

**LOWER SCHOOL** (Years 7 - 9)

Heywood Avenue, Onchan

Isle of Man, IM3 3AR

+44 (0) 1624 648900

**UPPER SCHOOL** (Years 10 - 13)

Ballaquayle Road, Douglas

Isle of Man, IM2 5RA

+44 (0) 1624 648800

HEAD TEACHER Mr C. J. Coole

# Sixth Form course information

## For courses starting September 2024



Every effort has been made to ensure that the information contained within this guide is accurate at the time of publication (January 2024).

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.

# Course list

Subject	Exam board	Qualification taken at end of first year?	Qualification taken at end of second year?	Code	Grade set
<a href="#">Art</a>	AQA	N/A	A level	7242	A*ABCDE
<a href="#">Business</a>	WJEC	AS level	A level	1510	A*ABCDE
<a href="#">Biology</a>	OCR	AS level	A level	H420	A*ABCDE
<a href="#">Chemistry</a>	Edexcel	AS level	A level	9CH0	A*ABCDE
<a href="#">Computing</a>	AQA	AS level	A level	7517	A*ABCDE
<a href="#">Core Maths</a>	AQA	AQA Certificate	N/A	1350	ABCDE
<a href="#">Criminology</a>	WJEC	WJEC Certificate	Diploma	4543QD	A*ABCDE
<a href="#">Drama &amp; Theatre Studies</a>	WJEC	AS level	A level	1690	A*ABCDE
<a href="#">Economics</a>	AQA	AS level	A level	7136	A*ABCDE
<a href="#">English Language</a>	Edexcel	AS level	A level	8ENO/9ENO	A*ABCDE
<a href="#">English Literature</a>	Edexcel	AS level	A level	8ETO/9ETO	A*ABCDE
<a href="#">Enterprise</a>	BTEC	Certificate	Extended Certificate		D*DMP
<a href="#">Extended project</a>	AQA	EPQ	N/A	7993	A*ABCDE
<a href="#">Fashion and Textiles</a>	WJEC	AS level	A level	2602	A*ABCDE
<a href="#">Geography</a>	CiE	AS level	A level	9696	A*ABCDE
<a href="#">Government &amp; Politics</a>	Edexcel	AS level	A level	9GP01	A*ABCDE
<a href="#">Health and Social</a>	BTEC	Certificate	Extended Certificate		D*DMP
<a href="#">History</a>	CiE	AS level	A level	9489	A*ABCDE
<a href="#">Mathematics</a>	AQA	AS level	A level	7357	A*ABCDE
<a href="#">Media</a>	CiE	AS level	A level	9607	A*ABCDE
<a href="#">Music</a>	CiE	AS level	A level	9483	A*ABCDE
<a href="#">Physical Education</a>	Edexcel	No	A level	9PE0	A*ABCDE
<a href="#">Physics</a>	OCR	AS level	A level	H556	A*ABCDE
<a href="#">Product Design</a>	WJEC	AS level	A level	1603	A*ABCDE
<a href="#">Psychology</a>	AQA	AS level	A level	7182	A*ABCDE
<a href="#">Religious Studies</a>	WJEC	AS level	A level	1120	A*ABCDE
<a href="#">Sociology</a>	AQA	AS level	A level	7192	A*ABCDE
<a href="#">Spanish</a>	AQA	AS level	A level	2810	A*ABCDE
<a href="#">Sport</a>	BTEC	Certificate	Extended Certificate		DMP



# Types of course

A-level Qualifications	International A levels
<a href="#">Art - fine art</a> <a href="#">Business</a> <a href="#">Biology</a> <a href="#">Chemistry</a> <a href="#">Computer Science</a> <a href="#">Drama and Theatre</a> <a href="#">Economics</a> <a href="#">English Language</a> <a href="#">English Literature</a> <a href="#">Fashion and Textiles</a> <a href="#">Government and Politics</a> <a href="#">Mathematics</a> <a href="#">Music</a> <a href="#">Physical Education</a> <a href="#">Physics</a> <a href="#">Product Design</a> <a href="#">Psychology</a> <a href="#">Religious Studies</a> <a href="#">Sociology</a> <a href="#">Spanish</a>	<a href="#">Geography</a> <a href="#">History</a> <a href="#">Media</a>  BTEC Qualifications <a href="#">Enterprise and Entrepreneurship</a> <a href="#">Health and Social</a> <a href="#">Sports Studies (Extended Certificate)</a>  WJEC Certificates and Diplomas <a href="#">Criminology (Certificate and Diploma)</a>  EPQ <a href="#">Extended Project Qualification (EPQ)</a>  AQA L3 certificates <a href="#">Core Maths (AQA Certificate)</a>

## 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).

# UCAS tariff table

UCAS points	Various	Enterprise ----- Health & Social ----- Sport	Criminology ----- Food science & nutrition		Health & Social	Extended project	Various	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	

# Entry requirements

A minimum of 5 Level 2 qualifications including English and Mathematics are required to access all Level 3 courses. Some courses require higher grades. These are listed below

Subject	L2 grades must include C/5 grades in	L2 grades must include B/6 grades in
<a href="#">Art - fine art</a>		
<a href="#">Business</a>		
<a href="#">Biology</a>		Dual Science and Maths
<a href="#">Chemistry</a>		Dual Science and Maths
<a href="#">Computer Science</a>		Maths
<a href="#">Core Maths</a>	Maths	
<a href="#">Criminology</a>		
<a href="#">Drama &amp; Theatre Studies</a>		
<a href="#">Economics</a>		English language and Maths
<a href="#">English Language</a>		English language
<a href="#">English Literature</a>		English Language and Literature
<a href="#">Enterprise &amp; Entrepreneurship</a>		
<a href="#">Extended project</a>		
<a href="#">Fashion and Textiles</a>		
<a href="#">French</a>		French
<a href="#">Geography</a>		English or a Humanities subject
<a href="#">Government &amp; Politics</a>		English
<a href="#">Health and Social</a>		
<a href="#">Health and Social (Diploma)</a>		
<a href="#">History</a>		English Language
<a href="#">Mathematics</a>		Maths
<a href="#">Media</a>		
<a href="#">Music</a>		Music or grade 5+practical
<a href="#">Physical Education</a>		Dual Science
<a href="#">Physics</a>		Dual Science and Maths
<a href="#">Product Design</a>		
<a href="#">Psychology</a>	Dual science	
<a href="#">Religious Studies</a>		English
<a href="#">Sociology</a>		English
<a href="#">Spanish</a>		Spanish
<a href="#">Sport</a>		

# Art - Fine Art (A level)

Exam board: AQA

Course Contact: Mr S 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, recognizing 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. Students will be aware that through practice active improvement and mastery will occur that will allow them to develop and vision their ideas better. Students will be aware that struggle will be necessary and sometimes having difficulties and struggles will result in more successful work later. Background reading into artists and styles will be required to expand understanding. Written elements in the form of notes, comments and the final written element are required to assist with the explanation of their thinking and findings.

## 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)
  - Includes 1000 to 3000 word written element
- 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.

## Progression Opportunities

There are many opportunities open to students studying Art and Design, and no one list can be 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, computer animation, sculpture and ceramics, 3d and jewelry design. It looks favorably 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: Mrs A Neill & Miss L Bryson

## 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

## 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 A

Course Contact: Miss L Salway

## Description

Biology is at the forefront of our lives. This course highlights the Biology that is involved in all aspects of life and explores, on a cellular level, how such processes are coordinated within a living organism as well as the link between the external environment and regulating internal balanced systems.

## Student Profile

Many students choose to combine Biology with one of the other Sciences, Mathematics, Psychology, Health and Social Care, Sociology or Physical Education. 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 Biology 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 detailed content and students should be dedicated to spend time regularly revisiting material to maximise retention.

## 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: Genetic, Evolution and Ecosystems

## Assesment

At AS Level:

- Paper 1 Breadth in Biology is 1.5hrs assessing content from Modules 1-4
- Paper 2 Depth in Biology is 1.5hrs assessing content from Modules 1-4

At A Level:

- Paper 1 Biological Processes (2hrs15mins) assesses content from Modules 1, 2, 3, and 5
- Paper 2 Biological Diversity (2hrs15mins) assesses content from Modules 1, 2, 4 and 6
- Paper 3 Unified Biology (1.5hrs) 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.

- Memory and recall
- Problem-Solving & Scientific Reasoning
- Technical Knowledge
- Good Study Habits
- Mathematics – covers 10% of exam marks

## Progression Opportunities

A level Biology can open up a range of careers and higher education courses including Biochemistry, Bioinformatics, Biomedical Engineering, Biotechnology, Biomedical Science, Biostatistics, Cell Biology, Dentistry, Developmental Biology, Clinical Trials, Clinical Research, Cancer/Oncology, Cardiology, Forensic Science, Genetics, Food Sciences, Medicine, Microbiology, Neuroscience, Nursing & Midwifery, Nutrition, 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

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

# Chemistry (A Level)

Exam Board: Edexcel

Course Contact: Dr B Houghton

## Description

Chemistry as a discipline has found itself at the heart of humanity's progress over the last century. From the iPhone to the electric car and even the ink on this page, no marvel of the modern world would be possible without the talent and ingenuity of chemists.

At A Level you will build on the knowledge acquired at GCSE in order to develop a deeper and more nuanced understanding of how chemical substances interact. You will be asked to solve complex problems and carry out challenging experiments to create and investigate different chemicals.

## Student Profile

A successful chemist is one who enjoys chemistry. They are up for a challenge and will show resilience in their learning.

A chemistry student will often study chemistry alongside another science or maths, although neither is an essential requirement.

## Topics Covered

AS Level

Topic 1: Atomic Structure and the Periodic Table

Topic 2: Bonding and Structure

Topic 3: Redox I

Topic 4: Inorganic Chemistry and the Periodic Table

Topic 5: Formulae, Equations and Amounts of Substance

Topic 8: Energetics I

Topic 10: Equilibrium I

A Level

Topic 11: Equilibrium II

Topic 12: Acid-base Equilibria

Topic 13: Energetics II

Topic 14: Redox II

Topic 15: Transition Metals

Topic 16: Further Kinetics

Topic 17: Further Organic Chemistry

## Assessment

### AS Level

- Paper 1: Core Inorganic and Physical Chemistry
- Paper 2: Core Organic and Physical Chemistry

### A Level

- Paper 1: Advanced Inorganic and Physical Chemistry
- Paper 2: Advanced Organic and Physical Chemistry
- Paper 3: General and Practical Principles in Chemistry

## Skills Required

The following skills are important for A-Level chemists:

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

## Progression Opportunities

A level Chemistry serves as a gateway to many exciting opportunities including medicine, veterinary science, dentistry, and environmental science. A level Chemistry can also help gain direct entry into employment, especially into the scientific and related sectors.

A-level Chemistry cultivates critical thinking, problem-solving, and analytical skills all of which will be vitally important regardless of your plans.

## Find out more

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/chemistry-2015.html#%2Ftab-ASlevel>

# Computer Science (A Level)

Exam Board: AQA

Course Contact: Mr J Hopkins

## 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 - Students design and create their own piece of software.

## Skills Required

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

## Progression Opportunities

The Computing GCE A-Level is a highly marketable qualification and welcomed by employers and universities. 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

## (Level 3 Mathematical Studies)

**Exam Board:** AQA

**Course Contact:** Ms A Lewis

Please note this is a one year course

### Description

A relatively new Level 3 mathematics 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 mathematics in a range of realistic contexts to enable students to engage with, explore, enjoy and succeed in mathematics.

### 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 mathematics in their studies, careers and lives.

### Topics Covered

40% of the content is based around the new GCSE Mathematics Higher Tier, with the remainder involving financial problems in a real-life context and statistical techniques beyond GCSE level.

- 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 Normal Distribution.

### Skills Required

An interest in real-life mathematics, in particular finance.

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-1350-ASSUMED-KNOWLEDGE.PDF>

### Progression Opportunities

It provides useful mathematics 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 mathematics skills.

[Find out more](#)

<http://www.aqa.org.uk/subjects/mathematics/aqa-certificate/mathematical-studies-1350>



# Criminology

## (Level 3 Certificate and Diploma)

Exam Board: WJEC

Course Contact: Ms S Crisford

### Description

Criminology is the scientific study of crime and criminals that incorporates elements of psychology, law and sociology. This is an Applied General qualification which will provide learners with an introduction to criminal justice. From the process of defining criminal and deviant behaviour, to evaluating the various explanations for why people commit crime, what happens to those who have committed crime, how crimes are investigated and how we punish people, what organisations we have in our society to control criminality and how effective are they. The study of patterns of offending, how we measure the rate and extent of crime in our society, and how reliable these measurements are.

### Student Profile

Criminology will suit students who wish to acquire knowledge and a critical understanding of the patterns of crime. You need to be open-minded and be very interested in people, society and crime. If you are interested in how some actions come to be defined as criminal whilst others do not or how the police go about conducting a criminal investigation, or perhaps what makes people commit crime then this is the subject for you.

C or above in GCSE English is required.

### Topics Covered

- Changing awareness of crime
- Criminological theories
- Crime Scene to Court Room
- Crime and Punishment

### Assessment

- Unit 1: Controlled assessment (internal) 25%
- Unit 2: External Assessment – (formal exam) 25%
- Unit 3: Controlled assessment (internal) 25%
- Unit 4: External Assessment – formal exam 25%

## Skills Required

Good written skills as all the units are assessed by written examination or controlled assessment.

Being able to 'see' things from both sides of an argument will help you to evaluate the research and concepts.

The ability to apply the knowledge you have gained of criminological concepts, theories and research to a range of issues.

## Progression Opportunities

An understanding of criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology. This course also relates well to degree courses in Law and/or Social Sciences.

## Find out more

[https://www.wjec.co.uk/qualifications/criminology-level-3/#tab\\_overview](https://www.wjec.co.uk/qualifications/criminology-level-3/#tab_overview)

# Drama & Theatre (A Level)

Exam Board: WJEC

Course Contact: Mr J 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. In Year 13, you will participate in the creation and performance of a devised piece of theatre and in the performance of an extract from a script. You will also study two further set texts 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 extremely 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: 'The Woman Made of Flowers' by Saunders Lewis, 'The Radicalisation of Bradley Manning' by Tim Price. And '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 'The Woman Made of Flowers' by Saunders Lewis
- 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
- 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

### 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 S Edwards & Mr D Putt

## 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

Demand & Supply, Unemployment, Economic Growth, Globalisation, Trade, 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

## 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 S Edwards, Mr D Putt & Miss L Bryson

## 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

## 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:** Mrs R Dargan

## 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.

## 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 AS Level

- Component 1: Language: Context and Identity (50% of AS level, 1 hr 30 min written examination with two questions)
- Component 2: Child Language (50% of AS level, 1 hr 30 min written examination with 2 questions)

## Assessment A Level

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

Component 2: Child Language (20% of A level, 1 hr 15 min 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.

## 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: Mrs U Kishore**

## 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 as considering others' interpretations of them. They will also undertake their own independent reading and studies in order to deepen their appreciation and understanding of English Literature, including its changing traditions.

## 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 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

## 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.



## 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.

## 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

**Course Contact:** Ms K McIntosh

Please note this is a one year course

## 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

## 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 G 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.

## 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/>



# 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.

## 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

Course Contact: Ms S Crisford

## 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.

C or above in GCSE English is required.

## 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, ecologism, feminism, multiculturalism, nationalism.
- Component 3: There are two routes available for component 3. We currently follow route A
  1. Global (route B) - 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 (route A) - 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 - 1hour 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.

## 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: Miss L Sharpe

## 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 equivalent in size to one A level.

## Student Profile

The course would suit anyone with a passion for working or gaining further insight into working within the Health and Social Care sector. It is for students who enjoy learning about people, and their experiences. It is also beneficial for students who wish to have a clear pathway into the wide ranging 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.

## Assesment

- Unit 1 - Human Lifespan Development (sat in year 12) 1 hour and half, 90 marks
- Unit 2 - Working in health and social care (sat in year 13) 1 hour and half, 90 marks
- The extended pieces of coursework are completed throughout the year.



*NB. A standalone qualification (Certificate) can be completed in year 12 or carried forward to year 13 to complete the Extended Certificate. There is an opportunity to sit the exams in January with a resit option in June, however this is subject to change if it is not in the best interest of the student.*

## Skills Required

- Good communication skills, organised, independent and motivated. The ability to research is advantageous, however you will be taught this skill.
- 

## Progression Opportunities

The Level 3 Qualification in Health and Social Care will provide 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, degrees and professional development. Due to the content and skills developed in this course many students have successfully undertaken degrees in nursing, paramedics etc after completing this course.

## Find out more

By visiting the Edexcel website.

[qualifications.pearson.com/en/subjects/health-and-social-care](https://qualifications.pearson.com/en/subjects/health-and-social-care)

# History (A level)

**Exam Board:** CIE

**Course Contact:** Miss S Reid

## 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. Our aim is to ensure that SNHS A Level History captivates students and develops a desire within them to continue learning beyond the classroom.

## Student Profile

A successful history student will have a genuine passion for the subject and a questioning mind. Our aim is to create independent learners who can think critically and reach sound judgments. It is vital that students who wish to take History at A level recognise the critical importance of extensive reading outside of the classroom, to have the depth of knowledge required to be successful in this course.

## Topics covered

- France, 1774-1814
- Russian Revolution, 1894-1921
- The Industrial Revolution in Britain, 1750-1850
- Liberalism and nationalism in Germany, 1815-71
- The USA, 1944-1992
- The origins and development of the Cold War

## Assessment

There are two exams at the end of Year 12, which accounts for 50% of the overall A-Level, and a further two exams at the end of Year 13.

### YEAR 12

- Paper 1: Document question. Candidates will consider sources and use their knowledge of the period to address how far the sources support a given statement. This exam will consist of one, two-part question and is 75 minutes long; totaling 40 marks made up of a 15-mark question and a 25-mark question. This exam makes up 40% of the overall AS.
- Paper 2: Outline study. Candidates will select two questions, each question consisting of two parts. Part (a) for each question requires a causal explanation: consideration of the significance of factors and connections between causes. Part (b) requires consideration of significance and weighing the relative importance of factors. This exam is 105 minutes long and accounts for the remaining 60% of the AS.

## YEAR 13

- Paper 3: The origins and development of the Cold War. 75 minutes; one question worth 40 marks, making up 40% of A level. Students will be given an extract from an historian's writing and asked what they can learn from the extract about the interpretation and approach of the Historian who wrote it.
- Paper 4: History of USA 1944-1992. 105 minutes; candidates will select two 30-mark questions, making up 60% of overall A2.

## Skills Required

History emphasises the development of independent thought and analytical skills. The subject requires excellent communication skills, particularly high levels of literacy. Students following the History A level course will be expected to do a significant amount of independent study, primarily in the form of reading and note-making.

## 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. More than a fifth of A-Level History students in the years 2018-23 went on to study History or a History-related subject at university.

The skills developed by History students are so wide-ranging that very few professions are off limits. History is a particularly good choice for students who wish to go into careers in the areas of law, politics, journalism, economics, teaching, archaeology and curation. John F Kennedy, Sacha Baron Cohen, Louis Theroux, Seb Coe, Anita Roddick, Steve Carrell and Shakira all studied History at university, so the options are limitless!

## 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: Ms A Lewis

## Description

A-level Mathematics offers students with a good understanding of Mathematics 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 undertaking Mathematics practice 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.





## Progression Opportunities

A-level Mathematics is a good choice for students considering higher education in any science or mathematics-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: CIE

Course Contact: Mrs J Needle

## Description

The A level Media Studies course aims to:

- develop critical understanding of international 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;
- appreciate and engage with a variety of global and local media texts;
- explore the impact of the media within a variety of cultures and how this influences social values.

## 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

Component 1: Foundation Portfolio

- Production of a media product from a choice of two set briefs – a film opening or a magazine.

Component 2: Media Texts and Contexts

- Analysis of how technical aspects of the language and conventions of the moving image medium are used to create meaning for an audience.
- The processes of production, distribution and marketing, how they relate to contemporary media institutions, the nature of audience consumption and the relationships between audiences and institutions.

Component 3: Advanced Portfolio

- Production of a media campaign through a combination of three media (video, print and official social media page), selecting from a choice of set briefs.

Component 4: Critical Perspectives

- Media regulation - Issues of morality and decency, accuracy of content and media ownership.
- Power and the media - Issues surrounding access to the media, identity, representation, ideology and democracy.
- Media ecology - The complex environments within which media texts, producers, distributors, technologies and audiences exist. It is a way of conceiving the structure of these environments, their content, and impact on people.



## Assessment

- Component 1: Foundation Portfolio - coursework - 25% of A level
- Component 2: Media Texts and Contexts - 2 hour written examination - 25% of A level
- Component 3: Advanced Portfolio - coursework - 25% of A level
- Component 4: Critical Perspectives - 2 hour written 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.

## Progression Opportunities

AS and A level Media Studies provides a suitable foundation for the study of media studies and related courses in higher education, such as Media Studies, Media Production, Film Studies, Communication Studies, Film Production, Media Design, Creative Arts, Visual Arts, Visual Communication and Digital Media. Equally it is suitable 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: WJEC (from Sept 2024)

Course Contact: Ms C Temple

## Description

In this course, students will have the opportunity to increase their understanding of some of the fundamental aspects of music including analysis 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 AS course focuses on two areas of study. The first of these is The Western Classical Tradition where students will study a classical set work which they are then asked about in the exam. The other area of study is a choice of either; Rock and Pop, Musical Theatre or Jazz. The A2 exam is similar with continued focus on The Western Classical Tradition, alongside looking at classical music from a later time period as well as a choice of further study in Pop Music, Jazz or Musical Theatre. The focus of the rest of the course is performing and composition.

## Assessment

AS is 3 Units

Unit 1 -Performing (6-8 minutes) 60 marks/12% of qualification

Unit 2 – Composing (3-6 minutes total duration) 54 marks/12% of qualification

Unit 3 – Appraising -Written Exam approx. 1hr 30 mins. 72 marks/16% of qualification

A2 is a further 3 Units

Unit 4 – Performing- Option A 10-12 minutes 90 marks/22% of qualification

Option B 6-8 minutes 60 marks/14% of qualification

Unit 5 – Composing – Option A 3-6 minutes total duration 54 marks/14% of qualification

Option B 5-9 minutes total duration 90 marks/22% of qualification



Unit 6 – Appraising – Written Exam approx. 2hr 15 mins.

Two Areas of Study; The Western Classical Tradition and Music of the Twentieth and Twenty First Centuries – 80 marks/24% of qualification

### 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.

### 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

[https://www.wjec.co.uk/qualifications/music-as-a-level/#tab\\_keydocuments](https://www.wjec.co.uk/qualifications/music-as-a-level/#tab_keydocuments)

# Physical Education (A level)

Exam Board: Edexcel

Course Contact: Mr M Kelly

## Description

For students who enjoy sporting activities the course will broaden their all-round knowledge of Physical Education as well as developing an understanding of the theoretical principles behind sport.

## 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 (coursework)

- 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)

Component 3: Practical Performance (15% Practical Assessment)

Component 4: Performance Analysis (15% Coursework)



## Skills Required

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

## 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: Mr G O'ConnorChallis

## 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 suited to students who are confident in their mathematical skills and who enjoy problem solving. It is advisable to take maths alongside physics to support the mathematical side of the course. 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 and the tenacity to stick with problems until you've solved them.

## 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 all about problem solving and wrapping your mind around difficult concepts. Therefore resilience is a key

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

## 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 O'ConnorChallis at [gedchallis@online.sch.im](mailto:gedchallis@online.sch.im)

# Product Design (A level)

Exam Board: WJEC

Course Contact: Mr R Maltby

## 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 Design & Technology subject was undertaken at Key Stage 4. A minimum requirement of a C grade would be an advantage if a Design & Technology subject was taken at Key Stage 4. Students who have not previously completed a Design & Technology course would be expected to use their free study time to catch up on core 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 your knowledge and understanding of:

- Technical Principles
- Designing and making principals

Along with your 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 you, assessing your 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 your knowledge and understanding of:

- Technical Principles
- Designing and making principals

Along with your 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 you, assessing your ability to:

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

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

## Progression Opportunities

This course enables you to study a diverse range of design related subjects at University. Our students have been successful in their applications to study Industrial Design, Product Design, Product Engineering, Motorsport Engineering, Marketing and Finance. Product Design helps students to develop desirable transferable skills in communication, entrepreneurialism and ICT, which are appropriate for employers and universities alike.

## 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: Miss L Sharpe

## 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 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 Yr12, 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.

## 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](http://www.aqa.org.uk/psychology)

Discover more about Psychology: [www.bbc.co.uk/science/humanbody/mind](http://www.bbc.co.uk/science/humanbody/mind)

Read about studying at degree level, and careers in Psychology: [www.bps.org.uk](http://www.bps.org.uk)

For more information & interesting facts: [www.psychology4a.com](http://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.

## 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

Course Contact: Ms S Crisford

## 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.

B or above in GCSE English is required.

## 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 will 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.

## 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: WJEC

Course Contact: Mrs S Salamanca-Travé and Mrs Z Taylor

## 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

- Family structures in Spain, friendships/relationships
- Youth trends, issues and personal identity
- Education and employment opportunities
- Increased use of technology in society
- Regional culture and heritage in Spain, Spanish speaking countries and communities
- Literature, art, film and music in the Spanish speaking world
- Study of a film
- Grammar

### A2

- Positive features of diversity – celebrating difference
- Post-Civil War Spain – historical and political repercussions – coming to terms with the past
- Politics and immigration
- The transition to democracy (represented in the arts, cinema, literature and photography)
- Study of a play '*la casa de Bernada Alba*'
- Independent research project
- Grammar

## Assessment

AS:

Paper 1: Speaking (on two of the topics studied): 15 minutes



Paper 2: Written exam (listening, reading, translation, essay on a film): 2 hours and 30 minutes

A2

Paper 3: Speaking (individual research topic): 12 minutes

Paper 4: Listening, reading and translation, 2 hours

Paper 5: Critical and analytical response in writing, 1 hour 30 minutes

## 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.

## 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](http://www.erasmus.ac.uk)

## Find out more

Spanish: <https://www.wjec.co.uk/qualifications/spanish-as-a-level>

For further information:

[www.whystudylanguages.ac.uk](http://www.whystudylanguages.ac.uk)

<http://www.languageadvantage.com>

<https://www.all-languages.org.uk/research-practice/why-study-languages/>

<https://www.all-languages.org.uk/features/languages-great-britain/>

<https://www.leadwithlanguages.org/why-learn-languages/top-ten-reasons-to-learn-languages/>



# Extended Certificate in Sport (BTEC)

**Exam Board:** Pearson

**Course Contact:** Mr M Kelly & 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 written and practical assignments and project-based tasks that will require excellent organisation and time management through the whole course.

## Topics Covered

Over the 2-year course the following units will be studied:

Year 12:

- Anatomy & Physiology (Exam)
- Practical Sports Performance (Assignment)

Year 13:

- Fitness Training and Programming for Sport, Health, and Wellbeing (Controlled Exam)
- Professional Development in the Sports Industry (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.

A final grade awarded for a qualification represents an aggregation of a learner's performance across each unit.

## Skills Required

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

## Progression Opportunities

This qualification 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.

Find out more

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