

# SJSF

Sleaford Joint  
Sixth Form

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Choice - Opportunity - Success

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# Introduction

## This brochure contains provisional information about the courses available in the Sleaford Joint Sixth Form for 2023

The page opposite contains a list of courses provisionally available for September 2023. Please use the decision making diagram on page 4 to help you decide on the pathway which would most suit your learning styles and ability. Once you have selected your likely programme of study, please complete the Application Form which can be found in the prospectus wallet.

For further information about the courses or enquiries about the Sleaford Joint Sixth Form please:

**email:** SJSF@robertcarretrust.uk  
or SJSF@st-georges-academy.org

**or contact:**

### ST GEORGE'S ACADEMY

Westgate, Sleaford  
NG34 7PP

Tel: 01529 302487  
Email: SJSF@st-georges-academy.org

### ROBERT CARRE TRUST

Carre's Grammar School  
Northgate, Sleaford  
NG34 7DD

Tel: 01529 302181  
Email: SJSF@robertcarretrust.uk

Kesteven and Sleaford  
High School, Jermyn Street  
Sleaford, NG34 7RS

Tel: 01529 414044  
Email: SJSF@kshs.uk

## Subject Availability

Pg	Subject Area	Course	Award: Single, Double or Full Time?	Level	Pg	Subject Area	Course	Award: Single, Double or Full Time?	Level
5	Art	Art & Design triple option (Art, Photography & Fashion)	Triple	CTEC Level 3 Extended Diploma	37	Performing Arts	Drama & Theatre	Single	A Level
5		Art & Design double option	Double	CTEC Level 3 Diploma	38		Music	Single	A Level
5		Art & Design single option	Single	CTEC Level 3 Introductory Diploma	39		Music double option	Double	RSL Level 3 Diploma
6		Art & Design (Photography)	Single	CTEC Level 3 Diploma	39		Music single option	Single	RSL Level 3 Subsidiary Diploma
7		Art & Design (Fine Art)	Single	A Level	40		Performing Arts double option	Double	BTEC Level 3 Diploma
8		Art & Design (Photography)	Single	A Level	40		Performing Arts single option	Single	BTEC Level 3 Subsidiary Diploma
10	Business	Business	Single	A Level	40		Performing Arts & Music	Full Time	Level 3 Combined Diplomas
12		Business Studies (Applied)	Single	CTEC Level 3 Extended Certificate	43	Science	Biology	Single	A Level
12		Business Studies (Applied)	Double	CTEC Level 3 Diploma	44		Chemistry	Single	A Level
13		Travel & Tourism	Single/Double	BTEC Level 3 Extended Certificate	46		Physics	Single	A Level
13	Business, Marketing & Travel	Full Time	BTEC Level 3 Diploma	47	Science (Applied) double option		Double	BTEC Level 3 Diploma	
14	Health & Care	Health & Social Care	Full-time	CTEC Level 2 Diploma	47	Science (Applied) single option	Single	BTEC Level 3 Extended Certificate	
15		Health & Social Care	Double	CTEC Level 3 Diploma	48	Forensic & Criminal Investigation	Double	BTEC Level 3 Diploma	
16		Health & Social Care	Single	CTEC Level 3 Extended Certificate	49	Sport	Physical Education	Single	A Level
17	Humanities	Criminology	Single	Level 3 Diploma	50		Sport & Physical Activity	Single	CTEC Level 3 Introductory Diploma
18		Geography	Single	A Level	50	Sport & Physical Activity	Double	CTEC Level 3 Diploma	
19		History	Single	A Level	51	Technology	Design & Technology: Product Design	Single	A Level
20		Law	Single	A Level	52		Design & Technology: Engineering Design	Single	A Level
21		Philosophy, Ethics & Religion	Single	A Level	54		Design & Technology: Fashion & Textiles	Single	A Level
22		Psychology	Single	A Level	55		Textiles	Single	CTEC Level 3 Introductory Diploma
23	Sociology	Single	A Level	56	Work-related Learning	Bricklaying	Full Time	CAA Level 2 Diploma	
25	ICT	Computer Science	Single	A Level		58	Childcare and Education	Full Time	NCFE CACHE Level 2 Diploma
26		IT Digital Media	Single/Double/Triple	CTEC Level 3 Diploma CTEC Level 3 Extended Certificate		59	Childcare and Education	Full Time	NCFE CACHE Level 3 Technical Diploma
28	Language & Media	English Language	Single	A Level		60	Hospitality (with Catering)	Single	BTEC Level 3 Diploma
29		English Literature	Single	A Level		61	Professional Cookery	Full Time	VTCT Level 2 Diploma
30		English Language & Literature	Single	A Level		62	Joinery (Site Carpentry)	Full Time	CAA Level 2 Diploma
33		Media Studies	Single	A Level	63	Preparation for Public Services	Full Time	BTEC Level 2 Certificate	
34	Maths	Mathematics	Single	A Level	65	Uniformed Protective Services	Full Time	BTEC Level 3 Extended Diploma	
35		Maths & Further Maths double option	Double	Two A Levels	66	Vehicle Inspection	Full Time	Full Time IMI Level 2 VRQ	
36	Modern Languages	French	Single	A Level					
36		German	Single	A Level					
36		Spanish	Single	A Level					

# Sleaford Joint Sixth Form Making Good Decisions

Which statement best describes you?  
Use the chart to help you make the right decisions.

Good at exams?  
Understand complex concepts?

Achieved:  
✓ 5+ Grade 5s at GCSE  
✓ Grade 4 in English  
✓ Grade 4 in Maths  
✓ Grade 6 in subjects you wish to study

Better at coursework?  
Understand more easily when things are linked to real-life?

Achieved:  
✓ 5+ Grade 4s at GCSE or equivalent  
✓ Grade 4 in English  
✓ Grade 4 in Maths is preferred  
✓ Merit in BTEC

Achieved:  
✓ Less than 5 Grade 4s  
✓ Less than Grade 4 in Maths and English Language

Which is the best path for you?

3 A Levels or a mixture of A Levels and vocational courses  
  
Possibly plus Extended Project Qualification  
  
Grade 6 is required for academic A Levels. For many, Grade 7 is an advantage.

Vocational Level 3 Applied A Levels  
  
Fewer exams  
  
Still provides access to university. Worth 3 A Levels.

One Year:  
  
Boost your GCSE Profile with  
  
✓ Maths & English Resit  
✓ Level 2 Vocational course  
✓ Weekly work placement

or...

Career-specific Full-time Level 3 in:  
• Public Services  
• Art & Design & Photography  
• Childcare & Education  
• Performing Arts & Music  
• Sport & Physical Activity  
  
Much fewer exams  
Still provides access to university, worth 3 A Levels

then one of three directions...

Apprenticeship, possibly through SJSF



There's something for everyone at Sleaford Joint Sixth Form.  
Let's work together to find the right path for you.



## CTEC Level 3 Diplomas in Art & Design

### AIMS OF THE COURSE

The CTEC Introductory Diploma is designed for students who are interested in Art and Design. The Diploma and Extended Diploma are for students who are more attracted to a career in the Art and Design industry. Any of the above courses prepare students for progression onto higher education.

### COURSE CONTENT

The Introductory Diploma course is the equivalent to one A Level, to be studied by combining it with two other A Levels or equivalents. The Diploma is equivalent to 2 A Levels, it can be combined as art and photography, or you can study just art. The Extended Diploma is a full time art course, equivalent to 3 A Levels, and can be combined with photography and/or textiles.

The course is based around one mandatory unit alongside additional specialist units which enable students to choose and study particular Art and Design subject areas in depth. These areas could cover printmaking, Fine Art, graphic design, painting, multimedia, 3D and large scale design.

Students learn by completing assignments that are based on realistic Art & Design studio and workplace scenarios, challenges and briefs. They are encouraged to realise their creative potential by applying their ideas, techniques and training to these problem solving assignments using a variety of different art practices. Critical and contextual studies of other artists' work are also used to develop students' practical and theoretical understanding.

### ASSESSMENT PROCEDURES

All work undertaken throughout the two year course counts towards the final grade, there is no examination element.

Candidates can be awarded a Fail, Pass, Merit, Distinction for their work. All work is assessed internally, standardised internally and externally moderated.

### CAREER OPPORTUNITIES

Upon completing any of these courses, students could go into Higher Education to study at Foundation or possibly Degree Level in areas including Graphic Design, Advertising, Fashion Design, Textiles, Multimedia or Fine Art. Alternatively, students can use the qualification to enter into other areas of training.

### ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied study apply. In addition, students must have achieved at least a grade 4 or Merit at Level 2 in a creative subject. Students who have not studied Art at Level 2 will be asked to provide examples of their work to demonstrate their aptitude for the course.



# CTEC Level 3 Diplomas in Art & Design - Photography

## AIMS OF THE COURSE

The CTEC Introductory Diploma in photography allows those students with an interest in the subject to apply their knowledge, skills and enthusiasm and specialise in this area. It will give students the skills to go to university or seek employment in the industry.

## COURSE CONTENT

The Introductory Diploma course is the equivalent to one A Level, to be studied by combining it with two other A Levels or equivalents. This course can also be combined with the Art Introductory Diploma, if desired, to make a Diploma, worth 2 A Levels, or even with a Diploma in Art to create an Extended Diploma, worth 3 A Levels.

The course is based around one mandatory unit alongside additional specialist units which enable students to choose and study particular Photography subject areas in depth. These areas could cover digital photography, film-based photography, portrait photography, digital image creation and landscape photography. Critical and contextual studies of other photographers' work are also used to develop students' practical and theoretical understanding.

Students learn by completing assignments that are based on realistic photographic studio and workplace scenarios, challenges and briefs. They are encouraged to realise their creative potential by applying their ideas, techniques and training to these problem solving assignments using a variety of different practices.

This course boasts of having two fully equipped studios complete with an abundance of lighting equipment and cameras. We also have a dark room for film-based production.

## ASSESSMENT PROCEDURES

All work undertaken throughout the two year course counts towards the final grade, there is no examination element. Candidates can be awarded a Fail, Pass, Merit, Distinction for their work. All work is assessed internally, standardised internally and externally moderated. Assessment methods include portfolios, projects, presentations and essays. This is a two-year course equivalent to one A Level.

## CAREER OPPORTUNITIES

Students can use the UCAS points to apply to Higher Education or choose to seek employment. Candidates are well prepared for applications to study photography related degrees at university or seek employment in the photographic industry.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied study apply. A Level 2 BTEC/GCSE qualification in a creative subject would be an advantage.

# A Level Fine Art

If you have enjoyed your GCSE in a Creative Arts subject and wish to continue to develop your creative visual skills at A Level, you have the opportunity to choose one of the three different Fine art courses that SJSF offer. **It is essential that you contact, visit and look round the different departments directly to find out about each course and the different approaches and structure of each course, to choose the right one for you.** All three courses are designed to develop your own ideas through the use of traditional and/or digital media, materials, techniques and processes for the purpose of self-expression or reflection. Fine Art may be created to communicate ideas and messages about the observed world, the qualities of materials, perceptions, or preconceptions. It can also be used to explore personal and cultural identity, society and how we live, visual language, and technology. Fine Art allows us to consider and reflect on our place in the world, both as individuals and collectively.

## A LEVEL COURSE CONTENT AND SKILLS

The Fine Art Courses available at SJSF are all focused on painting, drawing, print and digital media, encompassing many aspects of the modern interpretation of Fine Art. The courses will equip students to make meaningful and high quality artwork in a variety of media for their portfolio on the Arts pathway or to support further studies in the future.

- Possible disciplines within fine art:
- Painting and drawing
- Printmaking
- Mixed Medias and 3D
- Lens-based image making.

## THERE ARE 2 KEY COMPONENTS OVER THE TWO YEARS IN THE A LEVEL FINE ART COURSE:

1. Personal Investigation and portfolio work – comprises of practical work and the personal study. At the start of the course there will be a foundation stage which will equip students with fresh approaches and skills within Fine Art, which will build and extend on your skills and approaches to Fine Art practice. The foundation stage will lead to more independent response work from internally set or negotiated themes during the courses. The personal Investigation incorporates three major elements: supporting studies, practical work, and a personal study. The first component makes up 60% of the A Level grade. Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images.

2. Externally set Assignment – Externally set theme, which makes up 40% of the A Level grade consisting of two elements: preparatory practical and critical work and a final outcome produced in the timed test, which is produced in 15 hours. Students will be given their exam paper in the first months of Year 2 and will complete the exam in supervised timed conditions for them to conclude their ideas with an outcome.

## ASSESSMENT PROCEDURES

All work is internally marked and then externally moderated by the relevant board AQA/EDEXCEL/OCR moderator. Formal assessment points throughout the year are followed in the department in line with school policy.

## FURTHER STUDY AND CAREER OPPORTUNITIES

Completion of an Art A Level can lead to working in the creative industries with careers such as; fine arts, advertising and marketing, architecture, crafts, product design, illustration, graphic design and fashion design, film, TV, video, radio and photography, IT, software and computer services, publishing, museums, galleries and libraries, performing arts and general visual arts or a creative subject can be used by students as a facilitating subject, which is desired in many different careers for independent thinking and confidence in problem solving. It is usual that students will follow a one year foundation course, or a direct entry place at a University course at the end of the A Level.

## ENTRY REQUIREMENTS

If you are interested in taking art to A Level you must be committed and focused to the subject, having confidence and enjoyment in visual language. Enjoy taking risks, learning new techniques and thinking freely and independently.

The minimum entry requirements for level 3 academic study apply. In addition, applicants will require a Grade 6 in GCSE Art along with a portfolio review.

Please contact the individual schools directly and visit the departments to gain more insight into how each of the courses are differently structured.

# A Level Photography (Lens based medias) EDEXCEL

## AIMS OF THE COURSE

Photography has been used by practitioners to record, document and present examples of everyday life, in ordinary and extraordinary circumstances. It has also been used as the vehicle for artistic expression, communicating personal ideas about the world around us. It is used to convey personal identity more widely than any other art form, is applied in the creative process across art, craft and design and is widely used in social, commercial and scientific contexts. The development of affordable lens-based technology has changed the way that both professionals and the public use photography.

## A LEVEL COURSE CONTENT AND SKILLS

This course is focused on digital and darkroom photography, animation, video and digital media with Fine Art practical skills. This diverse and exciting course will equip students to make meaningful and high quality artwork in a variety of lens based medias. On the course students are given the opportunity to take part in our visual arts programme of activities which include working with practising artists and practitioners, life drawing, study visits to London and New York are just some examples from the busy visual arts calendar. If you are interested in taking Art to 'A' Level you must be committed and focused to the subject, having confidence and enjoyment in visual language.

### Disciplines within Photography

- Mixed media work
- Printmaking / collage & photomontage
- Digital and darkroom photography
- Animation and Video

## THERE ARE 2 KEY COMPONENTS IN THE A LEVEL PHOTOGRAPHY COURSE

### 1. Personal Investigation

Internally set theme and project work, incorporates three major elements: supporting studies, practical work, and a personal study, which begins in the final part of Year 1 and makes up 60% of the A Level grade. Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images.

The personal investigation component follows the foundation stage of the course, which takes place in the first part of the first year. The foundation stage will equip students with fresh approaches and skills within lens based media, which they will bring into their personal investigation.

Starting with practical workshops to build their skills in Lens based media, enabling them to make an individual and original interpretation from a given theme.

### 2. Externally set Assignment

Externally set theme, which makes up 40% of the A Level grade consisting of two elements: preparatory work and a final outcome, which is produced in 15 hours.

## ASSESSMENT PROCEDURES

All work is internally moderated and then externally moderated by an EDEXCEL moderator. Formal assessment points throughout the year are followed in the department in line with school policy.

## FURTHER STUDY AND CAREER OPPORTUNITIES

Recent students have followed degrees in a range of different disciplines through direct entry at top universities such as Edinburgh/Glasgow/Norwich school of Art, Newcastle, Reading and Leeds and entry to foundation years at Art school. Completion of an Art A Level can lead to working in the creative industries with careers such as; Fine Arts, Advertising and marketing, Architecture, Crafts, Product design, illustration, graphic design and fashion design, Film, TV, video, radio and photography, IT, software and computer services, Publishing, Museums, galleries and libraries, performing arts and general visual arts. A creative subject can be used by students as a facilitating subject, which is desired in many different careers for independent thinking and confidence in problem solving.

## ENTRY REQUIREMENTS

If you are interested in taking Photography to 'A' Level you must be committed and focused to the subject, having confidence and enjoyment in visual language. Enjoy taking risks, learning new techniques and thinking freely and independently.

The minimum entry requirements for Level 3 academic study apply. In addition, applicants will require a Grade 6 in an Art/Creative specialism.





# A Level Business (Edexcel)

Business qualifications are increasingly sought after by employers, and are a great platform for higher education. This course has a wide ranging syllabus, taking in global and domestic business practices, making it an attractive option for those seeking a broad introduction to the subject.

## THIS COURSE ENCOURAGES STUDENTS TO:

- Develop an enthusiasm for studying business
- Gain a holistic understanding of business in a range of contexts
- Develop a critical understanding of organisations and their ability to meet society's needs and wants
- Understand that business behaviour can be studied from a range of perspectives generate enterprising and creative approaches to business opportunities, problems and issues
- Be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- Acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- Apply numerical skills in a range of business contexts.

## COURSE CONTENT

The specification is structured into four 'themes', assessed across three examinations. This course has been designed to reflect this, and will take students through each theme in the following order:

### Theme 1 : Marketing and people

Students will develop an understanding of:

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

### Theme 3 : Business decisions and strategy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

### Theme 2 : Managing business activities

Students will develop an understanding of:

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

### Theme 4 : Global business

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational corporations).



In order to attain this qualification, you must sit three examinations, details of which can be seen below:

### PAPER 1: MARKETING, PEOPLE AND GLOBAL BUSINESS \*PAPER CODE: 9BS0/01

Paper 1 is a written examination and will assess marketing, people and global businesses. Questions will be drawn from Themes 1 and 4, and from local, national and global contexts.

#### Details:

- Exam Length: 2 hours.
- Exam Weighting: 35% of the total qualification.
- Questions: The paper has two sections, A and B. Students answer all questions from both sections. Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response questions.
- Marks: 100 marks in total.

### PAPER 2: BUSINESS ACTIVITIES, DECISIONS AND STRATEGY \*PAPER CODE: 9BS0/02

Paper 2 will assess business finance and operations, business decisions and strategy. Questions will be drawn from Themes 2 and 3, and from local, national and global contexts.

#### Details:

- Exam Length: 2 hours.
- Exam Weighting: 35% of the total qualification.
- Questions: The paper has two sections, A and B. Students answer all questions from both sections. Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response questions.
- Marks: 100 marks in total.

### PAPER 3: INVESTIGATING BUSINESS IN A COMPETITIVE ENVIRONMENT \*PAPER CODE: 9BS0/03

Paper 3 will assess content across all four themes. Questions will be drawn from local, national and global contexts. For Paper 3, there will be a pre-released context document issued. A new context will be given out each year and will relate to the examination series for the following summer.

The context will focus on a broad context, such as an industry or market in which businesses operate. The question paper will be in two sections.

The first section will focus on the broad context provided. This will be outlined to centres through the pre-released document. Questions will focus on the broad context.

The second section will focus on at least one strand within the context provided, such as a particular business.

Each section will contain unseen stimulus materials comprising quantitative and qualitative evidence. Students are required to apply their knowledge and understanding from Themes 1, 2, 3 and 4 and their understanding of the broad context to this evidence.

Students cannot take any of their research or investigation data carried out as part of the pre-release into the examination.

#### Details:

- Exam Length: 2 hours.
- Exam Weighting: 30% of the total qualification.
- Questions: The paper has two sections, A and B. Students answer all questions from both sections. Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response questions.
- Marks: 100 marks in total.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 academic study apply. In addition, applicants will require a grade 6 in GCSE Business and a grade 5 in Maths. Students who have not studied GCSE Business will require a grade 6 in English and a grade 5 in Maths.

# CTEC Level 3 Business

## AIMS OF THE COURSE

This exciting new program of study aims to equip students with the practical knowledge and skills to become an effective business practitioner. The course focuses on the vocational and practical aspects of business management, developed through group activity and project based work. This modular course is available in 'single' or 'double' options. The course of study is very much 'hands on', with the emphasis on marketing, individual projects and team based working.

## COURSE CONTENT

The CTEC Level 3 Business program will follow the new NQF syllabus. All courses are completed over a two year period.

Single	Double
Extended Certificate 360 GLH	Diploma 720 GLH
5 Units	5 Units
1. Business Environment (Examination)	3. Business Decisions (Examination)
2. Working in Business (Examination)	6. Marketing Strategy (Coursework)
4. Customers and Communication (Coursework)	7. Marketing Campaign (Coursework)
5. Marketing and Market Research (Coursework)	15. Change Management (Examination)
16. Principles of Project Management (Coursework)	22. Delivering a Business Project (Coursework)

All ten units combine to make the double award.

## SKILLS REQUIRED

Students will benefit from an inquiring mind and an interest in current affairs especially in the business world. The course is underpinned by the students' own self-directed study and the creation of coursework portfolio units, which require self-discipline and an ability to write clearly and express ideas which are supported by research. A high level of student participation is expected in activities and visits. The ability to work well in private study and as a member of a team is a very big advantage on this course.

## ASSESSMENT PROCEDURES

This course is assessed through the submission of self-directed coursework, presented as portfolios by students at the end of each unit studied, examination and exam board assessed assignments.

## CAREER OPPORTUNITIES

Students taking this course progress to college or university to study a related subject or go directly into work in supervisory and management positions in a broad range of industries. The practical nature of the course assists in equipping students with the interpersonal and business skills valued by employers in the workplace across all sectors of industry. A core component of the course is the study and experience of setting up and running a small business enterprise and many students consider this as a longer term objective, supported by the knowledge and experience gained from the course.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied study apply. In addition, students will be required to have achieved at least grade 4 in maths. Grade 5 in maths and English would be an advantage for this course.

# BTEC Nationals in Travel & Tourism

## AIMS OF THE COURSE

This course aims to prepare students for a career in the Travel & Tourism industry and give an opportunity to develop transferable and higher order skills. The program of study is designed to introduce the theory behind tourism as a business specialism and to prepare for further study in higher education. Alongside this, students gain the practical project management skills associated with the research of four chosen project topics.

## COURSE CONTENT

The course is modular in format with an option to take the single award, equivalent to one A Level, or the combined double award, equivalent to two A Levels.

Single Award (Extended Certificate)
The World of Travel and Tourism Industry Managing the Customer Experience Global Travel Destinations Plus one Optional Unit
Double Award Diploma Additional Units
Travel and Tourism Enterprises Research Current Issues in Travel and Tourism The UK as a Tourist Destination Plus one Optional Unit

All 8 units combine to form the double award.

## SKILLS REQUIRED

Students will benefit from a genuine interest in the travel business, news and current affairs, especially events that relate to the tourism industry. An interest in geography is also very useful. This course is very dependant on the students' own self directed study and the creation of coursework portfolio units. This course calls for students to be very self-disciplined. The presentations that are given also require students to be prepared to develop their ability to write clearly and express ideas one to one and in larger groups. As such, the ability to work well in private study and as a member of a team is a very big advantage.

## ASSESSMENT PROCEDURES

The course comprises coursework portfolio assessment, externally set coursework tasks and examinations.

## CAREER OPPORTUNITIES

Upon completion of this course students go on to study travel and related tourism management subjects. Often, students combine their interest in a foreign language or sport and go on to study a sport or international management course. In addition, students have taken employment and management training positions in the tourism industry across a range of sectors including Tour Operators, Airlines, Sports Centres and Hotels.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied study apply. In addition students will be required to have achieved at least grade 4 in Maths.

# Full Time Level 3 Business, Marketing and Travel

## AIMS OF THE COURSE

It is possible to study completely within the Business and Tourism Department of St George's Academy. By following a mixture of double and single vocational courses in Business and Travel, you are able to create a full-time programme of study. This course's main focus is on Marketing within the Business and Travel industry and getting you prepared for your chosen career.

## ASSESSMENT

Assessment is through a mixture of internally assessed coursework, that is assessed by your teachers and externally assessed examinations.

## CAREER OPPORTUNITIES

Students who complete this course may move onto a variety of university courses or apprenticeships within the field of Business or Travel.

## ENTRY REQUIREMENTS

The minimum entry requirements for level 3 applied study apply. In addition, students will be required to have at least a grade 4 in Maths.



## Cambridge Technical Diploma in Health and Social Care Level 2

There are a wide range of career opportunities across all sectors of Health, Social Care and Children & Young People. The course will equip you with the skills you need for either an apprenticeship, work or further study in this area as a first step towards a career in any of these sectors.

The subject is taught by enthusiastic and committed staff who bring out the best in the students.

The OCR Level 2 Diploma is a one year full-time course that consists of 4 mandatory units and a further 4 units decided by the tutors that provide for a combined total of 60 credits. Students will be required to undertake work experience in a related setting two days a week throughout the duration of the course. Opportunities to study GCSE Maths and English will be timetabled if required.

Students are not required to have studied this subject previously.

### **Unit titles include:**

- Communication in Health & Social Care
- Individual Rights in Health & Social Care
- Individual Needs in Health & Social Care
- Ensuring Safe Environments in Health & Social Care
- Vocational Experience in Health & Social Care
- Cultural Diversity in Health & Social Care
- Human Lifespan Development
- Emergency Care in Health & Social Care

### **METHODS OF ASSESSMENT**

Students are assessed through their portfolio of coursework taken under controlled assessment conditions in school – there are no examinations.

### **SKILLS REQUIRED**

A keen, enthusiastic approach to the subject is required and the ability to independently arrange work experience placements. Students will also be expected to work as part of a team, thus requiring good communication and presentation skills. Practical application of learning is a key skill to success.



## Cambridge Technical Diploma in Health and Social Care Level 3

There are a wide range of career opportunities across all sectors of Health, Social Care and Children & Young People. The course will equip you with the skills you need for either university or work, and is a first step towards a career in any of these areas.

The subject is taught by enthusiastic and committed staff who bring out the best in the students.

The O.C.R. Level 3 Diploma is a two year course that consists of 7 mandatory units, plus 5 optional units and is broadly equivalent to two A Levels. Students will be required to carry out two weeks of work experience in a related setting during this course. This course requires a commitment to the full two year programme as final accreditation is not available until the end of Year 13.

### **Examples of Unit Titles include:**

- Building Positive Relationships
- Looked-after Children & Young People
- Supporting People with Learning Disabilities
- Personalisation and Person-centred Approach to Care

### **METHODS OF ASSESSMENT**

Students are assessed through their portfolio of 7 pieces of coursework taken under controlled assessment conditions in school plus 5 examinations in January and June.

### **SKILLS REQUIRED**

A keen, enthusiastic approach to independent study is required, as well as the ability to write coherently and in-depth at Level 3. Students will also be expected to work as part of a team, thus requiring good communication and presentation skills. Practical application of learning is a key skill to success.

### **ENTRY REQUIREMENTS**

The minimum entry requirements for Level 3 applied courses apply.





# Cambridge Technical Extended Certificate in Health & Social Care Level 3

There are a wide range of career opportunities across all sectors of Health, Social Care and Children & Young People. The course will equip you with the skills you need for either university or work, and is a first step towards a career in any of these areas.

The subject is taught by enthusiastic and committed staff who bring out the best in the students. The O.C.R. Level 3 Diploma is a two-year course that consists of 4 mandatory units plus 2 optional units and is broadly equivalent to one A Level.

Students will be required to carry out two weeks of work experience in a related setting during this course. This course requires a commitment to the full two-year programme as final accreditation is not available until the end of Year 13.

#### EXAMPLES OF UNIT TITLES INCLUDE:

- Building Positive Relationships
- Equality, Diversity and Rights
- Nutrition for Care
- Supporting People with Learning Disabilities

#### METHODS OF ASSESSMENT

Students are assessed through their portfolio of 3 pieces of coursework taken under controlled assessment conditions in school plus 3 examinations in January and June.

#### SKILLS REQUIRED

A keen, enthusiastic approach to independent study is required, as well as the ability to write coherently and in-depth at Level 3. Students will also be expected to work as part of a team, thus requiring good communication and presentation skills. Practical application of learning is a key skill to success.

#### ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied courses apply.



# Level 3 Applied Diploma in Criminology

#### AIMS OF THE COURSE

The Level 3 Diploma in Criminology has elements of psychology, law and sociology that complement studies in humanities. The main purpose is for the subject to support applications to universities in criminology or similar subjects such as law, psychology or sociology. Students will be provided with the opportunity to develop their communication and critical evaluation skills alongside acquiring a good knowledge of people skills.

#### COURSE CONTENT

The Level 3 Diploma in Criminology offers exciting and interesting experiences through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system.

In year 12, students cover changing awareness of crime in a piece of controlled assessment looking at types of crime, reasons for crime, and the media's input to crime. They will also learn about criminological theories, sitting a 90 minute exam at the end of the year.

In year 13 students will complete a second piece of controlled assessment focusing on the crime scene to the courtroom. This piece of work will consider who is involved in criminal investigations, what are the techniques used, trials and evidence in court and the rights of the witnesses, suspects and victims. Students will also sit a 90 minute exam on crime and punishment, which investigates the criminal justice system, the types of punishment and allows students the opportunity to consider whether different types of punishment can really have a positive effect on an offender.

#### SKILLS REQUIRED

Learners must have an interest in the criminal justice system. This course would suit students who have a thirst for knowledge, are independent enquirers and creative thinkers. Good time management and the ability to write coherently are essential for the assessment requirements of this course.

#### CAREER OPPORTUNITIES

An understanding of criminology is relevant to many job roles within the criminal justice sector, including police officers, probation and prison officers, and social workers. With their critical thinking, analytical and communication skills, criminology graduates are also attractive to employers outside the criminal justice sector in areas such as social research and politics.

#### ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied programmes.



# A Level Geography - Edexcel

Geography is offered at all schools across the Joint Sixth Form. Geography has a strong emphasis upon the study of contemporary issues, i.e. within the last 30 years. In particular, we look at the relationship of human populations to each other over space and time, and their relationship with their physical environment at a variety of scales from the local to the global. Geography also encourages the acquisition of a broad range of skills, many of which will be useful in later life.

## A LEVEL GEOGRAPHY TOPICS

Physical Geography (Paper 1) 30% of the qualification:

Core: The Water Cycle and Water Insecurity  
The Carbon Cycle and Energy Insecurity  
Tectonic Processes and Hazards  
Climate Change Futures

Options: Coastal Landscapes or Glaciated Landscapes

Human Geography (Paper 2) 30% of the qualification:

Core: Globalisation  
Superpowers  
Regenerating Places or Diverse Places

Options: Health, Human Rights and Intervention or Migration, Identity and Sovereignty

### Issues Evaluation (Paper 3) 20% of the qualification:

This is a synoptic paper that will be based around core themes within the course. Students will need to evaluate an issue presented in a resource booklet within this written exam.

### Independent Investigation 20% of the qualification:

This is an independent study based on fieldwork done during the course of the 2 years. It is done as a fieldwork report of approximately 3000-4000 words.

Students will be expected to present and analyse data collected during fieldwork and conclude on their own question. Students will work on this element throughout the duration of A Level Geography. This component is internally marked and externally moderated.

### Fieldwork:

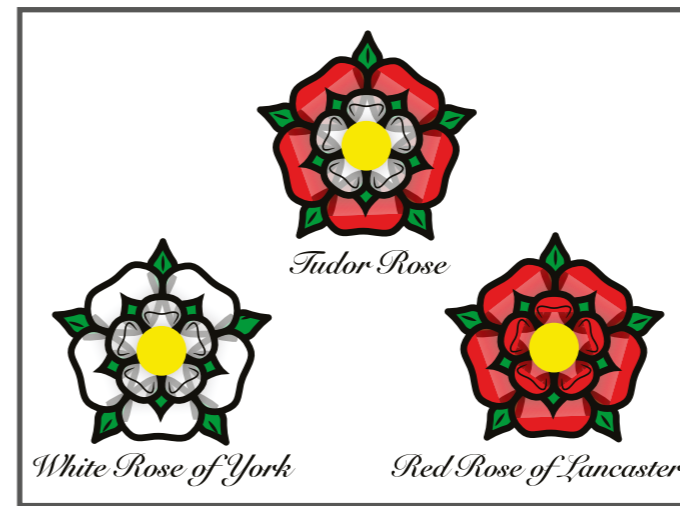
There will be a minimum of 4 days fieldwork done during the course. This may be local area studies or work done further-a-field. The fieldwork will comprise of both Physical and Human Geography and will be connected in part to the Independent Investigation unit.

## FUTURE OPTIONS WITH GEOGRAPHY

Studying Geography A Level could lead to a variety of careers or further study due to the wide range of skills and topics studied. Common careers include accountancy, cartography, conservation, environmental and hazard management (e.g. flooding, forestry), law, management consultancy, meteorology, oceanography, teaching, town planning, traffic management. Most universities offer Geography or related subjects such as environmental studies, at a variety of grades.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 academic study apply. In addition, a grade 6 in Geography GCSE is needed.



# A Level History

History is offered at all schools across the Joint Sixth Form. We all follow the AQA specification which offers a range of interesting and engaging historical topics for study. Carre's Grammar School, Kesteven and Sleaford High School and St. George's Academy each offer different courses focused on aspects of British, European and World History. All three courses aim to offer a combination of breadth and depth of study.

## AIMS OF THE COURSE

- Develop a coherent knowledge of the past;
- Develop and apply understanding of historical topics;
- Develop the techniques of critical thinking in a historical context;
- Develop critical awareness of a range of historical dimensions;
- Develop the ability to communicate historical arguments and conclusions clearly and succinctly.

## ASSESSMENT PROCEDURES

A Level assessment is by final written examination and coursework (Non-examined Assessment).

## COURSE CONTENT AND SKILLS REQUIRED

Pupils are now required to study a 200 year period that is 40% British history, and contains opportunities to study change over short and long periods of time through breadth and depth studies. The three different schools in the Sleaford Joint Sixth Form each offer the following options:

St. George's Academy	Carre's Grammar School	Kesteven and Sleaford High School
Tsarist and Communist Russia, 1855-1964	Stuart Britain and the Crisis of Monarchy, 1603-1702	The Making of a Superpower: The USA 1865-1975
The Wars of the Roses, 1450-1499	Revolution and Dictatorship: Russia, 1917-53	The Wars of the Roses, 1450-1499
Non-examined Assessment: an historical investigation based on students' individual interests	Non-examined Assessment: Civil Rights in the USA, 1865-1992	Non-examined Assessment: Totalitarianism in Germany 1848-1945

Written fluency and ability to analyse historical documents are essential skills in this subject. It is important to have an interest in studying History at this level as pupils are expected to read widely around the course.



## A Level Law

### COURSE CONTENT

All students will have 5 hours a week study culminating in exams at the end of Year 13. These exams will cover the following areas:

**The Legal System and Criminal Law:** Candidates will study the civil and criminal court system, the legal professions and access to justice. This paper also provides an introduction to criminal liability through the study of offences against the person such as murder and offences against the person such as theft.

**Law Making and the Law of Tort:** Candidates will study law making methods and their underpinning concepts. The paper also provides an introduction to civil liability and allows candidates to focus on the rules of tort, liability in negligence and civil remedies available.

**Further Law:** This component, which will be studied in Year 13, allows candidates to extend their study of law by allowing them to look at how the law interacts with society, technology, morality and justice. Candidates will then have the opportunity to develop their legal knowledge further by opting to study contract law or human rights law.

### SKILLS REQUIRED

It will be imperative that you are a keen independent learner and are able to write coherent arguments and essays. There is a lot to learn over the two years but it is extremely rewarding, especially as it provides the core foundation for an understanding of criminal and civil law.

### ASSESSMENT

Even though external assessment through a number of exam papers will only be at the end of Year 13, there will be formal, internal exams at the end of Year 12 which will provide a robust assessment of how candidates are faring and the areas that they need to focus on in Year 13.

### CAREER OPPORTUNITIES

A Level Law offers a fantastic grounding for studying Law at Degree level. If you are interested in a career in the police or legal professions, then the course provides opportunities to gain a real insight into what those professions are like and the qualifications you need to excel in them.

### ENTRY REQUIREMENTS

The minimum entry requirements for level 3 academic study apply. In addition, applicants will be required to have achieved at least Grade 6 in English. You are recommended to have at least one essay based option at GCSE e.g. History. The course is an excellent accompaniment to History, Politics, Economics and Business but also offers creative students a balance to their courses too.

# A Level Philosophy, Ethics and Religion

*Have you ever wondered...  
Is it selfish to want to be happy?  
Do we exist after our bodies die?  
How do we know what is right?  
How did the universe begin?  
What sort of God, if any, exists?*

These important questions and many other related ones will be explored and used to challenge your thinking and evaluative skills.

This course is intellectually demanding, exciting and a challenge. You get the chance to assess the ideas of the most influential thinkers and movements of the past 2,500 years.

Expect few hard and fast answers, but to have your critical faculties vigorously exercised.

Religious Studies is an A Level really worth considering and makes an excellent combination with science, humanities and arts subjects. If you would like to sharpen your critical thinking, develop your analysis and evaluative skills and tease your brain, this course is for you.

### COURSE CONTENT

All students follow the AQA Religious Studies (Philosophy of Religion, Ethics, Religion and Dialogues) course which is assessed by two 3 hour written exams for each component. They will cover the following 2 units:

#### **Philosophy of Religion and Ethics:**

Arguments for the existence of God; Evil and Suffering; Religious Experience; Religious language; miracles and the self, death and the afterlife.

The ethical theories of Natural Moral Law, Situation and Virtue Ethics; Issues of human and animal life and death (embryo research; cloning; abortion; euthanasia; capital punishment; the status and rights of animals; blood sports); Meta Ethics; Free will; conscience and a comparison of the views of Bentham and Kant.

#### **Study of Religion and dialogues:**

Sources of wisdom and authority; God/gods/ultimate reality; self, death and the afterlife; Good conduct and key moral principles; expression of religious identity; religion and gender, sexuality, science, secularisation and religious pluralism. This paper also includes a consideration of the dialogues between philosophy of religion, ethics and religion.

#### **Connections:**

Throughout the course students will be encouraged to develop their understanding of the connections between the two units.

### OPPORTUNITIES

This subject would be particularly useful to anyone wishing to study medicine, law or enter the paramedical, law enforcement or teaching professions.

Many Higher Education institutions look favourably upon this course due to the transferable thinking and reasoning skills which are developed, however, it is extremely useful if studying Criminology or Sociology.

#### **It is also useful in the following professions:**

##### **Management:**

- Leisure and Travel
- Marketing and Public Relations
- Broadcasting and Journalism
- Personnel

##### **Publishing:**

- Banking and Accountancy
- Computing
- Civil Service
- International and Local Government.

In fact the subject complements a wide range of subject combinations; not only in arts, humanities and social science, but also the sciences.

#### **So where does Philosophy and Ethics get you in the end?**

It is hoped that anyone who studies philosophy, ethics and religion will arrive at a better understanding of the subjects, whatever their reactions to them. Equally important they will have a better understanding of themselves and their world, in whatever direction this may lead them.

### ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 academic study apply. A grade 6 in English is also required.

For further information visit: [www.aqa.org.uk](http://www.aqa.org.uk)



# A Level Psychology

Students will be expected to:

- Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues.
- Apply their new found knowledge in a range of contexts with analysis and evaluation.
- Evaluate the appropriateness and effectiveness of certain therapies and treatments.
- Develop competence and confidence in a variety of practical, mathematical and problem-solving skills.

## ASSESSMENT

Psychology is assessed by external examination only. At the end of the second year students will sit three 2 hour exams. There is no coursework.

Paper 1: Introductory Topics in Psychology (Social Influence, Memory, Attachment, Psychopathology)

Paper 2: Psychology in Context (Approaches in Psychology, Biopsychology, Research Methods)

Paper 3: Issues and Options in Psychology (Issues and Debates in Psychology, Relationships, Forensic Psychology, Stress Psychology)

Overall at least 10% of the marks in assessments for Psychology will require the use of mathematical skills and will be at least the standard of higher GCSE mathematics. Further details of the content of the course can be found at: [www.aqa.org.uk](http://www.aqa.org.uk)

## CAREER OPPORTUNITIES

This academic subject is a useful entry point into a wide range of degree choices or careers because it builds on skills developed in the sciences and humanities. Students can find out more information about options available to them at [www.bps.org.uk/careers](http://www.bps.org.uk/careers)

## SKILLS REQUIRED

There is a large quantity of new material to be delivered for a subject that most students will probably not have studied at GCSE before. Therefore it is important that students have a strong aptitude for independent learning and are able to deliver coherent arguments both verbally and in writing.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 academic study apply. In addition, applicants will require a Grade 6 in English and a Grade 5 in Maths.

## EXAM BOARD

AQA.



# A Level Sociology

Sociology is the study of the development, structure and functioning of human society, including the study of social problems.

Sociology requires open minds, critical thinkers, good organisation skills, and independent learners. The subject is constantly updating and as well as looking at 19th century sociologists, we also analyse up to date studies and current affairs, as well as students conducting their own research in topic 2.

Assessment is by three external examinations at the end of Year 13.

## COURSE CONTENT

### 1. Families and Households

This module includes studying the relationship of the family to social structure and social change; changing patterns of marriage, cohabitation, separation, divorce and the life course; gender roles; changing status of childhood; and demographic trends since 1900.

### 2. Education with Research Methods

This module includes studying explanations of the role and purpose of education; sociological explanations of differential educational achievements of social groups by class, gender, and ethnicity; relationships and processes in schools such as subcultures and the hidden curriculum; educational policies; and sociological research methods.

### 3. Beliefs in Society

This module includes studying different theories of religion, sociological explanations of the purpose and role of religion, religious organisations, religions and social groups, and the debate of secularisation.

### 4. Crime and Deviance with Research Methods and Theory

This module includes studying theories of crime and deviance; explanations of the social distribution of crime and deviance trends; contemporary issues in the sociology of crime such as effects of globalisation and the mass media; sociological views of the criminal justice system, and the study of research methods and theory.

## PRIVATE STUDY

Students are expected to do much work outside of the classroom, ranging from writing essays, to note taking, or research. They are asked to do the following:

- Write up and expand on notes made in class
- Prepare and write essays
- Read around the subjects/topics being studied
- Use the library, for access to a wider range of material

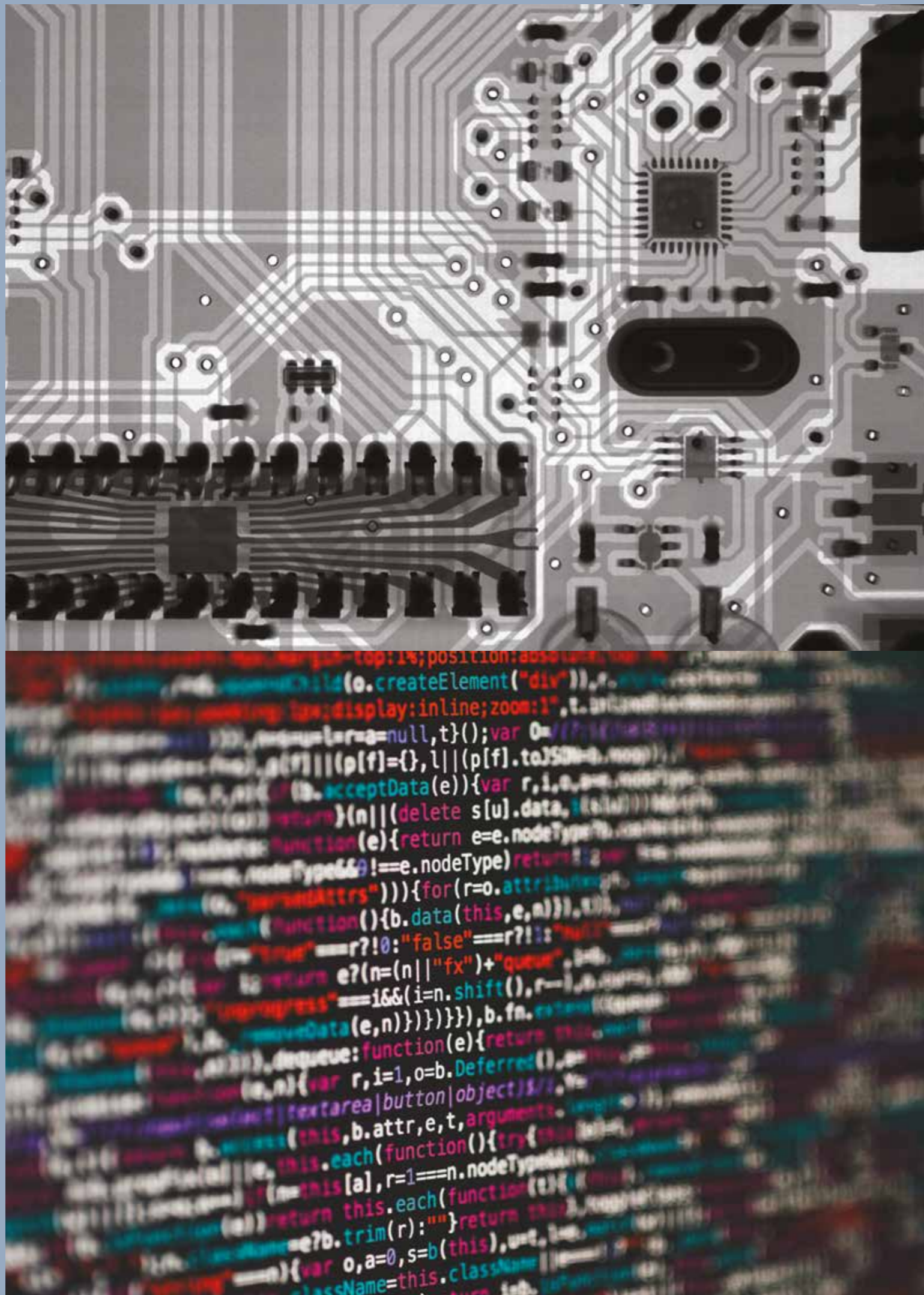
## CAREERS

A qualification in Sociology can lead to a number of careers, such as teaching, law, journalism, business, politics, public relations, social work, nursing, media work and science. Due to the fact that sociology is accepted as both an arts subject and a science subject, it has the advantage of being flexible in the work place.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 academic study apply. In addition, applicants will need to have achieved at least Grade 6 in English.

For further information please visit [www.aqa.org.uk/subjects/sociology](http://www.aqa.org.uk/subjects/sociology)



# A Level Computer Science

## AIMS OF THE COURSE

This course aims to encourage students to develop:

- the capacity to think creatively, innovatively, analytically, logically and critically;
- an understanding of the organisation of computer systems, including software, hardware, data communications and people;
- the ability to apply skills, knowledge and understanding of computing, including coding in Python, SQL and JavaScript, in a range of contexts to solve problems;
- skills in project and time management;
- the capacity to see relationships between different aspects of the subject and perceive their field of study in a broader perspective;
- an understanding of the consequences of using computers, including social, legal, ethical and other issues;
- an awareness of emerging technologies and an appreciation of their potential impact on society.

## COURSE CONTENT

- Characteristics of contemporary processors
- Software and software development
- Programming
- Exchanging data
- Data types, structures and algorithms
- Legal, moral and ethical issues
- The principles of computational thinking
- Problem solving and programming
- Algorithms to solve problems and standard algorithms
- Computing Project covering:
  - Analysis
  - Design
  - Development of code
  - Evaluation

## A LEVEL ASSESSMENT (OCR H446)

**Unit 1:** Computer systems  
40% of the A Level  
2hr30min written exam

**Unit 2:** Algorithms and Programming  
40% of the A Level  
2hr30min written paper

**Unit 3:** Programming Project  
20% of the A Level  
Coursework

## CAREER OPPORTUNITIES

In today's workplace, those with knowledge and skills in computing have the opportunity to pursue new and exciting careers and to be instrumental in the conception of computer systems that increasingly shape work and leisure activities.

It is envisaged that students will utilise the skills and knowledge of computing in one of three ways. Firstly, to provide a general understanding of the use of computer technology and systems, which will inform their decisions and support their participation in an increasingly technologically dependent society. Secondly, to provide the necessary skills and knowledge to seek employment in areas that utilise computing, where they may develop their skills and knowledge further through practical experience and training. Thirdly, students may choose to continue to develop their knowledge and understanding of computing through entry to higher education, where this qualification will provide a useful foundation for further study of computing or more specialist aspects of computing.

## PRIOR LEARNING

Students will have been assessed in IT skills at Key Stage 3 and many will have followed a course in IT and Key Stage 4. Whilst not assuming the full knowledge and understanding of the subject at Key Stage 4, this course assumes that all students will have a basic understanding and knowledge of both the hardware and software of a standard, stand-alone computer system.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 academic study apply. In addition, applicants will need to have achieved at least Grade 6 in Maths.

# CTEC Level 3 Digital Media Single, Double and Triple award

## AIMS OF THE COURSE

This qualification is designed for learners who have an interest in the media industry and want to study digital media concepts and production development. It allows them to study a wide range of different media industries and product types, such as Audio, Audio-visual and Print based media including Sound in Media, Photography and Animation. Learners will develop specialist knowledge, skills and understanding in the different media product types and sectors to prepare them for further study or employment in the digital media sector. There are a wide range of skills involved, including project management and utilising a wide range of ICT and writing skills which are highly sought after in today's ever-demanding and competitive job market. There are three courses available: a single award (Extended Certificate) equivalent to one A Level, a double award (Diploma) equivalent to two A Levels and the triple award (Extended Diploma) equivalent to three A levels.

## ASSESSMENT

These qualifications are assessed by:

- External examinations - two for single award, three for double, four for Triple award.
- Internal assessment, where the subject teachers assess the learners work and OCR externally moderate it, organised at a time by the teacher. Learners will know their assessed grade within two days of the moderation visit and have the opportunity to resubmit improved coursework units for external moderation.

## THE COURSE CONTENT

There are a wide range of units. Some are mandatory and some are optional that the Academy selects. See the information below for units that are studied in each award. Giving students a broad range of media products to study, allows students the opportunity to trial different areas to help inform them of their specialism to pursue.

## PRIOR LEARNING

Students will have developed and been assessed in IT and Digital Media skills at Key Stage 3 and many will have followed the Level 2 course in Creative Media Production at Key Stage 4. Whilst not assuming the full knowledge and understanding of the subject at Key Stage 4, this course assumes that all students will have a basic understanding and knowledge of a range of media products, audiences, pre-production and planning techniques and some of the hardware and software required to design and create a media product. An initial assessment will make sure learners are capable of reaching the required standards of the qualification they intend to work towards.

## CAREER / HIGHER EDUCATION OPPORTUNITIES

Learners will develop specialist knowledge, skills and understanding in their chosen area, to prepare them for employment in the digital media sector in job roles such as digital layout artists, assistant animators, production runners or freelance crew or for a media-related apprenticeship. It could also provide a route to a higher education media-related programme such as Digital Media, Media Production, Media and Communications, Journalism and Media, Digital Marketing. The University of Lincoln is one of many contributors to the writing of this course in addition to other education and industry specialists in digital media.

## ENTRY REQUIREMENTS

The minimum entry requirements for level 3 applied study apply.



## SINGLE AWARD (EXTENDED CERTIFICATE)

The single award offers students a good starting point in learning about Digital Media - there are many key concepts and theorists' theories to understand and apply to existing media products as a means of analysis, as well as when designing and creating your own solutions to meet the requirements of the client brief specifications. Single units studied are outlined below.

\*Students will have an opportunity to choose a different scenario which is based on our visit to Harry Potter studios

## DOUBLE AWARD (DIPLOMA)

When students are studying the double and triple units, they are delving in to much more specialised units within Digital Media where you get the opportunity to try out various different types. We have attempted to pick units which give a broad range of skills to develop for each different media product type whilst mastering the production process.

## TRIPLE AWARD (EXTENDED DIPLOMA)

Like double award before it, students opting for triple award get to complete a wider range of more specialised units not available on single or double award - you get to make use of more equipment, showcasing different skills with the inclusion of a research project.

SINGLE AWARD	DOUBLE AWARD	TRIPLE AWARD
Extended Certificate 360 GLH	Diploma 720 GLH	Extended Diploma 1080 GLH
Unit 1: Media Products and Audiences - Exam 90 GLH	Unit 4: Create an interactive media product - Coursework 60 GLH	Unit 5: TV and short film production - Coursework 60 GLH
Unit 2: pre-production and audiences - Exam 90 GLH	Unit 6: Social media and globalisation	Unit 15: Create audio-visual promos - Coursework 60 GLH
Unit 3: Create a Media Product - Coursework 60 GLH	Unit 7: Newspapers and the print media industry - Coursework 60 GLH	Unit 20: Advertising media - Coursework 60 GLH
Unit 16: Create sound for media - Coursework 60 GLH	Unit 8: Photography for digital media products - Coursework 60 GLH	Unit 23: Create a personal media profile - Coursework 30 GLH
Unit 21: Pitch a media product - Coursework 30 GLH	Unit 9: Comics and graphic novel storytelling - Coursework 60 GLH	Unit 25: Research for product development - Exam 120 GLH
Unit 24: Cross-Media Promotion - Coursework 30 GLH	Unit 10: Create a digital animation - Coursework 60 GLH	Unit 26: Application of converging technologies within a digital design proposal - Coursework 90 GLH

Double students will complete the single and double units, triple award students will complete single, double and triple units.



# A Level English Language

## AIMS OF THE COURSE

The A Level in English Language encourages learners to develop their interest and enjoyment of English as they develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language; explore data and examples of language in use; engage creatively and critically with a varied programme for the study of English; develop their skills as producers and interpreters of language and independently investigate language in use. The course is designed to foster learners' independence as they explore English language in a variety of contexts. It provides learners with opportunities to develop a wide and deep knowledge of the systems of the English language and of issues relating to language and its uses. Throughout this course, learners are presented with opportunities to develop their own creativity, both in the ways they think about language and in the ways they develop expertise in using language to communicate in different ways.

## COURSE CONTENT

At A Level there is a focus on linguistic analysis of the spoken and written word. Students are required to learn and apply terminology in the analysis of a variety of texts, both fiction and non-fiction. They will consider the creation and production of texts and will have an opportunity to create and analyse their own writing. Later on in the course, students examine specific issues in language and its relation to power, gender, situation and child language acquisition. They will also study how language changes over time and will learn how to analyse texts from different historical periods. Students will study language of the 21st Century and the impact that technology has on our language. There is a coursework element, for which students will conduct and produce an investigation into an area of language use of their own choosing.

## SKILLS REQUIRED:

Students must enjoy reading and be prepared to read a range of fiction and non-fiction texts. They must have strong analytical skills and enjoy class discussion. The ability to undertake independent study outside of the classroom is a prerequisite to success. Fluent written expression is also crucial.

## ASSESSMENT PROCEDURES

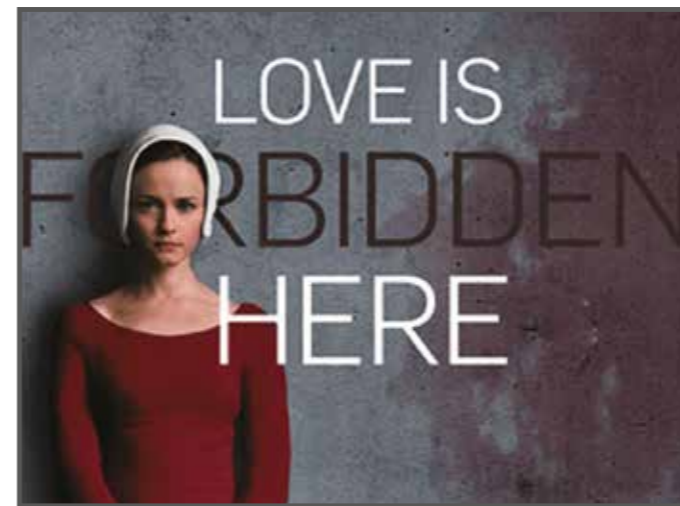
At A-Level, English Language is mainly assessed by examination (three in total), alongside a language investigation coursework component in the second year.

## CAREER OPPORTUNITIES

The range of skills developed in the study of English Language are highly valued by employers, colleges and universities alike. English Language is a highly desirable A Level for a range of degree subjects. An ability to communicate confidently and coherently in English is essential for entry to virtually all careers; specific careers that employ English skills include law, journalism, teaching and management consultancy.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 academic study apply. In addition, applicants will require at least a Grade 5 and 6 in their English GCSEs.



# A Level English Literature

## AIMS OF THE COURSE

A-Level English Literature aims to equip students with higher level analytical and evaluative skills to discuss and write on a variety of fiction texts. Students will be introduced to key texts in the literary canon.

## COURSE CONTENT

Students read and study an exciting wide range of prose, poetry and plays with a focus on genre and narrative methods. There truly is something for everyone. They study both pre- and post-1900 texts including a Shakespearean text. Texts are studied in relation to their social, historical and cultural contexts and a variety of different interpretations are considered during lessons.

Throughout the course there is a focus on close analysis of the language and structure of texts. There is emphasis on sophisticated essay writing skills and written expression.

## SKILLS REQUIRED

Students must enjoy reading and be prepared to re-read the set texts a number of times. They must have strong analytical skills and enjoy class discussion. The ability to undertake independent study outside of the classroom is a prerequisite to success. Fluent written expression is also crucial.

## ASSESSMENT PROCEDURES

At A-Level, English Literature is mainly assessed by examination, alongside a small coursework component in the second year.



## CAREER OPPORTUNITIES

We are part of an increasingly competitive global economy and so the range of skills developed in the study of English are highly valued by employers, colleges and universities alike. English Literature is one of the 'preferred' subject choices for Oxbridge arts/humanities courses. Success in English is essential for entry to virtually all careers; specific careers that employ English skills include law, journalism, teaching and management consultancy.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 academic study apply. In addition, applicants will require at least a Grade 5 and 6 in their English GCSEs.

**For further information, please see:**  
[www.qualifications.pearson.com/en/home.html](http://www.qualifications.pearson.com/en/home.html)



# A Level English Language and Literature

*This AQA course combines the study of both language and literature.*

*This A Level is an accessible and stimulating course in which you will engage creatively and independently with a variety of spoken, written and multi-modal texts.*

This specification offers exciting opportunities for students to develop their subject expertise by engaging critically and creatively with a wide range of texts. Using linguistic and literary concepts and methods, candidates analyse literary and non-literary texts in a range of modes and genres, in the process gaining insights into the nature of different discourses and ideas about creativity. Candidates develop skills as producers and interpreters of language by creating texts themselves and critically reflecting on their own processes of production. These skills are invaluable for both further study and future employment.

## SUBJECT CONTENT

- Remembered places
- Imagined worlds
- Poetic voices
- Writing about society
- Critical commentary
- Dramatic encounters
- Making connections

## ASSESSMENTS

### Paper 1: Telling Stories

Exam: 3 hours

Weighting: 40% of A Level

### Paper 2: Exploring Conflict

Exam: 2 hours 30 minutes

Weighting: 40% of A Level

### Non-Exam Assessment: Making Connections

Assessed by teachers and moderated by AQA

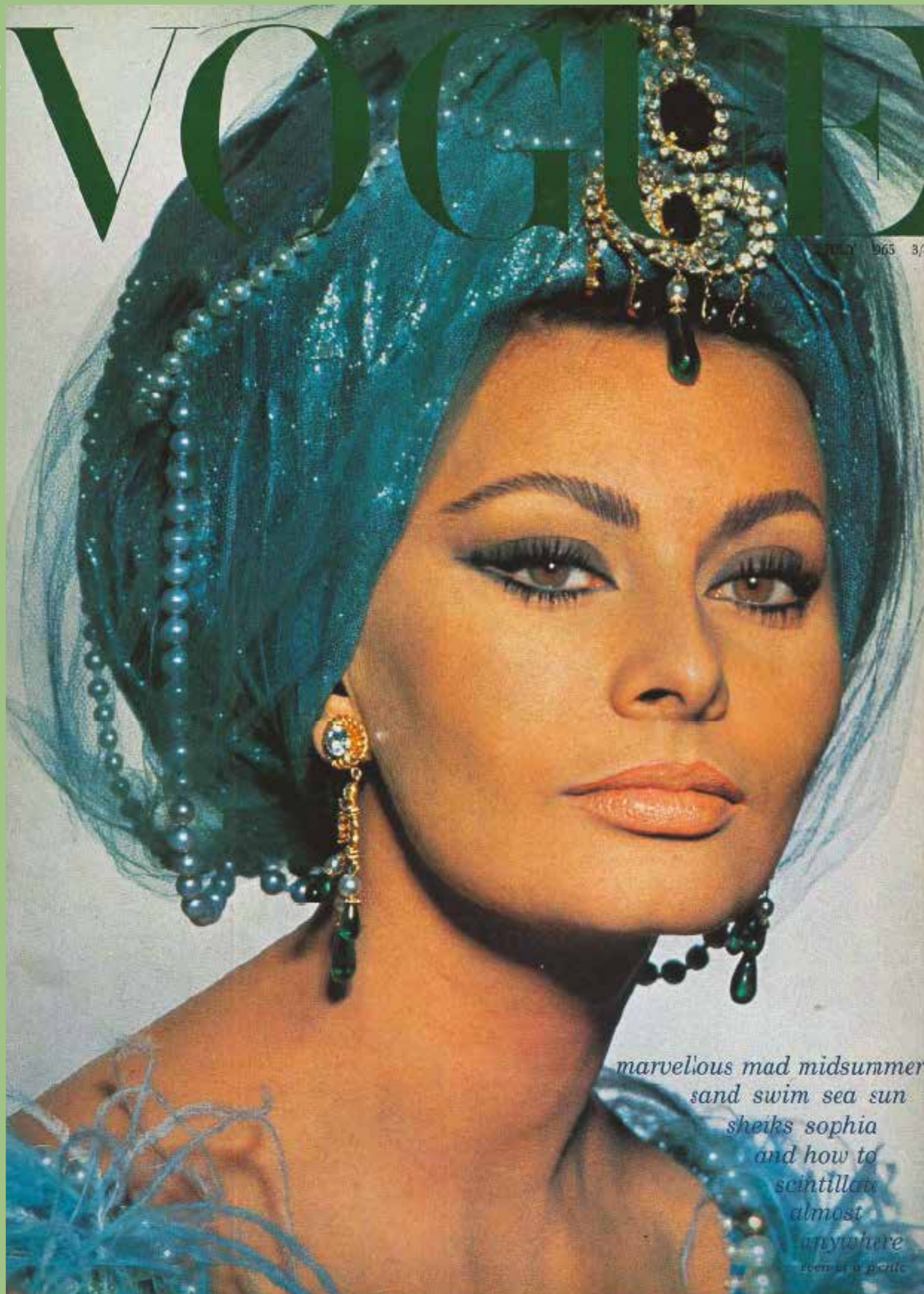
Weighting: 20% of A Level

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 academic study apply. In addition, applicants will require at least a Grade 5 and 6 in their English GCSEs.







# A Level Media Studies

## AIMS OF THE COURSE

The course offers learners the opportunity to develop a thorough and in depth understanding of the key issues of media, using a comprehensive theoretical framework to facilitate analysis and debate. The study of a wide range of rich and stimulating media products is central to the course, offering opportunities for detailed analysis of how the media communicate meanings in a variety of forms. The aim is that students will engage with the dynamic relationships between media products, media industries and audiences. Students are encouraged to develop their awareness of emerging and evolving media. They are also encouraged to explore and pursue their own media interests.

The media play a central role in contemporary culture, society and politics, shaping our perceptions of the world through the representations, ideas and points of view they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, and participate in key aspects of society. The media industries employ large numbers of people and the course aims to equip students with enhanced knowledge and understanding of contemporary media products.

## COURSE CONTENT

### **Component 1: Media Products, Industries and Audiences**

Learners study media language and representation in relation to examples of media products from the following forms:

- music video and video games
  - advertising and film marketing
  - newspapers and radio news/current affairs programmes.
- Students will also develop the ability to use and reflect critically upon relevant theoretical approaches and theories.

### **Component 2: Media Forms and Products In Depth**

In this component, learners build on the knowledge and understanding developed in Component 1. Learners study media language, representation, audiences and media industries in relation to:

- television
- magazines
- blogs and websites.

Learners will explore and compare how relevant social, cultural and industry contexts influence the set products.

### **Component 3 - Cross-Media Production**

(non-exam assessment) Learners create an individual cross-media production in two different forms in response to a choice of briefs set by WJEC. The forms that learners can work in include television, magazines, film marketing, music marketing and online options.

## ASSESSMENT PROCEDURES

### **Component 1: Media Products, Industries and Audiences:**

Music Video and Video Games; Advertising and Film Marketing; Newspapers and Radio News.

Written examination 2 hours (30% of qualification)

### **Component 2: Media Forms and Products in Depth:**

Television; Magazines; Blogs and Websites.

Written examination 3 hours (40% of qualification)

### **Component 3: Cross Media Production:**

Production work will be across two media platforms from a choice of print, audio-visual or functioning on-line material. Internal assessment (30% of qualification)

## METHOD OF ASSESSMENT

Students will be assessed throughout the course using a combination of essays, internal examinations and practical tasks in line with the weighting of the specification.

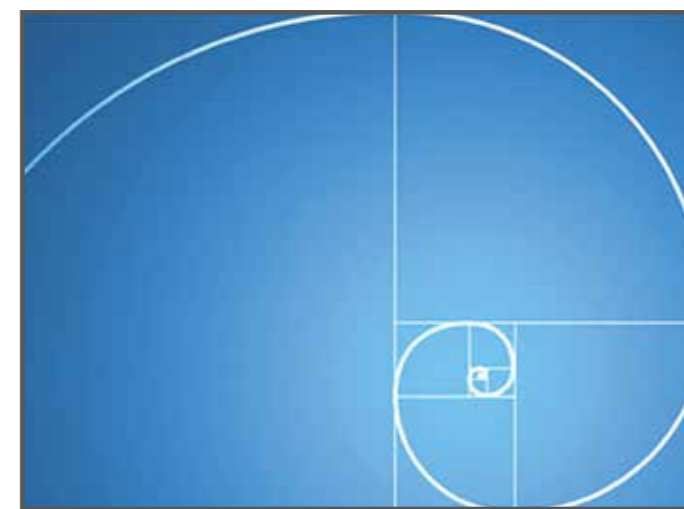
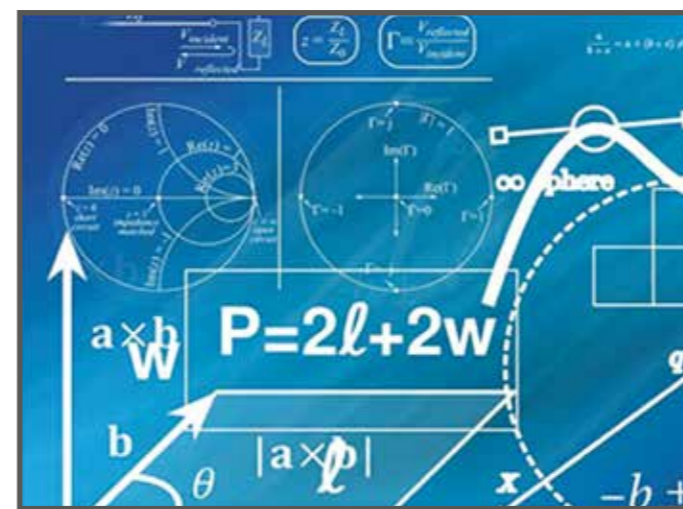
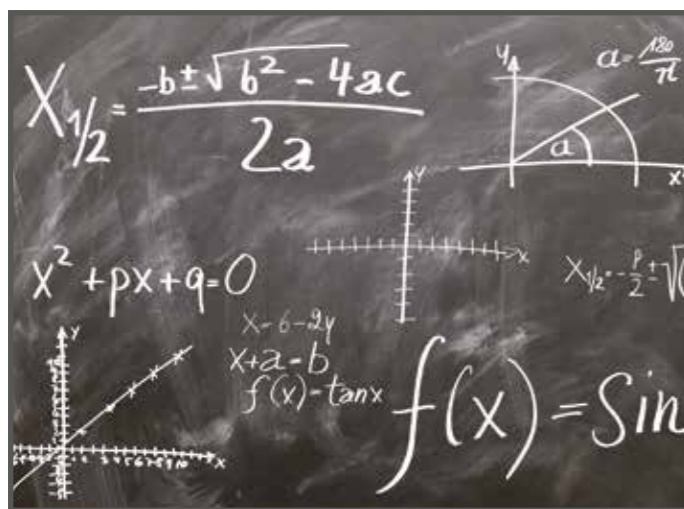
## PROGRESSION AND CAREER OPPORTUNITIES

The emphasis of the WJEC syllabus is upon the development of independent analytical and critical thinking skills which makes it particularly appropriate and relevant to candidates wanting to pursue Media Studies at higher academic levels.

The course aims to provide a wide range of media competencies relevant to more specialised academic and vocational courses. In addition, knowledge of the media is increasingly valued and is becoming an important aspect of work in most institutions in an information society. Studying the media will equip students to develop an understanding of the relationship between consumers and producers which is therefore relevant to candidates entering employment across a wide range of industries and professions.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied study apply. In addition, a Grade 5 in English is required. Students with a Grade 4 who demonstrate good literacy skills through the transition pack and initial assessment will also be considered.



# A Level Mathematics

## AIMS OF THE COURSE

- To strengthen and extend existing knowledge and understanding of Mathematics from GCSE, as well as introduce and explore a variety of new concepts.
- To explore the various applications of Mathematics and to be able to apply existing and new skills to modelled situations.
- To encourage students to be able to interpret a problem and be able to analyse these mathematically, constructing a mathematical argument.

## PRE-REQUISITES

Pupils wishing to study maths at A Level should have a real love for the subject along with a strong work ethic. A potential student should be a strong mathematician that is capable of interpreting a problem and choosing an appropriate method to be able to work through to a solution. A potential student should also be able to formally structure a mathematical argument using equations and correct mathematical notation consistently and accurately.

## COURSE CONTENT

The A Level course is broken down into three key areas- **Pure Mathematics**, **Mechanics** and **Statistics**.

- **Pure Mathematics** - this involves building upon a lot of the skills learned at GCSE and extending these as well as looking at their applications e.g. algebra, trigonometry and coordinate geometry. This course will also introduce a host of new areas of maths e.g. calculus, logarithms and sequences and series.
- **Mechanics** - this unit of study looks at modelling situations in real life and then working through them algebraically.

Some examples of topics to be covered are "kinematics"- the study of how things move, "dynamics"- the study of why things accelerate, "statics"- the study of why things do not move.

- **Statistics** - You will recap and build upon the statistics elements of the GCSE course such as averages and tables in data as well as looking at various tests that you can carry out on data to look for correlation as well as being able to calculate probabilities from increasingly complex scenarios.

## ASSESSMENT

You will be assessed internally throughout the course to check that you are on track. The course is formally assessed through three examination papers that will be sat at the end of Year 13. These examination papers will look at the three strands mentioned above however "Pure Mathematics" will count for 66.7% of your final grade with "Mechanics" and "Statistics" being equally weighted to make the remaining 33.3%.

## CAREER OPPORTUNITIES

Employers and Universities both value an A Level in Mathematics. Even if you do not wish to study Mathematics at University it is referred to as a "facilitating subject" and will be welcomed on the majority of courses.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 academic study apply. In addition, a Grade 6 in GCSE Mathematics is required, however Grade 7+ is highly recommended.

# A Level in Further Mathematics

## AIMS OF THE COURSE

In addition to the aims of the A Level Mathematics course, we also aim to give students wishing to study a very maths rich course at university an excellent foundation in the subject and to look at some of the topics that may appear at undergraduate level.

## PRE-REQUISITES

Pupils wishing to study Further Maths at A Level should have a real passion for the subject along with a strong work ethic. A potential student should be a very strong mathematician and be resilient in the face of increasingly complex subject matter. A potential student should naturally structure a mathematical argument using equations and correct mathematical notation consistently and accurately. The student should be aware that even if they found GCSE easy and are a capable mathematician they will be looking at concepts that will challenge them significantly, they will make mistakes and must not give up when the topics are difficult. You will receive 2 A Levels in maths: A Level Mathematics and A Level Further Mathematics.

## COURSE CONTENT

The A Level course is structured similarly to A Level Mathematics - **Further Pure Mathematics**, **Further Mechanics** and **Further Statistics** as well as the introduction of some "**Discrete Mathematics**".

### • Further Pure Mathematics

In Further Pure Mathematics students extend and deepen their knowledge of proof, algebra, function, calculus and vectors studied in A Level Mathematics. They will also broaden their knowledge into new areas of study such as matrices, polar coordinates and complex numbers.

### • Further Statistics

In Further Statistics students explore in greater detail the content of A Level Mathematics but also extend their skills into new areas such as regression and Chi squared tests.

### • Further Mechanics

In Further Mechanics students develop further their understanding of kinematics, dynamics and statics from A Level Mathematics whilst also learning new topics such as impulse, momentum, work, energy and power.

### • Discrete/ Decision Mathematics

Decision/Discrete Mathematics is a branch of mathematics which looks at modelling real life situations using graph theory and algorithms. Topics such as linear programming, route inspection and critical path analysis are explored in detail.

## ASSESSMENT

You will be assessed internally throughout the course to check that you are on track. The course is formally assessed through three examination papers that will be sat at the end of Year 13.

## CAREER OPPORTUNITIES

Employers and Universities both value an A Level in Further Mathematics. This could potentially make your first year of undergraduate easier as you will have some prior knowledge of some concepts that will be covered.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 academic study apply. In addition, a Grade 7+ in GCSE Mathematics is required.



# A Level French, Spanish & German

## AIMS OF THE COURSE

This course has been designed to give you a profound understanding of your chosen language. Not only will you study the mechanics of the language in more detail, its grammar and vocabulary, but you will also learn about how people live and actively use language.

## COURSE CONTENT AND SKILLS REQUIRED

You will:

- Develop and build on skills acquired at GCSE.
- Achieve a sound basis for future study.
- Gain an insight into another culture and society.

In the first year you will study two main themes which are “Social issues and trends” and “Artistic culture”. Within these main themes you will look at several sub-themes, including “Youth culture”, “The digital world” and “Festivals and traditions”. These topics will build on what you have studied at GCSE and will cover a wide range of interesting and engaging issues. The common thread amongst these is discovering how people speak at a personal level and what their individual views are. You will also study one text or one film from a prescribed list. In the second year, you will continue to study the theme of “Social issues and trends”, focussing this time on areas such as immigration and racism. You will also study the theme of “Political and artistic culture”, concentrating specifically on aspects of political life in the country of the language that you are studying. In addition, you will study either one text and one film or two texts, again from a prescribed list. Finally, there is an Individual Research Project which you undertake under the guidance of your teacher. As well as having time in lessons with your subject teachers, time is spent with a language assistant to develop your speaking skills further.

*We follow the AQA A Level specifications in all 3 languages.*

## ASSESSMENT PROCEDURES

The assessment for A Level is in three parts. Firstly, there is a 2.5 hour listening, reading and writing examination, making up 50% of the marks. There is a writing examination, which is two hours in length and accounts for 20% of the marks. The third part of the examination is a speaking test which lasts 16-18 minutes and is also worth 30% of the total marks.

## CAREER OPPORTUNITIES

In our ever expanding global economy, language skills are increasingly sought after by prospective employers in a range of spheres, from Medicine to Banking, from Politics to Information Technology. The ability to communicate effectively in a language other than your mother tongue will undoubtedly broaden your chosen career path and boost your earning potential.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 academic study apply. We also ask that you have studied the language you want to study at GCSE and have gained at least a grade ‘6’.



# A Level Drama & Theatre

## AIMS OF THE COURSE

By following the Edexcel syllabus of this course you will gain a deeper understanding of how theatre works and you will have opportunities to be a performer, a designer and an active audience member. In all of these areas you will gain skills and understanding that will prove to be valuable and rewarding in the future.

## COURSE CONTENT AND SKILLS REQUIRED

Whatever your previous experience, being an A Level Drama and Theatre student will be thought provoking, challenging and exciting. Much of your time will be spent working practically with others. A lot of your enjoyment and achievement relies on your commitment to working as a member of a team. Regular attendance and punctuality are important.

You will also need to work as an individual in researching material and putting your knowledge and understanding down on paper. You must be prepared to work independently, whether seeing theatre performances, carrying out research, learning lines, acquiring props or rehearsing for performance.

## ASSESSMENT

A Level Drama & Theatre will be assessed through a combination of a 40% written exam and 60% internal assessment.

You will be required to demonstrate a practical understanding of two complete performance texts and at least three key extracts from three other texts.

You must study the work and methodologies of two theatre practitioners at A2.

You will be required to participate in a minimum of two performances, one which is devised and one from a studied text.

## CAREER OPPORTUNITIES

Students who have completed Drama and Theatre may move onto a variety of university courses or specialist performance schools. There are also career opportunities in all areas of the arts in addition to performance or teaching.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 academic study apply. Additionally you should have a Grade 5 or above in English and you will be required to take part in an audition.



# A Level Music Edexcel

A Level Music is essential for those who wish to study Music further at University, Conservatoire, or on other Higher Education courses. It is equally useful for non-specialists who want to take a challenging and interesting A Level course. It is a highly regarded A Level as employers recognise the many disciplines, the creativity and the talents that this qualification represents.

Qualifications in Music can lead to a variety of careers that do not just include teaching and performing. Students who gain qualifications in Music can go on to work in sound recording and technology, the media, composing, law, finance, events management, the armed forces and many more.

## SKILLS

Music A Level focuses on the skills of performing, composing, listening and understanding. Students develop their skills as performers either as soloists or in ensembles. They will learn about harmony and various composition techniques, composing their own music. Students also develop their aural and analytical skills through studying a variety of pieces of music from 1600 to the present day.

## COURSE CONTENT AND ASSESSMENT

- Unit 1: Performing: Students will need to record a recital of at least 8 minutes.
- Unit 2: Composing: Students need to submit two compositions, one free composition and one based on a technical study.

- Unit 3: Musical Understanding: There are 6 Areas of Study: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, and New Directions. Students study works by 13 composers (spread across the 6 areas of study) to prepare for the final exam. Students will have to answer essay questions on these set-works and also answer listening questions based on these works and other related works.

Unit 3 is assessed through an end of year exam. The performing and composing units are both assessed by an external examiner.

## ENTRY REQUIREMENTS

You should have Grade 6 or above at GCSE Music or at least a Merit at Level 2 BTEC Music. It is essential that those wishing to take the A Level Music course should be committed to learning a musical instrument. You should be able to play a musical instrument or sing at Grade 5 Level (although the actual Grade 5 qualification is not required). A good understanding of music theory and being able to read music notation is vital. If you have not taken GCSE Music or BTEC Music but have Grade 5 (Practical or Theory) then you may be considered for this course.



# Level 3 RSL for Music Practitioners

*Single Option: Subsidiary Diploma*  
*Double Option: Diploma*

## AIMS OF THE COURSE

The Level 3 RSL courses are enjoyable, creative courses for students who wish to pursue a career or interest in music. The course aims to provide a practical understanding of the skills and knowledge needed for a career in the music industry. Lessons will be focussed around practical performance work while developing understanding of related music theory and performance techniques.

## COURSE CONTENT AND SKILLS REQUIRED

The qualification includes a number of core and optional units.

These include:

- Rehearsal Skills and Live Music Performance
- Planning a Career in Music
- Music Rehearsal Skills
- Live Music Performance
- Instrumental Study

The course includes a large amount of practical ensemble work meaning that effective communication skills and an ability to work productively as part of a group is essential. It is also necessary to be able to work independently and have good organisational skills.

## ASSESSMENT

All units will be completed through a combination of practical and written work. There is a mixture of internally and externally assessed units.



## CAREER OPPORTUNITIES

Students who have completed the Level 3 RSL course for Music Practitioners may move onto a variety of university courses or specialist music schools. There are also career opportunities in other areas of the arts in addition to performance or teaching.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied study apply.

In order to choose Level 3 RSL for Music Practitioners as an option you should have a strong interest in Music and enjoy performing as an individual and as part of a group. You should also be interested in learning music theory in order to enhance your performance and composition skills. You should have a grade 5 or above in GCSE Music or have achieved a merit or distinction for the RSL Level 2 Certificate for Music Practitioners.

If you have not taken music as an option at Level 2 but have a talent for the subject and the ability to be a reflective practitioner, you may be considered for the course.

## Level 3 BTEC Performing Arts

*Single Option: Extended Certificate*  
*Double Option: Diploma*

### AIMS OF THE COURSE

The BTEC Level 3 Subsidiary Diploma in Performing Arts has been specifically designed to enable students to explore a wide range of performance elements. It is creative, varied and extremely enjoyable, offering an extensive range of options which include Musical Theatre, Contemporary Performance and Drama improvisation. The course aims to provide a practical understanding of the skills and knowledge needed for a career in the performing arts industry and will allow the students to develop a strong skills basis from which to progress.

### COURSE CONTENT AND SKILLS REQUIRED

The qualification consists of two core units plus four optional units. These could include:

- Performing to an Audience
- Musical Theatre Performance
- Devising Plays
- Contemporary Theatre Performance
- Film and TV Acting
- Approaches to Directing Theatre
- Singing Techniques and Performance

The course includes a large amount of practical ensemble work meaning that effective communication skills and an ability to work productively as part of a group is essential. It is also necessary to be able to work independently and have good organisational skills.

### ASSESSMENT

All units will be completed through a mixture of practical and written coursework. Coursework is assessed internally and moderated.

### CAREER OPPORTUNITIES

Students who have completed BTEC Level 3 in Performing Arts may move onto a variety of university courses or specialist performing schools. There are also career opportunities in other areas of the arts in addition to performance or teaching.

### ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied study apply. Much of your time will be spent working practically with others. A lot of your enjoyment and achievement depends on your commitment to working as a member of a team. Regular attendance and punctuality is essential. In order to opt for BTEC Level 3 Performing Arts you should have a grade 4 or above in GCSE Drama or Expressive Arts or at least a Merit in BTEC Performing Arts.

## Full Time Level 3 Performing Arts & Music

We welcome students who would like to follow a full time course within the realms of Performance.

### AIMS OF THE COURSE

It is possible to study completely within the Performing Arts and Music Departments at St George's Academy. By following a combination of BTEC and RSL courses in Performing Arts and Music, you are able to create a full-time programme of study. Whether you are an actor, a dancer or a musician, the units will address the needs of the modern performing arts industry meaning that you will have the opportunity to develop the right skills for your chosen career.

### ASSESSMENT

Assessment is through a mixture of written and practical work. Some of your work will be internally assessed by your teachers and some of your work will be assessed externally.

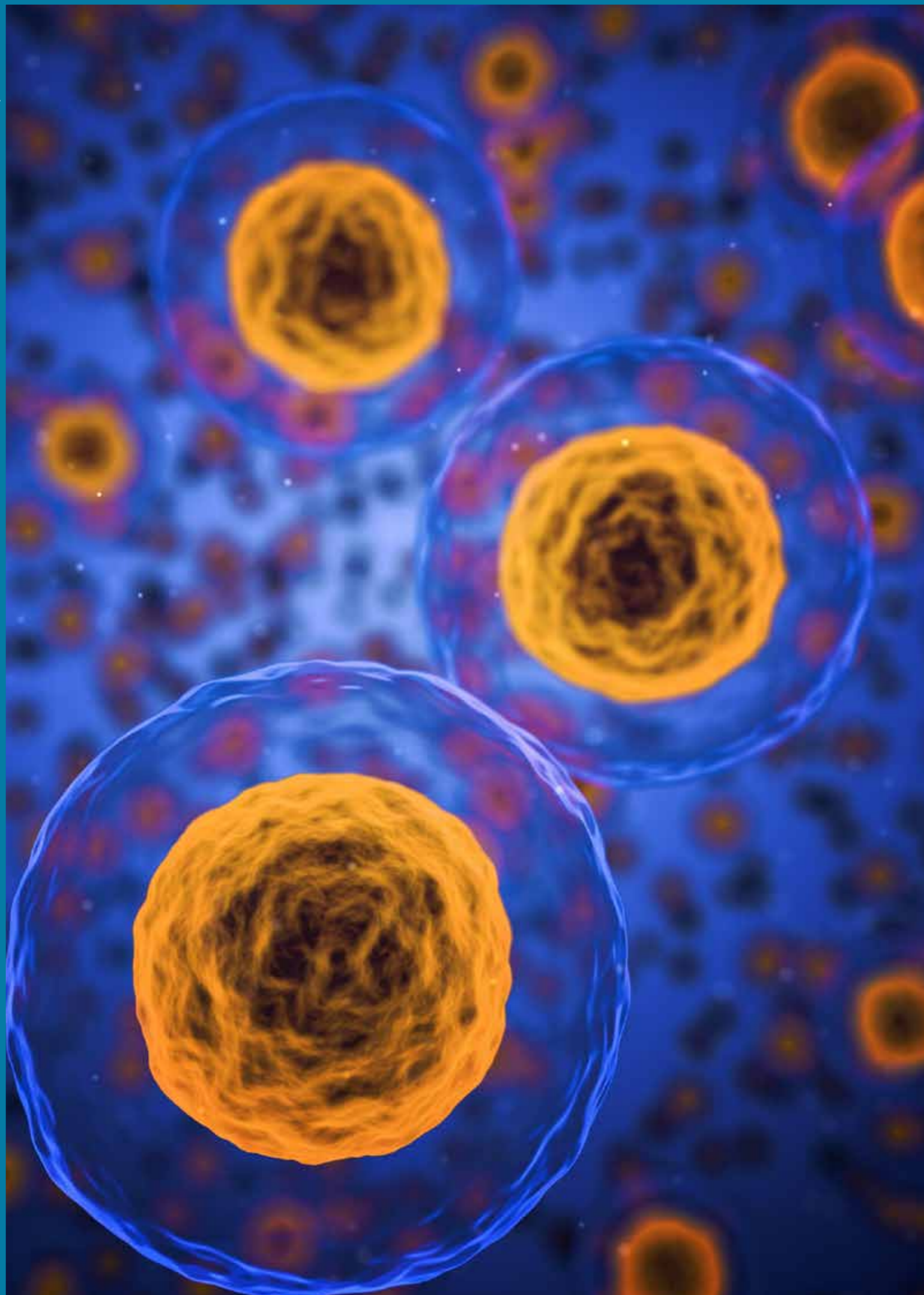
### CAREER OPPORTUNITIES

Students who complete this course may move on to a variety of university courses or specialist performing schools. This course will also provide students with the necessary skills for a career in the Performing and Creative industry.

### ENTRY REQUIREMENTS

Much of your time will be spent working practically with others. A lot of your enjoyment and achievement depends on your commitment to working as a member of a team. Excellent attendance and punctuality is essential. This course is ideal for all forms of performer; actor, dancer, singer, musician, as we will tailor the units to suit your individual skills. You should be able to demonstrate an aptitude and commitment to performance through an appropriate course studied at Key Stage 4 or through substantial extra-curricular commitment, such as playing an instrument. You will need to have met the entry requirements as detailed under BTEC Music and BTEC Performing Arts.





# A Level Biology

**Aims of the course** are to encourage you, the candidate, to develop:

- An enthusiasm for Biology
- Practical skills alongside understanding of key concepts and principles
- An appropriate and relevant foundation of knowledge and skills for the study of Biology in Higher Education.

**Are you considering a career in Chemistry, Biochemistry, Pharmacology, Pharmacy, Medicine, Dentistry, Veterinary Medicine or Veterinary Science?**

If the answer is **yes** then you should be considering studying Biology.

## COURSE CONTENT

This course has been designed to inspire students, nurture a passion for Biology and lay the groundwork for further study in courses like Biological Sciences and Medicine.

A Level Biology lasts two years, with exams at the end of the second year. The table below shows the topics you will study in each year:

First year of A Level	Second year of A Level
1. Biological Molecules	5. Energy transfers in and between organisms
2. Cells	6. Organisms respond to changes in their internal and external environments
3. Organisms exchange substances with their environment	7. Genetics, populations, evolution and ecosystems
4. Genetic information, variation and relationships between organisms	8. The control of gene expression

## ASSESSMENT

Whilst there is no coursework, practical work is assessed through the examinations at the end of the year. There are 12 required practicals to be completed for the A Level.

These practicals will give you the skills and confidence needed to investigate the way living things behave and work. It will also ensure that if you choose to study a Biology-based subject at university, you'll have the practical skills needed to carry out successful experiments in your degree.

There are three exams at the end of the two years for A Level, all of which are two hours long. At least 15% of the marks for A Level Biology are based on what you learned in your practicals.

## CAREER OPPORTUNITIES

As a subject on its own an A Level in Biology shows that you have a high level of scientific skill and understanding. Taken with other sciences, Biology A Level opens up many careers including Pharmaceutical industries; Pharmacy; Biochemistry; Medicine and related medical careers; Laboratory Technician; Environmental Scientist.

## ENTRY REQUIREMENTS

The minimum entry requirements for academic Level 3 study apply.

### *In addition:*

All students must have Grade 6+ in Maths owing to the considerable mathematical content of the A Level.

***It is strongly recommended also that students have attained Grade 7 or better in GCSE science subjects.***

The minimum entry requirements for Double Award Students are Grades 6 and 7 in Science. The minimum entry requirements for Triple Award students are Grade 6 in Biology plus Grade 6 in one other science and performance in the exam components may be taken into account, given the 100% examined nature of the A Level.

# A Level Chemistry

**Aims of the course** are to encourage you, the candidate, to develop:

- An enthusiasm for Chemistry
- Gain hands-on practical skills and data analysis skills
- Appreciate how science works and its relevance beyond the laboratory
- Demonstrate a synoptic understanding
- Study Chemistry in a contemporary context
- An appropriate and relevant level of knowledge and skills for study at H.E. level.

**Are you considering a career in Chemistry, Chemical engineering, Biochemistry, Pharmacology, Pharmacy, Medicine, Dentistry or Veterinary Medicine or Veterinary Science?**

If the answer is **yes** then you should be considering studying Chemistry.

## COURSE CONTENT - (AQA 7405)

In Year 12 candidates are given a solid grounding in the fundamentals of Chemistry. The specification introduces the chemical reactivity of atoms and their compounds and provides an understanding of structure and bonding. Chemical calculations include the study of amounts of substance. Physical chemistry topics cover energy changes and rates of reactions. The development and use of the periodic table is explained and organic chemical reaction mechanisms are introduced.

In Year 13 the specification further develops the concepts of chemistry introduced in Year 12. Candidates study physical chemistry topics of kinetics, equilibria, thermodynamics and electrochemistry. Organic chemistry is extended to include spectroscopic techniques that determine molecular formulae and structures of organic compounds. The study of the periodic table continues, including the chemistry of transition elements.

## PRACTICAL SKILLS

Chemistry is fundamentally an experimental subject. The course provides numerous opportunities to use practical experience linking theory to reality and equipping students with essential skills.

Practical skills are assessed continuously throughout the course through 12 compulsory activities leading to a 'practical endorsement'. There is no coursework component.

## ASSESSMENT

All assessment is undertaken at the end of Year 13 as follows, apart from practical skills which are assessed continuously:

**Paper i:** Inorganic & Physical Chemistry (2hours, 105marks, 35% of A Level)

**Paper ii:** Organic & Physical Chemistry (2hours, 105 marks 35% of A Level)

**Paper iii:** Synoptic Paper (2hours, 90 marks, 30% of A Level)

## CAREER OPPORTUNITIES

As a subject on its own, A Level in Chemistry shows that you have a high level of scientific skill, numeracy and understanding. Taken with other sciences, Chemistry A Level opens up many careers including Pharmaceutical Industries; Pharmacy; Biochemistry; Medicine and related medical careers; Laboratory Technician; Environmental Scientist, Forensic Scientist, Chemical engineer, Materials Engineer, Oil and Petroleum Chemistry.

## ENTRY REQUIREMENTS

The minimum entry requirements for academic Level 3 study apply.

### *In addition:*

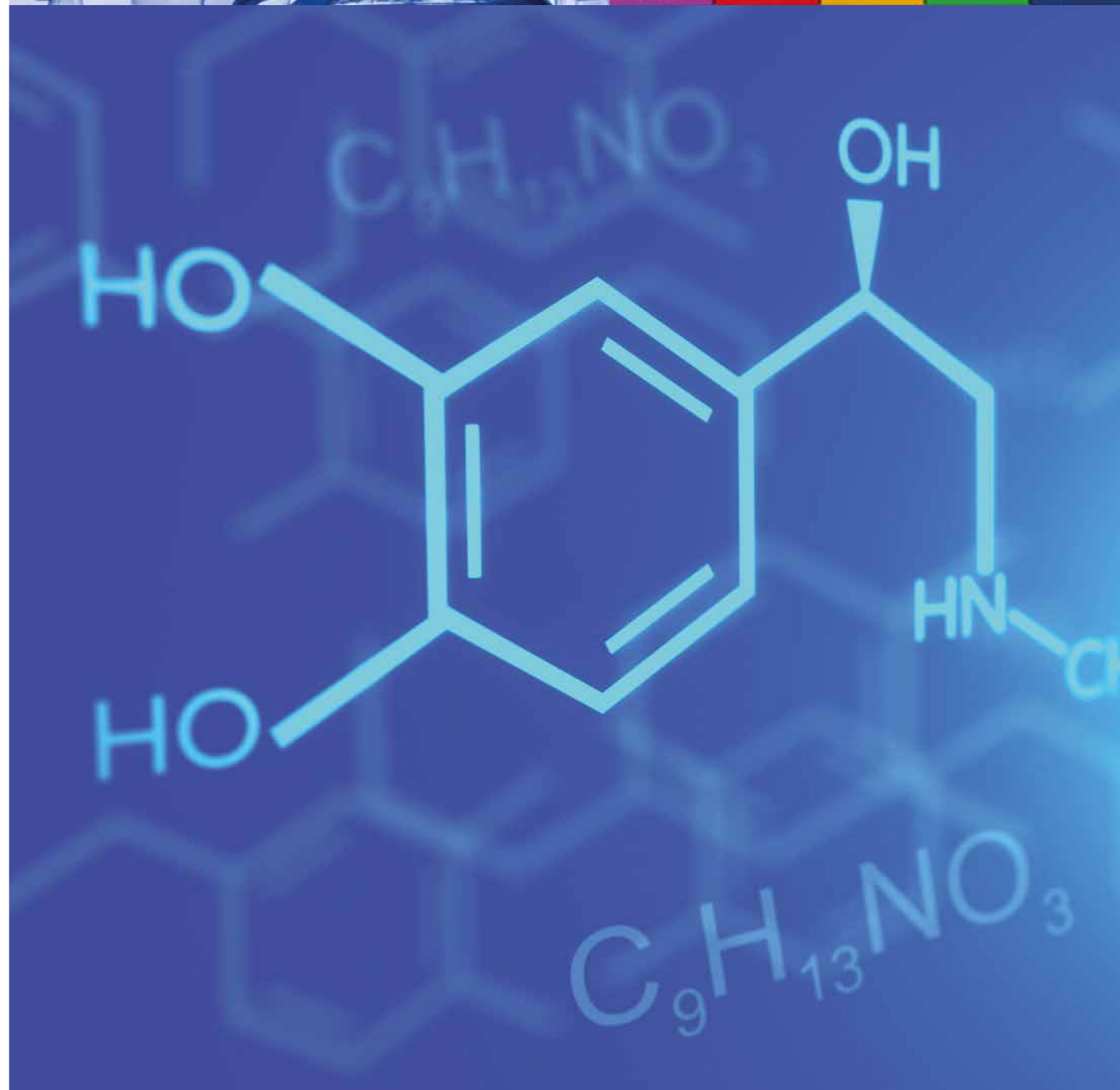
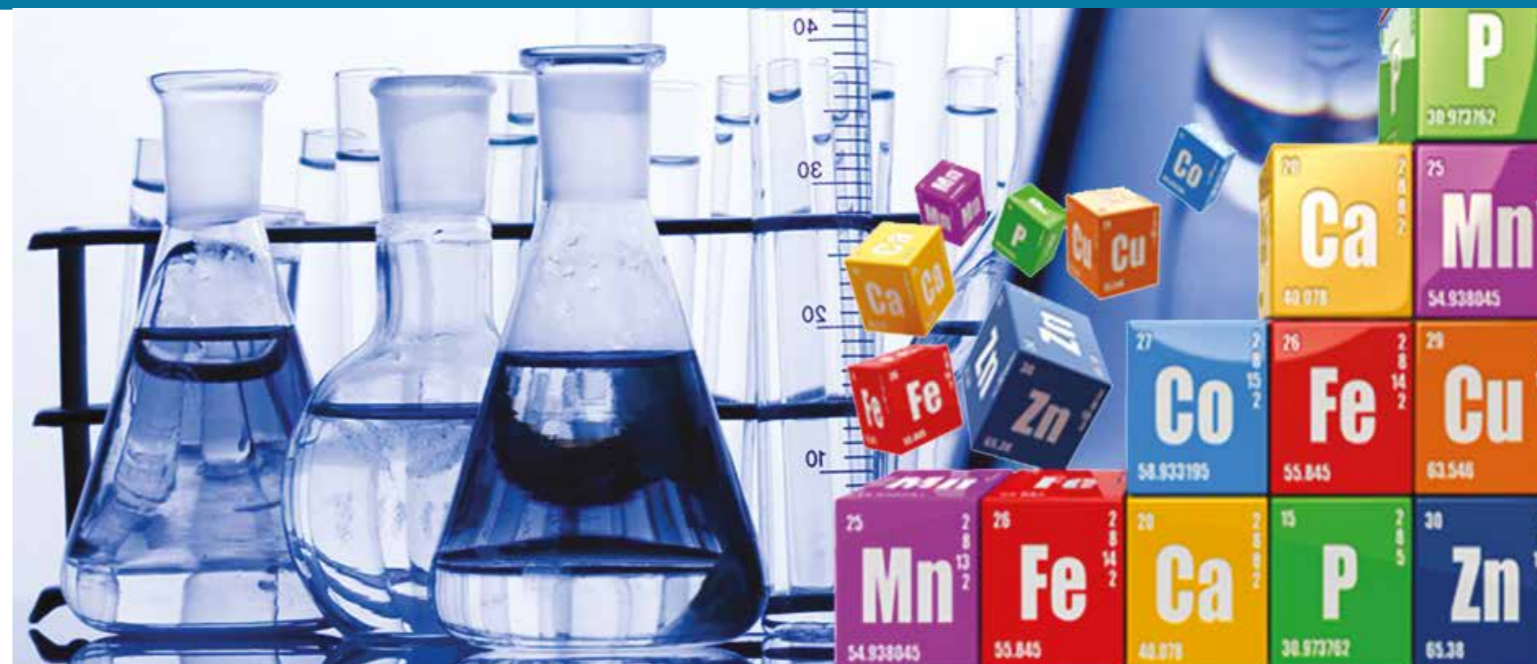
All students must have Grade 6+ in Maths owing to the considerable mathematical content of the A Levels.

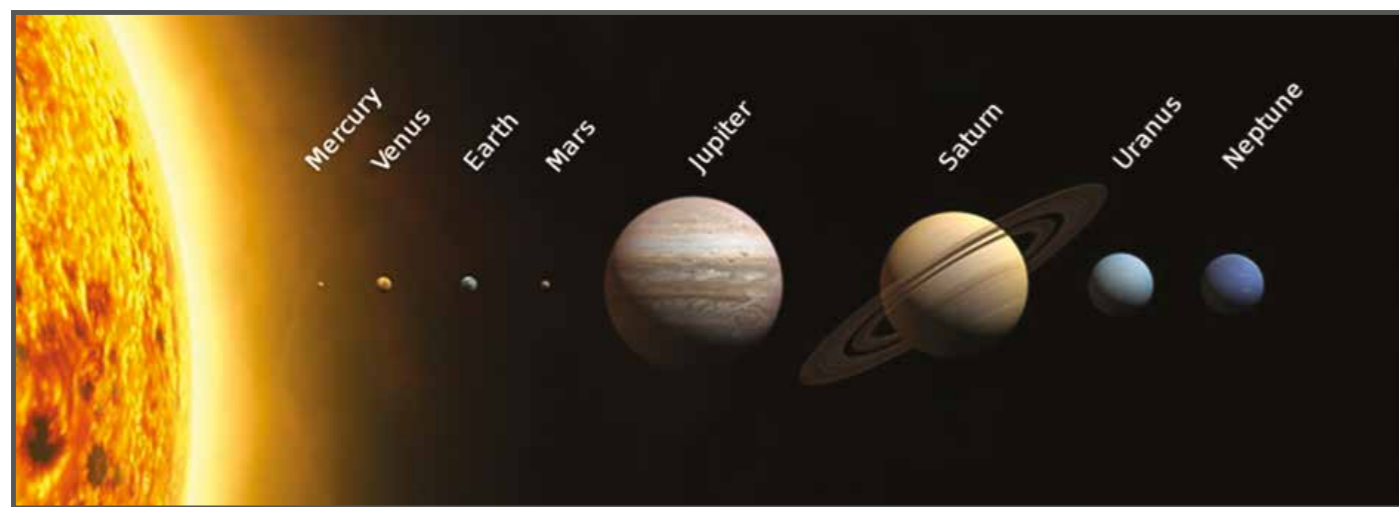
***It is strongly recommended also that students have attained Grade 7 or better in GCSE science subjects.***

The minimum entry requirements for Double Award Students are Grades 6 and 7 in Science. The minimum entry requirements for Triple Award students are Grade 6 in Chemistry plus a Grade 6 in one other science and performance in the exam components may be taken into account, given the 100% examined nature of the A Level.

You will be required to complete independent study throughout the course.

For more information please see: [www.aqa.org.uk](http://www.aqa.org.uk)





# A Level Physics

Students studying A-level Physics will be entered for either the Edexcel course (SGA & KSHS) or OCR Physics A course (CGS).

## COURSE STRUCTURE:

The A level is assessed using three exams taken in the Summer of Year 13. The first two papers will cover a differing selection of topics across the two years of study, while the third paper will be synoptic in nature, including all topics, and focus more on understanding of experimental methods and analytical techniques. The topics covered include:

- Mechanics
- Materials
- Electricity
- Waves and quantum phenomena
- Thermodynamics
- Circular motion
- Oscillations
- Gravitational fields
- Astrophysics and cosmology
- Capacitors
- Electric and magnetic fields
- Nuclear and particle physics

### Practical Endorsement

Pupils will also work towards the practical endorsements in lessons completing a series of practical activities over the two years. This will lead to a Pass or Fail of the endorsement. This element is completely separate to the A level and no marks from this contribute towards the final A level grade.

## ENTRY REQUIREMENTS

Physics is traditionally seen as one of the most difficult A level subjects. The jump from GCSE is significant.

For students to make a success of the course, they will need to be able to work independently and to have a high level of mathematical ability. It is highly recommended that students also take A level Mathematics as the progression from A level Physics into Higher Education Physics courses will require it.

The minimum entry requirements for academic level 3 study apply.

### In addition:

All students must have Grade 6+ in Maths owing to the considerable mathematical content of the new A levels. It is strongly recommended also that students have attained Grade 7 or better in GCSE Science subjects. The minimum entry requirements depend upon which Science GCSEs you have taken.

- For Combined Science students is a grade 7-6 or above.
- For Separate Science students are Grade 6 in Physics plus Grade 6 in one other science.

Performance in the exam components may be considered given the 100% examined nature of the A level.

Further details about the courses can be obtained from:  
<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/physics-2015.html>  
<https://www.ocr.org.uk/qualifications/as-and-a-level/physics-a-h156-h556-from-2015/>

# BTEC Level 3 Diploma in Applied Science

The BTEC Level 3 Diploma is broadly equivalent to two A Levels. The course is designed for learners who want to continue their education through applied learning and who aim to progress to higher education, and ultimately to employment in the applied science sector. It is intended as part of a two-year programme, normally alongside a further Level 3 qualification. It may also offer apprenticeship or direct employment opportunities.

## COURSE CONTENT

The Qualification consists of six mandatory units:

- Unit 1: Principles and Application of Science I
- Unit 2: Practical Scientific Procedures and Techniques
- Unit 3: Science Investigation Skills
- Unit 4: Laboratory Techniques and their application
- Unit 5: Principles and Applications of Science II
- Unit 6: Investigative Project

Learners will also study two optional units:

- Unit 8: Physiology of Human Body Systems
- Unit 21: Medical Physics Applications

## CAREER OPPORTUNITIES

This qualification is primarily designed to support progression to applied science and related employment after further study at university. However, it also supports learners progressing directly to employment, as the transferable knowledge, understanding and skills will give learners an advantage when applying for a range of entry-level industry training programmes and/or Higher Apprenticeships in areas such as laboratory technician, industrial technician, medical technician.

## ASSESSMENT

Mandatory Units; 1: Principles and Applications of Science I, Unit 3: Science Investigation Skills and Unit 5: Principles and Applications of Science II are either externally-set written examinations or written task/experimental assessments. Mandatory Units 2, 4, 6, and the designated two optional units are portfolio based assessments.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied study apply. In addition, Grade 4 or above in GCSE Science (single or combined) or Merit in Level 2 BTEC Applied Science study and Grade 4 in Mathematics is required.

# BTEC Level 3 Extended Certificate in Applied Science

The BTEC Level 3 Extended Certificate is broadly equivalent to one A Level. The course is designed for learners who are interested in learning about the science sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in applied science. It may also offer apprenticeship or direct employment opportunities. This course serves to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

## COURSE CONTENT

The Qualification consists of three mandatory units:

- Unit 1: Principles and Applications of Science I
- Unit 2: Practical Scientific Procedures and Techniques
- Unit 3: Science Investigation Skills

Learners will also study the optional unit:

- Unit 8: Physiology of Human Body Systems

## CAREER OPPORTUNITIES

The requirements of the qualification will mean that learners develop the transferable and higher order skills which are valued by higher education providers and employers. For example, when studying Unit 3: Science Investigation Skills, learners will develop skills including how to plan investigations, collecting, analysing, and presenting data and communicating results which support some of the skills learners need to progress to higher education, employment, self-employment or training.

## ASSESSMENT

Mandatory units; 1: Principles and Applications of Science I and Unit 3: Science Investigation Skills are externally-set written examination and written task assessments. Mandatory Unit 2: Practical Scientific Procedures and Techniques and the designated optional unit are portfolio based assessments.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied study apply. In addition, Grade 4 or above in GCSE Science (single or combined) or Merit in Level 2 BTEC Applied Science study and Grade 4 in Mathematics is required.





# BTEC Level 3 Diploma in Forensic and Criminal Investigation

The BTEC Level 3 National Diploma is broadly equivalent to two A-Levels. The course is designed for students who are interested in practical laboratory tasks, planning investigations and evaluating case studies from sources of information to draw conclusions in producing forensic reports for evidence in court hearings. The qualification offers a wide range of progression opportunities and is not limited to forensic science alone.

Additionally the criminal investigation aspects of the course give insight to criminal psychology related careers.

The forensic and criminology sector is diverse and wide-ranging including, for example, forensic science, forensic and criminal psychology and forensic criminology.

The course serves to be taken as part of a 2-year programme of study which may include other appropriate BTEC/CTEC qualifications or A-Levels. The course is seen as highly desirable to universities and also holds value for apprenticeship or direct employment opportunities.

## COURSE CONTENT

The Qualification consists of six mandatory units:

- Unit 1: Principles and Application of Science I
- Unit 2: Practical Scientific Procedures and Techniques
- Unit 3: Science Investigation Skills
- Unit 4: Forensic Investigation Procedures in Practice
- Unit 5: Applications of Criminology
- Unit 6: Criminal Investigation Procedures in Practice

Learners will also study two optional units:

- Unit 8: Physiology of Human Body Systems
- Unit 13: Forensic Genetics

## CAREER OPPORTUNITIES

The requirements of the course will mean that students develop the transferable and higher order skills which are valued by higher education providers and future employers.

In addition to the core elements of science covered, specialist units such as; Unit 4: Forensic Investigation Procedures in Practice, will allow students to explore the rigorous procedures and practices that are used by a scenes of crime officer (SOCO) to collect, preserve, analyse and piece together the evidence from a crime scene to be upheld in a court of law.

Unit 5: Applications of Criminology, will allow students to consider established theories used to measure and tackle crime on a National level.

There is a wide range of occupations for graduate entry including forensic laboratories, the police force and the probation service.

## ASSESSMENT

The course is assessed through a variety of means and includes a combination of external written assessments and internally assessed assignment work.

Mandatory units; 1: Principles and Applications of Science I, unit 3: Science Investigation Skills and Unit 5: Applications of Criminology are the externally set written tasks/examination assessments. Mandatory units 2, 4 and 6 and the designated 2 optional units are written assignment based work.

## ENTRY REQUIREMENTS

The minimum entry requirements for level 3 applied study apply. In addition, Grade 4 or above in GCSE Science (single or combined) or Merit in Level 2 BTEC Applied Science study and Grade 4 in Mathematics is required.



# A Level Physical Education

## AIMS OF THE COURSE

This course builds on the student's experience from Key Stage 4 and GCSE to enhance their knowledge and increase their understanding of the factors that affect performance and participation in physical education.

The qualification looks to equip the students with skills and knowledge required for higher education and the world of work.

## COURSE CONTENT AND SKILLS REQUIRED

The specification offers students the opportunity to experience and develop an interest in a variety of roles in sport such as performer and coach.

The content of the course will address current contemporary topics such as the impact of the use of ergonomic aids and technology and the increased commercialisation of sport. The specification also covers a variety of topics within the broad categories of sport psychology, physiology and biomechanics.

Prior experience of coaching would offer a distinct advantage to students, as would an ability to play at least one sport to a high standard.

## ASSESSMENT PROCEDURES

Students will sit two written exams and will also be assessed as a performer or coach in a practical activity.

### *Paper 1: Factors affecting participation in physical activity and sport*

- 35% of A Level
- 2 hour written examination
- 105 marks
- Section A: Applied anatomy and physiology
- Section B: Skill acquisition
- Section C: Sport and society
- Each section is worth 35 marks and includes multiple choice, short answer and extended writing questions.

### *Paper 2: Factors affecting participation in physical activity and sport*

- 35% of A Level
- 2 hour written examination
- 105 marks
- Section A: Exercise physiology and biomechanics
- Section B: Sport psychology
- Section C: Sport and society and technology in sport
- Each section is worth 35 marks and includes multiple choice, short answer and extended writing questions.

### *Non-exam assessment: Practical performance in physical activity and sport*

- 30% of A Level
- Internal assessment, external moderation
- 90 marks
- Students are assessed as a performer or coach in the full sided version of an activity from the approved list.
- Students will also be required to produce a written/verbal analysis of performance

## CAREER OPPORTUNITIES

The course is perfect for anybody wishing to pursue a career in the sport or leisure industry and also provides a knowledge base for anybody wishing to study a sport-related degree at university.

## ENTRY REQUIREMENTS

In addition to the minimum entry requirements for Level 3 academic study, students are required to have a grade 6 in GCSE PE or a Merit in CNAT Sport. Please note that due to the high theory weighting at A Level, it is strongly recommended that students have achieved at least a grade 6 in the theory element of their GCSE and are not over-reliant on their strong practical skills supporting their overall grade 6.

For further information visit: [www.aqa.org.uk](http://www.aqa.org.uk)

# Cambridge Technical Level 3 Diplomas in Sport & Physical Activity

## AIM OF THE COURSE

This exciting course aims to allow students who have an interest in sport and exercise to specialise in this area. The course focuses on the vocational and practical aspects of working within the sports sector. This course will give you the necessary skills to go to university or gain employment within the sports industry. This modular course is available for you to study in "single", "double" or "triple" options.

## COURSE CONTENT

The OCR CTEC Level 3 Sport and Physical Activity course will be completed over a two-year period.

## ASSESSMENT PROCEDURES

The course is assessed by the submission of coursework, practical assessments, examinations and exam board assessed assignments.

SINGLE (1 A-LEVEL) <i>Extended Certificate</i> 360 GLH	DOUBLE (2 A-LEVELS) <i>Diploma</i> 720 GLH	TRIPLE (3 A-LEVELS) <i>Extended Diploma</i> 1080 GLH
1 - Body systems and the effects of Physical Activity – 90 GLH (Exam) Year 12/13	1 - Body systems and the effects of Physical Activity – 90 GLH (Exam) Year 12/13	1 - Body systems and the effects of Physical Activity – 90 GLH (exam) Year 12/13
2 - Sports Coaching and Activity Leadership – 90 GLH Year 13	2 - Sports Coaching and Activity Leadership – 90 GLH Year 13	2 - Sports Coaching and Activity Leadership – 90 GLH Year 13
3 - Sports Organisation and Development – 60 GLH (Exam) Year 13	3 - Sports Organisation and Development – 60 GLH (Exam) Year 13	3 - Sports Organisation and Development – 60 GLH (Exam) Year 13
17 - Sports Injuries and Rehabilitation – 60 GLH Year 12	17 - Sports Injuries and Rehabilitation – 60 GLH Year 12	17 - Sports Injuries and Rehabilitation – 60 GLH Year 12
19 - Sport and exercise psychology – 60 GLH Year 12	19 - Sport and exercise psychology – 60 GLH Year 12	19 - Sport and exercise psychology – 60 GLH Year 12
	4 - Working safely in sport, exercise, health and leisure – 90 GLH (Exam) year 12/13	4 - Working safely in sport, exercise, health and leisure – 90 GLH (Exam) Year 12/13
	5 - Performance analysis in sport and Exercise – 60 GLH Year 12/13	5 - Performance analysis in sport and Exercise – 60 GLH Year 12/13
	8 - Organising a sports event – 60 GLH Year 12/13	8 - Organising a sports event – 60 GLH Year 12/13
	11 - Physical Activity for Specific Groups – 30 GLH Year 12/13	11 - Physical Activity for Specific Groups – 30 GLH Year 12/13
	13 - Health and Fitness Testing for Sport and Exercise – 60 GLH Yr13	13 - Health and Fitness Testing for Sport and Exercise – 60 GLH Year 12/13
	18 - Practical Skills in Sport and Physical Activities – 60 GLH Year 12/13	18 - Practical Skills in Sport and Physical Activities – 60 GLH Year 12/13
		7 - Improving fitness for sport and physical activity – 60 GLH Year 12/13
		10 - Biomechanics 60 GLH Year 12/13
		12 - Nutrition and diet for sport and Exercise – 30 GLH year 12/13
		14 - Working in active leisure facilities – 60 GLH Year 12/13
		20 - Sport and exercise sociology – 60 GLH Year 12/13
		21 - The Business of Sport – 90 GLH (Exam) Year 12/13

## CAREER OPPORTUNITIES

You can use the UCAS points you have gained to apply to Higher Education or choose to seek employment. All candidates will be well prepared to study sports related degrees or seek employment in the sport industry.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied programmes.

# A Level Design and Technology: Product Design

A Level Design & Technology: Product Design is delivered at the Robert Carre Trust and also St George's Academy. **At the Robert Carre Trust there will be the opportunity to follow a Resistant Materials focus and at St George's Academy the focus will be on Conceptual Design and Graphics.** The course principles, structure and assessment methods are the same.

## ASSESSMENT

The course is divided into two components:

1. Principles of Design and Technology
2. Independent Design and Make Project

### Component 1: Principles of Design and Technology

Written examination: 2 hours 30 minutes

50% of the qualification

Students will be assessed under exam conditions at the end of the course in the following areas:

- Topic 1: Materials
- Topic 2: Performance characteristics of materials
- Topic 3: Processes and techniques
- Topic 4: Digital technologies
- Topic 5: Factors influencing the development of products
- Topic 6: Effects of technological developments
- Topic 7: Potential hazards and risk assessment
- Topic 8: Features of manufacturing industries
- Topic 9: Designing for maintenance and the cleaner environment
- Topic 10: Current legislation
- Topic 11: Information handling, Modelling and forward planning
- Topic 12: Further processes and techniques.

### Component 2: Independent Design and Make Project

Non-examined Assessment (NEA)

50% of the qualification

Students will produce a portfolio of evidence and prototype of a solution. Students will be encouraged to think creatively and with imagination while applying the design process. Typically, students produce outcomes that incorporate woods, metals and polymers using a range of traditional and modern techniques. Students will produce work that includes:

- Part 1: Identifying Opportunities for Design
- Part 2: Designing a Prototype
- Part 3: Making a Prototype
- Part 4: Evaluating own Design and Prototype

## LESSONS

A variety of skills are required to undertake the Independent Design and Make Project. In order to best prepare students for this a variety of approaches will be used so that students feel competent in all aspects of Design and Technology. Skills developed through investigations, focused practical tasks and further study will likely include:

- Graphical Communication techniques
- 3D and 2D CAD (Solidworks and 2D Design)
- Competent use of hand tools and machinery
- Analysis of products
- An understanding of how school processes can be used to produce 'one-offs'
- Use of Smart Materials in modern products

## INDEPENDENT STUDY TIME

Students are expected to use their time outside of the classroom liaising with clients, undertaking primary research and progressing their projects.

Design and Technology: Product Design students in Sixth Form are likely to use their free time to:

- Conduct wider reading around the subject to develop their wider awareness of Design and Technology.
- Discuss the progress of their Independent Projects to maximise work produced during lesson time.
- Use specialist software to become more adept in the use of 3D and 2D CAD.

## CAREERS

A qualification in Design and Technology: Product Design can lead to a number of careers in Ergonomics, Engineering, Automotive Engineering, Mining, Teaching, Architecture all aspects of Design and Manufacture and many more. Due to the fact that Design and Technology has a crossover of Art, Mathematics and Science as a subject, it has the advantage of being flexible in the work place and students are also seen as flexible and able to multi task.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied study apply. Previous successful study of Design & Technology is also required as demonstrable by grade 6 in GCSE Design & Technology (Graphics, Electronics or Resistant Materials), or equivalent in a Cambridge National in Engineering course.

# Design Technology: Design Engineering A Level

## ASSESSMENT

The course is divided into three components:

1. Principles Examination, 26.7%
2. Problem Solving in Design Engineering, 23.3%
3. Iterative Design Project, 50%

## COMPONENT 1: PRINCIPLES OF DESIGN ENGINEERING EXAMINATION

Written Examination: 1 hour 30 minutes

### The exam requires students to:

- Analyse existing products.
- Demonstrate their technical knowledge of materials, product functionality, manufacturing processes and techniques.
- Demonstrate their understanding of wider social, moral and environmental issues that impact on the design and manufacturing industries.

## COMPONENT 2: PROBLEM SOLVING IN DESIGN ENGINEERING

Written Paper: 1 hour 45 minutes

### The exam requires students to:

- apply their knowledge, understanding and skills of designing and manufacturing prototypes and products.
- demonstrate their higher thinking skills to solve problems and evaluate situations and suitability of design solutions.

## COMPONENT 3: ITERATIVE DESIGN PROJECT (NON-EXAMINED ASSESSMENT, NEA)

The Iterative Design Project undertaken by students will have a significant focus on the functional requirements and/or system of a product. This substantial project will have a mechanical or electronic bias and will focus on a functional rather than aesthetic outcome.

Students will identify an opportunity or problem from a context of their choice and create a portfolio of evidence leading to an outcome. Students will undertake the Iterative Design Project independently and will progress through the following principles:

- AO1 - Explore: Identify, investigate and outline design possibilities to address needs and wants.
- AO2 - Create: Design and make prototypes that are fit for purpose.
- AO3 - Evaluate: Analyse and evaluate.

## LESSONS

A variety of skills are required to undertake the Iterative Design Project. In order to best prepare students for this, a variety of approaches will be used so that students feel competent in all aspects of Design and Technology. Skills developed will include:

- Component and circuit functionality
- Circuit construction techniques
- Graphical communication techniques
- 3D and 2D CAD (Solidworks and 2D Design)
- Circuitry designing software (Circuit Wizard)
- Competent use of hand tools and machinery
- Analysis of products
- An understanding of how school processes can be used to produce 'one-offs'

## INDEPENDENT STUDY TIME

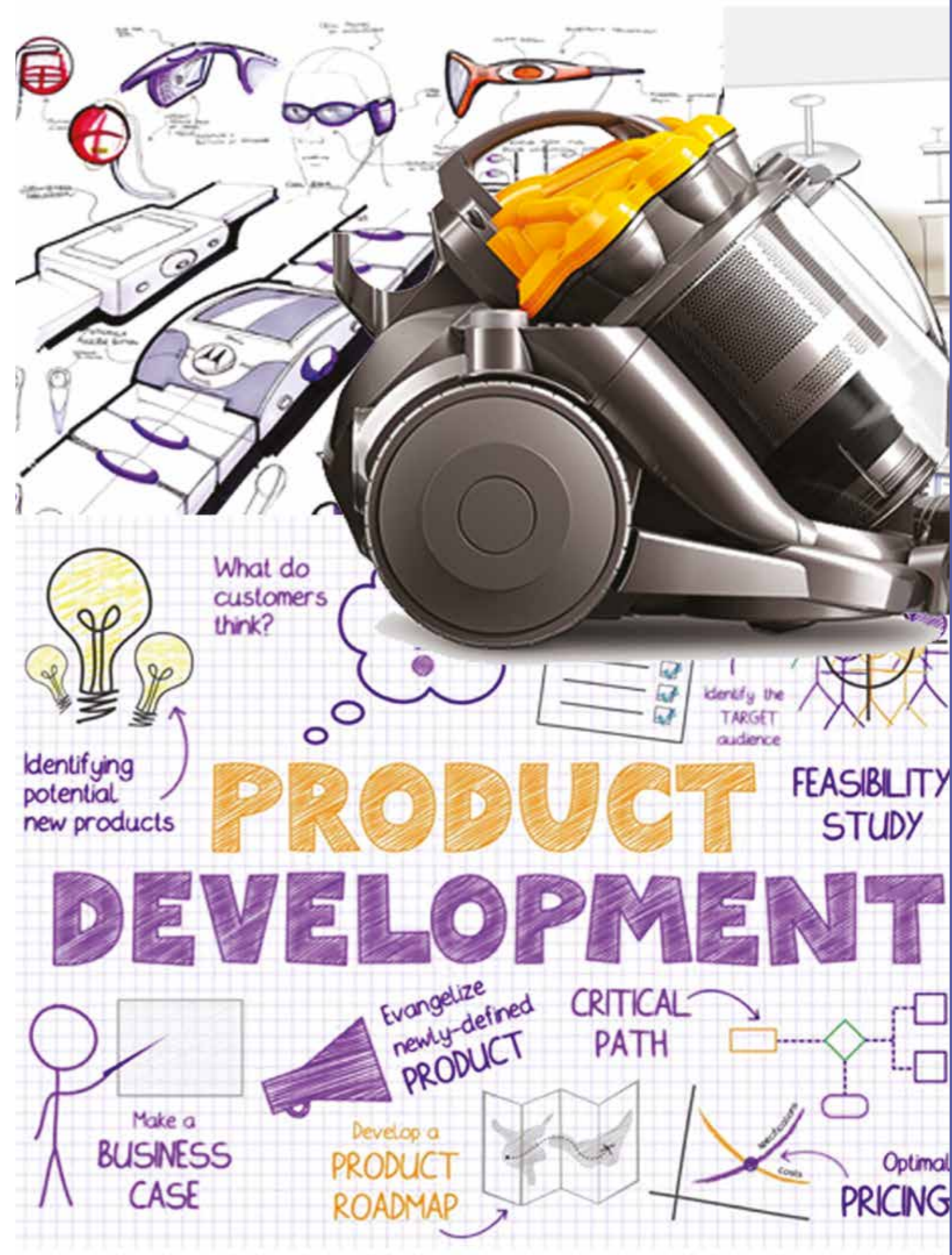
Design and Technology: Engineering Design students are likely to use their free time to:

- Conduct wider reading around the subject to develop their wider awareness of Design and Technology.
- Discuss the progress of their Iterative Design Project with teachers to maximise work produced during lesson time.
- Use specialist software to become more adept in the use of 3D CAD, 2D CAD and Circuit wizard.

*OCR: A-Level Design and Technology: Engineering Design*

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 academic study apply. In addition, Grade 6+ in Mathematics and Physics, 7 recommended. It is strongly recommended that students are taking A-Level Maths and/or Physics alongside Design and Technology: Design Engineering. Grade 6 in Design and Technology or Distinction from a related technical subject are required.





# A Level Design and Technology: Fashion and Textiles

A Level Fashion and Textiles is an interesting and exciting subject which allows the student to build upon the skills learned at GCSE, developing theoretical and practical knowledge of the fashion industry in the 21st Century. There is a balance between the practical assignments and the theoretical content. The Fashion and Textiles theory has been updated and is taught where ever possible through practical application.

## A Level examination board AQA

Design and Technology Fashion and Textiles A Level is an inspiring, rigorous and practical subject. The qualification enables students to identify market needs for new products for the fashion, clothing and textiles industries, to initiate and develop design solutions, and to make and test prototypes and products. Students are encouraged to use creativity and imagination to develop and modify designs and make products that solve real and relevant problems. Students are encouraged to integrate and apply their understanding and knowledge from other subject areas studied during Key Stage 4, with a particular focus on science and mathematics.

The qualification will consist of three units:

### Unit 1 and Unit 2: The Technical Principles of Fashion and Textiles.

This is assessed by two written examination papers, which each constitute 25% of the qualification.

### Unit 3: Non-Examined Assessment.

A substantial design, make and evaluate project that fully exemplifies their skills, knowledge and understanding of fashion and textiles. The project will allow students to demonstrate their abilities in the iterative processes of designing, making, testing, refining, improving and evaluating. This constitutes 50% of the qualification.

## AREAS OF STUDY INCLUDE:

### Technical knowledge and understanding.

The characteristics and working properties of materials relevant to fashion design; fabric, component and product construction methods and manufacture; the applications of smart materials, e-textiles and technical textiles; digital design and manufacture; how skills and knowledge from other subject areas, including mathematics and science, inform decisions in design and the application or development of technology; the role of marketing, enterprise, innovation and collaboration in the development of products.

### Designing and making principles.

Industrial and commercial practice including manufacturing processes, the use of ICT, pattern cutting, product manufacture and repair, production scales and quality control in relation to textiles and the fashion industry; pattern drafting, toiles and testing systems; product analysis and evaluation of prototypes and products; the environmental factors affecting the fashion and textile industry.

## CAREER OPPORTUNITIES

Fashion Design; Fashion Engineering; Textile Design; Fashion Journalism; Retail management; Textiles Technologist; Pattern Cutter; Costume Design; Garment Technologist; Marketing; Quality Control; Interior Design; Fashion Forecasting; Fashion Buyer; Fashion Consultant. Be part of the globally influential fashion industry worth £26 billion to the UK economy.

## ENTRY REQUIREMENTS

The minimum entry requirement for Level 3 academic study apply. In addition, applicants will require a grade 6 in GCSE Design and Technology Textiles.

## FOR FURTHER INFORMATION:

[www.aqa.org.uk](http://www.aqa.org.uk)



# CTEC Level 3 Diplomas in Art & Design - Textiles

If you are a student who enjoys the practical side of textiles, then you will be pleased to know that we are looking to offer a vocational and more practical alternative to the A Level course. This course offers a much more 'hands on' approach and includes practical tasks relating to decorative and constructive textiles and garment-making. Alongside this students will undertake research and investigations to gain a detailed and thorough insight into the fashion industry. This will involve students covering 6 units which, over the course of the two years, will result in the award of a L3 qualification equivalent to one 'A' Level. There is no written examination. Students can also study Textiles alongside both Art and Photography to gain either a double or a triple award.

## ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied study apply. In addition, students must have achieved at least a grade 4 or Merit at Level 2 in a creative subject.

# CAA/NOCN Diploma Level 2 Bricklaying

## AIMS OF THE COURSE

The CAA Bricklaying two-year course is a detailed and thorough course, designed to compete with an apprenticeship. As well as thorough and detailed practical assignments in terms of bricklaying, the course also covers all aspects of modern domestic building. Students not only learn all practical aspects, but the theory explains the whole building process from start to finish; integrating other trades, materials use and specification, programming, estimating, health and safety procedures and the reasoning behind each part of a structure, its use, positioning and respective properties and relevance to the finished structure.

The qualification comprises:

- general core units
- occupation specific units
- synoptic practical assignment
- multiple choice unit end tests
- online testing of knowledge

## COURSE CONTENT

This course consists of seven compulsory units, three of which are theory and four are practical but contain theory elements.

The units are as follows:

**L1Core01:** safe working practices in construction

**L2Core04:** knowledge or information, quantities and communicating with others

**L2Core05:** knowledge of building methods and construction technology

**L2Occ69:** how to interpret working drawings and set out masonry structures

**L2O cc70:** how to carry out masonry cladding

**L2O cc72:** how to build solid walling, isolated and attached piers

**L2O cc73:** how to build cavity walling to masonry structures

## SKILLS REQUIRED

Learners must have a thirst for knowledge, be independent enquirers, creative thinkers, reflective learners, team workers and be able to self manage their time. They will need a good work ethic. Students will require a reasonable level of dexterity, with an eye for detail, and be able to process and prioritise information.

## ASSESSMENT PROCEDURES

Students will be assessed throughout the course with Tutor marked assignments and tasks. Completed course work is subject to both internal and external assessment.

## CAREER OPPORTUNITIES

After completing this course, the students will have acquired the necessary knowledge and practical skills to work to a high standard in any aspect of the building industry within their chosen trade's skill set.

## PROGRESSION: APPRENTICESHIPS

Following the successful completion of the two year course, students are able to progress onto an apprenticeship through St George's Academy.





## NCFE CACHE Level 2 Diploma for the Early Years Practitioner

### AIMS OF THE COURSE

The new Diploma for the Early Years Practitioner provides learners with the knowledge and understanding of babies and young children from birth to 5 years. The qualification meets the Department of Education's (DfE) Level 2 full and relevant criteria for the Level 2 Early Years Practitioner in the workforce.

### COURSE CONTENT

Level 2 students study the new Level 2 Diploma for the Early Years practitioner, which meets the new government standards for Level 2 childcare workers. The course includes mandatory work experience which involves practical work placement assessments, completed by the department's qualified assessors, whilst working with children from birth to 5 years old. Practical assessments are linked to the mandatory 14 units which form part of the overall qualification. All work is internally assessed by the Early Years department's qualified assessors and students must complete and achieve all criteria within the 14 units to gain the Level 2 Diploma.

### SKILLS REQUIRED

Students are required to have a love of working with children in what is a busy and exciting environment. The ability to communicate and interact with both children and adults is a must as communication forms a large part of the assessed skills. Being able to work within a team and using your own initiative are also key practical requirements. The qualification is course work based so requires students to meet deadlines set by the department throughout each term and involves the need to evidence criteria using developed and extended writing skills.

### CAREER OPPORTUNITIES

Upon successful completion of the Level 2 Diploma for the Early Years Practitioner learners can enter the workforce as a qualified Level 2 practitioner or continue to study the Level 3 Technical Diploma in Childcare and Education.

### ENTRY REQUIREMENTS

There are no formal entry requirements however enthusiasm and commitment to work with young children is important, as is the ability to interact and communicate with adults and children over a range of ages. Students will be required to complete a Disclosure and Barring Service enhanced check as part of the placement practice requirements.



## NCFE CACHE Level 3 Technical Diploma in Childcare and Education (Early Years Educator)

NCFE CACHE Technical Diploma in Childcare and Education will train students to the highest standards and will provide the licence to practice and the status of being an Early Years Educator leading directly into employment or Higher Education. We have a proven track record of success in both employment and University places for our students.

### AIMS OF THE COURSE

This Level 3 qualification prepares learners to become Early Years Educators, enabling them to work with children from birth to 5 years and gain knowledge of children aged 5-7 years.

### COURSE CONTENT

The course runs over 2 years and incorporates mandatory work experience, with year 1 based around working in a nursery setting with children from birth to 5 years and year 2 based at primary school within reception class and year 1. There are 14 units completed over the 2 years, one of which is a portfolio on placement practice which requires direct observation in a working environment. Regular assessments are carried out during each term to assess skills and performance as per qualification requirements. Class based assessment support underpinning knowledge through course work with deadlines set each term. Knowledge and understanding is also checked through 2 mandatory externally marked controlled assessments, one in the first year and one in the second year.

### SKILLS REQUIRED

Students are required to have a love of working with children in what is a busy and exciting environment. They will need to have a strong work ethic and the ability to work both independently and as part of a team. Students are required to communicate and interact with children, also to plan and implement age appropriate activities to support the Early Years curriculum and work as part of the setting team.

### CAREER OPPORTUNITIES

On completion of the qualification students can enter the Early Years workforce or access Higher Education. Many students progress onto a Degree in Primary Education, Early Childhood Studies or a Foundation Degree in Early Years, however there are many other Higher Education or employment options available.

### ENTRY REQUIREMENTS

Minimum entry requirements for Level 3 applied study are required for the Level 3 Technical Diploma. Students will be required to complete a Disclosure and Barring Service enhanced check as part of the placement practice requirements.



## BTEC Level 3 Diploma in Hospitality (with Catering)

### AIMS OF THE COURSE

This Level 3 course is a two-year course designed for those students who have an interest in the hospitality and catering industry, having studied hospitality, catering or a related food subject at Level 2 and may wish to progress onto a higher level of study or to move into the Hospitality and Catering industry.

### COURSE CONTENT

The course focuses on the skills and knowledge required by supervisors and managers in the hospitality industry. Practical cooking skills are studied on this course as well as study of the hospitality industry. The sector-specific studies will focus around the Level 3 BTEC Subsidiary Diploma in Hospitality (equivalent to one A Level).

### SKILLS REQUIRED

Good interpersonal skills and an interest in the hospitality and catering industry are essential. The majority of this course is assessed through coursework and practical assessment, but there will be some examined content. Although practical ability is vital, the ability to write coherently and undertake research will be equally important.

### CAREER OPPORTUNITIES

Upon completion of this course, students could progress to further study at university or apply for an Apprenticeship in this area with an employer to continue a work based learning programme. Students may also wish to apply for a junior position in a catering or hospitality business.

### ENTRY REQUIREMENTS

The minimum entry requirements for Level 3 applied study apply. In addition, students must have studied a related food, catering or hospitality course at Level 2 and have a keen interest in cooking and the hospitality industry. The ability to work with others, research and present work with creativity, as well as having good communication skills is also very important.



## VTCT Level 2 Diploma in Professional Cookery

### AIMS OF THE COURSE

This is a full-time course which aims to provide the learner with a wide range of practical skills and knowledge around a number of food components required in a professional kitchen. The course will aid future employment in the hospitality and catering sector.

### COURSE CONTENT

The course follows structures, routines and expectations found in a professional kitchen. Providing candidates with a large number of practical skills and theoretical knowledge categorised into modules. Each module requires the learner to produce a portfolio of work and when required learners are assessed through a practical exam in a professional kitchen.

### SKILLS REQUIRED

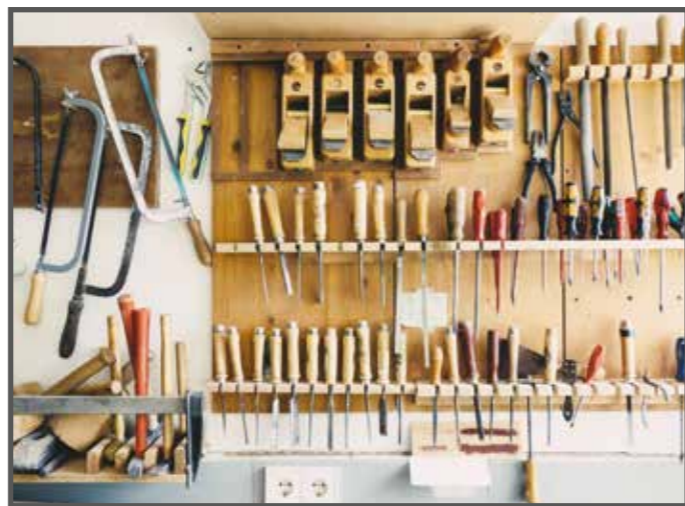
A suitable candidate should have good knowledge of components and understanding of how flavours work in dishes. The ability to cook and present a variety of sweet and savoury dishes to a high standard is also essential.

### CAREER OPPORTUNITIES

Participation of this qualification increases the chances of gaining employment in the hospitality and catering sector as well as access to further catering qualifications.

### ENTRY REQUIREMENTS

To select this course students must have studied a related food, catering or hospitality course at level 2 and have an interest in cooking with a career aspiration of entering the hospitality industry.



# CAA/NOCN Diploma Level 2 Site Carpentry

The Level 2 Diploma in Site Carpentry is a two-year course designed to develop the skills and knowledge of people, enabling them to work in the industry in their chosen craft. It has been specifically developed for delivery in a training environment using simulated conditions, and the test(s) are based on the learner showing what they can do as an individual through the completion of all the requirements of the qualification.

#### **The Qualification comprises:**

- general core units
- occupation specific units
- synoptic practical assignment
- multiple choice unit end tests
- online testing of knowledge.

All the units of training must be completed by each learner. ALL outcomes must be achieved during the training programme. To gain the diploma, learners must achieve all units, the synoptic practical assignment and multiple choice unit tests. They must also pass the Evolve online test. Another important feature of the qualification is that it provides a progression route towards achieving a National Vocational Qualification (NVQ).

#### **COURSE CONTENT**

This course consists of 8 compulsory units separated into knowledge and skills.

The units are as follows:

- L1Core01:** safe working practices in construction
- L2Core04:** knowledge or information, quantities and communicating with others
- L2Core05:** knowledge of building methods and construction technology
- L10cc11:** first fix skills and knowledge
- L20cc36:** second fix skills and knowledge
- L20cc37:** erect structural work skills and knowledge
- L20cc38:** maintenance skills and knowledge
- L20cc39:** circular saws (fixed and transportable) skills

# Level 2 Certificate in Preparation for Public Services

This is a one year course for those interested in the Public Services and the work that they undertake. The BTEC Level 2 Certificate gives you a qualification that is valued by employers and Further Education establishments.

#### **COURSE AIM**

The aim of the course is to enable each student to make an informed judgement on their personal suitability for a career within any of the public services. The course provides a detailed insight into the work undertaken by a wide range of public services and the different career opportunities that are available to you. It is specifically designed to give you the skills and knowledge which will help you apply for Public Service work and succeed in your chosen career.

During the course you will examine a range of uniformed and non-uniformed public services. You will learn about the various levels of fitness required to join a public service and take part in practical leadership training. You will also study various subjects to enhance the contribution you can make to your future employment and can, for example, take entry tests with a number of public services. Visits are a regular part of the course and include work experience with the Armed Forces. First Diploma educational visits are normally to locations in the UK.

#### **COURSE STRUCTURE**

The First Certificate in Preparation for Public Services is a Level 2 course that comprises of core and specialist units:

##### **Core Units:**

- Public Service Skills and Support for the Community
- Employment in Uniformed Public Services

##### **Additional Units include:**

- Employment in the Uniformed Public Services
- Health and Fitness for Entry to the Uniformed Public Services
- Expedition and Land Navigation Skills
- Impact of Law on Public Services
- Crime and its Effects on Society
- Community and Cultural Awareness
- Attending Emergency Incidents in the Public Services
- Security Procedures in the Public Services
- Cyber Security & Crime.

There are no examinations and your work will be undertaken by written and practical assessment.

#### **WHERE COULD IT LEAD?**

Students could go into careers such as the Emergency Services, the Armed Forces, HM Prison Service or other Public Services. Students who gain a Distinction and gain GCSE grade 4+ in Maths and/or English will be able to progress to study the 2 year BTEC Level 3 Extended Diploma in Uniformed Protective Services.

#### **COURSE ETHOS AND VALUES**

Being a Public Servant demands dedication, determination and courage. This course is both physically and intellectually demanding. A great deal of emphasis is placed on your own personal standards and moral values and you should be aware that the course will really stretch and challenge you.

Based at St George's Academy, Sleaford Campus, our Public Service Students take a full and active role in both Academy life and the local community. If you join this course you will be required to take part in ALL aspects of the curriculum, which includes mandatory physical education, community based projects, trips and visits.

This course is not for everyone, but if you've got what it takes and can face up to the challenge, it could be just what you are looking for.





# BTEC Level 3 National Extended Diploma in Uniformed Protective Services

## AIM OF THE COURSE

Uniformed Protective Services are at the very heart of our community and those who pursue a career within the Protective Services will be fulfilling a vital role in society. The BTEC Level 3 National Extended Diploma in Uniformed Protective Services has a practical emphasis. On completion, learners will have taken an important first step on the ladder of a well-structured and rewarding career with one of the largest employment sectors in the country.

The National Extended Diploma in Uniformed Protective Services has been designed to equip learners with the knowledge, understanding and skills required for a successful career in the uniformed or non-uniformed protective services.

The Uniformed Protective Services sector is diverse and encompasses services such as the Police service, the Fire and Rescue service, the Armed Services, and the Prison service. There are a wide range of occupations for graduate entry across the Uniformed Protective Services, including roles in the Police service and the Armed services. This qualification focuses on, but is not limited to, the Uniformed Protective Services such as Police service, Fire and Rescue service, Armed services, NHS, Border Agency and Prison service.

## COURSE CONTENT

Everyone taking this qualification will study seven mandatory units:

- Citizenship and Diversity (Pearson-set)
- Behaviour and Discipline in the Uniformed Protective Services
- Global Affairs, the Media and the Uniformed Protective Services
- Physical Preparation, Health and Wellbeing
- Teamwork, Leadership and Communication in the Uniformed Protective Services
- Government and the Protective Services
- Planning for and Responding to Emergency Incidents

Students will also complete additional units, which have been designed to support learners who may choose to directly enter employment into the protective services sector, or those who wish to progress to higher education.

The BTEC Level 3 National Extended Diploma is a full time course completed over 2 years. The Extended Diploma is Equivalent in size to three A Levels.

## ASSESSMENT PROCEDURES

BTEC Nationals are assessed using a combination of internal assessments, which are set and marked by teachers, and external assessments that are set and marked by Pearson:

- Mandatory units have a combination of internal and external assessments
- Optional units are internally assessed.

Assessment methods may include essays, projects, presentations and attendance at practical events such as residential experiences and other activities. Our students also use training opportunities provided by the Emergency and Armed Services.

### External assessment

Examinations are used for external assessment of two units in the Uniformed Protective Services suite. All learners take the same assessment at the same time. Learners are permitted to re-sit external assessments during their programme.

### Synoptic assessment

Synoptic assessment allows learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. Synoptic assessment takes place after teaching and learning of mandatory units, so that learners are able to independently select and apply learning from across the programme, by completing a vocational task.

## CAREER OPPORTUNITIES

You may wish to use the qualification and UCAS points to gain entry into a university. Students who go to university do not necessarily need to study a 'public service' related degree. Others may use the qualification in order to enter specialist areas of employment, obtain a commission in the Armed Services or seek direct employment within the uniformed protective services sector.

## ENTRY REQUIREMENTS

The minimum entry requirements for level 3 applied study apply. Students should also have achieved at least Grade 4 in English and Mathematics.



## Level 2 Diploma in Vehicle Inspection

This knowledge and skills qualification (VRQ) is primarily designed to meet the needs of the young apprentice. It suits school & college students (and leavers) who wish to join the automotive industry.

### COURSE AIM

The course provides learners with the opportunity to study both the theory and practical aspects of a range of routine vehicle inspection, fitting and maintenance procedures:

- Routine light vehicle maintenance, including engine systems.
- Inspecting, repairing and replacing light vehicle: standard and high performance tyres.
- Carrying out light vehicle four-wheel alignment.
- Inspecting and replacing light vehicle: exhaust components, suspension dampers & springs, vehicle batteries and braking systems & components.
- Learners also gain a broad knowledge and understanding of health and safety in the workplace and agreeing customer vehicle needs and other skills associated with working in a garage.

### CAREER OPPORTUNITIES AND PROGRESSION

This qualification offers the opportunity for progression onto: a full IMI SSC L2 Apprenticeship – or one of its component qualifications, e.g. a L2 Light Vehicle Technical Certificate a Vocational Competence Qualification (VCQ) for those who are employed.

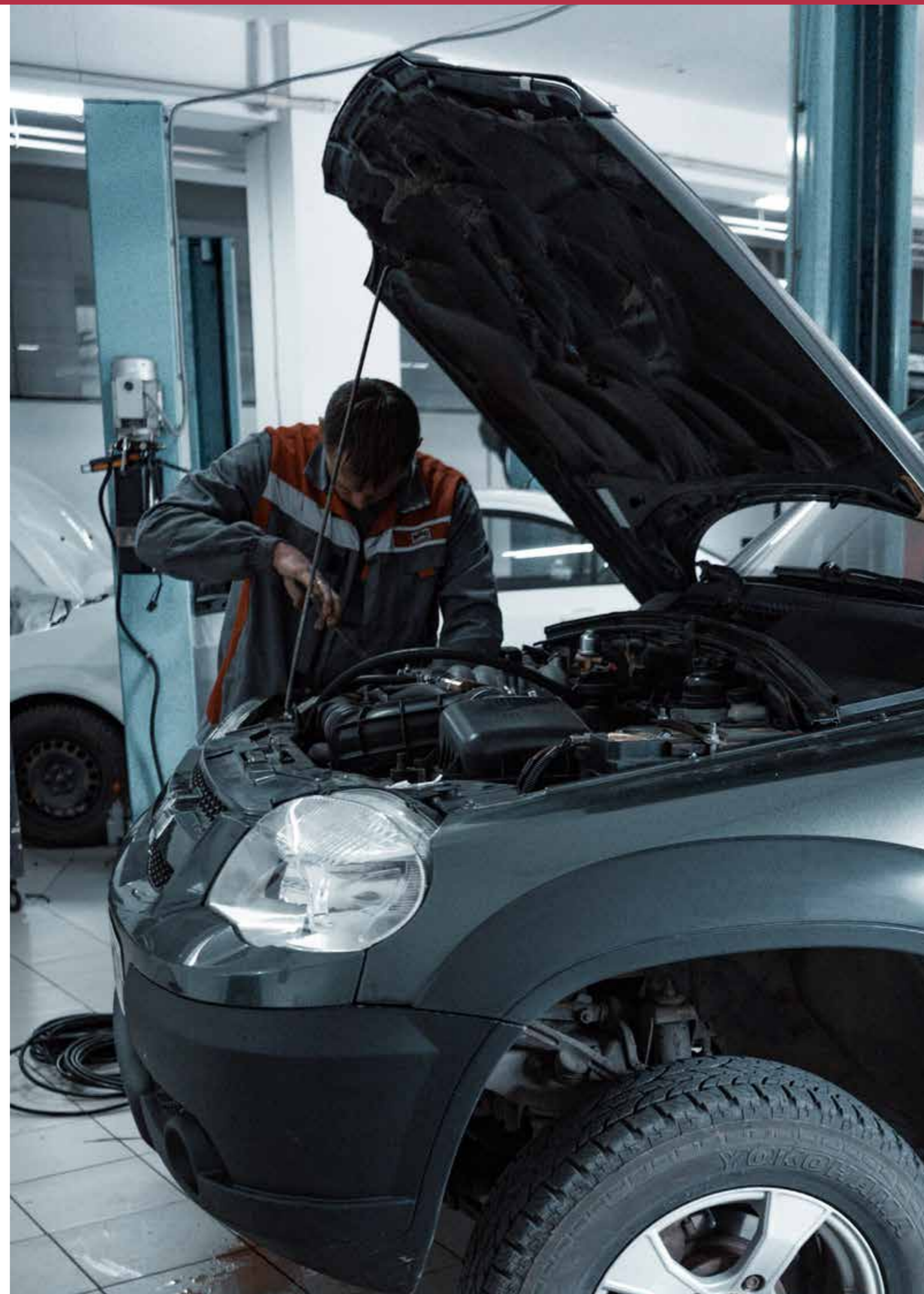
### ASSESSMENT

The assessment is made up of two components:

- Practical tasks which require completing independently with a comprehensive post-work report.
- Online testing for each core unit.

### ENTRY REQUIREMENTS

There are no formal entry requirements for this qualification and the learners are not expected to have any prior knowledge or experience. However, an interest in the subject area is advisable. The content level of this qualification would be similar to the study required to achieve a GCSE 4-7.



# SJSF

Sleaford Joint  
Sixth Form

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