



# Sixth-Form Prospectus

## 2018

November 2017

Dear Parent/ Prospective student,

Quest6 launched in 2012 as part of the continuing development of the Quest Academy. As an academy we strive to:

- provide academic and vocational courses of high quality in preparation for employment, professional training and further or higher education
- support, counsel and encourage through consultation between student, tutor, subject staff and parents
- give careers guidance in keeping with the talents and aspirations of students and support this guidance by extending our already established and varied network of contacts
- offer opportunities for the development of social skills and skills in leadership, management and enterprise by working with, and for, the wider academy community
- provide opportunity for the enjoyment of leisure including sport and societies.

**Principal**

Mr A Crofts

The Quest Academy  
Farnborough Avenue  
South Croydon  
CR2 8HD

**Tel** 020 8657 8935

**Email** [office@thequestacademy.org.uk](mailto:office@thequestacademy.org.uk)

**Web** [www.TheQuestAcademy.org.uk](http://www.TheQuestAcademy.org.uk)

## Contents

<b>Section</b>	<b>Page</b>
General Information	4
Curriculum Organisation	5
Pastoral, Careers and Enrichment Programme	6
Admissions Policy 2017	9
Admissions Procedure	12
Art/ Textiles (Applied)	13
Biology	14
Business (BTEC Level 3)	15
Chemistry	16
Drama	17
Economics	18
English Literature	19
French	20
Geography	21
Government and Politics	22
History	23
ICT (BTEC Level 3)	24
Maths	25
Physics	27
Psychology	28
RE: Philosophy and Ethics	29
BTEC Applied Science (Diploma)	31
Sociology	33
Spanish	34
Sport (BTEC Level 3)	35

## General Information

### ***Public Transport***

Buses 359, 433, 130, 466 or 64 are within walking distance of the Quest Academy. The simplest transport link to East Croydon station is via Tram 3 (alight at Gravel Hill).

### ***Age Range***

We are an 11-18 Academy founded in 2010 by the Coloma Trust.

### ***Sixth-Form***

In the Sixth Form we aim to provide a framework for the rounded development of the individual and welcome students, who at 16, wish to join The Quest Academy for this important stage in their preparation for adult life.

The official school day begins at 8.15 am and finishes at 2.40pm and is divided into six fifty-minute sessions.

Quest parents are consulted at all stages of their child's progress and this policy continues into the Sixth-Form. During the two years of a Sixth-Form course, parents are invited to meet the staff on four occasions and receive regular written reports on their son/ daughter's progress.

## Curriculum Organisation

In line with government policy for 16–19 education, students will have the opportunity to follow a flexible programme of learning that may include both vocational and academic subjects.

Decisions about the number and type of courses followed may be subject to negotiation following the publication of results; the curriculum offer is subject to the availability of specialist staff and viable groups. The Principal's decision on the allocation of places and courses is final.

Please bear in mind that short course GCSE qualifications are equivalent to half a GCSE for entry requirements. Double Awards such as BTEC First Certificate and GCSE Applied Subjects are equivalent to one award for entry requirements.

Year 12 students have the opportunity to participate in a full Physical Education programme, which includes a variety of sports. Personal, Social, Health and Citizenship Education is an integral part of the weekly teaching with a particular focus on Careers, Higher Education and progress at 18.

## Pastoral, Careers and Enrichment Programme

### ***Pastoral Organisation***

Pastoral care in the Sixth Form is shared between a team of 5 Sixth-Form Mentors, the 16 – 19 Director and a Deputy 16 – 19 Director. The emphasis is on growth through self-motivation and personal responsibility. The Mentor group meets daily; a regular tutorial enables students and Mentors to discuss issues of individual concern and to monitor progress. All students attend, and contribute to, year group assemblies and whole school assemblies.

### ***Dress Code***

In the Sixth Form we recognise the independence and growing maturity of our students as they progress to the world of work and adult life. Our Sixth-Form students are role models for the Quest community and students are expected to take pride in themselves and in the Academy. We expect high standards of commitment, conduct and appearance from all our Sixth-Form students and we work rigorously to maintain these standards. Our aim is to reflect the expectations of a professional workplace.

It is the responsibility of all students to comply with our dress code which is:

1. a SUIT with matching (i.e. identical) jacket and trousers or skirt in a dark colour e.g. navy, black, brown or grey. (Trousers should be full length, skirts must not be mini-length)
2. a shirt or blouse (with a collar) in a colour of the student's own choice which covers shoulders and midriff
3. Comfortable shoes which are suitable for wearing with a suit and appropriate to a working environment

The following are **not** allowed:

- Trainers
- Jeans
- Leggings
- Combat trousers, shorts, or jogging bottoms
- Strappy tops or vests
- Exposing bare midriff, cleavage or chest
- Sportswear/ leisurewear, including velour and cotton jersey

- Extremes of style, for example mini skirts
- Logos
- Visible facial or body piercings (except earrings) or tattoos

The dress code applies to journeys to and from the Academy, as well as at the Academy and at Academy functions.

Please note that outdoor jackets, coats or hats are not allowed to be worn during the school day.

### ***Personal, Social and Health Education***

A full and lively programme of activities, which includes numerous visitors to speak on a wide array of issues, is in place for all students. Topics include personal safety, presentation, interview skills, substance and alcohol abuse, financial management, being a citizen, Children's Act, health issues, charity work and gap year activities as well as much careers work and university preparation.

### ***Educational Visits and Field Studies***

Regular visits are organised to exhibitions, conferences, theatres, galleries and museums according to the subjects being studied.

Arrangements are also made for all those studying A Level Biology to attend field study courses.

### ***Careers Education Information, Advice and Guidance***

Careers guidance throughout these two years is regarded as a priority. There is a structured programme to encourage an awareness of the variety of opportunities available, and to help students towards a well-informed career decision. Application to Higher Education and degree courses is actively encouraged and supported.

All students are interviewed by the School Careers Staff. Guidance is readily available at all times on application procedures and interviews.

### ***The School Council***

The School Council is managed by Sixth Form students and is led by the Head Boy and Head Girl and their Deputies. These posts are open to all Sixth-Form students. The post holders are elected by students and staff and are appointed by the Principal.

### ***Extra-Curricular Activities***

The range of extra-curricular activities available include membership of the various school teams, participation in a Young Enterprise company, a team building and problem solving day; a wide range of musical activities, theatrical performances, both on stage and behind the scenes and very active committees covering a wide range of interests.

### ***Private Study Arrangements***

Each A Level subject studied requires a minimum of 5 hours of private study per week. The facilities for private study include a supervised study base with internet access, and a spacious library. Silent, independent study is observed in these areas. All facilities are open and available for students from 7.45am until 6.00pm. All students are provided with a diary/planner. Textbooks are usually provided on loan by subject staff for the duration of the course. Each student has own-user access to the internet. The use of all materials and facilities are subject to Academy policies.



## Admissions Policy

There are 80 places in Y12 of the Sixth-Form. Places will be offered conditionally as described in sections 1 and 2 below.

### ***Minimum Level of Attainment at GCSE***

In order to be considered for a place in the Sixth Form, all candidates must meet the minimum level of attainment at GCSE for the course of study they propose to follow. This is as follows:

#### **AS Level subjects**

- A minimum of 5 GCSE passes at Grade 5, including a Grade 4 or above in English and Mathematics
- Grade 6 or above in the subjects to be studied at A Level except for Applied subjects, when a grade 5 is acceptable
- The specific requirements for particular A Level subjects to be studied, as set out in this Prospectus/Application Form

### ***Oversubscription Criteria***

If the number of applications from those who wish to join the school and meet the minimum level of attainment at GCSE exceeds the number of places available for a given course of study, the Governors will offer places conditionally in priority order as follows:

- A. Candidates who are in public care to a local authority (looked after children as defined in Section 22 of the Children Act 1989)
- B. Candidates progressing from Year 11 of the Academy
- C. Other candidates

If there are more candidates who satisfy criteria A to C than places available, places will be offered in each category to candidates by random allocation.

### ***Admission Number***

There are 80 places in Y12 of the Sixth Form. The Governors reserve the right to allocate places to fewer pupils if there are insufficient applicants who meet the minimum level of attainment at GCSE. In addition, the Governors will seek to avoid prejudicing the effective provision of education and resources by maintaining realistic pupil/ teacher and pupil/ resources ratios.

### ***Timetable***

Closing date for applications Friday, 12<sup>th</sup> January 2018. Offers of places will be made by the end of March 2018, if not sooner.

### ***Application Forms***

Application forms are available in this pack or can be downloaded via the website.

### ***Candidates with Statements of Special Educational Needs***

The admission process for candidates with statements of SEN is completely separate from the process set out in this document. If your child has a statement, please contact your home local authority for advice on admission.

### ***Late Applications***

Applications made after the closing date will only be considered if there is a good reason for the delay. Reasons for lateness must be supplied in writing.

### ***Course Suitability Discussion***

Candidates may be invited to attend a course suitability discussion at the Academy. This does not form part of the admissions process but is designed to provide advice concerning subject choices and to enable prospective pupils to determine how their needs and requirements might be met at the Academy.

### ***Waiting Lists***

Where an application is unsuccessful, candidates may ask for their name to be placed on a waiting list. The waiting list will be maintained in an order determined by the oversubscription criteria as set out in this policy.

### ***Admission Appeals***

Candidates who have not been offered a place at the Academy and their parents have the right of appeal against the governors' decision. An independent admissions appeals panel will be established to hear appeals in accordance with the provisions of the 'School Admissions Appeals Code'.

## Admissions Procedure

Students wishing to apply to *Quest6* should use the enclosed form, further copies of which can be downloaded via the Academy's website:

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

Your application should be with the Academy by **Friday, 12<sup>th</sup> January 2018**.

When your application has been processed, you may be invited for a meeting early in 2018. If you are offered a conditional place, you will be asked to confirm your acceptance in writing and agree your preliminary choice of subjects. Confirmation is regarded as a commitment on your part. All places are conditional on meeting the admissions criteria.

Following publication of the GCSE examination results in August, you will be expected to submit your results to the Principal at the Academy. Please feel free to contact the school at any stage of the admissions process if you need any information or assistance.

## Applied Art and Design

**Awarding Body:** AQA

### ***Minimum Entry Requirements***

In addition to the main entry requirements a proven interest in, and aptitude for, the subject.

### ***Course Content***

The Advanced GCEs in Applied Art and Design have been designed to form qualifications which provide knowledge and understanding of this vocational area. They are ideal qualifications for those candidates who want a broad background in Art and Design which will allow them to progress to further or higher education, training or employment.

Unit 1: Investigation of 2D visual language

Unit 2: Investigation of 3D visual language

Unit 3: Working to a brief

Unit 7: Application and development of 2D visual language

Unit 8: Application and development of 3D visual language

Unit 9: Working to self-identified briefs

### ***Assessment***

Assessment is designed to give credit for what students can do as well as what they know and understand. It is based both on portfolio evidence which is marked by the centre and moderated by AQA and external assessments which are set and marked by AQA.

## A2 Level Biology

**Awarding Body:** AQA

### **Minimum Entry Requirements**

In addition to the main entry requirements, students must have at least 6 at GCSE level in Science and Additional Science or 6 in Biology, Chemistry and Physics.

### **Course Content**

The new A-levels in Biology will be linear qualifications. All assessments for A-level will take place at the end of the course. The AS level Biology will still exist, as a standalone qualification.

This interesting and challenging subject covers essential biological principles in relevant contexts e.g. Heart disease, Cystic fibrosis. You will acquire scientific knowledge and understanding, and will develop skills of analysis and application.

### **AS Level**

- Paper 1: 1hr 30mins (50%)
- Paper 2: 1hr 30mins (50%)

### **A2 Level**

- Paper 1: 2hrs (35%)
- Paper 2: 2hrs (35%)
- Paper 3: 2hrs (30%)

Science Practical Endorsement – students will be given a pass or fail depending of a series of compulsory practicals and how they carry out independent practical work.

Overall, a minimum of 10% of the marks across the three papers will be awarded for mathematics at Level 2 or above.

The paper will include questions that target the conceptual and theoretical understanding of experimental methods.

### **Assessment**

The course will be 100% externally marked in the form of examination, at the end year 12 (AS-level) or year 13 (A-level). As mentioned above, the practical assessment is done by the teacher and is pass or fail.

## BTEC Level 3 Business (Subsidiary Diploma)

**Awarding Body:** Edexcel

### ***Minimum Entry Requirements***

The main entry requirements as stated.

### ***Course Information***

This is a vocational course and is assessed internally by coursework, controlled assessment and examinations. Students must have the ability to understand and apply business concepts, conduct varied research to support their studies and work independently.

### ***Course Content***

#### *Year 1*

Unit 1: Exploring Business

Unit 2: Developing a Marketing Campaign

#### *Year 2*

Unit 3: Personal and Business Finance

\*Unit 14: Investigating customer service

\*These are optional units and are subject to change based on the pathway being followed (eg, Law, Finance, or Marketing)

### ***Assessment***

A combination of internal and external assessments throughout the course.

## A2 Level Chemistry

**Awarding Body:** OCR Chemistry A

### **Minimum Entry Requirements**

In addition to the main entry requirements, students must have at least 6 at GCSE level in Science and Additional Science or 6 in GCSE Chemistry, Biology and Physics.

### **Course Content**

There are six modules:

- Module 1 – Development of practical skills in chemistry
- Module 2 – Foundations in chemistry
- Module 3 – Periodic table and energy
- Module 4 – Core organic chemistry
- Module 5 – Physical chemistry and transition elements
- Module 6 – Organic chemistry and analysis

### **Assessment**

Paper 1 : Periodic table, elements and physical chemistry (01) 2 hour 15 mins 37%

Paper 2 : Synthesis and analytical techniques (02) 2 hours 15 mins 37%

Paper 3 : Unified Chemistry 1 hour 30 mins (03) 26%

Students gain practical skills throughout the course. These are assessed in the written examinations and in the Practical Endorsement.



## A2 Level Drama and Theatre Studies

**Awarding Body:** Edexcel

**Minimum Entry Requirements:** Grade 6 at GCSE Drama is preferable. Students wishing to study Drama afresh, potentially without having had the opportunity of studying the subject at GCSE level, will also be considered, at the discretion of the Head of Performing Arts Faculty.

**Course Content:**

Drama and Theatre Studies is an engaging, creative and thought provoking subject. Students will develop a variety of dramatic and theatrical skills - including performing, directing and critical evaluation - alongside an understanding and appreciation of drama and theatre in a social, cultural and historical context.

**Unit 1:** *Devised Drama (40% of the qualification)*

**Unit 2:** *Scripted Drama (20% of the qualification)*

**Unit 3:** *Exploration of Set Performance and Theatre Review (40% of the qualification)*

**Assessment:** The course is assessed in a variety of different ways, covering a range of learning styles. Unit 1 is assessed through a submitted portfolio alongside a devised performance. Unit 2 is assessed through either a scripted performance, one being in a group whilst the other is a monologue. Whilst Unit 3 is a paper exam testing your directing and acting skills around a set text as well as reviewing a live piece of theatre. A strong knowledge of theatre practitioners will play a strong part in all of the assessment.

## A2 Level Economics

**Awarding body:** AQA

**Minimum Entry Requirements:** In addition to the main entry requirements as stated students must have the ability to write fluently and a minimum of a grade 6 in English Language or English Literature and grade 5 in Maths.

**This course will encourage you to:**

- Develop an interest in and enthusiasm for the study of economics.
- Appreciate the contribution of economics to the understanding of the wider economic and social environment
- Deepen your understanding of a range of concepts and acquire an ability to use these concepts in a variety of different contexts
- Use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist

### Course content and structure

YEAR 12	Theme 1 The Operation of markets and market failure	<ul style="list-style-type: none"> <li>• Nature of economics</li> <li>• How markets work</li> <li>• Market failure</li> <li>• Government Intervention</li> </ul>
	Theme 2 The National Economy in a Global Context	<ul style="list-style-type: none"> <li>• Measures of economic performance</li> <li>• Aggregate demand and supply</li> <li>• National income</li> <li>• Economic growth</li> <li>• Macroeconomic objectives and policies</li> </ul>
YEAR 13	Theme 3 Individuals, firms, markets and market failure	<ul style="list-style-type: none"> <li>• Business growth</li> <li>• Business objectives</li> <li>• Revenues, costs and profits</li> <li>• Market structures</li> <li>• Labour market</li> <li>• Government intervention</li> </ul>
	Theme 4 The National and International Economy	<ul style="list-style-type: none"> <li>• International economics</li> <li>• Poverty and inequality</li> <li>• Emerging and developing economies</li> <li>• The financial sector</li> <li>• Role of the state in the macro-economy</li> </ul>

## A2 Level English Literature

**Awarding Body:** AQA

**Minimum Entry Requirements:** The main entry requirements are a grade 6 in English Language or a grade 6 in English Literature.

### **Course Information**

This is a two year course based on the exploration of reading processes in an interesting and enriching way to approach literary texts. This qualification prepares students for employment in a range of fields where analytical and communication skills play a vital role. Students can progress to higher education or professional development programmes.

### **Year 1**

Aspects of Narrative

60% of AS, 30% of A level

Four texts for study: two novels (at least one post 1990) and two poetry texts 1800 -1845.

Dramatic Genres

40% of AS, 20% of A level

At least two texts for study within dramatic genre of Comedy.

Students will produce a portfolio of written coursework.

### **Year 2**

Texts and Genres

30% of total A level

Three texts for study including a t least one text 1300-1800

Elements of Gothic or Elements of the Pastoral will be studied.

### **Further and Independent Reading**

At least three texts for study including one pre-released anthology of critical material. Students will produce a portfolio of written coursework.

## A2 Level French

**Awarding Body:** Edexcel

### **Minimum Entry Requirements**

Grade 6 at GCSE (full course) level, in ALL four units taken.

### **Course Information**

The Advanced GCE in French has been designed to encourage a love of learning French and is ideal for those students interested in engaging with the changing social, historical and political context and culture of France and other francophone countries. The qualification encourages students to engage with modern French society through the reading and analysis of French literature and cinema as well as encouraging them to educate themselves on the traditions, customs and culture of the wider Francophone world. This combined with a rigorous approach to grammar and translation allows students to learn French alongside developing other key skills necessary for further and higher education and employment.

### **Course Content**

Theme 1: Changing French society

Theme 2: Political and Artistic culture in Francophone countries

Theme 3: Immigration and French multicultural society

Theme 4: France during the Second World War.

### **Assessment**

The Advanced GCE in French consists of two externally examined papers assessing listening, reading and writing and a non-examined assessment assessing speaking. The speaking assessment is externally set and conducted by a teacher.

Paper 1: Listening, reading and translation (externally examined)

Paper 2: Written response to works and translation (externally examined)

Paper 3: Speaking (internally assessed)

## AS/A Level Geography

**Awarding Body:** AQA

### ***Minimum Entry Requirements***

Students who have studied Geography at GCSE will require at least a grade 6.

Students who have not studied Geography at GCSE may be considered if they fulfil the following requirements: a minimum of a grade 6 in English Language or English Literature, or a grade 6 in double award Science and/or another Humanities subject (History, Sociology, Religious Education and/or Citizenship).

Students should have confidence in the interpretation and analysis of numerical and graphical data. They should have the ability to consider evidence from a critical perspective and write fluently about their conclusions. Students should have an enquiring mind with an active interest in contemporary events, they should enjoy research and be thoughtful of alternate perspectives.

### ***Course Content and Assessment***

#### **Year 12: AS-Level**

**Component 1: Physical Geography and People and the Environment** (1 hour 30 minutes written examination).

Section A – *Coastal Systems and Landscapes*

Section B – *Contemporary Urban Environments*

**Component 2: Human Geography and Geographical Fieldwork Investigation** (1 hour 30 minutes written examination).

Section A – *Changing Places*

Section B – *Geographical Fieldwork Investigation and Skills* (a minimum of 2 days fieldwork)

#### **Year 13 – A-Level**

**Component 1: Physical Geography** (2 hour 30 minutes written examination)

Section A – *Water and Carbon Cycles*

Section B – *Coastal Systems and Landscapes (AS)*

Section C - *Hazards*

**Component 2: Human Geography** (2 hour 30 minutes written examination)

Section A – *Global Systems and Global Governance*

Section B – *Changing Places (AS)*

Section C - *Contemporary Urban Environments (AS)*

**Component 3: Geographical Fieldwork Investigation** (3000-4000 word report)

A guided individual research project on a question or issue from any part of the specification. Must include data collection and active field research (4 days minimum)

## A Level Government and Politics

**Awarding Body:** AQA

### **Minimum Entry Requirements**

The main entry requirements are at least a Grade 6 in English Literature or English Language, and a Grade 6 in another Humanities subject (History, Geography, Religious Education and/or Citizenship).

Students should have the ability to consider evidence and draw conclusions. They should also have the ability to write fluently and analyse effectively. They should have an inquiring mind and enjoy research and be able to view events from differing perspectives.

### **Course Information**

Government and Politics is designed to encourage students to develop their critical thinking skills and enhance their ability to interpret, evaluate and comment on the nature of politics. Students acquire knowledge of the structures of authority and power within the political system of the United Kingdom and are encouraged to think and debate more widely about how other political systems may differ.

### **Course Content**

Unit 1: People, Politics and Participation (1 hour 30 minute written examination)

Unit 2: Governing Modern Britain (1 hour 30 minute written examination)

Unit 3: The Politics of the USA or Ideologies (1 hour 30 minute written examination)

Unit 4: The Government of the USA or Ideologies in Action (1 hour 30 minute written examination)

### **Assessment**

Examination. Structured answers and essays.

## A Level History

**Awarding Body:** Edexcel

### **Minimum Entry Requirements**

Students who have studied History at GCSE will require at least a grade 6.

In addition to the main entry requirements as stated students must have the ability to write fluently and a minimum of a grade 6 in English Language or English Literature.

Students should have the ability to consider evidence and draw conclusions. They should also have the ability to write fluently and analyse effectively. They should have an inquiring mind and enjoy research and be able to view events from differing historical perspectives.

### **Course Content**

Paper 1: Germany and West Germany, 1918-89

Paper 2: The Rise and Fall of Fascism in Italy, 1911-46

Paper 3: Rebellion and disorder under The Tudors, 1485-1603

Paper 4: Historical Enquiry (over a 100 year period): How far Germany was responsible for the First World War.

### **Assessment**

Three written exams at the end of Year 13, with one piece of submitted coursework.

## BTEC Level 3 Subsidiary Diploma in IT

**Awarding Body:** Edexcel

### **Minimum Entry Requirements**

The main entry requirements as stated.

### **Course Information**

This is a vocational course and is assessed internally by coursework, through controlled assessment and a small proportion of examinations. Students must have the ability to understand and apply concepts in information technology, conduct research to support their studies and work independently.

### **Course Content**

#### **Year 1**

Unit 1: Information Technology Systems  
Unit 2: Creating Systems to Manage Information  
Unit 3: Using Social Media in Business

#### **Year 2**

Unit 2: Creating Systems to Manage Information  
Unit 6: Website Development

### **Assessment**

A combination of internal and external assessments throughout the course.



## A Level Mathematics

**Awarding Body:** Edexcel

### **Minimum Entry Requirements**

Minimum Grade 7 at GCSE Mathematics (GCSE Further Mathematics is not considered).

### **Course Content**

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

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study
- extend their range of mathematical skills and techniques
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- generalise mathematically and construct mathematical proofs
- use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy
- represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- use technology such as calculators and computers effectively and recognise when their use may be inappropriate

### **Assessment**

The course comprises of 100% externally assessed examinations, sat at the end of two years.

<b>A level Mathematics</b>	
<b>Paper 1:</b> Pure Mathematics 33%, 2 hours, 100 marks	Any pure content can be assessed on either paper
<b>Paper 2:</b> Pure Mathematics 33%, 2 hours, 100 marks	
<b>Paper 3:</b> Statistics and Mechanics 33%, 2 hours, 100 marks	Section A: Statistics (50 marks) Section B: Mechanics (50 marks)

## AS Level Mathematics

**Awarding Body:** Edexcel

**Minimum Entry Requirements:**

A Grade 6 at GCSE Mathematics (only possible if entered into the Higher GCSE tier in Year 11)

**Course Content**

The aims and objectives are exactly the same as the A-Level Mathematics course however, only half of the content is covered: AS students will be studying the same topics that the A-Level Maths students cover in Year 12, over a period of two years.

This course is being offered in recognition of the importance and value of Mathematics as a post-16 qualification with regards to broadening career and university options, and will be a fourth bolt-on option to the equivalent of 3 full A-Levels (or two BTECs).

**Assessment**

The course comprises of 100% externally assessed examinations, sat at the end of two years.

AS level Mathematics
<b>Paper 1:</b> Pure Mathematics 62.5%, 2 hours, 100 marks
<b>Paper 2:</b> Statistics and Mechanics 37.5%, 1 hour 15 minutes, 60 marks

## A2 Level Physics

**Awarding Body:** AQA

### **Minimum Entry Requirement**

In addition to the main entry requirements, students must have at least 6 at GCSE level in Science and Additional Science, or 6 in GCSE Chemistry, Biology and Physics, along with a grade 7 in GCSE Mathematics.

### **Course Content**

The course is divided into eight modules and one option module that take into account the needs of different groups of students, whether they will study Physics beyond A-level or not. It aims to make students more aware of the relevance of Physics to their everyday lives and to show the importance of Physics as a human endeavour that interacts with social, philosophical, economic and industrial matters.

The six modules are:

- 1 Measurements and their errors
- 2 Particles and radiation
- 3 Waves
- 4 Mechanics and materials
- 5 Electricity
- 6 Further mechanics and thermal physics
- 7 Fields and their consequences
- 8 Nuclear physics

### **Assessment**

Students are assessed by a combination of three external written examinations covering all units at the end of Year 13.

There is also an assessment on practical skills but this does not count towards the final grade and is reported separately as either pass or fail.

## A Level Psychology

**Awarding Body:** AQA

### **Minimum Entry Requirements**

The main entry requirements are at least a Grade 6 in English Literature or English Language, and a Grade 6 in another Humanities subject (History, Geography, Sociology, Religious Education and/or Citizenship).

Students should have the ability to consider evidence and draw conclusions. They should also have the ability to write fluently and analyse effectively. They should have an inquiring mind and enjoy research and be able to view events from differing perspectives.

### **Course Content**

Paper 1: Introductory Topics in Psychology

Paper 2: Psychology in Context

Paper 3: Issues and Options in Psychology

Psychology is a highly cross-disciplinary subject, meaning it is highly complementary to pupils wishing to study not only Psychology at university, but also other humanities, literary and/or science focused courses.

## A2 Level RS: Philosophy and Ethics

**Awarding Body:** OCR

### **Minimum Entry Requirements**

The main entry requirements are a Grade 6 in English Language or a Grade 6 in English Literature.

### **Course Information**

This is a two year course based on the exploration of philosophical and ethical theory. This qualification prepares students for employment in a variety of fields where sound judgement and clear communication play a central role. Students successful in this course of study will develop the skills to progress to higher education or professional development programmes.

### **Course Content**

#### **Year 1**

H173/01: Philosophy of Religion

- Philosophical Language and Thought
- The Existence of God
- God and the World

H173/02: Religious Ethics

- Normative Ethical Theories: Religious Approaches
- Normative Ethical Theories
- Applied Ethics

H173/03: Developments in Christian thought

- Insight
- Foundations
- Living

Examined as 50% of A level

#### **Year 2**

H573/01: Philosophy of Religion

- Theological and Philosophical Developments

- Religious Language: Negative, Analogical or symbolic
- Religious Language: Twentieth Century Perspectives

H573/02: Religious Ethics

- Ethical Language: Meta Ethics
- Significant ideas
- Developments in Ethical Thought

H573/03: Content of Developments in Christian Thought

- Development
- Society
- Challenges

Examined as 50% of a level

Assessment

Year 1: 1 hour 15 minute written paper for each unit (*Religion and philosophy, Religion and Ethics and Content of Developments in Christian thought*)

Year 2: 2 hour written paper for each unit (*Religion and philosophy, Religion and Ethics and Content of Developments in Christian thought*)

## BTEC Nationals in Applied Science (Diploma)

**Awarding Body:** Pearson

### **Minimum Entry Requirements**

The main entry requirements as stated.

### **Course Information**

The course is aimed at students who want to continue their education through applied learning and prepares students for a range of higher education courses and jobs related to the science and technology sector. This is a vocational course and is assessed using a combination of assessment styles which aim to give students the confidence that they can apply their knowledge to the workplace. Students must have the ability to understand and apply scientific concepts, conduct independent research to support their studies and to meet strict deadlines. They will benefit from studying a wide range of scientific topics on everything from genetics to electricity and will have the opportunity to develop both their theoretical and practical skill sets.

### **Course Content**

#### **Mandatory Units**

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

#### **Optional Units Include:**

- Unit 8: Physiology of Human Body Systems
- Unit 11: Genetics and Genetic Engineering
- Unit 13: Applications of Inorganic Chemistry
- Unit 15: Electrical Circuits and their Application
- Unit 22: Materials Science
- Unit 23: Forensic Evidence, Collection and Analysis.

### ***Assessment***

Units 2, 4, and 6 are all internally marked assignments. Units 1 and 5 are externally marked written exams. Unit 3 is a task set and marked externally. Units 1, 3, 5 and 6 must be passed for learners to complete the qualification.



## A Level Sociology

**Awarding Body:** AQA

### **Minimum Entry Requirements**

Students who have studied Sociology at GCSE will require at least a grade 6.

Students who have not studied Sociology GCSE will be considered if they fulfil the following requirements: a minimum of a grade 6 in English Language or English Literature, and a grade 6 in another Humanities subject (History, Religious Education and/or Citizenship).

Students should have the ability to consider evidence and draw conclusions. They should also have the ability to write fluently and analyse effectively. They should have an inquiring mind and enjoy research and be able to view events from differing perspectives.

### **Course Information**

Students will acquire knowledge of contemporary social processes and social changes. Students will be encouraged to develop their own Sociological awareness through active engagement with the contemporary social world.

### **Course Content**

Unit 1: Education with Theory and Methods

Unit 2: Topics in Sociology – Families and Households and Beliefs in Society.

Unit 3: Beliefs in Society, Global Developments, Mass Media and Power and Politics.

Unit 4: Crime and Deviance, with Theory and Research Methods.

### **Assessment**

Examination. Structured answers and essays.

## A2 Spanish

**Awarding Body:** Edexcel

### ***Minimum Entry Requirements***

Grade 6 at GCSE (full course) level, in ALL four units taken.

### ***Course Information***

The Advanced GCE in Spanish has been designed to encourage a love of learning Spanish and is ideal for those students interested in engaging with the social, historical and political context of Spain and other Hispanic countries. The qualification encourages students to engage with modern Spanish society through the reading and analysis of Spanish literature and cinema, as well as engaging with online media. Further analysis of the customs, festivals and cultures of the wider Hispanic world will enable students to develop a broad understanding of what it means to be a Spanish speaker. This combined with a rigorous approach to grammar and translation allows students to learn Spanish alongside other key skills necessary for further and higher education and employment.

### ***Course Content***

Theme 1: Changing Spanish society.

Theme 2: Political and Artistic culture in the Hispanic world.

Theme 3: Immigration and Spanish multicultural society.

Theme 4: Franco's dictation and the transition to democracy.

### ***Assessment***

The Advanced GCE in Spanish consists of two externally examined papers assessing listening, reading and writing and a non-examined assessment assessing speaking. The speaking assessment is externally set and conducted by a teacher.

Paper 1: Listening, reading and translation (externally examined)

Paper 2: Written response to works and translation (externally examined)

Paper 3: Speaking (internally assessed)

## BTEC L3 Diploma in Sport

**Awarding Body:** Edexcel

### **Minimum Entry Requirements**

The main entry requirements as stated. A BTEC Sport L2 is desirable

### **Course Information**

An exciting two-year Level 3 Sports course, which investigates different aspects of Sport and how it has developed over time. There are a variety of units ranging from Anatomy and Physiology to Sports Psychology, offering students the opportunity to move forward into higher education or employment in the vocational sector.

### **Course Content**

#### **Mandatory Units**

Unit 1: Anatomy and Physiology

Unit 2: Fitness Training and Programming for Health, Sport and Well-being

Unit 3: Professional Development in the Sports Industry

Unit 4: Sports Industry

Unit 6: Sports Psychology

Unit 8: Coaching for Performance

Unit 28: Sports Performance Analysis

#### **Additional Units**

*These can change depending on cohort and student selection.*

Unit 5: Application of Fitness Testing

Unit 26: Technical and Tactical demands of Sport

Unit 27: The Athletes Lifestyle

#### **Assessment**

Units 1 and 2 will be assessed externally through an exam, all other units will be assessed internally, through a teacher-assessed portfolio.