

# **GREATFIELDS** **SCHOOL**

## **SIXTH FORM**

**PROSPECTUS**



**GREATFIELDS SCHOOL**  
*Kindness Aspiration Action*

# A VERY WARM WELCOME TO GREATFIELDS SIXTH FORM

I am really pleased to introduce to you Greatfields Sixth Form.

This is an exciting time for you as you make the crucial decision about where to continue your studies after GCSEs.

Your Sixth Form Journey promises to be a rewarding time that will ultimately shape your future.

Greatfields Sixth Form looks forward to helping you meet the rigorous demands of Sixth Form and achieve your potential through a combination of hard work, determination and resilience.

We look forward to welcoming you.

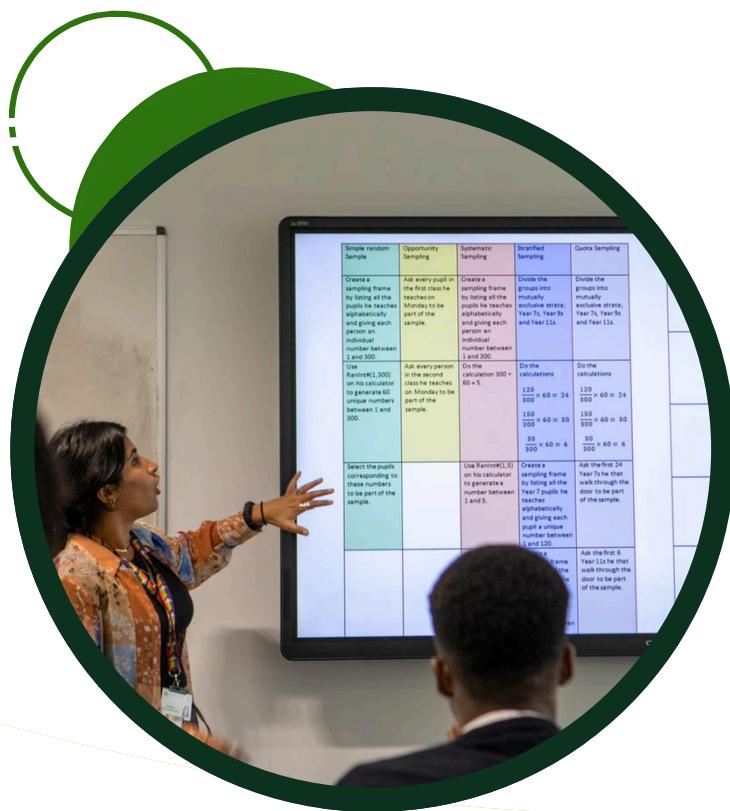


# KINDNESS. ASPIRATION. ACTION.

## Vision

Within our nurturing and positive environment, we pride ourselves on laying the foundations for students to move on to become successful, valued members of society. We will help our students to develop into confident young adults, believing there is no limit to a student's potential.

Our aim is to provide a sixth form that combines academic, vocational and enrichment opportunities within a supportive community. We will continue to provide exceptional levels of care, support and guidance for our students as they embark on their Sixth Form journey.



Simple random Sample	Opportunity Sampling	Systematic Sampling	Stratified Sampling	Quota Sampling
Create a sampling frame by listing all the pupils he teaches alphabetically and giving each person an individual number between 1 and 300.	Ask every pupil in the first class he teaches to generate a unique number between 1 and 300.	Create a sampling frame of the pupils he teaches alphabetically and giving each person an individual number between 1 and 300.	Divide the groups into three equal exclusive strata; Year 7s, Year 9s and Year 11s.	Divide the groups into three equal exclusive strata; Year 7s, Year 9s and Year 11s.
Use Rannikell (2000) on his calculator to generate 60 unique numbers between 1 and 300.	Ask every person in the second class he teaches to generate a unique number between 1 and 300 to be part of the sample.	Do the calculation $300 \div 60 = 5$ .	Do the calculation $120 \div 60 = 24$ $150 \div 60 = 30$ $33 \div 60 = 6$	Do the calculation $120 \div 60 = 24$ $150 \div 60 = 30$ $33 \div 60 = 6$
Select the pupils corresponding to these numbers to be part of the sample.	Use Rannikell (2000) on his calculator to generate 4 numbers between 1 and 5.	Create a sampling frame by listing all the pupils he teaches alphabetically and giving each pupil a unique number between 1 and 300.	Ask the first 24 Year 7s he that walk through the door to be part of the sample.	Ask the first 6 Year 11s he that walk through the door to be part of the sample.

# STUDY WITH US



## A SUPPORTIVE AND POSITIVE WORKING ENVIRONMENT

You will be studying with like-minded students who want to work hard, do well and achieve. The step up from GCSEs can be daunting, but our Sixth form team will ensure a smooth transition and provide you with the skills you need to succeed on your Sixth Form journey. Teachers are experts in their subjects and we are proud of the excellent working relationships with students. We work hard to understand our students' strengths and how to get the best out of them.

## DEDICATED GUIDANCE FOR YOUR NEXT STEP

We offer high quality advice, guidance and support including a dedicated careers lead, access to Unifrog, and links with outside agencies. Whether it's university, apprenticeships or employment you choose to pursue post sixth form, we have the resources and expertise to help you make the right choice.

## BRAND-NEW SIXTH FORM AREA

Students will have a dedicated sixth form area. This will include a separate study room and common room. You will have your own space for independent study and socialising out of lessons.

## A FULFILLING STUDENT LIFE

The Sixth Form has its own unique identity but remains a key part of the wider Greatfields community. We will offer you opportunities to act as leaders and role models to our younger students and take on responsibilities as senior students. Our enrichment programme provides opportunities to learn new skills, try new things and embrace the Sixth Form community spirit.

# LIFE IN SIXTH FORM

## INDUCTION WEEK

We are confident you will find life in our Sixth Form stimulating, enjoyable and rewarding. We know it is important that you experience a smooth transition to Sixth Form life. The Sixth Form induction period ensures a reassuring start to your new academic journey, with a range of settling in and team building activities.

## PASTORAL SUPPORT

We have a very strong pastoral team. You will have a Head of Year 12, a personal tutor and an assistant head of year. The systems in place will allow regular individual interviews between tutor and student to discuss progress and to offer help in dealing with any problems. The strong relationships between staff and students will also support with references for higher education and employment.

## ACADEMIC SUPPORT

The Head of Sixth Form and subject staff will discuss your work with you and help you to set ambitious targets for the future. Throughout the year, regular academic tutor reviews, reporting and mentoring will support you in being successful in your studies. In each academic year there is also a Sixth Form Parents' Evening, when you and your parents discuss your academic progress with subject staff.



## ENRICHMENT

Alongside your academic studies we offer a wide range of activities, talks, trips and opportunities to develop your potential and provide an enriching experience.

Greatfields enrichment programme provides a range of opportunities for students to try new things and enhance their personal statements. Clubs will be available for Sixth form students with where their interests lie. Enrichment opportunities includes:

Employability workshops  
Sports competitions

Mentoring

Academic enrichment opportunities

Duke of Edinburgh  
Sport Leaders

Inspirational Speakers from leading UK companies

# SUCCEEDING BEYOND SIXTH FORM

## CAREERS

We aim to give you as much support as you need in order for you to make informed decisions about your future education and career. This will include;

- Regular support and advice from your Tutor and the Sixth Form team.
- Detailed guidance and advice on university application procedures (UCAS) plus visits to university open days and Higher Education conferences.
- Careers advice to match your desired destination post sixth form, including guidance on apprenticeships, work experience and employment.
- Students are provided with a Unifrog account that supports the students with university searches, with personal statement writing and their UCAS application.
- We also offer Year 12 students the opportunity to take up a personal work placement in the summer term.

*'Many spoke keenly of the opportunities that the school provides to prepare them for their next steps in education, employment or training. For example, the Oxbridge Programme supports older pupils with the application process to Oxford or Cambridge University.'*

Ofsted 2024

# SIXTH FORM CURRICULUM

Greatfields Sixth Form offers a mixture of academic and vocational courses. We expect all students to study at least three subjects in Year 12 and 13.

## Choosing your courses

**A Levels** are two year courses. Final examinations will take place at the end of the two year course (end of year 13).

**BTEC Level 1 and 3 courses** are the equivalent of 3 A-levels, but with different assessment criteria. See course details for specific detail.

**Combination of A Level and BTEC courses.** Students can combine either one A-Level with two single BTEC courses, or two A-Levels with one single BTEC course. For example, a student could take A-Levels in Economics and History alongside a single BTEC in Sport.

## Entry Requirements

### In order to study A levels, you must achieve the following:

- A grade 5 in English and Maths
- Subject specific entry criteria for chosen A Level subjects

### In order to study vocational courses, you must achieve the following:

- A grade 4 in English and Maths

<u>Subject</u>	<u>Minimum GCSE Grade</u>
English Literature	<b>6 in English</b>
Maths	<b>7 in Maths</b>
Economics	<b>6 in English and 6 in Maths</b>
Biology, Chemistry & Physics	<b>7 or 77 combined AND a 7 in Maths for Physics</b>
Computer Science	<b>6 in GCSE Computer Science or 6 in Maths AND 6 in Science or Distinction in Creative iMedia AND 6 in Maths</b>
History	<b>6 in History</b>
Geography	<b>5 in Geography</b>
Business	<b>5 in GCSE English</b>
Sociology	<b>5 in GCSE English</b>
Psychology	<b>6 in Maths and 6 in Biology</b>
Accounting	<b>6 in Maths</b>
Art	<b>5 in an Art &amp; Design discipline</b>
Vocational Business	<b>4 in English and Maths</b>
Vocational Sport	<b>4 in English and Maths</b>
Vocational Health and Social Care	<b>4 in English and Maths</b>
Vocational Creative Media	<b>4 in English and Maths</b>

# UCAS tariff points comparison

A-Level Grade	A-Level Points	BTEC National triple (Equivalent to three A-levels)	BTEC Single ( <i>Equivalent to one A-Level</i> )
A*	56	DDD*	D*
A	48	DDD	D
B	40	DDM	M
C	32	MMM	P
D	24	MMP	
E	16	MPP	

# A Level

## ART AND DESIGN - FINE ART

Exam Board: AQA

### **Course Content**

#### **Component 1: Personal Investigation**

##### **Portfolio of work must include:**

- A selection of thoughtfully presented work that demonstrates the breadth and depth of the course of study
- At least one extended collection of work or project, based on an idea, concept, theme or issue. This should demonstrate the student's ability to sustain work from an initial starting point to a realisation. It should include evidence of their ability to research and develop ideas and link their work in a meaningful way to relevant critical/contextual materials.
- Critical/contextual work, which could include written material such as journals, reviews, reflections and evaluations, annotations and historical background material. Evidence may be included from books, journals, moving images, photographs, digital presentations and the internet, as well as studies made during a residency, site, gallery or museum visit.
- Sketchbooks, workbooks, journals. Alternatively, students may wish to present a series of related images mounted on sheets.
- Where appropriate to the area of study, test pieces, samples, storyboards, models or maquettes.

#### **Component 2: Externally set assignment – 15 hours supervised time**

##### **Preparatory period:**

Following receipt of the paper students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes. In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

### **Course Assessment**

Two units are externally assessed

Component 1: Personal Investigation (60%) – 96 marks

Component 2: Externally set assignment (40%) 96 marks – Preparatory period - 15 hours supervised time

A practical endorsement will also need to be completed and this will have a pass / fail grade which is internally assessed and externally moderated.

### **Career Paths**

A Level Art leads to careers in:  
Advertising, Art Therapy, Art Gallery Management,  
Exhibition Designer, Conservator, Fine Artist, Graphic Designing

# A Level

# ACCOUNTING

Exam Board: AQA

## Course Content

### **PAPER 1 ACCOUNTING: Financial accounting**

Students should be able to

- Understand the role and develop the skills of the accountant in developing and evaluating accounting information systems and in preparing financial and management accounting information
- Apply the principles and techniques of accounting in the preparation of financial and management accounting information including using the double entry model to: record transactions; prepare financial statements for different types of organisations; and prepare management accounting information to enable management to plan, control and make decisions

### **PAPER 2 ACCOUNTING: Accounting for analysis and decision-making**

This section of the paper focus on the analysis of the financial and management accounting and how it helps in decision making of an organisation.

- Analyse and evaluate a range of financial and management information and communicate the outcomes numerically and verbally
- Evaluate the impact of ethical considerations on the accountant and the duty to be truthful and accurately represent the facts when preparing and presenting accounting information, undertaking financial decision making and addressing the concerns of stakeholders
- Develop the ability to solve problems logically, analyse data methodically, make reasoned and justified decisions

## Course Assessment

### **Paper 1 - Financial accounting**

Written exam: 3hours

120 marks

50% of A-level

### **Paper 2 - Accounting for analysis and decision making**

Written exam 3-hour exam

120 marks

50% of A -level

## Career Paths

A Level Art leads to careers in:

Advertising, Art Therapy, Art Gallery Management,  
Exhibition Designer, Conservator, Fine Artist, Graphic Designing

# A Level

## BIOLOGY

Exam Board: EDEXCEL

### Course Content

#### **Topic 1: Lifestyle Health and Risk**

This topic builds on students' knowledge and understanding of the functioning of the circulatory system and the importance of lifestyle choices to health. The role of diet and other lifestyle factors in maintenance of good health is considered with particular reference to the heart and circulation and to cardiovascular disease (CVD).

#### **Topic 2: Genes and Health**

This topic considers the following biological principles through the context of the genetic disease cystic fibrosis: the properties of and transport of materials, across cell membranes and gas exchange surfaces, DNA structure and replication, protein synthesis, enzymes and monohybrid inheritance through the context of the genetic disease cystic fibrosis

#### **Topic 3: Voice of the Genome**

This topic follows the development of multicellular organisms from single cells to complex individuals. Cell structure and ultrastructure, cell division, the importance of fertilisation, the roles of stem cells, gene expression, cell differentiation and tissue organisation.

#### **Topic 4: Biodiversity and Natural Resources**

The topic focuses on biodiversity and the wealth of natural resources used by humans

#### **Topic 5: On the Wild Side**

This topic builds an appreciation that photosynthesis is the primary process that underpins the majority of ecosystems, and provides students with an understanding of how ecosystems work.

#### **Topic 6: Immunity, Infection and Forensics**

This topic starts by looking at how forensic pathologists use a wide variety of analytical techniques to determine identity and the time and cause of death of an organism, including humans. It then considers how bacteria and viruses use a variety of routes into their hosts and how hosts have evolved barriers and internal mechanisms to combat infections.

#### **Topic 7: Run for your life**

This topic is centred on the physiological adaptations that enable animals and humans, particularly sports people, to undertake strenuous exercise. It explores the links between an animal's physiology and its performance.

#### **Topic 8: Grey Matter**

The scene is set by considering how the working of the nervous system enables us to see. Brain imaging and the regions of the brain are considered. The topic also demonstrates how an understanding of brain structure and functioning is relevant to issues such as the response to stimuli, the development of vision and learning.

### Course Assessment

All 8 Topics are externally assessed by Edexcel  
There will be three exams: each lasting 2 Hours:

Paper 1 (33.3%) will cover Topics 1-6

Paper 2 (33.3%) will cover Topics 1-4 and 7 & 8

Paper 3 (33.3%) will cover Topics 1-8 plus a pre-released scientific article released 8 weeks before the examination underpinning one section of the paper

A practical endorsement will also need to be completed, which will have a pass / fail grade which is internally assessed and externally moderated

### Career Paths

A Level Biology leads to careers in Medicine, Teaching, Research, Dentistry, Nursing, Veterinary Science, Science Writing, Pharmaceuticals, Marine Biology or a Zoology to name a few.

# **A Level**

# **BUSINESS**

Exam Board: AQA

## **Course Content**

### **Unit 1 - What is business?**

- Understanding the nature and purpose of business
- Understanding different business forms
- Understanding that businesses operate within an external environment

### **Unit 3 - Decision making to improve marketing performance**

- Setting marketing objectives
- Understanding markets and customers
- Making marketing decisions: segmentation, targeting, positioning
- Making marketing decisions: using the marketing mix

### **Unit 7 - Analysing the strategic position of a business**

- Mission, corporate objectives and strategy
- Analysing the existing internal position of a business to assess strengths and weaknesses: financial ratio analysis
- Analysing the external environment to assess opportunities and threats: economic change
- Analysing the external environment to assess opportunities and threats: the competitive environment

### **Unit 10 - Managing strategic change**

- Managing organisational culture
- Managing strategic implementation
- Problems with strategy and why strategies fail

## **Course Assessment**

### **Business Paper 1**

Written exam: 2 hours /100 marks in total

### **Business Paper 2**

Written exam: 2 hours /100 marks in total

### **Business Paper 3**

Written exam: 2 hours /100 marks in total

## **Career Paths**

A Level Business leads to careers in Marketing management, financial services, procurement manager, events management, human resources, business management and other related areas in the business sector

# A Level

# COMPUTER SCIENCE

Exam Board: OCR

## **Course Content**

### **Component 01: Content of Computer systems**

Students are introduced to the internal workings of the (CPU), data exchange, software development, data types and legal and ethical issues. The resulting knowledge and understanding will underpin their work in component 03.

### **Component 02: Algorithms and programming**

This builds on component 01 to include computational thinking and problem-solving. It covers:

- What is meant by computational thinking (thinking abstractly, thinking ahead, and thinking procedurally).
- Problem solving and programming – how computers and programs can be used to solve problems
- Algorithms and how they can be used to describe and solve problems.

### **Component 03: Programming project**

Students are expected to apply the principles of computational thinking to a practical coding programming project. They will analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The project is designed to be independently chosen by the student and provides them with the flexibility to investigate projects within the diverse field of computer science.

## **Course Assessment**

### **Computer systems (01)**

2.5 hour exam

140 marks

### **Algorithms and programming (02)**

2.5 hour exam

140 marks

### **Programming project (03) (NEA)**

70 marks

## **Career Paths**

A Level Computer Science leads to careers in Game design, Games development, Information systems management, IT consultancy, Software engineering, Web development, Applications development and , Cyber security and Forensic analyst.

# A Level

## CHEMISTRY

Exam Board: OCR

### Course Content

Content is split into six teaching modules:

#### **Module 1 – Development of practical skills in chemistry**

Teaching of practical skills is integrated with the theoretical topics and they're assessed both through written papers and, for A level only, the Practical Endorsement. This is externally assessed, and the learner will sit an exam at the end of year 12.

#### **Module 2 – Foundations in chemistry**

Students will build on their knowledge of chemistry at GCSE. They will learn about atoms, compounds, molecules, acid-base and redox reactions and electrons bonding and structure. This is externally assessed, and the learner will sit an exam at the end of year 12.

#### **Module 3 – Periodic table and energy**

Students will learn about the periodic table in more detail and will focus on group 2, halogens, enthalpy changes and reaction rates. This is externally assessed, and the learner will sit an exam at the end of year 12.

#### **Module 4 – Core organic chemistry**

Students will learn the different types of hydrocarbons including their properties, their reactions and how to name them. This is externally assessed, and the learner will sit an exam at the end of year 13.

#### **Module 5 – Physical chemistry and transition elements**

Students will learn about physics chemistry which includes enthalpy, entropy and redox and electrode potentials. This is externally assessed, and the learner will sit an exam at the end of year 13.

#### **Module 6 – Organic chemistry and analysis**

Students will explore organic chemistry in more depth by looking at a wide variety of hydrocarbons such as aromatic compounds, polymers and carboxylic acids. This is externally assessed, and the learner will sit an exam at the end of year 13.

### Course Assessment

All 6 units are externally assessed by OCR.

There will be three exams:

Component 01 assesses content from modules 1, 2, 3 and 5. (37%)

Component 02 assesses content from modules 1, 2, 4 and 6. (37%)

Component 03 assesses content from all modules (1 to 6). (26%)

A practical endorsement will also need to be completed and this will have a pass / fail grade which is internally assessed and externally moderated.

### Career Paths

A Level Chemistry leads to careers in; medicine, teaching, research, chemical engineering, forensic science and toxicology to name a few.

# A Level

# ECONOMICS

Exam Board: EDEXCEL

## Course Content

### Theme 1 - Introduction to markets and market failure

- 1.1 Nature of economics
- 1.2 How markets work
- 1.3 Market failure
- 1.4 Government intervention

### Theme 2 - The UK economy - performance and policies

- 2.1 Measures of economic performance
- 2.2 Aggregate demand
- 2.3 Aggregate supply
- 2.4 National income
- 2.5 Economic growth
- 2.6 Macroeconomic objectives and policy

### Theme 3 - Business behaviour and the labour market

- 3.1 Business growth
- 3.2 Business objectives
- 3.3 Revenues, costs and profit
- 3.4 Market structures
- 3.5 Labour market
- 3.6 Government intervention

### Theme 4 - A global perspective

- 4.1 International economics
- 4.2 Poverty and inequality
- 4.3 Emerging and developing economies
- 4.4 The financial sector
- 4.5 Role of the state in the macroeconomy

## Course Assessment

### **Paper 1- Markets and business behaviour**

Questions drawn from Theme 1 and Theme 3

100 marks, 2 hours 35% of qualification

Section A: multiple-choice and short-answer questions

Section B: one data response question

Section C: one extended open response question (choice of one from two)

### **Paper 2 - The national and global economy**

Questions drawn from Theme 2 and Theme 4

100 marks, 2 hours 35% of qualification

Section A: multiple-choice and short-answer questions

Section B: one data response question

Section C: one extended open response question (choice of one from two)

### **Paper 3 - Paper 3 Microeconomics and macroeconomics**

Questions drawn from all themes

100 marks, 2 hours 30% of qualification

Two data response questions broken down into several parts, each including one extended open response question (choice of one from two for extended open response questions)

## Career Paths

A Level Economics leads to careers in; Accountancy, Business journalism, Financial advisor, Engineering, Teaching, Market research analyst, stockbroker

# A Level

## ENGLISH LITERATURE

Exam Board: AQA

### Course Content

#### **4.1 Love through the ages**

The aim of this topic is to encourage students to explore aspects of a central literary theme as seen over time, using unseen material and set texts.

Students will study Shakespeare's play Othello to examine how representations of love are shown through the genre of tragedy.

The AQA anthologies of love poetry through the ages will allow students to encounter a range of different types of poems as they study representations of love over time.

#### **4.2 Texts in shared contexts**

The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time.

Students will take the end of WW2 as an historical starting point and explore both modern and contemporary literature's engagement with some of the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century.

#### **4.3 Independent critical study: texts across time**

In Texts across time, students write a comparative critical study of two texts.

Texts across time provides a challenging and wide-ranging opportunity for independent study.

### **Course Assessment**

#### **Paper 1: Love through the ages**

- written exam: 3 hours
- open book in Section C only
- 75 marks
- 40% of A-level

#### **Paper 2: Texts in shared contexts**

- written exam: 2 hours 30 minutes
- open book
- 75 marks
- 40% of A-level

#### **Non-exam assessment: Independent critical study: texts across time**

- 50 marks
- The word count is 2,500 words
- 20% of A-level
- assessed by teachers
- moderated by AQA

### **Career Paths**

English qualifications are useful for many careers, but particularly for working in journalism and publishing, education and training, counselling and social services, marketing sales and advertising, and management.

# A Level

# GEOGRAPHY

Exam Board: OCR

## Course Content

### **Component 1: Physical systems**

#### Landscape systems

Students will explore how the landscape can be viewed as a system, how landforms developed within their chosen landscape and the influences of both climate and human activity on this.

#### Earth's life support systems

Students will explore how important water and carbon are to life on earth through their cycling, stores and processes. The influence of human activity is explored through the tropical rainforest and arctic tundra. Physical changes in these cycles occur over time at a range of scales as well as global management strategies to protect these cycles.

### **Component 2: Human interaction**

#### ·Changing spaces; making places

Students explore the relationships and connections between people, the economy, and society and how these contribute to creating places.

#### ·Global connections

Students explore the processes and flows that occur at a global level, and the ways in which these influence people, places and institutions.

### **Component 3: Geographical debates**

Students study two of the following five topics in-depth, gaining an understanding of the issues and reflecting critically on them.

### **Component 4/5: Investigative geography**

Students carry out an independent investigation into an area of interest to them, related to any aspect of the specification. They produce a written report of around. Through their investigation students develop valuable transferable skills

## Course Assessment

### **Physical System**

Written exam: 1 hour 30 minutes

Marks: 66

22% of A-Level

### **Geographical debates:**

Written exam: 2 hour 30 minutes

Marks: 108

36% of A-Level

### **Human Interaction:**

Written exam: 1 hour 30 minutes

Marks: 66

22% of A-Level

### **Investigative geography:**

Coursework

Marks: 60

20% of A-Level

## **Career Paths**

A Level Geography leads to careers in; Cartographer, Commercial/residential surveyor, Environmental consultant, Geographical information systems officer, Planning and development surveyor, Teaching, Town planner

# A Level

## HISTORY

Exam Board: AQA

### Course Content

#### **Breakdown of modules/units with some description**

The course comprises of two topics taught at year 12 and 13 and a written piece of coursework in year 13. Students will study The British Empire, c1857–1967 (British history) and The American Dream: reality and illusion, 1945–1980 (world history).

#### **The British Empire, c1857–1967**

##### **Year 12 Part one: The High Water Mark of the British Empire, c1857–1914**

- The development of Imperialism, c1857–c1890

##### **Year 12 Part two:**

- Imperial consolidation and Liberal rule, c1890–1914.

##### **Year 13 Part one: Imperial retreat, 1914–1967.**

- Imperialism challenged, 1914–1947.

##### **Year 13 Part two:**

- The winds of change, 1947–1967

#### **The American Dream: reality and illusion, 1945–1980**

##### **Year 12 Part one: prosperity, inequality and Superpower status, 1945–1963**

- Truman and Post-war America, 1945–1952
- Eisenhower: tranquillity and crisis, 1952–1960
- John F Kennedy and the 'New Frontier', 1960–1963

##### **Year 13: Challenges to the American Dream, 1963–1980**

The Johnson Presidency, 1963–1968

Republican reaction: the Nixon Presidency, 1968–1974

The USA after Nixon, 1974–1980

#### **Year 13 coursework component:**

Students will be required to submit a Historical Investigation based on a development or issue which has been subject to different historical interpretations. It provides opportunity for students to independently research and investigate sources within a context of approximately 100 years.

### **Course Assessment**

**AS- Paper one:** The British Empire, c1857–1967- **exam weight 50%** - External assessment

**AS- Paper two:** The American Dream: reality and illusion, 1945–1980 – **exam weight 50%**

**A- Level Paper one:** The British Empire, c1857–1967- **exam weight 40%**

**A- Level Paper two:** The American Dream: reality and illusion, 1945–1980 - **exam weight 40%**

**Coursework weight 20%**

### **Career Paths**

A Level History leads to careers in; secondary school teaching, journalism, Civil Service administrator, solicitor, archivist, curator, heritage manager, academic librarian, Academic librarian, Archaeologist, Broadcast journalist, Civil Service administrator, Editorial assistant, Human resources officer, Information officer, Marketing executive.

# A Level

# MATHEMATICS

Exam Board: EDEXCEL

## Course Content

### PContent overview

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

### **Paper 3: Statistics and Mechanics (\*Paper code: 9MA0/03)**

#### Content overview

##### **A: Statistics**

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

##### **B: Mechanics**

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

## Course Assessment

### **Paper 1: Pure Mathematics 1 (\*Paper code: 9MA0/01)**

### **Paper 2: Pure Mathematics 2 (\*Paper code: 9MA0/02)**

Each paper is:

2-hour written examination

33.33% of the qualification

100 marks

#### Assessment overview

- Paper 1 and Paper 2 may contain questions on any topics from the Pure Mathematics content.
- Students must answer all questions.
- Calculators can be used in the assessment.

### **Paper 3: Statistics and Mechanics (\*Paper code: 9MA0/03)**

2-hour written examination

33.33% of the qualification

100 marks

Assessment overview

- Paper 3 will contain questions on topics from the Statistics content in Section A and Mechanics content in Section B.
- Students must answer all questions.
- Calculators can be used in the assessment.

## Career Paths

A Level Mathematics leads to careers in; Accountancy, Architecture, Biomedical Sciences, Engineering, Teaching, Aeronautical engineering, Retail management

# A Level

## PSYCHOLOGY

Exam Board: AQA

### Course Content

#### Introductory Topics in Psychology:

- Social Influence
- Memory
- Attachment
- Psychopathology
- Quantitative and qualitative methods of research and mathematical skills.

#### Psychology in Context:

- Approaches in Psychology
- Biopsychology
- Research Methods (Scientific processes, Data Handling and Analysis, inferential testing)

#### Issues and Options in Psychology:

- Issues and debates in Psychology
- Relationships
- Gender
- Cognition and development
- Schizophrenia
- Eating behaviour
- Stress
- Aggression
- Forensic psychology
- Addiction
- Quantitative and qualitative methods of research and mathematical skills

### Course Assessment

#### **Paper 1 - Introductory Topics in Psychology:**

2 hour written exam  
96 marks

#### **Paper 2 - Psychology in Context:**

2 hour written exam  
96 marks

#### **Paper 3 - Issues and Options in Psychology:**

2 hour written exam  
96 marks

### Career Paths

A Level psychology leads to careers in Social work, Psychotherapy, Counselling, Teaching, Research roles and Media roles.

# A Level

## PHYSICS

Exam Board: OCR

### Course Content

#### **Module 1 – Development of practical skills in physics**

1.1 Practical skills assessed in a written examination

1.2 Practical skills assessed in the practical endorsement

#### **Module 2 – Foundations of physics**

2.1 Physical quantities and units

2.2 Making measurements and analysing data

2.3 Nature of quantities

#### **Module 3 – Forces and motion**

3.1 Motion

3.2 Forces in action

3.3 Work, energy, and power

3.4 Materials

3.5 Newton's laws of motion and momentum

#### **Module 4 – Electrons, waves and photons**

4.1 Charge and current

4.2 Energy, power and resistance

4.3 Electrical circuits

4.4 Waves

4.5 Quantum physics

#### **Module 5 – Newtonian world and astrophysics**

5.1 Thermal physics

5.2 Circular motion

5.3 Oscillations

5.4 Gravitational fields

5.5 Astrophysics and cosmology

#### **Module 6 – Particles and medical physics**

6.1 Capacitors

6.2 Electric fields

6.3 Electromagnetism

6.4 Nuclear and particle physics

6.5 Medical imaging

### Course Assessment

All 6 units are externally assessed by OCR.

There will be three exams:

- Component 01 assesses content from modules 1, 2, 3 and 5. (37%)
- Component 02 assesses content from modules 1, 2, 4 and 6. (37%)
- Component 03 assesses content from all modules (1 to 6). (26%)

A practical endorsement will also need to be completed, which will have a pass / fail grade which is internally assessed and externally moderated.

### Career Paths

Engineering, Medicine, Nuclear Physicist, Geophysicist,  
Astronomy, Actuarist, Investment Banking

# A Level

## SOCIOLOGY

Exam Board: AQA

### Course Content

#### **1. Education with Theory and Methods:**

- The role and functions of the education system, including its relationship to the economy and to class structure
- Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society
- Relationships and processes within schools
- The significance of educational policies
- The impact of globalisation on educational policy
- Quantitative and qualitative methods of research; research design

#### **2. Topics in Sociology (Families and Beliefs in Society):**

- Culture and Identity
- Families and Households
- Health
- Work, Poverty and Welfare
- Beliefs in Society
- Global Development
- The Media
- Stratification and Differentiation of social class

#### **3. Crime and Deviance with Theory and Methods:**

- Crime, deviance, social order and social control
- The social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime
- Globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes
- Crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies.
- Quantitative and qualitative methods of research; research design

### Course Assessment

#### **Education with Theory and Methods:**

2 hour written exam

80 marks

#### **Topics in Sociology (Families and Beliefs in Society):**

2 hour written exam

80 marks

#### **Crime and Deviance with Theory and Methods:**

2 hour written exam

80 marks

### Career Paths

A Level Sociology leads to careers in Social work, Advertising, Policing, Marketing, Journalism, Law and Teaching.

# BTEC Business Studies Triple

Exam Board: Pearson Edexcel

## Course Content

This course includes 13 units, which you will study over the course of 2 years. The mandatory units are outlined below:

### **Unit 1 – Exploring Business**

In this introductory unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

### **Unit 2 - Developing a Marketing Campaign**

Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed

### **Unit 3 - Personal and Business Finance**

Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information.

### **Unit 4 – Managing an Event**

Learners will work as part of a small group to plan, coordinate and manage a business or social enterprise event and evaluate the skills gained.

### **Unit 5 – International Business**

Learners study how UK businesses develop strategies to trade globally. Learners will also consider the factors that influence the implementation of these strategies.

### **Unit 6 - Principles of Management**

This unit enables learners to understand how the role of management and leadership in the workplace contributes towards business success

### **Unit 7 - Business Decision Making**

Learners study skills relating to business concepts, processes and data developed in earlier mandatory units to enable the formulation of business decisions and solutions.

## Course Assessment

*A variety of units assessed through coursework which include:*

**Unit 1** - A report that examines the features of two contrasting businesses

**Unit 4** - Learners must take an active part in staging and managing the event

**Unit 5** - A presentation examining the strategies and resources used by a business operating internationally

*A variety of units assessed through written exams which include:*

**Unit 2** – Three hours /70 Marks

**Unit 3** – Two hours /80 Marks

**Unit 6** – Three hours/88 Marks

**Unit 7** – Three hours/70 marks

## Career Paths

BTEC level 3 in Business leads to careers in Marketing, Administration, Finance, Financial Services, Procurement, Events Management, Human Resources, Business Management, International Business and other related areas in the business sector

# BTEC Business Studies Single

Exam Board: Pearson Edexcel

## Course Content

This course includes 7 units, which you will study over two years. The mandatory units are outlined below:

### **Unit 1: Exploring Business**

In this introductory unit, you will study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive.

### **Unit 2: Developing a Marketing Campaign**

You will gain skills relating to, and an understanding of, how a marketing campaign is developed.

### **Unit 3: Personal and Business Finance**

You will study the purpose and importance of personal and business finance. This unit develops the skills and knowledge needed to understand, analyse, and prepare financial information.

### **Unit 4: Managing an Event**

You will work as part of a small group to plan, coordinate, and manage a business or social enterprise event and evaluate the skills gained.

## Course Assessment

Units assessed through internal and external written exams:

### **Unit 2: Developing a Marketing Campaign**

A supervised task set and marked by Pearson.  
3 hours / 80 marks

### **Unit 3: Personal and Business Finance**

A written examination set and marked by Pearson.  
2 hours / 100 marks

**Units assessed through internal coursework (assignments):**

### **Unit 1: Exploring Business**

A report that examines the features of two contrasting businesses.

### **Unit 4: Managing an Event**

A portfolio of evidence based on your practical management of an event.  
Plus 3 additional optional units chosen by the school, which could include areas like International Business, Principles of Management, or Recruitment and Selection.

## Career Paths

Business Management, Marketing and Sales, Administration, Finance and Accounting, Retail Management, Entrepreneurship, Events Management and Apprenticeships in various business sectors.

# T Level Health & Social Care Triple

## Exam Board: Edexcel Course Content

### Core Component:

This provides students with a broad understanding of the health and social care sector and underpinning knowledge. Topics include:

- **The Healthcare Sector:** Understanding the range of health and care provision, and the roles within it.
- **Health, Safety and Environmental Regulations:** Legislation and procedures for maintaining a safe and healthy environment.
- **Safeguarding:** Principles of safeguarding, including recognising and responding to abuse and neglect.
- **Person-centred Care:** The importance of individual needs, preferences, and promoting well-being.
- **Health and Wellbeing:** Promoting public health, understanding mental and physical health, and supporting healthy lifestyles.
- **Equality, Diversity and Rights:** Legal and ethical principles of promoting equality and inclusive practice.
- **Infection Prevention and Control:** Key principles and procedures for preventing the spread of infection.
- **Biological Sciences:** Core scientific concepts relevant to healthcare, including anatomy, physiology, and common disorders.
- **Providing Information:** Effective communication skills to provide clear, sensitive information to individuals and their families.
- **Employability, Leadership and Professional Standards:** Developing the behaviours and skills required for the workplace.

The T Level carries UCAS tariff points equivalent to three A-Levels, enabling progression to university degrees such as: Adult Nursing, Midwifery, Mental Health Nursing, Physiotherapy, Occupational Therapy, Social Work, Public Health and Health Promotion, Degree Apprenticeships in a related field (e.g., Registered Nurse Degree Apprenticeship)

### Occupational Specialism:

In the second year, students choose a specific pathway to develop specialist skills. For the Health T Level, the primary specialism is:

#### **Supporting the Adult Nursing Team**

This specialism focuses on the practical skills required to work alongside nurses and other health professionals. Students will learn:

- **Assisting with Clinical Tasks:** Taking and recording physiological measurements, performing basic life support, and infection control procedures.
- **Supporting Individuals with Activities of Daily Living:** Assisting with personal care, hydration, nutrition, and mobility.
- **Managing Personal Welfare:** Reflective practice, resilience, and managing their own role and responsibilities.
- **Health Promotion:** Supporting individuals to understand and manage their own health.
- **Contributing to Patient Care Planning:** Observing, recording, and accurately reporting information.

## Course Assessment

Written Exams, employer-Led Projects, Practical, Assignments: Demonstrating your specialist skills in and realistic scenarios.

**Workplace Observation:** You will be assessed during your industry placement to ensure you can apply your learning competently on the job.

### **Industry Placement**

Gain invaluable, hands-on experience with a minimum 45-day (315 hours) industry placement. You will apply your learning in a real professional setting, such as a hospital, care home, or GP surgery, building the confidence and skills that employers value.

## Career Paths

# BTEC Sport Single

Exam Board: Edexcel

## Course Content

This course includes **4 units**, which you will study over two years. The mandatory units are outlined below:

### **Unit 1: Anatomy and Physiology**

- In this unit, you will explore the structure and function of the skeletal, muscular, cardiovascular, and respiratory systems and learn how they are affected by sport and exercise.

### **Unit 2: Fitness Training and Programming for Health, Sport and Well-being**

- This unit covers the principles of fitness training and enables you to design and evaluate fitness training programmes for specific clients and goals.

### **Unit 3: Professional Development in the Sports Industry**

- You will explore the knowledge and skills required for different career pathways in the sports industry. This unit will involve you participating in practical activities, planning your own professional development, and presenting a career plan.

## Course Assessment

### **Unit 1: Anatomy and Physiology**

A written examination set and marked by Pearson.

**1.5 hours / 80 marks**

### **Unit 2: Fitness Training and Programming for Health, Sport and Well-being**

A supervised task set and marked by Pearson, where you will use a case study to create a fitness training programme.

**2.5 hours (Part A pre-release / Part B supervised) / 60 marks**

### **Units assessed through internal coursework (assignments):**

### **Unit 3: Professional Development in the Sports Industry**

A portfolio of evidence including participation in practical activities, a career plan, and a presentation.

**Plus 1 additional optional unit chosen by the school, which could include areas like Sports Leadership, Application of Fitness Testing, or Sports Psychology.**

## Career Paths

Sports Coaching, Personal Training & Fitness Instruction, Sports Development, Sports Therapy and Rehabilitation, Physiotherapy (with further study), Sports Science, Outdoor Education, The Armed & Emergency Services and Apprenticeships in the active leisure sector

# BTEC Creative Media Single

Exam Board: Edexcel

## Course Content

### **Compulsory Unit**

Unit 1: Media Representations (External Exam)

Unit 4: Pre-production Portfolio

Unit 8: Responding to a Commission (External Exam)

### **Optional**

Unit 10: Film Production (Fiction)

This hands-on course gives students the chance to plan, film and edit their own media productions while learning how the industry works. Through practical projects and creative challenges, students develop technical, analytical and storytelling skills. It builds confidence in using professional software and creative techniques used across film, TV and digital media.

## Course Assessment

**Units assessed through external written exams:**

- **Unit 1: Media Representations**
  - A written examination set and marked by Pearson.
  - 1.5 hours / 70 marks
- **Unit 3: Media Products and Audiences**
  - A supervised task where you respond to a client brief set by Pearson.
  - Part A: 2 weeks preparation time; Part B: 3 hours supervised / 68 marks

**Units assessed through internal coursework (assignments):**

- **Unit 10: Film Production (Fiction)**
  - A portfolio of evidence showcasing your pre-production planning, the final film product, and a personal evaluation.
- **Plus 1 additional optional unit** chosen by the school, which could include areas like Digital Magazine Production, Website Production, or Digital Games Production.

## Career Paths

Media Production, Film and Television, Journalism and Communication Studies, Digital Marketing, Advertising and Public Relations Animation and Visual Effects

# Additional Qualifications

## EXTENDED PROJECT QUALIFICATION

Exam Board: AQA

### Course Content

#### **What is the EPQ?**

The EPQ is an exciting opportunity to investigate any topic that you are passionate about and gain valuable research skills in the process. Students get to plan and carry out research on a topic that they've chosen and isn't covered by their other qualifications. They can take inspiration from something touched on in class or something personal and unrelated to their studies. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production. The EPQ is worth half an A-level (28 UCAS points) and is nationally recognised by universities and employers.

As long as you demonstrate that your idea is appropriate and achievable then this really could be on anything!

Examples of previous EPQs include:

- How has social media altered our brains since its inception?
- How do psychological factors influence performance in sport?
- How has medieval fashion influenced our outfits today?
- Can anything be art?

### Course Assessment

In addition to the project itself (a 5,000 word essay or a 1,000 essay alongside an artefact), students must produce a completed Production Log including a project proposal form and requires a final presentation of their findings.

# HOW TO APPLY

