

St Edmund's

Catholic Academy



*To Love and Serve
the Lord*



Sixth Form Information Prospectus 2017 - 2018

SIXTH FORM

FOREWORD

St Edmund's Catholic Academy maintains an excellent reputation for high quality post 16 provision within Wolverhampton. Our curriculum offer is broad: ranging from traditional facilitating subjects to prepare for Oxbridge and other Russell Group Universities to contemporary vocational subjects leading to exciting careers such as Architecture, Engineering, Business and Health and Social Care. Collaboration with our local sixth forms at S. Peters and WGHS ensures all of the students on Compton Park benefit from the best quality teaching and learning at all times.

We have a thriving Sixth Form community which offers the stimulus of academic excellence, coupled with the security of a familiar social environment. The distinct Catholic ethos within St Edmund's is readily recognisable to the onlooker. Supported by our Bishops and Directors, we strive to create a Christian centre of excellence in which approximately 160 young people are able to fulfil their potential.

Teaching in sixth form is innovative and challenging and productive independent study lies at the heart of our success. Great emphasis is placed upon the suitability of students for the wide range of courses on offer, which leads to valuable qualifications under the A Level and BTEC Level 3 pathways. Work or volunteer placements can also be offered, either as an essential part of the assessed work leading to a vocational qualification, or as a chance for students to gain first-hand experience of an area in which they have a career interest.

Effective group sizes are geared to foster teamwork and co-operation, whilst also offering an atmosphere of academic rigour, competition and debate. Relationships with staff have more in common with the student/tutor model within Higher Education establishments than the pupil/teacher experience through their first five years of secondary education. A team of highly qualified and experienced staff, committed to the value of the Sixth Form, offers excellent tuition within a curriculum which is extensive, courses which are demanding and a learning atmosphere which is exciting. Expert careers guidance, stimulating Personal, Social, Health and Moral Education, and Enrichment combine to complete this picture of a successful and forward-looking environment of which so many young people want to be a part.

Mrs M Hughes
Principal
St Edmund's Catholic Academy

St Edmund's Ofsted Report: March 2016

"Students learn as part of a harmonious community where young people of different faiths, cultures and backgrounds get on very well together."



"Teaching is good. Lessons are lively, teachers have good subject knowledge and students who need extra help are well supported."

"The School's aims, including to 'nurture fully the gifts, talents and vocation of each student' are at the heart of its work."



"The Sixth Form students make good progress and are well prepared for the next steps in their education or for working life."



ST EDMUND'S CATHOLIC ACADEMY, WOLVERHAMPTON

ACADEMY REPRESENTATIVES' STATEMENT ON PROGRESSION TO THE SIXTH FORM FOR SEPTEMBER 2017



1. Representatives recognise that under the *Raising the Participation Age* legislation all learners in Year 11 are entitled to progress to some form of education or training until they are 18.
2. Representatives see St Edmund's Sixth Form, as a separate but collaborating institution within Compton Park, as the natural progression route for post-16 study for pupils on roll at St Edmund's in Year 11. Provided they meet the entry criteria for their chosen courses, pupils with special educational needs and children in the care of the local authority (who have priority over others as in the main academy policy) are equally entitled to progress to the sixth form and it is the duty of the academy to see that they are appropriately supported.
3. Representatives recognise the importance of sixth form studies and therefore endorse a formal programme of impartial guidance to all pupils in Year 11. This guidance will comprise:
 - a) Information about post-16 courses at St Edmund's for the following 2 years (brochure/prospectus/Year 11 into Sixth Information Evening/individual guidance sessions)
 - b) Independent advice and guidance as to the range of alternative provisions such as apprenticeships and vocational/technical education not provided at St Edmunds.
 - b) Information about the entry requirements to specific courses and the likelihood of attaining those entry requirements (predicted grades/mock results/average point scores). At present the overarching requirements are structured via 3 pathways (see below)
4. They also recognise that RPA simply makes sixth form study the next phase in students' lifelong learning. However, the choices required make it appropriate that pupils complete a Progression form (Progression to Sixth Form) outlining the courses they would like to study, their current subjects, their GCSE/BTEC target grades and any grades they may have already achieved.
5. Representatives recognise that not everyone will wish to continue their post-16 education at St Edmund's but they aim to have 160 students on roll overall in Year 12 and Year 13/14. Where a pupil wishes to progress into the sixth form but there is little likelihood of him/her attaining the appropriate grades for the courses he/she wishes to study (normally grade B or its equivalent for Level 3 courses) there will be a formal guidance session with parents, the Head of Sixth Form and the Vice Principal.
6. Where it is unlikely that there will be 160 on roll in Year 12 and Year 13/14 representatives will be pleased to consider making up the shortfall with applicants from other institutions who will complete a Progression form (similar to the one under 4 above).
7. Where the academy and the pupil cannot reach a mutually acceptable decision parents who wish their son/daughter to study at St Edmund's Sixth Form and pupils, separately, have the right of appeal to an independent appeal panel, but both appeals must be heard at the same time.
8. All Year 12 students sign a Sixth Form contract, which outlines what they can expect from St Edmund's and what they are expected to contribute to and participate in at the academy, as part of the induction process.

Level 3 Study Pathways

We ask for a good level of academic attainment in order to join St Edmunds Academy Sixth Form. We have set our entry requirements at this level because we believe that if you have achieved these grades you are prepared for the challenge of advanced level study. We always strive to ensure every student is placed on the right course for them; a course that will lead to academic, vocational and personal success. For entry in September 2017, there are three pathways depending on what programme of study you choose. Your choices are:

Standard 3 A level Programme

The majority of our students will choose to study 3 A level courses and will commit to these subjects for the full 2 years. Entry requirements for this programme are:

- At least two B grades or grade 6s at GCSE
- At least a further three C grades or grade 4s at GCSE
- You should have at least a grade 4 or C grade in GCSE English Language and Mathematics.

2 x Btec L3 route (+ 1 A level)

Students with a strong vocational aspiration and /or a grade 4 profile will be encouraged to choose one or two BTECs as part of their application. Entry requirements for this programme are:

- At least 5 x C grades or grade 4s at GCSE including GCSE English Language

4 x A level Programme:

Some very able students may choose to study 4 A level subjects. This will include all students who choose to study A level Further Mathematics, who will pick Mathematics, Further Mathematics and two other subjects. These students must commit to these 4 subjects for the full 2 years. Entry requirements for this programme are:

- At least 5 A/A* grades or grade 7's at GCSE
- You should have at least a grade 6 or B grade in GCSE English Language and Mathematics.
- Students picking Mathematics and Further Mathematics will need to get at least a grade 7 in GCSE Mathematics.

Please note the following

- *There may be additional entry requirements specific to particular courses - please check each course listing carefully to ensure you understand these entry requirements. Where students do not fully meet the entry requirements, it is at the Principal's discretion to offer a place.*
- *All students who do not have grade 4 in English and Maths are required to resit as part of their study programme.*
- *While most GCSE courses are grades A*-G, GCSE Mathematics and GCSE English Language and GCSE English Literature will be graded 9-1 (grade 9 being the top grade) from 2017 onwards.*
- *All GCSE courses will be graded by the new system in coming years, but for 2017, it will only be Mathematics and English that adopt this new grading system.*
- *Grade 4 is broadly equivalent to a C grade in the old system.*

LINEAR A LEVELS

A Levels are returning to linear two-year courses. This means you need to study for the full two years to obtain the qualification. We will ask A Level students to choose three subjects to study, although very able students may do four subjects. Students who reach an acceptable standard in their Year 12 examinations will continue the full A level courses in Year 13. Some Curriculum areas may offer standalone AS levels as required. This practice is subject to annual review.

There will also be changes to the content of specific A Level courses, the amount of coursework, and to A Level examinations, not to mention more rigorous assessment for BTEC courses

Failure to reach an appropriate standard at the end of Year 12 would result in the student being advised to repeat Year 12 or continue their educational pathway via other routes.

GUIDANCE AND INCLUSION

THE SIXTH FORM TEAM

Ms Hardi Toor	Head of Sixth Form - htoor@stedmunds.org
Mrs Maggie Hazeldine	Vice Principal - mhazeldine@stedmunds.org
Mrs Dawn Hogg	Sixth Form Centre Manager - dhogg@stedmunds.org
Mrs Jane Downing	Academic and Pastoral Assistant - jdowning@stedmunds.org

Guidance will be given to all Year 11 prospective students to ensure they are on appropriate career pathways and to help them choose appropriate courses in preparation for higher education courses or employment.

PROGRESS

Progress will be monitored regularly (half-termly) through the review and reporting system. Performance will be measured against Level 2 APS scores from which target grades and aspirational target grades are set.

To commence Year 13, A level courses students will be required to have made good progress towards their targets in Year 12.

EPQ

An extended project qualification is available to students who are self-directed and self-motivated. Students will choose a topic, plan, research and develop their idea and decide on their finished product. This project may be directly related to a student's main study programme, but should look beyond the specification. It is very useful for gaining extra UCAS points: - up to 28 points for an A*

CORE RELIGIOUS STUDIES

In the Sixth Form at St Edmund's, as part of their religious and spiritual development, all students are expected to contribute to the Catholic life of the Academy. Following the words of Saint Oscar Romero, we ask our sixth formers to "*Aspire not to have more, but to be more*". One way they do this, is by giving their time and service to the community and those in need.

How are students supported in their academic studies and beyond?

- By subject specialists with a wealth of knowledge of their curriculum area and the needs of public examinations
- Having access to expert advice and guidance from the Sixth Form team.
- By active parental/guardian support at home

- Through regular monitoring systems which provide subject specific, targeted and timely action plans
- Through university run sessions offering advice and guidance on what to study and where.
- Through other guest speakers and careers events about alternative routes (college, apprenticeship and jobs)

Do students have opportunities beyond their academic studies?

- All students are given the opportunity to take part in a range of enrichment activities. This gives the students a chance to explore areas other than their academic studies.
- Work Experience - gives students the opportunity to look at the world of work. This is essential for anyone who wishes to enter teaching or the health service. We recommend that all students should participate in some form of work experience, at some stage in the Sixth Form. University admission tutors and employers look favourably at young people who have developed their skill base.
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Other opportunities include:

- Choir/Folk Club/Bands/Orchestra
- Charity Work
- Duke of Edinburgh Awards
- Becoming a Prefect or Senior Prefect
- Taking on the responsibility for a weekly duty
- Visits
- Planning and running the Senior Citizens' party
- Supporting staff and other pupils/students at Open evenings and morning events, Presentation Evening, Y6 Induction etc.
- In-class support
- Becoming members of the School Council
- Sporting activities offsite to improve well-being and health
- Use of the school gym with a member of the PE department
- Community Support – visiting local care homes for the elderly
- NCS Challenge
- EPQ

Enrichment activities must be arranged through Mrs Hogg, our Sixth Form Centre Manager.

Destinations

Where did our students go in 2016?

UNIVERSITY	COURSE STUDYING
ASTON UNIVERSITY	BIOMEDICAL SCIENCE
BIRMINGHAM CITY UNIVERSITY	ARCHITECTURAL TECHNOLOGY, LAW, PRIMARY EDUCATION
COVENTRY UNIVERSITY	BUSINESS AND HUMAN RESOURCES, CRIMINOLOGY AND PSYCHOLOGY, FRENCH AND SPANISH, PSYCHOLOGY
DE MONTFORT UNIVERSITY	MECHANICAL ENGINEERING
NORTHAMPTON UNIVERSITY	HEALTH & SOCIAL CARE
STAFFORDSHIRE UNIVERSITY	ACCOUNTING AND FINANCE
KEELE UNIVERSITY	BIOMEDICAL SCIENCE
THE UNIVERSITY OF NOTTINGHAM	ANCIENT HISTORY, ECONOMICS, PHARMACY
UNIVERSITY FOR THE CREATIVE ARTS EPSOM	GRAPHIC DESIGN
UNIVERSITY OF BEDFORDSHIRE	ADULT NURSING, MEDIA PRODUCTION (RADIO) WITH FOUNDATION YEAR
UNIVERSITY OF BIRMINGHAM	ANCIENT AND MEDIEVAL HISTORY
UNIVERSITY OF BRADFORD	CHEMICAL ENGINEERING
UNIVERSITY OF CHESTER	ACCOUNTING AND FINANCE, INTERNATIONAL BUSINESS
UNIVERSITY OF DERBY	ACCOUNTING AND FINANCE OR ATT APPRENTICESHIP
UNIVERSITY OF WOLVERHAMPTON	ANIMAL BEHAVIOUR AND CONSERVATION, COMPUTER SCIENCE, FIRE AND RESCUE, PHOTOGRAPHY, PRIMARY EDUCATION WITH QTS, SOCIAL CARE AND HEALTH STUDIES
UNIVERSITY OF WORCESTER	HISTORY, SPORTS COACHING SCIENCE

SUBJECTS OFFERED ACROSS THE CONSORTIUM

LEVEL 3 (AS / A level / BTEC) COURSES

Art, Craft & Design*	Law Applied
Biology	Mathematics
Business BTEC	Mathematics Further*
Business Studies	Music*
Chemistry	Music Performing BTEC
Computer Science	Performing Arts (Acting) BTEC*
Design Technology - Graphics	Photography
Economics	Physical Education
Electronics*	Physics
English Language & Literature	Product Design 3D*
English Literature	Psychology
Film Studies	Religious Studies
French MFL*	Science BTEC*
Geography	Sociology
Health & Social Care BTEC	Spanish MFL*
History	Sport BTEC
ICT BTEC	Textiles*

*Subjects marked with * may be delivered in collaboration with local schools and the specifications for these courses may change*

Please note certain courses may not run if numbers of students opting are too small to create viable groups

ART, CRAFT & DESIGN*

Entry Requirements	GCSE Grade C in Art and Design
Examination Board	AQA
Head of Department or Course Contact	Miss C Mifflin
Contact E-Mail Address	cmifflin@stedmunds.org

Brief introduction to subject:

The art and design course gives students the opportunity to develop a portfolio exploring selected themes to develop ideas in a variety of different media, techniques and processes.

Fine Art: for example drawing, painting, mixed-media, sculpture, ceramics, printmaking and photography.

Progression to Career/ University Courses:

Foundation art and design course or direct entry to degree level to study a number of creative disciplines which may include: Fine Art, Photography/Digital Media, Graphic Communication, 3D Design, Sculpture, Fashion-Textiles, Animation.

Key Points:

This course will give students the opportunity to increase individual ownership of their work and develop a varied portfolio with a coherent project at the core.

Pupils will be marked on their observations, experimentation with media, their ability to analyse the work of others, and their own development of ideas.

The subject requires dedication to producing work outside of lessons.

Year 12	
<u>Unit 1 - Course work portfolio</u>	<u>Unit 2 - Externally Set Assignment</u>
Candidates submit thoughtfully presented work that demonstrates the breadth and depth of study in Fine Art. There will be at least one extended project or collection of work that demonstrates the candidate's ability to develop work from a starting point or brief, to a meaningful realisation of ideas.	Externally set assignment including 10 hours of supervised time; this time is to be used to develop ideas. Candidates choose from one of five questions, provided by the exam board, to be used as starting points.
<u>Assessment:</u> This is across four different sets of assessment criteria: Develop, Explore, Record, Present.	<u>Assessment:</u> This is across four different sets of assessment criteria: Develop, Explore, Record, Present. Preparatory period + 10 hours supervised time
<u>Maximum Marks available:</u> 96 marks 60% of AS	<u>Maximum Marks available:</u> 96 marks 40% of A level
<u>Information regarding Assessment:</u> Internal assessment external moderation	<u>Information regarding Assessment:</u> Internal assessment external moderation
Year 13	
<u>Unit 3 - Personal Investigation</u>	<u>Unit 4 - A2 Externally Set Assignment</u>
Practical unit with written elements in which candidates are expected to develop a personal project based on an idea, issue, concept or theme leading to a finished piece or pieces. Written aspect of this unit is important and should link to contemporary or past practice of Artists, Designers or Craftspeople. Candidates should submit no less than 1000 and no more than 3000 words. .	Candidates will select one of 8 questions to be used as starting points. Candidates will be assessed on their ability to work independently for 15 hours unaided, supervised time at the end of their project, leading to a final piece or pieces across the four assessment objectives.
<u>Assessment:</u> This is across four different sets of assessment criteria: Develop, Explore, Record, Present.	<u>Assessment:</u> This is across four different sets of assessment criteria: Develop, Explore, Record, Present. Preparatory period + 15 hours supervised time
<u>Maximum Marks available:</u> 96 marks 60% of A level	<u>Maximum Marks available:</u> 96 marks 40% of A- Level
<u>Information regarding Assessment:</u> Internal assessment external moderation	<u>Information regarding Assessment:</u> Internal assessment external moderation

Subject to change

BIOLOGY

Entry Requirements	Double Award Science BB or B in Biology for Triple science. GCSE Maths Grade 5 (Higher) essential, GCSE English Grade 5 desirable
Examination Board	OCR
Head of Department or Course Contact	Miss H Moore
Contact E-Mail Address	hmoore@stedmunds.org

Brief introduction to subject:

The A level course is designed to provide a suitable preparation for degree courses. As well as developing biological knowledge and understanding the course emphasises the way biologists work and the contributions they make to modern society.

The course builds on concepts and skills that will have been developed in the new GCSE science specifications. It presents biology as exciting, relevant and challenging.

Progression to Career/ University Courses:

Biological sciences, microbiology, genetics, molecular biology, ecology, environmental sciences, medicine, veterinary sciences and sport sciences.

Year 12

Module 1 - Development of practical skills: (planning, implementing, analysis and evaluation)

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.

Module 2 - Foundations in biology

Includes: Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and cellular organisation

Module 3 – Exchange and Transport

Includes:
Exchange surfaces
Transport in animals,
Transport in plants

Module 4 Biodiversity, evolution and disease

Includes:
Communicable diseases, disease prevention and the immune system
Biodiversity
Classification and evolution

Information regarding Assessment: The AS award is assessed by two examination papers :

Paper 1: Breadth in Biology: 70 mark total (1hr 30 mins) weighting: 50%

Section A – Multiple choice (20 mark)

Section B – Structured questions covering theory and practical skills (50 mark)

Paper 2: Depth in Biology: 70 mark total (1hr 30 mins) weighting: 50%

Structured questions and extended response questions covering theory and practical skills (70 mark)

Year 13

Module 1 - Development of practical skills: (planning, implementing, analysis and evaluation)

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 5 Communications, homeostasis and energy

Includes;
Communication and homeostasis
Excretion as an example of homeostatic control
Neuronal communication
Hormonal communication
Plant and animal responses
Photosynthesis
Respiration

Module 6 Genetics, evolution and ecosystems

Includes
Cellular control
Patterns of inheritance
Manipulating genomes
Cloning and biotechnology
Ecosystems
Populations and sustainability

Information regarding Assessment: The A Level award is assessed by three examination papers

Paper 1: Biological processes: 100 mark total (2hr 15 mins) weighting: 37%

Section A - Multiple choice (15 mark)

Section B - Structured questions covering theory and practical skills (85 mark)

Paper 2: Biological diversity: 100 mark total (2hr 15 mins) weighting: 37%

Section A – Multiple choice (15 mark)

Section B – Structured questions covering theory and practical skills (85 mark)

Paper 3: Unified Biology: 70 mark total (1hr 30 mins) weighting: 26%

Structured questions and extended response questions covering theory and practical skills (70 mark)

Non Exam assessment.

In addition to the A Level reported grade. A separate statement called **Practical Endorsement for biology-Pass/ Fail** will be included on the certificate. This will be awarded when the student has successfully completed the twelve practical tasks set out in module 1. This is a teacher assessed, moderated component.

BUSINESS - BTEC NATIONAL SUBSIDIARY DIPLOMA

Entry Requirements	Grade 4 in Maths & English
Examination Board	Edexcel
Head of Department or Course Contact	Mrs B Tye
Contact E-Mail Address	btye@stedmunds.org

Brief introduction to subject:

BTEC National Business covers the same range of theory as A Level Business, the key difference being that this course is heavily assessed through the submission of coursework portfolios. A key difference in the new BTEC National from 2016 is that 2 units are externally assessed. This includes a Business Finance examination (Unit 3) and a pre-release activity (Unit 2 - Marketing Campaign) The focus of all units is on the practical activities of business organisations and students are encouraged to work independently to research their portfolios.

Progression to Career/ University Courses:

Most Business students' progress on to further study in a related discipline. Many previous BTEC Business students have gone on to read Business at university. Some students use this qualification to progress on to a law degree. Some universities such as Aston in Birmingham express a preference for students who have completed a BTEC course. Experts such as James Seymour, director of undergraduate admissions at Aston university, believe that students following a BTEC course develop better independent research skills which enable them to adapt to undergraduate study with greater ease than those learners who have followed an entirely exam based mode of study. The BTEC Business course is also widely accepted by colleges offering HND/C or foundation degree courses. Alternatively, it is possible to progress directly from a level three Business qualification directly onto a higher apprenticeship in a range of areas such as Accountancy, Customer Service, Marketing and Management.

Key Points:

The key points of this specification are that:

- Units (apart from Unit 3) are assignment based with frequent feedback from the tutor.
- Coursework assignments are assessed and moderated within school. Portfolio work is externally verified.
- Tasks within assignments are assessed at three levels of progression.

Certificate Award (equivalent to an AS LEVEL)

<u>Unit 1</u>	<u>Unit 3</u>
<p><u>Title:</u> Exploring Business In this introductory unit, learners will:</p> <ul style="list-style-type: none"> • Study the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive. • Explore the features of different businesses and analyse what makes them successful • Investigate how businesses are organised • Examine the environment in which businesses operate • Examine business markets • Investigate the role and contribution of innovation and enterprise to business success. 	<p><u>Title:</u> Personal and Business Finance In this unit learners:</p> <ul style="list-style-type: none"> • Study the purpose and importance of personal and business finance. They will develop the skills and knowledge needed to understand, analyse and prepare financial information. • Demonstrate knowledge and understanding of business and personal finance principles, concepts, key terms, functions and theories. • Apply knowledge and understanding of financial issues and accounting processes to real life business and personal scenarios • Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context • Evaluate how financial information and data can be used, and interrelate, in order to justify conclusions related to business and personal finance
<p><u>Assessment:</u> Pass, Merit and Distinction criteria. <u>Maximum Marks available:</u> Distinction. <u>Information regarding Assessment:</u> Tutor marked Internal verification within school. Grades are subject to awarding body validation.</p>	<p><u>Assessment:</u> Pass, Merit and Distinction criteria. <u>Maximum Marks available:</u> Distinction. <u>Information regarding Assessment:</u> Externally assessed 2hr written paper</p>

Subsidiary Diploma (equivalent to an A LEVEL)

<u>Unit 2</u>	<u>Optional Unit</u>
<p><u>Title:</u> Developing a Marketing Campaign In this unit learners will need to:</p> <ul style="list-style-type: none"> • Gain skills relating to and an understanding of how a marketing campaign is developed. • Demonstrate knowledge and understanding of marketing principles, concepts, processes, key terms, data sources and definitions • Analyse marketing information and data, demonstrating the ability to interpret the potential impact and influence on marketing campaigns 	<ul style="list-style-type: none"> • These units will be selected from the 5 available BTEC modules in consultation with students. • This will allow students to better prepare for their preferred university course (e.g. by taking a business law module) or to pursue their own interests in specific areas of business activity. • Potential choices could include: <ul style="list-style-type: none"> ○ Recruitment and Selection ○ Investigating Customer Service ○ Market Research ○ The English Legal System ○ Work Experience in Business
<p><u>Assessment:</u> Pass, Merit and Distinction criteria. <u>Maximum Marks available:</u> Distinction. <u>Information regarding Assessment:</u> Externally assessed pre-release task</p>	<p><u>Assessment:</u> Pass, Merit and Distinction criteria. <u>Maximum Marks available:</u> Distinction. <u>Information regarding Assessment:</u> Tutor marked Internal verification within school. Grades are subject to awarding body validation.</p>

BUSINESS STUDIES

Entry Requirements	Grade 5 in Maths and English desirable
Examination Board	AQA
Head of Department or Course Contact	Mrs B Tye
Contact E-Mail Address	btye@stedmunds.org

Brief introduction to subject:

In the first year, this course focuses initially on the traits, characteristics and motivations of a successful entrepreneur. Learners will develop their understanding of the issues involved in starting a firm before exploring the management of a small business. The second year expands upon this to consider the strategic management of large businesses, a variety of decision making tools and different approaches to the management of change.

Progression to Career/ University Courses:

Most Business students continue on to further study in a related discipline. Most previous A Level Business students have gone on to read Business and/or finance at university. Some students use this qualification to progress on to a law degree.

Alternatively, it is possible to progress directly from a level three Business qualification directly onto a higher apprenticeship in a range of areas such as Accountancy, Customer Service, Management and Marketing.

Key Points:

AS Business Focuses on the management of the functional areas of a business.

Students will examine the specific activities of the different functional areas of a business, including the management of finances, Marketing, Human Resources and Operations. Learners will explore the concepts of management and entrepreneurialism and consider how they can be applied to a range of small to medium size enterprises.

A Level Business includes the content of AS Business, but builds on this to explore the role of strategic leadership and decision making within firms, examining how this impact on the day to day management of organisations. The second year of the course focuses on:

The analytical techniques that can be used to make strategic decisions and different methods of managing change. Learners will consider how the role of a leader differs from that of a manager and how leaders can impact on the effectiveness of an organisation.

At both AS and A Level, learners will be expected to demonstrate their quantitative and qualitative analysis skills. Learners should be comfortable with exploring statistical data and working with tasks that require extended reading and writing.

Year 12

The AS Level course covers the following topics:

- What is a Business
- Managers and Decision making
- Marketing
- Operational Performance
- Financial Performance
- Human Resource Performance

These topics are covered in both examinations.

Exam 1

Assessment:

1 hour 30 minute examination
Section A – 10 multiple choice questions
Section B – Short answer questions worth around 20 marks
Section C – Two data response questions worth 25 marks each

Maximum Marks available:

80

Weighting:

50% of AS Level

Exam 2

Assessment:

1 hour 30 minutes examination
Seven questions based on an unseen case study.

Maximum Marks available:

80

Information regarding Assessment:

50% of AS, 20% of A Level

Year 13

The A Level course covers the six topics listed above and also includes the following additional subjects:

- Analysing the strategic position of a business
- Choosing a strategic direction
- Strategic methods
- Strategic change

All ten topics are covered in all three of the exams for this course.

Exam 1

Assessment:

2 hour written examination
Section A: 15 Multiple Choice questions
Section B: Short answer questions worth up to 35 marks
Section C and D: Each section offers learners a choice of one essay question from a selection of two.

Maximum Marks available:

100

Weighting: 1/3 of A Level

Exam 2

Assessment:

2 hour written examination

Three sections, each of which is based on a different case study and contains up to four data response questions.

Maximum Marks available:

100

Weighting: 1/3 of A Level

Exam 3

Assessment:

2 hour written examination
Up to six questions based on one case study.

Maximum Marks available:

100

Weighting: 1/3 of A Level

CHEMISTRY

Entry Requirements	Double Award Science BB or B in Chemistry for separate science. GCSE Maths Grade 5 (Higher) essential, GCSE English Grade 5 desirable
Examination Board	OCR
Head of Department or Course Contact	Miss H Moore Mrs R Cooper
Contact E-Mail Address	hmoore@stedmunds.org rcooper@stedmunds.org

Brief introduction to subject:

Chemistry addresses critical challenges in society today, from developing new energy sources, synthesising new drugs and nano materials to tackling local and global environmental problems. Chemistry combines well with the other sciences, maths and other technical subjects and is a good choice if you enjoyed it at GCSE.

Progression to Career/ University Courses:

Chemistry is one of the subjects that, when studied in depth, will equip you effectively for the multidisciplinary world beyond A level. As well as developing your core knowledge of the subject you will develop a variety of skills that will enhance your employability or tertiary education post 18 regardless of course followed. Chemistry is particularly useful if considering following any scientific pathway and is essential for medical, pharmacy and environmental monitoring careers.

Year 12

Module 1 - Development of practical skills: (planning, implementing, analysis and evaluation)
Students carry out a series of practicals on (1) Mole determination (2) acid-base titration, (3) Enthalpy changes, (4) Qualitative analysis and (5) synthesis of an organic liquid These are carried out throughout the year. Unlike previous years these practical tasks do not contribute to the assessment of the AS award

Module 2 - Foundations in chemistry

Includes: Atoms compounds molecules and equations; Electrons, bonding and structure; Amount of substance; Acid-base and redox reactions

Module 3 - The Periodic table and energy

Includes:
The periodic table and periodicity
Group 2 and Group 7
Qualitative analysis
Enthalpy changes
Rates and Equilibrium (qualitative)

Module 4 Core organic chemistry

Includes
Basic concepts
Hydrocarbons
Alcohols and Haloalkanes
Organic synthesis
Analytical techniques (IR, MS).

Information regarding Assessment: The AS award is assessed by two examination papers

Paper 1: Breadth in chemistry: 70 mark total (1hr 30 mins) weighting: 50%

Section A - Multiple choice (20 mark)

Section B - Structured questions covering theory and practical skills (50 mark)

Paper 2: Depth in chemistry: 70 mark total (1hr 30 mins) weighting: 50%

Structured questions and extended response questions covering theory and practical skills (70 mark)

Year 13

Module 1 - Development of practical skills

(planning, implementing, analysis and evaluation)

Students carry out a series of practicals on (6) Synthesis of an organic solid, (7) Qualitative analysis of organic functional groups, (8) Electrochemical cells, (9) Monitoring the rate of a chemical reaction. They will also carry out unscaffolded investigations on (10) initial reaction rates and (11) pH measurement as well as a research task(12)

Module 5 Physical chemistry and transition elements

Includes: Rates of reaction and Equilibrium (quantitative); pH and buffers; Enthalpy, entropy and free energy; Redox and electrode potentials; Transition elements

Module 6 organic chemistry and analysis

Includes: Aromatic compounds; Carbonyl compounds; Carboxylic acids and esters; Nitrogen compounds; Polymers; Organic synthesis; Chromatography and spectroscopy (NMR)

Information regarding Assessment: The A Level award is assessed by three examination papers

Paper 1: Periodic table, elements and physical chemistry: 100 mark total (2hr 15 mins) weighting:37%

Section A - Multiple choice (15 mark)

Section B - Structured questions covering theory and practical skills (85 mark)

Paper 2: Synthesis and analytical techniques: 100 mark total (2hr 15 mins) weighting: 37%

Section A - Multiple choice (15 mark)

Section B - Structured questions covering theory and practical skills (85 mark)

Paper 3: Unified chemistry: 70 mark total (1hr 30 mins) weighting: 26%

Structured questions and extended response questions covering theory and practical skills (70 mark)

Non Exam assessment.

In addition to the A level reported grade there will be a separate statement called **Practical Endorsement for Biology- Pass/ Fail** included on the certificate. This will be awarded when the student has successfully completed the twelve practical tasks set out in module 1. This is a teacher assessed, moderated component.

COMPUTER SCIENCE

Entry Requirements	GCSE Maths 5 and English Language 4 or Computing / Computer Science C
Examination Board	AQA
Head of Department or Course Contact	Mr W Vaughan
Contact E-Mail Address	wvaughan@stedmunds.org

Brief introduction to subject:

Advances in computing are transforming the way we work and this course allows a flexible, accessible and rigorous qualification to be delivered. This exciting new specification brings the study of Computer Science up to date for the 21st century. It has the backing of a range of industries, higher education and the National Computing Centre.

Progression to Career/ University Courses:

The specification has been developed for students who wish to progress to higher education or to the world of work, where understanding of how Computer Science is employed and the implications of its use will be a valuable asset.

Key Points:

The key points of this specification are that:

- It allows great opportunities for practical work
- Practical work can be carried out using a wide range of software and hardware.
- It allows for greater flexibility in modes of delivery
- Students can be truly engaged in their studies by becoming active investigators rather than passive learners
- There are greater opportunities for effective personalised learning, target setting and for differentiated outcomes
- It builds on, rather than replicates, students' computer science knowledge

A LEVEL

Paper 1

What is assessed

This paper tests a student's ability to program, as well as their theoretical knowledge of Computer Science from subject content 1-4 above and the skills required from:

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Theory of computation

Assessed

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

Questions

Students answer a series of short questions and write/adapt/extend programs in an Electronic Answer Document provided by the examination board. Preliminary Material, a Skeleton Program and, where appropriate, test data, for use in the exam will be provided

Paper 2

What is assessed:

This paper tests a student's ability to answer questions from:

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking
- Fundamentals of databases
- Big Data
- Fundamentals of functional programming

Assessed

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

Questions

Compulsory short-answer and extended-answer questions

Paper 3

What is 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.

Assessed

- 75 marks
- 20% of A-level

DESIGN AND TECHNOLOGY

Entry Requirements	Grade B in Product Design
Examination Board	WJEC Eduqas
Head of Department or Course Contact	Mrs L Devi
Contact E-Mail Address	ldevi@stedmunds.org

Brief introduction to subject:

The specification enables learners to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes. Learners should acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture.

Progression to Career/ University Courses:

The specification has been developed for students who wish to progress to higher education or to the world of work i.e apprenticeship route, Internship at Google. Careers include: Architecture, Interior Designer, Mechanical Engineer, Games designer, Prosthetics and Orthotics.

Key Points:

The key points of this specification are that:

- Through the assessment of their knowledge and understanding of technical principles and designing and making skills, learners will be required to demonstrate an understanding of the mathematical and scientific requirements in both theoretical and practical ways.

A LEVEL

Component 1: Design and Technology in the 21st Century Written examination: 50% of qualification.

Learners take a single examination in Product Design. The examination includes a mix of structured and extended writing questions assessing learners' knowledge and understanding of: technical principles, designing and making principles along with their ability to, analyse and evaluate design decisions and wider issues in design and technology.

Assessment:

Externally assessed examination: 3 hours

Maximum Marks available:

100 marks

Information regarding Assessment:

The paper will be a question and answer booklet and all questions in the paper are compulsory. The paper will consist of short-answer and extended-writing type

Component 2: Design and make project Non-exam assessment

A sustained design and make project, based on a brief developed by the candidate, assessing the candidate's ability to: identify, investigate and outline design possibilities, design and make prototypes, analyse and evaluate design decisions and wider issues in design and technology. The design and make project will be based within the same endorsed area as the written examination.

Assessment:

Internally assessed coursework (student's teacher)
80 hours

Maximum Marks available:

100 marks

Information regarding Assessment:

All work is internally assessed and moderated externally by the exam board for standardisation.

ECONOMICS

Entry Requirements	Grade 4 in English and Grade 5 in Maths (Higher) or Grade B in GCSE Economics
Examination Board	Edexcel
Head of Department or Course Contact	Mrs B Tye
Contact E-Mail Address	btye@stedmunds.org

Brief introduction to subject:

The recent 'credit crunch' and its continuing aftermath served to reinforce the importance of Economics to our everyday lives.

This course provides an opportunity to examine the different ways that the 'invisible hand' guides our everyday lives.

Progression to Career/ University Courses:

Economics is suitable for just progression onto a range of Higher Education courses. It is particularly relevant to those learners with an interest in studying politics, sociology, business or law.

Those students with an interest in reading Economics at university would be well advised to consider taking A Level Mathematics alongside Economics.

Key Points:

The course covers four topic areas:

Theme 1: An Introduction to markets and market failure

Theme 2: The UK Economy – performance and policies

Theme 3: Business Behaviour and the Labour market

Theme 4: A Global Perspective

Themes 1 and 2 are assessed at both AS Level and A Level. Themes 3 and 4 are assessed at A Level only.

The course contains an element of data analysis and learners are expected to demonstrate skills of both quantitative and qualitative analysis. When considering this course, learners should be aware that they will need to be confident to both read and produce extended pieces of writing as well as

Year 12		
<p style="text-align: center;"><u>Paper 1</u></p> <p><u>Title:</u> Introduction to markets and market failure</p> <p>Basic microeconomic models such as demand and supply, operation of price mechanism and causes of market failure. Application of these models to a wide variety of contexts Development of a critical approach to economic models and methods of enquiry. Interpretation of statistical and other forms of economic data.</p>	<p style="text-align: center;"><u>Paper 2</u></p> <p><u>Title:</u> The UK Economy – Performance and policies</p> <p>Developments in the UK economy and government policies over past 20 years – the economic cycle. The influences of the EU and external events in the international economy on UK economic performance Development of a critical approach to economic models and methods of enquiry. Interpretation of statistical and other forms of economic data.</p>	
<p><u>Assessment:</u> 1 hour 30 minute examination Section A: Multiple choice and short answer questions Section B: 1 data response question chosen from 2 possible scenarios</p> <p><u>Maximum Marks available:</u> 80 marks</p> <p><u>Weighting:</u> 50% of AS</p>	<p><u>Assessment:</u> 1 hour 30 minutes examination Section A: Multiple choice and short answer questions Section B: 1 data response question chosen from 2 possible scenarios</p> <p><u>Maximum Marks available:</u> 80 marks</p> <p><u>Weighting:</u> 50% of AS</p>	
Year 13		
<p style="text-align: center;"><u>Paper 1</u></p> <p><u>Title:</u> Markets and Business Behaviour</p> <p>This paper assess the microeconomic knowledge of candidates. It is based on themes one and three in the A Level Specification.</p>	<p style="text-align: center;"><u>Paper 2</u></p> <p><u>Title:</u> The National and Global Economy</p> <p>This paper assess learners knowledge of macroeconomic issues. It is based on themes two and four in the specification.</p>	<p style="text-align: center;"><u>Paper 3</u></p> <p><u>Title:</u> Micro and Macro Economics</p> <p>This is a synoptic paper which assesses candidates knowledge across the full range of content from this course.</p>
<p><u>Assessment:</u> 2 hour examination Section A: Multiple Choice and Short answer questions. Section B: One data response question broken down into a number of parts Section C: A choice of extended open response essay questions Examination in June</p> <p><u>Maximum Marks available:</u> 100</p> <p><u>Weighting:</u> 35% of A level</p>	<p><u>Assessment:</u> 2 hour examination Section A: Multiple Choice and Short answer questions. Section B: One data response question broken down into a number of parts Section C: A choice of extended open response essay questions Examination in June</p> <p><u>Maximum Marks available:</u> 100</p> <p><u>Weighting:</u> 35% of A Level</p>	<p><u>Assessment:</u> 2 hour examination Section A and B both contain a data response question which is broken down in a number of parts including a choice of extended essay questions.</p> <p><u>Maximum Marks available:</u> 100</p> <p><u>Weighting:</u> 30% of A level</p>

ELECTRONICS*

Entry Requirements	GCSE Maths Grade 5 (Higher) and Physics Grade B
Examination Board	AQA
Head of Department or Course Contact	Mr D Cooke Mrs L Devi
Contact E-Mail Addresses	dcooke@speters.org.uk ldevi@stedmunds.org

Brief introduction to subject:

This exciting specification brings the study of Electronics right up to date, with the study of mobile phone technology and computer control systems. It is a Science based course with the emphasis on designing electronic systems. Ability and confidence in the subject are developed by having an emphasis on learning through doing, with enjoyable and stimulating practical work. Electronics also challenges students to understand and apply high levels of mathematics and physics, and in doing so complements really well with these subjects at Advanced Level. Electronics is based upon key sections of the physics specification and explores them in greater detail, applying and enhancing difficult Physics concepts in a variety of practical ways which really enhances understanding. Students find that electronics really supports Physics and consistently achieve outstanding results in this subject.

Progression to Career/ University Courses:

The Electronics specification has been designed to:

- be rewarding and stimulating for students.
- develop a sound base of knowledge and skills required for further study in Electronics, in other subjects, or in employment.
- develop ability and confidence in the subject with an emphasis on learning through straightforward practical work.
- develop a range of knowledge understanding and skills, which supplements many other subjects, especially mathematics and physics.
- develop practical skills which are teacher assessed at AS and A2 through a practical project.
- develop key skills in programming.
- Use state of the art Software and measurement instruments, used in degree courses.

Key Points:

The specification has been developed for students who wish to progress to higher education and also for employment in the scientific and technological professions. Progression routes would be degree courses in Mathematics, Physics, Electronics, all forms of Engineering, Computing, Robotics, Communication Systems, etc. It is a considerable advantage to have studied Electronics when applying for University courses in Computing and/or Electronic Engineering.

Year 12		
<p style="text-align: center;"><u>Unit 1</u></p> <p><u>Title:</u> Introductory Electronics</p> <p>At AS students are given a broad understanding of some fundamental aspects of electronics. Unit 1 is an introduction to electronics including system synthesis, diodes, transistors and MOSFETS, op amps, logic gates and combinational logic systems.</p>	<p style="text-align: center;"><u>Unit 2</u></p> <p><u>Title:</u> Further Electronics</p> <p>Unit 2 covers sub-systems involved with timing, amplification and sequential logic.</p>	<p style="text-align: center;"><u>Unit 3</u></p> <p><u>Title:</u> Practical System Development</p> <p>In the coursework unit students bring together their knowledge and skills to design, build and test a solution to a problem of their own choosing. At AS, students are required to identify a problem, devise a specification for a solution and then build and test it. Some examples include: electronic combination lock, electronic dice, guitar tuner, logic probe, random number generator, guitar effects unit and a binary counter/clock.</p>
<p><u>Assessment:</u> Written Examination – 1 hour</p> <p><u>Maximum Marks available:</u> 35% of the total AS marks 17½% of the total A Level marks</p> <p><u>Information regarding Assessment:</u> 67 marks, 6 or 7 compulsory questions of varying length.</p>	<p><u>Assessment:</u> Written Examination – 1 hour</p> <p><u>Maximum Marks available:</u> 35% of the total AS marks 17½% of the total A Level marks</p> <p><u>Information regarding Assessment:</u> 67 marks, 6 or 7 compulsory questions of varying length.</p>	<p><u>Assessment:</u> Coursework</p> <p><u>Maximum Marks available:</u> 30% of the total AS marks 15% of the total A Level marks</p> <p><u>Information regarding Assessment:</u> 50 marks. Focused on the content of AS units 1 and 2</p>
Year 13		
<p style="text-align: center;"><u>Unit 4</u></p> <p><u>Title:</u> Programmable Control Systems</p> <p>At A2 Unit 4 covers the principles of micro-processor control systems, including programming and interfacing them to the outside world.</p>	<p style="text-align: center;"><u>Unit 5</u></p> <p><u>Title:</u> Communications Systems</p> <p>Unit 5 covers basic principles of communications including radio, digital and mobile systems.</p>	<p style="text-align: center;"><u>Unit 6</u></p> <p><u>Title:</u> Practical System Synthesis</p> <p>A coursework project is based on content from units 1 to 4. At A2, students follow the same process with the added requirement to produce full evaluation of the system. Coursework projects include: digital thermometer, digital to analogue converter, aircraft wing servo motor control system, push-pull audio amplifier, PIC controlled alarm and an audio tone control system.</p>
<p><u>Assessment:</u> Written Examination – 1½ hours</p> <p><u>Maximum Marks available:</u> 17½% of the total A Level marks</p> <p><u>Information regarding Assessment:</u> 80 marks, 7 or 8 compulsory questions of varying length.</p>	<p><u>Assessment:</u> Written Examination – 1½ hours</p> <p><u>Maximum Marks available:</u> 17½% of the total A Level marks.</p> <p><u>Information regarding Assessment:</u> 80 marks, 7 or 8 compulsory questions of varying length.</p>	<p><u>Assessment:</u> Coursework</p> <p><u>Maximum Marks available:</u> 15% of the total A Level marks</p> <p><u>Information regarding Assessment:</u> 50 marks. Focused on the content of A2 units 4 and 5.</p>

ENGLISH LANGUAGE & LITERATURE

Entry Requirements	GCSE Grade 6 in English Language and GCSE Grade 6 in English Literature
Examination Board	AQA English Language and Literature AS (7706) A-level 7707
Head of Department or Course Contact	Ms G Higham
Contact E-Mail Address	ghigham@stedmunds.org

Brief introduction to subject:

Designed with a focus on the integration of language and literature, this specification enables students to see how linguistic and literary methods are related and to explore these links in their work. Offering clear skills progression from GCSE this course will allow students to build on the skills and knowledge already gained and prepare for their next steps. The variety of assessment styled used, such as re-creative writing, commentary writing, discursive essays and research-based investigative writing, allows students to develop a wide range of skills. These include the ability to read critically, analyse, evaluate and undertake independent research, which are invaluable for both further study and future employment.

Progression to Career/ University Courses:

Students following this course may choose to study Language or Literature at University. Some students then continue on to do a PGCE.

Key Points:

This specification encourages candidates to:

- use integrated linguistic and literary approaches in their reading and interpretation of texts
- engage creatively and independently with a wide range of spoken, written and multimodal texts, exploring the relationships between texts.
- undertake independent and sustained studies to develop their skills as producers and interpreters of language.

Year 12	
<p style="text-align: center;">Paper 1: Views and Voices</p> <p>What's assessed</p> <ul style="list-style-type: none"> Imagined Worlds-points of view and genre in prose Poetic Voices- the forms and functions of poetic voice Methods of language analysis are integrated into the activities. 	<p style="text-align: center;">Paper 2: People and Places</p> <p>What's assessed</p> <ul style="list-style-type: none"> Remembered Places- the representation of place Re-Creative Writing- adapting and shaping original material Critical Commentary- evaluating own writing Methods of language analysis are integrated into the activities.
<p style="text-align: center;">Assessed</p> <ul style="list-style-type: none"> Written exam: 1 hour 30 minute 75 marks / 50% of AS level 	<p style="text-align: center;">Assessed</p> <ul style="list-style-type: none"> Written exam: 1 hour 30 minutes 75marks / 50% of AS level
<p style="text-align: center;">Questions</p> <p>Section A- Imagined Worlds (Closed book)</p> <ul style="list-style-type: none"> One compulsory question on prose set text (35 marks) <p>Section B- Poetic Voices (Closed book)</p> <ul style="list-style-type: none"> One compulsory question on poetry set text (40 marks) 	<p style="text-align: center;">Questions</p> <p>Section A- Remembered Places (Closed book)</p> <ul style="list-style-type: none"> One compulsory question on the AQA <i>Anthology: Paris</i> (40 marks) <p>Section B- Re-creative Writing (Closed book)</p> <ul style="list-style-type: none"> One piece of re-creative writing using extract provided in Section A (15 marks) Critical commentary (20 marks)
Year 13	
<p style="text-align: center;">Paper 1: Telling Stories</p> <p>What's assessed</p> <ul style="list-style-type: none"> Remembered Places - the representation of place Imagined Worlds - point of view and genre in prose Poetic Voices - the forms and functions of poetic voice Methods of language analysis are integrated into the activities 	<p style="text-align: center;">Paper 2: Exploring Conflict</p> <p>What's assessed</p> <ul style="list-style-type: none"> Writing about society - the role of the individual in society, and re-creative writing based on set texts Critical commentary - evaluating own writing Dramatic Encounters - conflict in drama Methods of language analysis are integrated into the activities
<p style="text-align: center;">Assessed</p> <ul style="list-style-type: none"> Written exam: 3 hours 100 marks / 40% of A - level 	<p style="text-align: center;">Assessed</p> <ul style="list-style-type: none"> Written exam: 2 hours 30 minutes 100 marks / 40% of A - level
<p style="text-align: center;">Questions</p> <p>Section A- Remembered Places (Closed book)</p> <ul style="list-style-type: none"> One compulsory question on the AQA <i>Anthology: Paris</i> (40 marks) <p>Section B- Imagined Worlds (Open book)</p> <ul style="list-style-type: none"> One question from a choice of two on prose set text (35 marks) <p>Section C- Poetic Voices (Open book)</p> <ul style="list-style-type: none"> One question from a choice of two on poetry set text (25 marks) 	<p style="text-align: center;">Questions</p> <p>Section A- Writing about Society (Open book)</p> <ul style="list-style-type: none"> One piece of re-creative writing using set text (25 marks) Critical Commentary (30 marks) <p>Section B- Dramatic Encounters (Open book)</p> <ul style="list-style-type: none"> One question from a choice of two on drama set text (45 marks)
<p>Non-exam assessment: Making Connections</p> <p>What's assessed</p> <ul style="list-style-type: none"> Making Connections - investigation on a chosen theme and texts Methods of language analysis are integrated into the activity <p>Assessed</p> <ul style="list-style-type: none"> Assessed by teachers Moderated by AQA 50 marks / 20% of the A-level <p>Task:</p> <p>A personal investigation that explores a specific technique or theme in both literary and non-literary discourse (2,500-3,000 words)</p>	

ENGLISH LITERATURE

Entry Requirements	GCSE Grade 6 in both English Language and English Literature
Examination Board	AQA Specification B
Head of Department or Course Contact	Ms G Higham
Contact E-Mail Address	ghigham@stedmunds.org

Brief introduction to subject:

This course has a distinct philosophy which centres on different ways of reading and the connections that exist between texts within a literary genre. In this way, students can gain a solid understanding of how texts can be connected and how they can be interpreted in multiple ways in order that students can arrive at their own interpretations and become confident autonomous readers. Students are then not only equipped with the knowledge and skills needed for exams, but also experience a rich, challenging and coherent approach to English Literature that provides an excellent basis for further study in the subject.

Progression to Career/ University Courses:

Students following this course may choose to study Literature at University. Some students then continue on to do a PGCE.

Key Points:

In Year 12 this specification allows students to:

- study literature within a specific genre;
- study various texts, chosen from a set text list;
- write about texts in a number of different ways.

In Year 13 this specification allows students to:

- study texts within specific genres;
- study texts through engagement with a range of theoretical ideas;
- write about texts in a number of different ways.

Year 12

<p style="text-align: center;">Paper 1 - Title: Literary Genres: Drama</p> <p>Choice of two options:</p> <ul style="list-style-type: none"> • Option 1A: Aspects of Tragedy • Option 1B: Aspects of Comedy <p>Study of one Shakespeare play and one further drama text</p> <p>Assessment: (Closed book)</p> <ul style="list-style-type: none"> • written exam: 1 hour 30 minutes • 50% of AS level <p>Maximum Marks available: 50 marks</p> <p>Information regarding Assessment:</p> <ul style="list-style-type: none"> • Section A: One passage-based question on a Shakespeare text (25 marks) • Section B: One essay question on a drama set text (25 marks) 	<p style="text-align: center;">Paper 2 - Title: Literary Genres: Prose and Poetry</p> <p>Choice of two options:</p> <ul style="list-style-type: none"> • Option 2A: Aspects of Tragedy • Option 2B: Aspects of Comedy <p>Study of one prose text and one poetry text</p> <p>Assessment: (Open book)</p> <ul style="list-style-type: none"> • written exam: 1 hour 30 minutes • 50% of AS level <p>Maximum Marks available: 50 marks</p> <p>Information regarding Assessment:</p> <ul style="list-style-type: none"> • Section A: One essay question on poetry set text (25 marks) • Section B: One essay question on prose set text (25 marks)
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Year 13

<p style="text-align: center;">Paper 1</p> <p>Title: Literary Genres</p> <p>Choice of two options:</p> <ul style="list-style-type: none"> • Option 1A: Aspects of tragedy • Option 1B: Aspects of comedy <p>Study of three texts:</p> <ul style="list-style-type: none"> • one Shakespeare text • a second drama text • one further text of which one must be written pre-1900. <p>Assessment: (Closed book)</p> <ul style="list-style-type: none"> • written exam: 2 hours 30 minutes • 40% of A-level <p>Maximum Marks available: 75 marks</p> <p>Information regarding Assessment:</p> <ul style="list-style-type: none"> • Section A: One passage-based question on set Shakespeare text (25 marks) • Section B: One essay question on set Shakespeare text (25 marks) • Section C: One essay question linking two texts (25 marks) 	<p style="text-align: center;">Paper 2</p> <p>Title: Texts and Genres</p> <p>Choice of two options:</p> <ul style="list-style-type: none"> • Option 2A: Elements of crime writing • Option 2B: Elements of political and social protest writing <p>Study of three texts:</p> <ul style="list-style-type: none"> • one post-2000 prose text • one poetry text • one further text one of which must be written pre-1900. <p>Exam will include an unseen passage.</p> <p>Assessment: (Open book)</p> <ul style="list-style-type: none"> • written exam: 3 hours • 40% of A-level <p>Maximum Marks available: 75 marks</p> <p>Information regarding Assessment:</p> <ul style="list-style-type: none"> • Section A: One compulsory question on an unseen passage (25 marks) • Section B: One essay question on set text (25 marks) • Section C: One essay question which connects two texts (25 marks)
<p style="text-align: center;">Non-exam assessment</p> <p>Title: Theory and Independence</p> <p>Study of two texts, one poetry and one prose, informed by the study of the AQA Critical Anthology which has accessible extracts on the following critical methods and ideas:</p> <ul style="list-style-type: none"> • narrative theory • feminist theory • Marxist theory • eco-critical theory • post-colonial theory • literary value and the canon • post-colonial theory • literary value and the canon <p>Assessment: (by teacher)</p> <ul style="list-style-type: none"> • 20% of A-level • moderated by AQA <p>Maximum Marks available: 50 marks</p> <p>Information regarding Assessment:</p> <p>Two essays of 1250 -1500 words, each responding to a different text and linking to a different aspect of the Critical Anthology</p> <ul style="list-style-type: none"> • One essay can be re-creative. The re-creative piece will be accompanied by a commentary. 	

FILM STUDIES

Entry Requirements	GCSE Grade 4 in English Language or English Literature plus a Grade C GCSE in a Humanity subject
Examination Board	WJEC
Head of Department or Course Contact	Mr L Harris
Contact E-Mail Address	lharris@stedmunds.org

Brief introduction to subject:

Film is a huge part of our culture and was arguably the major art form of the twentieth century. It continues to develop new modes of expression and exhibition in the first decades of the twenty-first century. Modern technology means rare and classic film is more accessible for study than ever before. The specification allows students to study both film history and theory, and also technical production of short films and scripts. British, American and world cinema is covered through studies in narrative, genre, representation and critical theory. Both AS and A Level are assessed via 70% exam and 30% written and practical coursework.

Progression to Career/ University Courses:

This course is academically rigorous and provides a strong foundation for the study of Film Studies (production or theory) or a related area through a range of higher education degree courses, progression to the next level of applied qualifications (eg HND) or direct entry into employment. Students will gain a grounding in technical, research and critical skills.

Key Points:

AS and A Level Film Studies builds on candidates' informal learning, prior experience of film in key stages 1 to 3 and the knowledge, understanding and skills established at key stage 4, in whatever curricular context.

Film Studies is a subject that by its nature requires candidates to consider individual, moral, ethical, social, cultural and contemporary issues. The specification provides a framework for exploration of such issues.

Year 12		
<p>Component 1: American Film Written examination: 1½ hours 35% of qualification</p>	<p>Component 2: European film Written examination: 1½ hours 35% of qualification</p>	<p>Component 3: Production Non-exam assessment 30% of qualification</p>
<p>This component assesses knowledge and understanding of three American films.</p> <p>Section A: Hollywood since the 1960s (two-film study)</p> <p>Section B: Contemporary American independent film</p>	<p>This component assesses knowledge and understanding of two British films (a comparative study) and one non-English language European film.</p> <p>Section A: British film (comparative study)</p> <p>Section B: Non-English language European film</p>	<p>Production - Either an extract from a film highlighting narrative construction (2½ to 3½ minutes) Or a screenplay for an extract from a plus a digitally photographed storyboard (approximately 1½ minutes' screen time).</p> <p>Evaluative analysis - An evaluative analysis (1000-1250 words) of the production in comparison with other professionally produced films or screenplays.</p>
Year 13		
<p>Component 1: American and British film Written examination: 3 hours 35% of qualification</p>	<p>Component 2: Varieties of film Written examination: 3 hours 35% of qualification</p>	<p>Component 3: Production Non-exam assessment 30% of qualification</p>
<p>This component assesses knowledge and understanding of six feature-length films.</p> <p>Section A: Classical Hollywood: Section B: Hollywood since the 1960s (two-film study)</p> <p>Section C: Contemporary American independent film</p> <p>Section D: British film (comparative study)</p>	<p>This component assesses knowledge and understanding of five feature-length films and one compilation of short films.</p> <p>Section A: Film movements (two-film study)</p> <p>Section B: Documentary film</p> <p>Section C: Global film (two - film study)</p> <p>Section D: Short film</p>	<p>This component assesses one production and its evaluative analysis.</p> <p>Learners produce either a short film (4 - 5 minutes) or a screenplay for a short film (1600 - 1800 words) and a digitally photographed storyboard of a key section from the screenplay, plus an evaluative analysis (1250 - 1500 words).</p>

FRENCH*

Entry Requirements	GCSE French Grade B
Examination Board	AQA
Head of Department or Course Contact	Mr K Joglekar
Contact E-Mail Address	kjoglekar@stedmunds.org

Brief introduction to subject:

If you love France and all things French then why not consider studying French in the Sixth Form? If you have enjoyed learning French up to GCSE level, enjoyed communicating in French and if you want to learn more about France and the French way of life then A- level French is for you! We use a variety of teaching resources including newspapers and magazine style material plus CDs, DVDs and the internet. Our language assistant provides in-class support and also individual or small group appointments to develop speaking skills and cultural awareness. Students will be moving away from reliance on pre-prepared work and focus on becoming increasingly spontaneous. Our only proviso is that you should have achieved at least a grade B in French at GCSE.

Progression to Career/ University Courses:

Some students go on to study languages at university. Many opt for vocational courses with a foreign language. Some combine a foreign language at degree level with an unrelated subject such as a science or business studies. Modern Languages are useful for careers in teaching, translation, the travel industry, journalism, customs and all businesses involved with exporting and importing goods and services. Many employers value competence in a foreign language not only for the ability you will have to communicate effectively with other nationalities but also for the fact that it demonstrates good organisational skills, determination to succeed over an extended period, then ability to retain key information etc.

Key Points:

The key points of this specification are that students can:

- Develop an interest in and enthusiasm for language learning.
- Develop understanding of the language in a variety of contexts and genres.
- Communicate confidently, clearly and effectively in the language for a range of purposes.
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken.
- Understand how their study of the language fits into a broader context.
- Derive enjoyment and benefit from language learning.
- Acquire knowledge, skills and understanding for practical use, further study and/or employment.
- Communicate with speakers of the language.

Year 12

***Note: this specification is still awaiting approval by the exams regulator and may change.**

Paper 1: Listening, Reading and Writing	Paper 2: Writing	Paper 3: Speaking
This paper covers listening, reading and translation on the following topics: current trends in French-speaking society; artistic culture in the French-speaking world & Grammar.	This paper requires an essay to be written on the literary or cultural works that have been studied. It will assess one text or one film from the list set in the specification.	This paper assesses oral skills and requires students to talk about one sub-theme from current trends in French-speaking society; and one sub-theme from artistic culture in the French-speaking world.
<p>Assessment: 1h 45m</p> <p>Maximum Marks Available: 80 marks 40% of the total AS-level marks</p> <p>Information regarding Assessment Listening: (35 marks, questions in French) Reading (35 marks, questions in French): Translation into English; a passage of minimum 70 words (10 marks)</p>	<p>Assessment 1h 15m</p> <p>Maximum Marks Available: 60 marks 30% of total AS-level marks</p> <p>Information regarding Assessment Translation into French; a passage of minimum 70 words (15 marks). Writing: Either one of two questions in French on a set text or one of two questions in French on a set film (45 marks).</p>	<p>Assessment Oral exam which lasts between 12 - 14 minutes</p> <p>Maximum Marks Available 60 marks 30% of total AS-level marks</p> <p>Information regarding Assessment Speaking: Discussion of two sub-themes based on a stimulus card for each.. The student studies the cards for 15 minutes before the test begins.</p>

Year 13

***Note: this specification is still awaiting approval by the exams regulator and may change.**

Paper 1: Listening, Reading and Writing	Paper 2: Writing	Paper 3: Speaking
This paper covers listening, reading and translation. It assesses the following topics: current trends in French-speaking society; current issues in French-speaking society; artistic culture in the French-speaking world; Political life in the French-speaking world and grammar.	This paper requires an essay to be written on one text and one film or two texts from the list set in the specification. The quality of written French as well as the standard of analysis and criticism will be assessed.	This paper assesses oral skills and requires students to talk about a research project they have carried out as well as discuss one of four the topics they have studied for Paper 1.
<p>Assessment: 2 h 30 m</p> <p>Maximum Marks Available: 160 marks 40% of the total A-level marks</p> <p>Information regarding Assessment Listening: (60 marks, questions in French) Listening and responding to spoken passages from a range of contexts. Reading (60 marks, questions in French): Reading and responding to a variety of texts written for different purposes. Translation into English; a passage of minimum 100 words (20 marks) Translation into French; a passage of minimum 100 words (20 marks).</p>	<p>Assessment 2 hours</p> <p>Maximum Marks Available: 90 marks 30% of total A-level marks</p> <p>Information regarding Assessment Writing: Either one question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions or two questions in French on set texts from a choice of two questions on each text.</p>	<p>Assessment Oral exam which lasts between 21 & 23 minutes (including 5 minutes preparation time)</p> <p>Maximum Marks Available 60 marks 30% of total A-level marks</p> <p>Information regarding Assessment Speaking: Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks). Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).</p>

GEOGRAPHY

Entry Requirements	GCSE Geography Grade C essential, English and Maths at Grade 5 desirable
Examination Board	OCR
Head of Department or Course Contact	Mr C McArdle Mrs L Llewellyn
Contact E-Mail Address	lllewellyn@stedmunds.org cmcardle@stedmunds.org

Brief introduction to subject:

Geography combines well with almost all other subjects. Although Geography has a unique suite of skills and knowledge, many skills and topic areas are transferrable and will actively support other subjects.

Progression to Career/ University Courses:

Many students continue to study Geography at university. There are very few careers for which Geography does not provide a valuable background. Geography offers skills and knowledge that are directly transferable into many careers and subject areas.

Career Skills

Really useful career skills are developed, including:

Oral and Written	Enquiry and	Instrumentation and ICT
Communication Map and	Investigation	Literacy Modelling and
Graph Construction	Problem solving	Simulation
Research	Number and Statistics	

A post-16 Geography qualification is useful and relevant for many careers, such as:

- Management and Administration
- Leisure, Travel and Tourism
- Education, Professional and Social Services
- Business and Finance
- Environmental Management
- Scientific and Information Services

Key Points:

We currently teach the OCR specification at A Level, it is a dynamic course which explores the key principles, concepts and processes that allow us to understand the World in which we live.

The course offers a balance between physical and human geography while ensuring relevance to the modern world. There are opportunities to undertake fieldwork as part of the course, currently a field trip is offered to Devon in Year 12.

A LEVEL

A LEVEL	
<p style="text-align: center;"><u>Unit 1</u></p> <p>Physical Systems.</p> <p>Landscape System - Coasts,</p> <p>Earth's Life Support Systems – water and carbon cycles,</p> <p>Geographical Skills.</p> <p><u>Assessment:</u> Externally assessed written paper: 1 hour 45 minutes.</p> <p><u>Maximum Marks available:</u> Weighting: 24% of total A Level marks - 72 marks.</p>	<p style="text-align: center;"><u>Unit 2</u></p> <p>Human Interactions.</p> <p>Changing Spaces; Making Places,</p> <p>Global Connections – we will study one of either: Trade in the Contemporary World or Global Migration,</p> <p>And one of either: Human Rights or Powers and Borders,</p> <p>Geographical Skills.</p> <p><u>Assessment:</u> Externally assessed written paper: 1 hour 45 minutes.</p> <p><u>Maximum Marks available:</u> Weighting: 24% of total A Level marks - 72 marks.</p>
<p style="text-align: center;"><u>Unit 3</u></p> <p>Geographical Debates.</p> <p>Disease Dilemmas,</p> <p>Hazardous Earth</p> <p>Geographical Skills.</p> <p><u>Assessment:</u> Externally assessed written paper: 2 hour 30 minutes.</p> <p><u>Maximum Marks available:</u> Weighting: 32% of total A Level marks - 96 marks.</p>	<p style="text-align: center;"><u>Unit 4</u></p> <p>Independent Investigation.</p> <p>Currently undertaken through a 5-day residential fieldtrip to Devon, where specialist Field Studies Council staff are available to help undertake the data collection and analysis as part of the Independent Investigation.</p> <p><u>Assessment:</u> Non-examination assessment.</p> <p><u>Maximum Marks available:</u> Weighting: 20% of total A Level marks - 60 marks.</p>

HEALTH & SOCIAL CARE - BTEC LEVEL 3 CERTIFICATE & SUBSIDIARY DIPLOMA

Entry Requirements	GCSE English at Grade 4
Examination Board	Edexcel
Head of Department or Course Contact	Ms S Roderick Mrs L Devi
Contact E-Mail Address	sroderick@stedmunds.org ldevi@stedmunds.org

Brief introduction to subject:

- This award is for learners to gain a nationally recognised vocationally specific qualification to enter employment in the Health and Social Care sector.
- Giving learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

This course is equivalent to:

Distinction	120 Points	= Grade A at A Level
Merit	80 Points	= Grade C at A Level
Pass	40 Points	= Grade E at A Level

Progression to Career/ University Courses:

- To progress to higher education vocational qualification.
- University courses such as nursing, midwifery, early years, Social work, Occupational therapy.

Key Points:

- The Health and Social Care course is assessed using a combination of internal and external assessments. Two Internal assessments are set and marked by the course tutors, moderated within school and sent for National Standards Sampling. The other two external assessments are set and marked by Pearson.
- All work is task based so frequent verbal feedback is given by tutors.
- Work is at a pass, merit or distinction grade.
- There are opportunities for work placements in a Health and Social Care setting to access relevant information for assignments.

This is a Two Year Course - Year 1

<p style="text-align: center;"><u>Unit 1</u> <u>Title: Human Lifespan Development</u> <i>(externally assessed)</i></p> <ul style="list-style-type: none"> • Learners cover physical, intellectual, emotional and social development across the Human lifespan • Learners will examine factors affecting development and the effects of ageing <p>This unit is externally assessed through one examination of 90 marks lasting 1 hour and 30 minutes.</p>	<p style="text-align: center;"><u>Unit 5</u> <u>Title: Meeting Individual Care and Support Needs</u> <i>(internally assessed)</i></p> <ul style="list-style-type: none"> • Examine the principles, values and skills which underpin meeting the care and support needs of individuals • Examine the ethical issues involved when providing care and support to meet individual needs • Investigate the principles behind enabling individuals with care and support needs to overcome challenges • Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs <p>This unit is internally assessed through coursework.</p>
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Assessment:

Assessment is at Pass, Merit or Distinction as Level 3 BTEC National Extended Certificate in Health and Social Care.

Maximum Marks available:

Distinction – this equates to an AS level at grade A.

Information regarding Assessment:

Work is internally and externally assessed.

This is a Two Year Course - Year 2

<p style="text-align: center;"><u>Unit 2</u> <u>Title: Working in Health and Social Care</u> <i>(externally assessed)</i></p> <ul style="list-style-type: none"> • Learners explore what it is like to work in the Health and Social Care sector. • Including examining the roles and responsibilities of workers and organisations • This unit is externally assessed through 1 hour and 30 minute external examination of 80 marks consisting of short and long answer questions. <p>This unit is externally assessed through one examination of 80 marks lasting 1 hour and 30 minutes.</p>	<p style="text-align: center;"><u>Unit 11</u> <u>Title: Psychological perspectives</u> <i>(internally assessed)</i></p> <ul style="list-style-type: none"> • Examine how psychological perspectives contribute to the understanding of human development and behaviour • Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours • Examine how psychological perspectives are applied in health and social care settings <p>This unit is internally assessed through coursework.</p>
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Following the 2 year course and achieving all 4 units equates to an A2 Level

Please note that this is provisional as units may alternate over the 2 years once best practice is determined

HISTORY

Entry Requirements	GCSE History Grade B
Examination Board	OCR
Head of Department or Course Contact	Miss K Wrenshall-Jones
Contact E-Mail Address	kwrenshall@stedmunds.org

Brief introduction to subject:

A comprehensive course covering an exciting range of historical topics. Students will study Civil Rights in the USA between 1865 - 1992, they will have the opportunity to investigate the causes and events of the Russian revolution and also the rule of Henry VIII as part of the Early Tudors module. It is important that students have an enquiring mind, an interest in the past and its relevance to current affairs, and an ability to communicate their ideas effectively.

Progression to Career/ University Courses:

Students who study A Level History will have access to a wide range of careers and higher education opportunities. They learn to evaluate and analyse information, weigh evidence and communicate complex ideas clearly. These are skills recognised and valued by employers, universities and colleges. History provides an excellent foundation for a number of popular careers including journalism, law and business and it makes an important contribution to lifelong learning.

Key Points:

The key points of this specification are that:

- It maintains a British focus.
- There is an opportunity to study European and international history.
- It allows an opportunity to develop a strong sense of historical perspective.

Year 12

<u>Unit 1</u>	<u>Unit 2</u>
<p><u>Title:</u> The Early Tudors 1485 - 1558</p> <ul style="list-style-type: none"> • Henry VII's government • Henry VII's Foreign policy • Henry VIII and Cardinal Wolsey • Henry VIII's rule after 1529 	<p><u>Title:</u> Russia 1894 - 1941</p> <ul style="list-style-type: none"> • Nicholas II and his rule • Russia in WW1 • Lenin's government of Russia • Stalin's dictatorship
<p><u>Assessment:</u> 1 hour 30 minute exam</p> <p><u>Maximum Marks available:</u> 50 marks (25% of A level)</p> <p><u>Information regarding Assessment:</u> Section A is the enquiry. Learners will answer one compulsory question, requiring them to analyse and evaluate four primary sources in their historical context in order to test a hypothesis. This part of the paper is worth 30 marks.</p> <p>Section B is the period study. Learners will answer one essay question from a choice of two. This part of the paper is worth 20 marks.</p>	<p><u>Assessment:</u> 1 hour exam</p> <p><u>Maximum Marks available:</u> 30 marks (15% of A level)</p> <p><u>Information regarding Assessment:</u> Learners will answer one two-part question from a choice of two. The first part of the question will require learners to compare two factors and to make a judgment about their relative importance.</p> <p>For the second part of the question learners will write an essay on a different part of the period.</p>

Year 13

<u>Unit 3</u>	<u>Unit 4</u>
<p><u>Title:</u> Civil Rights in the USA 1865 - 1992</p> <ul style="list-style-type: none"> • The treatment of African Americans • The treatment of Native Americans • The role of Trade Unions • The civil rights of women 	<p><u>Title:</u> Historical Enquiry</p> <ul style="list-style-type: none"> • A historical investigation. • Using a range of sources. • A study of Anti-semitism over a 100 year period.
<p><u>Assessment:</u> 2 hour 30 minute exam</p> <p><u>Maximum Marks available:</u> 80 marks (40% of A level)</p> <p><u>Information regarding Assessment:</u> Section A is the interpretations section. Learners will read two extracts from historians about one of the three depth studies specified for their chosen option, and will write an essay explaining which they think is more convincing. .</p> <p>Section B is the themes section. Learners will answer two themes questions from a choice of three, each of which requires an essay covering the whole period studied.</p>	<p><u>Assessment:</u> Coursework</p> <p><u>Maximum Marks available:</u> 40 marks (20% of A level)</p> <p><u>Information regarding Assessment:</u> An extended essay of 3000 - 4000 words, arising from independent study and research on anti-Semitism.</p>

ICT - BTEC LEVEL 3 SUBSIDIARY DIPLOMA

Entry Requirements	GCSE ICT/Computing/Business and Communication Grade C
Examination Board	Edexcel
Head of Department	Mr W Vaughan
Contact E-Mail Address	wvaughan@stedmunds.org

Brief introduction to subject:

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

Progression to Career/ University Courses:

The Edexcel ICT BTEC qualification has been developed to provide a broad educational basis for further training, further education or for moving into appropriate employment within the ICT sector. Well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels. The qualification supports entry to, for example: • HNC in Interactive Media • FdSC in Business Computing • HND in Engineering • BSc (Hons) in Information Management for Business

Key Points:

Equivalent in size to one A Level.

It consists of 4 units of which 3 are mandatory. Two of the 4 are externally assessed.

Mandatory content

Unit 1: Information Technology Systems • Unit 2: Creating Systems to Manage Information • Unit 3: Using Social Media in Business

Optional unit will be chosen from

Unit 4: Programming. This qualification includes a choice of optional units, including: • Unit 5: data Modelling • Unit 6: Website Development • Unit 7: Mobile Apps Development • Unit 8: Computer Games Development

Certificate Award (equivalent to an AS LEVEL)

<p align="center"><u>Unit 1 (Mandatory)</u> Information Technology systems</p> <p>You will explore the relationships between the hardware and software that form an IT system, the way systems work individually and together as well as the relationship between the user and the system. You will examine issues related to the use of IT systems and the impact that these have on organisations and individuals. In this unit you will draw on your learning from across your programme to complete assessment tasks.</p>	<p align="center"><u>Unit 2 (Mandatory)</u> Creating systems to manage information</p> <p>You will examine the structure of data, its origins and how an efficient data design follows through to an effective and useful database. You will examine a given scenario and develop an effective design solution to produce a database system. You will then test your solution to ensure it works correctly. Finally, you will evaluate each stage of the development process and the effectiveness of your database solution.</p>
<p><u>Assessment:</u> Pass, Merit and Distinction criteria.</p> <p><u>Information regarding Assessment:</u> Externally assessed by written examination</p>	<p><u>Assessment:</u> Pass, Merit and Distinction criteria.</p> <p><u>Information regarding Assessment:</u> Externally assessed by a task set by the examination board</p>

Subsidiary Diploma (equivalent to an A LEVEL)

<p align="center"><u>Unit 3 (Mandatory)</u> Using Social Media in Business</p> <p>You will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. You will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. You will then implement the plan, developing and posting content and interacting with others. Finally, you will collect data on the business use of social media and review the effectiveness of your efforts.</p>	<p align="center"><u>To be chosen from (subject to change depending on the availability of staff and interests of group)</u></p> <ul style="list-style-type: none"> • Data Modelling • Website development • Mobile Apps Development <p>Computer Games Development</p>
<p><u>Assessment:</u> Pass, Merit and Distinction criteria.</p> <p><u>Information regarding Assessment:</u> Tutor marked Internal verification within school. Grades are subject to awarding body validation.</p>	<p><u>Assessment:</u> Pass, Merit and Distinction criteria.</p> <p><u>Information regarding Assessment:</u> Tutor marked Internal verification within school. Grades are subject to awarding body validation.</p>

LAW - APPLIED

Entry Requirements	GCSE English Grade 5 GCSE History Grade C desirable
Examination Board	Edexcel
Head of Department or Course Contact	Mrs E Gibbons
Contact E-Mail Address	egibbons@stedmunds.org

Brief introduction to subject:

The BTEC Level 3 Subsidiary Diploma in Applied Law provides opportunities in education to achieve a nationally recognised Level 3 vocationally-specific qualification, to enter employment in the legal sector or to progress to higher education vocational qualifications such as the Edexcel Level 5 BTEC Higher National in Business (Law) or a Foundation Degree in Business and Law or on to a law honours degree. Learners will develop a range of skills and techniques, personal skills and attitudes essential for successful performance in working life and to allow access to employment opportunities in the legal sector. It presents Law as an exciting, relevant and challenging area of study.

Progression to Career/ University Courses:

Career: Legal profession, Local Government, Business and Police Force

University courses: Law, Management, Business, Criminology and Sociology

Key Points:

The BTEC Level 3 Subsidiary Diploma in Applied Law is a 6-unit qualification that is equivalent to 1 'A' Level. The course is studied over a two year period and is practical in nature. The qualification is continually assessed throughout the year through a variety of methods including case studies, assignments, projects and performance observation. There are no external examinations.

It is essential that prospective learners are motivated, organised and can take responsibility for their own learning. Learners should also have a good KS4 attendance record which should be maintained during this course to ensure optimal success.

Learners will have the opportunity to visit the Local Magistrates Court and The Houses of Parliament during the two year course.

Year 12

Qualification credit value: a minimum of 60 credits overall

Mandatory unit – 30 credits

Unit 1 Dispute Solving in the Legal System

The aim of this unit is to give learners an understanding of the difference between civil and criminal law, how this determines in which courts disputes are resolved in the legal system, and the personnel, both lawyers and lay people, involved in the resolution process, together with a knowledge about the financing of advice and representation and alternatives to the courts.

Unit 2 Understanding Law Making

The aim of this unit is to provide learners with an understanding of the different ways in which laws are created and their importance, together with knowledge of how laws are interpreted, and the impact of European law and institutions.

Unit 3 Aspects of Legal Liability

The aim of this unit is to give learners an understanding of the tort of negligence and the principles of criminal liability, together with knowledge of damages and the aims of sentencing.

Year 13

Qualification credit value: a minimum of 60 credits overall

Optional units – 30 credits

Unit 4 Unlawful Homicide and Police Powers

The aim of this unit is to give learners skills to apply the law on murder, an understanding of the law on manslaughter, together with knowledge of police powers with respect to arrest and detention.

Unit 8 Aspects of the Law of Tort

The aim of this unit is to provide learners with knowledge, understanding and skills in the law of tort. Learners will consider how the law on negligence and nuisance apply, protect people and provide compensation for loss.

Unit 10 Aspects of Family Law

The aim of this unit is to provide learners with knowledge, understanding and skills in the four main areas of family law which are marriage and relationships, divorce and ending relationships, children, and maintenance.

Information regarding Assessment:

The BTEC National units are all internally assessed.

All assessments will have the grading criteria clearly identified and will be based on the achievement of specified learning outcomes.

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria.
- Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

There are four BTEC National grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

The assessment tasks and activities will enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Learners can produce evidence in a variety of different forms, and including, written reports, graphs and posters, along with projects, performance observation and time-constrained assessments. Assessments will provide a realistic scenario for learners to adopt.

MATHEMATICS

Entry Requirements	GCSE Higher Tier – High Grade 6 following 2 year Linear Course
Examination Board	AQA
Head of Department or Course Contact	Mr R Morris
Contact E-Mail Address	rmorris@stedmunds.org

Brief introduction to subject:

This course will build upon GCSE Mathematics knowledge - extending familiar algebraic, spatial and statistical concepts. **All** students **must** have at least a high **Grade 6** in GCSE Higher Mathematics to start the course but be advised that in order to achieve pass grades you must be able to show competence in the Grade 7/8 GCSE Algebraic techniques. (Evidence of your ability to do this may be sought through the satisfactory completion of a preparatory workbook prior to your acceptance on the course). Maths Mechanics will also benefit students following Physics and Engineering, whilst Statistics will benefit students following Geography, Economics, Biology, Chemistry and Law.

Progression to Career/ University Courses:

Mathematics can be studied as a subject in its own right or used to support study in other areas. Mathematical competence is a vital component in the physical sciences, technology and business. It is an essential tool for all engineers and is of growing importance in the discipline of Medicine, whilst Law Departments have shown their preference for employing A Level Mathematicians.

Many courses at University will accept students who offer A-level mathematics as they will have shown that they can develop reasoned arguments as well as having the ability to analyse problems and break them into smaller, more manageable tasks.

Key Points:

- There is no coursework component in this specification, which allows students more time to concentrate on practising their techniques. All units will be examined in the summer.
- Each module has been broken down into smaller sections which make learning more accessible.
- Students have to study Mechanics and Statistics as their applied units.
- Each paper will consist of short (3 or 4 marks) and long questions (up to 16 marks)
- There are 4 Pure Core units which make up two-thirds of the full A level qualification and provide the techniques in Algebra, Geometry, Trigonometry and Calculus that form the fundamental building blocks of the subject.

FURTHER MATHEMATICS*

Entry Requirements	GCSE Higher Tier – Grade 7 at Higher Tier
Examination Board	AQA
Head of Department or Course Contact	Mr R Morris
Contact E-Mail Address	rmorris@stedmunds.org

Brief introduction to subject:

This course will build upon GCSE Mathematics knowledge to a greater extent than single Mathematics - extending familiar algebraic, spatial and statistical concepts. It therefore has to be taken in conjunction with single mathematics at A Level.

Progression to Career/ University Courses:

Further Mathematics is highly desirable for those wishing to study Mathematics at University or other higher level provider. This subject will be particularly beneficial for pupils considering careers in engineering, physical sciences, or actuary.

Key Points:

- There is no coursework component in this specification, which allows students more time to concentrate on practising their techniques.
- All students have to complete compulsory Further Pure Modules over the two years
- The Advanced (A Level) award comprises six units
- Students will have the opportunity of completing Further Applied Modules in Statistics and Mechanics.
- Each paper will consist of short (4 or 5 marks) and long questions (up to 18 marks).
- All units will be examined in the summer.

Entry Requirements	At least GCSE Grade B or a performance audition to at least Grade 4/5 standard
Examination Board	Edexcel H143 & H543
Head of Department or Course Contact	Mrs C Roberts
Contact E-Mail Address	croberts@stedmunds.org

Brief introduction to subject:

Students choose Music 'A' level in order to further refine their practical musicianship, their knowledge of musical cultures and historical context, their skills as composer and arranger as well as analytical skills. They develop performing skills in solo and ensemble situations, learn about how harmony is used in certain, specified genres, compose their own music in response to a brief and refine analytical skills through music listening tasks.

Progression to Career/ University Courses:

Advanced Level Music is an ideal preparation for undergraduate study of the subject at a higher level as well as an introduction to other performing arts based courses. It is also a useful second or third choice for non-specialists wishing to enrich their Advanced level studies with an arts subject. The AS units alone provide a useful and enriching year of study for those wishing to conclude their studies at that point.

Key Points:

Performing Music is essentially a social activity; students opting for the subject at this level are usually active musicians, already performing regularly as part of a recognised ensemble - either at school or in the community.

Students choosing the subject should be prepared to spend extra time, in addition to lesson time, working on rehearsals and recording of work.

Year 12		
<p><u>Performing 8MU0/01</u></p> <p>A public performance of one or more pieces, performed as a recital. ● Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology.</p> <ul style="list-style-type: none"> ● The total performance time across all pieces must be a minimum of 6 minutes. 	<p><u>Composing 8MU0/02</u></p> <p>Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief. ● Total time across both submissions must be a minimum of four minutes and 30 seconds.</p>	<p><u>Appraising 8MU0/03</u></p> <p>Knowledge and understanding of musical elements, contexts and language.</p> <ul style="list-style-type: none"> ● Application of knowledge through the context of six areas of study, each with two set works. Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions. ● Application of knowledge to unfamiliar works
<p><u>Non-examined assessment:</u> Externally assessed 30% of the qualification 60 marks</p>	<p><u>Non-examined assessment:</u> Externally assessed 30% of the qualification 60 marks</p>	<p><u>Written examination:</u> 90 minutes 40% of the qualification 80 marks</p>
Year 13		
<p><u>Performing 9MU0/01</u></p> <p>A public performance of one or more pieces, performed as a recital. ● Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology.</p> <ul style="list-style-type: none"> ● The total performance time across all pieces must be a minimum of 8 minutes. 	<p><u>Composing 9MU0/02</u></p> <p>Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief. ● One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this component. This composition must be at least 4 minutes in duration.</p> <ul style="list-style-type: none"> ● One composition must be from a list of briefs assessing compositional technique 	<p><u>Appraising 9MU0/03</u></p> <p>Knowledge and understanding of musical elements, contexts and language.</p> <ul style="list-style-type: none"> ● Application of knowledge through the context of six areas of study, each with three set works. Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions. ● Application of knowledge to unfamiliar works.
<p><u>Non-examined assessment:</u> Externally assessed 30% of the qualification 60 marks</p>	<p><u>Non-examined assessment:</u> Externally assessed 30% of the qualification 60 marks</p>	<p><u>Written examination:</u> 2 hours 40% of the qualification 100 marks</p>

MUSIC - BTEC LEVEL 3 EXTENDED CERTIFICATE

Entry Requirements	GCSE Grade C is preferable but not essential. There will be a performance audition for all prospective candidates where you will need to demonstrate a clear aptitude for performance on your chosen instrument or voice.
Examination Board	Edexcel
Head of Department or Course Contact	Mr J Bard
Contact E-Mail Address	jbard@stedmunds.org

Brief introduction to subject:

BTEC Level 3 Certificate (1year) and Subsidiary Diploma (2 years) in Music (Performing) is designed for learners who wish to pursue a vocationally relevant qualification in the music sector. Learners are given the opportunity to gain understanding and practical skills in a variety of areas including performance technique, solo and group performance, planning and delivering an event, the development of pop music styles and marketing and promotion. There are opportunities to work with professional musicians and music technology.

Progression to Career/ University Courses:

This Level 3 National Award gives learners a vocational qualification with which to enter employment in the Music or Performing Arts sector or to progress to a Higher Education qualification such as Level 5 BTEC Nationals in Music Performance or a BA Music or Performing Arts Degree.

Key Points:

- A Nationally recognised Level 3 vocationally-specific qualification
- **There is the option to complete 3 units in one year for the Certificate or 6 units over two years for the Subsidiary Diploma.**
- There are no exams, assessment is through coursework submission
- Awards are made at:
 - Distinction = A grade at AS/A2 and equivalent UCAS points
 - Merit = C grade at AS/A2 and equivalent UCAS points
 - Pass = E grade at AS/A2 and equivalent UCAS points

Year 12		
<p><u>Mandatory Unit</u> Music Performance Techniques Unit 23</p> <p>Learners will: Develop an effective instrumental or vocal technique through a structured practice routine, apply effective instrumental or vocal technique within appropriate repertoire in solo performance and apply effective instrumental or vocal technique in group performance.</p>	<p><u>Specialist Unit</u> Solo Performance Skills Unit 33</p> <p>Learners will: Know how to choose appropriate pieces for an extended programme of music, be able to perform an extended programme of music to an audience and know the processes required in preparation for the performance of an extended programme of music.</p>	<p><u>Specialist Unit</u> Working and Developing as a Music Ensemble Unit 40</p> <p>Learners will: Understand the elements of musical ensembles, be able to plan as a musical ensemble, be able to develop as a musical ensemble and be able to perform as a musical ensemble.</p>
<p><u>Assessment</u> Pass, Merit or Distinction. Tutor marked. Internal verification within school. National Standards Sampling 17% of course</p>	<p><u>Assessment</u> Pass, Merit or Distinction. Tutor marked. Internal verification within school. National Standards Sampling 17% of course</p>	<p><u>Assessment</u> Pass, Merit or Distinction. Tutor marked. Internal verification within school. National Standards Sampling 17% of course</p>
Year 13		
<p><u>Optional Unit</u> Pop Music in Practice Unit 30</p> <p>Learners will: Know different genres of pop music, know how pop music developed, be able to write and perform original pop music and be able to perform pop music as part of an ensemble.</p>	<p><u>Optional Unit</u> The Music Freelance World Unit 38</p> <p>Learners will: Know the financial and management issues of self-employment and the skills and knowledge required for self-development as a freelancer. They will learn about professional approaches to employments and develop entrepreneurial approaches to image, market and opportunity.</p>	<p><u>Optional Unit</u> Live Sound Production Unit 29</p> <p>Learners will: Know the sound reinforcement equipment requirements for a music venue and be able to set up a sound system showing due regards for health and safety procedures. They will be able to set up outboard equipment for live reinforcement and be able to establish an on-stage mix for a performer.</p>
<p><u>Assessment</u> Pass, Merit or Distinction. Tutor marked. Internal verification within school. National Standards Sampling 17% of course</p>	<p><u>Assessment</u> Pass, Merit or Distinction. Tutor marked. Internal verification within school. National Standards Sampling 17% of course</p>	<p><u>Assessment</u> Pass, Merit or Distinction. Tutor marked. Internal verification within school. National Standards Sampling 17% of course</p>

PERFORMING ARTS - BTEC National Extended Certificate in Performing Arts*

Entry Requirements	Clear evidence of performance skills; entrance could be subject to an audition. GCSE Grade 4 in English Language or English Literature desirable.
Examination Board	Edexcel
Head of Department or Course Contact	Miss K Baskeyfield
Contact E-Mail Address	kbaskeyfield@stedmunds.org

Brief introduction to subject:

The BTEC Level 3 National Extended Certificate in Performing Arts has been specifically designed to enable students to explore a wide range of performance elements. As well as providing training in acting, students can tailor their course to suit their performing abilities in dance and singing also. This course also emphasises the skills that employers are looking for, including team work, self-confidence, communication skills, self-motivation and the ability to meet targets.

The course enables students to develop their performance skills to a high level and to learn the graft and craft of acting. Students will be provided with opportunities to develop practical understanding of the skills and knowledge, alongside critical analysis skills and contextual understanding of practitioners' work. This course builds the skills needed for a career in the Performing Arts industry and is equivalent to one A-Level.

Progression to Career/ University Courses:

This course opens up a range of pathways upon completion. With its vocational focus, the course leads very well further study of Performing Arts courses at Higher Education or Specialist Institutes. It will also help to prepare students to work in the performing industry. Studies alongside other A-Levels, it also offers a complementary education for those with a clear interest in Performing Arts.

Key Points:

- All units are completed through a mixture of practical and written coursework.
- Two units are externally assessed and two are internally assessed and verified in school.
- You will be provided with opportunities to develop a range of performing skills and techniques, as well as, personal skills and attributes that are essential for successful performance in working life.
- There is a large amount of practical ensemble work meaning that effective communication skills and an ability to work productively as part of a group are essential and will be developed.
- You will need to keep a reflective log book to record the creative journey and evaluate your work.
- There is a written unit which concentrates on your written ability to critically analyse.
- Plenty of opportunity is given for students to perform their work, whether scripted or devised, to a live audience in the theatre. Performances are recorded and used as evidence for external examinations and moderations.

Year 12	
<p style="text-align: center;">Unit 1</p> <p>Title: Investigating Practitioners Work</p> <p>This unit requires students to investigate the work of performing arts practitioners, develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.</p> <p>Students will be assessed through a task worth 60 marks and completed under supervised conditions for three hours. Prior to the assessment students have a five week period in order to carry out research and preparatory work.</p>	<p style="text-align: center;">Unit 2</p> <p>Title: Developing Skills and Techniques for Live Performance</p> <p>This unit allows students to explore technical performance skills with a focus on developing and demonstrating skills and techniques in at least two performance styles within a selected discipline. Students will participate in regular workshops, classes and exercises where they will acquire the necessary skills to help you succeed in performing live to an audience.</p> <p>This unit is internally assessed through performance of the two styles, accompanied with an ongoing working log.</p>
<p>Assessment: Pass, Merit and Distinction criteria. 25% of course</p> <p>Maximum Marks available: Distinction</p> <p>Information regarding Assessment: Externally assessed by the awarding body.</p>	<p>Assessment: Pass, Merit and Distinction criteria. 25% of course</p> <p>Maximum Marks available: Distinction</p> <p>Information regarding Assessment: Tutor marked Internal verification within school. Grades are subject to awarding body validation.</p>
Year 13	
<p style="text-align: center;">Unit 19</p> <p>Title: Acting Styles – Subject to change</p> <p>For this unit students will need to engage in practical workshop classes to develop their acting technique. They will be introduced to the theories and techniques of key Drama practitioners, utilising them practically in applying the techniques to their rehearsal and creative process.</p> <p>Students will need to participate in rehearsals before performing two different pieces to a live audience. Assessment is of the presentation of the two pieces, as well as the completion of a working log.</p>	<p style="text-align: center;">Unit 3</p> <p>Title: Group Performance Workshop</p> <p>This unit requires students to work in small groups to create an original performance piece in response to a stimulus provided by the external assignment brief. Students will take part in workshops, experimenting with devising and/or choreographic methods, before drawing on their individual performance skills. They will demonstrate an understanding of the methods and techniques for creating performance in order to contribute to the making of new performance material.</p> <p>Students are externally assessed on their final performance alongside their working log.</p>
<p>Assessment: Pass, Merit and Distinction criteria. 17% of course</p> <p>Maximum Marks available: Distinction</p> <p>Information regarding Assessment: Tutor marked Internal verification within school. Grades are subject to awarding body validation.</p>	<p>Assessment: Pass, Merit and Distinction criteria. 33% of course</p> <p>Maximum Marks available: Distinction</p> <p>Information regarding Assessment: Externally assessed by awarding body.</p>

PHOTOGRAPHY

Entry Requirements	GCSE English Grade 4, GCSE Art or Photography preferable but not essential
Examination Board	OCR
Head of Department or Course Contact	Mr W Vaughan
Contact E-Mail Address	wvaughan@stedmunds.org

Brief introduction to subject:

A picture tells a thousand words. Photography is everywhere in today's media-driven culture. The A level course is ideal for someone who has an interest in photography. We will explore different areas of photography such as photo journalism, portraiture, landscape photography and photography as an art form. We will develop your camera skills as well as methods to process the images once they have been taken.

Progression to Career/ University Courses:

Areas of study: You are required to choose an area of study or areas of study such as those listed below. Combinations of these areas/specialisms are also possible:

- Portraiture
- Landscape photography
- Commercial photography
- Still-life photography
- Documentary photography
- Experimental imagery
- Editorial photography
- Photographic installation
- The photographic process
- Moving image
- Animation.

Key Points:

Photo-journalism, commercial photography, advertising, fashion, wildlife photography, travel photography, forensic photography, graphic designer, wedding photographer, television camera operator, film/video editor, media planner, secondary school teacher, web designer

Year 12

Component 1: Externally set task

- The early release paper will be issued on 1 January and will provide candidates with a number of themes, each with a range of written and visual starting points, briefs and stimuli
- From these, one must be selected, upon which to base a response

100 marks 10 hours This component is internally assessed and externally moderated

100% of total AS

Year 13

Component 1: Personal investigation

Candidates should produce two elements:

1. A portfolio of practical work showing their personal response to either a starting point, brief, scenario, or stimulus, devised and provided by the candidate or centre
2. A related study of continuous prose with a guided minimum of 1,000 words

120 marks This component is internally assessed and externally moderated

60% of total A-Level

Component 2: Externally set task

- The early release paper will be issued on 1 February and will provide candidates with a number of themes, each with a range of written and visual starting points, briefs and stimuli
- From these, one must be selected, upon which to base a response

80 marks 15 hours This component is internally assessed and externally moderated

40% of total A-Level

Assessment

AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

PHYSICAL EDUCATION

Entry Requirements	GCSE PE Grade B
Examination Board	OCR
Head of Department or Course Contact	Mrs J Cartlidge
Contact E-Mail Address	jcartlidge@stedmunds.org

Brief introduction to subject:

The course will appeal to students who have a practical and/or academic interest in Physical Education. You should have a real desire to develop your theoretical knowledge of the subject and a willingness to develop practically both in terms of performance and analysis

Progression to Career/ University Courses:

The course will be of specific interest to those students who are contemplating sports related Degrees and other Higher Education courses. It will also give a very good grounding for those students who are contemplating careers in Sport who may not be contemplating University. It will most suit those students who have previously shown a real interest in the subject area and will know that issues will sustain their interest throughout.

Key Points:

- The specification demands that you are theoretically aware as well as practically competent
- You will need to take responsibility for developing your practical performance over a period of time
- You will have opportunities to develop your independent learning through research tasks
- Students can be truly engaged in their studies by becoming active investigators rather than passive learners both in terms of the practical and theoretical content
- Students will develop knowledge and understanding of factors that enable them and others to be physically active.
- There are three discrete areas of theoretical study. You will need to be broad in your approach.

A LEVEL		
Content Overview	Assessment Overview	
<ul style="list-style-type: none"> • Applied anatomy and physiology • Exercise physiology • Biomechanics 	<p>Physiological factors affecting performance</p> <p>(01)*</p> <p>90 marks</p> <p>2 hours written paper</p>	<p>30%</p> <p>of total A level</p>
<ul style="list-style-type: none"> • Skill acquisition • Sports psychology 	<p>Psychological factors affecting performance</p> <p>(02)*</p> <p>60 marks</p> <p>1 hour written paper</p>	<p>20%</p> <p>of total A level</p>
<ul style="list-style-type: none"> • Sport and society • Contemporary issues in physical activity and sport 	<p>Socio-cultural issues in physical activity and sport</p> <p>(03)*</p> <p>60 marks</p> <p>1 hour written paper</p>	<p>20%</p> <p>of total A level</p>
<ul style="list-style-type: none"> • Performance or Coaching • Evaluation and Analysis of Performance for Improvement (EAPI) 	<p>Performance in physical education</p> <p>(04)*</p> <p>60 marks **</p> <p>Non – exam assessment (NEA)</p>	<p>30%</p> <p>of total A level</p>
<p>*Indicates inclusion of synoptic assessment.</p> <p>** Examination is weighted up to 90 marks to equal the total marks combined for the two tasks</p> <p>Learners who are retaking the qualification may carry forward their result for the non-exam assessment component.</p>		

PHYSICS

Entry Requirements	B Science and B Additional Science or B GCSE Physics, plus 5 (Higher) GCSE Maths GCSE English Grade 5 desirable.
Examination Board	AQA A
Head of Department or Course Contact	Miss H Moore
Contact E-Mail Address	hmoore@stedmunds.org

Brief introduction to subject:

Do you want to keep your options open? Engineering, Accountancy, Law, Medicine and Science careers can all follow from a qualification in Physics. It is an enjoyable and interesting course. There is a practical emphasis, showing the relevance of the subject to everyday life.

Progression to Career/ University Courses:

The specification has been developed for students who wish to progress to higher education or to the world of work, where understanding of physics will be a valuable asset.

Key Points:

The key points of this specification are that:

It allows opportunities for practical work and individual study.

There are opportunities for effective personalised learning, target setting and for differentiated outcomes.

It builds on previous GCSE work.

Year 12	
<p><u>Content</u> 1 Measurements and their errors 2 Particles and radiation 3 Waves 4 Mechanics and materials 5 Electricity</p>	<p><u>Assessment</u> Paper 1 What's assessed Sections 1 – 5 Assessed as written exam: 1 hour 30 minutes, 70 marks, 50% of AS Questions 70 marks of short and long answer questions split by topic.</p>
<p><u>Practical Assessment</u> Practical work is at the heart of physics. Assessment of practical skills at AS is by written exams only. Questions in the papers expect that students have carried out at least the six required practical activities from the syllabus. 15% of the marks in the papers will relate to practical work.</p>	<p><u>Paper 2</u> What's assessed Sections 1 - 5 Assessed as written exam: 1 hour 30 minutes, 70 marks, 50% of AS Questions Section A: 20 marks of short and long answer questions on practical skills and data analysis Section B: 20 marks of short and long answer questions from across all areas of AS content Section C: 30 multiple choice questions</p>
Year 13	
<p><u>Content</u> 1 Measurements and their errors 2 Particles and radiation 3 Waves 4 Mechanics and materials 5 Electricity 6 Further mechanics and thermal physics 7 Fields and their consequences 8 Nuclear physics</p> <p>Plus one options from:- 9 Astrophysics 10 Medical physics 11 Engineering physics 12 Turning points in physics 13 Electronics</p> <p><u>Practical Skills</u> A-level grades will be based only on marks from written exams. A separate endorsement of practical skills will be taken alongside the A-level. This will be assessed by teachers and will be based on direct observation of students' competency in a range of skills that are not assessable in written exams. It will be recorded as pass or fail. The 12 recommended practicals will be carried out during the two years of the course.</p>	<p><u>Assessment</u> Paper 1 What's assessed Sections 1 to 5 and 6.1 (Periodic motion) Assessed as written exam: 2 hours, 85 marks, 34% of A-level Questions 60 marks of short and long answer questions and 25 multiple choice questions on content.</p> <p><u>Paper 2</u> What's assessed Sections 6.2 (Thermal Physics), 7 and 8 Assumed knowledge from sections 1 to 6.1 Assessed as written exam: 2 hours, 85 marks, 34% of A-level Questions 60 marks of short and long answer questions and 25 multiple choice questions on content.</p> <p><u>Paper 3</u> What's assessed Section A Compulsory section: Practical skills and data analysis Section B: Students enter for one of sections 9, 10, 11, 12 or 13 Assessed as written exam: 2 hours, 80 marks, 32% of A-level Questions 45 marks of short and long answer questions on practical experiments and data analysis. 35 marks of short and long answer questions on optional topic</p>

PRODUCT DESIGN 3D*

Entry Requirements	GCSE in D & T Grade B, or BTEC Engineering at a Merit Grade
Examination Board	AQA specification (2550)
Head of Department or Course Contact	Mrs L Devi
Contact E-Mail Addresses	ldevi@stedmunds.org

Brief introduction to subject:

The diversity of study involved in A Level Product Design allows individuals to specialise and work creatively in their own chosen areas. The curriculum develops a broad and comprehensive understanding of materials, processes and commerciality. Students will learn a range of modern manufacturing techniques and be able to apply these in innovative ways; our programme of study in itself is forward thinking as students work with University tutors and final year students during development and consultation days.

Progression to Career/ University Courses:

Successful completion of the course will prepare students for degree level courses in Design. A Level Design Technology is also valued by Universities offering Engineering and other technical courses.

Visit the following websites for further inspiration and guidance.

<http://www.designmuseum.org/design>

<http://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-product-design-4555>

Key Points:

Those who study Product Design at A Level can explore higher education possibilities and potential careers in Architecture, Graphic Design, Industrial Product Design, Engineering, Craft Design and Contemporary Applied Arts. Students are encouraged to take on a University Design module during E-Time, which is worth 20 University credits.

Recent student work has included contemporary furniture and work which targets niche markets. Design work has provided solutions to real life problems through the use of up to date CAD and modern manufacturing processes such as rapid prototyping and laser cutting.

Current projects include designing display furniture for RAF Cosford and modern sustainable furniture. Students will be producing electronic portfolios enabling flexibility, creativity and the use of modern digital media.

To become inspired, visit the Design Museum website above, and for more information take a look at the AQA link. Why not speak to Mr M Buck, Mr D Szwarc or Mr L Reed who will be happy to discuss your interest further.

Year 12	
<p style="text-align: center;"><u>Unit 1</u></p> <p><u>Title:</u> Materials, Components and Application</p> <p>Candidates are required to use the knowledge and understanding stated when completing their coursework unit at AS.</p> <p>The content has been divided into three sections:</p> <ul style="list-style-type: none"> • Section A: Materials and Components • Section B: Design and Market Influences • Section C: Processes and Manufacture 	<p style="text-align: center;"><u>Unit 2</u></p> <p><u>Title:</u> Learning Through Designing and Making</p> <p>This is a design-and-make unit where knowledge of the AS subject content is applied to the design and making of the candidates' own projects.</p>
<p><u>Assessment:</u> 2 hour written paper</p> <p><u>Maximum Marks available:</u> 80 marks</p> <p><u>Information regarding Assessment:</u> External exam sat in May / June</p>	<p><u>Assessment:</u> Coursework – approx 50 hours</p> <p><u>Maximum Marks available:</u> 80 marks</p> <p><u>Information regarding Assessment:</u> Written (or electronic) design portfolio</p>
Year 13	
<p style="text-align: center;"><u>Unit 3</u></p> <p><u>Title:</u> Design and Manufacture</p> <p>There is an expectation that candidates will have a knowledge and understanding of Materials and Components, gained as a result of studying the subject content at AS level and developing this through their coursework at Unit 2.</p> <p>At A2 this knowledge and understanding will be developed through Unit 4 coursework and a further study of how materials and components play a major part in the sections which follow:</p> <ul style="list-style-type: none"> • Design and Market Influences • Processes and Manufacture 	<p style="text-align: center;"><u>Unit 4</u></p> <p><u>Title:</u> Design and Making Practice</p> <p>This is a design-and-make unit where knowledge of the AS and A2 subject content is applied to the design and manufacture of candidates' own projects.</p>
<p><u>Assessment:</u> 2 hour written paper</p> <p><u>Maximum Marks available:</u> 84 marks</p> <p><u>Information regarding Assessment:</u> External exam in June</p>	<p><u>Assessment:</u> Coursework – approx 60 hours</p> <p><u>Maximum Marks available:</u> 85 marks</p> <p><u>Information regarding Assessment:</u> Written (or electronic) design folder</p>

Subject to change

PSYCHOLOGY

Entry Requirements	It is desirable to have achieved a grade 5 in Maths, English and Science desirable
Examination Board	AQA Specification A
Head of Department /Course contact	Ms S Roderick Mrs K Wrenshall-Jones
Contact E-Mail Address	sroderick@stedmunds.org kwrenshall@stedmunds.org

Brief introduction to subject:

Psychology is the Science of mind and behaviour. Year 1 of the popular Psychology course provides a broad introduction to the subject and students find that they can apply their knowledge to everyday life. Psychology enables development of essay and research skills; practical activities are an integral part of the course. These skills are transferable and support other subject areas. Students learn to use critical analysis to argue a particular point of view with evidence. Year 2 of the course builds on the skills acquired in Year 1 to explore new topic areas in greater depth.

Progression to Career/ University Courses:

Though it is not essential for entry to a degree course, the majority of Psychology undergraduates have studied Psychology at A level. Following a British Psychological Society BPS accredited course of study there are a number of postgraduate qualifications that lead to Chartered status; among these are Clinical, Educational and Occupational Psychology. The BPS website is an invaluable source of information about careers in Psychology, www.bps.org.uk. In addition, it is a particularly useful subject for careers such as Medicine, Teaching, Personnel and any others that involve working closely with people.

Key Points:

Year 12: Introductory topics in Psychology

Psychology in Context

Year 13: Issues and Options in Psychology

There is no coursework component for this course but you are expected to complete research projects throughout the course.

Learning activities throughout the course are designed to build on your analytical skills whilst broadening your knowledge on the human mind.

Year 12

Paper 1

Introductory topics in Psychology

Attachment
Memory
Social Influence
Psychopathology

Paper 2

Psychology in Context

Approaches in Psychology
Biopsychology
Research Methods

Assessment:

Examination: 2 Hours
33.3% of the whole A-Level

Maximum Marks available:

96 marks

Assessment:

Examination: 2 Hours
33.3% of the whole A-Level

Maximum Marks available:

96 marks

Year 13

Paper 3

Issues and Options in Psychology

Relationships
Aggression
Eating behaviour
Issues and Debates in Psychology

Assessment:

Examination: 2 Hours
33.3% of the whole A-Level

Maximum Marks available:

96 marks

RELIGIOUS EDUCATION

Entry Requirements	RE GCSE Grade B English GCSE Grade 5 is desirable
Examination Board	OCR
Head of Department or Course Contact	Mr P Katumba
Contact E-Mail Address	pkatumba@stedmunds.org

Brief introduction to subject:

This is an exciting specification which enables students to: study the Theology, Philosophy of Religion and Ethics using various critical, analytical, evaluative approaches in all these areas.

Progression to Career/ University Courses:

An 'A' Level in Religious Studies equips you with many of the skills required for other disciplines such as Law, Psychology, Journalism, Public Relations (PR), the Medical/Caring Profession etc. An RE qualification shows universities and employers that you have the ability to analyse, evaluate and be critical; and that you have a capacity for human insight, sufficient cultural appreciation and global awareness. Finally, some may use this qualification as a stepping stone for a vocation in Ministry; or to major in Philosophy or Theology with the view of becoming an Academic.

Key Points:

The key points of this specification are that:

- The course will be delivered over two years and assessed terminally at the end of the two years in three papers.
- While AS exams can still be offered, they will no longer count towards the final A2 Grade.
- Students can engage in the use of ICT to deliver presentations to the rest of the class.
- Students can engage in paired and group work.
- Students are able to set themselves targets to provide direction.
- Students develop analytical and evaluative skills essential for university.
- Students develop reasoning and discussion skills essential for university.

A LEVEL

Paper 1 Philosophy of Religion

Philosophical issues and questions; The nature and influence of religious experience; Problems of evil and suffering; Philosophical language; Works of scholars; Influences of developments in religious belief.

Religion and Ethics 1

Significant concepts in issues or debates in religion and ethics; A study of three ethical theories; Application of ethical theories to issues of importance; Ethical language; Deontology, Virtue Ethics and the works of scholars; Medical ethics: beginning and end of life issues.

Paper 3: Study of Religion (Theology)

Developments in religious thought which will include: religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world, sources of religious wisdom and authority, practices which shape and express religious identity, and how these vary within a tradition, significant social and historical developments in theology and religious thought and key themes related to the relationship between religion and society

Assessment:

Three examinations each accounting for 33.3% of the Level 3 Qualification

Maximum Marks available:

120 Marks in each paper

Information regarding Assessment:

Exams will be made up of:
short structured questions and extended response questions

SCIENCE - BTEC LEVEL 3 CERTIFICATE & SUBSIDIARY DIPLOMA*

Entry Requirements	GCSE Science at Grade C or BTEC Level 2 Applied Science Merit GCSE English at Grade 4 GCSE Maths at Grade 4
Examination Board	Edexcel
Head of Department	Ms R Patel
Contact E-Mail Address	rpatel@speters.org.uk

Brief introduction to subject:

- Year 1 will lead to a Certificate in BTEC Nationals - Applied Science
180 Guided Learning Hours, (equivalent in size to 0.5 of an A Level)
- Year 2 will lead to an Extended Certificate in BTEC Nationals - Applied Science
360 Guided Learning Hours, (equivalent in size to a whole A Level)

Why are BTECs so successful?

'BTEC Applied Science embodies a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. It focuses on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

Today's BTEC Nationals are demanding. You will have to complete a range of units, be organised, take some assessments that the exam board will set and mark, and keep a portfolio of your assignments. *'Taken from Pearson BTEC Level 3 Certificate in National Science, Specification, First Teaching, Sept 2016'*

For further information please go to:

<http://qualifications.pearson.com/en/qualifications/btec-nationals/applied-science-2016.html>

Progression to Career/ University Courses

- They **offer natural progression** along a vocational path, from and to academic qualifications and university.
- They can lead to a Foundation degree in Science, a HND in Science and apprenticeships
- They will develop skills that are desirable to employers

Key Points:

Why choose BTEC Science?

- You will demonstrate your skills and knowledge in practical situations
- They are a way of keeping your options open as they are flexible, offer useful practical experience and are recognised qualifications
- You will have to meet deadlines set by teachers who will provide you with personal support and guidance to enable you develop your learning skills and to reach your full potential

Year 1 Leading to a Certificate in BTEC Nationals - Applied Science

<u>Unit 1 (Mandatory)</u>	<u>Unit 2 (Mandatory)</u>
Title: Principles and Applications of Science I	Title: Practical Scientific Procedures and Techniques
Unit size: 90 guided learning hours	Unit size: 90 guided learning hours
Assessment: <ul style="list-style-type: none">• Written exam• Externally set and marked by Pearson	Assessment: <ul style="list-style-type: none">• Assignment• Internally set and marked by your teacher

Year 2 Leading to an Extended Certificate in BTEC Nationals - Applied Science

<u>Unit 3 (Mandatory)</u>	<u>Unit 4 (Optional*)</u>
Title: Science Investigation Skills	Title: *To be confirmed, will be chosen from these 9 optional units according to staff expertise and student preference: <ul style="list-style-type: none">• 8. Physiology of Human Body Systems• 9. Human Regulation and Reproduction• 10. Biological Molecules and Metabolic Pathways• 11. Genetics and Genetic Engineering• 12. Diseases and Infections• 13. Applications of Inorganic Chemistry• 14. Applications of Organic Chemistry• 15. Electrical Circuits and their Application• 16. Astronomy and Space Science
Unit size: 120 guided learning hours	Unit size: 60 guided learning hours
Assessment: <ul style="list-style-type: none">• Task• Externally set and marked by Pearson	Assessment: <ul style="list-style-type: none">• Assignment• Internally set and marked by your teacher

Subject to change

SOCIOLOGY

Entry Requirements	GCSE English Grade 5 desirable
Examination Board	AQA
Course Contact	Mrs A Blaney Mrs K Wrenshall-Jones
Contact E-Mail Address	ablaney@stedmunds.org kwrenshall@stedmunds.org

Brief introduction to subject:

This award is designed to allow student to acquire the essential knowledge and understanding of central aspects of sociological thought and methods, together with the application of a range of skills. Students will also develop an understanding of the integration of sociological themes, such as socialisation, culture and identity and social differentiation, power and stratification.

Sociology allows students to explore facts and opinions from a variety of sociological perspectives including functionalism, marxism, liberalism and feminism to name just four, whilst also being encouraged to think about the various issues from their own point of view.

Progression to Career/ University Courses:

Although it is not essential for entry onto a Sociology degree course, the knowledge and skills that will be developed on this diverse and engaging course would ensure a smooth progression onto any Social Science based courses at university, such as Social Work, Social policy or Sociology. Sociology is a broad subject that would be relevant in many careers including Education, Social Work, Midwifery, Nursing and Journalism.

Key Points:

The AQA specification will encourage students to:

- acquire knowledge and a critical understanding of contemporary social processes and social changes
- appreciate the significance of theoretical and conceptual issues in sociological debate
- understand and evaluate sociological methodology and a range of research methods through active involvement through the research project.
- develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society.
- develop a lifelong interest in social issues.
- foster the development of critical and reflective thinking with a respect for social diversity.
- develop an awareness of the importance of social structure and social action in explaining social issues.

Students will develop their own sociological awareness through active engagement with the contemporary social world.

Year 12

<p style="text-align: center;">Unit 1</p> <p>Title: Families and Households</p> <ul style="list-style-type: none"> • The relationship of the family to the social structure and social change. • Changing patterns of marriage, cohabitation, separation, divorce, child-bearing and the life course, and the diversity of contemporary family and household structures. • The nature and extent of changes within the family. • The nature of childhood, and changes in the status of children in the family and society. • Demographic trends in the UK since 1900. • Quantitative and qualitative research methods. 	<p style="text-align: center;">Unit 3</p> <p>Title: Education and Methods in Context</p> <ul style="list-style-type: none"> • The role and purpose of education in contemporary society. • Differential educational achievement of social groups by social class, gender and ethnicity in contemporary society. • Relationships and processes within schools. • The significance of educational policies. • Quantitative & qualitative research methods and the application of sociological research methods to the study of education.
<p>Assessment Externally assessed written paper: 1 hour 30 mins Maximum Marks available: 60 Weighting: 50% of total AS Level Assessment Structure Structured short and extended questions</p>	<p>Assessment Externally assessed written paper: 1 hour 30 mins Maximum Marks available: 60 Weighting: 50% of AS Level Assessment Structure Structured short and extended questions</p>

Year 13

<p style="text-align: center;">Unit 3</p> <p>Title: Education with Theory and Methods</p> <ul style="list-style-type: none"> • Revisit the Education unit from AS with a focus on applying theory and methods. • Consensus, conflict, structural and social action theories • The concepts of modernity and post-modernity in relation to sociological theory • The nature of science and the extent to which Sociology can be regarded as scientific • The relationship between theory and methods • Debates about subjectivity, objectivity and value freedom. 	<p style="text-align: center;">Unit 4</p> <p>Title: The Media</p> <ul style="list-style-type: none"> • The relationship between ownership and control of the mass media. • The mass media, globalisation and popular culture. • The processes of selection and presentation of the content of the news. • Media representations of age, social class, ethnicity, gender, sexuality and disability. • The relationship between the mass media, media content and presentation, and audiences. • The new media and their significance for an understanding of the role of the media in contemporary society. 	<p style="text-align: center;">Unit 5</p> <p>Title: Crime & Deviance with Theory and Methods</p> <ul style="list-style-type: none"> • The social distribution of crime and deviance by ethnicity, gender and social class. • Globalisation and crime in contemporary society, including the media and crime, green crime and human rights. • Crime control and punishments with focus on the justice system. • Quantitative and Qualitative methods of research with a focus on research design. • The distinction between primary and secondary data. • Determine what is 'social fact'.
<p>Assessment Externally assessed written paper: 2 hours Maximum Marks available: 80 Weighting: 1/3 of A Level Assessment Structure Structured short and extended questions</p>	<p>Assessment Externally assessed written paper: 2 hours Maximum Marks available: 80 Weighting: 1/3 of A Level Assessment Structure Structured extended questions</p>	<p>Assessment Externally assessed written paper: 2 hours Maximum Marks available: 80 Weighting: 1/3 of A Level Assessment Structure Structured short and extended questions</p>

SPANISH*

Entry Requirements	GCSE Spanish Grade B
Examination Board	AQA
Head of Department or Course Contact	Mr K Joglekar
Contact E-Mail Address	kjoglekar@stedmunds.org

Brief introduction to subject:

If you enjoy this vibrant language and want to know more about Spain and the Spanish-speaking world, then A-Level Spanish may well be for you. The early part of the course gives you the chance to get to bring together prior learning and build up your confidence with a broader vocabulary, and you will go on to master a wide range of grammatical concepts. We use a variety of teaching resources including newspapers and magazine style material plus CDs, DVDs and the internet. We are lucky enough to have a Spanish language assistant who works both in class and with individuals and small groups to increase your spontaneity and to add authentic cultural elements to your work. Our groups tend to be small so everybody has the opportunity to contribute – in Spanish, of course!

Progression to Career/ University Courses:

Some students go on to study languages at university. Many opt for vocational courses with a foreign language. Some combine a foreign language at degree level with an unrelated subject such as a science or business studies. Modern Languages are useful for careers in teaching, translation, the travel industry, journalism, customs and all businesses involved with exporting and importing goods and services. Many employers value competence in a foreign language not only for the ability you will have to communicate effectively with other nationalities but also for the fact that it demonstrates good organisational skills, determination to succeed over an extended period, then ability to retain key information etc.

Key Points:

The key points of this specification are that students can:

- Develop an interest in and enthusiasm for language learning.
- Develop understanding of the language in a variety of contexts and genres.
- Communicate confidently, clearly and effectively in the language for a range of purposes.
- Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken.
- Understand how their study of the language fits into a broader context.
- Derive enjoyment and benefit from language learning.
- Acquire knowledge, skills and understanding for practical use, further study and/or employment.
- Communicate with speakers of the language.

Year 12		
*Note: this specification is still awaiting approval by the exams regulator and may change.		
Paper 1: Listening, Reading and Writing	Paper 2: Writing	Paper 3: Speaking
This paper covers listening, reading and translation on the following topics: current trends in Spanish-speaking society; artistic culture in the Spanish-speaking world & Grammar.	This paper requires an essay to be written on the literary or cultural works that have been studied. It will assess one text or one film from the list set in the specification.	This paper assesses oral skills and requires students to talk about one sub-theme from current trends in Spanish-speaking society; and one sub-theme from artistic culture in the Spanish-speaking world.
Assessment: 1h 45m Maximum Marks Available: 80 marks 40% of the total AS-level marks Information regarding Assessment Listening: (35 marks, questions in Spanish) Reading (35 marks, questions in Spanish): Translation into English; a passage of minimum 70 words (10 marks)	Assessment 1h 15m Maximum Marks Available: 60 marks 30% of total AS-level marks Information regarding Assessment Translation into Spanish; a passage of minimum 70 words (15 marks). Writing: Either one of two questions in Spanish on a set text or one of two questions in Spanish on a set film (45 marks).	Assessment Oral exam which lasts between 12 - 14 minutes Maximum Marks Available 60 marks 30% of total AS-level marks Information regarding Assessment Speaking: Discussion of two sub-themes based on a stimulus card for each. The student studies the cards for 15 minutes before the test begins.
Year 13		
*Note: this specification is still awaiting approval by the exams regulator and may change.		
Paper 1: Listening, Reading and Writing	Paper 2: Writing	Paper 3: Speaking
This paper covers listening, reading and translation. It assesses the following topics: current trends in Spanish-speaking society; current issues in Spanish-speaking society; artistic culture in the Spanish-speaking world; Political life in the Spanish-speaking world and grammar.	This paper requires an essay to be written on one text and one film or two texts from the list set in the specification. The quality of written Spanish as well as the standard of analysis and criticism will be assessed.	This paper assesses oral skills and requires students to talk about a research project they have carried out as well as discuss one of four the topics they have studied for Paper 1.
Assessment: 2 h 30 m Maximum Marks Available: 160 marks 40% of the total A-level marks Information regarding Assessment Listening: (60 marks, questions in Spanish) Listening and responding to spoken passages from a range of contexts. Reading (60 marks, questions in Spanish): Reading and responding to a variety of texts written for different purposes. Translation into English; a passage of minimum 100 words (20 marks) Translation into Spanish; a passage of minimum 100 words (20 marks).	Assessment 2 hours Maximum Marks Available: 90 marks 30% of total A-level marks Information regarding Assessment Writing: Either one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions or two questions in Spanish on set texts from a choice of two questions on each text.	Assessment Oral exam which lasts between 21 & 23 minutes (including 5 minutes preparation time) Maximum Marks Available 60 marks 30% of total A-level marks Information regarding Assessment Speaking: Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks). Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).

SPORT BTEC LEVEL 3

Entry Requirements	C in GCSE or Merit at Btec. Or adequate sporting knowledge
Examination Board	Edexcel
Head of Department /Course contact	Mr D Selvey
Contact E-Mail Address	dselvey@stedmunds.org

Brief introduction to subject:

BTEC Sport is a level three course, suited to pupils who wish to pursue a career in the sporting industry. Several units will be taught over the two years of the course with both internal and external assessments. The external assessments are written papers and responses to scenarios in anatomy and physiology and fitness training. The final mandatory unit links back to the careers in the sporting industry and is internally assessed. After these three units there is one optional unit that must be completed, and there is a choice of four. The unit that is chosen will depend on the dynamics of the group that begin the course.

Progression to Career/ University Courses:

Successful completion of the whole course does carry UCAS points equivalent to one A Level. So in addition to the above ideal preparation for a career in the sporting industry, higher education is an option. Whilst specialist PE courses at university may be looking for an A Level in PE, studies may still be viable. Successful candidates may also open avenues for sports science, sports management and sports / fitness coaching studies at university.

Key Points:

- Whilst practical performance levels don't have to be exceptional, knowledge of sport is required to complete the coursework.
- Your knowledge of human science needs to be of an adequate standard to recognise the effects of exercise on the body and how this will influence sporting performance.
- The ability to meet deadlines with high quality work is essential; lots of this work will be done during your own time (e.g. research, revision and coursework completion).
- For the fitness testing unit a scenario will be presented two weeks before a written response (in exam conditions) is required.

BTEC SPORT

Unit Number	Unit Title	Type	Assessment
1	Anatomy and Physiology	Mandatory	External (exam 1.5 hours)
2	Fitness Training and Programming	Mandatory (synoptic)	External (60 mark written response to scenario)
3	Professional Development in the Sports Industry	Mandatory	Internal
4	Sports Leadership	Optional	Internal
5	Application of Fitness Testing	Optional	Internal
6	Sports Psychology	Optional	Internal
7	Practical Sports Performance	Optional	Internal

TEXTILES – DT – ART & DESIGN*

Entry Requirements	GCSE Textiles Grade C and/or Art and Design Grade C
Examination Board	AQA
Head of Department	Mrs R Hardwick
Contact E-Mail Address	rhardwick@speters.org.uk

Brief introduction to subject:

AQA Art and Design Textiles is an exciting and innovative program of study which allows students to develop their creative ability within Textiles and Fashion design. Students will build on existing skills, knowledge and understanding and learn to apply this when designing textile related products. A good understanding of Art & Design and Textiles is essential and a qualification at a C grade or higher in these subjects is required for successful completion of the course.

The course is a gateway of opportunity for a worthwhile and rewarding career with good prospects for successful students

Progression to Career/ University Courses:

Art & Design Textiles is widely recognised as appropriate entry requirement to Higher Education. Potential continued routes of progression include Product Design (Textiles), and numerous textile, fashion and creative Arts Degree courses. Further career prospects are possible within Fashion Design, Manufacturing, Computer Aided Design, Footwear, Interior Design, Theatre/Costume Design, Textile Design, Millinery, Merchandising, Textile Science; self-employed Designer/Maker, Textile Artist and Foundation and BTEC National Diploma in Art, plus many more.

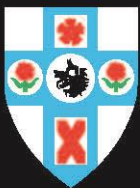
Key Points

The qualification focuses on key areas within Textiles and Product design, including:-

Fashion Drawing/Design
Printing and Dyeing Techniques
Constructed Textiles - Weave, Knit & Bonded Fabrics (for example, Felt making)
Embellishment and Surface Decoration - e.g. embroidery

Year 12	
<u>Unit 1</u>	<u>Unit 2</u>
Candidates are required to complete design work based on a choice of self-initiated, student inspired themes which lead to a practical outcome. This unit is composed of coursework projects.	This is an assessed practical exam which takes place in a single day; the duration of the exam is 5 hours. The outcome is practical and candidates need to produce a piece during the exam. Preparation is needed and the theme is set by the exam board.
<u>Assessment:</u> Candidates need to complete a sketch book and practical assignment.	<u>Assessment:</u> 5 hour practical examination
<u>Maximum Marks available:</u> 80 marks	<u>Maximum Marks available:</u> 80 marks
<u>Information regarding Assessment:</u> A sketch book needs to be completed alongside practical outcomes.	<u>Information regarding Assessment:</u> Examinations are sat in May / June. A sketch book needs to be completed alongside a practical outcome.
Year 13	
<u>Unit 3</u>	<u>Unit 4</u>
As in Unit 1, candidates are required to complete design work based on a choice of self-initiated themes which lead to a practical outcome. This unit is composed of a coursework project. There is an additional written submission where candidates are required to complete a 3000 word essay.	<u>Title:</u> Design and Making Practice As with Unit 2, this is an assessed, practical exam. The duration of this exam is 15 hours and it takes place over 3 consecutive days. Candidates need to prepare for an AQA exam board set brief.
<u>Assessment:</u> Candidates need to complete a sketch book and practical assignment.	<u>Assessment:</u> 15 hour practical examination
<u>Maximum Marks available:</u> 80 marks	<u>Maximum Marks available:</u> 80 marks
<u>Information regarding Assessment:</u> Internal and external assessment which takes place in May.	<u>Information regarding Assessment:</u> Internal and external assessment which takes place in May.

Subject to change



*To Love and
Serve the Lord*

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