



# Oakgrove SIXTH FORM

September 2020 Prospectus



## 10 Reasons to Choose Oakgrove Sixth Form (by the students who come here)

### Excellent Teachers

Teaching staff are helpful and supportive, nothing is too much trouble and they are always available to meet with students outside of lessons when required.

### State of the Art Facilities

Every department has its own dedicated computer suite with a range of Macs and PCs as appropriate. Teaching resources are comprehensive, fully up to date and exam board specific.

### Mentor Support

Mentors run tutorial sessions covering a variety of different topics including study skills as well as Higher Education and Employment preparation.

### A Sixth Form that gets to know you

Every student's needs are easily identified and catered for; mentors know their students well, as do the teachers.

### It feels safe and friendly

Oakgrove School has an outstanding reputation for behaviour throughout the school and the Sixth Form is no exception to this: students thrive in its safe, inclusive environment.

### It's a productive learning environment

Students are encouraged to work hard, making the most of the opportunities available to them. We make sure they have everything they need to succeed and students flourish in this environment.

### We have a dedicated Sixth Form Centre

The Sixth Form block has a large Sixth Form Common Room and a separate Study Centre.

### Excellent range of courses

Our curriculum offers a good mix of A Levels alongside other Level 3 courses. This allows us to cater both for students wanting a traditional, academic curriculum as well as those looking for a more vocational route through Sixth Form.

### Enrichment Opportunities

We have worked hard to offer students an outstanding range of activities, beyond their usual curriculum. Opportunities include:

- Extended Project (EPQ)
- Educational Visits and Expeditions
- Duke of Edinburgh
- Amnesty International
- Accredited Volunteering Awards
- Student Voice
- Leadership opportunities
- Enterprise

### Good record of exam success and student progression to university and other top destinations

Our Sixth Form students achieve excellent A Level results and progress onto some of the top universities/apprenticeships in the UK, with almost 80% securing their first choice destination and 28% of students securing places at Russell Group Universities.

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## A Level and BTEC Reform

Starting in September 2015 the system of A Levels in England and Wales has been undergoing a radical change, with the government replacing the AS/A2 system which has been in existence since 2000. In addition, Level 3 BTECs and many other equivalent courses have also been redesigned. This change has been introduced over the last few years and students starting in September 2019 will be the third cohort to follow all the reformed courses.

### How are the new A Levels different?

They are all fully linear with all A Level examinations taken at the end of two years study.

There is less coursework for A Levels.

Practical Skills in Science subjects are now assessed separately and do not count towards the A Level grade.

### What has not changed?

The standard of A Levels has not changed.

The grading system has remained: A\* - E for A Level.

### What has changed with BTEC Qualifications?

From September 2014 the assessment for BTEC qualifications at Level 3 has also been reformed. All assessment deadlines are now submitted to the exam board for the length of the course and there are strict penalties for students who miss a deadline. Should a student miss an assessment deadline they will be given an additional deadline to complete the work but the maximum they will be able to achieve for the piece of work will be a pass grade. Should a student fail to meet the second deadline they will automatically receive a fail and be removed from the course. This would have serious implications for a student's place in Sixth Form.

In addition, from September 2016, all of the BTEC National qualifications are now 52% externally assessed (either by examination or through externally assessed coursework) and 48% is assessed internally.

### How does this affect the Curriculum at Oakgrove?

At Oakgrove our priority is that students will finish their time with us in the best possible position to move forward to whatever they choose. For many that will mean Higher Education, for others it may be into employment. Increasingly this means universities, other HE providers and employers are looking at a student's "best three" grades and they are no longer interested in a fourth AS Level.

Whatever combinations of subjects our students choose, we believe that they need to maximise their grades across the subjects they will complete in Sixth Form and so we have designed a Level 3 curriculum which will allow them to do that. Students now have more teaching time, dedicated support for their study periods and an extended induction period in year 12.

This means they have the best possible opportunities to ensure they choose the right curriculum offer for them. Most students will complete three Level 3 courses across their two years in Sixth Form, with some completing a fourth if this is appropriate for them.

## Core Curriculum

One of the biggest decisions to make is which courses to follow. At Oakgrove, the core curriculum is based around the excellence of our teaching staff. The courses offered are of a high quality, offering the students studying at Oakgrove the best possible chance of success in their future leading to wider opportunities either in higher education or in the workplace.

The courses planned for September 2020 are:

**Level 3 Courses** (all courses are GCE A Level unless stated):

Art & Design – Art, Craft & Design	History
Art & Design – Photography	Human Biology (BTEC Level 3 Extended Certificate)
Biology	Information Technology (BTEC Level 3 Extended Certificate)
Business	Mathematics
Business (BTEC Level 3 Extended Certificate)	Mathematics GCSE (Level 2)
Chemistry	Media Studies
Drama & Theatre Studies	Physics
Economics	Politics
English Language (Level 2)	Psychology
English Literature	Sociology
Film Studies	Sound Recording (BTEC Level 3 Extended Certificate)
Financial Studies (LIBF Level 3 Diploma)	Sport (BTEC Level 3 Extended Certificate)
French	
Further Mathematics	
Geography	
Health & Social Care (BTEC Level 3 Extended Certificate)	

### HOW MANY SUBJECTS SHOULD I STUDY?

In the Sixth Form nearly all students will study three Level 3 subjects throughout their time in the sixth form – a maximum of one chosen from three of the four Option Blocks.

A few students may elect to pick up a fourth subject, although this is heavily dependent on their suitability for this route.

### ENTRY REQUIREMENTS:

In order to undertake study of any **Level 3 Courses** students will need to have achieved seven 9-4 passes at GCSE or equivalent including at least a Grade 4 in English Language and Mathematics.

In addition to this, many subjects have specific entry requirements which students must meet – these can be found on the subject pages.

Applications from students with non-UK based qualifications will be invited to attend a meeting to discuss their application in more detail.

**NB:** Mathematics and English Language (Foundation Tier) Level 2 GCSE – Any Sixth Form student who **does not** hold a Grade 5 in English Language and Mathematics will need to work towards achieving this level. Subject resources will be available but students will need to work independently to achieve this.

### PROGRESSION INTO YEAR 13:

Please be aware that progression into Year 13 is **not** automatic. All students will be expected to follow at least three Level 3 courses in Year 13.

## Option Blocks

### LEVEL 3 COURSES:

Most students should choose three Level 3 courses. A maximum of one from each block A – D.

A student may wish to select four Level 3 courses (one from each block) and this can be discussed with individuals if required after GCSE results have been confirmed.

Entry requirements = seven 9-4 passes at GCSE or equivalent including a Grade 4 in both English Language and Mathematics plus any subject specific requirements.

Courses will be selected from the blocks shown below; each option block has six hours a week of taught study in year 12.

All courses are subject to viable student numbers and available staffing.

A	B	C	D
Biology	Financial Studies L3 Diploma*	Chemistry	Art and Design – Art, Craft & Design
Business	Geography	Economics	Art and Design – Photography
Chemistry	History	English Literature	Biology
French	Mathematics	Film Studies	Business L3 BTEC*
Health & Social Care L3 BTEC*	Physics	Financial Studies L3 Diploma*	Drama & Theatre Studies
History	Politics	Geography	English Literature
Mathematics	Psychology	IT L3 BTEC*	Further Mathematics
Media Studies	Sound Recording L3 BTEC*	Sport L3 BTEC*	Human Biology L3 BTEC
			Sociology

\*Indicates a Level 3 Equivalent Course

**Please be aware that all courses will run subject to viable numbers and funding constraints.**

#### Course Combinations:

Physics may only be selected alongside Mathematics.

Further Mathematics may only be selected alongside Mathematics.

Students cannot study both Business and Business Level 3 BTEC.

*In the event of a particular course being oversubscribed the school will apply its course oversubscription criteria, a copy of which is available on request.*

## Information, Advice and Guidance on choosing your Level 3 Courses

It is really important that you choose your Level 3 courses with one eye on what you hope to go on to do after completion of Sixth Form.

Students considering University at the end of year 13 must ensure they have considered the entrance requirements for any course that they intend to apply for.

Some common requirements are listed below:

<b>Subject</b>	<b>Required (or useful) A Level Combination</b>
Architecture	Mathematics, Physics, Art
Biology	Chemistry is required by many of the top universities alongside Biology
Computing	Mathematics
Economics	Mathematics is required by many top universities
Engineering	Mathematics, Physics, Further Mathematics
English	English Literature; History and Languages are useful complementary subjects
Geography	Science subjects are often desirable alongside Humanities subjects
Geology	Chemistry
History	Some universities like students to have studied a language, but a good range of academic subjects is important
Medicine, Veterinary Medicine, Dentistry	Chemistry is essential, Biology plus another Science is very important, if not, students must be able to justify the usefulness of their third subject
Law	Traditional academic subjects are valued the most, eg: History, English Literature, Languages, Sciences, Mathematics, Government and Politics. Students must take at least one essay based subject
Primary school teaching	Two national curriculum subjects

**NB:** Where a Science subject is requested, students should understand that this includes: Biology, Chemistry, Physics, Mathematics and Further Mathematics. Some universities may also include Psychology and Geography as well; check individual university requirements to make sure.

### ARE THERE ANY SUBJECTS I SHOULD AVOID?

Most universities are happy for you to study most subjects. However, some of the most competitive universities state in their prospectuses that they prefer students to study one or two more traditional A Level subjects as they feel these better prepare applicants for their courses. This may mean that universities will not accept all subjects and/or A Level equivalent courses in all cases. In particular, students selecting two or more non A Level courses may find that their university choices are restricted.

However, this is becoming less of an issue in the current HE climate and universities want to see students being successful at their chosen courses. Additionally, with an increasingly extensive range of Higher and Degree Apprenticeships available there are many more career-focussed options open to students after Year 13 than ever before. This means students should choose a combination of subjects which they believe they can achieve at.

If you are unsure about the implications of your choices, then please seek advice.



## Enrichment and Volunteering

Alongside the core curriculum, Oakgrove Sixth Form offers its students the opportunity to enrich their studies. These activities form a distinguishing feature of our Sixth Form and we have worked hard to develop an Enrichment Package which includes a variety of activities which will help students to develop new interests and skills such as:

Team work & Leadership

Interpersonal

Enterprise Skills

Communication & Organisation

Artistic/Creative

Community Awareness

We want to make sure that any future applications students make for Higher Education or employment show a diverse range of key skills and experience, to help them stand out from the crowd.

In addition to the activities on offer we have a comprehensive assembly and tutorial programme in place to support students with every element of their Sixth Form studies.

### OPPORTUNITIES FOR STUDENTS:

Below are just a taste of the opportunities that we have offered our Sixth Form students:

- **Extended Project:**

This gives students the opportunity to undertake an independent research project in an area of their choice, resulting in an accredited Level 3 qualification graded from A\* to E (with UCAS points as appropriate). Final projects can be either in the form of an essay based upon an academic investigation, or a creative artefact such as a drama performance or piece of art work.

- **Trips and Visits:**

Some of the International trips we have run in the past include: Berlin, Italy, Morocco, Botswana, Ecuador, Peru, Vietnam & Cambodia, Skiing (Italy, Austria and Switzerland), New York. All of these have run alongside UK based Field Trips (Geography – Epping Forest, Birmingham & Cornwall; Biology – Pembrokeshire).

- **Student Voice:**

The **Sixth Form Council** represents their peers to staff and other students within the school. They are also responsible for organising the Sixth Form Student Body including arranging social events, such as the Sixth Form Summer Ball at the end of the year.

The **Prefect Team** are an important group of people within the whole school, carrying out lunch-duties in the main school area.

**House Captain** (Yr 12) and **Head Student** (Yr 13) are opportunities for students to gain leadership skills.

In addition, we will look for Sixth Form students to get involved in a wide variety of fundraising activities.

- **V50 and V100 Awards:**

The V50 and V100 awards recognise the time students commit, the skills they develop and the difference they make through any volunteering completed.

We expect all Sixth Form students to achieve at least the V50 award before they finish Year 13 and we offer them a number of different opportunities to build up their volunteering hours within school and the wider community. In fact, the majority of our students go on to complete the V100 award which is an excellent addition to UCAS applications and CVs.

- **Duke of Edinburgh Award:**

A leading youth charity, the DofE Award gives all young people the chance to develop skills for work and life, fulfill their potential and have a brighter future.

- **Debating Society**

This gives students the opportunity to practice their public speaking skills and learn how to develop a coherent argument. We debate amongst ourselves as well as competing against other schools.

## Student Care and Guidance

### Mentors:

All the students in the Sixth Form will be assigned a **Learning Mentor**, making their Sixth Form experience fully personalised.

Mentors are responsible for ensuring that all students are fully supported and able to flourish in their chosen courses. They monitor the progress of their students across their subjects and help support them to achieve their potential, both academically and personally.

Mentors work hard to ensure that there is a supportive and encouraging environment for learning. Strong relationships between staff and students are central to the ethos of the Sixth Form where each individual student is respected, nurtured and given **encouragement, understanding and guidance**.

### Parental Support:

Whilst students are becoming young adults and enjoy increasing responsibility and self-sufficiency, parental support still plays a crucial part in the success of Sixth Form students. Oakgrove has always had fantastic parental support. This helps to guide students through their courses and meet coursework deadlines. This strong link means good attendance and punctuality and promotes the standards we would all expect in terms of attitude, behaviour and application. We wish to continue the partnership with parents in assisting students to maximise their potential.

With a subject based Parents' Evening, one written report and four interim reports across each year in the Sixth Form we are committed to offering parents an opportunity to fully support their child's education. In addition we also hold Information Evenings at appropriate times in the year.

These cover issues such as:

- Settling in to Sixth Form.
- Applying to Higher Education Institutions.
- Student Finance.

We also have a Sixth Form Student and Parent Handbook which is issued to all our Sixth Form students and their families. This outlines our policies regarding behaviour and attendance as well as provides an overview of all our courses and their examinations

## Expectations

We expect all our Sixth Formers to be committed to their chosen courses and we ask all our students to sign a copy of Oakgrove School's Sixth Form Agreement. This outlines the high expectations and standards which we expect our students to aspire to. A summary of this is...

**As a Sixth Form student I can expect to be treated as an adult when I act responsibly. I will take personal responsibility for my learning and progress, but can expect to be given support when I experience difficulties or problems. I will set my sights high, I will aspire to achieve for my future and I will work with my teachers and mentor in order to help me achieve my goals**



## Dress Code

At Oakgrove we have a reputation for our students wearing the school uniform and being proud of the excellent school they attend. The uniform represents the school in and around the local community. In the Sixth Form we do not expect students to wear a uniform, however, it is expected that students will be well presented and dress in an appropriate way to attend school. Students are free to express themselves whilst at the same time taking their studies seriously by dressing appropriately.

Students who dress inappropriately will be sent home to change.

Whilst there will be a degree of flexibility there are some items which will not be considered appropriate. These include: any ripped denim, sports shorts, jogging bottoms, strappy or low-cut tops, T-Shirts with offensive writing/logos, over the knee boots or very short skirts/dresses/shorts. Hair colour(s) should be natural and styles should not be extreme. This list is not exhaustive and individual judgements may be made about the dress or appearance of students by members of the Sixth Form Team or Senior Leadership Team.

## Careers Guidance and Work Experience

### Careers Guidance:

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives.

Sixth Form students at Oakgrove will receive Careers Education and Guidance as part of the [tutorial programme](#) and in conjunction with their Mentor. Guest speakers will regularly take part in assemblies giving students the opportunity to explore a range of career options and Mentors will support students, where appropriate, in completing their UCAS applications. In addition, the Sixth Form has a dedicated full time member of staff available to support students and offer one to one guidance interviews during Year 12 and Year 13. The Study Centre hosts a range of resources including books, magazines, leaflets and prospectuses.

Through Information Evenings and events staged throughout Year 12 and 13, students will be able to make informed decisions about Higher Education, Gap Years or entry into the world of work.

### Work Experience:

There will be opportunities for students to attend planned work experience placements relevant to their career aspirations throughout Sixth Form (a period of time in the summer term of year 12 is also set aside for work experience opportunities). Students will need to research the careers they are interested in as many future career areas are highly competitive and require relevant work experience.

At this time it will also be possible for students to attend a range of university open days.

## Subject Pages

At Oakgrove School we offer students the opportunity to study with first class teachers and first class resources. The following pages provide an overview of the courses being offered. Clearly before decisions can be made as to which subjects will be pursued, students should consider speaking to their subject teachers to discuss the courses further.

It is very important to us that students make the right decisions and that they go on to be happy and successful on the courses they have chosen. [All our courses are Level 3 courses and all are GCE A Levels unless otherwise stated:](#)

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## Art, Craft and Design

**Course Title:** GCE A LEVEL ART AND DESIGN (ART, CRAFT AND DESIGN)

This is a broad-based course that provides flexibility in content and approach. Learners can choose this option if they want to explore and create work associated with more than one endorsed title. Learners opting for Art, Craft and Design explore practical and critical/contextual work through a range of 2D and/or 3D processes and media throughout the earlier stages of their personal investigation and must include evidence of working with processes and media associated with more than one title in their submission. The final resolution of their exploratory work can either be selected from 2D and/or 3D processes and media associated with a single endorsed title or a combination of disciplines from more than one endorsed title.

### ASSESSMENT:

#### **Component 1 (internally assessed):**

The Personal Investigation consists of two integrated constituent parts: 1. a major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance; 2. an extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology. Both the practical/theoretical work and the written element will be assessed together using the assessment objectives. Learners will be required to select, evaluate and present their work for assessment. The Personal Investigation will be determined by the learner and teacher, assessed by the teacher and externally moderated. No time limit: duration to be determined by the centre.

#### **Component 2:**

The Externally Set Assignment consists of two parts: Part 1: Preparatory study period The externally set assignment materials are to be released to learners from 1 February (in the second year of the course) and will consist of a series of visual and written stimuli, which are to be presented to the learner at the start of the preparatory study period. One of the stimuli is to be selected by the learner and used as a starting point from which to elicit a personal response. Responses are developed during the preparatory study period. They should take the form of critical, practical and theoretical preparatory work/supporting studies which inform the resolution of ideas in the 15 hours sustained focus study. The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the learner. The preparatory study period may commence on or after 1 February. The preparatory study period finishes upon commencement of the sustained focus work. Start and finish dates of the preparatory study period to be determined by the centre, taking into account the May deadline for the submission of internally assessed marks to WJEC. Part 2: 15 hour period of sustained focus work. The resolution of learners' ideas from the preparatory work must be completed during the designated 15 hours and they must show how their planning relates to the outcome/s. The period of sustained focus work must be completed under supervised conditions. Centres determine the scheduling of the supervised sustained focus sessions, taking into account the May deadline for the submission of internally assessed marks to WJEC. Both the preparatory work and sustained focus work will be assessed together, using the assessment objectives. Learners will be required to select, evaluate and present their work for assessment. The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated.

### WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

#### **Entry requirements:**

Grade C or a 4 in GCSE Art, Graphic Design, Photography or other specialised creative subject or equivalent BTEC pass.

#### **Further information:**

See Mrs Carel for further information or if you have any questions.

# Art & Design: Photography

**Course Title:** EDUQAS GCE A LEVEL ART AND DESIGN (PHOTOGRAPHY)

Photography A Level will introduce you to a variety of experiences exploring a range of photographic media, techniques and processes. You may use traditional methods and/or digital techniques. Researching the work of other photographers and artists is an integral part of the investigating and making process. You will produce a sketchbook/workbook/journal to underpin your work, documenting your research and recording the development of your own work. You should be able to express ideas and link your intentions to outcomes in a confident and assured manner.

**You will work in the following areas:**

**Digital Photography, Photoshop, Basic Dark Rooms Techniques, Photograms, Pin-hole cameras, Photoshoots, Trips and Visits.**

Students should be aware of the four assessment objectives to be demonstrated in the context of the content and skills presented. They should be aware of the importance of process as well as product.

- |                                |  |
|--------------------------------|--|
| <b>Assessment Objective 1:</b> | Develop ideas through sustained focused contextual investigation |
| <b>Assessment Objective 2:</b> | Explore and select appropriate materials                         |
| <b>Assessment Objective 3:</b> | Observational Drawing, Photography and contextual context        |
| <b>Assessment Objective 4:</b> | Present a meaningful and personal response                       |

## ASSESSMENT:

### Component 1 (internally assessed):

Foundation Project – Photography skills and techniques. Using an SLR camera  
Basic Dark room understanding of pin- hole cameras and Photograms.

Understanding and Using:

- |  |                      |                         |
|--|----------------------|-------------------------|
| ● Adobe Creative Suite                             | ● Traditional Media  | ● Digital Camera Skills |
| ● Time-Based Media                                 | ● Drawing skills     | ● Image manipulation    |
| ● 2D/3D/ Time-based problem solving                | ● Contextual Studies | ● Digital Illustration  |
| ● Digital Arts Materials, Techniques and Processes | ● Research skills    | ● Visual language       |

### Component 2:

Personal investigation – a practical investigation supported by written material of 2000 words.

Students are required to conduct a practical investigation, into an idea, issue, concept or theme supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

Weighting = 60% of A Level marks

### Component 3 (Externally Set Assignment):

- Preparatory period (from 1<sup>st</sup> February in year 13) – Following receipt of the paper, students should consider the starting points and select one. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes.
- Supervised Time (15 hours) – Following the preparatory period, students must complete 15 hours of unaided, supervised time.

Weighting = 40% of A Level marks.

## WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

Studying this course could lead to a variety of further education including: ABC L3/4 Foundation Diploma in Art, Design & Media, HNC/D Photography, HNC/D Graphic Design, HNC/D Media, BA (Hons). Apprenticeships - Future employment opportunities include: Advertising, Photography, Illustration, Retouching, Fine Art, Artist, 3D designer, Textile Designer, Graphic Designer, Teacher, Art Therapist, Set Designer, Interior Designer, Web Designer, Computer Games Designer, Fashion/make-up artist or Shoe designer. In fact this course is well suited to anyone wanting to work within film, media or any other creative industry.

### Entry requirements:

Grade C or a 4 in GCSE Art, Graphic Design, Photography, Media or TLM or equivalent BTEC pass.

### Further information:

See Mrs Barnett-Vincent for further information or if you have any questions.

# Biology

Course Title: OCR GCE A LEVEL BIOLOGY A

**Students will study for three examined components, Biological Processes, Biological Diversity and Unified Biology. The fourth component is the Practical Endorsement in Biology and is reported separately.**

**Unit 1: Development of practical skills in biology.**

**Unit 2: Foundations in Biology** includes: cell structure; biological molecules; nucleotides and nucleic acids; enzymes; biological membranes; cell division, cell diversity and cellular organisation.

**Unit 3: Exchange and transport in plants and animals** includes: exchange surfaces; transport in animals and transport in plants.

**Unit 4: Biodiversity, evolution and disease** includes: communicable diseases, disease prevention and the immune system; classification and evolution; and Biodiversity.

**Unit 5: Communications, homeostasis and energy** includes: communication and homeostasis; excretion as an example of homeostatic control; neuronal communication; hormonal communication; plant and animal responses; photosynthesis and respiration.

**Unit 6: Genetics, evolution and ecosystems** includes: cellular control; patterns of inheritance; manipulating genomes; cloning and biotechnology; ecosystems; populations and sustainability.

## ASSESSMENT:

**Biological processes** is a written exam covering units 1, 2, 3 and 5 (2 hours 15 minutes).

Weighting = 37% of A Level marks.

**Biological diversity** is a written exam on units 1, 2, 4 and 6 (2 hours 15 minutes).

Weighting = 37% of A Level marks.

**Unified biology** is a written exam on all units (1 hour 30 minutes).

Weighting = 26% of A Level marks.

**Practical endorsement in Biology** is internally assessed (throughout the whole course within lessons).

Performance is reported separately to the A Level grade as either a pass or fail.

## WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

Pursuing a career in Biology can be immensely rewarding and exciting. Studying Biology teaches you to ask questions, make observations, evaluate evidence, and solve problems. There are many career paths you can follow as a biologist, including these: Medicine and Health Care, Veterinary Science and Animal Welfare, Biotechnology, Research, Environmental Management and Conservation, Education, and Forensic Science.

## ENTRY REQUIREMENTS:

Grade 6 in GCSE Synergy **OR** Trilogy Science **OR** Biology **AND** a Grade 6 in GCSE Mathematics.

## FURTHER INFORMATION:

See Mr Dodd for further information or if you have any questions.

# Business

**Course Title: AQA GCE A LEVEL IN BUSINESS**

Students will study 10 topics and sit 3 examinations.

## YEAR 12

Topic 1 – What is business?

Topic 2 – Managers, leadership and decision making

Topic 3 – Decision making to improve marketing performance

Topic 4 – Decision making to improve operational performance

Topic 5 – Decision making to improve financial performance

Topic 6 – Decision making to improve human resource performance

## YEAR 13

Topic 7 – Analysing the strategic position of a business

Topic 8 – Choosing the strategic direction

Topic 9 – Strategic methods: how to pursue strategies

Topic 10 – Managing strategic change

## ASSESSMENT:

**Paper 1** is assessed through an external exam which is composed of multiple choice questions, short answer questions and 2 essay questions,

Weighting = 33.33% of the total marks.

**Paper 2** is assessed through an external exam which is composed of three data response questions composed of 3 or 4 part questions

Weighting = 33.33% of the total marks.

**Paper 3** is assessed through an external exam which is composed of one compulsory case study followed by 6 questions

Weighting = 33.33 % of the total marks.

## WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

Business Studies by its very nature develops in students the broad and varied skills base, increasingly sought by employers.

This course will be useful for those considering entering employment or continuing onto university. University courses that this courses lends itself to include Business, Economics, Accountancy, Management, Marketing, etc.

## ENTRY REQUIREMENTS:

Grade 5 in English Language or English Lit. It is strongly advised that if students have studied Business GCSE that they should achieve at least a grade 5..

## FURTHER INFORMATION:

See Mrs Gorman or Mr Southgate for further information or if you have any questions.

## Business BTEC

### Course Title: PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN BUSINESS

Students will study for two externally assessed units and two internally assessed units.

#### **Unit 1: Exploring Business.**

In this introductory unit, learners study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive. The assessment for this unit is through internally marked assignments which are externally moderated.

#### **Unit 2: Developing a Marketing Campaign.**

Learners will gain skills relating to, and an understanding of, how a marketing campaign is developed. Assessment is through an externally set and marked assignment. The assessment is completed under supervised conditions in a given amount of time.

#### **Unit 3: Personal and Business Finance.**

Learners study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information. This unit is assessed through an external exam.

#### **Unit 8: Recruitment and Selection Process.**

Learners explore how the recruitment process is carried out in a business. The unit gives learners the opportunity to participate in selection interviews and review their performance.

### ASSESSMENT:

Unit 1 is internally assessed.

Weighting = 25% of the total marks.

Unit 2 is an externally assessed assignment.

Weighting = 25% of the total marks.

Unit 3 is a written exam.

Weighting = 33 1/3 % of the total marks.

Unit 8 is internally assessed.

Weighting = 16 2/3% of the total marks.

### WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

Students following this course develop the knowledge, skills and understanding relevant to a broad range of vocational areas. The course would allow students to prepare for further study or employment in a wide range of occupations.

### ENTRY REQUIREMENTS:

N/A

### FURTHER INFORMATION:

See Mr Southgate or Mrs Gorman for further information or if you have any questions.

# Chemistry

Course Title: OCR GCE A LEVEL IN CHEMISTRY A

**Students will study for three examined components; Periodic Table, Elements and Physical Chemistry; Synthesis and Analytic Techniques and Unified Chemistry. The fourth component is the Practical Endorsement in Chemistry and is reported separately. The three examined components are made up of the following modules, which are taught over the two year course.**

**Module 1: Development of practical skills in chemistry** - includes: Planning; Implementing; Analysis; Evaluation; Practical skills; Use of apparatus and techniques.

**Module 2 - Foundations in chemistry** - includes: Atoms structure and isotopes; Compounds, formulae and equations; Amount of substance; Acids; Redox; Electron structure; Bonding and structure.

**Module 3 - Periodic table and energy** - includes: Periodicity; Group 2; The halogens; Qualitative analysis; Enthalpy changes; Reaction rates; Chemical equilibrium.

**Module 4 - Core organic chemistry** - includes: Basic concepts of organic chemistry; Alkanes; Alkenes; Alcohols; Haloalkanes; Organic synthesis.

**Module 5 - Physical chemistry and transition elements** - includes: How fast?; How far?; Acids, bases and buffers; Lattice enthalpy; Enthalpy and entropy; Redox and electrode potentials; Transition elements; Qualitative analysis.

**Module 6 - Organic chemistry and analysis** - include: Aromatic compounds; Carbonyl compounds; Carboxylic acids and esters; Amines; Amino acids, amides and chirality; Polyesters and polyamides; Carbon-carbon bond formation; Organic synthesis; Chromatography and qualitative analysis; Spectroscopy.

## ASSESSMENT:

**Paper 1: Periodic Table, Elements and Physical Chemistry** is a written examination covering units 1, 2, 3 and 5 (2 hours 15 minutes). Weighting = 37% of A Level marks.

**Paper 2: Synthesis and Analytic Techniques** is a written examination covering units 1, 2, 4 and 6 (2 hours 15 minutes). Weighting = 37% of A Level marks.

**Paper 3: Unified Chemistry** is a written examination on all units (1 hour 30 minutes). Weighting = 26% of A Level marks.

**Practical endorsement in Chemistry** is internally assessed (throughout the whole course within lessons). Performance is reported separately to the A Level grade as either a pass or fail.

## WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

Chemistry enables you to view the world in a different way. The materials that we are familiar with in our everyday lives are composed of 100 or so chemical building blocks – the elements. The properties of the elements and their compounds have been investigated, understood and used for generations for the good of humanity. By studying chemistry you will engage with this process of investigation and will understand our world at a more fundamental level. It will also give you the tools to work as a responsible global citizen in areas such as medicine, engineering, material science, environmental chemistry, manufacturing and textiles.

## ENTRY REQUIREMENTS:

Grade 6 in GCSE Synergy **OR** Trilogy Science **OR** Chemistry **AND** a Grade 6 in GCSE Mathematics.

## FURTHER INFORMATION:

See Miss Beagley for further information or if you have any questions.

# Drama & Theatre Studies

Course Title: EDEXCEL GCE A LEVEL DRAMA AND THEATRE

The first component takes the form of a practical group project evidenced by a portfolio of written notes. In addition, students will study for two examined units, one practical and one written exam.

## Unit 1: Devising.

Devising and performing an original piece, based upon a section from a text and influenced by the work of a practitioner.  
Portfolio of written notes [3000 words]  
Assessed internally – moderated by exam board

## Unit 2: Text in Performance.

Teacher directed group performance from a text, influenced by the work of a practitioner.  
Performance of a monologue/duologue from an extract from a second text.  
Written statement of intentions.  
Assessed by visiting examiner

## Unit 3: Theatre Makers in Practice.

Review of live performance - 500 words notes to be taken into exam.  
Study of **two** complete set texts.

Page to stage realisation from a set text - 2 x questions explaining how an unseen extract from **one** text could be interpreted in performance; responses are written from the point of view of a performer and designer.

Interpretation of **one** complete text in light of a second practitioner for performance to a contemporary audience; their response from the point of view of a director.

## ASSESSMENT:

**Component 1** is internally assessed.

Weighting = 40% of A Level marks.

**Component 2** is a practical exam.

Weighting = 20% of A Level marks.

**Component 3** is a written exam (2 hours 30 minutes).

Weighting = 40% of A Level marks.

## WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

Drama teaches a unique combination of skills which are applicable universally to future careers. The subject develops the ability to work alongside others in a creative environment as well as providing opportunities to form and articulate opinions that can be clearly, concisely and confidently communicated in a range of ways. Students are required to carry out detailed independent research which is essential to developing skills for study at degree level. In doing so, they develop a well-informed knowledge of the social, cultural, political and historical influences on theatre practice over time.

## ENTRY REQUIREMENTS:

Grade 4 in GCSE Drama - although consideration may be given to students who did not take Drama GCSE, but can demonstrate significant experience of extra-curricular Drama. Students also require a strong written ability given the requirements of the exam and written portfolio.

## FURTHER INFORMATION:

Please see the Drama subject page on the school website, or speak to a member of the Drama department, should you require any further information about the course or its delivery.

# Economics

## Course Title: EDEXCEL GCE A LEVEL ECONOMICS A

Students will study four units and sit three examinations.

### **Theme 1: Introduction to markets and market failure**

Students will develop an understanding of the basic economic problem, the role of entrepreneurs, markets and credit in an economy, how markets fail and government intervention.

### **Theme 2: The Wider Economic Environment.**

This theme focuses on macroeconomic concepts. Students will develop an understanding of measures of economic performance, aggregate demand, aggregate supply, national income, economic growth and macroeconomic objectives and policy.

### **Theme 3: Business behaviour and the labour market**

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics

### **Theme 4: A Global Perspective**

This unit develops the concepts introduced in unit 2. and applies these concepts in a global context.

## ASSESSMENT:

**Paper one assesses microeconomics with questions drawn from themes 1 and 3. The paper is composed of multiple choice, short answer questions, a data response question and one open response question.** Weighting = 35% of A Level marks.

**Paper two assesses macroeconomics with questions drawn from themes 2 and 4. The paper is composed of multiple choice, short answer questions, a data response question and one open response question.** Weighting = 35% of A Level marks.

**Paper three assesses all 4 themes. The paper is comprised of 2 sections. Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two** Weighting = 30% of A Level marks

## WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

You should choose this subject if you are interested in furthering your knowledge about the management of the economy as well as gaining an understanding of the workings of a business. The course would be of interest to anyone who is considering a career in the areas of finance, marketing, public sector, accountancy or is contemplating starting their own business.

## ENTRY REQUIREMENTS:

Grade 5 in GCSE English Language **AND** a Grade 5 in GCSE Mathematics. Students who have studied GCSE Business are strongly advised that they should have achieved at least a grade 5..

## FURTHER INFORMATION:

See Mrs Gorman or Mr Southgate for more information. Additional information is available from the Edexcel website.

# English Language GCSE

Course Title: AQA GCSE ENGLISH LANGUAGE

This course will give students the opportunity to develop their understanding of the writer's craft, looking at a range of texts from different time periods, both fiction and non-fiction. Students will also develop their written communication skills, using language effectively and imaginatively.

Students will be assessed on both their reading and writing skills.

This course involves students completing two examinations which can be sat in November and/ or June of the same academic year, as required. There are no tiers of assessment and all students will have the opportunity to gain grades from 5-9, with 5 being the equivalent of a high 'C' grade.

There is no controlled assessment or coursework element on this course.

## ASSESSMENT:

### **Paper 1: Explorations in Creative Reading and Writing**

Written Examination (1 hour 45 minutes)

Section A: Reading 20th or 21st Century Literary Fiction

Section B: Descriptive or Narrative writing

Weighting = 50% of the total GCSE marks

### **Paper 2: Writers' Viewpoints and Perspectives**

Written Examination (1 hour 45 minutes)

Section A: Reading 19th, 20th or 21st Century Non-Fiction Prose

Section B: Writing to present a viewpoint

Weighting = 50% of the total GCSE marks

## WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

GCSE English Language is essential for many Higher Education courses and some employers will ask that their employees have at least a Grade 5 in GCSE English, even if the job is not directly linked to English. In addition, all students will require competent skills in reading and writing, in order to be successful in the real world, after they leave school.

**Any Sixth Form student who does not hold at least a Grade 5 in GCSE English Language will need to select this option alongside their three Level 3 Courses.**

## ENTRY REQUIREMENTS:

N/A.

## FURTHER INFORMATION:

See Miss Warner or Miss Day for further information or if you have any questions.

# English Literature

**Course Title:** AQA GCE A LEVEL ENGLISH LITERATURE

Students will study for two examined units and one extended essay which encompasses a range of literary forms and genres, from a range of different historical and social contexts. Students should also be prepared by reading widely and independently in the topic area and from the suggested reading list which includes a variety of authors and time periods.

## **Unit 1: Love Through The Ages:**

The aim of this topic area is to encourage students to explore aspects of a central literary theme as seen over time, using unseen material and set texts.

## **Unit 2: Texts in Shared Contexts:**

The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time.

## **Unit 3: Independent Critical Study:**

In 'Texts Across Time', students write a comparative critical study of two texts and provide a bibliography of their critical research.

## **ASSESSMENT:**

**Unit 1** is a written examination (3 hours) – Section C is open book.

Weighting = 40% of A Level marks.

**Unit 2** is a written examination (2 hours 30 minutes) – All sections are open book.

Weighting = 40% of A Level marks.

**Unit 3** is an internally assessed extended essay and bibliography.

Weighting = 20% of A Level marks.

## **WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:**

A Level English Literature will provide students with an opportunity to articulate creative, informed and relevant responses to a range of literary texts, genres and writers. Students will be able to demonstrate detailed critical understanding in analysing the ways in which structure, form and language shape meaning in literary texts and develop their own opinions and interpretations. They will gain an insight into their own literary heritage through the social and historical contexts depicted in texts and be given an opportunity to explore connections and comparisons between them. In addition, the course will encourage and support students in the development and refinement of their own writing skills, both creative and analytical. This course is ideal for students wishing to pursue a career in journalism, advertising, publishing, marketing, public relations, law, medicine and education.

## **ENTRY REQUIREMENTS:**

Grade 5 in GCSE English Language **AND** a Grade 5 in GCSE English Literature.

## **FURTHER INFORMATION:**

See Mrs Troughton for more information or if you have any questions.

## Film Studies

**Course Title:** OCR GCE A LEVEL FILM STUDIES

Students will study for two components that are externally assessed and one non-examined assessment (NEA) that will be externally moderated.

### **Unit 1: Film History**

Students will study film form in US cinema from the Silent Era to 1990 and European cinema history. For the US cinema section, students will be required to study three set films (one from the Silent Era, one from 1930-1960 and one from 1961-1990). For the European cinema history section, students will be required to study two set films from two major European film movements or stylistic development (e.g. German expressionism, French new wave etc...)

### **Unit 2: Critical Approaches to Film**

This unit includes three sub-topics – contemporary British and US film, documentary and ideology. For the contemporary British and US film topic, students will be required to study and compare two contemporary set films (one British, one American). For the documentary topic, students will study one set film. And finally, for the ideology topic, students will study three set films with a common theme – one will be a US independent film, one will be an English language but non-US film and the other will be a foreign language film (non-European).

### **Unit 3: Making a Short Film**

Students will study a selection of short films (fictional and experimental) in preparation for the development of their own short film (fictional or experimental). Students will also undertake an evaluation of their work in relation to the films studied.

### **ASSESSMENT:**

**Unit 1** is a written examination (2 hours).

Weighting = 35% of A Level marks.

**Unit 2** is a written examination (2 hours).

Weighting = 35% of A Level marks.

**Unit 3:** is internally assessed (a practical assignment and an evaluation).

Weighting = 30% of A Level marks.

### **WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:**

The Film Studies A-Level allows students to develop core academic skills valued by HE institutions. Students will develop analytical and discursive writing skills, become confident readers of film in terms of key concepts such as narrative, genre and representation and student will also be able to develop key evaluative skills. The qualification encourages students to embrace film as both an art form and a medium of communication. The A-Level can lead to a variety of university and college courses.

### **ENTRY REQUIREMENTS:**

Grade 4 in English Language or Literature **OR** a Grade 4 in Film Studies.

### **FURTHER INFORMATION:**

See Miss Walker for more information or if you have any questions.

## Financial Studies

**Course Title:** LIBF LEVEL 3 DIPLOMA IN FINANCIAL STUDIES

The London Institute of Banking and Finance are a university college that exists to advance banking and finance by providing outstanding education and thinking, tailored to the needs of individuals, business and society. Their Level 3 DipFS is equivalent to an A Level or Pearson BTEC Level 3 National Extended Certificate.

### **Unit 1: Financial Capability for the Immediate and Short Term**

This unit highlights the importance of financial capability in meeting immediate and short-term financial needs introducing students to the financial services industry. Students will gain an understanding of cash flow through balancing income against expenditure. They will gain an appreciation of the differentiation of financial products for savings and the key features of interest and charges on borrowing.

### **Unit 2: Financial Capability for the Medium and Long Term**

This unit highlights the importance of planning for the medium and long term with particular reference to the need to budget for future aspirations and life events. It introduces students to the features of risks and reward in managing personal finances. Students will understand the features of different types of financial services products and how to make informed choices about these products. They will also gain an understanding of the differentiation of financial products for investment and borrowing and the charges attached to them.

### **Unit 3: Sustainability of an Individual's Finances**

This unit highlights the importance of financial sustainability for the individual. Students will understand the key external financial factors that influence financial performance and the impact this has on them as a consumer. They will understand the importance of and be able to monitor budgets and adapt financial plans to meet changing circumstances in order to maintain financial sustainability and avoid long term debt.

### **Unit 4: Sustainability of the Financial Services System**

This unit explores the financial services system and looks at how financial services providers work and compete with one another, their priorities and responses to external influences in maintaining financial sustainability.

### **ASSESSMENT:**

All Units are made up of two components, the first is a multiple choice online assessment (worth 35% of the Unit) and the second is a written paper based on a pre-release case study requiring essay responses (worth 65% of the Unit with 5% of these marks awarded for spelling, punctuation and grammar).

Unit 1: Weighting = 23.75% of the total marks

Unit 2: Weighting = 23.75% of the total marks

Unit 3: Weighting = 26.25% of the total marks

Unit 4: Weighting = 26.25% of the total marks

### **WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:**

These qualifications can be of great benefit to those who wish to enter employment directly from school, and are interested in a finance related career. The qualifications provide a thorough grounding in: money and financial management, financial products and tools and the workings of the financial services industry in general. These qualifications are also designed to provide a route to higher education and to a career in financial services.

### **ENTRY REQUIREMENTS:**

N/A

### **FURTHER INFORMATION:**

See Mrs Merali for more information.

## French

**Course Title:** AQA GCE A LEVEL FRENCH

Students will study for three examinations based on social issues and trends in France and politics and the arts in France. Students study a film (*La Haine*) and a book (*Un sac de billes*.)

### **Unit 1: Social issues and trends**

Students study a variety of social issues and trends in France using a range of sources, including material from online media. Topics include 'The changing nature of the family,' 'Technology,' 'The place of voluntary work,' 'Positive features of a diverse society,' 'Life for the marginalized' and 'How criminals are treated.'

### **Unit 2: Political and artistic culture**

Students study a variety of topics relating to France's political and artistic culture. These topics include: 'A culture proud of its heritage,' 'Contemporary francophone music,' 'Cinema: the 7<sup>th</sup> art form,' 'Teenagers, the right to vote and political commitment,' 'Demonstrations, strikes – who holds the power?' and 'Politics and Immigration.' Students study a film in Year 12 (*La Haine*, by Mathieu Kassovitz, 1995) and a novel in Year 13 (*Un Sac de billes* by Joseph Joffo.) They must appreciate, analyse and be able to respond critically in French to the works they have studied. Students also develop research skills in French, demonstrating the ability to initiate and conduct individual research on a subject of personal interest, relating to the country or countries where French is spoken for the oral exam (Paper 3.)

### **ASSESSMENT:**

**Paper 1** is a Listening, Reading and Writing exam (2 hours and 30 minutes).

Weighting = 50% of A Level marks.

**Paper 2** is a Writing exam (2 hours).

Weighting = 20% of A Level marks.

**Paper 3** is a Speaking exam (21 – 23 minutes).

Weighting = 30% of A Level marks.

### **WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:**

Owing to the academic rigour of A Level language study, French is highly regarded by the Russell Group of leading universities for a variety of degree courses, from Law to Medicine. Studying languages makes students stand out in an increasingly competitive world, and enhances job prospects and earning potential.

### **ENTRY REQUIREMENTS:**

Grade 6 in GCSE French.

### **FURTHER INFORMATION:**

See Mrs Johnston for further information or if you have any questions.

## Further Mathematics

**Course Title:** GCE AQA A LEVEL FURTHER MATHEMATICS

### Overarching themes

**Students will develop the following overarching knowledge and skills throughout the A Level course**

Mathematical Argument, Language and Proof  
Mathematical Problem Solving  
Mathematical Modelling

### Topics studied

**The following topics will be studied in A Level Further Mathematics:**

#### **Core:**

Proof  
Complex Numbers  
Matrices  
Further Algebra and Functions  
Further Calculus  
Further Vectors  
Polar Coordinates  
Hyperbolic Functions  
Differential Equations  
Numerical Method

#### **Applied:**

Discrete Random Variables (DRV's) and Expectation  
Poisson Distribution Type I and Type II Errors  
Continuous Random Variables (CRV's)  
Chi squared Tests for Association  
Exponential Distribution  
Inference – one sample  $t$ -distribution  
Confidence Intervals  
Graphs  
Networks  
Network Flows  
Linear Programming  
Critical Path Analysis  
Game Theory for Zero-Sum Games  
Binary Operations and Group Theory

### ASSESSMENT:

**Paper 1** is a written exam assessing the Core content (2 hours).

Weighting = 33⅓% of A Level marks.

**Paper 2** is a written exam assessing the Core content (2 hours).

Weighting = 33⅓% of A Level marks.

**Paper 3** is a written exam assessing the Applied content (2 hours).

Weighting = 33⅓% of A Level marks.

### WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

Any student planning to take a Mathematics-rich degree (this covers a very wide range of academic areas - Engineering, Sciences, Computing, Finance/Economics, etc, as well as Mathematics itself) will benefit enormously from taking Further Mathematics. By studying Further Mathematics students distinguish themselves as able mathematicians with highly sought after skills for university and the employment market.

### ENTRY REQUIREMENTS:

Grade 7 in GCSE Mathematics **AND** must study A Level Mathematics.

### FURTHER INFORMATION:

See Mrs Clark or Mrs Stephenson for more information.

# Geography

## Course Title: EDEXCEL GCE A LEVEL GEOGRAPHY

Students will study for 3 examined units. The fourth unit is an independent research project.

**Unit 1:** Topics covered in this examination are Tectonic Processes and Hazards, Coastal Landscapes and Change and The Carbon Cycle and Energy Security. The examination may include short open, open response and resource-linked questions. The examination includes 12 mark and 20 mark extended writing questions. Calculators may be used.

**Unit 2:** Topics covered in this examination are Globalisation, Diverse Places and Migration, Identity and Sovereignty. The examination may include short open, open response and resource-linked questions. The examination includes 12 mark and 20 mark extended writing questions. Calculators may be used.

**Unit 3:** The specification contains three synoptic themes within the compulsory content areas:

*Players*

*Attitudes and actions*

*Futures and uncertainties.*

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

**Unit 4 – Independent Investigation:** Students define a question or issue for investigation, relating to the compulsory or optional content. The topic may relate to any aspect of Geography contained within the specification. The student's investigation will incorporate fieldwork data (collected individually or as part of a group) and own research and/or secondary data. The fieldwork, which forms the focus and context of the individual investigation, may be human, physical or integrated physical-human. The investigation will take the form of a piece of coursework between 3000-4000 words and will be completed in year 13.

### ASSESSMENT:

**Paper 1** (physical) is a written exam (2 hours and 15 minutes). Weighting = 30% of A Level marks.

**Paper 2** (human) is a written exam (2 hours and 15 minutes). Weighting = 30% of A Level marks.

**Paper 3** (synoptic) is a written exam (2 hours 15 minutes). Weighting = 20% of A Level marks.

**Unit 4** is coursework – an Independent Investigation. Weighting = 20% of A Level marks.

### WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

Geography is highly valued by universities as an A Level choice. The Russell Group report published in 2011 names geography as one of the eight facilitating subjects. This is a subject most likely to be required or preferred for entry to degree courses and choosing facilitating subjects will keep more options open to you at university.

Geography combines well with both arts and science subjects. You may already be thinking ahead to potential university and career choices so it is worth bearing in mind that geography is a broad based subject that really fits well for your future progression. For example, for careers in sustainability and green issues, urban regeneration, energy supply, retail location, managing the effects of hazards and climate change, geography is an obvious choice.

For careers in the world of business, an understanding of global economics forms an important part of geography. If you are thinking of a career in law, human rights, international relations or welfare then geography gives you the opportunity to consider relevant issues such as; How do we measure development? What are the consequences of migration on societies?

### ENTRY REQUIREMENTS:

Grade 6 in a Humanities subject (Geography, History, Sociology or RE).

### FURTHER INFORMATION:

Students have to complete 4 compulsory days of fieldwork for their A-Level Geography qualification. This fieldwork will be used in both unit 1 and 2 which are examined units, as well as their independent investigation (NEA), which accounts for 20% of the final grade awarded. The Oakgrove Geography Department organise fieldwork through the FSC (Field Study Council) to Somerset. This will be based in Nettlecombe Court and each day will be visiting different fieldwork locations linked to elements of the specification being covered. The FSC is a specialised organisation that focuses on the fieldwork elements of all the new A-level specifications. They have tailor made their days to ensure students receive the highest quality experience which links directly to their course and its requirements. Please be aware that the cost of this trip is around £400-£450.

**See Mrs Catmur-Oxtoby for further information or if you have any questions.**

## Health & Social Care

**Course Title:** PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN HEALTH & SOCIAL CARE

Students will study for two externally examined units and two internally assessed units.

### **Unit 1: Human Lifespan Development.**

Learners cover physical, intellectual, emotional and social development across the human lifespan, and the factors affecting development and the effects of ageing. This unit aims to enable learners to develop a knowledge base for working with people in the health and social care sector covering every stage of life focusing on:

- Human growth and development
- Health and wellbeing
- Self esteem
- Psychological factors

### **Unit 2: Working in Health and Social Care.**

Learners focus on the principles and practicalities that underpin meeting individuals' care and support needs, which are the foundation of all the care disciplines and the responsibilities and requirements for working in a health and social care sector.

### **Unit 5: Meeting Individual Care and Support Needs.**

This unit will enable learners to understand the principles behind providing quality care and support. In this unit students will learn about: ethical issues, values, principles of meeting care and support needs, care and health services and multi-agency working

### **Unit 11: Psychological Perspectives**

This unit will focus on how different psychological theories can be used to underpin a person's behaviour and mental processes for instance, we examine Pavlov's theories of classical conditioning.

### **ASSESSMENT:**

Unit 1 is internally assessed.

Weighting = 25% of the total marks.

Unit 2 is a written examination (1 hour 30 minutes)

Weighting = 33½% of the total marks.

Unit 5 is a written examination (1 hour 30 minutes)

Weighting = 25% of the total marks.

Additional Unit is internally assessed

Weighting = 16½% of the total marks.

### **WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:**

The BTEC Nationals in Health and Social Care provide much of the underpinning knowledge for the National Occupational Standards in Health and Social Care/Health and consequently act as a robust introduction to both sectors. They prepare learners for employment in the sectors or for higher education.

This qualification is particularly good for progression onto Higher Education for Nursing, Social Work, and other health related or caring careers. The course content complements both Psychology and Sociology A Levels.

### **ENTRY REQUIREMENTS:**

N/A

### **FURTHER INFORMATION:**

Speak to Mrs Harriott or Mrs Shepherd for more information or visit the Edexcel website for more information.

# History

**Course Title:** AQA GCE A LEVEL HISTORY

Students will study for two examined units, a breadth study and a depth study. The third unit is a personal study.

## **Unit 1: The Quest for Political Stability: Germany, 1871 – 1991.**

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period. It provides students the opportunity to gain a grasp of major developments in the government of Germany and to consider the trends in political authority. Alongside considering the politics of the country, students are also able to explore areas like the extent of social change throughout the period. They will be encouraged to look at groups like the aristocracy or working class and asked to consider how their role in society changed from the point of Germany's unification onwards. Through the study of History students gain the opportunity to think analytically and critically evaluate the perspectives of different historians.

## **Unit 2: The Making of Modern Britain, 1951 – 2007.**

This option provides the study in depth of key political, economic, social and international changes which helped to mould Britain in the second half of the 20th century. It explores concepts such as government and opposition, class, social division and cultural change. It encourages students to reflect on Britain's changing place in the world as well as the interrelationship between political policies, economic developments and political survival.

## **Unit 3: Historical Investigation.**

Unit 3 is a non-examined unit (NEA) which is an historical investigation into a question based on the European witch-hunts in the 16th and 17th centuries. Students will follow a short introductory course introducing them to some of the key themes and debates as well as familiarising them with the assessment criteria for this unit before selecting their own question to research in depth and produce a 3500 word essay in response. The investigation must be placed in the context of 100 years which means that students need to develop a broad understanding of the reasons for the rise and decline of witch-hunts across Europe between 1560 and 1660.

## **ASSESSMENT:**

**Unit 1** is a written exam (2 hours 30 minutes).

Weighting = 40% of A Level marks.

**Unit 2** is a written exam (2 hours 30 minutes).

Weighting = 40% of A Level marks.

**Unit 3** is internally assessed (3500 word essay).

Weighting = 20% of A Level marks.

## **WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:**

History is fun! In History lessons you are encouraged to form and support your own opinions, share your ideas and evaluate the views of others. History is an academic subject which is highly regarded by universities and the skills you develop will be essential to any future career path you choose to follow.

## **ENTRY REQUIREMENTS:**

Grade 6 in a Humanities subject (Geography, History, Sociology or RE).

## **FURTHER INFORMATION:**

See Mrs Eldridge for further information or if you have any questions.

## Human Biology

**Course Title:** PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN HUMAN BIOLOGY

### Consists of 3 mandatory units:

- Unit 1:** Principles of Applied Human Biology
- Unit 2:** Practical Microbiology and Infectious Diseases
- Unit 3:** Human Biology and Health Issues

### And one optional unit to be chosen from:

- Unit 4:** Functional Physiology
- Unit 5:** Diseases, Disorders, Treatments and Therapies
- Unit 6:** Genetics and Genetic Engineering
- Unit 7:** Biomedical Science
- Unit 8:** Human Reproduction and Fertility

**The class will all be expected to follow the same optional unit in Year 13. We will tailor this to your areas of interest as much as possible but cannot guarantee to run any particular units.**

### ASSESSMENT:

**Unit 1** is a written examination set and marked by the exam board (1 hour 30 minutes). 80 marks

**Unit 2** is assessed through a range of assignments which are set and completed throughout the course.

**Unit 3** is assessed through a task which is set and marked by the exam board. The supervised assessment period is 3 hours and must be completed in one sitting on a day timetabled by Pearson. 60 marks

**Optional Unit** is assessed through a range of assignments which are set and completed throughout the course.

### WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

In this qualification learners will study applied human biology which forms the foundation of the health and health science sectors. The sectors are wide ranging, including, for example, nursing, midwifery, allied health and sciences including life sciences, clinical biomedical sciences and physiological sciences. In addition to the applied human biology specific content, the requirements of the qualification will mean that learners develop the transferable and higher - order skills that are highly regarded by higher education and employers; for example, an opportunity to concentrate over an extended period on their research and investigative techniques - a key skill needed to progress successfully into higher education, employment or self-employment.

This qualification also offers the opportunity to develop learner's technical skills through a process of self-evaluation, practice and review, in preparation for entry to higher education.

### ENTRY REQUIREMENTS:

Grade 5 in any Science GCSE or equivalent BTEC pass.

### FURTHER INFORMATION:

See Mr Dodd for further information or if you have any questions.

# Information Technology

**Course Title:** PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN INFORMATION TECHNOLOGY

Students will study for two externally examined units and two internally assessed units.

## **Unit 1: Information Technology Systems.**

In this unit students will explore the relationships between the hardware and software that form an IT system, and the way that systems work individually and together, as well as the relationship between the user and the system. Students will study the issues related to the use of IT systems and the impact that they have on organisations and individuals.

## **Unit 2: Creating Systems to Manage Information.**

This unit allows students to study relational databases. Students will be given a scenario and develop an effective design solution to produce a database system. They will then test their solution to ensure that it works correctly. Finally, they will evaluate each stage of the development process and the effectiveness of their database solution.

## **Unit 3: Using Social Media in Business.**

This unit allows students to explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. Students will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. They will then implement the plan, developing and posting content and interacting with others. Finally, they will collect data on the business use of social media and review the effectiveness of their efforts.

## **Unit 6: Website Development.**

In this unit students will review existing websites – commenting on their overall design and effectiveness. Students will use scripting languages such as Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript®. Finally, students will reflect on the website design and functionality using a testing and review process

## **ASSESSMENT:**

**Unit 1** is a written examination (2 hours).

Weighting = 33⅓% of the total marks.

**Unit 2** is an externally assessed set task (10 hours).

Weighting = 25% of the total marks.

**Unit 3** is internally assessed.

Weighting = 25% of the total marks.

**Unit 6: Website Development** is internally assessed.

Weighting = 16⅔% of the total marks.

## **WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:**

Information Technology plays a part in everything we do in today's workplace and society. If you have an interest in IT and you like a mix of exam, practical tasks and coursework this could be the course for you. This course will give you essential IT skills and knowledge which can be used to gain entry to IT-related further education or into the dynamic and fast growing IT industry.

## **ENTRY REQUIREMENTS:**

Grade 4 in Computer Science **OR** Pass in iMedia **OR** equivalent grade in Computing/IT related qualification

## **FURTHER INFORMATION:**

See Mr Martin-Shepherd or Mr Lucas for further information or if you have any questions.

# Mathematics GCSE

Course Title: OCR GCSE MATHEMATICS (FOUNDATION)

Students will study topics within the following areas:

Number:

- Fractions, decimals and percentages
- Rounding and estimation
- Factors and multiples
- Indices and standard form

Algebra:

- Simplifying algebraic expressions by collecting like terms and expanding brackets
- Straight line graphs
- Sequences
- Solving equations and inequalities

Ratio and Proportion:

- Simplifying and dividing in a ratio
- Direct and inverse proportion problem solving

Geometry:

- Angles in shapes and parallel lines
- Transformations
- Pythagoras
- Bearings

Statistics:

- Collecting data
- Graphs and charts
- Averages and spread

Probability:

- Theoretical and experimental probability
- Venn diagrams and tree diagrams

## ASSESSMENT:

Paper 1: A calculator written examination.

Weighting = 33⅓% of the total GCSE marks.

Paper 2: A non-calculator written examination.

Weighting = 33⅓% of the total GCSE marks.

Paper 3: A calculator written examination.

Weighting = 33⅓% of the total GCSE marks.

## WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

GCSE Mathematics is essential for many Higher Education courses and some employers will ask that their employees have at least a Grade 5 at GCSE Mathematics, even if the job is not directly linked to Mathematics.

**Any Sixth Form student who does not hold at least a Grade 5 in GCSE Mathematics will need to select this option alongside their three Level 3 Courses.**

## ENTRY REQUIREMENTS:

N/A.

## FURTHER INFORMATION:

See Mrs Clark for more information.

# Mathematics

**Course Title:** GCE AQA A LEVEL MATHEMATICS

## Overarching themes

**Students will develop the following overarching knowledge and skills throughout the A Level course**

Mathematical Argument, Language and Proof

Mathematical Problem Solving

Mathematical Modelling

## Topics studied

**The following topics will be studied in A Level Mathematics:**

### Core:

Proof

Algebra and Functions

Coordinate Geometry in the  $(x, y)$  plane

Sequences and Series

Trigonometry

Exponentials and Logarithms

Differentiation

Integration

Numerical Methods

Vectors

### Applied:

Statistical Sampling

Data Presentation and Interpretation

Probability

Statistical Distributions

Statistical Hypothesis Testing

Quantities and Units in Mechanics

Kinematics

Forces and Newton's Laws

Moments

## ASSESSMENT:

**Paper 1** is a written exam (2 hours).

Weighting = 33⅓% of A Level marks.

**Paper 2** is a written exam (2 hours).

Weighting = 33⅓% of A Level marks.

**Paper 3** is a written exam (2 hours).

Weighting = 33⅓% of A Level marks.

## WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

Universities and employers recognise Mathematics as an academically rigorous subject which teaches skills which can be transferred to almost all degrees and careers. A Level Mathematics is a requirement for many degrees in the fields of Science, Engineering, Computing, Business and Mathematics.

(NB: Further Mathematics may also be expected for degrees at some universities.)

## ENTRY REQUIREMENTS:

Grade 6 in GCSE Mathematics.

## FURTHER INFORMATION:

See Mrs Clark, Mr Gander or Mrs Merali for more information.

# Media Studies

**Course Title:** OCR GCE A LEVEL MEDIA STUDIES

Students will study for two components that are externally assessed and one non-examined assessment (NEA) that will be externally moderated.

## **Unit 1: Media Messages**

Students will study the news industry by looking at two linked in-depth studies. They will also investigate media language and representation through the study of magazines, advertising and marketing and music videos.

## **Unit 2: Evolving Media**

Students will study the industry and audience of film, radio and video games. They will also engage in one in-depth study of television as an evolving, global media form. Case studies on one English language drama and one non-English language drama will be investigated.

## **Unit 3: Making Media**

Students will create a cross-media production in response to an OCR set brief.

## **ASSESSMENT:**

**Unit 1** is a written examination (2 hours).

Weighting = 35% of A Level marks.

**Unit 2** is a written examination (2 hours).

Weighting = 35% of A Level marks.

**Unit 3:** is internally assessed (a practical assignment and a statement of intent).

Weighting = 30% of A Level marks.

## **WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:**

The Media Studies A Level allows students to study nine different media forms in an academic context. The course is designed to widen the intellectual horizons of the students through the analysis of both global and historical media. The A Level aims to foster the development of critical and reflective thinking to encourage engagement in the critical debates surrounding contemporary media. This course is perfect for students wishing to pursue a career in the media industry (e.g. TV, advertising, music, journalism etc).

## **ENTRY REQUIREMENTS:**

Grade 5 in GCSE English Language **OR** a Grade 5 in GCSE Film Studies.

## **FURTHER INFORMATION:**

See Miss Walker for more information or if you have any questions.

# Physics

**Course Title: AQA GCE A LEVEL PHYSICS**

## **Unit 1: Measurements and their Errors.**

Use of SI units and their prefixes, limitations of physical measurement, estimation of physical quantities;

## **Unit 2: Particles and Radiation.**

Constituents of the atom, particle interactions, collisions of electrons with atoms and quantum Physics;

## **Unit 3: Waves.**

Progressive waves, interference, diffraction;

## **Unit 4: Mechanics and Energy.**

Projectile motion, Newton's laws of motion, material Physics;

## **Unit 5: Electricity.**

Current/voltage characteristics, circuits, electromotive force and internal resistance.

## **Unit 6: Further Mechanics and Thermal Physics.**

Periodic motion, thermal energy transfer, molecular kinetic theory model;

## **Unit 7: Fields.**

Newton's law of gravitation, orbits of planets and satellites, magnetic flux density;

## **Unit 8: Nuclear Physics.**

Evidence for the nucleus, radioactive decay, nuclear instability.

**One additional unit (TBC):** To be chosen 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.

## **ASSESSMENT:**

**Paper 1** Units 1-5 and Periodic Motion (2 hours).

Weighting = 34% of A Level marks.

**Paper 2** Units 6-8 (2 hours).

Weighting = 34% of A Level marks.

**Paper 3** Optional Unit, Data Analysis, Practical Skills (2 hours).

Weighting = 32% of A Level marks.

**Practical endorsement in Physics** is internally assessed. Students complete a minimum of 12 practical activities to demonstrate practical competence.

Performance is reported separately to the A Level grade as either a pass or a fail.

## **WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:**

### **ENTRY REQUIREMENTS:**

Grade 6 in GCSE Synergy **OR** Trilogy Science **OR** Physics **AND** a Grade 6 in GCSE Mathematics **AND** must study A Level Mathematics.

### **FURTHER INFORMATION:**

See Mr Burton for further information or if you have any questions.

# Politics

## Course Title: EDEXCEL GCE A LEVEL POLITICS

### Unit 1: UK Politics

Students will study the topics of Political Participation and Core Political Ideas. Political Participation includes studying democracy & participation, political parties, electoral systems, voting behaviour and the media. Core Political Ideas includes the study of conservatism, liberalism and socialism.

### Unit 2: UK Government.

Students will study the topics of UK Government and the political idea of nationalism. The UK Government component includes studying the constitution, parliament, Prime Minister and executive and relationships between the branches. Nationalism includes looking at the key ideas and principles, different types of nationalism and key nationalist thinkers and ideas.

### Unit 3: Comparative Ideas.

For this unit, students will study the politics of the USA, making comparisons with UK politics throughout. The study of USA Politics includes studying the US constitution and federalism, US congress, US presidency, US Supreme Court, democracy and participation, and civil rights.

### ASSESSMENT:

Unit 1 is a written exam (2 hours).

Weighting = 33⅓% of A Level marks.

Unit 2 is a written exam (2 hours).

Weighting = 33⅓% of A Level marks.

Unit 3 is a written exam (2 hours).

Weighting = 33⅓% of A Level marks.

The exams for Units 1 and 2 each include two 30 mark questions and one 24 mark question. The Unit 3 exam includes two 12 mark questions and two 30 mark questions.

### WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

Politics is a highly contemporary subject that provides students with a good insight of the workings of the government and how decisions are made. Students who take this subject will gain a much fuller understanding of the world around them and how they can contribute to the political process. This is a good subject for students interested in the following professions; the civil service, law, journalism, administration, research, education. Politics can be studied at degree level on its own or combined with other disciplines.

### ENTRY REQUIREMENTS:

Grade 6 in a Humanities subject (Geography, History, Sociology or RE).

### FURTHER INFORMATION:

See Mr Kendall or Miss Swindells for further information or if you have any questions. We hope to run a year 12 trip to the Houses of Parliament and a year 13 trip to hear ex-US congressmen speak in guest lectures. Students also have the opportunity to speak with our MP in a Q&A session during year 12.

# Psychology

Course Title: AQA GCE A LEVEL PSYCHOLOGY

Students will study for three examined units.

## **Unit 1: Introductory Topics in Psychology; Social Influence, Memory, Attachment and Psychopathology.**

In the social influence topic students examine conformity and obedience, which they relate to historical events such as the Holocaust. When studying memory we examine long term and short term memory, as well as eyewitness testimony, among other things. Students will study how and why children develop attachments to their primary caregivers, as well as examine case studies on what happens when these attachments are not made. They will look at Psychopathology and how individual differences can change how and why people behave in certain ways.

## **Unit 2: Psychology in Context; Approaches in Psychology, Biopsychology and Research Methods.**

Students will examine learning theory and the cognitive, biological, psychodynamic and humanistic approaches and draw comparisons between them. They will also understand the physiological processes in the body, such as the role of neurotransmitters and the endocrine system, and also ways of studying the brain. Students will learn about research methods, which include how studies are conducted and what happens when an experiment is unethical and lacks validity.

## **Unit 3: Issues and Options in Psychology.**

Students will examine gender and culture in psychology, free will and determinism, the nature-nurture debate, the interactionist approach, holism and reductionism, biological reductionism and environmental reductionism, idiographic and nomothetic approaches to psychological investigation and ethical implications of research studies and theory, including reference to social sensitivity. Students will also be taught three additional topics in depth; relationships, schizophrenia and aggression. This will entail examining different explanations, theories and therapies in relation to these topics.

## **ASSESSMENT:**

Unit 1 is a written exam (2 hours).

Weighting = 33⅓% of A Level marks.

Unit 2 is a written exam (2 hours).

Weighting = 33⅓% of A Level marks.

Unit 3 is a written exam (2 hours).

Weighting = 33⅓% of A Level marks.

## **WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:**

Psychology is an interesting and stimulating course which offers an insight into the way human beings think and behave. The course is about understanding people, their feelings and emotions. It looks at how, what and why humans act and interact. Careers in education, health care, social work, marketing or human resources could follow from a psychology background.

## **ENTRY REQUIREMENTS:**

Grade 6 in a Humanities subject (Geography, History, Sociology or RE) **AND** a Grade 5 in GCSE Science.

## **FURTHER INFORMATION:**

See Mrs Long or Mr Singh for further information or if you have any questions.

# Sociology

Course Title: AQA GCE A LEVEL SOCIOLOGY

## Unit 1: Education with Methods in Context.

Students examine the sociological explanations of the role of education in modern society, the relationship between educational achievement and social class, gender and ethnicity, relationships and processes within schools and the significance of educational policies. Students also need to be able to apply sociological research methods to the study of education and be able to explain and evaluate the strengths and limitations of research techniques more generally, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics and be able to explain the relationship between positivism, interpretivism and sociological methods.

## Unit 2: Topics in Sociology.

Families and Households - includes sociological explanations for the diversity of family structures, changing patterns of marriage, cohabitation and divorce and relationships within the family in contemporary society. Students also examine different sources of data and methods of research including; questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics. Students also consider the relationship between research methods and sociological perspectives such as positivist and interpretivist views.

The Media - includes an examination of theoretical approaches to the relationship between ownership and control of the media, globalisation and popular culture, the selection and presentation of the content of news, media representations of age, social class, gender, sexuality, disability and ethnicity.

## Unit 3 - Crime and Deviance with Theory and Methods.

This unit explores explanations for the social distribution of crime and deviance in terms of ethnicity, gender and social class; the usefulness of different theories of crime, deviance, social order and social control. Students will also critically evaluate a range of sociological theories; consensus, conflict, structural and social action theories and debate the nature of science and the extent to which Sociology can be regarded as scientific.

## ASSESSMENT:

Unit 1 is a written exam (2 hours).

Weighting = 33⅓% of A Level marks.

Unit 2 is a written exam (2 hours).

Weighting = 33⅓% of A Level marks.

Unit 3 is a written exam (2 hours).

Weighting = 33⅓% of A Level marks.

## WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:

The insights you will gain into modern society and the experience of research methods will be useful for entry into many professions; law, journalism, administration, research, advertising and media. Sociology can be studied at degree level on its own or combined with other disciplines.

## ENTRY REQUIREMENTS:

Grade 6 in a Humanities subject (Geography, History, Sociology or RE).

## FURTHER INFORMATION:

See Mr Pettit for further information or if you have any questions.

## Music Technology: Sound Recording

**Course Title:** PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN SOUND RECORDING

Students will study for five units, one of which is externally assessed, the others are internally assessed and externally verified.

### **Unit 1 - Live Sound (60 GLH)**

Learners will study the technology and practice of live sound engineering and explore the types of work carried out by live sound engineers.

### **Unit 2 - Studio Recording Techniques (60GLH)**

Learners will cover the processes, equipment and practical skills required to produce multitrack recordings in a music studio environment.

### **Unit 6 - DAW Production (120 GLH) - EXTERNALLY ASSESSED**

Learners will develop an understanding of how a digital audio workstation (DAW) can be used creatively to produce music, manipulate audio and mix music.

### **Unit 13 - Mixing and Mastering Techniques (60 GLH)**

This unit aims to give learners the skills to mix and master a digital audio workstation (DAW) project to a professional standard.

### **Unit 18 - Working and Developing as a Production Team (60GLH)**

Learners will develop an understanding of the collaborative process by which a music recording project is carried out.

### **ASSESSMENT:**

There are no written examinations as part of the BTEC Level 3 National Extended Certificate in Sound Recording course. Instead, units are mostly internally assessed and externally moderated. The larger 120 GLH unit will be externally assessed by Pearson. All units are graded as Pass, Merit and Distinction which are broadly equivalent to the following A Level grades:

***Pass = E, Merit = C, Distinction = A***

### **WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:**

#### **If you choose this subject you will:**

Have the opportunity to undertake specialised learning that can be accurately matched to specific career sectors in the music industry.

Have access to excellent facilities including two Apple computer suites and learn by using a professional standard recording studio.

Learn to use industry standard software and equipment to complete coursework based on real workplace situations.

These skills and experiences will help prepare you for a career as a studio/live sound engineer, record producer, music technician, or for a role within other related career areas.

### **ENTRY REQUIREMENTS:**

There are no official entry requirements, however, the study of Music at Level 2 BTEC or GCSE is advantageous but not essential, as is the ability to play an instrument or sing (although no formal assessment of performance will take place, it will support other aspects of the course). No prior knowledge of Music Technology is required.

### **FURTHER INFORMATION:**

See Miss Gordon or Miss Lodge for further information or if you have any questions.

# Sport

**Course Title:** PEARSON BTEC LEVEL 3 NATIONAL EXTENDED CERTIFICATE IN SPORT

Consists of three mandatory units and one optional unit:

## **Unit 1: Anatomy & Physiology.**

Having an understanding of body systems is imperative in the sports industry so that professionals can help support people who are taking part in sport and exercise. The human body is made up of many different systems that interrelate to allow us to take part in a huge variety of sport and exercise activities. Learners explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

## **Unit 2: Fitness Training and Programming for Health, Sport and Well-Being.**

In this unit, you will explore the process required for screening clients and assessing their lifestyle and nutritional intake. How to interpret this information will then be examined. From this information you will explore how to make judgments on a specific individual's current lifestyle and then suggest modifications to help improve the individual's fitness, health and overall wellbeing. Fitness training methods will be examined for each component of physical and skill-related fitness. The selection of appropriate training methods for a selected individual and their application into a training programme will then be explored.

## **Unit 3: Professional Development in the Sports Industry.**

In this unit, you will research the different possible careers and the associated job roles in the sports industry, then action plan your development towards achieving a selected career aim. You will analyse your own skills and identify how to develop them into a career through the use of a career plan. You will research your chosen career to understand how to access and progress within it. You will take part in application and interview assessment activities for a selected career pathway, drawing on knowledge and skills from across the qualification to identify your own strengths and gaps in knowledge and skills.

## **Either Unit 7: Practical Sports Performance.\***

Learners study the skills, techniques, tactics and rules of selected sports through active participation in individual/team sports.

## **or Unit 14: Sports Psychology.\***

This unit covers the psychological dimensions of sport, and introduces psychological techniques that can be used to enhance performance.

*\* Unit studied will be decided upon once students have selected the course.*

## **ASSESSMENT:**

**Unit 1** is a written examination set and marked by the exam board.

Weighting = 33⅓% of the total marks.

**Unit 2** is assessed through a task which is set and marked by the exam board. Students complete, in controlled conditions, a task tackling an everyday challenge; some tasks also draw on pre-released information.

Weighting = 33⅓% of the total marks.

**Unit 3 and the Optional Unit** are assessed through a range of assignments which are set and completed throughout the course.

Each has Weighting = 16⅔% of the total marks.

## **WHY CHOOSE THIS SUBJECT AND WHERE IT COULD LEAD:**

A BTEC in Sport provides an introduction to the sector for learners looking to build a career in sport, within one of its occupational areas. These areas include careers in exercise and fitness, coaching, sports development and the outdoors.

## **ENTRY REQUIREMENTS:**

Grade 4 in any GCSE Science. The study of Sport/PE at Level 2 (BTEC or GCSE) is advantageous but not essential.

## **FURTHER INFORMATION:**

See Mr S Green for further information or if you have any questions.

## A Summary of the Sixth Form Admissions Policy 2019

### **Internal Students**

The school welcomes applications for entry to Oakgrove School's Sixth Form from students who have attended the school in Year 11 during 2018-2019 and wish to transfer to the Sixth Form in September 2019.

### **External Students**

The School also accepts applications for entry to the Sixth Form from external candidates who attended another school in Year 11 during 2018-2019. The Planned Admission Number for external admissions into Year 12 is 20 – this figure refers only to year 12 students being admitted to the School for the first time, and not to students transferring who currently attend the School.

### **Late Applications**

Students applying to join the Sixth Form after the deadline for applications should note that admission will be subject to availability of places on chosen courses and achieving the specific entry requirements for the courses.

Provided places remain available and entry requirements are met, applicants seeking a place after the start of the academic year will be invited to attend a meeting to discuss the practicality of joining the courses at their requested time of entry.

### **Entry requirements for both Internal and External Students**

Entry to the Sixth Form is subject to a student having achieved the general entry requirements and subject specific requirements for the courses they wish to pursue having demonstrated an aptitude to study. Students should refer to the Sixth Form Prospectus and website for further details; individual subjects may be limited in the number of students they are able to accommodate.

### **Oversubscription Criteria**

If the School is oversubscribed, the following criteria will be applied in the order set out below to decide which external applicants will be admitted:

'Looked after' children or children who were previously looked after but immediately after being looked after became subject to adoption, residence, or special guardianship order.

Students who live in the defined area and will have a sibling attending the School at the time of application with a reasonable expectation that the sibling will be attending at the start of the new academic year of proposed admission.

(a) Children of staff who have been employed at the school for two or more years at the time at which the application for admission to the school is made, and / or

(b) Children of staff who are recruited to fill a vacant post for which there is a demonstrable skill shortage. It is at the absolute discretion of the School's Chair of the Governing Body Finance & Personnel Committee to determine when there is a demonstrable skill shortage.

Students who live within the school's defined area.

Students who live outside the school's defined area but have a sibling attending the school at the time of application with a reasonable expectation that the sibling will be attending at the start of the new academic year of proposed admission.

Students who live outside of the school's defined area.

The defined area for Oakgrove Secondary School is Middleton, Monkston, Monkston Park, Milton Keynes Village, Woolstone, Broughton, Broughton Gate, Kingston, Atterbury, Oakgrove and Woughton on the Green.

In the event of there being more applicants meeting any of the above criteria than remaining places available, distance between the applicant principal residence and the School will be used as a tie breaker, with those living nearest being given priority. Distance from the School is measured from the main entrance of Oakgrove Secondary School to the front door of the applicant's residence in a straight line using a computerised measuring system. For applicants living in flats, the distance will be measured from Oakgrove Secondary School's main entrance to the front door of the ground floor flat underneath the applicant's residence. Priority will be given to the lower flat door number if more than one applicant from a block of flats.

Oakgrove School will not hold a waiting list for the Sixth Form. When an application is unsuccessful for either an internal or external applicant there is an automatic right of appeal to an Independent Appeal Panel.

**A full copy of this policy is available upon request.**