



# Welwyn & Hatfield Consortium Sixth Form Information Booklet 2024-2025

[www.welwynhatfieldconsortium.org.uk](http://www.welwynhatfieldconsortium.org.uk)



## Foreword

We are pleased that you are seriously considering continuing your full-time education by studying with the Welwyn and Hatfield Consortium.



The five secondary schools in Welwyn & Hatfield, Bishop's Hatfield Girls' School, Monk's Walk School, Onslow St Audrey's School, Ridgeway Academy and Stanborough School work collectively as a Consortium to provide an enviable programme of Sixth Form education throughout the area. Being part of the Sixth Form is more than studying for qualifications. There are other benefits to be had from working with people you know in a familiar environment. There is also a very significant contribution you can make as a sixth form student to your school and to the Consortium in a whole variety of ways which, in turn, will be of further benefit to you when you move on to higher education or employment.

The consortium has existed for many years but we constantly review what we offer and seek ways of improving still further the opportunities for Post-16 students.

Each of the schools have excellent arrangements in place to guide you whilst making your subject choices. We will provide advice that will ensure you are offered the most appropriate programme. Please speak to your teachers, Heads of Year, Heads of Sixth Form, Careers Advisers and students already following the courses in which you are interested. You will then be in a position to make an informed decision.

Students from outside the area wishing to be taught in Welwyn & Hatfield need first to apply to the Sixth Form in one of the schools. Their timetable will then be based within the Consortium with access to facilities at all sites.

We wish you every success in your examinations and look forward to welcoming you to our Consortium in September.

Elaine James	Head of Sixth Form	Bishop's Hatfield Girls' School
Matt Haseler	Head of Sixth Form	Monk's Walk School
Elle Tyler/Peter McKenna	Head of Sixth Form	Onslow St Audrey's School
Nicola Picariello	Head of Sixth Form	Ridgeway Academy
Martin Whelan Hind	Head of Sixth Form	Stanborough School

# Introduction

## How the Consortium operates

For many of you, the pattern of your day-to-day life will not change dramatically. All establishments operate an integrated timetable, which means that you have a very wide choice of subjects and subject combinations available to you. The variety of courses we are able to offer provides an exciting range of opportunities. Subjects and courses will be taught across all five sites. You apply to your own school's Sixth Form and depending on your subject choices may be taught at other sites within the Consortium. Your movement between establishments will be kept to a minimum although students continually comment on the benefits of the new and different teaching experiences on other sites.

## Advice & Guidance

Impartial advice and guidance are available to you from a variety of sources regarding your post-16 education.

These will include subject teachers, Year Heads, Careers Coordinators, Heads of Sixth Form and Senior Leaders.

Throughout your time in the Sixth Form you will be assigned a mentor or a tutor. Supported by the Head of Sixth they will be responsible for monitoring your academic guidance alongside your pastoral care. This will include monitoring progress, offering support and discussing progression after completion of A Level studies. We ensure that all students maintain a strong link with their base school and where necessary, will have the opportunity to retake GCSE Maths and/or English. Careers education and guidance is an integral part of the Sixth Form programme, ensuring you make informed appropriate decisions about your future. Help and guidance in making applications to universities or apprenticeships will be comprehensive throughout your time in the Sixth Form. There is an integrated reference process for UCAS applications throughout the schools.

## Support throughout the year:

- Regular Progress Checks and reports
- Parents' Consultation Evenings for Year 12 and Year 13 students
- Regular contact with a Personal Tutor and a Head of Sixth Form
- Guidance and support for Higher Education and Careers through a comprehensive programme including the Year 12 Conference.

## Role of Parents and Carers

The Consortium recognises the valuable role that parents and carers play in supporting students and their school. We encourage them to take advantage of the opportunities to talk with subject staff, Tutor or the Head of Sixth Form. Parents are also invaluable in supporting learning and in monitoring students' time management between competing pressures of deadlines, part-time employment and social activities.

# Making the Right Choice

Making the right choice can be difficult and it is important that you gather as much information as possible to help you in making your decision. If you have a particular career or university degree in mind you may be required to study specific subjects to achieve your aim. This might mean a particular vocational course or relevant A Levels. Subjects also vary in the way they are taught and assessed, for example some have a higher proportion of coursework than others. The correct combination of subjects to allow you to achieve your career aspirations is very important. You will receive comprehensive advice from your teachers and careers staff.

If you feel unsure of what you want to do as a career, or whether you want to go to university, then look at the subjects you are good at and those you enjoy. There are many new subjects you may wish to consider.

## **Year 11: Preparation for Post-16 Education**

### **9<sup>th</sup> November 2023**

Sixth Form Student and Parents' Information Evenings held at each Consortium school.

### **January 2024 - APPLICATION**

Online Application to the Sixth Form Consortium is submitted via the Consortium website by 18th January.

### **March & April 2024**

Confirmation of subject choices.

### **June 2024 – YEAR 11 INDUCTION**

Induction programme with taster lessons will run in June and is compulsory for all prospective Sixth Form students. This will include an Induction Assignment.

### **September 2024 – START OF YEAR 12**

Induction process continues for Year 12 students in each school. Subject choices confirmed. Lessons start.

# Information for External Applicants

Students from outside the area wishing to be taught in Welwyn & Hatfield need to apply to the Sixth Form in one of the schools. We strongly recommend that they visit the schools to make sure that they feel comfortable with their new surroundings, where potentially they will be spending the next two years of their life.

## **When to apply?**

It is best to apply to our secondary schools between September and June when you are in Year 11. Our secondary schools will then process your application form depending on your choice of subjects. Your timetable will then be based within the Consortium with access to facilities at all sites. Every effort is made by the Consortium to ensure your lessons are taught at the home site, but this is not always possible.

## **Transport facilities**

All schools have excellent transport links. The Consortium also provides a free Consortium Bus at lunch time to allow students to travel easily between the different sites.

## **References**

Applications from external students will be subject to academic references from the school they attend in Year 11. Offers will only be made upon receipt of these references and a successful interview. In the case of any behavioural concerns being raised, the site applied for will conduct a risk assessment before any offer is made.

## **If in doubt...**

Please do not hesitate to contact us if you have any further queries. Please see our 'Contact Us' page to access the schools' contact details.

## Extracurricular Activities

Sixth Form students will continue to benefit from a range of activities outside the classroom, enhancing their personal development and supporting any future application for university or employment.

These range from the 'Learn-2-Live' event where the students learn about the risks and dangers associated with driving to the Year 12 Careers Conference where students attend workshops run by local and national businesses and organisations.

### Further opportunities include:

- Recreational sports activities
- Membership of sports teams
- Community based projects
- Additional qualifications
- Mentoring younger students
- Fund raising events
- Volunteering
- Lunchtime support clubs
- In-lesson support
- Literacy Ambassadors

### Cross-Consortium/Enrichment activities:

- Stress Management Programme
- Consortium Debating Competition
- Guest speakers
- Joint sporting activities
- Community Sports Leaders
- University Challenge
- UCAS Higher Education Conference
- National Apprenticeship Exhibition
- Oxbridge Evening

## Part-time employment

Some students will be eager to find part-time employment. It is strongly recommended that this should be limited to no more than twelve hours a week. Careful management of time will be necessary to ensure an appropriate balance between the demands of courses and other activities. A failure to achieve this balance will seriously affect a student's chances of success.

## Transport

The Consortium timetable is arranged so that any student studying at more than one establishment only moves between sites once during any day. A free bus service is provided during the lunch break which can take students to any of the five school sites.

## Our Expectations of You

As a consortium student we would expect every student to have a committed and positive attitude to study. We want to see students taking responsibility for their own learning through full attendance, punctuality to lessons and the meeting of deadlines. We expect students to use private study time effectively and carry out their own supplementary learning. We want our students to challenge themselves to become independent learners. Consortium schools offer a wide variety of enrichment and super-curricular opportunities which we expect students to take an active part in. Our Sixth Form students are role models for our younger students and as such need to set a good example. We expect sixth form students to be respectful to all members of the schools' community and treat the school environment with care.

## Information for your Home Site

## Sixth Form Courses 2024-2025

A Level Courses	Vocational Courses
<p>Art, Craft &amp; Design</p> <p>Art</p> <p>Biology</p> <p>Business Studies</p> <p>Chemistry</p> <p>Computer Science</p> <p>Core Maths</p> <p>Design &amp; Technology: Product Design</p> <p>Design &amp; Technology: Fashion and Textiles</p> <p>Drama &amp; Theatre Studies</p> <p>Economics</p> <p>English Language</p> <p>English Literature</p> <p>French (Modern Foreign Languages)</p> <p>Geography</p> <p>Government &amp; Politics</p> <p>History</p> <p>Law</p> <p>Marine Science</p> <p>Mathematics</p> <p>Mathematics (Further)</p> <p>Media Studies</p> <p>Music</p> <p>Physical Education</p> <p>Philosophy</p> <p>Photography</p> <p>Physics</p> <p>Psychology</p> <p>Religious Studies</p> <p>Sociology</p> <p>Spanish (Modern Foreign Languages)</p>	<p>Applied Human Biology (BTEC) L3 Extended Cert.</p> <p>Business (BTEC) Level 3 Extended Certificate</p> <p>Business (Cambridge Technical) Level 3 Extended Certificate</p> <p>Business Management and Administration (T Level)</p> <p>Childcare (Cache) Level 3 Applied General Certificate</p> <p>Criminology (WJEC) Level 3 Applied Diploma</p> <p>Digital Media (Cambridge Technical) Level 3 Extended Certificate</p> <p>Education and Childcare (T Level)</p> <p>Health and Social Care (BTEC) Level 3 Extended Certificate</p> <p>Health and Social Care (BTEC) Level 3 Diploma</p> <p>Musical Performance (BTEC) Level 3 Extended Certificate</p> <p>Sport &amp; Physical Activity (Cambridge Technical) Level 3 Extended Certificate</p> <p>Sport &amp; Physical Activity (Cambridge Technical) Level 3 Diploma</p> <p>Travel &amp; Tourism (BTEC) L3 Extended Certificate</p> <p>OSA Education &amp; Tottenham Hotspur Football Development Centre</p>



## 2024 COURSE ENTRY CRITERIA

Course	Criteria For Course
<b>3 A Levels</b>	APS 4.5 or above 9-4 English Language or English Literature 9-4 in Maths Subject based criteria
<b>2 A Levels and 1 Vocational Course</b>	APS 4 or above 9-4 in English Language or English Literature Subject based criteria
<b>1 A Level and 2 Vocational Courses</b>	APS 3.8 or above 9-4 English Language or English Literature Subject Based Criteria
<b>Vocational Courses and T Levels</b>	APS 3.7 or above 9-4 in English Language or English Literature Subject Based Criteria

Students who do not achieve 9-4 in English and/or Maths will be required to attend retake lessons and resit the exam(s). Students who wish to take more than 3 A levels must have approval from their Head of 6<sup>th</sup> Form before submitting an application.

## 2024 SUBJECT BASED CRITERIA

Subject	Criteria For Subjects
All Art courses	9-5 in Art, Art Textiles or Photography or 9-5 in Product Design or Graphics or a high quality portfolio 9-4 English Lang or English Lit
Applied Human Biology (BTEC) Level 3	Vocational course entry criteria 9-4 in both Combined Sciences or 9-4 in at least two single sciences 9-4 maths A subject specific interview
Biology	9-6 in Biology 9-7 in both Combined Sciences 9-6 in Maths 9-5 in English Lang or English Lit
Business Studies	9-5 in English Lang or English Lit 9-5 in Maths
Business (BTEC) Level 3	Vocational course entry criteria 9-4 in Maths
Business (Cam TEC) Level 3	Vocational course entry criteria 9-4 in Maths
Business Management and Administration (T Level)	Vocational course entry criteria 9-4 in Maths
Chemistry	9-6 in Chemistry 9-7 in both Combined Sciences 9-6 in Maths 9-5 in English Lang or English Lit
Childcare (Cache) Level 3	Vocational course entry criteria
Computer Science	9-6 in Computer Science or a successful interview 9-5 in English Lang or English Lit 9-6 in Maths
Criminology (WJEC) Level 3	Vocational course entry criteria 9-5 in English Lang or English Lit
Digital Media (Cambridge Technical) Level 3	Vocational course entry criteria Distinction-Merit Creative iMedia or 9-4 Computer Science or 9-4 DT or a subject specific interview
Design technology: Fashion and Textiles	9-5 in Design Technology: Textiles 9-4 in English Lang or English Lit
Design & Technology: Product Design	9-5 in Design Technology 9-4 in English Lang or English Lit
Drama and Theatre Studies	9-5 in Drama
Economics	9-5 in English Lang or English Lit

	9-5 in Maths
Education and Childcare (T Level)	Vocational course entry criteria 9-4 in Maths
English Language	9-5 in English Lang and English Lit
English Literature	9-6 in English Lit and grade 5 in English Lang
French	9-6 in French 9-5 in English Lang or English Lit
Geography	9-5 in Geography 9-5 in English Lang or English Lit and Maths
Government & Politics	9-5 in a Humanities subject or 9-6 in Citizenship 9-5 in English Lang or English Lit
Health & Social Care (BTEC) Level 3	Vocational course entry criteria
History	9-5 in History 9-5 in English Lang or English Lit
Law	9-5 in a Humanities subject 9-5 in English Lang or English Lit
Marine Science	9-6 in Biology 9-7 in both Combined Sciences 9-6 in Maths 9-5 in English Lang or English Lit
Maths	9-7 in Maths
Maths (Further)	9-8 in Maths Must be taken in conjunction with Maths
Core Maths	9-4 in Maths
Media Studies	9-5 in English Lang and English Lit
Music	9-5 in Music plus theory at Grade 5 standard
Musical Performance (BTEC) Level 3	Vocational course entry criteria Level 2 qualification in Music or successful audition
PE	9-6 in P.E. or Distinction in Level 2 BTEC Sport 9-5 in a Science
Philosophy	9-5 in a Humanities subject 9-5 in English Lang or English Lit
Photography	9-5 in English Lang or English Lit
Physics	9-6 in Physics 9-7 in both Combined Sciences 9-6 in Maths 9-5 in English Lang or English Lit
Psychology	9-5 in Biology (triple) or 9-5 in both Combined Sciences 9-5 in Psychology (if taken) 9-5 in Maths and English Lang or English Lit
Religious Studies (Philosophy & Ethics)	9-5 in a Humanities subject 9-5 in English Lang or English Lit
Sociology	9-5 in a Humanities subject 9-5 in English Lang or English Lit
Spanish	9-6 in Spanish 9-5 in English Lang or English Lit
Sport and Physical Activity (Cambridge Technical) Level 3	Vocational course entry criteria
Travel and Tourism (BTEC) Level 3	Vocational course entry criteria
OSA Education & Tottenham Hotspur Football Development Centre	Vocational course entry criteria A successful practical trial

**Humanities subjects are History, Geography or Religious Studies**

THE CONSORTIUM WISHES TO OFFER THE FOLLOWING SUBJECTS STARTING IN SEPTEMBER 2024

Subject Blocking - A Levels

Block A Monday am & Thursday pm	Site	Block B Tuesday am & Friday pm	Site	Block C Wednesday am & Monday pm	Site	Block D Thursday am & Tuesday pm	Site
Art	MWS	Art, Craft & Design	STA	Art	MWS	Biology	MWS
Art, Craft & Design	RA	Biology	BHG	Art, Craft & Design	OSA	Business Studies	BHG
Business Studies	OSA	Biology	STA	Biology	MWS	Chemistry	STA
Business Studies	STA	Business Studies	RA	Biology	OSA	Computer Science	OSA
Chemistry	MWS	Computer Science	STA	Business Studies	MWS	Drama & Theatre	MWS
Chemistry	OSA	English Language	STA	Chemistry	BHG	Drama & Theatre	STA*
Economics	MWS	English Literature	BHG	Economics	OSA	Economics	STA
English Literature	STA	English Literature	MWS	English Literature	OSA	English Literature	MWS
Geography	BHG	Geography	OSA	English Literature	RA	French	BHG/MWS
Geography	STA	Geography	RA	French	STA/OSA	Geography	MWS
History	MWS	History	BHG	Geography	BHG	Government & Politics	RA
Law	BHG	History	RA	Geography	MWS	History	BHG
Marine Science	RA	Mathematics	MWS	Government & Politics	STA/BHG	History	STA
Mathematics	BHG	Mathematics	OSA	History	MWS	Mathematics	MWS
Media Studies	MWS	Mathematics(f)	MWS	Law	BHG	Mathematics	RA
Physics	STA	P.E.	MWS	Mathematics	STA	Philosophy	STA
Product Design	MWS	Photography	MWS	Media Studies	RA	Photography	MWS
Psychology	MWS	Psychology	BHG	Media Studies	STA	Photography	OSA*
Religious Studies	BHG/MWS	Psychology	MWS	Music	MWS	Photography	RA
Sociology	STA	Sociology	BHG	P.E.	STA	Physics	BHG
Spanish	BHG/OSA	Sociology	RA	Physics	MWS	Sociology	BHG
		Spanish	MWS	Physics	OSA		
				Product Design: Fashion & Textiles	MWS*		
				Psychology	BHG		
				Psychology	STA		
				Sociology	MWS		

(f) Students opting to take Further Maths at Monk's Walk must also choose this Maths group

\* Indicates the Year 12 class is combined with Year 13.

THE CONSORTIUM WISHES TO OFFER THE FOLLOWING SUBJECTS STARTING IN SEPTEMBER 2024

Subject Blocking – Vocational Level 3

Block A Monday am & Thursday pm	Site	Block B Tuesday am & Friday pm	Site	Block C Wednesday am & Monday pm	Site	Block D Thursday am & Tuesday pm	Site
Business (BTEC) L3 Extended Certificate	OSA	Applied Human Biology (BTEC) L3 Extended Cert.	RA	Business (Cambridge Technical) L3 Certificate	RA	Criminology (WJEC) L3 Applied Diploma	RA
Health & Social Care (BTEC) L3 Diploma	BHG	Criminology (WJEC) L3 Applied Diploma	STA	Childcare (Cache) L3 Applied General Certificate	STA	Digital Media (Cambridge Technical) L3 Extended Certificate	MWS
Health & Social Care (BTEC) L3 Extended Certificate	BHG	Sport & Physical Activity (Cambridge Technical) L3 Diploma	OSA	Digital Media (Cambridge Technical) L3 Extended Certificate	MWS	Health & Social Care (BTEC) L3 Extended Certificate	RA
Musical Performance (BTEC) L3 Extended Certificate	OSA*	Sport & Physical Activity (Cambridge Technical ) L3 Extended Certificate	OSA	Health & Social Care (BTEC) L3 Diploma	BHG	Sport & Physical Activity (Cambridge Technical) L3 Diploma	RA
				Sport & Physical Activity (Cambridge Technical) L3 Diploma	RA	Travel & Tourism (BTEC) L3 Extended Certificate	OSA
				Sport & Physical Activity (Cambridge Technical) L3 Diploma	OSA	**OSA Education & Tottenham Hotspur Football Development Centre	OSA
				Sport & Physical Activity (Cambridge Technical) L3 Extended Certificate	RA		
<b>T Levels</b>							
Business Management and Administration	OSA	Business Management and Administration	OSA	Business Management and Administration	OSA	Business Management and Administration	OSA
Education and Childcare	OSA	Education and Childcare	OSA	Education and Childcare	OSA	Education and Childcare	OSA

**Vocational Equivalent Qualifications**

Equivalent to 1 A Level: Courses in white boxes.

Equivalent to 2 A Levels: Courses in colour boxes. You must pick both option blocks of the same qualification.

T Levels are taken in all four blocks. They cannot be combined with any other qualification. Students taking a T Level will have OSA as their home base site.

Enrichment Opportunity:

\*\*OSA Education & Tottenham Hotspur Development Centre is an enrichment opportunity in addition to the full time education programme; and as such, should be chosen alongside a subject from each of blocks A, B & C.

# Applied Human Biology (BTEC) Level 3 National Extended Certificate

Examination Board: Pearson

## Who should take the course?

Biology is one of the most popular courses in the country, this course is designed to provide learners with an alternative more practical, real-world approach to studying biology post-16. The course focuses on Human Biology so does not contain plant biology or Ecology based topics. In addition, the course contains less maths and chemistry elements than an A level Biology route.

This course is an ideal subject combination for students who wish to study biological sciences or health related science at university or apprenticeship level. It is also relevant for those students that want to gain employment in Early Childhood Studies or Health and Social care.

## What will I learn?

Delivery of Applied Human Biology is through a mixture of theory lessons, practical work, independent study, group work and assignment research. By studying Applied Human Biology you will learn how to carry out your own investigations using a variety of tests and techniques essential to laboratory practice. You will complete a range of written reports, projects, practical assessments and presentations.

Over the course you will study four units:

Unit 1: Principles of Applied Human Biology

Unit 2: Practical Microbiology and Infectious Diseases

Unit 3: Human Biology and Health Issues

Unit 4: Functional Physiology

## How will I be assessed?

Assessment is a combination of assignment-based tasks and formal examinations with the division of marks awarded coming from 42% coursework-based assessment and 58% written exam based assessment.

## Where will it take me?

This qualification is an excellent preparation for many careers such as Nursing, Sports Science, Midwifery, Occupational Health and Health and Social Care. In addition this course can lead to progression into allied health professions such as diagnostic and therapeutic radiography, paramedicine, dietetics and many other routes.

# Art, Craft & Design A Level

Examination Board: AQA (OSA), WJEC (STA)

## Who should take the course?

Before opting for A Level Art & Design, students should have met the entrance criteria in GCSE Art or be able to provide a high quality portfolio to evidence skills. A refined and skilful drawing ability is required as well as a dedicated, independent work ethic.

## What will I learn?

In Year 12, students will explore a directed theme for the first term, experimenting with a wide range of media and materials before branching out independently in a self directed pathway.

Students will lead their learning, showcasing an in depth investigation into a concept. This unit will contribute to 60% of the final grade.

In Year 13, students will be given an exam theme in which they have 8 weeks to produce a body of work showcasing an in depth exploration into this idea. The final outcome will be produced under exam conditions and will contribute to the remaining 40% of the grade.

## How is it assessed?

All students are required to:

- Record observations, experiences, ideas, information and insights appropriate to intentions
- Analyse and critically evaluate art and design practices demonstrating an understanding of purpose, meaning and context
- Use art and design practise to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes
- Use a variety of materials and techniques appropriately in a refined and skilful way.
- Explore ideas clearly in an analytical and critical manner using appropriate art terminology

## Where will it take me?

On completion of your Art course, you might progress to further or higher education. These may include:

- An extended diploma in an art foundation course
- A creative degree course of your choice at university
- An art based apprenticeship

This qualification may also accompany other career paths by demonstrating your approach to creative problem solving and critical thinking.

### Who should take the course?

Before Undertaking the A Level Art you should have met the entrance criteria in GCSE Art or one of its related subjects, or be able to provide a high quality portfolio of evidence of your skill.

### What will I learn?

A level Art encourages you to develop ideas with much greater freedom and experimentation from GCSE. Through a rich variety of termly project tasks, you are given the opportunity to experience different approaches to Art. The Department views art as both an intellectual and creative subject; it is one of the means by which we interpret, express and understand our place in the world and as such is viewed as an important aspect of education, as well as having a significant place in the contribution to the UK's economy and job market. You will develop your creativity, imagination and knowledge through sustained projects, which challenge you to develop your ideas and intentions through personal, individual responses. Exploration of materials through pushing boundaries and finding innovative ways of creating art works are key to the development of a personal language and understanding of the nature of art or photography.

You can work in variety of materials, processes and or approaches in a variety of disciplines in Component 1 and Component 2, which is the externally set Assignment.

### How is it assessed?

All students are required to:

- Record observations, experiences, ideas, information and insights appropriate to intentions
- Analyse and critically evaluate art and design practices demonstrating an understanding of purposes, meanings and contexts
- Use art to develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes
- Identify issues relevant to art and design
- Use a variety of materials and techniques creatively
- Write clearly in an analytical and critical manner

The portfolio equates for 60% of the A level, with a personal study comprises 12% of this portfolio. The additional 40% of the A level comes from an externally set assignment culminating in a period of controlled assessment. The externally set assignment is teacher led for approximately 10 plus weeks culminating in a 15 hour period of controlled assessment.

### Where will it take me?

The courses are aimed at preparing students for subsequent study in foundation and degree pathways, reflecting the values and concerns of art education at these higher levels and of the nature of contemporary art practice in a diverse and exciting world of work, commonly known as the creative industry.

On completion of your Art course, you might progress to further or higher education. These may include:

- **An extended diploma in art foundation course**
- A creative degree course of your choice at university
- An arts apprentice
- Or the qualification may accompany other career paths but demonstrating your approach to creative problem solving

## **Art A Level (continued)**

There are many careers in with in the creative industry. Most of these do require further study at an art school, further education college or university. If you are unsure about whether to make a career of the subject, the best thing to do is to speak to your teacher who will know about the courses on offer in your area or elsewhere.

At present most students wishing to take Art go on to do a one year 'Foundation' course at college of further education or university before applying to degree courses in more specialist areas of art and design e.g. Art foundation to specialise in Graphic design at university level.



# Biology A Level

**Examination Board: Edexcel B (MWS & OSA) or OCR A (BHG, RA & STA)**

## **Who should take the course?**

This course builds on the Programme of Study for GCSE Separate Science or Combined Science.

Many students are required to study A Level Biology in order to qualify for higher level study in the environmental sciences, biochemistry, biomedical sciences, medicine, dentistry, pharmacy and veterinary sciences.

Biology is also an excellent preparation for a wide range of other careers since the successful study of Biology develops the key employment skills of presentation, development of mathematical concepts and applications, analysing data, problem solving, and communication. A Level Biology is a good course to study alongside chemistry, geography, mathematics, physics, psychology or PE. It is usually best to take Biology in combination with at least one of these subjects.

## **What is the course about?**

During the two year linear course the following areas of Biology will be studied:

- Biological molecules: carbohydrates, lipids, proteins, DNA, enzymes and water
- Cells, viruses and reproduction of living things: eukaryotic and prokaryotic cells, viruses, cell division, sexual reproduction
- Classification and biodiversity
- Exchange and transport: gas exchange, mammalian circulation, transport in plants
- Energy for biological processes: respiration, photosynthesis
- Microbiology and pathogens
- Gene technology
- Genetics
- Control systems: chemical control in animals and plants, osmoregulation, structure and function of mammalian nervous system
- Ecosystems

## **How is it assessed?**

This A Level is a two year linear course which will culminate in three exams at the end of year 13. For Edexcel, two of these exams focus on the content and mathematical skills of the course and the third paper focuses on synoptic skills and the experimental skills that have been taught throughout the two years. For OCR the experimental skills are tested in all 3 papers. The questions in these exams include multiple choice answers, short answer questions, longer answer questions, mathematical calculations and extended writing tasks. There is no practical assessment in the course, however there will be a standard set of practical skills that will be assessed in the final exams at the end of the course.

Students will be awarded a separate Science Practical Endorsement alongside their A Level Biology grade. This will be a teacher assessed Endorsement based on the student's competency against Practical Assessment criteria. Students will be assessed as either pass or not reported. The Endorsement will not contribute to the overall grade for their A Level Biology qualification, but the result will be recorded on the student's certificate.

# Business BTEC Level 3

Examination Board: Edexcel

**BTEC Level 3 Extended Certificate Business (single option)**

**BTEC Level 3 Diploma Business (double option)**

## Why take this subject?

Previous experience of Business is not needed to take this subject. The most important thing you need in order to take a vocational qualification in Business is a lively and enquiring mind, an interest in Business, a willingness to explore new ideas and an ability to communicate your ideas effectively, whilst sticking to deadlines.

## Who should take the course?

This course is suitable for students who wish to continue in full time education and gain a qualification in the field of Business. It provides vocational study within the business sector and is recognised by employers in these fields. It also provides opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in both academic and working life.

## What is the course about?

There are 4 OR 8 units to cover depending on which size of qualification you opt for. Those in bold are taken in the single option, all 8 for the double.

<b>Unit</b>	<b>Unit Title</b>	<b>Assessment</b>
<b>Unit 1</b>	<b>Exploring Business</b>	<b>coursework</b>
<b>Unit 2</b>	<b>Developing a Marketing Campaign</b>	<b>controlled assessment</b>
<b>Unit 3</b>	<b>Personal and Business Finance</b>	<b>test</b>
Unit 4	Managing and Event	coursework
Unit 5	International Business	coursework
Unit 6	Principles of Management	controlled assessment
<b>Unit 8</b>	<b>Recruitment and Selection Process</b>	<b>coursework</b>
Unit 22	Market Research	coursework

## How is it assessed?

The assessment is a mixture of school set coursework assignments, controlled assessment in the form of tasks set and marked by the board and a single test. The work is graded, pass, merit or distinction and it is the combination of the marks for all the units taken that will determine the overall grade.

All BTEC equivalences carry the same amount of UCAS points as A levels.

# **Business CTEC Level 3 (Cambridge Technical)**

**Examination Board: OCR**

## **Why take this subject?**

Previous experience of Business is not needed to take this subject. The most important thing you need in order to take a vocational qualification in Business is a lively and enquiring mind, an interest in Business, a willingness to explore new ideas and an ability to communicate your ideas effectively, whilst sticking to deadlines.

## **Who should take the course?**

This course is suitable for students who wish to continue in full time education and gain a qualification in the field of Business. It provides vocational study within the business sector and is recognised by employers in these fields. It also provides opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in both academic and working life.

## **What is the course about?**

**Unit 1 – The Business Environment**

**Unit 2- Working in Business**

**Unit 4 – Customers and Communication**

**Unit 5- Marketing and Market Research**

**Unit 16- Principles of Project Management.**

## **How is it assessed?**

The assessment is a mixture of school set coursework assignments, controlled assessment in the form of tasks set and marked by the board and a single test. The work is graded, pass, merit or distinction and it is the combination of the marks for all the units taken that will determine the overall grade.

All CTEC equivalences carry the same amount of UCAS points as A levels.

# T Level in Business Management and Administration

Examination Board: City & Guilds

## Why take this subject?

T Levels are new two-year courses equivalent to three A levels. T Levels are based on the same standards as apprenticeships, designed by employers, and will offer around 1,800 hours of study over two years. The Level 3 Technical Qualification in Administration and Management will provide students with the knowledge, skills and behaviours needed to progress into skilled employment or higher-level technical training or study in Business sector.

## What will you learn?

The Technical Qualification is split into 2 component parts:

The **Core Component** provides a high-level foundation of knowledge and skills that are relevant to all Occupational Specialisms within this qualification, which is Team Leadership. You will also be completing a minimum of 315 hours in a Business setting and this will be spread over the 2 years.

## What is the course structure?

The technical qualification is split into 2 component parts:

**Core component:** the knowledge and underpinning concepts, theories and principles as well as core skills for the Business sector.

### Occupational specialisms:

- Team Leadership

## How will you be assessed?

The Core Components are assessed through:

- 2 written examinations (Paper A and Paper B)
- An employer-set project (ESP) – a supervised project, devised and set by City & Guilds

The Occupational Specialism is assessed through synoptic assignments

## What can you do after the course?

This course is designed to help you get into employment, on to an apprenticeship or further studies at university or higher education to further your learning, depending on your goals. This could be in:

- International Business Management
- Business Management with Law Business Management
- Leadership Business and Globalisation Business
- Marketing Management
- Management Studies Communication
- Business Studies Business Management in Practice Business with International Business
- Management Business and Public Relations Business and Supply Chain Management
- Business Management and Sustainability

## Who should take the course?

Business Studies is for those students who have a real interest in how businesses are managed and the internal and external factors that influence their ability to be successful. Students will be able to gain crucial management skills.

## What is the course about?

You will investigate how businesses are managed and the factors that influence their ability to be successful. You will investigate how businesses expand on a global scale. In essence the course allows the student to gain crucial management skills. As with all A Levels the essential skills of analysis and evaluation are developed through putting concepts into practice through real life and up to date case study examples.

### Theme 1: Marketing and people

Students will develop an understanding of:

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders

### Theme 2: Managing business activities

Students will develop an understanding of:

- raising finance
- financial planning
- managing finance
- resource management
- external influences

### Theme 3: Business decisions and strategy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change

### Theme 4: Global business

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:

- globalisation
- global markets and business expansion
- global marketing
- global industries and companies (multinational corporations)

## How is it assessed?

This is a linear two year course with all examinations taken at the end of the two years.

There is no coursework.

## Where will it take me?

Students will be able to go directly into employment on leaving school or go to university. There are a great variety of Business degree courses, many of which are joint honours with subjects such as ICT, Languages and Finance. In the long run students will have a good grounding if they wanted to develop their own business or join fast track company management schemes.

## Who should take the course?

These qualifications have been developed for candidates who wish to study Chemistry after GCSE Chemistry or Combined Science. The course builds on the knowledge gained in the GCSE, adding depth and breadth.

Many students are required to study A Level Chemistry in order to qualify for higher level study in the environmental sciences, biochemistry, medicine, dentistry, pharmacy and veterinary sciences.

Chemistry is also an excellent preparation for a business career since the successful study of Chemistry develops the key employment skills of presentation, problem solving and communication. A Level Chemistry is a good course to study alongside biology, geography, mathematics or physics. It is usually best to take Chemistry in combination with one of these subjects.

## What is the course about?

The content of the A Level Chemistry specification obviously includes the fundamental key concepts of chemistry necessary for progression into higher education and employment but it has been carefully planned to allow students enough time to study the units in depth and to provide a very practical experience for all students. This ensures that both the teaching and learning experience is enjoyable.

## How is it assessed?

Assessment of A Level Chemistry consists of three units that are assessed through written examinations at the end of the two year cycle in the May/June of that year's summer examination series. There are a minimum of 12 core practicals that go towards a certificate of general practical competency awarded separately to the A Level. These core practicals will also be assessed as part of one of the written papers.

## Where will it take me?

There are a wide variety of chemical science degree courses available to successful A Level chemists. Courses vary in content, duration and the qualification achieved. Some of the most popular types of courses include:

- BSc degrees which provide an excellent training in the chemical sciences and can open doors to careers in a huge range of employment sectors.
- MChem/MSci degrees which usually involve a significant research project and offer opportunities to further develop the key employment skills of presentation, problem solving and communication.
- Chemistry with Industrial Experience degrees provide a period of study in industry either in the UK or abroad.
- Chemistry with a year abroad degrees involve a taught year at a university in Europe, the USA, Asia or Australia.

The study of Advanced GCE Chemistry should also be seen as making a contribution towards life-long learning.

# Childcare NCFE CACHE Level 3 Applied General Certificate for Early Years, Childcare and Education

## What is the course about?

This qualification is ideal for learners wanting to develop their knowledge and understanding in areas such as the role of the childcare practitioner, human development, relevant legislation and frameworks, and play and learning.

This Certificate is comprised of 5 mandatory units which cover the following key subject areas:

Unit 01: The role of the early years, childcare and education practitioner

Unit 02: Human development from conception to 19 years

Unit 03: Key legislation, policy and procedures

Unit 04: Statutory educational frameworks

Unit 05: Play and learning

In addition to these, learners will need to complete two external assessments, a scenario based short answer examination and an extended written assignment taken under controlled supervision.

## How is it assessed?

Over the two years, learners must complete a portfolio of evidence for all 5 units, achieving a minimum Pass grade for each one. Learners will also need to complete two external assessments, a scenario based short answer examination and an extended written assignment taken under controlled supervision.

This course is assessed Pass/Merit/Distinction/Distinction\*

## Where will the Childcare Course take me?

After successful completion of the Childcare and Education course students will feel confident to progress into various job roles in the statutory, voluntary or private sectors such as:

- practitioner in day nurseries
- Practitioner in nursery schools
- Practitioner in reception classes in primary schools
- Pre-school worker
- Home based child carer
- Nanny

## Who should take the course?

This course will appeal to you if you are interested in understanding the fundamental principles and concepts of computer science, and in being able to apply them to create software and solve problems. The course includes abstraction, decomposition, logic, algorithms and data representation.

You will enjoy this course if you would like to develop:

- an understanding of the organisation of computer systems, including software, hardware, data, communications and people.
- the ability to apply skills, knowledge and understanding of computer science, including programming, in a range of contexts to solve problems.
- skills in project and time management
- an understanding of the consequences of using computers, including social, legal, ethical and other issues.
- an awareness of emerging technologies and an appreciation of their potential impact on society.

## What is the course about?

This qualification focusses on programming and emphasises the importance of computational thinking as a discipline.

- You will develop the skills to solve problems, design systems, and understand the power and limits of human and machine intelligence.
- Computer science is a practical subject, where you can apply the academic principles learned in the classroom to real world systems.

## How is it assessed?

- The qualification consists of two main components, Computer Systems, and Algorithms and Programming. Each component will be assessed by an externally marked exam paper. Each exam is a written paper which lasts for two and a half hours and counts for 40% of the total marks available.
- The other 20% will be coursework, which consists of a programming project. You will choose a computing problem to work through, following a specified process, including:
  - Analysis of the problem
  - Design of the solution
  - Developing the solution
  - Evaluation

## Where will it take me?

Those with knowledge and skills in computer science have the opportunity to pursue new and exciting careers in the conception of computer systems, that increasingly shape work and leisure activities. You may choose to develop your interest further through entry to Higher Education; this is an excellent course for anyone wishing to study for a degree in Computer Science, Computer Programming or Computer Games Design. You will also have the necessary skills and knowledge to seek employment in areas that utilise computing and continue to develop through practical experience and training.



# Core Mathematics L3 Certificate

## Examination Board:

**OCR (STA) – Core Maths A (MEI) – 2 years**

**AQA (BHG and MWS) – Mathematical Studies – 1 Year**

Core Maths is a course for those who want to keep up their valuable maths skills but are not planning to take A Level mathematics. At the end of the course, you will have a Level 3 qualification – similar to an AS. The qualification is assessed by two final examinations.

## What is the course about?

Core Maths builds on GCSE maths with a sharper focus on problem solving skills by considering and tackling mathematics in meaningful contexts. This includes financial applications of mathematics as well as further statistical ideas that can support work in other subjects you may be studying such as Psychology, Health Sciences, Geography, Sociology and even History. A Core Maths qualification will consolidate and build on your mathematical understanding and develop further skills in the application of maths to authentic problems, offering progression from GCSE mathematics. It will prepare you for the varied contexts you are likely to encounter in vocational and academic study and in future employment and life, and will foster your ability to think mathematically and to apply mathematical techniques to a variety of unfamiliar situations, questions and issues with confidence.

## Who should take the course?

Anyone who meets the entrance criteria who is not taking A Level Mathematics is eligible to study Core Maths.

A qualification in Core Maths is very valuable to support studies in a wide range of other subjects such as Economics, Business Studies, Geography, Psychology and Sociology.

## How is it assessed?

There are two written examinations for each module of up to 2 hours duration. Both will include pre-release material, available well in advance of the exams. Both exams must be sat in the same exam series at the end of the course and are equally weighted.

# **Criminology (WJEC) Level 3 Applied Diploma**

**Examination Board: WJEC**

## **What is the course about?**

Criminology is the study of the reasons why individuals commit crime. By understanding why a person commits a crime, we can develop ways to control crime or rehabilitate the criminal. This course will enable you to use theories of criminality to analyse criminal situations and suggest ways of reducing crime. You will also develop the knowledge and skills to research policy in practice, assess campaigns for changes in awareness and examine information to review verdicts in criminal cases.

This Diploma is comprised of 4 mandatory units which cover the following key subject areas:

Unit 1: Changing awareness of crime

Unit 2: Criminological theories

Unit 3: From crime scene to court room

Unit 4: Crime and punishment

## **How is it assessed?**

Over the two-year course, learners must complete 4 mandatory units, which is taught chronologically. Learners will be assessed through a mixture of internal controlled assessment and external examination assessments. Unit 1 and 2 is taught in the first year and Unit 3 and 4 are taught in the second. Each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands learning related to authentic case studies.

## **Where will the Criminology Course take me?**

A WJEC Level 3 Applied Diploma in Criminology is mainly used to support access to higher education degree courses, such as:

- BSc Criminology
- BA Criminology
- BA Criminology and Criminal Justice
- BSc (Hons) Criminology and Psychology
- LLB (Hons) Law with Criminology
- BA (Hons) Criminology and Sociology
- BA (Hons) Criminology
- BSc (Hons) Psychology and Sociology
- BSc Criminology with Law

Alternatively, the qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service.

# Design and Technology A Level – DT Product Design

Examination Board: AQA

## What is the course about?

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries.

They will learn about materials, processes and industrial manufacturing techniques. They will investigate social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice.

Through a combination of traditional lessons, research tasks, practical investigations and practical tasks students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

## Where will it take me?

This qualification supports the progression into further education, training or employment, but specifically in areas of design: Product design, Architecture, Technical architecture, Industrial design, Graphic design and many other areas of designing and making.

## Assessment

Unit	Assessment	Time	Weighting
Paper 1	Technical principals	2.5 hours	120 marks 30% of total A Level
Paper 2	Designing and making principals	1.5 hours	80 marks 20% of total A Level
Non Examined Assessment	Practical application of technical principles, designing and making principles.	45 Hours	100 marks 50% of total A level

## Subject Content

<ul style="list-style-type: none"> <li>Materials and their applications</li> <li>The requirements for product design, development and manufacture</li> <li>Design Communication</li> <li>Digital design and manufacture</li> <li>Efficient use of materials</li> <li>Health and Safety</li> <li>Design for manufacturing</li> <li>Protecting designs and intellectual property</li> <li>Enterprise and marketing in the development of products</li> <li>Design methods and processes</li> <li>How technology and cultural changes can impact on the work of designers</li> <li>How to evaluate products, taking into account the views of potential user</li> </ul>	<ul style="list-style-type: none"> <li>Design Processes</li> <li>Critical Analysis and Evaluation</li> <li>Selecting appropriate specialist tools, techniques and processes</li> <li>Accuracy in design and manufacture</li> <li>Responsible design</li> <li>Design for manufacture</li> <li>National and international standards in product design</li> <li>Performance characteristics of materials</li> <li>The use of adhesives and fixings</li> <li>The use of surface finishes and coatings</li> <li>Forming, redistribution and addition processes</li> <li>Industrial and commercial practice</li> <li>Modern manufacturing systems</li> </ul>
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# Design and Technology A Level – DT Product Design (cont.)

## Non-Examined Assessment

- Students must undertake a design and make task and produce a final prototype based on a context and design brief developed by the student.
- The Brief must be of an appropriate level of complexity and contain a degree of uncertainty of the outcome so that students can engage in an iterative process of designing, making, testing and evaluating.
- Students must produce a written or digital design folder clearly evidencing how the assessment criteria have been met together with photographic evidence of the final manufactured prototype outcome.
- Students should produce a concise folder. The exam board recommend that the folder should not exceed 45 A3 pages or equivalent.

# Design & Technology A Level: Fashion & Textiles

**Examination Board: AQA**

## What is the course about?

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

Students will cover a wide range of textiles related topics:

- Materials and their applications
- The requirements for product design, development and manufacture
- Design communication
- Digital design and manufacture
- Efficient use of materials
- Health and Safety
- Design methods and processes
- Design theory
- How technology and cultural changes can impact on the work of designers

## Course structure and units:

<b>Title</b>	<b>Assessment mode</b>
Technical principles	External – 2 ½ hour exam (30% of A level)
Designing and making principles	External – 1 ½ hour exam (20% of A level)
NEA – practical application of core technical principles, core designing and making principles and additional specialist knowledge	Substantial design and make project (50% of A level)

## How is it assessed?

The course is assessed through a mixture of written exams and design and make projects with the context being set by AQA.

## Where will it take me?

This qualification supports the progression into further education, training or employment, but specifically in textiles: textile or fashion designer, fashion merchandising and buying, advertising and marketing, manufacture, costumier or researcher for technical fabric development.

# Digital Media (Cambridge Technical) L3 Extended Certificate

## What is the course about?

The study of Digital Media is an engaging and highly relevant area that is constantly shifting to keep up with developments in the industry. The course combines practical, project-based assessment with examined units and is assessed throughout Year 12 and 13.

## Who should take this course?

You will be a creative person who can bring ideas to life before pitching them to a client. You will be interested in emerging technologies and a confident user of ICT to enable you to develop your own digital products. You will want to grasp the theoretical and technical aspects of the media industry that underpin your design skills including analysing your target audience.

## How is it assessed?

### Year 12:

#### **Units 3 & 21 (Coursework - 25%)**

In completing these units you will develop new ideas for a client and prepare a proposal to meet a client brief. You will deliver a pitch to the client before producing planning materials and creating an original digital product. You will review your product to ensure it meets the needs of your client.

#### **Unit 2 (Exam - 25%)**

In this unit you'll learn about the preproduction process that the creative media industry follows when creating a product. This will be assessed in a 2 hour written paper consisting of short answer questions and questions requiring more extended responses based on a scenario.

### Year 13:

#### **Units 20 & 24 (Coursework - 25%)**

In completing these units, you'll learn about different media sectors and how they operate, how technologies impact the industry and about the potential careers and routes into media. You'll develop an understanding of advertising before planning your own advertising campaign including original media components

#### **Unit 1 (Exam - 25%)**

In this unit you will learn about different ownership models in the media industries and how to analyse media products. You will learn about how audiences are categorised, researched and targeted by media producers and how media institutions distribute and advertise their products to audiences. The paper is 2 hours long and includes research data to be analysed.

## Where will it take me?

The Cambridge Technical in Digital Media is a challenging vocational qualification supporting students on their journey to university, an apprenticeship or a career in the media industry. They are recognised for UCAS tariff points.

## Who should take the course?

You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You may be keen on acting, writing or on the visual and technical side of theatre and wish to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre to see plays performed by different theatre companies.

It is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved with performances. You will also need to give out of school time for rehearsals and visits.

## What is the course about?

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in performing or production role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve taking part in drama productions, as well as studying plays and playwrights.

## Details of Subject content and assessment

Drama and Theatre consists of a combination of written and performance work that is assessed internally by teaching staff (moderated external) and externally marked examination tasks.

### Component 1: Devising (40% of the qualification)

There are two parts to the assessment:

- A portfolio of evidence documenting the approach a practitioner has on theatre
- A performance/design realisation: students present a performance that demonstrates the practitioner's approach

This component is internally assessed by the Centre and externally moderated.

### Component 2: Text in Performance (20% of the qualification)

There are two parts to the assessment:

- A group performance/design realisation of one key extract from a performance text.
- A monologue or duologue performance/design realisation from one key extract from a different performance text.

This component is externally assessed by a visiting examiner.

### Component 3: Theatre Makers in Practice (40% of the qualification)

There are three parts to the assessment:

- **Section A: Live Theatre Evaluation.** Student must write about their choice of a live theatre production they have seen.
- **Section B: Page to Stage.** Students must write about a play they have studied and how they will realise the design and performance elements of an unseen extract.
- **Section C: Interpreting a Performance Text.** Students must write about their own interpretation/re-imagining of a play they have studied and how their ideas have been influenced by a theatre practitioner.

## Where will it take me?

This Advanced GCE can lead to further study in Drama, Theatre Studies and Performing Arts in Higher Education at degree or HND level. It can be used as part of your course to broaden your studies and may lead on to a career in the media, performing arts and leisure industries. Drama and Theatre Studies Advanced GCE complements a range of subjects; it is useful in developing management skills and improving the presentation of information in a range of careers.

# **Economics A Level** Examination Board: AQA (MWS and STA) and Edexcel (OSA)

## **Who should take the course?**

It is often said that we live in a global village where the world's resources are limited; there are only limited amounts of land, water, oil, food and other resources on this planet. Economists say that these resources are scarce. This scarcity means that individuals, firms, councils and governments have to make tough choices about how best we can use these scarce resources to meet our ever expanding needs.

It is the task of the economist to explain and analyse the nature of these choices facing economic agents such as consumers, firms or the government.

Economics is a discipline that combines well with other subjects. Geography, History, Politics, Law, Sociology, Psychology and Maths all have a link with this subject. It is recognised as a good academic 'A' Level for higher education entrance.

## **What is the course about?**

### **Individuals, firms, markets and market failure**

This section of the course is primarily about microeconomics and includes the following themes:

- How economists study problems and make judgements.
- What they key economic decisions are.
- The fundamental problem of scarcity in economies.
- How consumers behave.
- How price is determined in a market.
- The concepts of production, specialisation and exchange.
- The behaviour of firms and market structure.
- Wages, trade unions, the minimum wage and the labour market.
- The distribution of income and wealth and the problem of poverty.
- Market failure and the role of governments.

### **The National and International economy**

This section of the course is primarily about macroeconomics and includes the following themes:

- The objectives of government economic policy.
- Key economic indicators (GDP, inflation, unemployment etc.)
- Modelling the macroeconomy,
- Economic growth, employment, inflation.
- Conflicts between policy objectives.
- The role of the financial sector and central banks.
- Fiscal, supply side and monetary policy.
- Globalisation, trade and development.

## **How is it assessed?**

At the end of 2 years there are 3 examinations (no coursework). Each is 2 hours long.

Paper 1: Markets and market failure

Paper 2: National and International economy

Paper 3: Economic principles and issues

Question types include multiple choice questions, short answer questions to longer data response and essay questions.



## Economics A Level (continued)

Regular homework is given. This could include reading textbooks or other articles, short structured questions or longer essays. Students are also expected to keep up with topical and relevant economic issues by reading a quality newspaper or watching factual TV programmes on relevant issues.

There will also be the need to use mathematical tools of analysis to interpret economic data. A good GCSE grade in Maths and English is needed. Students will also be expected to write extended essays.

### Where will it take me?

Careers in the City, Business, Civil Service, Banking or Financial Sector are all enhanced by Economics. Also, careers in journalism, education and the charity sector will all be helped by a study of economics.

Economics is relevant to most everyday issues. Not only will it make students understand economic events, but it will also give them a new and interesting perspective on social, environmental and political issues.

### Is Economics for me?

- *How badly was the economy hit by the Coronavirus?*
- *How will Brexit affect the UK?*
- *When and how should governments intervene to improve the allocation of resources?*
- *Why did the Financial Crisis of 2009 happen?*
- *Should the rail system be re-nationalised?*
- *Why is the cost of petrol so variable?*
- *How and why does the government control inflation?*
- *What is a recession and what can we do stop them?*
- *What is the impact of China and India on our economy?*
- *Why are teachers and nurses paid so little compared to Premiership footballers?*
- *What is the impact of climate change on the economy?*
- *What makes the iPhone so successful?*
- *What is the future of the European Union?*

If these types of issues and questions interest you then ECONOMICS is your kind of subject.

We advise that students think carefully about taking both Economics and Business Studies due to the overlap between courses.

## Why take this subject?

T Levels are new two-year courses equivalent to three A levels. T Levels are based on the same standards as apprenticeships, designed by employers, and will offer around 1,800 hours of study over two years. The Level 3 Technical Qualification in Education and Early Years will provide students with the knowledge, skills and behaviours needed to progress into skilled employment or higher-level technical training or study in the education and childcare sector. Once you complete the course, you will have a licence to practice education and childcare in your career

## What will you learn?

The Technical Qualification is split into 2 component parts:

The **Core Component** provides a high-level foundation of knowledge and skills that are relevant to all Occupational Specialisms within this qualification, which is Early Years Educator. You will also be completing 750 hours in a real childcare setting and this will be spread over the 2 years.

## What is the course structure?

The technical qualification is split into 2 component parts:

**Core component:** the knowledge and underpinning concepts, theories and principles as well as core skills for the education and early years sector.

### Occupational specialisms:

- Early Years Educator

## How will you be assessed?

The Core Components are assessed through:

- 2 written examinations (Paper A and Paper B)
- An employer-set project (ESP) – a supervised project, devised and set by NCFE

The Occupational Specialism is assessed through synoptic assignments

## What can you do after the course?

This course is designed to help you get into employment. You could progress to become a:

- Early Years Practitioner
- Early Years Educator
- Primary/Secondary/Tertiary Teaching

You could also progress onto university or higher education to further your learning, depending on your goals. You could also progress on to an apprenticeship.

# English Language A Level

Examination Board: AQA

## Who should take the course?

This subject will appeal to students with an interest in how language works and the central role it plays in our everyday lives.

## What is the course about?

The course is based around language in use. This means that any piece of language, whether a snippet from Eastenders or a voice-over from an advert, is suitable for study. Another important aspect of the course is the production of writing for particular audiences and purposes. Some of the topics are listed below:

- Textual Variations and Representations – comparing language and ideas in different texts
- Children's Language Development – how children learn language
- Language Diversity and Change – how different social groups use English differently
- Language Discourses – exploring debates about language
- An Investigation into Language – free choice coursework unit
- Original Writing – free choice coursework unit

## How is it assessed?

Language consists of two examined units and two pieces of coursework (or non-examined assessments). The written exams are each 2 hours 30 minutes: the first requires students to analyse a range of texts and write an extended discussion of how children's language develops; the second asks them to analyse a range of texts representing English from around the world and across the last 400 years and to complete a directed writing task. In the non-examined assessment students have the opportunity to investigate an aspect of language study of their own choice and produce a piece of creative writing with a commentary.

## Where will it take me?

It combines well with Media Studies, Modern Foreign Languages as well as other Humanities subjects such as History, Sociology and Psychology. You can use this qualification to study English, Languages or a Humanities subject at University. The course is excellent preparation for careers in teaching, journalism and law or any career that involves the effective use of language.

# English Literature A Level

Examination Board: AQA/Edexcel

## Who should take the course?

Students will need a genuine interest in literature, secure writing skills, an open mind and a willingness to enter into debate and discussion.

## What is the course about?

This course provides a thorough grounding in English Literature over the last four centuries, which is an excellent basis for further study or entry into a range of professions.

Students will have opportunities to discuss literature within historical, social and cultural contexts. The course develops an understanding of the approaches and methods needed to analyse literary texts.

## How is it assessed?

Across the two-year course, students will study a range of literature across all three genres (poetry, prose and drama) including three pre-1900 texts. There will be a strong emphasis on independent reading in order to give students a good grounding in tackling the unseen texts with which they will be presented in the exam.

Students will also produce either one or two pieces of coursework (or non-examined assessments) on texts that they themselves have chosen in their further and independent reading.

## Where will it take me?

English Literature combines well with Media Studies and Modern Foreign Languages as well as other Humanities subjects such as History, RE, Philosophy, Sociology, and Psychology. Therefore you can use this qualification to study English, Languages or a Humanities subject at University, as well as subjects that require an analytical approach such as Law.

# Geography A Level

Examination Board: AQA

## A Level Geography..... is it the right choice for you?

### The A Level Course:

You will follow the AQA A-Level Geography exam board.

There will be a balance of both human and physical geography across the course including a wide range of geographical skills.

### Do you...

- Enjoy learning about the world around you?
- Have an opinion?
- Possess an inquisitive and critical mind?
- Have good literacy skills?
- Like to go away and research information independently?

Below is a table of the A level course content and how it is assessed. *Please note: Option units and fieldwork may vary from site to site to make best use of individual staff specialist geographical knowledge and expertise.*

<b><u>A Level Geography Content</u></b>	<b><u>Assessment</u></b>
<b><u>Physical Geography</u></b> Water and carbon cycles, Coastal systems and landscapes, Hazards.	<b><u>Paper 1: Physical Geography</u></b> Written exam 2½ hours, 120 marks, 40% of A level
<b><u>Human Geography</u></b> Global systems and global governance, Changing places, Contemporary urban environments.	<b><u>Paper2: Human Geography</u></b> Written exam 2½ hours, 120 marks, 40% of A level
<b><u>Geography Investigation and skills</u></b> Fieldwork and skills	<b><u>Non-Examined Assessment (NEA)</u></b> 3-4,000 words, 60 marks, 20% of A-level Marked by teachers and moderated by AQA

### 6 Good Reasons for Studying A Level Geography:

- Geography stimulates an interest in, and wonder of, the world around us.
- Geography develops the ability to combine scientific principles with economic awareness, environmental concern and an appreciation and tolerance of people's attitudes and values as well as historical and political aspects of our planet.
- Our USP is that no other subject incorporates these factors
- Geography combines well with other subjects and develops key skills and makes you more employable.
- Geography relates to real life problems and helps develop; an understanding of current events and issues such as Environmental change, Global Interdependence, Sustainability, Cultural Understanding.
- Geography gives you practical experience working outside of the classroom by doing fieldwork and develops teamwork skills.

## Geography A Level (continued)

- We will provide a variety of learning experiences; there will be opportunities for developing ICT skills, group work and geographical enquiry.
- We expect students to complete essential reading and note taking in their own time; and we will encourage you to keep an eye on newspapers and relevant T.V. programmes, as well as searching the web for relevant and up-to-date information.
- Fieldwork and investigation are important parts of the course. You will undertake residential fieldwork in the UK. Geographical skills are continually developed assessed at A Level.

### What can a Geography 'A' Level do for me?

Geography is a subject that ***opens up many career paths*** for you:

Archaeology, Architecture, Biology research, Development studies and charity work, Engineering, Disaster and Emergency planning, Ecology – looking after water, woodlands and ecosystem, Education – you could even be a Geography Teacher!, Environmental Law, Environmental science – flood management and control etc., Economics, European Studies, Geology, Geographic Information Systems (GIS), Meteorology, Transport planning and management, Health and environmental agencies.

# Government & Politics A Level

**Examination Board: Edexcel**

## **Why should you take the course?**

- If you are interested in current affairs
- If you want to know more about how we are governed
- If you want to have a deeper understanding of many news stories and extra insight into issues that shape the political agenda
- If you are interested in debates and discussions and are prepared to research details in order to construct convincing and persuasive arguments
- If you are willing to read widely and keep up to date with current events
- Politics combines well with many different combinations of subjects – with arts subjects (English, modern languages, history) and other humanities/social sciences, to add width and depth, or with mathematics and sciences, to add variety.

## **What is the course about?**

The course covers three components: UK Politics (including political theory), UK Government & US Politics.

The course explores various features of political participation, electoral systems, voting behaviour and political parties. It also covers key political ideas such as conservatism, liberalism, socialism and nationalism. You will develop an understanding of how British politics operates, the functions of government, parliament and the Prime Minister. You will also explore key issues relating to Global Politics; international organisations, globalisation, human rights and the distribution of power. You will have the opportunity to examine Britain's changing relationship with the European Union as well as international conflicts and global terrorism.

## **How is it assessed?**

- Three 2 hour exams at the end of Year 13.
- There is no coursework.

## **Where will it take me?**

An A Level in Government and Politics is of value to anyone considering the possibility of studying Politics and related subjects, such as International Relations, Economics, History, Sociology or a combination, at university. The skills and knowledge developed have obvious application to any form of work in which accurate use of language combined with an ability to construct arguments and counter-arguments is needed, such as the law.

It has obvious value for anyone considering a career in journalism and the media as well as anyone interested in working in occupations directly connected to the world of government and politics.

# Health and Social Care BTEC Level 3 Diploma

## Health and Social Care BTEC Level 3 Extended Certificate

**Examination Board: Edexcel**

### **Who should take this course?**

Students who are interested in a career in the health and social care sector, or who want to develop a range of workplace skills. The course is recognised by employers and universities and so is suitable for students who want to continue to university or begin their career following completion of the Diploma. You do not need to have studied Health & Social Care at level 2 to take up this course.

### **What is the course about?**

The course explores the knowledge and skills needed by professionals in the health and social care sector. There are a number of compulsory units and then a small choice from a list of optional units. Typical units include:

- Human Lifespan development
- Meeting Individual Care and Support Needs
- Working in Health and Social Care
- Principles of Safe Practice in Health and Social Care
- Promoting Public Health
- Enquiries into Current Research in Health and Social Care
- Sociological perspectives

### **How is it assessed?**

Via external assessment in the form of exams and controlled assessments; also by internally marked assignments which are evidenced by a range of methods, including presentations, reports, reflective diaries, leaflets. Assignments are graded at Pass, Merit or Distinction level.

### **Where will it take me?**

You could start your career after successful completion of the course or continue to higher education to gain further qualifications. There are many career paths within the sector, some examples are:

- Social Work
- Paramedical Science
- Nursing and Midwifery
- Occupational Therapy
- Residential Care Home Management
- You, Care or Support Work



# History A Level

**Examination Board: OCR/Edexcel/AQA (different schools offer different boards)**

## **Why should you take history?**

- History is an academic subject that is highly regarded by university admissions tutors.
- It is particularly appropriate for students interested in law, journalism and other careers which require the ability to critically evaluate evidence, make decisions and present an argument.
- A Level students have enjoyed visits to Berlin, Hampton Court, Westminster Abbey, British Library, the London School of Economics and Hatfield House to help in their studies.

## **Who should take this course?**

- Students who enjoy challenge, thinking for themselves, discussion and arguments
- It is particularly appropriate for students considering studying Law, journalism and other careers which require the ability to critically evaluate evidence make decisions and present information.
- History allows you to keep your options open whilst also helping you gain skills that are relevant to a range of careers.
- For example; Law, Journalism, Civil Service, Politics, Teaching, Museums, Police, Film and TV

## **What skills do you need?**

- You will need to be able to write well, being able to construct a well-balanced essay, select relevant evidence and evaluate this.
- You will be encouraged to read widely to further your understanding.
- You will look at historical interpretations and be given the opportunity to develop your own analysis and interpretation.
- You will need to have self-discipline and application.

# Law A Level

Examination Board: AQA

## Why take this subject?

A-Level Law is not just for students who want to become lawyers. Law is an excellent A Level for career progression and for anyone wishing to go to university to study any subject. No previous knowledge of Law is required. At A Level, Law links well with English and Modern Foreign Languages as well as Business Studies, Economics, Psychology and other humanities subjects such as History and Sociology. Law is a great A Level choice if you are interested in:

- Why we need law and how it is made
- Criminal offences such as robbery and murder
- When you can claim compensation from people for mistakes they make
- Human Rights, including the right to life and freedom to protest
- Whether the law achieves justice and how it links to morality

## What skills will you learn?

Studying A-Level Law will help you to develop transferable skills such as attention to detail and logical thinking. You will improve your research skills and be able to pursue a logical argument and apply the law to factual situations. You will develop strong skills of analysis and evaluation.

## What is the course structure?

All Papers consider aspects of the English Legal System, including what barristers, solicitors and judges do and how ordinary members of the public participate in the legal process. You will also study different sources of law, examining the ways in which judges follow past cases and interpret Acts of Parliament, as well as how the law develops over time. The Papers are:

<b>Paper 1</b>	Criminal Law – offences such as actual bodily harm and grievous bodily harm, theft and robbery, murder and manslaughter and defences such as insanity
<b>Paper 2</b>	Tort Law – liability in negligence for physical injury to people and damage to property, psychiatric injury and the law of nuisance
<b>Paper 3</b>	Human Rights Law - the right to life, liberty, respect for private life, freedom of expression and the right to freedom of assembly

<b>What activities will you do?</b> <ul style="list-style-type: none"><li>• Independent research activities</li><li>• Role play</li><li>• Class discussions</li><li>• Making mini films about legal cases and presentations</li><li>• Trips to St Albans Crown Court</li><li>• Visits to top London law firms</li><li>• Guest speakers, including Magistrates</li></ul>	<b>What can you do after the course?</b> <p>A successful A Level in Law indicates that you have strong academic ability and is a useful stepping stone to an apprenticeship or to a Law degree at University. It can also lead to any number of other University courses including Criminology, Business, Economics, Forensics, Politics and International Relations.</p> <p>Students will be able to make informed decisions as to whether a legal career, such as becoming a solicitor or barrister, is for them or consider non-legal careers including the police, teaching, business and finance, human resources and social work.</p>
<b>How will you be assessed?</b> <p>This is a linear qualification with three 2-hour exams at the end of the course. There is no coursework element.</p>	

# Marine Science A level

## Who should take this course?

This course continues to build upon the content covered in GCSE science courses and is an introduction to the science of the marine environment.

This course is an ideal subject combination for students who wish to study Marine Biology or Environmental Science at university or those students who wish to follow a career in shipping, fisheries, tourism or aquaculture.

## What will I learn?

Marine science is designed to help you develop your scientific skills such as communication, data analysis, objectivity and to enjoy science as an informed interest in the subject that may lead to further study. In addition, students will develop an understanding of their responsibility to others/society and to care for the environment.

Students will study various marine ecosystems such as the open ocean, tropical coral reefs and the mangrove forest. Students will also study the physiology of marine organisms, planning for a sustainable marine environment and considering the impact of humans on the marine ecosystems.

## How will I be assessed?

This A level is a two year linear course which will culminate in four exams at the end of year 13. All papers are worth 25% of the overall grade.

Assessments will expect students to use a variety of source material such as passages of text or diagrams, descriptions and images of investigations and photographs of habitats.

Candidates will not be expected to plot graphs, produce biological drawings or construct tables.

Practical work is incorporated into the course and is assessed in paper two and four of the terminal assessments and accounts for 15% of the marks available.

## Where will it take me?

There are a wide variety of training and education routes open to students who are successful in marine science. Options for ongoing study or employment vary in content, duration and the qualification achieved. Some of the most popular courses/employment routes include:

- A marine science degree – a degree that develops your knowledge further which is likely to include field work.
- Marine animal trainer – trains animals to perform tricks and interact with humans. They are also likely to provide basic animal care.
- Aquaculture technician – raises fish and marine plants for food, pets and research.
- Aquarist – a type of zookeeper who cares for captive fish and marine animals in aquariums, zoos and theme parks.
- Marine conservationist – an environmental specialist who protects marine environments and the flora and fauna found there.
- Environmental planner – an individual who makes sure residential and commercial developments comply with environmental laws and regulations.

# Mathematics A Level

**Examination Board: OCR at BHG, MWS and RA Edexcel at OSA and STA**

Mathematics A Level is a challenging and interesting subject which progresses from the work that has been met at GCSE and develops a further understanding of mathematical processes and the ability to reason logically. It complements many other subjects and is highly respected by universities and employers.

## What is the course about?

The Mathematics course consists of compulsory Pure Mathematics and Applied Mathematics elements. You will extend your knowledge of topics such as algebra and trigonometry, as well as learning new ideas such as calculus. At the same time, you will study applications of Pure Mathematics in the fields of Statistics and Mechanics.

Further Mathematics is a course which can only be taken alongside A Level Mathematics. It extends the study of the subject for students who want a deeper understanding and a broader knowledge than is provided by the single syllabus.

## Mathematics

In Year 12 you will cover the first half of both the Pure and Applied content of the full A Level course. In Year 13, you will study the remaining content of the full A Level qualification and you will be examined on a sample of all content covered over the two years at full A level standard.

## Further Mathematics

AS and A Level Further Mathematics are available, both of which include a further compulsory core of Pure Mathematics content. In addition, you will be able to deepen your knowledge and understanding of Applied Mathematics topics.

## Who should take the course?

You need to have reached a good standard at GCSE mathematics (see subject criteria), enjoy the subject and be willing to work hard.

A qualification in A level Mathematics is very valuable to support studies in a wide range of other subjects such as Science, Economics, Business Studies, Geography and Psychology. It will also be very useful in careers such as Architecture, Accountancy, Education, Environmental Studies and Information Technology. Further Mathematics is strongly recommended for entry to courses in Mathematics, Computing, Engineering and Physics, but will also suit any high attaining mathematician who enjoys a challenge.

## How is it assessed?

There is no coursework component to either A Level Mathematics or Further Mathematics. A level Mathematics is assessed by three 2 hour written papers at the end of the course. The number and duration of examinations for Further Mathematics varies according to the options chosen.

## Why study media?

As the media and communication industries become ever more diverse and dynamic, studies in the field of media are growing in popularity. In today's media-dominated cultural landscape, media has become one of the most relevant, exciting and important subjects you could choose to study.

If you are a Humanities student with an interest in current affairs and the media, or if you are a student wishing to pursue a career in marketing, TV, film, PR & journalism, then this could be the course for you!

## What skills do I need to be successful?

### Strong analytical/inference skills

You need to be able to read a variety of texts, including unseen texts, and interpret them.

### A high level of accuracy and clarity in written expression

This is an academic, essay-based subject in which you are required to produce fluent, extended response answers.

### A keen interest in reading/listening to/watching and consuming a range of media products

You will be required to read widely about a range of issues and developments in the media world, as well as watching, listening to and consuming a range of media products, not just your set texts.

## What is the course structure?

The course is divided into 3 Components, two of which are examined and are worth 70% of the overall qualification, and one of which is coursework which is worth 30%.

### Component 1: Media Products, Industries and Audiences (**Exam: 2 hours and 15 minutes; 35%**)

- This component involves the study of several texts from across various media forms (Newspapers, Advertising, Music Video, Radio, Videogame and Film)

### Component 2: Media Forms and Products in Depth (**Exam: 2 hours and 30 minutes; 35%**)

- This component involves the in-depth study of three different areas of media: Television, Magazine and Online.

### Component 3: Cross-Media Production (**30%**)

- This component will require the creation of your own media product. For example, you might create a three minute clip from a music video or television show that you have created, alongside a print product such as a magazine front cover. This unit requires practical production skills and you will be using cameras and computer software to create your products.

## What can I do after the course?

- Higher Education: BA in many subjects, including English Literature, Film Studies, Film and Television Production (3 years) or Media Theory or Combined Studies.
- HND in Media Production (2 years).
- Or possibly entry level into careers in Film, TV, Marketing, PR & Journalism.

## A Levels: French & A Level Spanish

### Why should I take the course?

In today's international world, a modern language is a major asset, which combines well with all other subjects to provide an invaluable life skill. French is currently on offer for A Level, Spanish for A level.

### What is the course about?

Each language is taught through a series of topics, based on current issues, such as social issues, political and artistic trends, culture, literary text and/or a film. The topics include the changing nature of the family, the cyber-society, voluntary work, immigration and law and order. Students will also study cinema, literature and music. A stimulating range of material from the Internet, up to date textbooks and authentic articles will be used to teach. The lessons will include debates, presentations and the use of ICT with access to the OUP Kerboodle learning portal.

### How is it assessed?

The A Levels are assessed through two written papers and a speaking exam:

**Paper 1** - Listening, reading, writing and translation to and from the target language.

**Paper 2** (*A Level*) – two essays in the target language based on two texts or a text and a film studied.

**Paper 3** (*A Level*) – A Speaking exam including a stimulus card and a discussion on an individual research project.

### Where will it take me?

Modern Language graduates have one of the **highest employment rates**, with an average **6% increase in salary**. They are **highly sought after** in many fields of business and industry, not just, because they can communicate with many more potential customers, but because their **analytical skills, trained memory** and attention to detail are needed in many different professions. Most degree courses, especially those in **Business, Law, Engineering, History** and **Sciences**, combine well with a language, either as part of the course or as a way of widening the possible areas of research and study.

### Links:

- A Level French
  - <https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652/specification-at-a-glance>
- A Level Spanish
  - <https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692/specification-at-a-glance>

# Music A Level

Examination Board: OCR at MWS and Eduqas at STA

## Who should take the course? Anyone with:

- An interest in studying music in a variety of styles through analysis, listening, performing and composing
- A love of music and an open-minded approach to different styles and cultures
- An ability to read music
- Ability to undertake self-directed work

## What is the course about?

The course is studied in units, which encompass performing, composing, listening and analysis (musical understanding). In musical understanding students study three areas of musical history, ranging from Classical music of 1750 to the popular genres of the present day. Students can choose to weight their course in favour of Performance or Composition depending on where their strength lies.

## How is it assessed?

**Unit 1: Performance** 25% / 35% 10 minute approx. performance of at least two contrasting pieces. Externally assessed.

**Unit 2: Composition** 25% / 35% 2-3 Compositions completed under controlled conditions and externally assessed against a brief set by the exam board.

**Unit 3: Musical understanding** Two and a half-hour exam, including listening, understanding musical lines and essay writing.

## Where will it take me?

- University courses in Music/ related Music courses
- University admissions officers often look for Music when selecting for other subjects e.g. medicine and law
- Vocational Music/ Music related Higher Education courses
- Music industry work/ apprenticeships
- Opportunity to play huge role in performing and extra-curricular life of the school
- A lifelong love of music

# Musical Performance (BTEC) Level 3 National Extended Certificate

Examination Board: Pearson BTEC Nationals

## Who should take the course? Anyone with:

- An interest in performing music in a variety of styles
- A love of performing music
- An ability to read any form of music (notation, TAB, Chord charts) or who can learn pieces by ear
- Ability to undertake self-directed work
- Ability to work collaboratively with other musicians

## What is the course about?

Equivalent to one A level, this course focuses on developing ensemble music performance skills. It also offers a broader understanding of relevant complementary areas of the music sector, such as composition, live events and technology. It is designed to support progression to more specialist music courses in higher education, those who wish to jump straight into the industry, or those who wish to become better performers.

## How is it assessed?

**Unit 1: Practical Music Theory** 25% Learners develop knowledge and understanding of music theory and harmony, and apply their understanding in practical scenarios. In this unit, you will develop an understanding of the signs and symbols associated with the notation of pitch, rhythm, tempo, dynamics and expression. You will learn how to interpret both traditional and alternate forms of notation with a high degree of accuracy. Internally assessed.

**Unit 2: Professional Practice in the Music Industry** 25% Learners explore what it is that makes someone a professional in the music industry and how to put forward a bid for work. For assessment learners will be asked to create a project plan, budget, rationale and presentation in response to music industry scenarios which musicians might reasonably find themselves bidding for. Externally assessed.

**Unit 3: Ensemble Performance** 35% Learners work as part of a musical ensemble and develop their skills and techniques in rehearsal and performance. For assessment, learners will be given list of songs from which they will choose three for a performance. In ensembles that consist of a minimum of three and a maximum of eight members, learners will respond to the choice of repertoire and develop the performance for an audience. Externally assessed.

**Unit 4: Solo Performance** 15% (Other units could include Composing Music, Music Performance Session Styles or Improvising Music based on individual interest). Learners explore the preparation and performance of music as a soloist before performing in front of an audience. In this unit, you will explore and practise the specific skills associated with performing as a soloist. These will include: how to engage your audience, stagecraft, as well as musical practice and rehearsal required. Internally assessed.

## Where will it take me?

- University courses in Music/ related Music courses
- University admissions officers often look for Music when selecting for other subjects e.g. medicine and law
- Vocational Music/ Music related Higher Education courses
- Music industry work/ apprenticeships
- Performance opportunities in school, and the ability to find performance work in life



# Physical Education A Level

Examination Board: Edexcel

## Who should take the course?

Students who wish to take the A Level course should have a keen interest in human biology, psychology and an understanding of how the mind and body works in relation to performance in physical sport.

## What is the course about?

Physical Education is for students who have a love of sport and performance. Students will have an interest in a number of the following topics: Anatomy & physiology, the effects on exercise on the bodily systems, nutrition, biomechanics, fatigue, injury rehabilitation, the role of sports psychology in facilitating performance and how sport and society has developed.

## The structure of the course

The students will study four components

- **Scientific Principles of Physical Education** (40% of qualification)
- **Psychological and Social Principles of Physical Education** (30% of qualification)
- **Practical Performance** (15% of qualification)
- **Performance Analysis and Performance Development** (15% of qualification)

## How the course will be assessed?

The students will sit **two written** exams. They will also be assessed **practically**. The practical assessment consists of students completing **one** physical activity from a set list. Students can be assessed in **either** the role of **player/performer or coach**. They will also have to complete **two** pieces of coursework.

## Where will it take me?

This course can lead onto studying a sports related subject at university at either degree or HND Level. Students can also use this qualification in employment in a range of fields including Sports and Exercise Sciences, Physiotherapy, Teaching, Leisure Industry, the Police and the Armed Forces.

## Who should take this course?

- Anyone planning a career that involves the ability to evaluate ideas and understand complex issues.
- Anyone who enjoys questioning and debating issues of which there are no definitive answers.
- Anyone who wishes to have a better understanding of communities and society.
- Anyone who has ever thought about why people make the decisions and judgements that they do, particularly on matters of 'right' and 'wrong'.
- Anyone who has ever asked themselves difficult questions, such as: *What makes me 'Me'? Why am I here? Is there a God? Is there life after death? What makes this right and that wrong? Why did they do that?*

## What is the course about?

- This course is designed to introduce students to the key methods and concepts in philosophy through the study of four broad themes: Epistemology; Philosophy of Religion; Ethics; and Philosophy of Mind. Students will develop and refine a range of transferable skills, such as the ability to ask penetrating questions, to analyse and evaluate the arguments of others and to present their own arguments clearly and logically.
- This philosophy specification asks these main questions:
  - What can we know?
  - Can the existence of God be proved?
  - How do we make moral decisions?
  - Are my mind and body separate?
- You will have the opportunity to engage in detailed analysis of philosophical texts which should act as a springboard for your future reading and reflection.

## How is it assessed?

### This is a LINEAR specification.

- There will be TWO exams at the end of the course. Each exam will be 3 hours and will be worth 50% of the final grade.
- You can opt to do the AS qualification which will be one 3 hour exam worth 100% of the final grade. The content is the same as the Year 1 linear specification.

## Where will it take me?

- Philosophy **A-Level** is extremely well respected by colleges and universities.
- Students could go on to study Philosophy, Religious Studies, Politics, History, Geography, Medicine, English, Theology, Psychology, Sociology, and many other subjects.

# Photography A Level

**Examination Board: Edexcel at MWS / AQA at OSA and RA**

## **What is Photography A-level?**

The two year Photography Linear A-level. It is the taking, making, creating and reading of images. You will be expected to produce innovative, creative and experimental images in response to given themes. A part of the course is the analysis of photographic images taken by established photographers as well as yourself. You will learn to read images as works of art and be expected to research the work of photographers and artists to support your own practical work, implementing what you have discovered and developed as a photographer. The course covers digital photography and manipulation. You will learn the basic techniques of using cameras and studio equipment, as well as the software used in the creative industry.

## **What is the course structure?**

The A level consists of 2 Components as part of a two year course

### **Component 1**

This component allows you the opportunity to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s). (60% of total qualification)

#### **Overview of assessment**

- Incorporates three major elements: supporting studies, practical work, and a personal study.
- Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.
- The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images.

### **Component 2**

This is an externally set assignment. You work in the same way as component 1 however the theme is presented as an exam paper. Your research and practical development culminates in a 15 hour timed controlled assessment This is worth 40% of your final A level mark.

## **How will you be assessed?**

You are marked against 4 criteria for all your work which then translates into a grade A to E. The portfolio equates for 60% of the A level, with a personal study contributing to 12% of this portfolio. The additional 40% of the A level comes from an externally set assignment culminating in a period of controlled assessment. You will produce a minimum of one journal for each component. In addition you will also produce a portfolio of prints for each project. You will submit all your work for assessment and moderation in May. Your work is then group marked by teaching staff and externally moderated.

## **What can I do after the course?**

You can use A-level Photography to go on to study at Degree level or Foundation Degree level. You could also move on to a vocational course. Photography A-level will also help you open up a range of career opportunities in the Visual Arts sector. The underpinning analytical and technical skills will help you whatever career path you choose to follow.

# Physics A Level

## Who should take the course?

A level Physics is available to students who have taken GCSEs in either Combined Science (Higher Tier), or the separate science subjects (Triple Science). See subject criteria.

Physicists are able to think clearly and systematically and solve complex problems – skills that are highly valued by employers in a wide range of fields. Many students are required to study A level Physics in order to qualify for higher level study in subjects such as Science, Engineering, Computing and Medicine and it can be a valuable asset for Business, Finance and Economics.

Physics is often studied alongside Biology, Chemistry or Geography and it is strongly recommended that Physics is taken in combination with Mathematics.

## What is the course about?

Physicists seek to gain a deeper understanding of the natural world, ranging from identifying the smallest fundamental particles right up to explaining how the Universe has evolved. Through your work you will use practical investigations to establish and then apply new theories and explanations. You will encounter lots of calculations along the way. A natural curiosity and a drive to explain how the world works is essential.

Topics studied in the first year include Mechanics, Electricity, Wave Motion, and Quantum Physics. In the second year modern Physics ideas including Particle Physics, Nuclear Physics and Cosmology are studied as well as classical concepts such as Field Theory and Thermodynamics.

## How is it assessed?

This A Level is a two year linear course which will culminate in three exams at the end of year 13. There is no practical coursework that will contribute to the final grade, however there will be a standard set of practical skills that will be assessed in the final written exams at the end of the course.

Students will be awarded a separate practical endorsement alongside their A Level Physics grade. This will be a teacher assessed endorsement based on the student's competency against a set of practical assessment criteria. Students will be assessed as either pass or not reported. The endorsement will not contribute to the overall grade for their A Level Physics qualification, but the result will be recorded on the student's certificate.

## Who should take the course?

The course will appeal to students who:

- Are interested in all aspects of people's behaviour and thoughts, including the underlying motivations behind our behaviour, such as biological influences.
- Enjoy science, as part of the course you will learn about the scientific methods psychologists use to observe, measure and analyse behaviour and mental processes.
- May be looking for a career in the psychology fields including: *Clinical Psychologists, Occupational Psychologists, Forensic Psychologists, Research Psychologists, Educational Psychologists, Health Psychologists, Sports Psychologists, Counselling Psychologists, Consumer Psychologists,*
- *Would like to develop research skills and scientific enquiry.*

## What is the course about?

Throughout the two year course, candidates will develop a broad knowledge and understanding of the core areas of psychology. The main aim is to understand the causes of behaviour, to look at the means by which psychologists study the subject and how psychology can help change or adapt behaviour. A range of topic based options is also studied, which bring together explanations from different approaches and engage students in issues and debates in psychology.

### Paper 1 (Introductory topics in psychology) will cover:

- Memory, including models of memory, explanations of forgetting and eye witness testimony.
- Attachment, including research into attachment, issues with attachment following deprivation and institutionalisation and the effect on later relationships.
- Social psychology, conformity, obedience and independent behaviour.
- Psychopathology, including definitions of abnormality; characteristics and explanations of phobias, depression and obsessive compulsive disorder; related therapies.

### Paper 2 (Psychology in context) will cover:

- Approaches in Psychology, including the learning, cognitive, biological, psychodynamic and humanistic approaches.
- Biological psychology, including the nervous and endocrine system, localisation of function in the brain, ways of studying the brain and biological rhythms.
- Research methods, including types of experiment, scientific processes and techniques of data handling and analysis, and inferential statistics.

### Paper 3 (Issues and options in psychology) will cover:

- **A compulsory content** – Issues and debates in psychology
- **Optional content, where one topic is chosen from each option block**
  - Option 1 – Relationships, gender and cognition and development
  - Option 2 – Schizophrenia, eating behaviour and stress
  - Option 3 – Aggression, forensic psychology and addiction

# Psychology A Level (continued)

## How is it assessed?

Assessment will take place at the end of the two year course and will cover the knowledge and understanding, application of knowledge and the scientific investigation of Psychology. This will be through formal examinations consisting of multiple choice questions, short structured questions and longer extended writing questions.

## Where will it take me?

Candidates taking psychology will be able to continue their psychology studies at all universities with courses ranging from general psychology to more specific areas as in the list above. In addition, the broad range of skills developed spanning those traditionally associated with arts and science, offer a wide range of career prospects.

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# Religious Studies A Level (Philosophy and Ethics)

Examination Board: OCR

## Who should take this course?

- Anyone planning a career that involves the ability to evaluate ideas and understand complex issues.
- Anyone who enjoys questioning and debating issues of which there are no definitive answers.
- Anyone who wishes to have a better understanding of communities and society.
- Anyone who has ever thought about why people make the decisions and judgements that they do, particularly on matters of 'right' and 'wrong'.
- Anyone who has ever asked themselves difficult questions, such as: *What makes me 'Me'? Why am I here? Is there a God? Is there life after death? What makes this right and that wrong? Why did they do that?*

## What is the course about?

- The Philosophy of Religion part of the course begins with Greek and Judaeo-Christian influences on the philosophy of religion, moves on through the classic arguments for the existence of God and challenges to religious belief, and culminates in issues such as the mind/body distinction, revelation and religious language.
- The Religious Ethics part of the course begins with an introduction to ethical theory, moves on to consider specific ethical theories and their practical applications and culminates with consideration of free will and determinism, conscience, religious ethics and practical ethics.

## How is it assessed?

- There will be three 40 mark single-part essay questions from a free choice of four.

## Where will it take me?

- Religious Studies **A-Level** is well respected by colleges and universities.
- Students could go on to study Psychology, Sociology, Politics, History, Geography, Medicine, English, Theology, and many other subjects.

## Course Details

### Philosophy of Religion (H573/01)

Topics include:

- Ancient philosophical influences (Plato – Reality, Forms, Cave / Aristotle – Reality, Causation, Prime Mover).
- The nature of the soul, mind and body (Plato, Aristotle, Descartes)
- Arguments about the existence or non-existence of God (Teleological, Cosmological, Ontological).
- The nature and impact of religious experience.
- The challenge for religious belief of the problem of evil.
- Ideas about the nature of God (omnipotence, omniscience, (omni) benevolence, eternity, free will).
- Issues in religious language

# Religious Studies A Level (continued)

## Religious Ethics (H573/02)

Topics include:

- Normative ethical theories
- The application of ethical theory to two contemporary issues of importance.
- Ethical language and thought
- Debates surrounding the significant idea of conscience.
- Sexual ethics and the influence on ethical thought of developments in religious beliefs.
- Virtue Ethics.

## Developments in religious thought (Christianity Option) (H573/03)

- Religious beliefs, value and teachings, their interconnections and how they vary historically and in the contemporary world.
- Sources of religious wisdom and authority.
- Practices which shape and express religious identity, and how these vary.
- Significant social and historical developments in theology and religious thought.
- Key themes related to the relationship between religion and society.



## Am I right for this course?

If you are a critical thinker, have drive and want to discover new ways of deconstructing the world around you, then Sociology is for you.

We work in partnership with you to develop your knowledge, understanding and critical evaluation skills to ensure you to reach your learning goals.

You will be required to read widely and in depth and to keep your understanding of sociological issues up-to-date by reading broadsheet newspapers, social media and academic journals from the internet.

## What is the course structure?

Sociology is the study of individuals and groups in society. In the first year, you will study *Education with Theory & Methods* and *Family & Households*. For *Education*, you will assess different types of education, apply educational theory and investigate educational achievement according to class, gender and ethnicity. You will also look at how and why sociologists carry out research and evaluate the different methods that are used. In the study of *Family & Households*, you will learn about different theories of the family and analyse family diversity, marriage, divorce, cohabitation, childhood, power and control. You will also investigate the effects of globalisation on the family unit.

In the second year, you will study *Crime & Deviance* **and** one of three topics: *Beliefs in Society*, *Media* or *Global Development*. In studying *Beliefs in Society*, you will examine the relationship between social change and social stability, religious beliefs, practices and organisations. For *Global Development*, you will learn about the influence of globalisation on society and analyse sociological explanations, such as trade, aid and conflict. Alongside one of these topics you will study *Crime & Deviance*, which looks at the causes of crime and social distribution according to class, gender and ethnicity. You will also examine contemporary issues, such as international crime and cybercrime. Using current events, you will learn to make connections between sociological theory and society today.

## How will you be assessed?

The course is assessed by exams (there is no coursework).

This is a linear qualification and will be studied over two years, with all assessments for all modules at the end of the course.

## What can I do with Sociology?

Students who have studied Sociology at A level have gone on to enter a diverse range of careers including; education, social work, legal justice, counselling, teaching, market research and recruitment consultancy. Sociology complements other subjects and has a close affinity with Economics, Geography, History, Politics and Psychology.

Sociology is the first step towards an enlightened and empowered future.

# Sport & Physical Activity Level 3 Cambridge Technical

**Extended Certificate (equivalent to 1 A Level)**

**Diploma (equivalent to 2 A Levels)**

## Who should take the course?

Students should have a real interest in sport and also in science relating to sport. Students should be willing to explore new theories and form their own ideas and opinions from these. Ideally when studying this course, students should be looking at a pathway into a Sport or a related degree at university.

## What is the course about?

Level 3 Sport Aims to:

- Give all students the opportunity to gain a new, nationally recognised qualification that can be used when applying either for future education or employment.
- Provide a wide-ranging, intellectually demanding vocational learning experience
- Use the motivating interest in sport to promote academic learning
- Give the students opportunities to acquire a scientific understanding of how the body responds to Sport and Exercise in different scenarios.
- It will extend the students' knowledge in the organisation of sport in the UK and abroad, as well as the main psychological, social and physiological factors that affect the performance of a practical skill.

## How is it assessed?

The Cambridge Technical Level 3 Sport has both exam and coursework elements. There are 4 externally assessed Units that comprise of 4 exams over the 2-year course. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands.

Mandatory units range from exams, controlled assessments to written coursework. These cover topics such as the Body systems and the effects of physical activity, Sport Coaching and activity leadership, Performance analysis in Sport and Exercise, Sports Leadership, Sports event organisation, Nutrition and diet for sport and exercise and Health and fitness testing for sport and exercise.

Level 3 Sport is equivalent to either 1 or 2 'A' Levels and must be studied over two years to achieve a grade.

As well as the above, students will also be expected to take part in regular lesson support or assist with lower school and primary school activities.

## Grading

The level of attainment will be marked individually for each unit of the course, in line with Cambridge Technical guidelines. The grades will be:

- Distinction
- Merit
- Pass

An overall grade is awarded for the qualification based on the performance in each unit.

## Where will it take me?

With further training or study, students can go into careers in Sports Centres, Sports Clubs, Leisure Centres, Outdoor Activities Centres and University Courses.

# Travel and Tourism (BTEC) Level 3 Extended Certificate

Examination Board: Edexcel

## BTEC Level 3 Extended Certificate Travel and Tourism

### Why take this subject?

Previous experience of Travel and Tourism is not needed to take this subject. The most important thing you need in order to take a vocational qualification in Travel and Tourism is a lively and enquiring mind, an interest in, a willingness to explore new ideas and an ability to communicate your ideas effectively, whilst sticking to deadlines.

### Who should take the course?

This course is suitable for students who wish to continue in full time education and gain a qualification in the field of Travel and Tourism. The travel and tourism industry is one of the fastest growing industries in the UK. The value of tourism to the UK economy is approximately £209 billion, and the sector employs around 4 million people. This course provides vocational study within the tourism sector and is recognised by employers in these fields. It also provides opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in both academic and working life.

### What is the course about?

There are 4 units to cover.

Unit	Unit Title
Unit 1	The World of Travel and Tourism
Unit 2	Global Destinations
Unit 3	Principles of Marketing in Travel and Tourism
Unit 4	Visitor Attractions

### How is it assessed?

The assessment is a mixture of set coursework assignments/ controlled assessment in the form of tasks set and marked by the board and Units 1 and 2 are assessed by an externally set exam paper. The work is graded, pass, merit or distinction and it is the combination of the marks for all the units taken that will determine the overall grade.

All BTEC equivalences carry the same amount of UCAS points as A levels.

# OSA Education & Tottenham Hotspur Development Centre

Onslow St Audrey's has partnered with the world-famous Tottenham Hotspur Football Club to offer Welwyn and Hatfield Consortium learners a fantastic opportunity to develop a career in the sports sector. The partnership with Tottenham Hotspur Football Club provides learners with insight and experience into the coaching process and helps further develop and support elite sports performance.

The Tottenham Hotspur Football Development programme is for learners interested in pursuing a career in the sports industry while keeping their options open and being able to study a wide selection of subjects and courses. Learners will be trained by qualified coaches from Tottenham Hotspur Football Club, with all teaching delivered by staff from the Welwyn and Hatfield Consortium.

## **Students will:**

Undertake Sport and Physical Activity Level 3 Cambridge Technical plus up to two other academic subjects offered by the Welwyn and Hatfield Consortium.

Receive up to three training sessions per week for students on the football education programme.

Represent Tottenham Hotspur Hatfield in the U19 College League.

Have the opportunity to purchase a training kit with Tottenham Hotspur branding.

Suitable identified learners will have opportunities to become part of the Coaching Excellence Centre and other career opportunities within Tottenham Hotspur Football Club.

## **Careers**

Upon completing your studies here at Onslow St Audrey's Sixth Form, you can continue your studies with Tottenham and undertake a Higher National Certificate (HNC) in Sport and Exercise Science and Tottenham Hotspur Coaching Development Programme. This could lead to after 3 years of study completing a full degree.

Year 1 (HNC Level 4)

Year 2 (HND Level 5)

Year 3 (Full degree, with an NCC partner University)

## **Potential progression routes from here could be:**

Employment at Tottenham Hotspur.

Progression onto a 1-year top-up degree at several universities to achieve a BA or BSc Honours.

Progression onto a teaching qualification.

Employment in the sport and active leisure industry.

## Contact Us



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