



Sixth Form Course Information

2022 Entry

10 Reasons to Choose Oakgrove Sixth Form (by current students)

1. 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.

2. 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.

3. Mentor Support

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

4. 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.

5. 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.

6. A productive learning environment

Students are encouraged to work hard, making the most of the opportunities available to them. Everything you need to succeed is provided and students flourish in this environment.

7. We have a dedicated Sixth Form Centre

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

8. Excellent range of courses

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

9. Enrichment Opportunities (subject to Covid-19 restrictions)

Students are offered an outstanding range of activities, beyond their usual curriculum. Opportunities include:

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

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

Sixth Form students achieve excellent A Level results and progress onto some of the top universities/apprenticeships in the UK, with almost 87% securing their first choice destination and 24% of students securing places at Russell Group Universities, including Oxbridge.



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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 2022 are:

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

- Art & Design – Art, Craft & Design
- Art & Design – Photography
- Biology
- Business
- Business (BTEC Level 3 Extended Certificate)
- Chemistry
- Drama & Theatre Studies
- Economics
- English Literature
- Film Studies
- Financial Studies (LIBF Level 3 Diploma)
- French
- Further Mathematics
- Geography
- Health & Social Care (BTEC Level 3 Extended Certificate)
- History
- Human Biology (BTEC Level 3 Extended Certificate)
- Information Technology (BTEC Level 3 Extended Certificate)
- Mathematics
- Media Studies
- Physics
- Politics
- Psychology
- Sociology
- Sound Recording (BTEC Level 3 Extended Certificate)
- Sport (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. In recent years, all universities have offered places on the basis of students taking three subjects.

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	Drama	Chemistry	Art and Design – Art, Craft & Design
Business A Level	Financial Studies L3 Diploma*	Economics	Art and Design – Photography
Chemistry	Geography	Film Studies	Biology
French	History	Financial Studies L3 Diploma*	Business L3 BTEC*
Health & Social Care L3 BTEC*	Mathematics	Geography	Business A Level
History	Physics	IT L3 BTEC*	English Literature
Mathematics	Politics	Sociology	Further Mathematics
Media Studies	Psychology	Sport L3 BTEC*	Human Biology L3 BTEC
	Sound Recording		Psychology
			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. However, it is worth remembering that 70% of graduate jobs do not specify which degree the applicant must have taken.

Some common requirements are listed below:

Subject	Required (or useful) A Level Combination
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-focused 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
- Communication & Organisation
- Interpersonal
- Artistic/Creative
- Enterprise Skills
- 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: (subject to COVID restrictions)

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 (Year 12) and **Head Student** (Year 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.

Financial Support: Students in receipt of Free School Meals and Children who are Looked After are likely to be eligible for a 16-19 bursary for each school week where they have perfect attendance. In recent years this has amounted to about £20 per week which goes directly into the student's bank account and can be used to purchase resources, pay for travel etc.

If any student encounters financial hardship while studying, they should speak to their Head of Year who can often help find support.

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) 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.

Sixth Form students must wear their school ID badge at all times when on the school site.

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: AQA GCE A Level Art and Design (Art, Craft and Design)

This is an exciting and broad based course allowing you to specialise in your chosen areas.

You will be introduced to a variety of experiences exploring a range of two (and three dimensional media, processes and techniques). You will be made aware of both traditional and new technologies; and explore relevant images, artefacts and resources relating to a range of art, craft and design, from the past and from recent times, including European and non-European examples.

This will be integral to the investigating and making process. Your responses to these examples must be shown through practical and critical activities which demonstrate your understanding of different styles, genres and traditions.

You will work in two or more of the following areas:

Fine Art; Graphic Communication; Textile Design; Three-Dimensional Design; Photography: Lens-based and Light-based media.

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.

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

Assessment

Component 1 (internally assessed): Foundation Project – work will include: Drawing and Painting; Photography; Graphic Design; Printmaking; Mixed Media Textiles and Clay and Ceramics

Component 2: Personal investigation – a practical investigation supported by written material.

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 1st 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 careers, including: 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:

4 in Art, Creative iMedia, Design technology, Film, Photography, Textiles or other specialised creative subject or equivalent BTEC pass.

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

Photography

Course Title: AQA 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.

Assessment Objective 1:	Develop ideas through sustained focused contextual investigation
Assessment Objective 2:	Explore and select appropriate materials
Assessment Objective 3:	Observational Drawing, Photography and contextual context
Assessment Objective 4:	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 1st 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:

4 in Art, Creative iMedia, Design technology, Film, Photography, Textiles or other specialized creative subject 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:

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

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

Business

Course Title: Eduqas GCE A level in Business

Year 12

Component 1

Business Opportunities focuses on new business start-ups and small and medium sized enterprises (SMEs)

Business Functions broadens the context for learners and includes all types of business organisation, ranging from recently formed small businesses to well established multinational companies

Year 13

Component 2

The emphasis in this component is on understanding and using analytical techniques and developing appropriate business strategies. Learners need to understand, construct and analyse a range of decision-making models and investment appraisal methods used by businesses to decide on their strategy.

Component 3

This component focuses on how businesses adapt to succeed in a dynamic external environment. Learners need to understand that the business world never stands still and there are continuous opportunities and threats to businesses of all sizes.

Assessment:

Paper 1 is based on components 1 and assessed through an external exam which is composed of short case study based questions. Weighting = 33.33% of the total marks.

Paper 2 is based on component 2 and assessed through an external exam which is composed of short and medium length case study based questions. Weighting = 33.33% of the total marks.

Paper 3 is based on component 3 and assessed through an external exam which is composed of one compulsory case study followed by an essay question. 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 course lends itself to include Business, Economics, Accountancy, Management, Marketing, etc.

Entry requirements:

5 in English Language **AND** a 5 Mathematics

Further information: See Mrs Gorman or Mr Southgate for further information or if you have any questions. Further information can be found on the Eduqas website.

Business

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 Mrs Gorman or Mr Southgate 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.

1. Skill of planning, implementing, analysing and evaluating investigations;
2. Atoms, compounds molecules, equations and quantitative analysis of amount of substance;
3. The reactions of acids and bases and the transfer of electrons in oxidation and reduction reactions;
4. The arrangement of electrons in atoms, the nature of chemical bonds and structures within substances;
5. The periodic table, periodicity and the chemistry of Group 2 and Group 7;
6. Qualitative analysis and chemical tests;
7. Energy relationships, reaction rates and chemical equilibria;
8. Basic concepts of organic chemistry including hydrocarbons, alcohols and haloalkanes;
9. Synthetic pathways, reaction mechanisms and analytical techniques in organic chemistry.
10. Quantitative analysis of reaction rates and equilibria, including pH and buffers;
11. Quantitative analysis enthalpy, entropy and free energy;
12. Electrochemistry including redox, electrode potentials and electrochemical cells;
13. The chemistry of transition elements including complex ions;
14. Aromatic organic chemistry;
15. The chemistry of carbonyls, carboxylic acids, esters and nitrogen containing organic compounds;
16. Polymers and synthetic pathways in organic chemistry;
17. Analytical techniques in chemistry including chromatography and spectroscopy.

Assessment:

Paper 1 is a written examination (2 hours 15 minutes).
Weighting = 37% of A Level marks.

Paper 2 is a written examination (2 hours 15 minutes).
Weighting = 37% of A Level marks.

Paper 3 is a written examination (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:

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

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

Drama and 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. Response from point of view of performer and designer.
- Interpretation of **one** complete text in light of a second practitioner for performance to a contemporary audience. Response from the point of view of 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:

4 in GCSE Drama is desired, although consideration may be given to students who did not take Drama GCSE, but can demonstrate significant experience of extra-curricular Drama.

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:

6 in English Language **AND** a 6 in Mathematics.

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

English Literature

Course Title: AQA GCE B Level English Literature

Students will study for two examined units and one non-assessed assessment component 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 1A: Aspects of Tragedy:

The aim of this topic area is to encourage students to explore aspects of tragedy as seen over time, using set texts.

Unit 2A: Texts and genres: Elements of Crime Writing:

The aim of this topic area is to encourage students to explore elements of crime writing connected through a period of time.

Unit 3: Theory and independence:

In the 'Theory and Independence' unit, students write two essays of 1250-1500 words each, each responding to a different text and responding to a different aspect of the Critical anthology from AQA. One essay can be re-creative.

Assessment:

Unit 1A is a written examination (2hrs 30mins) - closed book. Weighting = 40% of A-level.

Unit 2 is a written examination (3 hours) – All three sections are open book. Weighting = 40% of A Level marks.

Unit 3 is two internally assessed extended essays. 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:

5 in English Language **AND** a 5 in 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).

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 industry in Britain continues to expand and offers a wide range of career options in a diverse and exciting atmosphere. The industry is dynamic and competitive so having the right qualifications which provide industrial insights and knowledge could prove invaluable. The Film Studies A-Level allows students to develop core academic skills highly 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 options. A number of Russell Group universities offer degree and post-graduate courses in film which can help students not only develop key skills but important connections into the industry.

Entry requirements:

None

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:

None

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 7th 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:

6 in French.

Further information: See Miss Sallaber 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

1. Mathematical Argument, Language and Proof
2. Mathematical Problem Solving
3. Mathematical Modelling

Topics studied

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

Core:

- A. Proof
- B. Complex Numbers
- C. Matrices
- D. Further Algebra and Functions
- E. Further Calculus
- F. Further Vectors
- G. Polar Coordinates
- H. Hyperbolic Functions
- I. Differential Equations
- J. Numerical Methods

Applied:

- K. Discrete Random Variables (DRVs) and Expectation
- L. Poisson Distribution Type I and Type II Errors
- M. Continuous Random Variables (CRVs)
- N. Chi squared Tests for Association
- O. Exponential Distribution
- P. Inference – one sample t -distribution
- Q. Confidence Intervals
- R. Graphs
- S. Networks
- T. Network Flows
- U. Linear Programming
- V. Critical Path Analysis
- W. Game Theory for Zero-Sum Games
- X. Binary Operations & Group Theory

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:

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:

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

Further information: See Mrs Stephenson or Mr Gander 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 compulsory¹ 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: 6 in a Humanities subject (Geography, History, Sociology, RE) **OR** 6 in English Language

Further information: See Mr Troughton for further information or if you have any questions.

Health and 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 14: Physiological Disorders and their Care:

This unit will develop learners understanding of the nature of physiological disorders. They will be able to gain knowledge about the diagnosis and treatment of these disorders. Learners will, additionally, learn how to produce care pathways which include an understanding of strategies to support individuals with particular disorders.

Assessment

Unit 1 is internally assessed. Weighting = 25% of the total marks.

Unit 2 is a written examination (1 hour 30 minutes). Weighting = 33⅓% of the total marks.

Unit 5 is a written examination (1 hour 30 minutes). Weighting = 25% of the total marks.

Unit 14 is internally assessed. Weighting = 16⅔% 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:

None

Further information: Speak to Mrs Harriot 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 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:

6 in a Humanities subject (Geography, History, Sociology or RE) **OR** a 6 in English Language

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:

5 in a Science.

Further information: See Mr Dodd or Miss Beagley 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:

4 in Computer Science **OR** Pass in Cambridge Nationals L2/BTEC ICT L2 **OR** C in CIDA.

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

Mathematics

Course Title: GCE AQA A Level Mathematics

Overarching themes

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

1. Mathematical Argument, Language and Proof
2. Mathematical Problem Solving
3. Mathematical Modelling

Topics studied

The following topics will be studied in A Level Mathematics:

Core:

- A. Proof
- B. Algebra and Functions
- C. Coordinate Geometry in the (x, y) plane
- D. Sequences and Series
- E. Trigonometry
- F. Exponentials and Logarithms
- G. Differentiation
- H. Integration
- I. Numerical Methods
- J. Vectors

Applied:

- K. Statistical Sampling
- L. Data Presentation and Interpretation
- M. Probability
- N. Statistical Distributions
- O. Statistical Hypothesis Testing
- P. Quantities and Units in Mechanics
- Q. Kinematics
- R. Forces and Newton's Laws
- S. 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:

6 in Mathematics.

Further information: See Mr Gander or Mrs Clark 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 an evaluation). Weighting = 30% of A Level marks.

Why choose this subject and where it could lead:

From radio to podcasts, social media to streaming and film/TV to gaming – the media plays a significant role in our everyday lives. Therefore, the ability to understand and harness the power of the media industry can prove an invaluable tool for both career progression and your day-to-day existence. 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 one of the many careers in the media industry (e.g. TV, advertising, music, journalism, social media marketer etc).

Entry requirements:

5 in English Language **OR** a 5 in Film **OR** Media 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:

Physics is at the heart of everything and is a highly rewarding discipline to study at school, university and beyond. Above all, Physics opens doors to a wide variety of careers. It forms the basis of most modern technologies and holds the future to global well-being. The career opportunities available are as vast as the subject itself due, in part, to the transferable skills gained whilst studying Physics. Over half of all physicists work in Research and Development, Engineering, and Information Technology.

Entry requirements: 6 in Synergy **OR** Trilogy Science **OR** Physics **AND** a 6 in Mathematics **Students must also 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:

6 in a Humanities subject (Geography, History, Sociology or RE) **OR** a 6 in English Language

Further information: See Mr J Kendall or Miss A 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 eye witness 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 humanist 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:

6 in a Humanities subject (Geography, History, Sociology or RE) **OR** a 6 in English Language **AND** a 5 in Mathematics. Also a 5 in a Science is strongly advised.

Further information: See Mr Singh or Miss Yeoman 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:

6 in a Humanities subject (Geography, History, Sociology or RE) **OR** a 6 in English Language

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:

4 in any GCSE Science. The study of Sport/PE at Level 2 (BTEC, GCSE, CNAT etc.) 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 2022

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 2021-2022 who meet the entry requirements and wish to transfer to the Sixth Form in September 2022.

External Students

The School also accepts applications for entry to the Sixth Form from external candidates who attended another school in Year 11 during 2021-2022. 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's 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 on the school website.