

BAYSIDE  **SCHOOL**

***POST-GCSE
OPTIONS BOOKLET***

2024 – 2026

“Education is the kindling of a flame, not the filling of a vessel.”

Socrates

INTRODUCTION

This booklet has been prepared to help you make informed choices about your progress from Year 11 to Years 12 and 13. It sets out the options choices available to you in Year 12, together with entry requirements and subject guidelines. You will make your final choices when you get your results in August.

Courses in Years 12 and 13

All courses follow those offered by one of five awarding bodies: [AQA](#), [OCR](#), [Pearson](#), [WJEC](#) or [CIE](#).

You will need to choose between two to four subjects depending on your GCSE results.

Students will have mock exams in June in Year 12. Lessons will continue until the end of the summer term. *AS-LEVELS ARE NO LONGER OFFERED IN SCHOOL.*

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.
[in our experience, only students with exceptional GCSE grades (all 8s and 9s) 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.

“Education is the most powerful weapon you can use to change the world.”

Nelson Mandela

ENTRY REQUIREMENTS FOR A-LEVEL SUBJECTS 2024-2025

SUBJECT	<i>MINIMUM</i> ENTRY REQUIREMENTS	<i>RECOMMENDED</i> ENTRY REQUIREMENTS
ACCOUNTING	GCSE Grade 5/C in English Language and grade 5 in Mathematics.	GCSE Grade 6/B in English Language and Grade 6 in Mathematics.
APPLIED BUSINESS	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 both a Grade 4 in English Language and a Grade 4 in Mathematics.	GCSE Grade 5 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 both a Grade 5 in English Language and a Grade 5 in Mathematics.
APPLIED FOOD SCIENCE & NUTRITION	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 and if you have proven practical ability, and can demonstrate a portfolio of your work.	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 and if you have proven practical ability, and can demonstrate a portfolio of your work.
ART & DESIGN	GCSE Grade 4 in Art & Design.	GCSE Grade 5 in Art & Design.
BIOLOGY	GCSE Grades 55 in Combined Science and Grade 5 in Mathematics. If you have followed the Separate Science courses (Triple Science), you can access this A-level course if you have a Grade 5 in Biology and a Grade 5 in either Chemistry or Physics.	GCSE Grades 66 in Combined Science and Grade 6 in Mathematics and Grade 5/C in English Language. If you have followed the Separate Science courses (Triple Science), you can access this A-level course if you have a Grade 6 in Biology and a Grade 6 in either Chemistry or Physics.
BUSINESS STUDIES	GCSE Grade 4 in Business Studies and Grade 4 in Mathematics and Grade 4/C in English Language.	GCSE Grade 5 in Business Studies and grade 5 in Mathematics and Grade 5/C in English Language.
CHEMISTRY	GCSE Grades 55 in Combined Science and Grade 5 in Mathematics. If you have followed the Separate Science courses (Triple Science), you can access this A-level course if you have a Grade 5 in Chemistry and a Grade 5 in either Biology or Physics.	GCSE Grades 66 in Combined Science and Grade 6 in Mathematics and Grade 5/C in English Language. If you have followed the Separate Science courses (Triple Science), you can access this A-level course if you have a Grade 6 in Chemistry and a Grade 6 in either Biology or Physics.
COMPUTER SCIENCE	GCSE Grade 4 in Computer Science and 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 and Grade 5 in Mathematics (must have followed the higher course). <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.
DANCE	GCSE Grade 4 in Dance or a recognised qualification from RAD or ISTD at Level 2 (Grades 4 or 5).	GCSE Grade 4 in Dance or a recognised qualification from RAD or ISTD at Level 2 (Grades 4 or 5) and a Grade 5 in English Literature.
DESIGN TECHNOLOGY	GCSE Grade 4 in Design Technology and GCSE Grade 4 in Mathematics.	GCSE Grade 5 in Design Technology and GCSE Grade 5 in Mathematics.

SUBJECT	<i>MINIMUM</i> ENTRY REQUIREMENTS	<i>RECOMMENDED</i> ENTRY REQUIREMENTS
DRAMA AND THEATRE STUDIES	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/C in English Language or Grade 5 in GCSE Sociology, History or RE.	GCSE Grade 5 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 6/B in English Language or Grade 6 in GCSE Sociology, History or RE.
ECONOMICS	GCSE Grade 5/C in English Language and a Grade 5 in Mathematics.	GCSE Grade 6/B in English Language and a Grade 6 in Mathematics.
ENGLISH LITERATURE	GCSE Grade 5 in English Language and Grade 5 in English Literature.	GCSE Grade 6 in English Language and Grade 6 in English Literature.
FRENCH	GCSE Grade 4 in French (must have followed the higher tier course).	GCSE Grade 5 in French (must have followed the higher tier course).
FURTHER MATHEMATICS	GCSE Grade 7 in Mathematics.	GCSE Grade 8 in Mathematics.
GEOGRAPHY	GCSE Grade 4 in Geography and Grade 4 in Mathematics and Grade 4/C in English Language.	GCSE Grade 5 in Geography and Grade 5 in Mathematics and Grade 5/C in English Language.
HEALTH & SOCIAL CARE	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 and 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 and Grades 55 in Combined Science.
HISTORY	GCSE Grade 5 in History and Grade 4 in English Language.	GCSE Grade 6 in History and Grade 5 in English Language.
HISTORY OF ART	GCSE Grade 4/C in English Language.	GCSE Grade 5/C in English Language.
IT	Cambridge Technicals Level 2 in IT or BTEC Level 2 in Digital Technologies (GCSE equivalents) or a Grade 4 in GCSE Computer Science.	
MATHEMATICS	GCSE Grade 6 in Mathematics.	GCSE Grade 7 in Mathematics.
MUSIC	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 or above in Theory of Music and a Grade 5 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 or above in Theory of Music and a Grade 5 or above in any instrument.
MUSIC PERFORMANCE	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.	

SUBJECT	<i>MINIMUM</i> ENTRY REQUIREMENTS	<i>RECOMMENDED</i> ENTRY REQUIREMENTS
PERFORMANCE (ACTING)	You can access this BTEC course if you have GCSE Grade 4 in Drama. <i>If you did not follow</i> the GCSE Drama course, you may be able to access this BTEC course after a successful participation in an audition process.	
PHYSICAL EDUCATION	GCSE Grade 4 in PE and GCSE Grade 44 in Combined Science. <i>If you did not follow</i> the GCSE PE course, you can access this A-Level course if you have Grades 55 in Combined Science and are active participants in sport or dance.	GCSE Grade 5 in PE and GCSE Grade 55 in Combined Science. <i>If you did not follow</i> the GCSE PE course, you can access this A-Level course if you have Grades 66 in Combined Science and are active participants in sport or dance.
PHYSICS	GCSE Grades 55 in Combined Science and Grade 5 in Mathematics (must have followed the higher tier course in Mathematics). If you have followed the Separate Science courses (Triple Science), you can access this A-level course if you have a Grade 5 in Physics and a Grade 5 in either Biology or Chemistry.	GCSE Grades 66 in Combined Science and Grade 6 in Mathematics and Grade 5/C in English Language. If you have followed the Separate Science courses (Triple Science), you can access this A-level course if you have a Grade 6 in Physics and a Grade 6 in either Biology or Chemistry.
PSYCHOLOGY	GCSE Grade 5/C in English Language and Grade 4 in Mathematics and Grades 54 in Combined Science.	GCSE Grade 6/B in English Language and Grade 4 in Mathematics and Grades 55 in Combined Science.
RELIGIOUS STUDIES	GCSE Grade 4 in RS. <i>If you did not follow</i> the RS GCSE course, you can access this A-Level course if you have a Grade 5/C in English Language, History or Sociology.	GCSE Grade 5 in RS. <i>If you did not follow</i> the RS GCSE course, you can access this A-Level course if you have a Grade 6/B in English Language, History or Sociology.
SOCIOLOGY	GCSE Grade 4 in Sociology. <i>If you did not follow</i> the GCSE Sociology course, you can access this A-Level course if you have a Grade 5/C in English Language, History or RE.	GCSE Grade 5 in Sociology. <i>If you did not follow</i> the GCSE Sociology course, you can access this A-Level course if you have a Grade 6/B in English Language, History or RE.
SPANISH	GCSE Grade 4 in Spanish (must have followed the higher tier course).	GCSE Grade 5 in Spanish (must have followed the higher tier course) and Grade 4 in English Literature.
TRAVEL & TOURISM	GCSE Grade 5/C in English Language.	GCSE Grade 6/B in English Language.

NOTE: These entry requirements are subject to change.

Further Information

- History of Art is 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, Dance, Drama & Theatre Studies, French and Further Mathematics can be timetabled at either Bayside or Westside.

(subjects with a small uptake in both schools may be timetabled in either school)

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.

ACCOUNTING

AQA A-level (specification 7127)

<https://www.aqa.org.uk/subjects/accounting>

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">• An introduction to the role of the accountant in business• Types of business organisation• The double entry model• Verification of accounting records• Accounting concepts used in the preparation of accounting records• Preparation of financial statements of sole traders• Limited company accounts• Analysis and evaluation of financial information• Accounting for organisations with incomplete records• Partnership accounts• Accounting for limited companies• Interpretation, analysis and communication of accounting information• The impact of ethical considerations	3 hour written examination
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Paper 2	<ul style="list-style-type: none">• An introduction to the role of the accountant in business• Types of business organisation• The double entry model• Analysis and evaluation of financial information• Budgeting• Marginal costing• Standard costing and variance analysis• Absorption and activity-based costing• Capital investment appraisal• Interpretation, analysis and communication of accounting information• The impact of ethical considerations	3 hour written examination
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APPLIED BUSINESS

AQA Level 3 Extended Certificate (specification 1830)

<https://www.aqa.org.uk/subjects/business/applied-general/business>

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 Level 3 Certificate (specification 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.

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.

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

ART AND DESIGN

AQA A-Level (specification 7202)

<https://www.aqa.org.uk/subjects/art-and-design/as-and-a-level/art-and-design-7201/subject-content/fine-art>

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 A-level (specification 7402)

<https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>

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

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

Paper 1

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

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

Paper 2

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

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

Paper 3

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

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

BUSINESS

AQA A-Level (specification 7132)

<https://www.aqa.org.uk/subjects/business/as-and-a-level/business-7131-7132>

Introduction

The A-level business 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

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.

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

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

AQA A-level (specification 7405)

<https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405>

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.

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 twelve practicals over the two years.

COMPUTER SCIENCE

OCR A-level (specification H446)

<https://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

Course content:

- **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

Assessment Overview

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

DANCE

AQA A-level (specification 7237)

<https://www.aqa.org.uk/subjects/dance/a-level/dance-7237>

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.

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

Component 1: Performance and Choreography – 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">• Solo performance linked to a specified practitioner within an area of study• Performance in a quartet• Group choreography <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 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>Method of assessment: Practical Exam (accompanied by programme notes)</p>

Marked externally, examined in Year 13

Component 2: Critical Engagement - 50% of A Level

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.

This unit requires students to develop an in-depth knowledge and understanding of two set works and their corresponding areas of study:

1) Students will be required to study Christopher Bruce's *Rooster (1991)* as a set work and *Rambert Dance Company 1966-2002* as an area of study.

2) Students will be required to study Sidi Larbi Cherkaoui's *Sutra (2008)* as a set work and *The independent contemporary dance scene in Britain from 2000 to present* as an area of study.

Method of assessment:

Written Exam (2 hours and 30 mins)

Terminal exam in May/June of Year13

Other information

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.

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 A-level (specification 7552)

<https://www.aqa.org.uk/subjects/design-and-technology/a-level/design-and-technology-product-design-7552>

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.

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.

Specification Content / Examinations

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 the NEA 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

DRAMA AND THEATRE

AQA A-level (specification 7262)

<https://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262>

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

Component 1: Drama and Theatre – 40% of A Level		Component 2: Creating Original Drama – 30% of A Level	
Candidates study 2 different set plays 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.	
Method of assessment:	One 3-hour exam worth 40% of A Level grade	Method of assessment:	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.

Method of	Performance of extract (worth 20% of final mark)
assessment:	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.

Quite apart from the qualification that can be obtained at the end of this course, A-level Drama and Theatre 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

Pearson A-level (specification 9ECO)

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html>

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

<u>Theme 1</u> <u>Introduction to Markets</u>	<u>Theme 2</u> <u>The UK Economy</u>
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
<u>Theme 3</u> <u>Business Behaviour</u>	<u>Theme 4</u> <u>The National & Global Economy</u>
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
Paper 1 Markets & Business Behaviour Questions drawn from Theme 1 & Theme 3 2 hours - 35% of grade	Paper 2 The National & Global Economy Questions drawn from Theme 2 & Theme 4 2 hours - 35% of grade
Paper 3 Microeconomics & Macroeconomics Questions drawn from all themes - 2 hours - 30% of grade.	

ENGLISH LITERATURE

AQA A-level (specification 7717)

<https://www.aqa.org.uk/subjects/english/as-and-a-level/english-literature-b-7716-7717>

Introduction

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

Specification Content / Examinations

Paper 1: Literary genres	Paper 2: Texts and genres	Non-exam assessment: Theory and independence
<p>Choice of two options</p> <p>Option 1A: Aspects of tragedy</p> <p>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>Choice of two options</p> <p>Option 2A: Elements of crime writing</p> <p>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>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>
<ul style="list-style-type: none"> • written exam: 2 hours 30 minutes • closed book • 75 marks • 40% of A-level 	<ul style="list-style-type: none"> • written exam: 3 hours • open book • 75 marks • 40% of A-level 	<ul style="list-style-type: none"> • 50 marks • 20% of A-level • assessed by teachers • moderated by AQA
<p>Questions</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>Questions</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>	

FRENCH

AQA A-level (specification 7652)

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652>

Introduction

A-level 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

<u>Year 1</u>	<u>Year 2</u>
<ul style="list-style-type: none">❖ Aspects of French-speaking society: current trends❖ Artistic culture in the French speaking world•❖ GRAMMAR❖ EITHER one French text OR one French film from a prescribed list	<ul style="list-style-type: none">❖ Aspects of French-speaking society: current issues•❖ Aspects of political life in the French -speaking world❖ GRAMMAR (see A-level specification for details) <p>One French text from a prescribed list</p>

Students will sit three exams at the end of the course.

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 A-Level (specification H245)

<https://www.ocr.org.uk/qualifications/as-and-a-level/further-mathematics-a-h235-h245-from-2017/>

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 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 physical sciences.

Students opting for A-level further mathematics also do the A-level mathematics course and will sit a total of seven exams at the end of the 2 years of study. The further mathematics option therefore results in students obtaining two A-levels, one in mathematics and one in further mathematics.

Specification Content / Examinations

All students sit pure core 1, pure core 2 and **two** optional modules. The optional modules are: mechanics, statistics, discrete or additional pure.

	Percentage of A-level	Raw Marks	Exam Duration (minutes)
Pure Core 1	25%	75	90
Pure Core 2	25%	75	90
Mechanics	25%	75	90
Statistics			
Discrete			
Additional Pure			

GEOGRAPHY

AQA A-Level (specification 7037)

<https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037>

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

Component 1: Physical Geography	Component 2: Human Geography	Component 3: Geographical Investigation.
Section A: Water and carbon cycles	Section A: Global systems and global governance	What's assessed: 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.
Section B: Coastal systems and landscapes	Section B: Changing places	
Section C: Hazards	Section C: Contemporary urban environments	
How it's assessed	How it's assessed	How it's assessed
<ul style="list-style-type: none">• Written exam: 2 hours 30 minutes• 120 marks• 40% of A-level	<ul style="list-style-type: none">• Written exam: 2 hours 30 minutes• 120 marks• 40% of A-level	<ul style="list-style-type: none">• 3,000–4,000 words• 60 marks• 20% of A-level• marked by teachers• moderated by AQA

Other information

There is a compulsory fieldwork trip for a week to the UK in Year 12, funded by the Department of Education. Students should ensure that they have a valid passport.

HEALTH AND SOCIAL CARE

OCR Technical Extended Certificate (specification 05871)

<https://www.ocr.org.uk/qualifications/cambridge-technical/health-and-social-care/#level-3>

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

The overall qualification result will consist of either a PASS, MERIT, DISTINCTION or DISTINCTION* final grade

HISTORY

AQA A-level (specification 7042)

<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042>

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 / Examinations

Students will complete the following elements:

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

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 re-emergence of Germany in 1990 is also examined.

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

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.

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

Pearson A-level (specification 9HT0)

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/history-of-art-2017.html>

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 Content / Examinations

A-level history of art consists of two externally-examined papers. Students must complete all assessment in May/June in Year 13.

Paper 1: Visual analysis and themes

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

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

Students choose two themes from:

- Nature in art and architecture
- Identities in art and architecture
- 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:

Students choose two periods from:

- Invention and illusion: the Renaissance in Italy (1420–1520)
- Power and persuasion: the Baroque in Catholic Europe (1597–1685)
- Rebellion and revival: the British and French Avant-Garde (1848–99)
- Brave new world: Modernism in Europe (1900–39)
- 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

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

INFORMATION TECHNOLOGY

OCR Level 3 Cambridge Technical Extended Certificate (specification 5839)

<https://www.ocr.org.uk/qualifications/cambridge-technicals/information-technology/#level-3>

Introduction

This qualification is designed for students 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 Content / Examinations

- 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.

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.

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.

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.

UNIT 17: INTERNET OF EVERYTHING

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

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 A- Level (specification H240)

<https://www.ocr.org.uk/qualifications/as-and-a-level/mathematics-a-h230-h240-from-2017/>

Introduction

A-level 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 / Examinations

		Percentage	Marks	Exam Duration
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

Students intending to follow the A Level Mathematics course are strongly advised to revise and extend the algebra topics covered at GCSE.

MUSIC

OCR A-level (specification H543)

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

Introduction

A-level music follows from GCSE music by providing a creative and integral approach to the three 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 / Examinations

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

It is strongly recommended that students should have followed the GCSE music course before embarking on the A-level 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.

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 / Examinations

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

Unit	Title	Assessment Type
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

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.

PERFORMANCE (ACTING)

Pearson BTEC Level 3 National Extended Certificate

<https://qualifications.pearson.com/en/qualifications/btec-nationals/btec-nat-performing-arts-practice.html>

Introduction

The qualification is equivalent 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 / Examinations

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 A-Level (specification 7582)

<https://www.aqa.org.uk/subjects/physical-education/a-level/physical-education-7582>

Introduction

The 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 NEAs will be set at the start of Year 13.

Specification Content / Examinations

The course consists of the following units:

- Applied Anatomy and Physiology
- Skill Acquisition
- Sport And Society
- Exercise Physiology
- Biomechanical Movement
- Sports Psychology
- Sport and Society

Assessment is via two written exams of 2-hour duration each, accounting for 70% of the final grade. The remaining 30% is assessed via an NEA. The non-exam assessment (NEA) aspect of the qualification requires students to develop their ability and aptitude in physical activity, demonstrating appropriate skills and techniques.

There are two aspects to the NEA:

1. performance assessment (practical performance)
2. performance analysis assessment (analysis and evaluation)

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.

PHYSICS

AQA A-level (specification 7408)

<https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408>

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 meaning 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 nine units of study within the A-level course.

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

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.

Other Information

Due to the highly-mathematical nature of physics, it is crucial that students feel confident in handling and manipulating formulae and numerical data.

PSYCHOLOGY

AQA A-level (specification 7182)

<https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

Introduction

Psychology is the scientific study of mental functions and behaviours. This course is now classed as a science as opposed to humanities. In 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 course covers a broad range of subjects, including cognitive, social, biological, developmental, individual differences and research methods. You will gain an understanding of why people develop differently and of the causes of conditions such as schizophrenia and eating disorders. As you progress through the 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. Students will sit three exam papers in Year 13:

Paper 1	Introductory Topics in Psychology	Written exam: 2 hours (96 marks in total): 33.3% of A-level
Paper 2	Psychology in Context	Written exam: 2 hours (96 marks in total): 33.3% of A-level
Paper 3	Issues and Options in Psychology	Written exam: 2 hours (96 marks in total): 33.3% of A-level

RELIGIOUS STUDIES

OCR A-level (specification H573)

<https://www.ocr.org.uk/qualifications/as-and-a-level/religious-studies-h173-h573-from-2016/>

Introduction

This course 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 GCSE religious studies, although **prior knowledge of the subject is not a requirement**.

Specification Content / Examinations

This is a two-year course. Three components will be studied:

- H573 / 01 Philosophy of Religion
- H573 / 02 Religion and Ethics
- 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.

Philosophy of religion	120 marks 2 hour written paper	33.3% of total A Level
Religion and ethics	120 marks 2 hour written paper	33.3% of total A Level
Developments in religious thought	120 marks 2 hour written paper	33.3% of total A Level

SOCIOLOGY

AQA A-level (specification 7192)

<https://www.aqa.org.uk/subjects/sociology/as-and-a-level/sociology-7191-7192>

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

Paper 1: Education with Theory and Methods, 2 hour written exam, 80 marks, 33.3% of A-Level

Paper 2: Families and Households, 2 hour written exam, 80 marks, 33.3% of A-Level

Paper 3: Crime and Deviance, 2 hour written exam, 80 marks, 33.3% of A-Level

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, and 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 A-level (specification 7692)

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692>

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.

A-level Spanish can be studied along with any combination of subjects, but 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

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

Students will sit three exams at the end of the course.

Paper 1: Listening, reading and writing, 2 hours 30 minutes, 50% of A-level

Paper 2: Writing, 2 hours, 20% of A-level

Paper 3: Speaking, 21-23 minutes, 30% of A-level

A-level Spanish provides a suitable foundation for further study and/or practical use of Spanish, as well as providing a sufficient basis for the further study of languages at degree level or equivalent.

TRAVEL AND TOURISM

Cambridge International AS & A Level (specification 9395)

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-travel-and-tourism-9395/>

Introduction

Tourism is, arguably, the world's largest industry and continues to grow rapidly, creating environmental, social and commercial impacts. This course 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.

A-level 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.

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-Level Travel and Tourism Units		
Paper 1	The industry	External
Paper 2	Planning and managing a travel and tourism event	Internal
A-Level Travel and Tourism Units		
Paper 3	Destination marketing	External
Paper 4	Destination management	External