



**St. Ninian's
HIGH SCHOOL**

Scoill Ard Noo Ninian

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HEAD TEACHER Mr C. J. Coole

Sixth Form course information

For courses starting September 2019



Every effort has been made to ensure that the information contained within this guide is accurate at the time of publication (January 2019).

The school will aim to run all the courses described in this booklet but final decisions will depend on student numbers and our ability to staff each course.

Level 3 Course list

Subject	Exam board	Qualification taken at end of first year?	Qualification taken at end of second year?	Code	Grade set
Art - fine art	AQA	No	A level	7242	A*ABCDE
Business	WJEC	AS level (All students)	A level	1510	A*ABCDE
Biology	OCR	AS level (All students)	A level	H420	A*ABCDE
Chemistry	OCR	AS level (All students)	A level	H433	A*ABCDE
Computing	AQA	AS level (All students)	A level	7517	A*ABCDE
Core Maths	AQA	AQA Certificate	one year course	1350	A*ABCDE
Drama & Theatre Studies	WJEC	AS level (All students)	A level	1690	A*ABCDE
Economics	AQA	AS level (All students)	A level	7136	A*ABCDE
English Language	Edexcel	No	A level	9EN0	A*ABCDE
English Literature	Edexcel	No	A level	9ET0	A*ABCDE
Enterprise & Entrepreneurship	BTEC	Certificate (All students)	Extended Certificate		D*DMP
Extended project	AQA	EPQ	one year course	7993	A*ABCDE
Fashion and Textiles	WJEC	AS level (All students)	A level	2602	A*ABCDE
Food Science & Nutrition	WJEC	Certificate (All students)	Diploma	4563	D*DMP
French	AQA	AS level (All students)	A level	7652	A*ABCDE
Geography	CiE	AS level (All students)	A level	9696	A*ABCDE
Government & Politics	Edexcel	AS level (Optional)	A level	9GP01	A*ABCDE
Health and Social	BTEC	Certificate (All students)	Extended Certificate		D*DMP
Health and Social	BTEC		Diploma		D*DMP
History	CiE	AS level (All students)	A level	9389	A*ABCDE
ICT	SQA	National Progression Awards			P
Mathematics	AQA	AS level (All students)	A level	7357	A*ABCDE
Media	CiE	AS level (All students)	A level	9607	A*ABCDE
Music	CiE	AS level (All students)	A level	9703	A*ABCDE
Physical Education	Edexcel	No	A level	9PE0	A*ABCDE
Physics	OCR	AS level (All students)	A level	H556	A*ABCDE
Product Design	WJEC	AS level (All students)	A level	1603	A*ABCDE
Psychology	AQA	AS level (All students)	A level	7182	A*ABCDE
Religious Studies	WJEC	AS level (All students)	A level	1120	A*ABCDE
Sociology	AQA	AS level (Optional)	A level	7192	A*ABCDE
Spanish	AQA	AS level (All students)	A level	7692	A*ABCDE
Sport	BTEC	No	Extended Certificate		D*DMP
Sport	BTEC	No	Diploma		D*DMP
Sport	BTEC	No	Extended Diploma		D*DMP

All level 3 courses have the same “level of demand” requiring students to develop their knowledge and understanding of the subject whilst developing cognitive and practical skills to enable them to carry out complex tasks and solve non-routine problems.

An explanation of the different [types of course](#) we offer can be found below.

The relevant size of a qualification is best compared by using the the [UCAS tariff table](#).

Types of course

A-level Qualifications	International A levels
Art - fine art Business Biology Chemistry Computing Drama and Theatre Studies Economics English Language English Literature Fashion and Textiles French Government and Politics Mathematics Physical Education Physics Product Design Psychology Religious Studies Sociology Spanish	Geography History Media Music BTEC Qualifications Enterprise and Entrepreneurship Health and Social Sports Studies (Extended Certificate) Sports Studies (Diploma) Sports Studies (Extended Diploma) WJEC Certificates and Diplomas Food Technology (Certificate and Diploma) EPQ Extended Project Qualification (EPQ) AQA L3 certificates Core Maths (AQA Certificate) SQA L6 National Progression awards ICT

International A levels

Cambridge International A levels are taken throughout the world. They are considered equivalent to A levels and are recognised by universities across the world.

BTEC Qualifications

BTEC Nationals are career-based qualifications designed to give students the skills they require to move on to higher education or go straight into employment. Alongside A levels they are the most recognised qualification when moving into higher education.

WJEC Certificates and Diplomas

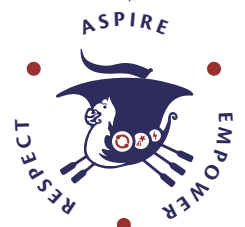
These are internationally recognised applied courses which are regulated by the Welsh Government. A 'Certificate' is approximately half a 'Diploma'.

AQA L3 Certificate

An AQA Level 3 Certificate in Mathematical Studies (Core Maths) is equivalent to an AS level, (which is 40% of an A level). It has been designed to develop students mathematical skills and thinking in order to support subjects such as Psychology, Sciences and Geography.

SQA Level 6 National Progression Awards

Scottish level 6 qualifications are equivalent to UK Level 3 qualifications, and are internationally recognised. National Progression Awards (NPA) assess a defined set of skills and knowledge in specialist vocational areas, linked to National Occupational Standards.



UCAS tariff table

UCAS points		Enterprise Health & Social Sport	Food science & nutrition		Health & Social	Extended project		Core maths	ICT
	A-level iA-Level	BTEC extended certificate	WJEC diploma	WJEC certificate	BTEC Certificate	EPQ	AS level	AQA certificate	SQA NPAs
56	A*	D*	D*						
48	A	D	D						
									PPP
40	B								
32	C	M	M						
30									
28				D*	D*	A*			PP
26									
24	D			D	D	A			
22									
20						B	A	A	
18									
16	E	P	P	M	M	C	B	B	
14									P
12						D	C	C	
10							D	D	
8				P	P	E			
6							E	E	

ICT (SQA level L6)

Exam Board: SQA

Course Contact: Mrs C Aldridge

Description

In this course, students will have the opportunity to develop broad skills and knowledge of the uses of ICT in vocational contexts. Students will gain an understanding and develop their ability in the use a range of software and skills. The courses that are studied are assessed mainly by coursework with some elements being assessed through online multiple choice tests.

Student Profile

A successful ICT student will enjoy designing and developing publications for specific audiences and purposes. They will be particularly adept at project management and always giving consideration to how their skills can be developed to refine the publications they have created. Organisational and research skills are also important, as is a degree of numerical competence for dealing with the data handling and modelling tasks.

Topics Covered

If all three are completed then students will have skills in Word-processing, Spreadsheets, Presentation, Data Security, Ethical Hacking, Digital Forensics, Still images, Moving images and Audio.

Assessment

Students complete

- NPA PC Passport (GL33 46)
- NPA Cyber Security (GK7Y 46)
- NPA Digital Media Production (G9J5 46)

Skills Required

The capacity to manage project tasks, work independently, be resilient and have an enquiring mind are all highly desirable. Good problem solving skills and an interest in the practical application of ICT are also very important.

Entry Requirements

We would recommend that anyone wanting to study this course has at least a grade C in ICT at GCSE level OR a Level 5 pass for PC Passport, a pass in Level 2 Digital Applications OR a distinction in Level 1 Digital Applications.

Progression Opportunities

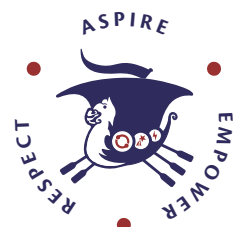
Provides a suitable foundation for study of the subject, or related subjects, in further and higher education.

Find out more

PC Passport - <https://www.sqa.org.uk/sqa/38450.html>

Cyber Security - <https://www.sqa.org.uk/sqa/74738.html>

Digital Media Production - <https://www.sqa.org.uk/sqa/38448.html>



Art - Fine Art (A level)

Exam board: AQA

Course Contact: Mr S A Mason

Description

Students shall be introduced to a variety of experiences that employ a range of traditional and new media, processes and techniques appropriate to the chosen areas of study. Knowledge of art, craft and design will be developed through research, the development of ideas and making, working from first-hand experience and, where appropriate, secondary source materials. Students are required to participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry.

Year 12 is seen as a developmental and experimental period - Students should develop a desire and willingness to take creative risks and explore avenues of study that may not lead to a successful conclusion. A desire to open their thinking through a wider understanding of arts, artists and their historical context is highly desirable.

Year 13 is the culmination of the course and students must show a considered response to a theme they have developed on their own. A conclusion to their project must be evident.

Student Profile

Students will be enquiring and self motivated. Students will also be good at time management and be willing to continue studies and investigations outside of lesson time. An Art student understands that there is a large amount of home study, which is required to complete the large amount of practical work required.

Topics Covered

Students should produce practical and critical/contextual work in one or more areas of study, for example, drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation) and photography.

There is synoptic assessment in both components of the A-level that provide stretch and challenge opportunities for students as follows:

In Component 1, students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with some aspect of contemporary or past practice of artists, designers, photographers or craftspeople and include written work of no less than 1000 and no more than 3000 words which supports the practical work.

In Component 2, students respond to a stimulus, provided by AQA, to produce work which provides evidence of their ability to work independently within specified time constraints, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome or a series of related finished outcomes.

Assessment

Unit 1: Portfolio of work – developing skills, techniques and understanding. Exploring ideas and concepts.

Developing self directed responses to themes and concepts

Unit 2: Developing a personal theme (Year 13)

Unit 3: Exam paper – 15 hours exam (Year 13)

Skills Required

The capacity for thinking creatively, innovatively, analytically, logically and critically. The willingness to take a risk



and explore ideas and concepts creatively. To have an open mind to new experiences. To be driven and willing to work beyond the lesson is a necessity.

Entry Requirements

The fine art course is aimed at students who have an interest in art in its various forms. It is designed for students who wish to develop skills, explore ideas and concepts and develop personal responses to themes. "C" grade at GCSE is a minimum requirement although students who have not taken GCSE may wish to talk to art staff about the possibilities available to them.

Progression Opportunities

There are many opportunities open to students studying Art and Design and no one list can be really complete. Students can continue onto the Isle of Man College Foundation Diploma in Art and Design, or may wish to explore arts based courses at University directly. Previous students have gone on to study Fashion, illustration, design based courses, fine art, photography, art history, sculpture and ceramics, 3d sculpture and jewellery design. It is looked favourably on when applying for architecture.

Find out more

<http://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design/subject-content/fine-art>

Business (A Level)

Exam Board: WJEC

Course Contacts: Miss A G Watts

Description

During this modular course students will investigate the fundamental principles of Business including:

- Unit 1 – Business Opportunities
- Unit 2 – Business Functions
- Unit 3 – Business Analysis and Strategy
- Unit 4 – Business in a Changing World

This course will involve students participating in both individual and group tasks to develop a holistic understanding of business issues. Throughout the four units students will be challenged to develop both business and generic skills including decision making, problem solving, challenging assumptions and critical analysis.

Student Profile

A successful A Level Business student will:

- Enjoy working independently
- Think creatively to solve business problems
- Enjoy working with numbers (basic number manipulation only).
- Relish the opportunity to consider a range of business contexts and situations.

Topics Covered

Unit 1 – This unit focuses on new business start-ups as well as small and medium sized enterprises (SMEs). The content in this section is based around the concept of starting a new business and the issues that surround planning a new business.

Unit 2 – This unit broadens the context for students and will include all types of business organisations, ranging from recently formed small businesses to well-established multinational companies. Students need to understand that, in order to succeed in a competitive market, all businesses have to consider the core functions of business – Marketing, Human Resources, Finance, Operations.

Unit 3 – The emphasis in this unit is on understanding and using analytical techniques and developing appropriate business strategies. Students will learn to construct and analyse a range of decision-making models.

Unit 4 – This unit focuses on how businesses need to adapt to succeed. Students will investigate how businesses of different sizes operate in a global marketplace and the wide range of external factors that affect their day-to-day activities.



Assessment

- Unit 1 - One 1 hour 15 minute written examination worth 15% of final grade
- Unit 2 - One 2 hour written examination worth 25% of final grade
- Unit 3 - One 2 hour 15 minute written examination worth 30% of final grade
- Unit 4 - One 2 hour 15 minute written examination worth 30% of final grade

Skills Required

- Independent learning skills
- Literacy, Numeracy and ICT skills
- Problems solving and decision making skills
- Evaluation and analytical skills
- Willingness to act on feedback

Entry Requirements

A grade C or above in GCSE English Language and Mathematics is recommended. If taken, a grade C or above in GCSE Business Studies is also recommended. Please note, students do not need to have taken GCSE Business Studies to study this course.

Progression Opportunities

This course provides a variety of transferable skills that can support progression to either Higher Education or Employment. These include analytical capabilities, data interpretation, problem solving and applying creative solutions; communication, working collaboratively; self-management and adaptability.

Find out more

<http://www.wjec.co.uk/qualifications/business/r-business-gce-as-a>

<http://snhs.im/?p=1495>

Biology (A Level)

Exam Board: OCR

Course Contact: Mrs L Salway

Description

The Biology A specification has a content-led flexible approach. It begins with lots of basic Biological concepts and moves onto human and plant Biology. The reward for making it through AS Biology will be the the A level topics which develop molecular level understanding of Neurones, Respiration, Urine Formation and Biotechnology.

Student Profile

Many students choose to combine Biology with one of the other sciences or Physical Education. But there is no need to follow the crowd. Biology compliments many other courses including Psychology and Geography. A successful Biology student will have well developed independent study skills to motivate themselves into staying on track with their own studies. Students should have an interest in how the body works on a molecular level and be able to apply a critical thought process to apply knowledge to exam style questions. Memory techniques are paramount to help remember the large amounts of content.

Topics Covered

Modules 1 to 4 constitute the stand-alone AS Level qualification; Modules 1 to 6, combined with the Practical Endorsement, constitutes the full A Level. The modules can be summarised as:

- Module 1 – Development of practical skills in biology
- Module 2 – Foundations in biology
- Module 3 – Exchange and transport
- Module 4 – Biodiversity, evolution and disease
- Module 5 – Communication, homeostasis and energy
- Module 6 – Genetics, evolution and ecosystems

Assessment

At AS Level:

- Paper 1 and 2, each 1.5 hours, can assess any content from Modules 1 to 4.

At A Level:

- Paper 1 (2hrs 15min) assesses content from Modules 1, 2, 3 and 5
- Paper 2 (2hrs 15min) assesses content from Modules 1, 2, 4 and 6 plus any material appropriately flagged within the specification from Modules 3 and 5
- Paper 3 (1.5 hours) assesses content from Modules 1 to 6.

Skills Required

Biology is a discipline and, as such, it's a matter of training your mind to be prepared for the challenges it will present. The following are good skills to have *regardless* of what field you're going into though.

- Problem-Solving & Scientific Reasoning
- Technical Knowledge
- Good Study Habits
- Mathematics
- Memory and recall

Entry Requirements

B or above in iGCSE Biology or B in iGCSE Coordinated Science.

Progression Opportunities

A level Biology can open up a range of careers and higher education courses in Biochemistry, Bioinformatics, Biomedical Engineering, Biotechnology, Biomedical Science, Biostatistics, Cell Biology, Developmental Biology, Clinical Trials, Clinical Research, Cancer/Oncology, Cardiology, Forensic Science, Genetics, Microbiology, Neuroscience, Zoology, Veterinary Sciences. Ecology and Environmental Protection, Botany/Plant Science A level Biology can also help gain direct entry into employment, especially into the scientific and related sectors.

Find out more

<http://www.ocr.org.uk/qualifications/as-a-level-gce-biology-a-h020-h420-from-2015/>

Chemistry (A Level)

Exam Board: OCR

Course Contact: Mrs H D Shipley

Description

The Chemistry B (Salters) specification has a content-led approach, where chemistry is studied in a range of different contexts divided into topics, conveying the excitement of contemporary chemistry. Ideas are introduced in a spiral way with topics introduced in an early part of the course reinforced later. A particular emphasis is placed on an investigational and problem-solving approach to practical work. For A level only, the Practical Endorsement will also support the development of practical skills.

Student Profile

There's no doubt that A-level chemistry can be a bit mathematical at times, and so students sometimes choose to take a Level 3 maths course as well.

Students choose to combine Chemistry with Biology or Chemistry with Physics as it tends to complement both sciences and depends on which direction students decide to take eg. biochemistry or possibly Chemical engineering. Chemistry can be studied alone or can be combined with lots of other subjects.

Topics Covered

Modules 1 to 5 constitute the stand-alone AS Level qualification.

Modules 1 to 10 combined with the practical endorsement constitute the full A Level. The modules can be summarised as:

- Module 1: Elements of life.
- Module 2: Developing fuels.
- Module 3: Elements from the sea.
- Module 4: The ozone story.
- Module 5: What's in a medicine
- Module 6: The chemical industry
- Module 7: Polymers and life
- Module 8: Oceans
- Module 9: Developing metals
- Module 10: Colour by design

Assessment

AS Level:

- Papers 1 and 2, (each 1 hour 30 mins), assess content from Modules 1 - 5 as well as practical skills.

A Level:

- Paper 1 (2 hours 15 mins) assesses Fundamentals of chemistry.
- Paper 2 (2 hours 15 mins) assesses Scientific literacy in chemistry and includes an Advance Notice article.
- Paper 3 (1 hour 30 mins) assesses practical skills in chemistry.



Skills Required

The following are good skills to have *regardless* of what field you're going into.

- Mathematics
- Investigational and Problem-Solving techniques
- Technical Knowledge
- Good Study Habits

Entry Requirements

B or above in iGCSE Chemistry or B in iGCSE Coordinated Science.

Progression Opportunities

A level Chemistry can open up a range of careers and higher education courses in medicine, veterinary science, dentistry, physiotherapy, pharmaceutical science, and forensic science as well as careers in the environmental health and food sector. A level Chemistry can also help gain direct entry into employment, especially into the scientific and related sectors.

Find out more

<http://www.ocr.org.uk/qualifications/as-a-level-gce-chemistry-b-salters-h033-h433-from-2015/>

Computing (A Level)

Exam Board: AQA

Course Contact: Mr J Hunter

Description

In this course, students will gain an understanding of and ability to apply the fundamental principles and concepts of computer science including: abstraction, decomposition, logic, algorithms and data representation. Students will develop the ability to analyse problems in computational terms through practical experience of solving such problems including writing programs to do so.

Student Profile

A successful computing student enjoys problem solving and thinking logically – they will keep working until they find a solution. They will enjoy working with numbers and applying mathematical theory to solve complex problems. A computing student has an interest in how computers work rather than how to use software. A computing student understands that there is a large amount of home study, which is required to complete the large amount of practical work required.

Topics Covered

Computer Software, Database Theory, Networking, Programming, Data structures Boolean Algebra and Systems Life Cycle.

Assessment

- Paper 1: 40% of A2 - An online exam that focuses on programming theory
- Paper 2: 40% of A2 - A written exam covering the theory of computing
- Practical Project: 20% of A2 - A coursework element where students design and create their own piece of software.

Skills Required

The capacity for thinking creatively, innovatively, analytically, logically and critically

Entry Requirements

The computing course is for students who have an interest in the fundamentals of computer systems or wish to study for a computing based degree. The course is very mathematical and students should have good problem solving skills. By the end of the course students will have learned how to program using an object orientated programming language. B or above in GCSE Mathematics is preferable.

Progression Opportunities

The Computing GCE A-Level is a highly marketable qualification and welcomed by employers and universities alike. It provides an excellent springboard for university courses such as Games Design, Engineering, Management and Information technology or Software Engineering.

Find out more

<http://www.aqa.org.uk/subjects/ict-and-computer-science/as-and-a-level/computer-science-7516-7517>

Core Maths (AQA Certificate)

Exam Board: AQA

Course Contact: Mrs V Gore & Miss A Lewis

Description

A relatively new Level 3 maths qualification, equivalent in UCAS points to an AS-Level, with two end-of-course examinations at the end of Year 12. This course is relevant to real life. It is modern, accessible to students and applies to all careers. It focuses on using mainly familiar maths in a range of realistic contexts to enable students to engage with, explore, enjoy and succeed in maths.

Student Profile

This qualification is for students with a grade C or above in GCSE. It develops mathematical skills and thinking appropriate for a Level 3 qualification. This course is for students who wish to be competent and confident in using maths in their studies, careers and lives.

Topics Covered

40% of the content is based around the new GCSE Maths Higher Tier, with the remainder involving financial problems in a real life context and A Level Statistics.

Compulsory content: Critical analysis, analysis of data, personal finance, Estimation.

Optional content: Statistical Techniques or Critical Path & Risk Analysis or Graphical techniques.

Assessment

Two 90 minute papers of equal demand at 60 marks each. Scientific calculator allowed.

The first paper focuses on analysis of data, finance, including Taxation and Loans, and estimation. The second paper focuses on statistical skills, including correlation and the Normal Distribution.

Skills Required

An interest in real-life maths, in particular finance, and competence at data handling topics and percentages at GCSE. Strong basic numeracy skills required and ICT skills helpful.

The Assumed knowledge can be found using the link below: <http://filestore.aqa.org.uk/resources/mathematics/AQA-I350-ASSUMED-KNOWLEDGE.PDF>

Entry Requirements

Grade C in GCSE Mathematics.

Progression Opportunities

It provides useful maths skills for students studying courses such as A-level Psychology, Sciences and Geography; as well as technical and vocational qualifications. Students will learn and apply real-world maths skills.

Find out more

<http://www.aqa.org.uk/subjects/mathematics/aqa-certificate/mathematical-studies-I350>



Drama & Theatre Studies (A Level)

Exam Board: WJEC

Course Contact: John Dowty

Description

During the Drama and Theatre Studies course, you will participate in the creation and performance of a piece of theatre based on the reinterpretation of an extract from a text either as a performer or as a designer, as well as studying a set text from a performance perspective.

The approach is mostly practical with a high level of analysis. Through written and practical coursework assessment, you will demonstrate your understanding, practical skills and ideas.

We will also visit the theatre to review plays and here you will learn to critique all aspects of a production with skill and increase your appreciation of the possibilities of theatre through being exposed to a variety of styles and approaches.

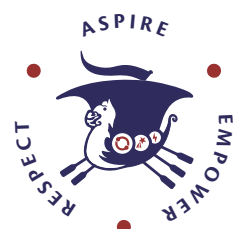
Student Profile

A successful Drama student is really enthusiastic about all aspects of acting and theatre: watching it, doing it, talking about it and writing about it.

You will need to be a good team player who enjoys a challenge and who can solve problems with determination and imagination. You will need to appreciate the importance of planning and organisation and be prepared to spend time researching and rehearsing outside of lesson time.

Topics Covered

- Set texts: 'Medea' by Euripides and the theatre of Ancient Greece. The Radicalisation of Bradley Manning by Tim Price. 'A Day in the Death of Joe Egg' by Peter Nichols.
- Live Productions.
- Influential theatre practitioners
- Influential theatre companies.
- Choice and use of staging form
- Actor/audience relationship
- Casting
- Physical and vocal performance skills
- Character motivation and interaction
- Development of pace, pitch and climax
- Costume, make-up, and masks
- Use of props
- Stage design, lighting and sound design
- Creation of mood and atmosphere



Assessment

Unit 1 (24% of A Level) Theatre Workshop

- Spring Y12
- The development and performance of drama based on a reinterpretation of an extract from a text
- Learners will be assessed on either acting or design

Unit 2 (16% of A Level) 1 hour 30 mins Written Examination

- Summer Y12
- A series of questions based on 'Medea' by Euripides
- The complete text may be taken into the examination. (Note: Units 1 & 2 form the AS qualification)

Unit 3 (36% of A Level) Text in Action

- Spring Y13
- Learners participate in the development and performance of two pieces of theatre based on a stimulus
- One devised piece and one performance of an extract from a text
- Learners must realise their performance live for the visiting examiner
- Learners will be assessed on either acting or design

Unit 4 (24% of A level) 2 Hours and 30 mins Written Examination

- Summer Y13
- Two questions on 'The Life and Death of Joe Egg' and 'The Radicalisation of Bradley Manning'
- The complete texts may be taken into the examination

Skills Required

- Team skills,; decision making, problem solving, and communication
- Imagination
- Time and project management
- Essay writing

Entry Requirements

- Students have in the past been successful at A level Drama and Theatre Studies without having taken the GCSE. However, B or above for Drama GCSE is recommended.
- Previous theatrical experience is useful but not essential.
- As 60% of the course is in the form of written examination, a good pass at English GCSE is required.

Progression Opportunities

Drama and Theatre Studies is a highly marketable qualification and welcomed by employers and universities alike. It provides an excellent springboard for university courses in such areas as performing arts, media, journalism, business and teaching.

Drama can lead to a wide variety of careers such as: actor, director, lighting designer, sound engineer, make-up artist, set designer, scriptwriter, producer, arts administrator, animator, television/radio presenter, newsreader, journalist, camera operator, salesperson, marketer, event planner, lawyer, teacher, therapist.

Find out more

<http://www.wjec.co.uk/qualifications/drama/r-drama-gce-asa-from-2016/>



Economics (A Level)

Exam Board: AQA

Course Contacts: Mr ST Edwards

Description

During the course, students will consider the fundamental principles and concepts of Economics including:

1. The Basic Economic Problem
2. Individual Consumer Economic Decision Making and Choice
3. Business Decision Making with respect to Production and Pricing.
4. Government Economic Policy.

The course involves students carrying out both individual and group tasks on a variety of Economic issues and problems. With the ever-changing Economic climate, students will need to keep up to date with current Economic events and the impact these have on consumers, businesses and Governments.

Student Profile

A successful Economics student will:

1. Enjoy problem solving and thinking logically.
2. Keep working until they find a solution.
3. Be able to see a variety of solutions to a specific problem or issue and communicate that which they feel is the most appropriate.
4. Enjoy working with numbers (basic number manipulation only).
5. Understand that a large amount of home study is required in order to complete extra research to keep up with current Economic events.

Topics Covered

Unemployment, Globalisation, Taxes and Benefits, Inflation, Wage Rates, Business and Market Structures, Currencies, Business Costs, Economic Data, Consumer Choice, Technological Change.

Assessment

Paper 1: Markets and market failure (2 hour exam, 33.3% of A Level)

Paper 2: National and international economy (2 hour exam, 33.3% of A Level)

Paper 3: Economic principles and issues (2 hour exam, 33.3% of A Level)

Skills Required

1. Literacy, Numeracy and ICT (particularly research based) skills
2. Problem solving and decision making skills
3. Evaluative and analytical skills
4. Independent learning skills
5. Interpersonal skills through debate and discussion



Entry Requirements

A grade B or above in GCSE Mathematics is recommended. If taken, a grade C or above in GCSE Business Studies is also recommended.

Progression Opportunities

Economics GCE A-Level is a highly marketable qualification. It provides an excellent springboard for university courses concerning (amongst others) Finance, Accountancy, Business Management, Law and Social Science. In terms of career opportunities Economics is seen in many areas, including Banking, Insurance and Finance, as an essential part of career progression.

Find out more

<http://www.aqa.org.uk/subjects/economics/as-and-a-level/economics-7135-7136>

<http://snhs.im/?p=1495>

Enterprise & Entrepreneurship (BTEC)

Exam Board: Pearson

Course Contacts: Mr ST Edwards

Description

This modular course is a BTEC Level 3 National Extended Certificate and is equivalent to one A Level. The course involves students carrying out both individual and group tasks on a variety of Enterprise issues, problems and projects. During the course, students will study 4 units.

- Unit 1 - Enterprise and Entrepreneurs
- Unit 2 - Developing a Marketing Campaign
- Unit 3 - Personal and Business Finance
- Unit 7 - Social Enterprise

Student Profile

A successful Enterprise student will:

1. Relish opportunities to work both independently and collaboratively
2. Enjoy working on coursework tasks
3. Think creatively to solve business problems

Topics Covered

- Unit 1 – The nature of enterprise; the motivations for entrepreneurship; the opportunities and constraints for enterprises and entrepreneurs and skills required to launch an enterprise.
- Unit 2 - The principles of marketing and planning and developing a marketing campaign.
- Unit 3 - Managing personal finance; the personal finance sector; the purpose of accounting; sources of finance and analysing business performance.
- Unit 7 - The principles, values and operation of social enterprises; factors for success and planning, running & reviewing a social enterprise activity.

Assessment

- Unit 1 - Coursework - worth 25% of final grade
- Unit 2 – Examination based on a pre-seen case study – worth 25% of final grade
- Unit 3 – One 2-hour examination – worth 33% of final grade
- Unit 7 – Coursework - worth 17% of final grade

Skills Required

- Literacy, Numeracy, ICT and independent learning skills
- Problem solving, decision-making, evaluative and analytical skills
- Willingness to act on feedback

Entry Requirements

A grade C or above in GCSE English Language is recommended. If taken, a grade C or above in GCSE Business Studies is also recommended. Please note, students do not need to have taken GCSE Business Studies to study this course.

Progression Opportunities

This course provides a variety of employability skills including: Problem solving and applying creative solutions; self-presentation, communication, negotiation and working collaboratively; resilience, self-management and adaptability. In terms of career opportunities, this qualification can be used to assist with setting up one's own business or to gain employment in areas including Advertising and Finance.

The course also provides an excellent springboard for university courses concerning (amongst others) Finance, Accountancy, Marketing and Business Management.

Find out more

<https://qualifications.pearson.com/en/qualifications/btec-nationals/enterprise-2016.html#tab-1>

<http://snhs.im/?p=1495>

English Language (A Level)

Exam Board: Edexcel

Course Contact: Ms R North

Description

In this course, students will be introduced to the ways in which language varies, depending on the contexts of production and reception. Students will explore and critically evaluate how language changes can create personal identities; how language varies over time; and the development of both speech and writing in children. They will also have the opportunity to develop their research and investigation skills and apply the skills learnt to an area of language study that particularly interests them, as well as demonstrating their ability to craft texts for different audiences and purposes.

This is a two year linear course.

Student Profile

A successful English Language student should enjoy reading non-fiction; they should be logical, as well as critical in their thinking, and should enjoy writing creatively. They should show attention to detail and the ability to be analytical and non-judgmental in their approach. This course is not about studying literary texts, but a variety of both spoken, written and electronic texts in all forms. The course also involves the need for independent reading and research, so will suit students who are self-motivated.

Topics Covered

Language Variation in spoken and written language both in an individual's language and in the variation of the English language over time from c1550 to the present day; Child language development from 0-8; an individual investigation into either Global English, Language and Gender Identity, Language and Journalism, Language and Power or Regional Language Variation; Crafting Language.

Assessment

Component 1: Language Variation (35% of A level, 2 hr 15 min written examination)

Component 2: Child Language (20% of A level, 1 hr written examination)

Component 3: Investigating Language (25% of A level, 1 hr 45 min written examination)

Component 4: Coursework: Crafting Language (20% of A level)

Skills Required

Research skills, crafting writing for different audiences and purposes, reflecting on their own work, writing analytically and creatively, synthesising information and making connections, working independently.

Entry Requirements

The course does not involve reading literary texts, but focuses on the skills of analysis and analytical writing, as well as creative writing and investigative writing which is a good preparation for a university dissertation.

Students should have achieved at least a B grade on the GCSE English paper.



Progression Opportunities

The A level Language qualification is an excellent stepping stone to many degree subjects and careers; students go on to study English, Creative Writing, Law, Journalism, Teaching, Speech Therapy and many other subjects at degree level.

Find out more

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-language-2015.html>

English Literature (A Level)

Exam Board: Edexcel

Course Contact: Miss V Tomlinson

Description

In this course, pupils will engage critically and creatively with a substantial body of texts and explore ways of responding to them. They will develop and apply their knowledge of literary analysis and evaluation. They will explore the contexts of the texts they are reading as well considering others' interpretations of them. They will also undertake their own independent reading and studies to deepen their appreciation and understanding of English Literature, including its changing traditions. This is a two year linear course.

Student Profile

A successful student must have a genuine interest in reading and literature as the reading for this course is substantial, and much of it will need to be completed at home and in the student's own time. A successful student must also enjoy interpreting texts and be able to appreciate texts from different genres and time periods.

Topics Covered

Drama (including at least one Shakespeare play), Poetry (seen and unseen), Prose (two novels), wider critical reading and coursework (free choice of two texts).

Assessment A level

- Component 1 Drama: Written examination on two plays and critical reading, 30% of A Level
- Component 2 Prose: Written examination on two novels, 20% of A Level
- Component 3 Poetry: Written examination including both seen and unseen poetry, 30% of A Level
- Coursework: One extended comparative essay on two texts of pupil's choice, 20% of A Level.

Assessment AS level

- Component 1 Poetry and Drama: 2 hr written examination with two questions - one comparative poetry question and one on the studied play, 60% of AS level
- Component 2 Prose (Women and Society) 1 hr 15 minute written examination, 40% of AS level

Skills Required

Pupils should be able to interpret and analyse texts, focusing closely on writers' language choices and their effect. Pupils must also be able to work and study independently, conducting further research of their own as necessary.

Pupils will need to have strong writing skills and be able to express their ideas clearly and coherently using a logical structure. Pupils must be able to apply contextual knowledge to what they have read. They should be able to compare and contrast two texts, clearly considering both similarities and differences and how a reader may interpret these. Pupils will also need to be vocal and ready to share ideas and opinions with their peers.



Entry Requirements

Pupils should also have obtained grade B or higher at GCSE English Language. It is not necessary for students to have studied GCSE English Literature.

Progression Opportunities

The English Literature qualification is a good springboard to an English degree/joint English Degree with another subject and to those with interests in the following career paths: teaching, editorial, media and journalism, publishing, advertising and law.

Find out more

Visit the website <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/english-literature-2015.html> and follow the link to download the specification. This has further information on possible text choices etc but please bear in mind that these will be chosen depending on the school's resourcing.

Extended Project Qualification (EPQ)?

Exam Board: AQA 7993

Course Contact: Ms Crisford

Description

The Extended Project Qualification (EPQ) involves choosing a topic and carrying out some fairly extensive research into that particular area, then creating EITHER a 5,000 word report OR a 'product' + a 1,000 word report. After that, you must deliver a small presentation to a group of non-specialists about your topic, lasting from 10 - 15 mins.

Student Profile

The EPQ is an independent project, and as such best suits students who are well organised, with a clear idea for a project and capable of working towards a plan to deliver an in depth project or product with a report. Students will have some taught sessions to help them develop the skills required to deliver a successful project and meet the EPQ requirements, but will mostly be working to their own schedule to complete the project. As such self discipline and motivation are essential.

Topics Covered

Students chose their own topic for their projects, but projects must not focus on an area that the student is already studying. However, they can be broadly related.

Assessment

The EPQ will be marked and moderated by the school, then a sample sent to the exam board for further moderation.

The EPQ is worth the same UCAS points as one AS Level qualification and is graded A*-E.

Assessment objective weightings:

- 20% - management: identify, design, plan, and complete the individual project, or task within a group project, applying organisational skills and strategies to meet stated objectives
- 20% - resources: obtain and select information from a range of sources, analyse data, apply relevantly and demonstrate understanding of any appropriate linkages, connections and complexities of your topic.
- 40% - 'develop and realise' the project: select and use a range of skills, including new technologies, to solve problems, to take decisions critically, creatively and flexibly, and to achieve planned outcomes
- 20% - present/review/evaluation: evaluate outcomes including own learning and performance. Select and use a range of communication skills and media to convey and present evidenced outcomes and conclusions

Skills Required

- time management
- research and evaluation of resources
- report writing
- referencing and bibliography creation
- presentation skills
- reflection and evaluation



Entry Requirements

None. However this project involves extensive writing and evaluation of sources. Students without a C in English may find this project difficult.

Progression Opportunities

The EPQ help students to develop the independent research skills that are essential for those wishing to attend university. It also allows students to develop their understanding of a topic of their choice in preparation for future career or study in this area.

- You will develop as a critical, reflective and independent student.
- You will develop and apply decision-making and problem-solving skills and using your initiative.
- You will extend your planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills.
- You may improve performance in your A levels with the skills acquired in EPQ
- You will support your aspirations for further study and/or career development.

Find out more

<http://www.aqa.org.uk/subjects/projects/aqa-certificate/EPQ-7993>

Fashion and Textiles (A level)

Exam Board: WJEC

Course Contact: Mrs Newey

Description

A-level Design and Technology: Fashion and Textiles helps students take a broad view of Design and Technology. The course also helps students to develop their capacity to design and make products and appreciate the complex relations between design, materials, manufacture and marketing.

Student Profile

We are on a search for students who are creative, hardworking, would persevere with a project and be enthusiastic about joining A-Level Textiles. You will learn everything from first fibres right through to the high street fashion. You should enjoy practical work and be able to organise your time effectively.

Topics Covered

The course focuses on all elements of textiles, including the investigation of fabric materials. It includes traditional, modern smart products and nano-textiles. It involves studying the manufacture of products and the product life cycle. It also includes key construction techniques and the developing and designing your own products.

Assessment

Unit 1 : Materials, components and application (Exam 20 % 2 hrs)

Unit 2 : Design and make project (own choice) (coursework 20 % 50 hrs)

Unit 3 : Design and manufacture (Exam 30 % 2 hrs)

Unit 4 : Design and make project (Own choice) (30% 60 hrs)

Skills Required

The ability to think creatively and then put those ideas into real products. Good time management, organisational skills and an enthusiasm for finding out how things are produced is essential.

Entry Requirements

Students who have studied GCSE Design Technology would find it helpful but not essential to study it at A Level.

Progression Opportunities

Students who have studied A Level textiles can pursue a career in fashion and textiles, however their creativity and ability to organise their time effectively will open doors in any career they wish to follow.

Find out more

<http://www.wjec.co.uk/qualifications/design-and-technology/r-design-and-technology-gce-2017/>



Food Science & Nutrition

Exam Board: WJEC

Course Contact: Mrs D Freegard or Mrs J Merrick

Description

In the first year of the Level 3 certificate course students will study Meeting Nutritional Needs of Specific Groups. This will be assessed internally and externally.

In the second year which is: Level 3 Diploma in Food Science and Nutrition and is most suited to those interested in a career or further learning in relation to food science and nutrition.

Student Profile

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

Topics Covered

L01 Understand the importance of food safety

L02 Understand properties of nutrients

L03 Understand the relationship between nutrients and the human body

L04 Be able to plan nutritional requirements

Assessment

Unit 1 Meeting Nutritional Needs of Specific Groups will be both internally and externally assessed.

90 minute exam plus 15 minutes reading time - Total of 90 marks.

Three sections on each paper: Section A - short answers; Section B - extended answers; Section C is a Case Study. Each paper is available in June each year.

Skills required

Enthusiasm/interest in nutrition and enjoyment in carrying out practical tasks. The ability to analyse and investigate, be able to create new foods, be able to work in a team and develop ideas.

Entry Requirements

A grade C or above in GCSE Food & Nutrition or Food Technology is advisable but a keen interest and a grade C or above in GCSE Science could be considered.

Progression Opportunities

Your Level 3 Certificate in Food Science and Nutrition will prepare you for Higher education and a rewarding career as a food technologist, food designer or nutritionist. Other possible career paths include social work, teaching, sports science and medicine.

Find out more

<http://www.wjec.co.uk/qualifications/food-science-and-nutrition/food-science-and-nutrition-level-3-from-2015.html>

French (A level)

Exam Board: AQA

Course Contact: Ms Laporte, Mrs Smith

Description

Whatever your interests, whatever your ambitions, language-study will increase your knowledge and develop your potential. Art, music, sport, fashion, law, economics, politics, journalism, philosophy, history, geography, sociology: all of these areas and more are studied during your A Level course. All of these areas and more need professionals with language skills.

At AS and A Level you will be moving to wider issues concerning society and the world around you. Some of these issues may be fascinating to you and you will feel strongly about them. You will need to discuss them with confidence and conviction.

Student Profile

A successful MFL student needs to be curious, have an interest in the target language country's society, history, fashion, art, music and lifestyle, be willing to spend time watching programmes and films in the target language, access foreign language magazines that can be read online, express themselves frequently. They will be expected to work independently and take responsibility for their own learning and progress. This will require them to research topics, form their own opinions and develop a much wider vocabulary.

Topics Covered

AS

- Modern and traditional values
- The cyber-society
- The place of voluntary work
- Equal rights
- Positive features of diversity
- Life for the marginalised
- How criminals are treated
- Grammar

A2

- Artistic culture in the French-speaking world (music and cinema)
- Teenagers, the right to vote and political commitment
- Modern day idols
- Demonstrations and strikes- who holds the power/ Monarchies, republics and dictatorships
- Politics and immigration
- Grammar



Assessment

Paper 1: Written exam (listening, reading, translation): 2 hours and 30 minutes (40% of A level)

Paper 2: written exam (1 text and 1 film + grammar): 2 hours (30% of A level)

Paper 3: Speaking (individual research topic + 1 of the topics studied): 18 minutes (30% of A level)

Skills Required

The skills required are: keeping well-informed, being able to express opinions and reactions and providing well-researched information, being able to prepare a topic in detail, being able to present a logical argument clearly, showing initiative and imagination, using the target language with increasing fluency, using formal as well as informal language, using accurate pronunciation and appropriate intonation, showing knowledge of, and an ability to use, a range of structures.

Entry Requirements

"C" grade or above in G.C.S.E. French is required.

"C" or above in G.C.S.E. English Language or Literature is desired.

Progression Opportunities

Language skills can open up all sorts of exciting career opportunities for you – think beyond teaching, interpreting and translating. For example: * Journalism * the diplomatic service * Medicine * the Armed Forces * the Secret Service * Hotel management * Importing * Airline work * Customer services * Cruise ship work * European patent work * Tourist information service * International law * Tour operating * The European commission * Exporting * Immigration * International marketing * Web design etc.

Employers regard language skills as VERY important and your earning power may also be greater than those without language skills.

International Opportunities

Studying or working abroad as part of your university studies is a fantastic way to build on your language skills, immerse yourself in the culture, meet new people and add to your CV. There is no better way to learn about a language and culture than by being surrounded by it!

Most universities provide students with opportunities to study or work abroad. Other subjects often involve a work placement and many universities will allow you to do this abroad. This is a fantastic opportunity to utilise a language you have previously studied but not continued with at University or to learn a new one. Subject areas that usually offer such opportunities include Business Studies, Engineering, Law, Medicine, Tourism...

The majority of UK universities also support the Erasmus Programme which provides UK undergraduates with the opportunity to study or work in another European country and provides funding to support this. To find out more about Erasmus www.erasmus.ac.uk

Find out more

French: <http://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7651>

For further information:

www.whystudylanguages.ac.uk

http://www.all-languages.org.uk/news/features/languages_are_great_britain

http://www.all-languages.org.uk/news/features/making_the_case_why_students_need_to_study_languages_2

<http://www.languageadvantage.com>



Geography (iA level)

Exam Board: Cambridge

Course Contact: Mr J MacGregor

Description

This engaging and flexible course gives students the opportunity to:

- Engage with the relationship of human populations to each other over space and time
- Study the relationship between human populations with their physical environment at a variety of scales from the local to the global
- Consider their own role in relation to themes and issues being studied and the roles, values and attitudes of others including decision makers

Student Profile

A successful Geography student will be able to engage in the world around them and evaluate links and patterns. They will develop good research and problem solving skills that are looked on favourably from employers. An appreciation and interest in the world around them is an important element.

Topics Covered

AS

- (Physical) Hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering.
- (Human) Population, migration and settlement dynamics.

A2

- (Physical) Coastal environments, Hazardous environments.
- (Human) Environmental management, Global interdependence.

Assessment

AS

Paper 1 Core Physical (1 hour 30 mins) data response/structured questions

Paper 2 Core Human (1 hour 30 mins) data response/structured questions

A2

Paper 3 - Advanced physical options- 1 structured and 1 essay question

Paper 4 - Advanced human options - 1 structured and 1 essay question

AS grade after year 12 or your year 12 marks make up 50% of your A2 grade.

Key Skills

Investigative & enquiry skills, map work, ICT, statistical skills, fieldwork skills.



Entry Requirements

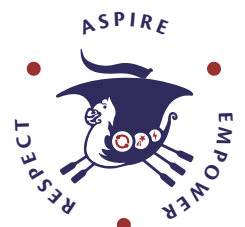
The Geography course requires rigour in students' studies with the ability to research around topics and have awareness of current affairs. The course has scientific elements and students need to be able to interpret and analyse the significance of information. It is recommended that students have at least a grade C in GCSE Geography and a willingness to work hard and be self-motivated.

Progression Opportunities

Geography qualifications are highly favoured by employers due to students having a range of investigative and analytical skills that are transferable. Many careers open up to Geography students with the specialist jobs and also more general careers in the business community.

Find out more

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-geography-9696/>



Government & Politics (A level)

Exam Board: Edexcel 9GPO I

Course Contact: Ms Crisford & Miss Graham

Description

The aims and objectives of this course are to enable students to:

- develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and globally
- develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes.
- develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics.
- develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups
- develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements
- develop an interest in, and engagement with, contemporary politics.

Student Profile

A successful Politics student will have an interest in current affairs. Will be keen to develop their skills of analysis and evaluation and want to learn more about the UK and Isle of Man's political structures, with a view to making informed judgements about them. Students should be interested in the ideas that have shaped the world and have the skills to look critically at such ideas, be capable of independent learning and able to construct and communicate arguments with supportive evidence in a written and verbal context.

Topics Covered

- Component 1 - Political participation: - democracy and participation, political parties, electoral systems, voting behaviour and the media. Core political ideas - conservatism, liberalism, socialism
- Component 2: UK Government - the constitution, parliament, Prime minister and executive, and one from the following - anarchism, ecology, feminism, multiculturalism, nationalism.
- Component 3: There are two routes available for component 3
 1. Global - sovereignty and globalisation, global governance: political and economic, global governance: human rights and environmental, power and developments, regionalism and the European Union, comparative theories.
 2. USA - the US Constitution and federalism, US congress, US presidency, US Supreme Court and civil rights, democracy and participation, comparative theories.



Assessment

AS LEVEL

- Component 1 Three 10 mark questions and one 30 mark question - 1 hour 45mins (50% of AS)
- Component 2 Three 10 mark questions and one 30 mark question - 1 hour 45 mins (50% of AS)

A Level

- Component 1 - Two 30 mark questions, one 24 mark question. - 2 hours (33% of A Level)
- Component 2 - Two 30 mark questions, one 24 mark question. - 2 hours (33% of A Level)
- Component 3 - Two 12 mark questions, two 20 mark questions - 2 hours (33% of A Level)

Skills Required

The ability to think critically; to be able to evaluate the strengths and weaknesses of different structures and processes and political ideas. To be able to compare and contrast a range of different theories and systems. To write coherently and select and apply relevant information in the correct context. To be able to work independently to complete research and wider reading.

Entry Requirements

The Government & Politics course is for students who have an interest in the world around them and the ideas that have shaped our history. The course requires a good level of literacy and the ability to think critically and identify parallels and connections between different viewpoints, and evaluate different concepts and structures. Grade C or above in GCSE Language is required. Together with a grade B in a Humanities subject (History, RE, Geography).

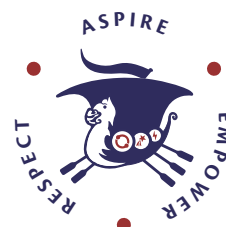
Progression Opportunities

Government & Politics is one of the Social Sciences and a highly regarded academic subject, which can be studied at degree level. Studying Politics can lead to a wide range of careers in:
Law; Civil service; Journalism; Aid agencies; Commerce/banking; Research; Education

Find out more

The specification is currently under review from Ofqual. You can find out more detail about the draft specification here:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html>



Health and Social Care (BTEC) Certificate And Extended Certificate

Exam Board: Pearson

Course Contact: Mrs A McCusker

Description

The Level 3 Qualification in Health And Social Care will provide full time learners with the skills needed to gain knowledge and understanding of a wide range of subject areas relating to Health And Social Care. It is the equivalent in size to an A level.

Student Profile

The course would suit anyone with a passion for working or gaining a further insight into working within the Health and Social Care sector. It is also beneficial for students who wish to have a clear pathway into the Health and Social Care sector via Further or Higher education.

Topics Covered

Health and Social Care Level 3 consists of two mandatory units in Year 12

- Unit 5 - Supporting Individuals with Specific Care Needs - Internally assessed coursework
- Unit 1 - Human Lifespan Development - externally assessed examination

In Year 13 student complete one mandatory unit

- Unit 2 - Working in health and social care - externally assessed examination

One more optional unit is studied in year 13 from the following :

- Anatomy and Physiology for Health and Social Care
- Sociological Perspectives for Health and Social Care
- Psychological Perspectives for Health and Social Care
- Values and Planning in Social Care
- Safeguarding Adults and Promoting Independence
- Public Health
- Physiological Disorders .

Assessment

A stand alone qualification (Certificate) can be completed in year 12 or carried forward to year 13 to complete the Extended Certificate.

In both years 12 and 13 the external exam is done in January of each year to enable a resit if required in May.

The extended pieces of coursework are completed in the Spring term.

Skills Required

Good organisational skills.

Effective communication skills.

An ability to be an independent learner .

Good research skills are essential as well as good analytical skills.



Entry Requirements

A Level 2 qualification in Health & Social Care is desirable but not essential. A good level of English is required

Progression Opportunities

The Level 3 Qualification in Health And Social Care will provide full time learners with the opportunity to enter employment in the Health And Social Care sector or progress to vocational qualifications such as BTEC Higher Nationals. The BTEC qualifications are designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment.

The qualifications provide progression opportunities to higher education, degree and professional development

Find out more

By visiting the Edexcel website.

qualifications.pearson.com/en/subjects/health-and-social-care

Health and Social Care (BTEC) Diploma

Exam Board: Pearson

Course Contact: Mrs A McCusker

Description

The Level 3 Diploma Qualification in Health and Social Care will provide full time learners with the skills needed to gain knowledge and understanding of a wide range of subject areas relating to Health and Social Care. The diploma is the equivalent in size to two A Levels.

Student Profile

The course would suit anyone with a passion for working within the Health And Social Care sector. It is also beneficial for students who wish to have a clear pathway into the Health And Social Care sector via Further or Higher education. It supports access to a range of higher education courses if taken alongside another A level or BTEC qualification.

Topics Covered

Health and Social Care Level 3 Diploma consists of six mandatory units over two years

- Unit 5 - Supporting Individuals with Specific Care Needs - Internally assessed coursework
- Unit 1 - Human Lifespan Development - Externally assessed examination
- Unit 2 - Working In Health & Social Care - Externally assessed examination
- Unit 4 - Effective Practice In Health & Social Care - Research Project
- Unit 7 - Principles Of Safe Practice In Health & Social Care - Internally assessed coursework
- Unit 8 - Promoting Public Health - Internally assessed coursework

There are a further four optional units which will be discussed once the course starts and will be tailored to students needs.

Assessment

Y12

Unit 1 (January exam) as with certificate

Unit 5 (Spring term) as with certificate

Unit 7 (Autumn term)

Unit 4 (Spring term)

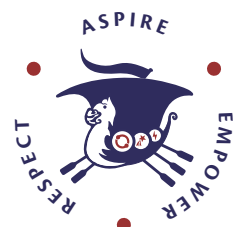
Y13

Unit 2 (January exam) - as with extended certificate

Unit 8 (Autumn term)

Optional unit - as with extended certificate

Optional unit



Skills Required

Good organisational skills.

Effective communication skills.

An ability to be an independent learner .

Good research skills are essential as well as good analytical skills.

Entry Requirements

A Level 2 qualification in Health & Social Care is desirable but not essential. A good level of English is required

Progression Opportunities

The Level 3 Qualification in Health And Social Care will provide full time learners with the opportunity to enter employment in the Health And Social Care sector or progress to vocational qualifications such as BTEC Higher Nationals. The BTEC qualifications are designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment.

The qualifications provide progression opportunities to higher education, degree and professional development

Find out more

By visiting the Edexcel website.

qualifications.pearson.com/en/subjects/health-and-social-care

History (A level)

Exam Board: CIE Cambridge CODE : 9389

Course Contact: Mrs C Duffy

Description

Students will cover a wide variety of History topics developing a range of transferable skills, as well as continuing to grow their passion for the subject.

It is our aim to make sure that SNHS A Level History captivates students and develops a desire within them to continue learning beyond the confines of the classroom.

Student Profile

A successful history student will have a genuine passion for history and will have a questioning mind. Our aim is to create independent learners and critical thinkers and decision makers.

It is vital that students who wish to take History at A-level recognise the importance of extra reading outside of the classroom in order to have the depth of knowledge required in understanding key concepts taught.

Topics covered

France 1789-1814

- What were the aims and domestic problems of French politicians from 1789 to 1795?
- Why were French governments unstable from 1789–1795?
- Why did Napoleon Bonaparte rise to power by 1799?
- What were Napoleon Bonaparte's domestic aims from 1799 to 1814?

The Origins of WWI 1870-1914

- Why did the Alliance System develop?
- What was the importance of militarism and the Naval Race?
- Why were the Balkans unstable?
- Why did war break out in 1914?

The Search for International Peace and Security, 1919–1945

- Reasons why the USA, Russia and Germany were not involved
- The General Assembly and The Council
- Permanent Court of International Justice, The Secretariat, Commissions and
- Successes – organisations for labour; refugees, health; Mandates Commission; minor political disputes
- Failures – Disarmament Commission; major political disputes (e.g. Manchuria, Abyssinia)
- Reasons for the League's failure to preserve peace.
- The role of US President Roosevelt
- The San Francisco Conference and the Charter
- Similarities and differences between the United Nations and the League of Nations

History of USA 1945-1980

- The late 40's and 50's
 - Why and how was this period a time of economic prosperity?
 - How great was the social change experienced by the USA in this period?
 - How far was this period a time of political stability?
 - How effective was the civil rights movement?
- The 60's and 70s
 - Why did the USA experience a deteriorating economic situation in the 1960s and 1970s?
 - How far did the USA experience a social revolution in the 1960s and 1970s?
 - Why was this period a time of short-lived presidencies?
 - How great was the change in the treatment and status of ethnic minorities in the 1960s and 1970s?

Development of the Cold War 1941-50

- Tensions in the wartime alliance against the Axis powers
- Peace-making at the end of World War II
- Increasing tensions in a divided Europe
- The Truman Doctrine and the Marshall Plan
- The Berlin Blockade and Airlift
 - Introduction to interpretations on the Cold War:
- How far were inherent tensions between East and West bound to resurface in 1945?
- How important were the personalities of the leaders of the Great Powers in shaping the Cold War?
- How far were ideology, security and economics the factors which created Cold War tensions?
- The Traditional approach
- The Revisionist approach
- Post-Revisionist approaches
- How have the perspectives on the Cold War of Russian historians differed from those in the West?
- Reinterpretations of the Cold War in the light of new archival sources
- The emergence of the 'New' Cold War history

Assessment

There are two exams at the end of year 12 which is worth 50% overall. There are also two exams at the end of year 13.

YEAR 12

- Unit 1 : Source based exam : Search for international peace 1919-1945. This exam is 1 hour long. Worth 40 marks. 15 marker and 25 marker. 40% of overall AS exam.
- Unit 2 : European option: The French Revolution and Causes of WWI. This exam is 1 hour 30 minutes. Worth 60 marks. 2 x 10 mark questions. 2 x 20 mark questions. 60% of overall AS exam.

YEAR 13

- Unit 3 : The Origins and development of the Cold War 1941-1950. 1 hour. 1 question worth 40 marks. 40% of A2.
- Unit 4 : History of USA. 1 hour 30 minutes 2 x 30 marks. 60% of overall A2.

Skills Required

History places particular stress on the development of independent thought and analytical skills, and requires excellent communication skills, namely high levels of literacy and oral presentation. Consequently, students following the History A Level course will be expected to do a great deal of independent work and independent thinking, as well as a good deal of reading and writing. You have to present the results of research both in independent work and in the context of group discussions. The need to come to terms with unfamiliar periods and areas facilitates reflective and adaptable skills, empathy and imaginative insight within critical and methodological constraints.

Entry Requirements

Pupils wishing to study History are advised to have a C grade or higher at GCSE History. A genuine passion and enthusiasm for the topic is essential. We have also successfully taken students who have not studied history at GCSE but demonstrate a desire to learn and throw themselves into a new subject with energy.

Progression Opportunities

A Level Historians at St Ninian's have successfully gone on to study at a number of universities in the UK and overseas including Oxbridge and Ivy League.

The skills developed by History students are so wide-ranging that very few professions are off limits, however History is a particularly good choice for students who wish to go into careers in the areas of law, politics, public sector, business, marketing, journalism, economics, teaching, academia, insurance, social research, archaeology and curation (museums, galleries, archives and libraries).

Find out more

See your history teacher for advice or if you have any questions.

Website : <http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-history-9389/>

Mathematics (A level)

Exam Board: AQA

Course Contact: Miss A Lewis

Description

A-level Mathematics offers students with a good understanding of Maths the chance to study it at a higher level. In this course students will develop knowledge and extend their range of skills and techniques in the following areas:

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modelling

Student Profile

Students will have enjoyed studying Higher tier Mathematics GCSE. Whilst an A/A* Grade is recommended, enjoyment is important as well as attainment in the subject. To be successful in A Level Mathematics independent study is vital; it is expected that students will be fully committed to spending time frequently practising Maths outside of lessons.

Topics Covered

Pure topics make up two-thirds of the qualification and provide the techniques in Algebra, Geometry, Trigonometry and Calculus that form the fundamental building blocks of the subject.

Mathematical applications make up the remaining third of the qualification:
Statistics – probability and data handling. Mechanics – kinematics and forces.

Assessment

Three 2-hour examinations at the end of Year 13 which allow use of a scientific or graphical calculator. Each paper is worth 100 marks and contains a mix of question styles, from short, single-mark questions to multi-step problems.

- Paper 1 - Pure
- Paper 2 - Pure and Mechanics
- Paper 3 - Pure and Statistics

Skills Required

Logic and reasoning.

Ability to generalise mathematically.

Multi-step problem solving.

Excellent numeracy and algebraic manipulation.



Entry Requirements

B or above in GCSE Mathematics however grade A/A* is recommended.

Students will be set “bridging” tasks after their GCSE exams which focus on assumed knowledge and skills to help the transition to A-Level.

Progression Opportunities

A-level Mathematics is a good choice for students considering higher education in any science or maths-based course, ranging from Biochemical Sciences, Natural Sciences, Engineering, Medical Science and Psychology to Philosophy, Economics, Accountancy, Management and Actuarial Science. Career opportunities for students who study A-level Mathematics include: industry, accountancy, finance, economics, healthcare, medicine, veterinary science and engineering.

It is also a Russell Group facilitating subject.

Find out more

<http://www.aqa.org.uk/subjects/mathematics/as-and-a-level/mathematics-7357>

Media Studies (A level)

Exam Board: Cambridge International
Course Contact: John Dowty

Description

The A level Media Studies course aims to:

- develop critical understanding of the media through engagement with media products and concepts, and through the creative application of practical skills;
- explore production processes, technologies and contexts;
- encourage independence in research skills and their application;
- enhance students' enjoyment and appreciation of the media and its role in their daily lives.

Student Profile

The successful Media Studies student is a critically curious and open-minded individual who continually asks questions about the ways in which all aspects of the media seek to manipulate and influence our understanding. They should enjoy the consumption of media products and take a keen interest in their production. Media Studies students should relish the prospect of working creatively and independently and not be afraid to experiment, make mistakes and start again.

Topics Covered

Magazine production - understanding, analysis and production of the front page, contents page and double-page spread of a new magazine

Textual analysis and representation of the moving image - camera shots, angle, movement and composition, editing, sound and mise-en-scene

Film industry institutions and audiences

Media campaign production (video, print and website)

Evaluation of production skills development

Contemporary media issues

Assessment

Component 1: Foundation Portfolio - magazine production (coursework) 25% of A level

Component 2: Key Media Concepts - 2 hour examination - 25% of A level

Component 3: Advanced Portfolio (coursework) - 25% of A level

Component 4: Critical Perspectives - 2 hour examination - 25% of A level

Please note: components 1 and 2 comprise the AS level

Skills Required

The best Media Studies students should be able to:

- apply practical skills creatively;
- individually research and evaluate;
- manage information and projects;



- manage their time effectively;
- analyse critically and reflect on their own learning.

Entry Requirements

C or above in English Language

C or above in Digital Applications or Level 5 Pass in Digital Media

Progression Opportunities

AS and A level Media Studies provides a suitable foundation for the study of media studies and related courses in higher education. Equally, it is suitable for students intending to pursue careers in the media industry, business careers or business studies, social sciences, or as part of a course of general education.

Find out more

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-international-as-and-a-level-media-studies-9607/>

Music (A level)

Exam Board: Cambridge (from Sept 2017)

Course Contact: Ms C Creer

Description

In this course, students will have the opportunity to increase their understanding of some of the fundamental aspects of music such as harmony and music history as well as developing their practical skills in composition and performing. The course is challenging and students will have to develop a holistic approach to their study identifying the links between the different areas and utilising these in all aspects of their work.

Student Profile

A successful A Level Music student will have a passion and deep-rooted interest in all aspects of music. They will be able to work well both independently and as part of a group. They will be Grade 5 standard or equivalent on their chosen instrument, be able to read music fluently and have a good grasp of music theory (Grade 5 theory is desirable but not essential).

Topics Covered

The listening aspect of the course focuses on two separate strands and studying set works from both of these - The First Viennese school (including Mozart, Haydn and Beethoven) and Picturing Music, looking at programme music including work by Berlioz, Debussy and Smetana. Practical musicianship is the performing/composing part of the course. Students have to do a solo performance and then either perform on a second instrument, accompany or play as part of an ensemble. They also have to compose an original piece of music for this element. The third and fourth component is student choice from 3 different tasks and the fifth is an investigation and report.

Assessment

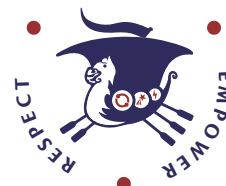
1. Listening (100 marks) 2 hour examination
2. Practical musicianship (100 marks) Teacher assessed Coursework
3. Choose two components from 3, 4 and 5
4. Performing (100 marks) Cambridge assessed Coursework
5. Composing (100 marks)
6. Investigation and Report (100 marks)
7. Investigation and Report (8663) (100 marks) Cambridge assessed Coursework

Skills Required

A Level music students must be able to work independently, be able to manage their workload effectively alongside regular practice on their instrument and be enthusiastic about contributing to the musical life of the school. They must have an open mind about different styles of music and be willing to put in extra work, especially in those areas which aren't their strengths.

Entry Requirements

The music A Level course is suited to students who have a genuine interest in music, which goes beyond simply performing. It is suited to those wishing to progress onto the study of music at a higher level.

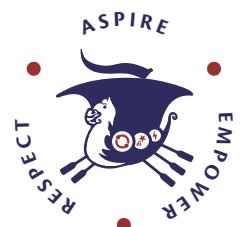


Progression Opportunities

Music A Level is a highly desirable qualification and well respected by universities. It helps you develop skills such as analysis, dedication, group skills and self-confidence, which are attractive skills for both universities and employers. SNHS Music A Level students have gone on to develop successful careers as session musicians, orchestral performers, teachers, military band musicians, music therapists and many more.

Find out more

<http://www.cie.org.uk/images/203014-2017-2018-syllabus.pdf>



Physical Education (A level)

Exam Board: Edexcel

Course Contact: Mrs S Richardson

Description

For students who enjoy sporting activities the course will broaden their all-round knowledge of Physical Education. At the same time it will develop an understanding of the theory behind the subject.

Student Profile

The specifications are designed to further develop students' understanding of how the mind and body works in relation to performance in physical sport whilst also engaging them with key issues and themes relating to contemporary global influences on physical education.

Topics Covered

Component 1: Scientific principles of PE

- Applied anatomy and physiology
- Exercise physiology
- Applied movement analysis

Component 2: Psychological and social principles of PE

- Skill acquisition
- Sports psychology
- Sport and society

Component 3: Practical performance

- Skills performed as a player/performer or coach

Component 4: Performance Analysis

- Performance Analysis
- Personal Development Programme (PDP)

Assessment

Component 1: Scientific principles of PE (40%, 2hr and 30 min exam)

Component 2: Psychological and social principles of PE (30%, 2hr exam 30%)

Component 3: Practical performance (15% practical assessment)

Component 4: Performance Analysis (15% practical assessment)

Skills Required

The capacity for thinking creatively, innovatively, analytically, logically and critically



Entry Requirements

The PE course is for students who have an interest in sporting activities. For the practical module students need to be participating at club level or higher. The course and examination require essay writing skills so a grade C or above in GCSE English Language is necessary. If taken, grade B or above in GCSE PE, is required.

Progression Opportunities

A' level PE is a highly marketable qualification and welcomed by employers and universities alike. It provides an excellent springboard for university courses such as Sports Science, Sports Management, Coaching, Physiotherapy and Teaching. Other professions it could lead to are: the Armed Forces, the Police Force and the Fire Service.

Find out more

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physical-education-2016.html>

Physics (A level)

Exam Board: OCR

Course Contact: Gareth Young

Description

The Physics A specification has a content-led flexible approach, where it is divided into topics, each covering different key concepts of physics. As students progress through the course they will build on their knowledge of the laws of Physics, applying their understanding to solve problems on topics ranging from sub-atomic particles to the entire universe. For A level only, the Practical Endorsement will also support the development of practical skills.

Student Profile

There's no doubt that A-level physics can be a bit mathematical at times, and so it is best to take maths as well (at least to AS-level).

Many students choose to combine physics with one of the other sciences such as chemistry or biology, while others who are thinking of becoming an engineer or architect combine physics with design-technology or art. But there is no need to follow the crowd. Physics and maths can be combined with just about anything, all you need is the willingness to work hard applying yourself fully.

Topics Covered

Modules 1 to 4 constitute the stand-alone AS Level qualification; Modules 1 to 6, combined with the Practical Endorsement, constitute the full A Level. The modules can be summarised as:

1. Module 1: Development of practical skills.
2. Module 2: Foundations of physics.
3. Module 3: Forces and motion.
4. Module 4: Electrons, waves, and photons.
5. Module 5: Newtonian world and astrophysics.
6. Module 6: Particles and medical physics.

Assessment

At AS Level:

- Papers 1 and 2, each 1.5 hours, can assess any content from Modules 1 to 4.

At A Level:

- Paper 1 (2 hours and 15 minutes) assesses content from Modules 1, 2, 3 and 5
- Paper 2 (2 hours and 15 minutes) assesses content from Modules 1, 2, 4 and 6 plus any material appropriately flagged within the specification from Modules 3 and 5
- Paper 3 (1.5 hours) synoptic paper which assesses content from Modules 1 to 6.



Skills Required

Physics is a discipline and, as such, it's a matter of training your mind to be prepared for the challenges it will present. The following are good skills to have *regardless* of what field you're going into though.

- Mathematics
- Problem-Solving & Scientific Reasoning
- Technical Knowledge
- Good Study Habits

Entry Requirements

B or above in GCSE Maths and B or above in iGCSE Physics or B in iGCSE Coordinated Science

It is expected that to move to the full A-level course you will succeed in the A/s examinations at the end of year 12.

Progression Opportunities

A level Physics can open up a range of careers and higher education courses in engineering, architecture, mathematics, actuarial science, physics, and astrophysics as well as careers in the finance sector. A level Physics can also help gain direct entry into employment, especially into the scientific and related sectors.

Find out more

<http://www.ocr.org.uk/qualifications/as-a-level-gce-physics-a-h156-h556-from-2015/>

Or contact Mr G Young at G.Young@snhs.sch.im

Product Design (A level)

Exam Board: WJEC

Course Contact: Mr W N Clague

Description

This is a unitised specification which allows for an element of staged assessment. Students will complete a wide range of Design and Make projects that will be linked with theoretical knowledge about Product Design.

Knowledge of Manufacture, Production and Design will be developed through research, the development of ideas and realisation, working from first-hand experience and, where appropriate, secondary source materials.

Students will be required to work independently to problem solve, investigate, and manage their time appropriately to complete projects.

Student Profile

This course is open to all students, even if no Technology subject was undertaken at Key Stage 4. A minimum requirement of a C grade would be an advantage if a Technology subject was taken at Key Stage 4. Students who have not previously completed a Technology course would be expected to use their free study time to catch up on basic subject knowledge.

Topics Covered and Assessment

Year 12: Unit 1 - Written paper 1. (20% of qualification)

A mixture of structured and extended writing questions assessing learners' knowledge and understanding of:

- Technical Principles
- Designing and making principles

Along with their ability to analyse and evaluate design decisions and wider issues in D&T.

Year 12: Unit 2 – Design and Make Task. (20% of qualification)

Based on a brief developed by the candidate, assessing the candidate's ability to

- identify , investigate and outline design possibilities.
- Design and make prototypes.
- Analyse and evaluate design decisions and wider issues in D&T

Year 13: Unit 3 – Written paper 2. (30% of qualification)

A mixture of structured and extended writing questions assessing learners' knowledge and understanding of:

- Technical Principles
- Designing and making principles

Along with their ability to analyse and evaluate design decisions and wider issues in D&T.

Year 13: Unit 4 – Student Design and Make Task (30% of qualification)

Based on a brief developed by the candidate, assessing the candidate's ability to:

- Identify , investigate and outline design possibilities.
- Design and make prototypes.

Along with their ability to analyse and evaluate design decisions and wider issues in D&T

Entry Requirements

'C' grade at GCSE is a minimum requirement although students who have not taken GCSE may wish to talk to D&T staff about the possibilities available to them.

Progression Opportunities

Previous students from SNHS have gone on to study a wide variety of subjects including, Industrial Design, Product Design, Product Engineering, Civil Engineering, Industrial Engineering, Architecture, Graphic Design, Geology, Physics, Design and the built environment, Marketing and Finance.

Find out more

Find out more: <http://www.wjec.co.uk/qualifications/design-and-technology/r-design-and-technology-gce-2017/>

Psychology (A level)

Exam Board: AQA

Course Contact: Psychology Department

Description

Psychologists observe and measure behaviour, and their therapies are based on scientific study. Psychology has links with many disciplines including biological, computer and forensic science as well as humanities such as sociology & philosophy. It involves the study of theory, empirical evidence and practical applications. This mix of disciplines helps to make psychology such a fascinating subject. Psychology looks at the human mind and behaviour. It is a science with cutting edge research that has real world applications to issues in everyday life, ranging from things like artificial intelligence to social change.

Student Profile

Students who take Psychology need a combination of curiosity, skepticism and the need to enjoy research.

Students would have an interest in human, animal behaviour, and a wish to understand what motivates their behaviour. Students should be open to explore a variety of different views on aspects of human behaviour. As Psychology is a scientific subject, students will be keen to learn about scientific processes and research that underpins Psychology.

Topics Covered

- Paper 1: Social Influence, Memory, Attachment, Psychopathology
- Paper 2: Approaches in Psychology, Biopsychology, Research Methods
- Paper 3: Issues & Debates in Psychology, one choice from Relationships, Gender, Cognition & development, one choice from Schizophrenia, Eating behaviour, Stress, one choice from Aggression, Forensic Psychology, Addiction.

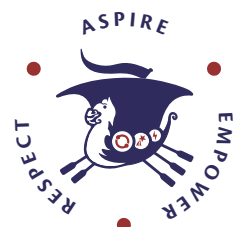
Assessment

- Paper 1: Introductory Topics in Psychology (2 hour written exam, 96 marks, 33.3% of A Level, 4 Compulsory sections all requiring written answers)
- Paper 2: Psychology in Context, (2 hour written exam, 96 marks, 33.3% of A Level, 3 Compulsory sections all requiring written answers)
- Paper 3: Issues & Options in Psychology (2 hour written exam, 96 marks, 33.3% of A Level, 1 compulsory section. 3 sections each offering a choice of 3 topics. Students answer one question from each section)

Students will be entered for the AS qualification at the end of Yr1 2, this will comprise two exams: Paper 1: Social Influence, Memory, Attachment, Psychopathology and Paper 2: Approaches in Psychology, Biopsychology, Research Methods.

Skills Required

Critical Thinker, ability to write extended essays, competent in mathematics and science, good communication skills, organised and motivated.



Entry Requirements

C in English Language, Maths and a Science subject.

Progression Opportunities

Psychology can help your career either directly or indirectly. Of course, if you wish to become a Psychologist, Therapist, this A 'Level would be desirable; however we study such a wide range of human behaviours the career options are open for you. E.g. marketing, education, the police or business etc.

Find out more

Read the specifications in full at: www.aqa.org.uk/psychology

Discover more about Psychology: www.bbc.co.uk/science/humanbody/mind

Read about studying at degree level, and careers in Psychology: www.bps.org.uk

For more information & interesting facts: www.psychology4a.com



Religious Studies (A level)

Exam Board: WJEC

Course Contact: Miss F Malyan and Mrs A Daugherty

Description

Religious Studies at Advanced Level gives students the opportunity to explore a variety of areas including aspects of faith, philosophy, ethics, theology and the impact of religion on contemporary society. Students will be encouraged to reflect on and develop their own values, opinions and attitudes in the light of their learning. Religious Studies at A Level is an academically rigorous subject that will stretch and challenge all students. As they develop a more philosophical approach to the issues, the need to question the information they are presented with will become imperative.

Student Profile

Religious Studies will suit students who not only have an interest in religion itself, but also those who seek to understand the wider issues surrounding the impact of religion in society. Students are required to be reflective and critical; it is essential that you enjoy thinking! As evaluation is a large focus for the exam, students are encouraged to engage in class debates to develop this skill. There is a strong academic ethos within the Department and therefore students should have clear focus, good time management, a desire to read around the topics being studied and a willingness to develop their written communication.

Topics Covered

- Unit 1: An Introduction to the Study of Religion - Islam
- Unit 2: An Introduction To Religion and Ethics and the Philosophy of Religion
- Unit 3: A Study of Religion - Islam
- Unit 4: Religion and Ethics
- Unit 5: Philosophy of Religion

Assessment

- Unit 1: An Introduction to the Study of Religion - 1 hour 15 minute exam worth 15%
- Unit 2: An Introduction To Religion and Ethics and the Philosophy of Religion - 1 hour 45 minute exam worth 25%
- Unit 3: A Study of Religion - 1 hour 30 minute exam worth 20%
- Unit 4: Religion and Ethics - 1 hour 30 minute exam worth 20%
- Unit 5: Philosophy of Religion - 1 hour 30 minute exam worth 20%

Skills Required

Students will be encouraged to research from a wide variety of sources and be able to assimilate and evaluate information. Thinking logically and being able to critically analyse opinions and present coherent arguments is a key skill, which will be developed throughout the course. Students should be self-motivated and willing to present their own ideas in a variety of ways.



Entry Requirements

The Religious Studies course is suitable for students who have a real interest in the impact faith may have on contemporary society and who enjoy thinking deeply about a variety of philosophical and ethical issues. Students should have a grade C or above in GCSE English Literature or Language along with a grade B in any Humanities subject.

Progression Opportunities

A Level Religious Studies is a time-honoured academic discipline, involving aspects of theology, philosophy, ethics, sociology, psychology and science. Although most Religious Studies students will, at some point, be asked if they want to be a vicar, the qualification is not actually needed for a career with the Church! Religious Studies offers the chance to develop the transferable skills so highly prized and respected by universities and also instills a sense of confidence and a love of learning and thinking. Careers where Religious Studies is particularly valued are those with a requirement to engage with a diverse public, including the police, the legal profession,, journalism and social work. Statistics also show that students of Religious Studies often gravitate towards the caring professions, such as health care and education.

Find out more

[http://www.wjec.co.uk/qualifications/religious-studies/religious-studies-gce-a-as/GCE-Religious-Studies-Draft-Spec%20\(from%202016\)-e.pdf?language_id=1&dotcache=no&dotcache=refresh](http://www.wjec.co.uk/qualifications/religious-studies/religious-studies-gce-a-as/GCE-Religious-Studies-Draft-Spec%20(from%202016)-e.pdf?language_id=1&dotcache=no&dotcache=refresh)

Sociology (A level)

Exam Board: AQA 7192

Course Contact: Ms Crisford and Miss Graham

Description

Sociology is the study of contemporary society. Sociology encourages students to question taken for granted assumptions and to use their sociological imagination to achieve a deeper understanding of contemporary society and social change. Sociologists conduct social research using methods such as questionnaires and covert observation to try to answer questions such as: Is society in harmony or conflict? Do people have free will to make free choices or are we controlled by society? Is society fair? Why does inequality exist? What is the purpose of education? Does the media influence our behaviour? Are families essential for society? Why do people commit crime?

Sociologists evaluate the different explanations offered to these questions by different sociological perspectives/theories.

Student Profile

Sociology will suit students who wish to acquire knowledge and a critical understanding of contemporary society and social change. Sociology will suit students who are critical and reflective thinkers, who can evaluate evidence and arguments and draw conclusions. If you have pondered the answers to questions such as: "Why do girls do better in school than boys?" "Does watching violence on TV make us behave violently?" Or "why do people commit crime?" Then Sociology could be for you! There is no expectation that students will have mastered these skills or have prior knowledge of these topics in order to choose Sociology, but these are the skills that you will need to develop in order to be successful in A Level Sociology.

Topics Covered

- Sociology of Education
- Research Methods
- Families & Households
- Mass Media
- Crime & Deviance
- Sociological theory

Assessment

- Paper 1: – Education: short answer and extended writing 50 marks. Methods in context extended writing 20 marks. Theory and Methods extended writing 10 marks. 2 hours. 60 marks 33.3% A-level.
- Paper 2: Families and Households: Extended writing 40 marks. The Media: extended writing 40 marks. 2 hours. 33.3% of A-level
- Paper 3: Crime and Deviance: short answer questions and extended writing 50 marks. Theory and Methods extended writing 30 marks. 33.3% of A-level.

Students may be entered for the AS qualification at the end of Yr12, this will comprise two exams covering Education, Research methods, Methods in context and Families & Households

Skills Required

Sociology requires students to be able to apply the knowledge they have gained of sociological concepts, theories, research methods and evidence to a range of issues. They will develop their skills of analysis and evaluation of these concepts, theories, methods etc. in order to present coherent arguments, make informed judgements and draw sound conclusions.

Entry Requirements

The Sociology course is for students who want to gain an in-depth understanding of contemporary society, social institutions and social problems. The course requires a good level of literacy and the ability to think critically and identify parallels and connections between different viewpoints, and evaluate different concepts and theories.

C or above in GCSE English is required. Together with a grade C in a Humanities subject. (RE, History, Geography).

Progression Opportunities

Sociology is a modern and highly regarded academic study, which provides a good basis for further study and a wide range of career choices. There are few specific jobs that demand Sociology, but the skills that you develop in the course are wide ranging in their application. Sociology is extremely useful in careers that involve understanding the influence society has on the individual and different social groups. Careers where Sociology is particularly useful include: police force, journalism/media, social work/healthcare/education and market research.

Find out more

Read the specification in full at: <http://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192>

There is a separate information sheet available with specific details of the subject content of each unit.

Spanish (A level)

Exam Board: AQA

Course Contact: Mrs Salamanca-Trava, Mrs E. Jiménez Asencio

Description

Whatever your interests, whatever your ambitions, language-study will increase your knowledge and develop your potential. Art, music, sport, fashion, law, economics, politics, journalism, philosophy, history, geography, sociology: all of these areas and more are studied during your A Level course. All of these areas and more need professionals with language skills.

At AS and A Level you will be moving to wider issues concerning society and the world around you. Some of these issues may be fascinating to you and you will feel strongly about them. You will need to discuss them with confidence and conviction.

Student Profile

A successful MFL student needs to be curious, have an interest in the target language country's society, history, fashion, art, music and lifestyle, be willing to spend time watching programmes and films in the target language, access foreign language magazines that can be read online, express themselves frequently. They will be expected to work independently and take responsibility for their own learning and progress. This will require them to research topics, form their own opinions and develop a much wider vocabulary.

Topics Covered

AS

- Modern and traditional values
- The cyber-society
- The place of voluntary work
- Equal rights
- Positive features of diversity
- Life for the marginalised
- How criminals are treated
- Grammar

A2

- Artistic culture in the Spanish-speaking world (music and cinema)
- Teenagers, the right to vote and political commitment
- Modern day idols
- Demonstrations and strikes- who holds the power/ Monarchies, republics and dictatorships
- Politics and immigration
- Grammar



Assessment

- Paper 1: Written exam (listening, reading, translation): 2 hours and 30 minutes (40% of A level)
- Paper 2: Written exam (1 text and 1 film + grammar): 2 hours (30% of A level)
- Paper 3: Speaking (individual research topic + 1 of the topics studied): 18 minutes (30% of A level)

Skills Required

The skills required are: keeping well-informed, being able to express opinions and reactions and providing well-researched information, being able to prepare a topic in detail, being able to present a logical argument clearly, showing initiative and imagination, using the target language with increasing fluency, using formal as well as informal language, using accurate pronunciation and appropriate intonation, showing knowledge of, and an ability to use, a range of structures.

Entry Requirements

“C” grade or above in G.C.S.E. Spanish is required.

“C” or above in G.C.S.E. English Language or Literature is desired.

Progression Opportunities

Language skills can open up all sorts of exciting career opportunities for you – think beyond teaching, interpreting and translating. For example: * Journalism * the diplomatic service * Medicine * the Armed Forces * the Secret Service * Hotel management * Importing * Airline work * Customer services * Cruise ship work * European patent work * Tourist information service * International law * Tour operating * The European commission * Exporting * Immigration * International marketing * Web design etc.

Employers regard language skills as VERY important and your earning power may also be greater than those without language skills.

International Opportunities

Studying or working abroad as part of your university studies is a fantastic way to build on your language skills, immerse yourself in the culture, meet new people and add to your CV. There is no better way to learn about a language and culture than by being surrounded by it!

Most universities provide students with opportunities to study or work abroad. Other subjects often involve a work placement and many universities will allow you to do this abroad. This is a fantastic opportunity to utilise a language you have previously studied but not continued with at University or to learn a new one. Subject areas that usually offer such opportunities include Business Studies, Engineering, Law, Medicine, Tourism...

The majority of UK universities also support the Erasmus Programme which provides UK undergraduates with the opportunity to study or work in another European country and provides funding to support this. To find out more about Erasmus www.erasmus.ac.uk

Find out more

Spanish: <http://www.aqa.org.uk/subjects/languages/as-and-a-level>

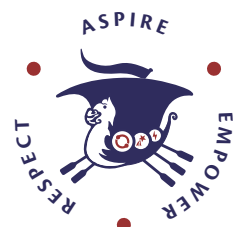
For further information:

www.whystudylanguages.ac.uk

http://www.all-languages.org.uk/news/features/languages_are_great_britain

http://www.all-languages.org.uk/news/features/making_the_case_why_students_need_to_study_languages_2

<http://www.languageadvantage.com>



Extended Certificate in Sport (BTEC)

Exam Board: Edexcel

Course Contact: Mrs S Richardson & Miss C Christian

Description

The BTEC Extended Certificate in Sport is equivalent to one A' level. This qualification offers an engaging programme for those who have an interest in sport or who would like to enter a sport related employment. These vocational qualifications help students develop the practical knowledge, skills and understanding of the sport and active leisure sector.

Student Profile

The course would suit anyone with a passion for sport and the active leisure industry. Students will be expected to complete assignments and project based tasks that will require excellent organisation and time management through the whole course.

Topics Covered

Mandatory Units:

- Anatomy & Physiology (Exam)
- Fitness Training and Programming for Sport, Health and Wellbeing (Controlled Assessment)
- Professional Development in the Sports Industry (Assignment)

ALL MANDATORY UNITS MUST BE STUDIED

Optional Units:

- Leadership (Assignment)
- Application of Fitness Testing (Assignment)
- Sports Psychology (Assignment)
- Practical Sports Performance (Assignment)

Assessment

Assessment for BTEC Nationals comprises of exams, controlled assessments and various assignments that will be individually graded as PASS, MERIT or DISTINCTION.

All exams, controlled assessments and assignments MUST achieve a pass grade to fulfil the course requirements.

Skills Required

The capacity for thinking creatively, innovatively, analytically, logically and critically.

Entry Requirements

The BTEC Sport course is for students who have an interest in sporting activities. The course requires a minimum of 5 GCSEs at grade C or above including English Language.

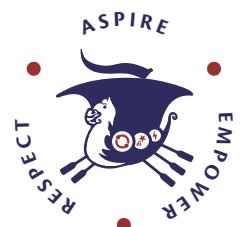


Progression Opportunities

Sport will give learners a solid foundation in the sector, enabling them to develop essential skills required for gaining employment, securing career progression, or progressing to further qualifications and training required to achieve their goals. The BTEC in Sport allows learners to select optional units that reflect their aspirations, and the diverse nature of the sector.

Find out more

<https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html#tab-0>



Diploma in Sport (BTEC)

Exam Board: Edexcel

Course Contact: Mrs S Richardson & Miss C Christian

Description

The BTEC Diploma in Sport is equivalent to two A' levels. This qualification offers an engaging programme for those who have an interest in sport or who would like to enter a sport related employment. These vocational qualifications help students develop the practical knowledge, skills and understanding of the sport and active leisure sector.

Student Profile

The course would suit anyone with a passion for sport and the active leisure industry. Students will be expected to complete assignments and project based tasks that will require excellent organisation and time management through the whole course.

Topics Covered

Mandatory Units:

- Anatomy & Physiology (Exam)
- Fitness Training and Programming for Sport, Health and Wellbeing (Controlled Assessment)
- Investigating Business in Sport and the Active Leisure Industry (Controlled Assessment)
- Professional Development in the Sports Industry (Assignment)
- Sports Leadership (Assignment)
- Skill Acquisition in Sport (Assignment)

Optional Units:

- Application of Fitness Testing (Assignment)
- Sports Psychology (Assignment)
- Practical Sports Performance (Assignment)
- Sports Performance Analysis (Assignment)
- Sports Event Organisation (Assignment)
- Sports Injury Management (Assignment)

Assessment

Assessment comprises of exams, controlled assessments and various assignments that will be individually graded as PASS, MERIT or DISTINCTION.

All exams, controlled assessments and assignments MUST achieve a pass grade to fulfil the course requirements.

Skills Required

The capacity for thinking creatively, innovatively, analytically, logically and critically.



Entry Requirements

The BTEC Sport course is for students who have an interest in sporting activities. The course requires a minimum of 5 GCSEs at grade C or above including English Language.

Progression Opportunities

Sport will give learners a solid foundation in the sector, enabling them to develop essential skills required for gaining employment, securing career progression, or progressing to further qualifications and training required to achieve their goals. The BTEC in Sport allows learners to select optional units that reflect their aspirations, and the diverse nature of the sector.

Find out more

<https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html#tab-0>

Extended Diploma in Sport (BTEC)

Exam Board: Edexcel

Course Contact: Mrs S Richardson & Miss C Christian

Description

The BTEC Extended Diploma in Sport is equivalent to three A' levels. This qualification offers an engaging programme for those who have an interest in sport or who would like to enter a sport related employment. These vocational qualifications help students develop the practical knowledge, skills and understanding of the sport and active leisure sector.

Student Profile

The course would suit anyone with a passion for sport and the active leisure industry. Students will be expected to complete assignments and project based tasks that will require excellent organisation and time management through the whole course.

Topics Covered

Mandatory Units:

- Anatomy & Physiology (Exam)
- Fitness Training and Programming for Sport, Health and Wellbeing (Controlled Assessment)
- Investigating Business in Sport and the Active Leisure Industry (Controlled Assessment)
- Development and Provision of Sport and Physical Activity (Controlled Assessment)
- Professional Development in the Sports Industry (Assignment)
- Sports Leadership (Assignment)
- Skill Acquisition in Sport (Assignment)
- Practical Sports Performance (Assignment)
- Coaching for Performance (Assignment)
- Research Methods in Sport (Assignment)

ALL MANDATORY UNITS MUST BE STUDIED

Optional Units:

- Application of Fitness Testing (Assignment)
- Sports Psychology (Assignment)
- Sports Performance Analysis (Assignment)
- Sports Event Organisation (Assignment)
- Sports Injury Management (Assignment)

Assessment

Assessment for BTEC Nationals comprises of exams, controlled assessments and various assignments that will be individually graded as PASS, MERIT or DISTINCTION.

All exams, controlled assessments and assignments MUST achieve a pass grade to fulfil the course requirements.



Skills Required

The capacity for thinking creatively, innovatively, analytically, logically and critically.

Entry Requirements

The BTEC Sport course is for students who have an interest in sporting activities. The course requires a minimum of 5 GCSEs at grade C or above including English Language.

Progression Opportunities

Sport will give learners a solid foundation in the sector, enabling them to develop essential skills required for gaining employment, securing career progression, or progressing to further qualifications and training required to achieve their goals. The BTEC in Sport allows learners to select optional units that reflect their aspirations, and the diverse nature of the sector.

Find out more

<https://qualifications.pearson.com/en/qualifications/btec-nationals/sport-2016.html#tab-0>