all A level specifications changed to a linear structure. This means that all Level 3 qualifications are two-year courses with all examinations taken at the end of Year 13.

The following A level courses are offered at Darrick Wood:

Art, Craft and Design	English Literature	Music
Art and Design: Photography	Extended Project (AS)	Philosophy & Ethics
Biology	Film Studies	Physical Education
Business	French	Physics
Chemistry	Further Mathematics	Politics
Computer Science	Geography	Psychology
Dance	German	Sociology
Drama & Theatre	History	Spanish
DT: Product Design	Mathematics	
Economics	Media Studies	

Details on each course and entry requirements follow later in the booklet.

## OTHER LEVEL 3 COURSES

BTEC Business, Financial Studies, BTEC Health & Social Care, BTEC Information Technology, BTEC Sport, BTEC Science, BTEC Textiles and Applied Diploma in Tourism.

These courses offer a qualification equivalent to A level. They have a larger coursework component.

## **COURSE ENTRY REQUIREMENTS**

To access Level 3 courses, you must achieve at least five Grade 4s and above (including English Language and Mathematics).

You will be expected to take three subjects and to access these you must also reach the specific entry requirements for your chosen subjects. These can be found in the subject description pages.

## **HOW TO APPLY**

An application form should be completed online via the Darrick Wood website.

After filling in your contact details you will see a list of all the subjects that we plan to offer from September 2018. You are required to choose THREE different subjects for your options – a first, second and third choice. Please tick a different subject in each list in order of preference. You can also choose a fourth, reserve subject.

Although you can choose any subject combination at this stage, please be aware that not all subject combinations may be possible to timetable. You will be informed in the spring term if your chosen subject combination is feasible and, if not, you will be asked to re-select one or more of your subject choices. Courses will run subject to demand and if a course fails to attract enough students then we may not be able to offer it and you will be asked to select a different subject.

The deadline for completed applications is **Thursday, 13<sup>th</sup> December 2018**.

## **IMPORTANT DATES FOR SIXTH FORM ENTRY**

Thursday, 8 <sup>th</sup> November 2018	Sixth Form 2019 Evening Meeting for pupils and parents
Thursday, 13 <sup>th</sup> December 2018	Deadline for return of application forms
January 2019	Meetings with the Sixth Form Team
March 2019	Offer letters sent to pupils
May/June 2019	GCSE examinations
27 <sup>th</sup> June and 28 <sup>th</sup> June 2019	Sixth Form Orientation
Thursday, 15 <sup>th</sup> August 2019	AS/A level results published
Thursday, 22 <sup>nd</sup> August 2019	GCSE results published
September 2019	Sixth Form Enrolment

## CORE CURRICULUM

Optional courses are supplemented by the core curriculum, which provides additional experiences and activities to broaden Sixth Form study.

The core curriculum is compulsory and is listed below. Students will follow:

- (i) **PSHE** All students attend lessons in Personal, Social, Health and Economic Education. The course is designed to support your academic study and help you to achieve your personal goals and aims. The course includes topics such as: -
  - Study Skills
  - Careers and Higher Education Advice
  - Wellbeing
  - Health Education
  - Moral and Ethical Issues
  - Survival after School
  - Personal Financial Capability
- (ii) **Sport** You will be encouraged to continue your participation and achievement in sporting activities. On Wednesday afternoons the Physical Education Department opens the use of its facilities to the Sixth Form. The facilities include a fitness room, sports hall, netball/tennis courts, artificial pitch, outside pitches and a gym. Students are invited to take part in a number of supervised activities which are recreational. If you are more competitively orientated, you can represent the School in netball, rugby and football fixtures against other schools and colleges.
- (iii) **Independent Study** You may have periods when you do not have a lesson and you will be allocated Independent Study periods. On these occasions, you will be expected to work under supervision in the Resource Centre. It is important that you take responsibility for your learning and manage your workload successfully.
- (iv) **Information, Advice and Guidance** Careers Education is delivered through the PSHE programme. The programme includes careers advice and action planning for 18+ routes. Students applying for employment and Higher Education are advised on procedures and individual help and guidance is given.

The Pathways Coordinator, Form Tutor or Achievement Coordinators will be happy to discuss your future plans. Darrick Wood School has a well-resourced Careers Library where all students have access to the latest computer aided careers information. Students are given personal interviews and, where appropriate, counselling.

- (v) **Work Experience** You will be required to participate in a work placement during Year 12 to develop an insight into the demands of the work place and to support your career ambitions.

**DARRICK WOOD SCHOOL  
SIXTH FORM**



REVEREOR VITAM

**A LEVEL COURSES**



# Art, Craft and Design

## A Level

(Edexcel)

### Course Content

Students work with a variety of media including drawing, painting, printmaking, sculpture, and photography to create their own artwork on different themes. Analysis of artists' work and annotation is included. Observational drawing is an important part of the course. Students will exhibit their work at the end of the course.

### Course Structure

Component 1: Personal Investigation with written component  
Component 2: Externally Set Assignment, 15 hour examination

### Assessment

4 assessment objectives for each unit and examination  
Component 1 60%  
Component 2 40%

### Career Opportunities

Artist, Curator, Illustrator, Fashion Designer, Jewellery Designer, Photographer, Teacher, Interior Designer, Web Designer, Animator, CAD Designer, Cinematographer, Milliner, Photo journalist, Product Designer, Architect, Set Designer, Sculptor, Valuer and Auctioneer.

### Entry Requirements

Grade 6 or above in GCSE Art  
Grade 5 in GCSE English Language and GCSE Mathematics

# Art and Design: Photography

## A Level

(Edexcel)

### Course Content

Students will work in analogue and digital photography, developing their lens-based picture-making through artistic methods. They will advance their technical and creative skills, learning and experimenting with a range of techniques such as creative lighting, darkroom practice, image editing and use of mixed media for their photographic artwork. Students will learn how to develop a project on a chosen theme, for which sketchbook skills, analysis of artists' work and written annotations are very important. They can choose to work in a range of different genres including portraiture, photo-journalism, landscape, still life and fine art photography. Projects and examination pieces are exhibited at the end of the academic year, showcasing the strongest work by each student.

### Course Structure

#### Year 12

Unit 1: Knowledge, skills and understanding – foundation activities

Unit 2: Personal Investigation – Themed Coursework Project (with 10 hour examination)

#### Year 13

Unit 1: Personal Investigation – Themed Coursework Project and written essay  
(with 15 hour examination)

Unit 2: Externally Set Assignment – Themed Project (with 15 hour examination)

### Assessment

4 assessment objectives for each unit, including for examinations and the written essay.

Component 1 – Themed Coursework Project with written essay: 60%

Component 2 – Externally Set Assignment: 40%

### Career Opportunities

Artist/Photographer, Curator, Graphic Designer, Teacher, Animator, Film-maker, Journalist, Camera Operator, Stills Editor, Moving Image Editor, Print-maker.

Photography also provides valuable supplementary skills in many fields, for example giving a marine biologist the ability to photograph their findings, or giving an architect the skills to visually record structural evidence on a construction project. Pictures play a key role in communication, business and modern society generally, so the course aims to nurture a high degree of visual literacy.

### Entry Requirements

While we favour students who have achieved a grade 6 or higher in GCSE Art and Design, we will also consider students who have not taken Art and Design at GCSE who can show a deep interest, passion and ability in photography through a personal project that is presented to us in advance. Please see the Head of Photography, Mr Redjep (classroom En6), as early as possible in the school year to discuss this further.

Grade 5 or above in GCSE English Language and GCSE Mathematics.

# Biology

## A Level

(OCR)

### Course Content

The structure and function of animal and plant cells are studied at an advanced level. We also consider the way in which materials are exchanged and transported in plants and animals. Biological molecules, enzymes, evolution and classification are covered along with immunity and disease control. Other topics include the biochemistry of respiration and photosynthesis, along with the detailed study of genetics and inheritance, homeostasis, biotechnology, ecosystems and the nervous system.

### Course Structure

Module 1: Development of practical skills

Module 2: Foundations in Biology

Module 3: Exchange and transport

Module 4: Biodiversity, evolution and disease

Module 5: Communication, homeostasis and energy

Module 6: Genetics, evolution and ecosystems

### Assessment

There are three written examination papers at the end of the A level course. Paper 1 (2 hr 15 mins) is worth 37%, Paper 2 (2 hr 15 mins) is worth 37% and Paper 3 (1 hr 30 mins) is worth 26%. All three papers cover material from modules 1-6. Practical skills are assessed as 'Pass/Fail' and are reported separately; there is no examination.

### Career Opportunities

Advanced level Biology opens many doors. For the real enthusiast there are careers in medicine, biochemistry, biotechnology, genetics and many other pure science opportunities. For those more interested in applied Biology, areas such as environmental science, public health, conservation and forensic science offer many career paths. Biology will also allow you to follow non-scientific careers in law, management and other business ventures.

### Entry Requirements

Grade 6 or above in GCSE Biology or two grade 6s in Combined Science

Grade 6 in GCSE Mathematics

Grade 5 in GCSE English Language

# Business

## A Level

(AQA)

### Course Content

The course aims to provide a general introduction to Business, drawing on study of the main functional areas of Business - Marketing, Finance and Accounting, Managing People and Operations Management in the first year of the course before expanding perspective to consider more strategic issues in the second year. The course's underlying theme is the consideration of business decision-making in businesses of all sizes, from the smallest local retailer to the world's largest multinational organisations. Above all, the course is designed to develop problem-solving skills and equip students with effective decision-making skills. Your examinations, and indeed classwork, will detail a business scenario situation and ask you to solve the problems with which you are presented.

### Course Structure

#### Year 12 Units

- Section 1 What is business?
- Section 2 Management, leadership and decision making
- Section 3 Decision making to improve marketing performance
- Section 4 Decision making to improve operational performance
- Section 5 Decision making to improve financial performance
- Section 6 Decision making to improve human resource performance

#### Year 13 Units

- Sections 1-6 as above, plus:
- Section 7 Analysing the strategic position of a business
  - Section 8 Choosing strategic direction
  - Section 9 Strategic methods: How to pursue strategies
  - Section 10 Managing strategic change

### Assessment

There are three written examinations at the end of the A level course. Each examination is two hours long and is worth 33.3% of the A level. All 3 papers will test content from all 10 sections of the specification. The examinations contain data response, case study, essay and objective test questions.

### Career Opportunities

The content of the course will be relevant in your future career. If you end up working as a film director, knowledge of motivation theory will help you get the most out of your actors, whilst those of you thinking of starting your own business will value the knowledge of marketing and finance that will be gained. The course trains you to be a decision-maker and offers insights into the role of a manager. The skills picked up through this course will give you the ability to take an analytical approach to problem solving – a useful skill in any career. A large proportion of our 'graduates' go to University to study a wide range of subjects, including but not limited to, Business. Many others successfully enter corporate school leaver programmes at an apprenticeship degree level.

### Entry Requirements

Students currently studying GCSE Business need to achieve a grade 5 or above  
Grade 5 in GCSE English Language and GCSE Mathematics

<b>Chemistry</b>		
<b>A Level</b>		(OCR)
<b>Course Content</b>		
<p>Atomic structure and chemical reactions, bonding, structure, basic concepts in organic chemistry, hydrocarbons, alcohols, halogenoalkanes, organic analysis, energy transfer in chemical reactions, environmental chemistry, organic acids and amines, polymers and synthesis, rates of reaction, chemical equilibrium, pH, group chemistry, the transition elements and the mole concept all taught with an emphasis on practical work, flash-bangs, colourful changes and stinky smells! Chemical concepts are taught through applications that are relevant to the world of today and tomorrow.</p>		
<b>Course Structure</b>		
<b>Year 12 Units</b>		
Physical Chemistry:	Atomic structure, kinetics, energetics, equilibria and moles	
Inorganic Chemistry:	Group chemistry, periodicity and the Periodic Table	
Organic Chemistry:	Alkanes, alkenes, alcohols, halogenoalkanes, organic analysis	
<b>Year 13 Units</b>		
Physical Chemistry:	Thermodynamics, acid/base equilibria, electrochemistry	
Inorganic Chemistry:	Transition metals, aqueous ions, Period 3 chemistry	
Organic Chemistry:	Aromatic compounds, carbonyl compounds, synthesis and NMR	
<b>Assessment</b>		
<p>In A level there are three papers, two are 2 hours 15 minutes long, the third is 1 hour 30 minutes. Papers 1 and 2 cover the content of physical, inorganic and organic chemistry. Paper 3 is synoptic and covers all aspects of the A level course. Questions on the relevant practical skills will appear in all three papers. There is also a practical endorsement which is awarded separately.</p>		
<b>Career Opportunities</b>		
<p>Chemistry is such a versatile subject that it is difficult to think of a career in which Chemistry or the skills it teaches are not in demand. Chemistry and materials science will play an increasingly important role in our lives. From nanoparticles to saving the planet, from curing cancer to putting people on Mars, Chemistry will be part of the solution. If it is your intention to study for a science-based degree like medicine, veterinary sciences, biochemistry, forensics, pharmacology and so on then chemistry is really a compulsory A level. Other careers in which a qualification in chemistry might be very useful include environmental health, nursing, conservation, teaching and many, many more. You are very employable with a chemistry qualification. So remember, not all Chemists wear white coats!</p>		
<b>Entry Requirements</b>		
<p>Grade 6 or above in GCSE Chemistry or two grade 6s in Combined Science  Grade 6 in GCSE Mathematics  Grade 5 in GCSE English Language</p>		

# Computer Science

## A Level

(OCR)

### Course Content

The A level course has been designed in consultation with the British Computer Society, Computing at School (CAS) and top universities. The key features of the courses include:

- Focus on programming and computational thinking as a discipline
- Emphasis on the mathematical skills used to express computational laws and processes, e.g. Boolean algebra/logic and algorithm comparison. Strong GCSE mathematical skills are a pre-requisite
- Skills development in the solving of problems, designing systems and understanding of human and machine intelligence
- Application of academic principles learned in the classroom to real world systems

### Course Structure

#### A Level Units

- 01 Computer Systems: Computer components, how they work and their uses; Software and methodologies used to develop software; Data types, data structures, Boolean algebra and algorithms; Legal, moral, ethical and cultural issues
- 02 Algorithms and Programming: Elements of computational thinking; Problem solving and programming; Use and design of algorithms to describe problems; Standard algorithms
- 03 Programming Project: Analysis of a set problem; Design of the solution; Development of the solution and evaluation.

Mathematical skills are embedded throughout the content of this course and assessed in the written papers where appropriate.

### Assessment

Externally assessed by OCR with four examinations for the A level course plus internally assessed and moderated non-examination assessment component (03).

### Career Opportunities

The course gives students a wide choice of progression routes into further study, training or relevant employment in Information Technology.

Students may move on to degrees or employment in areas such as computer science, software engineering, systems analysis, software development, engineering and scientific research and development.

### Entry Requirements

Students currently studying GCSE Computing need to achieve a grade 6 or equivalent

Grade 6 in GCSE Mathematics

Grade 5 in GCSE English Language

<b>Dance</b>	
<b>A Level</b>	(AQA)
<b>Course Content</b>	
<p>The A level Dance specification reflects both historical and current dance practices, making it more relevant and inspires a lifelong passion and appreciation for dance.</p> <p>Students develop their knowledge of dance history which allows a breadth of understanding of the development of dance within specific areas of study; <i>Rambert Dance Company</i> and <i>American Jazz 1940-75</i>. The lessons include both theoretical and practical activities and cover a range of dance techniques from a variety of different practitioners in which students will perform a solo in the style of one of the practitioners. Students are required to compose dances, which will require them to apply their knowledge of choreographic devices.</p>	
<b>Course Structure</b>	
<p><b>A Level Units</b></p> <p>Component 1:     A) Solo performance linked to a specific practitioner within an area of study                                  B) Performance in a quartet                                  C) Group choreography</p> <p>Component 2:     Knowledge, understanding and critical appreciation of one compulsory set work and one optional set work and its location within a corresponding area of study</p>	
<b>Assessment</b>	
Practical examination of Component 1	50% of A level
Written examination of Component 2	50% of A level
<b>Career Opportunities</b>	
<p>The A level Dance course is a dynamic qualification which encourages students to develop their creative, physical, emotional and intellectual capacity in addition to transferable skills such as team working, communication and problem solving. It therefore prepares students with the skills and experience to prepare them for the demands of higher education or the workplace. Careers opportunities can include, but are not limited to: a Dancer, Teacher, Choreographer, Technician, Managers, Promoters, Producers, Publicists, Physiotherapists, Writers, Critics.</p>	
<b>Entry Requirements</b>	
<p>Grade 6 in GCSE Dance          Grade 5 in GCSE English Language and GCSE Mathematics</p>	

# Design & Technology - Product Design

## A Level

(OCR)

### Course Content

Design and Technology is an inspiring, rigorous and practical subject. Specifications in design and technology encourage students to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes/products that solve real world problems, considering their own and others' needs, wants, aspirations and values.

### Course Structure

At A level, students will undertake a substantial design, make and evaluate project that enables students to draw, as appropriate, on the knowledge and understanding of Year 12. The project will be of sufficient complexity and offer an appropriate degree of uncertainty of outcome to enable students to demonstrate their ability to initiate, sustain and manage the iterative processes of designing, making, testing, refining, improving and evaluating, in response to a context of their choice and the needs and wants of a user or market.

Mathematical skills are embedded throughout the content of this course and assessed in the written papers where appropriate.

### Assessment

#### Paper 1

- Written examination: 2 hours
- 100 marks
- 25% of A level

#### Paper 2

- Written examination: 2 hours
- 25% of A level

#### Non-examination assessment

- Substantial design and make task
- 45 hours
- 100 marks
- 50% of A level

### Career Opportunities

Huge! Theatre, interior design, graphics, product design, furniture design, architecture, engineering, art history, illustration, etc. Normally taken before continuing further education at Art College (for foundation courses) or going on to a degree at university.

### Entry Requirements

Grade 6 in a GCSE Creative Subject  
Grade 5 in GCSE Mathematics  
Grade 5 in GCSE English Language



# Drama and Theatre

## A Level

(Edexcel)

### Course Content

This course encompasses both theoretical and practical aspects of Drama and gives students a good balance between physical performance and academic written work. This course is firmly rooted in creativity, sensitivity and the development of critical and communication skills. It is designed for students who want a deeper understanding of drama and are interested in studying plays, looking at the work of influential theatre practitioners, design and technical elements, analysing live theatre performance and creating performance work of their own.

### Course Structure

- Knowledge and understanding of drama and theatre
- Study of two set plays
- Analysis and evaluation of the work of live theatre makers
- Process of creating devised drama using one key extract and a practitioner as a stimulus
- Performance of devised drama using one key extract and a practitioner as a stimulus
- Practical exploration and interpretation of two extracts
- Performance of two extracts

### Assessment

Component 1: DEVISING (40%)

Creation and performance of an original piece of theatre, working as a member of a cast. Submission of written coursework about the devising and performance of your production in the form of a portfolio.

Component 2: TEXT IN PERFORMANCE (20%)

Performance of a monologue and a group performance of an extract from a play you have studied on the course.

You will also be assessed on your understanding of drama and theatre in a written exam:

Component 3: THEATRE MAKERS IN PRACTICE (40%)

Made up of three sections:

Section A: Live Theatre Evaluation

Section B: Page to Stage: Realising a Performance Text

Section C: Interpreting a Performance Text

### Career Opportunities

A level Drama and Theatre is a highly respected qualification which prepares you for direct entry to the industry and/or to follow further and higher education courses at Drama School or university.

Presentational skills and group work skills learnt are invaluable in most areas of employment.

Drama and Theatre offers subject content which is distinct from that of the others, serving as complimentary to study in other arts subjects or as a contrasting discipline with study in other areas.

If you are willing to work hard, have fun and gain excellent results, then this is the course for you.

### Entry Requirements

Grade 6 in GCSE Drama

Students who have not studied GCSE Drama will require a grade 6 in GCSE English Literature in addition to GCSE English Language and GCSE Mathematics at grade 5 and above.

# Economics

## A Level

(AQA)

### Course Content

This course focuses on the ever-changing world around us, exploring ideas from how items are priced to what has an impact on the exchange rate. Economics is a theoretical examination of topical issues, and students will be given the tools to analyse real-world problems, such as the causes of the 'Credit-crunch', as well as evaluating decision-making strategies for rival businesses through the application of game theory.

### Course Structure

#### Year 12 Units

The Operation of Markets and Market Failure

The National Economy in a Global Context

#### Year 13 Units

Individuals, Firms, Markets and Market Failure (includes work on the operation of markets and market failure)

The National and International Economy (includes work on The National Economy in a Global Context)

### Assessment

Paper 1 – Markets and Market Failure - 2 hour written examination, 80 marks, testing 'Individuals, Firms, Markets and Market Failure'

Paper 2 – National and International Economy - 2 hour written examination, 80 marks, testing 'The National and International Economy'

Paper 3 – Economic Principles and Issues – 2 hour written examination, 80 marks, testing the whole content of the specification.

*Each Paper is worth 33.3% of the A level*

### Career Opportunities

Economics is a very highly regarded A level by universities because of its academic rigour, and the development of skills involving the analysis and evaluation of current affairs. As a subject that lies in both the humanities and sciences, it is extremely flexible with its potential future applications. An Economics A level is very useful for careers in banking, finance, trading, government, and similar fields.

### Entry Requirements

Students currently studying GCSE Business need to achieve a grade 6 or above

Grade 5 in GCSE English Language and GCSE Mathematics

# English Literature

## A Level

(Edexcel)

### Course Content

This syllabus covers four units. The first of these is Poetry, the modern component of which is studied in Year 12, with the pre-1914 element studied in Year 13. The texts are currently *Poems of the Decade*, a gripping and often grisly collection of modern verse, and a poetry movement (currently *The Romantics*) or a collection of poems by a pre-1914 poet (for some of next year's Year 13, John Donne). The second unit covers Prose, which explores different themes, such as **The Supernatural** or **Science and Society**, where science fiction masterpieces such as Atwood's *The Handmaid's Tale* are featured. This unit is mainly taught in Year 12, and revisited in Year 13. The third unit considers Drama, with Tennessee Williams' *A Streetcar Named Desire* currently being studied in Year 12, followed by a Shakespearean tragedy, such as *Othello* or *Antony and Cleopatra* in Year 13. Coursework at A level (Unit 4) compares two texts connected by author, theme, or period, and students can also have an input into a selection of books for this option. The syllabus is exciting and refreshing, and should present an absorbing challenge to students embarking on it in 2019. The issues dealt with are powerful and shocking – prepare to be both horrified, and moved by timeless tales of passionate love. All human life is here!

### Course Structure

#### A Level Units

Unit 1 - Drama [30% of A level]

Unit 2 - Prose Study [20% of A level]

Unit 3 - Poetry [30% of A level]

Unit 4 - Coursework [20% of A level]

### Assessment

Unit 1 – 30% of A level marks, one written examination lasting 2 hours 15 minutes

Unit 2 – 20% of A level marks, one written examination lasting 1 hour

Unit 3 – 30% of A level marks, one written examination lasting 2 hours 15 minutes

Unit 4 – 20% of A level marks, one essay of 2500 to 3000 words

### Career Opportunities

English Literature A level is a prestigious qualification to acquire, and is regarded very favourably by Russell Group universities in comparison to English Language or English Language and Literature. Its acquisition reveals an ability to think deeply and critically, and argue a good case. It is a springboard for many careers, such as law, journalism, politics, teaching, and the Civil Service. To study English opens many doors, and closes very few.

### Entry Requirements

Grade 6 in GCSE English Literature

Grade 5 in GCSE English Language and GCSE Mathematics

<h1>Film Studies</h1> <h2>A Level</h2>	(Eduqas)
<h3>Course Content</h3>	
<p>Film Studies is designed to develop students' interest in, and appreciation of, cinema, specifically through studying:</p> <ul style="list-style-type: none"> <li>• The film text and the 'language' of film</li> <li>• Hollywood, British and global Cinema</li> <li>• The messages and values contained in films</li> </ul>	
<h3>Course Structure</h3>	
<p><b>Component 1:</b>          American and British film - Written examination: 3 hours (35% of qualification)          This component assesses knowledge and understanding of six feature length films from the history of American and British filmmaking.</p> <p><b>Component 2:</b>          Varieties of film - Written examination: 3 hours (35% of qualification)          This component assesses knowledge and understanding of five feature-length films and one compilation of short films. Films will include silent era films, documentaries, and films not in the English language.</p> <p><b>Component 3:</b>          Production - Non-exam assessment (30% of qualification)          This component assesses one production and its evaluative analysis. Learners produce:</p> <ul style="list-style-type: none"> <li>• either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) and a digitally photographed storyboard of a key section from the screenplay</li> <li>• an evaluative analysis (1250-1500 words)</li> </ul>	
<h3>Assessment</h3>	
<p>As indicated above.</p>	
<h3>Career Opportunities</h3>	
<p>For those who are passionate about pursuing a career in the film industry, Film Studies offers a solid foundation for the technical and creative skills necessary to work successfully in this highly competitive field. Students develop a detailed understanding of the various requirements for working as a screenwriter, cinematographer, editor, and director, as well as an array of other technical and creative jobs in the media industry. The course also develops various analytical and research skills that are necessary for success in Higher Education. Students are also given assistance in applying for filmmaking master classes, workshops and other networking opportunities with organizations such as the British Film Institute, which can lead to many exciting professional opportunities.</p>	
<h3>Entry Requirements</h3>	
<p>Grade 5 in GCSE English Literature          Grade 4 in GCSE English Language and GCSE Mathematics</p>	

# French

## A Level

(Edexcel)

### Course Content

During this two-year course, you will study two authentic French language resources (a text and a film) and will study aspects of the contemporary societies, cultural backgrounds and heritages of French-speaking countries. You will also have opportunities to develop your understanding and awareness of spiritual, moral, ethical, environmental, health and political issues.

You will extend and develop your knowledge of the grammar and vocabulary of French and will use this to speak, write, read and listen to the language.

In addition, you will also be able to equip yourself with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable you to proceed to further study or to employment.

### Course Structure

#### A Level Themes

Theme 1 - Social issues and trends: Evolving society in France

- Changing family structures
- Education
- The world of work

Theme 2 – Political and/or intellectual and/or artistic culture Francophone countries

- Music
- Media
- Festivals and traditions

Theme 3 – Social issues and trends: Immigration and the French multicultural society

- Integration and multiculturalism
- Rise of the far right

Theme 4 – Political and/or intellectual and/or artistic culture: The Occupation and Resistance

- Occupation
- The Resistance

### Assessment

Unit 1 - Listening, reading and translation  
(40% of A level)

Unit 2 - Writing and translation  
(30% of A level)

Unit 3 - Speaking  
(30% of A level)

### Career Opportunities

As it is spoken as a first language by many people across Europe and across the world, being able to communicate in French can enhance any career. Speaking French is also of great social value in business and tourism as well as being a requirement for many jobs in export/import, financial services, secretarial work, tourism and teaching. In addition, there is a need for specialist interpreters and translators.

### Entry Requirements

Grade 6 in GCSE French

Grade 5 in GCSE English Language and GCSE Mathematics

<b>Further Mathematics</b>	
<b>A Level</b>	(AQA)
<b>Course Content</b>	
Further Mathematics is offered to our most able Mathematicians. The course allows students to study in greater depth many of the areas covered by the A level Mathematics syllabus, and is tailored to their requirements. There will be a wide combination of topics modules available to accommodate students' strengths in Pure Mathematics, Mechanics, Statistics and Discrete Mathematics.	
<b>Course Structure</b>	
The linear course will allow students to study in greater depth a wider range of Pure Mathematics. They will also be able to choose two elements from Discrete Mathematics, Mechanics or Statistics to pursue further. The Pure Mathematics topics will include; Proof, Complex Numbers, Matrices, Polar Coordinates, Further Calculus, Vectors and Hyperbolic Functions. There will be a wide array of topics to study in the Applied elements of the course.	
<b>Assessment</b>	
At the end of Year 13 there will be three two hour papers for the students to complete. Papers 1 and 2 will cover the compulsory Pure elements of the syllabus. Paper 3 will assess the optional elements of Discrete, Statistics or Mechanics which the students will have studied over the two years.	
<b>Career Opportunities</b>	
This course is recommended for students who are considering studying Mathematics at university.	
<b>Entry Requirements</b>	
At least a Grade 7 in GCSE Mathematics Grade 5 in GCSE English Language	

# Geography

## A Level

(Edexcel)

### Course Content

This engaging and contemporary course offers an issues-based approach to studying geography, students are able to explore and evaluate contemporary geographical questions and issues such as the consequences of globalisation, response to hazards, water insecurity and climate change. Other topics include: Coastal landscapes and change, Energy security, Regenerating places, Superpowers, Health Issues and Migration.

The content gives students the opportunity to develop an in-depth understanding of physical and human geography, the complexity of people and environment and become critical, reflective and independent learners. The course also encourages students to make links between different geographical themes, ideas and concepts through synoptic themes which include; players, attitudes and actions, futures and uncertainties. Geographical skills and fieldwork are also important components of the course.

### Course Structure

There are 4 units that will be assessed:

Unit 1 – A Physical Geography unit.

Unit 2 – A Human Geography unit.

Unit 3 – A synoptic investigation based on a geographical issue within a place-based context that links to the three synoptic themes and content covered in unit 1 and 2.

Unit 4 – This unit is based around a geographical investigation that the students completes. They will carry out fieldwork as part of this process.

### Assessment

Unit 1 - 30% of the A level

Unit 2 - 30% of the A level

Unit 3 - 20% of the A level

(Units 1, 2 and 3 include resource-linked questions, short response questions and extended writing questions.)

Unit 4 - Internally assessed and accounts for approximately 20% of the A level

### Career Opportunities

Almost too many to mention: Economist, travel industry, environment agency, hydrology, meteorology, development agency, oceanography, retail planning, town planning, business, cartography and teaching to name but a few.

However, it is important to note that many universities and careers consider the Geographer's wide area of knowledge, huge variety of skills and ability to make logical decisions as invaluable.

### Entry Requirements

Grade 6 in GCSE Geography

Grade 5 in GCSE English Language and GCSE Mathematics

# German

## A Level

(Edexcel)

### Course Content

During this two-year course, you will study two authentic German language resources (a text and a film) and will study aspects of the contemporary societies, cultural backgrounds and heritages of German-speaking countries. You will also have opportunities to develop your understanding and awareness of spiritual, moral, ethical, environmental, health and political issues.

You will extend and develop your knowledge of the grammar and vocabulary of German and will use this to speak, write, read and listen to the language.

In addition, you will also be able to equip yourself with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable you to proceed to further study or to employment.

### Course Structure

#### A Level Themes

Theme 1 - Social issues and trends: Evolving society in Germany

- Natural living
- Education
- The world of work

Theme 2 – Political and/or intellectual and/or artistic culture in the German-speaking world

- Music
- Media
- Festivals and traditions

Theme 3 – Social issues and trends: Immigration and the German multicultural society

- Integration and multiculturalism
- Economic and social impact of migration

Theme 4 – Political and/or intellectual and/or artistic culture: German reunification

- Society in the GDR before reunification
- Germany since reunification

### Assessment

Unit 1 - Listening, reading and translation  
(40% of A level)

Unit 2 - Writing and translation  
(30% of A level)

Unit 3 - Speaking  
(30% of A level)

### Career Opportunities

As it is spoken as a first language by more people than any other language across Europe being able to communicate in German can enhance any career. Speaking German is also of great social value in business and tourism as well as being a requirement for many jobs in export/import, financial services, secretarial work, tourism and teaching. In addition, there is a need for specialist interpreters and translators.

### Entry Requirements

Grade 6 in GCSE German

Grade 5 in GCSE English Language and GCSE Mathematics



# History

## A Level

(Edexcel)

### Course Content

Students opting for A level History will need to complete four units over two years. Units 1 and 2 focus on communism in the twentieth century. Unit 1 is a breadth paper which explores Communist Russia between 1917 and 1991 and Unit 2 is a depth study looking at China between 1949 and 1976.

Unit 3 is a breadth paper with some aspects in depth which looks at Rebellion and Disorder under the Tudors (1485-1603). In Unit 4 students will complete an independently researched enquiry on historical interpretations. They will write a 3000-4000 word essay as part of this enquiry which is worth 20 per cent of the overall A level.

At the end of Year 13, students will complete three examinations.

### Course Structure

#### Route E: Communist states in the twentieth century

Paper 1 - Option 1E: Russia, 1917–91: from Lenin to Yeltsin

Paper 2 - Option 2E.1: Mao's China, 1949–76

Paper 3 - Option 31: Rebellion and disorder under the Tudors, 1485–1603

Paper 4 - An independently researched enquiry on historical interpretations.

### Assessment

Unit 1 - One 2 hour 15 minutes written paper

Unit 2 - One 1 hour 30 minutes written paper

Unit 3 - One 2 hour 15 minutes written paper

Unit 4 - Coursework 3000-4000 word assignment internally assessed, externally moderated

### Career Opportunities

History is a useful, and often necessary, subject for a lot of careers including: journalism, politics, the law, accountancy, TV research, the police, conservation or environmental work, town planning, building restoration and tourism to name but a few.

### Entry Requirements

Grade 6 in GCSE History

Grade 5 in GCSE English Language and GCSE Mathematics

# Mathematics

## A Level

(AQA)

### Course Content

The course covers a wide area of Pure Mathematics including Calculus, Trigonometry and Algebra and looks at applying these skills in Statistics and Mechanics. Pure Mathematics is assessed in the Core elements of the course and will be studied alongside the Applied units of Statistics and Mechanics. Students need to enjoy problem solving and must be prepared to work with thoroughness to arrive at solutions. A sound understanding of Algebra is essential.

### Course Structure

The linear course will cover a wide range of Pure Mathematics topics. These will include proof, algebra and functions, Coordinate geometry, Sequences and series, Trigonometry, Exponentials and logarithms, Differentiation, Integration and Numerical methods. The Applied modules will cover areas of Mechanics and Statistics. Topics will include Vectors, Kinematics, Newton's Laws of Motion, Probability, Statistical Distributions and Hypothesis Testing.

### Assessment

At the end of Year 13 there will be three two hour papers for the students to complete. Paper 1 will cover the Pure elements of the syllabus and Papers 2 & 3 will be a mix of Pure and Applied Mathematics.

### Career Opportunities

A level Mathematics is always seen as a strong qualification and desirable for a career in most science and business areas. Accountancy, banking, engineering, medicine and teaching are examples of the careers being pursued by some of our former students.

### Entry Requirements

Grade 6 in GCSE Mathematics  
Grade 5 in GCSE English Language

# Media Studies

## A Level

(AQA)

### Course Content

Students explore the workings of the modern day mass media and the theories and debates surrounding it. A large emphasis is placed on the analysis of media texts across the broadcast, print and online platforms. Students learn how to read the language of the media and apply the key ideas to specific media texts including radio and television programmes, magazines, newspapers, adverts and online content. They will have the opportunity to use new media technologies to create a media production of their own, such as a music video, radio programme or specialist magazine.

### Course Structure

Paper 1 and Paper 2 (70% of A level) Written examinations: short answer and extended response questions analysing media texts and applying knowledge of media concepts  
Non-examination assessment: creating two media products (30% of A level)

### Assessment

The non-examination assessment (formerly known as coursework) represents 30% of the total qualification. The written papers (70% of the total mark) mix multiple choice, short answer and long answer questions to test students' knowledge of media language, media representations, media audiences and media industries as well as their ability to analyse a series of set texts known as Close Study products (CSPs). The course encourages students to be critically autonomous and engage with the issues and debates related to the contemporary media landscape.

### Career Opportunities

An A level in Media Studies provides students with the academic and technical ability to work in a variety of media sectors or organisations that require media skills. This A level would benefit anyone planning a career in any aspect of film/TV/radio production; journalism; advertising and marketing; web design; market research; PR; as well as emerging opportunities in new digital media. Many students take up further studies in media related courses at colleges and universities. As these are popular and competitive career choices we encourage students to develop their own CV and portfolio whilst in the Sixth Form in order to enhance their career prospects.

### Entry Requirements

Students currently studying GCSE Media Studies need to achieve a grade 5  
Grade 4 in GCSE English Language and GCSE Mathematics

<h1>Music</h1> <h2>A Level</h2> <p style="text-align: right;">(Edexcel)</p>
<h3>Course Content</h3>
<p>The course extends skills developed through Key Stage 3 and GCSE level covering performing, composing and appraising.</p>
<h3>Course Structure</h3>
<p>Performing 30%          Composing 30%          Listening and appraising 40%</p>
<h3>Assessment</h3>
<p><b>Perform</b> a selection of pieces as a recital, either as a soloist or as part of an ensemble, for a minimum of 8 minutes. <b>Compose</b> two pieces, one in response to a brief and one in response to a brief assessing technique, with a combined duration of at least 6 minutes. <b>Listen</b> to extracts of the studied set works and respond to a set of structured questions in a final examination.</p>
<h3>Career Opportunities</h3>
<p>Music A level is both practical and academic. As such, it is ideal for those who are practical and want to play and sing, or academic and wish to pursue careers as diverse as Law, Medicine, and linguistics. Equally, it is an essential preparation for young musicians who wish to pursue a career in performance or those who wish to seek a career in the Music business. It is accepted by all institutions-whether you wish to study Music Production at LiPA or PPE at Oxford. Speak to a member of the department for more information.</p>
<h3>Entry Requirements</h3>
<p>Grade 6 in GCSE Music          Grade 5 in GCSE English Language and GCSE Mathematics</p>

# Philosophy & Ethics

## A Level

(OCR)

### Course Content

The Religious Studies Department provides an invaluable contribution to the study of Philosophy and Ethics. You will find a philosophical training extremely useful. It will help you become sharper, more articulate and more confident in your ability to reason. Students study three units over two years. This course is divided equally between Philosophy, Ethics and a new, exciting unit Developments in Religious Thought. This final unit compliments those students studying Sociology or Psychology.

### Course Structure

#### A Level Units

At A level, the course is divided between the three units with a written assessment for each. In Ethics, students study: euthanasia, the right to life, the right to a child, genetic engineering, embryo research, business ethics, sex and relationships, war, peace and justice, from the perspective of the ethical theories. Various ethical theories are studied including: Utilitarianism and Kant. In Philosophy, students study the questions that are at the very heart of Philosophy, and we find out about the people who spent their lives trying to discover the answers. From the ancient Greek philosophers to modern philosophers of the 21st Century. Areas of study include: religious experience, do I know that the world around me is real or is it some sort of elaborate illusion, as in the film The Matrix. The Development of Religious Thought studies the challenges that Psychology, Sociology and Psychoanalysis may bring to religion. Building on the origins of thought in the Philosophical and Ethical sections this sections looks at topics such as Secularism and Inclusivism within the themes of 'Insight', 'Foundations' and 'Living'.

### Assessment

This course is examined by a written paper for each unit. Each examination will be 2 hours (worth 120 marks each).

### Career Opportunities

Religious Studies A level is viewed with the same high academic standing as other A levels by universities and employers. Past students have used their qualification to go on to study Philosophy, Ethics, Law, Theology, Psychology, Sociology or History as a main degree or a joint honours degree. Previous students have gone on to careers in: Journalism, Teaching, Social Work, Law, Nursing, the Media, Banking, the Police, apprenticeships at the Home Office and other governmental departments, and many more.

### Entry Requirements

Grade 5 in GCSE Religious Studies  
Grade 5 in GCSE English Language and GCSE Mathematics

# Physical Education (Sports)

## A Level

(AQA)

### Course Content

Applied anatomy and physiology, Skill acquisition, Sport and society, Exercise physiology, Biomechanical movement, Sport psychology, Sport and society and the role of technology in physical activity and sport. In order to facilitate the best possible practical grade students will be expected to be participating regularly in a sport activity which is listed in AQA's approved activity list for A level Physical Education. Students will also need to provide video evidence of their practical performance in a full context version of that particular activity. Expectations are that everyone works to their maximum capabilities both in a practical and theoretical capacity.

### Course Structure

Paper 1: Factors affecting participation in physical activity and sport

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

Paper 2: Factors affecting optimal performance in physical activity and sport

Section A: Exercise physiology and biomechanics

Section B: Sports psychology

Section C: Sport and society and technology in sport

Non Examination Assessment: Practical performance and coursework

### Assessment

Paper 1: Written examination 2 hours, 105 marks is 35% of A level

Paper 2: Written examination 2 hours, 105 marks is 35% of A level

Non-examination assessment: Practical Performance in physical activity and sport, 90 marks is 30% of A level. Students assessed as a performer or coach in the full-sided version of one: Practical Performance in physical activity and sport activity plus written/verbal analysis of performance. Internal assessment, external moderation.

### Career Opportunities

A good grade in this subject will help you compete for any job or university place.

Specialist areas of work could include; teaching, coaching, physiotherapy, sports psychology, strength & conditioning, a variety of jobs in the leisure and recreation industry, sports journalism, occupational therapy and outdoor activities.

### Entry Requirements

Grade 6 in the **Theory component** of GCSE PE (overall grade must also be 6 and above)

Grade 5 in GCSE English Language and GCSE Mathematics

Grade 5 in GCSE Biology (or two grade 5s in Combined Science)

<h1>Physics</h1> <h2>A Level</h2>	<p>(OCR)</p>
<h3>Course Content</h3>	
<p>The course builds on the knowledge gained from GCSE. Topics such as electricity, forces, electromagnetic waves, space and nuclear physics will all be familiar to the students. Topics are studied to a greater depth and there is a clear emphasis on skills, understanding and application of knowledge as opposed to simple recall. Students are challenged to look critically at possible models to explain observations. With an emphasis on practical work and problem solving, the course is modern and enjoyable with direct relevance to the world today. The study of physics in medicine is always a popular part of the course.</p>	
<h3>Course Structure</h3>	
<p><b>A Level Units</b></p> <p>Module 1 - Development of practical skills in physics  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</p>	
<h3>Assessment</h3>	
<p>There are three written papers (total 6 hours)</p> <p>Paper 1 will assess modules 1, 2, 3 and 5.  Paper 2 will assess modules 1, 2, 4 and 6.  Paper 3 will assess all modules 1 - 6.</p> <p>In addition, there is a non-examination assessment of practical skills which though not counting towards the A level grade will be reported separately.</p>	
<h3>Career Opportunities</h3>	
<p>The A level Physics course will prepare students to progress into further education, to follow courses in physics, engineering, one of the other sciences or related subjects, or to enter employment where a knowledge of physics would be useful.</p> <p>It links particularly well with the other sciences, Mathematics, Geography and foreign languages. Most doors can be opened with a Physics key!</p>	
<h3>Entry Requirements</h3>	
<p>Grade 6 or above in GCSE Physics or two grade 6s in Combined Science  Grade 6 in GCSE Mathematics and be taking A level Mathematics is preferred  Grade 5 in GCSE English Language</p>	

<h1>Politics</h1> <h2>A Level</h2>	(Edexcel)
<h3>Course Content</h3>	
<p>Students who choose to study Politics A level will study aspects of British and American Politics and key political ideologies.</p> <p>Politics exists because people disagree. They disagree about how they should live, about who should get what and who should make decisions. Politics is the process through which people with different ideas, values, opinions and interests attempt to find a way of living together within the same society. This is what makes the subject so varied, stimulating and fascinating.</p> <p>This is the subject for you if you are interested in current affairs, love discussion and debate and want to know who really runs our lives and how they do it. It is a lively and up-to-date subject which is great for developing a wide range of intellectual skills.</p>	
<h3>Course Structure</h3>	
<p>Component 1: UK Politics  Political participation (includes democracy, political parties, electoral systems, voting behaviour and the media)  Core political ideas (conservatism, socialism, liberalism)</p> <p>Component 2: UK Government  The constitution, Parliament, the Prime Minister and the executive. The core political idea of Nationalism.</p> <p>Component 3: Government and Politics of the USA  The constitution, Congress, the Presidency, the Supreme Court, democracy and participation, civil rights and comparison of all of these with the UK</p> <p>Most of components 1 and 2 will be covered in Year 12</p>	
<h3>Assessment</h3>	
<p>Each component is marked by a separate 2 hour examination paper</p>	
<h3>Career Opportunities</h3>	
<p>Politics is a useful subject for a wide range of careers including the law, Civil Service, local and central government, journalism and the media, charities and lobby groups, the police, finance and teaching, as well as many more. The wide range of knowledge and skills equips you well for the modern world and a whole range of university courses.</p>	
<h3>Entry Requirements</h3>	
<p>Grade 6 in GCSE History (or another Humanities subject)  Grade 5 in GCSE English Language and GCSE Mathematics</p>	



# Psychology

## A Level

(Edexcel)

### Course Content

Psychology is both an applied and academic field that scientifically studies the human mind and behaviour. Research in Psychology seeks to understand and explain thought, emotion, attitudes and a wide variety of behaviours.

Students will follow the Edexcel Specification which has been designed to develop breadth of knowledge, critical thinking skills and an appreciation of the relationship between the different aspects of Psychology. You will be expected to design, carry out and critically analyse your own research using experimental and non-experimental methods. This two-year course will challenge you to understand human behaviour from several different perspective and will help you to develop the critical analytical skills you will need for university and the world of work. It is a most enjoyable but challenging subject.

### Course Structure

#### A Level Units

Paper 1: **Foundations in Psychology** - Social Psychology, Cognitive Psychology, Biological Psychology and Learning Theories

Paper 2: **Applications in Psychology** - Clinical Psychology (Abnormality, Schizophrenia and one other disorders and treatments), Child Psychology (attachment, deprivation, privation, developmental issues of Autism)

Paper 3: **Psychological Skills** - incorporating Research Methods and Research studies

*Issues and Debates shall be covered throughout all topics*

### Assessment

Paper 1 Examination 2 hours

Paper 2 Examination 2 hours

Paper 3 Examination 2 hours

### Career Opportunities

Include: Research, Education, Criminal Justice System, Marketing, Human Resources, Advertising, the Media, Law, Health Care, Social Work, Sports training/Coaching, Psychotherapy, Counselling, Childcare, the treatment of mental health disorders, Performance Enhancement, Psychiatry, Life Coaching, Ergonomics and many other areas affecting health and daily life.

### Entry Requirements

Grade 5 in GCSE English Language and GCSE Mathematics

Grade 6 in the Biology element of GCSE Science is preferred

# Sociology

## A Level

(OCR)

### Course Content

Sociology is the study of how and why people behave as they do and the social influences that mould their actions and views. Whilst studying the course you will have an opportunity to investigate key issues such as: cultures and identities, the family, globalisation, and crime and deviance. The subject is taught using a variety of methods that will encourage you to assess and challenge opinions and events. In all A level units, students are encouraged to show their understanding of the links between the nature of sociological thought, the methods of sociological enquiry and the core themes of power, social inequality, socialisation, culture and identity. Candidates are encouraged to think holistically, developing their thinking, academic and personal skills in a new and proactive way. Students are expected to develop skills of independent learning. Crucially, to be successful students need to have a good standard of written English and be prepared to write essays and longer answer responses fluently. They will also need a real determination to succeed and be prepared to put in a considerable amount of effort!

### Course Structure

#### A Level Units

Unit 01 - Socialisation, culture and identity

Unit 02 - Researching and understanding social inequalities

Unit 03 - Debates in contemporary society, focusing on globalisation and the digital world. Debates are explored through a detailed study on crime and deviance

### Assessment

Students will sit three written papers: Unit 01, 1 hour 30 minutes in length, worth 30% of the A level qualification; Units 02 and 03, both 2 hours 15 minutes, each worth 35% of the A level qualification.

### Career Opportunities

Sociology develops your ability to understand the people and the world around you and will be useful to any occupation where an understanding of social issues and groups would be useful. The subject is very useful for those wishing to go into areas or: law, social work, police, teacher, human resources or nursing to name just a few.

### Entry Requirements

At least 5 good grade GCSEs composing of:

- At least one GCSE at grade 5 in either a Humanities subject or English
- Students currently studying GCSE Sociology need to achieve at least a grade 4
- Grade 4 in GCSE English Language and GCSE Mathematics

# Spanish

## A Level

(Edexcel)

### Course Content

During this course, you will study one authentic Spanish-language book and one Spanish-language film alongside aspects of the contemporary societies, cultural backgrounds and heritages of Spanish-speaking countries. You will also have opportunities to develop your understanding and awareness of spiritual, moral, ethical, environmental, health and political issues.

You will extend and develop your knowledge of the grammar and vocabulary of Spanish and will use this to speak, write, read and listen to the language.

In addition, you will also be able to equip yourself with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable you to proceed to further study or to employment.

### Course Structure

#### A Level Themes

- The evolution of Spanish society (in Spain only)
- Political and artistic culture in the Spanish-speaking world
- Immigration and multicultural Spanish society
- Dictatorship of Franco and the Spanish transition to democracy

### Assessment

Unit 1 - Listening, reading and translation  
(40% of A level)

Unit 2 - Writing and translation  
(30% of A level)

Unit 3 - Speaking  
(30% of A level)

### Career Opportunities

Spanish is the fourth most commonly spoken language in the world with approximately 400 million speakers around the globe. Therefore, studying Spanish will not only broaden your communication skills and give you the opportunity to work in many different countries, but could also enhance a career in a wide range of professions including export/import, financial services, secretarial, tourism and teaching as well as translating and interpreting.

### Entry Requirements

Grade 6 in GCSE Spanish

Grade 5 in GCSE English Language and GCSE Mathematics

**DARRICK WOOD SCHOOL  
SIXTH FORM**



REVEREOR VITAM

**OTHER LEVEL 3 COURSES**

# BTEC Applied Science

## Level 3 Certificate

## Level 3 Extended Certificate

(Edexcel)

### Course Content

The course covers essential theoretical background in all three principle areas of science; Chemistry, Biology and Physics. In addition, there is a strong focus on developing proficiency in practical skills related to many standard laboratory procedures, including titration, calorimetry and chromatography. The course encourages students to reflect on their own development across the different skills being taught.

### Course Structure

The Certificate consists of two mandatory units:

- *Principles and Applications of Science 1* which is assessed by an examination and contributes 50% to the final grade
- *Practical Scientific Procedures and Techniques* which is assessed through four written coursework assignments and completion of experiments and contributes 50% of the final grade

The Extended certificate consists of one mandatory unit:

- *Science Investigation Skills* which is assessed by a practical investigation and examination that is set and graded externally and contributes 67% of the grade

One further optional unit from the following list:

- Physiology of Human Body Systems
- Human Regulation and Reproduction
- Biological Molecules and Metabolic Pathways
- Genetics and Genetic Engineering
- Diseases and Infections
- Applications of Inorganic Chemistry
- Applications of Organic Chemistry
- Electrical Circuits and their Application
- Astronomy and Space Science

These are assessed by internally set and graded coursework assignments

### Assessment

As indicated above.

### Career Opportunities

Scientists work in industry, the health service, government establishments and educational institutions. Fields of work include research and development and scientific analysis. There are job opportunities in almost every industry, from food and drink to pharmaceuticals to the energy industry. The course is designed for those who wish to gain a qualification that enables them to work in science based industries, perhaps at a technician level or in careers like nursing and occupational or community health.

### Entry Requirements

Two grade 4s at Combined Science or all grade 4s at separate sciences  
Grade 4 in GCSE English Language and GCSE Mathematics

# **BTEC Art & Design (Textiles)**

## **Extended Certificate Level 3 in Art & Design – Fashion (NQF)**

### **Course Content**

This course is designed to:

- a) Develop knowledge and understanding of the exciting textiles industry. Students will gain knowledge of skills by exploring materials, equipment, processes and techniques that are specifically linked to the textile design areas of printed, constructed and embroidered textiles. Students will experiment with a range of working methods and materials.
- b) Provide students with the opportunity to create a number of samples that will be incorporated into a variety of items. They will get the opportunity to be experimental and showing creativity is important to the qualification. It will look at how textiles can be presented and critically evaluated to improve quality.
- c) Allow for progression to further qualifications such as the National Diploma and degree courses. Research and analytical communication is an essential part of the course.
- d) Provide students with the opportunity to experience and take inspiration from primary sources by visiting exhibitions and museums.

### **Course Structure**

There are two levels to the course. In Year 12 students work towards the Certificate, which is equivalent to an AS qualification. In Year 13, students continue towards a Subsidiary Diploma, equivalent to one A level.

#### **Year 12**

Unit 15 – Fashion Materials, Techniques and Processes

Unit 2 – Critical and Contextual Studies in Art & Design

#### **Year 13**

Unit 3 – The Creative Process

Unit 1 – Visual Recording and Communication

### **Assessment**

Each of the units within the qualifications have specified assessment criteria and grading criteria which are internally assessed and then moderated. A grade is then awarded at Pass, Merit or Distinction. To achieve a 'Pass' a learner must have satisfied all 'Pass' criteria. To achieve a 'Merit' a learner must satisfy all 'Pass' and 'Merit' criteria. To achieve a 'Distinction' a learner must have satisfied all the 'Pass', 'Merit' and 'Distinction' criteria.

### **Career Opportunities**

Fashion designer, textile designer, fashion illustrator, accessories designer to include shoes, handbags and millinery. Print design, surface designer for fashion or interiors, and textile artist. Pattern cutter, garment construction.

Fashion merchandising and window dresser, retail, new technologies in textiles, buying, colour forecasting. Craft design and making, embroidered and knitted textiles, theatre/costume design and sets.

### **Entry Requirements**

Students should achieve a grade 6 at GCSE Design & Technology or a Distinction in Level 1/2 Fashion & Textiles Technical Award.

Grade 4 in GCSE English Language and GCSE Mathematics.

# **BTEC Business**

## **Level 3 Certificate**

### **Level 3 Extended Certificate**

(Edexcel)

#### **Course Content**

This course is designed to examine in some detail the main functional areas within a business, providing you with knowledge and skills that will be applicable in most working contexts. Its coursework-based method of assessment offers you the chance to control your own workload and learn time-keeping as well as prioritisation and workload management skills.

#### **Course Structure**

You will study 4 units of work, 2 in Year 12 and 2 in Year 13. These will cover a range of different areas of study within business. The units you take will be:

Exploring Business

Developing a marketing campaign

Personal and Business Finance

Recruitment and Selection Process

#### **Assessment**

Exploring business and Recruitment and selection are internally assessed coursework.

Developing a marketing campaign is a piece of externally assessed coursework.

Personal and Business Finance is an external examination.

Overall 58% of the course is externally assessed with examinations, 42% is internally assessed using coursework.

#### **Career Opportunities**

This course sets you up nicely to progress directly into employment within a wide range of business roles, from marketing to administration, or from accounting to customer services. Alternatively, BTEC qualifications carry UCAS points equivalent to A levels and therefore you can use your BTEC to gain entry to a degree course of your choice. It is worth pointing out that the 'project' nature of the course may well be an even better preparation for the style of assessment at university than end of year examinations.

#### **Entry Requirements**

Students currently studying GCSE Business need to achieve a grade 4

Grade 4 in GCSE English Language and GCSE Mathematics

# Financial Studies - Certificate

# Financial Studies - Diploma

(London Institute of Banking and Finance)

## Course Content

These are fully accredited qualifications. The Certificate in Financial Studies (CeFS) qualification is completed in Year 12 and has been designed to cover the core disciplines of financial capability. Learners are encouraged to become responsible borrowers, sensible savers, and have an appreciation of the need for financial planning throughout their life.

The Diploma in Financial Studies (DipFS) is completed in Year 13 and builds on the skills and knowledge acquired through successful completion of the Certificate in Financial Studies and extends this to include areas such as financial sustainability within the wider financial services system, and the long-term impact of debt.

In the interests of balance, we would not recommend a student choosing more than two of their options from the range offered by the Business Studies Department.

## Course Structure

There are two levels to this course.

Year 12: Achievement of a pass in both units leads to the award of the **LIBF** level 3 Certificate in Financial Studies (CeFS).

Year 13: Achievement of a pass in both units of the Certificate in Financial Studies (CeFS) and both units of the **LIBF** level 3 Diploma in Financial Studies (DipFS).

## Assessment

Unit 1 - Financial Capability for the Immediate and Short Term will be assessed by a multiple choice question paper and an additional written paper, based on pre-release case study material. This will take place during January in Year 12.

Unit 2 - Financial Capability for the Medium and Long Term is assessed using the same format as Unit 1 and these examinations will take place during the end of April/early May in Year 12

Unit 3: Sustainability of an Individual's Finances will be assessed by a multiple choice question paper and an additional written paper, based on a pre-release case study material. This examination will take place the following January in Year 13.

Unit 4: Sustainability of the Financial Services System is assessed using the same format as Unit 3. These examinations will take place during May in Year 13.

## Career Opportunities

The financially-related content of the course serves as a strong grounding for undergraduate study within finance and business-related disciplines, with many students going on to study accounting, finance and business or working within the finance and banking sector. It also equips participants with important life skills which will fit well with any subject combination.

## Entry Requirements

Grade 4 in GCSE English Language and GCSE Mathematics



# **BTEC Health & Social Care**

## **Level 3**

(Pearson)

### **Course Content**

This is an applied and vocational course. It is designed to support both progression to Higher Education and entry into working in the Health and Social Care sector. The qualification develops skills, knowledge and understanding within contexts that are directly relevant to health and social care settings.

### **Course Structure**

Extended Certificate (equivalent to 1 A level)

Year 1

Unit 1 - **Human Lifespan Development** (external, mandatory)

Unit 12 - **Supporting Individuals with Additional Needs** (internal, optional)

Year 2

Unit 2 - **Working in Health and Social Care** (external, mandatory)

Unit 5 - **Meeting Individual Care and Support Needs** (internal, mandatory)

### **Assessment**

One external unit and one internal unit will be completed in each year. The external units are assessed by examination. The internal unit is assessed by a series of assignments that are set and marked by teachers. Examinations will require the recall of knowledge and application to the subject area. The coursework will require students to carry out independent study and research. Students will be expected to make reasoned judgments and present conclusions.

### **Career Opportunities**

Nurse, Teacher, Midwife, Paramedic, Occupational Therapist, Physiotherapist, Dental Nurse, Psychologist, social worker, nursery nurse.

### **Entry Requirements**

Grade 4 in GCSE English Language and GCSE Mathematics

# **BTEC in Information Technology**

## **Level 3 Certificate**

## **Level 3 Extended Certificate**

(Edexcel)

### **Course Content**

The course is designed for students who are interested in creation of IT systems to manage and share information with a view to progressing to a wide range of higher education courses, not necessarily in IT. Students develop a core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information. Website design and development is undertaken in Year 13. This content has been developed to give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

### **Course Structure**

This is a two-year course during which time students develop their knowledge and skills in IT systems; a systems management; social media in business and development of websites.

A typical structure may look like this:

Year 12 – Certificate

Unit 3 Social Media in Business

Unit 2 Creating Systems to Manage Information

Year 13 – Extended Certificate

Unit 1 Information Technology Systems

Unit 6 Website Development

### **Assessment**

Assessment is a combination of assignments, controlled assessment and external examinations. Units 1 and 2 are externally assessed by the examination board and controlled assessment is internally marked and externally moderated by the examination board. Assignments are internally marked. External assessment counts towards 58% of the overall qualification.

### **Career Opportunities**

The course gives students a wide choice of progression routes into further study, training or relevant employment in Information Technology. Students may move on to degrees, apprenticeships or employment in areas such as Business Information Technology, Website Creation, Software Development, Systems Support, Social Media, Systems/Business analysis.

### **Entry Requirements**

Grade 4 in GCSE English Language and GCSE Mathematics

Merit at ECDL or 5 at DWS Internal Qualification or IT equivalent

# BTEC Sport

## Level 3 Certificate

## Level 3 Extended Certificate

(Edexcel)

### Course Content

A good all-round skill set is required in order to achieve a high grade in this subject, both in terms of theoretical and practical prowess. You will cover topics including; anatomy & physiology, fitness training & programming for health, sport & well-being and professional development in the sports industry. Expectations are that everyone works to their maximum capabilities both in a practical and theoretical capacity. This course is different from A level PE as there are 4 units which need to be successfully completed to obtain the qualification. The 4 units required to be completed are assessed through a variety of different methods including; written examinations and coursework based around assignment briefs.

### Course Structure

Students work towards the Extended Certificate, which is equivalent to an A level qualification.

#### **Mandatory Units:**

Anatomy and Physiology

Fitness Training and Programming for Health, Sport, and well-being

Professional Development in the Sports Industry

**Optional Units:** (The optional units will be selected by the teacher.)

1 to be taken from:

Sports Leadership

Application of Fitness Testing

Sports Psychology

Practical Sports Performance

### Assessment

Unit 1: Anatomy and Physiology- 1 hour 30 minute written examination out of 90 marks which is set and marked externally.

Unit 2: Fitness Training and Programming for Health, Sport, and well-being- Synoptic question paper with 60 marks available which is set and marked externally. In Part A, learners will be provided with a case study two weeks before a supervised assessment period in order to carry out research. In Part B, the supervised assessment period is two hours over a period of two days.

Unit 3 Professional Development in the Sports Industry and Optional Unit: Both units are assessed via internal assessment using a variety of different assignment briefs designed by member of staff teaching that particular unit. The work produced may then need to be sent away for external moderation.

### Career Opportunities

A good grade in this subject will help you compete for a variety of jobs or university places.

Specialist areas of work could include; teaching, coaching, physiotherapy, sports psychology, strength & conditioning, a variety of jobs in the leisure & recreation industry, sports journalism, occupational therapy, outdoor activities, watersports etc.

### Entry Requirements

Grade 4 in GCSE PE theory

Grade 4 in GCSE Biology (or two 4s in Combined Science)

Grade 4 in GCSE English Language and GCSE Mathematics

# Applied Diploma in Tourism

## Level 3

(WJEC)

### Course Content

This is an applied vocational course which is a fully accredited qualification. Everyone taking this qualification will study four mandatory units, covering the following content areas:

- the travel and tourism industry – developing the skills needed to examine, interpret and analyses a variety of statistics that measure the importance of tourism to the UK
- different types of destinations and their importance – investigating the features and appeal of global destination
- how tourism is an ever-changing industry which has to adapt quickly to external pressures and changes in society at the national and global scale

### Course Structure

#### Year 12

Unit 1 – The United Kingdom Tourism Product

Unit 2 – World Wide Tourism Destinations

#### Year 13

Unit 3 - The Dynamic Tourism Industry

Unit 4 – Event and Itinerary Planning

### Assessment

One controlled assessment taken in Year 12 with an examination at the end of the year. The examination will require the recall of application and knowledge of the subject area based on the UK. The controlled assessment will require students to produce a marketing campaign. During Year 13 students will complete a piece of coursework which is synoptic based, where they will need to plan a detailed itinerary for a UK based trip, alongside this students will sit an external examination at the end of the year.

### Career Opportunities

In addition to the travel and tourism sector-specific content, the requirements of the qualification will mean students develop transferable and higher-order skills, which are highly regarded by higher education providers and employers. For example, when studying the The Dynamic Tourism Industry, students will analyse information and data from the travel and tourism industry, identifying trends and the potential impact of different factors on the industry and its customers, which supports some of the skills students need to progress into higher education, employment, self-employment or training. The qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements for many courses. It can give context to subjects that would benefit from some sector background and be taken as part of a diverse programme, leaving progression options fully open.

### Entry Requirements

Grade 4 in GCSE English Language and GCSE Mathematics