



**BAYSIDE SCHOOL GIBRALTAR**

**A-LEVEL OPTIONS  
BOOKLET**

**2023 – 2025**

**“You cannot make progress without making decisions.”**

*Jim Rohn*

# INTRODUCTION

This booklet has been prepared to help you make informed choices about your progress from GCSE to A-level.

It sets out the options choices available to you in Year 12, together with entry requirements and subject guidelines.

When you get your results on **Thursday 24<sup>th</sup> August** you will make your final choices.

## **GUIDE TO TWO YEAR ADVANCED (A-LEVEL) GCE COURSES**

All courses and examinations are taken under one of three examination Awarding Bodies in England: AQA, EDEXCEL or OCR.

At the beginning of Year 12 you will choose from two to four subjects at 'A' level depending on your GCSE results.

**Students following A level courses will have mock exams in June 2024.**

**Students are reminded that Year 12 lessons will continue until the end of the summer term - July 2024**

To achieve academic excellence, you will need to sustain a high level of commitment throughout the two years of study. Your attendance will be carefully monitored.

You must also learn to adjust to new patterns of work, which will increasingly require you to carry out private study and research. It is your responsibility to organise your learning programme.

## **GENERAL ENTRY REQUIREMENTS:**

- To follow *four* (4) A-Level courses, a minimum of six (6) GCSE passes at grade 6 / B or higher must have been achieved, including English and Mathematics. However, in our experience only students with exceptional GCSE grades (8/9 or A/A\*) can cope with this.
- To follow *three* (3) A-Level courses, a minimum of five (5) GCSE passes at grade 4 / C or higher must have been achieved, preferably including English and Mathematics.
- To follow *two* (2) A-Level courses, a minimum of four (4) GCSE passes at grade 4 / C or higher must have been achieved, preferably including English and Mathematics.

**“Choices are the hinges of destiny.”**

*Pythagoras*

## ENTRY REQUIREMENTS FOR A-LEVEL SUBJECTS

SUBJECT	<i>MINIMUM</i> ENTRY REQUIREMENTS	<i>RECOMMENDED</i> ENTRY REQUIREMENTS
<b>ACCOUNTING</b>	GCSE Grade 4/C in <b>both</b> English Language <b>and</b> Mathematics.	GCSE Grade 4/C in English Language <b>and</b> Grade 5 in Mathematics.
<b>APPLIED BUSINESS</b>	GCSE Grade 4 in Business Studies. <i>If you did not follow</i> the Business Studies GCSE course, you can access this A-Level course if you have <b>both</b> a Grade 4 in English Language <b>and</b> a Grade 4 in Mathematics.	GCSE Grade 4 in Business Studies. <i>If you did not follow</i> the Business Studies GCSE course, you can access this A-Level course if you have <b>both</b> a Grade 4 in English Language <b>and</b> a Grade 4 in Mathematics.
<b>APPLIED FOOD SCIENCE &amp; NUTRITION</b>	GCSE Grade 4 in Food Preparation and Nutrition. <i>If you did not follow</i> the Food Preparation and Nutrition GCSE course, you can access this course if you have Grades 44 in Combined Science, <b>and</b> if you have proven practical ability <b>and can demonstrate a portfolio of your work</b> .	GCSE Grade 5 in Food Preparation and Nutrition. <i>If you did not follow</i> the Food Preparation and Nutrition GCSE course, you can access this course if you have Grades 55 in Combined Science, <b>and</b> if you have proven practical ability <b>and can demonstrate a portfolio of your work</b> .
<b>ART &amp; DESIGN</b>	GCSE Grade 4 in Art & Design.	GCSE Grade 4 in Art & Design.
<b>BIOLOGY</b>	GCSE Grade 55 in Combined Science <b>and</b> Grade 5 in Mathematics.	GCSE Grade 66 in Combined Science <b>and</b> Grade 6 in Mathematics ( <b>must have followed the higher course</b> ) <b>and</b> Grade 5 in English.
<b>BUSINESS STUDIES</b>	GCSE Grade 4 in Business Studies <b>and</b> Grade 4 in Mathematics.	GCSE Grade 4 in Business Studies <b>and</b> grade 5 in Mathematics.
<b>CHEMISTRY</b>	GCSE Grade 55 in Combined Science <b>and</b> Grade 5 in Mathematics.	GCSE Grade 66 in Combined Science <b>and</b> Grade 6 in Mathematics ( <b>must have followed the higher course</b> ) <b>and</b> Grade 5 in English.
<b>COMPUTER SCIENCE</b>	GCSE Grade 4 in Computer Science <b>and</b> Grade 4 in Mathematics. <i>If you did not follow</i> the Computer Science GCSE course, you can access this A-Level course if you have a Grade 5 in Mathematics.	GCSE Grade 5 in Computer Science <b>and</b> Grade 5 in Mathematics ( <b>must have followed the higher course</b> ). <i>If you did not follow</i> the Computer Science GCSE course, you can access this A-Level course if you have a Grade 6 in Mathematics ( <b>must have followed the higher course</b> ).
<b>DANCE</b>	GCSE Grade 4 in Dance <b>or</b> a recognised Level 2 external qualification in Dance.	GCSE Grade 4 in Dance <b>or</b> a recognised Level 2 external qualification in Dance.

<b>DESIGN TECHNOLOGY</b>	GCSE Grade 4 in Design Technology. <i>If you did not follow</i> the DT GCSE course, you can access this A-Level course if you have proven practical ability <b>and can demonstrate a portfolio of your work</b> .	GCSE Grade 5 in Design Technology. <i>If you did not follow</i> the DT GCSE course, you can access this A-Level course if you have proven practical ability <b>and can demonstrate a portfolio of your work</b> .
<b>DRAMA AND THEATRE STUDIES</b>	GCSE Grade 4 in Drama. <i>If you did not follow</i> the Drama GCSE course, you can access this A-Level course if you have a Grade 5/B in English Language.	GCSE Grade 4 in Drama. <i>If you did not follow</i> the Drama GCSE course, you can access this A-Level course if you have a Grade 5/B in English Language.
<b>ECONOMICS</b>	GCSE Grade 5 in English Language <b>and</b> a Grade 5 in Mathematics.	GCSE Grade 6 in English Language <b>and</b> a Grade 6 in Mathematics.
<b>ENGLISH LITERATURE</b>	GCSE Grade 5 in English Language (AQA).	GCSE Grade 6 in English Language (AQA) <b>and</b> Grade 5 in English Literature.
<b>FRENCH</b>	GCSE Grade 4 in French ( <b>must have followed the higher course</b> ).	GCSE Grade 5 in French ( <b>must have followed the higher course</b> ).
<b>FURTHER MATHEMATICS</b>	GCSE Grade 7 in Mathematics.	GCSE Grade 8 in Mathematics.
<b>GEOGRAPHY</b>	GCSE Grade 5 in Geography <b>and</b> Grade 4 in Mathematics.	GCSE Grade 5 in Geography <b>and</b> Grade 4 in Mathematics.
<b>HEALTH &amp; SOCIAL CARE</b>	Cambridge National Level 2 in Health and Social Care. <i>If you did not follow</i> the Cambridge National Level 2 in Health and Social Care, you can access this A-Level course if you have a Grade 4/C in English Language <b>and</b> Grades 44 in Combined Science.	Cambridge National Level 2 in Health and Social Care. <i>If you did not follow</i> the Cambridge National Level 2 in Health and Social Care, you can access this A-Level course if you have a Grade 5/B in English Language <b>and</b> Grades 55 in Combined Science.
<b>HISTORY</b>	GCSE Grade 5 in History.	GCSE Grade 6 in History.
<b>HISTORY OF ART</b>	GCSE Grade 4/C in English Language.	GCSE Grade 5/B in English Language.
<b>IT</b>	Cambridge Technicals Level 2 in IT <b>or</b> BTEC Level 2 in Digital Technologies (GCSE equivalents).	Cambridge Technicals Level 2 in IT <b>or</b> BTEC Level 2 in Digital Technologies (GCSE equivalents).
<b>MATHEMATICS</b>	GCSE Grade 6 in Mathematics.	GCSE Grade 7 in Mathematics.
<b>MUSIC</b>	GCSE Grade 4 in Music. <i>If you did not follow</i> the Music GCSE course, you can access this A-Level course if you have a Grade 5 pass or above in Theory of Music <b>and</b> a Grade 5 pass or above in any instrument.	GCSE Grade 5 in Music. <i>If you did not follow</i> the Music GCSE course, you can access this A-Level course if you have a Grade 5 pass or above in Theory of Music <b>and</b> a Grade 5 pass or above in any instrument.

<b>MUSIC PERFORMANCE</b>	You can access this BTEC course if you have Grade 4 in a practical Music qualification. If you do not hold a Grade 4 qualification, you may be able to access this BTEC course after a successful participation in an audition process.	You can access this BTEC course if you have Grade 4 in a practical Music qualification. If you do not hold a Grade 4 qualification, you may be able to access this BTEC course after a successful participation in an audition process.
<b>PERFORMANCE (ACTING)</b>	You can access this BTEC course if you have Grade 4 in a practical acting qualification <b>or</b> a Grade 4 at GCSE level drama <b>or</b> a successful participation in an audition process.	You can access this BTEC course if you have Grade 4 in a practical acting qualification <b>or</b> a Grade 4 at GCSE level drama <b>or</b> a successful participation in an audition process.
<b>PHYSICAL EDUCATION</b>	GCSE Grade 4 in PE <b>and</b> GCSE Grade 44 in Combined Science. <i>If you did not follow the GCSE PE course, you can access this A-Level course if you have Grades 44 in Combined Science <b>and</b> are active participants in sport or dance.</i>	GCSE Grade 5 in PE and GCSE Grade 55 in Combined Science. <i>If you did not follow the GCSE PE course, you can access this A-Level course if you have Grades 55 in Combined Science <b>and</b> are active participants in sport or dance.</i>
<b>PHYSICS</b>	GCSE Grade 55 in Combined Science <b>and</b> Grade 5 in Mathematics ( <b>must have followed the higher course</b> ).	GCSE Grade 66 in Combined Science <b>and</b> Grade 6 in Mathematics ( <b>must have followed the higher course</b> ) <b>and</b> Grade 5 in English.
<b>PSYCHOLOGY</b>	GCSE Grade 4/C in English Language <b>and</b> Grade 4 in Mathematics <b>and</b> Grades 44 in Combined Science.	GCSE Grade 5/B in English Language <b>and</b> Grade 4 in Mathematics <b>and</b> Grades 44 in Combined Science.
<b>RELIGIOUS STUDIES</b>	GCSE Grade 4 in RS. <i>If you did not follow the RS GCSE course, you can access this A-Level course if you have a Grade 5/B in English Language.</i>	GCSE Grade 5 in RS. <i>If you did not follow the RS GCSE course, you can access this A-Level course if you have a Grade 5/B in English Language.</i>
<b>SOCIOLOGY</b>	GCSE Grade 4 in Sociology. <i>If you did not follow the GCSE Sociology course, you can access this A-Level course if you have a Grade 4/C in English Language.</i>	GCSE Grade 5 in Sociology. <i>If you did not follow the GCSE Sociology course, you can access this A-Level course if you have a Grade 4/C in English Language.</i>
<b>SPANISH</b>	GCSE Grade 4 in Spanish ( <b>must have followed the higher course</b> ).	GCSE Grade 4 in Spanish ( <b>must have followed the higher course</b> ).
<b>TRAVEL &amp; TOURISM</b>	GCSE Grade 4/C in English Language.	GCSE Grade 5/B in English Language.

**NOTE: These entry requirements are subject to change.**

## **FURTHER INFORMATION**

- Dance and History of Art are taught at Westside School.
- Computer Science and Design Technology are taught in Bayside School.
- Applied Business, Accounting, Health & Social Care, Travel & Tourism, IT, Music Performance, Performance (Acting) and Psychology are Consortium Subjects taught at the Gibraltar College.
- Music, Drama & Theatre Studies, French and Economics can be timetabled at either Westside or Bayside.

There is a possibility that subjects with small numbers in both schools may be timetabled in either Bayside or Westside.

There are six lessons per subject, per week. Students will also be expected to attend one lesson of Liberal Studies per week.

## **YEAR 12 REPEAT COURSES**

Students who wish to repeat their GCSEs, must do so at the Gibraltar College. Further information is available via their website: [Gibraltar College](#).

## **HIGHER EDUCATION / UNIVERSITY APPLICATIONS**

All applications to university courses are now completed online through [UCAS](#). The website provides a whole range of information about university life for you and your parents. Please look at university entry requirements for courses that interest you when making your A Level choices

*Another useful website:* [www.coursefinder.co.uk](http://www.coursefinder.co.uk)

# ACCOUNTING

AQA Subject Code: A LEVEL Accounting 7127

<https://filestore.aqa.org.uk/resources/accounting/specifications/AQA-7127-SP-2017.PDF>

## **Introduction**

Good career prospects, a stable job market and an excellent salary are just a few of the reasons why you may choose a career in accounting. There are many different accounting jobs and many different industries in which accounting services are vital, from the smallest local enterprise to the biggest multinational. Be a key part of a large organisation's wider financial team, or the single indispensable finance expert in a smaller business. Accounting will also teach you how to organise and run your own business.

The A-Level in Accounting qualifies for UCAS points and provides full exemption from the AAT Certificate stage. It gives you a wide choice of progression options ranging from higher education to employment in the business sector. It is graded in the same way as traditional "A" levels from Grade A to E. Both papers carry equal weighting, each assessed externally by a 3 hour written examination.

## **Specification Content/Examinations**

This specification is designed to be taken over two years. This is a linear qualification and in order to achieve the award, students must complete all assessments at the end of the course and in the same series.

Paper 1	<ul style="list-style-type: none"><li>• An introduction to the role of the accountant in business</li><li>• Types of business organisation</li><li>• The double entry model</li><li>• Verification of accounting records</li><li>• Accounting concepts used in the preparation of accounting records</li><li>• Preparation of financial statements of sole traders</li><li>• Limited company accounts</li><li>• Analysis and evaluation of financial information</li><li>• Accounting for organisations with incomplete records</li><li>• Partnership accounts</li><li>• Accounting for limited companies</li><li>• Interpretation, analysis and communication of accounting information</li><li>• The impact of ethical considerations</li></ul>	3hrs Written Examination
Paper 2	<ul style="list-style-type: none"><li>• An introduction to the role of the accountant in business</li><li>• Types of business organisation</li><li>• The double entry model</li><li>• Analysis and evaluation of financial information</li><li>• Budgeting</li><li>• Marginal costing</li></ul>	3hrs Written Examination

	<ul style="list-style-type: none"><li>• Standard costing and variance analysis</li><li>• Absorption and activity based costing</li><li>• Capital investment appraisal</li><li>• Interpretation, analysis and communication of accounting information</li><li>• The impact of ethical considerations</li></ul>	
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# **APPLIED BUSINESS**

AQA Subject Code: LEVEL 3 EXTENDED CERTIFICATE 1830

<https://filestore.aqa.org.uk/resources/business/specifications/AQA-1830-SP-2016.PDF>

## **Introduction**

The AQA Level 3 Extended Certificate in Applied Business will give learners the opportunity to learn and understand a broad range of business and entrepreneurial knowledge and skills associated with working within a business enterprise. The learner will understand the way in which any venture in business (big or small) is a function of the relationship between its people, its marketing, its finance and its ability to deliver operationally upon its commitments. In the Certificate qualification, the learner will undertake a programme of assessment designed to assess not only their knowledge and understanding, but also the way in which this knowledge and understanding can shape their practical skill in beginning to think and realise their own plans about business. In this sense, the learner will be able to apply their learning immediately and relevantly. The Extended Certificate qualification offers the learner the opportunity to build on the knowledge and understanding gained in the Certificate qualification and also potentially builds on their business idea developed in the Certificate qualification. In having the Business proposal unit at the heart of the qualification, the learner can begin to realise a business idea more fully and in a practical way. The overall Certificate and Extended Certificate qualifications are both graded: Pass, Merit, Distinction, Distinction\*. The UMS points for each unit are added together and an overall grade for the qualification is determined. This qualification qualifies for UCAS points, a pass is equivalent to an E at A level, a Merit is equivalent to a C and a Distinction would be an A grade at A level. It gives students a wide choice of progression options into further study, training or relevant employment in the business sector

## **Specification Content/Examinations**

Year 1 (Certificate) ASSESSMENT

UNIT 1 Financial planning and analysis - External examination

UNIT 2 Business dynamics- Internally centre assessed

UNIT 3 Entrepreneurial opportunities - External assignment

Year 2 (Extended Certificate) ASSESSMENT

UNIT 4 Managing and leading people -External examination

UNIT 5 Developing a business proposal- Internally centre assessed

UNIT 7 Managing an event- Internally centre assessed

# **APPLIED FOOD SCIENCE AND NUTRITION**

WJEC Subject Code: LEVEL 3 Certificate, 601/4552/3

<https://www.wjec.co.uk/qualifications/food-science-and-nutrition-level-3>

## **Introduction**

An understanding of food science and nutrition is relevant to many industries and job roles. Care providers and nutritionists in hospitals use this knowledge, as do sports coaches and fitness instructors. Hotels and restaurants, food manufacturers and government agencies also use this understanding to develop menus, food products and policies that support healthy eating initiatives. Many employment opportunities within the field of food science and nutrition are available to graduates.

This is an Applied General qualification. This means it is designed primarily to support learners progressing to university. It has been designed to offer exciting, interesting experiences that focus learning for 16 - 19 year old learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food production industry.

## **Specification Content/Examinations**

This Level 3 course has three units:

Unit 1: Meeting Nutritional Needs of Specific Groups, completed in Year 12 involves a controlled assessment and a written examination. The unit deals with real life scenarios and case studies involving a spa, care home, café or hotel and there is an examined practical where food suitable for a specific nutritional need is prepared.

Unit 2: Ensuring Food is Safe to Eat, is completed in Year 13 has an internal assessment completed under timed conditions. This involves analysing all the risks in a particular food setting such as a food festival or buffet.

Unit 3: Experimenting to Solve Food Production Problems or Unit 4: Current Issues in Food Science and Nutrition is completed in Year 13 and is chosen by the student. It involves a controlled assessment. Unit 3 deals with a problem such as how to avoid soggy pastry or meringues that break too easily, and the work involves carrying out experiments which would result in how to make the best pastry or meringue. Unit 4 could be an investigation into a contemporary issue such as vegan foods, healthy school meals or eating healthily on a budget.

If you choose to complete Unit 1 only in Year 12 you will be awarded a Certificate of Food Science and Nutrition.

The course covers the following topics: Nutritional needs; Nutrient structure; Energy balance; Dietary planning; Current health factors and concerns; Health promotion; Dietary needs of individuals; Influences of Culture; Food choice; Current issues; Food safety and hygiene; Food science; Food Production; Food poisoning; Risk Assessment and Sensory Analysis.

## Assessment

### **Internal assessment**

Unit 1: Meeting Nutritional Needs of Specific Groups.

This unit is also externally assessed. Details of the external assessment can be found in section 3.1. Details of the unit grading are in section 4.

Unit 3: Experimenting to Solve Food Production Problems.

Unit 4: Current issues in Food Science and Nutrition.

### **External assessment**

Unit 1: Meeting Nutritional Needs of Specific Groups will be both internally and externally assessed. Details of internal assessment can be found in section 3.2. Details of how the unit is graded can be found in section 4.

Details of the external assessment are as follows:

90 minute examination; plus 15 minutes reading time, total of 90 marks

Three sections per paper: Section A is short answer questions, Section B is extended answer questions, Section C relates to a case study.

Each paper will be available in June of each year.

Learners are allowed two resit opportunities. The highest grade will contribute towards the overall grade for the qualification.

WJEC will produce a mark scheme which will be used as the basis for marking the examination papers

The paper will be graded Level 3 Pass, Level 3 Merit and Level 3 Distinction.

# **ART & DESIGN**

## **AQA Specification: A-Level (Fine Art 7202)**

<https://filestore.aqa.org.uk/resources/art-and-design/specifications/AQA-ART-A-LEVEL-SP-2015.PDF>

### **Introduction**

A-Level Art and Design is a 2-year course that provides students with a wide range of creative and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature. This two Unit Specification motivates students to develop their ability to actively engage in the processes of Art and Design. The course aims to further creative skills through learning and doing, to enhance imaginative and intuitive ways of working and develop knowledge and understanding of materials and technologies in historical and contemporary contexts.

A-Level Art and Design is a strong foundation for further progression to Further or Higher Education Art and Design related courses at colleges and universities and career pathways.

### **Specification Content/ Examinations**

Through a series of modular workshops (terms 1 and 2 in the first year of the course) students are introduced to a variety of experiences that explore a range of fine art media, processes and techniques namely drawing, painting, print-making, sculpture, digital imaging and installation. They are made aware of both traditional and new media. Students explore the use of drawing for different purposes, using a variety of methods on a variety of scales. Students learn how to investigate relevant images, artefacts and resources relating to a range of art from the past and from recent times, and respond through practical and critical activities that demonstrate their understanding of different styles, genres and traditions.

The aim is to stimulate learning and develop skills through experimental and practical learning, enhance creative thinking and empower independent learning.

### **Unit 1 Personal Investigation**

This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. Work on this Unit begins in term 3 in year 12 and submitted at the end of January in year 13.

## Unit 2 Externally set assignment

Separate question papers will be provided for each title. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select **one**. Students will be provided with examination papers on 1 February, or as soon as possible after that date.

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point.

A three months preparation period is followed by 15 hours of supervised unaided work in which students are required to realise their intentions.

## Assessment

Unit 1: Personal Investigation 60%

Unit 2: Externally set assignment 40%.



# BIOLOGY

## AQA SPECIFICATION: BIOLOGY (A LEVEL -7402)

<https://filestore.aqa.org.uk/resources/biology/specifications/AQA-7401-7402-SP-2015.PDF>

### **Introduction**

AQA are offering a broad, modern, contextual and challenging approach to the study of A level Biology. Students will be given the opportunity to build up their knowledge from the foundations of Biology.

Biological molecules, learning how these build into cells and organisms. The common ancestry of all organisms links together our common building blocks and physiology and this is emphasised throughout the course.

The topics covered will enable students to develop both depth and breadth of understanding of the biological world. Topics range from the fundamentals of genetics and inheritance, the human immune system, physiology, evolution, biochemistry, and culminate in the study of how all this knowledge is currently being applied in modern scientific research. Students will study genetic engineering, gene regulation and expression in the fields of oncology and epigenetics.

An understanding of scientific method as the means by which the body of scientific knowledge is increased and an enquiring and critical approach is essential to any further education in science. Students will learn the history of and the major contributors to our current scientific understanding.

During the 2 year course students will need to carry out a minimum of 12 practical activities. Their performance in these will contribute to an overall mark in their practical assessment.

Students will also come to understand that science is not static and is an ever changing field in which there is more than one way to interpret any piece of evidence. Students will learn to think critically, question new ideas and realise how much more there is to know.

### **Specification Content/ Examinations:**

#### **Core content**

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

## A LEVEL ASSESSMENT

### **Paper 1-What is assessed?**

- Any content from topics 1– 4, including relevant practical skills

<b>Assessment</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Written exam: 2 hours</li><li>• 91 marks</li><li>• 35% of A-level</li></ul>	<ul style="list-style-type: none"><li>• 76 marks: a mixture of short and long answer questions</li><li>• 15 marks: extended response questions</li></ul>

### **Paper 2-What is assessed?**

- Any content from topics 5–8, including relevant practical skills

<b>Assessment</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Written exam: 2 hours</li><li>• 91 marks</li><li>• 35% of A-level</li></ul>	<ul style="list-style-type: none"><li>• 76 marks: a mixture of short and long answer questions</li><li>• 15 marks: comprehension question</li></ul>

### **Paper 3-What is assessed?**

- Any content from topics 1–8, including relevant practical skills

<b>Assessment</b>	<b>Questions</b>
<ul style="list-style-type: none"><li>• Written exam: 2 hours</li><li>• 78 marks</li><li>• 30% of A-level</li></ul>	<ul style="list-style-type: none"><li>• 38 marks: structured questions, including practical techniques</li><li>• 15 marks: critical analysis of given experimental data</li><li>• 25 marks: one essay from a choice of two titles</li></ul>

# BUSINESS STUDIES

AQA Subject Code A Level: 7132

<https://filestore.aqa.org.uk/resources/business/specifications/AQA-7131-7132-SP-2015.PDF>

## **Introduction**

The Advanced Level (A Level) examinations take place at the end of the 2 year course.

## **Aims**

The Business Studies course aims to do the following:

- Enable students to focus on the dynamic nature of the contemporary business world.
- Provide opportunities for research into topical business issues.
- Offer opportunities for the development and application of a full range of academic skills.

## **Specification Content/ Examinations:**

### **A Level outline**

At A Level, this specification covers strategic change in business environments. It considers and analyses how to assess the financial performance of a business, the impact of external environments, strategic direction and organisational culture.

*The A Level specification covers a total of 10 topics:*

### **Topic list**

- What is a Business?
- Managers, leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resources performance
- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods – how to pursue strategies
- Managing strategic change.

## **Assessment**

Written Paper: Three exams of 2 hours (100 marks) each

Weighting: 33.3% of total A Level marks each



## **Other information**

A strong mathematical ability is desirable.

## **Teaching Methods**

The quality of written work will be assessed through regular class exercises and homework and will be marked using following the Assessment Objectives:

- Knowledge and understanding (AO1)
- Application (AO2)
- Analysis (AO3)
- Evaluation (AO4)

Students will be expected to develop the use of these skills in their written work, as answers in examinations will be marked according to these criteria.

These skills will be developed not only through the delivery of factual material and structured exercises (including relevant exam questions) but also through the students' commitment to developing their own personal business acumen. Students will be required to read peripheral subject matter and watch relevant programming to which they can then apply their business knowledge.

It is essential (especially at A Level) that students begin to think strategically and develop the skills of critical thinking to attain a good grade. It must be stressed that a students need to work independently.

Clearly this is a challenging and demanding course. Ultimately in a highly competitive work environment we hope that the skills developed in this course will serve students well in their future career path and therefore view this as an extremely valuable course.

# CHEMISTRY

Specification Code: A Level 7405

<https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-7404-7405-SP-2015.PDF>

## Introduction

You don't have to be a CSI enthusiast or a fan of 'Breaking Bad' to study the subject at this level! In fact, A-level Chemistry is the solid platform upon which many careers are built. This rigorous and challenging course develops transferable skills that are sought after by employers, such as **problem-solving, data analysis and critical evaluation** among many others.



The A Level Chemistry qualification build on the knowledge, understanding and process skills that you achieved in AQA GCSE Core Science and Additional Science. It gives you the opportunity to study a core of key concepts in greater detail. Many of the ideas first covered at GCSE will be revisited but with a greater emphasis on explaining rather than simply describing the behaviour of molecules. While studying Chemistry, you will develop practical skills that include making observations, collecting data, analysing experimental results and formulating conclusions. You will also gain an appreciation of how scientific models are developed and continue to evolve, the applications and implications of science, the benefits and risks that science brings and the ways in which society uses science to make decisions.

## Specification Content/ Examinations:

The course is divided as follows:-

- **Analytical chemistry** uses qualitative and quantitative observation to identify and measure the physical and chemical properties of substances. In a sense, all chemistry is analytical. Chemists can be described as chemical detectives.
- **Physical chemistry** combines chemistry with physics. Physical chemists study how matter and energy interact. Thermodynamics is an important branch of physical chemistry.
- **Organic chemistry** involves compounds that contain the element carbon. Carbon has many unique properties that allow it to form complex chemical bonds and make large carbon containing molecules like hydrocarbons that are found in crude oil.
- **Inorganic chemistry** studies materials such as metals and their compounds as well as gases that do not have carbon as part of their makeup.
- **Biochemistry** is the study of chemical reactions that occur within living organisms.

## A Level course outline

A Level EXAM at the end of the 2 years will consist of the following.

Required activity
1 Make up a volumetric solution and carry out a simple acid-base titration
2 Measurement of an enthalpy change
3 Investigation of how the rate of a reaction changes with temperature
4 Carry out simple test-tube reactions to identify: <ul style="list-style-type: none"><li>cations – Group 2, <math>\text{NH}_4^+</math></li><li>anions – Group 7 (halide ions), <math>\text{OH}^-</math>, <math>\text{CO}_3^{2-}</math>, <math>\text{SO}_4^{2-}</math></li></ul>
5 Distillation of a product from a reaction
6 Tests for alcohol, aldehyde, alkene and carboxylic acid
7 Measuring the rate of reaction: <ul style="list-style-type: none"><li>by an initial rate method</li><li>by a continuous monitoring method</li></ul>
8 Measuring the EMF of an electrochemical cell
9 Investigate how pH changes when a weak acid reacts with a strong base and when a strong acid reacts with a weak base
10 Preparation of: <ul style="list-style-type: none"><li>a pure organic solid and test of its purity</li><li>a pure organic liquid</li></ul>
11 Carry out simple test-tube reactions to identify transition metal ions in aqueous solution
12 Separation of species by thin-layer chromatography

Paper 1	Paper 2	Paper 3
<b>What's assessed</b> <ul style="list-style-type: none"><li>Relevant Physical chemistry topics (sections 3.1.1 to 3.1.4, 3.1.6 to 3.1.8 and 3.1.10 to 3.1.12)</li><li>Inorganic chemistry (Section 3.2)</li><li>Relevant practical skills</li></ul>	<b>What's assessed</b> <ul style="list-style-type: none"><li>Relevant Physical chemistry topics (sections 3.1.2 to 3.1.6 and 3.1.9)</li><li>Organic chemistry (Section 3.3)</li><li>Relevant practical skills</li></ul>	<b>What's assessed</b> <ul style="list-style-type: none"><li>Any content</li><li>Any practical skills</li></ul>
<b>How it's assessed</b> <ul style="list-style-type: none"><li>written exam: 2 hours</li><li>105 marks</li><li>35% of A-level</li></ul>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>written exam: 2 hours</li><li>105 marks</li><li>35% of A-level</li></ul>	<b>How it's assessed</b> <ul style="list-style-type: none"><li>written exam: 2 hours</li><li>90 marks</li><li>30% of A-level</li></ul>
<b>Questions</b> 105 marks of short and long answer questions	<b>Questions</b> 105 marks of short and long answer questions	<b>Questions</b> 40 marks of questions on practical techniques and data analysis 20 marks of questions testing across the specification 30 marks of multiple choice questions

## Other information

### Practical component

Practical work is an important part of the course with students required to develop their practical skills form a series of Standard Required Practicals. These consist of six Required Practicals at AS and a further six at A Level (12 practicals over the two years)

### Entry requirements

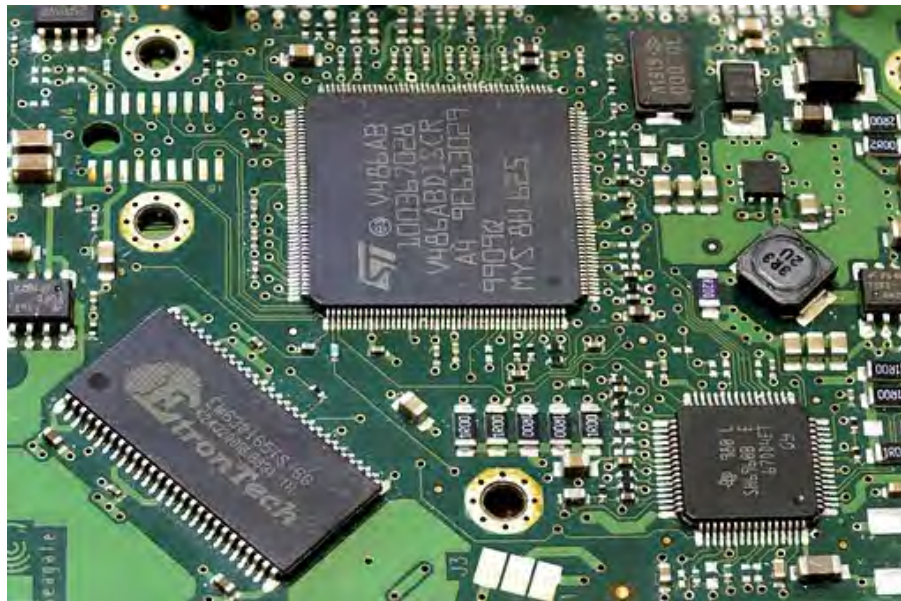
In order to be able to develop their skills, knowledge and understanding in chemistry, students need to have acquired competence in, the appropriate areas of mathematics. Overall, at least 20% of the marks in assessments for chemistry will require the use of mathematical skills. These skills will be applied in the

context of chemistry and will be at least the standard of higher tier GCSE Mathematics.

# COMPUTER SCIENCE

OCR COMPUTER SCIENCE A-LEVEL- H446

[www.ocr.org.uk/qualifications/as-and-a-level/computer-science-h046-h446-from-2015](http://www.ocr.org.uk/qualifications/as-and-a-level/computer-science-h046-h446-from-2015)



## Introduction

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

## Specification Content/ Examinations:

### *Content overview:*

- **Component 01: Computer Systems** - This component will introduce learners to the internal workings of the Central Processing Unit (CPU), the exchange of data and will also look at software development, data types and legal and ethical issues
- **Component 02: Algorithms and Programming** - This component will incorporate and build on the knowledge and understanding gained in the Computer systems component (01). In addition, learners should:
  - Understand what is meant by computational thinking
  - Understand the benefits of applying computational thinking to solving a wide variety of problems
  - understand the principles of solving problems by computational methods
  - be able to use algorithms to describe problems
  - be able to analyse a problem by identifying its component parts

- **Component 03: Programming Project** - Learners will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Learners are expected to apply appropriate principles from an agile development approach to the project development

### Grade Scale

A level qualifications are graded on the scale: A\*, A, B, C, D, E, where A\* is the highest. Learners who fail to reach the minimum standard for E will be Results Unclassified (U). Only subjects in which grades A\* to E are attained will be recorded on certificates.

### Assessment Overview

Component	Marks	Duration	Weighting	Guidelines
1 - Computer systems	140	2 hour 30 mins	40%	Written Paper / Calculators <b>not</b> allowed
2 - Algorithms and Programming	140	2 hour 30 mins	40%	Written Paper / Calculators <b>not</b> allowed
3 - Programming Project	70	n/a	20%	Non-Exam Assessment

### Other information

#### Entry Requirements

##### *Minimum*

- GCSE Computer Science Grade 4
- GCSE Grade 4 in Mathematics
- If you did not follow the Computer Science GCSE course you can access this A-Level course if you have a Grade 5 or above in Mathematics

##### *Recommended*

- GCSE Computer Science Grade 5
- GCSE Grade 5 or above in Mathematics
- If you did not follow the Computer Science GCSE course you can access this A-Level course if you have a Grade 5 or above in Mathematics

# DANCE

AQA subject codes: A Level 7237

<https://filestore.aqa.org.uk/resources/dance/specifications/AQA-7237-SP-2016.PDF>

## Introduction

This course approaches Dance from both a theoretical and a practical perspective. It provides students with the opportunity to gain experience of performance and choreography and to develop critical thinking about Dance. Students should be prepared to share their work with each other on a regular basis and to perform to an audience on occasions. Over the two-year course, students will develop skills in 3 areas: appreciation of Dance; choreographic approaches and performance. They will have the opportunity both to create their own performance works and to learn extracts of repertoire. The practical elements of the course amount to 50% of the overall qualification.

## Are you suitable for this course?

This course is suitable for any student wishing to further their studies in Dance. It builds on the skills, knowledge and understanding that are covered in the GCSE Dance course; however, entry will not be restricted to those students who have attained this qualification. For those students who wish to study Dance at degree level, this course will provide them with a solid grounding in theoretical and practical aspects of the subject.

## Specification Content/ Examinations:

A Level	
Component 1: Performance and Choreography – 50% of A Level	Component 2: Critical Engagement - 50% of A Level
<p>All the assessment in this unit is based on practical work. Students are examined on the following:</p> <ul style="list-style-type: none"><li>• Solo performance linked to a specified practitioner within an area of study</li><li>• Performance in a quartet</li><li>• Group choreography</li></ul> <p>The solo performance requires students to work in the style of a specified practitioner and will be the result of student/teacher collaboration. Students will be graded on their use of space and dynamics as well as their</p>	<p>The set works and areas of study provide an appropriate focus for students to critically engage with dance and understand the interrelationship between the creation, presentation and viewing/appreciation of dance.</p> <p>This unit requires students to develop an in-depth knowledge and understanding of two set works and their corresponding areas of study:</p> <p>1) Students will be required to study Christopher Bruce's <i>Rooster (1991)</i> as a set work and <i>Rambert Dance Company 1966-2002</i> as an area of study.</p>

<p>interpretative and performance skills and how they are used to communicate a dance idea.</p> <p>The quartet performance assesses students in similar areas with additional criteria focusing on temporal and spatial relationships; however, it does not need to be in the style of a specified practitioner.</p> <p>The group choreography involves students researching, experimenting and developing dance ideas as part of their choreographic process. They will work towards creating motifs and manipulating them through the use of a range of choreographic devices. They will learn about structuring their material and responding to aural and physical stimuli.</p>	<p>2) Students will be required to study Sidi Larbi Cherkaoui's <i>Sutra (2008)</i> as a set work and <i>The independent contemporary dance scene in Britain from 2000 to present</i> as an area of study.</p> <p>.</p>
<p><b>Method of assessment:</b></p> <p>Practical Exam (accompanied by programme notes)</p> <p>Marked externally Examined in Year 13</p>	<p><b>Method of assessment:</b></p> <p>Written Exam (2 hours and 30 mins)</p> <p>Terminal exam in May/June of Year13</p>

### **Other information**

#### What qualifications are needed to study this subject?

This course is particularly suitable for students who have studied GCSE Dance. The entry requirements for the course are GCSE Dance grade 4 or above OR a Level 2 in Dance (Grade 4 or above) from a QCA approved body such as ISTD or RAD. Much of the theory and practical work covered at GCSE forms the basis of the content of AS and A Level; therefore, students who do not have this qualification will need to work very hard to catch up on their skills, knowledge and understanding.

#### What will be expected from you on this course?

Group work will be balanced with individual study on this course. Consequently, students should be committed to their studies and have an excellent attendance record, particularly because their peers will be reliant upon them. They will be expected to be responsible, disciplined and organised in their approach. Additionally, students will be required to maintain an appropriate level of fitness to be able to keep up with the physical demands of the course.

### What will you get out of this course?

Quite apart from the qualification that can be obtained at the end of this course, the approach to A Level Dance lessons requires students to work holistically using both the right and left sides of the brain, developing creativity and intuition as well as logic, sequencing and analytical skills. Students will also experience many problem-solving situations and be expected to become increasingly independent in their planning, time management and goal-setting. A wide range of physical skills will be developed and refined throughout the duration of the course. Furthermore, through their work, students will develop key social skills such as communication, cooperation, empathy, motivation, leadership and organisation that will be vital in any career in which team work is important. The course will foster a sense of responsibility and develop students' reasoning skills. Individual self-esteem will also be developed, as the candidates will have numerous opportunities to perform in front of an audience.



# DESIGN AND TECHNOLOGY (Product Design)

AQA Subject Codes: AQA 7552

<https://filestore.aqa.org.uk/resources/design-and-technology/specifications/AQA-7552-SP-2017.PDF>

## **Introduction**

**A-level Design and Technology: Product Design requires students to engage in both practical and theoretical study**

This new, creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries. They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

## **Specification Content/ Examinations:**

Students who follow this course will:

- be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens,
- develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world,
- work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners,
- gain an insight into the creative, engineering and/or manufacturing industries,
- develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients,
- develop knowledge and experience of real world contexts for design and technological activity,
- develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use,

- be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product,
- be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including maths and science, to inform decisions in design and the application or development of technology,
- be able to work safely and skilfully to produce high-quality prototypes/products,
- have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors.

The course will run over two years with the first year focussing on short practical projects which will allow students to experience a wider and varied range of practical skills. Parallel to this the student will attend theory lessons on a weekly basis which will give them the necessary knowledge required to sit the two final examinations in the second year of the course.

The second year will be mainly taken up by one major design and make project which will test the skills and experience learnt. The theory lessons will also continue throughout the second year.

The weighting of the course is equally distributed 50% is coursework and 50% from two written examinations.

Paper One (Two hours 30 mins Written Paper)

Core technical principles and core designing and making principles

Paper Two (1 hour 30 mins Written Paper)

Specialist knowledge, technical and designing and making principles

### **Other information**

Proven practical ability will be determined at interview.

# DRAMA & THEATRE STUDIES

AQA subject codes: A Level 7262

<https://filestore.aqa.org.uk/resources/drama/specifications/AQA-7262-SP-2016.PDF>

## Introduction

This course approaches Drama from both a theoretical and a practical perspective. Candidates will be expected to explore Drama and Theatre in a workshop setting. They should also be prepared to share their work with each other on a regular basis and to perform to an audience on occasions. Over the two-year course, students will explore technical aspects of Drama, learn about performance styles and genres, analyse live performances and study set plays. Students will also have the opportunity to create their own performance works.

## Specification Content/ Examinations:

Subject Content and Assessment			
Component 1: Drama and Theatre – 40% of A Level		Component 2: Creating Original Drama – 30% of A Level	
Candidates study <b>2 different set plays</b> as well as learning how to respond to live theatre. This component will develop their analytical skills and technical understanding of the art form. They are required to study a range of different styles of theatre and will learn how performers, directors and designers communicate meaning to an audience through detailed consideration of how aspects of the presentation contribute to the total effect of the production seen. The written exam is divided into 3 sections; the first two are each focused on one of the set texts. The third section will involve a question in which candidates need to discuss a play that they have watched in performance.		Candidates are required to work in groups to produce of piece of theatre that is influenced by the work and methodologies of one prescribed practitioner. Candidates are responsible for all aspects of the presented extract, which should realise clear dramatic intentions for the audience. They will keep a working notebook during the process which will account for two thirds of the marks for this component.	
<b>Method of assessment:</b>	One 3-hour exam worth 40% of A Level grade	<b>Method of assessment:</b>	Practical performance worth 10% of final grade. Working notebook documenting process of devising drama worth 20% of final grade.
Students sit a three-hour written exam which is marked externally. This is an open book exam.		This unit is marked by teachers and moderated by the examination board.	

### Component 3: Making Theatre – 30% of A Level

In this unit, candidates will explore three extracts from three different published plays from a practical perspective. They will write a reflective report analysing and evaluating their interpretation of all three extracts. Only the third extract will be prepared for a performance which will be marked by the examination board. This extract requires candidates to apply the methodology of a prescribe practitioner to their work.

<b>Method of</b>	Performance of extract (worth 20% of final mark)
<b>assessment:</b>	Written report (worth 10% of final mark)

#### Other information

This course is suitable for any student wishing to further their studies in Drama. It builds on the skills, knowledge and understanding that are covered in the GCSE Drama course. For those students who wish to study Drama or Theatre at degree level, this course will provide them with a solid grounding in theoretical and practical aspects of these disciplines. The course is recommended for any students who have an avid interest in performing and the theatre and are keen to pursue this further.

You **must** have attained a minimum of a GCSE Level 5 for GCSE English Language to study Drama and Theatre Studies at A Level. While it is also **highly recommended** for students to have passed GCSE Drama with at least a grade 4, it is **not a requirement** for entry into the course. Much of the theory and practical work covered at GCSE forms the basis of the content of AS and A Level; therefore, students who do not have this qualification will need to work very hard to catch up on their skills, knowledge and understanding.

Quite apart from the qualification that can be obtained at the end of this course, A Level Drama and Theatre Studies will develop key social skills such as communication, cooperation, empathy, motivation, leadership and organisation that will be vital in any career in which teamwork is important. Individual self-esteem will also be developed, as the candidates will have numerous opportunities to perform in front of an audience.

# ECONOMICS

EDEXCEL Specification Code :9ECO

[http://qualifications.pearson.com/content/dam/pdf/A%20Level/economics-a/2015/specification-and-sample-assessment-materials/A\\_Level\\_Econ\\_A\\_Spec.pdf](http://qualifications.pearson.com/content/dam/pdf/A%20Level/economics-a/2015/specification-and-sample-assessment-materials/A_Level_Econ_A_Spec.pdf)

## Introduction

This subject requires students to:

1. Develop an understanding of economic concepts and theories through critical consideration of current economic issues, problems and instructions that affect everyday life.
2. Analyse, the strengths and weaknesses of the market economy and the role of government within it.
3. Develop a critical approach to economic models and methods of enquiry.

## Specification Content/ Examinations:

<b>A Level</b>	
<b><u>Theme 1</u></b> <b><u>Introduction to Markets</u></b>	<b><u>Theme 2</u></b> <b><u>The UK Economy</u></b>
1.1 Nature of Economics 1.2 How free markets work 1.3 Free market failure 1.4 Government intervention	2.1 Measuring economic performance 2.2 Demand & supply 2.3 National income 2.4 Economic growth 2.5 Government policy
<b><u>Theme 3</u></b> <b><u>Business Behaviour</u></b>	<b><u>Theme 4</u></b> <b><u>The National &amp; Global Economy</u></b>
3.1 Business growth 3.2 Business objectives 3.3 Revenues, costs & profits 3.4 Market structures 3.5 Labour market 3.6 Government intervention	4.1 Global economics 4.2 Poverty & inequality 4.3 Emerging economies 4.4 The financial sector 4.5 The role of the State in the economy
<b>Paper 1</b> <b>Markets &amp; Business Behaviour</b> Questions drawn from Theme 1 & Theme 3 2 hours - 35% of grade	<b>Paper 2</b> <b>The National &amp; Global Economy</b> Questions drawn from Theme 2 & Theme 4 2 hours - 35% of grade
<b>Paper 3</b> <b>Microeconomics &amp; Macroeconomics</b> Questions drawn from all themes - 2 hours - 30% of grade.	

# ENGLISH LITERATURE

AQA Specification: 7717

<https://filestore.aqa.org.uk/resources/english/specifications/AQA-7716-7717-SP-2015.PDF>

## Introduction

As from September 2015, the English Department offers SPECIFICATION B ENGLISH LITERATURE (GCE A-Level)

English Literature A Level will be a two-year Course. Exams will take place at the end of Year 13.

## Specification Content/ Examinations:

<b>Paper 1: Literary genres</b>	<b>Paper 2: Texts and genres</b>	<b>Non-exam assessment: Theory and independence</b>
<p><b>What's assessed</b></p> <p>Choice of two options</p> <p>Option 1A: Aspects of tragedy Option 1B: Aspects of comedy</p> <p>Study of three texts: one Shakespeare text; a second drama text and one further text, of which one must be written pre-1900</p>	<p><b>What's assessed</b></p> <p>Choice of two options Option 2A: Elements of crime writing Option 2B: Elements of political and social protest writing</p> <p>Study of three texts: one post-2000 prose text; one poetry and one further text, of which one must be written pre-1900</p> <p>Exam will include an unseen passage.</p>	<p><b>What's assessed</b></p> <p>Study of two texts: one poetry and one prose text, informed by study of the Critical anthology</p> <p>Two essays of 1,250–1,500 words, each responding to a different text and linking to a different aspect of the Critical anthology</p> <p>One essay can be re-creative. The re-creative piece will be accompanied by a commentary</p>
<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• written exam: 2 hours 30 minutes</li> <li>• closed book</li> <li>• 75 marks</li> <li>• 40% of A-level</li> </ul>	<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• written exam: 3 hours</li> <li>• open book</li> <li>• 75 marks</li> <li>• 40% of A-level</li> </ul>	<p><b>Assessed</b></p> <ul style="list-style-type: none"> <li>• 50 marks</li> <li>• 20% of A-level</li> <li>• assessed by teachers</li> <li>• moderated by AQA</li> </ul>

<p><b>Questions</b></p> <p>Section A: one passage based question on set Shakespeare text (25 marks)</p> <p>Section B: one essay question on set Shakespeare text (25 marks)</p> <p>Section C: one essay question linking two texts (25 marks)</p>	<p><b>Questions</b></p> <p>Section A: one compulsory question on an unseen passage (25 marks)</p> <p>Section B: one essay question on set text (25 marks)</p> <p>Section C: one essay question which connects two texts (25 marks)</p>	
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# FRENCH

AQA Specification codes: A-level 7652

<https://filestore.aqa.org.uk/resources/french/specifications/AQA-7652-SP-2016.PDF>

## Introduction

The Advanced GCE in French will allow students to develop and build on those skills already acquired at GCSE, whilst providing an opportunity to learn about and understand another culture and society. There is much to be gained from the study of a foreign language at this level, since it will enhance your employment prospects and allow you to access other cultures. Furthermore the study of a foreign language is perfectly compatible with practically any other A-Level subject. Considering the increasingly global dimension to the professional environment, competence in a foreign language at an advanced level, combined with a professional qualification in any field such as law, accountancy, medicine, engineering, education, business, finance, IT, to name but a few, will place you in an enviable position in terms of future career opportunities.

## Specification Content/ Examinations:

<p>students must study the following:</p> <p>Year 1</p> <ul style="list-style-type: none"><li>❖ <b>Aspects of French-speaking society: current trends</b><ul style="list-style-type: none"><li>• The changing nature of family (La famille en voie de changement)</li><li>• The 'cyber-society' (La «cyber-société»)</li><li>• The place of voluntary work (Le rôle du bénévolat)</li></ul></li><li>❖ <b>Artistic culture in the French speaking world</b><ul style="list-style-type: none"><li>• A culture proud of its heritage (Une culture fière de son patrimoine)</li><li>• Contemporary francophone music (La musique francophone contemporaine)</li><li>• Cinema: the 7th art form (Cinéma : le septième art)</li></ul></li><li>❖ <b>GRAMMAR</b></li><li>❖ <b>EITHER one French text OR one French film from a prescribed list</b></li></ul>	<p><b>Year 2:</b></p> <ul style="list-style-type: none"><li>❖ <b>Aspects of French-speaking society: current issues</b><ul style="list-style-type: none"><li>• Positive features of a diverse society (Les aspects positifs d'une société diverse)</li><li>• Life for the marginalised (Quelle vie pour les marginalisés ? )</li><li>• How criminals are treated (Comment on traite les criminels)</li></ul></li><li>❖ <b>Aspects of political life in the French -speaking world</b><ul style="list-style-type: none"><li>• Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)</li><li>• Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir ? )</li><li>• Politics and immigration (La politique et l'immigration)</li></ul></li><li>❖ <b>GRAMMAR</b> (see A-level specification for details)</li></ul> <p><b>One French text from a prescribed list</b></p>
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## **SUBJECT CONTENT**

The A-level are linear. This means that students will sit all their exams at the end of the course. Students will sit three papers for A-level.

## **A-LEVEL ASSESSMENTS**

**Paper 1:** Listening, reading and writing

2 hours 30 minutes

40% of A-level

**Paper 2:** Writing

2 hours

30% of A-level

**Paper 3:** Speaking

21-23 minutes

30% of A-level

## **Other information**

Thorough preparation of assignments will be required in order to develop oral and written expression to the standard required at this level. Although much of the work will initially involve guided tasks, students will be expected, from a very early stage, to make increasing use of independent study skills. They will need to read extensively in French in order to expand their vocabulary and develop expression, as well as carry out their own research on the different topics covered. In fact, in Year 13 they will have to undertake an independent research project based on a topic of their choice, which must be related to the French-speaking cultural and social context. A substantial amount of work will be done online and various online resources will be provided for this purpose. Students are expected to make regular use of these, not only to complete set tasks, but also to develop their linguistic skills independently. Consistent revision of vocabulary and grammar is expected.

Although a GCSE in English Language is not a requirement, it is strongly recommended that students who take up this course have a good standard of English. A sound understanding of language structures is essential and many of the skills developed in English are directly transferable to French.

## **FURTHER MATHEMATICS**

OCR Specification A Level H245

<https://www.ocr.org.uk/Images/308752-specification-accredited-a-level-gce-further-mathematics-a-h245.pdf>

### **Introduction**

OCR's A Level in Further Mathematics is both broader and deeper than A Level Mathematics. It is designed for students who wish to study beyond an A Level in Mathematics, and provides a solid foundation for progression into further study, particularly in Mathematics, Engineering, Computer Science, the Sciences and Economics.

The Pure Core content in A Level Further Mathematics introduces fundamental mathematical ideas with wide applications in Mathematics, Engineering, Physical Sciences and Computing. The non-core content includes different options that can enable learners to specialise in areas of Mathematics that are particularly relevant to their interests and future aspirations, and gives learners the opportunity to extend their knowledge in applied mathematics and logical reasoning.

Students wishing to follow a Mathematics degree at University are advised to consider Further Mathematics as one of their options. Some Universities also recommend this course for other highly-mathematical degrees in subject areas such as Computing and the Sciences.

Students opting for A Level Further Mathematics automatically do the A Level Mathematics course as well and will sit a total of 7 exams at the end of the 2 years. The Further Mathematics option therefore results in 2 A Levels, an A level in Mathematics and an A level in Further Mathematics.

### **Specification Content/ Examinations:**

The choice of modules will be tailor made to the students opting for A Level Further Mathematics that particular year. Everyone will sit Pure Core 1 and Pure Core 2, and **two** optional modules. The optional modules are: Mechanics, Statistics, Discrete Maths or Additional Pure.

#### **A Level Further Mathematics Examination**

	Percentage	Marks	Time
Pure Core 1	25%	75	90
Pure Core 2	25%	75	90
Mechanics Statistics Discrete Additional Pure	25%	75	90

### **Other information**

Prospective students should have followed the Higher Tier Mathematics course at GCSE and will be expected to obtain Grade 7 or above.

### **General**

Teachers of the Mathematics department are always willing to provide further advice or information regarding this course.

# GEOGRAPHY

AQA Specification Code: A Level 7037

<https://filestore.aqa.org.uk/resources/geography/specifications/AQA-7037-SP-2016.PDF>

## Introduction

A Level Geography is designed to excite students' minds, challenge perceptions and stimulate investigative and analytical skills. Modern geography is about the relationship between human populations with each other and the earth's surface over time. It is also about the relationship between the human and physical environment at the local and global level. Geography offers students the chance to consider their roles, values and attitudes in relation to the themes and issues studied.

## Specification Content/ Examinations:

<b>Component 1: Physical Geography</b>	<b>Component 2: Human Geography</b>	<b>Component 3: Geographical Investigation.</b>
<p><b>Section A:</b> Water and carbon cycles</p> <p><b>Section B:</b> Coastal systems and landscapes</p> <p><b>Section C:</b> Hazards</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours 30 minutes</li> <li>• 120 marks</li> <li>• 40% of A-level</li> </ul>	<p><b>Section A:</b> Global systems and global governance</p> <p><b>Section B:</b> Changing places</p> <p><b>Section C:</b> Contemporary urban environments</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 2 hours 30 minutes</li> <li>• 120 marks</li> <li>• 40% of A-level</li> </ul>	<p><b>What's assessed:</b> Students complete an individual investigation which must include data collected in the field. The investigation will be on an issue defined and developed by the student based on any part of the specification.</p> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• 3,000–4,000 words</li> <li>• 60 marks</li> <li>• 20% of A-level</li> <li>• marked by teachers</li> <li>• moderated by AQA</li> </ul>

## Other information

There is also a compulsory fieldwork trip for a week to UK in Year 12. (This is paid for by Department of Education. Students need to have a valid passport.)

# HEALTH AND SOCIAL CARE

OCR SUBJECT CODE : Cambridge Technical Extended Certificate 05871

<http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-technical-health-and-social-care-level-3-certificate-extended-certificate-foundation-diploma-diploma-05830-05833-2016-suite/>

## Introduction

The Cambridge Technical Extended Certificate in Health and Social Care is designed to provide learners with the skills, knowledge and understanding to progress onto Higher Education on a programme such as Health and Social Care, Nursing, Social Work or Early Childhood Studies. The Certificate and Extended Certificate qualifications are both graded: Pass, Merit, Distinction, Distinction\* and qualifies for **UCAS points**.

This qualification covers the following areas of study:

- An understanding of health and social care in the wider contexts of different environments and settings where care takes place
- An insight into the importance of effective communication in the health and social care sector
- An understanding of the importance of legislation in health and social care
- An understanding of the essential body processes to maintain life
- An understanding of the impact of nutrition on well-being and health
- An understanding of the functions of the human mind that affects behaviour and well-being

## Specification Content/ Examinations:

Learners complete the Certificate in Year 1 and the Extended Certificate in Year 2, equivalent to one A Level.

This programme consists of six units:

- Units 1, 10 and 22 are assignment-based units which is internally set and assessed, but externally moderated.
- Units 2, 3 and 4 are exam-based units which are externally assessed.

CERTIFICATE IN HSC UNITS OF WORK	
Unit 1	Building positive relationships in health and social care
Unit 2	Equality, diversity and rights in health and social care
Unit 3	Health, safety and security in health and social care
EXTENDED CERTIFICATE IN HSC UNITS OF WORK	
Unit 4	Anatomy and physiology for health and social care
Unit 10	Nutrition for Health
Unit 22	Psychology for health and social care

## **Grading**

- All units are graded using a PASS, MERIT and DISTINCTION grading system
- The overall qualification result will consist of either a PASS, MERIT, DISTINCTION or DISTINCTION\* final grade

## **Unit Descriptors:**

### **Unit 1: Building positive relationships in health and social care**

This unit is assignment-based and introduces the learner to the different relationships that they might encounter within the health and social care sector, whether with their colleagues, senior members of staff and other professionals within the sector of individuals who would require care and support. The learner will apply communication and relationship building skills in a practical manner and will be introduced to the concept of the person-centred approach which will help them with their relationship building skills.

### **Unit 2: Equality, diversity and rights in health and social care**

This unit is exam-based and comprises multiple choice, short answer questions and questions that require more extended responses through a 1 hour 30 minutes written paper.

This unit will help the learner understand the implications of diversity in practice and also the effects of discriminatory practice on individuals who require care and support. The learner will also gain an appreciation of how legislation and national initiatives can support and promote anti-discriminatory practice.

### **Unit 3: Health, safety and security in health and social care**

This unit is exam-based and comprises short answer questions and questions that require more extended responses through a 1 hour 30 minutes written paper.

This unit introduces the learner into health, safety and security in health and social care. The learner will acquire the necessary knowledge and skills to maintain a safe working environment for themselves, colleagues and individuals who require care and support. The learner will familiarise themselves with legislation, policies and working procedures to reduce risks in health and social care and the implications of not following them.

### **Unit 4: Anatomy and physiology for health and social care**

This unit is exam-based and comprises short answer questions and questions that require more extended responses through a 2 hours written paper.

This unit introduces the learner into the basic structure and functions of the body systems involved in everyday activities and the maintenance of health, including cardiovascular, respiratory and digestive systems. The learner will understand the part played by organs such as the pancreas, liver and kidney. The learner will investigate the systems and organs involved in detecting and responding to change such as the nervous system as well as the eyes and ears.

**Unit 10: Nutrition for health**

This unit is assignment based and introduces the learner into nutritional health and the components of good nutrition. The learner will have the opportunity to scrutinise different foods, consider their health benefits and investigate how to support other people to impact their health and well-being.

**Unit 22: Psychology for health and social care**

This unit is assignment based and introduces the learner into the human mind and why we behave the way we do. It will also provide the learner with a range of psychological perspectives that he/she will be able to make links between these, behaviour change and health and wellbeing. It will also help the learner apply their understanding of human behaviour to a health and social care context, from helping individuals overcome emotional problems, understanding why individuals may ignore symptoms, to how to overcome barriers which may prevent individuals from maintaining health and wellbeing.

# HISTORY

## A Level History Specification: 7042

### Introduction

The skills of critical analysis, interpretation, and evaluation students develop with History A level will be attractive to all universities. When applying for any degree course a background in History will be recognised as an indication of academic rigour and achievement.

Degree courses in History are very popular and many students take advantage of the opportunity to continue studying a subject they enjoy or combining it in a multi-discipline degree with politics, languages, and economics or in an allied discipline such as archaeology, European Studies or International Relations.

### Specification Contents/Examination

The students will be completing the following elements;

#### Component 1: Breadth Study: 1L The Quest for Political Stability: Germany, 1871–1991

<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/1l-the-quest-for-political-stability-germany,-18711991>

This investigates the emergence of an economic superpower which as a newly founded nation would have dramatic consequences on the rest of Europe and the world. Close attention is paid to controversial individuals such as Bismarck and Kaiser Wilhelm II; and the ill – fated attempt at democracy after the First World War.

Students will discover the true terror of the Third Reich and how Hitler governed Germany with the help of key Nazi leaders. Following the war emphasis is placed on how West Germany emerged as a highly successful nation despite the legacy of Hitler. The collapse of the Berlin Wall and the reemergence of Germany in 1990 is also examined.





## Component 2: Depth Study: 2S, The Making of Modern Britain, 1951–2007

<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content/2s-the-making-of-modern-britain,-19512007>

1951 is an important landmark in British history because it marked the end of Clement Atlee's post-war government and the return to power of the Conservatives under Winston Churchill. There were other 'turning point years', notably 1979, with the start of the 'Thatcher revolution'; and 1997, with its landslide victory for Tony Blair and New Labour.



The Making of Modern Britain is concerned with the changing relationship between state and people over a period of around 50 years. Significant individuals, societies, events, developments and issues are explored within the historical context and perspective.

*'In the course of this history, most political leaders have arrived optimistic, found themselves in trouble of one kind or another, and left disappointed. Such indeed is the nature of life. But the rest of us need those optimistic politicians, the ones we laugh at and throw abuse at; and we need them more than ever. The threats facing the British are large ones. But in the years since 3331945, having avoided nuclear devastation, tyranny and economic collapse, we British have no reason to despair, or to emigrate. In global terms, to be born British remains a wonderful stroke of luck.'*

– Andrew Marr

## Component 3: Historical Investigation

Students will be asked to produce a coursework approx. 3500 words on "Why did the witch craze between 1560-1660 occur?" This topic will be taught over four weeks, and then students are required to work independently researching their question with minimal teacher guidance.

By undertaking this Historical Investigation, students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work. They will broaden their study of the past whilst having the opportunity to study a specific issue in great depth.



Examination components:

**Component 1: Breadth Study** 1L The Quest for Political Stability: Germany, 1871–1991.

Length of exam: 2 hour and 30 minute exam,

Percentage of overall grade: 40% of A Level.

**-Component 2: Depth Study** 2S, The Making of Modern Britain, 1951–2007,

Length of exam: 2 hour and 30 minute exam.

Percentage of overall grade: 40% of A Level

**Component 3: Historical Investigation** 3500 words coursework= 20% of total grade.

# HISTORY OF ART

A Level-Pearson Edexcel Level 3 Advanced GCE in History of Art (9HT0)

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/history-of-art/2017/specification-and-sample-assessments/specification-and-sample-assessments-GCE-HISOFART-SPEC.pdf>

## **Introduction**

It is recommended that students who opt to do History of Art have a passion for reading and a good solid command of the English language. It is expected that students will need to research all topics covered and use their notes and critical text information to quote authors and Art historians to support their exam answers. Students are required to analyse or interpret works of art and to create a critical argument in response to questions.

## **Specification Contents/Examination**

The Pearson Edexcel Level 3 Advanced GCE in History of Art consists of two externally-examined papers.

Students must complete all assessment in May/June in any single year.

### **Paper 1: Visual analysis and themes**

Written examination: 3 hours 50% of the qualification 110 marks

Content overview

- Visual analysis
- Themes Assessment overview

Section A: Visual analysis

For each of the following types of art and architecture, students answer a single compulsory question that requires them to comment on an unseen photograph of: ● a painting; ● a sculpture; and ● a building.

Section B: Themes Choose two Themes from a choice of three:

- B1 Nature in art and architecture
- B2 Identities in art and architecture
- B3 War in art and architecture.

For each Theme, students answer a single compulsory question in two parts

## **Paper 2: Periods**

Written examination: 3 hours 50% of the qualification 110 marks

Content overview:

- Periods Assessment overview Choose two Periods from a choice of five:
  - C1 Invention and illusion: the Renaissance in Italy (1420–1520)
  - C2 Power and persuasion: the Baroque in Catholic Europe (1597–1685)
  - C3 Rebellion and revival: the British and French Avant-Garde (1848–99)
  - C4 Brave new world: Modernism in Europe (1900–39)
  - C5 Pop life: British and American contemporary art and architecture (1960–2015).

For each Period, students answer a single compulsory question in four parts.

### **Other Information**

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- engage actively and independently in historical, theoretical and critical study of art
- be encouraged, where possible, to research and investigate art through first-hand experience of works of art
- understand the relationship between society, culture, technology, politics and art
- understand the ways in which art has been used and interpreted by past and present societies
- understand the influences on, and contributions of, artists
- know key art historical terms, concepts and issues
- understand how visual language is used by artists to communicate ideas, including formal characteristics, materials, techniques, and processes
- be able to analyse and make critical judgements about art
- use evidence to substantiate structured arguments about art
- study a sufficient range of artists and works of art to ensure an appropriate depth and breadth of knowledge and understanding of specified movements/periods and themes.

## Knowledge and understanding

All students must develop the ability to apply their knowledge and understanding in evidenced, structured arguments across all investigation areas.

These cover:

- art historical terms and concepts
- influential artists and art of key historical movements, periods, styles and types of art
- changes in art over time, including: the influence of cultural, social, political and technological factors on relevant works of art, artists and movements/periods
- significant developments in materials, techniques and processes and how they have contributed to changes in art
- ways in which art has been used and interpreted by past and present societies
- influences of prior art movements/periods on artists and works
- critical texts that discuss specific artists' work, their contributions and influences
- the impact of exhibition/gallery and curatorship choices on the reception of works of art
- how original and subsequent environments and settings contribute to the impact of works of art and architecture.

# IT

## OCR Level 3 Cambridge Technical Extended Certificate in IT

OCR Subject Code: 5839

<http://tinyurl.com/jzkj6v4>

### **Introduction**

This qualification is designed for students 16 years old or over who want to continue their education through applied learning by developing their knowledge and understanding of the principles of IT and global information systems. Achievement of this qualification can support progression to go on and study relevant IT degrees in a Higher Education institution such as, Computing and IT, Computing Science, Software Developments, Software Engineering, ICT and Computer Networks or Business Information Systems.

### **Specification Contents/Examination**

- Level 3 Cambridge Technical Certificate in IT [equivalent to one AS-level]:
  - Two externally-assessed units in one year (Units 1 and 2)
- Level 3 Cambridge Technical Extended Certificate in IT [equivalent to one A-level]:
  - Two externally-assessed units in year one (Units 1 and 2)
  - One externally-assessed and two internally-assessed units in year two (Units 3, 9 and 17)

**Students must pass all units in order to achieve the respective Certificate.**

*Note: The second-year units for the Extended Certificate are subject to change.*

#### **UNIT 1: FUNDAMENTALS OF IT**

A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will create a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how businesses use IT.

After completing this unit, the knowledge, skills and understanding you have developed will underpin your study for the additional units.

#### **UNIT 2: GLOBAL INFORMATION**

The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the Internet, by individuals and organisations. You will discover that good management of both data and information is essential and that it can give any organisation a competitive edge.

This unit will provide you with a greater understanding of how organisations use information sources both internally and externally and the types of information you will encounter. The skills gained by completing this unit will give you knowledge of the functionality of information and how data is stored and processed by organisations. You will also learn about how individuals use information of various types.

This unit will help you to understand the legislation and regulation governing information which flows in to and out of an organisation and the constraints and limitations that apply to it. You will also learn the relationship between data and Information.

### **UNIT 3: CYBER SECURITY**

The need for secure digital systems is more crucial than ever before. We rely on computerised systems and networks to collect, process, store and transfer vast amounts of data and to control critical systems such as water and power supplies.

Business and e-commerce can be undertaken twenty-four hours a day, seven days a week and telecommunications enable us to keep in touch with family and friends and collaborate with colleagues at any time. Mobile devices offer us freedom and flexibility of where and how we learn and work. However, for all the advantages that these systems offer us, some people have found ways to exploit them and this poses a threat to our safety and security in the real world, as much as in the cyber world. To deal with this problem, the cyber security industry is expanding at a rapid rate.

This unit has been designed to enable you to gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations. You will learn about the solutions that can be used to prevent or deal with cyber security incidents resulting from these challenges. You will be able to apply your knowledge and understanding of cyber security issues and solutions by reviewing and making recommendations for ways to best protect digital systems and information.

### **UNIT 9: PRODUCT DEVELOPMENT**

The purpose of this unit is to prepare you to undertake product development activities. You will learn about different product design methodologies and the role of the product development life cycle. In addition, you will discover the factors that influence product developments.

The key to any product development being a success is the analysis, client review, design, testing and final acceptance that takes place. The skills that you will learn can be applied to the development of any product, large or small. You will use product development skills and work through the product development life cycle.

It is recommended that you develop a product alongside the other units you are studying so that you can explore the units holistically as a wider project. This will align to your chosen pathway and support progression into your chosen field within the IT industry.

### **UNIT 17: INTERNET OF EVERYTHING**

This unit is about the use of the Internet and how it is impacting people and society.

You will learn about the Internet of Everything and how it is used. Using your knowledge, you'll carry out a feasibility study for a potential idea. You will pitch your idea to potential stakeholders and use their feedback to revise your proposal.

### **Other Information**

The OCR Level 3 Cambridge Technical Certificates in IT qualify for UCAS points. This gives students a wide choice of progression options into undergraduate studies, training, or relevant employment in the IT sector.

# MATHEMATICS

## OCR Specification A- Level H240

<http://www.ocr.org.uk/Images/308723-specification-accredited-a-level-gce-mathematics-a-h240.pdf>

### **Introduction**

OCR's A Level in Mathematics is a coherent course of study that supports the development of mathematically-informed individuals. The course extends learners beyond their understanding acquired in GCSE Mathematics and encourages them to think and act mathematically, using mathematical skills and forms of communication to analyse situations within mathematics and elsewhere. The course provides a broad and widely applicable base of mathematical knowledge, including rigorous treatment of calculus and proof alongside Statistics and Mechanics, preparing learners for a wide range of destinations in Higher Education and employment.

### **Specification Contents/Examination**

		Percentage	Marks	Time
Paper 1	Pure Maths	33.3%	100	2 hours
Paper 2	Pure Maths & Statistics	33.3%	100	2 hours
Paper 3	Pure Maths & Mechanics	33.3%	100	2 hours

### **Other Information**

- Prospective students should have followed the Higher Tier Mathematics course at GCSE and will be expected to obtain Grade 6 or above.
- Students intending to follow the A Level Mathematics course are strongly advised to revise and extend the algebra topics covered at GCSE.

### **GENERAL**

Teachers of the Mathematics department are always willing to provide further advice or information regarding this course.



# MUSIC

## OCR/ A-LEVEL H543

<https://www.ocr.org.uk/qualifications/as-and-a-level/music-h143-h543-from-2016/>

### **Introduction**

A- Level Music follows on from GCSE Music by providing a creative and integral approach to the 3 main components; Performance, Composition and Listening and Appraising. Students explore a wide variety of genres, styles and eras to help them develop their knowledge and skills of performance and composition.

### **Specification Content/ Examination**

Students can either;

- Perform a recital for 6 minutes (25%) and Compose 2 pieces and 3 short technical exercises (35%)

OR

- Perform a recital for 10 Minutes (35%) and Compose 2 pieces (25%)

All students must complete the listening and appraising exam, which will include questions based on set works and unprepared/wider listening. The exam will contain listening questions and essay questions. The exam is worth 40% of the final grade.

### **Other Information/ Entry Requirements**

Grade 4 or above at GCSE Music.

It is strongly recommended that students should have obtained GCSE Music before embarking on the course.

Students are required to play at Grade 6 standard (ABRSM, Trinity, Rock School etc). for their recital, therefore, upon entry to this course, students should be playing at a minimum grade 5 standard.

Those students wishing to take this course who do not have GCSE Music should have Grade 5 Music Theory and Grade 5 Practical.

# MUSIC PERFORMANCE

Pearson BTEC Level 3 National Extended Certificate

<https://qualifications.pearson.com/en/qualifications/btec-nationals/music-performance-2018.html>

## **Introduction**

The Pearson BTEC Level 3 National Extended Certificate in Music Performance is for post-16 learners who want to continue their education through applied learning in practical musicianship. The qualification has been developed to ensure that it supports progression to higher education. Employers and professional bodies have also been involved and consulted to confirm that the content is appropriate and consistent with current practice for learners planning to enter employment directly in the music sector.

The qualification is equivalent in size to one A Level and aims to provide a programme of study covering both performance and the music industry. It is designed to be taken alongside other Level 3 qualifications.

## **Specification Content/Examination**

### **Course structure**

This qualification is a two-year course. At the end of the second year, students will have achieved four units

<b>Unit</b>	<b>Title</b>	<b>Assessment Type</b>
Unit 1	Practical Music Theory and Harmony	Internal assessment
Unit 2	Professional Practice in the Music Industry	External assessment
Unit 3	Ensemble Performance	External synoptic assessment
Unit 6	Solo Performance	Internal assessment

### **Progression**

In addition to the music sector-specific content, this qualification gives learners transferable and higher-order skills that are valued by higher education providers and employers, for example performance techniques, communication skills and team working. It also gives learners an opportunity to focus on their personal vocal or instrumental technique through solo and ensemble performance.

The qualification carries UCAS points and is recognised by higher education providers as contributing to admission requirements for many university courses. It will support entry to higher education courses in a wide range of disciplines, depending on the subjects taken alongside it.

BTEC Nationals also provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses.

**Entry requirements**

- General entry requirements to A Level Courses Apply (see page 5)
- Practical music performance skills equivalent to or recognised by ABRSM or Trinity College at Grade 4
- An audition via recommendation

# PERFORMANCE (ACTING)

Pearson BTEC Level 3 National Extended Certificate

[https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/9781446938362\\_BTEC\\_Nat\\_ExtCert\\_PA\\_Spec\\_Iss2C.pdf](https://qualifications.pearson.com/content/dam/pdf/BTEC-Nationals/Performing-Arts/2016/specification-and-sample-assessments/9781446938362_BTEC_Nat_ExtCert_PA_Spec_Iss2C.pdf)

## Introduction

The qualification is equivalent in size to one A Level and offers an engaging programme to support learners who want to pursue a career in acting. This size of qualification allows learners to study related and complementary qualifications alongside it, without duplication of content. When taken alongside further Level 3 qualifications, it supports access to a range of higher education courses in the performing arts sector. You will continue your education through applied learning in all aspects of performance giving you the opportunity to focus on your personal development through individual and group work. All tuition takes place at the Gibraltar Academy of Music and Performing Arts (GAMPA).

## Specification Content/Examination

### Course structure

This specification is designed to be taken over two years. At the end of the second year, students will have achieved five units:

PAPER	TITLE	ASSESSMENT
Unit 3	Group Performance Workshop	External assessment
Unit 18	Interpreting Classical text for Performance	Internal assessment
Unit 19	Acting Styles	Internal assessment
Unit 21	Improvisation	Internal assessment
Unit 34	Developing Skills and techniques for Performance	Internal Assessment

# PHYSICAL EDUCATION

## AQA Specification A Level (7582)

<https://filestore.aqa.org.uk/resources/pe/specifications/AQA-7582-SP-2016.PDF>

### Introduction

Our A-level Physical Education qualification course allows students to play to their strengths and gain dynamic theoretical and practical skills for further education or work. The course consists of highly technical and scientific content which directly applies to Physical Education and Sport. Students will be required to demonstrate knowledge, understanding and skill in both theoretical and practical situations under examination based conditions. This qualification is linear (two academic years) meaning students will sit all their exams and submit all their assessments at the end of the course. (Specific Deadline Dates for Practical & Coursework are to be decided).

### Specification Content/Examination

#### 2.2 Assessments

Paper 1: Factors affecting participation in physical activity and sport	+	Paper 2: Factors affecting optimal performance in physical activity and sport	+	Non-exam assessment: Practical performance in physical activity and sport
<b>What's assessed</b> Section A: Applied anatomy and physiology Section B: Skill acquisition Section C: Sport and society		<b>What's assessed</b> Section A: Exercise physiology and biomechanics Section B: Sport psychology Section C: Sport and society and technology in sport		<b>What's assessed</b> Students assessed as a performer or coach in the full sided version of one activity.  Plus: written/verbal analysis of performance.
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 2 hours</li> <li>105 marks</li> <li>35 % of A-level</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Written exam: 2 hours</li> <li>105 marks</li> <li>35 % of A-level</li> </ul>		<b>How it's assessed</b> <ul style="list-style-type: none"> <li>Internal assessment, external moderation</li> <li>90 marks</li> <li>30 % of A-level</li> </ul>
<b>Questions</b> <ul style="list-style-type: none"> <li>Section A: multiple choice, short answer and extended writing (35 marks)</li> <li>Section B: multiple choice, short answer and extended writing (35 marks)</li> <li>Section C: multiple choice, short answer and extended writing (35 marks)</li> </ul>		<b>Questions</b> <ul style="list-style-type: none"> <li>Section A: multiple choice, short answer and extended writing (35 marks)</li> <li>Section B: multiple choice, short answer and extended writing (35 marks)</li> <li>Section C: multiple choice, short answer and extended writing (35 marks)</li> </ul>		

## Course Content

**Applied anatomy and physiology** - Students should develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery. Students should be able to interpret data and graphs relating to changes within the musculo-skeletal, cardio-respiratory and neuro-muscular systems and the use of energy systems during different types of physical activity and sport, and the recovery process.

**Skill Acquisition** - focuses on how skill is acquired and the impact of psychological factors on performance. Students should develop knowledge and understanding of the principles required to optimise learning of new, and the development of existing, skills in a range of physical activities. Students should be able to understand and interpret graphical representations associated with skill acquisition theories

**Sport And Society** - Students should develop knowledge and understanding of the interaction between, and the evolution of, sport and society. Students should be able to understand, interpret and analyse data and graphs relating to participation in physical activity and sport.

**Exercise physiology** - Students should understand the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems.

**Biomechanical movement** - Students should develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport. Students should have a knowledge and use of biomechanical definitions, equations, formulae and units of measurement and demonstrate the ability to plot, label and interpret biomechanical graphs and diagrams.

**Sport psychology** - Students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport. Students should be able to understand and interpret graphical representations associated with sport psychology theories.

**Sport and society and the role of technology in physical activity and sport** - Students should develop knowledge and understanding of the interaction between and the evolution of, sport and society and the technological developments in physical activity and sport. Non-exam assessment (NEA): Practical performance in physical activity and sport.

## Practical & Coursework

**The non-exam assessment (NEA) aspect of the qualification (PRACTICAL & COURSEWORK)** - requires students to develop their ability and aptitude in physical activity, demonstrating appropriate skills and techniques outlined below. This aspect of the specification requires students to:

- perform a range of skills and techniques in physical activity and sport.
- make decisions, implement strategies, tactics and/or compositional ideas, and apply knowledge and understanding of rules and regulations while performing physical activity and sport.

- apply knowledge and understanding of theories, concepts, principles and methods to physical activity and performance.
- evaluate performance in physical activity and sport, applying relevant knowledge and understanding. There are two aspects to the NEA: 1 performance assessment (practical performance) 2 performance analysis assessment (analysis and evaluation).

Candidates perform, analyse and evaluate their own performance, identify weaknesses and suggest causes and appropriate corrective measures (Written Coursework).

### **Other Information**

Students are allowed to choose sports which are not catered for in school, as long as they are within the list of approved sports on the AQA specification. Students who choose this option will therefore have their performance assessed via visits or video evidence by PE teachers.

### **Sports:**

Activity List
<ul style="list-style-type: none"> <li>•Amateur boxing</li> <li>•Association football</li> <li>•Athletics</li> <li>•Badminton</li> <li>•Basketball</li> <li>•Camogie</li> <li>•Canoeing</li> <li>•Cricket</li> <li>•Cycling</li> <li>•Dance</li> <li>•Diving</li> <li>•Gaelic football</li> <li>•Golf</li> <li>•Gymnastics</li> <li>•Handball</li> <li>•Hockey</li> <li>•Equestrian</li> <li>•Hurling</li> <li>•Kayaking</li> </ul>

Activity List
<ul style="list-style-type: none"> <li>•Lacrosse</li> <li>•Netball</li> <li>•Rock Climbing</li> <li>•Rowing</li> <li>•Rugby League</li> <li>•Rugby Union</li> <li>•Sculling</li> <li>•Skiing</li> <li>•Snowboarding</li> <li>•Squash</li> <li>•Swimming</li> <li>•Table Tennis</li> <li>•Tennis</li> <li>•Trampolining</li> <li>•Volleyball</li> </ul>

For extra information regarding the course please visit our Departmental Website by typing in the following web address.

<https://sites.google.com/a/baysideschoolgibraltar.gi/bayside-pe-departments/>

Or visit us through the Bayside School Website

The Bayside School PE Department has close links with the GSLA Sports Development Unit and other sports organisations, thus offering students the opportunity to undertake other certified courses (officiating and coaching/leadership courses)

# PHYSICS

AQA Subject Code: A Level 7408

<https://filestore.aqa.org.uk/resources/physics/specifications/AQA-7407-7408-SP-2015.PDF>

## **Introduction**

Physics is the science of everything around us, from falling apples to the electric current flowing through your mobile phone. By investigating the smallest particles within the atom, to the limits of the cosmos, Physics will help you to develop a coherent understanding of the whole universe, whilst simultaneously developing a wide range of vital transferable skills.

The career prospects of a Physics student are broader than you may think. It is a highly regarded subject by both universities and employers alike. You will learn how to observe and describe situations and events precisely, collect reliable data, construct models to explain the observations, draw logical conclusions and make sound recommendations based upon the evidence. These will be invaluable in your subsequent career in whatever field you choose.

Whatever your reason for considering A Level Physics, expect that it will be both intellectually stimulating and challenging as you discover new concepts to explain the world around you. The demands are tough, and the subject knowledge vast, complex and diverse but this should be no hurdle if you tackle your work with steady determination and good study skills. The regular tasks include reading, making notes and solving problems. The practical work in the lab, two lessons per week, is chosen to illustrate the topics that you are studying and to develop your proficiency as an experimental scientist. You must complete two or three pieces of homework per week, alongside continuous revision for our regular formal assessments throughout the course.

## **Specification Content/ Examinations:**

This qualification is linear. Linear means that students will sit all exams at the end of their A-level course.

The course no longer has a separate assessment for practical skills, as this is now embedded into the written exams and makes up to 32% of the overall assessment.

Practical proficiency is monitored over the two years of study using observation sheets and the building of a portfolio. The subject teacher will endorse a pass or fail using this portfolio. This endorsement has no impact on your overall grade, but will appear on your A Level certificate which most universities will make part of their entry requirements.



There are 9 units of study within the A Level course.

Year 1	Year 2	A Level 'Option' topic
1 Measurements and their errors	6 Waves	9b Turning points in physics
2 Particles and radiation	7 Fields and their consequences	
3 Mechanics and materials	8 Nuclear physics	
4 Further mechanics and thermal physics		
5 Electricity		

### Assessment:

#### A Level

##### Paper 1 - 34% total A Level Grade

Covers Unit 1 - 6 - Short and long answer questions followed by 25 multiple choice questions.

##### Paper 2 - 34% total A Level Grade

Covers Unit 6 to 8, and assumes knowledge of Units 1 to 5. - Short and long answer questions, followed by 25 multiple choice questions.

##### Paper 3 - 32% total A Level Grade

Covers option unit 9, together with short and long answer questions on practical experiments and data analysis.

Students will be sitting their mock exams in the third term of Year 12. This will allow students to judge their progress over the first year of study and give them a real feel for the level and type of assessment done at A Level.

Their grade will have NO impact on progression into year 13.

### Other Information

In addition to the school's general requirements for entry into year 12, students must not only demonstrate a high academic standard in Combined Science (particularly in the Physics component) but also in mathematics. Due to the mathematical nature of Physics, it is crucial students feel confident handling and manipulating formulae and numerical data.

# PSYCHOLOGY

AQA Subject Code: A Level (7182)

<https://filestore.aqa.org.uk/resources/psychology/specifications/AQA-7181-7182-SP-2015.PDF>

## Introduction

Psychology is the scientific study of mental functions and behaviours. This course is now classed as a science as opposed to humanities. In this A Level Psychology course you will gain fascinating insights into the human mind and what makes people tick. Psychology courses are increasingly popular both because of their intrinsic appeal and their value as a step on the way not just to careers in psychology, but careers in the health professions and any other employment sector that relies on people skills and communication.

This A Level Psychology course covers a broad range of subjects, including cognitive, social, biological, developmental, individual differences and research methods. You'll gain an understanding of why people develop differently and of the causes of conditions such as schizophrenia and eating disorders. As you study the A Level Psychology course you will gain an understanding of the main issues that arise from various psychological methods, and look at the ways in which psychology can be applied. You will learn to conduct effective research and how to interpret the results, how to use statistics effectively and deal with ethical issues. As you discover how others think, you'll also be gaining an insight into your own psyche and behavioural traits, which is a valuable asset in both your personal and working life.

## Specification Content / Examinations

This qualification is a 2-year course. At the end of the 2<sup>nd</sup> year, students will sit the following 3 exam papers:

Paper 1	<b>Introductory Topics in Psychology</b> Social Influence, Memory, Attachment, Psychopathology	Written exam: 2 hours (96 marks in total): 33.3% of A-level 4 structured sections, each worth 24 marks.
Paper 2	<b>Psychology in Context</b> Approaches in Psychology, Biopsychology, Research Methods	Written exam: 2 hours (96 marks in total): 33.3% of A-level 2 structured sections worth 24 marks 1 structured section worth 48 marks
Paper 3	<b>Issues and Options in Psychology</b> Issues and debates in Psychology, Relationships, Schizophrenia, Aggression	Written exam: 2 hours (96 marks in total): 33.3% of A-level 4 structured sections, each worth 24 marks.

# RELIGIOUS STUDIES

OCR Subject Codes: A level (H573)

<http://www.ocr.org.uk/Images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf>

## Introduction

This syllabus encourages an academic approach to the study of religion and is **open to candidates of any religious persuasion or none**. Those undertaking this A Level course are likely to have followed a Key Stage 4 programme of study in Religious Studies, although **prior knowledge of the subject is not a requirement**.

## Specification Content / Examinations

This is a two year course. In both Year 12 and 13 three components will be studied:

- i) H573 / 01 Philosophy of Religion
- ii) H573 / 02 Religion and Ethics
- iii) H573 / 03 Developments of Christian thought

All components are divided into six sections, each containing one or two topics depending on the breadth of the material. The exam for each component will be worth 120 marks and represents 33.3% of the total marks for A level. These exams will take the form of an externally assessed written paper lasting **two hours** and tests both AO1 and AO2 objectives. **Each paper will contain four essay questions, with the student choosing three out of the four to answer.**

<b>Philosophy of religion</b>	Philosophy of religion (01) 120 marks 2 hour written paper	33.3% of total A Level
<b>Religion and ethics</b>	Religion and ethics (02) 120 marks 2 hour written paper	33.3% of total A Level
<b>Developments in religious thought</b>	Developments in religious thought (03) 120 marks 2 hour written paper	33.3% of total A Level

## Philosophy of Religion

In **the two years of study**, the following will be studied:

1. Philosophical Language and Thought
  - ancient philosophical influences;
    - Plato, Aristotle.
  - the nature of the soul, mind and body.
2. The Existence of God
  - arguments about the existence or non-existence of God;
    - Teleological argument, cosmological argument, ontological argument.
3. God and the World
  - the nature and impact of religious experience;
    - mystical experience, conversion experience.
  - the challenge to religious belief of the problem of evil.
4. Theological and Philosophical Developments
  - ideas about the nature of God;
    - Omnipotence, omniscience, benevolence, eternity, freewill.
5. Religious Language: Negative, Analogical or Symbolic
  - issues in religious language;
    - Negative, Analogical or Symbolic.
6. Religious Language: Twentieth Century Perspectives
  - Twentieth century perspectives and philosophical comparisons.

## Religion and Ethics

In **the two years of study**, the following will be studied:

1. Normative Ethical Theories:
  - Religious Approaches
    - Natural Law, Situation Ethics,
  - Normative Ethical Theories
    - one deontological, one teleological
      - Kantian Ethics, Utilitarianism.
3. Applied Ethics
  - to two contemporary issues of importance;
    - Euthanasia, Business Ethics.
4. Ethical Language: Meta-ethics
  - Naturalism
  - Intuitionism
  - Emotivism
5. Significant Ideas
  - conscience;
    - Aquinas, Freud.
6. Developments in Ethical Thought
  - sexual ethics
    - Premarital, extramarital sex and homosexuality.

## **Developments of Christian thought.**

In **the two years of study**, the following will be studied:

1. Insight
  - Beliefs, teachings and ideas about human life, the world and ultimate reality
    - Augustine's teaching on Human Nature
    - Death and the Afterlife.
2. Foundations
  - The origins and development of Christianity, and the sources of wisdom on which it is based
    - Knowledge of God's Existence
    - The person of Jesus Christ.
3. Living
  - The diversity of ethics and practice, including those that shape and express religious identity, the role of the community of believers and key moral principles
    - Christian moral principles
      - the Bible, Church and love
    - Christian moral action
      - Bonhoeffer
4. Development
  - Religious Pluralism and theology
  - Religious pluralism and society
5. Society
  - Gender and society
    - The effects Christian thought and practice,
  - Gender and theology
    - The reinterpretation of God by feminist theologians
6. Challenges
  - The Challenge of Secularism
  - Liberation Theology and Marx

## **Other Information**

Students wishing to follow this course are advised that they should have obtained a good grade at GCSE English.

Students are encouraged to:

- i) Develop their interest in and enthusiasm for a rigorous study of religion and relate it to the wider world;
- ii) Treat the subject as an academic discipline by developing knowledge, understanding and skills appropriate to the specialist study of religion;
- iii) adopt an enquiring, critical and reflective approach to the study of religion;
- iv) reflect on and develop their own values, opinions and attitudes in the light of their learning;
- v) read widely around the topics they cover in class.

# **SOCIOLOGY**

AQA Subject Codes: 7192

<https://filestore.aqa.org.uk/resources/sociology/specifications/AQA-7191-7192-SP-2015.PDF>

## **Introduction**

The aims of the course are to offer an engaging and effective introduction to sociology. Students will learn the fundamentals of the subject and develop skills valued by higher education and employers. These include critical analysis, independent thinking and research.

Students should have an interest in studying society within a coherent, diverse and holistic programme of study. Students will engage in theoretical debate and be encouraged to be actively involved with the research process. Topics covered will include: Families and Households, Education, Beliefs in Society, Crime and Deviance and Theory and Methods. Throughout these topics, the following core themes will also be studied: Socialisation, culture and identity; Social differentiation, power and stratification and globalisation.

## **Specification Content/ Examinations:**

### **A-Level**

Paper 1: Education with Theory and Methods.

2 hour written exam. 80 marks.

33.3% of A-Level

Paper 2: Topics in Sociology. Families and Households. Beliefs in Society.

2 hour written exam. 80 marks.

33% of A-Level

Paper 3: Crime and Deviance with Theory and Methods.

2 hour written exam. 80 marks.

33.3% of A-Level

The first year will involve Education with Theory and Methods in context and Research Methods, Families and Households. The A Level will be assessed at the end of two years with a two hour written exam for Paper 1, Education with Theory and Methods in context, which will include short answer and extended writing. Families and Households will be taught in the first year and will be assessed again at the end of two years with a two hour written exam that will also include Beliefs in Society, a topic that will not be studied until the second year. These two topics will make up Paper 2. The final topic taught in the second year is Crime and Deviance with Theory and Methods, again assessed with a two hour exam, Paper 3. A good command of the English language is therefore necessary for all exams as they involve short and extended written answers.

## **Other Information**

Lessons will involve topical discussions, research, note-taking and question and answer sessions. Regular homework assignments will be given that include essays of between 800 and 1000 words which will demonstrate knowledge and understanding of sociological theories, concepts and evidence as well as applying these to a range of issues. Furthermore, analysis and evaluation of these will also be displayed.

Former students of Sociology have studied a range of degree subjects at university including: Law, Anthropology, Social Sciences, Criminology, Business, Accounting, Journalism. These have led to careers in the Civil Service, Teaching, Business, Journalism, Law, Social Services and Human Resources, to name but a few

# SPANISH

AQA Subject Codes: A Level 7692

<https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-7692-SP-2016.PDF>

## **Introduction**

Studying a foreign language at A-level is always highly regarded by employers and as it enables you to develop important communication skills. It also gives you the opportunity to reflect on your English and analyse how it works in comparison to Spanish, thereby improving your analytical skills.

Spanish in Year 12 and Year 13 can be studied along with any combination of subjects. For entry into Year 12, a student should have been in one of the upper groups in Year 11 and have achieved a grade B in the writing component of the GCSE, otherwise he will find the academic demands difficult to cope with.

Students must not think that the Spanish A-level course is an extension of the GCSE course. There will be a lot of reading involved and a lot of independent work is required of the student if they are aiming for a good grade in this subject. Merely completing homework is simply not enough when learning a language as maximum exposure to it is necessary in order to improve all skills.

## **Specification Content/ Examinations:**

### COURSE AIMS

The course encourages students to:

- develop an understanding of the spoken and written forms of the language from a variety of registers
- communicate confidently, clearly and imaginatively using accurate, complex and varied language
- increase their sensibility to language and language learning
- develop critical insights into, and contact with, the contemporary society, cultural background and heritage of countries where Spanish is spoken
- develop positive attitudes to language learning

The course also:

- provides a suitable foundation for further study and/or practical use of Spanish
- provides a sufficient basis for the further study of languages at degree level or equivalent



## Assessment

### **A-level Spanish 7692**

Paper 1: Listening, reading and writing

What's assessed

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Multiculturalism in Hispanic society
- Aspects of political life in Hispanic society
- Grammar

How it's assessed

- Written exam: 2 hours 30 minutes
- 100 marks
- 50% of A-level

Paper 2: Writing

What's assessed

- One text and one film or two texts from the list set in the specification
- Grammar

How it's assessed

- Written exam: 2 hours
- 80 marks in total
- 20% of A-level

Paper 3: Speaking

What's assessed

- Individual research project
- One of four themes ie Aspects of Hispanic society or Artistic culture in the Hispanic world or Multiculturalism in Hispanic society or Aspects of political life in Hispanic society

How it's assessed

- Oral exam: 21–23 minutes (including 5 minutes preparation time)
- 60 marks in total
- 30% of A-level

### **Other Information**

[www.20minutos.es](http://www.20minutos.es)

[www.elpais.com](http://www.elpais.com)

[www.elmundo.es](http://www.elmundo.es)

# TRAVEL AND TOURISM

Cambridge International Subject Codes: 9395

<http://www.cambridgeinternational.org/images/202622-2017-2019-syllabus.pdf>

## Introduction

Tourism is, arguably, the world's largest industry and continues to grow rapidly, creating environmental, social and commercial impacts. This programme is designed to develop key transferable skills for the future, including decision-making, problem-solving, planning and communication. There are a wide range of career opportunities associated with the tourism industry.

The course of study prescribed by this specification can reasonably be undertaken by candidates entering this vocational area for the first time. Through the study of the syllabus candidates will appreciate the scale and importance of the travel and tourism industry. They will learn that the travel and tourism industry is dynamic in nature and how the industry responds to change. Learners will recognise the positive and negative impacts the industry may have on people, environments and economies.

The A Level in Travel and Tourism qualifies for UCAS points. It gives students a wide choice of progression options into further study, training or relevant employment in the travel and tourism industry. It is graded in the same way as traditional "A" levels from Grade A\* to E. External assessments will be through written examinations as shown below, which will be available in May/June. Internal assessment will be through portfolio evidence.

## Specification Content/ Examinations:

Learners take the Cambridge International AS Level in Year 1 and in Year 2 complete the Cambridge International A Level.

*Please be advised that these may be subject to change*

AS TRAVEL & TOURISM UNITS		
Paper 1	The industry	External
Paper 2	Planning and managing a travel and tourism event	Internal
A2 TRAVEL & TOURISM UNITS		
Paper 3	Destination marketing	External
Paper 4	Destination management	External

## Other Information

- Leisure & Tourism/Business Studies will be advantageous though not essential