



DARRICK WOOD SCHOOL

SIXTH FORM COURSES

SEPTEMBER 2022

## 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 type of qualification does the course offer?
- Will I have the right GCSE grades?
- Do I enjoy the subject?
- Which subjects go well together?
- In which subjects am I more likely 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 2022/2023. Courses are offered subject to numbers opting for them being sufficient. Courses 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 most 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	Philosophy & Ethics (RS)
Art and Design: Textile Design	Film Studies	Physical Education
Biology	French	Physics
Business	Further Mathematics	Psychology
Chemistry	Geography	Sociology
Computer Science	German	Spanish
Dance	History	
Drama & Theatre	Mathematics	
DT Product Design	Media Studies	
Economics	Music	

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

## OTHER LEVEL 3 COURSES

BTEC Business, BTEC Children's Play, Learning and Development, Financial Studies, Food Science & Nutrition, BTEC Health & Social Care, BTEC Information Technology, BTEC Science and BTEC Travel & Tourism.

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

## **COURSE ENTRY REQUIREMENTS**

To access Post 16 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 2022. 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 **Friday, 10<sup>th</sup> December 2021**.

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

Thursday, 4 <sup>th</sup> November 2021	Sixth Form Open Evening for students and parents
Friday, 10 <sup>th</sup> December 2021	Deadline for return of application forms
January 2022	Meetings with the Sixth Form Team (for internal students)
March 2022	Offer letters sent to students
May/July 2022	GCSE examinations
End of June – dates to be confirmed	Sixth Form Orientation
August 2022	GCSE results published
September 2022	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) **Form Time** All students attend form time which starts at 8.35am. The Form Time programme is designed to support students in developing a range of skills through various activities such as problem solving, leadership, communication, team work etc. to prepare students for life outside a school environment.
- (ii) **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
- (iii) **Sport** You will be encouraged to continue your participation and achievement in sporting activities (COVID restrictions permitting). 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.
- (iv) **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 Study Hall. It is important that you take responsibility for your learning and manage your workload successfully.
- (v) **Careers Education, Information, Advice and Guidance (CEIAG)** Careers Education, Information, Advice and Guidance (CEIAG) is delivered in a variety of ways in Sixth Form through various platforms, such as the PSHE programme, careers guidance sessions, visits by external organisations and employers, higher education encounters, taster days and various pathway events.

The CEIAG Programme is designed to enable students to:

- Review their progress in Sixth Form, identify their interests, strengths and weaknesses, to set targets for improvement and to plan ahead for post-18 pathways.
- Research their career interests using a variety of careers literature, web-based tools and software to explore future education, training and employment opportunities.
- Develop effective career management skills including self-assessment using information and guidance to devise realistic action plans to shape their future studies at Sixth Form and beyond.

The focus in Sixth Form is for students to learn how to access and use a variety of higher education, careers and employability sources and advice so as to be able to:

- Research their career interests and further explore their options for post-18 pathways.

- Evaluate their strengths, weaknesses, skills and areas of personal development to determine how these will affect their pathway choices.
- Make timely applications to higher and further education providers as well for employment. Students will be advised on relevant procedures and individual help and guidance is given.

The School works closely with specialist providers including Independent Careers Advisors who provide impartial advice and attend various events run by the School. Students are encouraged to contact the Careers and Work Experience Team (Room HI2 in the Support Corridor between the Maths Department and Main Reception) when making post-18 decisions. Here they can access information about career choices, further and higher education, work experience, apprenticeships, internships, gap years, and other work-related areas such as CV writing and application processes. Students in Sixth Form also have the opportunity to meet with an Independent Careers Advisor to explore post-18 pathways and identify action plans.

Form Tutors and Achievement Coordinators will also be happy to support your decision making and discuss future plans.

**Work Experience** Year 12 students are required to participate in a work placement during Year 12 to develop an insight into the demands of the workplace and to support your career ambitions. Traditionally, the School's Work Experience Programme takes place in the summer term however more recently the programme has been impacted by covid restrictions and alternative working practices that organisations have adopted. Students will be advised about work experience programme arrangements during the first half of Year 12.

Throughout Sixth Form, students are encouraged to participate in virtual work experience opportunities outside of their lesson timetable. These opportunities generally provide students with insights into various careers and organisations, supporting their post-18 pathway choices.

**DARRICK WOOD SCHOOL  
SIXTH FORM**



REVEREOR VITAM

**A LEVEL COURSES**



# Art, Craft and Design

## A level

(Eduqas)

### 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, Art Valuer and Auctioneer.

### Entry Requirements

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

# Art & Design (Textile Design)

A level

(Eduqas)

## Course Content

Textile Design encompasses a very broad range of materials, techniques and processes, including a growing number of interdisciplinary approaches. These comprise woven, embroidered, knitted, printed, painted, dyed, manipulated, embellished and constructional methods which are utilised to produce a great variety of textile outcomes that include costume and fashion design, accessories and body adornment. The range is increasing as new materials and technologies emerge.

## Course Structure

Component 1 - Personal investigation

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome(s) based on themes and subject matter that have personal significance
2. An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology

Component 2 - Externally set assignment

Part 1: Preparatory study period

Part 2: 15 hour period of sustained focus work

## Assessment

Component 1 = 60% (120 marks)

Component 2 = 40% (80 marks)

## 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 5 in GCSE Design & Technology, GCSE Art or GCSE Textiles  
Grade 5 in GCSE English Language and GCSE Mathematics

<p><b>Biology</b> <b>A level</b> <span style="float: right;">(OCR)</span></p>
<p><b>Course Content</b></p>
<p>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.</p>
<p><b>Course Structure</b></p>
<p>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</p>
<p><b>Assessment</b></p>
<p>There are three written examination papers at the end of the A level course. Paper 1 (2 hr 15 minutes) is worth 37%, Paper 2 (2 hr 15 minutes) is worth 37% and Paper 3 (1 hr 30 minutes) 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.</p>
<p><b>Career Opportunities</b></p>
<p>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.</p>
<p><b>Entry Requirements</b></p>
<p>Grade 6 or above in GCSE Biology or grades 7-6 in Combined Science  Grade 6 in GCSE Mathematics  Grade 5 in GCSE English Language</p>

# 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 three 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>		
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.		
<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>		
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.		
<b>Career Opportunities</b>		
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, dentistry, veterinary sciences, biochemistry, forensics, pharmacology, and some engineering degrees 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!		
<b>Entry Requirements</b>		
Grade 6 or above in GCSE Chemistry or grades 7-6 in Combined Science		
Grade 6 in GCSE Mathematics		
Grade 5 in GCSE English Language		

# 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

Students will take two written examinations and one NEA (programming project). Three units in total and all assessed.

### 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 Computer Science 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. 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>		
<b>A level Units</b>		
Component 1:	A) Solo performance linked to a specific practitioner within an area of study B) Performance in a quartet C) Group choreography	
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	
<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>		
Grade 6 in GCSE Dance Grade 5 in GCSE English Language and GCSE Mathematics		

# Design & Technology - Product Design

**A level**

(AQA)

## 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

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 e.g. Design and Technology, Art and Design, Textiles  
Grade 5 in GCSE English Language and GCSE Mathematics



# 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 or design realisation of an original piece of theatre, working as a member of a group. Submission of written coursework about the devising and performance/realisation of your production in the form of a portfolio.

Component 2: TEXT IN PERFORMANCE (20%)

Performance/design realisation of a monologue or duologue and a group performance/design realisation of an extract from a play you have studied on the course.

Component 3: THEATRE MAKERS IN PRACTICE (40%)

You will also be assessed on your understanding of drama and theatre in a written examination which is 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 be required to have a grade 6 in GCSE English Literature in addition to GCSE English Language and GCSE Mathematics at grade 5 or 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 6 in GCSE Mathematics and a grade 6 in either GCSE English Language, English Literature or History

# 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 2022. 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

# Film Studies

## A level

(Eduqas)

### Course Content

Film is a powerful and culturally important medium that can take a number of different forms. Film Studies is aimed at developing students' understanding of how film works both as a medium of representation and as an art form. Students will be introduced to a broad variety of films from the past and the present, including British and American cinema, European and global cinema, short films, experimental films, silent cinema and documentary. Students will study the different technical elements of film, the messages and values films can communicate, the contextual importance of cinema and the ideas surrounding different spectator responses. In this way, the course aims to both broaden and deepen students' appreciation of film and, in turn, of the world around them. Creative production work is also an important part of the qualification, where students produce their own screenplays, storyboards or short films.

### Course Structure

Component 1:

Varieties of Film and Filmmaking: written examination – 2 hours 30 minutes (35% of qualification)

This unit assesses knowledge and understanding of six feature length films from the history of Hollywood, British and American cinema.

Component 2:

Global Filmmaking Perspectives: written examination – 2 hours 30 minutes (35% of qualification)

This unit assesses knowledge and understanding of five feature length films (or their equivalent in short films). This includes documentaries, Global, Experimental and silent era films.

Component 3:

Creative Production: non-examination assessment (30% of qualification)

This coursework unit assesses a creative production, either in the form of a short film (4-5 minutes) or a short screenplay (1600-1800 words) with a photographic storyboard. Alongside this is a written evaluation of the production (1600-1800 words).

### Assessment

There are three assessment objectives, each weighted differently. Units of study have different requirements for assessment; these include the application of knowledge and understanding, close analysis, comparison, evaluation and creative production. Each component has a different focus for example Film Form, Auteur Theory, Ideology and Spectatorship.

### Career Opportunities

Film Studies offers a solid foundation for the technical and creative skills necessary to work successfully in the film industry and the wider media. Possible career paths include: Filmmaker, Screenwriter, Director, Producer, Cinematographer, Film/Video Editor, Animator, Photographer/Artist, Teacher, Journalist, Artistic Director, Media Reviewer/Critic, Media Professional.

Where required, students are given assistance in applying for courses, workshops, placements and other networking opportunities. More broadly, the course nurtures knowledge and skills that are hugely valuable in higher education and the working world.

### Entry Requirements

Grade 5 or above is required in GCSE English Language, English Literature and Mathematics

# 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 the French language and you will use this in the four skills of speaking, writing, reading and listening.

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 education 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. At university French can be taken as a joint- honours degree with many other subjects e.g. Law or History. 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

# Further Mathematics

**A level**

(AQA)

## Course Content

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 topic modules available to accommodate students' strengths in Pure Mathematics, Mechanics, Statistics and Discrete Mathematics.

## Course Structure

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.

## Assessment

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.

## Career Opportunities

This course is recommended for students who are considering studying Mathematics at university.

## Entry Requirements

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 explore and evaluate contemporary geographical questions and issues, such as the consequences of globalisation, responses to hazards, water insecurity and climate change.

Other topics include: coastal landscapes and change, energy security, regenerating places, superpowers 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, helping students become critical, reflective 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. Fieldwork is an important component of the course and students are guided to develop the skills needed to work independently on a geographical investigation.

### 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 complete. 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 a 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 education 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. German is also a key language for those interested in careers in science and engineering so it complements STEM subjects well.

### 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 a necessary subject for a lot of careers including journalism, politics, 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

In Year 12 students are introduced to the theoretical framework and study nine set texts (Close Study Products) to prepare them for the two examination papers sat at the end of Year 13. Coursework begins in the spring term after the examination board releases the Non-examination Assessment briefs. In Year 13 this work continues, developing the student's knowledge and understanding of the theoretical framework and exploring a further nine CSP texts. The course encourages students to be critically autonomous and engage with the issues and debates related to the contemporary media landscape.

### Assessment

The non-examination assessment (formerly known as coursework) represents 30% of the total qualification. These change yearly and are set by the examination board. The written papers (70% of the total mark) mix 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 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 at least a grade 5 in this subject. Students who have not studied Media Studies at GCSE need to have achieved a grade 6 in either English Literature or a humanities subject. Grade 5 in GCSE English Language, English Literature 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 performing, composing and listening skills developed throughout Key Stage 3 and at GCSE level.</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 Grade 4-5 on an instrument/voice. Where you do not have a GCSE Music qualification a good pass in grade 5 theory will be considered.</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 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, embryo research, business ethics, sex and relationships 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 e.g. 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 section 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 80 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 the 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. All practical work is completed by the students in their own time and is their responsibility to film their performance in a full context (competitive) situation, for purpose of marking.

### 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 or above in GCSE PE

Grade 6 in GCSE Biology (or at least one grade 6 in Combined Science) if a student did not take GCSE PE

Grade 5 in GCSE English Language and GCSE Mathematics

Students must participate in one competitive sport on a weekly basis outside of school

<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 grades 7-6 in Combined Science  Grade 6 in GCSE Mathematics and it is preferred that A level Mathematics is also taken  Grade 5 in GCSE English Language</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 6 in Biology GCSE or grades 6-6 in Combined Science

Grade 5 in GCSE English Language and GCSE Mathematics



# 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 of law, social work, police, teacher, human resources or nursing to name just a few.

### Entry Requirements

Students who have not studied Sociology need at least one GCSE at grade 6 in either a Humanities subject or English

Students currently studying GCSE Sociology need to achieve at least a grade 5, with at least one GCSE grade 6 in either a Humanities subject or English

Grade 5 in GCSE English Language and GCSE Mathematics

# Spanish

## A level

(Edexcel)

### Course Content

During this course, you will study one authentic Spanish language novel 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 education or to employment.

### Course Structure

#### A level Themes

- The evolution of Spanish society
- Political and artistic culture in Spain and Latin America
- 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 500 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

Unit 1 – External examination 50% of Year 1

Unit 2 – 4 coursework assignments 50% of Year 1

Unit 3 – External assessment of practical skill 67% of Year 2

Optional unit – Coursework – 33% of Year 2

### 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 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 examination and 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 four units of work, two in Year 12 and two 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 controlled assessment.

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

# **BTEC Children's Play, Learning and Development Level 3**

(Pearson)

## **Course Content**

This is an applied and vocational course. It is designed to support both progression to Higher Education and employment in early years settings. Over two years, a range of practical skills and theoretical knowledge will be developed, in the areas of child development, safeguarding children, development in children's literacy, numeracy and communication skills, and development of children's play. Practical experience working with children in an early years setting will also form part of this course.

## **Course Structure**

Extended Certificate (equivalent to 1 A level)

Year 1

Unit 1 – Children's Development (external, mandatory)

Unit 2 - Development of Children's Communication, Literacy and Numeracy Skills (external, mandatory)

Year 2

Unit 3 – Play and Learning (internal, mandatory and synoptic)

Unit 5 – Keeping Children Safe (internal, optional)

Students will also undertake 50 hours of work experience in at least one setting, with children aged from birth to 7 years 11 months.

## **Assessment**

Two units will be completed in each year. Unit 1 is an external unit assessed by examination. Unit 2 is a task set and marked by Pearson and completed under supervised conditions. The internal units are assessed by a series of assignments that are set and marked by your teachers. The examination 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**

Paediatric Nurse, Teacher, Early Years Practitioner, Midwife, Children's Social Worker, Nursery Nurse, Child Minder, Child Psychologist, Educational Psychologist, Teaching Assistant.

## **Entry Requirements**

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. Students 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

# Food Science & Nutrition

## Level 3 Diploma

(WJEC/eduqas)

### Course Content

The course consists of 3 units:

- Unit 1 Meeting Nutritional Needs of Specific Groups (Mandatory). This includes detailed work on nutrients, their chemical structure and functions in the body. It also requires complex practical skills to produce meals for specific target groups.
- Unit 2 Ensuring Food is Safe to Eat (Mandatory). This involves the study of food safety, HACCP and risk assessment. A training resource for specific contexts has to be produced.
- Unit 3 Experimenting to solve food production problems (Optional). This unit investigates food production and associated problems. It involves scientific experimental work and data assessment.
- Unit 4 Current Issues in Food Science & Nutrition (Optional). This unit investigates current issues affecting consumer food choices. A study on a chosen topic must be submitted.

### Course Structure

Unit 1 and 2 (both Mandatory) are studied in Year 12. Unit 1 is tested by an examination in June of Year 12 and a practical examination based on a specific scenario e.g. a restaurant in a university town.

Unit 2 requires a portfolio of a staff food safety handbook for a food specific company, with risk assessment and HACCP checks for menu.

Unit 3 or 4 will be studied in Year 13.

Unit 3 requires experimental work, lab reports and solutions to a food production problem. Students are given 8 hours to complete this assessment.

In Unit 4, students have 14 hours to investigate a current food and nutrition issue of interest e.g. Is it easy to follow a vegetarian diet? Is it possible to have a balanced diet on a low budget? Does breakfast club in school help concentration levels?

### Assessment

Unit 1 Examination of 90 minutes plus 15 minutes reading time in June of Year 12, along with a practical examination in December of Year 12.

Unit 2 An external assessment of the food safety topic to be completed by May 5<sup>th</sup> of Year 13.

Unit 3/4 An internally assessed project which has to be submitted in March of Year 13.

### Career Opportunities

Teaching, food technologist, food buyer, customer care/customer relations, food & beverage service/management, dietician, food science jobs, food product development, market research.

### Entry Requirements

Grade 5 or above in GCSE Chemistry or two 5 grades in Combined Science

Grade 5 in GCSE English Language and GCSE Mathematics

Grade 5 in GCSE Food Preparation and Nutrition



# **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)

This is a sample structure and units may be swapped if necessary

### **Assessment**

Two external units and two internal units will be completed over two years. 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 the 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 students 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

# **BTEC Travel & Tourism**

## **Level 3 National Extended Certificate (Edexcel)**

### **Course Content**

Everyone taking this qualification will study three mandatory units, covering the following content areas:

- the travel and tourism industry – developing the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK and global economy
- investigate and analyse information regarding the features and appeal of global destinations, travel planning and the factors and trends affecting the changing popularity of global destinations.
- investigate the use of marketing in travel and tourism organisations and how to meet customer expectations in order to inform a promotional campaign of their own design.

### **Course Structure**

Year 12

Unit 1 - The World of Travel and Tourism

Unit 3 - Principles of Marketing in Travel and Tourism

Year 13

Unit 2 - Global Destinations

Unit 9 - Visitor Events or Unit 11 – Events, Conferences and Exhibitions

### **Assessment**

One external examination and piece of coursework taken in Year 12. In Year 13 you will be set a controlled assessment and complete another piece of coursework. The examination will require the recall of application and knowledge of the subject area. The coursework will require students to carry out an investigation which will be analysed and evaluated. Students will have to make reasoned judgements and present conclusions.

### **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 World of Travel and Tourism unit, 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. 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