

## Course Guide 2022-23



**WHICKHAM  
SCHOOL**





# Louis Testo

I studied A-level Business, A-level Media and BTEC ICT. Whickham Sixth Form has given me the opportunity to broaden my horizons and discover new interests.

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# INTRODUCTION

## Sixth Form Prospectus and Courses

Whickham Sixth Form offers an extensive curriculum to meet the needs of all learners. Over thirty subjects are available offering both progression from GCSE and Level 2 BTEC courses as well as presenting opportunities to study new subject areas. Students are expected to study the equivalent of three or four level 3 courses.

### Courses available in Sixth Form

*Three different types of course are offered:*

- A-level courses
- BTEC courses
- GCSE resit courses (English and Mathematics only)
- Level 3 Diploma Course (Food & Nutrition)

A-levels are linear qualifications. All exams are taken in year 13 after completing two years of study. Students do not sit external AS qualifications at the end of year 12 with the exception of Further Maths. Student progress will be monitored through internally set examinations.

### BTEC National Courses

These courses are vocational in nature and allow students to specialise, to varying degrees, in a particular subject. The levels on offer are:

- BTEC Extended Certificate – equivalent to 1 A-level
- BTEC Diploma – equivalent to 2 A-levels
- BTEC Extended Diploma – equivalent to 3 A-levels

These courses are assessed using a Pass, Merit, Distinction criterion that are equivalents to E, C and A grades in A-levels. If the student achieves a distinction in enough units they will achieve a Distinction\* which is equivalent to an A-level A\* grade.

The reformed BTEC courses now have some externally examined content. The number of units which are externally examined varies with the course. Students will have two attempts to achieve a pass or higher grade in the exams. Students cannot pass the overall qualification without passing the externally examined component.

### Level 3 Diploma

These courses are equivalent to one A-Level and assessed using a Pass, Merit, Distinction criterion that are equivalents to E, C and A grades in A-levels. If the student achieves a distinction in enough units they will achieve a Distinction\* which is equivalent to an A-level A\* grade.

# ENTRY REQUIREMENTS

## Sixth Form Prospectus and Courses

### A-levels

- All A-level subjects require students to have achieved 5 grades at or above Grade 4
- Some subject have additional subject specific requirements which are listed below
- Please note that the GCSE English requirements can be met either from GCSE English Language or GCSE English Literature

Subject	Minimum Entry Requirements
Art & Design	Grade 4 in an artistic GCSE or evidence of artistic ability
Biology	Grade 6 in GCSE Biology / 6-6 in GCSE Combined Science and Grade 6 in GCSE Maths. Grade 6 is strongly recommended in GCSE English.
Business	Grade 4 in English GCSE
Chemistry	GGrade 6 in GCSE Chemistry / 6-6 in GCSE Combined Science and Grade 6 in GCSE Maths. Grade 6 is strongly recommended in GCSE English.
Computer Science	Grade 5 or better in GCSE Computer Science or 5 or better in a science GCSE and a 5 or better in GCSE Maths
Design Technology	Grade 5 in Maths and 4 in English
Economics	Grade 5 in GCSE Maths
English Language	Grade 5 in one of the GCSE English subjects
English Literature	Grade 5 in one of the GCSE English subjects
French	Grade 6 in GCSE French
Food and Nutrition	Grade 4 in GCSE English and 4 in Maths
Geography	Grade 5 in GCSE Geography or in GCSE English
German	Grade 6 in GCSE German
History	Grade 5 in GCSE History or grade 5 in GCSE English
Mathematics	Grade 6 in Mathematics (plus teacher recommendation)
Further Maths	Grade 7 in GCSE Maths
Media Studies	Grade 4 in GCSE Media or grade 4 in GCSE English
Physics	Grade 6 in GCSE Physics / 6-6 in GCSE Combined Science and Grade 6 in GCSE Maths. Grade 6 is strongly recommended in GCSE English.
Psychology	Grade 5 in English, Maths and Science
RE/Philosophy	Grade 4 in GCSE RE or grade 4 in GCSE English
Physical Education	Grade 4 in GCSE PE and 2 Science GCSEs
Sociology	Grade 4 in GCSE English

### BTEC Courses

Subject	Entry Requirement
BTEC Applied Science	5 Grade 4's including a Grade 5 in Science
BTEC Business	5 Grade 4's
BTEC Health and Social Care	5 Grade 4's
BTEC IT	5 Grade 4's
BTEC Performing Arts (Acting)	5 Grade 4's plus evidence of ability
BTEC Performing Arts (Dance)	5 Grade 4's plus evidence of ability
BTEC Sport	5 Grade 4's plus evidence of ability
BTEC Engineering	5 Grade 4's plus Grade 5 in Maths
BTEC Music	5 Grade 4's plus evidence of ability

ENGLISH LANGUAGE			ENGLISH LITERATURE		
Overview	Course Leader and contact for this course:	Mrs J James	Overview	Course Leader and contact for this course:	Mrs J James
<p>COURSE:</p> <p>English Language A-level</p> <p>AWARDING BODY:</p> <p>AQA</p> <p>LENGTH OF COURSE:</p> <p>2 years</p>	<p><b>WHY CHOOSE ENGLISH LANGUAGE?</b></p> <p>Do you want to learn how a child, within just a few years, progresses from being unable to speak or understand to acquiring the ability to communicate and comprehend? Are you interested in discovering the real differences in the speech styles of men and women? Do you want to learn about the rich variety of accents and dialects, exploring attitudes to social class and regional variation? Do you want to learn about the history of English and how it has evolved into a world language? Do you enjoy creative writing, experimenting with different genres, editing and re-drafting to a publishable standard? English Language A-Level can offer you a chance to tackle these central questions about the way in which human beings communicate and represent themselves and each other.</p>		<p>COURSE:</p> <p>English Literature A-level</p> <p>AWARDING BODY:</p> <p>AQA</p> <p>LENGTH OF COURSE:</p> <p>2 years</p>	<p><b>WHY CHOOSE ENGLISH LITERATURE?</b></p> <p>How would you react if you found yourself in a world where women had to wear colour-coded uniforms to represent their status? What would you do if, as a child, you had told a lie which in later life, would destroy those you love most of all? How did a young woman who survived a shipwreck manage to convince everyone that she was, in fact, a man? All of these fantastical sounding scenarios derive from texts you will study during you're A-Level English Literature course. English Literature is the stuff of life: it deals with tragedy, comedy, crime and politics, codified in the safe world of words. It deals with real issues in fictional worlds. It deals with the thing we stay alive for: love. English Literature offers the opportunity to read a range of varied and complex fiction. It is a subject which values thinking, talking and writing. It is a subject highly regarded by higher education providers and employers alike and is accepted for entry to a wide range of degree courses. English Literature at Whickham has an excellent reputation and has led students down many and varied paths such as law, journalism, teaching, speech therapy, sociology, education, business and advertising.</p> <p>The course is structured around the study of genre. In the first year, you will read four texts by different writers and judge them against Comedic conventions. Possible text choices include Twelfth Night, The Importance of Being Earnest, and a selection of comic poetry. In the second year you will read either fiction, with choices from Hamlet, Atonement, Brighton Rock and a selection of crime poetry. The NEA element also offers the opportunity for you to choose your own texts to write about which is always very popular with students.</p>	
	<p><b>WHAT WILL YOU STUDY?</b></p> <p>Language is rich and colourful and fascinating to explore. Naturally, you will learn about its technical linguistic features, including grammar and semantics, but you will also study key language theories. You will analyse a range of texts and explore how language functions in society. For coursework, you will produce a research project and a folder of your own writing. You will develop editorial, journalistic skills and learn how to construct high quality academic essays.</p>	<p><b>How it's assessed?</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours 30 minutes</li> <li>• 100 marks - 40% of A-level</li> </ul>		<p><b>WHAT WILL YOU STUDY?</b></p> <p>The course is structured around the study of genre. In the first year, you will read four texts by different writers and judge them against either comedic or tragic convention.</p> <p>Possible text choices include <i>Othello</i>, <i>Twelfth Night</i>, <i>Small Island</i>, <i>The Great Gatsby</i>, <i>Educating Rita</i>, <i>John Betjeman poems</i> and <i>Wise Children</i>. In the second year you will read either crime or political fiction, with choices from <i>Hamlet</i>, <i>Atonement</i>, <i>The Kite Runner</i>, <i>The Handmaid's Tale</i>, <i>The Murder of Roger Ackroyd</i> and <i>Henry IV part 1</i>. The second also offers the opportunity for you to choose your own texts for coursework, a part of the course which is always very popular with students.</p>	<p><b>HOW WILL YOU BE ASSESSED?</b></p> <p>Year 12 students studying the new AQA GCE English Literature course will commence the study of component 1. This will be assessed at the end of year 13 in a terminal examination:</p> <p><b>Component 1 – Aspects of Comedy:</b> This is a written examination on the study of three texts through the lens of comedy.</p> <p>This component tests analytical and essay writing skills linked to whole texts and an extract. In year 13, students will commence the study of component 2 and undertake <b>Non-exam assessment</b>.</p> <p><b>Component 2 – Elements of Crime Writing:</b> This is a written examination on the study of three texts through the lens of crime writing.</p> <p><b>NEA – Theory and independence:</b> Two essays of 1,250-1,550 each in which a prose text and a poetry collection are written about through various critical approaches.</p> <p>Both exam components test analytical and essay writing skills linked to whole texts, an extract and an unseen text. Both exam components will be assessed at the end of year 13 in a terminal examination.</p> <p>Assessment objectives foreground the importance of debate, written fluency, authorial method, genre and other contexts. Marking is holistic.</p>
	<p><b>HOW WILL YOU BE TAUGHT?</b></p> <p>Teaching methods on this course vary, but there is a strong emphasis on group discussion. You must be prepared to work hard, think for yourself and be independent and resilient. You should have a keen interest in language because you already enjoy both reading and writing. You must be able to meet deadlines and be self-disciplined enough to organise your own time and work.</p> <p>Independent coursework is an important part of the course and you must take the initiative to pursue your own writing and research interests.</p>	<p><b>Paper 2: Language diversity &amp; change</b></p> <p><b>What's assessed?</b></p> <ul style="list-style-type: none"> <li>• Language diversity and change</li> <li>• Language discourses</li> <li>• Writing skills</li> <li>• Methods of language analysis are integrated into the activities</li> </ul> <p><b>How it's assessed?</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours 30 minutes</li> <li>• 100 marks - 40% of A-level</li> </ul>	<p><b>Non-exam assessment (coursework): Language in action</b></p> <p><b>What's assessed?</b></p> <ul style="list-style-type: none"> <li>• Language investigation</li> <li>• Original writing</li> <li>• Methods of language analysis are integrated into the activities</li> </ul> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Word count: 3,500</li> <li>• 100 marks</li> <li>• 20% of A-level</li> <li>• Assessed by teachers</li> <li>• Moderated by AQA</li> </ul> <p><b>Tasks</b></p> <p>Students produce:</p> <ul style="list-style-type: none"> <li>• a language investigation (2,000 words excluding data)</li> <li>• a piece of original writing and commentary (1,500 words total)</li> </ul>		
	<p><b>HOW WILL YOU BE ASSESSED?</b></p> <p><b>Paper 1: Language, the individual &amp; society</b></p> <p><b>What's assessed?</b></p> <ul style="list-style-type: none"> <li>• Textual variations &amp; representations</li> <li>• Children's language development</li> <li>• Methods of language analysis are integrated into the activities</li> </ul>				

	MEDIA STUDIES			MATHEMATICS			
Overview	Course Leader and contact for this course:		Mrs J James	Overview	Course Leader and contact for this course:		Miss K Orwin
COURSE:	<b>WHY CHOOSE MEDIA STUDIES?</b>			COURSE:	<b>WHY CHOOSE MATHEMATICS?</b>		
Media Studies A-level	Are you interested in films? Would you like to become a TV presenter, cameraman, journalist or web-designer? Would you like to understand how a TV programme is made? Would you like to produce your own media text? Media Studies provides the opportunity to study a range of media texts and industries as well as developing practical skills. You can improve your communication skills and will be given the opportunity to use advanced modern technology such as digital video cameras and editing equipment. This qualification will prove useful in our world of global communications and will give you a greater understanding of the technology available to us today. It is an essential course to study if you are interested in a career in journalism, performing, marketing or radio and TV broadcasting - both in front of and behind the camera.			Mathematics A-level	Mathematics is a powerful, concise and unambiguous means of communication, which crosses language barriers. It helps develop logical thought and accuracy. As a “service subject” it is invaluable, being essential to the study of many subjects. It is a major qualification in the eyes of higher education and employers. Students who intend to study mathematics at advanced level must have achieved at least a 6 in GCSE in year 11, however a Grade 7 is recommended.		
AWARDING BODY:				AWARDING BODY:			
Eduqas				OCR			
LENGTH OF COURSE:				LENGTH OF COURSE:			
2 years				2 years			

## FURTHER MATHEMATICS

### Overview

#### COURSE:

Further Mathematics  
A-level

#### AWARDING BODY:

OCR

#### LENGTH OF COURSE:

2 years

### Course Leader and contact for this course:

Miss K Orwin

### WHY CHOOSE FURTHER MATHEMATICS?

When combined with A-level mathematics, further mathematics allows students to investigate the subject in greater depth and breadth. Most students find that A-level further mathematics provides a valuable basis for the first year of a degree in mathematics. Students must have achieved at least a grade 7 in GCSE to progress onto this course.

#### WHAT WILL YOU STUDY?

Pure mathematics is taken beyond the 'service subject' core, with possible modules in Mechanics, Statistics, and Decision Mathematics. In addition to the Mathematics course, students will study a linear course over two years.

The broad areas of study are: complex numbers; curve sketching; matrices; polar co-ordinates; hyperbolic functions; work; energy and power; impulse and momentum; centre of mass; the Poisson distribution; the normal distribution; bivariate data; numerical methods; decision analysis, logic and the simplex method.

#### HOW WILL YOU BE TAUGHT?

The subject is taught separately from mathematics. Students will be taught by two teachers. The majority of lessons will involve notes, examples and discussion, with students expected to undertake individual research and background reading. You will acquire problem solving skills and develop your interest in the subject beyond the syllabus.

#### HOW WILL YOU BE ASSESSED?

Progress is closely monitored by the homework assignments set each week with a passmark of 70%. Students will take 3 external exams. A mandatory pure paper (2 hours 40 mins), a major paper (2 hrs 15 mins) and a minor paper (1 hour 15 mins). Students will be examined on all the content of the course at the end of two years study.

You will sit 3 examinations; A Pure 2 hour 40 minute paper, a 2 hour 15 minute paper and a 1 hour 15 minute paper.

There will be mock exams throughout years 12 and 13 to monitor progress and support where needed.

In year 12, students will sit external AS examinations: Pure (1hr 15mins), Statistics minor (1hr 15mins) and Modelling with Algorithms (1hr 15mins).

For the A-level qualification, students will sit 3 exams in year 13: Pure (2hr 40mins), statistics Major (2hr 15mins) and Modelling with algorithms (1hr 15mins). This will replace the AS qualification, not add to it. AS grades will not influence A-level grade.

### Overview

#### COURSE:

BTEC Extended Certificate in  
Applied Science  
(1 A-Level equivalent)

#### AWARDING BODY:

Pearson

#### LENGTH OF COURSE:

2 years

## APPLIED SCIENCE

### Course Leader and contact for this course:

Dr J Clay

### WHY CHOOSE APPLIED SCIENCE?

Applied science will provide you with an introduction to the vocational sectors of science. The qualification supports progression to higher education. It has been designed for learners who are interested in learning about the sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily just in applied science.

#### WHAT WILL YOU STUDY?

You will cover biology, chemistry and physics during the course. You will learn more about how the body works and how doctors can diagnose and treat illness and disease. You will cover electronic structure of the atom and how chemicals interact in real life situations. You will also learn about the materials used in the world around us and how these can be developed and altered to suit a purpose.

#### HOW WILL YOU BE TAUGHT?

Teaching will include formal sessions covering scientific content, lab based sessions introducing techniques, research based lessons and ICT based lessons.

#### HOW WILL YOU BE ASSESSED?

##### Year 12

This will have 180 hours of guided learning. There are 2 units, equally weighted.

**Unit 1** - Principles and applications of science - This is assessed by an external exam

**Unit 2** - Practical scientific procedures and techniques - This is assessed by your class teachers using a portfolio.

**In year 13 this incorporates the above units, plus:**

**Unit 3** - Science investigation skills - Externally assessed unit

**Unit 4** - An internally assessed unit covering biological molecules, respiration and photosynthesis.



	BIOLOGY		CHEMISTRY		
Overview	Course Leader and contact for this course:	Dr J Clay	Overview	Course Leader and contact for this course:	Dr J Clay
COURSE: Biology A-level	<b>WHY CHOOSE BIOLOGY?</b>  The course is designed to build on attainment at GCSE and provides for the needs of students who will progress to higher education and also those who may go directly into employment. Whilst many students combine biology and other sciences, students studying different subjects including geography, sociology, economics and psychology will find it an excellent ‘mixer’ acting as a bridge between science and a diversity of other curriculum areas. In higher education, many of our former students have gone on to study biological and other sciences at university; courses have included medicine, dentistry, veterinary science, physiotherapy, nursing, medical physics, environmental sciences, genetics and biotechnology.		COURSE: Chemistry A-level	<b>WHY CHOOSE CHEMISTRY?</b>  Chemistry is the most asked for A-level for all types of degree courses. It develops a wide range of skills from research to investigation, analysis and interpretation. The career you go into may well require or have a preference for Chemistry to be one of your A-levels, such as Medicine, Finance, Engineering, Pharmacy and many other scientific courses.	
AWARDING BODY: AQA			AWARDING BODY: OCR		
LENGTH OF COURSE: 2 years			LENGTH OF COURSE: 2 years		
	<b>WHAT WILL YOU STUDY?</b>  A Level Biology students follow the AQA A Level Biology (7402) course and study 8 main topics:  <b>1 – Biological Molecules</b> <b>2 – Cells</b> <b>3 – Organisms exchange substances with their environment</b> <b>4 – Genetic information, variation and relationships between organisms</b> <b>5 – Energy transfers in and between organisms</b> <b>6 – Organisms respond to changes in their internal and external environments</b> <b>7 – Genetics, populations, evolution and ecosystems</b> <b>8 – The Control of Gene Expression</b>  These topics are assessed through 3 papers:  <b>Paper 1</b> - Topics 1-4, 91 marks, 2 hours, 35% of A Level (76 marks - a mixture of short and long answer questions; 15 marks - extended response questions)  <b>Paper 2</b> - Topics 5-8, 91 marks, 2 hours, 35% of A Level (76 marks - a mixture of short and long answer questions; 15 marks - comprehension question)  <b>Paper 3</b> - Topics 1-8, 78 marks, 2 hours, 30% of A Level (38 marks - structured questions, including practical techniques; 15 marks - critical analysis of given experimental data; 25 marks - one essay from a choice of two titles)  Throughout the course students will also complete 12 required practicals that link to the topics listed above.		Although these are not externally assessed themselves, they are internally monitored and centre provisions are moderated by AQA. Students are expected however to have a knowledge of these techniques for the 3 external papers they sit.  <b>HOW WILL YOU BE TAUGHT?</b>  Work in lessons includes formal teaching, discussions, and practical investigations. You are most likely to succeed if you have grade 6 in maths and grade 5 in English and science at GCSE and a good spread of other GCSE passes. You need to be prepared to spend about 4 hours per week outside of lessons on assignments, and more in year 13. During this time you will be asked to prepare work, write up notes, research topics and write up reports from investigations.  In addition you will have to learn and revise the work thoroughly as you go along. Recent visits organised during the course have included advanced practical investigations at the Centre for Life, and additional outings to the Farne Islands, Kielder, as well as workshops and lectures at local universities.  <b>HOW WILL YOU BE ASSESSED?</b>  Progress is monitored through a series of internal tests, marks for written assignments and required practicals. Formal tests are set by AQA in June of year 13.		

	PHYSICS			GEOGRAPHY							
Overview	Course Leader and contact for this course:		Dr J Clay	Overview		Course Leader and contact for this course:		Mr J Milton			
COURSE: Physics A-level	<b>WHY CHOOSE PHYSICS?</b>  We're all born with an urge to understand the world around us. This leads us to ask questions such as 'How does TV work?', 'Why does the sun shine?', 'What is light?', 'What are the ultimate constituents of matter?', 'How did the universe begin?'. If you find that the more answers you discover, the more questions you want to ask, then you are on the road to becoming a physicist. One of the key ideas in physics is that, behind the complexity of the world around us, there is an underlying simplicity and unity in nature. This is often expressed through all-embracing fundamental concepts, such as the principle of energy conservation. These concepts supported by mathematical analysis provide explanations for how things happen. As well as being interesting and useful in its own right, physics forms an important part of Higher Education requirements for engineering degrees, astronomy, astrophysics, maths, electronics, geophysics, meteorology, material science and communications.			COURSE: Geography A-level		<b>WHY CHOOSE GEOGRAPHY?</b>  The world we live in is changing. Geography allows you to see why and how it is changing.  Geography will appeal to you if:  <ul style="list-style-type: none"><li>• you are interested by the world's places, people and environments</li><li>• you like asking questions and finding answers</li><li>• you are interested in local, regional and global issues</li><li>• you have the ability to think independently</li><li>• have an interest in exploring human, physical and environmental geographical relationships.</li></ul>  An A level in Geography opens doors! You will find that studying Geography is a brilliant step towards a wider range of HE courses or employment opportunities. Being both a science and a humanities subject, Geography provides you with a wide range of options after the completion of your course.					
AWARDING BODY: OCR				AWARDING BODY: Pearson							
LENGTH OF COURSE: 2 years				LENGTH OF COURSE: 2 years							
	<b>WHAT WILL YOU STUDY?</b>  There are four taught modules (1-4) which are delivered in year 12 and two modules which are covered in more depth (5+6) which are taught in year 13:  1 - Development of practical skills in physics  2 - Foundations of physics  3 - Forces and motion  4 - Electrons, waves and photons  5 - Newtonian world and astrophysics  6 - Particles and medical physics  In year 12, students will study the weird and wonderful world of the quantum nature of matter, electrical circuits as well as learning about the principles and applications of mechanics, materials and wave behaviour. Students are also taught the basic foundations of physical quantities, units and the practical skills necessary to complete the course.  In year 13 students study thermal physics, mechanics in more mathematical depth as well as fields, astrophysics and the wonderful and exciting world of the particles that make up the universe.			<b>HOW WILL YOU BE TAUGHT?</b>  Physics lessons comprise a variety of learning activities including formal teaching, discussions, practical investigations and problem solving activities. We seek to develop skills such as the ability to interpret scientific data, to be organised, to be thorough and accurate in carrying out experiments and be able to express ideas clearly using correct scientific terminology.  Students are most likely to be successful in A-level Physics if they have already obtained Grade 6s in GCSE Science, Mathematics and English.  <b>HOW WILL YOU BE ASSESSED?</b>  By written exams. All papers access content from the whole course: "Modelling Physics" and "Exploring Physics". There is an additional synoptic paper.  There is also a non-examined practical endorsement which is reported alongside the main examination grade. This endorsement is based on practical investigations which are completed in class during the course.							
						<b>WHAT WILL YOU STUDY?</b>  <b>Area of study 1 Dynamic Landscapes</b>  <ul style="list-style-type: none"><li>• Topic 1 – Tectonic Processes and Hazards</li><li>• Topic 2 – Landscape Systems, Processes and Change</li></ul>  <b>Area of study 2 Dynamic Places</b>  <ul style="list-style-type: none"><li>• Topic 3 – Globalisation</li><li>• Topic 4 – Shaping Places</li></ul>  <b>Area of study 3 Physical Systems and Sustainability</b>  <ul style="list-style-type: none"><li>• Topic 5: The Water Cycle and Water Insecurity</li><li>• Topic 6: The Carbon Cycle and Energy Security</li><li>• Topic 7: Climate Change Futures</li></ul>			<b>Area of study 4 Human systems and Geopolitics</b>  <ul style="list-style-type: none"><li>• Topic 8: Superpowers</li><li>• Topic 9: Global Development and Connections - one option:</li><li>• Health, Human Rights and Intervention</li><li>• Migration, Identity and Sovereignty</li></ul>  Coursework: Independent investigation of between 3000-4000 words. You will participate in a minimum of 4 days of fieldwork during which you will collect data for your coursework investigation.  <b>HOW WILL YOU BE ASSESSED?</b>  The course will be examined at the end of Year 13  <b>Paper 1</b> (30%) 2 hrs 15min exam on Dynamic Landscapes and Physical Systems and Sustainability  <b>Paper 2</b> (30%) 2 hrs 15min exam on Dynamic Places and Human Systems and Geopolitics.  <b>Paper 3</b> (20%) 2 hrs 15min exam on a synoptic investigation of a geographical issue.  <b>Unit 4</b> (20%) your independent investigation.		



# HISTORY

## Overview

### COURSE:

History A-level

### AWARDING BODY:

OCR

### LENGTH OF COURSE:

2 years

## Course Leader and contact for this course:

Mr G Fullard

### WHY CHOOSE HISTORY?

The strength of this subject is that it is so wide ranging. No area of human activity is irrelevant to it. Students trained in historical skills have something important to offer society and may themselves better understand the society in which they live. A training in History is designed to foster critical analysis, sharpness of judgement and the ability to present concise and lucid written arguments based on evidence. These qualities are appropriate to a wide range of careers including the Law, Civil Service, Accountancy, Teaching and the Media.

#### WHAT WILL YOU STUDY?

You will study the following units and topics in the following years:

##### Unit 1

Britain 1930–1997 (Enquiry topic: Churchill 1930–1951). Essay and document based

##### Unit 2

Italy and Unification 1789–1896. Essay based

##### Unit 3

Russia and its Rulers 1855 – 1964. Essay and interpretation based.

##### Unit 4

Coursework (3,000–4,000 words, 20% of final grade). Independent study of students' choice.

#### HOW WILL YOU BE TAUGHT?

A variety of teaching styles will be used throughout the course. These will range from group discussion and creative tasks to more formal teacher-led presentation. Note taking and note making are important skills, along with the ability to analyse source documentation. Essay writing has a major role in teacher and external assessment. Students are expected to read widely for all parts of the course. Personal research is a compulsory part of Unit 4.

The department is happy to accept students who have done well at GCSE, but have not studied History since year 8.

#### HOW WILL YOU BE ASSESSED?

All students will be assessed by 3 exams (one for Unit 1, 2 and 3) at the end of Year 13.

Unit 4 is internally assessed and externally moderated.

## Overview

### COURSE:

Religious Studies/  
Philosophy A-level

### AWARDING BODY:

Eduqas

### LENGTH OF COURSE:

2 years

# RELIGIOUS STUDIES, ETHICS AND PHILOSOPHY

## Course Leader and contact for this course:

Mr G Fullard

### WHY CHOOSE RELIGIOUS STUDIES?

The philosophical and religious development of mankind has shaped the way the individual thinks and acts and the way in which cultures and society have been formed. We explore the greatest intellectual challenges man has to face, an understanding of these challenges helps us in our own development but it also helps us to understand our history, arts and society. The subject can be followed at university level but the qualification is also recognised and respected in many professions.

#### WHAT WILL YOU STUDY?

##### Component 1:

##### A Study of Religion: Christianity

Written examination: 2 hours

33 % of qualification

##### Key Questions:

- How historically accurate are the stories of Jesus?
- How do Christians use the bible today?
- Is God male?
- Is 'being loving' the most important thing?
- Should we baptise children?
- Should Christians be rich?

##### Component 2:

##### Philosophy of Religion

Written examination: 2 hours

33% of qualification

##### Key Questions:

- Does God exist?
- Why would a loving God allow evil?
- Is religion an illusion?
- What does it mean to be atheist?
- Are miracles real?
- Can human language be used to discuss the divine?

#### Component 3: Religion and Ethics

Written examination: 2 hours

33% of qualification

##### Key questions:

- Does 'nature' tell us what's right and wrong?
- Is abortion acceptable?
- Can Christians accept homosexuality and polyamorous relationships?
- Is free will an illusion?
- Should we act according to the greatest good for the most people?

#### HOW WILL YOU BE TAUGHT?

A variety of teaching styles will be used throughout the course. These will range from group discussion to the more formal teacher-led presentation. Essay writing has a major role in teacher and external assessment. Students are expected to read widely for all parts of the course. We are happy to accept students who have not followed the GCSE course.

#### HOW WILL YOU BE ASSESSED?

Students will be examined at the end of Year 13 by 3 x 2 hours exams. There is no coursework element to this course.

## ART, CRAFT & DESIGN

### Overview

#### COURSE:

Art, Craft & Design A-level

#### AWARDING BODY:

AQA

#### LENGTH OF COURSE:

2 years

### Course Leader and contact for this course:

Mrs M Johnstone

### WHY CHOOSE ART, CRAFT & DESIGN?

This A-level is a natural progression from GCSE Art, Craft and Design and is appropriate for those students who have an interest in developing their creative and artistic skills. It is particularly suitable for students who wish to study Art and Design or related subjects at a higher level or who wish to pursue a career in the Arts.

#### Possible degree options:

2D and 3D animation, 3D design, Applied arts, Architecture, Art history, Art therapy, Ceramics, Digital media, Fine art painting, Fine art printmaking, Fine art sculpture, Game design, Illustration, Industrial design, Interior architecture and design, Visual communication and Visual effects for film and television.

#### Possible career options:

Architecture, Art technician, Art therapist, Artist in residence, Arts administrator, Community arts worker, Illustrator, Lecturer, Multimedia artist, Mural artist, Museum/gallery curator, Painter, Printmaker, Sculptor and Teacher.

### WHAT WILL YOU STUDY?

Students studying the new AQA GCE Art, Craft and Design course will explore critical and contextual work through a range of two-dimensional and/or three-dimensional processes and media. They will explore relevant images, artefacts and resources relating to a range of art, craft and design from the past and recent times, including European and non-European examples. This will be integral to the investigating and making process.

#### HOW WILL YOU BE ASSESSED?

Students will be made aware of the four assessment objectives and will demonstrate their understanding within the context and content of their work. Students should focus on the importance of process as well as product.

#### Year 12 – Component 1: Portfolio

– Students will explore and produce a sketchbook/workbook or journal to underpin their work based on the theme of Portraiture. The sketchbook should be a visually exciting exploration of their chosen subject using drawings, paint, printing techniques and processes which address the four assessment objectives for this course. Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales.

**Component 2: Mock Exam** – Students will receive a starting point related to the theme of portraiture in February and will then have time to prepare for the ten hour exam which begins in April

and ends early May. There will be no external assessment in year 12.

**Year 13 – Component 1: Personal Investigation** – 96 marks, 60% of A-level. Students should develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with the work of other artists and include written work of no less than 1,000 and no more than 3,000 words which supports the practical work. This work and the outcome(s) need to be completed prior to Christmas so that feedback can be given and improvements made before component 2 begins on the 1st February. Sketchbooks should demonstrate a visually exciting exploration of their chosen subject using drawings, paint, printing techniques and processes which address the four assessment objectives for this course. Students should explore the use of drawing for different purposes, using a variety of methods and media on a variety of scales.

**Component 2: Externally set assignment** – 96 marks, 40% of A-level. Students receive the starting point in February and then have time to prepare for the ten hour exam. Students respond to a stimulus, provided by AQA, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome. The outcome is produced during a fifteen hour timed period during April and early May.

### Overview

#### COURSE:

Art Textile Design A-level

#### AWARDING BODY:

AQA

#### LENGTH OF COURSE:

2 years

## ART TEXTILE DESIGN

### Course Leader and contact for this course:

Mrs M Johnstone

### WHY CHOOSE ART TEXTILE DESIGN?

This A-level is a natural progression from GCSE Textile Design and is appropriate for those students who have an interest in developing their creative and artistic skills. It is particularly suitable for students who wish to study Textile Design or related subjects at a higher level or who wish to pursue a career in the Arts.

#### Possible Career options:

Fashion Design, Textile Design, 2D and 3D animation, 3D design, Applied arts, Architecture, Art history, Art therapy, Ceramics, Digital media, Fine art painting, Fine art printmaking, Fine art sculpture, Game design, Illustration, Industrial design, Interior architecture and design, Visual communication and Visual effects for film and television.

#### Possible degree options:

Textile designer, Textile technologist, Carpet designer, Milliner, Pattern cutter, Dress maker, Footwear designer, Merchandiser, Costume Designer, Fashion Designer.

### WHAT WILL YOU STUDY?

Students studying the new AQA GCE Textile Design course will be introduced to a variety of experiences that explore a range of textile media, processes and techniques including fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabric and materials, domestic textiles and wallpaper, interior design, constructed textiles, art textiles, installed textiles.

They will explore relevant images, artefacts and resources from the past and recent times, including European and non-European examples and will be made aware of both traditional and new media. Students will be made aware of the four assessment objectives and will demonstrate their understanding within the context and content of their work. Students should focus on the importance of process as well as product.

#### HOW WILL YOU BE ASSESSED?

##### Year 12 – Component 1: Portfolio

– Students will produce a sketchbook/workbook or journal to underpin their work based on the theme of Structures where they can demonstrate an understanding of the formal elements of textile design, an awareness of intended audience or purpose, the ability to respond to an issue, concept or idea or working to a brief and demonstrating an understanding of a variety of textile methods.

Students should explore the use of drawing and the potential for the use of colour.

Students will receive a starting point related to the theme of structures in February 2017 and will then have time to prepare for the ten hour mock exam which begins in April and ends early May.

##### Year 13 – Component 1: Personal Investigation

– Students develop work based on an idea, issue, concept or theme leading to a finished outcome or a series of related finished outcomes. Practical elements should make connections with the work of other artists and include written work of no less than 1,000 and no more than 3,000 words which supports the practical work. Students will sit a 15 hour mock exam where they can focus on the making of their outcome. This component accounts for 60% of their mark. Component 2 begins on the 1st February.

##### Component 2: Externally set assignment

– Students receive the starting point in February and will then have time to prepare for the ten hour exam. Students respond to a stimulus, provided by AQA, developing a personal and meaningful response which addresses all the assessment objectives and leads to a finished outcome. The outcome is produced during a fifteen hour timed period during April and early May.

# BTEC HEALTH AND SOCIAL CARE

## Overview

### COURSE:

BTEC Extended Certificate  
(1 A-level equivalent)

BTEC Diploma  
(2 A-level equivalent)

BTEC Extended Diploma  
(3 A-level equivalent)

### AWARDING BODY:

Pearson

### LENGTH OF COURSE:

2 years

## Contact for this course:

Mrs McGuigan

## WHY CHOOSE HEALTH AND SOCIAL CARE?

A BTEC in Health and Social Care can progress into further study at university or into the world of work. It can lead into a future career in nursing, child care, teaching, social work among many other occupations.

## WHAT QUALIFICATIONS ARE ON OFFER?

	Value	Units	What is studied?
Extended Diploma in Health and Social Care	3 A-levels	13 units over two years	8 core units and 5 optional units 4 externally examined units
National Diploma in Health and Social Care	2 A-levels	8 units over two years	6 mandatory units with 3 externally examined units
National Extended Certificate in Health and Social Care	1 A-levels	4 units over two years	3 mandatory units 2 examined units

## HOW WILL I BE ASSESSED?

The new BTEC Nationals use a combination of assessment styles to give you the knowledge to succeed in the workplace – and have the study skills to continue learning throughout your career. It is a combination of assignments set and assessed by your teachers plus exams and tasks set by Edexcel, the exam board.

## COURSE STRUCTURE

National Extended Certificate in Health and Social Care (One A-level)

1. Human Lifespan (exam) Development
2. Working in Health and Social Care (exam)
5. Meeting Individual Care and Support Needs

PLUS One other optional unit

National Diploma in Health and Social Care (2 A-levels)

1. Human Lifespan Development (exam)
2. Working in Health and Social Care (exam)
4. Enquiries into Current Research in Health and Social Care (task)
5. Meeting Individual Care and Support Needs
6. Work Experience in Health and Social Care
7. Principles of Safe Practice in Health and Social Care
8. Promoting Public Health

PLUS 2 optional units

Extended Diploma in Health and Social Care (3 A-levels)

1. Human Lifespan Development (exam)
2. Working in Health and Social Care (exam)
3. Anatomy and Physiology for Health and Social Care (exam)
4. Enquiries into Current Research in Health and Social Care (task)
5. Meeting Individual Care and Support Needs
6. Work Experience in Health and Social Care
7. Principles of Safe Practice in Health and Social Care
8. Promoting Public Health

PLUS

5 optional units

## WHAT ARE THE EXAMINATIONS/TASKS LIKE?

The exams for Unit 1: Human Lifespan Development and Unit 2: Working in Health & Social Care will be 90 minutes long in Year 12 and are unseen and taken in exam conditions.

The task for Unit 4: Enquiries into current research in Health and Social Care is a 3 hours supervised time over the course of a week. There is pre-release material available 6 weeks in advance. Learners use pre-release material and their own research to produce a Research Commentary. This will be completed in year 13.

## Overview

### COURSE:

BTEC Extended Certificate in Music  
(1 A-level equivalent)

### AWARDING BODY:

Pearson

### LENGTH OF COURSE:

2 years

# BTEC MUSIC

## Course Leader and contact for this course:

Mr J Szunko

## WHY CHOOSE MUSIC BTEC?

The Pearson BTEC Level 3 National Certificate in Music Performance is intended to be an Applied General qualification. It is for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment, possibly in the music sector or the creative sector as a whole. The qualification is equivalent in size of an A Level and is aimed at learners who are interested in music performance and want to study a broad programme of qualifications, sectors and subjects to support progression to higher education. It will be of particular interest to learners who want to develop skills and techniques in rehearsal and performance. It is designed to be taken alongside other Level 3 qualifications. No prior study of the sector is needed, but learners should normally have a range of achievement at level 2, in GCSEs or equivalent qualifications.

## WHAT WILL YOU STUDY?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been consulted to confirm that the content is appropriate and consistent with current practice.

Learners taking this qualification will study one mandatory unit. This is Unit 3: Ensemble Music Performance. Learners choose one optional unit. These have been designed to complement the knowledge and skills developed in music performance and support progression to more specialist creative courses in higher education. They also link with relevant occupational areas. The optional units cover the following areas: composing music, music performance session styles, solo performance and improvising music.

## HOW WILL YOU BE TAUGHT?

The styles of external assessment used for qualifications in the music performance suite are: performance – learners prepare for assessment over an extended window and demonstrate skills that generate some non-written evidence. There are also set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task. Some external assessments include a period of preparation using set information. External assessments are available once or twice a year.



## BTEC PERFORMING ARTS – ACTING SPECIALISM

### Overview

#### COURSE:

BTEC Extended Certificate  
in Performing Arts  
(1 A-level equivalent)

#### AWARDING BODY:

Pearson

#### LENGTH OF COURSE:

2 years

### Course Leader and contact for this course:

Mrs Cowen

#### WHY CHOOSE BTEC ACTING?

This course is for people who are passionate about acting and want to further their performing skills.

#### WHAT WILL YOU STUDY?

You will study 6 units which will be the equivalent to 1 A-level. There are four mandatory units – you will do two in year 12 and two in year 13.

We will then choose another two units from these units

- Drama Improvisation
- Developing Voice for performance
- Movement in performance
- Theatre Directing
- Musical Theatre Techniques
- Acting Styles

#### HOW WILL YOU BE ASSESSED?

Two of the compulsory units are externally assessed:

Investigating Practitioners Work & Group Performance Workshop which is an assessed written task and filmed practical.

The other four units are internally assessed through filmed practical assessments and lessons, which are also supported by written log books.

### Overview

#### COURSE:

BTEC Extended Certificate  
in Performance Arts (Dance)  
(1 A-level equivalent)

#### AWARDING BODY:

Pearson

#### LENGTH OF COURSE:

2 years

## BTEC PERFORMING ARTS – DANCE SPECIALISM

### Course Leader and contact for this course:

Miss Gainford

#### WHY CHOOSE BTEC DANCE?

This course is ideal for students who enjoy dance and performance based activities. Students will get the opportunity to learn about the theoretical aspects of dance, work on their technique, experience different dance styles and study professional works.

#### WHAT WILL YOU STUDY?

The course is made up of 360 Guided Learning hours. 5 units. 2 mandatory. 1 external. 3 optional.

##### Mandatory units:

1. Group performance workshop - 33%
2. Developing skills and techniques for performance - 17%

##### Optional units:

1. Classical Ballet technique
2. Tap dance technique
3. Jazz dance technique
4. Street dance technique
5. Contemporary dance technique
6. Healthy dancer
7. Choreography for live performance
8. Improvisation
9. Movement in performance
10. Physical Theatre techniques

#### HOW WILL YOU BE TAUGHT?

A variety of teaching styles will be used throughout the course. These will range in style from formal teacher-led lessons to individual sessions in composition and performance skills. You will be required to write essays based on the work studied.

#### HOW WILL YOU BE ASSESSED?

##### What you will be studying;

You will study 6 units which will be the equivalent to 1 A-level. There are four mandatory units – you will do two in year 12 and the other two in year 13:

- Investigating Practitioners Work
- Developing Skills and Techniques for Live Performance
- Group Performance Workshop
- Performing Arts in the Community

##### We will then choose another two units from these units:

- Drama Improvisation
- Developing Voice for Performance
- Movement in Performance
- Theatre Directing
- Musical Theatre Techniques
- Acting Styles

For each module you study, you will be given a grade of either Pass, Merit or Distinction.

Most of the work will be practical but there will be some written elements that will need to be completed. Students will prepare and present a show in year 12 and 13.

You will complete some aspects of the course alongside the Acting students as there is some course overlap.

PHYSICAL EDUCATION			BTEC SPORT			
Overview	Course Leader and contact for this course: Mr N McMahon		Overview	Course Leader and contact for this course: Mr M Davison		
COURSE: Physical Education A-level	<b>WHY CHOOSE PE A LEVEL?</b>  A-level PE covers a range of subjects from psychology to sports technology and can lead you into career options such as sports centre management, sports science, physiotherapy, PE teacher, fitness trainer, sports nutritionist, sports performer and many more.		COURSE: BTEC Extended Certificate in Sport (1 A-Level equivalent)	<b>IS THE BTEC IN SPORT THE COURSE FOR YOU?</b>  BTEC sport can lead you into a range of sports related course and careers such as Sports Science, coaching, teaching. It allows you to develop as a sports player as well as understand how the human body works in relation to physical activity. There are careers such as coaching, working in sports nutrition, physiotherapy, PE teaching, sports centre management and many more.		
AWARDING BODY: AQA			BTEC Diploma (2 A-level equivalent)			
LENGTH OF COURSE: 2 years			AWARDING BODY: Pearson			
	<b>PHYSICAL EDUCATION</b>  Students will complete topic areas which encapsulate the factors affecting participation in physical activity and sport. They are Applied Physiology, Skill Acquisition, Sports Psychology, Sport and Society and Technology in Sport.		<b>HOW WILL YOU BE ASSESSED</b>  This qualification is linear.  Students will complete two exams each worth 35% of their total A Level grade (105 marks per exam).  <b>Paper 1</b> covers Applied anatomy and physiology, Skill acquisition & Sport and society.  <b>Paper 2</b> covers Exercise physiology and biomechanics, Sports psychology, Sport and society and technology in sport.  Students will then be assessed in a practical setting which makes up 30% of the non-exam assessment. This is broken down into two sections:  <b>Section 1</b> is worth 15%. Here students are assessed as a player/performer or coach in the full context of one activity.  <b>Section 2</b> is also worth 15%. Here students produce a written or verbal analysis and evaluation of either their own or the performance of another.  Both practical sections will be subject to internal and external moderation.		<b>DIPLOMA IN SPORTS PERFORMANCE AND EXCELLENCE</b>  9 Units / How will you be assessed  1: Anatomy and Physiology (double unit assessed via an external exam)  2: Fitness Training and programming for health, sport and well-being (double unit assessed via external exam)  3: Professional Development in the Sports Industry (single unit internally assessed coursework)  4: Sports leadership (single unit, internally assessed coursework)  5: Application of Fitness Testing (single unit internally assessed coursework)  7: Practical Sports Performance (single unit internally assessed coursework)  8: Coaching for Performance (single unit internally assessed coursework)  22: Investigating Business in Sport and the active leisure industry (1.5 unit assessed via external exam)  23: Skill Acquisition (single unit, internally assessed coursework)	
			<b>EXTENDED DIPLOMA IN SPORT</b>  14 Units / How will you be assessed  1: Anatomy and Physiology (double unit assessed via an external exam)  2: Fitness Training and programming for health, sport and well-being (double unit assessed via external exam)  3: Professional Development in the Sports Industry (single unit internally assessed coursework)  4: Sports Leadership (single unit internally assessed coursework)  5: Application of Fitness Testing (single unit internally assessed coursework)  7: Practical Sports Performance (single unit internally assessed coursework)  8: Coaching for Performance (single unit internally assessed coursework)  9: Research Methods (single unit internally assessed coursework)  19: Development and Provision of Sport and Physical Activity (double unit externally assessed coursework)  22: Investigation Business in Sport and the active leisure industry (1.5 unit assessed via external exam)  23: Skill Acquisition (single unit, internally assessed coursework)  + 1 more unit in Year 13 to be confirmed			

## FRENCH

### Overview

#### COURSE:

French A-level

#### AWARDING BODY:

AQA

#### LENGTH OF COURSE:

2 years

### WHY CHOOSE FRENCH?

French is spoken by 74 million people across the world. Being able to speak French can provide you with travel and work opportunities. In fact, according to the British Council's 'Languages for the Future' report, 49% of UK businesses look for employees who can speak French, meaning studying the language will be a huge asset to your career. With a projected 750 million speakers by 2050, being able to speak the French language is a powerful skill to have.

Studying French at A-Level, not only improves your language skills, but it provides you with insights into France's history and culture. If you plan on travelling after school, this knowledge will truly enhance your experience.

With France being one of the UK's largest European trading partners, French can provide you with a number of career opportunities. As mentioned above, the British Council sees French to be a big asset to UK companies, and post-Brexit it's likely to continue to grow in importance.

#### WHAT WILL YOU STUDY?

The A level French course is split into 2 main themes: Social issues (such as the changing role of the family, volunteering, diversity and criminality) and Political and artistic trends (including Francophone Music and cinema, voting and immigration).

Alongside these topics, you will also study the film 'La haine' and the novel 'Un sac de billes'. In year 13 you will complete an individual research project on a topic of your choice, linked to the French speaking world.

#### HOW WILL YOU BE TAUGHT?

You will be taught using a range of teaching styles to improve your listening, reading, writing and speaking skills. You will be expected to contribute to discussions on contemporary issues and to complete research on a range of topics. You will use authentic materials to improve your comprehension skills.

#### HOW WILL YOU BE ASSESSED?

**Paper 1 (50%)**  
Listening, Reading and Translation

**Paper 2 (20%)**  
Writing exam

**Paper 3 (30%)**  
Speaking exam

## GERMAN

### Overview

### WHY CHOOSE GERMAN?

If you have a natural flair for languages, then you might want to consider studying German at A-Level. In an increasingly globalised world, being able to understand and speak German, even if only to A-Level, can provide many opportunities both academically and career-wise.

German is the most spoken language in the European Union and it is the tenth most widely-spoken language in the world. Not only does the German language provide you with access to German culture, including its music and arts, but it opens up potential business and career opportunities too, particularly in the travel and tourism sector. It's spoken widely in Germany, Austria, and Switzerland.

The British Council sees German to be a big asset to UK companies, and post-Brexit it's likely to continue to grow in importance.

#### WHAT WILL YOU STUDY?

You will study aspects of German speaking society such as youth culture; the digital world; immigration; racism and integration. You will also study artistic and political culture. You will study the film 'Goodbye Lenin' and the book 'Der Vorleser' by Bernhard Schlink. In year 2 you will complete an independent research project on a topic of your choice.

#### HOW WILL YOU BE TAUGHT?

You will be taught using a range of teaching styles to improve your listening, reading, writing and speaking skills. You will be expected to contribute to discussions on contemporary issues and to complete research on a range of topics. You will use authentic materials to improve your comprehension skills.

#### HOW WILL YOU BE ASSESSED?

**Paper 1 (50%)**  
Listening, Reading and Translation

**Paper 2 (20%)**  
Written exam

**Paper 3 (30%)**  
Speaking exam



# PSYCHOLOGY

## Overview

### COURSE:

Psychology A-level

### AWARDING BODY:

AQA

### LENGTH OF COURSE:

2 years

## WHY CHOOSE PSYCHOLOGY?

It combines well with many subjects complementing and enhancing them eg: Biology, Maths, English language, Sociology. It is a subject welcomed by many employers, particularly in the caring and service industries. It can lead, via a degree course, to careers as varied as child guidance, educational psychology, occupational psychology, legal psychology etc. It gives a valuable insight into personal development (eg. moral, cognitive, linguistic) and development of behaviour within groups and in society.

### WHAT WILL YOU STUDY?

#### Year 12

The psychology is broken down into a number of different topics at A-level

#### First year

- Social influence
- Memory
- Attachment
- Approaches in psychology
- Biopsychology
- Psychopathology
- Research methods

#### Second year

Compulsory content

- Issues and debates in psychology – nature v nurture, gender and culture bias, ethical issues.

### Optional content

#### Option one

- Relationships \* - Reasons for physical attraction, evolutionary explanations, virtual relationships
- Gender
- Cognition and development

#### Option two

- Schizophrenia
- Eating behaviour
- Stress

#### Option three

- Aggression
- Forensic psychology
- Addiction

### HOW WILL YOU BE TAUGHT?

A wide variety of teaching methods will be used and the emphasis will be on student centred learning. You will be required to actively participate in group work as well as work on your own initiative. There will also be opportunities to attend conferences given by leading psychologists and the AQA exam board.

### HOW WILL YOU BE ASSESSED?

The exams consist of multiple choice, short answer and extended writing questions. At A-level there are three exams, each account for one third of your A-level.

The three exams last 2 hours and are worth 96 marks each. The exams consist of multiple choice, short answer and extended writing questions.

There is no coursework in either year.

## Overview

### COURSE:

Sociology A-level

### AWARDING BODY:

OCR

### LENGTH OF COURSE:

2 years

# SOCIOLOGY

## Overview

## WHY CHOOSE SOCIOLOGY?

Sociology is an attempt to understand how society works. Through learning sociology, you will learn about how human societies are constructed and where our beliefs and daily routines come from. You will re-examine your assumptions and will never think about people in the same way again. Sociology is accepted by universities as an academic subject and can lead to careers as varied as:

- Social work and caring professions • Criminology • Law • Police
- Teaching and Further Education • Market Research • Civil Service
- Local Government Services • Politics • Journalism

### WHAT WILL YOU STUDY?

#### Year 12 – Two components

##### Component 1

Section A: Introducing socialisation, culture and identity.

Section B: Options (choose one of three)

##### Component 2

Section A: Research methods and researching social inequalities

Section B: Understanding social inequalities

#### Year 13 – Three components

The first two components are a continuation of year 12. The third component detailed below:

##### Component 3

### SECTION A: GLOBALISATION AND THE DIGITAL SOCIAL WORLD

What is the relationship between globalisation and digital forms of communication?

What is the impact of digital forms of communication in a global context?

This section provides students with the opportunity to consider developments in digital forms of communication within global society.

### SECTION B: OPTIONS (CHOOSE ONE OF THREE)

All three options include a global aspect:

- Crime and deviance \*(Includes a study of Patterns of crime and deviance as well as explanations and solutions to crime.)
- Education
- Religion, belief and faith

### HOW WILL YOU BE ASSESSED?

In year 13 at A-level there are 3 exams relating to the 3 components above. Component 1 is worth 30% and component 2 and 3 exams are worth 35% each. Component 1 is 1 hour and 30 minutes and component 2 and 3 are two hours and 15 minutes.

There is no coursework in either year.

	BTEC BUSINESS			BUSINESS STUDIES	
Overview	Course Leader and contact for this course:	Mrs K Best	Overview	Course Leader and contact for this course:	Miss Morton
<p><b>COURSE:</b> BTEC Extended Certificate in Business (1 A-level equivalent)</p> <p><b>AWARDING BODY:</b> Pearson</p> <p><b>LENGTH OF COURSE:</b> 2 years</p>	<p><b>WHY CHOOSE BTEC NATIONAL BUSINESS?</b></p> <p>This vocational course is equivalent to one or two A-levels and can be combined with traditional A-level subjects or other vocational A-level subjects. It combines up-to-date industry knowledge with the right balance of the practical, research and behavioural skills learners need to succeed in higher education and in their careers. It gives learners an introduction to and understanding of a wide range of business activities. The course is likely to appeal to those who are interested in a career in business, or wish to achieve an enhanced qualification in this field as a route to higher education.</p>		<p><b>COURSE:</b> Business Studies A-level</p> <p><b>AWARDING BODY:</b> AQA</p> <p><b>LENGTH OF COURSE:</b> 2 years</p>	<p><b>WHY CHOOSE BUSINESS STUDIES?</b></p> <p>The number of new business start-ups in the UK has risen to record levels. 82% of people aged 18-21 have said they are keen to set up a business one day. Even those who are happy to be employed are likely to have between 10 and 15 different jobs over the course of their career. A knowledge of business is becoming more and more relevant in society today, even to just help you understand the world you live in! What's all the fuss about Brexit? Why are shops closing down?</p> <p>The course provides an excellent working knowledge of the world of business, as well as this develop a range of personal skills allowing you to think critically about issues and make informed decisions; important skills required for employment and progression into higher education. Typical destinations can be degree courses in business, or business with other disciplines such as computing, languages, marketing and human resources, sports management or in management and administration. A-level business studies complements many other A-level subjects. It allows students to develop skills in analysis and evaluation, problem solving and data handling, as well as independent learning. Whilst it is desirable to have GCSE business studies, it is not essential and many students new to the subject go on to achieve high grades.</p>	
	<p><b>WHAT WILL YOU STUDY?</b></p> <p>The Extended Certificate (equivalent to 1 A-level) consists of 4 units: 3 mandatory units and 1 optional.</p> <p>The 3 mandatory units include 1 internally set assignment, 1 externally set assignment and an external examination.</p> <p><b>Extended Certificate mandatory units</b></p> <p>Unit 1 (internally set assignment) – Exploring Business</p> <p>Unit 2 (externally set assignment) – Developing a Marketing Campaign</p> <p>Unit 3 (external examination) – Personal and Business Finance</p> <p>Unit 8 (Optional Unit) Recruitment and Selection Process</p>	<p><b>HOW WILL YOU BE TAUGHT?</b></p> <p>Teaching styles will vary but will focus on developing understanding of the various aspects of business through case studies, visits, visiting speakers, links with local organisations within the industry and individual research. Within Unit 3, specific focus will be given to developing exam techniques to prepare students to sit the external examination. Within Unit 2, specific focus will be given to developing techniques to prepare students to research and construct a marketing plan.</p> <p>Entry to the course requires a minimum of 5 GCSEs at 9–4 with English and Maths being desired. Students need not have studied the subject before. A capacity for individual study and an ability to meet deadlines and respond to feedback is an advantage.</p>		<p><b>WHAT WILL YOU STUDY?</b></p> <p>The course integrates the internal functions of a business through topics such as sales and marketing, finance, operations management, human resources, as well as examining the dynamic external environment within which businesses operate and the effects this can have on business decision making.</p> <p>The course content covers topics and issues which are relevant in today's society and include contemporary developments such as globalisation, ethics and digital technology.</p>	<p><b>HOW WILL YOU BE ASSESSED?</b></p> <p>A-level assessment involves 3 written papers, incorporating multiple choice data response and case study questions. It focuses on developing topics in terms of business strategy and change.</p> <p>Each paper lasts 2 hours and comprises a third of the A-level qualification. All papers assess students' quantitative skills. This includes the ability to calculate and interpret data in various formats.</p>
		<p><b>HOW WILL YOU BE ASSESSED?</b></p> <p>The new BTEC Nationals in Business offer a wider range of assessments including assignments, tasks set and assessed by the exam board and a written exam. This balanced approach means learners can showcase for future employers how they apply their learning to relevant, everyday workplace challenges, and higher education institutions can be confident BTEC-qualified students are well prepared for a higher level of study and assessment methods.</p>	<p><b>HOW WILL YOU BE TAUGHT?</b></p> <p>Business Studies adopts a practical and topical approach, with current case studies and investigative reports being the main vehicles for learning.</p> <p>The Business Studies Department offers up to date resources via the computer network, internet, magazines and textbooks, which are available for student use.</p>		

	COMPUTING			DESIGN TECHNOLOGY: PRODUCT DESIGN		
Overview	Course Leader and contact for this course: Mr S Alexander		Overview	Course Leader and contact for this course: Mr S Alexander		
<p><u>COURSE:</u></p> <p>Computing A-level</p> <p><u>AWARDING BODY:</u></p> <p>AQA</p> <p><u>LENGTH OF COURSE:</u></p> <p>2 years</p>	<p><b>WHY CHOOSE COMPUTING?</b></p> <p>This is the Digital Age! Computer programmes have all but infiltrated every aspect of our lives. Computer scientists theorise, design, develop, and apply the software and hardware for the programmes we use day in day out. A good grade in Computer Science at A level is valued by universities and employers since it requires the development of analytical thinking and problem solving skills. This course also lays an appropriate foundation for further study of Computer Science, Engineering, Physics or related subjects in higher education. Every industry uses computers so naturally computer scientists can work in any. Problems in science, engineering, health care, and so many other areas can be solved by computers. It's up to the computer scientist to figure out how, and design the software to apply the solution.</p>		<p><u>COURSE:</u></p> <p>Design and Technology: Product Design (3D Design)</p> <p><u>AWARDING BODY:</u></p> <p>Pearson</p> <p><u>LENGTH OF COURSE:</u></p> <p>2 years</p>	<p><b>WHY CHOOSE DESIGN TECHNOLOGY?</b></p> <p>Our Product Design GCE offers two pathways, Resistance Materials Technology and Graphic Products, each with its own specific content. The structure of the specification allows students to develop a range of skills and outcomes. The specification seeks to develop students' knowledge and understanding of, and skills and application in, designing products. They will also develop their research, analysis, product development, project planning and evaluation skills.</p> <p>The assessment for this course involves Design and Make coursework activities, and externally assessed examinations. A qualification in this subject will open opportunities to pursue a career in Engineering, Industrial Design, Graphic Design, Architecture, Interior Design, Manufacturing and Motor Vehicle design.</p>		
	<p><b>WHAT WILL YOU STUDY?</b></p> <p>You will study the following topic areas over the two years of the course:</p> <ul style="list-style-type: none"> <li>• Fundamentals of programming</li> <li>• Fundamentals of data structures</li> <li>• Fundamentals of algorithms</li> <li>• Theory of computation</li> <li>• Fundamentals of data representation</li> <li>• Fundamentals of computer systems</li> <li>• Fundamentals of computer organisation and architecture</li> <li>• Consequences of uses of computing</li> <li>• Fundamentals of communication and networking</li> <li>• Fundamentals of databases</li> <li>• Big Data</li> <li>• Fundamentals of functional programming</li> <li>• Systematic approach to problem solving</li> <li>• Non-exam assessment - the computing practical project</li> </ul>	<p><b>HOW WILL YOU BE TAUGHT?</b></p> <p>Computer Science relies upon the practical application of theory, and as a result this quickly becomes a very practical course. A significant amount of theoretical knowledge is required, however it is those students who are able to apply these concepts, and therefore develop more efficient and robust programs, who will achieve the highest grades.</p> <p><b>HOW WILL YOU BE ASSESSED?</b></p> <p>You will sit two papers and complete a project as part of your assessment on the course.</p> <p><b>Paper 1 – On-screen exam (40%)</b> Students answer a series of short questions and write/adapt/extend programs in an Electronic Answer Document provided.</p> <p><b>Paper 2 – Written exam (40%)</b> Compulsory short-answer and extended-answer questions.</p> <p><b>Project (20%)</b> 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.</p>		<p><b>WHAT WILL YOU STUDY?</b> (Award 1551)</p> <p><b>Unit 1 – PROD1 Materials, Components and Application</b></p> <p>2 hour written paper</p> <p>Based primarily on Materials and Components and consisting of three sections</p> <p>Section 1 contains compulsory limited response questions</p> <p>Section 2 offers a choice of one question from two</p> <p>Section 3 contains one compulsory question</p> <p><b>Unit 2 – PROD2 Learning Through Designing and Making</b></p> <p>Coursework - Written (or electronic) design portfolio</p> <p>Manufactured outcome(s)</p> <p><b>Unit 3 – PROD3 Design and Manufacture</b></p> <p>Based primarily on Design and Manufacture and consisting of two sections Candidates answer three questions: one question from three in each section, plus a final question from either section. Includes synoptic assessment.</p>	<p><b>Unit 4 – PROD4 Design and Making Practice</b></p> <p>Coursework - 25% of A-level</p> <p>85 marks</p> <p>Written (or electronic) design folder</p> <p>Manufactured outcome</p> <p>Candidates submit evidence of a simple, substantial designing and making activity.</p> <p><b>ASSESSMENT OVERVIEW</b></p> <p>There are four parts to the assessment:</p> <p><b>Part 1:</b> Identifying Opportunities for Design Identification of a design problem, investigation of needs and research and specification</p> <p><b>Part 2:</b> Designing a Prototype Design ideas, development of design idea, final design solution, review of development and final design and communication of design ideas</p> <p><b>Part 3:</b> Making a Prototype Design, manufacture and realisation of a final prototype, including tools and equipment and quality and accuracy</p> <p><b>Part 4:</b> Evaluating own Design and Prototype Testing and evaluation.</p>	



## ECONOMICS

### Overview

#### COURSE:

Economics A-level

#### AWARDING BODY:

AQA

#### LENGTH OF COURSE:

2 years

### WHY CHOOSE ECONOMICS?

We currently face the uncertainty of Brexit and changes in the pattern of global trade. We have rising levels of inequality and poverty. We have a housing market failure. We face rising global pollution. Economics allows us to understand these issues, quantify the consequences and evaluate the policy solutions available. It is relevant to us all because it affects us all every day, whether on a macroeconomic level affecting employment and inflation, or on a microeconomic level affecting our personal wellbeing and standards of living. The study of economics is current; it helps us understand the world we live in. It allows students to develop important life skills such as critical thinking and problem solving. A-Level Economics complements many other subjects and is often studied in combination with business, mathematics, humanities, languages and even science.

#### WHAT WILL YOU STUDY?

The course is evenly split between microeconomics and macroeconomics. The former focuses on the decisions and activities of individuals and firms, while the latter focuses on the wider economy and national and global issues.

#### HOW WILL YOU BE TAUGHT?

A variety of teaching techniques will be used during the course. These will include group discussions, individual or small group presentations in class and more formal teacher-led work. Opportunities also exist to use ICT to investigate economic performance, research concepts and consolidate and apply learning in the management of the virtual economy.

#### HOW WILL YOU BE ASSESSED?

A-level assessment involves 3 written exam papers combining multiple choice with data response questions and extended writing. Each lasts 2 hours and comprises one third of the A-level qualification.

All papers assess students' quantitative skills in an economic context and allow theoretical knowledge to be applied to both global and European Union contexts. The ability to calculate and interpret data in various formats and an enthusiasm for current affairs is therefore advantageous.

## BTEC ENGINEERING

### Course Leader and contact for this course:

Mr S Alexander

#### COURSE:

BTEC Extended Certificate in Engineering  
(1 A-Level equivalent)

#### AWARDING BODY:

Pearson

#### LENGTH OF COURSE:

2 years

### WHY CHOOSE BTEC ENGINEERING?

The Pearson BTEC Level 3 National Extended Certificate in Engineering is designed for learners who are interested in a career in the engineering sector and want to progress to further study in the sector. Learners will take a practical, applied engineering course as part of their Level 3 study programme, which gives them an introduction to the sector. Alongside BTEC Engineering you will need to study Core Maths and Engineering Maths sessions. Alongside BTEC Engineering you will need to study Core Maths and Engineering Maths sessions.

Progression from this qualification is either to a larger size qualification at Level 3 (e.g. BTEC National Extended Diploma in Engineering or other related subject (e.g. Computing) or if completed alongside other programmes of study will lead to courses in higher education. The qualification is recognised by higher education providers as contributing to meeting admission requirements for many relevant courses in a variety of areas of the engineering sector.

#### WHAT YOU WILL STUDY?

Engineering covers a broad variety of roles and it involves the application of scientific principles and practical knowledge to transform ideas and materials into products and systems safely and support them during their lifetime.

This qualification has a focus on a broad range of engineering specialist areas. Learners taking this qualification will study mandatory content covering:

- engineering principles and mathematics
- health and safety, team work and interpreting and creating computer-aided engineering
- drawings
- design and manufacture of products

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the engineering sector.

#### HOW YOU WILL BE ASSESSED?

There are three mandatory units, one internal and two external plus an optional internally assessed unit. These units will cover; Engineering Principles, Delivery of Engineering Processes Safely as a Team and Engineering Product Design and Manufacture.

	FOOD AND NUTRITION			BTEC IT	
Overview	Course Leader and contact for this course:	Miss S Tumelty	Overview	Course Leader and contact for this course:	Mrs K Best
<p><b>COURSE:</b> Level 3 Food &amp; Nutrition (1 A-Level equivalent)</p> <p><b>AWARDING BODY:</b> Eduqas</p> <p><b>LENGTH OF COURSE:</b> 2 years</p>	<p><b>WHY CHOOSE FOOD AND NUTRITION?</b></p> <p>Food &amp; Nutrition allows students to develop an understanding of food science and nutrition as this is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.</p>			<p><b>WHY CHOOSE BTEC IT?</b></p> <p>Teaching styles will vary across units but will focus on developing an understanding of the various aspects of Information Technology through visiting speakers, links with local organisations and technicians within the industry and individual research. Within Unit 1, specific focus will be given to developing exam techniques to prepare learners ahead of their external examination. Within Unit 2, specific focus will be given to developing practical skills to build and construct a real time database incorporating elements of SQL.</p>	
	<div> <div> <p><b>WHAT YOU WILL STUDY?</b></p> <p>Meeting Nutritional needs of specific groups- The purpose of this unit is for learners to develop an understanding of the nutritional needs of specific target groups and plan and cook complex dishes to meet their nutritional needs.</p> <p><b>Food Safety</b></p> <p>The purpose of this unit is to help learners understand the importance of food safety within a kitchen and beyond.</p> <p><b>Solving Food production Problems</b></p> <p>This unit will help learners understand the problems faced by food manufacturers, hotels, restaurant and other food outlets.</p> <p><b>Current issues in Food Science &amp; Nutrition</b></p> <p>This unit will help learners to develop an awareness of nutrition and also the science behind food. This will be a great unit to study if you wish to pursue a career in nutrition.</p> </div> <div> <p><b>HOW YOU WILL BE ASSESSED?</b></p> <p>50% of the units will be internally assessed through experiments and coursework units. There will be external examinations testing students’ knowledge and understanding. The internal assessment will involve a set task such as: “A Personal Trainer could introduce learners to one or more of their clients. Learners develop their communication skills by working with the clients to determine their activity levels and diet.” Learners are provided with information, including medical information, on groups of people within a care environment. Learners work in groups to develop a generic daily menu that includes all vital nutrients and meets the requirements of all.”</p> </div> </div>			<div> <p><b>INFORMATION TECHNOLOGY</b></p> <p>The Extended Certificate (equivalent to 1 A-level) consists of 4 units: 3 mandatory units and 1 optional.</p> <p>The 3 mandatory units include 1 internally set assignment, 1 externally set assignment and an external examination.</p> <p>Unit 1 (external examination) – Information Technology Systems Ext</p> <p>Unit 2 (externally set assignment) – Creating Systems to Manage Information</p> <p>Unit 3 (internally set assignment) – Using Social Media in Business</p> <p>Unit 5 (internally set assignment) Data Modelling</p> </div> <div> <p><b>HOW WILL YOU BE TAUGHT?</b></p> <p>Teaching styles will vary across units but will focus on developing an understanding of the various aspects of Information Technology through visiting speakers, links with local organisations and technicians within the industry and individual research. Within Unit 1, specific focus will be given to developing exam techniques to prepare students to sit the external examination. Within Unit 2, specific focus will be given to developing the practical skills to build and construct a real time database incorporating elements of SQL.</p> </div> <div> <p><b>HOW WILL YOU BE ASSESSED?</b></p> <p>The new BTEC Nationals in Information Technology offers a wider range of assessments including assignments, tasks set and assessed by the exam board and written exams. This balanced approach means learners can showcase for future employers how they apply their learning to relevant, everyday workplace challenges, and higher education institutions can be confident BTEC-qualified students are well prepared for a higher level of study and assessment methods.</p> </div>	

	ADDITIONAL STUDIES PROGRAMME		ENRICHMENT PROGRAMME
Overview	Whickham Sixth Form	Overview	Whickham Sixth Form
<p>In order to complement their main study programme and to help build their academic skills, all students choose 1 additional option if they are not studying 4 A-levels.</p>	<p><b>Extended Project Qualification (EPQ)</b></p> <p>COURSE: 1 year ½ A2</p> <p>COURSE LEADER: Miss Flint</p> <p>Students will have the opportunity to focus on an independent topic that is of particular interest to them. Students can choose to produce a 5,000-word report or artefact with an additional minimum 1,000-word report. Each project should lead to students developing an in-depth knowledge and understanding of a particular issue or subject. For example; a student who wants to apply for medicine at university may undertake a project in a particular aspect of medicine, or a student who is interested in computer programming may look to develop their practical skills and knowledge of software and coding. Students will develop key skills including research, referencing and report writing. Assessment of the project is evidenced by the completion of a production log, report and short presentation. The profile of EPQ has raised significantly over the last few years and can help students to really stand out from their peers. It is worth noting that projects may be taken into account by university admission tutors when making decisions between academics of equal standing.</p>	<p>In addition to their academic studies all students take an enrichment option. These options allow students to develop their skills in other areas to their main academic studies. Some of these options lead to further qualifications while others allow students the chance to do something different to their main studies.</p> <p><i>All enrichment options will run subject to there being sufficient numbers wanting to do each option.</i></p>	<p><b>LEVEL 2: SPORTS LEADERS AWARD</b> <i>(compulsory for A-level PE or BTEC Sports students)</i></p> <p>Students can build on existing leadership skills through work with younger primary students in a sporting environment. Students will volunteer in sporting events in roles such as coaches, officials and administrators. This option can be followed through at a higher level into year 13 and if completed carries points for university applications.</p> <p>For more information visit: <a href="http://www.sportsleaders.org">www.sportsleaders.org</a></p> <p><b>Course Leader: Mr N McMahon</b></p>
	<p><b>CORE MATHS</b></p> <p>COURSE: 2 years</p> <p>COURSE LEADER: Miss K Orwin</p> <p>ENTRY REQUIREMENTS: GCSE Mathematics – Grade 5</p> <p><b>What is it?</b></p> <p>A brand new course for those who want to keep up their valuable mathematics skills but are not planning to take AS or A-level mathematics.</p> <p>A 2-year level 3 qualification - similar to an AS.</p> <p>For students with a GCSE Mathematics grade 5 or above.</p> <p><b>Why?</b></p> <p>Whickham school is one of the only local schools offering the core maths qualification.</p> <p>You must study Core Maths if you are studying: - Psychology -BTEC Applied Science -BTEC Engineering - Biology -Chemistry -Physics -Economics and do not study A-level maths</p> <p>Very advantageous for universities with points based offers.</p>		<p><b>DEBATING</b></p> <p>For students who would like to further develop their speaking and debating skills. As well as practise within school students have the opportunity to take part in competitive debating with other schools in competitions both regionally and nationally. This includes the Institute of Ideas’ ‘Debating Matters’ competition and the Bar ‘Mock Trial’ competition.</p> <p><b>Course Leader: Mrs J James</b></p>
	<p><b>Resit English and Mathematics</b></p> <p>COURSE: 1 year GCSE resit</p> <p>COURSE LEADER: English: Mrs J James; Mathematics: Miss K Orwin</p> <p>The aim for all students will be to resit GCSE English and/or Mathematics to obtain a Grade 4 or higher. Where appropriate students will also study for a Functional Skills qualification at Level 1 or Level 2 as a stepping-stone to achieving more highly in their GCSE qualifications.</p>		<p><b>VOLUNTARY WORK/WORK EXPERIENCE</b> <i>(highly recommended for BTEC Health and Social Care Students as it can be accredited as part of their qualification)</i></p> <p>Going out into the world of work can be a very beneficial experience. Some university courses will require you to have done a certain number of days of work experience before you can start. For some university courses it can also make your application more competitive.</p> <p><b>Course Leader: Mrs D Ross</b></p>
			<p><b>RECREATIONAL PE</b></p> <p>Recreational PE can be a valuable break from the stresses and demand of academic study. We offer a variety of sporting options for students to choose from. In previous years this has included: Pilates, Football, Tag Rugby, Gym and Tennis. The options are tailored to the interests of the students.</p> <p><b>Course Leader: Mr N McMahon</b></p>
			<p><b>DUKE OF EDINBURGH AWARD / GOLD LEVEL</b></p> <p>Students will be able to take the Gold level Duke of Edinburgh Award, completing the planning for their expedition and part of their first aid requirements during the Wednesday sessions. This award is recognised by Universities and is worth UCAS points. It also adds to your personal statement, showing that you have acquired a range of skills and have the drive to challenge yourself.</p> <p><b>Course Leader: Mr Golightly</b></p>



SUPPORT AND GUIDANCE MEETINGS

All year 11 students are given an individual support and guidance meeting, accompanied by their parents, to allow them to raise personal queries and make an informed provisional choice of subjects. External candidates will be offered a meeting with the Head of Sixth Form.

JULY INDUCTION DAY

After GCSE examinations students are invited in for a taster day. This programme provides students with the opportunity to experience life as a sixth form student and take part in lessons for the subjects that they have chosen. During the programme students will have the opportunity to have a buffet lunch with current year 12 students. In addition students will receive a small amount of preparation work to complete over the holidays to help prepare them for the start of year 12.

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## NOTES



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