



Sixth Form Prospectus

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Art & Design: Fine Art

A Level

Exam Board: AQA

Subject Leader: Mrs C Copeland

This course has been designed to provide opportunities to develop a broad foundation of critical, practical and theoretical skills that offer students a holistic understanding of a range of practices in the Fine Art field. The programme of study builds on experience and personal response developing imagination and critical and reflective thinking.

How is the course organised and assessed?

In Year 12, Students produce a portfolio of work by responding to a project title and develop skills and artworks with a variety of media and techniques. The students will be assessed on this portfolio and their capacity to demonstrate knowledge, analysis and influence from the work of other artists within it.

In Year 13, Students undertake a personal study which involves an extended investigation into a topic or theme of their choice developing skills in chosen media and techniques to develop into skilled and ambitious final outcomes. Students will be assessed during an external task set by the exam board and will be completed in 15 hours under supervised conditions. In addition, students are required to complete a 1000-3000 word essay investigating a theme or question that closely compliments and shapes their practical project.

What's next?

Many students who take this course proceed onto Foundation Courses at Warwickshire College, and at other institutions around the country. Increasingly, students are applying directly to degree level courses in the visual and creative arts, using their portfolio for submission by interview.

Art & Design: Art Photography

A Level

Exam Board: AQA

Subject Leader: Ms C Muddyman

This course has been designed so that all students are able to learn the key elements of becoming a Photographer. From practical elements of image making to critically understanding the work of others, this course will develop skills, knowledge and imagination thus allowing students to create personal responses.

How is the course organised and assessed?

Our photography course begins with an introduction to the key skills and processes students will need for the rest of the course, this leads directly on to an initial project in which students will be given a theme to build theirs from. The focus of this project is to extend their skills and knowledge gained from the initial part of the course.

Once this part of the course is complete students will formally begin component one, which will have them building a research project based on a theme of their choosing. This component is worth 60% of the total mark for the course. Component two is an externally set title by AQA in which students have a selected period of time to develop and explore ideas, media and processes. This culminates in a timed exam (15 hrs) where students will produce a final outcome to resolve their projects. Component two is worth the remaining 40% of the total mark.

What's next?

Many Photography students go on to the Art Foundation course at Warwickshire College. A number also go on to take a variety of degrees including: Journalism, Fashion, Digital Publishing, and Visual Communication.

Art & Design: Art Textiles

A Level

Exam Board: WJEC EDUCAS

Subject Leader: Mrs Gotheridge-Davies

This course has been designed to provide opportunities to develop a broad foundation of critical, practical and theoretical skills that offers students a holistic understanding of a range of practices in the Art Textiles field. The programme of study builds on experience and personal response developing imagination and critical and reflective thinking.

How is the course organised and assessed?

In Year 12, students will produce a portfolio of work based on a theme or subject of their choice. These projects must demonstrate a sustained investigation into a theme or idea. Students will also be set an external task which will take a very similar format to the portfolio project, this time however, the titles are set by the examination board and students will have to complete the project in 10 hours under supervised exam conditions. Both these projects will be internally assessed, but not submitted for external moderation until Year 13.

In Year 13, students undertake a personal study which involves an extended investigation into a topic or theme of their choice. The external examination project is set by the exam board, and requires students to respond to a theme or title. This will be completed in 15 hours under supervised exam conditions. In addition, for the personal investigation, students are required to complete a 1000 - 3000 word essay investigating a theme or question which closely compliments and shapes their practical project.

In both years, students portfolios and examination projects are assessed according to these four assessment criteria: research, exploration, recording, and development. The portfolio contributes 60% towards the total mark and the external examination project contributes 40%.

What's next?

Many of our Textile Design students go on to take the Art Foundation course at Warwickshire College. A number also go on to study at university with degrees in Photography, Journalism, Fashion, Digital Publishing, and Visual Communication.

Biology

A Level

Exam Board: AQA

Subject Leader: Mr J Dhesi

This course is divided into Biological topics each containing different key concepts of Biology. Once the key features of a Biological topic have been developed, applications are considered. In this course we encourage students to develop their interest and enthusiasm for Biology, including developing an interest in careers and further study in Biology and to develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works and develop essential knowledge and understanding of different areas of Biology and how they relate to each other.

How is the course organised and assessed?

Throughout the two year course, students will be taught through a combination of activities, class discussions, student lead presentations, private study, independent learning, use of IT and experimental and investigative work. At the end of this, students will sit three exam papers which will assess all they have learnt over the course.

Paper 1 - Examination paper; 76 marks: a mixture of short and long answer questions. 15 marks: extended response question.

Paper 2 - Examination paper; 76 marks: a mixture of short and long answer questions. 15 marks: comprehension question.

Paper 3 - Examination paper; 38 marks: structured questions, including practical techniques. 15 mark: critical analysis of given experimental data. 25 mark: essay from a choice of two titles.

What's next?

Students who take Biology A Level gain a pathway to many university courses and careers such as Medicine, Sports Science, Physiotherapy, Ecology and many more.

Business

A Level

Exam Board: Edexcel

Subject Leader: Mrs J Sandhar & Mrs M Fear

Business Studies is an exciting multidisciplinary subject focusing on institutions and problems of the business world. The course is designed for students who have aspirations for a career in Accountancy, Marketing, Human Resources or Management. The subject content is designed to engage students through topics and issues that are relevant in today's society, through key contemporary developments such as digital technology, business ethics and globalisation topics.

How is the course organised and assessed?

In Business Studies, the way students are taught varies from topic to topic but all topics involves discussions, presentations, investigation, and interpreting data. Students will develop the knowledge and skills needed to analyse data, think critically about issues and make informed decisions. All of these skills are very important for employment or further study.

The course is examined in three papers, each two hours long.

Paper 1 - Marketing, people, and global business (35% total mark)

Paper 2 - Business activities, decisions, and strategies (35% total mark)

Paper 3 - Investigating business in a competitive environment (30% total mark)

What's next?

Business Studies students have access to a wide range of career opportunities and may choose to go straight into employment after taking our A Level course, but, paired with other A Levels, Business Studies also opens the door to a wide range of university courses including Maths, Sociology, English, Psychology, Law, Government, and Politics.

Chemistry

A Level

Exam Board: AQA

Subject Leader: Miss C Taylor

Chemistry is an active and exciting discipline which dominates all our lives. It acts as an interface between the atomic and subatomic world of the Physicist and the molecular world of the Biologist. It also embraces aspects of Engineering, Geography and Art.

How is the course organised and assessed?

Our A Level Chemistry course teaches its students through a variety of techniques, including group practical work, individual practical work, student presentations, modelling, and data handling. The students are examined on the knowledge they have gained at the end of the two years, taking three separate exam papers. Paper 1 – 105 marks (35%) — Covers physical chemistry (atomic structure, moles, bonding, energetics, thermodynamics, equilibrium), inorganic chemistry (periodicity, group 2, group 7, period 3, transition metals) and practical skills and is made up of a written exam consisting of short and long answer questions. Paper 2 – 105 marks (35%) — Covers physical chemistry (moles, kinetics, energetics, rate equations), organic chemistry (alkanes, alkenes, alcohols, isomerism, aldehydes, ketones, carboxylic acids, polymers, amino acids) and practical skills and is also made up of a written exam consisting of short and long answer questions. Paper 3 – 90 marks (30%) — Covers any content from across both previous papers and is made up of multiple choice questions from across the specification with questions on practical techniques as well.

What's next?

Students who take Chemistry A Level gain a pathway to many careers ranging from Business, Journalism and Science, all the way to Medicine, Veterinary Science, Chemical Engineering and Forensic Science.

Computer Science

A Level

Exam Board: OCR

Subject Leader: Mr S Sycamore

Computer Science is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism. OCR's A Level in Computer Science will value computational thinking, helping learners to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

How is the course organised and assessed?

This course is divided into three components, Computer Systems, which contains the majority of the content on the course and is assessed in a written paper recalling knowledge and understanding (40% total mark), Algorithms and Programming, which focussing on problem-solving skills to let students apply knowledge gained in component one (40% total mark), and finally a programming project, which is a practical portfolio based assessment with a task that is chosen in consultation with the teacher and is produced in an appropriate programming language agreed with the teacher (20% total mark). Each of the two papers are 2 hours and 30 minutes long and include a mix of short answer and long answer questions.

What's next?

A level Computer Science leads naturally into any and all computing degrees including, Information Technology, Information Systems, or Engineering.

Drama

A Level

Exam Board: Pearson Edexcel

Subject Leader: Mrs D Hill

On this course students will explore the structural elements of theatre from page to stage. The course combines practical and theoretical studies and offers students the opportunity to extend their ability to create Drama and Theatre through practical exploration and analysis of play texts and playwrights. Students will learn how to shape dramatic material, how to communicate through space, language, gesture and the use of symbols. Throughout the course, students will be encouraged to acquire the skills of analysis and evaluation to write about drama, appraising both their own and others work. All aspects of this course will be approached from a variety of viewpoints, including those of director, actor, designer and playwright.

How will the course be taught?

The course focusses strongly on the practical application of skills combined with the necessary theoretical study needed to understand not just the work students study, but the work they produce themselves. Students work in small and large groups in a co-operative manner, learning to negotiate, share ideas, and arrive at informed, creative decisions. The course is divided into three components, Devising, which is internally assessed on a Portfolio you produce, Text in Performance, where students will take part in a group performance and a monologue/duologue, which is externally assessed by an examiner, and finally Theatre makers in practice, which is a written exam.

What's next?

Students who study Drama & Theatre come away with invaluable skills in articulating thoughts, exploring ideas, sharpening communication, and providing the ability to work within a group situation both in a practical and academic setting. Many students go on to study Performing Arts or Drama and Theatre courses at university and many progress further to work in a variety of industries from theatre, television, film to journalism, teaching, and law.

Economics

A Level

Exam Board: Edexcel

Subject Leader: Mrs J Sandhar & Mrs M Fear

Economics is a dynamic and thought-provoking subject that examines how societies allocate scarce resources and how individuals, firms, and governments make decisions. It is ideal for students with an interest in current affairs, finance, politics, or global development. The course content helps students understand the economic environment we live in, from the cost-of-living crisis and government policy to international trade and global financial systems.

The subject provides a strong foundation in both microeconomics (individual markets and decision-making) and macroeconomics (the economy as a whole), encouraging students to explore real-world issues and develop analytical and evaluative skills that are highly valued in higher education and the workplace.

How is the course organised and assessed?

In Economics, students are taught using a variety of approaches, including discussion, investigation, data interpretation, and real-world case studies. The course builds students' ability to analyse economic problems, interpret numerical data, form balanced arguments, and make reasoned judgments, all essential skills for further study and employment.

The course is assessed through three externally examined papers, each two hours long:

Paper 1 – Markets and Business Behaviour (35% total mark)

Paper 2 – The National and Global Economy (35% total mark)

Paper 3 – Microeconomic and Macroeconomic Themes (30% total mark)

What's next?

Economics is a highly respected academic subject that opens the door to a wide range of degree courses such as Economics, Business, Finance, Politics, History, Philosophy, and International Relations. It also supports career paths in finance, government, law, consultancy, journalism, and the civil service. Whether students go on to university or straight into employment, Economics equips them with the knowledge and skills to understand and influence the world around them.

English Language and Literature

A Level

Exam Board: AQA

Subject Leader: Mrs S Wright

This is a course for students who have a keen interest in how writers use language to make meaning and influence their readers. It is also a course that affords students an opportunity to display their own creative writing skills and critically examine their work. We cover a range of texts including novels, poems, plays, non-fiction, media texts and non-literary texts. This course differs from those focused primarily on literature by extending its coverage to explore differences and similarities between non-literary texts; it differs from those primarily focused on language by bringing the nature of literary discourse into sharper view. The course offers unique opportunities to consider issues of 'literariness' and 'literalness' that tend to remain unquestioned on other English courses.

How is the course organised and assessed?

The course is delivered using the six language levels of: lexis and semantics; grammar; phonetics; graphology; pragmatics and discourse. Students are taught to forensically examine texts and explore the effects of purpose, audience, genre and mode on the language decisions that writers and speakers make. Using literary and linguistic concepts and methods, students analyse literary and non-literary texts, gaining insights into the nature of different discourses and ideas about creativity.

Paper 1 - Telling Stories

Remembered places — the representation of place.

Imagined worlds — point of view and genre in prose.

Poetic voices — the forms and functions of poetic voice.

Methods of language analysis are integrated into the activities.

Texts to study

Margaret Atwood — The Handmaid's Tale,

Poetry from Carol Ann Duffy and an anthology of non-fiction and non-literary texts focused on the city of Paris.

Paper 2 - Exploring Conflicts

Writing about society — the role of the individual in society, and re-creative writing based on set texts.

Critical commentary — evaluating own writing.

Dramatic encounters — conflict in drama.

Methods of language analysis are integrated into the activities.

As well as the two papers, students are given a 2500-3000 word Non-Examination Assessment in which they must conduct an investigation that explores a specific technique of theme in both literary and non-literary discourse.

What's next?

Students taking this course will find that it leads into many Humanities degrees and is largely considered by most universities on par, academically, with an English Literature A Level. This course provides a broad knowledge and skill base to enter both higher education or to pursue employment.

English Literature

A Level

Exam Board: AQA

Subject Leader: Mrs S Wright

This is a course for students who love to read and have an interest in broadening their experience of literature across history, from the Renaissance to the 21st Century. We cover a range of texts: novels, short stories, plays and poetry, which we read and discuss together. There is also an independent reading strand to the course in which you can develop your own reading interests in detail. The course is very much intent on developing students as independent readers. Students are taught to develop a wide range of skills, such as the ability to read critically, analyse, evaluate and undertake independent research; skills which are considered essential by both higher education institutions and employers. Students become the literary critics.

How is the course organised and assessed?

In Year 12, students focus much more on modern day literature (1945 - present day) which has them studying: a prose text, a drama text and a poetry collection. Students also take part in our unit, "Texts Across Time", to give them an opportunity to develop reading on a theme of their own interest; for example, The Struggle for Identity, Crime and Punishment, The Gothic, War and Conflict, Representations of Women and Dystopian Fiction.

Students will select their own two texts, one pre-1900, and working with a coursework mentor, write a 2500 word academic essay.

In Year 13, students first year of the course is based around a thematic study "Love through the Ages".

This has students studying: a Shakespeare play (*Othello*, *The Taming of the Shrew*, *Measure for Measure*, or *The Winter's Tale*), an Anthology of Poetry, two prose texts (*Jane Austen — Persuasion*, *Charlotte Brontë — Jane Eyre*, *George Elliot — The Mill on the Floss*, *Thomas Hardy — Tess of the D'Urbervilles*, *F.Scott Fitzgerald — The Great Gatsby*, *EM Forster — A Room with a View*, *LP Hartley — The Go Between*, *Daphne Du Maurier — Rebecca*, or *Ian McEwan — Atonement*) which students will compare the themes of.

What's next?

English literature is a traditional and well respected A Level, it is highly considered by high education institutions for anyone wishing to pursue a higher education in English and many of our students go on from this course to do an English degree at university.

Extended Project Qualification (E.P.Q.)

Extended Project

Exam Board: AQA

Subject Leader/Centre Co-ordinator: S Taylor

The E.P.Q. facilitates students' development of a range of skills which will serve them well on their current and future studies. In particular, study on the E.P.Q. will foster improved research skills and encourage greater independence of organisation and thought. Additionally, skills of problem-solving, analysis, evaluation and self-reflection will be at the heart of proving and intended outcome. The E.P.Q. consists of a broad programme of personal development and opportunities which enable students to contribute positively to our school community and the wider world as well as their own learning. Study of the E.P.Q. should lead to improved Higher Education opportunities via an improved grade and study profile and greater preparedness for the demands of next step destinations post-18.

How is the course organised and assessed?

This course involves 20 hours of directed teacher (or supervisor) support time. This 20 hour programme will cover a range of areas which supports orientation with the E.P.Q, models example outcomes and provides guidance on key areas such as:

- Research ethics
- Plagiarism
- Academic Referencing

A key feature of the E.P.Q. which perhaps distinguishes it from other qualifications available is that students are expected to largely drive their own learning. The supervisor attached to the students should primarily provide guidance and encourage self-reflection in order to foster independence and support the individual in leading their own learning post-18.

Assessment is 3-fold and assessed holistically via:

1. A 5000 word essay - with academic referencing
2. A presentation to peers and staff
3. A Production Log which charts and evaluates the learning journey had

The assessment objectives are as follows:

AO1 – Managing the Project
AO2 – Use of Resources
AO3 – Develop & Realise
AO4 – Review & Evaluate

What's next?

If they elect to pursue it, students will study an E.P.Q. alongside their other main subjects. They should be mindful of the workload implication as the E.P.Q. is equivalent of 50% of an A-level but is only studied in Y12 - so effectively becomes a 4th subject. Students will need to ensure they pay close attention to the guidance issued before they start in the Sixth Form and in the Enrichment Launch event at the very start of Y12. Advice will be given at that point as to how to sign up.

French

A Level

Exam Board: AQA

Head of Faculty: Miss C Howard

French A Level will enhance the linguistic skills of students in reading, writing, listening and speaking. The development of critical thinking is key on the basis of their comprehensive knowledge and understanding of the target language countries. Students will become independent researchers and equip themselves with transferable skills such as creativity, analytical thinking, as well as develop cultural and cognitive flexibility.

How is the course organised and assessed?

Students will be taught in small groups, with plenty of opportunity for individual feedback and paired or whole group discussions. Students will read a literary text and watch films to develop cultural understanding and develop their analytical and essay writing skills, as well as getting the chance to present to the group on cultural topics.

The course is examined on three papers:

Paper 1: Listening, Reading, and Writing - This is a written exam that takes 2 hours and 30 minutes, and makes up 50% of the total marks. This paper covers aspects of French-speaking society, (e.g. family, technology, volunteering), Artistic Culture in the French-speaking world (e.g. Architecture, music and cinema), multiculturalism in French-speaking society (multiculturalism, crime, marginalisation), and aspects of political life in French-speaking society (e.g. immigration, young people and politics, trade unions).

Paper 2: Writing - This is a written exam that takes 2 hours and makes up 20% of the total marks. This paper requires students to analyse one text and one film and discuss the form and technique of the presentation as appropriate to the work studied.

Paper 3: Speaking - This is an oral exam that makes up 30% of the total marks, this paper is divided into two sections, the first has students discussing a sub-theme with the discussion based on a stimulus card (5-6 minutes) (25 marks), and the second a presentation and discussion (9-10 minutes) of individual research project (35 marks)

What's next?

A Modern Languages A Level gives an easy path to studying the language on a degree course, but it also leads itself easily to studying many other courses in Britain and abroad. It also gives you a skill that will set you apart from other candidates in the eyes of many employers.

Geography

A Level

Exam Board: OCR

Subject Leader: Mrs J Ashton

This course has been designed to give learners the knowledge, understanding and skills necessary to become engaged global citizens. Through the study of dynamic and contemporary content, learners can understand and interact with issues which affect people and places at a range of scales from local to global and all that is in between.

How is the course organised and assessed?

This course is taught in a variety of styles with the goal of encouraging students to develop a sense of wonder about the world. Mathematical and fieldwork skills are an integral part of learning and students will be expected to attend a fieldwork residential week at the end of Year 12 in order to gather data for their independent investigation project. The approximate cost of this is £300. The independent investigation is worth 20% of the course and requires students to formulate their own research question, research into current literature carried out by academics, collect primary and secondary data, present their findings and analyse the result to reach conclusions.

The course has three papers covering 6 topics, the first two papers cover two topics each Coastal Landscapes and Earth's Life Support Systems, and Changing Spaces, Making Places and Global Migration and Human Rights both these papers are 66 mark exam papers that takes 1 hour and 30 minutes. They account for 22% of the final grade. The third paper is on Hazardous Earth and Disease Dilemmas and is a 108 mark exam paper that takes 2 hours and 30 minutes, accounting for 36% of the final grade.

What's next?

Geography is an all embracing subject, providing students with a wide range of transferable skills. Geography A level is a well-regarded qualification which reflects a student's ability to combine scientific principles, economic awareness, and an appreciation of people's attitudes and values. It is highly valued in many occupational areas including Travel and Tourism, Local Government Planning, Meteorology, Civil Engineering, Surveying, Administration, and Management. It also leads on nicely to higher education being well regarded for Economics, Environmental Science, Sports Science and much more.

German

A Level

Exam Board: AQA

Head of Faculty: Miss C Howard

German A Level will enhance the linguistic skills of students in reading, writing, listening and speaking. The development of critical thinking is key on the basis of their comprehensive knowledge and understanding of the target language countries. Students will become independent researchers and equip themselves with transferable skills such as creativity, analytical thinking, as well as develop cultural and cognitive flexibility.

How is the course organised and assessed?

Students will be taught in small groups, with plenty of opportunity for individual feedback and paired or whole group discussions. Students will read a literary text and watch films to develop cultural understanding and develop their analytical and essay writing skills, as well as getting the chance to present to the group on cultural topics.

The course is examined on three papers:

Paper 1: Listening, Reading, and Writing - This is a written exam that takes 2 hours and 30 minutes, and makes up 50% of the total marks. This paper covers aspects of German-speaking society, (e.g. family, technology, volunteering), Artistic Culture in the German-speaking world (e.g. Architecture, music and cinema), multiculturalism in German-speaking society (immigration, racism, integrations), and aspects of political life in German-speaking society (e.g. Germany in the EU, the reunification of Germany).

Paper 2: Writing - This is a written exam that takes 2 hours and makes up 20% of the total marks. This paper requires students to analyse one text and one film and discuss the form and technique of the presentation as appropriate to the work studied.

Paper 3: Speaking - This is an oral exam that makes up 30% of the total marks, this paper is divided into two sections, the first has students discussing a sub-theme with the discussion based on a stimulus card (5-6 minutes) (25 marks), and the second a presentation and discussion (9-10 minutes) of individual research project (35 marks)

What's next?

A Modern Languages A Level gives an easy path to studying the language on a degree course, but it also leads itself easily to studying many other courses in Britain and abroad. It also gives you a skill that will set you apart from other candidates in the eyes of many employers.

History

A Level

Exam Board: Pearson Edexcel

Subject Leader: Mr D Bowker

During the course students will learn about the significance of events and societies in History, how and why societies have changed over time, the theories of historians and the language that they use, to discuss their ideas. Students will understand the nature of historical evidence and the methods used by historians to analyse and evaluate it and to develop an understanding of how the past has been interpreted and represented. Students will also develop the capacity to express your own historical ideas confidently and effectively.

How is the course organised and assessed?

History lessons are organised more like university seminars, with an emphasis on group discussion. Students present to the class as individuals or as part of a small group. Classes will try exercises to get into the minds of historical figures to truly understand why they acted the way they did. Students will look at a wide range of sources, from official papers to diaries, photographs, and video. Debate and discussion of ideas is at the heart of this course.

In Year 12, students tackle two units: Britain Transformed, which details Britain in the 20th century (1918 - 1997), and The USA, 1955-1992, Conformity and Challenge. These two units culminate in an exam where students will be marked on their subject knowledge and their ability to demonstrate their understanding of the period in depth.

In Year 13, students take on two more units, the first, The British Experience of Warfare 1790-1918, which is marked by exam, and the final unit is an independently researched coursework project where students will analyse and evaluate historical interpretations and to organise and communicate their findings.

What's next?

A Level History is a respected entry route to a wide range of degree courses due to the analytical and evaluative skills required. History is beneficial for many diverse career pathways including: law, archaeology, teaching, journalism, politics, civil service and most general graduate work.

Maths

A Level

Exam Board: Edexcel

Subject Leader: Mr S Roberts

When covering material in Core Mathematics, students will be developing their knowledge from GCSE on algebra, coordinate geometry, and trigonometry. Initially a lot of the work extends on previous topics, developing into learning new material such as calculus. Students will cover work in two areas of Applied Mathematics. The first of these is statistics, which extends the work covered in GCSE on statistics and probability as well as introducing new ideas such as the Normal and Binomial Distribution. The second area of Applied Mathematics covered will be Mechanics, which links closely to Physics and studies topics including objects moving and the effects of forces on objects.

How is the course organised and assessed?

During classes, students will have the opportunity to experiment and discover for themselves as well as being taught in a more traditional style. Students will be expected to do research themselves, the course demands a mature and sensible approach throughout in order to allow success and independent study is vital to a successful student.

At the end of the course, students will sit three exam papers, each making up one third of their total grade. Two of the papers will be based on their work in Core Mathematics, the third paper will be on Applied Mathematics.

What's next?

An A Level in Mathematics is highly desirable for not just Maths based degrees, but many science-based courses seek it alongside the desired Science A Level.

Further Maths

A Level

Exam Board: Edexcel

Subject Leader: Mr S Roberts

Further Mathematics is a qualification that both broadens and deepens the mathematics covered in A Level Mathematics. As with Mathematics A Level, Further Mathematics is divided into pure and applied units. This examination is unusual in that it can only be taken IN ADDITION to A Level Mathematics.

How is the course organised and assessed?

The course is divided into three groups, Core Pure Mathematics, Further Statistics 1, and Decision Mathematics. Core Pure Mathematics expands on topics covered in Mathematics A Level in addition to including work on new topics such as Complex Numbers and Matrices. Further Statistics 1 expands on material taught in the Statistics module in Mathematics in A Level, covering material such as the Geometric Distribution and Chi-Squared Tests. Decision Mathematics has close links with Computing and Economics. It covers topics including Linear Programming, Critical Path Analysis, and Algorithms on Graphs.

At the end of the course, students will sit 4 exam papers, each counting for one quarter of their total grade. The first 2 exams are on their work in Core Pure Mathematics. The 3rd and 4th exams are on their work in Decision Maths and Further Statistics 1.

What's next?

Further Mathematics can only be taken alongside Mathematics A Level. It leads perfectly into many maths based degrees, but also is well sort after for applicants going into Physics and Engineering degrees at university.

Media

A Level

Exam Board: Eduqas

Subject Leader: Mr A Krysta

The media play a central role in contemporary culture, society and politics. They shape our perceptions of the world through the representations, ideas and points of view they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. This course offers students the opportunity to develop a thorough and in-depth understanding of the media in modern society through an exploration of theories and analytical work. Students will study a wide range of rich and stimulating media products offering opportunities for detailed analysis of how the media communicate meanings in a variety of forms. The course also enables students to develop media production skills and apply their knowledge and understanding, as they become creators of meaning themselves.

How is the course organised and assessed?

This course is split into three units: Media Products, Industries and Audiences which makes up 35% of the total marks, Media Forms and Products in Depth which is also 35% of the course marks, and Cross-Media Production which makes up 30% of the total marks.

In Unit 1, Media Products, Industries and Audiences, students will develop knowledge and understanding of the theoretical framework, starting with media language and representation as an essential basis for analysing media products from a variety of forms. Students will then move on to study products from specific media industries and for specific audiences to develop their knowledge and understanding of the other key areas of the theoretical framework. This unit is assessed by a 2 hours and 15 minute external exam.

In Unit 2, Media Forms and Products in Depth, students will complete an in-depth study of a range of set products from three media forms (television, magazine, blogs and websites), exploring all areas of the theoretical framework (media language, representation, media industries, and audiences). Students will also study the role of media industries in shaping media products and they will consider the way in which both mass and specialised audiences are targeted and addressed. This unit is assessed by a 2 and a half hour external exam.

In Unit 3, Cross-Media Production, students will demonstrate their ability to apply the media frameworks when creating media products. Students will choose from a set of briefs issued by the examination board and will produce a statement of intent and a set of cross media products designed to fulfil their chosen brief.

What's next?

This A Level is a great stepping-stone into many higher education courses with elements of critical analysis, as well as being ideal for any student looking for a position in the Media and Film industry, or any other careers such as marketing and PR, where knowledge of media is vital.

PE

A Level

Exam Board: OCR

Subject Leader: Mr M Brannan

This course is designed to help students develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance, to Understand how physiological and psychological states affect performance and how key socio-cultural factors influence people's involvement in physical activity and sport. It also gives students the chance to discuss the role of technology in physical activity and sport and refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.

How is the course organised and assessed?

The course's content is split into six areas: Applied Anatomy and Exercise Physiology, Biomechanical Movement, Skill Acquisition, Sport Psychology, Sport and Society, and Contemporary Issues in Physical Activity and Sport.

A Level PE is distinctly divided into two assessment methods; a Non-Examined Assessment (NEA) component and a written terminal examination. The NEA component of the qualification accounts for 30% of the overall grade (15% practical performance in one sport and 15% oral analysis of performance), while the remaining 70% is assessed through written examinations.

Practical performance marks rely heavily on students participating in Sport at club level and we would advise this for anyone opting for A-Level PE.

What's next?

A level PE is an excellent qualification for those with a keen interest in playing sport, and can support progression into careers in Physiotherapy, Sports Science and Nutrition amongst many others.

Physics

A Level

Exam Board: AQA

Subject Leader: Mr J Rae

This course is designed to allow students to study up to date Physics: modern ideas and applications, important trends, whilst developing practical and data-handling skills. The course increases students understanding of the part Mathematics plays in Physics and also develops their 'How Science Works' skills.

How is the course organised and assessed?

This course covers nine topics over two years of study, in Year 12, students will study:

1. Measurements and their errors, including use of SI units and their prefixes, limitations of physical measurement, estimation of physical quantities
2. Particles and radiation, including constituents of the atom, particle interactions, collisions of electrons with atoms
3. Waves, including progressive waves, interference, diffraction
4. Mechanics and energy, including projectile motion, Newton's laws of motion
5. Electricity, including current/voltage characteristics, circuits, electromotive force and internal resistance

And in year 13, they will cover:

6. Further mechanics and thermal physics, including periodic motion, thermal energy transfer, molecular kinetic theory model
7. Fields, including Newton's law of gravitation, orbits of planets and satellites, magnetic flux density
8. Nuclear Physics, including evidence for the nucleus, radioactive decay, nuclear instability

Plus one option from:

- Astrophysics, including classification of stars by luminosity, Doppler Effect, detection of exoplanets
- Medical physics, including Physics of vision, ECG machines, x-ray imaging
- Engineering Physics, including rotational dynamics, thermodynamics and engines
- Turning points in Physics, including discovery of the electron, Einstein's theory of special relativity
- Electronics, including discrete semiconductor devices, data communication systems

What's next?

Students with an A Level in physics can progress into many areas, including Electrical, Mechanical, and Civil Engineering, Health Physics, Environmental Physics. This A Level courses will give you an easy path towards higher learning in many Physics and Science based degrees.

Politics

A Level

Exam Board: Pearson Edexcel

Subject Leader: Mr Bowker

During the course you will learn about contemporary political structures and issues in their historical context, both within the United Kingdom and globally. You will develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes. You will develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics. This will include an understanding of the rights and responsibilities of individuals and groups. You will also develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements.

How will the course be taught?

Lessons are more like seminars. You will be part of a group discussing issues. You may be asked to present a short (five-minute) paper to the class; or make a joint presentation as part of a small group; the whole class may be asked to assume the roles of various individuals in a particular political setting in order to understand why people acted in a certain way. You will be asked to read and take notes. You will present work in the form of essays, and presentations. You look at a wide variety of sources, ranging from newspaper articles, political speeches and ideas from various social media platforms. You will be encouraged to use the internet and libraries. At all times, you will be encouraged to state your point and be ready to argue about it. Politics is about discussion.

How is the course organised and assessed?

Year 12

Component 1: UK Politics

You will answer three questions. This will examine your subject knowledge and ability to demonstrate your understanding of political participation, including political parties and electoral systems. You will also be examined on the core political ideas of liberalism, socialism and conservatism.

Year 12 & 13

Component 2: UK Government

You will answer three questions. This will examine your subject knowledge and ability to demonstrate your understanding of UK Government, including the constitution and parliament along with the Prime Minister and the Executive. You will also be examined on non-core political ideas with a focus on feminism.

Year 13

Component 3: Comparative Politics

You will answer three questions. This will examine your subject knowledge and ability to demonstrate your understanding of the politics of the United States of America. This will include the US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation along with comparative theories.

What's next?

This course will provide access to a range of career and HE opportunities. By the end of this course, you will have learned how to evaluate and analyse information, how to weigh up evidence and how to communicate conflicting and complex ideas effectively. These skills are recognised and valued by employers, universities and colleges. Politics A Level provides an excellent foundation for a number of popular careers including journalism, central and local government and business.

Product Design

A Level

Exam Board: AQA

Subject Leader: Mrs F Ross

The Product Design course will provide students with an opportunity to develop transferable and industrial skills that employers seek for when recruiting in the world of work. Through the range of practical and theoretical tasks our students will become creative thinkers that can utilise the qualification to lead them in to the world of engineering, architecture, graphic designer, product developer and many more career options.

How is the course organised and assessed?

In Year 12, students begin a Non Examined Assessment (NEA) which contributes to 50% of their overall grading – the task is chosen by the students and they have to work their way through the design process to create a solution to their chosen task. This may be a storage solution or a product that is educational for children.

Whilst working on the NEA students will have theoretical lessons that cover the materials and environmental impacts of design on the products that we create.

In Year 13, the NEA will be continued whilst students will also be improving their theoretical knowledge of engineering and the world of materials. They will also have to complete 2 written papers contributing to the remainder of the A Level grading.

What's next?

Many students who take this course, proceed directly into an apprenticeship or continue their further education by applying for one of the many university courses linked to the A Level. With so many industrial options in the surrounding area some students may look to link with JLR, Silverstone or one of the many other manufacturers in Warwickshire.

Psychology

A Level

Exam Board: AQA

Subject Leader: Miss H Clifford

Psychology is a fascinating subject to study and asks questions about individuals and groups that no other subject does. For example: What can be recognised as 'normal' and why? Can we survive if half of our brain is removed? What causes Schizophrenia, OCD and Depression and how are they treated? Is attachment important, and what are the effects if we do not get to form an attachment when we are young?

Psychology as a subject takes a scientific approach as it seeks to 'study' not just speculate about human behaviour and so psychological research will form an important part of the course. The course aims to develop your critical thinking, apply your understanding to the real world and build skills that will be transferable to wide range of university courses and careers.

How is the course organised and assessed?

In class, students will get a chance to conduct psychological research, take part in creative activities, and participate in debate and discussions on topics. Independent learning is essential to the course, but our topics are supported by excellent resource booklets that have been developed by the subject specialist teachers using a range of textbooks, knowledge and experience.

At the end of the course, students will sit three 2 hour exam papers, all of which include a mix of multiple choice questions, research method questions, short mark questions, and extended 8 and 16 mark questions. The first paper covers Social influence Memory, Attachment and Psychopathology (OCD, Depression, and Phobias; the second paper covers Psychological Approaches, Biopsychology, and Research Methods; the third paper covers issues and debates in psychology, and students will choose from a list of these topics, Schizophrenia, Aggression, and Cognition and Development.

What's next?

Psychology A Level is a good background for a wide range of careers in Health, Education, Social Work, and Human Resource Management. Psychologists are also extensively involved in media related fields such as marketing. Psychology A Level easily leads on to a host of different university level courses including Psychology (Clinical, Forensic, Occupational), Criminology, Education, and much more.

Religious Studies

A Level

Exam Board: WJEC Eduqas

Subject Leader: Mrs E McGwinn

This course is designed to help students to become knowledgeable, reflective, critical and creative thinkers able to approach academic work and intellectual discourse confidently and effectively.

How is the course organised and assessed?

This course is split into three sections, Christianity, Philosophy and Ethics. This course gives students the opportunity to have a thorough understanding of diverse philosophical and ethical viewpoints. Students will gain critical and evaluative skills that are not just sought after in academic settings, but in life.

When studying Christianity, students will dive deep into the religions major figures and sacred texts, and study concepts like The Nature of God, the Holy Trinity, and Atonement. They will also get a chance to assess the historical journey of Christianity and how wealth, migration and discrimination has shaped the religion over the last 2000 years of its existence. During their study of Philosophy, students will look at cosmological and teleological, and ontological arguments for the existence of a God. They will look at challenges to Religious Belief from figures like Freud and Jung and will look at many other topics including The Problem of Evil, Religious Experiences and Language, and Miracles. Finally, in the Ethics section, students will look at many theories within ethical thought such as: Divine Command Theory, Virtue Theory, Ethical Egoism, and Meta Ethics alongside studying Deontological and Teleological ethics as well as the concepts of Determination and Free Will.

At the end of the course, students will be given three exam papers, one for each section of the course and each is two hours long.

What's next?

Religious Studies A Level is a good background for a wide range of careers especially those that involve working with the public or helping people such as youth work, counselling, policing, and humanitarian aid work.

Sociology

A Level

Exam Board: AQA

Subject Leader: Miss C Howard

Sociology offers a distinct and illuminating perspective on human behaviour. Learning Sociology means taking a step back from our own personal interpretations of the world, to look at the social influences that shape our lives. It gives us a richer awareness of our own characteristics and those of others. The scope of Sociology is extremely wide, ranging from the study of ethnic gender and class groups to the significance of globalisation. Students will learn to be analytical, to question assumptions – their own included – about what is normal and natural in society. Students have to be willing to look at the world in a different way and will be expected to take an interest in current affairs, debate issues, research evidence, and be prepared to read widely around relevant topics.

How is the course organised and assessed?

Students will get a chance to experience a range of approaches to their learning, studying research papers, independent researching and discussion and students will be assessed in various ways including, essays, data response questions, groups presentations and research reports.

Students are assessed on 3 papers at the end of the course.

The first: Education, explores the roles and functions of the education system, including its relationship to the economy and class structure, the differential educational achievement of social groups by social class, gender, and ethnicity in contemporary society, the significance of educational policies, including policies of selection, marketisation and privatisation, and equalities policies, and many other topics.

The second: Families and Households, and Beliefs in society. The first part of this paper, Families and Households, covers the relationship of the family to the social structure and social change, with a particular reference to the economy and to state policies. Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures. The second half covers ideology, science and religion, the relationship between social change and social stability, and religious organisations including cults, sects, denominations, churches and new age movements.

The third paper: Crime covers social order and social control, the social distribution of crime and deviance by ethnicity, gender, and social class, globalisation and crime in contemporary society, and many more topics.

What's next?

Studying Sociology will deepen your understanding of social change and the contemporary world. It will also give you the ability to conduct and analyse research. Sociology complements many other subjects, like the sciences, social science, and art subjects. A study of Sociology will not only develop your critical thinking but also develop key skills such as communication and ICT. A Sociology qualification is highly relevant for careers in Media, Law, the Health Services, Education, as well as Sales and Market Research.

Dance

BTEC Level 3 National Extended Certificate in Performing Arts

Exam Board: Pearson

Subject Leader: Miss S Davis

The BTEC Extended Certificate in Performing Arts enables students to study Dance through topic areas such as developing skills and techniques for live performance, group performance and investigating practitioners' work. The Extended Certificate is for students who are interested in learning about the performing arts sector, with a Dance focus, and gives a broad introduction to the performing arts sector with an emphasis on core knowledge and fundamental skills which are transferable across other sectors (including communication, presentation, physical and creative skills).

How is the course organised and assessed?

The Level 3 BTEC Extended Certificate in Performing Arts is a suitable course for those who have completed the BTEC Level 2 in Performing Arts or those who have already decided that Dance is the area they want to focus on and gain a career in. It is assessed through a mixture of internally assessed coursework and external assessments (a mixture of theory and practical).

The three mandatory units focus on:

- Research, critical analysis and extended writing skills that aim to support learners' progression to higher education. Learners will gain a good understanding of the work of influential practitioners to inform their own work and practice.
- An introduction to the performing arts where learners will develop the appropriate skills and techniques in the performance discipline of Dance.
- Group performance, where learners will develop the essential psychomotor and affective skills essential for the performing arts. They will develop physical techniques as well as wider transferable skills, such as being able to work collaboratively, personal management and organisation (rehearsals, time-management), being able to give and take direction, confidence in front of an audience, problem solving (refining the process) and teamwork (essential when dancing as a group).

Learners will understand different audiences in different environments and will learn to adapt a performance to engage the target audience.

In addition to the performing arts sector-specific content, this qualification provides learners with the opportunity to develop all-round performance skills and transferable skills such as self-confidence, self-presentation, personal discipline, time management and organisational skills which are highly regarded by higher education and employers.

What's next?

This course is equivalent to one A Level and is recognised by a wide range of higher education establishments. It is an excellent base for further study or to build a career in Dance or within the performing arts industry from, whether you are a talented dancer, or you want to get a qualification studying a subject you enjoy, this is the course for you.

Health & Social Care

BTEC National Level 3 Certificate

Exam Board: Pearson

Subject Leader: Miss C Howard

This qualification aims to provide an introduction to the sector and is for students interested in learning about the health and social care sector as part of a balanced study programme. It is intended as an Applied General qualification. It supports access to a range of higher education courses, possibly in health and social care. No prior study of the sector is needed.

How is the course organised and assessed?

Our Extended Certificate course is made up of four units over 2 years of study. These units are: Unit 10 — Sociological Perspectives (Coursework), Unit 1 — Human Lifespan Development (exam), both of which will be taken in Year 12, and Unit 5 — Meeting individual care and support needs (Coursework), and Unit 2 — Working in Health and Social Care (exam) which will be taken in Year 13. The marks for this course are 58% from exams, and 42% from coursework.

What's next?

Health and Social Care leads well into a wide range of degree programmes including: Nursing, Primary Education, Sports Science, and Social Work. It also supports Students who wish to go directly into employment as the transferable knowledge, understanding, and skills will give successful students an advantage in applying for a range of entry level jobs.

Music

BTEC Level 3 National Extended Certificate in Music Performance

Exam Board: Edexcel

Subject Leader: Mr S Noakes

This course is designed to give students both a practical and theoretical understanding of music and the music industry through three mandatory units and one chosen optional unit. This qualification will equip students with a music foundation which will enable them to progress onto further training or education.

How is the course organised and assessed?

Learners taking this qualification will study three mandatory units:

- Unit 1: Practical Music Theory and Harmony (internally assessed)
- Unit 2: Professional Practice in the Music Industry (external assessment)
- Unit 3: Ensemble Music Performance (external assessment)

Learners will also choose one optional unit. These have been designed to support progression to more specialist music courses in higher education and to link with relevant occupational areas, such as composing music, improvising music and solo performance.

What's next?

Students who have completed this course will be in ideal places to both begin working within the music industry or to go onto further music education.

BTEC Level 3 National Extended Certificate in Music Performance