



**The Ilfracombe Academy**  
A Specialist Arts School & Sixth Form

# Post 16 Prospectus Supplement

For entry September 2018



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The Ilfracombe Academy

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**We Aim to be Outstanding in All We Do**



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# Welcome to the Sixth Form at The Ilfracombe Academy

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We are proud to have such a successful and dynamic Sixth Form, judged “*Good*” time after time by multiple inspections. Whether you are currently a student at the Academy, or visiting us to find out more, I am confident that you will be impressed by the Sixth Form experience we offer.

***“Leaders of the Sixth Form have high expectations of students. They have maintained good standards over a number of years” (OFTSED, 2017)***

Our aim is to ensure that every student fulfills their potential, both academically and outside the classroom. We are committed to the highest standards of academic excellence but also to equipping our students to leave us as happy, resilient young people prepared for their next steps. We are very proud of the achievements of our Sixth Form students. Examination results are consistently good and the majority of our year 13 students gain places at their first choice university, many to the elite Russell Group and Oxbridge.

***“The impressive quality of support in this area is shown by many students who go on to attend Russell Group universities, apprenticeships and Oxbridge.” (OFSTED, 2017)***

As a school based Sixth Form, we offer continuity of experience and unrivalled pastoral care with a dedicated team of approachable, specialist teachers and tutors. Every student is known by us and every student matters to us. Students have a daily morning tutorial with their tutor who will remain with them for their entire Sixth Form career. Tutors guide and mentor their students through their studies whilst also building their confidence to take up opportunities that will develop their talents

We have high expectations for all our students, yet recognise the need to offer support and guidance where needed. Life and learning is different in the Sixth Form; students are expected to take more responsibility for their own learning. Students prepare ahead of lessons, take their own notes, meet deadlines and undertake independent research. To support their independent learning students will benefit from our brand new school building and purpose built Sixth Form Centre providing “top notch” facilities.

We also strive to offer many different enrichment opportunities to help our students stand out when applying for jobs and university. Students in the Sixth Form are encouraged to take on leadership roles and other responsibilities to develop their skills and experiences. Students are able to participate in Young Enterprise, National Citizens Service, Student Investor Challenge, Duke of Edinburgh and Ten Tors amongst many others. Students organise many activities themselves, including various charity events, volunteering with our younger students, sporting events and our annual Sixth Form trip to London. Additionally, there are many opportunities for students to visit universities, attend summer schools, visit careers fairs and explore their next steps after Sixth Form.

I hope you enjoy reading this prospectus to find out more about the courses and study programmes we offer and how the application process works.



Mr T Collins  
Head of Sixth Form

# Sixth Form Study Programmes and Qualifications explained

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The collection of different courses a student takes in the Sixth Form is called a '**Study Programme**'. There are two types of Sixth Form Study Programme on offer at The Ilfracombe Academy which we refer to as **Level 3** 'Advanced' programmes and **Level 2** 'Intermediate' programmes. Most students in the Sixth Form follow a Level 3 study programme.

There are also two types of qualification called '**Academic**' and '**Applied General**'. *A Levels* and *GCSEs* are both examples of academic qualifications. '*BTECs*' and '*Cambridge Techs*' are both examples of vocational qualifications. As a general rule, academic qualifications are assessed mainly through written exams at the end of the course and may involve some coursework. Vocational qualifications are assessed mainly through ongoing coursework , but do involve some written exams. Both qualification types are stepping stones to higher education, apprenticeships and the world of work. The purpose of this section of the booklet is to tell you more about the courses we offer.

## **Level 3 Courses**

Level 3 courses are more demanding than Level 2 courses. Level 3 study programmes are typically made up of three subjects and take two years to complete.

For September 2018, there are 23 Level 3 courses on offer leading to A level qualifications or vocational qualifications known as 'Applied General' qualifications. To study Level 3 courses you need to have **gained a grade 4 (or higher) at GCSE in at least 4 subjects**, you must also obtain a grade 4 (or higher) in either English or Maths.

Students who have not successfully gained a grade 4 or higher in GCSE English and Maths at the end of Year 11 are required to re-sit the exams in either November 2018 or summer 2019. Retake lessons are timetabled and students are well supported in their retakes. Ideally however all students wishing to progress into the Sixth Form will have gained at least a grade 4 so that they can focus on their chosen courses. It is worth noting at this stage that it is a grade 5 that is considered to be a Good Pass, however grade 4, Standard Pass, is the minimum required to avoid retaking English or Maths.

All Level 3 courses have 4 hours of lessons per week plus two timetabled study periods per subject.

## **Level 2 courses**

Level 2 courses are the same standard as GCSE and are studied for 1 year only. Students tend to choose Level 2 courses for two reasons; firstly as a stepping stone to employment or training after one year and secondly as a means of meeting the entry requirements for Level 3 study in the Sixth Form. In addition to GCSE re-sits in English and maths, we offer Level 2 vocational courses in the following subjects:

- Creative Digital Media
- Sport and Activity Leaders
- Product Design
- Workskills

All students on a Level 2 Study Programme are additionally required to study ‘Workskills’ and be on a Work Experience programme for part of the year.

## **AS Levels and A Levels – important changes being introduced nationally**

Since September 2015, new “Reformed” A level courses in a number of popular subjects have been introduced nationally. In these ‘new generation’ A Levels, all exams are sat at the end of year 13, after two years of study. The AS Level qualification is still available, but it no longer counts towards A Level. Since September 2017 these new arrangements have applied to all A level subjects we offer. At The Ilfracombe Academy, all Sixth Form students starting A level courses in September 2018 will **not** routinely sit AS exams at the end of year 12. However, we keep open the possibility of offering the AS qualification to those who we think might benefit from doing it, or for those who decide they do not wish to continue the subject beyond Year 12 to full A Level.

## **What next? How do I apply?**

The rest of the Prospectus Supplement goes on to tell you in more detail about each of the courses we offer in the Sixth Form. At the Sixth Form information you will be able to talk with the teachers who teach the courses and find out more about them. You will then complete a course choice form on which you tell us the subjects/courses you would like to study. The deadline for handing in the application form is Friday 1<sup>st</sup> December. We will continue to accept applications or requests for changes to your choice of courses after this date, however, we cannot guarantee that we will be able to offer the combination of subjects you would like to do. Note also, that some subjects may not run if there is insufficient interest amongst the students to take them. In the Spring Term you will be interviewed by Mr Collins, Head of Sixth Form, or a senior member of staff and in the early summer term you will receive a letter confirming your place in the Sixth Form and your Study Programme from September 2018.

## **What if I cannot find a course that I am interested in?**

We are passionate about providing a broad range of courses in the sixth form. Our ultimate goal is to support students as they progress either into further education, onto apprenticeships or into the world of work. Should you do not find a course which interests you or if you are considering studies at another post-16 provider we would like to hear from you. There is a section at the bottom of the course choice form for this.

## Summary of courses and qualifications

Level 3 A Level Courses			
Subject	Qualification (Awarding Body)	Level	How is the result reported?
Biology	A level (OCR)	3	Grades A* to E
Chemistry	A level (OCR)	3	Grades A* to E
Physics	A level (OCR)	3	Grades A* to E
Mathematics	A level (Edexcel)	3	Grades A* to E
Further Mathematics	A level (Edexcel)	3	Grades A* to E
English Language and Literature	A level (AQA)	3	Grades A* to E
French	A level (Edexcel)	3	Grades A* to E
Spanish	A level (Edexcel)	3	Grades A* to E
History	A level (OCR)	3	Grades A* to E
Geography	A level (Edexcel)	3	Grades A* to E
Economics	A level (Edexcel)	3	Grades A* to E
Fine Art	A level (OCR)	3	Grades A* to E
Photography	A level (OCR)	3	Grades A* to E
Music	A level (OCR)	3	Grades A* to E
Psychology	A level (AQA)	3	Grades A* to E
Sociology	A level (AQA)	3	Grades A* to E

Level 3 Applied General Vocational Courses			
Applied Science	Edexcel BTEC Extended Certificate	3	PASS, MERIT, DISTINCTION or DISTINCTION*
Health & Social Care	OCR Cambridge Technical Extended Certificate	3	PASS, MERIT, DISTINCTION or DISTINCTION*
Information Technology	Edexcel BTEC Extended Certificate	3	PASS, MERIT, DISTINCTION or DISTINCTION*
Sport	Edexcel BTEC Extended Certificate	3	PASS, MERIT, DISTINCTION or DISTINCTION*
Performing Arts	Edexcel BTEC Extended Certificate	3	PASS, MERIT, DISTINCTION or DISTINCTION*
Creative Digital Media	Edexcel BTEC Extended Certificate	3	PASS, MERIT, DISTINCTION or DISTINCTION*
Business	Edexcel BTEC Extended Certificate	3	PASS, MERIT, DISTINCTION or DISTINCTION*

\* These courses/qualifications are currently under review and may change slightly by September 2018

Level 2 Courses			
Subject	Qualification/Awarding Body	How is result recorded	GCSE Equivalence
Sport and Activity Leaders	Pearson BTEC Technical Diploma	DISTINCTION* DISTINCTION MERIT PASS	9 – 1
Creative Digital Media	Pearson BTEC First Extended Certificate	DISTINCTION* DISTINCTION MERIT PASS	9 – 1
Product Design	TBC	DISTINCTION* DISTINCTION MERIT PASS	9 – 1
Workskills	BTEC Certificate	PASS or FAIL	N/A
English	GCSE	Grade 9 – 1	N/A
Maths	GCSE	Grade 9 – 1	N/A

\* These courses/qualifications are currently under review and may change slightly by September 2018

## UCAS points and Level 3 equivalence

Qualification	Grade	UCAS Tariff Points
A Level	A*	56
A Level	A	48
A Level	B	40
A Level	C	32
A Level	D	24
A Level	E	16
AS Level	A	20
AS Level	B	16
AS Level	C	12
AS Level	D	10
AS Level	E	6
Cambridge Tech Extended Certificate	DISTINCTION*	56
BTEC Extended Certificate	DISTINCTION	48
Cambridge Tech Extended Certificate	MERIT	32
BTEC Extended Certificate	PASS	16

# Biology

Exam Board	OCR	Qualification	A level
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## Course Overview

The course specification has the development of advanced level subject knowledge at its core with a clear focus on the applications of Biology and fundamental laboratory techniques in Biology.

Students will be regularly assessed using examination materials to track their progress across the two years and will be provided with timely feedback to facilitate their ongoing development as a Biologist.

An A level in Biology is a prerequisite for applications to University in the following areas; Veterinary Science, Biology, Zoology, Genetics and Human Biology (to name a few). An A level in Biology is desirable in supporting an application to numerous other University courses.

## Overview of course content

The OCR A level in Biology is divided into distinctly separate units that cover the key principles of Biology. During students' first year the syllabus ensures the study of both breadth and depth in Biology, these concepts are consolidated and built upon within the second year.

### Year 12

- Module 1: Development of practical skills
- Module 2: Foundations of Biology
- Module 3: Exchange and transport
- Module 4: Biodiversity, evolution and disease

### Year 13

- Module 5: Communication, homeostasis and energy
- Module 6: Genetics, evolution and ecosystems

## Assessment Model

The course is assessed by 3 formal examination papers. Examinations will be sat at the end of the 2 year qualification (during May/June):

Paper	Title	Length	Weighting
1	Biological processes	2hrs 15min	37%
2	Biological diversity	2hrs 15min	37%
3	Unified Biology	1hr 30min	26%

Practical skills in Biology will be assessed across the 2 year A level course. Student competency will be evaluated within practical lessons by their classroom teacher and will be reported alongside their A level as a 'practical endorsement' (reported as a pass/fail grade).

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## Entry Requirements (generic academy requirements)

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements)

**BIOLOGY** – Grade 5 (or higher) in GCSE Biology or a grade 6 (or higher) in combined GCSE science

# Chemistry

Exam Board	OCR	Qualification	A Level
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## Course Overview

The course specification has the development of advanced level subject knowledge at its core with a clear focus on the applications of Chemistry and fundamental laboratory techniques in Chemistry. An A level in Chemistry is a prerequisite for applications to University in the following areas; Medicine, Dentistry, Veterinary Science and Pharmaceutical Science (to name a few). An A level in Chemistry is desirable in supporting an application to numerous other University courses.

## Overview of course content

The OCR A level in Chemistry is divided into distinctly separate units that cover the key principles of Chemistry. During students' first year the syllabus ensures the study of both breadth and depth in Chemistry, these concepts are consolidated and built upon within the second year.

### Year 12

- Module 1: Development of practical skills in Chemistry
- Module 2: Foundations in Chemistry
- Module 3: Periodic table and energy
- Module 4: Core organic Chemistry

### Year 13

- Module 5: Physical Chemistry and transition elements
- Module 6: Organic Chemistry and analysis

## Assessment Model

The OCR A level in Chemistry is assessed by 3 formal examination papers. Examinations will be sat at the end of the 2 year qualification (during May/June):

Paper	Title	Length	Weighting
1	Periodic Table, elements and physical Chemistry	2hrs 15min	37%
2	Synthesis and analytical Chemistry	2hrs 15min	37%
3	Unified Chemistry	1hr 30min	26%

Practical skills in Chemistry will be assessed across the 2 year A level course. Student competency will be evaluated within practical lessons by their classroom teacher and will be reported alongside their A level as a 'practical endorsement' (reported as a pass/fail grade).

Students will be regularly assessed using examination materials to track their progress across the two years and will be provided with timely feedback to facilitate their ongoing development as a Chemist.

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## Entry Requirements (generic academy requirements)

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements)

**CHEMISTRY** – Grade 5 (or higher) in GCSE Chemistry or a grade 6 (or higher) in combined GCSE science

# Physics

Exam Board	OCR	Qualification	A level
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## Course Overview

The course specification has the development of advanced level subject knowledge at its core with a clear focus on the applications of Physics and fundamental laboratory techniques in Physics.

Students will be regularly assessed using examination materials to track their progress across the two years and will be provided with timely feedback to facilitate their ongoing development as a Physicist.

An A level in Physics is a prerequisite for applications to University in the following areas; Engineering, Physics, Astrophysics and Robotics (to name a few). An A level in Physics is desirable in supporting an application to numerous other University courses.

## Overview of course content

The OCR A level in Physics is divided into distinctly separate units that cover the key principles of Physics. During students' first year the syllabus ensures the study of both breadth and depth in Physics, these concepts are consolidated and built upon within the second year.

### Year 12

- Module 1: Development of practical skills
- Module 2: Foundations of Physics
- Module 3: Forces and motion
- Module 4: Electrons, waves, and photons

### Year 13

- Module 5: Newtonian world and astrophysics
- Module 6: Particles and medical physics

## Assessment Model

The OCR A level in Physics is assessed by 3 formal examination papers. Examinations will be sat at the end of the 2 year qualification (during May/June):

Paper	Title	Length	Weighting
1	Modelling Physics	2hrs 15min	37%
2	Exploring Physics	2hrs 15min	37%
3	Unified Physics	1hr 30min	26%

Practical skills in Physics will be assessed across the 2 year A level course. Student competency will be evaluated within practical lessons by their classroom teacher and will be reported alongside their A level as a 'practical endorsement' (reported as a pass/fail grade).

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## Entry Requirements (generic academy requirements):

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements):

**PHYSICS** - Grade 5 (or higher) in GCSE Physics or a grade 6 (or higher) in combined GCSE science

# Mathematics

Exam Board	Edexcel	Qualification	A level
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## Course Overview

The value of studying A level Mathematics cannot be over-stated, and it is a vital requirement for many university courses.

Mathematics allows you to understand and manipulate statistics, calculus and mechanics. It is at the core of science subjects. It enables you to make sense of the economy, medicine and law. An A level in maths is a prerequisite for applications to University in actuarial sciences and maths. An A level in Maths is desirable in supporting an application to numerous other University courses such as engineering and optometry.

## Overview of course content

Pure maths - proof, functions, coordinate geometry, sequences & series, trigonometry, exponentials & logarithms, calculus, vectors, numerical methods

Statistics – sampling, data presentation & interpretation, probability, statistical distributions, hypothesis testing.

Mechanics – quantities & units in mechanics, kinematics, forces & Newton's laws, moments

## Assessment Model

The Edexcel A level in mathematics is assessed by 3 formal examination papers. Examinations will be sat at the end of the 2 year qualification (during May/June):

Paper	Title	Length	Weighting
1	Pure 1	2hrs	33.3%
2	Pure 2	2hrs	33.3%
3	Applied (statistics & mechanics)	2hrs	33.3%

Students may use a calculator in all A level mathematics examinations. The use of technology permeates the study of A level mathematics. Calculators used should include the following features and we will recommend a suitable calculator to students opting for this course:

- an iterative function
- the ability to perform calculations with matrices up to at least order 3 x 3
- the ability to compute summary statistics and access probabilities from standard statistical distributions

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## Entry Requirements (course specific requirements):

**MATHS** – Grade 5 (or higher) in GCSE Maths

# Further Maths

<b>Exam Board</b>	Edexcel	<b>Qualification</b>	A level
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## Course Overview

The value of studying A level Mathematics cannot be over-stated, and it is a vital requirement for many university courses.

Further Maths exposes you to extensions to the pure and mechanics covered by the Maths A level course. In addition you will study Decision maths – this is an introduction to algorithms and graph theory, linear programming and critical path analysis and would be extremely useful for anyone considering a career in computing/programming.

## Overview of course content

Core pure – proof, complex numbers, matrices, further algebra & functions, further calculus, further vectors, polar coordinates, hyperbolic functions, differential equations.

Further mechanics – momentum & impulse, collisions, centres of mass, work & energy, elastic strings & springs.

Decision maths – algorithms & graph theory, algorithms on graphs, critical path analysis, linear programming.

## Assessment Model

The Edexcel A level in further mathematics is assessed by 4 formal examination papers. Examinations will be sat at the end of the 2 year qualification (during May/June):

Paper	Title	Length	Weighting
1	Core Pure 1	1.5hrs	25%
2	Core Pure 2	1.5hrs	25%
3	Further mechanics	1.5hrs	25%
4	Decision	1.5hrs	25%

Students may use a calculator in all A level further mathematics examinations. The use of technology permeates the study of A level further mathematics. Calculators used should include the following features and we will recommend a suitable calculator to students opting for this course:

- an iterative function
- the ability to perform calculations with matrices up to at least order  $3 \times 3$
- the ability to calculate with complex numbers

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## Entry Requirements (course specific requirements):

FURTHER MATHS – Grade 6 (or higher) in GCSE Maths

# English Language and Literature

Exam Board	AQA	Qualification	A level
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## Course Overview

The AQA A level English Language and Literature specification draws on the academic field of Stylistics in order to create an integrated English Language and Literature course. For many, it will feel a natural progression from GCSE studies in English as both English literature and English language have been taught side by side. This specification offers opportunities for students to develop their subject expertise by engaging creatively, critically and independently with a wide range of texts. This qualification is clearly essential for a degree in English and is also desirable in supporting an application to a range of other university courses such as history and law due to the insightful analytical skills gained over the course.

## Overview of course content

### Year 12

- Dystopian Fiction: 'The Handmaid's Tale' by Margaret Atwood
- Remembered Places: 'Paris' Non-fiction anthology produced by AQA
- Poetic Voices: Robert Browning
- Writing About Society: 'The Great Gatsby' (initial study)
- Exploring Conflict: 'Othello' (initial study)

### Year 13

- Writing About Society: 'The Great Gatsby' (in depth study)
- Exploring Conflict: 'Othello' (in depth study)
- NEA – coursework: students complete an independent analysis comparing a literary with a non-literary text
- Revision of all topics for terminal exams

## Assessment Model

Paper	Title	Length	Weighting
1	Telling Stories Remembered Places – the representation of place Imagined Worlds – point of view and genre in prose Poetic Voices – the forms and functions of poetic voice	3 hours	40%
2	Exploring Conflict Writing about Society - the role of the individual in society, re-creative writing based on set texts Critical commentary – evaluating own writing Dramatic Encounters – conflict in drama	2hrs 30 minutes	40%
	NEA (non-exam assessment: coursework)	3000-3500 words	20%

Students will be regularly assessed using examination materials to track their progress across the two years and will be provided with detailed feedback to support them in achieving their grade.

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## Entry Requirements (generic academy requirements):

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements):

**ENGLISH LANGUAGE & LITERATURE** – Minimum of Grade 4 in GCSE English language and English literature

# French

Exam Board	Edexcel	Qualification	A level
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## Course Overview

If you enjoy meeting and talking to people from other countries, finding out about their cultures and developing your knowledge of how language works, then studying French at A level is for you.

Learning languages enables you to:

- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem-solving strategies and write coherently.
- Develop critical thinking, creativity and independence.
- Add an international dimension to your choice of A level subjects, which is something many employers and higher education providers want.
- Meet people from different countries and find out more about them.
- Have greater opportunities to work and/or study abroad, or work for companies in the UK with international links.

We believe languages should appeal to all students and we have chosen the Edexcel course to inspire all students who have an appreciation of the language, literature, film and culture of the French-speaking world. This is a motivating course of study that will enable students to develop an advanced level knowledge and understanding of the French language, the culture of France and other Francophone countries, as well as practical and valuable language and transferable study skills. This specification will help to prepare students for higher education and will definitely enhance their employability profile.

## Overview of course content

The four themes address a range of social issues and trends, as well as aspects of the political and artistic culture of France and French-speaking countries.

Theme 1 is set in the context of France only. This theme covers social issues and trends.

- Les changements dans les structures familiales
- Les changements dans les attitudes envers le mariage, les couples et la famille.
- L'éducation
- Le système éducatif et les questions estudiantines.
- Le monde du travail
- La vie active en France et les attitudes envers le travail; le droit à la grève; l'égalité des sexes.

Theme 2 is set in the context of Francophone countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

- La musique
- Les changements et les développements; l'impact de la musique sur la culture populaire.
- Les médias
- La liberté d'expression; la presse écrite et en ligne; l'impact sur la société et la politique.
- Les festivals et les traditions
- Les festivals, fêtes, coutumes et traditions.

Theme 3 is set in the context of France only. This theme covers social issues and trends.

- L'impact positif de l'immigration sur la société française
- Les contributions des immigrés à l'économie et à la culture.
- Répondre aux défis de l'immigration et de l'intégration en France
- Les activités des communautés; la marginalisation et l'aliénation du point de vue des immigrés.

- L'extrême droite

Theme 4 is set in the context of France only. This theme covers political culture.

- La France occupée La collaboration; l'antisémitisme.
- Le régime de Vichy Maréchal Pétain et la Révolution nationale.
- La Résistance

### **Assessment Model**

The A level exams in French consist of two externally-examined papers assessing Listening, Reading and Writing and a speaking assessment.

- Paper 1: Listening, reading and translation (2 hours), 40% of the qualification

Section A: Listening (30 marks) - A listening assessment based on a recording, featuring male and female native speakers. Students will respond to comprehension questions based on a variety of contexts and sources.

Section B: Reading (30 marks) - A reading assessment based on a variety of text types and genres where students will have to respond to comprehension questions.

Section C: Translation into English (20 marks) - A passage to be translated from French to English.

- Paper 2: Writing and translation (2 hours and 40 minutes), 30% of the qualification

This paper includes a translation exercise and two essays on either two literary texts, or one literary text and one film.

Section A: Translation (20 marks) - Students translate a passage from English into French.

Sections B and C: Written response to works (literary texts or films) (50 marks) - Students must write an extended response on the literary texts or films studied.

- Paper 3: Speaking assessment, 30% of the qualification

Students complete two tasks. Task 1 is worth 30 marks and Task 2 is worth 42 marks.

- Task 1 (discussion on a Theme): students discuss one theme from the specification based on a stimulus containing two different statements.
- Task 2, Part 1 (independent research presentation): students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.
- Task 2, Part 2 (discussion on independent research): students answer questions on their presentation and then have a wider discussion on their research.

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### **Entry Requirements (generic academy requirements)**

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

### **Entry Requirements (course specific requirements)**

**FRENCH** – Minimum of Grade 5 in GCSE French

# Spanish

Exam Board	Edexcel	Qualification	A level
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## Course Overview

If you enjoy meeting and talking to people from other countries, finding out about their cultures and developing your knowledge of how language works, then studying Spanish at A level is for you.

Learning languages enables you to:

- Learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, be confident about speaking in public, use problem-solving strategies and write coherently.
- Develop critical thinking, creativity and independence.
- Add an international dimension to your choice of A level subjects, which is something many employers and higher education providers want.
- Meet people from different countries and find out more about them.
- Have greater opportunities to work and/or study abroad, or work for companies in the UK with international links.

We believe languages should appeal to all students and we have chosen the Edexcel course to inspire all students who have an appreciation of the language, literature, film and culture of the Spanish-speaking world. This is a motivating course of study that will enable students to develop an advanced level knowledge and understanding of the Spanish language, the culture of Spain and several American countries, as well as practical and valuable language and transferable study skills. This specification will help to prepare students for higher education and will definitely enhance their employability profile.

## Overview of course content

The four themes address a range of social issues and trends, as well as aspects of the political and artistic culture of Spain and Spanish-speaking countries.

Theme 1 is set in the context of Spain only. This theme covers social issues and trends.

- El cambio en la estructura familiar
- El mundo laboral
- El impacto turístico en España

Theme 2 is set in the context of Spanish-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

- La música
- Los medios de comunicación
- Los festivales y las tradiciones

Theme 3 is set in the context of Spain only. This theme covers social issues and trends.

- El impacto positivo de la inmigración en la sociedad Española
- Enfrentando los desafíos de la inmigración y la integración en España
- La reacción social y pública hacia la inmigración en España

Theme 4 is set in the context of Spain only. This theme covers political culture.

- La Guerra Civil y el ascenso de Franco (1936-1939)
- La dictadura franquista
- La transición de la dictadura a la democracia

## Assessment Model

The A level exams in Spanish consist of two externally-examined papers assessing Listening, Reading and Writing and a speaking assessment.

- Paper 1: Listening, reading and translation (2 hours), 40% of the qualification

Section A: Listening (30 marks) - A listening assessment based on a recording, featuring male and female native speakers. Students will respond to comprehension questions based on a variety of contexts and sources.

Section B: Reading (30 marks) - A reading assessment based on a variety of text types and genres where students will have to respond to comprehension questions.

Section C: Translation into English (20 marks) - A passage to be translated from Spanish to English.

- Paper 2: Writing and translation (2 hours and 40 minutes), 30% of the qualification

This paper includes a translation exercise and two essays on either two literary texts, or one literary text and one film.

Section A: Translation (20 marks) - Students translate a passage from English into Spanish.

Sections B and C: Written response to works (literary texts or films) (50 marks) - Students must write an extended response on the literary texts or films studied.

- Paper 3: Speaking assessment, 30% of the qualification

Students complete two tasks. Task 1 is worth 30 marks and Task 2 is worth 42 marks.

- Task 1 (discussion on a Theme): students discuss one theme from the specification based on a stimulus containing two different statements.
- Task 2, Part 1 (independent research presentation): students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.
- Task 2, Part 2 (discussion on independent research): students answer questions on their presentation and then have a wider discussion on their research.

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### **Entry Requirements (generic academy requirements)**

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

### **Entry Requirements (course specific requirements)**

**SPANISH** – Grade 5 (or higher) in GCSE Spanish

# History

Exam Board	OCR	Qualification	A level
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## Course Overview

This new A Level History course involves the study of 4 units over two years. .

### Overview of course content

#### **Unit 1: British Period study and enquiry: Britain 1930-1951**

##### **Enquiry topic: Churchill 1930-1951**

This is an enquiry and source based study coupled with an outline period study. It includes a study of Churchill as wartime Prime Minister.

#### **Unit 2: Non British period study: The USA in the 19th Century.**

##### **Westward expansion and Civil War 1803-1890.**

This topic includes the causes and impacts of expansion across America, including the need and use of railways, the concept of 'manifest destiny', steamboats, telegraph, the Mormons, as well as the fur trade, gold-mining and many other aspects of what we know as the 'Wild West'. In addition, it covers the culture and society of Native Americans and the 'Indian Wars' together with the American Civil War.

#### **Unit 3: Thematic Study and interpretations: Rebellion and Disorder under the Tudors 1485–1603**

This theme focuses on the causes, nature and extent of disorder in England and Ireland during this period.

#### **Unit 4: Personal Study: Topic based essay 3,000-4,000 words.**

This is the 'jewel in the crown' for any budding historian: the chance to choose a historical topic and research it in depth, decide upon a question and then answer it in a piece of extended written work.

### Assessment Model

**UNIT 1: British period study and enquiry: Y13 Exam 1hr 30 minutes **25% of total A Level****

**UNIT 2: Non-British period stud: Y13 Exam 1hr **15% of total A Level****

**UNIT 3: Thematic study and interpretations: Y13 Exam 2hr 30 minutes **40% of total A Level****

**UNIT 4: Non exam assessment (course work) **20% of total A Level****

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### Entry Requirements (generic academy requirements)

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

### Entry Requirements (course specific requirements)

**HISTORY** – Grade 4 (or higher) in GCSE History and grade 4 (or higher) in GCSE English

# Geography

Exam Board	Edexcel	Qualification	A level
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## Course Overview

A-Level Geography is all about helping you understand some of the most important and relevant environmental challenges that the World faces in your lifetime. The course has a balance of physical and human topics and focuses on the management of issues, this makes it an attractive qualification in preparing you to succeed in your chosen pathway - whether that be into Higher Education, public services and amenity companies or local employment. You should consider this course if you are interested in the environment. You will need to be able to write with coherent justification, research independently and take an interest in other places, the news and current affairs.

## Overview of course content

Year 12: Tectonic Hazards; Coastal Landscapes; Globalisation; Urban Regeneration

Year 13: Water Insecurity; Carbon Cycle & Energy; Superpowers; Development; Migration & Identity

## Assessment Model

Paper 1: Physical exam [2hrs 15mins 30%]

Paper 2: Human exam [2hrs 15mins 30%]

Paper 3: Synoptic exam based on a specific issue [2hrs 15mins 20%]

Coursework: Independent Investigation [3000-4000 words 20%]

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## Entry Requirements (generic academy requirements)

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements)

**GEOGRAPHY** – Grade 4 (or higher) in GCSE Geography and grade 4 (or higher) in GCSE English. We will consider students who have not taken Geography at GCSE.

# Economics

Exam Board	Edexcel (Economics A)	Qualification	A level
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## Course Overview

Economics is all about how scarce resources in a nation are allocated. It is split into microeconomics which looks at how businesses and individuals make choices about what to produce and consume; and macroeconomics which looks at government and international policy.

Economics is a well-recognised and highly regarded A level subject that will suit students who are up for challenge and engaging with the world around them, from Brexit to the effect of Donald Trump on the economy. Most students tend to be interested in studying Economics, especially students who are interested in Business or Mathematics. Students who study Economics regularly go on to pursue careers in business, finance, accounting and politics amongst others.

## Overview of course content

### Year 12

Theme 1: Introduction to markets and market failure (Supply, Demand, Price, Output etc.)

Theme 2: The UK economy – performance and policies. (Economic Growth, Inflation, Employment, Trade)

### Year 13

Theme 3: Business behaviour and the labour market (Costs, Revenue, Profit, Market structure etc.)

Theme 4: The global economy (Globalisation, Trade Blocs, Exchange Rates, Inequality, Development etc.)

More details about the course content can be found from:

<http://qualifications.pearson.com/content/dam/pdf/A%20Level/economics-a/2015/specification-and-sample-assessment-materials/PearsonEdexcel-Alevel-EconomicsA-AccreditedSpec-August14.pdf>

## Assessment Model

The course is examined entirely by three written exam papers taken in June at the end of year 13.

The examinations are each 2 hours and are as follows:

**Paper 1: Markets and business behaviour** (35% of the total qualification) - this consists of all the microeconomics studied in themes 1 and 3. The paper has 3 sections including shorter answer questions in section A and extended essay style questions in section C

**Paper 2: The national and global economy** (35% of the total qualification) - this consists of all the macroeconomics studied in themes 2 and 4. The paper has 3 sections including shorter answer questions in section A and extended essay style questions in section C

**Paper 3: Microeconomics and macroeconomics** (30% of the total qualification) – this consists of all the economics studied across all four themes and is synoptic. This exam focuses more on extended answers.

## Entry Requirements (generic academy requirements)

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements)

**ECONOMICS** – Grade 5 (or higher) in GCSE Maths and grade 4 (or higher) in GCSE English

# FINE ART

Exam Board	OCR	Qualification	A level
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## Course Overview

Students will produce practical and critical/contextual work in one or more areas of study, for example, portraiture, landscape and human form.

Personal Investigation is a practical portfolio that consists of a sustained project, theme or course of study. It will demonstrate the experience of working with a broad range of media, showing that students can develop a high level of knowledge and skills that include critical, contextual and analytical understanding. Giving them the skills and knowledge to access either higher education or the work place.

## Overview of course content

The course is made up from two components the Personal investigation and the Externally set exam.

**Personal Investigation      60%      Externally set task      40%**

## Assessment Model

Students are assessed against the Assessment Objectives and their ability to **Develop, Experiment, Record and Present.**

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## Entry Requirements (generic academy requirements)

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements)

**ART** – Grade 4 (or higher) in GCSE Art

# PHOTOGRAPHY

Exam Board	AQA	Qualification	A level
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## Course Overview

Students will produce practical and critical/contextual work in one or more areas of study, for example, portraiture, landscape photography, still life photography, documentary photography, experimental imagery or multimedia. Through the experience of working with a broad range of media, students can develop a high level of knowledge and skills that include critical, contextual and analytical understanding.

## Overview of course content

### Component 1. Personal Investigation

A portfolio of work showing a personal response to a theme. A related Contextual study of continuous prose, minimum 1000 words. **60% of total A Level**

### Component 2. Externally set task

Exam paper released on 1 February. Providing a number of starting points. Several weeks preparation time to develop ideas and then a controlled test. (15 hours) **40% of total A Level**

## Assessment Model

Students are assessed against the Assessment Objectives and their ability to **Develop, Experiment, Record and Present.**

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## Entry Requirements (generic academy requirements)

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements)

**PHOTOGRAPHY** – no course specific entry requirements

# MUSIC

Exam Board	OCR	Qualification	A level
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## Course Overview

OCR's A Level in Music provides a contemporary, academic and creative education in Music with an integrated approach to the three main elements of performing, composing and appraising. Pupils are stretched theoretically and encouraged to be creative and to broaden their musical horizons and understanding.

## Overview of course content / Assessment Model

The table below outlines the requirements of the course and how each component is assessed.

Content Overview	Assessment Overview	
<b>Performance</b> <ul style="list-style-type: none"><li>• 10-15 minutes and 3 contrasting pieces</li></ul>	Pupils will perform in a live performance in front of an audience that will be video recorded and submitted to the exam board.	<b>35%</b>
<b>Composing</b> <ul style="list-style-type: none"><li>• 2 original compositions with a combined duration of at least 4 minutes</li></ul>	Composition recordings will be accompanied by a score and submitted as part of coursework completed during the course.	<b>25%</b>
<b>Listening and appraising</b> <ul style="list-style-type: none"><li>• Analysing and evaluating music</li><li>• Unfamiliar and familiar pieces are presented</li><li>• Questions based on aural extracts</li></ul>	Written exam lasting 2 hours and 30 minutes, including listening extracts. There will be a mixture of questions testing aural recognition, contextual understanding and extended writing skills.	<b>40%</b>

There are 3 "Areas of Study" that guide preparation for the Listening and appraising examination. They are:

1. Instrumental Music of Haydn, Mozart and Beethoven,
2. Popular Song including Blues, Jazz, Swing and Big Band, and,  
either
3. Programme Music 1820-1900, or,
3. Developments in Instrumental Jazz 1910 to the present day.

**Course content can and will be tailored to suit pupils interests and skills.**

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## Entry Requirements (generic academy requirements)

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements)

**MUSIC** – Standard of Grade 5 (or higher) in extracurricular music performance examinations for an instrument or voice.

# Psychology

Exam Board	AQA	Qualification	A level
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## Course Overview

Psychology is a fascinating subject; it focuses on understanding human behaviour. It contains a broad mix of maths, science and English skills, so would suit students who have done well in all 3 at GCSE. As it covers a wide range of topics it is a good basis for many further education choices and careers. Careers in psychology range from clinical psychologists and mental health workers, to careers in human resources and teaching.

## Overview of course content

The A Level consists of 11 units taught over the 2 years. As Psychology is a new subject for those choosing it at A Level the beginning topics are the foundation of the subject, with more challenging and complex units studied in Year 13.

### Year 12

- Memory
- Attachment
- Social Influence
- Psychopathology
- Approaches
- Biopsychology
- Research Methods

### Year 13

- Issues and Debates in Psychology
- Forensic Psychology
- Gender
- Eating Behaviour

## Assessment Model

The AQA A level in Psychology is assessed by 3 formal examination papers. Examinations will be sat at the end of the 2 year qualification (during June):

Paper	Topics	Time	Weighting
1 - Introductory Topics in Psychology	Memory, Attachment, Social Influence, Psychopathology	2 hours	33.3%
2 - Psychology in Context	Approaches, Biopsychology, Research Methods	2 hours	33.3%
3. Issues and options in Psychology	Issues and Debates in Psychology, Forensic Psychology, Gender, Eating Behaviour	2 hours	33.3%

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## Entry Requirements (generic academy requirements)

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements)

**PSYCHOLOGY** - Grade 4 (or higher) in GCSE English and grade 4 (or higher) in GCSE Maths or Science

# Sociology

Exam Board	AQA	Qualification	A level
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## Course Overview:

Sociology is extremely topical and will suit those who take an interest in the world around them. It is a course that fosters the development of critical and reflective thinking with a respect for social diversity. Students are encouraged to develop their own sociological awareness through active engagement with the contemporary social world. Students may progress into a range of occupations such as medicine, policing, teaching, market research and social work.

## Overview of course content:

### Year 12

- Education
- Research Methods
- Families and Households

### Year 13

- Beliefs in Society
- Theory and Methods
- Crime and Deviance

Within each topic area the following will be studied:

- Sociological theories, perspectives and methods.
- Key themes including socialisation, culture, identity and globalisation.

## Assessment Model:

The AQA A level in Sociology is assessed by 3 formal examination papers. Examinations will be sat at the end of the 2 year qualification (during May/June):

Paper	Title	Length	Marks
1	Education with Theory and Methods	2hrs	80
2	Topics in Sociology	2hrs	80
3	Crime and Deviance with Theory and Methods	2hrs	80

Students will be regularly assessed using examination materials to track their progress across the two years and will be provided with timely feedback to facilitate their ongoing development as a Sociologist.

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## Entry Requirements (generic academy requirements):

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements):

**SOCIOLOGY** - Grade 4 (or higher) in GCSE English

# Level 3 – Applied General Courses

Applied Sciences .....	27
Health & Social Care .....	28
Information Technology .....	29
Sport .....	30
Performing Arts .....	31
Creative Media .....	33
Business .....	35

# Extended Certificate in Applied Science

Exam Board	Edexcel	Qualification	BTEC
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## Course Overview

The course combines components of Biology, Chemistry and Physics subsequently providing students with a single post-16 option that covers all three Sciences.

Applied Sciences is recognized by UCAS as a 'Science' and as such can be used in support of an application for the following courses; Nursing, Midwifery, Education, Veterinary Nursing and Applied Engineering (to name a few). An Applied Science qualification is desirable in supporting an application to numerous other University courses.

## Overview of course content

Applied Science is a Level 3 qualification contains content that can be found within the Biology, Chemistry and Physics A levels. The course does however, have a significantly different delivery plan and assessment structure than the A levels in Science. Within lessons there is a clear focus on the applications of Science in industry and the development of subject specific skills that would facilitate a smooth transition from post-16 study to employment in a scientific field, with support and guidance given in developing both their subject knowledge and practical skills.

### Year 12:

- Unit 1: Principles and Applications of Science I (mandatory unit)
- Unit 2: Practical Scientific procedures and Techniques (mandatory unit)

### Year 13:

- Unit 3: Scientific Investigation Skills (mandatory unit)
- Unit 8: Physiology of Human Body Systems

## Assessment Model

Students of Applied Sciences will be assessed through a combination of assignments (both internally and externally marked) and written examination, Students will be regularly assessed against the assessment criteria of the course and will be provided with timely feedback to facilitate their ongoing development as a scientist.

Unit	Title	Assessment Method	Weighting
1	Principles and Applications of Science	External Exam 1hr 30 Mins	25%
2	Practical Scientific procedures and Techniques	Internal	25%
3	Scientific Investigation Skills	External Coursework	25%
8	Physiology of Human Body Systems	Internal	25%

**NB.** Units 1 and 3 must be passed for students to achieve the Level 3 Extended Certificate in Applied Science

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## Entry Requirements (generic academy requirements)

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements)

**APPLIED SCIENCE** - Grade 3 (or higher) in a separate science subject or a grade 4 (or higher) in combined GCSE science AND GCSE Maths

**NB.** Students must have a good track record of meeting deadlines as this is a fundamental for success within the qualification

# Health and Social Care

Exam Board	OCR	Qualification	Cambridge Technical Level 3 Extended Certificate
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## Course Overview

Students will cover a wide range of topics related to the care industry.

This course is suited to individuals wishing to pursue a career in the care industry; health care, Social care or child care. Typical professions include: midwifery, nursing, doctors, therapists, psychologists, social workers, care assistants, nannies, childminders, nursery workers, and teachers.

## Overview of course content

### Year 12

#### Mandatory units

Unit 1 - Building positive relationships in Health & Social Care

Internal coursework

Unit 2 - Equality, diversity and rights in Health & Social Care

Exam (1hr 30)

Unit 3 - Health, safety and security in Health & Social Care

Exam (1hr 30)

### Year 13

#### Mandatory unit

Unit 4 - Anatomy and physiology for Health & Social Care

Exam (2 hrs)

#### Optional units

Unit 10 - Nutrition for health

Internal coursework

Unit 13 - Sexual health, reproduction and early development stages

Internal coursework

## Assessment Model

Internal coursework (3 units) external exams (3 units) See above

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## Entry Requirements (generic academy requirements)

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

**Level 2** – students wishing to begin level 2 studies in the sixth form must obtain x4 grade 3 GCSE qualifications or higher.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements)

**HEALTH AND SOCIAL CARE** – Grade 4 (or higher) in English (literature or language) and GCSE Science

# Information Technology

Exam Board	Pearson Edexcel	Qualification	BTEC
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## Course Overview

The BTEC Level 3 National Extended Certificate in Information Technology is intended as an Applied General qualification covering 360 GLH and equivalent in size to one A Level. It is designed for learners who are interested in an introduction to the study of creating IT systems to manage and share information alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT.

Learners will develop a common core of IT knowledge and study areas such as the relationship between hardware and software that form an IT system, managing and processing data to support business and using IT to communicate and share information.

## Overview of course content

The objective of this qualification is to give learners the opportunity to develop their knowledge and skills in IT systems, systems management and social media in business. This will enable learners to progress to further study in the IT sector or other sectors.

Learners will study three mandatory units:

- Unit 1: Information Technology Systems (2 hr written examination) [Year 13]
- Unit 2: Creating Systems to Manage Information (10 hr supervised task) [Year 12]
- Unit 3: Using Social Media in Business. (internal assessment) [Year 12]

And one other unit:

- Unit 5: Data Modelling [Year 13]

## Assessment Model

### Unit Number

Unit Number	Title	Assessment Type	GLH	Weighting
1	Information Technology Systems	External	120	34%
2	Information Technology Systems	External	90	25%
3	Information Technology Systems	Internal	90	25%
5	Data Modelling	Internal	60	16%

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 90 or 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners must achieve all external units at pass grade or above. The styles of external assessment used for qualifications in the Information Technology suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available once or twice a year and learners can have only one resit attempt during the programme.

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## Entry Requirements (generic academy requirements)

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

**Level 2** – students wishing to begin level 2 studies in the sixth form must obtain x4 grade 3 GCSE qualifications or higher.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements):

**IT** – Although there are no course specific entry requirements, prior knowledge of ICT is preferred

# BTEC Level 3 Sport

Exam Board	Edexcel	Qualification	BTEC
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## Course Overview

Post -16 students who want to go on to further study and who have an academic interest in Sport and/or those wanting a career in the sports industry. The course is a 360 guided learning hour qualification.

This course will be suitable for you if you have an interest in Anatomy and Physiology, Sports Performance, Fitness training and health and professional development in the sports industry.

BTEC Level 3 Sport is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

This course is the equivalent to one A Level.

## Overview of course content

Unit	Unit Name	Assessment method	GLH
1	Anatomy and Physiology	External	120
2	Fitness Training and Programming for Health, Sport and Well-being	Internal	120
3	Professional Development in the Sports Industry	Internal	60
7	Practical Sports Performance	Internal	60

## Assessment Model

The course is a Level 3 qualification and the grades range from Pass, Merit, and Distinction.

The course is made up of two units which have internal written assignments and two units which have externally assessed exams.

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## Entry Requirements (generic academy requirements)

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements)

**SPORT** - no course specific entry requirements

# BTEC Level 3 Performing Arts

## (Extended Certificate)

Exam Board	Pearson (Edexcel)	Qualification	BTEC
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### Course Overview

BTEC Level 3 National Certificates in Performing Arts embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork, resilience and adaptability. Higher education needs students who have experience of independent research, extended writing and meeting deadlines.

The course will suit any student who enjoys a practical, vocational and collaborative way of working; a student who is willing to commit significant time and effort to various coursework assignments; and students who wish to work creatively and assertively whilst developing their knowledge of the Performing Arts.

Job roles include, but not exclusive to: various opportunities within the Performing Arts sector, teaching across the age ranges, health & social care, marketing and events management as well as various roles within the armed forces, civil service and hospitality sector.

### Overview of course content

#### Mandatory Units

- **Unit 1: Investigating Practitioners Work**
- Practical exploration assessed by externally supervised written coursework
- **Unit 2: Developing Skill & Techniques for Live Performance**
- Practical exploration internally assessed by both live performance and reflective log based coursework
- **Unit 3: Group Performance Workshop**
- Practical exploration externally assessed through performance and written coursework

#### Optional Units

(One of the following - decided by teacher)

- Unit 18: Interpreting Classical Text for Performance
- Unit 19: Acting Styles
- Unit 20: Developing the Voice for Performance
- Unit 21: Improvisation
- Unit 22: Movement in Performance
- Unit 27: Musical Theatre Performance
- Unit 28: Variety Performance

All of the above optional units are internally assessed and consists of predominantly practical assessment supported by written reflections.

## **Assessment Model**

- Exact Equivalent of ONE A LEVEL.
- 4 Units, of which 3 are mandatory and 1 teacher choice
- 2 are externally assessed and 2 internally assessed
- Mandatory content 83%
- External assessment 58%
- 360 guided learning hours (GLH) over 2 years

### **Mandatory Units**

- Unit 1: Investigating Practitioners Work (90 GLH)
- Unit 2: Developing Skill & Techniques for Live Performance (90 GLH)
- Unit 3: Group Performance Workshop (120 GLH)
- All optional Units (60 GLH)

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### **Entry Requirements (generic academy requirements)**

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

### **Entry Requirements (course specific requirements)**

**PERFORMING ARTS** – Although open to and suitable to all students regardless of GCSE options, a GCSE Level 4 or above in Drama is preferable, though not essential.

# BTEC Level 3 Creative Digital Media

Exam Board	Edexcel	Qualification	BTEC
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## Course Overview

The course provides a coherent introduction to the study of creative digital media production, focusing predominantly on film production. Students develop an understanding of the media industry through analysing media representations and pitching and producing media projects. The course gives students transferable knowledge and skills, contextualised within vocational scenarios. It is designed for post-16 learners who aim to progress to higher education courses and ultimately to employment, possibly in the media industries, as part of a programme of study alongside other BTEC Nationals or A levels.

## Overview of course content

This Two-Year Course offers students a chance explore a range of media, applying academic theory to challenging texts, all within a vocational context. They will sit an external exam (Unit 1) exploring Media Representations in Year 12. Students will also develop Pre-Production (Unit 4) and Narrative Filmmaking (Unit 10) skills through their coursework assignments, following established industry processes. The culmination of the course will be the testing of these practical skills, under controlled conditions, in response to a live brief set by the exam board (Unit 8), in the Summer of Year 13.

The course comprises of the following Units:

### **Unit 1: Media Representations (Externally Assessed)**

In this unit, students will explore a range of media from different sectors, such as music videos, short film extracts, animation, news programmes, websites, digital games and print adverts in order to explore how meaning, messages and values are constructed through formal and stylistic elements. They will consider how different media representations are constructed by media producers to create meaning, messages and values. Students are assessed through a two-hour onscreen examination set and marked by the exam board.

### **Unit 4: Pre-Production Portfolio (Internally Assessed)**

In this unit, students will explore the requirements of planning and delivering a digital media product, carrying out essential pre-production tasks and creating a pre-production portfolio. They will gain an understanding of the requirements of the planning stage of film production, from finance and logistics to regulations. Their investigations will help them develop the pre-production skills and experience needed to carry out their own tasks and to produce a digital media product. They will create a portfolio and manage the pre-production for their own creative media production.

### **Unit 8: Responding to a Commission (Externally Assessed)**

In this unit, students will understand how to respond to a commission brief with ideas based on the required content, style, audience, purpose and approach proposed by the client. They will work within the requirements and constraints of the client's specifications and consider their response in terms of ethos, format, budget, platform and duration. This unit is assessed through a task set and marked by the exam board. Part A is pre-released and will give students a commission for a media production. It will be released two weeks before a supervised assessment in order to carry out research activities into the subject to complete assessment tasks in Part B. Part B contains the supervised assessment task. The supervised assessment period will be a maximum of five hours.

### **Unit 10: Film Production – Fiction (Internally Assessed)**

This unit will focus on the process of producing a short narrative film or film extract that uses generic conventions. In this unit, students will investigate how conventions of narrative storytelling are used by

filmmakers, looking at formats and generic conventions. They will then prepare for a film production by creating and gathering the materials and preparing the cast and crew. They will need to bring together a range of elements to successfully produce their product: camera, lighting, acting, direction and sound during the production phase, and successfully use post-production techniques to deliver a final outcome.

### **Assessment Model**

The BTEC Level 3 National Extended Certificate in Creative Digital Media Production is a 360-guided-learning-hour qualification (equivalent in teaching time to one A Level). It comprises 4 units of which 3 are mandatory [Mandatory content (83%)] and 2 are external [External assessment (58%)]. External assessments are set and marked by the exam board – Unit 1: Media Representations and Audiences and Unit 8: Responding to a Commission.

All internally assessed units are grade against Pass, Merit and Distinction criteria.

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The sixth form also offers a level 2 qualification in creative digital media, this qualification covers similar content to the level 3 qualification and has an assessment model which is also weighted significantly towards the submission of written assignments.

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### **Entry Requirements (generic academy requirements)**

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or Maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

### **Entry Requirements (course specific requirements)**

**CREATIVE DIGITAL MEDIA** – no course specific entry requirements

# BTEC Level 3 Business

Exam Board	Edexcel	Qualification	BTEC
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## Course Overview:

The BTEC Level 3 National Extended Certificate in Business is for students who are interested in learning about the business sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in business-related subjects. It is designed to be taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels. The course requires applied learning that brings together knowledge and understanding with practical and technical skills. This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills; communication, teamwork, research and analysis, which are valued in both higher education and the workplace. The proportion of mandatory content ensures that all students are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued.

## Overview of course content:

This Two-Year Course offers students a chance explore a range of key business areas all within a vocational context. They will sit a two hour written exam (Unit 3) exploring Personal and Business Finance as well as Developing a Marketing Campaign (Unit 2) in response to a case study to be completed under supervised conditions. These two externally assessed units, completed in Year 13, are set and marked by the exam board. Students will also spend time Exploring Business (Unit 1) and completing Work Experience in Business (Unit 27). Both these units are internally assessed.

The course comprises of the following Units:

### **Unit 1: Exploring Business (Internally Assessed)**

In this introductory unit, students explore the purposes of different businesses, their structure, the effect of the external environment, and how they need to be dynamic and innovative to survive. They will gain an overview of the key ingredients for business success, how businesses are organised, how they communicate, the characteristics of the environment in which they operate, and how this shapes them and their activities. They will also look at the importance of innovation and enterprise to the success and survival of businesses, with the associated risks and benefits.

### **Unit 2: Developing a Marketing Campaign (Externally Assessed)**

In this unit, students will gain skills relating to, and an understanding of, how a marketing campaign is developed. They will examine the marketing aims and objectives for existing products/services and understand the importance of relevant, valid and appropriate research in relation to customers' needs and wants. They will use given market research data and other information to make recommendations about the type of marketing campaign that a business should undertake, drawing on their learning from across the programme to complete the assessment task.

This unit is assessed under supervised conditions. Students will be given a case study two weeks before a supervised assessment period in order to carry out research. The supervised assessment period is a maximum of three hours.

### **Unit 3: Personal and Business Finance (Externally Assessed)**

This is the largest unit on the course, accounting for a third of the content. In it, students explore the purpose and importance of personal and business finance, understanding why money is important and how managing money can help prevent future financial difficulties. Students will develop an understanding of the

financial decisions they will need to take throughout their life and how risk can affect them and their choices. This unit will also provide an insight into where they can get financial advice and support. Additionally, students will develop the skills and knowledge needed to understand, analyse and prepare financial information.

The business finance aspects of the unit introduce students to accounting terminology, the purpose and importance of business accounts and the different sources of finance available to businesses. Planning tools, such as cash flow forecasts and break-even, will be prepared and analysed. Measuring the financial performance of a business will require students to prepare and analyse statements of comprehensive income and statements of financial position. This unit is assessed by a two hour written examination.

#### **Unit 27: Work Experience in Business (Internally Assessed)**

In this practical unit, students will learn about different types of work-related learning and their benefits. They will research and complete forty hours of relevant work experience, and evaluate their performance through a reflective journal. They will learn what information they need before starting the placement, and how the placement can help them to develop key competencies needed for employability, such as self-management, team working, problem-solving and communication skills. The main focus of the placement will be about learning about the expectations of different roles within a business, first-hand.

#### **Assessment Model:**

The BTEC Level 3 National Extended Certificate in Business is a 360-guided-learning-hour qualification (equivalent in teaching time to one A Level). It comprises 4 units of which 3 are mandatory [Mandatory content (83%)] and 2 are external [External assessment (58%)]. External assessments are set and marked by the exam board – Unit 2: Developing a Marketing Campaign and Unit 3: Personal and Business Finance.

All internally assessed units are grade against Pass, Merit and Distinction criteria.

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#### **Entry Requirements (generic academy requirements):**

**Level 3** – students wishing to begin level 3 studies in the sixth form must obtain x4 grade 4 GCSE qualifications\* or higher. From September 2018 students must obtain a grade 4 or higher in either English or maths to be considered for level 3 courses.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

#### **Entry Requirements (course specific requirements):**

**Business** – no course specific entry requirements

# Level 2 Courses

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# BTEC Level 2 Sport and Activity Leaders

Exam Board	Edexcel	Qualification	BTEC
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## Course Overview

This qualification has been developed in consultation with employers and the professional body in the sport sector to ensure learners develop the skills and behaviours that will give them the best opportunity to be successful when applying for work. The content studied relates to directly with the skills, knowledge and behaviours expected by employers in the leisure sector of a sport and activity leader.

## Who is this course for?

This qualification is for learners who want to start a career in sport and physical activity. It is designed for Post -16 learners who want to go on to further study (Level 3) and who have an interest in Sport and/or those wanting a career in the sports industry. The course is a 360 guided learning hour qualification (equivalent in teaching time to four GCSEs). It is an ideal qualification for learners intending to progress directly to employment in sport and activity leadership, or to an apprenticeship.

This course will be suitable for you if you have an interest in Sports Leadership, Sports Coaching and Fitness. It also prepares you for the BTEC Level 3 Diploma in Sport. It would be advantageous to have previous experience playing competitive sport.

## Overview of course content

### What will I study?

#### Mandatory Units

Unit	Unit Name	Assessment method	GLH
1	Leading Sport Safely and Effectively	External	60
2	Working in Sport and Activity Leadership	External	60
3	Leading Sport and Physical Activity	Internal	60
4	Coaching Sport	Internal	30
5	Developing Skills for Sport and Activity	Internal	60
8	Delivering a Sports Activity Event	Internal	60

#### Optional Specialist Unit

6	Getting Others Active Outdoors	Internal synoptic	30
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## Assessment Model

### How will I be assessed?

The course is a Level 2 qualification and is graded Pass, Merit, and Distinction. The course is made up of internal written assignments and two externally assessed using an onscreen test.

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## Entry Requirements (generic academy requirements)

**Level 2** – students wishing to begin level 2 studies in the sixth form must obtain x4 grade 3 GCSE qualifications or higher.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

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## Entry Requirements (course specific requirements)

There are no course specific entry requirements for BTEC Level 2 Sport and Activity Leaders

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# BTEC Level 2 Creative Digital Media

Exam Board	Edexcel	Qualification	BTEC
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## Course Overview

The BTEC First Extended Certificate in Creative Digital Media Production is an introductory level 2 course for students wanting to study in the context of a vocational sector. The knowledge, understanding and skills learnt in studying this course will aid progression to further study and prepare learners to enter the workplace. In the creative media sector, typical employment opportunities may include working as a junior graphic or web designer. There is a clear progression route to a level 3 course or an apprenticeship.

This is an exciting opportunity for students with creative interests to be inspired and enthused by the fast-paced, technologically diverse domain of the Creative Digital Media Sectors.

There is a growing need for students to be equipped with real-world, applied learning to help make sense of, navigate, develop and improve the ever-increasing digital landscape of our World.

This One-Year Course offers students a chance to develop beyond being recreational media users, web-surfers and gamers, to active, perceptive consumers and creators of media products; gaining skills in areas of moving image production, audio production, web design and digital publishing.

## Overview of course content

This one-year vocational course is assessed over 10 Units. Unit 1: Digital Media Sectors and Audiences and Unit 8: Media Industry in Context are externally assessed. The remaining units are all internally assessed and comprise of a series of creative tasks in response to a range of assignment briefs based on vocational scenarios.

### Core Units

#### **Unit 1: Digital Media Sectors and Audiences** (Externally Assessed)

Students will explore the digital media industry and all the five key sectors that fall under it (Digital Moving Image, Digital Audio Production, Digital Publishing, Website Production and Digital Games Production). They will also explore the range of technological platforms used to distribute media, the different types of audiences and how audiences can engage with each sector.

#### **Unit 2: Planning and Pitching a Digital Media Product** (Internally Assessed)

Students will develop their verbal, written and visual communication skills to be able to understand the needs of the client and to help formulate, develop and pitch their own ideas for a media product. They will then undertake pre-production planning for a digital media product in preparation for the next phase in the process: production.

#### **Mandatory Unit 8: Media Industry in Context** (Externally Assessed)

Students will contextualise their work in creative digital media by understanding the wider media landscape, the organisations within it, how they are funded and their working practices.

### Optional Specialist Units

#### **Unit 3: Digital Moving Image Production** (Internally Assessed)

Students will investigate the key features of digital moving image productions, including structures and generic conventions. Practical production focuses on the use of camerawork and how it is used to convey meaning in a specific product.

#### **Unit 4: Digital Audio Production** (Internally Assessed)

Students will investigate audio as a key component of most creative media products. They will become

familiar with the terms used in digital audio production, how audio is stored and the technology that is used to record digital audio, studying different types of microphones and their uses, portable recording equipment and computer-based recording and editing software. Students will learn about techniques and procedures for recording digital audio in different locations and under differing conditions prior to recording audio for a particular digital media product.

**Unit 5: Digital Publishing Production** (Internally Assessed)

Students will gain the knowledge and skills required for the design and development of digitally published products. They will also understand how to source materials and combine them to create a whole product. Students will organise and manage the production of a digitally published product, plan and prepare content suitably and create interactivity between text, images and graphics.

**Unit 9: Digital Editing for Moving Image** (Internally Assessed)

This unit looks at editing techniques and styles across different formats. The unit builds on Unit 3: Digital Moving Image as students investigate the different ways that editors join together the shots so that they make sense, convey meaning and create audience response, and learn how to edit moving images for films they have produced.

**Unit 10: Digital photography for a Media Product** (Internally Assessed)

Students will produce digital photography for a media product to a specified brief and with a particular audience in mind, developing their skills in photography by exploring the various techniques and considerations involved in shooting at night, during the day, inside, outside, and capturing moving objects. They will learn how the camera works and understand the different ways in which photography communicates its message.

**Unit 12: Digital Audio Editing** (Internally Assessed)

Building on their work in Unit 4: Digital Audio Production, students will learn the work of the dialogue editor, music editor and sound effects editor, editing sound which is sourced or supplied to create meaning for a particular media product with a predefined running time.

**Unit 14: Writing for Digital Media** (Internally Assessed)

Students will look at ways of adapting their writing style to appeal to an intended audience, learning the difference between writing for different products, developing writing skills to improve accuracy and clarity of expression; all of which are essential when providing an audience with material that they can read and understand and which, above all, is creative and engaging.

**Assessment Model**

The BTEC Level 2 First Extended Certificate is a 360-guided-learning-hour qualification (equivalent in teaching time to three GCSEs) and has 16<sup>2/3</sup> per cent of the qualification that is externally assessed. These assessments are set and marked by the exam board. Both the Unit 1: *Digital Media Sectors and Audiences* exam and the Unit 8: *Media Industry in Context* are 1 hour long (50 marks each paper).

All internally assessed units are grade against Pass, Merit and Distinction criteria.

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**Entry Requirements (generic academy requirements):**

**Level 2** – students wishing to begin level 2 studies in the sixth form must obtain x4 grade 3 GCSE qualifications or higher.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

**Entry Requirements (course specific requirements):**

There are no course specific entry requirements for BTEC Level 2 Creative Digital Media

# BTEC Level 2 Work Skills

Exam Board	Edexcel	Qualification	BTEC
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## Course Overview

This qualification is delivered in 2 lessons per week alongside either BTEC L2 Sport or BTEC L2 Creative Digital Media to enable students to develop their personal skills and to help them with their transition at the end of their studies in the Sixth Form to an Apprenticeship, job or further/higher education courses.

It is a level 2 course, therefore a pass is equivalent to a grade 4 at GCSE. There are many practical aspects to the course, for example, taking part and assessing their performance in an actual 'mock' interview. Some of the work is IT based and there is a lot of discussion and group work to prepare for the written portfolio tasks.

As part of this course, students will be required to arrange and attend a weekly work experience placement in a setting of their choice. The process of arranging this will form a large part of the assessment for the Units of work on 'searching for a job' and 'applying for a job'. The work experience placement will also give them a valuable addition to their personal CV.

## Overview of course content

The course is delivered over 8 separate areas of study which are as follows:

- Managing your own money
- Searching for a job
- Applying for a job
- Working in a team
- Preparing for an interview
- Interview skills
- Self-management skills
- Developing personal skills for leadership

## Assessment Model

The course is assessed on a portfolio of work put together throughout the year of study and moderated internally and by BTEC nationally, there is no final examination.

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## Entry Requirements (generic academy requirements)

**Level 2** – students wishing to begin level 2 studies in the sixth form must obtain x4 grade 3 GCSE qualifications or higher.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements)

There are no course specific entry requirements for BTEC Level 2 work skills

# Level 2 Product Design/Construction

Exam Board	TBC	Qualification	Vocational
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## Course Overview

The technology department is exploring the possibility of introducing for September 2018 a level 2 vocational course in a field closely related to design technology and/or construction.

Whilst the specific course is yet to be identified all of the courses under consideration are very practical in nature and will subsequently develop amongst students a range of skills, including:

- Project planning skills
- Practical workshop skills (in areas such as woodwork)
- IT skills during both the design and review of products
- Product testing/evaluation
- Product placement and advertising

The course is being introduced to facilitate student transition to either apprenticeships or the world of work in the fields of product design or the construction industry (carpentry, plumbing etc).

Students that are considering starting either a vocational qualification in a construction trade or starting an apprenticeship should express an interest in this course. This will ensure that you receive information on the exact nature of the course once a final decision has been taken.

## Assessment Model

As a vocational qualification the significant majority of assessment will take the form of internally assessed assignment tasks (completed by students, marked by teachers and moderated by the exam board).

The aim of the course is to develop usable practical skills relevant to the work place.

Students will produce a portfolio of written assignments alongside practical products which they design, manufacture and test.

There is unlikely to be any written examination within a level 2 product design/construction qualification.

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## Entry Requirements (generic academy requirements)

**Level 2** – students wishing to begin level 2 studies in the sixth form must obtain x4 grade 3 GCSE qualifications or higher.

(\* attainment of a Pass grade within a BTEC qualification is equivalent to a grade 4)

## Entry Requirements (course specific requirements)

There are no course specific entry requirements for the level 2 Product Design/Construction course

# GCSE Resits in English and Maths

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You will attend a minimum of 2 hours per week of lessons in GCSE English and GCSE Maths if you do not gain a grade 4 or better in these subjects in Year 11.



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