

Welcome to The Langley Academy



Sixth Form Brochure

For entry in September 2019

The Langley Academy

SPONSOR'S WELCOME

As the Sponsor, I am proud to welcome you to The Langley Academy. It is a unique Academy; an establishment that makes a real difference to our students' lives. We believe in an holistic education. Through our pastoral and house system, we ensure that students are happy, safe and able to develop into confident young people who believe they can achieve anything they put their minds to. Our six areas of focus deliver an enriching experience around Museum Learning, Sustainability, Internationalism, Science, Rowing and Cricket. These support the development of each child and help them to understand the world around them and the part they can play in making it better.



It has always been our ambition to be the best academy in the country by offering an outstanding curriculum that supports the principles of both depth and breadth, so that each student receives a personalised education. We meet their needs and allow them to achieve the very best grades. We also know that we must provide much more than just great academic results. We give students opportunities that they just would not get at other schools. We provide a stable foundation that sets our students apart from others and gives them a real sense of self-belief and confidence that is so important in the mind-set of a successful individual.

The Langley Academy is the founding academy in our Multi-Academy Trust, which has allowed us to sponsor Parlaunt Park Primary Academy and to build our own primary school, The Langley Academy Primary. The Langley Academy Primary opened in September 2015 in temporary accommodation and moved into a brand- new building on our site in September 2016. This extension into the Primary sector is a very exciting development that I believe is already enriching the experiences of our students and in time will open up more opportunities for personal development for students and staff at The Langley Academy.

We are very positive about our future and look forward to meeting you.

Annabel Nicoll, Sponsor

HEADTEACHER'S WELCOME

It is a pleasure to welcome you to The Langley Academy. We hope that this prospectus will give you a clear picture of the type of school this is and the experience our students enjoy during their time with us.

At the Academy, we believe that students come to school to learn and achieve in order to live full and enriched lives. We want to empower them to contribute positively to their family, the community and the wider world. The staff, governors and trustees work hard together, along with parents and carers, to ensure that each of our students leaves with a set of results of which they can be proud.

We place a strong emphasis on developing students' confidence through opportunities in and beyond the classroom so that they can develop their personal and academic interests. Teachers and support staff seek to meet the needs of all within a rich and balanced curriculum, underpinned by our strapline of Curiosity, Exploration and Discovery. In return, we expect all students to be fully prepared and active participants in their learning. An agreed and established set of ground rules based on respect allows everyone to get the best from lessons, activities and unstructured time.

Our students will tell you that the Academy is a safe place to learn and grow. I am very proud to be part of such a warm and cohesive staff that supports and promotes the achievement and wellbeing of all children who attend here.

I hope that you will choose to visit us and be impressed with the beautiful building and the wonderful opportunities within it.

Alison Lusuardi
Headteacher



'There is a sense of pride, both in The Langley Academy and in the outcomes pupils achieve, that is shared between staff, governors, trustees and pupils.' Ofsted 2017.

HEAD OF SIXTH FORM'S WELCOME

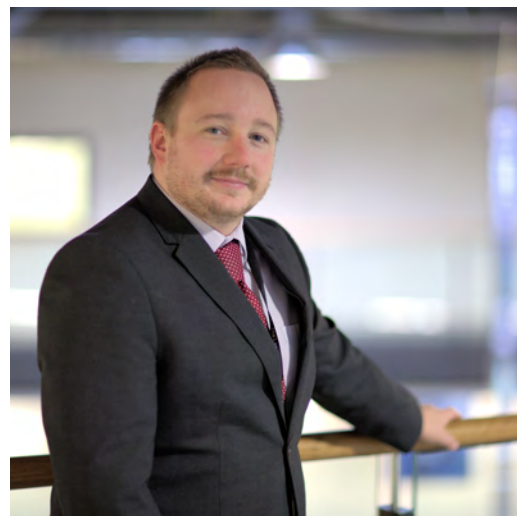
Thank you for choosing to find out more about The Langley Academy Sixth Form. We hope you find this prospectus useful and informative.

Starting Sixth Form is an exciting time in a young person's life. It is a time where students grow exponentially both personally and academically. Here at The Langley Academy our aim is to provide you with the knowledge, skills and qualifications to maximise your academic achievement and develop into the best person you can be. We are firm believers in the power of high expectations. We expect our students to be positive role models, to challenge themselves at every opportunity, and give unwavering commitment to their studies and own development. In order to facilitate this The Langley Academy has fantastic supportive staff, outstanding facilities and a range of A level and BTEC courses on offer that allow us to tailor provisions to individual needs in an environment that is fun, lively and energetic.

During your time at The Langley Academy, you will have the opportunity to develop your character, by participating in the range of extracurricular activities on offer including; work experience, community service, student leadership, Young Enterprise, Duke of Edinburgh and lower school mentoring to name just a few. Building character and resilience is an important aspect of Sixth Form life at The Langley Academy, and students are all expected to get involved and take control of their own development over their time here.

I look forward to meeting you and discussing your application.

Mr A Forth,
Assistant Headteacher



OUR VISION

To provide an outstanding education for every child in the trust through high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

At the Academy your child will join us on a journey of learning from the moment they enter to the day they leave.

- We inspire our students by igniting the natural flame of curiosity that lives within every child.
- We encourage our students to bravely explore new terrains of knowledge, thoughts and ideas.
- We give our students the confidence to discover, by seeing what everybody has seen but thinking what nobody has yet thought.

‘Pupils and sixth formers confidently welcome visitors, are proud to share their work and enjoy working with teachers.’ Ofsted 2017



CURIOSITY | EXPLORATION | DISCOVERY

CURRICULUM

At The Langley Academy we embed a knowledge-based curriculum as the cornerstone of an excellent academically rigorous education. It strives to focus on the outcomes of all. We aim to provide a curriculum which is broad, well-balanced and above all stimulates the students' love of learning.

Student progress is monitored through regular assessments. We look at student attitude to learning as well as their actual achievement. This information is then regularly shared with parents throughout the year. Reports are emailed three times a year. A parents' evening is held once a year for each year group where parents can meet with subject teachers to discuss academic progress.

IN YEAR 12 - 13 (SIXTH FORM)

Since the opening of The Langley Academy in 2008, the Sixth Form has quickly established itself as a thriving, successful and popular choice. Our study facilities, within the dedicated Sixth Form Centre, ensure that our students have the best possible resources for independent study and research.

We set ourselves high standards for the quality of learning and teaching and our dedicated, experienced and enthusiastic staff help provide exciting and challenging lessons aimed to enthuse and encourage independent learning. Students aren't just taught to survive the rigours of the competitive university application process and life in the workplace, but complement their core studies by contributing to their core studies by contributing to their community and mastering transferable skills such as negotiation collaboration and cooperation.

CURRICULUM SUPPORT

In order to support the curriculum in the sixth form we offer support in the following areas:

SUPERVISED STUDY

Each student in the sixth form has a number of supervised study lessons across their working week. This time provides students a silent, calm place to work in order to stretch their academic knowledge. Specific work is provided for students to complete from subject teachers and students also have the opportunity to extend their understanding of key concepts.

CAREERS

The careers team at The Langley Academy provide outstanding support across sixth form to students when considering future careers and development, whether this be Higher Education, further training or employment. This includes 1-2-1 sessions with a specialist careers advisor and a range of opportunities that provided for students to gain an insight into a wide range of different jobs and career paths.

UCAS SUPPORT

Throughout the two years in Sixth Form students will be taken to the UCAS process. At The Langley Academy we very carefully move students through UCAS to ensure students have the best chance of accessing Higher Education places that they deserve. This support includes visits to university open days, university speakers and regular training on areas such as personal statements. This guidance begins in year 12 where students will be encouraged to start considering their options post 18 and working with pastoral tutors and the careers team to expose students to a range of different options.

WORK EXPERIENCE

Sixth Form students will have the opportunity in year 12 to go out on a work experience placement. Students are supported in securing a suitable placement and The Langley Academy can provide a number of placements in different industries. There are also a range of opportunities through Sixth Form where students can undertake further work experience in their specific area of interest.

TUTORIAL PROGRAMME

Sixth Form pastoral tutors play a pivotal part in a student's development. Students meet with tutors on a daily basis. In tutorial sessions students cover a range of topics that promote independence and develop life skills in areas such as personal finance and time management.

PARENTAL ENGAGEMENT

Parental involvement in the Sixth Form is crucial in order for students to be successful. Throughout the year there will be a range of opportunities for parents including key to success, award and progress evenings where parents will have the opportunity to meet with subject teachers, discuss student progress and learn how to best support students in their success.

TRANSITION WORK

The difference between Key Stage 4 and Key Stage 5 can be stark for those who have not prepared themselves. To aid this transition students at the end of Year 11 will be given a breadth of work to complete over the summer break to help prepare them for academic life in the Sixth Form. This work will be carefully linked to subject specifications and will allow students to complete pre-reading in order to be ready for the start of Sixth Form lessons. Students will be expected to complete the work to the best of their ability and will be given initial feedback on their progress at the start of the year.



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CARE, GUIDANCE AND DEVELOPMENT

We have created a system of guidance and support, through our pastoral system which means our students can feel safe, secure, well cared for and supported. Students meet in their Tutor Groups daily.

The Year Tutor and Head of Year are the key people in each student's life at the Academy. If a student faces a challenge in a subject or at home, or if there is a concern over behaviour or attendance, the Year Tutor will be the first person to contact you. Similarly, if you have concerns, you can contact your child's Year Tutor either by email, telephone, letter or through a note in your child's planner. Parents and Year Tutors are expected to check these regularly making them a useful form of communication

Our academic mentoring system means that Year Tutors are able to focus on student performance and learning, and play an important role in helping us to maintain student achievement. The Pastoral System at the Academy means that senior members of staff, the Heads of Year, can focus on student performance and identify any barriers to learning.

We also have a large team of staff to provide additional learning support to those students who need it and who work to support those students whose behaviour needs improving. Student Support Managers provide one-to-one mentoring. The Student Support Unit (SSU) provides a safe, secure learning area where students can go for support and nurturing. The Academy Counsellor provides a support service for students who would like to share issues in a confidential environment. On the occasions where students do not meet the expected standard of behaviour, they may attend our Inclusion Centre. This is a base where students can reflect on their behaviour, be supported and be provided with guidance on changing their outlook. This helps improve their reintegration back into main academy life.

Our Sixth Form students have year tutor groups. As well as monitoring attendance, behaviour and academic progress through these important years, the Tutors will encourage students to develop socially, culturally, morally and spiritually. They also support students through the important UCAS process by co-ordinating and drafting references to ensure our Sixth Formers will maximise their chances of reaching their destinations.



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ENRICHMENT FOR STUDENTS

At The Langley Academy we are proud to offer students opportunities to grow as strong members and leaders with our local community. The Langley Academy became a licenced centre at the end of 2012 and offered the opportunity for 44 students to participate in the bronze award for Duke of Edinburgh. Each year has seen growth in the award and we now offer 60 students the opportunity to participate in the bronze award, with 24 at silver level and for the first time this year, we now offer gold. The DoFE has become a popular award within the Academy has grown enormously due to the success of student completion, making us the most successful centre (compared to similar sized centres) for the completion of the award for the fourth year in succession.

We have started the Silver Award with our current year 12's and 19 have enrolled.

We are enormously proud of our completion rate, which sits proudly at 94%, compared to 51% for the national average. The award is incredibly rewarding, for both the students AND the staff involved, with a noticeable change in the students involved attitude and outlook due to their experience and efforts over the course. Achieving the Award gives students' skills, confidence and a view on life that everyone is looking for, from employers to colleges and universities. Students often get recognition for doing things they want to do (and may even be doing already), as well as making a difference to other people's lives and their community, becoming fitter and healthier, new friends and having making memories that last a lifetime... and above all, it's a great laugh in the process.

With a wide range of sporting activities and clubs, students can always find a sport which they can enjoy at a competitive or leisure level. We have very successful teams for both boys and girls in basketball, football, x-country, netball, rugby and rowing. Our rowing activities have become increasingly popular, with our students successfully taking part in a number of rowing competitions throughout the year.

As part of the Academy's museum learning focus there are several trips every month to museums and cultural heritage sites. This includes the River and Rowing museum in Henley, and various Art, Science and History museums in London and also in Oxford. Continually changing objects in our own museum display cabinets in the Academy atrium, ensure our students have a rich engaging environment, which continually invokes their curiosity and desire to explore and discover new learning.

Students in the Sixth Form are expected to give back to the school and local community. At The Langley Academy we believe this community service allows Sixth Form students to contribute to wider life of the school and also gives students the opportunity to experience working with different people and develop their soft skills such as teamwork, confidence and resilience. Students are expected to get involved in community service throughout their time here which can include lower school mentoring, running enrichment clubs and giving back to the local community.

Young Enterprise is a yearly enrichment that involves students setting up and running their own company. Students work together to turn the initial idea into reality. As a Sixth Form the Young Enterprise programme is extremely successful, with the most recent company winning Company of the Year and the Innovation Cup.

The enrichment offer for the Sixth Form is continuously growing and the list of opportunities available is updated for students on a regular basis. Students who possess experience and skills in certain areas are also encouraged to lead on new enrichment projects to share their expertise with others.



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PARENT/CARER VOICE

At the Academy we encourage parents and carers to help shape school life for their children.

A Parent's Forum is held each term in the evening so that parents who work can also attend. The Forum is open to all parents from all year groups, including the Sixth Form. Different topics of interest to parents are raised at each meeting and past topics have included Sixth Form transition, homework, uniform, behaviour, exams and options. Copies of the outcomes from each meeting are posted on our website.

Our Governing Body also includes parents who play an active role in important committees which set academy policy.

We have a dedicated email address for parents to express their views to the Academy.

parentvoice@langleyacademy.org



STUDENT VOICE AND LEADERSHIP

We encourage our students to play an active part in shaping life at the Academy.

Our Student Council comprises students from across the houses and year groups to provide a representative body. With regular meetings, the Council is able to raise and discuss issues that are important to students. The issues raised are passed on to the senior leadership team for consideration and action or feedback. The Student Council also produces a termly student newsletter, which is written for students by students on topics of interest to them.

We also involve students in the recruitment process for new teachers, where students meet with potential new recruits. Through co-construction we involve students in the development of effective teaching so that we constantly gain feedback from students about their view on effective delivery of learning to them. Students are therefore able to play an important part in the shape of their future learning.

Our Sixth Form student leadership team comprises the Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl. As well as helping lead the Academy Council for the lower year groups, these students help organise social events for the Sixth Form. They also provide a representative voice to raise issues important to Sixth Form students.

All Sixth Formers are also expected to become responsible prefects and actively undertake a range of duties. They are expected to be role models for the rest of their younger peers and together with the student leadership team, they regularly support a variety of Academy events throughout the year.



OUR RESOURCES AND FACILITIES

When The Arbib Foundation decided to sponsor The Langley Academy they commissioned renowned architects Foster and Partners to design a building fit for education in the 21st Century. A great deal of thought went into designing a building which would be an exciting learning environment for all. A stunning entrance leads to an impressive atrium—the heart of the Academy – which provides fantastic views of the Academy including the museum display area and its installations.

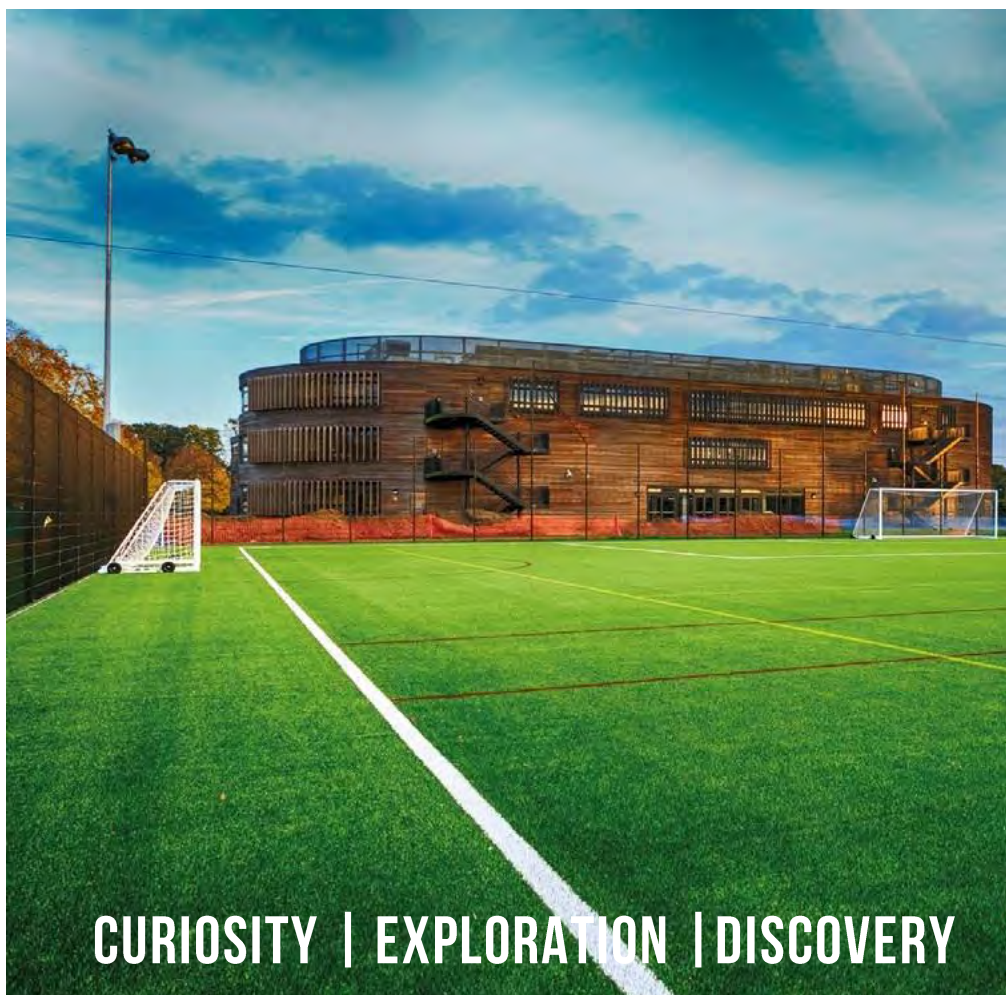
The open plan design means that from the West Wing Balcony you have an excellent view of the whole academy and its wide range of specialist classrooms and facilities, including the Science Pods and our ICT study areas. As a Science Specialist Academy, we have a vast range of scientific equipment and resources which enables us to deliver outstanding practical science which keeps our students constantly curious, always exploring and ever discovering new learning.

We have excellent sporting facilities with a FIFA certified 3G artificial pitch, large sports hall, several grass football pitches, external and internal crickets nets. Having our own Concept 2 rowing machines allows us to engage our students in our key rowing focus.

With a number of specialist Art classrooms and a Drama Theatre/Dance Studio with seating for 230 people, our Creative and Performing Arts faculty is able to keenly promote the 'Arts' in exciting lessons, across the curriculum and in public performances and clubs. Our students and staff are privileged to have a recording studio of professional quality which supports Music, Media and enrichment opportunities.

Our Design and Technology classrooms have an excellent range of catering equipment, sewing machines, wood and metal working machinery to ensure that all our students have an outstanding experience at the Academy.

Our wireless network works across the entire building and the teaching staff and learning support assistants have their own laptops to support outstanding teaching. Half of our classrooms are equipped with the latest touch-screen interactive whiteboards. Our large number of ICT suites and ICT study areas provides students with excellent study and independent learning resources.



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WHAT WE DO FOR STUDENTS THAT REQUIRE ADDITIONAL SUPPORT

At the Academy we believe all students should have equal access to learning and the curriculum in accordance with the Equality Act 2010 and The Children and Families Act 2014. We have a range of facilities and resources such as our large team of Learning Support Assistants who help students with special needs within the classroom as well as outside the classroom on offsite activities.

Our HRB (Hearing Resource Base) provides specialist support for students with a hearing impairment and EHCP Plan with hearing impairment as the primary need. Individual programs are developed, to encourage students to reach their potential both academically and pastorally and to gain independence in their lives. Our students engage as fully as possible in all aspects of academy life.



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OTHER USEFUL INFORMATION

Please visit our website www.langleyacademy.org to find the most current and detailed information on other aspects of Sixth Form life at The Langley Academy.

Good

At The Langley Academy, we are all extremely proud of our Sixth Form, who dress smartly to take their academic studies and extracurricular studies seriously. They act as role models to the whole school and are regularly commended for their appearance. They gain confidence and self esteem which is taken forward into work experience and interviews for university and employment. We also believe that our students deserve a chance to express their individuality. Our dress code was devised by students and staff and is to be followed at all times. Further information can be viewed on the sixth form area of our website <http://www.langleyacademy.org/>

EXTENDED PROJECT

An increasingly popular and successful option for students is to take an EPQ alongside their main course programme. This gives students the opportunity to complete a major piece of independent research with the support of a member of staff. This is ideal preparation for university, and many universities actively encourage students to take the qualification. Irrespective of whether a student intends to go to university, the EPQ can develop independent study skills that underpin and support a student's performance in all timetabled subjects.

PROGRESS TO YEAR 13

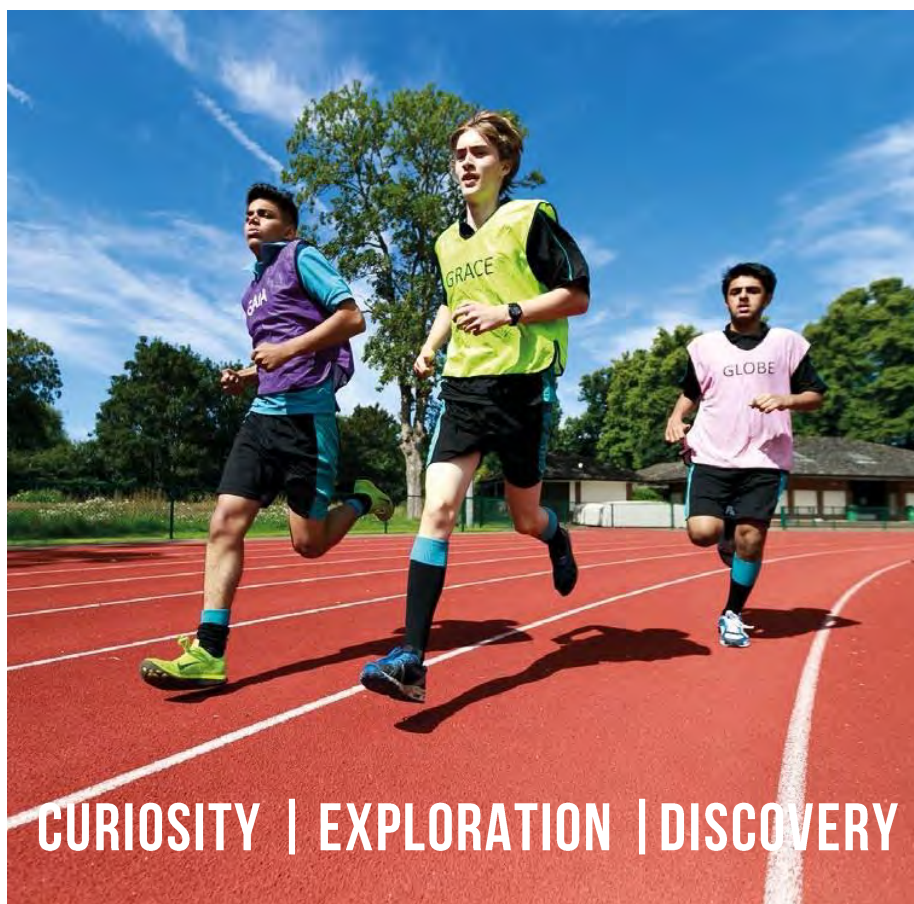
Student performance in internal exams will be analysed at the end of Year 12. Meetings will take place with students and parents to review programmes of study.

HOW TO APPLY

Application forms for Sixth Form entry can be found in the Sixth Form area of the school website.

ACADEMY DAY

Information on the academy day, timings of lessons and term dates can be found on the academy website.



CURIOSITY | EXPLORATION | DISCOVERY

16-19 BURSARY FUND GUIDELINES 2019-20

WHAT IS THE 16–19 BURSARY FUND

The fund is made available from the government for 16-18 year olds, to provide assistance to students whose access to, or completion of, education is inhibited by financial constraints or barriers. The new 16-18 year old bursary scheme has been put in place as a partial replacement for the previous EMA (Education Maintenance Allowance).

WHO IS ELIGIBLE TO APPLY FOR 16–19 BURSARY FUNDING?

The 16-19 Bursary is targeted towards those young people considered most in need of financial support.

There are 2 types of 16 to 19 bursaries:

- ▶ A vulnerable bursary of up to £1,200 a year for young people in one of the defined vulnerable groups
- ▶ A discretionary bursary which institutions award to meet individual needs, for example, help with the cost of transport, meals, books and equipment.

WHO IS NOT ELIGIBLE FOR 16–19 BURSARY FUNDING?

- ▶ Students under 16 years of age or over 19 years of age on 31 August 2018
- ▶ Students who do not meet the residency qualifications

HOW DOES THE ACADEMY ASSESS APPLICATIONS AND ALLOCATE 16–19 BURSARY FUNDING?

The 16–19 Bursary Fund is a limited fund and the Academy will prioritise allocation.

There will be 3 priority groups, categorised as high, medium and low.

Applications for the Bursary will be accepted at the beginning of each school year.

ENTRY REQUIREMENTS

TLA PRE-REQUISITES 2019–2020

Offer	GCSE's needed	Level
A	5x grade 5s and above including English Language and Mathematics	Mixture of A-Levels and single BTEC options (note: must meet the grade requirement for the chosen subject)
B	5x grade 4s and above including English Language or Mathematics	Single or Triple BTEC options available including some A Level subjects dependant on specific subject requirements. There will also be the requirement to retake English Language or Mathematics GCSE if graded below a grade 4

PRE-REQUISITES (THE GRADES YOU MUST HAVE AT GCSE TO DO CERTAIN SUBJECTS):

A-LEVEL	GCSE pre-requisites
Art	Art 6, English Language 5, Mathematics 4
Biology	Combined Trilogy 7 or Separate Science 6, English Language 6, Mathematics 6
Business	English Language 5, Mathematics 5, Business 5 (if taken)
Chemistry	Combined Trilogy 7 or Separate Science 6, English Language 5, Mathematics 6
Computer Science	Computing 6, English Language 5, Mathematics 6
Drama	English Language 6, Drama 5 (if taken)
Economics	English Language 6, Mathematics 6
English Literature	English Language 6
French	English Language 6, French 6
Geography	English Language 6, Geography 6 (if taken)
Government & Politics	English Language 6
History	English Language 6, History 6 (if taken)
Media Studies	English Language 6, Media Studies 5 (if taken)
Music	English Language 5, Mathematics 5, Music 4, Principal Instrument 4
Mathematics	English Language 5, Mathematics 7
Further Mathematics	English Language 5, Mathematics 8
Philosophy	English Language 6, Mathematics 5
Photography	English Language 4, Mathematics 4
Physical Education	English Language 5, Mathematics 5, Science 5, Physical Education 6 (if taken)
Physics	Combined Trilogy 7 or Separate Science 6, English Language 5, Mathematics 6
Product Design	Mathematics 5, DT 5 (if taken)
Psychology	Combined Trilogy 4, English Language 6, Mathematics 6
Sociology	English Language 6
Spanish	English Language 5, Spanish 6

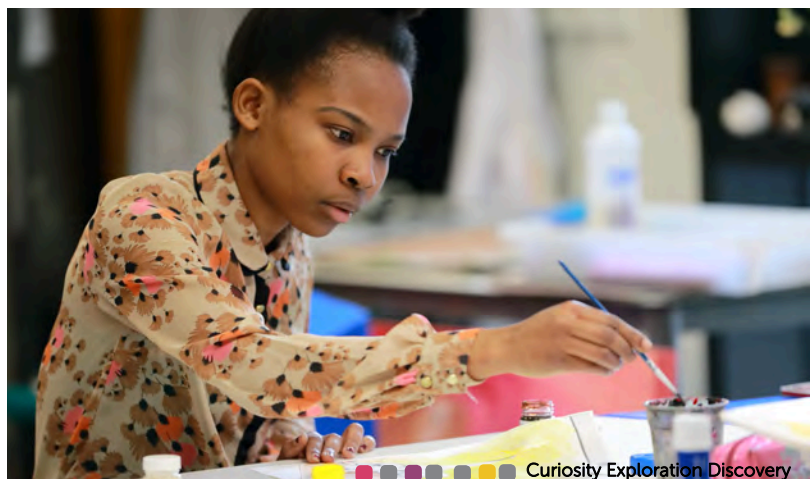
ENTRY REQUIREMENTS

VOCATIONAL	GCSE pre-requisites
BTEC Applied Science	Combined Trilogy 4, English Language 4, Mathematics 4
BTEC Business (Single/ Triple)	English Language 4 or Mathematics 4, 3 in other subjects
Cambridge Technical in IT	Computing or ICT at a 5-9 (excluding ECDL), English Language 4, Mathematics 4
BTEC Sport (Triple)	English Language 4 or Mathematics 4, 3 in other subjects
BTEC Travel & Tourism	English Language 4 or Mathematics 4, 3 in other subjects
BTEC Health & Social Care	English Language 4 or Mathematics 4, 3 in other subjects

**FOR SUBJECT SPECIFIC INFORMATION, PLEASE VISIT THE SUBJECT PAGES ON THE SIXTH FORM
AREA OF THE ACADEMY WEBSITE**

ART, CRAFT AND DESIGN

Entry Requirements	Art 6, English Language 5, Mathematics 4
Qualification	A LEVEL (linear)
Exam Board	Eduqas
Course Overview & Assessment	<p>Year 1</p> <p>The first year of the Art, Craft and Design Alevel is designed as a foundation year in order to give learners the core skills and knowledge needed to progress and develop a personal portfolio in preparation for component 1.</p> <p>The year consists of three short projects, from which the learners will select one to develop into an in-depth investigation, culminating in a detailed outcome that should take no less than 15 hours.</p> <p>Year 2</p> <p>Component 1: Personal Investigation (60% of the qualification/120marks) September – January</p> <p>The Personal Investigation consists of two integrated constituent parts:</p> <ol style="list-style-type: none"> 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. <p>The Personal Investigation will be determined by the learner and teacher, assessed by the teacher and externally moderated. No time limit</p> <p>Component 2: Externally Set Assignment (40% of the qualification/80marks) February - April</p> <p>The Externally Set Assignment consists of two parts:</p> <p>Part 1: Preparatory study period</p> <ul style="list-style-type: none"> • Learners must select a stimuli or theme from the externally set assignment material and develop responses during the preparatory study period. They should take the form of critical, practical and theoretical preparatory work/supporting studies which inform the resolution of ideas in the 15 hours sustained focus study. <p>Part 2: 15 hour period of sustained focus work</p> <ul style="list-style-type: none"> • The resolution of learners' ideas from the preparatory work must be completed during a Supervised period of 15 hours and they must show how their planning relates to the outcome/s.



APPLIED SCIENCE

Entry Requirements	Combined Trilogy 4, English Language 4, Mathematics 4
Qualification	BTEC L3 EXTENDED CERTIFICATE IN APPLIED SCIENCE
Exam Board	EDEXCEL
Assessment	<p>4 UNITS</p> <ul style="list-style-type: none"> ▶ Unit 1—Written exam marked by examining board ▶ Unit 2—Tasks set and marked internally (Coursework) ▶ Unit 3—Controlled practical task set and marked by exam board ▶ Unit 4—Tasks set and marked internally (Coursework)
Course Overview	<p>3 MANDATORY UNITS</p> <ul style="list-style-type: none"> ▶ Unit 1—Principles and Applications of Science 1 ▶ Unit 2—Practical Scientific Procedures ▶ Unit 3—Science Investigation Skills <p>1 OPTIONAL UNIT</p> <ul style="list-style-type: none"> ▶ Unit 8—Physiology of Human Body Systems ▶ Unit 9—Human Regulation and Reproduction ▶ Unit 10—Biological Molecules and Metabolic Pathways ▶ Unit 11—Genetics and Genetic Engineering ▶ Unit 12—Disease and Infections ▶ Unit 13—Applications of Inorganic Chemistry ▶ Unit 14—Applications of Organic Chemistry ▶ Unit 15—Electrical Circuits and their Applications ▶ Unit 16—Astronomy and Space Science



BIOLOGY

Entry Requirements	Combined Trilogy 7 or Separate Science 6, English Language 6, Mathematics 6
Qualification	A-LEVEL
Exam Board	AQA
Assessment	<p>A-LEVEL PAPER 1-2 HOURS, 91 MARKS, 35% OF A-LEVEL GRADE Content from Units 1-4 including relevant practical skills 76 marks: a mixture of long and short answer questions 15 marks: extended response questions</p> <p>PAPER 2-2 HOURS, 91 MARKS, 35% OF A LEVEL GRADE Content from Units 5-8 including relevant practical skills 76 marks: a mixture of long and short answer questions 15 marks: extended response questions</p> <p>PAPER 3-2 HOURS, 78 MARKS, 30% OF A LEVEL GRADE Content from Units 1-8 including relevant practical skills 38 marks: structured questions, including practical techniques 15 marks: critical analysis of given experimental data 25 marks: one essay from a choice of two titles</p>
Course Overview	Unit 1-Biological molecules Unit 2-Cells Unit 3-Organisms exchange substances with their environment Unit 4-Genetic information, variation, and relationships between organisms Unit 5-Energy transfers in and between organisms (A Level only) Unit 6-Organisms respond to changes in their internal and external environments (A Level only) Unit 7-Genetics, populations, evolution and ecosystems (A Level only) Unit 8-The control of gene expression (A Level only)



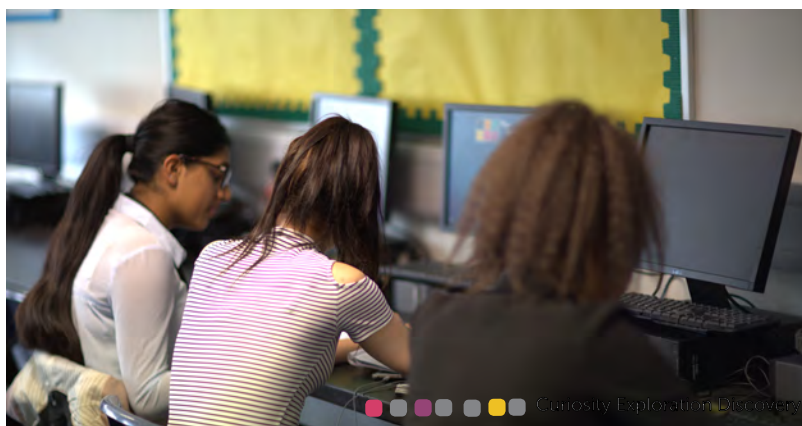
BUSINESS STUDIES

Entry Requirements	English Language 5, Mathematics 5, Business 5 (if taken)
Qualification	A LEVEL
Exam Board	EDEXCEL
Assessment	<p>PAPER 1—MARKETING, PEOPLE AND GLOBAL BUSINESSES Externally assessed written examination Paper 1 will assess Themes 1 and 4, and from local, national and global context 35% of A Level Duration: 2 hours</p> <p>PAPER 2—BUSINESS ACTIVITIES, DECISIONS AND STRATEGY Externally assessed written examination Paper 2 will assess Themes 2 and 3, and from local, national and global context 35% of A Level Duration: 2 hours</p> <p>PAPER 3—INVESTIGATING BUSINESS IN A COMPETITIVE ENVIRONMENT Externally assessed written examination Paper 3 will assess content across all four themes. Questions will be drawn from local National and global contexts 30% of A Level Duration: 2 hours</p>
Course Overview	<p>THEME 1—MARKETING AND PEOPLE This theme enables students to understand how businesses identify opportunities and to explore how businesses focus on developing a competitive advantage through interacting with customers. Students develop an understanding of how businesses need to adapt their marketing to operate in a dynamic business environment. This theme also considers people, exploring how businesses recruit, train, organise and motivate employees, as well as the role of enterprising individuals and leaders.</p> <p>THEME 2—MANAGING BUSINESS ACTIVITIES This theme enables students to develop an understanding of how to manage finance and measuring business performance. The theme outlines the importance of using resources efficiently within a business to ensure that goods or services can be delivered effectively and efficiently, and to a high quality. Students also consider the external influences that have an impact on businesses, including economic and legal factors. This theme moves from functions to strategy, enabling students to develop their understanding of the core concepts and to take a strategic view of business opportunities and issues. Students analyse corporate objectives and strategy against financial and non-financial performance measures and how businesses grow, and develop an understanding of the impact of external influences. The theme covers the causes and effects of change and how businesses mitigate risk and uncertainty.</p> <p>THEME 4—GLOBAL BUSINESS Students investigate businesses that trade on a global scale and explore their reasons for doing so. Students develop an understanding of the globally competitive environment and consider the ethical and moral dimensions of global business activities.</p>



BTEC BUSINESS STUDIES

Entry Requirements	English Language 4 or Mathematics 4, 3 in other subjects
Qualification	BTEC Extended Diploma
Exam Board	Pearson
Assessment	<p>Assignments Assignments can include research, projects, investigations, fieldwork and experiments and often link theory with practical exercises.</p> <p>Examined Tasks Unit 1: Investigating the Business Environment A written task completed under supervised conditions. Learners will be given a case study two weeks before a supervised assessment period to carry out their research. Learners will be assessed on their knowledge and understanding of the factors that contribute to business success, including the ways in which businesses can be organized and the impact of external environments and the role of enterprise and innovation in establishing a business. They will also be assessed on their ability to analyse unfamiliar information and data using common situational analysis tools in order to give recommendations based on that analysis. Frequency: Twice yearly First assessment window: May/June 2018.</p> <p>Unit 2: Exploring Marketing Mandatory for the Diploma. A written task completed under supervised conditions. Learners will be given a case study two weeks before a supervised assessment period in order to carry out their research. The supervised assessment period is a maximum of three hours, and can be arranged over a number of sessions. Learners will be assessed on their understanding of, and ability to use, the appropriate marketing mix elements as well as demonstrate their understanding of the impact of finance and globalisation on marketing activity and illustrate this in their written submission. Frequency: Twice yearly First assessment window: May/June 2018.</p>
Course Overview	<p>Course Overview Mandatory Units</p> <ol style="list-style-type: none"> 1. Enterprise and Entrepreneurs Assignment 2. Developing a Marketing Campaign Task 3. Personal and Business Finance Written exam 4. Launch and Run an Enterprise Assignment 5. Survival and Growth Assignment 6. Business Decision Making Task 12. Principles of Management Task 13. Developing an Enterprise Strategy <p>Optional Units</p> <ol style="list-style-type: none"> 7. Social Enterprise Assignment 8. Enterprise and Intrapreneurship in Practice Assignment 9. Innovation and Enterprises Assignment 10. Recruitment and Selection Process Assignment 11. Marketing Communications



CHEMISTRY

Entry Requirements	Combined Trilogy 7 or Separate Science 6, English Language 5, Mathematics 6
Qualification	A LEVEL
Exam Board	AQA
Assessment	<p>A LEVEL EXAMINATIONS</p> <p>PAPER 1—INORGANIC AND PHYSICAL CHEMISTRY</p> <p>2 Hour Exam, 105 Marks, 35% of A Level</p> <p>PAPER 2—ORGANIC AND PHYSICAL CHEMISTRY</p> <p>2 Hour Exam, 105 Marks, 35% of A Level</p> <p>PAPER 3—PRACTICAL SKILLS AND DATA HANDLING AND SYNOPSIS</p> <p>2 Hours, 90 Marks, 30% of A Level</p>
Course Overview	<p>A LEVEL EXAMINATIONS</p> <p>PAPER 1—INORGANIC AND PHYSICAL CHEMISTRY</p> <p>2 Hour Exam, 105 Marks, 35% of A Level</p> <p>PAPER 2—ORGANIC AND PHYSICAL CHEMISTRY</p> <p>2 Hour Exam, 105 Marks, 35% of A Level</p> <p>PAPER 3—PRACTICAL SKILLS AND DATA HANDLING AND SYNOPSIS</p> <p>2 Hours, 90 Marks, 30% of A Level</p>



CHEMISTRY

Course Overview

SPECIFICATION OUTLINE-A LEVEL

PAPER 1—INORGANIC AND PHYSICAL CHEMISTRY

This unit explores the fundamental principles that form the basis of Chemistry. Wherever possible, candidates should carry out experimental work to illustrate the theoretical principles included in this unit. The development of these skills is associated with the investigative and practical skills.

Students will study:

- ▶ Equilibrium Constant K_c for Homogenous Systems
- ▶ Acids and Bases
- ▶ Properties of Period 3 Elements and their Oxides
- ▶ Transition Metals
- ▶ Reaction of Ions in Aqueous Solution
- ▶ Relevant Practical Skills

PAPER 2—ORGANIC AND PHYSICAL CHEMISTRY

This unit introduces more of the principles that underpin chemistry and looks at the applications of these principles and those that have been developed in Unit 1.

Students will study:

- ▶ Rate Equations
- ▶ Electric Potentials and Electrochemicals
- ▶ Optical Isomerism
- ▶ Aldehydes and Ketones
- ▶ Carboxylic Acids and Derivatives
- ▶ Aromatic Chemistry
- ▶ Amines
- ▶ Polymers
- ▶ Amino Acids, Proteins and DNA
- ▶ Organic Synthesis
- ▶ Nuclear Magnetic Spectroscopy
- ▶ Chromatography
- ▶ Relevant Practical Skills

PAPER 3—PRACTICAL SKILLS AND DATA HANDLING AND SYNOPSIS Relevant Practical Skills Related to Paper 1 Topics

Questions will be from any content from Paper 1 and Paper 2, as well as any relevant practical skills.



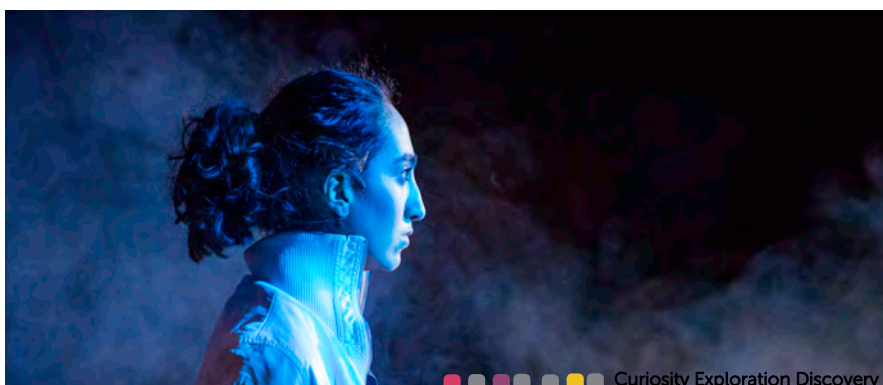
COMPUTER SCIENCE

Entry Requirements	Computing 6, English Language 5, Mathematics 6	
Qualification	A LEVEL	
Exam Board	OCR	
Assessment	<p>Computer systems (01) 40% of total A level 140 marks 2 hours and 30 minutes written paper (no calculators allowed)</p> <p>Algorithms and programming (02*) 40% of total A level 140 marks 2 hours and 30 minutes written paper (no calculators allowed)</p> <p>Programming project 03* – Repository or 04* 20% of total A level Postal or 80 – Carry forward (2018 onwards)* 70 marks (Non-exam assessment)</p>	
Course Overview	<p>What do I need to know or be able to do before taking this course? You are suitable for the OCR A Level in Computer Science course if you have the following:</p> <ul style="list-style-type: none"> • Computer Science GCSE (6 - 9) • Maths GCSE (6 - 9) • An understanding of the fundamental principles and concepts of computer science including; abstraction, decomposition, logic, algorithms and data representation. <p>01 COMPUTER SYSTEMS This component will be a traditionally marked and structured question paper with a mix of question types: short-answer, longer-answer, and levels of response mark scheme-type questions.</p> <p>02 ALGORITHMS AND PROGRAMMING This component will be a traditionally marked and structured question paper with two sections, both of which will include a mix of question types: short-answer, longer-answer, and levels of response mark-scheme-type questions.</p> <p>SECTION A Traditional questions concerning computational thinking:</p> <ul style="list-style-type: none"> • Elements of computational thinking • Programming and problem solving • Pattern recognition, abstraction and decomposition • Algorithm design and efficiency • Standard algorithms. <p>SECTION B There will be a scenario/task contained in the paper, which could be an algorithm or a text page-based task, which will involve problem solving.</p> <p>03 PROGRAMMING PROJECT External postal moderation or repository. Students and/or centres select their own user-driven problem of an appropriate size and complexity to solve. This will enable them to demonstrate the skills and knowledge necessary to meet the Assessment</p>	



DRAMA AND THEATRE STUDIES

Entry Requirements	English Language 6, Drama 5 (if taken)
Qualification	A LEVEL
Exam Board	AQA
Assessment	<p>Component 1 - Drama and Theatre 40% Written Paper Section A- Drama through the ages (Antigone) Section B- 20th and 21st century drama (Bronte) Section C- Live theatre production</p> <p>Component 2 - Creating original drama 30% Create and perform you own original piece of drama Working notebook</p> <p>Component 3- Making Theatre 30% Interpret and explore 3 key extracts from chosen plays (Monologue, Duologue or Group) Perform extract 3 to external examiner Reflective report (Written)</p>
Course Overview	<p>Create, perform and respond to drama and theatre. Develop the creativity and independence to become effective theatre makers. Explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts. Learn how relevant research, independent thought and analysis of live theatre production can inform decision making in their practical work and put this understanding into practice. Experience the ways in which theatre makers collaborate to create theatre</p>



ECONOMICS

Entry Requirements	English Language 6, Mathematics 6
Qualification	A-LEVEL
Exam Board	EDEXCEL
Assessment	<p>PAPER 1—MARKETS AND BUSINESS BEHAVIOUR Externally assessed written examination Paper 1 will assess Themes 1 and 3 35% of the total GCE marks Duration: 2 hours</p> <p>PAPER 2—THE NATIONAL AND GLOBAL ECONOMY Externally assessed written examination Paper 2 will assess Themes 2 and 4 35% of the total GCE marks Duration: 2 hours</p> <p>PAPER 3—MICROECONOMICS AND MACROECONOMICS Externally assessed written examination Paper 3 will assess content across all four themes 30% of the total GCE marks Duration: 2 hours</p>
Course Overview	<p>THEME 1—INTRODUCTION TO MARKETS AND MARKET FAILURE In this theme students will consider how markets work, looking at how supply and demand interact to allocate resources in local, national and international markets. They will learn how to apply supply and demand analysis to real-world situations and be able to offer explanations of consumer behaviour. This will involve looking at both how consumers act in a rational way to maximise utility and how firms maximise profit, but also why consumers may not behave rationally. Having investigated how markets work, students will then look at market failure. They will look at the nature and causes of market failure before considering the strengths and weaknesses of possible government intervention to remedy market failures.</p> <p>THEME 2—THE UK ECONOMY- PERFORMANCE AND POLICIES Students will be introduced to the aggregate demand/aggregate supply model so that they can use it to analyse changes in real output and the price level. They will: examine the use of demand-side policies, supply-side policies and direct controls as means of improving an economy's performance; recognise the underlying assumptions; predict the likely impact and effectiveness of such policies; and consider these in an historical context. Students should consider the different approaches that maybe used by policy makers to ad-dress macroeconomic issues and be able to identify the criteria for success. Students should have knowledge of the UK economy in the last 10 years.</p> <p>THEME 3—BUSINESS BEHAVIOUR AND THE LABOUR MARKET This theme examines how the number and size of market participants, and the level of contest–ability, affect the pricing and nature of competition among firms. Students will consider the size and growth of firms through exploring organic growth, mergers and takeovers. They will look at the reasons for de–mergers and why some firms tend to remain small. Students will look at the rational assumption that firms are profit maximisers and then challenge this by looking at alternative business objectives. Revenues, costs and profits are explored before linking these ideas to different market structures. Students will then be able to analyse and evaluate the pricing and output decisions of firms in different contexts and understand the role of competition in business decision making. Supply and demand analysis is specifically applied to the labour market to see how wages are determined in competitive and non–competitive markets. At the end of this theme students should be capable of making an appraisal of government intervention aimed at promoting competitive markets.</p> <p>THEME 4—A GLOBAL PERSPECTIVE Students will be expected to understand the significance of globalisation, international trade, the balance of payments and exchange rates. They will examine public finance, macroeconomic policies and the role of the financial sector in a global context. Students will consider the factors influencing the growth and development of emerging and developing countries. In examining these areas, application, analysis and evaluation of economic models is required as well as an ability to assess policies that might be used to address national and global economic challenges. Students should develop an awareness of trends in the global economy over the last 25 years through wider reading and research so that they can include relevant examples in their analysis and evaluation.</p>

ENGLISH LITERATURE

Entry Requirements	English Language 6
Qualification	A LEVEL
Exam Board	EDEXCEL
Assessment	<p>A Level</p> <p>3 x exams</p> <p>1 x coursework</p>
Course Overview	<p>PAPER 1—POETRY AND DRAMA—2 HOURS Section A: Poems of the Decade 2002–2011 Section B: A Streetcar Named Desire—Tennessee Williams</p> <p>PAPER 2—PROSE—1 HOUR - WOMEN AND SOCIETY Wuthering Heights - Emily Bronte Mrs Dalloway - Virginia Woolf</p> <p>PAPER 3—DRAMA 2 HOURS 15 MINUTES Othello (tragedy)—NEW Critical essays on Shakespeare text (anthology available)—NEW RESIT of AS/harder questions)</p> <p>PAPER 2—PROSE—1 HOUR (RESIT of harder questions)</p> <p>PAPER 3—POETRY (NEW)—2 HOURS 15 MINUTES Unseen poetry</p> <p>POETRY FROM EITHER:</p> <ul style="list-style-type: none"> ▶ a literary period (either pre– or post–1900) or ▶ a named poet from within a literary period <p>POEMS OF THE DECADE (REVISION)</p> <p>PAPER 4—COURSEWORK (NEW) Two prose texts of your own choice. 2500–3000 word comparative essay.</p>



FRENCH

Entry Requirements	English Language 6, French 6
Qualification	A LEVEL
Exam Board	AQA
Assessment	<p>Paper 1: Listening, reading and writing What's assessed Aspects of French-speaking society: current trends Aspects of French-speaking society: current issues Artistic culture in the French-speaking world Aspects of political life in the French-speaking world Grammar</p> <p>How it's assessed Written exam: 2 hours 30 minutes 100 marks 50% of A-level Questions</p> <p>Paper 2: Writing What's assessed One text and one film or two texts from the list set in the specification Grammar</p> <p>How it's assessed Written exam: 2 hours 80 marks in total 20% of A-level</p> <p>Paper 3: Speaking What's assessed Individual research project One of four themes (Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world)</p> <p>How it's assessed Oral exam: 21–23 minutes (including 5 minutes preparation time) 60 marks in total 30% of A-level</p>



FRENCH

Course Overview

THE A- LEVEL COURSE WILL COVER:

3.1 Social issues and trends

- The changing nature of family
- The 'cyber-society'
- The place of voluntary work
- Positive features of a diverse society
- Life for the marginalised
- How criminals are treated

3.2 Political and artistic culture

- A culture proud of its heritage
- Contemporary francophone music
- Cinema: the 7th art form
- Teenagers, the right to vote and political commitment
- Demonstrations, strikes – who holds the power?
- Politics and immigration

3.3 Grammar

3.4 Works

-Students must study either one text and one film or two texts from the list below. Abridged editions should not be used.

Texts

- Molière Le Tartuffe
- Voltaire Candide
- Guy de Maupassant Boule de Suif et autres contes de la guerre
- Albert Camus L'étranger
- Françoise Sagan Bonjour tristesse
- Claire Etcherelli Elise ou la vraie vie
- Joseph Joffo Un sac de billes
- Faïza Guène Kiffe kiffe demain
- Philippe Grimbert Un secret
- Delphine de Vigan No et moi

Films

- Les 400 coups François Truffaut (1959)
- Au revoir les enfants Louis Malle (1987)
- La Haine Mathieu Kassovitz (1995)
- L'auberge espagnole Cédric Klapisch (2002)
- Un long dimanche de fiançailles Jean-Pierre Jeunet (2004)
- Entre les murs Laurent Cantet (2008)

3.5 Individual research project

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken. They must select relevant information in French from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

GEOGRAPHY

Entry Requirements	English Language 6, Geography 6 (if taken)
Qualification	A LEVEL GEOGRAPHY
Exam Board	EDEXCEL
Assessment	WRITTEN EXAMINATION: 2 HOURS 80% OF THE QUALIFICATION 90 MARKS
Course Overview	<p>PAPER 1 (PAPER CODE: 9GE0/01) Written examination: 2 hours 30% of the qualification 90 marks</p> <p>PAPER 2 (PAPER CODE: 9GE0/02) Written examination: 2 hours 30% of the qualification 90 marks</p> <p>CONTENT OVERVIEW AREA OF STUDY 1:</p> <ul style="list-style-type: none"> ▶ Topic 1—Tectonic Processes and Hazards ▶ Topic 2—Landscape Systems, Processes and Change <p>CONTENT OVERVIEW AREA OF STUDY 2:</p> <ul style="list-style-type: none"> ▶ Topic 3—Globalisation ▶ Topic 4—Shaping Places <p>AREA OF STUDY 3:</p> <ul style="list-style-type: none"> ▶ Topic 5—The Water Cycle and Water Insecurity ▶ Topic 6—The Carbon Cycle and Energy Security ▶ Topic 7—Climate Change Futures <p>AREA OF STUDY 4:</p> <ul style="list-style-type: none"> ▶ Topic 8—Superpowers ▶ Topic 9—Global Development and Connections



GEOGRAPHY

Assessment

PAPER 3 (*PAPER CODE: 9GE0/03)

WRITTEN EXAMINATION: 1 HOUR AND 45 MINUTES

20% of the qualification

60 marks

CONTENT OVERVIEW

The specification contains three synoptic themes within the compulsory content areas:

- ▶ Players
- ▶ Attitudes and actions
- ▶ Futures and uncertainties
- ▶ The synoptic investigation will be based on a geographical issue within a place-based context that links to the three synoptic themes and is rooted in two or more of the compulsory content areas.

COURSEWORK: INDEPENDENT INVESTIGATION (9GE0/04)

NON-EXAMINED ASSESSMENT

20% of the qualification

60 marks

CONTENT OVERVIEW

- ▶ The student defines a question or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification
- ▶ The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data
- ▶ The fieldwork which forms the focus and context of the individual investigation may be either human, physical or integrated physical-human
- ▶ The investigation report will evidence independent analysis and evaluation of data, presentation of data findings and extended writing
- ▶ Students will be expected to show evidence that they have used both quantitative and qualitative data to support their independent investigation as appropriate to the particular environment and/ or location

ASSESSMENT OVERVIEW

- ▶ The investigation report is internally assessed and externally moderated
- ▶ The student will produce a written report of 3000–4000 words

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GOVERNMENT AND POLITICS

Entry Requirements	English Language 6
Qualification	A LEVEL
Exam Board	EDEXCEL
Assessment	<p>Component 1: UK Politics (*Component code: 9PL0/01) Written examination: 2 hours 33⅓% of the qualification 84 marks Content overview</p> <ol style="list-style-type: none"> Political Participation, students will study: Democracy and participation, political parties, electoral systems, voting behaviour and the media. Core Political Ideas, students will study: Conservatism, Liberalism and Socialism. <p>Assessment overview Section A: Political Participation One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these. All questions assess AO1, AO2 and AO3. Section B: Core Political Ideas One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3.</p> <p>Component 2: UK Government (*Component code: 9PL0/02) Written examination: 2 hours 33⅓% of the qualification 84 marks Content overview</p> <ol style="list-style-type: none"> UK Government, students will study: the constitution, parliament, Prime Minister and executive, relationships between the branches Non-core political ideas, students will study one idea from the following: Anarchism, Ecologism, Feminism, Multiculturalism and Nationalism. <p>Assessment overview Section A: UK Government One 30-mark question from a choice of two (each question uses a source) – students must complete one of these. Plus one 30-mark question from a choice of two – students must complete one of these.</p> <ul style="list-style-type: none"> All questions assess AO1, AO2 and AO3. <p>Section B: Non-core Political Ideas</p> <ul style="list-style-type: none"> One 24-mark question from a choice of two, which assesses AO1, AO2 and AO3. <p>Component 3: Comparative Politics (*Component code: 9PL0/3A or 3B) Written examination: 2 hours 33⅓% of the qualification 84 marks Students study either USA (9PL0/3A) Content overview For USA (3A), students will study: the US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories. Assessment overview for 3A and 3B Section A One 12-mark question from a choice of two, which assesses AO1 and AO2</p> <p>Section B One compulsory 12-mark question focused on comparative theories, which assesses AO1 and AO2</p> <p>Section C Two 30-mark questions from a choice of three, which assess AO1, AO2 and AO3.</p>

HISTORY

Entry Requirements	English Language 6, History 6 (if taken)
Qualification	A LEVEL
Exam Board	EDEXCEL
Assessment	<p>Component 1: Breadth study What's assessed The study of significant historical developments over a period of around 100 years and associated interpretations.</p> <p>Assessed</p> <ul style="list-style-type: none"> • written exam: 2 hours 15 minutes • 60 marks • 30% of A-level <p>Component 2: Depth study What's assessed The study in depth of a period of major historical change or development and associated primary evidence.</p> <p>Assessed</p> <ul style="list-style-type: none"> • written exam: 1 hours 30 minutes • two questions • 40 marks • 20% of A-level <p>Component 3: Breadth and Depth study What's assessed Covering a period of at least 100 years</p> <p>Assessed</p> <ul style="list-style-type: none"> • written exam: 2 hours 15 minutes • 60 marks • 30% of A-level <p>Component 4: Historical investigation What's assessed A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.</p> <p>Assessed</p> <ul style="list-style-type: none"> • 4,000 words independent essay • 40 marks • 20% of A-level • marked by teachers • moderated by AQA

HISTORY

Course Overview

Students will study:

- the history of more than one country or state, including at least one outside the British Isles
- aspects of the past in breadth (through period and/or theme) and in depth
- significant individuals, societies, events, developments and issues within a broad historical context
- developments affecting different groups within the societies studied
- a range of appropriate historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social or technological.
- topics from a chronological range of at least 200 years
- a substantial (a minimum of 20 per cent) and coherent element of British history and/or the history of England, Scotland, Ireland or Wales
- change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long term (normally at least 100 years) and short term.

Breadth Study

Each Breadth study is introduced by six key questions which identify issues and perspectives which are central to the period of study. They emphasise that the study of breadth requires students to develop an understanding of:

- the nature of causes and consequences, of change and continuity and of similarity and differences over a long period of time
- the links between perspectives, such as political, economic, social or religious as well as appreciating developments relating to the perspectives separately over time
- the role played by individuals, groups, ideas or ideology.

Depth Study

Each Depth study is focused on a significant period of historical change or development. Students will gain deep understanding of change and continuity through the study of the interrelationships of a variety of perspectives as indicated in the content. They will develop detailed knowledge and understanding of developments and the roles of individuals, groups, ideas and ideology. Depth studies also promote an understanding of the complexity of the historical process through a detailed focus on a specific period of change.

For the non-exam assessment

The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment.

The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians.

CAMBRIDGE TECHNICAL

Entry Requirements	Computing or ICT at a 5-9 (excluding ECDL), English Language 4, Mathematics 4										
Qualification	CAMBRIDGE TECHNICAL—LEVEL 3 (EQUIVALENT TO ONE A—LEVEL)										
Exam Board	OCR										
Assessment	<p>Year 12 2 Mandatory Exam Units</p> <p>Unit 1 – Fundamentals of IT (All qualification sizes)</p> <ul style="list-style-type: none"> • 1 hour 30 minutes' exam • 80 marks • Part A – approx. 18-20% multiple choice. • Part B short answer questions (no more than 10 marks per question) • It will be paper based <p>Unit 2 – Global Information (All qualification sizes)</p> <ul style="list-style-type: none"> • 1 hour 30 minutes exam • 80 marks • Part A short-answer questions based on pre-release research brief (42 marks). Part B short-answer questions not based on the case study (38 marks). (Maximum 10 marks per question) • Pre-release approx. 6-8 weeks prior to the exam. • A clean copy of this pre-release material will be given to learners with the question paper (no notes) • It will be paper based <p>Year 13 3 Coursework Units: 6 Application Design 8 Project Management 21 Web Design</p> <p>Level 3 Cambridge Technical Extended Certificate and Level 3 Cambridge Technical Introductory Diploma - 360GLH</p> <table> <tr> <th>Grade</th><th>UCAS Tariff points</th></tr> <tr> <td>D*</td><td>56</td></tr> <tr> <td>D</td><td>48</td></tr> <tr> <td>M</td><td>32</td></tr> <tr> <td>P</td><td>16</td></tr> </table> <p>Units 1, 2 and 6 are mandatory units and make up 66% of overall marks.</p>	Grade	UCAS Tariff points	D*	56	D	48	M	32	P	16
Grade	UCAS Tariff points										
D*	56										
D	48										
M	32										
P	16										



CAMBRIDGE TECHNICAL

Course Overview

Course Overview

What do I need to know or be able to do before taking this course?

You are suitable for the OCR Cambridge Technicals in ICT course if you have the following:

- An A*- B grade at GCSE ICT(excludes ECDL) or Computing A*- C
- An interest in developing the knowledge and skills you need to be a competent and informed ICT user and practitioner.

What kind of student is this course suitable for?

You will benefit from this course if you:

- are studying to prepare for employment in the IT sector
- want to progress into IT-related apprenticeships
- want to gain a Level 3 qualification to support further study in Further Education (FE) and Higher Education (HE) in IT

Is the qualification structured like other GCEs?

Yes, this course is taught over two year;

OCR Level 3 Cambridge Technical Introductory Diploma (5 units) over two years – equivalent to one A-level.

What will I learn about on this course?

To complete an Introductory Diploma, learners must complete a total of five units consisting of two mandatory examined units and three further units. The choice of units will depend on the specialist pathway selected by the ICT department.

In Year 12 we will focus on the Three units of which Unit 6 is mandatory:

- 1) Unit 6 Application Design
- 2) Unit 8 Project Management
- 3) Unit 21 Web Design & Prototyping

In Year 13 you will learn about Two Mandatory Exam Units

- 1) Unit 1 Fundamentals of IT
- 2) Unit 2 Global Information

MEDIA

Entry Requirements	English Language 6, Media Studies 5 (if taken)
Qualification	A LEVEL
Exam Board	Eduqas
Assessment	<p>WRITTEN EXAM 1: MEDIA PRODUCTS, INDUSTRIES AND AUDIENCES (35% OF QUALIFICATION).</p> <p>2 hours 15 minutes written examination</p> <p>WRITTEN EXAM 2: MEDIA FORMS AND PRODUCTS IN DEPTH (35% OF QUALIFICATION).</p> <p>2 hours 30 minutes written examination</p> <p>CROSS- MEDIA PRODUCTION, NON-EXAM ASSESSMENT (30% OF QUALIFICATION).</p> <p>Practical unit, internally assessed and externally modified</p>
Course Overview	<p>EXAM 1: The examination assesses media language, representation, media industries, audiences and media contexts. It consists of two sections:</p> <p>SECTION A: Analysing Media Language and Representation. This section assesses media language and representation in relation to two of the following media forms: advertising, marketing, music video or newspapers. There are two questions in this section:</p> <ul style="list-style-type: none"> • One question assessing media language in relation to an unseen audio-visual or print resource • One extended response comparison question assessing representation in one set product and an unseen audio-visual or print resource in relation to media contexts. <p>One-stepped question on media industries</p> <ul style="list-style-type: none"> • One-stepped question on audiences. <p>EXAM 2: The examination assesses media language, representation, media industries, audiences and media contexts. It consists of three sections:</p> <p>Section A – Television in the Global Age. There will be one two-part question or one extended response question.</p> <p>Section B – Magazines: Mainstream and Alternative Media. There will be one two-part question or one extended response question.</p> <p>Section C – Media in the Online Age. There will be one two-part question or one extended response question.</p> <p>Controlled Assessment: An individual cross-media production based on two forms in response to a choice of briefs set by WJEC, applying knowledge and understanding of the theoretical framework and digital convergence.</p>



MUSIC

Entry Requirements	English Language 5, Mathematics 5, Music 4, Principal Instrument 4
Qualification	A LEVEL
Exam Board	WJEC/Eduqas
Assessment	<p>Assessment:-</p> <p>Unit One 25%/35% - Performance Recital – Externally marked and moderated</p> <p>Unit Two 25%/35% - Composition – externally marked and moderated.</p> <p>Unit Three – Listening Examination</p>
Course Overview	<p>Component 1:-</p> <p>Option A Performance 35%</p> <p>A performance on principal instrument to last no shorter than 10 minutes playing time. The performance must contain a minimum of three pieces to Grade 6 standard, and at least one of those pieces must be as a soloist. One piece must reflect the western classical tradition, and one must reflect a different area of study.</p> <p>Option B Performance 25%</p> <p>A performance consisting of a minimum of two pieces either as a soloist or as part of an ensemble, or a combination of both. All pieces must be to Grade 6 standard and must reflect the musical characteristics of one area of study.</p> <p>Component 2:-</p> <p>Option A Composition 25%</p> <p>Two compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by Eduqas. Learners will have a choice of four set briefs, released during the first week of September of the the academic year in which the assessment is to be taken. The second composition is a free composition.</p> <p>Option B Composing 35%</p> <p>Three compositions, one of which must reflect the musical techniques and conventions associated with the Western Classical Tradition and be in response to a brief set by Eduqas. Learners will have a choice of four set briefs, released during the first week of September of the academic year in which the assessment is to be taken. The second composition must reflect the musical characteristics of one different area of study (i.e. not the Western Classical Tradition) while the third composition is a free composition.</p> <p>Component 3</p> <p>Area of Study A: The Western Classical Tradition (The Development of the Symphony 1750 – 1900) which includes two set works for detailed study.</p> <ol style="list-style-type: none"> Symphony No.104 in D major, 'London': F.J. Haydn Symphony No.4 in A major, 'Italian': Felix Mendelssohn <p>Area of Study B: Rock and Pop Music from 1960 to 2000, which will include wider and unfamiliar listening</p> <p>Area of Study E: Into the Twentieth Century – a look at Impressionism (Claude Debussy and Maurice Ravel), Expressionism/Serialism (Arnold Schonberg, Alban Berg and Anton Webern) and Neo-Classicism (Igor Stravinsky, Sergei Prokofiev and Francis Poulenc), with a focus on two set works:</p> <ol style="list-style-type: none"> Trio for Oboe, Bassoon and Piano, Movement II: Francis Poulenc 'Nuages' from Three Nocturnes, Number 1: Claude Debussy <p>Questions:</p> <ol style="list-style-type: none"> Set Work Analysis with a score Extended responses on wider context Unprepared extracts of music with and without a score Comparison questions



MATHEMATICS

Entry Requirements	English Language 5, Mathematics 7
Qualification	A LEVEL
Exam Board	Edexcel
Course Overview & Assessment	<p>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</p> <p>Content overview</p> <ul style="list-style-type: none"> -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 <p>Assessment overview</p> <p>-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.</p> <p>Paper 3: Statistics and Mechanics (*Paper code: 9MA0/03) 2-hour written examination 33.33% of the qualification 100 marks</p> <p>Content overview</p> <p>Section A: Statistics</p> <ul style="list-style-type: none"> -Statistical sampling -Data presentation and interpretation -Probability -Statistical distributions -Statistical hypothesis testing <p>Section B: Mechanics</p> <ul style="list-style-type: none"> -Quantities and units in mechanics -Kinematics -Forces and Newton's laws -Moments <p>Assessment overview</p> <p>-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.</p>



FURTHER MATHEMATICS

Entry Requirements	English Language 5, Mathematics 8
Qualification	A LEVEL
Exam Board	EDEXCEL
Course Overview & Assessment	<p>Paper 1 What's assessed May assess content from the following sections:</p> <p>A: Proof B: Complex numbers C: Matrices D: Further Algebra and Functions E: Further Calculus F: Further Vectors G: Polar coordinates H: Hyperbolic functions I: Differential equations J: Trigonometry K: Numerical Methods</p> <p>How it's assessed Written exam: 2 hours 100 marks 33⅓ % of A-level</p> <p>Paper 2 What's assessed May assess content from the following sections:</p> <p>A: Proof B: Complex numbers C: Matrices D: Further Algebra and Functions E: Further Calculus F: Further Vectors G: Polar coordinates H: Hyperbolic functions I: Differential equations J: Trigonometry K: Numerical Methods</p> <p>How it's assessed Written exam: 2 hours 100 marks 33⅓ % of A-level</p>

FURTHER MATHEMATICS

Course Overview & Assessment

Paper 3
What's assessed
One question paper answer booklet on Discrete and one question paper answer booklet on Statistics.
How it's assessed
Written exam: 2 hours
100 marks
33⅓ % of A-level
OR
Paper 3
What's assessed
One question paper answer booklet on Statistics and one question paper answer booklet on Mechanics.
How it's assessed
Written exam: 2 hours
100 marks
33⅓ % of A-level
OR
Paper 3
What's assessed
One question paper answer booklet on Mechanics and one question paper answer booklet on Discrete.
How it's assessed
Written exam: 2 hours
100 marks
33⅓ % of A-level

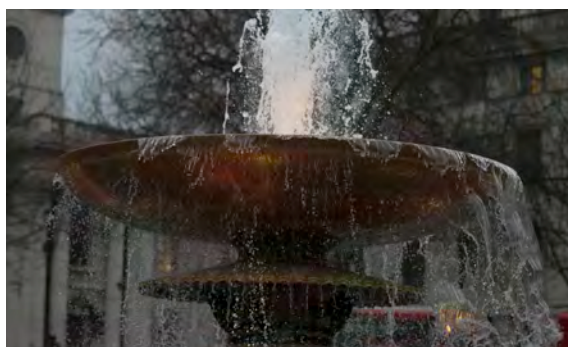
PHILOSOPHY

Entry Requirements	English Language 6, Mathematics 5
Qualification	A LEVEL
Exam Board	AQA
Assessment	WRITTEN EXAM: 3 HOURS 100% OF THE QUALIFICATION
Course Overview	<p>Paper 1: Epistemology and moral philosophy</p> <p>Sections 1 and 2</p> <p>How it's assessed Written exam: 3 hours 100 marks 50% of A-level</p> <p>Questions Section A: Five questions on epistemology Section B: Five questions on moral philosophy</p> <p>Paper 2: The metaphysics of God and the metaphysics of mind</p> <p>Sections 3 and 4</p> <p>How it's assessed Written exam: 3 hours 100 marks 50% of A-level</p> <p>Questions Section A: Five questions on the metaphysics of God Section B: Five questions on the metaphysics of mind</p>



PHOTOGRAPHY

Entry Requirements	English Language 4, Mathematics 4
Qualification	A LEVEL
Exam Board	Eduqas
Course Overview & Assessment	<p>Year 1</p> <p>The first year of the Photography Alevel is designed as a foundation year in order to give learners the core skills and knowledge needed to progress and develop a personal portfolio in preparation for component 1.</p> <p>As most learners will not have studied photography before, the first year is split into a variety of tasks and short projects designed to teach the following...</p> <ul style="list-style-type: none"> • How to use a camera (specifically a DSLR) • Photographic techniques • How to achieve to the correct exposure • Research and Analysis skills <p>The year will culminate in an extended project, designed to mirror that of the Externally Set Assignment at the end of the course.</p> <p>Year 2</p> <p>Component 1: Personal Investigation (60% of the qualification/120marks) September – January</p> <p>The Personal Investigation consists of two integrated constituent parts:</p> <ol style="list-style-type: none"> 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. <p>The Personal Investigation will be determined by the learner and teacher, assessed by the teacher and externally moderated. No time limit given.</p> <p>Component 2: Externally Set Assignment (40% of the qualification/80marks) February - April</p> <p>The Externally Set Assignment consists of two parts:</p> <p>Part 1: Preparatory study period</p> <ul style="list-style-type: none"> • Learners must select a stimuli or theme from the externally set assignment material and develop responses during the preparatory study period. They should take the form of critical, practical and theoretical preparatory work/supporting studies which inform the resolution of ideas in the 15 hours sustained focus study. <p>Part 2: 15 hour period of sustained focus work</p> <ul style="list-style-type: none"> • The resolution of learners' ideas from the preparatory work must be completed during a Supervised period of 15 hours and they must show how their planning relates to the outcome/s.



PHYSICAL EDUCATION

Entry Requirements	English Language 5, Mathematics 5, Science 5, Physical Education 6 (if taken)
Qualification	A LEVEL PE
Exam Board	AQA
Assessment	70% THEORY (EXAM)/30% PRACTICAL (CONTROLLED ASSESSMENT)
Course Overview	<p>DRAFT SPECIFICATION AT THIS POINT</p> <p>PAPER 1—FACTORS AFFECTING PARTICIPATION IN PHYSICAL ACTIVITY AND SPORT</p> <ul style="list-style-type: none"> ▶ SECTION A: Applied anatomy and physiology ▶ SECTION B: Skill acquisition ▶ SECTION C: Sport and society <p>HOW IT'S ASSESSED</p> <ul style="list-style-type: none"> ▶ Written examination: 2 hours and 30 minutes ▶ 40% of the qualification ▶ 140 marks <p>PAPER 2—FACTORS AFFECTING PARTICIPATION IN PHYSICAL ACTIVITY AND SPORT</p> <ul style="list-style-type: none"> ▶ SECTION A: Exercise physiology and biomechanics ▶ SECTION B: Sport psychology ▶ SECTION C: Sport and society and technology in sport <p>HOW IT'S ASSESSED</p> <ul style="list-style-type: none"> ▶ Written examination: 2 hours ▶ 30% of the qualification ▶ 100 marks <p>NON-EXAM ASSESSMENT: PRACTICAL PERFORMANCE IN PHYSICAL ACTIVITY AND SPORT</p> <ul style="list-style-type: none"> ▶ Students assessed as a performer OR ▶ Coach in the full sided version of one activity <p>HOW IT'S ASSESSED</p> <ul style="list-style-type: none"> ▶ Non-examined assessment: internally assessed, externally moderated ▶ 15% of the qualification ▶ 40 marks <p>NON-EXAM ASSESSMENT: PERFORMANCE ANALYSIS AND PERFORMANCE DEVELOPMENT PROGRAMME</p> <ul style="list-style-type: none"> ▶ Topic 1—Applied anatomy and physiology ▶ Topic 2—Exercise physiology and applied movement analysis ▶ Topic 3—Skill acquisition ▶ Topic 4—Sport psychology <p>BIOMECHANICS IS EMBEDDED WITHIN THE CONTENT OF TOPICS 1 AND 2</p> <p>HOW IT'S ASSESSED</p> <ul style="list-style-type: none"> ▶ Non-examined assessment: internally assessed, externally moderated ▶ 15% of the qualification ▶ 40 marks



BTEC SPORT

Entry Requirements	English Language 4 or Mathematics 4, 3 in other subjects
Qualification	BTEC LEVEL 3 NATIONAL EXTENDED DIPLOMA IN SPORT AND PHYSICAL ACTIVITY DEVELOPMENT
Exam Board	EDEXCEL
Assessment	MANDATORY CONTENT (78%)/EXTERNAL ASSESSMENT (42%)
Course Overview	<p>EQUIVALENT TO 3 A LEVELS</p> <p>It includes a range of assessment types and styles suited to vocational qualifications. There are three main forms of assessment: external, internal and synoptic.</p> <p>QUALIFICATION STRUCTURE</p> <ul style="list-style-type: none"> ▶ 14 units of which 10 are mandatory and 4 are optional <p>MANDATORY UNITS</p> <p>There are 10 mandatory units that learners must complete:</p> <ul style="list-style-type: none"> ▶ Unit 1—Anatomy and Physiology ▶ Unit 2—Fitness Training and Programming for Health, Sport and Well-being ▶ Unit 3—Professional Development in the Sports Industry ▶ Unit 4—Sports Leadership ▶ Unit 7—Practical Sports Performance ▶ Unit 8—Coaching for Performance ▶ Unit 9—Research Methods in Sport ▶ Unit 19—Development and Provision of Sport and Physical Activity ▶ Unit 22—Investigating Business in Sport and Physical Activity ▶ Unit 23—Development and Provision of Sport and Physical Activity <p>OPTIONAL UNITS</p> <p>Learners must complete 4 optional units.</p> <ul style="list-style-type: none"> ▶ Unit 5—Application of Fitness Testing ▶ Unit 6—Sports Psychology ▶ Unit 10—Sports Event Organisation ▶ Unit 11—Research Project in Sport ▶ Unit 17—Sports Injury Management ▶ Unit 18—Work Experience in Active Leisure ▶ Unit 20—Leisure Management ▶ Unit 21—Leisure Centre Operations ▶ Unit 24—Sports Performance Analysis ▶ Unit 25—Rules, Regulations and Officiating in Sport ▶ Unit 26—Technical and Tactical Demands of Sport ▶ Unit 27—Principles and Practices for Outdoor and Adventurous Activities ▶ Unit 28—Environment Sustainability for Outdoor and Adventurous Activities



PHYSICS

Entry Requirements	Combined Trilogy 7 or Separate Science 6, English Language 5, Mathematics 6
Qualification	A LEVEL
Exam Board	AQA
Assessment	<p>A LEVEL EXAMINATIONS</p> <p>PAPER 1—FIELDS AND FURTHER MECHANICS 2 Hour Exam, 85 Marks, 34% of A Level</p> <p>PAPER 2—NUCLEAR PHYSICS THERMAL PHYSICS 2 Hour Exam, 85 Marks, 34% of A Level</p> <p>PAPER 3—PRACTICAL SKILLS AND DATA ANALYSIS AND AN OPTIONAL TOPIC 2 Hours, 80 Marks, 32% of A Level</p>
Course Overview	<p>Core content</p> <p>1 Measurements and their errors 2 Particles and radiation 3 Waves 4 Mechanics and materials 5 Electricity 6 Further mechanics and thermal physics 7 Fields and their consequences 8 Nuclear physics</p> <p>Options</p> <p>9 Astrophysics 10 Medical physics 11 Engineering physics 12 Turning points in physics 13 Electronics</p>

PRODUCT DESIGN

Entry Requirements	Mathematics 5, DT 5 (if taken)
Qualification	A LEVEL
Exam Board	AQA
Assessment	<p>Paper 1: Technical Principles</p> <ul style="list-style-type: none"> - Written Examination 2.5 hours - 30% of A-Level <p>Paper 2: Designing and making principals</p> <ul style="list-style-type: none"> - Written examination: 1.5 hours - 20% of A-Level <p>NEA - Non-Exam Assessment</p> <ul style="list-style-type: none"> - Substantial design and make project - 50% of A-Level
Course Overview	<p>Course Aims</p> <p>The aim of the course is to develop students' practical solving skills, encourage independent learning, creativity and innovation. Students will learn specific subject knowledge in relation to design and manufacture. They will develop their modelling skills both in the workshop and through 2D and 3D CAD modelling; they will develop presentation skills and graphic communication. They will implement and demonstrate their knowledge and skills by designing and making marketable products.</p> <p>Students studying Design and Technology will:</p> <ul style="list-style-type: none"> ▶ be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens. ▶ develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world. ▶ work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners. ▶ gain an insight into the creative, engineering and/or manufacturing industries ▶ develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients ▶ develop knowledge and experience of real world contexts for design and technological activity ▶ develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use ▶ be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product ▶ be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including maths and science, to inform decisions in design and the application or development of technology ▶ be able to work safely and skillfully to produce high-quality prototypes/products ▶ have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors ▶ develop the ability to draw on and apply a range of skills and knowledge from other subject areas, including the use of maths and science for analysis and informing decisions in design. <p>NEA</p> <p>Students are required to apply the knowledge acquired throughout the course to design and manufacture their own projects. The NEA consists of a design folder and a manufactured outcome that shows evidence of a substantial design and making activity.</p>

PSYCHOLOGY

Entry Requirements	Combined Trilogy 4, English Language 6, Mathematics 6
Qualification	A Level
Exam Board	AQA
Course Overview & Assessment	<p>Compulsory content</p> <p>1 Social influence</p> <p>2 Memory</p> <p>3 Attachment</p> <p>4 Psychopathology</p> <p>5 Approaches in Psychology</p> <p>6 Biopsychology</p> <p>7 Research methods</p> <p>8 Issues and debates in Psychology</p> <p>Optional content</p> <p>Option 1</p> <p>9 Relationships</p> <p>10 Gender</p> <p>11 Cognition and development</p> <p>Option 2</p> <p>12 Schizophrenia</p> <p>13 Eating behaviour</p> <p>14 Stress</p> <p>Option 3</p> <p>15 Aggression</p> <p>16 Forensic Psychology</p> <p>17 Addiction</p>

6th Form
Brochure 2019-20



PSYCHOLOGY

Course Overview & Assessment

Paper 1: Introductory Topics in Psychology

What's assessed
Compulsory content 1–4

Assessed

written exam: 2 hours
96 marks in total
33.3% of A-level

Questions

Section A: multiple choice, short answer and extended writing, 24 marks
Section B: multiple choice, short answer and extended writing, 24 marks
Section C: multiple choice, short answer and extended writing, 24 marks
Section D: multiple choice, short answer and extended writing, 24 marks

Paper 2: Psychology in Context

What's assessed
Compulsory content 5–7

Assessed

written exam: 2 hours
96 marks in total
33.3% of A-level

Questions

Section A: multiple choice, short answer and extended writing, 24 marks
Section B: multiple choice, short answer and extended writing, 24 marks
Section C: multiple choice, short answer and extended writing, 48 marks

Paper 3: Issues and Options in Psychology

What's assessed
Compulsory content 8

Optional content, one from option 1, 9–11, one from option 2, 12–14, one from option 3, 15–17 above

Assessed

written exam: 2 hours
96 marks in total
33.3% of A-level

Questions

Section A: multiple choice, short answer and extended writing, 24 marks
Section B: one topic from option 1, 9–11 above, multiple choice, short answer and extended writing, 24 marks
Section C: one topic from option 2, 12–14 above, multiple choice, short answer and extended writing, 24 marks
Section D: one topic from option 3, 15–17 above, multiple choice, short answer and extended writing, 24 marks

SOCIOLOGY

Entry Requirements	English Language 6
Qualification	A LEVEL
Exam Board	AQA
Course Overview & Assessment	<p>Compulsory content</p> <p>4.1 Education with Theory and Methods</p> <p>4.1.1 Education</p> <p>4.1.2 Methods in Context</p> <p>4.1.3 Theory and Methods</p> <p>4.3 Crime and Deviance with Theory and Methods 4.3.1 Crime and Deviance</p> <p>4.3.2 Theory and Methods</p> <p>Optional</p> <p>4.2 Topics in Sociology</p> <p>Option 1</p> <p>4.2.1 Culture and Identity</p> <p>4.2.2 Families and Households</p> <p>4.2.3 Health</p> <p>4.2.4 Work, Poverty and Welfare</p> <p>Option 2</p> <p>4.2.5 Beliefs in Society</p> <p>4.2.6 Global Development</p> <p>4.2.7 The Media</p> <p>4.2.8 Stratification and Differentiation</p>
	<p>Paper 1: Education with Theory and Methods</p> <p>What's assessed</p> <p>Compulsory content 4.1.1, 4.1.2, 4.1.3</p> <p>Assessed</p> <p>2 hour written exam</p> <p>80 marks</p> <p>33.3% of A-level</p> <p>Paper 2: Topics in Sociology</p> <p>What's assessed</p> <p>Section A: one from option 1: 4.2.1, 4.2.2, 4.2.3 or 4.2.4 Section B: one from option 2: 4.2.5, 4.2.6, 4.2.7 or 4.2.8 Assessed</p> <p>2 hour written exam</p> <p>80 marks</p> <p>33.3% of A-level</p> <p>Questions</p> <p>Section A: extended writing, 40 marks</p> <p>Section B: extended writing, 40 marks</p> <p>Paper 3: Crime and Deviance with Theory and Methods What's assessed</p> <p>Compulsory content 4.3.1, 4.3.2</p> <p>Assessed</p> <p>2 hour written exam</p> <p>80 marks</p> <p>33.3% of A-level</p>

SPANISH

Entry Requirements	English Language 5, Spanish 6
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Qualification	A LEVEL
Exam Board	AQA
Assessment	<p>Paper 1: Listening, reading and writing What's assessed Aspects of Hispanic society Artistic culture in the Hispanic world Multiculturalism in Hispanic society Aspects of political life in Hispanic society Grammar</p> <p>How it's assessed Written exam: 2 hours 30 minutes 100 marks 50% of A-level</p> <p>Paper 2: Writing What's assessed One text and one film or two texts from the list set in the specification Grammar</p> <p>How it's assessed Written exam: 2 hours 80 marks in total 20% of A-level</p> <p>Paper 3: Speaking What's assessed Individual research project One of four themes (ie Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in Hispanic society)</p> <p>How it's assessed Oral exam: 21–23 minutes (including 5 minutes preparation time) 60 marks in total 30% of A-level</p>



SPANISH

Course Overview

3.1 Social issues and trends

Aspects of Hispanic society
Multiculturalism in Hispanic society

3.2 Political and artistic culture

Artistic culture in the Hispanic world
Aspects of political life in the Hispanic world

3.3 Grammar

3.4 Works

Students must study either one text and one film or two texts from the list below. Abridged editions should not be used.

Texts

Federico García Lorca La casa de Bernarda Alba
Gabriel García Márquez Crónica de una muerte anunciada
Laura Esquivel Como agua para chocolate
Ramón J. Sender Réquiem por un campesino español
Carlos Ruiz Zafón La sombra del viento
Isabel Allende La casa de los espíritus
Gustavo Adolfo Bécquer Rimas
Fernando Fernán-Gómez Las bicicletas son para el verano
Luis de Castresana El otro árbol de Guernica
Gabriel García Márquez El coronel no tiene quien le escriba

Films

El laberinto del fauno Guillermo del Toro (2006)
Ocho apellidos vascos Emilio Martínez-Lázaro (2014)
María, llena eres de gracia Joshua Marston (2004)
Volver Pedro Almodóvar (2006)
Abel Diego Luna (2010)
Las 13 rosas Emilio Martínez-Lázaro (2007)

3.5 Individual research project

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. They must select relevant information in Spanish from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

BTEC TRAVEL AND TOURISM

Entry Requirements	English Language 4 or Mathematics 4, 3 in other subjects
Qualification	BTEC L3 SUBSIDIARY DIPLOMA IN TRAVEL & TOURISM
Exam Board	EDEXCEL
Assessment	6 UNITS 100% COURSEWORK GRADED AS PASS, MERIT AND DISTINCTION
Course Overview	6 UNITS 1. Investigating the Travel & Tourism sector 2. The business of Travel & Tourism 3. The UK as a destination 4. Customer service in Travel & Tourism 5. European destinations 6. Long haul travel destinations Each unit is weighted equally. Assessment is by internally set assignments



BTEC NATIONAL EXTENDED CERTIFICATE

Entry Requirements	English Language 4 or Mathematics 4, 3 in other subjects
Qualification	BTEC L3 Extended Certificate HEALTH & SOCIAL CARE
Exam Board	EDEXCEL
Assessment	2 Exams (1.5 hours each) 2 Assignments
Course Overview	<p>6 UNITS</p> <ol style="list-style-type: none">1. Human lifespan development2. Working in Health & Social Care3. Meeting individual care and support needs4. Sociological perspectives <p>Each unit is weighted equally. Assessment is by internally set assignments</p>



THE LANGLEY ACADEMY
LANGLEY ROAD, LANGLEY, BERKSHIRE, SL3 7EF

PHONE: 01753 214 440
EMAIL: [INFO@LANGLEYACADEMY.ORG](mailto:info@langleyacademy.org)