

# Sixth Form Course Handbook 2023-24



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# WHY CHOOSE GORDANO SIXTH FORM?

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**We pride ourselves on a close working relationship with our Sixth Form students, working to encourage them to reach their full potential, and ultimately prepare for entering the world of work once completing their full time education.**

This handbook provides you with more information about the courses that we are offering to students who start Year 12 in September 2023.

Our Open Evening on 10th November 2022 will have provided a good opportunity to research subjects in more detail, and you will find key contact details within this handbook. If you missed the evening please feel free to contact Mrs P Holwell in the Sixth Form office to arrange a meeting or a tour.

Applications should be made online at **[www.gordanoschool.org.uk/sixth-form/apply-to-the-sixth-form](http://www.gordanoschool.org.uk/sixth-form/apply-to-the-sixth-form)**

Our Sixth Form prospectus gives a flavour of extra-curricular activities and opportunities that our students can expect during their enrolment at Gordano School Sixth Form. Find out more about what we can offer you.



# APPLYING TO GORDANO SIXTH FORM

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To apply for a place at Gordano Sixth Form please complete an application form and return to the Sixth Form office by Monday 9th January 2023.

Applications should be made online at [www.gordanoschool.org.uk/sixthform/apply-to-the-sixthform](http://www.gordanoschool.org.uk/sixthform/apply-to-the-sixthform).

**The information in our prospectus and this course information booklet details courses that we intend to offer from September 2023. Sometimes these details may change after publication.**

If you apply to study at Gordano Sixth Form, we will start allocating your Key Stage 5 option choices in January 2023. We will do our best to match your choices as far as possible. In the event that a particular option combination cannot be timetabled, we will meet with you to discuss alternative courses.

**If a course is oversubscribed (or is unable to run due to low uptake) we will do our best to help you choose another option.**

**10th November 2022**

**Sixth Form Open Evening**

**21st November 2022**

**Sixth Form Applications Open**  
(return by January 9th 2023)

**26th-30th June 2023**

**Introduction to Sixth Form**

This will be your first experience as a Sixth Form student, including your first lessons in most of your courses; as such, attendance is compulsory

**24th August 2023**

**GCSE Results Day**

**25th August 2023**

**Sixth Form Interview Day**

# GORDANO SIXTH FORM OFFER

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**The step up from Year 11 to Year 12 is a big one; expectations and the depth of study will certainly be challenging. It is essential for students to spend time now choosing the appropriate subjects to help achieve future goals and for which they feel motivated to study for two years.**

We have an established track record in both A Level and vocational qualifications and will signpost students to continue to reach their full potential and appropriately prepare for life after Sixth Form.

We guide students and parents through the options available to build a curriculum to support future goals and meet individual academic strengths.

We offer both A Levels and vocational courses for students who achieve five GCSEs at Grades 9 - 4 (including Maths and English Literature/Language at Grade 4 or above) \*. Academic and vocational courses can be combined and many of our students choose this option, choosing to spread some assessment into the first year of study.

\*In addition to this, any students who have not achieved a Grade 4 in GCSE English Language/Literature or Maths are required to continue studying the GCSE until they achieve a Grade 4.

# SIXTH FORM SUBJECT REQUIREMENTS

<b>Business Level 3 BTEC Nationals</b> <ul style="list-style-type: none"> <li>• Single</li> <li>• Double</li> </ul>	<b>Health &amp; Social Care Level 3 BTEC Nationals</b> <ul style="list-style-type: none"> <li>• Single</li> <li>• Double</li> </ul>	<b>Sport Level 3 Cambridge Technicals</b> <ul style="list-style-type: none"> <li>• Single</li> <li>• Double</li> </ul>	<b>ICT Level 3 Cambridge Technicals</b> <ul style="list-style-type: none"> <li>• Single</li> <li>• Double</li> </ul>	<b>Level 3 Food Science and Nutrition Diploma</b> <ul style="list-style-type: none"> <li>• Single</li> </ul>
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For all Level 3 vocational courses a minimum of five GCSEs (or equivalents at 4 or above is required)

<b>Art</b>	Grade 5 or above in GCSE Art
<b>Biology</b>	Students must achieve two Grade 6s in GCSE Combined Science or a minimum of two Grade 6s including Biology in GCSE Triple Science results  A Grade 6 in English and Maths is also desirable, due to the high level of Maths and written content
<b>Business</b>	Grade 5 in English or Maths GCSE
<b>Chemistry</b>	Students must achieve two Grade 6s in GCSE Combined Science or a minimum of two Grade 6s including Chemistry in GCSE Triple Science results  A Grade 6 in English and Maths is also desirable, due to the high level of Maths and written content
<b>Computer Science</b>	Grade 6 minimum in GCSE Maths
<b>Design &amp; Technology</b>	Minimum Grade 5 GCSE in either Electronics, Resistant Materials, Product Design or Graphic Products as well as a Grade 4 in GCSE Maths
<b>Drama &amp; Theatre Studies</b>	Minimum Grade 5 in GCSE Drama
<b>Dance</b>	Minimum Grade 5 in Dance
<b>Economics</b>	Minimum of Grade 5 in Maths and English GCSE
<b>English Language</b>	Grade 5 in Literature or Language GCSE
<b>English Literature</b>	Grade 5 at GCSE in English Literature (most 5 in English Language GCSE also)
<b>French</b>	Minimum Grade 6 in GCSE French (most will have achieved 7)
<b>Geography</b>	Grade 5 in GCSE Geography or a 5 in English Literature or Language if Geography not taken
<b>Government &amp; Politics</b>	Grade 5 in GCSE English or 5 in History if taken
<b>History</b>	Grade 5 at GCSE History or a Grade 5 in English Lit or Language if History not taken
<b>Maths</b>	Grade 7 in GCSE Maths
<b>Further Maths</b>	Grade 8 in GCSE Maths
<b>Media Studies</b>	Minimum Grade 4 in English Literature and English Language
<b>Music</b>	Grade 6 in GCSE Music OR Grade 5 instrumental/vocal qualification
<b>Philosophy &amp; Ethics</b>	Grade 5 in RE GCSE (full course) or Grade 5 in GCSE English Language or Literature if RE not taken
<b>Physics</b>	Students must achieve two Grade 6s in GCSE Combined Science or a minimum of two Grade 6s including Physics in GCSE Triple Science results. A Grade 6 in English and Maths is also desirable, due to the high level of Maths and written content
<b>Psychology</b>	Grade 5 in English and Maths (most will have a 6 in Science)
<b>Sociology</b>	Grade 5 GCSE in English Language/Literature
<b>Spanish</b>	Minimum Grade 6 in GCSE Spanish (most will have achieved 7)
<b>Textiles</b>	Grade 5 GCSE or above in either a D&T subject or Art (preferably Textiles)
Extra Curricular	
<b>Core Maths</b>	Grade 4 in Maths, though the course will challenge and interest Mathematicians of all abilities (extra-curricular subject to supplement a full-time Sixth Form offer)
<b>EPQ</b>	Extended Project Qualification

# BTEC NATIONAL LEVEL 3 EXTENDED CERTIFICATE IN BUSINESS

**LEVEL 3**

**EXAM BOARD:** EDEXCEL/PEARSON

**CONTACT:** MRS H THOMPSON

## **COURSE DESCRIPTION:**

Learners will already be familiar with organisations through having dealt with them as customers or employees. One of the aims of this course is to build on these experiences and learn to 'walk in the shoes' of owners, stakeholders and managers of organisations through a range of business activities.

**QAN A - 60171595**

## **NOTES:**

Your assessment will be both assignment, controlled assessment and exam based.

Good IT and written skills are essential.

## **POSSIBLE SUBJECT COMBINATIONS:**

Any other subject

## **WHAT DO THE STUDENTS SAY?**

"I love the fact that unit 3 includes some personal finance. I now know how mortgages work and I'm saving for my house deposit."

"I am more of a coursework based person than an exam person, so to be able to find a subject with less exams involved was amazing."

"For our coursework, we get to choose the companies we investigate. This is a really good way to find out more about a business you might want to work for in the future. My knowledge would certainly give me an advantage at interview."

## **CAREER PROGRESSION**

Ideal for entry into careers including Banking, Retailing, Human Resource Management, Business Management, Hospitality and Accountancy. Progression to Higher Education degree courses in Business, Finance and Management.

## **ASSESSMENT**

Two Year Course

1 Controlled Assessment - 25%

2 Assignments - 25% each

1 Exam - 25%

## **THE TWO YEAR COURSE COMPRISES:**

### **UNIT 1 - EXPLORING BUSINESS**

In this unit you will study the purposes of different businesses, their structure, the effect of the external environment and how they need to be dynamic and innovative to survive.

### **UNIT 2 - DEVELOPING A MARKETING CAMPAIGN**

In this unit you will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate and how this shapes them and their activities. You will also look at the importance of innovation and enterprise to the success and survival of businesses, with the associated risks and benefits.

### **UNIT 3 - PERSONAL AND BUSINESS FINANCE**

This unit includes aspects of both personal and business finance. Personal finance involves the understanding of why money is important and how managing your money can help prevent future financial difficulties. It is vital you understand the financial decisions you will need to take throughout your life and how risk can affect choices, both with personal and business decisions.

### **UNIT 8 - RECRUITMENT AND SELECTION PROCESS**

Recruiting the right people is essential to the success of a business. It is important that the processes and procedures involved in recruitment and selection meet the needs of the business and comply with current regulations. You will learn that successful recruitment is key to maintaining the success of a business, as people are often considered to be the most valued resource.



# BTEC NATIONAL LEVEL 3 DIPLOMA IN BUSINESS

**LEVEL 3**

**EXAM BOARD:** EDEXCEL/PEARSON

**CONTACT:** MRS H THOMPSON

N.B. THIS IS A TWO YEAR DOUBLE A LEVEL EQUIVALENT COURSE

## **COURSE DESCRIPTION:**

The Level 3 Diploma encompasses all units studied for the Extended Certificate, along with four additional units over the two year course. This gives learners the opportunity to "delve deeper" into the business world and explore additional areas of interest.

**QAN - 60171571**

## **TWO YEAR COURSE COMPRISES:**

### **UNIT 4 - MANAGING AN EVENT**

In this unit you will take part in the organisation of an event, such as a KS3 disco. You will carry out a feasibility study, produce a detailed business plan and evaluate the success of your event afterwards. This unit is an excellent "hands on" learning experience.

### **UNIT 5 - INTERNATIONAL BUSINESS**

This unit focuses on the increasing globalisation of business and the challenges that this presents, including differences in business cultures, recruitment practices and marketing strategies. Many of our students are now likely to work abroad or have dealings with international companies during their careers and this unit provides an excellent foundation for that.

### **UNIT 6 - PRINCIPLES OF MANAGEMENT**

This unit covers leadership and management styles and looks into what makes an effective leader, something that is vital for leaders of the future.

### **UNIT 14 - INVESTIGATING CUSTOMER SERVICE**

In this unit you will compare customer service in two organisations. Students often choose a business that they themselves work in, giving them a greater insight into their place of work.

## **NOTES:**

Your assessments will be a mixture of controlled assessments and coursework assignments. Good written and IT skills are essential.

## **POSSIBLE SUBJECT COMBINATIONS:**

Any other subject fits well and you must also be doing the Extended Certificate in Business.

## **WHAT DO THE STUDENTS SAY?**

"I have a part time job at Sainsbury's. This meant I could use that experience for my Customer Service unit. My teacher came in to observe me at work and my boss also had to complete an observation record. It was really positive to see this link between my employer and my school."

"Running the year 7 disco was amazing! There were a few arguments, but the group really pulled together in the end and we raised more money than the previous year."

## **WHERE CAN BUSINESS BTEC DIPLOMA TAKE ME?**

A Level entry to Banking, Retailing and Human Resource Management, Business Management, Hospitality and Accountancy.

Progression to Higher Education degree courses in Business, Finance and Management.

## **ASSESSMENT**

Internal and external

### **Two Year Course**

3 internally assessed coursework units

1 externally assessed controlled assessment unit





# BTEC NATIONAL LEVEL 3 EXTENDED CERTIFICATE IN HEALTH & SOCIAL CARE

**LEVEL 3**

**EXAM BOARD:** EDEXCEL/PEARSON

**CONTACT:** MS E DAVIES

## **COURSE DESCRIPTION:**

The BTEC Extended Certificate in Health and Social Care is equivalent to one full A Level. This qualification gives you the opportunity to be able to develop into a successful practitioner who can understand empathy, development through the lifestages and how to meet an individual's needs. The qualification is graded as Pass, Merit, Distinction and Distinction Star.

This qualification will enable you to develop into various HE degrees such as social work, nursing, midwifery, paramedic science. It will also enable those not wanting to progress into HE to move onto professional careers in police work, probation services, military and care work.

**QAN - 60171947**

## **NOTES:**

Your assessments comprise two exams and two coursework assignments. Good IT and written skills are essential.

## **POSSIBLE SUBJECT COMBINATIONS:**

Any combination - will link well with Psychology, Sociology, Biology, Ethics and Philosophy.

## **WHAT DO THE STUDENTS SAY?**

"By studying the course, I have not only been able to contribute to charity work and support the elderly, but I have also been able to progress successfully onto a degree in Social Work."

## **WHERE CAN BTEC HEALTH & SOCIAL CARE TAKE ME?**

Progression to Higher Education degree courses in Health & Social Care studies, Teaching, Nursing, Health Care, Social Work, Child Care and Education, and Public Services. As the BTEC Extended Certificate is a nationally recognised vocationally specific qualification it will also allow access to enter employment in the health and social care sectors.

## **ASSESSMENT**

### **Year 12:**

X 2 units

1 Exam and 1 Assignment

### **Year 13:**

X 2 Units

1 Exam and 1 Assignment

## **YEAR 12:**

### **HUMAN LIFE SPAN DEVELOPMENT**

This unit will develop your knowledge and understanding of patterns of human growth and development. You will explore the key aspects of growth and development, and the experience of health and wellbeing. You will also learn about factors that can influence human growth, development and health.

### **MEETING INDIVIDUAL CARE AND SUPPORT NEEDS**

In this unit you will learn how the care and support needs of different client groups can be met and how care can be personalised for each individual with different needs. You will examine factors that can impact on the professionals who provide the care and support, and the challenges that must be overcome to allow access to good quality care and health services.

## **YEAR 13:**

### **WORKING IN HEALTH AND SOCIAL CARE**

In this unit we look at the roles and responsibilities of those who work in health and social care, and how they work together to ensure needs are met. We learn how standards are set and monitored in settings and investigate how the safety of those we care for is maintained.

### **PHYSIOLOGICAL DISORDERS AND THEIR CARE**

This unit allows students to look in depth at different physical or mental health disorders of their choice and learn about how they are diagnosed and treated. This is an independently researched unit which allows students to further their knowledge in an area of their choice as well as develop their independent research and report writing skills.

# BTEC NATIONAL LEVEL 3 - DIPLOMA IN HEALTH & SOCIAL CARE

**LEVEL 3**

**EXAM BOARD: EDEXCEL/PEARSON**

**CONTACT: MS E DAVIES**

N.B. THIS IS A TWO YEAR DOUBLE A LEVEL EQUIVALENT COURSE.

## **COURSE DESCRIPTION:**

The BTEC Diploma in Health and Social Care is equivalent to two full A Levels. This qualification incorporates the Extended Certificate as well as studying an additional four units. The course gives you the opportunity to be able to develop into a successful practitioner who can understand empathy, development through the life stages and how to meet an individual's needs. The qualification is graded as Pass, Merit, Distinction and Distinction Star.

This qualification will enable you to develop into various HE degrees such as social work, nursing, midwifery, paramedic science. It will also enable those not wanting to progress into HE to move onto professional careers in police work, probation services, military and care work.

**QAN - 60171947**

## **TWO YEAR COURSE:**

### **NUTRITIONAL HEALTH**

In this unit, students will develop an understanding of all aspects of nutrition including areas such as the characteristics of nutrients, dietary intake, nutritional science and how to carry out an investigation into an individual's current health, whilst creating a recommended nutritional improvement plan.

### **PRINCIPLES OF SAFE PRACTICE IN HEALTH AND SOCIAL CARE**

You will learn about the professional responsibilities for maintaining safe practice and be able to recognise poor practice. You will learn about the importance of keeping vulnerable clients safe while working in health and social care and how to respond to emergencies and different situations in a professional manner.

### **PROMOTING PUBLIC HEALTH**

This unit will give you an understanding of how good health is promoted in the UK. You will explore how patterns of health and ill health in the population are monitored and how individuals can be encouraged to change their own behaviour in relation to their health.

## **ENQUIRIES INTO CURRENT RESEARCH IN HEALTH AND SOCIAL CARE**

In this unit, you will investigate a current issue in health and social care using research methods. You will find out about the different research methods that can be used to gather information and the ethical issues that need to be considered, and the importance of research in health and social care.

### **NOTES:**

Your assessments comprise two exams and further coursework assignments so good written and IT skills are essential.

### **POSSIBLE SUBJECT COMBINATIONS:**

Any combinations - will link well with Psychology, Sociology, Biology, Ethics and Philosophy.

### **WHAT DO THE STUDENTS SAY?**

"By studying this course, I have been able to gain valuable experience in a health and social care setting, as well as successfully securing a place on an Adult Nursing degree."

### **WHERE CAN THE DIPLOMA TAKE ME?**

Progression to Higher Education degree courses in Health & Social Care studies, Teaching, Nursing, Health Care, Social Work, Child Care and Education and Public Services. As the BTEC Diploma is a nationally recognised vocationally specific qualification, it will also allow access to enter employment in the health and social care sectors.

### **ASSESSMENT**

Units x 4

3 assignments (one is work placement based)

1 externally marked coursework task

(In addition to the assessment for the BTEC Extended Certificate which is also taken)

# CAMBRIDGE TECHNICALS – EXTENDED CERTIFICATE IN SPORT

**LEVEL 3**

**EXAM BOARD: OCR**

**CONTACT: MRS E HARRADINE**

## **COURSE DESCRIPTION:**

The two year Cambridge Technicals Extended Certificate in Sport and Physical Activity is a vocational course that will provide learners with opportunity to learn and be assessed in a work based context. It is worth one A Level. The qualification carries the same levels of UCAS points as other Level 3 courses such as BTECs and A Levels.

**QAN - 60170943**

## **CAMBRIDGE TECHNICAL EXTENDED CERTIFICATE IN SPORT AND PHYSICAL ACTIVITY**

The learner must complete three compulsory units, two of which are external exams.

1. Body systems and the effects of physical activity (exam)
2. Sports organisation and development (exam)
3. Sports coaching and activity leadership (coursework)

Further units totalling 120 GLH will be studied in addition to the compulsory units. These may include:

Performance Analysis, Organisation of Events, Biomechanics, Physical Activity for Specific Groups, Nutrition, Sports Injuries, Practical Skills, Sports Psychology, Sports Sociology

## **NOTES:**

Students do not need to have studied PE at GCSE level to study this course. However, you will need to show an interest in current issues in sport and be willing to take part in practical sessions.

Your assessments will all be exam and assignment based. Good IT and written skills are essential.

## **POSSIBLE SUBJECT COMBINATIONS:**

There will be a number of cross-overs with A Level subjects, particularly Biology and Science.

This course will provide learners with the opportunity to develop the core knowledge, skills and understanding required by the sport and physical activity sector and to develop further skills by completing a wide range of units.

## **WHAT DO THE STUDENTS SAY?**

"I'm looking forward to studying sport and exercise and this course seems to have really interesting units"

"I like the idea of various methods of assessment, not just being totally reliable on how I do in exams"

## **WHERE CAN A CAMBRIDGE TECHNICAL EXTENDED CERTIFICATE IN SPORT TAKE ME?**

This qualification alone can help gain access to Higher Education institutions to study sport related courses.

Students may also want to progress into sport-related apprenticeships in:

- Sports science
- PE teacher
- Physiotherapist
- Sports coach/consultant
- Diet and fitness instructor
- Governing body representatives

## **ASSESSMENT**

Students will take five units made up of three mandatory units and two optional units.

- Body systems (external exam)
- Sports coaching (coursework)
- Sports organisation (external exam)
- Sports injuries (coursework)
- Practical skills (coursework)

Students must achieve at least a pass in every unit, but can also be graded as merit and distinction.

# CAMBRIDGE TECHNICALS – DIPLOMA IN SPORT

**LEVEL 3**

**EXAM BOARD: OCR**

**CONTACT: MRS E HARRADINE**

N.B. THIS IS A TWO YEAR DOUBLE A LEVEL EQUIVALENT COURSE

## **COURSE DESCRIPTION:**

The two year Cambridge Technicals Diploma in Sport and Physical Activity is a vocational course that will provide learners with opportunity to learn and be assessed in a work based context. It is worth two A Levels. The qualification carries the same levels of UCAS points as other Level 3 courses such as BTECs and A Levels.

**QAN - 60170967**

## **CAMBRIDGE TECHNICAL DIPLOMA IN SPORT AND PHYSICAL ACTIVITY**

One of two pathways will be followed – either sports coaching or personal training.

### **SPORTS COACHING**

#### **3 EXAM-BASED UNITS**

Body Systems, Sports Organisation and Working Safely in Sport

#### **6 COMPULSORY COURSEWORK UNITS**

Sports Coaching, Physical Activity for Specific Groups, Performance Analysis, Organisation of Events, Sports Injuries and Practical Skills

#### **FURTHER UNITS TOTTALLING 120 GLH AND COULD INCLUDE:**

Biomechanics, Nutrition, Fitness Testing and Sports Psychology

**OR**

### **PERSONAL TRAINING**

#### **3 EXAM-BASED UNITS**

Body Systems, Sports Organisation and Working Safely in Sport

#### **5 COMPULSORY COURSEWORK UNITS**

Sports Coaching, Physical Activity for Specific Groups, Group Exercise to Music, Improving Fitness for Sport, Fitness Testing

#### **FURTHER UNITS TOTTALLING 180 GLH AND COULD INCLUDE**

Biomechanics, Nutrition, Sports Injuries and Sports Psychology

#### **NOTES:**

Students do not need to have studied PE at GCSE level to study this course. However, you will need to show an interest in current issues in sport and be willing to take part in practical sessions.

Your assessments will all be exam and assignment based.

Good IT and written skills are essential.

## **POSSIBLE SUBJECT COMBINATIONS:**

There will be a number of cross-overs with A Level subjects, particularly Biology and Science.

This course will provide learners with the opportunity to develop the core knowledge, skills and understanding required by the sport and physical activity sector and to develop further skills by completing a wide range of units.

## **WHAT DO THE STUDENTS SAY?**

"I'm looking forward to studying sport and exercise and this course seems to have really interesting units"

"I like the idea of various methods of assessment, not just being totally reliable on how I do in exams"

## **WHERE CAN A CAMBRIDGE TECHNICAL EXTENDED CERTIFICATE IN SPORT TAKE ME?**

This qualification alone can help gain access to Higher Education institutions to study sport-related courses. Students may also want to progress into sport-related apprenticeships in: Sports Science, PE Teacher, Physiotherapist, Sports Coach/Consultant, Diet and Fitness Instructor, Governing Body Representatives.

## **ASSESSMENT**

Students will take eleven units made up of nine mandatory units and two optional units.

Students must achieve at least a pass in every unit but can also be graded as merit and distinction.

- Body systems (external exam)
- Performance analysis (coursework)
- Sports coaching (coursework)
- Organisation of sports events (coursework)
- Sports organisation (external exam)
- Physical activity for specific groups (coursework)
- Sports injuries (coursework)
- Health and fitness testing (coursework)
- Practical skills (coursework)
- Sport psychology (coursework)
- Working safely in sport (external exam)

# CAMBRIDGE TECHNICALS – INTRODUCTORY DIPLOMA IN IT

**LEVEL 3**

**EXAM BOARD: OCR**

**CONTACT: MRS C LEE**

## **COURSE DESCRIPTION:**

The two year Cambridge Technicals Introductory Diploma in IT is a vocational course that will provide learners with opportunity to learn and be assessed in a work based context. The qualification carries the same levels of UCAS points as other Level 3 courses such as BTECS and A Levels.

**QAN - 60170992**

## **CAMBRIDGE TECHNICALS INTRODUCTORY DIPLOMA IN IT CONTENT:**

Learners will complete a mix of examination and coursework units over the two year course:

Units completed as part of Single Award IT:

**UNIT 1** - Fundamentals of IT (Exam)

**UNIT 2** - Global Information (Exam)

**WEBSITE COURSEWORK PROJECT** - Comprising of Unit 6 – Application Design, Unit 9 – Product Development and Unit 21 – Web Design and Prototyping

## **REQUIREMENTS FOR ENTRY:**

- An interest in IT and Technology is key
- You do need to have studied IT, Computer Science or iMedia at GCSE to study this course
- Good IT and written skills are essential

## **POSSIBLE SUBJECT COMBINATIONS:**

IT combines well with any subject and is a very useful qualification in the 21st Century.

## **WHAT DO THE STUDENTS SAY?**

"This course makes you realise how much we depend on technology and how it affects what we do every day. It teaches you the new skills needed for making the most of this technology."

## **WHERE CAN A CAMBRIDGE TECHNICAL INTRODUCTORY DIPLOMA IN IT TAKE ME?**

This qualification is not just about being able to use computers. Employers have said 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 HE course.

## **ASSESSMENT**

The units of Fundamentals of IT, and Global Information are exam based with all other units being internally assessed coursework units.

A range of assessment methods are used during the coursework units including: written work, audio and video recordings, building products and presenting to audiences.

All units are graded as Pass, Merit or Distinction.





# CAMBRIDGE TECHNICALS - DIPLOMA IN IT (DOUBLE AWARD)

**LEVEL 3**

**EXAM BOARD: OCR**

**CONTACT: MRS C LEE**

## **COURSE DESCRIPTION:**

The two year Cambridge Technicals Diploma in IT is a vocational course that will provide learners with opportunity to learn and be assessed in a work based context. The qualification carries the same levels of UCAS points as other Level 3 courses such as BTECS and A Levels.

**QAN - 60171017**

## **CAMBRIDGE TECHNICALS DIPLOMA IN IT CONTENT:**

The learner must complete 11 units and follow a specialist pathway:

### **4 UNITS ARE COMPULSORY:**

Units completed as part of **Single Award IT:**

**UNIT 1** - Fundamentals of IT (Exam)

**UNIT 2** - Global Information (Exam)

**WEBSITE COURSEWORK** - Project comprising of Unit 6 – Application Design, Unit 9 – Product Development and Unit 21 – Web Design and Prototyping

Units completed in addition as part of **Double Award IT:**

**UNIT 3** - Cyber Security (Exam)

**GAMES COURSEWORK** - Project comprising of Unit 8 – Project Management and Unit 15 – Games Design and Prototyping

**IOE COURSEWORK** - Project comprising of Unit 12 – Mobile Technology, Unit 13 – Social Media and Digital Marketing and Unit 17 – Internet of Everything

## **REQUIREMENTS FOR ENTRY:**

- An interest in IT and Technology is key
- You do need to have studied IT, Computer Science or iMedia at GCSE to study this course
- Good IT and written skills are essential

## **POSSIBLE SUBJECT COMBINATIONS:**

ICT combines well with any subject and is a very useful qualification in the 21st Century.

## **WHAT DO THE STUDENTS SAY?**

"This course makes you realise how much we depend on technology and how it affects what we do every day. It teaches you the new skills needed for making the most of this technology."

## **WHERE CAN A CAMBRIDGE TECHNICAL DIPLOMA IN IT TAKE ME?**

This qualification is not just about being able to use computers. Employers have said 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. This qualification develops a deeper understanding of Cyber Security, one of the biggest growth areas in the digital economy. 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 HE course.

## **ASSESSMENT**

The units of Fundamentals of IT, Global Information and Cyber Security are exam based with all other units being internally assessed coursework units.

A range of assessment methods are used during the coursework units including: written work, audio and video recordings, building products and presenting to audiences.

All units are graded as Pass, Merit or Distinction.

# BTEC NATIONAL LEVEL 3 DIPLOMA IN FOOD SCIENCE & NUTRITION

**LEVEL 3**

**EXAM BOARD:** EDUQAS

**CONTACT:** MRS K COGGINS

## **COURSE DESCRIPTION:**

Level 3 Food Science and Nutrition offers an exciting opportunity to find out more about food science and nutrition while also developing and increasing your food practical skills. A love of food and cooking is required as there is a large practical element to the course which links to the learning themes of nutrition, health and food safety.

## **THE TWO YEAR COURSE:**

**Year 1:** Unit 1 Meeting Nutritional Needs of Specific Groups. This unit will enable you to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

### **Year 2: Units 2 and 3**

Unit 2: Ensuring Food is Safe to Eat. This unit will allow you to develop your understanding of the science of food safety and hygiene; essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again, practical sessions will support the gaining of theoretical knowledge and ensure learning is hands on.

Unit 3: is either Experimenting to Solve Food Production Issues or Current Issues in Food Science and Nutrition. These units offer the opportunity to study subjects of particular interest and build on previous learning and experiences.

**Notes:** It is helpful if you have studied GCSE Food Preparation and Nutrition but not vital if you are passionate about food, health and science!

## **POSSIBLE SUBJECT COMBINATIONS:**

Biology, Chemistry, Health and Social Care, Sport, Design and Technology, Fashion and Textiles Design

## **WHAT DO THE STUDENTS SAY?**

"I have really enjoyed studying food at GCSE and I am excited to have the chance to take this subject at a higher level."

## **WHERE CAN FOOD SCIENCE AND NUTRITION TAKE ME?**

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers in all settings and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. In combination with A levels in sciences, sociology or maths this course can allow entry to university courses such as BSc in food science, nutrition or public health.

## **ASSESSMENT**

### **Meeting nutritional needs of specific groups:**

Coursework and Written Exam - 50%

### **Ensuring food is safe to eat:**

Coursework project - 25%

### **Experimenting to solve food production issues or**

### **Current issues in food science and nutrition:**

Coursework project - 25%



# ART (FINE ART)

**A LEVEL**

**EXAM BOARD: AQA**

**CONTACT: MR J HILL**

## **COURSE DESCRIPTION:**

Fine Art A Level includes studies in a selection of the following: Painting, Drawing, Mixed Media, Sculpture, Ceramics, Printmaking and Photography and Digital Media.

**QAN - 60144567**

## **THE COURSE AT A LEVEL:**

### **YEAR 12**

#### **COMPONENT 1 - PORTFOLIO**

Term 1 in Year 12 involves a short foundation styled sequence of practical workshops, introducing students to a range of techniques and methods. This encourages a degree of experimentation and curiosity that should be recalled when working independently. The workshops provide a platform from which students are then required to produce a more personal body of work, developing their favoured sub-themes and practical techniques. During periods of independent working, teaching is most often done on a 1-1 basis with scheduled meeting times.

#### **COMPONENT 2 - EXTERNALLY SET ASSIGNMENT**

Candidates will have to choose one of five questions to be used as a starting point and develop a body of work, followed by a 10 hour exam. Teaching is most often done on a 1-1 basis with scheduled meeting times.

### **YEAR 13**

#### **COMPONENT 1 - PERSONAL INVESTIGATION**

This is a practical unit with written elements (1000 to 3000 words essay), for which candidates are expected to develop a personal response. Students are required to choose their initial starting point based on their interests and practical strengths. Teaching is most often done on a 1-1 basis with scheduled meeting times.

#### **COMPONENT 2 - EXTERNALLY SET ASSIGNMENT**

Candidates are required to choose one of eight starting points provided and develop a body of work followed by a 15 hour exam. Teaching is most often done on a 1-1 basis with scheduled meeting times.

#### **NOTES:**

Evidence of high levels of commitment, independence and a strong teacher recommendation expected.

#### **POSSIBLE SUBJECT COMBINATIONS:**

Generally a foil to any combination of subjects.

#### **WHAT DO THE STUDENTS SAY?**

"In-depth and exciting, with a lot of creative challenges. Excellent preparation to study Art at Higher Education level. Teachers give really helpful advice throughout the year and help you bring ideas to life. I would definitely recommend Art here (at Gordano)."

#### **POSSIBLE CAREER/HIGHER EDUCATION ROUTES:**

Students seeking to study Art further usually do a one year foundation course and then specialise during a degree course. A high grade at A-level may lead to direct access to a specialist degree course. Students can target specialist areas based on their strengths and interests, including Graphics, Illustration, Animation, Visual Communication, Typography, Fashion/Textiles, Fine Art, Drawing, Applied Art, Photography, 3 Dimensional Design, Product Design, Industrial Design, Ceramics, Architecture.

## **ASSESSMENT**

<b>A Level</b>	<b>Assessment</b>	<b>% A Level</b>
<b>Component 1:</b> Personal investigation	Marked Internally and Moderated by AQA - (96 marks)	60%
<b>Component 2:</b> Externally set Assignment	15 hour timed examination final piece Marked Internally and Moderated by AQA - (96 marks)	40%

# BIOLOGY

**A LEVEL**

**EXAM BOARD: OCR**

**CONTACT: MISS C WAITE**

## COURSE DESCRIPTION:

Biology is the study of life and living things and is an enormous rapidly developing subject involving many allied disciplines such as Chemistry, Geology and Psychology.

**QAN - 60142601**

## THE COURSE AT A LEVEL:

- The course is entirely examined, with three papers completed.
- As the course develops and builds upon itself, all three examinations expect students to be able to see links between topics covered across the two years.
- You will also complete practical activities across the two years, which cover 12 key areas of Biological practical skill. Competent completion of these will result in a PASS in practical skills.

**Module 1** – Development of practical skills in Biology

**Module 2** – Foundations in Biology

**Module 3** – Exchange and transport

**Module 4** – Biodiversity, evolution and disease

**Module 5** – Communication, homeostasis and energy

**Module 6** – Genetics, evolution and ecosystems

At A Level, a minimum of 10% of exam marks will come from minimum Level 2 maths skills (higher than GCSE).

A minimum of 15% of exam marks will come from practical investigation based questions.

## POSSIBLE SUBJECT COMBINATIONS:

- Chemistry (essential if wishing to pursue a career in Biological Sciences).
- Physics
- Mathematics
- Psychology
- Geography

Students not studying Maths A Level, may wish to choose Core Maths as an AS to support this subject.

## WHAT DO THE STUDENTS SAY?

"This course is fascinating as it gives in depth answers to interesting and complex workings of the body and world"

"Biology A Level is not only interesting, but also a useful subject for many career paths"

"The course is interesting and challenging, but the faculty are very helpful and offer lots of support"

## WHERE CAN BIOLOGY TAKE ME?

You will need A-level Biology to study Medicine, Dentistry or Veterinary Science, Physiotherapy or Nursing. The range of skills can lead to many options as diverse as oceanography, archaeology, agriculture and brewing. A degree in Biology would also give you access to a range of Post-Graduate training in a range of sectors as the transferable skills, including observation and data handling, are highly regarded.

## ASSESSMENT

A Level	Assessment	% A Level
<b>Paper 1</b> Biological processes	2 hours 15 mins <b>Section A</b> – multiple choice. (15 marks) <b>Section B</b> – short answers (85 marks)	37%
<b>Paper 2</b> Biological diversity	100 marks - 2 hours 15 mins <b>Section A</b> – multiple choice (15 marks) <b>Section B</b> – short answers (85 marks)	37%
<b>Paper 3</b> Unified Biology	1 hour 30mins (70 marks) Short answers	26%
Practical endorsement	12 practical areas, with practical activities undertaken in class and written up by students.	seperate pass/fail for practical skills

## A LEVEL

**EXAM BOARD:** AQA

**CONTACT:** MR G WILLIAMS

### COURSE DESCRIPTION:

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance
7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

**QAN - 60143368**

- the impact on stakeholders of functional decisions and their response to such decisions
- use of non-quantitative and quantitative data in decision making (incl. interpretation of index numbers and calculations such as ratios and percentages)

### POSSIBLE SUBJECT COMBINATIONS:

Any other subject. Students not studying Maths A Level, may wish to choose Core Maths as an AS to support this subject.

### WHAT DO THE STUDENTS SAY?

"This course ultimately opens you up to the 'business world' and gives you key knowledge and skills that you'll utilise in the future, no matter what job you're in."

### WHERE CAN BUSINESS TAKE ME?

A Level entry to Banking, Retailing and Human Resource Management, Business Management and Hospitality, Accountancy, including Apprenticeships. Progression to Higher Education degree courses in Business, Finance and Management.

### WHICH ONE SHOULD I TAKE: BUSINESS OR ECONOMICS?

From our experience, practical / hands on students are probably more suited for Business, where as pure academics prefer the theoretical aspects of Economics. It is recommended that you discuss your choice beforehand with a member of the Business Department teaching team. Students are able to take both these subjects but should research their favoured universities beforehand as some (mainly the top ones) do not recognize them as two separate subjects.

## THE COURSE AT A LEVEL:

Students will study business in a variety of contexts (e.g. large/small, UK focused/global, service/manufacturing) and consider:

- the importance of the context of business in relation to decision making
- the interrelated nature of business activities and how they affect competitiveness
- the competitive environment and the markets in which businesses operate
- influences on functional decisions and plans including ethical and environmental issues
- factors that might determine if a decision is successful
- how technology is changing the way decisions are made and how businesses operate and compete

## ASSESSMENT

A Level	Assessment	% A Level
<b>Paper 1</b>	2 hour written paper: 3 sections - 100 marks <b>Section A</b> - 15 MCQs (15 marks) <b>Section B</b> - Short answer questions (35 marks) <b>Section C</b> - 2 essays each 25 marks	33.3%
<b>Paper 2</b>	2 hour written paper - 100 marks. Three data response compulsory questions worth 33 marks each made up of three or four part questions	33.3%
<b>Paper 3</b>	2 hour written paper - 100 marks. One compulsory case study followed by approx. six questions.	33.3%

# CHEMISTRY

**A LEVEL**

**EXAM BOARD: OCR (A)**

**CONTACT: MR R D LLOYD**

## COURSE DESCRIPTION:

The OCR A Chemistry course investigates a large variety of chemical principles through the study of their applications. Fuels, drugs and dyes are all used to show how theory is put into practice within the chemical world.

Chemistry is a practical subject and you should expect to be actively involved in practical work in many lessons. The new practical component for the A Level makes attendance paramount and students have to demonstrate progression in their experimental competence throughout their studies. Chemistry involves a lot of calculation work, so you will need to be comfortable at using mathematical equations and have a good scientific calculator with you in lessons.

**QAN - 60152552**

## THE COURSE AT A LEVEL:

- Entirely examined through 3 papers. The table below provides more detail on each. Practical work completed throughout Year 12 and 13 fulfils the practical component of the course which is endorsed separately.

### Course Breakdown:

**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

## WHAT DO THE STUDENTS SAY?

"The course is very well organised with easy access to a good range of excellent resources."

"Teachers provide great knowledge and support."

"The way this subject is taught really allows you to expand on your knowledge."

"There is plenty of support from teachers outside of lessons."

## WHERE CAN CHEMISTRY TAKE ME?

- You will need A-level Chemistry to study Medicine, Dentistry or Veterinary Science but it is also considered highly credible by industries such as law and accountancy.
- Studying Chemistry takes many forms – dyes, pharmacology, metallurgy, petrochemicals, forensic science, environmental monitoring and many others.

## POSSIBLE SUBJECT COMBINATIONS:

Maths, Physics and Biology make perfect accompaniments to studying Chemistry A level.



## ASSESSMENT

A Level	Assessment	% A Level	Other Information
<b>Paper 1</b> Inorganic/ Physical	2 hours 15 mins (100 marks) 15 MCO	37%	Extended response in all papers Synoptic assessment across all papers Practical based questions included in all papers
<b>Paper 2</b> Organic/ Analytical	2 hours 15 mins (100 marks) 15 MCO	37%	
<b>Paper 3</b> Unified Chemistry	1 hour 30 mins (70 marks)	26%	

# COMPUTER SCIENCE

**A LEVEL**

**EXAM BOARD: AQA**

**CONTACT: MRS C LEE**

## **COURSE DESCRIPTION:**

Computer Science is an academic and scientifically based course which teaches you how to program and problem solve. It is a continually growing and ever changing subject, influenced by the world we live in. The course will grow your understanding of programming concepts and develop your confidence and independence in creating complex programs. In the theory element of the course you will gain a deep understanding of computers work. If you are interested in how a computer works, how computer science is influencing society and problem solving, this course is for you.

**QAN - 60145699**

## **THE COURSE AT A LEVEL:**

The course is split into programming and theory concepts. The course is made up of 3 components:

### **Course Breakdown:**

**Paper 1:** On screen programming exam where you will need to create/adapt and extend programs which will also cover data structures, algorithms and theory of computation. Programming exam will be done in Python.

**Paper 2:** Written theory exam which will cover topics such as Data Representation, Computer Systems, Computer Architecture, Networks, Databases, Big Data and Functional Programming.

**NEA:** Practical project undertaken in Year 13 where you get to choose a problem and follow the system development lifecycle to be able to solve it.

## **ENTRY REQUIREMENTS:**

Grade 6 minimum in GCSE Maths

Whilst studying GCSE Computing is very useful for the course, it is not essential. Students who have not studied GCSE Computing should be aware of the additional work expected in order to develop programming skills in particular.

## **POSSIBLE SUBJECT COMBINATIONS:**

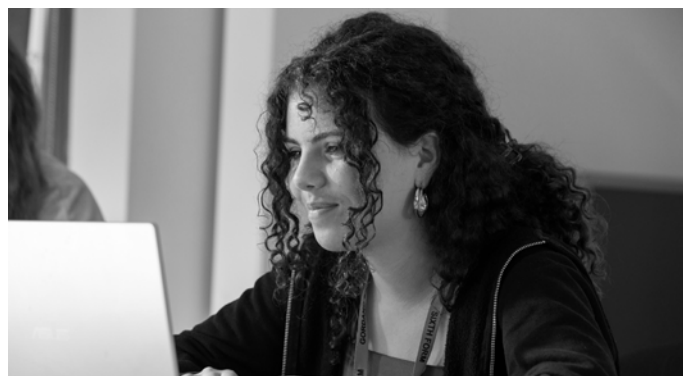
Maths. There are strong links between Maths and Computer Science and many students do choose both subjects. The skills in Maths naturally lend themselves to the programming and algorithms topics covered.

Students not studying Maths A Level, may wish to choose Core Maths as an AS to support this subject.

## **WHERE CAN COMPUTER SCIENCE TAKE ME?**

An A Level in Computer Science can support progression to Higher Education study in a range of Computer Science/ICT qualifications. Many Science and Engineering courses at university include elements of programming so an A Level in Computer Science could really help you in the future.

There are many career options open to you with an A-level in Computer Science, e.g. software engineer, system analyst, systems designer, project manager, network engineer, IT support, system security, games industry, programmer.



## **ASSESSMENT**

A Level	Assessment	% A Level
<b>Paper 1</b> Problem Solving and Programming	2 hours 30 mins on screen exam using Python	40%
<b>Paper 2</b> Theory	2 hours 30 mins written exam	40%
<b>NEA</b>	The coursework unit allows students to solve a problem using a programming language of their choice. Students analyse, design, create and test their own solution while recording their evidence in a written document. The project is designed to be independent and will allow students to test their programming abilities and problem solving to overcome difficulties along the way	20%



# DANCE

**A LEVEL**

**EXAM BOARD: AQA**

**CONTACT: MISS C GAZE**

## COURSE DESCRIPTION:

This course encourages you to develop your creative, physical and emotional capacity through practical and theoretical study. This course requires you to choreograph and perform dances using modern and historical choreographers as influence. There is a strong focus towards enjoyment and self-expression through choreography and performance. These courses may run in collaboration with a local Sixth Form.

**QAN - 60182970**

## THE COURSE AT A LEVEL:

Year 1: In Component One, you will develop the knowledge and skills required to perform and choreograph as a soloist and in a group.

In Component Two you will critically engage with two areas of study, an example of the two areas of study could be Ballet technique and performance, and the developments of dance in Britain from 2000. You will also be required to comment on your own practice throughout the creation and performance of your solo and group choreographies.

Year 2: In Component One for performance and choreography - you will develop choreographic and performance skills by creating a solo using a practitioner as influence; performing as part of a group and creating group choreography.

For Component Two you will critically engage with, and be able to comment on, one externally prescribed set work, and an additional area of study, for example Sutra (Sidi Larbi Cherkaoui, 2008)

## REQUIREMENTS FOR ENTRY:

Minimum Grade 4 in Dance GCSE. Students who have not taken Dance at GCSE who may dance outside of school would be considered for this course. It is important that you have a desire to perform, create and appreciate dance with an analytical view.

## WHAT DO THE STUDENTS SAY?

"I had never experienced contemporary and lyrical dance before, but as the course started it opened my eyes to how dance has such a wide variety."

"Dance is a way to express yourself and let yourself loose, if you're feeling stressed throughout the day."

## WHERE CAN A LEVEL DANCE TAKE ME?

This A Level Dance course can lead to many different avenues. The most popular is to continue studying at higher education either at University or a Professional Dance School in which the emphasis is towards a career performing on stage. Examples of opportunities further to this include choreographer, dance therapist, dance teacher or dance administrator.

Undertaking this Dance course will prepare you for real life by developing your confidence, communication and creative skills to take forward as a positive aspect to any career choice.

## POSSIBLE SUBJECT COMBINATIONS:

Any.

## ASSESSMENT

A Level	Assessment	% A Level
<b>Practical Exam:</b>	Solo performance linked to a specific practitioner within an area of study, Performance in a quartet, Group choreography	80 marks 50% of A Level
<b>Written exam:</b>	<p><b>Two sections:</b> 2 hours 30 minutes</p> <p><b>Section A:</b> short answer questions (25 marks) and one essay question (25 marks) on the compulsory set work/area of study.</p> <p><b>Section B:</b> two essay questions on the second set work/area of study (25 marks for each essay).</p>	100 marks 50% of A level

# DESIGN & TECHNOLOGY

**A LEVEL**

**EXAM BOARD: WJEC (EDUQAS)**

**CONTACT: MR A HUTCHINSON**

## **COURSE DESCRIPTION:**

This creative and thought-provoking course gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers; especially those in the creative industries. Students investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing products of their choice. Students work in a range of resistant and compliant materials and use a variety of manufacturing methods, usually of their choosing.

**QAN - 60311782**

## **THE COURSE AT A LEVEL:**

### **WRITTEN EXAM (50% OF A LEVEL) IN JUNE**

This is a three hour exam paper based primarily on technical knowledge and design & making principles.

### **NON-EXAM ASSESSMENT COURSEWORK (50% OF A LEVEL) UNTIL FEBRUARY**

Candidates submit evidence of a design and making assignment which has evolved over the two years. This is an 80 hour design and make task and will need to be of considerable complexity and challenge.

### **REQUIREMENTS FOR ENTRY:**

Minimum Grade 5 in GCSE Design and Technology. Evidence of high levels of commitment and teacher recommendations are required. Students will also need to be competent mathematicians as a fair proportion of the exam will be maths-based questions. Therefore, a minimum Grade 4 in Maths will also be required.

### **COURSE STRUCTURE:**

In this course students are expected to respond to real world design problems and to produce prototype products to solve them. The course starts with some higher level graphics and modelling skills which prepares students for the NEA. Lessons are then a combination of learning the theory whilst undertaking the NEA at the same time. Students get to identify and write their own briefs and then follow the iterative design process, recording the design journey in their sketchbooks. The whole design process is one of independence and investigation.

Students are taught a wide variety of construction and finishing techniques through practical tasks and whole class demonstrations. The single exam at the end of the course requires students to demonstrate their knowledge and understanding of a wide variety of materials, construction methods and design influences.

Design and its importance in society is at the heart of the course and students who have a genuine interest in design and making will find this a stimulating, thought provoking and thoroughly rewarding course.

### **POSSIBLE SUBJECT COMBINATIONS:**

- Any of the Science subjects
- Any other Design & Technology subject
- Maths
- Art (potential coursework considerations)

### **WHAT DO THE STUDENTS SAY?**

"It was the coursework that forced me to be independent and to take charge of the project. I really enjoyed the challenge".

"The teachers are really helpful but also push you to be independent and to develop your skills as you go through the course".

### **WHERE CAN DESIGN AND TECHNOLOGY TAKE ME?**

- A level Design and Technology allows candidates to progress to higher levels of design and Higher Education courses with more specific career paths.
- Studying Design and Technology can lead to many career opportunities including Product Design, Industrial Design, Engineering, Architecture, Furniture Design, Interior Design, Graphic Design and their associated industries.

### **ASSESSMENT**

#### **A Level Design & Technology**

3 hour exam - 50% of course

80 hour NEA - 50% of course





# DRAMA & THEATRE STUDIES

**A LEVEL**

**EXAM BOARD:** EDEXCEL/PEARSON

**CONTACT:** MS D ORLANS

## COURSE DESCRIPTION:

This course takes the study of Drama to a deeper level, studying not only play-texts, but looking at the wider cultural and historical impact of different playwrights, theatrical movements and influential and groundbreaking performances.

The course is rooted in the practical exploration of performance texts and how the different acting, directorial and design choices make an impact on the audience. Your developing knowledge of Theatre will have a direct impact on your work as a performer, as you will have two examined performance elements as part of the course.

Over the duration of the course, you will become confident with experimenting as a performer, director and designer, rooting the experience of the audience at the heart of everything you do.

**QAN - 60183020**

## THE COURSE AT A LEVEL:

Your course is made up of 3 components, practical coursework, a performance to a visiting examiner and a final written exam.

In the coursework component, you will work practically as a group to devise a performance piece based on either a stimulus or an existing text. This performance will be supported by a written portfolio.

In the performance to a visiting examiner, you will work practically as a group to perform a key extract from a play and perform either a monologue or a duologue from another play.

In the final written exam, you will have a section focusing on a live theatre performance you have seen and a section on how you would bring part of a set text play to life on the stage as either a performer or a designer; you will also have a final section on how you would interpret a different set text as a director.

## NOTES:

It is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are keen to be involved with performances.

## POSSIBLE SUBJECT COMBINATIONS:

- Music
- Dance
- English Literature
- History
- Government and Politics

## WHAT DO THE STUDENTS SAY?

"A fun, practical course with lot of opportunities to be involved in performances."

"I've learned a great deal about how theatre has developed throughout history and also how politics influence theatre."

"I've learned about a range of performance styles, practitioners and techniques."

"The regular theatre trips helped me to understand the subject even more."

## WHERE CAN DRAMA AND THEATRE STUDIES TAKE ME?

This AS and Advanced GCE can lead to further study in Drama, Theatre Studies and Performing Arts in Higher Education at degree or HND level.

It also equips you with transferable skills such as public speaking, ability to work as part of a team, organisation, written analysis and evaluation etc. that future employers value and can be used in a wide variety of industries.

## ASSESSMENT

A Level	Assessment	% A Level
<b>Component 1</b> Devising 9DR0/01	Coursework (80 marks) Internally assessed and externally moderated. A portfolio (60 marks) The devised performance/design realisation (20 marks)	40%
<b>Component 2</b> Text in Performance 9DR0/02	Coursework (60 marks) Externally assessed by a visiting examiner. Group performance/design realisation (36 marks) Monologue or duologue/design realisation (24 marks)	20%
<b>Component 3</b> Theatre Makers in Practice 9DR0/03	Written examination: 2 hours 30 minutes (80 marks) <b>Section A:</b> Live Theatre Evaluation (20 marks) <b>Section B:</b> Page to Stage: Realising a Performance Text (36 marks) Students answer two questions based on an unseen extract from the performance text they have studied. <b>Section C:</b> Interpreting a Performance Text (24 marks)	40%

# ECONOMICS

**A LEVEL**

**EXAM BOARD: AQA**

**CONTACT: MR G WILLIAMS**

## COURSE DESCRIPTION:

Individuals, firms, markets and market failure

1. The economic problem and economic methodology
2. Individual economic decision making
3. Price determination in a competitive market
4. Production, costs and revenue
5. Perfect competition, imperfectly competitive markets and monopoly
6. The labour market
7. The distribution of income and wealth: poverty and inequality
8. The market mechanism, market failure and government intervention in markets. The national and international economy
9. The measurement of macroeconomic performance
10. How the macroeconomy works: the circular flow of income, AD/AS analysis, and related concepts
11. Economic performance
12. Financial markets and monetary policy
13. Fiscal policy and supply-side policies
14. The international economy

**QAN - 6014371X**

## NOTES:

Candidates should have an interest in current economic affairs. It is also required that students have a Level 5 in Maths GCSE and a Level 5 in English GCSE.

## POSSIBLE SUBJECT COMBINATIONS:

Accounting, Geography, History, Mathematics, Languages and Politics.

Students not studying Maths A Level, may wish to choose Core Maths as an AS to support this subject.

## WHAT DO THE STUDENTS SAY?

"It helps gain further insight into current events and also compliments other subjects such as history and politics well"

## WHERE CAN ECONOMICS TAKE ME?

Entry to traineeship in Accountancy, Banking or Retailing. Progression to Economics, Business, Management or Politics Degrees.

## WHICH ONE SHOULD I TAKE: BUSINESS OR ECONOMICS?

From our experience, practical / hands on students are probably more suited for Business, whereas pure academics prefer the theoretical aspects of Economics. It is recommended that you discuss your choice beforehand with a member of the Business Department teaching team. Students are able to take both these subjects but should research their favoured universities beforehand as some (mainly the top ones) do not recognize them as two separate subjects.

## THE COURSE AT A LEVEL:

The specification is split into two main sections, the first section introduces students to microeconomic issues and the second section covers mainly macroeconomic issues. Students will be expected to acquire competence in quantitative skills that are relevant to the subject content and be familiar with the various types of statistical and other data which are commonly used by economists. They should be able to make relevant calculations from economic data and be able to interpret data presented in the form of index numbers.

## ASSESSMENT

A Level	Assessment	% A Level
<b>Paper 1:</b> Markets and Market Failure	Written exam: 2 hrs (80 marks) <b>Section A:</b> data response questions requiring written answers, choice of one from two contexts (40 marks) <b>Section B:</b> essay questions - choice of one from three (40 marks)	33.3%
<b>Paper 2:</b> National and International Economy	Written exam: 2 hrs (80 marks) <b>Section A:</b> data response questions, written answers, choice of one from two contexts (40 marks) <b>Section B:</b> essay questions requiring written answers, choice of one from three (40 marks)	33.3%
<b>Paper 3:</b> Economic Principles and Issues	Written exam: 2 hrs (80 marks) <b>Section A:</b> multiple choice (30 marks) <b>Section B:</b> case study questions, written answers (50 marks)	33.3%

# ENGLISH LANGUAGE

**A LEVEL**

**EXAM BOARD: AQA**

**CONTACT: MRS H LA FEVRE**

## **COURSE DESCRIPTION:**

This course takes the study of the English language to a new dimension, encompassing words in both their written and spoken forms and from almost any source.

Controversial topics are discussed and debated, such as how men and women communicate and how you can wield language to have power over others.

The course begins by looking at language you will have experience of and will move towards looking at how language changes over time and around the world.

**QAN A - 60146400**

## **NOTES:**

Evidence of high levels of student commitment and teacher recommendation also required.

**The English Language A Level is an opportunity to think about the nature of language, and how it is used. The history of English and its use as a global language is explored alongside a consideration of how you as an individual use language every day. The NEA is a chance to think about an element of the subject you are interested in, and also to write creatively.**

## **WHAT THE STUDENTS SAY**

"It's relevant and interesting and is better than GCSE!"

"If I ever have a question or an enquiry that I need to ask about - no matter how silly the question is, the teachers are amazing to talk to about it."

"It is easy to understand how to do well and I feel well prepared for my exam."

## **POSSIBLE SUBJECT COMBINATIONS:**

English Literature, Media Studies, Psychology and Sociology. Any course which requires you to read critically or to write extended responses.

## **WHERE CAN ENGLISH LANGUAGE TAKE ME?**

University courses in English Language, Linguistics, Creative Writing, Journalism and other related courses. The skills that you acquire are highly transferable and could lead to employment in a broad range of professions including journalism, publishing, marketing, presenting, advertising and copywriting or Teaching.

## **THE COURSE AT A LEVEL:**

- You will look at spoken and written English, language used by different genders, in different regions of the British Isles and by different occupational groups. This will move beyond the language you have directly experienced as you study the development of English over time and across the world
- You will explore how children acquire spoken and written language
- You will look at how language represents different groups and attitudes towards language itself
- You will produce a piece of original creative writing
- You will complete your own individual and independent investigation into an aspect of language that fascinates you. Current student projects include:
  - An analysis of language from Amber Heard's and Johnny Depp's final statements in their trial
  - Lyricism in rap music over time
  - An examination of the language of cults promoting harmful behaviour
  - Stereotypes in The Fresh Prince of Bel Air
  - Male and female language in TOWIE

## **ASSESSMENT**

<b>A Level</b>	<b>Assessment</b>	<b>% A Level</b>
<b>Paper 1</b>	2 hour 30 minutes (100 marks) Language, the Individual & Society	40%
<b>Paper 2</b>	2 hour 30 minutes (100 marks) Language, Diversity and Change	40%
	Non-exam assessment (Coursework) 3,500 words	20%

# ENGLISH LITERATURE

**A LEVEL**

**EXAM BOARD: AQA**

**CONTACT: MRS H LA FEVRE**

## **COURSE DESCRIPTION:**

If you love to explore human behaviour, question social norms and learn about different time periods and people, then English Literature is the course for you. This A level course will encourage you to read critically, write analytically and debate confidently. Of course, being a keen reader who enjoys searching for meaning and symbolism in texts is vital as we interact with a wide variety of plays, poems and prose spanning from the 1400s to the current day. Within this A Level course, there is scope for you to develop your creative writing skills and create your own coursework questions based on your own personal interests and tastes.

**QAN - 60153271**

## **THE COURSE AT A LEVEL:**

Your Year 1 focus will be 'Love through the Ages'. As love is perhaps the most powerful of forces in our world, this is a fascinating and poignant topic. Through a study of Shakespeare, poetry and prose we will look at romantic love of many kinds - love and loss; social conventions and taboos; love through the ages according to history and time; jealousy and guilt; truth and deception; proximity and distance; marriage; power; approval and disapproval. You will explore how love and portrayals of love have changed over time.

Your Year 2 focus will be 'Texts in shared contexts'. The texts studied for this side of the course are written from 1945 to the current day and will encourage you to explore and debate important themes such as personal and social identity; changing morality and social structures; gender, class, race and ethnicity; political upheaval and change; resistance and rebellion; imperialism, post-imperialism and nationalism and engagement with the social, political, personal and literary issues which have helped to shape the latter half of the 20th century and the early decades of the 21st century.

## **CURRENT TEXTS STUDIED INCLUDE:**

Othello  
A pre-1900s poetry anthology  
A Streetcar Named Desire  
The Handmaid's Tale  
The Great Gatsby  
Carol Ann Duffy's 'Feminine Gospels'  
A range of classic and modern unseen prose and poetry

## **NOTES:**

This is an academic and rigorous course, so you must be someone who is keen to work hard, read often and investigate ideas independently.

## **POSSIBLE SUBJECT COMBINATIONS:**

English Literature can be combined with any other A Level subject. This course encourages you to think critically, use language powerfully and express your ideas confidently. For these reasons, it is viewed as a 'facilitator' subject by Russell Group universities. It does, however, work particularly well with other creative, analytical subjects such as English Language, History, Ethics, Politics, Art, Modern Foreign Languages and Business.

## **WHAT DO THE STUDENTS SAY?**

"The teachers were marvellous."

"It was such a friendly and encouraging environment."

"Interesting set texts, dynamic lessons."

"The course really develops your critical thinking, analytical and writing skills"

## **WHERE CAN ENGLISH LITERATURE TAKE ME?**

English Literature, alongside other A levels, is a good route to a very wide range of higher education courses and will support you with whichever academic or vocational course that you take. Due to the analytical and communication skills that you develop during your studies, English Literature is looked on particularly favourably if you are hoping to go into professions and fields such as: Law, Journalism, The Media, Advertising, Teaching, The Charity Sector and Marketing. It is an essential subject if you wish to study English Literature, or many other English options at university.

## **ASSESSMENT**

A Level	Assessment	% A Level
<b>Paper 1</b>	Written exam: 3 hours (75 marks) Open book in Section C only Love through the ages	40%
<b>Paper 2</b>	Written exam: 2 hours 30 minutes (75 marks) Open book Texts in Shared Contexts	40%
<b>Non-exam assessment</b>	Assessed by teachers (50 marks) Moderated by AQA Comparative Critical Essay	20%

# MEDIA STUDIES

**A LEVEL**

**EXAM BOARD: EDUQAS**

**CONTACT: MRS H LA FEVRE**

## **COURSE DESCRIPTION:**

Warning: Watching films and TV, reading magazines and newspapers and using the internet will never be the same again! As well as studying how media texts are made, you will also study how media industries work, and the ways in which audiences consume, use and respond to media texts. There is a large practical component to the course involving the use of a range of equipment and software.

**QAN - 60311496**

## **THE COURSE AT A LEVEL:**

**The Media Studies A Level is an opportunity to get to grips with a range of media texts and some key critical theories. The practical element is a chance to be creative and gain the skills involved in independent working.**

- In component one, you will look at the advertising and marketing of music videos, newspapers, film, radio and video games, thinking about contrasting representations and contexts. There are set products and an unseen element to this component.
- In component two you will also investigate set media products in the form of British and international TV crime dramas, modern and historical magazines and online media. You will look at representation, industrial context and explore a range of critical theories.
- Component three, the NEA, will be completed this year, where you will produce a cross-media production based on a brief issued by the exam board. You will use Media Language to communicate meaning and construct representations.

## **NOTES:**

An existing interest and awareness of Media would be beneficial. You must also be willing to complete a good deal of the practical work outside lesson time.

## **POSSIBLE SUBJECT COMBINATIONS:**

This course fits very well with subjects such as English Language and Literature, where textual analysis is a key skill. It also combines well with Social Science subjects and Music Technology, ICT and Art.

## **WHAT DO THE STUDENTS SAY?**

"I really enjoyed making the music magazine and am really proud of the professional results I achieved."

"Media Studies has really changed the way I look at films and television. I am much more critical and aware now!"

## **WHERE CAN MEDIA STUDIES TAKE ME?**

University courses in Media Studies, Journalism and other related courses. The skills of production and analysis that you acquire are transferable and could lead to employment in a broad range of professions including for example, journalism, film and television production or teaching.



## **ASSESSMENT**

A Level	Assessment	% A Level
<b>Component 1:</b>	Media Products, Industries and Audiences Exam: 2hr 15	35%
<b>Component 2:</b>	Media Forms and Products in Depth Exam: 2hr 30	35%
<b>Component 3:</b>	NEA	30%



# ETHICS & PHILOSOPHY

**A LEVEL**

**EXAM BOARD: OCR**

**CONTACT: MISS A TREVETHAN**

## COURSE DESCRIPTION:

Ethics & Philosophy looks at the deepest questions of them all. Is there a meaning to life? Why do we suffer? Can we prove that God does or does not exist? Is there life after death? Which is the real me – my mind or my body? What do we mean by 'goodness'?

**QAN - 60188686**

Please note this course can be studied if you did not take Religious Studies at GCSE, as long as you have attained a Grade 5 in your English GCSE.

## THE COURSE AT A LEVEL:

**Ethics:** In Year 1, you will look at theories from different philosophers about how to decide what is right and wrong, such as Kant and Aquinas. You will then apply these theories to issues such as euthanasia and business ethics. In Year 2, you will study what we mean by the words 'good' and 'right' and will consider whether we have a conscience (and what this might be!). You will also apply your theories from Year 1 to sexual ethics.

**Philosophy:** In Philosophy, you begin by learning how to argue properly so that you can win debates! You will then consider ideas from Plato and Aristotle, debate the existence of God, consider the nature of the soul, mind and body, and explore religious experiences. In Year 2, you will build on your work in Year 1 by studying the concept of religious language and ideas about the nature of God.

**Buddhism:** Fascinating topics include studying the Buddhist meaning of life, which includes the idea that everything causes suffering and we should not become attached to material things. You will also study the foundations and beliefs of Buddhism, as well as exploring how Buddhists live their lives today. In Year 2, you will study the development of different strands of Buddhism, and the relationship between Buddhism and society in both the Far East and the West. The challenges of Buddhism will also be explored.

## ASSESSMENT

A Level	Assessment	% A Level
<b>Paper 1:</b> Philosophy	2 hour exam containing 4 essay questions, with the learner choosing 3 out of the 4 to answer. Each essay worth 40 marks.	33.3%
<b>Paper 2:</b> Ethics	2 hour exam containing 4 essay questions, with the learner choosing 3 out of the 4 to answer. Each essay worth 40 marks.	33.3%
<b>Paper 3:</b> Development in Buddhist Thought	2 hour exam containing 4 essay questions, with the learner choosing 3 out of the 4 to answer. Each essay worth 40 marks.	33.3%

## POSSIBLE SUBJECT COMBINATIONS:

Although it is technically a Humanities subject, Ethics & Philosophy overlaps with many other subject areas, including History, Politics, English (Language and Literature), Foreign Languages, Physics, Maths, Psychology and Sociology.

## WHAT DO THE STUDENTS SAY?

'This subject has sharpened my ability to construct concise arguments, and has made me question the world around me. The enthusiasm of my teachers and their evident love of the subject has made this a thoroughly enjoyable course. I now understand why people make the decisions they do.'

"Ethics and Philosophy is my favourite subject because it gives me the opportunity to explore other people's views on the bigger questions of life and how they align with my own. Studying Ethics, Philosophy and Buddhism at A-level has changed the way I see things; giving me an open and analytical mind to all areas of life. Every lesson is different and the debates in class make it a dynamic and fun learning environment for everyone to share their ideas."

## WHERE CAN ETHICS AND PHILOSOPHY TAKE ME?

This subject is highly regarded as a rigorous academic degree course, which will develop a wide range of thinking skills and can be combined with most subjects. Ethics & Philosophy trains you to think about the deepest questions and put forward convincing arguments of your own.

# FRENCH

**A LEVEL**

**EXAM BOARD: AQA**

**CONTACT: MS H MEAKIN**

## COURSE DESCRIPTION:

The Advanced Level course in French assesses your knowledge of the language and your ability to communicate, but it is also about engaging in discussion, interacting effectively, defending views and taking a stance, independent research and extended writing. There are lots of opportunities to engage in areas of personal interest, such as films, plays or social or cultural issues. You will never be short of intellectual challenge and stimulation!

**QAN A - 6018727X**

## THE COURSE AT A LEVEL:

**There are four themes which are studied in the course. Part 1 of the first two themes is studied in Year 12 and part 2 in Year 13.**

### Theme 1: Social Issues and Trends

Part I - Aspects of French-speaking society – current trends

Part II - Aspects of French-speaking society – current issues

### Theme 2: Political and Artistic Culture

Part I – Artistic culture in the French-speaking world

Part II – Political culture in the French-speaking world

### Theme 3: Grammar

This is not studied as a separate module; it runs throughout the other three themes.

### Theme 4: Literary Texts and Films

Students will study one film in Year 12, and one literary text in Year 13.

## POSSIBLE SUBJECT COMBINATIONS:

Languages are in themselves multidisciplinary subjects, and as such combine particularly well with Humanities, English, Media Studies and Business Studies; perhaps surprisingly, languages are very well perceived by universities when combined with Sciences.

## WHAT DO THE STUDENTS SAY?

"Being able to speak another language is an important life skill and I would encourage others to continue with languages into A-Level."

## WHERE CAN LANGUAGES TAKE ME

A Level in French would enable you to progress to a degree in French or to one of many degrees that combine languages with another discipline, e.g. Business Studies, Law, Chemistry.

French would also be a very useful subject for Primary school teaching as languages are now compulsory in Key Stage 2.

Increasing career opportunities exist which require the ability to travel and communicate in Europe and around the world.



## ASSESSMENT

A Level	Assessment	% A Level
<b>Paper 1:</b> Listening, Reading and Writing	Comprehension exercises from a range of contexts and sources, and translation	50%
<b>Paper 2:</b> Writing	A critical and analytical response in an essay form for both film and literary text	20%
<b>Paper 3:</b> Speaking	Discussion of one sub-theme and presentation/discussion of student's individual research project	30%



### COURSE DESCRIPTION:

Geography is a BIG subject and at A level you will dig deeper into the issues that face our planet in the 21st Century. If you are interested in the world around you, how it was created, the changes it goes through and the pressures placed on it, Geography would be a very rewarding subject to study.

It is also highly relevant for those keen on travel and experiencing the world around us.

**QAN - 60185764**

### AN INDEPENDENT INVESTIGATION:

In this unit you will have selected your own personal geographic investigation from an area of the course that has interested you. You will use your time to create a 4000 word report that showcases your research, presentation and analytical skills.

Enhancement –We have a variety of events you can partake in that range from university lectures to a "Gordano Geography Bake-off"

### POSSIBLE SUBJECT COMBINATIONS:

Geography particularly complements other Humanities subjects, Biology, Maths and Business Studies. Students not studying Maths A Level may wish to choose Core Maths as an AS to support this subject.

### SKILLS REQUIRED FOR GEOGRAPHY A LEVEL:

- 1. Fieldwork** – you will be required to attend at least four full days of both human and physical fieldwork.
- 2. Numeracy** – You will be expected to create and interpret a variety of data sets.
- 3. Essay Writing** – We will look at different ways with you to construct an appropriate essay.
- 4. Debating** – You will be required to formulate and on occasions argue opinions.

### WHAT DO THE STUDENTS SAY?

"Geography is the most interesting and important subject. It touches on local, national and worldwide events and makes you aware of other areas in the world"

"I can't wait to go travelling and see the volcanoes and islands we've been studying."

**Please note this course can be studied if you have not completed Geography at GCSE, as long as you have attained a Grade 5 in English at GCSE level.**

### WHERE CAN GEOGRAPHY TAKE ME?

Students may progress to a university degree in Geography or related subjects such as Environmental Studies and Geology. Geography graduates are very employable due to their wide range of skills and often find themselves in a broad range of professions including surveying, transport management, education, landscape architecture, development companies and the travel and tourism industry.

## THE COURSE AT A LEVEL:

### TOPICS THAT YOU ARE LIKELY TO STUDY:

#### CORE HUMAN GEOGRAPHY:

1. A unit that looks, in detail at how spaces become places. It will examine a variety of tools to help create successful places, with examples such as the growth and success of Shoreditch as a 'trendy' location in London.
2. An extended study, researching modern patterns of migration.
3. An option module of Human Rights whereby you will examine and analyse the experiences that different groups of people have and how this depends on their geographic location, or Power and Borders which involves analysing the role of different political units (eg the UN) in managing different conflicts.

#### CORE PHYSICAL GEOGRAPHY:

1. Water and carbon cycles and their links.
2. A case study of tropical rainforests and Arctic tundra to look at the physical differences and the human impacts that challenge their survival.
3. An extended study of coastlines around the world.

#### GEOGRAPHICAL DEBATES MODULE:

This unit involves the analysis of two additional topics, in depth. You will be expected to discuss issues arising from these subjects and debate the best solutions.

Possible topics include: Climate Change, Disease Dilemmas, Exploring Oceans, Future of Food or Hazardous Earth.

Two of the above options will be selected – We would be keen to know your choices to help us decide.

## ASSESSMENT

A Level	Assessment	% A Level
<b>Paper 1:</b> Physical Systems	1 hour 30 mins written paper (Short answer questions and essays)	22%
<b>Paper 2:</b> Human Interactions	1 hour 30 mins written paper (Short answer questions and essays)	22%
<b>Paper 3:</b> Geographical Debate	2 hour 30 mins written paper (Short answer data response questions and essays)	36%
<b>Paper 3:</b> Investigative Geographies	Coursework report of 3000-4000 words	20%

# GOVERNMENT AND POLITICS

**A LEVEL**

**EXAM BOARD:** EDEXCEL/PEARSON

**CONTACT:** MR D EASTWOOD

## **COURSE DESCRIPTION:**

Everyone should study Politics – all members of society should have a better understanding of the general rules under which we live. For these rules to be effective, as many people as possible should actively participate in making them, upholding them and maybe changing them – for all have the potential power to do this, but few understand how.

**QAN - 60312233**

## **POSSIBLE SUBJECT COMBINATIONS:**

- History
- Economics
- Business
- English

## **WHERE CAN GOVERNMENT AND POLITICS TAKE ME?**

Remember courses such as Politics, International Studies, Law, Business and Journalism value this A-level for developing skills of analysis, debate and conceptual understanding.

## **THE COURSE AT A LEVEL:**

If you enjoy debating, discussions and argument then this subject is for you. If Politics exists because people disagree, then studying Politics must mean studying how, why and when people disagree and taking an interest in these disagreements.

The Government and Politics course gives you an understanding of the concepts and workings of both the British and American systems.

### **In year 12 you will study:**

- Component 1: UK Politics including democracy and participation, political parties, electoral systems, voting behaviour and the media. Core political ideas of conservatism, liberalism, socialism.
- Component 2: UK Government including the constitution, parliament, Prime Minister and executive, relationships between these branches. Non-core political ideas of multiculturalism.

### **In Year 13 you will study:**

- Component 3: Comparative Politics which covers the politics of the USA including the US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation and comparative theories with the UK.

If you have an interest in the world around you and enjoy debate, discussion and argument then Government and Politics should be a subject you consider



## **ASSESSMENT**

A Level	Assessment
<b>Exam 1:</b>	Exam 1 will include the topics of: Democracy and participation; Political Parties; Electoral Systems; Voting behaviour and the media; Core Political Ideas of conservatism, liberalism and socialism.
<b>Exam 2:</b>	Exam 2 will include the topics of: The Constitution, Parliament, Prime Minister and the Executive, Relationships between institutions e.g. the UK Supreme Court and the EU; Non-Core Political Idea of multiculturalism.
<b>Exam 3:</b>	Exam 3 will also include a comparative element with the UK but will mainly focus on American politics including the US Constitution and federalism, US Congress, US presidency, US Supreme Court and civil rights, democracy and participation.

**COURSE DESCRIPTION:**

The course content in Year 12 centres on the theme of nationalism, dictatorship and democracy in twentieth century Europe, focusing upon in-depth studies of Germany and Italy. In Year 13, students will undertake a British depth study focusing on Rebellion and Disorder under the Tudors, 1485-1603. Coursework will be focused on the Russian Revolution in 1917.

**QAN - 60146771**

**NOTES:**

Students who have not studied History at GCSE but have been successful in other key subject areas (Geography, English Literature, etc.) could be well placed to take up History at A level.

**WHAT DO THE STUDENTS SAY?**

"History made me think, it challenged me and I realised when applying for Universities what a highly regarded subject it is"

**SKILLS**

In addition to studying interesting content the Edexcel course develops key historical skills in the examination papers and coursework. In particular students will develop organisational and communication skills in their understanding of the period studied, in addition to making substantiated judgements, evaluating source material and analysing the different ways in which aspects of the past have been interpreted.

**VISITS**

There are History lectures and conferences where appropriate. Other past trips have included visits to the Houses of Parliament and other London sites, Italy, Russia and Washington.

**WHERE CAN HISTORY TAKE ME**

A degree in History is highly regarded and prepares students well for a wide range of careers such as Law, Teaching, Social and Welfare Work, Media, Acting, Journalism and Business. Students also go on to study such subjects as Ancient History, Archaeology, Politics and American Studies. Some Gordano History students are now working in Brussels for the EU, in the House of Commons, in high ranking Banking jobs, the Foreign Office and running their own highly successful businesses.

**THE COURSE AT A LEVEL:**
**Topics Studied in Year 12 - Year 13:**

Germany and West Germany, 1918-1989. This unit comprises a study in breadth, in which students will learn about key political changes experienced in Weimar Germany 1918-1933, Nazi Germany 1933-45 and in West Germany after the Second World War, 1945-1989.

The rise and fall of fascism in Italy, c1911-1946: This unit examines key developments in the history of Italy in the first half of the twentieth century from the political instability of the liberal democratic state, through the rise and fall of Mussolini's fascist dictatorship, to the return to democracy and the creation of an Italian republic in 1946.

Rebellion and Disorder under the Tudors, 1485-1603: The focus of this unit is on two given themes on aspects of breadth covering a range of over 100 years and five identified key topics in depth.

**POSSIBLE SUBJECT COMBINATIONS:**

History combines with all subjects as it involves many skills of enquiry and source analysis as well as understanding complex concepts and ideas.

Many History students also study Government and Politics, Ethics, Languages and English Literature. History and Maths or Sciences are also popular combinations.

**ASSESSMENT**

A Level	Assessment
<b>Paper 1G:</b> Germany and West Germany 1918-1989 Examined at the end of Year 13 for A level qualification (30% of total A level marks)	2 hour 15 min exam
<b>Paper 2G.1:</b> The Rise and Fall of Fascism in Italy, c.1911-1946 Examined at the end of Year 13 for A level qualification (20% of A level marks)	1 hour 30 min exam
<b>Paper 3; Option 31:</b> Rebellion and Disorder under the Tudors 1485-1603 Examined at the end of Year 13 for A level qualification (30% of A level mark)	2 hour 15 min exam: 30% of the A level
Coursework: An independently researched historical enquiry	An independently researched historical enquiry relating to the historical debate surrounding the Russian Revolution in 1917, involving students to develop skills in the analysis and evaluation of interpretations of history in a chosen question. (20% of A level marks)

# SINGLE MATHS

**A LEVEL**

**EXAM BOARD:** EDEXCEL/PEARSON

**CONTACT:** MR J BAKER

## COURSE DESCRIPTION:

Mathematics is about pattern and structure; it is about logical analysis, deduction and calculation within these patterns and structures. When patterns are found, often in widely different areas of science and technology, the mathematics of these patterns can be used to explain and control natural happenings and situations.

In addition to its inherent interest and beauty, Mathematics continues to be one of the most respected subjects by employers and universities. Irrespective of the degree course a student may select, a good grade in Mathematics will be an asset.

The main focus of study is pure mathematics. Students' knowledge will be hugely extended from GCSE into fascinating areas such as calculus and exponential equations. Students will also receive a thorough grounding in mechanics (the science of moving objects and forces) and statistics (the science of data, its presentation and analysis). For example, Newton's laws of motion (the ones supposedly inspired by the apple!) are studied in this fascinating course.

**QAN - 60313079**

## REQUIREMENTS FOR ENTRY:

- Grade 7 minimum in GCSE Maths

## POSSIBLE SUBJECT COMBINATIONS:

Mathematics is a core subject and therefore will support study in all other subject areas.

Popular subject combinations are with other sciences, particularly Chemistry and Physics.

## WHAT DO THE STUDENTS SAY?

This is a hugely popular A-level:

"The teaching is fantastic. ALL the maths staff have time to see you."

"Very interesting course – stimulating and enjoyable."

"A challenge"

"Good on a CV"

"Excellent teaching"

"A really interesting course - the pace was good."

## WHERE CAN MATHEMATICS TAKE ME?

- University courses in Engineering, Architecture, Physics, Chemistry, Computer Science often prefer students with a good Maths A-level background.
- It is one of the most respected qualifications you can possess. Potential employers know that A-Level Maths holders will be numerate and will possess the ability to think clearly and rationally. See [www.mathscareers.org.uk](http://www.mathscareers.org.uk) for more info!

## YEAR ONE OF A-LEVEL MATHEMATICS:

- All students study a mixture of Pure Mathematics, Statistics and Mechanics.
- There will be regular assessments (two or three a term) to support student learning.
- There will be two exams at the end of Year 12. These are not public exams but will inform Year 13 predicted grades (for example UCAS predictions).

## YEAR TWO OF A-LEVEL MATHEMATICS:

- Students continue to study pure mathematics, statistics and mechanics.
- Regular assessments continue, roughly twice a term.
- There are three exams, two for Pure Maths and one for Applied.

## ASSESSMENT

A Level	Assessment
<b>3 exams at the end of Year 13:</b>	2 x 120 min exam (Pure Maths) 1 x 120 min exam (Applied Maths)  <b>NOTE: the 'classwiz' calculator is a requirement for this course. You may purchase this through the school once you start the course, or ask any member of the maths teaching team for more details.</b>



# FURTHER MATHS

**A LEVEL**      **EXAM BOARD:** EDEXCEL/PEARSON      **CONTACT:** MR J BAKER

Students will take a 2-year programme of study. This is a full 2-year course, which must be studied alongside the A-Level in Mathematics. **Further Maths must be your 4th option choice in Year 12.** Therefore students enrolled on this A-Level will study Mathematics, Further Mathematics and two other A-Levels in Year 12.

Further Maths is an A-Level in its own right, with the same UCAS tariff as any other A-level. It is one of the most rewarding and challenging A-Levels you can take and continues to be a popular choice for our best mathematicians.

## COURSE DESCRIPTION:

What did Isaac Newton do for us? How about Euler? Or Leibnitz? Further Mathematics takes you beyond the scope of Single Maths and is a separate A-Level in its own right. All Further Maths students also gain from their Single Maths A-Level. For students who enjoy mathematics, it provides a challenge and a chance to explore new and more sophisticated mathematical concepts.

Even though the course is challenging, we make sure that the level of difficulty is built up in a manageable way.

Further Pure Mathematics will be studied by all students and will introduce new topics such as Proof, Complex Numbers, Matrices, Polar Coordinates, Hyperbolic Functions and Differential Equations.

Students who continue to study Further Maths in Year 13 will continue their investigation into Further Statistics, Further Mechanics and Further Pure Mathematics. Together with the A-Level in Mathematics our A-Level Further Maths graduates have a very high level of numerical and analytical skill which are much sought after by universities and employers.

Students who have studied Further Mathematics find the transition to degrees with high mathematical content far more straightforward than other students.

**QAN - 60314990**

## WHAT DO THE STUDENTS SAY?

This is a popular A-level:

"It challenges me to use my brain in new ways"

"Satisfying and rewarding"

"Challenging topics which are really interesting"

"A really good way to push yourself to do your best"

"Excellent teaching"

"Brilliant teaching"

## WHERE CAN FURTHER MATHEMATICS TAKE ME?

Any student planning to take a mathematics-rich degree (this covers a very wide range of academic areas - Engineering, Sciences, Computing, Finance/Economics, etc., as well as Mathematics itself) will benefit enormously from taking Further Mathematics, at least to AS level..



## REQUIREMENTS FOR ENTRY:

Minimum of Grade 8 in GCSE Maths for this course, but you should certainly aim for a 9.

## POSSIBLE SUBJECT COMBINATIONS:

You must be studying A Level Maths alongside this course.

The mechanics content will support the study of Physics or Engineering.

The statistics content will support the study of areas like Psychology, Geography and Biology.

## ASSESSMENT

Year 12	Assessment	A Level	Assessment
<b>Year 12:</b>	2 exams. Core Pure Maths and Further Statistics and Mechanics. 2 x 100 min exams in total.	<b>Year 13:</b>	In addition to Single Maths you take Further Pure Mathematics 1 & 2 plus two exams in Applied Maths (we study statistics and mechanics) 4 x 90 min exams, all equally weighted.

**COURSE DESCRIPTION:**

In this course you will discover more about:

Aural analysis: dictation, composition techniques and free composition

Performing: both solo and as part of an ensemble.  
Historical studies and textual analysis of set works and topics

**QAN - 50022738**

## THE COURSE AT A-LEVEL:

**Component 1: Performing**

Humans have been performing and sharing music since the beginning of time. In this unit you will continue to hone your skill as a soloist or/and part of an ensemble. We have high quality ensembles to develop your skills and you will work towards curating a performance at the end of the course. Performance relies on being able to break large and challenging material down into smaller, achievable chunks and being disciplined and regular in your practice.

**Component 2: Composing**

Throughout the course you will continue to build the skills to become a more fluent, creative, independent composer with your own distinctive style. You will learn the foundations of Western functional harmony, extended harmony, melodic development, textural cohesion and variation, structures and forms. Through mini compositions and tasks you will practice these skills and ultimately use them to write your own submission pieces.

**Unit 3: Appraising**

The world of music is a fascinatingly rich and diverse landscape with a fabulous canon of work that showcases many different composer's attempts to encapsulate the human condition for them at that moment, for the time in which they live, with all its social and historical complexities.

**ASSESSMENT**

A Level	Assessment	% A Level
<b>Performing</b> Non-examined assessment: externally assessed	A public performance of one or more pieces, 8 minutes in total.	30%
<b>Composing</b> Non-examined assessment: externally assessed	Total of two compositions One composition must be to a set brief, or a free composition. 4 minutes (40 marks) One composition from a set brief assessing compositional technique (20 marks)	30%
<b>Appraising</b> Written examination: 2 hours 10 minutes	Knowledge and understanding of musical elements, contexts and language. Application of knowledge through the context of six areas of study, each with two set works. One written paper of 2 hours 10 minutes (100 marks.) <b>Section A:</b> Areas of study and dictation (50 marks) <b>Section B:</b> Extended response Two essay questions – essay one (20 marks) and essay two (30 marks)	40%

This course develops your ability to critically understand and analyse music whilst at the same time being able to understand its social and historical context.

**REQUIREMENTS FOR ENTRY:**

Involvement in at least 2 extra-curricular activities each week is expected with public performance on main instrument and attendance at school concerts.

**POSSIBLE SUBJECT COMBINATIONS:**

The course would work well with subjects like Maths and Science and many of our former students have studied these alongside Music. Equally a lot of recent music students have been enrolled on more essay based subjects like English, History or Philosophy. The skill set for studying Music is diverse and is therefore compatible with many other areas.

Students not studying Maths A Level, may wish to choose Core Maths as an AS to support this subject.

**WHAT DO THE STUDENTS SAY?**

"It's fun, engaging and gives transferable skills to other subjects"

"I like the creativity that music gives me the opportunity to explore"

"It has opened up my entire genres of music that I didn't even know existed, causing me to completely reimagine my perception of music".

**WHERE CAN A LEVEL MUSIC TAKE ME?**

Music A-level can lead to a variety of career and higher education routes, including courses in Performance, Composition, general Music degrees, Music Technology or Music Therapy. Equally, because of its highly transferable skills it provides an excellent foundation for any career path.

# PHYSICS

**A LEVEL**

**EXAM BOARD: OCR A**

**CONTACT: DR C BEER**

## COURSE DESCRIPTION:

Physics offers students the opportunity to understand all that is around them, from sub-atomic particles to the entire Universe. As physicists they will develop new ways to observe and understand the way the Universe works.

The course is built around six modules that help develop students' knowledge, understanding and skills in Physics. As in other sciences, the Physics A Level contains a significant practical element, which is designed to enhance students' experimental skills. This approach also allows students to explore the world around them in an exciting, hands-on way that supports their theoretical understanding.

Assessments completed throughout the year give students plenty of opportunity to reflect on their progress and address areas of development, with the support and guidance of their teachers.

**QAN - 6014743X**

## THE COURSE AT A LEVEL:

- Entirely examined through three papers. The third paper is of a synoptic nature.
- You will also complete practical activities across the two years, which cover 12 key areas of practical skill. Competent completion of these will result in a PASS in practical skills.

## ENTRY REQUIREMENTS:

Students must achieve two Grade 6s in GCSE Combined Science or a minimum of two Grade 6s including Physics in GCSE Triple Science results.

Due to the mathematical and linguistic requirements of the course, this needs to be coupled with a Grade 6 in Maths and English.

## POSSIBLE SUBJECT COMBINATIONS:

Maths is a superb (though not compulsory) complement to the course, especially the Mechanics element. Note that those wishing to study Physics or Engineering at a premier university will almost certainly also require Maths A level.

Students not studying Maths A Level, may wish to choose Core Maths as an AS to support this subject.

## WHAT DO THE STUDENTS SAY?

"It's very useful as it explains a lot of real world processes"

"Very helpful teachers and a very interesting course!"

"Good extra-curricular opportunities on offer which are highly thought of by universities."

## WHERE CAN PHYSICS TAKE ME?

Physics is regarded as incredibly desirable (if not essential) for a wide range of careers and further educational studies. From engineers to astronomers, medics to accountants and bankers to architects, many professionals are likely to have some background in Physics. It is also worth noting that those who have studied Physics typically earn higher salaries than their peers.

## MODULES:

Physics A level content is split into six teaching modules. Modules 1- 6, combined with the Practical Endorsement, constitute the full A level. The modules can be summarised as:

**Module 1** - Development of practical skills

**Module 2** - Foundations of physics

**Module 3** - Forces and motion

**Module 4** - Electrons, waves and photons

**Module 5** - Newtonian world and astrophysics

**Module 6** - Particles and medical physics

## ASSESSMENT

A Level	Assessment	% A Level
<b>Paper 1:</b>	Modelling physics (01) 100 marks 2 hours 15 minutes written paper	37%
<b>Paper 2:</b>	Exploring physics (02) 100 marks 2 hours 15 minutes written paper	37%
<b>Paper 3:</b>	Unified physics (03) 70 marks 1 hour 30 minutes written paper	26%
<b>Practical endorsement</b>	In class practical activities that must be completed to a satisfactory standard to pass the course. Assessed by class teacher.	0%



# PSYCHOLOGY

**A LEVEL**

**EXAM BOARD: AQA**

**CONTACT: MRS R JONES**

## **COURSE DESCRIPTION:**

Psychology is the science of the mind. The human mind is the most complex machine on Earth. It is the source of all thought and behaviour. But how can we study something as complex and mysterious as the mind? Even if we were to split open the skull of a willing volunteer and have a look inside, we would only see the gloopy grey matter of the brain. We cannot see someone thinking. Nor can we observe their emotions, or memories, or perceptions and dreams. Psychology not only studies all of these things but also teaches how we study humans to understand why they behave the way they do.

**QAN A - 6014838X**

In Forensic Psychology, we will investigate why people commit crimes, including explanations for serial killers and offender profiling. You will also study why schizophrenia occurs and how depression is treated.

**NOTES:** It is NOT necessary to have studied Psychology at GCSE level. However, if you have studied the subject for GCSE, a Level 4 or above is required due to it being a big step-up.

## **POSSIBLE SUBJECT COMBINATIONS:**

Will combine with any other courses

The more common combinations are Sociology, English, Mathematics, History, Geography, Biology and Health and Social Care.

Students not studying Maths A Level, may wish to choose Core Maths as an AS to support this subject.

## **WHAT DO THE STUDENTS SAY?**

"I love Psychology - it is a very practical subject that is very interesting."

"Psychology is my favourite subject because I learn all about why I behave the way that I do."

"Anyone that is interested in people or working with people in the future should consider Psychology at A level."

## **WHERE CAN PSYCHOLOGY TAKE ME?**

Psychology studies human behaviour so is useful in any career that works with people. Careers dealing with people either in work or social situations e.g. management, selling, advertising, marketing, journalism, teaching, nursing, youth and social work and administrative roles as well as careers in Psychology.

## **THE COURSE AT A LEVEL:**

**Unit 1:** You will study how Psychologists study human behaviour including biopsychology. You will investigate how Psychologists plan and conduct their research in an ethical way and how they study individual differences scientifically. You will learn how to analyse data using statistics and how to interpret data.

**Unit 2:** How others influence how we behave and how we influence others; how we remember and why we forget. You will also be able to understand why people get anxious and suffer from psychological problems such as phobias and obsessive compulsive disorder and investigate the behaviour of children and long lasting effects of attachments.

**Unit 3:** You will study debates in psychology: how Psychologists often disagree with each other and how humans should be studied and the origins of their behaviour. We also study the different perspectives of different Psychologists.

## **ASSESSMENT**

<b>A Level</b>	<b>Assessment</b>	<b>% A Level</b>
<b>Unit 1:</b> Introductory topics in Psychology	100% exam Written Paper (2 hours) – mix of short and long answer questions	33.3%
<b>Unit 2:</b> Psychology in context	100% exam Written Paper (2 hours) – mix of short and long answer questions	33.3%
<b>Unit 3:</b> Issues, options and research methods in Psychology	100% exam Written Paper (2 hours) – mix of short and long answer questions	33.3%

**COURSE DESCRIPTION:**

"It can be said that the first wisdom of sociology is this – things are not what they seem" (Peter Berger)

Sociologists aim to pick apart the everyday. Examining the truth of "common sense" explanations of the world such as...

- Working class children achieve lower grades because they are not taught to value education

- As the wealthy can afford an affluent lifestyle, they should not be the focus of crime prevention measures.

**QAN - 60139948**

**NOTES:**

Students are not expected to have studied Sociology previously.

**POSSIBLE SUBJECT COMBINATIONS:**

Will combine with any other courses.

The more common combinations are Psychology and Health and Social Care.

**WHAT DO THE STUDENTS SAY?**

"Sociology allows me to expand my knowledge and fully understand different groups in society, and how certain factors have had an effect on them"

"Sociology gives deeper insight into society and social groups all over the world"

"Every lesson brings great debate and allows us to explore our own opinion"

**WHERE CAN SOCIOLOGY TAKE ME?**

Sociology is suitable for students wishing to pursue many careers, such as media, education, social work, law, the civil service and politics.

**THE COURSE AT A LEVEL:**

**Families and Households:** Students will examine the makeup of the family. This involves a detailed study of society, social processes and social institutions from differing theoretical perspectives.

**Education: Theory and Methods:** Students will examine the sociological explanations for Education and how different social groups access it. We will also look at Research Methods applied to this area.

**Beliefs in society:** Students will examine different theories of ideology, science and religion. We will look at different religions, beliefs, cults and sects and the significance of religion in the contemporary world.

**Crime and Deviance; Theory and Methods:** Students will look at different theories of crime, deviance and social control. We will look at why crime is committed, and by who, and what different types of crime there are. We will also look at research methods applied to this area.

**ASSESSMENT**

A Level	Assessment	% A Level
<b>Unit 1:</b> Education with Theory and Methods	2 hour written exam paper 4 mark, 6 mark, 10 mark 30 mark Education essay 20 mark Methods in Context essay 10 mark Theory and Methods essay	33.3%
<b>Unit 2:</b> Families & Households and Beliefs in Society	2 hour written exam paper 10, 10 and 20 mark on Family 10, 10 and 20 mark on Beliefs	33.3%
<b>Unit 2:</b> Crime and Deviance with Theory and Methods	2 hour written exam paper 4 mark, 6 mark, 10 mark 30 mark Crime and Deviance essay 20 mark Theory and Methods essay 10 mark Theory and Methods essay	33.3%

**COURSE DESCRIPTION:**

The Advanced Level course in Spanish assesses your knowledge of the language and your ability to communicate, but it is also about engaging in discussion, interacting effectively, defending views and taking a stance, independent research and extended writing. There are lots of opportunities to engage in areas of personal interest, such as films, plays or social or cultural issues. You will never be short of intellectual challenge and stimulation!

**QAN - 60187323**

**POSSIBLE SUBJECT COMBINATIONS:**

Languages are in themselves multidisciplinary subjects, and as such combine particularly well with Humanities, English, Media Studies and Business Studies; perhaps surprisingly, languages are very well perceived by universities when combined with Sciences.

**WHAT DO THE STUDENTS SAY?**

"Being able to speak another language is an important life skill and I would encourage others to continue with languages into A Level."

**WHERE CAN LANGUAGES TAKE ME?**

- A level in Spanish would enable you to progress to a degree in Spanish or to one of many degrees that combine languages with another discipline, eg Business Studies, Law, Chemistry
- Spanish would also be a very useful subject for primary school teaching as languages are now compulsory in Key Stage 2
- Increasing career opportunities exist which require the ability to travel and communicate in Europe and around the world

**THE COURSE AT A LEVEL:**

**There are four themes which are studied in the course. Part 1 of the first two themes is studied in Year 12 and part 2 in Year 13.**

**Theme 1:** Social Issues and Trends

Part I – Aspects of Spanish-speaking society – current trends

Part II – Aspects of Spanish-speaking society – current issues

**Theme 2:** Political and Artistic Culture

Part I – Artistic culture in the Spanish-speaking world

Part II – Political culture in the Spanish-speaking world

**Theme 3:** Grammar

This is not studied as a separate module; it runs throughout the other three themes.

**Theme 4:** Literary Texts and Films

Students will study one film in Year 12, and one literary text in Year 13

**ASSESSMENT**

A Level	Assessment	% A Level
<b>Paper 1:</b> Listening, Reading and Translation	Comprehension exercises and translation	50%
<b>Paper 1:</b> Written response to literary works and translation	Translation and grammar exercises; essay on a book or film	20%
<b>Paper 1:</b> Speaking	12-15 minutes 1:1 speaking exam with a teacher	30%

# FASHION AND TEXTILES DESIGN

**A LEVEL**

**EXAM BOARD: EDUQAS**

**CONTACT: MRS H PULLEN**

## COURSE DESCRIPTION:

A new course started in 2020 through Art & Design. This refreshing new course encourages candidates to fulfil their creative ability. Students will have the opportunity to work with a wide range of fabrics and components used to design and create fashion and textiles products. They will be encouraged to develop their creativity through presentation techniques in 2D and 3D forms. This course is largely practical and sketchbook work with limited theory.

**QAN - 60148913**

## REQUIREMENTS FOR ENTRY:

Textiles or an art-based GCSE of Grade 5 or above. It is not essential to have studied Textiles at GCSE.

## POSSIBLE SUBJECT COMBINATIONS:

Any combination is possible. Please note that there is a heavy coursework load.

## WHAT DO THE STUDENTS SAY?

"Textiles is by far the most inspiring subject I have taken. Exciting and challenging, new and innovative. A great A Level choice."

## WHERE CAN TEXTILES A LEVEL TAKE ME?

A Level Textiles offers an exciting opportunity to develop your creative and practical skills. Candidates can progress to higher levels of design courses such as fashion design, millinery, costume design or advertising at University.

Studying Textiles can lead to many career opportunities including garment, footwear, lingerie design, manufacture, industry buying, marketing and many other aspects of the design business.

## THE COURSE AT A LEVEL:

Year 12: Students will focus on practical tasks, learning and developing new techniques within a textiles environment in preparation for the two components. You will start Component 1 in Year 12.

Year 13: During this year, students will complete Component 1 study and focus on Component 2.

### COMPONENT 1: SKETCHBOOK & PRODUCT

Candidates will undertake a major in-depth critical, practical and theoretical project, based on a theme that has personal significance. This will consist of a sketchbook including research, designer studies and design & make activities.

### COMPONENT 2: SKETCHBOOK & PRODUCT (YEAR 13)

Part 1 – Preparatory study period – sketchbook. Externally set assignment and stimuli. Students select one and create a personal response piece.

Part 2 – 15 hour period of sustained focus work – practical exam – Students to show planning, outcomes and complete under supervised conditions. Candidates will be required to present their work.



## ASSESSMENT

A Level	Assessment	% A Level
<b>Component 1: Coursework</b>	Personal Investigation: Sketchbook & Product based on a context set by the assessing centre Investigate / Design / Make	60%
<b>Component 2: Practical exam with preparatory study</b>	Part 1: Preparatory Study: Sketchbook based on context set by exam board. Investigate / Design / Plan	40%
	Part 2: 15 hour practical exam based on preparatory study. Make	

# CORE MATHS

**AS LEVEL**    **EXAM BOARD: AQA**    **CONTACT: MR J BAKER**

## **COURSE DESCRIPTION:**

Core Maths is a Level 3 qualification, taken alongside your other three subjects. The course is aimed at students who would benefit from studying Maths beyond GCSE but who haven't chosen to study A Level in Maths. The qualification is equivalent to an AS Level and is graded A-E.

Core Maths is taken in Year 12 only and is assessed with two 90 minute written exams.

**QAN - 60149450**

## **REQUIREMENTS FOR ENTRY:**

Grade 4 in Maths, though the course will challenge and interest Mathematicians of all abilities.

## **POSSIBLE SUBJECT COMBINATIONS:**

Core Maths is designed to support other A-Levels which have numerical, mathematical or statistical content. In particular: Biology, Business, Chemistry, Computer Science, Economics, Geography, Physics & Psychology. The course is also ideal if you are planning on studying three subjects which have no Mathematical content – it will broaden your skills; diversify your CV or UCAS application and engage the problem-solving part of your brain!

## **ASSESSMENT**

Two written exams at the end of Year 12





# EPQ: Extended Project Qualification

**LEVEL 3**

**EXAM BOARD: AQA**

**CONTACT: MRS S NASH**

## COURSE DESCRIPTION:

The Extended Project is a Level 3 qualification which is an extension from any other qualifications at Level 3 (GCE, BTEC, other academic or vocational qualification) The Extended Project will develop and extend from one or more of a student's studies and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student and agreed as appropriate. The project is worth 50% of an A level in terms of tariff points and is marked at A level standard (grades A\* - E).

The EPQ is taken in Year 12 only.

**QAN - 60095349**

- Research skills including the ability to search for and identify suitable sources of information in the chosen subject area
- Skills or techniques that will be required for the safe and effective execution of the project which are not part of the student's course of study e.g. conducting risk assessment, assessing the ethical principles of project proposals and research, ethical guidelines, research methodology
- Project management skills including time, resource and task management, Gantt charts
- The format and structure of accepted academic forms of research report
- Referencing, the evaluation of sources and the prevention of plagiarism
- Presentation skills

## DELIVERY AND LESSON STRUCTURE

An EPQ gives students a chance to: broaden their level 3 qualifications; to pursue an area outside of their subject area that interests them; to challenge themselves and to learn valuable skills that will prepare them for university and higher level study. In addition, a number of universities will lower their offers for students who have completed an EPQ. Some of the most competitive institutions welcome the breadth that an EPQ demonstrates.

"We welcome the Extended Project and would encourage applicants to undertake one as it will help to develop independent study and research skills valuable for higher education." **Cambridge University**

"The University values the Extended Project and its role in preparing students for a successful higher education experience and would wish to recognise and encourage this extended piece of independent work undertaken by the learner." **Exeter University**

"The University recognises that the EPQ will provide an applicant with the opportunity to develop research and academic skills relevant for study at Oxford. Candidates are encouraged to draw upon relevant EPQ experience when writing their personal statement" **Oxford University**

## COURSE CONTENT:

Students are required, with supervision, to:

- Choose an area of interest
- Draft a title and aims of the project for formal approval by the centre
- Plan, research and carry out the project. This might be a 5000 word investigative report or the creation of an artefact (dance, garment, creative piece, model, set design, engineering model etc.) with a 1000 word report outlining the research and artefact production process
- Deliver a presentation to a non-specialist audience
- Provide evidence of all stages of project development and production for assessment by filling out a log book

## DELIVERY AND LESSON STRUCTURE

The Extended Project Qualification involves some teaching of the necessary skills. This is made up of a fortnightly timetabled lecture on key skills as well as the student's independent work with individual supervision and guidance from a supervisor. The taught elements include:

	Assessment Objective	% A Level
<b>AO1</b>	<b>Manage</b> Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	20%
<b>AO2</b>	<b>Use Resources</b> Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.	20%
<b>AO3</b>	<b>Develop and Realise</b> Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.	40%
<b>AO4</b>	<b>Review</b> Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	20%

# ELECTIVES PROGRAMME

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**CONTACT: PLEASE CONTACT SIXTH FORM OFFICE**

## WHAT IS THE ELECTIVES PROGRAMME?

**We place a very high priority on our Electives Programme - the opportunity for students to broaden their range of talents and interests. This is an area that higher education institutions and future employers are looking for more and more to help determine who they will take on. There are chances to learn new skills, to contribute to the school or local community and to have fun.**

## WHO TAKES PART IN ELECTIVES?

Every Sixth Form student must be enrolled on at least one core Elective option. If you have a subject that involves lessons on Wednesday afternoons you can take advantage of the many Elective options that are offered remotely or as twilights or at other times of the school day.

## HOW MANY ELECTIVE OPTIONS DO I TAKE?

In response to feedback from students in previous years the programme now allows many students to experience two different Elective options during the academic year if desired.

Other courses run across the whole year due to the time commitment required to complete these courses.

## DOES MY ELECTIVE OPTION 'COUNT' TOWARDS ANYTHING?

Some Elective options lead directly to a qualification, whilst others do not. However, we do encourage students to participate fully in the Electives Programme, as the skills learnt help to boost CVs and personal statements for UCAS applications. The Electives Programme can also be a general help for other post-18 options, with the experience becoming a good discussion point in interviews.

## A FULL RANGE OF OPPORTUNITIES:

Our extra-curricular programme varies from year to year. Here are a few of the opportunities students have had in the past:

**Sport & Physical Activity**, e.g. Duke of Edinburgh, Gordano Fitness Suite, Sport Coaching of lower school teams, Football.

**Academic Extension** e.g. Access to Bristol, EPQ, Design and Debating.

**Community Volunteering**: e.g. Deaf Awareness and Sign Language, Peer Support, Environment Group, Mend the Gap fundraising.

**Educational Volunteering**: e.g. community service in primary schools, lower school subject support, peer tutoring, Ravenswood school, IT skills for silver surfers.

**Gordano Extra**: e.g. Book Club, Running Club, Sixth Form netball and rugby teams.



# GCSE RETAKES

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**All Sixth Form students must re-sit GCSE English Language and Maths if they have not achieved a Grade 4 in each of these subjects. As part of their Sixth Form offer they will be expected to attend all GCSE resit classes and revision sessions. These lessons may take place during twilight sessions, so students will need to be available at the end of the school day.**

## ENGLISH LANGUAGE GCSE

**CONTACT: MRS H LA FEVRE**

This course is designed for all students who need to retake English GCSE to obtain a Grade 4.

It is a demanding course, which really needs motivation and reasonably mature, independent study habits. Students learn and practise the skills needed to get a good GCSE grade rigorously; it is also an enjoyable, stimulating year full of heated debate, mind mapping and generous support/idea-sharing.

There are opportunities to sit the GCSE paper in November and/or June.

## MATHEMATICS GCSE

**CONTACT: MR T FEWSTER**

This course is designed for students who have not yet obtained a Grade 4 in Mathematics GCSE. The teaching focuses on this goal and does not attempt to prepare for higher tier entry.

The course runs until the GCSE exams in May. However, some students who only narrowly missed a Grade 4 previously may opt to sit a re-take paper in November; results are received in January. As a consequence all students follow the course until at least January results day.



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## NOTES



## NOTES



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