



WEAVERS ACADEMY
SIXTH FORM PROSPECTUS 2020
BE INSPIRED, BE BRILLIANT, BE YOU



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WELCOME TO WEAVERS

Your sixth form
Your future
Your way

BE INSPIRED. BE BRILLIANT. BE YOU.

Thank you for your interest in applying to Weavers Sixth Form.

Our aim is to provide the opportunities and environment that will enable every one of you to reach your academic potential. We will challenge and support you to gain the skills which will ensure that you make the most of the opportunities offered to you for a successful future.

We understand the demands that the changing economic climate places on future students and consequently we work with all students developing, not only your academic skills, but your intra-personal skills so that you are well prepared to take your place in the wider world confidently.

Every ambition, ever dreamed, individually achieved

Our students are given clear direction and advice about their choices so that we match students to the right course, giving them the greatest possible chance of success.

Each Sixth Form student receives an Individual Study Plan (ISP) for each subject, which outlines their AS and A2 studies term-by-term. This enables parents, teachers and the pastoral team to support and encourage our students at every stage of their A-Level.

The ISP also gives students a clear understanding of what assessments and topics lie ahead in each subject, accurately targeting areas of strength and weakness and most importantly, preparing students for their final exams. We expect students to set themselves high standards in their work, their extra-curricular activities and in their personal development including relationships with others.

We take your future personally

We offer a wide range of courses designed to cater for current employment trends, university preferences and future plans. All are delivered by our experienced teaching staff. Most students will go on to further education upon leaving school. Our specialist tutor team have vast experience of guiding students through this crucial time of their academic lives.

As well as guidance and support in university applications we also help students prepare to move into apprenticeships, or employment and training. Our students receive the best possible advice to help them achieve their potential at A-Level and BTEC Level 3 but also to make the best choices beyond this.

Students arrive into the Sixth Form as teenagers and leave as motivated young adults ready for the next step in their lives. The possibilities are endless. Joining the Sixth Form at Weavers will certainly offer you a varied, challenging, and exciting two years. I look forward to meeting and working with you.

Claire Sexsmith



Assistant Principal: Head of Sixth
Weavers Academy



Dream it
Do it
Make it yours



SET YOUR SIGHTS HIGH, WE'LL HELP YOU REACH HIGHER

There is no doubt, successfully completing Level 3 qualifications will broaden your life chances and give you greater choices in the future.

Expectations

Joining Weavers Sixth Form brings great benefits, but in turn there are expectations about work and behaviour. These expectations are of regular attendance, following the dress code and participating in the full range of enrichment activities that we offer.

We expect you to conduct yourselves sensibly and respectfully thus maintaining a relaxed and co-operative working relationship between staff and students.

Greater Independence

Initially in Year 12 you will need to adjust to more independent private study and research. You are expected to organise your own time outside of school in order to complete reading and note-taking, as well as to meet assessment deadlines. A minimum of two hours per day should be set aside for homework and independent learning.

Support and Guidance

Mrs Sexsmith, Mrs Pandya, and the Sixth Form team, care for the well-being of the students and monitor their academic progress. Weavers Academy has an excellent pastoral structure and the Sixth Form have the benefit of a designated pastoral mentor to further support their social and emotional well-being.

The sixth form follows an enrichment program developing study skills, and preparing for UCAS, higher apprenticeships or job applications. We also support you in acquiring skills for life; from cooking to finances, from exercise to wellbeing. At Weavers we believe that supporting you in non-academic areas is just as essential to set your sights high and to achieve that through academic and personal skills development.

Progress and attendance are monitored regularly by subject teachers and procedures exist for supporting students who fall behind in either respect. This is a collaborative process designed to guide you and to secure your success.

Students who fail to meet course expectations, apply themselves appropriately, or who behave in anti-social or inappropriate ways, may be asked to leave the Sixth Form.

Assessment

In the Sixth Form there is regular monitoring and assessment of work through reports and trial exams. Parents will be informed about progress and invited to parents' evenings.

Parents are also encouraged to contact the school to arrange meetings with the Head of Sixth Form and the Pastoral Team at other times to discuss their child's progress.

Dress code

To prepare you further for the expectations of the world of work, we require you to dress according to our formal dress code.

For male students, this consists of appropriate trousers or a suit, a tie, a conventional shirt and dark shoes. Female students should wear a blouse and skirt, or formal trousers.

During Year 12 you are invited to apply to become leaders. Successful students will have certain privileges in exchange for the invaluable extra responsibilities and workload they take on in assisting the staff during lunch and break times as well as representing the school at other times.



**Set Your Sights High,
We'll Help You Reach
Higher**

WE TAKE YOUR FUTURE PERSONALLY

At Weavers Academy we believe that an essential part of our Sixth Form provision involves providing you with opportunities to extend and develop your skills beyond academic studies. In these increasingly competitive times, we want our students to stand out and so central to this is the Enrichment Programme.

Work Experience

We will encourage you to take up work experience opportunities to help support UCAS and future career choices – this is essential for students wishing to progress to university courses that require some prior experience, for example, teaching and law.

The EPQ

The Extended Project Qualification provides you with the opportunity to conduct in-depth research into a subject or topic of interest. This qualification is becoming increasingly valued by universities who are looking to recruit students with the ability to research independently. The EPQ prepares you for the demands of university work and in particular, their final year dissertation. The EPQ is worth AS equivalent UCAS points and our students have consistently achieved in the top 5% nationally in this qualification.

Peer Reading

Peer reading offered by Sixth Formers has developed into a vital part of the provision at Weavers Academy. It is one of a number of opportunities for successful students to help others in the Lower School. Coordinated by members of the Year 13 leadership team, volunteers help develop literacy skills in Year 7 and 8, giving students the confidence and encouragement needed to thrive and progress.

Peer Mentoring

Mentors can provide advice that can reduce stress and provide confidence to younger students. Student mentors have themselves successfully completed compulsory education and they have an understanding of what younger students are experiencing. You can provide support and encouragement between peers.

Subject Support

Involves providing support to a particular subject area. You may support students who are struggling on a particular topic or who need help to focus, giving you a valuable experience but also improving younger students' chances of success.

Anti-Bullying Group

Bullying is not tolerated at Weavers Academy and students working as part of the Anti-Bullying Group understand that sometimes it's difficult for some younger students to talk to adults about being bullied. Quite simply, you could make a vital difference to any students who are scared to speak out.

Duty Team

Members of the Duty Team help around the school site during break times, supporting students and the smooth running of the academy. As Sixth Formers you are the senior students in school and this duty reflects that. Sixth Formers who help during lunch time receive credits for use in the school canteen.

Sixth Form Leadership Team

The Sixth Form leadership team comprises Head Boy and Girl, deputies as well as other roles that place students at the forefront of school life. Roles this year include Head of Communications, Head of Mentoring, Head of Events and Head of Progress, all of which involve organising and working with lower school students. The team is highly dynamic, and roles are chosen each year to fit the needs of the school and also the aptitudes and interests of the students selected.

**We Take
Your Future
Personally**

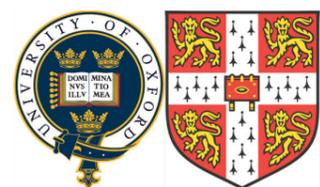


**Studying
Costume
Production at Rose
Bruford College**

**Textiles A*
Art B
Photography B**

DREAM IT, DO IT, MAKE IT YOURS

Weavers Academy offers extensive information, advice and guidance to all students about their routes following Sixth Form. We have a wide range of provisions that caters for students who aspire to attend Russell Group universities as well as those who have a desire to extend their learning beyond the classroom experience. These partnerships will serve to offer a number of exciting opportunities for present and future students alike and were recently recognised by 'Inside Government' as an example of best practice by a Sixth Form.



The Oxbridge Support Programme and Cambridge University Shadowing Programme

This is an excellent opportunity for aspiring Oxbridge candidates, provided via the Wellingborough Education Partnership and our own independent work with Cambridge University. This enables students who meet the criteria to go through preparation for the renowned Oxford and Cambridge interview process. Students have attended sessions led by the Director of Studies in Law at Cambridge University and debated topical issues that can form part of the structure of the Oxbridge interview process. Students on the Cambridge University Shadowing Programme attend residentials and are paired with mentors who support them through the demands of A-Level study and the application process. Students who successfully complete the support programme have improved chances of gaining offers from these prestigious universities.



UK Sports Leaders Level 2 Award in Community Sports Leadership

The qualification teaches generic leadership skills such as organisation, planning, communication and teamwork through the medium of sport. It is a fun and practical qualification with no entrance requirements or final examinations to sit. UKSM will allow successful candidates to

lead sporting activities with indirect supervision, meaning more independence and freedom after the qualification is gained. The qualification is delivered during Year 12 sessions but the candidates will be expected to complete 10 hours of voluntary leadership to gain the qualification. They will also need to be committed to aiding with sports clubs out of school hours and other sporting festivals.

REALISING OPPORTUNITIES

Working Together | Supporting Talent

Realising Opportunities

It is a great pleasure to announce our continued involvement in the Realising Opportunities programme - a partnership with 13 top UK universities set up to widen participation and routes into higher education. The programme includes mentoring by undergraduate students and enhanced offers from the universities in the partnership upon successful completion. Individual universities are offering further admission incentives such as attractive subsidies and bursaries. Weavers Academy is the only Sixth Form in Wellingborough to offer its students this opportunity.



STEMNET

This exciting development enables you to access 'STEM Ambassadors' who visit the Academy to deliver talks on a wide range of contemporary subjects within the fields of science, technology, engineering and maths. STEM Ambassadors use their enthusiasm and commitment to encourage young people to enjoy STEM subjects. Our shared aim is to open the doors to a world of opportunity and possibility which come from pursuing STEM subjects and careers. STEM Ambassadors not only inspire young people, they also support teachers in the classroom by explaining current applications of STEM in industry or research. STEM Ambassadors include: apprentices, zoologists, set designers, climate change scientists, engineers of all disciplines, farmers, designers, geologists, nuclear physicists, architects, physicists, ice core chemistry technicians, pharmacists and energy analysts.



De Montfort University

Our partnership with De Montfort University is entirely fitting given our own position as a member of the Creative Education Academies Trust. DMU is renowned for its innovation within courses focused around the creative skills. 'Which? University' has named DMU as one of the top creative universities in the UK. We are excited about how our work together will progress and the opportunities that this will provide our current and future students. Weavers will also have access to the DMU Outreach programme enabling our students to attend sessions at DMU as well as subject Master Classes delivered at the Academy.



The National Citizen Service

NCS is an excellent opportunity that helps you build skills for work and life whilst engaging in new challenges and meeting peers from a range of backgrounds and localities. Students aged 16-17 take part in different outdoor activities, develop skills, learn new things, help their local community and also make new friends. They are given the opportunity to create a project and bring it to life in their local area. We have found that this has had a significant impact on the independence and assertiveness of our students who have taken up this opportunity, making them more socially aware and active as well as building their confidence.



Unifrog

This is an online platform that partners with our school to support students to make informed and ambitious choices. Unifrog provides a one-stop-shop enabling students to explore and log their interests, develop careers competencies and make the very best decisions for their next steps following sixth form.



National Collaborative Outreach Programme

This programme focuses on 13 – 18 year olds that are living in local areas where higher education participation is lower than expected. It brings together partner universities, colleges and other local partners to deliver outreach programmes to young people. In our Sixth Form, we actively engage our students in the programmes that National Collaborative Outreach Programme have to offer. Different types of National Collaborative Outreach Programme that we have run over past couple of years include, Sports Journalism, Radio and Podiatry Traineeship, trip to New Scientist Live Convention, VIP University Residential, Medic Mentor Summer School, Mini Medic workshops and paid work experience, to name a few.

SUGGESTED COMBINATIONS AND MUST HAVES

Depending on what career path you have in mind, there are various combinations of subjects that can support you on that journey.

Engineering

You will need to study maths and physics at A-Level (design technology is not a requirement).

Medicine / Veterinary Studies

All entrants will be expected to have a minimum of three very strong A-Levels (essential to have chemistry plus one other science, and preferably maths).

Sport Science

May require a science as well as sport and physical education, but many count psychology or maths as well. (They also require a good deal of high level participation, or at least coaching or refereeing, in addition to what you will do in school).

Teaching

Teaching for primary level requires good passes in GCSEs covering maths, English and science. Teaching for secondary level requires a specialist subject, and good passes at GCSE in English and maths. Both require some experience of assisting in a school environment.

Law

English and history are the most universally recommended A-Levels for a law degree.

Journalism

You will need to have strong GCSEs in English language and literature as well as A-Level English at grade C or above (at the very least).

Studying the Sciences

If you are a scientist it is recommended you study two sciences together. It is also recommended that if you want to do A-Level Physics you take A-Level Maths.

	Art & Design	Biology	Business	Chemistry	Drama	Financial Studies	English Literature	EPQ	French	Geography	History	ICT	Mathematics	Further Mathematics	Media	Music Technology	Photography	Physics	Psychology	Sociology	BTEC Sport	
Highly Compatible	✓																					
Compatible	✓																					
Not Recommended	✗																					
Art & Design		✓	✓	✗	✓	✗	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
Biology	✓		✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Business Studies	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chemistry	✗	✓	✓		✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓
Drama	✓	✗	✓	✗		✗	✓	✓	✓	✓	✓	✓	✗	✗	✓	✓	✓	✗	✓	✓	✓	✓
Financial Studies	✗	✓	✓	✓	✗		✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✗	✓	✓	✓	✓	✗
English Literature	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
EPQ	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
French	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ICT	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓		✓	✗	✓	✓	✓	✓	✓	✓	✓
Further Mathematics	✗	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓		✗	✓	✗	✓	✓	✓	✓	✓
Media	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✗	✗		✓	✓	✗	✗	✓	✓	✓
Music Technology	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Photography	✓	✓	✓	✗	✓	✗	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓		✓	✓	✓	✓	✓
Physics	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓		✓	✓	✓	✓
Psychology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓		✓	✓	✓
Sociology	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
BTEC Sport	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓

We are considering other course options, these include; Health and Social Care, Criminology

Learning your way
Learning for life



ENTRY INTO THE SIXTH FORM

We have to be sure that you will be able to cope with the academic demands of Sixth Form study.

In order to gain entry into our Sixth Form you will need a minimum of 40 points from 8 GCSEs including grade 4 in both English and maths. For individual subjects a grade 6 will guarantee entry onto most courses, however see individual subjects for clarification.

Decisions about entry into the Sixth Form are never based solely on a student's academic profile. Before offering a place, we also consider an individual's contribution to school life, behavioural and attendance record, as well as the ability to benefit from two years of study with us.

External applicants to the Sixth Form, in addition to the academic requirements above, will be invited to interview by the Head of Sixth Form.

Conditional offers are based on predicted grades; actual places are not confirmed until GCSE results are announced. This may mean that some courses become oversubscribed and if there are more applicants than places available then we will allocate places according to the oversubscription criteria below:

- GCSE point score
- Oversubscription on a course
- Looked after children or other extenuating circumstances which we feel warrant special consideration (see application form).
- Sibling link
- Distance

Borderline cases will be looked at closely. In such cases the general level of academic achievement will be looked at, as well as an estimate of your potential and ability to cope with A-Level and Level 3 courses.

Weavers Academy is an equal opportunities Sixth Form.

**Your sixth form
Your future
Your way**



**Challenge yourself
Change your future**



EXTENDED PROJECT LEVEL 3

Examination Board: AQA & City and Guilds
All students are required to complete this

Universities have voiced specific concerns about new students starting courses with either limited academic independence or a lack of detailed knowledge and interest in their chosen subject; this is why many now welcome applicants who have completed the EPQ.

The EPQ gives students the opportunity to explore a topic of interest in greater depth whether by writing an extended report or producing an artefact which can range from designing a website to completing a sculpture. Since its introduction, Weavers Academy students have enjoyed success at above national average year on year; as well as this students have placed great value in how well this qualification has prepared them not only for the demands of university study but also as an opportunity to study a topic of interest in greater depth. Whilst largely undertaken by Year 13 students, Year 12 students who have a particular interest are welcome to engage with the project during their first year. Further to this, the EPQ forms an integral part of the Academy's Realising Opportunities Programme. Further details are available in the Widening Participation section of the prospectus.

Students may choose to take the Extended Project Qualification as an extension from studies for any other qualifications at Level 3 (GCE A-Level, BTEC, NVQ, other academic or vocational qualifications). Students completing the Extended Project receive a grade equivalent to one AS-Level between A*-E. The EPQ is the only non-linear qualification in which students can earn an A*.

Course Content

The Extended Project will develop and extend from one or more study areas and/or from an area of personal interest or activity outside main programme of study. It will be based on a topic chosen by the student and agreed as appropriate by the centre. Delivery of the Extended Project Qualification will involve some teaching of the necessary skills, supervision and assessment of the student's progress. It will involve extended independent work by the learner. It will require in total 120 guided learning hours. Students are required, with appropriate supervision, to:

- Choose an area of interest
- Draft a title and aims of the project for formal approval by the academy
- Plan, research and carry out the project
- Deliver a presentation to a specified audience
- Provide evidence of all stages of project development and production for assessment.

Assessment at AS

All Projects must include a written report of between 1000 and 5000 words. The exact length of each written report will depend on the nature of the project, the subject area or topic chosen and the other evidence provided. A project which consists solely of written work should be approximately 5000 words, for example a research report of an investigation, exploration of a hypothesis or an extended essay or academic report in appropriate form. Projects where the majority of the evidence is provided in other formats should include a report which is at least 1000 words.

Please see Mr Wallace for more information.

ART, CRAFT, AND DESIGN

Examination Board: AQA

Entry Requirements: Grade 6 or above in GCSE Art will guarantee entry

Course Content

Students will be introduced to a variety of experiences exploring a range of two and/or three dimensional media, processes, and techniques. They will be made aware of both traditional and new technologies. Students will explore relevant images, artefacts and resources relating to a range of art, craft, and design, from the past and from recent times, including European and non-European examples. Their responses to these examples will be shown through practical and critical activities which demonstrate the students' understanding of different styles, genres and traditions. Students should use sketchbooks/workbooks/journals to underpin their work where appropriate.

Areas of Study

Students are required to work in at least two of the following areas of art and design. They may explore overlapping areas and combinations of areas:

- Fine art
- Graphic communication
- Textile design
- Three-dimensional design

A-Level Two Year Course

Assessment

Component 1 - Coursework Portfolio

This is a practical investigation supported by written material.

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

The investigation should be a coherent, in-depth study that demonstrates the students ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

Component 1 is 60% of the overall grade.

Component 2 - Externally Set Assignment

Separate questions will be set for each title. Each question paper will consist of a choice of eight questions to be used as a starting point. Students are required to select one.

Students will be provided with examination papers on 1 February, or as soon as possible after that.

During the examination period, following a preparatory study period and using a suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes a supervised time of 15 hours, unaided will be given to students to complete a developed personal and meaningful response.

Component 2 is 40% of the overall grade.

Please see Miss Berry for further information.

BIOLOGY

Examination Board: OCR A

Entry Requirements: 77 GCSE Trilogy or a 7 in Biology and a 6 in Maths will guarantee entry

Biology is split into six modules: Modules 1 to 4 constitute the standalone AS-Level qualification; modules 1 to 6, combined with the Practical Endorsement, constitute the full A-Level. The modules can be summarised as:

Module 1: Development of practical skills – this module underpins the whole of the specification, and covers the practical skills that students should develop throughout the course. The practical skills in this module can be assessed within written examinations and (for A-Level only) within the Practical Endorsement.

Module 2: Foundations in biology – covering concepts required throughout the remaining modules.

Modules 3 and 4: AS topics.

Modules 5 and 6: A-Level topics.

At AS-Level

AS Papers 1 and 2 can assess any content from Modules 1 to 4.

At A-Level

A-Level Paper 1 assesses the content from Modules 1, 2, 3 and 5

A-Level Paper 2 assesses the content from Modules 1, 2, 4 and 6

A-Level Paper 3 assesses the content from Modules 1 to 6.

Module 1 – Development of Practical Skills in Biology

Skills of planning, implementing, analysis and evaluation

Module 2 – Foundations in Biology

Cell structure; biological molecules; nucleotides and nucleic acids; enzymes; biological membranes; cell division, cell diversity and cellular organisation

Module 3 – Exchange and Transport

Exchange surfaces

Transport in animals

Transport in plants

Module 4 – Biodiversity, Evolution and Disease

Communicable diseases, disease prevention and the immune system

Biodiversity

Classification and evolution

Module 5 – Communications, Homeostasis and Energy

Communication and homeostasis

Excretion as an example of homeostatic control

Neuronal communication

Hormonal communication

Plant and animal responses

Photosynthesis

Respiration

Module 6 – Genetics, Evolution and Ecosystems

Cellular control

Patterns of inheritance

Manipulating genomes

Cloning and biotechnology

Ecosystems

Populations and sustainability

Please see Mr Devaney for more information.

BUSINESS STUDIES – CAMBRIDGE TECHNICALS LEVEL 3

Examination Board: OCR

Entry qualifications: Merit at Level 2 will guarantee entry

Why consider this course?

This qualification is for learners who want to study Business. It will provide learners with the opportunity through applied learning to develop the core specialist knowledge, skills and understanding required in the business sector.

Qualification overview

This qualification will provide learners with the skills, knowledge and understanding to progress into Higher Education on a business related programme such as Business, Business Management, Marketing, Business and Finance, Business and Economics and Accounting.

360 GLH – equivalent to one A level.

5 Units – 3 mandatory and 2 optional

Unit 1 – 120 GLH, externally examined. (mandatory)

Unit 2 – 60 GLH, externally examined. (mandatory)

Unit 4 – 60 GLH, internally assessed and moderated by OCR. (mandatory)

Unit 20 – 60 GLH, internally assessed and moderated by OCR. (optional)

Unit 21 – 60 GLH, internally assessed and moderated by OCR. (optional)

What does the qualification cover?

Students will take five units over the two years, which will be made up of three mandatory units and two optional units.

The mandatory externally assessed unit 1, The Business Environment will be covered in Year 12 along with another mandatory unit, though this one is internally assessed unit 4, Customers and Communication. These two units require 180 GLH which is half of the extended certificate course. This also provides the necessary criteria to complete the AS qualification the Cambridge Technical Certificate (05834) at the end of Year 12.

The Business Environment, unit 1, will give learners an understanding of the wider contexts in which businesses operate and their functions and interdependencies. The unit will allow learners to appreciate how legal, financial, ethical and resource constraints can affect business behaviour and the influence different stakeholders can have on how business respond.

The Working in Business, unit 2, will give learners an understanding of the critical skills needed when working in business, such as organisation, prioritisation and effective communication. The unit will allow them to learn how to use different business documents and about organisational protocols that most businesses would expect employees to follow.

The Customers and Communications, Unit 4, allows learners to appreciate how vital customers are to the success of a business. It will give learners an understanding of how important it is to businesses to know their customers and what influences customer behaviour. Students will understand how to communicate to customers.

The final two optional units to be completed in Year 13 are Unit 5 and 16. Unit 5 – marketing and market research will enable learners to understand different marketing strategies that businesses utilise. Students will gain important knowledge about the legal aspects of marketing and how these can influence the decisions that are made in business

Unit 16- Principles of project management - Planning and ongoing monitoring are key to the success of a business project. In this unit learners will find out about the different stages of project management and the role of a project manager. Students will learn about the internal and external factors that can influence the success of a project, and how to identify and prevent potential issues.

Please see Mr Grantham for more information.

CHEMISTRY

Examination Board: OCR A

Entry Requirements: Grade 77 Combined Science or a grade 7 in Chemistry and grade 6 in Maths will guarantee entry

Chemistry A is a content-led, deep understanding approach. Teaching of practical skills is integrated with the theoretical topics and they're assessed both through written papers and, for A-Level only, a teacher assessed Practical Endorsement.

Chemistry A specification aims to encourage learners to develop:

Essential knowledge and understanding of different areas of the subject and how they relate to each other

A deep appreciation of the skills, knowledge and understanding of scientific methods

Competence and confidence in a variety of practical, mathematical and problem solving skills

What you will study

The specification is divided into topics, each covering different key concepts of chemistry:

Module 1 – Development of practical skills in chemistry

Module 2 – Foundations in chemistry

Module 3 – Periodic table and energy

Module 4 – Core organic chemistry

Module 5 – Physical chemistry and transition elements

Module 6 – Organic chemistry and analysis

Chemistry brings a lot of scientific theory and thinking together, and a good A-Level grade in the subject demonstrates that a student can apply themselves in analytical thinking, practical skills and scientific writing; all of these qualities are highly prized in today's competitive job market.

How You Will Be Assessed

In AS Chemistry, Modules 1-4 are assessed while all modules are assessed at A-Level chemistry. At AS students are assessed in two key areas: Breadth of Chemistry and Depth of Chemistry in separate papers. In the full A-Level these two skills are assessed throughout and there is an additional synoptic paper. Practical work is only assessed at A-Level by the teacher as Pass/Fail.

Further Study and Careers

Chemistry is essential for many higher education courses, for example, chemical engineering, chemistry, medicine, dentistry, food science, materials science, pharmacology, veterinary science and teaching.

Please see Mr Devaney for more information.

DRAMA

Examination Board: Edexcel

Entry Requirements: GCSE 6 or above will guarantee entry

Course Content

Drama A-Level has a straightforward structure with three components, one that focuses on devising, one that focuses on performing and one that focuses on practical exploration of texts to interpret them for performance. Practical focus – This is the performance of texts, including exploring them in light of the work of theatre practitioners. The performance texts that will be studied for the exam will require students to articulate how they would perform in certain roles, design for certain scenes and interpret a text for performance, putting practical work at the heart of the course.

Assessment

Component 1 – Devising - 40% of the qualification (80 marks)

A portfolio (60 marks)

The portfolio explores how students devised and created the performance including techniques, style and use of practitioners.

The devised performance (20 marks)

The starting point for this devising process will be an extract from a performance text and an influential theatre practitioner. In their creative explorations, students will learn how text can be manipulated to communicate meaning to audiences and they will begin the process of interpretation. They will gain an understanding of how a new performance could be developed through the practical exploration of the theatrical style and use of conventions of the chosen practitioner.

Component 2 - Text in Performance - 20% of the qualification (60 marks)

- A group performance of one key extract from a performance text. (36marks)
- A monologue or duologue performance from one key extract from a different performance text. (24 Marks)

Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore how they realise artistic intentions in performance. Students must draw on their experiences of the exploration and rehearsal process in order to present coherent, well considered interpretations of the two key extracts in their performances. These interpretations must include placing the key extracts in the context of the whole performance texts.

Component 3 - Theatre Makers in Practice - 40% of the qualification (80 marks) - Written Exam

- Live theatre evaluation.
- Practical exploration and study of a complete performance text – focusing on how this can be realised for performance.
- Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner. Centre choice of 15 performance texts.
- Choice of eight practitioners.

Section A: Live Theatre Evaluation (20 marks)

- Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen.

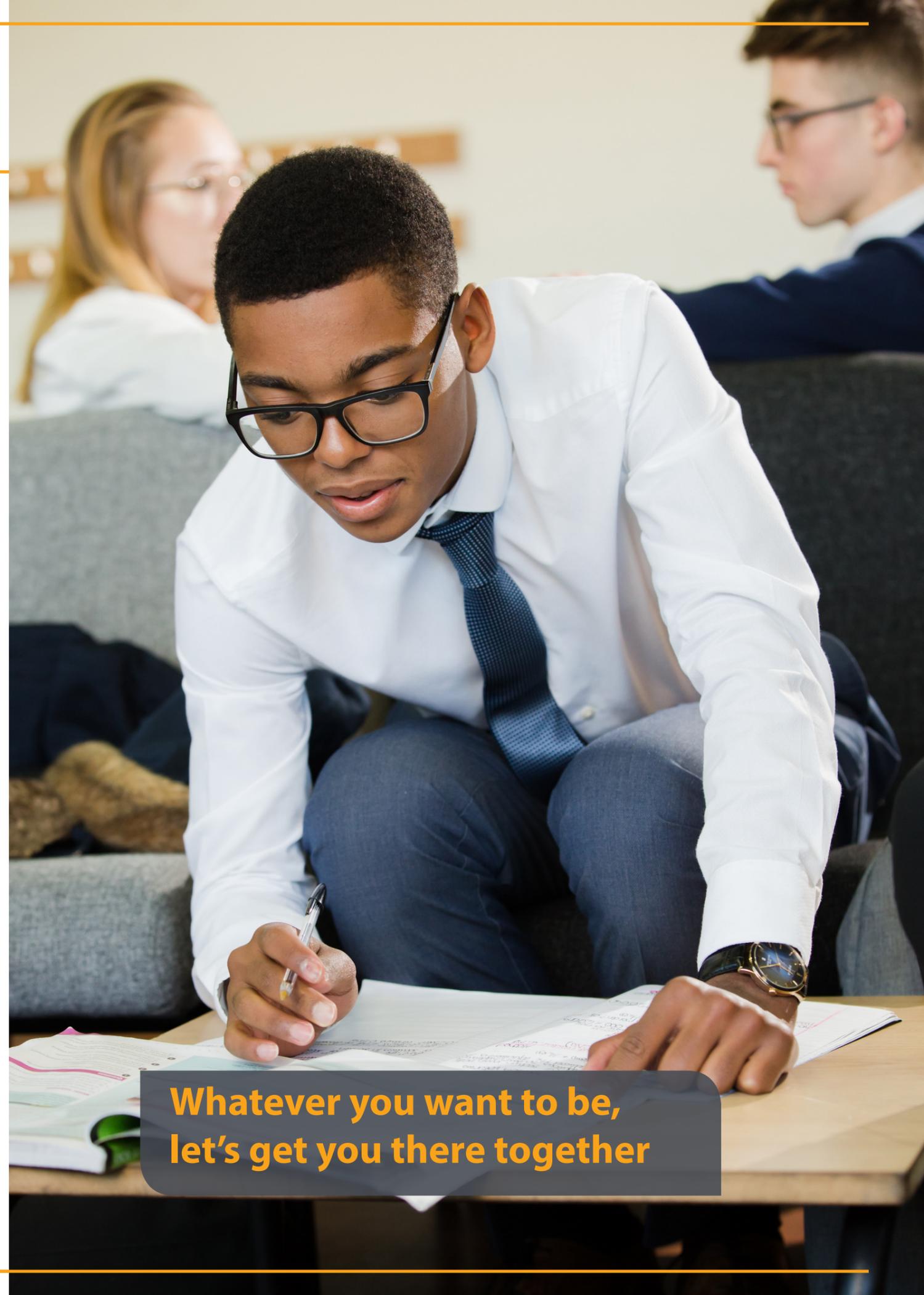
Section B: Page to Stage: Realising a Performance Text (36 marks)

- Students answer two extended response questions based on an unseen extract from the performance text they have studied.
- Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.
- Students answer from the perspective of a performer and a designer.

Section C: Interpreting a Performance Text (24 marks)

- Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text.
- Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.
- Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.

Please see Mrs Marriott for further information.



**Whatever you want to be,
let's get you there together**

ENGLISH LITERATURE

Examination Board: AQA (Spec A)

Entry Requirements: Grade 6 GCSE English Literature

Why consider this course?

English Literature A's historicist approach to the study of literature rests upon reading texts within a shared context. Working from the belief that no text exists in isolation but is the product of the time in which it was produced, English Literature A encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives. English Literature A privileges the process of making autonomous meaning, encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses.

Course Content: Love through the ages

Here students will study a variety of texts from different time periods, becoming confident in their definition of the genre, and analysing texts in relation to this. Authors include Shakespeare, F Scott Fitzgerald and different poets throughout time

Texts in shared contexts

The aim of this topic area is to encourage students to explore aspects of literature connected through a period of time. Students will read texts by a wide range of authors including Atwood, Williams and Sheers

Independent critical study: texts across time

Alongside the set texts above, students will be guided in their own independent reading choices, moving them towards more challenging texts than they have perhaps yet experienced. This component culminates in one piece of coursework where students can choose to compare a text of their own choice (from authors such as Jane Austen, Thomas Hardy, Daphne Du Maurier and Ernest Hemingway, Susan Hill, David Haig and Carol Ann Duffy) with a set, pre-1900's text.

A-Levels that go well with English Literature

History
Psychology
Sociology
Drama
French/Spanish

Career Routes

English literature is highly respected by universities. It leads to a wide variety of careers which involve an understanding of the written word: law, journalism, teaching and any profession where language (and its connotations) is paramount.

Please see Miss Wagnall for more information.

DIPLOMA IN FINANCIAL STUDIES (DIPFS)

Entry requirements: Grade 4 Maths and English will guarantee entry

Purpose of the qualification

As an Applied General qualification, the Diploma in Financial Studies (DipFS) is primarily designed for students aged 16–19 and provides an in-depth exploration of the key concepts of financial capability and how they are applied to achieve longer-term financial sustainability. Its purpose is to prepare students for further study through the development of the core skills of independent thinking, critical analysis and evaluation, synthesis, verbal communication (through classroom discussion) and written communication.

Key content areas

- Importance of financial capability in the immediate, short, medium and long term.
- The impact of external influences at different stages in the personal life cycle.
- Risk and reward in managing personal finance.
- Personal and external factors that lead to change.
- Maintaining financial sustainability and avoiding long-term debt.
- The financial services system and financial sustainability (individual and general).
- Marketing techniques.

Key skills developed

The qualification will encourage students to:

- analyse financial data and information, financial services products and services and make judgements about suitability for people in different circumstances;
- develop an understanding of the concept of financial sustainability and ethics to enhance financial literacy; • analyse, synthesise, evaluate and reflect;
- demonstrate numeracy skills including the ability to manipulate financial and other numerical data to reflect the conceptual activity of financial maths;
- use appropriate data and information to make arguments;
- structure and communicate ideas logically and coherently; and
- learn independently in preparation for further / higher academic study.

Please see Mrs Sexsmith for more information

GEOGRAPHY

Examination Board: AQA

Entry Requirements: Grade 6 in GCSE Geography and grade 5 in Maths to guarantee entry

Course Outline:

There are three elements to the A-Level Geography course: Physical Geography, Human Geography and the NEA coursework element. The physical and human elements are assessed through an examination at the end of Year 13 with each paper worth 40% of the total grade. The remaining 20% of marks will come from the NEA. The exam papers cover a range of skills including data interpretation and analysis of, multiple choice questions and the longer essay based 20 mark questions.

Physical Geography: This unit covers the natural world and the processes at work within it. There are elements of human geography that run throughout all of these units and we will investigate our relationship with the natural world. Throughout your two year course we will study the compulsory unit of '*Water and Carbon Cycles*' and the option units of '*Hazards*' and '*Coastal Environments*'.

Human Geography: This unit is more focused on people and their perception of place and our involvement in the environment and world around us. The compulsory units here are: '*Changing Places*' where you investigate two contrasting urban environments and how they have physically changed along with a critique into how the perception of the place has changed over time and '*Global Governance*' – this really is a fascinating time to be a geographer as we witness and observe the UK's exit from the EU unfold in real time. This unit will explore global trade and why interdependence is key along with the global commons and why we need to preserve environments such as Antarctica. The optional unit here will be '*People and the Environment*' – this unit explores how development of a country can potentially influence the illnesses found in that country. This unit will also explore in greater detail our influence on the environment around us.

The NEA element is worth the remaining 20% of the course. This is an individual investigation and can cover a wide range of topics – if there is something that has taken students' interest in the specification, they could produce their coursework on it. There are four **compulsory** fieldtrip days which will usually be undertaken in the summer term of year 12 and may involve a residential stay. Previous NEA titles include 'Has immigration had a negative impact upon Wellingborough?', 'Has the new Tesco store brought benefit to Sheringham?', 'Is the coastal management strategy in Sheringham effective?' and 'Is Sheringham turning into a clone town?' There is huge scope for students to really get their teeth into this work and undertake their own research into a key geographical issue.

Career Routes

The Russell Group of universities refer to geography as being a facilitating subject – this means that the subject covers a wide range of topics and can help keep university options broad and flexible.

If you want any further information about A-Level Geography, please see Mrs Whitsey.

HISTORY

Examination Board: AQA

Entry Requirements: Grade 6 or above in GCSE History and English will guarantee entry

Significant changes will take place from September 2015 in history and many other subjects at A-Level. Depending on the student cohort and level of interest we will offer AS and/or full A-Level in the subject. Specific course choice for the students will depend on the individual and further information is available in the 'Changes To A-Level' section of the prospectus.

What You Will Study

Unit 1 – Breadth Study

The study of significant historical developments over a period of around 100 years and associated interpretations - The Tudors: England, 1485–1603

Unit 2 – Depth Study

The study in depth of a period of major historical change or development and associated primary evidence - Democracy and Nazism: Germany, 1918–1945

Unit 3 - Independent Coursework Study

A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years.

How You Will Learn and Be Assessed

Assessment is by written examination. Students sit two examinations.

Unit 1 assessment includes one compulsory question linked to historical interpretations, and a choice of two from three essays (2 hours 30 minutes long)

Unit 2 assessment includes one compulsory question linked to primary or contemporary sources, and a choice of two from three essays (2 hours and 30 minutes long)

Unit 3 coursework is standardised and marked by the teacher. It is then sent to the AQA coursework moderator for checking.

Further Study and Careers

Of course, if you know that history is your great interest and that you may well wish to pursue it at university level and maybe beyond, then it will clearly be one of your A-Levels. However, the skills used in history are relevant to a much wider range of subjects and vocations and it is a good A-Level to consider taking if you are interested in pursuing any humanities-based degree at university. It is perhaps the best A-Level to take if you are thinking of studying law at university. It is widely recognised that A-Level history remains an academically demanding subject with high prestige. Universities and employers know that someone who has been successful in the study of history should have acquired a range of important skills.

Please see Mr Worker for further information.

IT – COMPUTER SCIENCE

Examination Board: AQA

Entry Qualification: Grade 5 or above in English will guarantee entry

Course Content

From this qualification, students will be able to progress into further learning around IT or computing at University or on an apprenticeship such as those offered in many businesses and backed by Microsoft e.g. the MCSCE (Microsoft Certified Engineer certificates). This course also helps prepare students for progression from Sixth Form and in to employment. There is no specific requirement for prior learning, although many students will have already gained a knowledge and understanding of Information and Communication Technology and also computer science through their study of an ICT or IT GCSE, BTEC, or OCR Nationals course at Key Stage 4 will find this helpful for studying ICT at A-Level. Students will also need strong writing and communication skills so a grade 5 or above in English is necessary. A good pass at GCSE in mathematics will also be advantageous.

What will I study?

- 1. Fundamentals of programming
- 2. Fundamentals of data structures
- 3. Systematic approach to problem solving
- 4. Theory of computation
- 5. Fundamentals of data representation
- 6. Fundamentals of computer systems
- 7. Fundamentals of computer organisation and architecture
- 8. Consequences of uses of computing
- 9. Fundamentals of communication and networking
- 10. Fundamentals of databases
- 11. Big Data
- 12. Fundamentals of functional programming
- 13. Systematic approach to problem solving
- 14. Non-exam assessment - the computing practical project

How am I assessed?

AS-Level

There are two written examinations – one on a computer and one on paper.

Paper 1

- On-screen exam: 1 hour 45 minutes
- 50% of AS

Paper 2

- Written exam: 1 hour 30 minutes
- 50% of AS

A-Level

There are two written examinations – one on a computer and one on paper. There is a small piece of internally assessed work.

Paper 1

- On-screen exam: 2 hours 30 minutes
- 40% of A-level

Paper 2

- Written exam: 2 hours 30 minutes
- 40% of A-level

Non-exam assessment

What's assessed: the non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving.

- 75 marks
- 20% of A-level

For more information please see Mr Grantham

**Challenge Yourself
Change Your
Future**



MATHEMATICS

Examination Board: Edexcel

Entry Requirements: Grade 7 or above in GCSE Higher Tier Maths will guarantee entry

Mathematics is the application of a finite number of methods to an infinite number of problems. A Level Mathematics provides students with a thorough grounding in the mathematical tools and techniques often needed in the workplace. The logic and reasoning skills developed by studying A Level Mathematics make sure the qualification is widely respected, even in non-mathematical areas. A good understanding of the principles involved, a willingness to work hard to overcome any hurdles encountered, together with practice in solving the recurrent type of problems, will make a successful Mathematician. In summary, A Level Mathematics is a challenging but fascinating and extremely rewarding course.

What you will study

Mathematics is a linear qualification, the examination structure will be 3 papers, the first one considering only Pure Mathematics whereas the second and third papers having half of their content Pure with the other half either Mechanics or Statistics. All papers will expect the use of a calculator.

The overarching themes covering the qualification are threefold; Mathematical argument, language and proof, Mathematical problem solving and Mathematical modelling. The underlying principles include assessment that will encourage good understanding of Mathematics, applications with Pure Mathematics embedded, problem solving and modelling central to the course and a syllabus that builds confidence for students. Each paper is 2 hours and they have equal weighting. Papers 2 and 3 are weighted equally between Pure and Applied content.

How You Will Be Assessed

Paper 1 – Content from proof, algebra & functions, coordinate geometry, sequences & series, trigonometry, exponentials & logarithms, differentiation, integration, Numerical methods.

Paper 2 – Content from Paper 1 plus content from vectors, quantities and units in mechanics, kinematics, forces and Newton's laws, moments.

Paper 3 – Content from Paper 1 plus content from statistical sampling, data presentation and interpretation, probability, statistical distributions, statistical hypothesis testing.

Further Study and Careers

Mathematics at A level is useful for students planning to take higher education courses in, Accountancy, Business Management, Chemical Engineering, Civil Engineering, Computer Systems Engineering, Economics, Electrical or Electronic Technology, Management Science, Materials Science and Technology, Mechanical Engineering, Quantity Surveying, Statistics, Systems Analysis and Telecommunications Engineering. It is an essential requirement for courses in Mathematics and for many of the science subjects.

Please see Mrs Edwards for more information.

FURTHER MATHEMATICS

Examination Board: Edexcel

Entry Requirements: Grade 8 or above in GCSE Higher Tier Maths will guarantee entry. This would be the fourth option

Students planning to take degrees with significant mathematical content will benefit enormously from taking Further Mathematics, at least to AS level. Students who are not planning to study for mathematics-rich degrees but who are keen on mathematics will find Further Mathematics a very enjoyable course and having a Further Mathematics qualification identifies students as having excellent analytical skills, whatever area they plan to study or work within. Further Mathematics qualifications are very highly regarded by university departments in these mathematics-rich subject areas. Some prestigious university courses will not accept students without Further Mathematics qualifications and many others will give students with Further Mathematics qualifications preferential offers.

What you will study and how you will be assessed

Paper 1: Further Pure Mathematics 1 — Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors

Paper 2: Further Pure Mathematics 2 — Complex numbers, Further algebra and functions, Further calculus, Polar coordinates, Hyperbolic functions, Differential equations

Paper 3: Further Mathematics Option 1 — Students take one of four options from: Further Pure Mathematics 3; Further Statistics 1; Further Mechanics 1 and Decision Mathematics 1.

Paper 4: Further Mathematics Option 2 — Students take one of a range of units from: Further Pure Mathematics 4, Further Statistics 1, Further Statistics 2; Further Mechanics 1; Further Mechanics 2; Decision Mathematics 1 and Decision Mathematics 2.

Further Study and Careers

It is essential for almost all Engineering courses, and is very useful (indeed essential at some universities) for Business Studies, Accountancy, Finance, Management Science, Economics, Physics and other Science courses including Medicine, Computing and Architecture.

Please see Mrs Edwards for more information.

OCR LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED CERTIFICATE IN DIGITAL MEDIA

Examination board: OCR

Entry Qualification: Grade 5 or above in English Language, preferable Level 2 Media M and above will guarantee entry

Qualification Overview

This qualification will give students an understanding of how different media institutions operate to create products that appeal to specific target audiences; students will gain knowledge and understanding of the production processes and create a media product. Through this students will also develop transferable skills such as planning, communication, adaptability and leadership.

The optional units provide students with the opportunity to broaden their knowledge, understanding and skills in areas such as, planning and delivering a pitch or writing a script for media products.

Students will take between five and seven units, three mandatory and between two and four optional units (depending on the size of units you choose).

Students will study the following mandatory units:

- Media products and audiences
- Pre-production and planning
- Create a media product

These units will give learners an understanding of how different media institutions operate to create products that appeal to specific target audiences. They'll gain knowledge and understanding of the pre-production, planning and production processes and go on to create a media product. Through this learners will also develop transferable skills such as planning, communication, adaptability and leadership.

The optional units provide learners with the opportunity to broaden their knowledge, understanding and skills in key areas such as, Social media and globalisation, Journalism and the news industry or Advertising media.

Optional units include:

- Social media and globalisation (Optional)
- Journalism and the news industry (Optional)
- The creation and use of sound in media
- Advertising media (Optional)
- Plan and deliver a pitch for a media product (Optional)
- Scripting for media products (Optional)
- Create a personal media profile (Optional)

Please see Mr Grantham for more information.

MODERN FOREIGN LANGUAGES

Examination Board: Edexcel

Entry Requirements: Grade 6 or above in relevant language will guarantee entry

For the students who enter Year 12 in 2017 onwards, French/Spanish A-Level will be a linear course with exams at the end of the two year course. There is also a possibility to take French/Spanish AS Level as a stand-alone exam at the end of Year 12.

Course Content

The A level courses explore a number of social issues and trends both within France and Spain and in their cultures across the world. Students will be assessed on their ability to understand and produce their chosen language in relation to the following sub-themes:

French:

**Family structure, education and the world of work in France.
Music, media and festivals and traditions in French speaking cultures.
The impact of immigration on France as a multi-cultural society.
The Occupation and the French Resistance.**

Spanish:

- Family structure, the world of work and the impact of tourism on Spain.
- Music, media and festivals and traditions in Spanish speaking cultures.
- The impact of immigration on Spain as a multi-cultural society.
- The Franco's dictatorship and the transition to democracy.

Assessment

Skills assessed (AS and A level):

- Paper 1—Listening, reading and translation to English.
- Paper 2—Written response to works (text or film) and translation to French/Spanish.
- Paper 3—Speaking. Two tasks – firstly, a discussion on a theme drawn from the topics; secondly, a presentation and discussion around a topic chosen for independent research.

A levels that go well with French or Spanish

French and Spanish support a wide range of subjects using communication and language, such as English Language and Literature, Business Studies, Media Studies.

Career routes

A qualification in a Modern Foreign Language obviously lends itself well to careers involving communication and translation, and in an increasingly competitive and global job market, language skills may well give individuals the edge over other candidates. This includes careers in tourism, politics, government, media, publishing and journalism. Languages however are also valued in education, fashion and law.

Please see Miss Fernandez for more information.

MUSIC – RSL LEVEL 3 SUBSIDIARY DIPLOMA FOR MUSIC PRACTITIONERS

Music – RSL Level 3 Subsidiary Diploma for Music Practitioners

Examination Board: RSL

Entry Requirements: M and above in GCSE Music will guarantee entry

What Will I Study?

This course is aimed at musicians who want to enter the music industry as performers, producers or composers. Students will study and develop skills in your chosen area of specialism. The emphasis is on practical work and encourages the cultivation of a wide range of skills. Although predominantly practice, students will need to complete written assignments in the form of evaluative log books and rehearsal diaries.

Course Content

The RSL Level 3 course has been designed so that students can select and study their specialist pathways. Regardless of the pathway being studied, students can select optional units from the performance, music technology, composition or music business pathways.

	Performance Pathway	Composition Pathway	Music Technology Pathway	Music Business Pathway
Core Unit	349 – Planning a career in Music			
Core Unit	387 – Rehearsal and Performance	390 – Composing Styles and Music Sequencing	388 – Live Sound Recording and Sound Reinforcement	389 – Music Promotion and Event Management
Example of optional units	357 - Musical Director 362 - Lead Performer 363 - Session Musician 364 - Music Improvisation	303 – Music Arrangements 307 - Composing for film/TV 308 – Composing for Interactive Media	366 – Music Sequencing and Production 375 - Radio/ Podcast Production 380 – Creating a Sample Library	342 – Contracts in the Music Industry 343 - Music marketing 350 - Music press and journalism 353 - Music event management

Potential Education and Career Pathways

Successful completion of this level 3 qualification will allow progression onto foundation or BA degree level courses in a similar subject area. This course will open up a wide variety of career options – from studio or live sound engineer, producer, live or recorded performing musician or teacher.

Please see Miss Reading for more information.



PHOTOGRAPHY

Examination Board: OCR

Entry Requirements: Grade 6 or above in GCSE Art will guarantee entry

Course Content

Students will research and experiment with new techniques. They will develop skills and understanding through a range of photographic media and will develop awareness of both historical and contemporary photographers relating to traditional and digital photography.

Areas of Study

Students are required to work in one or more areas of photography such as:

- Portraiture
- Moving image
- Animation
- Still life photography
- Commercial photography
- Landscape photography

A-Level Two Year Course

Component 1: Personal Investigation

Students will produce a practical portfolio where they are expected to develop a personal response based on either a centre set or learner set theme leading to a personal outcome. This will then form a presentation of carefully selected work and consist of-

- A related study: an extended response of a guided minimum of 1,000 to 3,000 words.
- A portfolio of practical work showing analysis, reviewing and refining.
- A personal responded presentation with work that is evidence for each marking criteria and final realisation.

Component 1 is 60% of the overall grade. This is set by the centre and moderated by OCR

Component 2: Externally Set Task

A2 Externally set task, with 15 hours supervised time. This unit will provide students with a number of themes, each with a range of written and visual starting points, briefs and stimuli and the response should be based on one of these options. This task is issued on the 1st of February.

Component 2 is 40% of the overall grade. This is marked by the centre and moderated by OCR

Assessment

A portfolio of practical work

Please see Miss Berry for more information.

PHYSICS

Examination Board: OCR (Physics A)

Entry Requirements: Grade 77 in GCSE Science and grade 7 in GCSE Maths will guarantee entry. You need to be studying A-Level Maths with this subject.

Course Content

Physics at AS and Advanced GCE builds on work students will have met at GCSE, but will introduce new concepts, ideas and techniques which are fundamental to understanding the world around us. Everything from the ultimate fate of the universe (astrophysics) to what happens on the smallest possible distance scales (quantum mechanics) is covered in the course. The techniques learned are applied to the real world throughout, including for X-Rays and PET scans work in hospitals and the dynamics of planets orbiting stars.

Classical Physics

The ideas of forces and energy play a fundamental part in the way our universe works. By studying these in greater detail students gain insights which will lead to them being able to calculate how much energy is needed to launch a rocket or evaporate the oceans.

Quantum Mechanics

One of the most intriguing problems of the 20th century was trying to formulate and understand the quantum mechanics- it even had Einstein baffled for a few years! Students will begin to explore some of the strange phenomena which take place on the smallest imaginable distance scales.

Electricity

Students will learn about more and more circuit components throughout the course, including diodes, thermistors and capacitors. This will give them the skills needed to pursue a career in engineering.

Assessment

Assessment for students studying physics for the full 2 years will consist of 3 written examinations. They are called Modelling Physics, Exploring Physics and Unified Physics.

Assessment for students studying physics for 1 year will consist of 2 written examinations. They are called Breadth in Physics and Depth in Physics.

Please see Mr Devaney for more information.

PSYCHOLOGY

Examination Board: AQA

Entry Requirements: Grade 6 or above in GCSE Maths and Science, and Grade 5 or above in GCSE English will guarantee entry

What You Will Study

Students will take three units, beginning with an introduction to the key concepts and methods involved in psychology studied through the topics of social influence, memory, attachment and psychopathology. Students will also look at various issues in psychology by studying topics such as relationships, gender, cognition and development, schizophrenia, eating behaviour, stress, aggression, forensic psychology or addiction.

How You Will Learn and Be Assessed

In classes students will learn through a variety of methods including:

- Teacher led learning
- Group work
- Independent work
- Activities
- Presentations
- Discussions

Assessment is by written examination which includes a combination of multiple choice, short answer and extended writing questions.

Further Study and Careers

Psychology students progress to a wide variety of degrees and occupations. The degrees most closely related to this A-Level course that our students have gone on to include psychology, occupational therapy, forensic psychology, psychology & criminology, applied psychology, cognitive science, social psychology, human psychology, psychology & education and psychology & counselling. Students have also found psychology useful when applying for social work, nursing, midwifery, youth and community studies along with the many communication, culture and media courses.

Please see Mr Wallace for more information.

SOCIOLOGY

Examination Board : AQA

Entry Requirements: 5+ GCSE grades at grade 4 or above and grade 5 in English will guarantee entry

Why consider this course?

AQA Sociology provides students with the opportunity to investigate and understand the patterning of human relationships and provides a strong foundation for those who progress into higher education. It has particular relevance for those careers which focus on developing an understanding of who we are and why we do the things we do, ranging from law, to social work, to teaching.

Course Content

There will be a focus on 'looking beyond the obvious' to explain why people make the choices they do. To do this students will consider different explanations for peoples' behaviour and learn how to 'critically evaluate' these. Students will also examine how and why society changes over time. Specific topics we focus on are Education, the structure of the Family, the influence of Mass Media and explanations for Crime and Deviance.

A-levels that go well with Sociology

psychology, English, history,

Career Routes

A qualification in sociology can be useful in a range of careers which involves an understanding of human behaviour, of both individuals and groups- public relations, journalism, marketing, law , advertising, media, social work, teaching, nursing.

Please see Mr Worker for further information.

BTEC SPORT – LEVEL 3 NATIONAL FOUNDATION DIPLOMA

Examination Board: Edexcel

Entry Requirements: Merit or above at GCSE will guarantee entry

Course Content

Unit 1 - Anatomy and Physiology*

Students explore how the skeletal, muscular, cardiovascular and respiratory systems function and the fundamentals of the energy systems.

Unit 2 – Fitness training and Programming for Health, Sport and Well-being**

Students explore client screening and lifestyle assessment, fitness training methods and fitness programming to support improvements in a client's health and well-being.

Unit 3 – Professional Development in the Sports Industry

Students explore the knowledge and skills required for different career pathways in the sports industry. Students will take part in, and reflect on, a personal skills audit, career action plan and practical interview assessment activities.

Unit 4 – Sports Leadership

Students study what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.

Unit 5 – Application of Fitness Testing

Students gain an understanding of the requirements of fitness testing and learn how to safely conduct a range of fitness tests for different components of fitness.

Unit 6 – Sports Psychology

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

Unit 10 – Sports Event Organisation

Students will plan, promote and deliver an approved sports event and review the implementation of the event and their own performance.

Assessment

*Unit 1- This unit is externally assessed through a 1.5 hour written paper. There will be opportunity to resit.

**Unit 2 - This unit will be externally assessed through a controlled assignment. Pre-release material will be sent a week prior to the assessment date. The pupils will have a 2 hour session to complete the assessment.

The remaining units are assessed through assignment based activities such as observation booklets, revision guide creation, fitness training logbooks, and presentations to peers, that will be internally assessed and externally moderated. Students will be required to present to the class, and others, and these will be recorded.

Please see Mr Higgins for further information.



TEXTILE DESIGN

Examination Board: AQA

Entry requirements: Grade 6 or above in GCSE Textiles will guarantee entry

Course content

Students will be introduced to a variety of practical activities that develop skills exploring a range of textile media, processes and techniques. They will be made aware of both traditional and contemporary media as well as investigating artists and designers. Students will use sketchbooks/journals to underpin their work.

Areas of Study

Students are required in one or more of the following areas of study of textile design:

- Fashion textiles
- Costume design
- Digital design
- Printed and dyed materials
- Constructed textiles
- Interior design

Component 1 - Coursework Portfolio

This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified by the students and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the students ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation.

Component 1 is 60% of the overall grade.

Component 2 - Externally Set Assignment

Separate questions will be set for each title. Each question paper will consist of a choice of eight questions to be used as a starting point. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that. During the examination period, following a preparatory study period and using a suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes a supervised time of 15 hours, unaided will be given to students to complete a developed personal and meaningful response. This counts towards Component 2 is 40% of the overall grade.

Please see Miss Berry for further information



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