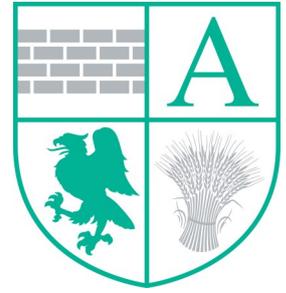




# ADEYFIELD SCHOOL

## Course Information for Students





Dear Student,

**Invitation to Post 16 Information Evening  
Thursday 22 November 2018, 7.00pm**

We would like to welcome you to the next stage of your education. Making the right choices at Post 16 is crucial in ensuring the best possible future prospects and at Adeyfield we pride ourselves on providing a breadth of opportunities to help you achieve.

We offer a range of subjects and a personalised pathway, tailored towards your individual strengths and abilities to help you shape your future. We are proud of our Sixth Form and the warm, welcoming atmosphere which allows students to be themselves and to be successful.

Students are guided and supported by an experienced team through the transition into Sixth Form and beyond, whether that be university, apprenticeships or the world of work.

Whatever subjects you choose you will benefit from the breadth of staff experience and expertise and be given opportunities to develop confidence and leadership skills which are so essential in many careers.

We look forward to seeing you at our Information Evening and to welcoming you into our Sixth Form in September 2019.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'M Chapman', written in a cursive style.

**M Chapman**  
**Executive Headteacher**

A handwritten signature in black ink, appearing to be 'M Young', written in a cursive style.

**M Young**  
**Head of Sixth Form**

# Which Sixth Form Pathway is Right for Me?

	Opportunities after Year 11	Progression
Level 3: Academic	<p><b>Course Entry Requirements—A Levels</b></p> <p>Minimum academic entry requirements to study A Levels are: Students must have achieved at least <b>40</b> GCSE points, calculated as follows, from their best 8 GCSE results: <b>Grade 9 or 8 = 8 points, Grade 7 = 7 points, Grade 6 = 6 points, Grade 5 = 5 points etc.</b></p> <p>See individual subject requirements for entry grades to study A Levels.</p>	<ul style="list-style-type: none"> <li>■ Full time programme</li> <li>■ You study three A Level options</li> </ul> <p>Employment</p> <p>Degree course at University</p> <p>Apprenticeship</p>
Level 3: Vocational	<p><b>Course Entry Requirements—BTECs</b></p> <p>Minimum academic entry requirements to study BTECs are: Students must have achieved at least <b>36</b> GCSE points, calculated as follows, from their best 8 GCSE results: Grade 9 or 8 = 8 points, Grade 7 = 7 points, Grade 6 = 6 points, Grade 5 = 5 points etc.</p> <p>See individual subject requirements for entry grades to study BTECs.</p>	<ul style="list-style-type: none"> <li>■ Full time programme</li> <li>■ You study three BTEC options</li> </ul> <p>Employment</p> <p>Degree course at University</p> <p>Apprenticeship</p>
Level 3: Vocational & Academic	<p>Students can study a combination of A Level and Vocational subjects if they have achieved at least <b>36</b> GCSE points</p>	<p>Employment</p> <p>Degree course at University</p> <p>Apprenticeship</p>
Level 2: Work-based Learning Pathway	<ul style="list-style-type: none"> <li>■ Full time programme</li> <li>■ 2 days in school: <ul style="list-style-type: none"> <li>- Studying English &amp; Maths</li> <li>- BTEC units covering essential employability skills</li> </ul> </li> <li>■ 3 days in work placement: <ul style="list-style-type: none"> <li>- We will ask you what type of employer you are looking for. We will then match your skills to the placement</li> <li>- Employers will be involved in the interview process</li> </ul> </li> </ul>	<p>A Levels</p> <p>Level 3 BTEC or Apprenticeship</p> <p>Employment</p>
<p><b>All students will continue to study Maths and / or English if they do not achieve Grade 4 or above at GCSE</b></p>		

# A Level & Vocational Course Entrance Requirements

Applications to specific subjects are discussed by the Head of Faculty and Head of Sixth Form. These requirements give you a clear guide as to whether you might be suitable for a subject

In addition, Bridging Tasks are set for each Level 3 course. Students will receive guidance and instruction on the completion of these tasks during our Induction event held on Tuesday 2 and Wednesday 3 July 2019. Bridging Tasks need to be completed prior to starting the course and will be used to judge suitability of each student to continue to study the course.

Subject	Entry requirements
<b>Art &amp; Design</b>	Grade 4 or a L2 Merit in an Art based subject
<b>Business BTEC</b>	Grade 4 or higher in GCSE English Language
<b>Biology</b>	Grade 5 or better in Core and Additional Science or GCSE Biology At least Grade 5 in GCSE English Language & Maths It is preferable that these subjects are Grade 6
<b>Chemistry</b>	Grade 5 or better in Core and Additional Science or GCSE Chemistry At least Grade 5 in GCSE English Language & Maths It is preferable that these subjects are Grade 6
<b>Children's Play, Learning &amp; Development</b>	Grade 4 or higher in GCSE English Language
<b>English</b>	Grade 5 in GCSE English Language and GCSE English Literature It is preferable that these subjects are at Grade 6
<b>EPQ</b>	Grade 4 or higher in GCSE English Language
<b>History</b>	Grade 4 in GCSE English Language. It is preferable that this is Grade 5 Grade 5 in GCSE History
<b>Maths</b>	Grade 6 in GCSE Maths
<b>Media</b>	Grade 4 in GCSE English Language. It is preferable that this is Grade 5 Grade 4 or a L2 Pass in a Media subject
<b>Music</b>	Grade 6 in GCSE Music Students will need to perform a recital on their chosen instrument in March of the second year. This must be at least Grade VI standard. Therefore, students would be at Grade V standard at the start of the course, with the view to being able to the minimum standard of Grade VI by March of the second year
<b>Performing Arts (Dance)</b>	Grade 4 in GCSE English Language Grade 4 in GCSE Dance or L2 Merit in BTEC Performing Arts
<b>Performing Arts (Drama)</b>	Grade 4 in GCSE English Language Grade 4 or a L2 Pass in Drama
<b>Philosophy &amp; Ethics</b>	Grade 4 in GCSE English Language. It is preferable that this is Grade 5 Grade 5 in a GCSE Humanities subject
<b>Politics</b>	Grade 4 in GCSE English Language. It is preferable that this is Grade 5 Grade 5 in a GCSE Humanities subject
<b>Psychology</b>	Grade 5 in GCSE English Language Grade 5 in GCSE Maths
<b>Sociology</b>	Grade 6 in GCSE English Literature or English Language
<b>Sport (Double Option)</b>	Grade 4 in GCSE English Language or Science Grade 4 or L2 Pass in PE or Sport
<b>Statistics</b>	Grade 6 in GCSE Maths
<b>Travel &amp; Tourism</b>	Grade 4 in GCSE English Language. It is preferable that this is Grade 5 Grade 5 in GCSE Geography

***Availability of all courses will depend on student demand.***

# Sixth Form Entrance Procedures

<b>w/c 22 October 2018</b>	Progression meetings for each Year 11 student
<b>w/c 14 November 2018</b>	Year 11 Mock Exams
<b>Thursday 22 November 2018</b>	Sixth Form Information Evening
<b>Monday 10 December 2018</b>	Sixth Form application deadline for <b>Adeyfield students</b>
<b>w/c 14 January 2019</b>	Sixth Form interviews
<b>Thursday 7 March 2019</b>	Year 11 Parents' Evening
<b>Friday 29 March 2019</b>	Closing date for receipt of application forms for <b>external candidates</b>
<b>w/c 11 March 2019</b>	Year 11 Mock Exams
<b>March 2019</b>	Sixth Form offer letters issued
<b>May / June 2019</b>	GCSE examinations
<b>Tuesday 2 &amp; Wednesday 3 July 2019</b>	Sixth Form Induction event
<b>Thursday 22 August 2019</b>	GCSE results and Sixth Form registration
<b>Tuesday 3 September 2019</b>	Official start of the Sixth Form term



# BTEC Foundation Diploma in Art & Design

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**Type of qualification:** BTEC

**Level of Course:** 3

**Aim of Course:**

The qualification is designed for post-16 learners who want to progress to higher education in an art and design related discipline. It is an opportunity for learners to understand more about the scope of art and design and develop knowledge of the creative process. The optional units allow learners to study areas such as fashion, textiles, photography, and fine art. In order to follow either an Art or Fashion pathway, the Foundation Diploma is offered in a single option block which is the equivalent of one and a half A levels. For over 30 years, the BTEC has seen more students progressing to higher education than ever before; in 2013, over three times more students started UK higher education courses with a mix of A levels and BTEC Nationals than in 2008. Employers also seek out BTEC-qualified students: 4 out of 5 BTEC students who progressed into employment considered BTEC as an important stepping stone towards their dream job.

**Course Content:**

BTEC Nationals require applied learning that brings together knowledge and understanding with practical and technical skills. This is achieved through learners performing vocational tasks that encourage the development of vocational and transferable skills. The BTEC is structured so individual interests and future plans can be incorporated into studies, allowing students to develop areas of expertise.

There are 4 mandatory units which all students study. These are:

- Visual Recording and Communication
- Critical and Contextual Studies in Art and Design
- The Creative Process
- Materials, Techniques and Processes in Art and Design

Within these units, there are opportunities to pursue your own individual interests. After these compulsory units, you would choose to either pursue an Art and Design route or a Fashion route. There are 2 further units of study.

**The Art and Design Route**

- Photographic Materials, Techniques and Processes
- Fine Art Materials, Techniques and Processes

**OR**

**The Fashion Route**

- Textile Materials, Techniques and Processes
- Fashion Materials, Techniques and Processes

**Mode of Assessment:**

There are two externally assessed units which test students through a set research task and written submissions and a task set and marked by the exam board and taken under supervised conditions. The other 4 units are internally assessed portfolio units.





# A level Biology

**Type of Qualification:** A Level

**Level of Course:** 3

## Description

A level Biology aims to enthuse students in the essential knowledge and understanding of different areas of the subject. Practical opportunities are regularly explored to allow the development of scientific skills, as well as mathematical and problem solving skills. The course considers the decisions made by society and how science contributes to the success of the economy.

Biology A level is an academic course involving fundamental practical tasks. The course is assessed through written papers of the concepts alone, with practical skills assessed separately. The course aims to develop an interest in further study and careers in Biology.

**There are 6 units:**

Module	
1	Development of practical skills in biology
2	Foundations in biology
3	Exchange and transport
4	Biodiversity, evolution and disease
5	Communication, homeostasis and energy
6	Genetics, evolution and ecosystems

## How is the course assessed?

At A level, components assess the content from different modules as outlined in the table below. All components contain synoptic assessment.

Assessment title	Modules assessed	Length of paper	Assessment value
Biological processes (01)	1, 2, 3 and 5	100 marks (2hours 15minutes)	37%
Biological diversity (02)	1, 2, 4 and 6	100 marks (2hours 15minutes)	37%
Unified biology (03)	1-6	70 marks (1 hour 30 minutes)	26%
Practical endorsement in biology (04)	Throughout course	N/A Details of assessment to be confirmed by Ofqual.	Reported separately



# BTEC Extended Certificate in Business (NQF)

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**Type of Qualification:** BTEC

**Level of Course:** 3

**Aim of Course:**

This course will give an underlying in-depth knowledge of various Business topics in a genuine vocational context. It will develop transferable business skills including researching and selecting information, writing skills, working on your own as well as in teams, decision-making, problem solving, being creative, analytical and evaluative skills.

For over thirty years, the BTEC has seen more students progressing to higher education than ever before; in 2013, over three times more students started UK higher education courses with a mix of A levels and BTEC Nationals than in 2008. Employers also seek out BTEC-qualified students: four out of five BTEC students who progressed into employment considered BTEC as an important stepping stone towards their dream job.

**Course Content:**

This course emphasises vocational, practical contexts with a range of areas to study. There are three mandatory units which are:

- Exploring Business
- Developing a Marketing Campaign
- Personal and Business Finance

There is one optional unit to study which would be one of the following, developing an area of interest:

- The English Legal System

or

- Recruitment and Selection

There may be opportunities to study two further units to claim the 1 ½ A levels for students wishing to further expand their Business knowledge (the Foundation Diploma). These options can include event management, accounting, pitching and law. Work experience can also be built into the Foundation Diploma to extend students' practical skills in the workplace.

**Mode of Assessment:**

Students complete a series of tasks set in a work-related scenario which is tailored to local industry needs. Students complete, in controlled conditions, a task tackling an everyday challenge; some tasks also draw on pre-released information. There is also one externally assessed test to increase the rigour of the BTEC course.





# A Level Chemistry

**Type of Qualification:** A Level

**Level of Course:** 3

## Description

The aim of this course is to develop your interest in, and enthusiasm for chemistry, including developing an interest in further study and careers in chemistry; an appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society; developing essential knowledge and understanding of different areas of chemistry and how they relate to each other.

The course is divided into chemical topics, each containing different key concepts of chemistry. Once the key features of a chemical topic have been developed, applications are considered. While the teaching of practical skills may be integrated with the theoretical topics, they are assessed separately; this allows skills to be developed in a way suited to each individual student.

**There are 6 units:**

Module	
1	Development of practical skills in chemistry
2	Foundations in chemistry
3	Periodic table and energy
4	Core organic chemistry
5	Physical chemistry and transition elements
6	Organic chemistry and analysis

## How is the course assessed?

At A level, components assess the content from different modules as outlined in the table below. All components contain synoptic assessment.

Assessment title	Modules assessed	Length of paper	Assessment value
Periodic table, elements and physical chemistry (01)	1, 2, 3 and 5	100 marks (2hours 15minutes)	37%
Synthesis and analytical techniques (02)	1, 2, 4 and 6	100 marks (2hours 15minutes)	37%
Unified chemistry (03)	1-6	70 marks (1 hour 30 minutes)	26%
Practical endorsement in chemistry (04)	Throughout course	N/A Details of assessment to be confirmed by Ofqual.	Reported separately





# Children's Play, Learning & Development

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**Type of Qualification:** BTEC Level 3 National Extended Certificate

**Level of Course:** 3

## **Aim of course**

This course gives an introduction to study the child development sector. It has been developed in consultation with higher education to ensure it supports progression to higher education. The course will give an understanding of children's development from birth to the age of 8 years and offers students the opportunity to complete 50 hours of work placement to further develop their understanding.

## **Course Content**

There are 4 units:

- **Children's Development**

Students will gain an understanding of children's developmental progress from birth to seven year 11 months, students will learn about theories and models of developmental and relate them to the Early years foundation stage.

- **Development of Children's Communication, Literacy and Numeracy skills**

In this unit you will be using your work placement and knowledge gained in the classroom to plan stage appropriate activities that encourage children's development and understanding and use exciting and interesting ways to help them find out more

- **Play and Learning**

In this unit students will learn about the types of play and the opportunities that should be made to children at different ages. They will learn why play is important in development and look at important theoretical perspectives, philosophies and curriculum approaches. You will investigate these approaches through your work placement and research.

- **Children's Physical Development, Care and Health needs**

In this unit students look at children's physical needs and how to support them if they are unwell. They will look at the importance of routines, sleep and nutrition and how they impact holistically on a child's development. Basic First aid will be covered.

## **Mode of Assessment**

- **Unit 1 - Childrens Development:** external written paper
- **Unit 2 - Development of Children's Communication, Literacy and Numeracy skills:** supervised task externally marked
- **Unit 3 - Play and Learning:** internal task
- **Unit 6 - Children's Physical Development, Care and Health needs:** internal task





# A Level English

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**Type of Qualification:** A Level

**Level of course:** 3

## Description

The aim of the course is to enable students to gain a solid understanding of how texts can be connected and how they can be interpreted in multiple ways so that students can arrive at their own interpretations and become confident, autonomous readers. Students are then not only equipped with the knowledge and skills needed for both exams and non-exam assessment, but also experience a rich, challenging and coherent approach to English Literature that provides an excellent basis for studying the subject at university.

**The A level content is as follows:**

- **Paper 1 - Drama**  
Section A is based on the reading of one Shakespeare play.  
Section B is based on reading a further play of the same genre.
- **Paper 2 – Prose**  
Students study two prose texts from a chosen theme. At least one text must be pre 1900.
- **Paper 3 – Poetry**  
Students study a selection of post 2000 specified poetry.  
A named poet from within a literary period.
- **Non-exam assessment**  
One 2500-3000 word assignment based on the reading of two prose texts.

**How is the course assessed?**

- **Exam Paper 1 - Drama**  
Written exam: 2 hours 15 mins. Open book. 30% of A-level
- **Exam Paper 2 – Prose**  
Written exam: 1 hour. Open book. 20% of A-level
- **Exam Paper 3 – Poetry**  
Written exam: 2 hours 15 mins. 30% of A-level
- **Non-exam assessment**  
20% of A-level.



## Extended Project Qualification (EPQ)

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**Type of Qualification:** A Level

**Level of Course:** 3

**Aim of Course:**

To achieve Level 3 Extended Project Qualification learners undertake a self-directed project.

Students choose and design a project under the guidance of a supervising teacher. They choose to produce either a research essay on a topic of interest to them or create an artefact (for example a painting, a short film, a piece of music, a fashion item, an event or a computer program) which they research, design and make.

**Mode of Assessment**

On completing the project, learners give a presentation to a non-specialist audience using media that is appropriate to the type of project.

Students are also required to write up their project and throughout the course will complete a log which is also assessed.

For the research essay students are required to write 5,000 words. If students produce an artefact they will produce an accompanying report of between 1,000 and 5,000 words.

**Additional Information**

The course supports students to become more independent in their learning. Students will develop and apply problem-solving skills. They are also encouraged to demonstrate creativity, initiative and enterprise.

The Extended Project is valued highly by employers and universities alike.





# A Level History

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**Type of Qualification:** A Level

**Level of Course:** 3

## **Aim of Course**

History is a widely respected A Level choice with a variety of transferable skills that prepare students effectively for further study at university or for entering a range of jobs. The course explores a range of issues affecting different countries in times of change, focusing on the development of Fascism and Dictatorship in Europe in the 20th Century and the changing political, economic and social landscape of Europe. In the second year of the course students move onto study The Russian Revolution as their research based coursework which familiarises students with academic works and prepares them for extended research based writing. Students also study Rebellion and Disorder under the Tudors which focuses on the difficulties the Tudor monarchs faced controlling a nation undergoing huge social, economic and religious change. The new A Level course builds effectively on written and analytical skills that students will find invaluable in a range of subjects at A Level and beyond. Students will develop critical reasoning skills, plan and conduct research effectively, learn to effectively analyse evidence, think creatively to solve problems and to construct an argument which can be delivered persuasively. Students will also engage with historical problems and gain the confidence to undertake independent learning which will further prepare them for study or work after sixth form. The study of History also allows students the opportunity to investigate other cultures and the development of the world to better understand the current climate in international relations and the culture of the state we live in. History often leads students into careers including: journalism, law, education, civil service, publishing, archaeology, archiving and heritage, business, politics, marketing and advertising.

## **Course Content**

- Paper 1: Germany and West Germany, 1918-1989.
- Paper 2: The Rise and Fall of Fascism in Italy, 1911-1946.
- Paper 3: Britain: Rebellion and Disorder under the Tudors 1485-1603
- Coursework: The Russian Revolution and Dictatorships

## **Mode of Assessment**

- Paper 1: Germany, 1918-89 1 x 2hr15 exam, 3 essay questions, 30% of the A Level.
- Paper 2: Italy, 1911-46 1 x 1hr30 exam, 1 source question, 1 essay question, 20% of the A Level.
- Paper 3: Rebellion and disorder under the Tudors, 1485-1603 1 x 2hr15 exam, 1 source question, 2 essay questions, 30% of the A Level.

## **Coursework**

The Russian Revolution 4000 word research based essay, 20% of the A Level. All exams to be sat at the end of year 2.





# A Level Maths

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**Type of Qualification:** A Level

**Level of Course:** 3

## **Aims of the course**

In all new specifications for Mathematics, the emphasis is on providing a strong foundation for progress to further study. Importance is placed on representing situations mathematically, using models to investigate problems in context and being able to justify solutions. The enjoyment of tussling successfully with a complex mathematical problem cannot be underestimated.

Many of the topics studied in the course link to other subjects, such as forces in Physics, correlation in Geography and genetic probability in Biology.

The skills gained from this course are sought after for entry to a wide range of university courses, not just Mathematics or Accountancy. The Russell group universities feel that it is a sound basis for all their courses and look favourably on applicants with A level Maths. The analytical side of the subject is recognised as useful in many areas of employment too. It is a good stepping stone to the next life stage whatever you choose to do.

## **Course content**

There are three main areas of study; core mathematics, mechanics and statistics. The core elements build on knowledge and skills gained at GCSE such as algebra, graphs and trigonometry. Topics from Mechanics include Newton's laws, friction and moments. In Statistics, work is based around a large data set, for example weather data from a number of weather stations. Diagrams, statistical tests, analyses and inferences are covered in the context of the data and there is an expectation that the statistical functions of both the calculator and spreadsheet software will be utilised effectively.

## **How is the course assessed?**

This course is assessed only through written examinations. There are three exams, each of which is two hours long.





# Pearson Edexcel BTEC National: Creative Digital Media Production

**Type of Qualification:** BTEC

**Level of Course:** 3

## Description of BTEC

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

Qualification	Size & Structure	Summary
Pearson BTEC Level 3 National Extended Certificate in Digital Film and Video Production	360 GLH (480 TQT) Equivalent in size to one A Level.  Mandatory content (50%). External assessment (33%)	This qualification is designed to provide a technical introduction to digital film and video production.  This qualification is for post 16 learners who are looking to progress to higher or degree apprenticeships, employment or to further education and training.

## How is the course assessed?

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

## Grading

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U).

## Content

The content of this qualification has been developed in consultation with employers and professional bodies to ensure that it is appropriate for those interested in working in the sector. In addition, higher education representatives have been involved to ensure that the qualification fully supports entry to the relevant range of specialist degrees. There are two mandatory units, which cover the following aspects of digital film and video production:

- film production (fiction)
- digital media skills

In addition to the mandatory content, learners take three optional units:

- Scriptwriting
- Single Camera Techniques
- Stop-Motion Animation





# A Level Music

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**Type of Qualification:** A Level

**Level of Course:** 3

## Entry Requirements

- GCSE Music Grade 6.
- Students will need to perform a recital on their chosen instrument in March of the second year.
- This must be at least a Grade VI standard. Therefore, students should be at a Grade V standard at the start of the course, with the view to being able to the minimum standard of Grade VI by March of the second year.
- Under some circumstances, students who have not followed a GCSE course will be accepted dependent on a demonstration of proficiency in music theory (e.g. Grade V Theory or higher) and performing on an instrument or voice.

## Likely area of study

### Unit 1: Performance

- A recital of two (25% of final grade) or three (35% of final grade) pieces on their chosen instruments. One of the pieces in the 25% option, and two of the pieces in the 35% option must link to an Area of Study. The recital should be of between 6 and 8 minutes for the 25% option, and 10 and 12 minutes for the 35% option at a minimum standard of Grade VI.

### Unit 2: Composition

- A choice of two (25% of final mark) or three compositions (35% of final mark). Depending on the option, one or two of these will be in relation to a brief set by the board, and the second or third will be a free choice.
- Total time for the 25% option would be 4-6 minutes, and for the 35% option, 8-10 minutes.

### Unit 3: Students sit a 2 hour written paper 'Appraising'

- Knowledge and understanding of musical elements, contexts and language will be explored through the study of set works that fall into the following categories; The Western Classical Tradition, one of Rock & Pop, Musical Theatre or Jazz and one of Twentieth Century Music, or Music into the Twenty-First Century.
- Students will also be required to apply this knowledge to unfamiliar works.

## Expectations of students

To regularly attend instrumental or vocal music lessons and to participate in at least one extra-curricular Music club, set preparation to be completed as well as background reading and listening around the historical context of set works. Regular instrumental practice must be undertaken.

## Learning methods

A combination of learning methods will be employed - ranging from research lessons, teacher and student led score analysis, practical performance, individual composition time and listening and harmonic exercises.

## Careers implications

As Music combines well with both Arts and Sciences, a range of careers are possible. However, directly musical careers may be in performance, composition, workshop leading education, publishing, arts administration and management, computer technology, theatre and music therapy.





## Performing Arts—Dance

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**Type of Qualification:** BTEC National Extended Certificate

**Level of Course:** 3

### **Description**

The BTEC Level 3 Extended Certificate gives you an understanding of and training in the skills needed to succeed in the Dance and Performing Arts industry. You will study four different units which will explore different dance practitioners, develop skills for performance and develop your dance technique in various dance styles. The course is taught with a vocational context allowing an insight into the dance industry and the different career paths that are available to you.

The course consists of three mandatory units and one optional unit. All units consist of both practical and theory work.

The units are:

- Unit 1: Investigating practitioners'
- Unit 2: Developing skills and techniques for live performance
- Unit 3: Group performance workshop
- Optional unit studying the techniques of either Contemporary, Jazz, Classical Ballet, Tap dance or Street Dance.

### **How is the course assessed?**

- Units 1 and 3 are externally set tasks which are marked by the examination board.
- Units 2 and the optional unit are internally assessed through the centre.

### **Additional Information**

This course is ideal for students who have an interest in Dance and the Performing Arts industry. Some prior knowledge and ability in dance would be beneficial and an enjoyment of performing is essential. The course is the equivalent of one A level.

This course will provide you with the level of skill required to pursue dance at a higher level. It may also lead to employment within the Dance or Performing Arts sector.





## Performing Arts—Drama

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**Type of Qualification:** BTEC National Extended Certificate

**Level of Course:** 3

### **Description**

The BTEC Level 3 Extended Certificate gives you an understanding of and training in the skills needed to succeed in the Acting and Performing Arts industry. You will study four different units which will explore different practitioners, develop skills for performance and develop your acting technique. The course is taught with a vocational context allowing an insight into the acting industry and the different career paths that are available to you.

The course consists of three mandatory units and one optional unit. All units consist of both practical and theory work.

The units are:

- Unit 1: Investigating practitioners
- Unit 2: Developing skills and techniques for live performance
- Unit 3: Group performance workshop
- Optional unit studying Acting Skills or Physical Theatre Techniques

### **How is the course assessed?**

- Units 1 and 3 are externally set tasks which are marked by the examination board.
- Unit 2 and the optional unit are internally assessed through the centre.

### **Additional Information**

This course is ideal for students who have a keen interest in drama and the performing arts. Some prior knowledge and ability would be beneficial but an enjoyment of performing is essential. The course is the equivalent of one A level.

This course will provide you with the level of skill required to pursue drama at a higher level. It may also lead to employment within the Acting or Performing Arts sector.





# A Level Philosophy & Ethics

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**Type of Qualification:** A Level

**Level of Course:** 3

**Aim of Course:**

The aims and objectives of this qualification are to enable students to:

- Develop their interest in a rigorous study of religion and belief and relate it to the wider world
- Develop knowledge and understanding appropriate to a specialist study of religion
- Develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- Adopt an enquiring, critical and reflective approach to the study of religion
- Reflect on and develop their own values, opinions and attitudes in the light of their study.

The course provides a relevant and challenging context for exploring the particular beliefs, values and practices that characterise religious communities. In turn, the paper provides a sound basis for understanding and reflecting on the contemporary influence of religion, the views of those who do not share a religious belief and the impact of these factors on people's lives. Students will engage with arguments and debates on religious and non-religious views of life, which focus on some key areas of controversy that shape modern views of the world, such as the problem of evil and suffering. Students will extend their understanding through engagement in debates on issues such as the value of evidence based on accounts of religious experience. They will analyse and evaluate particular viewpoints of thinkers who have contributed to these debates.

There are several avenues of further education open to students with an A Level in RS from law, journalism, politics, teaching, psychology and other social sciences. If you like asking questions of the answers, then this course is for you.

**Course Content and Mode of Assessment:**

The Level 3 Advanced GCE in Religious Studies consists of three externally-examined papers. Written examination: each paper is two hours and equates to a third of the final A Level.

- **Philosophical issues and questions:** The nature and influence of religious experience; Problems of evil and suffering; Works of scholars; Influences of developments in religious belief.
- **Religion and Ethics:** Significant concepts in issues or debates in religion and ethics; A study of three ethical theories; Application of ethical theories to issues of importance; Deontology, Virtue Ethics and the works of scholars; Medical ethics: beginning and end of life issues.
- **Study of Religion:** Religious beliefs, values and teachings; Sources of wisdom and authority; Practices that shape and express religious identity; Social and historical developments; Works of scholars; Religion and society; Primary texts.





# A Level Politics

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**Type of Qualification:** A Level

**Level of Course:** 3

**Aim of Course:**

Politics enables students to develop knowledge and an informed understanding of contemporary political structures, both within the United Kingdom (UK) and globally. The course simultaneously allows students to develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes and an understanding of the influences and interests which have an impact on decisions in government and politics. Students cover a wide range of topical and engaging areas within politics to develop knowledge and an understanding of the rights and responsibilities of individuals and groups to foster an interest in, and engagement with, contemporary politics. There are several avenues of further education open to students with an A Level in Politics from law, journalism, politics, teaching, psychology and other social sciences. If you like asking questions of the answers, then this course is for you.

**Course Content and Mode of Assessment:**

■ **Component 1: UK Politics - 33.3% of A Level, 2 hour written paper**

⇒ Content overview:

- Political Participation: democracy and participation, political parties, electoral systems, voting behaviour and the media.
- Core Political Ideas: conservatism, liberalism, socialism.

■ **Component 2: UK Government - 33.3% of A Level, 2 hour written paper**

⇒ Content overview:

- UK Government: the constitution, parliament, Prime Minister and executive, relationships between the branches.
- Optional Political Ideas: one idea from the following: anarchism, ecologism, feminism, multiculturalism, nationalism.

■ **Component 3: Comparative Politics - 33.3% of A Level, 2 hour written paper**

⇒ Content overview:

- Theories of Global Politics, sovereignty and globalisation, global governance: political and economic, global governance: human rights and environmental, power and developments, regionalism and the European Union.





# A Level Psychology

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**Type of Qualification:** A Level

**Level of Course:** 3

**Aim of Course:**

Psychology is the study of mind and behaviour, and bridges the gap between the academic study of the social sciences and the natural sciences.

Students are encouraged to develop an understanding of psychological research; the ability to apply this knowledge to real life situations; critically analyse and evaluate the value of psychological research and its credibility as an explanation of human behaviour.

The study of Psychology will appeal to students who are curious about people and are interested in exploring the reasons for their behaviour. Psychology students need to be sensitive, open minded and willing to accept that there are no 'right or wrong' answers. Psychology is a science with cutting edge research that can be applied to issues we see in everyday life, such as psychological disorders, stress and aggression.

**Topics include:**

- Social influence
- Memory
- Attachment
- Approaches in psychology
- Psychopathology
- Research Methods
- Relationships
- Stress
- Forensic Psychology

**Mode of Assessment:**

The four units are assessed by external examination consisting of a mixture of short and long answer questions at the end of the second year.



# Sociology

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**Type of Qualification** AS and A Level

**Level of Course:** Level 3

## **Aim of Course**

Sociology is the study of Society and how people interact with each other. It builds knowledge and a critical understanding of the social pressures and structures in the world as well as an appreciation about the different theories and concepts on how people view life. Studying Sociology enables students to reflect their own experience of life in an academic context.

## **Course Content**

The core themes of study are:

- Socialisation, Culture and Identity
- Social Differentiation, Power and Stratification
- Social Structure and Social Mobility
- The Role of Values
- Research Methods

The structure of the course is broken into three equally weighted papers of 2 hours each. They are:

- Paper 1: Education with Theory and Methods
- Paper 2: Culture and Identity  
Families and Households
- Paper 3: Crime and Deviance

## **Mode of Assessment**

All 3 papers are worth 80 marks each and each represent one third of the total marks. All questions are a mixture of short answer questions plus extended answers.

Students are tested on the ability to be able to do the following:

- Demonstrate knowledge with evidence
- Apply sociological theories to issues
- Present arguments, make judgements and make conclusions.



# BTEC Sport (Double Option)

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**Type of Qualification:** BTEC Diploma

**Level of Course:** 3

**Description:**

You will study the course for two years. This will give you the equivalent of two A Levels. The Edexcel Level 3 BTEC Diploma in Sport comprises of 720 guided learning hours (GLH) for the complete qualification.

Students will study nine units over the two-year course. Six are mandatory units which are:

1. Anatomy and Physiology
2. Fitness Training and Programming for Health, Sport and Well-being
3. Professional development in the Sports Industry
4. Sports Leadership
5. Investigating Business in the Sport and Active Leisure Industry
6. Skill Acquisition in Sport

**How is the course assessed?**

- **Unit 1** – Anatomy and Physiology – This will be assessed by a written exam with short and long answer questions assessing understanding of anatomy and physiology and how different systems of the body can affect sports performance.
- **Unit 2** – Fitness Training and Programming for Health, Sport and Well-being – This is a Pre Release task. Students will interpret lifestyle factors and health screening data to create and justify a fitness training programme for a client. This will be externally assessed.
- **Unit 22** – Investigating Business in the Sports Industry - This is a Pre Release task. Students will research various sports and leisure businesses and will then have to produce a business plan for a selected sports business. This will be externally assessed.

All other units will be assessed through the completion of assignments over the two years. As you complete each unit you will be given a pass, merit or distinction grade by your tutor.

**Additional Information**

This qualification is aimed at learners looking to progress to employment in the sports sector. It is designed for entry to roles such as gym instructor or fitness instructor, and is appropriate for progression to Level 3 Personal Trainer qualification or degree programmes.

If you decide to go to university or college you could take a degree or a BTEC Higher National in subjects such as Personal Training, Teacher Training and Fitness Programming.





# A Level Statistics

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**Type of Qualification:** A Level

**Level of Course:** 3

## **Aims of the course**

In all new specifications for Mathematics, the emphasis is on providing a strong foundation for progress to further study. Importance is placed on data and how to work with it and interpret it.

Topics which appear in such subjects as Biology, Psychology, Geography and Medicine include Chi-squared contingency tables, Wilcoxon tests and Spearmans Rank test.

The skills gained from this course are sought after for entry to a wide range of university courses, not just Mathematics or Accountancy. The Russell group universities feel that it is a sound basis for all their courses and look favourably on applicants with A Level Statistics. The analytical side of the subject is recognised as useful in many areas of employment too. It is a good stepping stone to the next life stage whatever you choose to do.

## **Course content**

Students will work with real data sets extending the work they have covered in GCSE maths, such as the calculation of mean, median and mode and the practical applications of correlation and regression, including Time Series analysis in the world of business. Elementary probability theory is also studied, and the Normal and Binomial are introduced. Different methods of sampling are studied, and we also study basic hypothesis testing.

In Statistics, work is based around a large data set in part, for example weather data from a number of weather stations. Diagrams, statistical tests, analyses and inferences are covered in the context of the data and there is an expectation that the statistical functions of both the calculator and spreadsheet software will be utilised effectively.

## **How is the course assessed?**

This course is assessed only through written examinations. There are three exams, each of which is two hours long.





# BTEC Travel & Tourism (Extended Certificate)

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**Type of Qualification:** BTEC

**Level of Course:** 3

**Aim of Course:**

The objective of the qualification is to support progression to higher education. The content of this qualification has been developed in consultation with higher education providers to ensure that it supports this progression. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice.

This qualification includes three mandatory units covering the following content areas:

- The travel and tourism industry – the travel and tourism industry in the UK is growing and is of major importance to the economy. Learners will develop the skills needed to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK.
- Different types of destinations and their importance – learners will investigate the features and appeal of global destinations.
- Principles of marketing in travel and tourism – learners will explore how to develop a successful marketing plan for use by travel and tourism organisations to attract and engage with customers using research data.

**Course Content and Mode of Assessment:**

4 units:

- **The World of Travel and Tourism** – assessed by examination  
Types of Travel and Tourism; Types of Travel and Tourism organisations; Interrelationships in the Travel and Tourism industry; importance of UK as tourism destination; factors affecting the industry
- **Global Destinations** – assessed by examination  
Geographical awareness; advantages and disadvantages of global travel; travel planning (including costs and itineraries); consumer trends and factors influencing those trends
- **Principles in Marketing in Travel and Tourism** – assessed by internal assessment  
Developing own marketing plan; researching effective marketing; importance of meeting customer need; development of viable business case
- **Events Conferences and Exhibitions** – assessed by internal assessment  
Exploring range, scale and potential impact of events, conferences and exhibitions; investigate methods and processes required before, during and after an event, conference and exhibition; develop and review a proposal for a local, national or international event, conference or exhibition to meet client requirements.

