

SIXTH FORM · SUBJECTS 2021-2022



BELIEVE · ACHIEVE · SUCCEED · EXCEED

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BTEC LEVEL 3 APPLIED SCIENCE



Content and Aims

The BTEC Level 3 National Extended Certificate in Applied Science is designed to give a vocational broad curriculum which supports students moving into a range of careers, apprenticeships and university pathways.

During the first year students will study two units:

- Principles and Applications of Science (a combination of Biology, Chemistry & Physics)
- Practical Scientific Procedures and Techniques

At this stage a BTEC Level 3 National Certificate in Applied Science can be awarded. If students continue into the second year (Extended Certificate) they will study two further units:

- Science Investigation Skills
- Optional Unit (e.g. Physiology of Human Body Systems or Human Regulation and Reproduction)

Across the two year course assessment is 42% internally marked portfolio work and 58% exam (externally marked). Learners will be awarded Pass, Merit, Distinction or Distinction* depending on the quality of work across all units.

This course aims to:

- Give students a broad background in science
- Encourage a student's practical and analytical skills
- Link science into the workplace and allow students to actively experience the science environment.

Key Features

This Level 3 BTEC qualification includes internally assessed portfolio work as well as external exams. Teaching strategies include practical, independent enquiry, case studies and theory. All units must be passed to pass the qualification (Ofqual rules).

Career Considerations

Applied Science is a qualification that allows progression to university or further education but also concentrates on developing skills and awareness of the workplace which any employer would welcome. Former students have progressed into nursing, sports science, teaching and engineering courses at university.



Mr S Page
Edexcel

SUITABILITY

- APS 4.2
- Two 4s in GCSE Sciences.
- Grade 4 in GCSE Maths
- Two Grade 4s in GCSE English Language and Literature.

EXAMINATION & ASSESSMENT BREAKDOWN

- 42% coursework
- 58% external examination



FINE ART

Content and Aims

The GCE in Fine Art follows on in nature and practice from GCSE Art, with the emphasis on the development of the students' visual language and their individual responses to a variety of approaches and themes.

A level consists of two units: Unit 1 incorporates three major elements: supporting studies, practical work and a personal study, based on the student's own choice of subject. Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.

Unit 2 is an externally set assignment that enables students to pursue and develop their own personal style.

Key Features

The course is studio based and the students work in different media – paint, clay, plaster or mixed media – and will develop new and advanced skills in painting, 3D work, installations and printmaking. Students will either specialise in one area of study or develop ideas in a variety of materials.

Knowledge and critical understanding of art and design is an important aspect of the course, and students are expected to visit London and regional galleries as often as possible - with the academy as well as independently.

Extra-curricular life-drawing classes provide students with an opportunity to enhance their drawing skills within a professional environment. In addition a visit abroad may be organised to coincide with the beginning of the externally set assignment.

Career Considerations

The experience and insights gained from a creative course are much valued by universities, and A level Art is recognised and accepted for entry to a general degree course. A level Fine Art is of course essential if you wish to pursue a career in Art and Design, Graphic Design, Fashion, Textiles, Advertising, Interior Design, Theatrical Design, Architecture and Media, or envisage studying an Art related degree subject. The recommended route to further specialist Art courses on completion of A levels is by entry to a Foundation course at a local college. This one-year course enables students to make informed decisions about degree courses and other opportunities, through experiencing a range of disciplines and building an appropriate portfolio.



Mrs C Burgoyne
Edexcel

SUITABILITY

- APS 4.4
- Grade 5 in GCSE Art
- An interest and ability in expressing ones feelings, thoughts and sensations in a visual manner are essential.

EXAMINATION & ASSESSMENT BREAKDOWN

- 60% coursework
- 40% external examination

BIOLOGY



Content and Aims

This specification is designed to encourage candidates to develop:

- An enthusiasm for biology
- Practical skills alongside understanding of concepts and principles
- An appropriate and relevant foundation of knowledge and skills for the study of biology in Higher Education.

Key Features

This specification stimulates the enthusiasm of teachers and students from the start. As a stepping stone to future study, it allows students to develop the skills universities want to see. The course intends to nurture a passion for Biology & lay the groundwork for further study in courses like biological sciences and medicine.

Year 1 Units

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms

Year 2 Units

- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

Career Considerations

Students who have studied A level Biology may go on to study a wide variety of different subjects at university. These include medicine, dentistry, physiotherapy, nursing, genetics, forensics, ecology, veterinary science, agriculture, sports science, psychology, horticulture and conservation.



**Mrs J Ambrose
AQA**

SUITABILITY

- APS 5.3
- Two Grade 6s in GCSE Sciences (if Triple Science is studied one must be Biology).
- Grade 6 in GCSE Maths
- Pass the entry exam.

EXAMINATION & ASSESSMENT BREAKDOWN

- 100% external examination

BUSINESS STUDIES



Content and Aims

Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business context to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues.

Theme 1

- Meeting customer needs
- The market
- Marketing mix & strategy
- Managing people
- Entrepreneurs and leaders

Theme 2

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

Theme 3

- Business objectives & strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

Theme 4

- Globalisation
- Global markets & business expansion
- Global marketing
- Global industries and companies

Key Features

- The course is based on the analysis of a variety of different business scenarios, which require logical and well-reasoned proposals to be recommended
- Examination is by data response questions
- Students are encouraged to research and use real businesses throughout the course

Career Considerations

The Business Studies course provides very good opportunities for employment or higher education. Employers value the combination of the practical and analytical approach that the course demands. Employment opportunities available include retail, insurance, finance and personnel.

Business Studies is now one of the most popular subjects in Higher and Further Education, offering many different pathways. It compliments all subjects, since they all have commercial and business links. Some students choose to focus on Business Studies, or select one area to study in greater depth such as Accounting or Marketing. Some will combine Business Studies with another subject, such as Languages, Maths, Management and Computer Sciences.



Miss J Philbin
Edexcel

SUITABILITY

- APS 4.2
- Grade 5 in GCSE English Language or Literature
- Grade 5 in GCSE Maths
- If Business studies is studied at GCSE a grade 5 is needed.

EXAMINATION & ASSESSMENT BREAKDOWN

- 100% external examination

BTEC LEVEL 3 BUSINESS



Content and Aims

The Extended Certificate is for learners who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The extended certificate is the equivalent in size to one A Level. The course is made up of coursework, controlled assessments and examinations.

Key Features

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. Employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the business sector. The learning programme covers the following content areas:

Business Environments Finance Marketing

The optional units have been designed to support choices in progression to business courses in higher education and to link with relevant occupational areas:

Human Resources Accounting Marketing Law

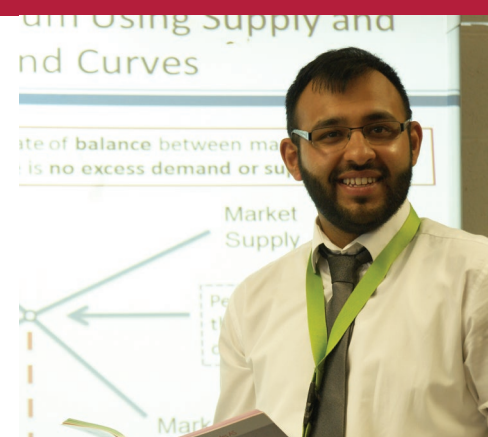
Career Considerations

The qualification carries UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two year programme of learning. It will support entry to many higher education courses, depending on the other qualifications learners have taken. Learners should always check the entry requirements for degree programmes at specific higher education providers. The qualification can also support progression to employment directly, or via an Apprenticeship.

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- cognitive and problem-solving skills: use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- intrapersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation
- interpersonal skills: self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant. For example, where learners are required to undertake real or simulated activities.



Miss J Philbin
Edexcel

SUITABILITY

- APS 4.2
- Grade 4 in GCSE Maths
- Grade 4 in GCSE English Language or Literature

EXAMINATION & ASSESSMENT BREAKDOWN

- Students complete 4 units
- 4 units of which 3 are mandatory and 2 are external.
Mandatory content (83%)

CHEMISTRY



Content and Aims

The course starts by introducing the basic chemical principles and skills to cover atomic structure, amount of substance, bonding and periodicity and basics of organic chemistry. These skills and knowledge are then applied to energetics, kinetics, equilibrium, and redox chemistry. Student's organic knowledge is expanded to include more organic families of molecules and their reaction mechanisms.

The course completes further and deeper understanding of topics taught in the first year while introducing the new concepts of entropy, analytical techniques, reactions of the transition metals, and the synthesis of organic molecules.

The Chemistry course aims to:

- Develop an understanding of the key concepts underpinning the chemical nature of all particles and their reactions
- Encourage students to develop their analytical, practical and investigative skills
- Develop a curious and independent student
- Prepare students for higher level study/employment in the chemical industries

Key Features

The Chemistry course features a wide variety of learning opportunities including practical experimentation, problem-solving, individual project investigations, ICT and presentation skills.

Career Considerations

Chemistry is an exciting, challenging, rewarding and relevant course, ideally suited to careers in science, engineering or industry. With a qualification in Chemistry you could go onto Higher education, studying Chemistry, Biochemistry, Materials Science, Chemical Engineering or other related scientific courses. Chemistry is an **essential requirement** for the medical, pharmaceutical, biochemical or environmental sciences.

Student Quote

“Chemistry is exciting, exhilarating and sometimes explosive!”



**Mr D Hardy /
Dr J Haigh
AQA**

SUITABILITY

- APS 5.3
- Two Grade 6s in GCSE Sciences (if Triple Science is studied one must be Chemistry).
- Grade 6 in GCSE Maths
- Pass the entry exam.

EXAMINATION & ASSESSMENT BREAKDOWN

- 100% external examination

COMPUTER SCIENCE



Content and Aims

The OCR Advanced GCE in Computing (H046/H446) covers both the current technologies and perceived advances in both hardware and software to enable you to meet the demands of a highly skilled IT and computing focused business and industrial sectors. It also provides a firm basis for further studies in higher education in Computer Science and related subject areas.

The course provides a smooth transition from GCSE Computer Science, GCSE ICT, and BTEC ICT, although these are not a pre-requisite for studying A Level Computer Science.

Key Features

Year 12

- Unit 1 (H046/01):
Computing principles (50% of AS)
- Unit 2 (H046/02):
Algorithms and problem solving (50% of AS/25% of A2)

Year 13

- Unit 1 (H446/01):
Computer systems (40% of A Level)
- Unit 2 (H446/02):
Algorithms and programming (40% of A Level)
- Unit 3 (H446/03/04):
Programming project (20% of A Level)

Career Considerations

This course, with its emphasis on abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for further study Higher Education: This specification has been designed for students who wish to go on to higher education courses or employment where knowledge of Computing would be beneficial. One can study Computing and go on to a career in medicine, law, business, politics or any type of science. Candidates would also be well placed for a career as a systems analyst or junior programmer /developer.



Mr M Barber
OCR

SUITABILITY

- APS 5.3
- Grade 6 in GCSE Maths
(discussion with department if a grade 5 is achieved)
- Grade 5 in GCSE Computer Science

EXAMINATION & ASSESSMENT BREAKDOWN

- 80% external examination
- 20% coursework -
Programming Project



DANCE

Content and Aims

A-level Dance is a dynamic qualification which encourages students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills by higher education and employers and will help students stand out in the workplace whatever their choice of career.

The Dance course aims to develop your performance and choreography skills to a higher level through solo and group performances and choreographies, using stimuli and resources set by the exam board. Students will study specific styles/genres of dance and their related performance skills and analyse professional set works and their cultural and artistic contexts.

Key Features

- A wide variety of learning opportunities including whole group practical workshops, rehearsal and performance, individual and group composition, personal research and essay writing, student-led work e.g. seminars.
- The opportunities to attend theatre trips and to participate in lectures and workshops by visiting practitioners.

Career Considerations

Dance is an empowering and powerful form of non-verbal communication which enables the development of creative, imaginative, physical, emotional and intellectual capacities. It offers progression to Performing Arts courses and Dance Degrees in Higher Education. It is also the perfect accompaniment for those wishing to audition for performing academies. Dance promotes careers in the Arts: working in community Arts with youth groups or schools, performing professionally and teaching. It is also a gateway to other creative industry jobs such as working in with lighting, costume or set design or technical production.

Past students have gone on to perform in the West End, Edinburgh Fringe, on cruise ships. Others are training professionally or as teachers within the community, and one student is running the admin/office headquarters of prestigious dance academy The London Studio.

Student Quote

“Dance allows me to express emotion through movement and to connect with other people”.

“Whilst the written work is challenging it really goes hand in hand with the practical elements of the course”.



Miss E Major AQA

SUITABILITY

- APS 4.2
- Grade 5 in GCSE Dance.
- Grade 5 in English Language or Literature.

EXAMINATION & ASSESSMENT BREAKDOWN

- 50% Component 1 – Performance & Choreography
- 50% Component 2 – Appreciation – Written paper

DRAMA & THEATRE STUDIES



Content and Aims

For those wishing to pursue a career in theatre and performance, this course is ideal. It demands advanced practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in a performing or production design role. You will also write about drama and develop your analysis skills to become an informed critic. The course will involve taking part in examined productions, as well as studying plays and playwrights. It allows students to explore the theoretical knowledge of theatre practitioners and applying this to their own work in a practical way. The course offers exciting opportunities to become more informed on how theatre is constructed.

Key Features

- Practical workshops
- In-depth study of at least two significant plays
- In-depth study of influential practitioners and their style of theatre
- Critical analysis of live theatre productions
- Opportunity to devise an original piece of work
- Theoretical exploration of theatre history, politics and culture

The Course Includes:

- **A Written Exam** - Live theatre review and essays based on practical exploration of two key texts and an influential practitioner.
- **Devising and Performing** - Students will be expected to devise a performance piece, as well as produce a written portfolio. Students will also prepare a monologue or duologue from a key extract of text and complete a group performance from a text.

Career Considerations

- Work within the arts, media, theatre or entertainment.
- Looking to a degree in Drama, Drama Education or other analytical fields.
- Professional Actor training at degree level.
- Stage crafts: stage managers, lighting designers, costume design, set and sound designers.



**Mrs L Jones &
Miss H Meadows
Edexcel**

SUITABILITY

- APS 4.2
- Grade 5 in GCSE Drama
- Grade 5 in GCSE English Language or Literature

EXAMINATION & ASSESSMENT BREAKDOWN

- 40% written and performance coursework
- 20% performance coursework
- 40% written examination

BTEC LEVEL 3 IN ENGINEERING (SINGLE)



Aims

This course is intended to be an Applied General qualification for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment, possibly in the engineering sector.

Engineering covers a broad variety of roles and it involves the application of scientific principles and practical knowledge to transform ideas and materials into products and systems safely and support them during their lifetime.

Content

Single Engineering will study 4 units over the course of two years.

Unit 1 – Engineering Principles (External Assessment)

Learners apply mathematical and physical science principles to solve electrical-, electronic- and mechanical-based engineering problems.

Unit 2 – Delivery of Engineering Processes Safely as A Team (Internal Assessment)

Learners explore how processes are undertaken by teams to create engineered products or to deliver engineering services safely.

Unit 3- Engineering Product Design & Manufacture (External Assessment)

Learners will explore engineering product design and manufacturing processes and will complete activities that consider function, sustainability, materials, form and other factors.

Unit 10 – Computer Aided Design (Internal Assessment)

Learners develop two-dimensional (2D) detailed drawings and three-dimensional (3D) models using a computer-aided design (CAD) system.

Career Considerations & Future Study

This qualification supports progression to job opportunities in the engineering sector. Jobs that are available in these areas include;

- Engineering operative
- Manufacturing operative
- Semi-skilled operative.

Or future study in a variety of engineering areas such as;

- BEng (Hons) in Engineering
- BEng (Hons) in Electronics Engineering
- BSc (Hons) in Computer Science
- BSc (Hons) in Mathematics.



Mr P Farmer

PEARSONS NATIONAL ENGINEERING

SUITABILITY

- APS 4.5
- Need to have studied a design or engineering course at GCSE and achieved Grade 5
- Grade 5 in GCSE Maths
- Grade 4 in GCSE Sciences

EXAMINATION & ASSESSMENT BREAKDOWN

- Combination of coursework, exam and externally set tasks

BTEC LEVEL 3 IN ENGINEERING (DOUBLE)



Aims

The Pearson BTEC Level 3 National Diploma in Engineering has primarily been designed for learners who want to pursue a career in engineering. They can either progress directly to an apprenticeship or employment as an engineering technician, or can choose to progress to higher education to study for an engineering degree (or specialist engineering subject, such as aeronautical engineering). The qualification is equivalent in size to two A Levels and is intended to be a Tech Level qualification. It has also been designed to meet the (TechBacc) measure when studied alongside Level 3 mathematics and the Extended Project Qualification (EPQ).

Content

Single Engineering will study 10 units over the course of two years.

Unit 1 – Engineering Principles (External Assessment) Learners apply mathematical and physical science principles to solve electrical-, electronic- and mechanical-based engineering problems.

Unit 2 – Delivery of Engineering Processes Safely as A Team (Internal Assessment) Learners explore how processes are undertaken by teams to create engineered products or to deliver engineering services safely.

Unit 3- Engineering Product Design & Manufacture (External Assessment)

Learners will explore engineering product design and manufacturing processes and will complete activities that consider function, sustainability, materials, form and other factors.

Unit 4 – Applied Commercial & Quality Principles In Engineering (External Assessment)

Learners explore commercial engineering, for example key business activities, cost control, quality systems and value management, which is used by engineering organisations to create value.

Unit 5 – Specialist Engineering Project (Internal Assessment)

Learners apply project-management principles to undertake a 30-hour individual project and will produce a product, system or process relevant to their specialist area of study

Unit 10 – Computer Aided Design (Internal Assessment) Learners develop two-dimensional (2D) detailed drawings and three-dimensional (3D) models using a computer-aided design (CAD) system.

Unit 40 – Computer Aided Manufacturing & Planning (Internal Assessment)

Learners examine manufacturing-process automation and planning using computer software and technology. Learners will simulate the manufacture of a component.

Unit 41 – Manufacturing Secondary Machining Process (Internal Assessment) Learners explore and carry out secondary machining processes to manufacture shapes by the safe removal of material.

Unit 43 – Manufacturing Computer Numerical Control Machining Processes (Internal Assessment) Learners examine the principles of Computer Numerical Control (CNC) machining, and develop a computer part program and manufacture a component using a CNC machine.

Unit 45 - Additive Manufacturing Processes (Internal Assessment) Learners cover the principles and practical methods used in additive manufacturing (AM) and develop a component using additive processes.

Career Considerations & Future Study

This qualification supports progression to job opportunities in the engineering sector.

Jobs that are available in these areas include:

- engineering operative
- manufacturing operative
- semi-skilled operative
- engineering technician
- electronics technician
- IT support technician
- mechatronics technician.

Or future study in a variety of engineering areas such as:

- BEng (Hons) in Engineering
- BEng (Hons) in Electronics Engineering
- BEng (Hons) in Aerospace Engineering
- BSc (Hons) in Computer Science
- BSc (Hons) in Mathematics.



Mr P Farmer

PEARSONS NATIONAL ENGINEERING

SUITABILITY

- APS 4.5
- Need to have studied a design or engineering course at GCSE and achieved Grade 5
- Grade 5 in GCSE Maths
- Grade 4 in GCSE Sciences

EXAMINATION & ASSESSMENT BREAKDOWN

- Combination of coursework, exam and externally set tasks

ENGLISH LANGUAGE & LITERATURE



Content and Aims

Combined English Language and Literature strikes a balance between the Arts and the Social Sciences and is a passport to many other pathways.

This demanding subject combines aspects of linguistics and literary criticism that would also be found in single A level Language and A level Literature. Therefore, students can expect to read a mixture of fiction and non-fiction texts and analyse them using the skills and specialisms of both A level subjects.

Key Features

Component 1: Voices in Speech and Writing

This component has an explicit focus on the concept of 'voice'. Students will study how spoken voices are formed and written voices created in literary, non-literary and digital texts. An anthology is studied, containing a variety of non-literary and digital texts from different forms, such as interviews, broadcasts, podcasts, blogs, screenplays and travelogues.

Component 2: Varieties in Language and Literature

This component focuses on the ways in which different writers convey their thoughts or ideas on a theme in literary and non-fiction writing. Students will be expected to read widely across a range of non-fiction genres in preparation for responding to an unseen extract in Section A of the examination. Students will explore and evaluate the ways different writers convey similar themes and issues in different texts.

Component 3: Investigating and Creating Texts

The coursework component has been designed to allow students to demonstrate their skills as writers, crafting their own original texts for different audiences and purposes. This component permits students to pursue their own interests, applying the skills they have developed to investigate a topic they are interested in. Students will choose a topic that reflects their personal interests, studying two texts that relate to their chosen topic. Texts studied must be complete texts and may be selected from genres of fiction such as prose fiction, poetry, drama and short stories, and genres of non-fiction such as travel writing, journalism, reportage, diaries, biographies and collections of letters.

Career Considerations

The qualification is recognised for entry into degree courses and would provide a valuable foundation for careers such as journalism, publishing, broadcasting, politics, teaching or media-related careers, the Civil Service, the Foreign Office, personnel management, computing, law, international business.



Mr D Hetherington
Edexcel

SUITABILITY

- APS 4.5
- Grade 5 in GCSE English Literature and Language

EXAMINATION & ASSESSMENT

- 80% external examination
- 20% coursework

ENGLISH LITERATURE



Content and Aims

English Literature is probably the most valuable and rewarding of all A Levels to study. It allows us to explore works of significant historical importance, landmarks of the English language and opens up discussions of ethics, aesthetics, morality and justice, sexuality, society and many other Big Questions. English Literature is regarded as one of the most desirable of facilitating subjects for Russell group Universities, as successful Literature students are able to demonstrate skills of analysis, precision and interpretation, all invaluable qualities for Higher Education.

Key Features

This subject will tackle a number of empowering texts from drama, prose & poetry.

Unit 1: Drama

Students will study one Shakespeare play and one other play from either tragedy or comedy (such as Ibsen, Williams, Marlowe, Friel, Wilde, Hall, Behn, Beckett) and a collection of critical essays related to their selected Shakespeare play.

Unit 2: Prose

Students will study two prose texts from a chosen theme, such as Crime and Detection, the Supernatural, Women and Society, Colonisation and Its Aftermath, Childhood.

Unit 3: Poetry

Students will prepare for a response to an unseen modern poem through study of poetic form, meaning, language and style and study a range of poetry from a particular literary period or a range of poetry by a named poet from within a literary period, such as Medieval Poetry, Poetic Drama (Chaucer), The Metaphysical Poets (Donne), The Romantics (Keats), The Victorians (Rossetti), The Modernist Period (Eliot) or The Movement (Larkin).

Unit 4: Coursework

Students have a free choice of two texts to study. These texts must be different from previously studied texts, must be complete and can be selected from poetry, prose or literary non-fiction.

Career Considerations

This qualification is recognised for entry into all higher degree courses and is a prerequisite for the study of English Literature. More students in England and Wales study A Level English Literature than any other subject. Almost every university has a large English department. Graduates with degrees in English Literature have a passport to a wide range of careers: the Civil Service/ local government, the Foreign Office, personnel management, every aspect of the arts and media, computing, the law, international business, social work and, if the worst comes to the worst, teaching!



Mr D Hetherington
Edexcel

SUITABILITY

- APS 4.5
- Grade 6 in GCSE English Literature
- Grade 5 in GCSE English Language

EXAMINATION & ASSESSMENT

- 80% external exam
- 20% coursework for assessment

FILM STUDIES



Content and Aims

Many consider film to be the main cultural innovation of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Film Studies consequently makes an important contribution to the curriculum, offering the opportunity to investigate how film works both as a powerful medium of representation and as an aesthetic medium. This course is designed to introduce A level learners to a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate. We therefore offer opportunities to study mainstream and independent American and British films from the past and the present as well as more recent global films.

Production work is a crucial part of this specification and is integral to learners' study of film. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking. We will give opportunities for our students to learn the key processes and techniques for pre-production, production and post-production. This means utilising our video equipment and editing suites which are fully operational with the latest Adobe Creative Cloud software packages.

This course will appeal to those with the analytical instincts to critically assess films as well as those with the creative and technical ambitions to generate, produce and manage their own productions.

Key Features

- Some of the films available to study on the course include; Trainspotting, Shaun of the Dead, Pulp Fiction and La La Land
- The study of a diverse range of film forms and film styles which have developed in different places through the history of cinema
- The opportunity to apply knowledge and understanding gained from textual study in practical film making
- In giving students the opportunity to study a significant film movement and aspects of national cinemas, it is intended that an interest in film culture will be fostered which can be taken forward in lifelong learning.

Career Considerations

Those wishing to further explore film or wider media industries will find this course an integral component to their studies. Whether it is the textual analysis and critical writing that can be useful for studies in communication and journalism, or the practical and technical skills that would support film/TV production; Film Studies is engaging, rewarding and enriching.



Miss L Cross
EDUQAS

SUITABILITY

- APS 4.2
- Grade 5 in GCSE English Language and Literature
- If studied GCSE Film a Grade 5 is needed

EXAMINATION & ASSESSMENT BREAKDOWN

- 70% external examination
- 30% coursework

APPLIED LEVEL 3 FOOD SCIENCE & NUTRITION



Content and Aims

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.

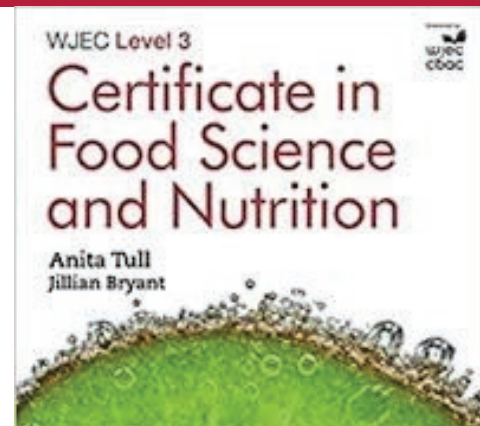
Key Features

The WJEC Level 3 Certificate in Food Science and Nutrition is an Applied Qualification. This means that 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. It also requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment.

The applied purpose will also allow learners to learn in such a way that they develop:

- skills required for independent learning and development
- range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts

The qualification supports progression from Level 2 particularly GCSEs in Hospitality and Catering, Home Economics: Food and Nutrition, Design and Technology: Food Technology, Biology and Physical Education as well as vocational qualifications such as the WJEC Level 1/2 Award in Hospitality and Catering. The qualification is generally delivered over two years and is likely to be studied in schools or colleges alongside GCE AS and A Levels and other L3 vocational qualifications.



Mrs T Lund
WJEC

SUITABILITY

- APS 4.0
- Grade 4 in GCSE English Literature & Language
- Grade 4 in GCSE Sciences
- Grade 5 in GCSE Food (if taken)

EXAMINATION & ASSESSMENT BREAKDOWN

- 50% external examination
- 50% coursework



FRENCH

Content and Aims

Social issues and trends:

Students must study the themes and sub-themes below in relation to at least one French speaking country. Where France is not specified, students may study the themes in relation to any French-speaking country. Students must study the themes and sub-themes using a range of sources, including material from online media.

Aspects of French-speaking society: current trends

- The changing nature of family (*La famille en voie de changement*)
- The 'cyber-society' (*La « cyber-société »*)
- The place of voluntary work (*Le rôle du bénévolat*)

Aspects of French-speaking society: current issues

- Positive features of a diverse society (*Les aspects positifs d'une société diverse*)
- Life for the marginalised (*Quelle vie pour les marginalisés ?*)
- How criminals are treated (*Comment on traite les criminels*)

Political and artistic culture:

Students must study the themes and sub-themes below in relation to at least one French-speaking country.

Artistic culture in the French-speaking world

- A culture proud of its heritage (*Une culture fière de son patrimoine*)
- Contemporary francophone music (*La musique francophone contemporaine*)
- Cinema: the 7th art form (*Cinéma : le septième art*)

Aspects of political life in the French-speaking world

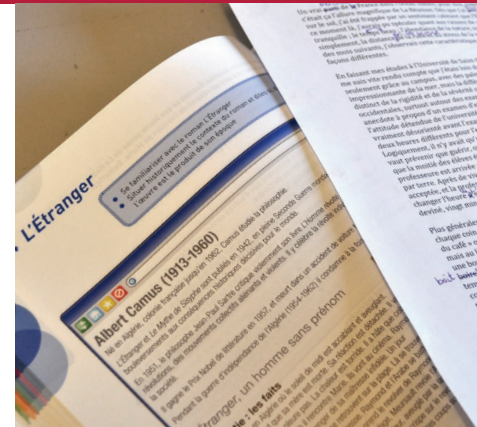
- Teenagers, the right to vote and political commitment (*Les ados, le droit de vote et l'engagement politique*)
- Demonstrations, strikes – who holds the power? (*Manifestations, grèves – à qui le pouvoir?*)
- Politics and immigration (*La politique et l'immigration*)

Grammar

A level students will be expected to understand the grammatical system and structures of the language. In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, including writing essays spontaneously, responding to spoken passages in French and a translation. For students, it implies the knowledge of both forms and functions of each key grammatical element of the French language at an appropriate level of accuracy and complexity. The lists are available on the AQA website.

Career Considerations

The ability to speak and understand a foreign language is an invaluable asset in itself and is becoming increasingly important as our link with mainland Europe becomes closer and the world of work demands more flexibility and travel. Many university courses offer study of a language as a degree component in conjunction with other subjects, such as Engineering, Geography and Business Studies. A language qualification will give you the edge when you apply for university places and in your future career.



Mrs M Reydet-Clark
(Miss A Simister for a temporary period)
AQA

SUITABILITY

- APS 5.3
- Grade 6 in GCSE French

EXAMINATION & ASSESSMENT BREAKDOWN

- 100% external examination

GEOGRAPHY



Content and Aims

At A level we follow the Edexcel course. It covers 8 key topics, split between year 1 & year 2.

Year 1

- Topic 1 – Tectonic Processes and Hazards
- Topic 2B – Coastal Landscapes and Change
- Topic 3 – Globalisation
- Topic 4B – Diverse Places

Year 2

- Topic 5 – The Water Cycle and Water Insecurity
- Topic 6 – The Carbon Cycle and Energy Security
- Topic 7 – Superpowers
- Topic 8B – Migration, Identity and Sovereignty

This splits in to three exams at the end of year 2. Paper 1 covers the physical topics – 1, 2B, 5, 6; paper 2 covers the human topics – 3, 4B, 7, 8B. A third paper links the above topics together requiring students to use a resource booklet to answer questions about a geographical issue. Three synoptic themes are studied in this paper (Players, Attitudes & Actions and Futures & Uncertainties). Students are also required to complete an Independent Investigation of between 4000-5000 words involving one of the topics covered, using fieldwork to facilitate this.

Key Features

A wide variety of learning opportunities, including problem solving exercises, data collection, statistical analysis, field work enquiry, note taking from video, texts and class discussions, essay and report writing, and presentations.

There is a compulsory element of completing at least 4 days of fieldwork, which will be covered in a residential course (currently using a field centre based in South Wales), not only to develop fieldwork skills but also to provide opportunity to collect data for the independent investigation. Other day trips in the past have also included London Docklands, along with local visits to Ashwell, Letchworth, and Fairfield Park. An enrichment trip is also offered at the end of year 12, last summer we visited Iceland, the year before was a trip to the Bay of Naples, Italy.

Career Considerations

Geography is one of the few subjects which successfully spans all academic boundaries. It can be studied in the Arts or Science faculties of most universities, depending on the combination of A levels taken. It offers opportunities to progress to vocational courses such as Environmental Science, Geographical Information Systems, Leisure and Recreation, Urban Planning, or Landscape Architecture. Related careers are available in government departments, resource control (water supply, energy, or forestry for instance), urban and rural planning, meteorology, transport and communications, tourism, retail management, education, marketing, and population and development issues.



Mr J Hatchell
Edexcel

SUITABILITY

- APS 4.7
- Grade 5 in GCSE Geography
- Grade 5 in GCSE Maths
- Grade 5 in GCSE English Language or Literature

EXAMINATION & ASSESSMENT BREAKDOWN

- 80% external examination
- 20% independent investigation

GRAPHIC COMMUNICATION



Content and Aims

The GCE in Graphic Communication would suit students who have taken Art, DT Graphics GCSE or level 2 BTEC in Art and Design and wish to pursue a career in Graphic Design. Graphic Communication conveys information and ideas through visual means. The critical element for a graphic designer is the effective communication of a message or idea through the organisation of images and words. The scope of graphic communication has been extended through the growth of design applications in the home and in public and through the development of the internet. Graphic designers need to understand user and audience needs and how these groups respond to various forms of visual communication; as well as how changes to working practices lead to new forms of communication and presentation.

A2 consists of two units: Unit 1 incorporates three major elements: supporting studies, practical work and a personal study, based on the student's own choice of subject. Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.

Unit 2 is an externally set assignment that enables students to pursue and develop their own personal style.

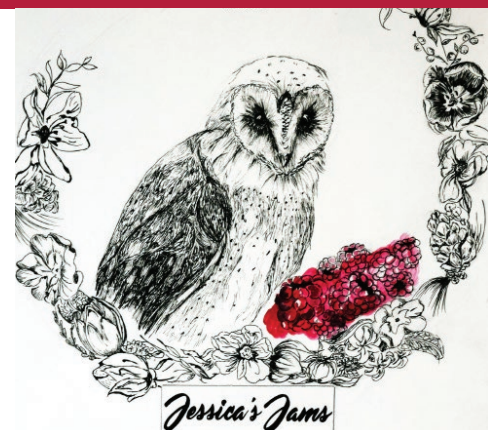
Key Features

- Drawing and other materials processes
- Contextual understanding and professional practice
- Disciplines in Graphic Communication, these are sub-divided into the following disciplines: advertising, illustration and information design.

Career Considerations

The experience and insights gained from a creative course are much valued by universities, and a qualification at A Level in either Fine Art are recognised and accepted for entry to any degree course. If you wish to pursue a career in Art and Design, Graphic Design, Fashion, Textiles, Advertising, Interior Design, Theatrical Design, Architecture and Media, or envisage studying an Art related degree subject then it is essential that you study either A level Art, or Applied Art and Design.

The recommended route to further specialist Art courses on completion of A levels is by entry to a one year Foundation Course, usually at a local college. This enables students to experience a greater range of disciplines and build an appropriate portfolio in preparation for applying for an art related degree.



**Mrs C Burgoyne
AQA**

SUITABILITY

- APS 4.2
- Grade 5 in GCSE Art, Graphic Communications or DT Graphics

EXAMINATION & ASSESSMENT BREAKDOWN

- 60% coursework
- 40% exam

BTEC LEVEL 3 HEALTH & SOCIAL CARE



Content and Aims

The Pearson BTEC Level 3 National Extended Certificate in Health and Social Care aims to provide an introduction to the sector. It is for students who are interested in learning about the health and social care sector as part of a balanced programme of study. It is equivalent in size to one A Level.

Key Features

Students choosing the Level 3 National Extended Certificate in Health and Social Care will be assessed in four separate units, three of which are mandatory units and two are external. The mandatory content makes up 83% of the qualification while the external assessments are 58%.

Internally assessed units - Students must complete at least one optional unit (10, 11, 12 or 14), all of which are internally marked and require students to submit evidence towards a given assessment criteria. This means that the teacher delivering the unit sets and assesses the assignment that provides the final summative assessment of each unit.

Synoptic assessment (Unit 5) - Synoptic assessment is one that a student would take later on in their programme of study, to which they will be expected to apply learning from a range of units. Synoptic units may be internally- or externally assessed.

Mandatory units

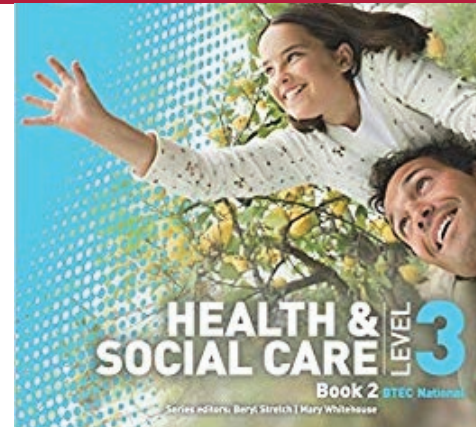
- **Unit 1** - Human Lifespan and Development
- **Unit 2** - Working in Health and Social Care
- **Unit 5** - Meeting Individualised Care and Support Needs

Optional units

- **Unit 10** - Sociological Perspectives
- **Unit 11** - Psychological Perspectives
- **Unit 12** - Supporting Individuals with Additional Needs
- **Unit 14** - Physiological Disorders and their care

Career Considerations

Some of our students progress to study various health and social care disciplines at university such as medicine, nursing, social work, midwifery and physiotherapy. Others undertake childcare courses at local colleges or combine in working alongside an apprenticeship scheme.



Miss K Blessing
Edexcel

SUITABILITY

- APS 4.0
- Grade 4 in GCSE English Language or Literature

EXAMINATION & ASSESSMENT BREAKDOWN

- Combination of coursework, exam and externally set tasks

HISTORY



Content and Aims

The study of History develops students' powers of analysis and their ability to organise material and write clearly and logically. It is concerned with real people and society, as well as the interpretations of evidence and the skills of rational argument. It is a popular choice in the sixth form.

Key Features

Three examinations and one coursework question.

- **Unit 1** - Britain transformed, 1918-1997. A study in breadth, in which students will learn about the extent to which Britain was transformed politically, socially and culturally in the years 1918-1979. Also students will study what impact Thatcher's government had on Britain 1979-1997.
- **Unit 2** - The USA, c1920-55: boom, bust and recovery. A study in depth of economic and social change in the USA from the post-war boom of the 1920s, through depression, recovery and war, to the transformation of many aspects of US society in the years immediately after 1945 – source- based paper.
- **Unit 3** - The witch craze in Britain, Europe and North America c1580-1750. A study of the witch craze that took hold in the late sixteenth century.
- **Unit 4** - Coursework. A question on debates on the Holocaust

Career Considerations

A level History is a springboard to a wide range of degrees and careers, such as banking, insurance, the civil service, management and journalism. It is recognised as a qualification for entry to most degree courses, and is especially desirable for a career in law.

In studying History students develop a number of skills that are transferrable into a variety of career options. The practise of applying past lessons to resolve present problems, and the ability to be have an analytical view when faced with a variety of situations and challenges, would be relevant in the fields of business, politics, marketing, advertising and public relations. The research skills and historical understanding would allow students to pursue careers in teaching, academia, archiving and heritage.

Student Quote

“History is a guide to navigation in perilous times. History is who we are and why we are the way we are.”



Mr M Inns
Edexcel

SUITABILITY

- APS 4.7
- Grade 5 in GCSE History
- Grade 5 in GCSE English Language and Literature

EXAMINATION & ASSESSMENT BREAKDOWN

- 80% external exam
- 20% coursework

BTEC LEVEL 3 INFORMATION TECHNOLOGY



Content and Aims

The Level 3 BTEC Extended Certificate for IT Practitioners consists of 360 guided learning hours (GLH) (4 units). The BTEC Subsidiary Diploma offers a specialist qualification that focuses on particular aspects of employment within the IT and Business sector. BTEC Subsidiary Diploma is a qualification which can extend a learner's programme of study and provide vocational emphasis for learners following other GCEs or a combination of both

Key Features

The BTEC Extended Certificate in ICT has been developed to focus on:

- Education and training for IT employees
- Providing opportunities for learners to achieve a nationally recognised level 3 vocationally specific qualification in IT
- Giving learners the opportunity to gain a nationally recognised vocationally specific qualification to enter employment in the IT sector or to progress to higher education vocational qualifications such as the BTEC Higher National in Computing
- Giving learners the opportunity to develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life
- A BTEC Level 3 Diploma is broadly equivalent to one GCE A Level

The course is made up of 4 units, 3 mandatory and one of our choice.

Units offered are:

- **Unit 1: Information Technology Systems** - 120 GLH – 2 hour examined unit worth 90 marks taken in January or May/June
- **Unit 2: Creating systems to manage Information** - 60 GLH – a task set and marked externally completed under supervised conditions worth 66 marks
- **Unit 3: Using Social Media in Business** - 60GLH - Explore the impact of social media on the ways in which businesses promote their products and services, develop and implement a plan to use social media in a business
- **Unit 5: Data Modelling OR Unit 6: Website Development** - 60 GLH portfolio unit

Career Considerations

BTEC Extended Certificate offers direct progression onto BTEC Higher National programmes or BTEC Foundation Degree programmes. This course also provides a firm basis for further studies in higher education in Computing and related subjects. A BTEC Subsidiary Diploma also prepares students for employment in their chosen career.



Mr M Barber
Edexcel

SUITABILITY

- APS 4.0
- Grade 4 in GCSE Maths
- Grade 4 in GCSE English Language and Literature

EXAMINATION & ASSESSMENT BREAKDOWN

- Combination of coursework, exam and externally set tasks

MATHEMATICS



Content and Aims

The course is made up from units of Pure Mathematics, Statistics and Mechanics.

At A level Pure units are studied which extend knowledge of algebra and trigonometry and introduce a fresh field of Mathematics called calculus.

Applied modules are also taken:

- **Statistics** is the collection and analysis of data for the purpose of informing and making decisions.
- **Mechanics** is the study of the rules by which things stand still or move.

Key Features

The course depends heavily on class teaching. Independent practice which consolidates understanding from this teaching is essential. For a conscientious student Mathematics is probably the most straightforward of A levels. To help students with the transition to A level 'bridge the gap' work is provided over the summer.

Career Considerations

Mathematics at A level is a much sought after qualification and can open the door to a host of career opportunities, many of which have no obvious link with Mathematics. The higher education courses or careers which either require or strongly prefer A level Mathematics include: Economics, Medicine, Architecture, Engineering, Accountancy, Psychology, Environmental Science, Computing, Information Technology, any of the Sciences and of course Mathematics.

Student Quote

“Mathematics creates the models by which we understand our world. Carry it as a passport and doors open for you.”

“The most useful, rewarding and supportive A level subject.”

“A challenging course but the department is very supportive and they get you through.”



Mr A Stupple Edexcel

SUITABILITY

- APS 5.3
- Grade 6 in GCSE Maths
- Must pass entry test.
- If you have not become confident in dealing with the higher tier material at GCSE the Mathematics at A Level will be very difficult.

EXAMINATION & ASSESSMENT BREAKDOWN

- 100% external examination

BTEC LEVEL 3 MEDIA



Content and Aims

In BTEC Creative Digital Media Production, students will gain a new insight into this enriching medium. We will provide the students with an opportunity to develop sector-specific knowledge and skills, in a practical learning environment. Students will learn the language of Media and the power it has to communicate messages, through a variety of different platforms. Students will gain an aptitude of skills in creative media production, including investigating and developing ideas through pre-production, production and post-production. Moreover, students will also gain experience in the processes that underpin creative media production such as responding to briefs, feedback and generating ideas. With the latest Adobe creative cloud suite there is all the post production software you could ever need -as well as cameras and other production equipment- to help create near professional standards.

Over the course of two years, students will study 4 units:

- **Unit 1** Media Representations
- **Unit 4** Pre-production Portfolio
- **Unit 8** Responding to a commission
- **Unit 14** Film Production – Fiction

Across the two year course, assessment is formed of 58% external assessment and 42% internal portfolio work. Learners will be awarded Pass, Merit, Distinction or Distinction*, depending on the quality of work.

Key Features

- A broad understanding of the subject and learn the skills to produce media artefacts.
- Ability to analyse and deconstruct media images and representations.
- Communication and planning skills needed to work in teams through vocational media projects.

Career Considerations

The qualification is intended to carry UCAS points and is recognised by Higher Education providers as contributing to meeting admission requirements for many courses if taken alongside other qualifications as part of a two year programme of learning, and it combines well with a large number of subjects. It will support entry to HE courses in a very wide range of disciplines, depending on the subjects taken alongside. If you have a passion moving images, you can study Creative Digital Media Production alongside A Level Film Studies. Both courses offer different approaches to analysing and exploring media texts. Within each course, there are opportunities to develop your practical skills through production work.

Pearson
BTEC Level 3 National
Extended Certificates in
Creative Digital
Media Production

Digital Film and Video Production
Digital Content Production
Digital Games Production



Miss L Cross
Edexcel

SUITABILITY

- APS 4.0
- Grade 4 in GCSE English Literature and Language

EXAMINATION & ASSESSMENT BREAKDOWN

- 42% internal portfolio
- 58% external examination

MUSIC



Content and Aims

At A Level the course covers performing, composing and listening/response skills, which extend and expand knowledge and abilities gained in GCSE music. The standard of performing needed for the course is Grade 5/6 or if you have not passed a grade then the equivalent is required. Students will take part in a range of solo and ensemble performances during the course. Different genres of music will be studied to help develop musical ideas. Areas that can be chosen include, Film Music, Pop Music, Western Classical Music, World Music and 20th Century Art Music.

Throughout the two years, students will extend their knowledge, skills and understanding developed in GCSE. It provides a worthwhile, satisfying and complete course of study, which broadens experience, develops imagination, fosters creativity and promotes personal and social development.

Key Features

- **Component 1:** Performing (externally assessed work)
- **Component 2:** Composing (externally assessed work)
- **Component 3:** Appraising (exam)

During the course, there is an emphasis on teaching and learning in a very practical way which past students have found extremely enjoyable.

Career Considerations

Musical skills lead to creative strengths which are prized in a wide range of future careers. Instrumental and compositional talent will lead to excellent opportunities in classical or popular music – both for playing/singing and management careers. It is even a good base to become a teacher! Careers that rely on good social and communication skills e.g. social work, caring professions, advertising, public relations, business and advertising.

Student Quote

“A really practical course which was enjoyable and has made me want to continue this as a career.”



Miss H Meadows
Edexcel

SUITABILITY

- APS 4.5
- Grade 6 in GCSE Music
- Anyone who is interested in developing particular strengths and interests in music would be suited.
- Since performing and composing are fundamental to the course expectations, students who do not play an instrument or sing would not find this course appropriate.

EXAMINATION & ASSESSMENT BREAKDOWN

- 40% exam
- 60% externally assessed work

BTEC LEVEL 3 MUSIC TECHNOLOGY



Content and Aims

Music Technology BTEC has a clear emphasis on music technology without the emphasis on music theory. The course equips students with skills for higher education and beyond. The content is designed to develop a broad range of skills including project management, appraising and analysis, creativity and imagination. This course will involve a few Music Technology Portfolios. These will include film music, jingles and video games, pop songs, as well as mixing a piece of pre-recorded music and making a remix. Students will develop their understanding throughout the course using a Digital Audio Workstation and how they are able to manipulate, enhance and create music to show their knowledge and skills.

Throughout the two years, students will extend their knowledge, skills and understanding developed in GCSE/BTEC. It provides a worthwhile, satisfying and complete course of study, which broadens experience, develops imagination, fosters creativity and promotes personal and social development.

Key Features

- Student involvement in all areas of the community through recording
- Exciting avenues to self-expression
- Practical workshops

Career Considerations

Students will be able to progress to university to study Music Technology, Sound Production, Sound Engineering and many other courses requiring a similar skill set. This is predominately a vocational course with the equipment used being the same as in a professional recording studio. Students will not only be well equipped to work professionally with sound but they will also be skilled in composition. This could lead to anything from creating music for Film and TV to music of a more western classical tradition.

Student Quote

“Music technology has changed my life! I really want to continue this as a career now.”



Miss H Meadows
Edexcel

SUITABILITY

- APS 4.0
- Grade 4 in GCSE Music or Music Technology or Level 2 Pass in BTEC Music
- This course is for students with a passion for music and a dedication to musical detail

EXAMINATION & ASSESSMENTS BREAKDOWN

- 20% exam
- 80% coursework

BTEC LEVEL 3 PERFORMING ARTS



Content and Aims

This course gives an engaging and stimulating introduction to study Performing Arts. It explores a wide range of practitioners across all three disciplines, developing both their understanding and ability to perform in multiple styles. This enables students to expand their ability of applying their skills to performance opportunities that arise within the course. Students will work together as an ensemble to produce a short performance piece, showcasing all three disciplines.

Key Features

- Unit 1: Investigating Practitioners' Work
Learners investigate the work of Performing Arts practitioners and develop critical analysis and contextual understanding of how practitioners communicate themes in their work
- Unit 2: Developing Skills and Techniques for Live Performance
Learners explore technical performance skills with a focus on developing skills and techniques in at least two performance styles.
- Unit 3: Group Performance Workshop
Learners explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus.
- Unit 27: Musical Theatre Techniques
Learners explore key features of musical theatre, developing specialist skills and techniques as a musical theatre performer, combining acting, singing and dance skills for a performance.

Career Considerations

All pathways in this qualification will prepare you for direct employment in the performing arts sector, and are suitable if you wish to enter a specific sector of work, be that Music, Drama or Dance.

This qualification will also support you to continue your education in the performing arts sector, whether that be at university, college or an apprenticeship.



**Mrs L Jones &
Miss H Meadows**
Edexcel

SUITABILITY

- APS 4.0
- Grade 4 in GCSE Drama or Music OR involvement in previous school productions
- This course is for students with a passion for Performing Arts and Performance as a whole.

EXAMINATION & ASSESSMENTS BREAKDOWN

- 50% Examined
- Internal Coursework

PHYSICAL EDUCATION



Content and Aims

An A level in Physical Education will equip students with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education. The focus of the course is being able to apply a variety of concepts to not only high level performance in a range of sports, but also what contributes to a balanced, active and healthy lifestyle.

Key Features

Year 12 Theory:

You will learn about the three topic areas which are: **Anatomy and Physiology**, **Skill Acquisition and Socio-Cultural Studies**. You will need to be able to apply your knowledge to a variety of sports in a range of topic areas. These could include the application of anatomical and physiological knowledge to improve performance. Furthermore the process in acquiring, performing and teaching individual movement skills will also be studied. The impact of socio-cultural factors on sport and a balanced, active and healthy lifestyle will also be discussed.

Year 13 Theory:

Your knowledge and understanding is further developed through studying **Exercise Physiology, Sport Psychology, Biomechanics and the Sport in the society** in your second year of study. You will learn about exercise physiology and the response of the body to performance and training. Taking on the role of a sport psychologist you will learn about the individual differences that make elite athletes and come up with strategies to help them mentally prepare for performance. Biomechanics investigates many different scientific aspects of sport often in a practical and interactive way.

Practical: You will be assessed in one physical activity in a performing or coaching role. The second part is an observation analysis of your selected sport

Career Considerations

Studying Physical Education at A level will open many doors for you. Whether it be studying a related degree at Higher Education or accept an apprenticeship in the leisure industry. Many of our previous pupils have gone on to read Sport and Exercise Science at top institutions in the country or pursued careers in teaching, coaching or professional sport. Others have gained jobs in the leisure industry, recreational management, or the health and fitness industry by using the skills they developed throughout the course.



Mr J Hart OCR

SUITABILITY

- APS 4.5
- Grade 5 in GCSE PE
- Two grades 5s in GCSE Sciences (discussion with department if a grade 4 and 5 achieved in GCSE Sciences)
- Must have a grade 4 in GCSE PE or a Merit in BTEC Sport level 2.
- Must play a competitive sport at a high level.
- You need to be able to cope with this level course as well as being an enthusiastic sports person.
- You will be expected to belong to a club/team outside of school as well as attending school clubs and practices.

EXAMINATION & ASSESSMENT BREAKDOWN

- 100% external examination (including practical assessment)



PHYSICS

Content and Aims

AQA Physics gives students an insight into the wonders of the universe, how engineering works and how particle physics shows us how the building blocks of everything around us came together.

The aim of doing physics is to provide a secure knowledge of physics, understand the dynamic world around them, develop practical skills and enhance a student's deeper thinking how everything around them works.

In the first year of physics, the students will cover topics such as:

- Measurements and their errors
- Particles and radiation
- Waves
- Materials
- Mechanics and energy
- Electricity
- Further Mechanics

In the second year of physics, the students will cover topics such as:

- Fields
- Thermal physics
- Nuclear physics
- Plus, one optional unit which will either be Astrophysics or Engineering Physics

Career Considerations

A level Physics will enable students to access a wide range of career paths. Possible routes include, engineering, geophysicist, medical physics and even career paths pilot, architect, astronaut and software developer. Physics enables students to take on careers which are technically minded, creative and challenging, but rewarding in creating new innovative solutions and products.



Mr G Pawar
AQA

SUITABILITY

- APS 5.3
- Two Grade 6s in GCSE Sciences (if Triple Science is studied one must be Physics).
- Grade 6 in GCSE Maths
- Pass the entry exam

EXAMINATION & ASSESSMENT BREAKDOWN

- 100% external examination

PRODUCT DESIGN



Content and Aims

The specification gives students the opportunity to:

- Be innovative and creative to design functional objects to meet people's needs.
- Produce high quality graphical designs showing a variety of drawing techniques.
- Develop an understanding of the iterative design processes and show this in your folio work.
- Take into account the influences of historical and current practice of designers and their iconic products.
- Apply knowledge and understanding of production processes
- Develop an understanding of industrial practise, scales of production and commercial legal information.
- Use ICT and CAD/CAM to enhance their designing and folio work.
- The ability to use Maths formulae and Science skills.
- To develop essay techniques for the exams at the end of Year 13.

Key Features

This AQA specification enables students to:

- Develop and demonstrate knowledge and understanding of technological processes and systems that relate to working in woods, metals and plastics
- Analyse design situations and requirements
- Produce several design ideas and prototypes that can be manufactured to a high quality
- Manufacture, test and evaluate quality products in woods metals and plastics.

Career Considerations

This A level allows for progression to universities and colleges (including Ox-bridge). It can lead to a wide variety of design courses including graphic design, product design, architecture, engineering, automotive design, industrial design, architecture CAD/CAM and design management. It is suitable to support a range of business studies courses. It would also support direct entry into a career or apprenticeship or direct entry onto a design foundation course.



Mrs M Sherman
AQA

SUITABILITY

- APS 4.2
- Grade 4 in GCSE English Language or Literature
- Grade 4 in GCSE Maths
- Grade 5 in a Design or Art subject

EXAMINATION & ASSESSMENT BREAKDOWN

- 50% coursework
- 50% external examination

PSYCHOLOGY



Content and Aims

Psychology is the study of human behaviour and what causes individuals to behave in the way they do, looking at a variety of different approaches to explain their behaviour.

In the first year students will study for the first of three exams: Introductory Topics in Psychology. In this paper students will learn about the Psychology of Memory, Psychopathology, Attachment and Social Influence. Students will be discussing questions such as how do babies attach to a caregiver and what affect does early attachment have on future development. They will study what makes the majority of people conform to societal rules and expectations whilst others prefer to be in the minority and show in their individuality. In the second exam paper students look at Psychology in Context; within this unit they look at Biopsychology, Research Methods and Approaches within Psychology. This paper tests the students understanding of the scientific processes used within Psychology and how the different approaches seek to explain a variety of human behaviours from perspectives such as behavioural and biological. It is important to note that Research Methods is worth 25% of the entire grade.

In the second year students will build upon their knowledge and understanding from their first year. Students will learn from a range of options including Schizophrenia, Aggression and Cognition & Development as well as Issues and Debates withing Psychology. They will have to take a total of 3 exams at the end of their second year where they will be tested using a variety of multiple choice, short answer and extended writing questions.

Key Features

Teaching is through evaluation of key psychological research pieces, group work, mini activities, video and carrying out research. At A level understanding is tested through essay skills and short answers skills for the research method topic. Psychology will make you question everything about who you think you are and the independence of the way you behave. Research will interest and shock you! Dedication to learning new terminology is essential.

Career Considerations

You could: follow a degree course in Psychology, Social Science, Nursing, Advertising, or any that is personnel based, enter a Higher National course in a related programme, seek employment in the area of human resources, the care sector, hotel management, advertising, police, prison service, probation and education.

Student Quote

"I can't read people's minds but I can understand them a lot better."



Mrs L Nye
AQA

SUITABILITY

- APS 4.7
- Grade 5 in GCSE Maths
- Grade 5 in either GCSE Language or Literature
- Two grade 4s needed in GCSE Sciences
- If studied Psychology at GCSE a grade 5 is needed
- We recommend any students below a Grade 6 in Maths, additionally take the Level 3 Mathematical Studies course.

EXAMINATION & ASSESSMENT BREAKDOWN

- 100% external examination

SOCIOLOGY



Content and Aims

In Sociology there are three compulsory units in Year 12, on Education, Methods in context and Research Methods. Students will also study the topic of Families and Households. In the Education and Research Methods paper we study the role and function of the education system - whether education is fair and if it promotes or hinders social mobility. Alongside this unit we also study Research Methods, evaluating strengths and weaknesses of methods and considering which are the most suitable within different contexts of the study of education. In Families and Households students explore how the family has changed over time due to social and political changes and what functions it performs for society and the individual. We examine contemporary issues including the impact of globalisation on demography as well as the increasing diversity of family types.

In Year 13 students study Crime and Deviance Theory and methods and Beliefs in Society. Year two of the A level takes a deeper and broader exploration into sociological theory as well as further considering issues surrounding research methods. In the Crime and Deviance unit students are encouraged to consider the social profile of who commits crime and explore in detail the theory explaining crime and deviance. The unit examines the role of punishment in society and its effectiveness for all stakeholders: victims, individuals and society as a whole, how society deals with offenders and the effects crime has on societies. Students study broad sociological theory building on their understanding of methods from year 12. In Beliefs in Society we consider the role and function of religion; students deepen their understanding of the sociological perspectives and explore the validity of science as a modern belief system. At A level students develop deep and sophisticated skills of analysis and evaluation and are coached on how to write with flare demonstrating a critical understanding.

Key Features

- The course uses a very wide range of material – text, cartoons, statistics, newspapers, magazines – which you will need to interpret and analyse
- Sociology is about debate and argument – the abilities to use evidence in a balanced way and draw conclusions are crucial skills developed in this course
- You need to be interested in what is going on in society – Sociology changes as fast as the society in which we live
- It is a thought-provoking and challenging subject because it makes you re-think ‘common sense’ views and assumptions

Career Considerations

The skills you learn in Sociology are marketable and having it on your CV shows that you understand the world around you. Sociology trains students to answer the ‘what’, ‘how’ and ‘why’ questions about human societies giving students the competitive edge in the job market. Health and Welfare services, Education, Journalism, Public Relations, Police, Research and Medicine.

Dr Catherine Heffernan: “I find that my sociological background is invaluable to my day-to-day work... A fantastic grounding for public health work.”



**Mrs M Ward
(MR P JOHNSON
FOR A TEMPORARY
PERIOD)
AQA**

SUITABILITY

- APS 4.2
- Grade 5 in GCSE English Language or Literature
- If studied Sociology at GCSE a grade 5 is needed
- Anybody who is interested in the society in which they live and in the differences between people should consider this course. A lively interest in current affairs is desirable, and you need to be prepared to undertake additional reading from textbooks, periodicals, magazines and newspapers.

EXAMINATION & ASSESSMENT BREAKDOWN

- 100% external examination



SPANISH

Content and Aims

Social issues and trends:

Students must study the themes and sub-themes below in relation to at least one Spanish speaking country. Where Spain is not specified, students may study the themes in relation to any Spanish-speaking country. Students must study the themes and sub-themes using a range of sources, including material from online media.

Aspects of Hispanic society

- Modern and traditional values (*Los valores tradicionales y modernos*)
- Cyberspace (*El ciberespacio*)
- Equal rights (*La igualdad de los sexos*)
- Multiculturalism in Hispanic society
- Immigration (*La Inmigración*)
- Racism (*El Racismo*)
- Integration (*La Convivencia*)

Political and artistic culture:

Students must study the themes and sub-themes below in relation to at least one Spanish speaking country.

Artistic culture in the Hispanic world

- Modern day idols (*La influencia de los ídolos*)
- Spanish regional identity (*La identidad regional en España*)
- Cultural heritage or cultural landscape (*El patrimonio cultural*)

Aspects of political life in the Hispanic world

- Today's youth, tomorrow's citizens (*Jóvenes de hoy, ciudadanos de mañana*)
- Monarchies, republics and dictatorships (*Monarquías, repúblicas y dictaduras*)
- Popular movements (*Movimientos populares*)

Grammar

A level students will be expected to understand the grammatical system and structures of the language. In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, including writing essays spontaneously, responding to spoken passages in Spanish and a translation. For students, it implies the knowledge of both forms and functions of each key grammatical element of the Spanish language at an appropriate level of accuracy and complexity. The lists are available on the AQA website.

Career Considerations

The ability to speak and understand a foreign language is an invaluable asset in itself and is becoming increasingly important as our link with mainland Europe becomes closer and the world of work demands more flexibility and travel. Many university courses offer study of a language as a degree component in conjunction with other subjects, such as Engineering, Geography and Business Studies. A language qualification will give you the edge when you apply for university places and in your future career.



**Mrs M Reydet-Clark
(MISS A SIMISTER
FOR A TEMPORARY
PERIOD)
AQA**

SUITABILITY

- APS 5.3
- Grade 6 in GCSE Spanish

EXAMINATION & ASSESSMENT BREAKDOWN

- 100% external examination

TEXTILES



A Level Textiles at Samuel Whitbread is a dynamic, creative and exciting subject to study. You may have studied Textiles/Fashion or Art at GCSE but the only essential requirement is your creative enthusiasm and commitment.

Our Textile Design course is for those who have a love of Art/Design, Fashion or Textiles and want to explore their creativity. Textiles is taught within its own studio which is part of the Art Department. The first year prepares you to carry on to A level in the second year.

Course Content

We follow an art based approach to Textiles, Fashion and Design. The scope of the course is broad and taught by enthusiastic and supportive staff. The aim is to develop your artistic and design skills by exploring the use of textile processes and materials to create exciting portfolios of expressive and experimental work. You will be taught to look at the world around you for inspiration using photography and drawing to start your investigations. You are encouraged to research the work of other inspirational Artists, Photographers, Designers and explore contemporary/historical influences from different cultures around the world.

Contents and Aims

Year 1:

Your first year will be a stimulating and exciting time. Working on your first Component you will work on a set project encouraging you to refine and develop new skills through experiment with a large variety of techniques including surface pattern, dyeing, free machine embroidery, using alternative materials, digital design, print and constructed textiles. Your second Component will extend this experience by completing a mock exam. Your work will build into a portfolio reflecting your own personal style and interests. During the year we offer trips to galleries/museums and New Designers to enhance your study.

Year 2:

In your second year the course enables you to develop your own interests and individual expertise through a bespoke project tailored to you called your Personal Investigation Project. This allows you time to create more ambitious garments/outfits, installations or textile art pieces. There is a written element to this part of the course. This is followed finally by an AQA Externally Set Assignment project. This work will provide you with a portfolio suitable for Foundation or Degree level applications.

Career Considerations

This can lead to Textile/Art/Fashion related degree courses such as Fashion Design, Printed and Constructed Textiles, Fine Art and Design History or Art Foundation courses. Other students go on to study Fashion Journalism, Fashion Buying/Marketing/Promotion, Costume Design, Fashion Styling, Colour and Trend Prediction, Interior Design and Interior Architecture. It is possible to combine the A Level Textiles course with either Fine Art or Graphics but as some of the deadlines will be the same you will need to be very well organised.



Mrs J Blake
AQA

SUITABILITY

- APS 4.2
- Grade 5 in GCSE Textiles or Art
- You should enjoy designing and experimenting with fabrics and techniques to develop initiative products

EXAMINATION & ASSESSMENT BREAKDOWN

- Combination of coursework, exam and externally set tasks

BTEC LEVEL 3 SPORT



Content and Aims

The BTEC Diploma is a specialist qualification that focuses on particular aspects of employment within Sport. You learn by completing projects and assignments that are based on realistic workplace situations, activities and demands. The majority of the units are coursework based with a few that are externally assessed (exams). There are opportunities for students to choose Single, Double or Triple Sports BTEC with each option counting as one A-Level.

Units taught:

Principals of Anatomy and Physiology (S), Fitness Training and Programming (S), Sports Development (S), Practical Team Sport (S), Field and Laboratory Testing (D), Sociocultural Issues in Sport (D), Sports Injury and Assessment (D), Sports Massage (T), Technology in Sport and Exercise (T), Specialised Fitness Training (T).

Key Features

Practical, work related course which includes internal and external workshops. Mixture of learning through written exam.

- **Single** 2 exams and 2 units
- **Double** 3 exams and 6 units
- **Triple** 4 exams and 10 units

Career Considerations

A BTEC Diploma prepares you for employment in Sport and provides a good grounding to go on to a degree level qualification.

- Work within the Sports Industry, including Sport Development Officer, Personal Fitness Trainer.
- Teaching or coaching of all ages
- Careers that rely on good social and communication skills e.g. social work, caring professions, advertising, public relations and even the police or the armed forces.



Mr J Hart
Edexcel

SUITABILITY

- APS 4.0
- Grade 4 in GCSE English Language or Literature
- One grade 4 in GCSE Science
- Must have completed GCSE PE or BTEC Sport.
- Preferably you will have already developed a keen interest in sport both in and outside of the academy. Students need to have a passion and commitment for sport. You must be prepared to assist in the development of sport within the academy and community.

EXAMINATION & ASSESSMENT BREAKDOWN

- Combination of coursework, exam and externally set tasks

ENRICHMENT OPTIONS



Content and Aims

All students at SWA are given the opportunity to continue with their studies outside of their regular subject areas in order to enhance their skills base and gain further qualifications and to build upon their existing abilities. The exceptions to this is if students are studying Further or Additional Maths or the rugby, football or netball options.

The wider objective of the Enrichment option at SWA is that students will be equipped with knowledge and reasoning skills to use in their daily lives, work and further academic study. It provides opportunities for students to think deeply, and in a structured way, about issues that are important to participating in society, enabling them to make reasoned and evidenced decisions and moreover to gain skills that are directly applicable to a range of academic and vocational jobs and courses. Since Enrichment is not determined by other A levels being studied, students can both substantially draw from and directly add to their chosen specialist areas when following their course.

Enrichment Options

The Extended Project Qualification (EPQ) allows students to investigate one area of their own interest in much further depth and involves choosing a topic and carrying out research into that area of study, supported in small groups by a supervisor. This is then backed up with a programme of taught skills sessions to enable successful completion of the project. There is no exam but students produce either a dissertation-type essay or physical product together with a shorter report. The EPQ is all about the researching and developing of work, as well as actually producing it. It is very well regarded by both Universities and employers alike since it provides a raft of skills that are required post secondary school and demonstrates a good degree of initiative and is worth half an A Level at A2 standard.

MOOCs (Massive Open Online Courses) - We actively encourage all students to consider enrolling on a MOOC and this is an additional option on offer. These are short courses offered by universities in a wide range of different subjects and will be completed under the students' own initiative and in their own time. What they offer however is an opportunity to extend knowledge and understanding of a particular area that is pertinent to an individual's courses and/or to explore a new area. In addition, MOOCs offer a wonderful opportunity to demonstrate to universities and to potential employers that the individual has some considerable initiative and is fully capable of independent learning.

Teachers for Tomorrow - In the Teachers for Tomorrow programme (T4T) you will be working alongside a teacher to specifically help individuals with their learning. This is a great opportunity for anyone thinking of entering the world of teaching, to see both the joys and the trials of getting ideas across to younger minds!

Duke of Edinburgh award - For the past seven decades, the Charity has inspired and transformed the lives of millions of young people from all walks of life. From volunteering to physical activities, life skills to expeditions, achieving a DofE Award at Silver/Gold level is a passport to a brighter future, valued by employers and universities.

Dance Ambassadors - Dance is offered as an Enrichment option whereby students are expected to spend a few hours a week in the dance department in various roles, supporting students in their choreography lessons, helping to run the dance club, hosting parents and students at open evenings and performing as part of the student dance company in shows in and outside school.

GCSE retakes – the school offers all students the opportunity to support and to resit their Maths and/or English GCSEs if they need to as we recognise that these are required for the vast majority of courses and careers.

Subject Ambassadors - this is the opportunity to work alongside Heads of Department in a subject area students are passionate about. This may include tutoring GCSE students, creating displays that get students thinking or creating revision resources to help others.



Mrs R Jackman

EXAMINATION & ASSESSMENT

- EPQ - 5000 word essay, presentation & logbook or 1000 word essay, artefact, presentation & logbook
- Other options - continuous assessment throughout.

FURTHER CONSIDERATIONS

If students are undertaking EPQ then they must treat this in the same way as any other A Level subject.

Universities and potential employers do look for what "extra" the candidate can offer and our vast and broad choices for enrichment gives all students the opportunity to partake.

MATHEMATICAL STUDIES (ENRICHMENT)



Content and Aims

One year course only. Students study a mixture of applied mathematics. This includes personal finance, modelling, statistics and probability.

Key Features

The course depends heavily on class teaching. Independent practice which consolidates understanding from this teaching is essential. Students will find this course supports A levels in Business and Economics and all subjects that use statistics, including the humanities and the 'ologies'.

Career Considerations

Mathematics beyond GCSE are much sought after qualifications and can open the door to a host of career opportunities, many of which have no obvious link with Mathematics. The higher education courses or careers which either require or strongly prefer Mathematics qualifications include: Economics, Architecture, Engineering, Accountancy, Psychology, Environmental Science, Computing, Information Technology and any of the Sciences.

Student Quote

“Mathematics creates the models by which we understand our world. Carry it as a passport and doors open for you.”



Mr A Stupple
Edexcel

SUITABILITY

- Grade 4 in GCSE Maths

EXAMINATION & ASSESSMENT BREAKDOWN

- 100% external examination

FURTHER MATHEMATICS (ENRICHMENT)



Content and Aims

In conjunction with A level Mathematics students can take Further Mathematics. Students can choose Further Mathematics as part of their enrichment in the Sixth Form. Although the course can be taken as a 2 year A level course, students will sit an AS qualification at the end of Year 12 and can then decide not to continue with their study of Further Mathematics in Year 13.

Further Pure— extends knowledge of pure mathematics from the A level Mathematics course and introduces fresh themes including matrices, complex numbers, hyperbolic functions and polar coordinates.

Applied Mathematics- students will be introduced to decision mathematics, where students will be using algorithms to solve problems applied to business and finance. The mechanics section will build on Newtonian physics of the A level Mathematics course, and introduce students to mathematical modelling of the real world.

Key Features

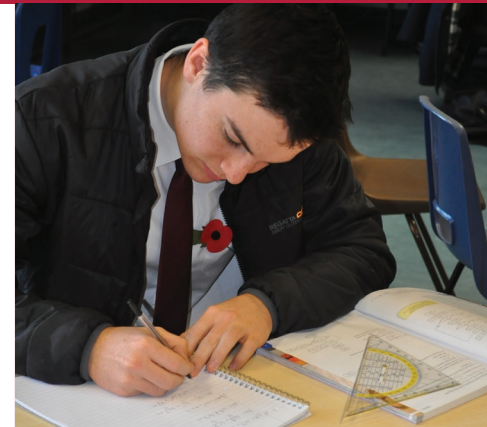
The course counts as a timetabled A level option. We expect students to be independent workers, especially in exam question rehearsal. This is an extremely challenging course aimed at very good Mathematicians.

Career Considerations

Further Mathematics at A level is a much sought after qualification. Many of the more traditional universities consider this as an essential course if you wish to study Mathematics, Engineering or the Pure Sciences.

Student Quote

“Throughout Year 12 and 13 the devotion of the teachers and the standard of teaching was exemplary and my knowledge from A level Mathematics and further Mathematics has provided an excellent foundation for further study.”



Mr A Stuppel Edexcel

SUITABILITY

- APS 6.1
- Grade 8 in GCSE Maths
- Further Mathematics can only be studied by a student taking A level Mathematics. Everyone wishing to study Further Mathematics will be interviewed on application

EXAMINATION & ASSESSMENT BREAKDOWN

- 100% external examination

NORTHAMPTON SAINTS RUGBY DEVELOPMENT COURSE (ENRICHMENT)



Content and Aims

Students who wish to be part of the Northampton Saints Rugby Development Course will be able to choose this as an enrichment as well as their 3 A level or BTEC courses. The Rugby course lasts two years and runs alongside their studies, allowing them to “live like a professional rugby player” whilst doing their studies. We have weekly competitive fixtures and an expectation to do well in the NatWest National Cup Competition, and the students on this course will be able to gain plenty of match experience during their time at Samuel Whitbread. They will have extra training sessions delivered to a high standard from Northampton Saints Academy and DPP head coach, Edd Rhodes consisting of mentoring and Strength and Conditioning programs specifically designed for rugby players and nutritional advice. To participate in the course students must reach the demands of the entry requirements of the courses they select alongside rugby. The standard entry for the sixth form is required to join this course.

Key Features

- Students will have access to excellent coaching from Level 3 Rugby Coach Edd Rhodes (Northampton Saint Academy coach and Head coach for Bedfordshire DPP).
- Students will have opportunities to progress with the Northampton Saints, East Midlands and many other Championship Clubs.
- Students will have opportunities to complete RFU refereeing and coaching qualifications.
- Students will have various volunteering opportunities at local schools and club events to gain experience and improve their CV.
- Students will have Gym programs designed for optimizing performance on the rugby pitch.
- Greater understanding of a professional sport and expectations of a student athlete.

Career Considerations

This rugby course will enable students to sit 3 A-Levels or BTEC courses whilst receiving expert coaching. Opportunities to progress rugby career with various Premiership, Championship and National League rugby clubs as well as East Midlands and County representative sides. We also aim to give the students volunteering opportunities by getting them to organise and run lower and middle school rugby events, refereeing in local tournaments and matches and assist with coaching the younger age group rugby teams at the school. By passing the other A levels selected, students will have access to further education or employment. We have developed strong links with some of UK’s top universities to assist in taking the next step in education.



Mr E Rhodes

SUITABILITY

Candidates for this course will need to have a strong understanding of rugby and be playing to a high level. They will be expected to be representing the school team with an attitude to constantly raise standards for yourself, the team and the wider Samuel Whitbread community. The rugby course will be extremely demanding and students will be pushed very hard. Students will need to be able to challenge themselves and will need a very good work ethic. Students will have fitness tests on a regular basis and will be required to show improvements throughout the course.

If you would like any more information please visit the Whitbread Rugby website. If you have any questions please contact us at swa-rugby@bestacademies.org.uk

SAMUEL WHITBREAD FOOTBALL ACADEMY (ENRICHMENT)



Content and Aims

Students who wish to be part of the Samuel Whitbread Football Academy will choose this as their 4th option in Year 12. This course will give the players the opportunity to experience the life of a professional football player whilst completing their studies. They will have extra training sessions delivered to an elite & professional level from our highly qualified UEFA coaches that have experience of playing at a high level.

As part of the programme students will be working on vital areas of the game such as strength & conditioning, tactical, technical & also gain nutritional advice.

To participate in the course, students must reach the demands of the entry requirements of the courses they select alongside Football. The standard entry for the sixth form is also required.

Key Features

- Students will have access to excellent UEFA qualified coaching.
- Students will have opportunities to progress within the semi-professional / professional game.
- Students will have opportunities to go to America on a scholarship with the links Samuel Whitbread have, providing the work is put in both academically and on the football side.
- Students will have opportunities to go onto university with a much better chance of representing a top level sporting university.
- Students will have various volunteering opportunities with Samuel Whitbread to gain experience and improve their CV.
- Extensive football fixtures in AOC leagues and national competitions.
- Students will have the opportunity to complete an FA Level 1 coaching badge and The FA referee course qualification.
- Regular match analysis using the HUDL platform, with individual player access

Career Considerations

This football course will enable students to sit 3 A-Levels whilst receiving professional level coaching. By passing the other A levels selected, students will have access to further education or employment. We also aim to give our students the opportunity to begin their own coaching journey if they wish. This will include opportunities to organise lower and middle school sporting events, referee in local tournaments and matches and assist with coaching the younger age group Football teams at the school.



Mr J Goldman

SUITABILITY

Candidates for this course will need to have a strong understanding of Football and be playing to a high level. They will be expected to be representing their school team as well as playing Football outside of school. The Football course will be extremely demanding and students will be pushed very hard. Students will need to be able to challenge themselves and will need a very good work ethic.

Students will have fitness tests on a regular basis and will be required to show improvements throughout the course.

If you would like any more information please visit the [Whitbread Football](http://Whitbread Football website) website. If you have any questions please contact us at swa-football@bestacademies.org.uk

SARACENS MAVERICKS NETBALL ACADEMY (ENRICHMENT)



Content and Aims

Whitbread Netball Academy is a unique part of the 6th Form and we are delighted to offer an outstanding educational programme combining first class academic options with a high-performance netball development programme.

Our netball programme is aimed at female students 16 years old and above. Students can study any combination of A-Levels or BTEC courses and are ultimately able to create their own unique education program whilst playing and training at a high level and becoming one of our highly esteemed student athletes.

The Netball Programme continues across two years with students able to work on their personal game; their knowledge and understanding of the game and train and play at a high-level with other like-minded student athletes, all whilst receiving high quality teaching and learning in an outstanding sixth form.

The aim of the programme is to progress through county and regional tournaments to the national competition each year. The programme offers regular fixtures as students play regular games against (including but not limited to), local opposition, the AOC British Colleges East Region League and the Sisters N Sport national competition. Each player will be encouraged and mentored by the lead coach who will design and deliver specific training programmes to get the student into peak netball performance condition.

Students must firstly meet the standard entry requirements of the 6th Form and must also meet the demands of the entry requirements of the courses they are applying for. Students wishing to apply for the netball academy must tick the box on their SWA application form.

Key Features

- Students will have access to excellent coaching from an England Netball UKCC Level 2 Qualified Coach.
- Students will have the opportunity to gain their England Netball INTO Umpiring C-Award Qualification and their Level-1 Coaching Qualification
- Students will train for a minimum of four hours per week and play a minimum of one game per week
- Students will have the opportunity to attend netball workshops, guest speaker workshops and professional netball games
- Student will have various volunteering opportunities at school and other local school and club events to gain experience and improve their university application and/or CV
- Students will have individualised player development programmes and strength and conditioning programs designed for optimizing performance on the netball court.
- Students will gain a greater understanding of high-performance sport whilst being part of a positive environment

Career Considerations

The netball course will enable students to sit their A-Levels or BTEC qualifications whilst receiving expert coaching. The opportunities to gain further umpiring and coaching qualifications as well as volunteering opportunities will enable the students to further their education outside of their course, provide the opportunity for paid employment and will also help bolster the student's university application and/or CV leading to greater opportunities.



Miss J Trip

SUITABILITY

Candidates for this course will need to have a strong understanding of netball and be playing at a high level. They will be expected to represent their school team as well as play netball outside of school if their schedule allows. The netball course will be both challenging and physically demanding with students being pushed hard. Students are required to commit to pushing themselves and will need a strong personal work ethic. Students will need to be able to balance the demands of a high-performance netball programme and their studies and show improvements throughout these courses.

If you would like any more information please visit the Whitbread Netball website. If you have any questions please contact us at swa-netball@bestacademies.org.uk

CONTACT



For more information about Sixth Form at Samuel Whitbread please view our Sixth Form Handbook on the SWA website.

If you have any questions about any of the courses offered or the application process please call the Sixth Form office on 01462 628059 or email the Sixth Form team at: swa-sixthformadmissions@bestacademies.org.uk

The Sixth Form Application Form can be found on the Samuel Whitbread Academy website. Fill in the 3 courses you would like to study and, if you wish, an optional 4th Enrichment subject by 25th January 2021.