



Sir Robert Pattinson

ACADEMY

Sixth Form Prospectus
2020-21

Via diversa vita una

Head Teacher's Welcome

Thank you for your interest in joining our Sixth Form in Year 12. I am delighted that you are reading our new options booklet and are considering SRPA for the next stage in your education.

Here, we pride ourselves on being a successful and supportive Academy community and the Sixth Form plays a vibrant and essential role in ensuring this.

Our curriculum offers you a wide choice of Advanced GCEs, vocational opportunities and excellent complementary experiences. SRPA students appreciate the quality of student-teacher relationships and the level of individual guidance and support they receive here.

If you want to study in a stimulating, challenging and supportive environment and can see the benefit to yourself and others of engaging in service to the community within and beyond the Academy, then SRPA may well be the right place for you!

Numbers in our Sixth Form are usually in the order of 200 students providing plenty of scope for you to find friends and enjoy the various opportunities that being a member of the Academy can offer you.

Sixth Formers at SRPA are highly respected by all members of the Academy community, who value the excellent supportive work they do. I do hope to be welcoming you into our Sixth Form next September. If you have any questions over the coming weeks and months, do not hesitate to contact us at sixthform@srpa.co.uk.



Head of Sixth Form Welcome

At Sir Robert Pattinson Academy we are proud of our history and heritage. Our Sixth Form is a successful part of our school community and as the Academy continues to grow, we very much value the part the Sixth Form plays.



Our Sixth Form offer presents you with an extensive variety of options ranging from Advanced GCEs and includes vocational courses which together with our personal development programme provide a high quality experience to our students. Our students appreciate the level of individual guidance and support they receive here and we are proud of how students successfully progress to their chosen destination after completing their studies with us.

Students are highly valued within our community and take an active role in mentoring, community projects and support. We are proud of how our students help and guide the main school students through lesson volunteering and one-to-one support. If being part of a community, contributing to school life, demonstrating high levels of commitment to study and pursuing the highest standards of achievement is what you are looking for in a Sixth Form, then SRPA is the right place for you.

We do hope to be welcoming you into our Sixth Form next September. If you have any questions over the coming weeks and months, do not hesitate to contact us at sixthform@srpa.co.uk.

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Assessment, Tracking and Academic Support



Mr A Parkinson—KS4 & KS5
Director of Achievement

At Sir Robert Pattinson Academy Sixth Form all of our students are fully supported in achieving their potential in each course of study. In July, students will start their two year Key Stage 5 journey with us when they join us for our transition programme. The support we provide ensures our students have a successful beginning to their time with us in the Sixth Form. Each of our option subjects provides a comprehensive transition unit to allow our cohort to hit the ground running in September.

The first stage of this process involves students agreeing upon realistic but challenging target grades with their subject teachers. Each target grade will be aspirational and will ensure that students are working towards outcomes that will enable them to pursue future career pathways and higher education opportunities.

Throughout the two year Sixth Form programme, students' progress will be regularly monitored against these targets. Every course will provide rigorous assessment tasks that enable teachers to provide personalised feedback, identifying strengths and areas for development. Subsequently, teachers are able to provide

bespoke guidance to ensure that students' knowledge and understanding is continually developed and performance improved as a consequence of the assessment cycle.

In preparation for the final A-Level assessments, students will be provided with two opportunities to complete trial examinations. Not only do these generate additional personalised feedback and targets, but they will also help build resilience and familiarity with examination procedures to help students improve their confidence in performing to their capability in these situations.

In both Y12 and Y13, there are four assessment tracking points where progress data and attitude strengths and concerns are shared with students and parents/carers, thus ensuring that they are fully aware of current working grades and expected outcomes, empowering them to support the Sixth Form in ensuring the best possible outcomes for their child .

In addition to the regular intervention and support that they will receive from subject teachers, Sixth Form students are expertly guided by an experienced Sixth Form Team, including a Director of Achievement who will coordinate any additional intervention to support students in making the progress that they are capable of.

Wellbeing in the Sixth Form

At Sir Robert Pattinson Academy Sixth Form student wellbeing is integral to our ethos and philosophy. Our Sixth Form Pastoral Team actively promote emotional wellbeing and positive mental health as part of everyday life within the Sixth Form. The emotional wellbeing of our students is key to them feeling secure and successful with their studies.

We ensure mental health problems are identified early and appropriate support is provided. We offer provision and interventions that match the needs of our students and regularly raise awareness of the importance of looking after one's own emotional wellbeing and mental health awareness through our Personal Development programme.

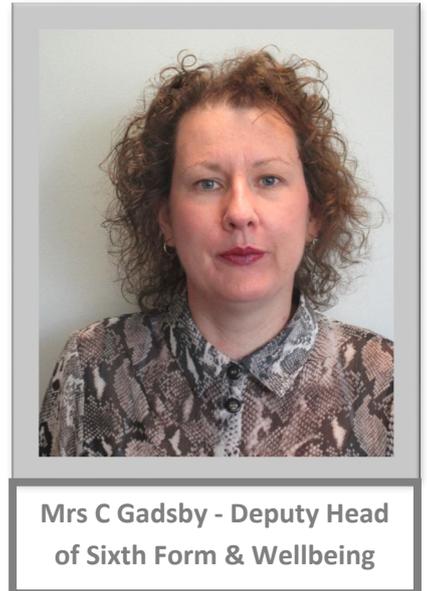
The Sixth Form Pastoral Team play a key part in identifying the emerging mental health and wellbeing needs of students and then referring students on to professionals for appropriate specialist support and treatment. In addition to this, our team are able to support students with mental health and wellbeing needs in the school environment and in their learning.

Mrs Gadsby is trained to teach the Mindfulness in Schools Project, a nationally recognised qualification that brings mindfulness to SRPA, including a number of techniques that can help with issues like anxiety, self-confidence and examination stress.

We pride ourselves on the bespoke care and support we give to each and every one of our Sixth Form students in relation to their wellbeing.

RP-Hub – Supporting Mental Health in the Sixth Form

Advanced level study can be a challenging time for students and so it is vital that the provision for our Sixth Form extends beyond the academic to include support for students' social, emotional and mental wellbeing. Beyond the care offered by our pastoral team and tutor team, we are proud and privileged to have the RP-HUB as part of our learning community. A growing number of our students have benefited from this support enabling them to have access to highly trained mentors and counsellors, all within the Academy grounds.



RP-HUB

Supporting Mental Health
in North Hykeham

Our Enrichment Programme

Personal Development

Personal Development at SRPA forms a huge part of the curriculum. Our students acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. During this programme, students will develop the qualities and attributes they need to thrive as individuals, family members and part of society generally.

Through the Sixth Form Personal Development Programme our core aims are to:

- support the development of physically, emotionally and socially healthy young people
- develop essential employability skills for the 21st Century
- reduce or remove barriers to learning
- promote British values, including democracy
- prepare students to become an active member of society
- promote equality and diversity so that students respect others, as well as promoting tolerance and understanding of different religious and cultural beliefs



Mrs A Todd - Careers & Employability Co-ordinator

Careers Guidance

Our careers provision is comprehensive in the Sixth Form. We have a careers guidance practitioner who visits to offer tailored support to help students in their career goals and next steps. Our skilled Sixth Form intervention team support students through the University or apprenticeship application process. Our UCAS co-ordinator supports all students in their University applications including Russell Group and Oxbridge candidates.

Work Experience

All year 12 students benefit from a work experience placement. Where possible, this will be tied to their career goals. This often leads to students continuing on a voluntary basis or even paid employment.



Mrs E Parker - EPQ & UCAS Co-ordinator

EPQ

For our highest achievers, the Academy offers the Extended Project Qualification which is equivalent to half an A-Level and enables students to pursue a topic of their choice in greater depth. This is led by our EPQ co-ordinator and is enhanced through University visits for academic research and lectures.

Volunteering

All students are expected to volunteer in the Sixth Form as part of their enrichment. Opportunities such as peer mentoring, lesson support, and student leadership offer great opportunities for students to get involved. The support provided to our younger students, particularly in their transition, accelerates their development as young adults. As well as being integral to our ethos here at Sir Robert Pattinson Academy, it is also valued by universities, employers and apprenticeship providers and as a key part of their own personal development.

Sixth Form Student Leadership

There are always opportunities for students to develop their leadership at all levels in the Sixth Form, whether in the classroom, tutor group or as a student leader.

Senior Student Leadership Team

Our Senior Student Leadership Team members are recruited based on their excellence inside and outside the classroom and their desire to make a difference. The core aim of this student leadership team is to ensure the effective representation of the student body.

Left to right—The team is led by our Head Girl - Emily McGowan, Head Boy - Callan Diamond, and chaired by Emily Fenn.



There are also a number of other specific roles that come together to create our Sixth Form committee.



Left to right - Katie Bevan and Jamie Moffat (Deputy Head Girl and Boy), Caitlin Robinson (Peer Mentor Lead), Hayden Hutchinson (Personal Development and British Values Lead) and Lauren Howell (Extra Curricular and Enrichment Lead).

The team together support at Academy events, collecting the student voice and help drive improvements in their areas of responsibility. School tours and supporting visitors to the Academy are also key roles and responsibilities of our student leaders.

Subject Champions

Students can also lead in a subject or area where they have a passion. Whether this be as a PE Champion, supporting with the running of clubs and activities, a Mathematics Champion supporting younger students with their home learning or Mathematics Challenge preparation, whether it be a Green Team lead, supporting our Academy drive or being more environmentally aware. All passions of our students are harnessed and encouraged, whilst supporting their confidence as leaders.

Sixth Form Information and Expectations

The Structure of the Day

08:40	Registration
09:00	Lesson changeover
09:05	Period 1
10:05	Lesson changeover
10:10	Period 2
11.10	Break
11.30	Period 3
12.30	Lunch
13:10	Period 4
14:10	Lesson changeover
14:15	Period 5
15:15	End of school day

Students are expected to remain on site from 08:40 until 15:15 and use the student spaces available in the Academy to work independently. Students often remain at the end of the day to work in study groups on their homework. The library is also available until 16:30 each night. Students meeting our expectations may leave our site at lunchtime.

Our Dress Code

Our Sixth Form students wear formal business dress.

The expected standards are:

- Smart shoes, providing adequate support
- Suit trousers and a smart shirt or blouse
- Business style dress or a business style skirt and a smart shirt or blouse
- Shoulders covered, from neck to the top of the arm
- Skirts/Dresses no shorter than 6cm above the top of the kneecap

Some specific exclusions are:

- No open toed footwear
- No prominent logos
- No denim
- No ripped fabric in any clothes
- No facial piercings, spacers or visible tattoos
- No extremes of hair colour or fashion
- No hats worn indoors
- No hoodies, sweatshirts, sports clothing or tracksuits

Sixth Form Bursary at SRPA

The Sixth Form Bursary Fund is money that the Government has given to schools through its funding body – the Education and Skills Funding Agency (ESFA). It is to provide assistance to students whose access to, or completion of, education is inhibited by financial constraints or barriers. There are two types of Bursary; the Vulnerable and the Discretionary Bursary.

<p>Vulnerable Bursary You are entitled to this if you are in one of the following categories:</p> <ul style="list-style-type: none"> You are living in care, or have recently left living in care. You, the learner, are receiving income support or universal credit. You, the learner, are disabled and receiving Employment Support Allowance as well as personal independence payments (PIPs) <p>This is a bursary of up to £1200.</p>	<p>Discretionary Bursary You may be entitled to this if you are in one of the following categories:</p> <ul style="list-style-type: none"> You have a gross annual household income of below £20,000. You are in receipt of Free School Meals Your household is in receipt of other income based means tested benefits. You have a physical or mental disability or other medical condition and/or learning difficulties. You have been on probation, are young parents or are otherwise considered at risk. You are seeking asylum. You are a refugee (You will have access to 16-19 Bursary Funding if you are in receipt of supportive evidence from DWP). You are a lone parent. <p>Payments will be made according to need.</p>
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All students eligible for either bursary must maintain:

- No unauthorised absences during the school day.
- Acceptable levels of behaviour and progress.

Payments will be subject to review by the Bursary Fund Committee.

Frequently Asked Questions:

What can I apply for?
The bursary could help you with any education related costs such as books, educational visits, equipment and transport to and from school.

Will I need to provide evidence?
Yes, this can be in the form of:

- a certified letter for the local authority regarding Free School Meals and/or other benefits
- a certified letter from Her Majesty's Revenue and Customs regarding benefits and/or household income
- a P60 (additional evidence will also be required)
- evidence of Self-Employment income
- a certified letter from the DWP

Can the Academy stop or reduce my payments if I misbehave or do not attend?
Yes, we can place conditions on your bursary which you will need to meet. If they are not met, then your payments can be reduced or stopped.

Can School tell me what to spend my bursary on?
Yes, your bursary is to help pay for educational items to support your studies.

How are payments made?
Payments are paid directly to students, please make sure you have a bank account.

Will everyone know I receive a bursary?
No, your application is handled confidentially.

Sixth Form Subjects & Entry Requirements

The normal criteria for entry is:

- Passes of at least Grade 5 in both English Language GCSE and Mathematics GCSE.
- Consideration will be given to students who achieve a Grade 5/4 in English and Mathematics where the course choices allow such flexibility.
- 5 GCSE subjects at Grade 5-9.
- For specific course entry requirements, please refer to the table below.

Where there is no additional requirement the entry criteria for the Sixth Form applies. All subjects running are dependent on minimum numbers.

Due to COVID 19 we will also consider applications that don't meet the above requirements on a case by case basis.

Subject	Qualification	Grade Required	Notes	Page
Applied Science	BTEC	5		13
Art	GCE - A-Level	*	Cannot study alongside Photography	14
Biology	GCE - A-Level	6	Must achieve a Grade 6 in Mathematics	15
Business	CTEC	*		16
Business	GCE—A-Level	*	At least Grade 5 if Business has been studied	17
Chemistry	GCE - A-Level	6	Must achieve a Grade 6 in Mathematics	18
Drama & Theatre Studies	GCE - A-Level	5		19
English Language	GCE - A-Level	6		20
English Literature	GCE - A-Level	6		21
Financial Education	Diploma	*		22
French	GCE - A-Level	6		23
Geography	GCE - A-Level	6		24
Health & Social Care	Cache	*		25
History	GCE - A-Level	6	Must achieve a Grade 6 in English	26
IT	CTEC	*		27
Mathematics	GCE - A-Level	7		28
Mathematics - Further	GCE - A-Level	8	Can only be taken as a fourth subject	29
Media	GCE - A-Level	5	Must achieve a Grade 5 in English	30
Photography	GCE - A-Level	*	Cannot study alongside Art	31
Physical Education	GCE - A-Level	6		32
Physics	GCE - A-Level	6	Must be studied with Mathematics	33
Product Design	GCE - A-Level	5		34
Psychology	GCE- A-Level	*	Must achieve a Grade 6 in English	35
Religious Studies	GCE - A-Level	*	Must achieve a Grade 6 in English	36
Sociology	GCE - A-Level	*	Must achieve a Grade 6 in English	37
Spanish	GCE - A-Level	6		38
Sports Studies	CTEC	5/Merit		39
Travel & Tourism	BTEC	*		40

Option Blocks

Students should choose three subjects, with no more than one subject from an individual block.

A fourth choice may be considered if students demonstrate the capacity to be successful.

*The running of all courses is subject to a minimum number of students meeting the entry requirements.

Block A
Travel & Tourism
Psychology
Art/Photography
Financial Education
Biology
Applied Science

Block B
Sociology
Drama
Spanish
Geography
Mathematics

Block C
IT
Psychology
History
Business (CTEC)
Physics
Physical Education (A-Level)

Block D
Biology
Business (A-Level)
English Language
Chemistry

Block E
Health & Social Care
Product Design
Sports Studies
English Literature
Further Maths



Course Information

Course Title: Applied Science (Pearson Edexcel BTEC Level 3)

The BTEC Extended certification in Applied Science is suitable for all students who wish to build upon all three science specialisms studied at GCSE, as the course will broaden your understanding of science and its applications in the workplace. This course takes a different approach to the traditional 'A' level route and provides the skills that employers are looking for. If you want a career in Medical Science, Forensic Science, Nursing, Pharmaceutical Science or as a science technician in a lab to name a few, then Applied Science is for you.

Qualities & Qualifications Needed:

Grade 5 in GCSE Biology, Chemistry and Physics or Grade 5,5 in Combined Science. Additionally, a Grade 5 or above in Mathematics is desirable to cope with the mathematical demands of this course.

You need to have an interest in Science and enjoy practical work, as well as being organised, self-motivated, independent and have the ability to meet deadlines.

Assessment Details:

Formal assessment includes:

Home Learning Assessments

End of topics tests

Practical assessment

Units 1 & 3 are externally examined.

Unit 2 and the option unit are internally assessed.

Course Content:

The course is assessed via examinations (58%) and coursework (42%). Learners will study four units over the duration of the course:

Unit 1: Principles and Applications of Science (externally assessed examination)

This unit covers core concepts in Biology, Chemistry and Physics. Topics include: chemistry of the elements, structure and function of cells and tissues, and the use of waves in communication.

Unit 2: Practical Scientific Procedures and Techniques (internally assessed)

Learners develop their practical skills in core laboratory techniques. Learners will become proficient in carrying out titrations, colorimetry, calorimetry and thin layer chromatography.

Unit 3: Scientific Investigation Skills (externally assessed practical task)

Learners will study plants and the environment, enzymes, the movement of molecules, the energy content of fuels, and electrical circuits and will be assessed via an externally set practical examination.

Optional Unit (details to follow)

Examinations:

Modules 1 and 3 are assessed through examinations.

Module 1: 3 x 40 minute written examinations taken over 2 days, one paper for each of Biology, Chemistry & Physics.

Module 3: Part A is a practical examination taken over 3 hours at SRPA. The data collected will be taken into the Part B examination, which is a written examination of 1.5 hour duration.

Methods of Teaching & Learning:

The course is designed to develop scientific knowledge and understanding linked to practical roles in the workplace, whilst learning a wide range of skills. Guided learning is accompanied by practical activities and ongoing assessment and feedback. Group work, research, reports, presentation and discussion develops students' problem solving abilities, independence and confidence.

Course Title: A-Level Art

If you have a creative mind and skill, any Art subject is worth studying. It will allow you to express yourself in whatever way you wish to, allow you to communicate your thoughts, options, feelings and emotions. Art is a subject that will enable you to develop independent thinking skills as you are the owner of those decisions guided by your teacher, it allows you to develop problem solving skills alongside critical analysis skills transferrable to many other subjects and life situations. It will broaden your understanding of social, political, environmental and historical context and feed your imagination. Not only that, it will challenge and reward your confidence as it builds throughout the two years. If you have considered any career requiring creative thinking, problem solving, time management and practical working, to name but a few, the skills you will develop as an Art student will be transferrable to many careers you may have never considered before, not just the obvious ones.

Qualities & Qualifications Needed:

You should be dedicated, hardworking and wanting to commit equal amounts of time to the subject in and out of lessons. You need to be open to new ideas, be able to develop and explore your own and other ideas alongside having strong practical skills. You will need to be able to explore in writing the contextual elements of Art.

Assessment Details:

The course is 60% coursework, which includes a practical portfolio and final piece alongside a written related study created as an essay.

There is then a set task which is 40% of the course and is an external examination paper with practical starting points to inspire a second practical portfolio and final piece.

Course Content:

During the first year students develop their skills in a wide range of media, methods and techniques in workshop style lessons. They learn about a range of artists and how to take influence from them. Mid way through the first year students then select an area of Art they are specially inspired by to complete a written visual essay called the related study. This will then feed their practical coursework unit where they explore the elements they have learnt about when completing their essay in a practical and personal manner. This culminates with a final piece created during a controlled assessment.

The students then complete their set task, a second practical portfolio where they explore a new starting point set by the examination board. They again develop ideas, research artists and explore their own techniques before creating a second final piece completed during a 15 hour examination.

Examinations:

Both the coursework unit and set task unit have 15 examinations where students create a final piece related to and culminating in their practical portfolios for both units.

Methods of Teaching & Learning:

Mostly practical where the teacher will support students in developing their skills, improving their skills and exploring new ones. One to one mentoring sessions are used during the completion of the coursework and set tasks as students generally work on individual projects. Students are expected to be independent in their learning developing skills and knowledge of a wide range of art influences.

Course Title: A-Level Biology (OCR)

Biologists study the natural world and all living things in it, from large mammals to microscopic cells and DNA. Understanding how organisms work, and the complicated relationships that exist between all living things on our planet allows biologists to use the knowledge to stop the spread of disease, improve public health and improve animal care and conservation.

Biology will help you to develop essential biological knowledge through the nurturing of your interest and enthusiasm for the subject, as well as developing competence and confidence in a range of mathematical, practical and problem solving skills. Additionally, you will develop an understanding of how society makes decisions about scientific issues and how science contributes to the success of the economy and society, linking to careers including, Medicine, Nursing, Dentistry, Veterinary Science, Forensic Science, Zoology, Geology, Oceanography, Pharmaceuticals and Physiotherapy.

Qualities & Qualifications Needed:

Grade 6 in GCSE Biology, Chemistry and Physics or Grade 6,6 in Combined Science. Additionally, a Grade 6 or above in Mathematics is desirable to cope with the mathematical demands of this course.

You need to have an interest science and enjoy practical work, as well as being organised, self-motivated, independent and have the ability to meet deadlines.

Assessment Details:

Formal assessment includes:-

Home Learning Assessments
End of topics tests
Practical assessment

This course is 100% examination at the end of Year 13. There is no coursework element or opportunity to resit any examination during the 2 years.

Practical Endorsement is achieved through the demonstration of a variety of practical techniques.

Course Content:

The course is assessed via examination only. Learners will study six modules over the duration of the course:

Module 1: Development of practical skills in Biology (internally assessed)

Throughout the two year course, students will complete 12 practicals in order to obtain the Biology Practical Endorsement. These practical investigations develop a range of scientific practical skills, including serial dilution, microbiological and aseptic techniques, microscopy skills and dissection, as well as understanding of how to record and analyse practical data. Students will obtain this qualification through the demonstration of competence across these practical tasks. Understanding of these practical tasks will also be assessed in the formal examinations.

Module 2: Foundations in Biology

Students begin to develop their understanding of cell structure, including cell membranes and enzyme activity, and biochemistry, including biological molecules such as carbohydrates and proteins.

Module 3: Exchange and transport

Students will apply their understanding of cell structure to the process of gas exchange in mammals, fish, insects and plants.

Module 4: Biodiversity, evolution and disease

During Module 4, students will develop understanding of communicable diseases, disease prevention and the immune system, as well as biodiversity, classification and evolution.

Module 5: Communication, homeostasis and energy

Here, students will further their understanding of communication; hormonal and nervous control and homeostasis within humans, so as to apply this to responses in plants and animals including photosynthesis and respiration.

Module 6: Genetics, evolution and ecosystems

Finally, students will develop understanding of cellular control, inheritance and the genome, before applying this to real world contexts of sustainable ecosystems and cloning and biotechnology.

Examinations:

Biological Processes (2hr 15mins - 37% of Grade)

Covers content from modules 1, 2, 3 and 5.

Biological Diversity (2hr 15 mins - 37% of Grade)

Covers content from modules 1, 2, 4 and 6.

Unified Biology (1hr 30 mins - 26% of Grade)

Covers content from all modules.

Methods of Teaching & Learning:

The course is designed to stimulate and challenge students, with the teaching of theory complimented by a range of practical activities. Guided learning is accompanied by frequent formal and informal assessment throughout to check understanding. Students are encouraged to take part in discussions, often covering challenging contrasts between ethics and science, allowing them to develop evaluation and analysis techniques applicable to a range of careers.

Course Title: Cambridge Technical Level 3 Extended Certificate in Business

You may choose to study the Cambridge Technical Level 3 Business programme to help support further study in Further Education or Higher Education business related programmes.

You may be looking to gain a Level 3 qualification to support continued study in Further Education or Higher Education in any other sector or subject area. It will give you the opportunity to develop an understanding of the business environment and to focus on specific aspects of business through applied learning.

Qualities & Qualifications Needed:

No formal entry requirements are needed for this qualification other than the entry requirements into our Sixth Form.

Assessment Details:

Students will be assessed through externally set examinations which are marked externally. Your teachers will mark the other units that you are required to study and this work will be externally moderated by the awarding body.

You will have one opportunity to re-sit each examination unit before you complete the qualification.

Course Content:

You will study a variety of different business related topics as part of this qualification. You will consider legal, financial, ethical and resource constraints that can affect business behaviour and will consider the influence that different stakeholders have and how businesses must respond.

You will develop a number of different transferable skills that are highly valued by Higher Education institutions including communication, planning, teamwork and research and analysis skills.

Unit One: Business Environment (Examination)

Unit Two: Working in Business (Examination)

Unit Four: Customers and Communication (Coursework)

Unit Five: Marketing and Market Research (Coursework)

Unit Eight: Introduction to HR (Coursework)

Examinations:

You will sit two external examinations as part of the Cambridge Extended Certificate Business course.

Unit One: Business Environment: This is a two-hour examination that will be marked externally by the awarding body.

Unit Two: Working in Business: This is a 1.5-hour examination that is marked externally by the awarding body.

Students will get two attempts at the external examination for Unit 1 (May 2020/ Jan 2021) and Unit 2 (January/May 2020). The best score will count towards their overall Grade.

Methods of Teaching & Learning:

You will develop a confidence with the subject matter through learning in a variety of different ways including by carrying out independent research on chosen business organisations. You will work through a variety of student activities and past examination papers to help you prepare for the examination units. Work will be marked by your teachers but you will also peer assess to help with the learning process.

A variety of teaching styles will be used to help you produce both coursework and to prepare for external examination including the use of guest speakers, use of student activities and examination preparation material and educational visits to local business organisations.

Course Title: A-Level Business Studies

The A-Level Business qualification is an excellent general qualification with topics covered lending themselves to studying and engaging with the business world. You will think critically about contemporary business issues and will study business in a variety of contexts. The assessment material is based on real business situations that will enable you to gain an insight into different business contexts. The course introduces you to all you need to know about working in business, providing a solid foundation for further study. If you'd like to study Business, Finance or Management at University, A-Level Business provides an excellent foundation. The skills you learn are transferable across a broad range of subjects and careers.

Qualities & Qualifications Needed:

Students will be expected to possess a good set of GCSE Grades and will need to have achieved at least a Grade 5 if business has been studied.

Assessment Details:

Students will complete the A-Level Business programme over two years. Students will sit three examinations at the end of Year 13 each examination will be 2 hours in duration and will carry 33.3% of the total A-Level mark. Each examination is marked out of 100.

Course Content:

You will cover a range of different business related topics in both the AS and A2 components of the course. Key topics covered will include the following:

What is business?

Management, leadership and decision making

Marketing performance

Operation management performance

Financial performance

Human resource performance

Analysing the strategic position of a business

Choosing strategic direction

How to pursue strategic strategies

Managing strategic change

Examinations:

Students will complete three examinations at the end of Year 13. The examinations will include a variety of different questions including multiple choice questions, short answer questions and longer essay style questions.

Paper One: Business One

Paper Two: Business Two

Paper Three: Business Three

Methods of Teaching & Learning:

Students will be expected to use a variety of learning styles to help them prepare for the A-Level module examination.

Students will be expected to produce written essays and reports based on independent research but will also work on more practical based activities including delivering group and individual presentations. Students will produce individualised study notes on each key topic to help them prepare for the examination.

A variety of teaching methods will be used ranging from traditional teacher-led input to using guest speakers and educational visits to help illustrate topics covered in class.

Course Title: A-Level Chemistry (OCR)

Chemistry helps us understand the world in which we live. Pick up a can of soft drink and you'll find chemistry everywhere, from the metal can to the paint used to cover it and the liquid inside. Chemists study how atoms work and combine in different conditions, using experiments and knowledge to develop medicines, foods, fabrics and many other materials.

Chemistry will help you to develop research, teamwork, numeracy, communication, problem solving and analytical skills, as well as valuable independent study and reasoning skills. Chemistry allows you to get ahead in most STEM careers and opens up a range of opportunities such as Medicine, Chemical Engineering, Clinical Biochemistry, Pharmacology, Toxicology, Forensic Science, Environmental Science and Research and Development.

Qualities & Qualifications Needed:

Grade 6 in GCSE Chemistry, Biology and Physics or Grade 6,6 in Combined Science. Additionally, a Grade 6 or above in Mathematics is required to cope with the mathematical demands of this course.

A willingness to learn and be challenged, you will need to be organised, self-motivated with sound scientific knowledge and independent learning skills.

Assessment Details:

Formal assessment includes:-

Home learning assessments

End of topics tests

Practical assessment

This course is 100% examination at the end of Year 13. There is no coursework element or opportunity to resit any examination during the 2 years.

Practical Endorsement is achieved through the demonstration of a variety of practical techniques.

Course Content:

Chemistry A-Level is designed to develop theoretical and practical chemistry skills, knowledge and understanding. The modules are:

Module 1 – Development of practical skills in Chemistry

Module 2 – Foundations in Chemistry

Module 3 – Periodic table and energy

Module 4 – Core organic Chemistry

Module 5 – Physical Chemistry and transition elements

Module 6 – Organic Chemistry and analysis

The development of practical skills (Module 1) is embedded through the whole course, with the practical endorsement being achieved by successfully completing a range of practical activities.

Examinations:

All modules are assessed via terminal examination. There are 3 papers:

Paper 1: 2 hours 15 minutes. Content from modules 1, 2, 3 & 5. (37% of the total A-Level)

Paper 2: 2 hours 15 minutes. Content from modules 1, 2, 4 & 6. (37% of the total A-Level)

Paper 3: 1 hour 30 minutes. Content from all modules. (26% of the total A-Level)

Methods of Teaching & Learning:

The course is designed to be stimulating, enjoyable and challenging with the teaching of theory complimented by many practical activities such as the synthesis of aspirin. Guided learning is accompanied by frequent formal and informal assessment throughout to check understanding. Promoting student discussion and creating opportunities for active problem solving in class, as well as pre-assimilation of topics prior to learning, develops independence and confidence.

Course Title: Extended Certificate in Performing Arts (BTEC National)

The Performing Arts business is the third largest industry in this country and Performing Arts is a stepping-stone into this exciting and diverse area of work. Though the course is primarily aimed at any student with a passion for drama and theatre it is also suitable for students looking to diversify their subject choices and improve key transferable skills.

Employers in many areas such as Sales and Marketing, Public Relations and Teaching are increasingly seeking the strong communication and interpersonal skills acquired through drama. You could also follow a careers path into the industry with diverse roles on offer including theatre management, marketing, lighting, directing, arts funding, costume, staging and writing. Furthermore, the majority of Universities including Oxford, Cambridge and Russell Group universities accept UCAS points gained on this course and those wishing to specialise can apply for degrees in Acting, Directing, Technical Theatre or Stage Management.

Qualities & Qualifications Needed:

Students are required to have a Grade 5 GCSE in English and English Literature due to the extensive writing required. A GCSE Grade 5 in Drama or a demonstrable interest in Performing Arts is desirable.

Students will need to display a range of skills including working with others, interpretation of texts, analysis and evaluation. They must also be willing to perform and commit to working with other students in rehearsal beyond the classroom. Students will be expected to participate in school performances.

Assessment Details:

The assessment for this course is divided into four units:

Identifying Practitioners

External written examination

Developing Skills

Internal examination - developing skills for performance

Group Performance Workshop

External practical examination – performance to a set brief—internal assessment.

Variety Performance

Internal examination – variety performance

Course Content:

Students will:

Create, perform and respond to drama and theatre.

Develop the creativity and independence to become effective theatre makers.

Explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts.

Learn how relevant research, independent thought and analysis of live theatre production can inform decision making in their practical work and put this understanding into practice.

Experience the ways in which theatre makers collaborate to create theatre.

Experience live theatre throughout the course of study.

Have the ability to learn independently.

Have the ability to research actively and methodically.

Be able to give presentations and being active group members.

Examinations:

Unit 1– Written examination paper

Unit 2– Performance examination and log

Unit 3– Performance and evaluation

Unit 28– Performance and log

Methods of Teaching & Learning:

Inquiry based learning, personalised and differentiated instruction, demonstration, Flip Learning, discussion and evaluation of performances, practical exploration.

Course Title: A-Level English Language

The study of English Language at A-Level helps to prepare you for further study and future employment by developing a wide range of skills which include critical reading, data analysis, evaluation, the ability to develop and sustain arguments and a number of different writing skills. English Language is a highly respected A-Level and could lead to studying for a University degree in subjects such as Linguistics, History, Sociology, Psychology, MFL and Law. In addition, the combination of reading and writing assessment makes students of this subject very employable, and could equip you for a future career in areas such as Publishing, Editing, the Media, Law, Teaching (including teaching English as a Foreign Language), Journalism, Marketing, Public Relations and Research.

Qualities & Qualifications Needed:

You will need to be a skilful communicator, able to pursue lines of enquiry, analyse texts produced by others and debate different views. You will have an interest in, and an aptitude for, producing pieces of original and creative writing.

A minimum of Grade 6 in GCSE English Language is required.

Assessment Details:

80% written examination across two separate examination (two x 2.5 hours)
20% non- examination assessment (independent language investigation and original writing)

Course Content:

Paper 1 - Language, the individual and society

Introduction to language study.

Introduction to methods of language analysis.

Exploring concepts of audience, purpose, genre, mode and representation.

Study of children's language development—how children learn language and how they understand and express themselves through language.

Paper 2 - Language diversity and change

Studying language diversity and change over time.

Exploring language in its wider social, geographical and temporal contexts.

Exploring the processes of language change.

Study of social attitudes to, and debates about, language diversity and change.

Non-examination assessment: Language in action

Includes a language investigation, a piece of original writing and a commentary.

Students choose an area of individual interest, exploring and analysing language data independently and developing and reflecting upon their own writing expertise.

Total word count—3500 words.

Assessed by teachers.

Moderated by AQA.

Examinations:

Paper 1: Language, the individual and society (2.5 hours)

40% of A-Level (100 marks).

Section A - Textual Variations and Representations

Two texts (one contemporary and one older text) linked by topic or theme. Three questions: a question requiring analysis of one text (25 marks); a question requiring analysis of a second text (25 marks); a question requiring comparison of the two texts (20 marks).

Section B - Children's Language Development

A discursive essay on children's language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks).

Paper 2: Language Diversity and Change (2.5 hours)

40% of A-Level (100 marks).

Section A - Diversity and Change

A choice of two questions.

Either: an evaluative essay on language diversity (30 marks).

Or: an evaluative essay on language change (30 marks).

Section B - Language Discourses

Two texts about a topic linked to the study of diversity and change. Two questions: a question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks); a directed writing task linked to the same topic and the ideas in the texts (30 marks).

Methods of Teaching & Learning:

Lessons involve reading and discussing a wide variety of texts, responding to them with written answers, exploring aspects of texts including their context of production and reception, and exploring how genre and mode influence writers' and speakers' choices. We develop a secure knowledge of the theories which underpin language study, and apply these to texts written in different modes and from different places and time periods. Students are given the opportunity to pursue areas of personal interest in their completion of the NEA: a student-led enquiry supported by open learning. Students may sometimes be asked to prepare material or research theories independently, or in small groups, to feed back to the class.

Course Title: A-Level English Literature

The study of English Literature at A-Level helps you to develop subject specific and transferable skills by encouraging in-depth, critical and contextual thinking in response to a wide range of literary works. English Literature is a highly respected A-Level, and as well as an English Literature degree itself, students of Literature might go on to study for University degrees in a wide range of subjects including History, Sociology, Psychology, Drama, Theatre Studies and Law. In turn, this could lead to a wide range of potential future careers, such as roles in Publishing, Editing, the Media, Law, Teaching, Journalism, Marketing, Arts Administration and Consultancy, Public Relations and

Qualities & Qualifications Needed:

You will be creative and analytical with a real enjoyment of reading and an interest in the social and historical influences on texts written over the years. You will need to be interested in how literature makes sense of the world, and the human psyche and experience, through stories, novels, poems and plays.

A minimum of Grade 6 in both GCSE English Language and English Literature is required.

Assessment Details:

80% written examination across two separate examination (one x 3 hours, one x 2.5 hours)

20% non-examination assessment (independent comparative critical study)

Course Content:

Paper 1: Love through the ages

Students explore aspects of a central literary theme—love through the ages—as seen over time, using unseen material (poetry) and set texts.

Set texts include:

- A Shakespeare play—focusing on representations of love
- One poetry and one prose text—focusing on representations of love by a variety of authors across time

Paper 2: Texts in shared contexts

Modern times: literature from 1945 to the present day—students explore aspects of literature connected through a period of time

Set texts include:

- One prose text
- One drama text
- One poetry text

For both papers, students will:

Read widely across a range of texts and connect them across time and topic.

Analyse ways in which authors shape meanings within their texts.

Investigate the influence of time (of production and reception) on a range of texts.

Underpin analysis with understanding of critical theory.

Non-examination assessment: Independent Critical Study - texts across time

Comparative critical study of two texts : a personal critical study comparing two texts, chosen by the student. These texts should maximise opportunities for writing about comparative similarity and difference, and allow access to a range of critical views and interpretations (2500 words).

Assessed by teachers.

Moderated by AQA.

Examinations:

Paper 1: Love through the ages (3 hours)

40% of A-Level (75 marks)

Section A: Shakespeare- One passage based question with linked essay (25 marks). This section is closed book.

Section B: Unseen poetry– Essay question on two unseen poems (25 marks).

Section C: Comparing texts - One essay question comparing two texts (25 marks). This section is open book.

Paper 2: Texts in shared contexts (2.5 hours)

40% of A-Level (75 marks)

Open book

Section A: Modern times- One essay question on set text (25 marks).

Section B: Contextual linking– One compulsory question on an unseen extract (25 marks) and one essay question linking two texts (25 marks).

Methods of Teaching & Learning:

Lessons involve reading and discussing texts in great depth, responding to texts with written answers, exploring aspects of texts such as their social and historical contexts and critical reception and approaches. Students may sometimes be asked to prepare material or research areas of a text independently or in small groups to feed back to the class.

Course Title: Level 3 Certificate in Financial Education

The level 3 LIBF Certificate in Financial Education encourages you to become responsible borrowers and sensible savers, and to appreciate the need for financial planning throughout your life. It will prepare you for further study by delivering core skills and critical analysis and evaluation, verbal communication (through classroom discussion) and written communication.

You will gain an appreciation of why money is important through focusing on what money is, attitudes to it and how it can affect life choices. You will develop an ability to plan and manage your financial needs in the medium and long term with a particular focus on budgeting.

Students will develop transferable skills, which are valuable for further study in unrelated disciplines, and the financial capability content helps support students in making informed financial decisions about the value of personal, employment and study options and budgeting whilst studying.

Qualities & Qualifications Needed:

Although there are no specified entry requirements applicants should have a good set of GCSE passes.

Assessment Details:

Students will be assessed through a combination of externally assessed examination papers and through a pre-released case study requiring written responses. This component of the examination is completed in one hour.

Course Content:

You will cover a range of different business and finance related topics including the following Mandatory Units. In addition to these units, you will also study a range of optional units.

Unit One: Financial Capability for the immediate and short term.

Unit Two: Financial Capability for the medium and long term.

Key course content:

Importance of financial capability in the immediate, short, medium and long term.

Financial services and products including sources of help and advice.

Borrowing, budgeting, financial planning and cash flow forecasting.

The impact of external influences at different stages in the personal life cycle.

Risk and reward in managing personal finance.

Examinations:

Students will complete two externally assessed examination for Unit One (Financial Capability in the immediate and short term) and Unit Two (Financial Capability for the medium and long term).

Part A:

Unit One - This consists of 35 multiple-choice questions in a 45-minute examination. Unit Two - This is a 45-minute examination, which comprises of 20 multiple-choice questions.

200 marks are available for both units comprising of 100 marks per unit.

Part B:

Unit Three: This is assessed by a pre-release case study requiring written responses. This task is completed in one hour.

Methods of Teaching & Learning:

Students are taught in a variety of ways including formal teacher input. This is combined with more practical teacher delivery, which includes the use of guest speakers and educational visits to local financial and business institutions.

Students learn in a variety of different ways including by carrying out relevant research into local finance organisations, delivery of group and individual presentations and through peer group assessment.

Course Title: A-Level French

An A-Level in a language can open up the whole world to you! Languages add enormous employability value in today's global marketplace and this is even more vital following the Brexit referendum! Languages will take you to places and show you things that you might never otherwise get the opportunity to see!

Jobs directly related to languages can include interpreting or translating, as well as journalism. Other possibilities would be the Diplomatic Service, International Law, Marketing and International Aid or Development and the Intelligence Service to name but a few! Language skills are highly sought after by employers: the Confederation of British Industry has stated that the UK economy loses over £48,000,000,000 per year due to a lack of language skills amongst the British workforce and the RAF is currently offering a £18,500 golden hello to apprentices who want to work as linguists! Where could your languages take you?

Qualities & Qualifications Needed:

Grade 6 or above GCSE French

Hard-working

Resilient

Organised

Pro-active

Independent

Assessment Details:

Paper 1: Listening, reading and writing - 2.5 hours (50 marks)

Students are assessed on their ability to respond to different registers of spoken and written French from a range of contexts and sources. Materials include factual and abstract content and questions target main points, gist and detail. There are also translations into English and French.

Paper 2: Written - 2 hours (80 marks)

Students are assessed on either one literary text and one film or two literary texts. Two essays of approximately 300 words require students to show both critical appreciation and analytical response.

Paper 3: Speaking - 21-23 minutes (including 5 minutes preparation time) (60marks)

Students take part in a discussion in French, based on a stimulus card relating to a theme studied. They also present and discuss an individual research project on a topic that interests them.

Course Content:

Students will learn to discuss topics such as immigration, culture, cyber-society, politics and social changes in French-speaking countries. They will develop the ability to communicate on a wide range of subjects and will hone their debating skills. In addition to this of course, they will rapidly broaden their knowledge of French vocabulary and grammatical structures.

Examinations:

(Please see assessment details).

Methods of Teaching & Learning:

Students will be taught in classrooms. As with all A-Level subjects it is expected that students will complete a great deal of independent learning each week in order to fully prepare them for their examination.

Course Title: A-Level Geography (AQA)

As a student following the A-Level Geography course, you will have the opportunity to develop your understanding of the world around you.

The AQA specification is current and has units, which reflect the rapidly changing world around us. Covering both Human and Physical Geography, you will be able to deepen your understanding of why the world is the way it is. We will look at people and the places in which they live, assessing how places change over time.

In your fieldwork investigation you will have the opportunity to independently research an area of the specification which is of particular interest to you.

Qualities & Qualifications Needed:

To study A-Level Geography, you need to have an enquiring and open mind. As we will be studying the world around us, it helps to be aware of current events both in the UK and globally. Reading newspapers/watching the TV news helps to keep your subject knowledge up to date.

It is important to understand other people's views as well as having your own opinion.

You will need to be able to learn and use new terminology and construct essays that are both clear and succinct.

In addition, you will use your skills in Mathematics to interpret graphs, analyse data and draw conclusions from fieldwork.

Grade 6 in GCSE Geography (possibly 5 with teacher support)
Grade 5 in GCSE English and Mathematics

Assessment Details:

Physical Geography

Written examination: 2 hours
30 minutes, 120 marks, 40% of A-Level

Human Geography

Written examination: 2 hours
30 minutes, 120 marks, 40% of A-Level

Geography Fieldwork Investigation

3,000 – 4,000 words, 60 marks, 20% of A-Level, marked by teachers, moderated by AQA

Course Content:

The A-Level in Geography develops many of the ideas and topics that you have studied at GCSE, allowing you to learn about them in more detail, however, there are also new topic areas, which you will not have studied before.

The course comprises mandatory units, which are examinationined in Section A of components 1 & 2, plus optional units. These optional units will be decided at the discretion of the staff depending upon student interest and staff expertise.

Component 1:

Section A: Water and carbon cycles

Section B: Either hot desert systems and landscapes or coastal systems and landscapes or glacial systems and landscapes

Section C: Either hazards or ecosystems under stress

Component 2:

Section A: Global systems and global governance

Section B: Changing places

Section C: either contemporary urban environments or population and the environment or resource security

Component 3:

Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

Examinations:

Components 1 & 2 will be examined in the Summer Term of Y13

Component 3 will usually be completed during the Autumn Term of Y13

Methods of Teaching & Learning:

During the course, you will experience a range of teaching and learning styles, depending upon the module covered. It is expected that you will be able to work independently and undertake background reading and preparation for class, participate in class discussions and attend fieldwork visits on at least four occasions.

Course Title: Level 3 CACHE Health & Social Care

This course is ideal for anyone interested in working in the social/healthcare sector, particularly those considering a career in Nursing, Midwifery, Health Visiting, Childcare or Pre-school/Nursery Assistant. The course also provides foundations for students wishing to pursue a career in social care or counselling. It is also suitable, as part of a wider programme, for those aspiring to enter into primary school education and teaching as well as social work and provides the foundations for further education through courses at University.

Qualities & Qualifications Needed:

Students are required to have a Grade 5 minimum in English, this is due to the extensive writing required. Other circumstances or teacher recommendations will be considered.

Students will need to display a range of skills including interpretation, justification and analysis and need to be able to convey an in-depth understanding of Health and Social Care themes through the use of professional terminology and evidence within their work.

Assessment Details:

Students will produce a portfolio of work, which covers 9 units over the 2 year course. Students will also complete a synoptic assessment, which encourages the learner to combine elements of their learning and to show their accumulated knowledge and understanding across units and/or learning outcomes. This is done in the form of an extended essay, which is externally assessed.

Each unit must be achieved in order for students to be able to complete the course. Units are graded from A*-D. This is a different system to normal A-Levels, and carries different weighting within the UCAS points system, whereby an A* Grade is actually worth more points than an A* in an A-Level qualification.

Course Content:

Students will cover 9 units over the two years of the course, including 75 hours of work experience within a Health & Social Care setting. The 9 units are:

Equality, diversity and rights in Health & Social Care

Human growth & development

Safeguarding in Health & Social Care

Communication in Health & Social Care

Infection prevention and control in Health & Social Care

Psychological perspectives in Health & Social Care

Sociological perspectives in Health & Social Care

Working in Health & Social Care

Reflective practice

Examinations:

To fulfil the requirements of the course the student will need to:

Produce a portfolio of evidence

Complete an extended assessment

Partake in 75 hours of work experience in a related field

Methods of Teaching & Learning:

Guided research

Inquiry based learning

Personalised and differentiated instruction

Demonstration

Flip Learning

Course Title: A-Level History

Taking History at A-Level you will become skilled at asking questions, learning not to take everything at face value, developing empathy and understanding the actions and achievements of others. You will be prepared to develop your case and argue it well, use evidence to draw conclusions and make judgements.

History graduates are highly skilled, with the ability to analyse and process large amounts of data quickly and accurately. They are also able to form arguments and weigh the merits of different pieces of evidence and texts. This expertise is applicable across a wide range of professions, and History graduates are found in all types of sectors.

Analysis – Reading historical texts helps graduates develop the ability to comprehend large amounts of information and extract key details to apply to specific situations, an approach which is useful in almost any profession.

Communication – Good communication is vital for employment. History graduates excel at writing and presenting to a high standard, indicating that they are able to come into a new work environment and articulate themselves in a professional and appropriate manner. This is relevant across many fields, from Consultancy to Management to Sales.

Intelligent Insight – History graduates are able to take a large amount of data and compile thoughtful and intelligent reports, presentations or recommendations. This is a valuable skill across many sectors, where the ability to notice and highlight trends or anomalies, and provide insight on them, is essential.

Research – Research is important for many jobs, and after three years of independent study, History graduates are especially strong in this regard. Graduates should not underestimate the value of their ability to conduct research and work independently.

Prioritisation – The ability to balance different avenues of work, and recognise each individual part and its effect on others, is a talent which History graduates should be proud they have mastered. Whether it is working through a list of tasks or compiling work, the ability to prioritise is something which makes History graduates stand out.

Qualities & Qualifications Needed:

The ability to write extended answers

A genuine interest in history

Grade 6 at GCSE history

Grade 6 in English

Assessment Details:

Two 1.5 hour examination

Each examination consists of 2 essay question and 1 source analysis question

NEA – an essay of around 3,000 words analysing the significance of a factor over 100 years

Course Content:

The quest for political stability: Germany 1871-1991

Part One: Year 12

From empire to democracy, 1871-1914: The Kaiserreich, 1871-1914 and from empire to democracy, 1914-1919

Part Two: Year 13

The impact of Nazism, war and division, 1929-1991: The Nazi experiment, 1929-1949 and from division to unity: the Federal Republic of Germany, 1949-1991

The Making of Modern Britain 1951 - 2007

The Part One: Year 12

Affluent society and the sixties , The end of post-war consensus and the impact of Thatcherism ,

Part Two: Year 13

Towards a new consensus and the era of New Labour

Personal Study

Causes and consequences of the French Revolution

Examinations:

Two 2.5 hour examination

Each examination consists of 2 essay questions and 1 source analysis question

NEA - an essay of around 3,000 words analysing the significance of a factor over 100 years

Methods of Teaching & Learning:

Students will receive high quality teaching which will develop skills to answer examination questions by source analysis – students will be challenged to critically analyse sources and interpretation for value, guided reading, teacher led discussion and group presentations.

Course Title: OCR Cambridge Technical Level 3 Introductory Diploma in IT

This qualification is not just about being able to use computers. Employers have told us that they need people who are able to help them develop their systems or the systems for their customers, use IT as a tool to analyse data and develop applications. Therefore, this qualification is designed to give learners a range of specialist knowledge and transferable skills in the field context of applied IT, providing them with the opportunity to enter an apprenticeship, move directly into employment, or progress to a related degree course such as BSc Games Computing, BSc Computer Science, or BSc Cyber Security.

Qualities & Qualifications Needed:

There are no formal entry requirements for this qualification. We expect all students to demonstrate a real passion for computers and technology.

Assessment Details:

Students will be assessed through examination which are marked externally. Your teachers will mark the coursework units that you are required to study and this work is then moderated by the awarding body.

Grading

Distinction* (A* equivalent)

Distinction (A equivalent)

Merit (C equivalent)

Pass (E equivalent)

Course Content:

You will study a variety of different IT related topics as part of this qualification. You will consider computer hardware, software, troubleshooting methods, ethical issues, and managing data and information.

You will develop a number of different transferable skills that are highly valued by Higher Education institutions including communication, planning, teamwork and research and analysis skills.

The course has two external examination and three coursework units:

Unit 1 – Fundamentals in IT (Examination)

Unit 2 – Global Information (Examination)

Unit 6 – Applications

Unit 13 – Social Media

Unit 21 – Big Data

Examinations:

Students will get two attempts at the external examination for Unit 1 (January/May 2020) and Unit 2 (January/May 2021). The best score will count towards their overall Grade.

Methods of Teaching & Learning:

Unit 1 and Unit 2 (examination units) students are expected to print and keep notes organised in an exercise book to allow for successful revision and assessment points. For the coursework units students will be expected to create a portfolio of evidence, which will be marked by their teacher and submitted to the OCR examination board.

A variety of teaching styles will be used to help you produce both coursework and to prepare for external examination including the use of guest speakers, use of student activities and examination preparation material and educational visits to local business organisations.

Course Title: A-Level Mathematics

Mathematics and Further Mathematics are versatile qualifications, well-respected by employers. Both are “facilitating” subjects for entry to Higher Education. Careers for those with good mathematics skills and qualifications are not only well paid, but they are also often interesting and rewarding. People who have studied Mathematics are in the fortunate position of having an excellent choice of career.

The reason why so many employers value mathematics qualifications so highly is that mathematics students are better at thinking logically and analytically. Students will develop resilience through problem solving as well as creative and strategic thinking skills. The writing of structured solutions, proof and the justification of results help students to formulate reasoned arguments. Crucially, an A-Level Mathematics student will develop excellent numeracy skills and the ability to process and interpret data.

Many courses at University require strong mathematics skills. For most Science, Technology, Engineering and Mathematics (STEM) degree courses, A-Level Mathematics is a requirement and AS or A-Level Further Mathematics is often a preferred subject.

The A-Level Mathematics syllabus and course changed in September 2017 and the Mathematics department has invested in the latest resources to support our students. As such, students in the SRPA Sixth Form have access to brand new text books as well as an online content system called ‘Kerboodle’ which allows our students access to their own digital version of the text book in school and at home. Our internal VLE website has up to date resources that students can access to support them with the new course requirements and the new Casio Classwiz calculators, which are required for A-Level study. In addition to this, the teaching staff at the Academy are very experienced at A-Level with staff members specialised in each of the three strands of A-Level study (Pure Mathematics, Mechanics and Statistics).

Qualities & Qualifications Needed:

Students studying mathematics will need:
A Grade 7 or above at GCSE Mathematics
Strong algebra skills from GCSE study
Resilience and problem solving skills
A willingness to put in the required study time beyond attending the classroom lessons

Assessment Details:

Each chapter of work is formally assessed using professionally produced assessment materials. Assessments last 60 minutes and improvement work is undertaken after each round of assessment.
Students can expect to have one assessment per strand (Pure, Mechanic and Statistics) each term.

Course Content:

The A-Level course is split into three main strands each with several associated topics. The strands and main topics are:

Pure Mathematics:

The study of problem solving using calculus, geometrical analysis, numerical methods, mathematical proof and real life modelling.

Mechanics:

The study of systems of forces, Newton’s Laws, projectiles and modelling physical interactions between objects and particles.

Statistics:

The modelling of populations from sampling techniques, measures of central tendency and spread. The use of probability models in real world scenarios.

Examinations:

At SRPA we follow the AQA syllabus and scheme of work for A-Level Mathematics. Examination is by three 1.5 hour examinations at the end of year 13. Course content in the examination is split as follows:

Paper 1: Pure (50%) and Mechanics (50%) 1.5hrs

Paper 2: Pure (50%) and Statistics (50%) 1.5hrs

Paper 3: Pure (100%) 1.5hrs

Students sit formal mocks at the end of year 12. These are ‘real’ papers provided by AQA specifically for use in Year 12. These are split as follows:

Paper 1: Pure (67%) and Mechanics (33%) 1.5hrs

Paper 2: Pure (67%) and Statistics (33%) 1.5hrs

Methods of Teaching & Learning:

Students are taught all three strands by specialist teachers from day one. In addition to this contact time, students are provided with a home study booklet for each strand from which they will be set weekly tasks. Home study is marked, assessed and then improved upon each time it is completed. Students are then tracked by teachers on their competence in each sub topic, with intervention in place if a student falls behind. Students are provided with self-assessment sheets to track their own progress and can access help from their teachers at any time they feel they need some extra assistance. Twilight study sessions are also provided for students approaching their formal examination, and these have proved very popular with students in recent years.

Course Title: A-Level Mathematics - Further

For most Science, Technology, Engineering and Mathematics (STEM) degree course A-Level Mathematics is a requirement and AS or A-Level Further Mathematics is often a preferred subject. Anyone applying to study a degree in a STEM subject should consider taking Further Mathematics to at least AS level as the additional content helps ensure a successful progression to University. AS Further Mathematics is accessible to most A-Level Mathematics students. Having A-Level Further Mathematics on your University application will make you stand out.

Further Mathematics can only be studied as a fourth A-Level option, alongside A-Level Mathematics and two further subject options.

Qualities & Qualifications Needed:

Students studying Mathematics will need:

A Grade 8 or above at GCSE Mathematics

Very strong algebra skills from GCSE study

Resilience and problem solving skills

A willingness to put in the required study time beyond attending the classroom lessons

An understanding that Further Mathematics is taken as a 4th A-Level subject and the increase demand on workload and study this requires from you.

Assessment Details:

Each chapter of work is formally assessed using professionally produced assessment materials. Assessments last 60 minutes and improvement work is undertaken after each round of assessment.

Students can expect to have one assessment per strand (Pure, Mechanic and Statistics) each term.

Course Content:

The A-Level course is split into three main strands each with several associated topics. The strands and main topics are:

Pure Mathematics:

In this area you will study topics such as complex numbers, matrices, further calculus and differential equations, hyperbolic functions and rigorous mathematical proof.

Mechanics:

Topics include momentum, circular motion, centre of mass and moments.

Statistics:

The study of discrete and continuous random variables. The Poisson distribution, chi-squared tests and confidence intervals.

Discrete Mathematics: The module includes graphs, networks and linear programming as well as zero sum games and binary operations.

Examinations:

At SRPA we follow the AQA syllabus and scheme of work for A-Level Further Mathematics. Examination is by three 1.5 hour examinations at the end of year 13. Course content in the examination is split as follows:

Paper 1: Pure (50%) and Applied topics (50%) 1.5hrs

Paper 2: Pure (50%) and Applied topics (50%) 1.5hrs

Paper 3: Pure (100%) 1.5hrs

Students sit formal mocks at the end of year 12 and these are provided by the AQA examination board.

Paper 1: Pure (50%) and Applied topics (50%) 1.5hrs

Paper 2: Pure (50%) and Applied topics (50%) 1.5hrs

Methods of Teaching & Learning:

Students have 10 hours per fortnight of taught lessons and due to the high demand of the course will be expected to complete pre-reading and home study tasks each week.

Teaching of Mathematics to this level requires experienced and knowledgeable teaching staff and here at SRPA we are delighted to have a department with specific specialisms in each strand of study.

Course Title: A-Level Media

Media A-Level is aimed at students who are passionate about exploring the world of Media Studies, looking at a range of texts from digital media to print media, creating their own, and all areas in-between. The course focus is on the four key areas of media language, media representation, media industries, and media audiences.

The course is beneficial for a wide range of higher education courses and careers beyond Media because of the transferable skills it offers. It is particularly useful for those wanting to study Journalism, Media, Social Sciences and communication-based courses at University.

Qualities & Qualifications Needed:

Students would need to achieve a Grade 5 in GCSE English. Studying GCSE Media is not essential but a Grade 5 in GCSE Media would be helpful. Students should have good writing skills and be able to communicate their ideas effectively in extended essay formats. A good level of computer literacy is necessary due to creating media products using various software. A willingness to discuss ideas openly in a supportive, friendly environment is advantageous.

Assessment Details:

NEA - worth 30%. Creation of a cross-media product. The briefs change annually but offer a selection of tasks linked to the different genres of media. These will also cover the different forms of media such as digital and print based media products.

Examination style questions throughout the topics will be used to assess knowledge of CSPs and to mirror the questions on examination papers, which will include:

- A range of analysis questions relating to an unseen source and close study products.
- Extended essay questions
- Synoptic style questions
- Comparisons between texts

Course Content:

We will examine both contemporary and historical examples of media texts selected by the examination board called Close Study Products. There are 15 in total and these will cover aspects of television, magazines, newspapers, online, social and participatory media, video games, music videos, radio, the film industry and advertising and marketing.

Students will extend their practical skills, build their capacity for independent research and gain a deeper understanding of the role media plays in day-to-day life, through the exploration of a series of Close Study Products and their own productions.

Students will also have access to a range of influential media theorists, some of whom will have been introduced during the GCSE Media course, and examine the roles they have played in shaping the media through the ages and the ways they can be applied to the CSPs we study.

Examinations:

Media paper one: (35%) 2 hour examination. 84 marks

Section A will focus on Media Language and Media Representations. Questions in this section will test the following forms: advertising and marketing, music video.

Section B will focus on media industries and media audiences. Questions in this section can test any two of the following forms: radio, newspapers, film (industries only).

Media paper two: (35%) 2 hour examination. 84 marks

Questions will focus on the in-depth media forms of television, magazines and online, social and participatory media/video games

Methods of Teaching & Learning:

Lessons involve analysing and discussing CSPs in detail, responding to CSPs with written answers, exploring aspects of Media Language, Representation, Audiences and Industries and their context of production and reception.

There will also be independent tasks set for research which can be fed back in class, and analysis of CSPs. Wider research of the CSPs, their contexts and relevant theories will be required to aid understanding of analysing the CSPs in lesson. The NEA will be computer-based and the creation of this will be independent, with guidance given from your teacher.

Course Title: A-Level Photography

If you have a creative mind and skill, any Art subject is worth studying. It will allow you to express yourself in whichever way you wish to, allow you to communicate your thoughts, options, feelings and emotions. Photography is a subject that will enable you to develop independent thinking skills as you are the owner of those decisions guided by your teacher, it allows you to develop problem solving skills alongside critical analysis skills transferrable to many other subjects and life situations. It will broaden your understanding of social, political, environmental and historical context and feed your imagination. Not only that, it will challenge and reward your confidence as it builds throughout the two years. If you have considered any career requiring creative thinking, problem solving, time management and practical working, to name but a few, the skills you will develop as an Photography student will be transferrable to many careers you may have never considered before, not just the obvious choices.

Qualities & Qualifications Needed:

You should be dedicated and hardworking wanting to commit equal amounts of time to the subject in and out of lessons. You need to be open to new ideas, be able to develop and explore your own and other ideas alongside having strong practical skills. You will need to be able to explore in writing the contextual elements of Photography.

Assessment Details:

The course is 60% coursework which includes a practical portfolio and final piece alongside a written related study created as an essay.

There is a set task which is 40% of the course and is an external examination paper with practical starting points to inspire a second practical portfolio and final piece.

Course Content:

During the first year students develop their skills in a wide range of media, methods and techniques in workshop style lessons. They learn about a range of photographers and how to take influence from them. Mid way through the first year students then select an area of Photography they are specially inspired by to complete a written visual essay called the related study, this will then feed their practical coursework unit where they explore the elements they have learnt about when completing their essay in a practical and personal manner. This culminates with a final piece created during a controlled assessment.

The students then complete their set task, a second practical portfolio where they explore a new starting point set by the examination board. They again develop ideas, research photographers and explore their own techniques before creating a second final piece completed during a 15 hour examination.

Examinations:

Both the coursework unit and set task unit have 15 examination where students create a final related piece related to and culminating in their practical portfolios for both units.

Methods of Teaching & Learning:

Mostly practical where the teacher will support students in developing their skills, improving their skills and exploring new ones. One to one mentoring sessions are used during the completion of the coursework and set task as students generally work on individual projects. Students are expected to be independent in their learning developing skills and knowledge of a wide range of photography influences.

Course Title: A-Level Physical Education (AQA)

A-Level Physical Education gives students the opportunity to study a range of sports related topics that link well to Sports Science and Sports Studies courses within higher education.

The course covers a wide variety of topics looking at how the body works and the effect on sporting performance; the effect of the mind on performance; and issues within sport and society to name a few.

The course is assessed through two examination, practical performance or coaching in one activity and an in depth written analysis of performance.

The course is challenging and exciting and is aimed at individuals who are looking at careers in sport or the health and fitness industry.

Qualities & Qualifications Needed:

A keen interest in physical activity and sport is essential.

Students will need to be competing regularly in at least one sport to a relatively high level.

Students will need to be hard working both in and out of lessons. They also need to be able to recall and apply knowledge within an examination setting in both short and extended writing questions.

If students have studied PE/Sport Science at Key Stage 4 a Grade 6/Distinction Grade is required.

Assessment Details:

Examination

Paper 1 – Factors affecting participation in physical activity and sport.
2 hours, 35% of overall Grade, multiple choice, short answer and extended writing.

Paper 2 – Factors affecting optimal performance in physical activity and sport.
2 hours, 35% of overall Grade, multiple choice, short answer and extended writing.

Non-examination assessment – practical performance in physical activity and sport.
Students assessed as a performer or coach in the full sided version of one activity.
Plus written analysis of performance.

Course Content:

1. Applied anatomy and physiology
2. Skill acquisition
3. Sport and society
4. Exercise physiology
5. Biomechanical movement
6. Sport psychology
7. Sport and society and the role of technology in physical activity and sport

Examinations:

2 examinations each 2 hours long.

Methods of Teaching & Learning:

The course is predominantly classroom based and has a high academic demand.

Students will be taught key content and will have plenty of opportunity to apply knowledge to examination style questions and to practice examination technique.

Students will also need to apply theoretical content in a written analysis of their own performance.

Students will be required to provide recorded evidence of them competing within their chosen sport.

Course Title: A-Level Physics (OCR)

Physics is fundamental to understanding how the universe functions. It also provides a route into many exciting Higher Education courses and careers. Our range of study takes us from the vastness of the universe to deep inside a single atom. Physical principles are introduced to develop understanding of the issues.

Physics provides a good grounding for anybody interested in pursuing a technical career related to science, engineering or technology, as well as pure science or mathematics. This course could lead to careers in areas such as Medicine, Radiography, Physiotherapy, Civil/Mechanical/ Electrical/Electronic Engineering, Architecture, Computer Science or Sound Recording. It is also considered to be a key subject for anybody wishing to pursue a technical role in the Forces.

Qualities & Qualifications Needed:

Grade 6 in GCSE Physics, Chemistry and Biology OR Grade 6,6 in Combined Science. Students are also required to study A-Level Mathematics in order to select this course.

A willingness to learn and be challenged, you will need to be organised, self-motivated, Independent and be prepared for the Mathematical demands of this course.

Assessment Details:

Formal assessment includes:-

Home Learning Assessments

End of topics tests

Practical assessment

This course is 100% examination at the end of Year 13. There is no coursework element or opportunity to resit any examination during the 2 years.

Practical Endorsement is achieved through the demonstration of a variety of practical techniques.

Course Content:

The course consists of six modules of work:

1. Development of practical skills in Physics
2. Foundations of Physics
3. Forces and motion
4. Electrons, waves and photons
5. Newtonian world and Astrophysics
6. Particles and Medical Physics

The development of practical skills (module 1) is embedded through the whole course, with the practical endorsement being achieved by successfully completing a range of practical activities.

Examinations:

All modules are assessed via terminal examination. There are 3 papers:

Paper 1: 2 hours 15 minutes. Content from modules 1, 2, 3 & 5. (37% of the total A-Level)

Paper 2: 2 hours 15 minutes. Content from modules 1, 2, 4 & 6. (37% of the total A-Level)

Paper 3: 1 hour 30 minutes. Content from all modules. (26% of the total A-Level)

Methods of Teaching & Learning:

The course is designed to be stimulating, enjoyable and challenging with the teaching of theory complimented by practical activities. Guided learning is accompanied by frequent formal and informal assessment as a means of checking understanding. Promoting student discussion and creating opportunities for active problem solving in class, as well as pre-assimilation of topics prior to learning, develops independence and confidence.

Course Title: AQA A-Level Design and Technology 3D Product Design

This course will develop your appreciation of the complex relations between design, materials, manufacturing and marketing. You will have the opportunity to develop skills in designing and making your own 3D products. The department have a successful GCSE subject area with a proven track record of achievement.

The course is taught for five hours a week in purpose-equipped workshops and teaching spaces. The course will suit you if; you have enjoyed being creative and are interested about who, what, why and where a product is required, you enjoy the subject and want to study a creative subject to break up your timetable of more traditional formal subjects and you have enjoyed understanding and learning about materials and the process allowing them to be used effectively to make products.

Qualities & Qualifications Needed:

If you have studied Design and Technology or Engineering Key Stage 4, a Grade 5 or M2 is desirable. Grade 5 in both GCSE English and GCSE Mathematics are also desirable.

Assessment Details:

The AQA A-Level Design and Technology 3D Product Design qualification is assessed through both external assessed written examination and through internally assessed assignment work.

50% examination / 50% non-examination assessment

Course Content:

Making products involves working with a range of materials. Only by experiencing working with materials first-hand can you start to understand their priorities and the ways in which those materials can be used for a variety of purposes. When designing, you will need to understand what the user or client requires, and then go on to provide them with a functional prototype, which can be tested so you and your user or client can judge how successful it is.

During year one you will be taught how to work safely in a manufacturing environment. Our main aim will be to ensure that you are able to use the machines and equipment safely and accurately while becoming more independent. You will spend time testing products, materials and processes including CAD/CAM to increase your confidence in the workshop. You will also use this knowledge to help you analyse why materials and processes have been used to make a range of commercial products. Both of these areas will help you to make decisions in your own personal project (NEA).

Making sustainable choices when choosing materials, and the importance of recycling and designing products that meet current legislation will also be part of the second year of study.

Examinations:

Unit 1 = 50% of A-Level Paper 1: Technical Principles = 30% of A-Level 2 1/2hr Examination = 120 Marks

Product Analysis
Commercial Manufacture

Paper 2: Designing and Making Principles = 20% 1 1/2hr Examination = 80 Marks

Product Analysis
Commercial Manufacture

Unit 2 = 50% of A-Level Non Examinationed Assessment (NEA) = 50% 200 marks

Principle application of product analysis, commercial manufacture and designing/making principles

Methods of Teaching & Learning:

Core activities during year one in Product Design will include designing and making a range of products using different materials and processes. The aim of this will be to equip students with many of the skills they will require to be successful when they work on their own major project during year two. Specific knowledge that has to be learnt to be successful in the written examination is taught in a formal setting in the Product Design classroom.

Course Title: AQA A-Level Psychology

The A-Level Psychology course is a 2 year A-Level which comprises of 3 Units: Psychology is the science of mind and behaviour. What do you really know about the human mind? Why do people do the things that they do? Why do some people blindly follow authority? How does memory work and why do we forget?

To support student progress and achievement, the teaching of Psychology surrounds the development of assessment objectives to demonstrate their learning. The examinations will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to make judgements and reach conclusions.

Qualities & Qualifications Needed:

Must have an interest in 'what makes society work'.

An ability to read extensively outside of the classroom and complete independent learning of other kinds.

Must have a good written style and willingness to write extended essays.

Knowledge and competence in statistical mathematics.

Grade 6 in English language or Grade 5 in Philosophy and Ethics (if studied).

Assessment Details:

Examined Component: 100%

Controlled Component: 0%

Students will be taught in the classroom. As with all A-Level subjects it is expected that students will complete a great deal of independent learning each week in order to fully prepare them for their learning each week.

Course Content:

The course is broken down into mandatory units which are studies relating to psychological theory. The units studied include:

Social influence

Memory

Attachment

Approaches in psychology including Biological Psychology

Psychopathology

Research methods

Issues and Debates

To see success you need to have an analytical mind, competence with statistical Mathematics and an interest in the world at large and explanations for behaviours.

The course would lead into Higher Education opportunities, such as studying psychological, Social Sciences, Criminology, Politics and Social Policy. It could also lead to careers in multiple fields in Psychology—for example Child Psychology, Research posts, Education and Teaching.

Examinations:

Our assessment in A-Level Psychology includes questions that allow students to demonstrate their ability to:

- draw together their skills, knowledge and understanding from across the full course of study.
- provide extended responses.

For example, sections B, C and D of Paper 3 contain extended response questions. An 'extended response' is evidence of sufficient length generated to allow students to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured.

Methods of Teaching & Learning:

Students will be taught in the classroom. As with all A-Level subjects it is expected that students will complete a great deal of independent learning each week in order to fully prepare them for their study each week.

Course Title: A-Level Religious Studies

This qualification is designed to develop a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Learners will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas. A-Level Religious Studies aims to engage learners thoroughly and develop an interest in Religious Studies which extends beyond the classroom and can be applied to the world around them.

Qualities & Qualifications Needed:

Must have an interest in the subject and an ability to read extensively outside of the classroom and complete independent learning of other kinds. Must have a good written style and willingness to write extended essays. Grade 6 in English language or Grade 5 in Philosophy and Ethics (if studied) are desirable.

Assessment Details:

There are 3 examination papers of equal weighting each requiring 3 extended written responses that include analysis and evaluation of the topics listed in the course content below.

Course Content:

Philosophy

- ancient philosophical influences
- the nature of the soul, mind and body
- arguments about the existence or non-existence of God
- the nature and impact of religious experience
- the challenge for religious belief of the problem of evil
- ideas about the nature of God
- issues in religious language

Ethics

- formative ethical theories
- the application of ethical theory to two contemporary issues of importance
- ethical language and thought
- debates surrounding the significant idea of conscience
- sexual ethics and the influence on ethical thought of developments in religious beliefs

Development of religious thought

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

Examinations:

Three 2 hour examinations - 33.3%. Each examination requires 3 essays worth 40 marks each (for those studying GCSE, this is similar to much more detailed D part questions).

Methods of Teaching & Learning:

Students will be required to complete Flip Learning tasks and extensive reading alongside lessons. The taught lessons will include, research, presentations, essay technique and will be differentiated by need.

Course Title: A-Level Sociology AQA

Sociology means learning about people and society. From birth, the people around us have influenced who we are and what we become. As a sociologist, you will study the society we live in and try to understand what makes people behave in certain ways, hold particular beliefs and what influences them to make their individual life choices. You will participate in research and discussion as well as developing your ability to analyse and present your findings in essays.

The course would lead to Higher Education opportunities, such as studying Social Sciences, Criminology, Politics or Social Policy. It could lead to careers in Policy Making in the Government, Social Work, Researcher posts or Teaching.

Qualities & Qualifications Needed:

Must have an interest in 'what makes society work'.

An ability to read extensively outside of the classroom and complete independent learning of other kinds.

Must have a good written style and willingness to write extended essays.

Knowledge and competence in statistical mathematics.

Grade 5 in English language or Grade 5 in Philosophy and Ethics (if studied) is desirable.

Assessment Details:

Paper 1: Education with Theory and Methods (33.3% A-Level)

Paper 2: Topics in Sociology (33.3% A-Level)

Paper 3: Crime and Deviance with Theory and Methods (33.3% A-Level)

Course Content:

Year 1

Research methods - Looking at how data can be collected and evaluating methods such as interviews, questionnaires and experiments.

Education - Students look at theories relating to education and link in their work on research methods to look at studies in education.

Family and Households - Students look at family types and the role of the family in socialisation.

Year 2

Crime and deviance - Students look at the issue of crime in society including the roles of gender, ethnicity and class influencing crime.

Beliefs in society - The relationship and influence between religion including mainstream as well as cults, sects and new age movements.

Examinations:

In the A-Level, Paper 1 comprises short answers and extended writing worth 50 marks; an extended piece of writing worth 20 marks, and an extended writing task worth 10 marks. Paper 2 offers 80 marks: an extended writing task on the Family worth 40 marks, and an extended writing task on the Media worth 40 marks. Paper 3 is again worth 80 marks comprising a short answer and extended writing on Crime and Deviance worth 50 marks; and an extended writing task on Theory and Methods worth 30 marks.

Methods of Teaching & Learning:

Students will be taught in the classroom. As with all A-Level subjects it is expected that students will complete a great deal of independent learning each week in order to fully prepare them for their study each week.

Course Title: A-Level Spanish

An A-Level in a language can open up the whole world to you! Languages add enormous employability value in today's global marketplace and this is even more vital following the Brexit referendum! Languages will take you to places and show you things that you might never otherwise get the opportunity to see!

Jobs directly related to languages can include interpreting or translating, as well as journalism. Other possibilities would be the Diplomatic Service, International Law, Marketing and International Aid or Development and the Intelligence Service to name but a few! Language skills are highly sought after by employers: the Confederation of British Industry has stated that the UK economy loses over £48,000,000,000 per year due to a lack of language skills amongst the British workforce and the RAF is currently offering a £18,500 golden hello to apprentices who want to work as linguists! Where could your languages take you?

Qualities & Qualifications Needed:

Grade 6 or above GCSE Spanish

Hard-working

Resilient

Organised

Pro-active

Independent

Assessment Details:

Paper 1: Listening, reading and writing - 2.5hours (50 marks)

Students are assessed on their ability to respond to different registers of spoken and written Spanish from a range of contexts and sources. Materials include factual and abstract content and questions target main points, gist and detail. There are also translations into English and Spanish.

Paper 2: Written - 2 hours (80 marks)

Students are assessed on either one literary text and one film or two literary texts. Two essays of approximately 300 words require students to show both critical appreciation and analytical response.

Paper 3: Speaking - 21-23 minutes (including 5 minutes preparation time) (60marks)

Students take part in a discussion in Spanish, based on a stimulus card relating to a theme studied. They also present and discuss an individual research project on a topic that interests them.

Course Content:

Students will learn to discuss topics such as immigration, culture, cyber-society, politics and social changes in Spanish-speaking countries. They will develop the ability to communicate on a wide range of subjects and will hone their debating skills. In addition to this of course, they will rapidly broaden their knowledge of Spanish vocabulary and grammatical structures.

Examinations:

Please see assessment details.

Methods of Teaching & Learning:

Students will be taught in classrooms. As with all A-Level subjects it is expected that students will complete a great deal of independent learning each week in order to fully prepare them for their examinations.

Course Title: OCR Cambridge Technical Level 3 Extended Certificate in Sports Studies

CTEC Sport and Physical Activity is a course which will enable you to focus on various aspects of sport, physical activity and the fitness industry.

The course is aimed at individuals who are looking at careers in sport or the health and fitness industry. Students typically go on to study an aspect of Sport at University or enter an apprenticeship or employment in a sport or health and fitness related industry.

Students must be able to research and apply knowledge to various 'real life' scenarios, coach small groups and apply knowledge to examination based questions.

Qualities & Qualifications Needed:

A keen interest in physical activity and sport is essential. Along with a high level of organisation and the ability to work independently to meet regular deadlines.

If students have studied PE / Sport / Health and Fitness at Key Stage 4 a Grade 5/Merit Grade is required.

Assessment Details:

5-6 units, totalling 360 GLH. 2 units assessed via external examination. 3-4 assessed by internal assessment (completion of assignments).

Course Content:

Likely units:

Unit 1 - Body Systems and the Effects of Physical Activity – External assessment (examination)

Unit 2 - Sports Coaching and Activity Leadership – Internal assessment

Unit 3 - Sports Organisation and Development – External assessment (examination)

Unit 17 - Sports Injuries and Rehabilitation – Internal assessment

Unit 19 - Sport and Exercise Psychology – Internal assessment

Examinations:

2 examinations.

Unit 1 – 1hr 30 minutes

Unit 3 – 1hr

Methods of Teaching & Learning:

Students will be taught key content and will have plenty of opportunity to apply knowledge to examination style questions and to practice examination technique.

Students will also be required to apply knowledge to scenarios working independently in assignments.

Course Title: BTEC Level 3 in Travel & Tourism

This course is aimed at individuals who are looking at progressing into Higher Education and ultimately employment. It is also for those students who would like an introduction to the Travel and Tourism sector and who are keen to pursue a career in both the travel and tourism and business sectors.

Students who study BTEC Travel and Tourism go on to Higher Education or high level apprenticeships in the business and/or travel and tourism sectors. Employees and professional bodies have been involved and consulted to help ensure topics covered are in line with current practice and give students the best chance of pursuing a successful career in both the travel and tourism and business industries.

Qualities & Qualifications Needed:

No prior study of the sector is needed but students should have a good set of GCSE grades or equivalent qualifications.

Assessment Details:

The BTEC Level 3 Travel and Tourism qualification is assessed through both external assessed written examination and through internally assessed assignment work.

The mandatory Units have a combination of both internal and external assessments. All optional units are internally assessed.

Course Content:

The BTEC Level 3 National Certificate in Travel and Tourism will enable you to focus on the dynamic nature of the travel and tourism industry. You will investigate the world of travel and tourism and will develop the skills you need to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK.

You will investigate principles of marketing in travel and tourism and will develop a marketing plan that can be used by travel and tourism organisations.

Examinations:

The Unit One mandatory unit (The World of Travel and Tourism) is an externally assessed unit. The assessment will take the form of a 1.5 hour examination which is marked out of 75 marks. The other mandatory unit is assessed in-house through an internally set piece of coursework set by your teacher.

All optional units are internally assessed.

Methods of Teaching & Learning:

A variety of different teaching and learning methods are implemented as part of this course. Students will be required to work individually and as part of a group on assessment activities. Students will produce a range of assessment work including producing individual written reports, students will participate in group presentations and when required, will be expected to go out into the workplace to gather research information. As part of the Travel and Tourism course students will visit a number of different travel and tourism organisations and will be expected to gather relevant information to help them complete coursework set. Guest speakers will also provide students with valuable information on how travel and tourism organisations are run and managed.

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